

# Welcome to Your Facilitator's Guide

We're thrilled to have you here! This guide is designed to be your companion as you bring HOP Training to life in the classroom environment. It's intended to work hand-in-hand with the PowerPoint slides, Participant Workbook, and HOP Training Videos featuring HOP practitioners Bob Edwards and Andrea Baker (you can call her Andy!). Together, these resources will help you create an interactive and impactful in-person learning environment.

## Why In-Person Learning Matters

eLearning is an excellent tool for delivering content efficiently and on-demand, providing learners with the flexibility to engage with material at their own pace. However, in-person sessions bring an invaluable dimension to the learning experience by creating a dynamic and interactive environment. As the facilitator, you have the unique opportunity to foster real-time discussions, encourage context-rich questions, and cultivate a psychologically safe space where Human and Organizational Performance (HOP) concepts can be explored collaboratively.

In-person learning brings the content to life. It offers real-time feedback, space for shared reflection, and a chance to explore how HOP principles apply in the participants' specific context. These sessions aren't just about reinforcing the eLearning—they're about turning insight into action and building collective momentum for change.

## Not Your Typical Facilitator Role

Your job isn't to deliver lectures or have all the answers. It's to create a space where people can explore new ideas, test their assumptions, and speak honestly about real challenges.

Approach the session as a co-learner and conversation host:

- Invite dialogue and trust the group's insight.
- Listen actively and model curiosity.
- Create the conditions for learning—not control the outcome.

When people feel safe, respected, and heard, meaningful learning happens. Your role is to support that—not by steering every moment, but by holding space for discovery, discomfort, and insight to emerge.

## Coming In Prepared

Before you step into the facilitator role, it's important to prepare not just your materials, but yourself as well.

HOP isn't a program. It's an operating philosophy that shifts how we understand human behavior, risk, and improvement. These ideas challenge long-held assumptions, and they tend to prompt reflection. Before leading others through the material, we encourage you to:

- Complete the course, engaging deeply with the material, working through your own biases, and reflecting on your experiences
- Reflect on how the principles align (or clash) with your past experiences.
- Consider stories you might share—not because you need to be an expert, but because authenticity builds trust. By being open about your own journey, you create a supportive space where participants feel safe to explore, wrestle with ideas, and gain valuable insights together.

This internal work helps you show up grounded, curious, and ready to support real learning.

## Using the Participant Workbook

The Participant Workbook is an optional support tool. Some learners will love using it to capture insights and explore ideas on paper. Others may prefer to stay focused on conversation and reflection. Both approaches are welcome.

During the in-person sessions, you won't walk through every page. Some workbook activities will be completed together. Others will be skipped or left for personal exploration. Let participants know this early, so no one feels like they're missing something if a section is left blank.

We recommend offering a completed answer key at the end of the session—either printed or by email. This can be a helpful reference for learners, especially if some workbook activities are skipped or left open-ended. That way, participants can revisit key ideas and fill in anything they missed, limiting stress and a feeling that they've "missed something".

## Supporting You as the Facilitator

This guide is designed to support you at a high level—giving you the structure, mindset, and planning tools to lead an engaging, grounded session. It works alongside the PowerPoint speaker notes, which provide detailed support during the session itself.

This guide includes:

- A big-picture overview of each module's purpose and flow
- Descriptions of each learning phase (Take Off, Altitude, Landing, Connection)
- Set-up guidance, facilitator tips, and prep reminders
- Strategies for creating space, not pressure

The speaker notes in the PowerPoint include:

- Slide-by-slide sample script
- Clear learning objectives and activity instructions
- Timing and transitions
- Optional talking points and alternate phrasing
- Preparation tips

Think of the guide as your preparation tool, and the slide notes as your in-the-moment resource. You don't have to memorize or deliver content word-for-word. These tools are here to help you feel confident, responsive, and supported—so you can focus on what matters: creating space for others to think, reflect, and learn together.

## Thank You

Thank you for taking on this role. Your willingness to model curiosity and create space for others will have a lasting impact on the way these ideas take root in your organization.

Facilitating these conversations is important work—and you don't have to do it alone. If you have questions or just want to talk something through, reach out to your internal HOP contact, a peer who's facilitated before. We're all learning as we go, and support makes a difference.

# How to Use This Facilitator's Guide

This guide is designed to help you navigate each module effectively, following a structured path that mirrors the stages of a flight. Bob and Jen (both members of the course creation team) have backgrounds in aviation so you can blame them for the cheesy analogy!



The module elements, as pictured above, will appear at the top of the facilitator's notes section of each PowerPoint slide, as shown in this example:

◆ **Take Off** | Explore participant's current understanding of HOP | **Slide 1 of X – Intro Module** | ⌚ 5 min

This layout helps you quickly identify the phase of the module you're in, the expected duration, and the specific slide number. The purpose of each element is also provided to ensure that you're focusing on the right objectives during that part of the module.

# Navigating Module Elements

Below is a high-level orientation to the five phases that shape each module. It's your flight map: a way to understand the intent and flow behind each element, so you can facilitate with clarity and confidence.

## Module Flow at a Glance

### **Flight Plan: Prep and Set-Up**

Review this slide first to get grounded. It outlines what to prep, check, and print before the session. Use it to avoid tech hiccups and feel confident heading in.

### **Take Off: Spark Curiosity**

Start the session by connecting the topic to learners' real-world experience. Use the suggested prompts or activities to surface assumptions and get people thinking.

### **Altitude: Explore Core Ideas**

Play the videos and hold space for reflection. This is where key concepts are introduced. Use discussion or activities to support early sensemaking.

### **Landing: Make Meaning Together**

Help learners revisit key ideas through guided activities. Focus on shared reflection, not "right answers." This is where learning deepens.

### **Connection: Try It Out**

Wrap with a real-world challenge from the workbook. It's not a test—just a chance to apply the concept and see what happens using the Homework Challenges.

# Bringing the Module Elements to Life

With a high-level overview in hand, let's dive deeper into each Module element. The next sections will provide detailed insights and practical tips to help you effectively facilitate every phase of the module, ensuring a dynamic and impactful learning experience.

## Flight Plan

### Purpose

The Flight Plan slide gives you, the facilitator, a bird's-eye view of the module—what to prep, what to expect, and how to get set up for success. It's your backstage guide to running the session smoothly and confidently.

### Explanation

This slide appears at the very start of each PowerPoint deck and is for you only—it's not shared with participants. It outlines everything you need to review, prep, or print before the session begins. Think of it as your pre-flight checklist.

We've designed the session to be as easy to run as possible—every video, activity, and prompt is included in the speaker notes. You don't need to memorize a script or build your own plan. Just read through the notes, check the materials, and make the space welcoming.

### Preparation Checklist

- Review the speaker notes and workbook pages for this module.
- Test all videos and tech.
- Prep any physical materials (e.g. card decks, handouts, flip charts).
- Adjust room layout if needed for movement or small group work.
- Reflect on the flow—what tone you want to set, what transitions matter, where you might adapt based on the group.

## Facilitator Tips (Emerging Competencies)

- **Respect the Learners, Respect the Time**  
Come prepared so you can stay present. Preparation shows respect for the group's time and experience.
  - **Follow the Flow, Not a Script**  
The speaker notes offer structure and support—not rigid direction. Adapt to the group while staying aligned with the intent.
  - **Practice Presence**  
Settle yourself before the group arrives. A calm, grounded facilitator helps everyone feel safe to engage.
  - **Own the Environment**  
Make the space inviting—consider light, seating, noise, and movement. Small changes can shift the learning atmosphere in big ways.
  - **Trust the Design**  
The module has been carefully structured to support deep learning. You don't have to reinvent it—just bring it to life.
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## Take Off

### Purpose

The Take Off phase sets the tone for the session—inviting curiosity, building connection, and helping participants link the topic to their own experience. The goal here is to establish curiosity, surface assumptions, and gently draw learners into each module's core ideas without teaching content directly.

### Explanation

Before we explore new ideas, it's important to surface what people already know—or assume—about the topic. Take Off activities help participants begin to engage with the concepts in a light-touch way, without pressure to get it “right.”

Whether it's a quick poll, a 4 Corners question, or a short discussion prompt, these activities are designed to draw participants in and get them thinking together. Your role is to guide the energy, not deliver content—you're simply opening the door to learning.

## Getting Started

- Begin with the activity or question provided in the speaker notes. Keep it short and energizing.
- Prompt participants to move, raise hands, share quick thoughts, or reflect silently—whatever suits the group.
- Be curious about their responses. Don't correct or steer—just listen and acknowledge.
- Let the activity create a sense of readiness for what's to come.

## Facilitator Tips (Emerging Competencies)

- **Spark, Don't Lecture**  
Resist the urge to explain. Let the activity do the work. You're warming up their thinking, not teaching yet.
- **Model Curiosity**  
Treat all responses as valid data. Use phrases like "Interesting—tell me more" or "That's a great range of perspectives."
- **Don't Force It**  
If the group is quiet, that's okay. Move on gently. These prompts are invitations, not requirements.
- **Watch the Clock**  
Take Off should take just a few minutes. Keep the pace brisk so there's room for deeper exploration in the next phase.
- **Seed the Flow**  
Let this phase naturally lead into Altitude. You're teeing up the ideas they're about to explore more fully.

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## Altitude

### Purpose

The Altitude phase is where the core ideas come to life—through stories, insights, and provocations shared by Bob and Andy. As a facilitator, you're not delivering the content—you're creating the conditions for people to receive and reflect on it with curiosity.

## Explanation

This phase is anchored by video content featuring Bob and Andy. These videos introduce key concepts, challenge assumptions, and invite learners to explore new perspectives. Your role is to set up the context, press play, and then hold space for initial reactions and early sensemaking.

There's no need to explain the material yourself—the content is intentionally carried by the video. Instead, support learners by framing what to listen for, watching alongside them, and guiding the reflection afterward. Be prepared for a range of responses: some may resonate immediately, others may need more time.

## Content and Engagement

- Use the speaker notes to briefly introduce the video and highlight what to notice or reflect on.
- Play the video—don't skip or summarize. Watch it with your group.
- Afterward, give space for pause and processing.
- Invite initial thoughts using prompts like:
  - What stood out?
  - What surprised you?
  - Did anything shift in how you see this?
- Don't rush to clarify—this phase is about emergence, not certainty.

## Supporting Meaning-Making

- Let participants wrestle with the ideas. You're not there to provide "correct" answers.
- If insights feel half-formed, that's okay—help the group think out loud.
- Surface themes gently, using participant language whenever possible.
- Revisit key ideas only when needed to reinforce clarity or connection.

## Facilitator Tips (Emerging Competencies)

- **Trust the Storytelling**  
The video is the teacher. Your job is to hold the space for learning—not to repackage or explain what Bob or Andy just said.
- **Stay Present**  
Don't multitask during the video. Watch it with the group. Model engagement and curiosity.

- **Ask, Don't Answer**  
When someone is unsure, use questions to guide reflection. Avoid turning discussion into a quiz.
  - **Hold the Tension**  
Discomfort or resistance is often a sign that learning is happening. Stay steady. Let it unfold.
  - **Protect the Pause**  
Give time for silence after the video. Let people sit with what they've heard before jumping in.
  - **Connect the Dots Gently**  
If the group misses a key takeaway, offer a soft reframe—not a lecture. Use their words and examples when possible.
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## Landing

### Purpose

The Landing phase gives participants a chance to interact with the core ideas in meaningful ways—clarifying key concepts, surfacing insights, and working together toward shared understanding. This isn't a time for performance—it's a time for reflection, connection, and thoughtful engagement.

### Explanation

By this point in the session, learners have heard stories, explored new ideas, and started to form their own perspectives. The Landing phase creates space to make sense of it all—through interactive activities that help the group revisit key ideas and begin putting language to their own takeaways.

It's not about agreement or mastery. Participants don't need to "get it right." The goal is to help the group think together—making space for different reactions, lingering questions, and emerging insights. Your role is to guide the flow, support reflection, and create an environment where participants feel confident engaging, even if they're still sorting things out.

You don't need to come up with your own activities. A variety of options—discussion prompts, role plays, sorting tasks, metaphor exercises, and more—are built into the PowerPoint slides and speaker notes. Use them as designed, or adapt based on the energy in the room.

## Summary and Synthesis

- Lead a short, structured activity to help participants interact with the key ideas. This might include discussion, role play, metaphor, sorting, or visual mapping—many are pre-designed for you in the speaker notes.
- Use the activity to revisit the summary point(s) and deepen the group's connection to them.
- Prompt participants to explore how the concepts are landing for them—what's resonating, what's unclear, or what's sparking curiosity.
- Focus on drawing out thinking, not reaching consensus.

## Recognizing Gaps

- If you notice confusion or tension, slow down and reflect back what you're hearing.
- If a participant seems stuck or at odds with an idea, don't rush to explain. Instead, thank them for sharing, name the tension gently, and invite them to keep reflecting or observe how the idea shows up in their world.
- Let the group know that some concepts take time to click. The goal here is curiosity—not closure.

## Facilitator Tips

- **Lean Into the Design**  
You don't have to invent engagement—just bring it to life. The slides and speaker notes include activities and questions designed to spark meaningful interaction. Skilled facilitators stay grounded in the design while adapting to the moment.
- **Model Curiosity**  
Let participants see you wondering, learning, and thinking out loud. Join them in the process. A confident facilitator shows that it's okay not to have all the answers.
- **Create Room for Real Conversation**  
Not every comment needs to be tidied up. Let insights linger. Let ideas unfold. High-trust facilitators know when to pause, when to move on, and how to hold space for productive uncertainty.
- **Stay Grounded, Not Defensive**  
If someone pushes back or resists an idea, it's not your job to win them over. Name the tension, stay respectful, and keep the door open for further reflection. Effective facilitators don't debate—they create space for learning.

- **Pay Attention to Energy**

If the group is energized by an idea, let it breathe. If engagement drops, don't be afraid to pivot. Skilled facilitators read the room and adjust with care.

- **Guide the Clock, Don't Chase It**

Keep pace without rushing. Some ideas are worth lingering on; others might need to be parked. Strong facilitators manage time intentionally—prioritizing depth over coverage and pacing over pressure.

## Connection

### Purpose

The Connection phase offers participants a simple, structured opportunity to test what they've learned—by trying something in their real work or life. It's not a wrap-up; it's a springboard for practice.

### Explanation

Each module ends with a contained challenge, activity, or experiment designed to help participants put the ideas into action. These aren't abstract "takeaways"—they're practical opportunities to try a new approach and notice what happens.

The goal here isn't perfection or performance—it's movement. A small test. A shift in how they listen, speak, respond, or design. When framed with intention, these moments build momentum and keep the learning alive beyond the session.

Everything needed is already in the workbook. You don't need to design anything—just walk through what's there and set the tone for trying.

### Applying the Learning

- Use the slide and speaker notes to introduce the experiment or activity.
- Direct participants to the relevant workbook page.
- Emphasize that this is an opportunity, not an obligation.
- Invite them to give it a go—try it out, reflect, and see what they notice.

### Facilitator Tips (Emerging Competencies)

- **Frame It as an Opportunity**  
Avoid the language of tasks or assignments. Position this as a chance to test-drive the concepts in a real setting.
- **Normalize Small Starts**  
Let participants know that even small actions can lead to big insights. Trying something once is enough to learn from.
- **Stay Grounded in the Real**  
Use examples to illustrate what the experiment might look like in the wild. Connect it to the kinds of challenges they've already discussed.

- **Encourage Observation, Not Outcome**  
The purpose isn't to fix something or prove a point—it's to notice what happens and learn from it.
- **Keep the Energy Alive**  
Even though this is the final section, avoid rushing. Treat it as a meaningful extension, not a footnote.
- **Leave the Door Open**  
Remind participants they can revisit the challenge later—even if now isn't the right moment. The invitation doesn't expire.