LinkedIn Learning Course Facilitation Guide

You may want to have your team grow their knowledge in a particular area or develop a particular skill. You can support this learning by planning and facilitating a shared professional development experience around a shared LinkedIn Learning course through a group session.

First Step: Logistics Preparation

1. Identify a skill/knowledge growth area for the team.
2. Search EDGE for a LinkedIn Learning course.
   a. Search for courses using keywords and read through the course descriptions until you have found the right fit for your team.
   b. Watch the course on your own to first determine if it is a good fit for your team. This approach also allows you to prepare for possible questions and discussion topics ahead of time.
   c. Need support finding a course? Email edge-learning@arizona.edu.

3. Determine the format for the professional development experience.
   a. Option 1: Employees watch individually and participate in a group debrief session at a scheduled time.
      i. Share the course link or assign the course as training to each employee via EDGE with a due date.
      ii. You should allow employees at least two weeks to watch the course before the group session.

   Note: Option 1 is only available if all members of your team are benefits-eligible staff and faculty who can activate LinkedIn Learning licenses in EDGE.

   b. Option 2: Watch the video as a team, followed by a group discussion.
      i. Determine whether your team will meet in person or virtually.
         1. If conducting in-person, identify a space that is large enough and has good audio and visual technology for watching a course together.
         2. If conducting virtually, decide if you will enable tools for discussion such as meeting chats or breakout rooms. For more information regarding these Zoom and Teams features, visit the links below.
            a. Zoom: Enabling continuous meeting chat
            b. Zoom: Creating and using continuous meeting chat
            c. Zoom: Using breakout rooms
            d. Teams: Using breakout rooms

   Note: Option 2 is a good choice if you have team members who are student employees, graduate assistants/associates or Designated Campus Colleagues since they would be unable to access the content on their own.

4. Share the professional development opportunity with your team.
   a. Explain the purpose, structure and expectations for the event.

    b. Emphasize the benefits of participating in this opportunity and the relevance of the content to their everyday work.
    c. Determine a date and time that will work best for your team and send calendar invites.

Second Step: Professional Development Meeting Preparation

1. Share any general reflection questions that you would like your team to think about while they are watching the video. This can help you set the stage and guide a more productive discussion. Some examples include:
    a. Which university core values does the content in this course apply to?
    b. What are your top 1-2 takeaways from this course?
    c. What part of the course did you find most relevant to your work or your team? Why?
    d. What is at least one step or change you can make after watching the course? How do you plan to put the skill into practice?
2. Plan in-meeting activities for your team. Some examples include:
    a. Preparing case studies/scenarios relevant to their daily work to show the skills from the course in action.
    b. Have team members get in teams or small groups to discuss the course and key takeaways. Have them share how they would apply the content to their day-to-day work.
    c. Create a quiz or game using the course content to encourage retrieval of information.
    d. Prepare team discussions with questions relating to the specific content from the course or have a discussion using general reflection questions (see examples above).

Third Step: Group Facilitation Tips

1. As a facilitator, you are the learning and dialogue guide who encourages the group to think deeply.
2. Determine the methods for how team members will best participate. At the beginning of the session, explain those methods and any other applicable ground rules (e.g., raising hands, creating a speaking list, supporting an environment where colleagues can share ideas without interruptions, how you will keep the group on topic, etc.).
3. Ask open-ended, nondirective questions.
4. Paraphrase team member statements back to the speaker to ensure understanding and that the entire group heard.
5. Observe body language and facial expressions to determine if participants may have something to share and afford them the space to. As much as possible, avoid one person taking over the entire discussion.
6. Use intentional silence (10 seconds or more) to give people time to organize thoughts before participating.
7. Notice behaviors that may clue you into how the group is feeling and how you can manage their behavior. For example:
    a. If the energy is sluggish, can you lighten things up with a quick stretch break or icebreaker?
    b. If the team seems disengaged, change up the pace by pairing up or doing an individual writing prompt to create an informal participation opportunity.

Fourth Step: Meeting Wrap-Up/Next Steps

1. If breakout rooms were used, have each group share what was discussed with the larger group.
2. Encourage them to think about how they will apply the knowledge or skills to their daily work.
3. If you plan to follow up with your team in another meeting on this topic, let them know when that will happen.
4. Share additional resources to reinforce their learning.