



UNDERSTANDING YOUR PARTICIPANTS

REFLECTIVE ACTION BASED ACTIVITY

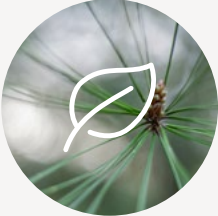
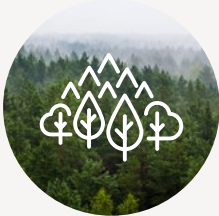
Name

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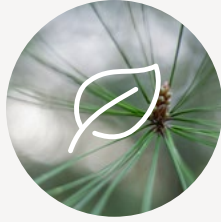
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SECTION 1 - FACILITATING GLOBAL AND SPECIFIC LEARNERS

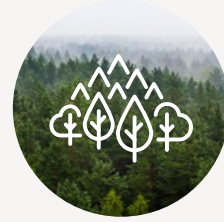
	Specific 	Global 
How do you recognize them?		
What do they need?		
1 thing to AVOID		
What can you do to accommodate them during your communications and training?		

Personal Preference Breaker

Specific



Global






What is my own preference?

“If your actions create a legacy that inspires others to dream more, learn more, do more and become more, then, you are an excellent leader.”

Dolly Parton (Singer, Actor)

SECTION 2 - MODALITIES

There are three types of learning styles based on sensory intake of information.

	Visual	Auditory	Kinesthetic
			
WHAT DO THEY....	SEE?	HEAR?	DO?

Activity: Preference Promises

“I promise to make sure that I am not biased towards my own preferences and that I am able to accommodate participants with other V A K preferences by...”

Activity: Facilitating for V A K

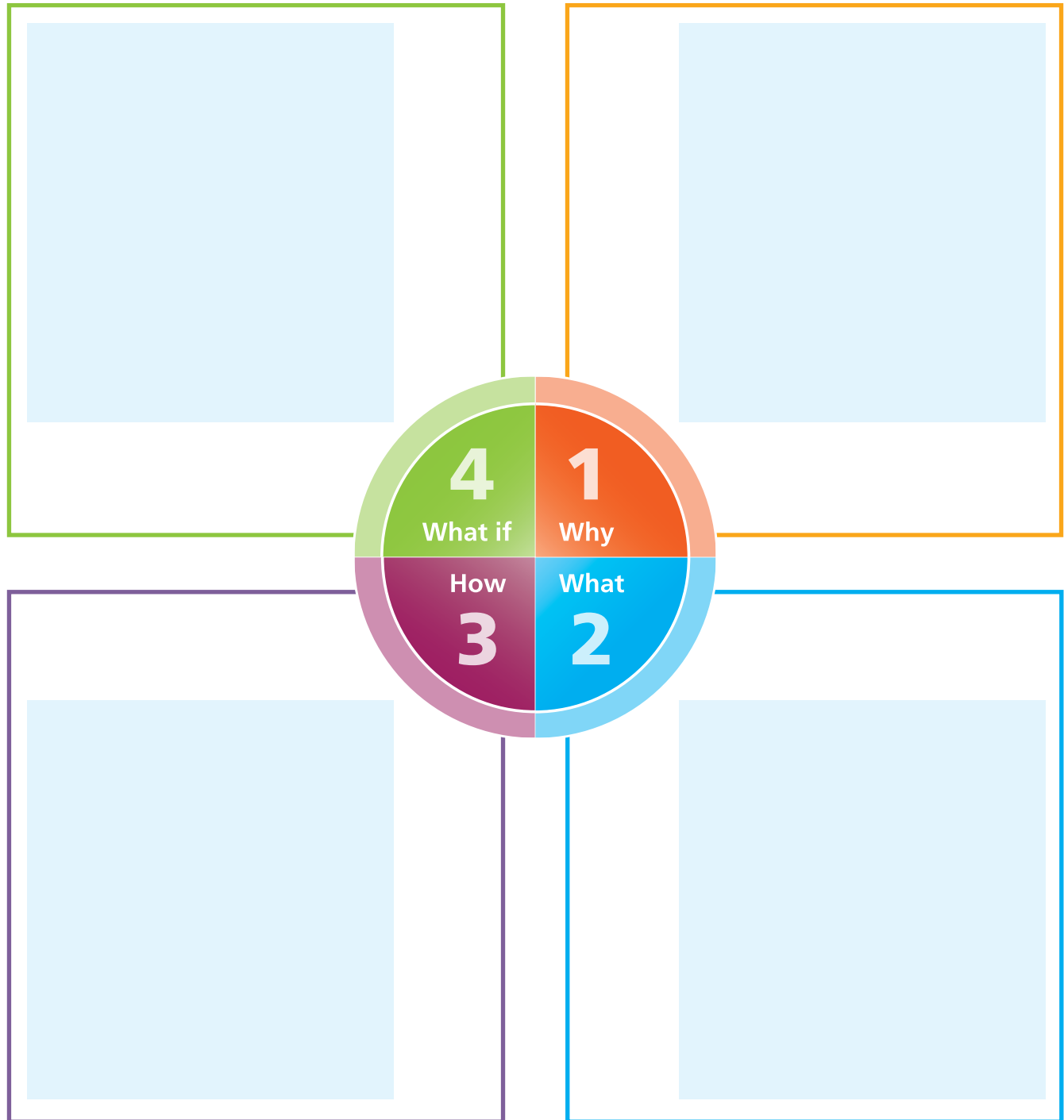
<p>Activity: Facilitating for V A K</p>	<p>Visual</p> 	<p>Auditory</p> 	<p>Kinesthetic</p> 
<p>What do they need?</p>			
<p>1 thing to AVOID</p>			
<p>What can you do to accommodate them during your communications and training?</p>			

What are 2 things I can try to engage a participant with the opposite preference to me?

<p>1</p>	<p>2</p>
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SECTION 3 - 4MAT – HOW TO ENGAGE EACH TYPE?

What can you include in your training communication, delivery and facilitation approach to engage each type?



SECTION 4 - ACTION SUMMARY

Top Strategies

List your top three strategies to engage or accommodate participants with different learning preferences

1	
2	
3	



What are 2 things I should avoid doing when working with a participants with the opposite preference to me?

1	2



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