

Facilitate for Impact

Module 2 Transcript

Welcome back. Let's start with something simple, but surprisingly powerful. This module is foundational concepts.

Think about what do you call yourself? When you introduce yourself to people in your sessions, do you say, I'm the trainer, I'm the instructor, I'm the teacher, the facilitator, or maybe something even fancier than that, like a learning experience architect. Whatever you choose, it shapes how people respond to you. Years ago, I heard this quote from Katherine Patterson, and it really stuck with me.

The name we give to something shapes our attitude towards it. And oh, does that hold true in the learning world? It's about the power of labels. So let's take a minute to unpack the terms we just mentioned.

Teacher, by definition, someone who guides individuals to gain new knowledge, new skills, new experiences. Sounds good on paper, right? But here's the thing. Most of us had teachers in grade school.

And with that word comes a whole bunch of bundled memories, rules, permission slips. Somebody tell us to stop talking in the background. Not exactly the mindset.

We want our adults bringing to a learning environment. So then there's trainer. Trainer is a person who trains people or animals.

Totally respectable, totally accurate. But if you're a learner, start picturing obedient school. Maybe not the vibe you're going for.

Next up, talent development. Now, this one is close to my heart. It's what I built my business on.

It's the process of helping organizations and their people grow through planned and unplanned learning. So it's strategic, it's valuable, but it's often mainly about improving the organization more so than the individual. And that brings us to my thing.

Facilitator. A facilitator is that person who makes an action or a process easier. And I like that because my job isn't to stand at the front of the room and deliver brilliance.

My job is to create an environment where learning happens. And that's why when you heard me introduce myself in module one, I said, I'm Mindy. I'm the facilitator for this course, not the teacher, not the instructor, definitely not the trainer, the facilitator.

And here's why that matters. Simple, small shifts can have a big punch. When I stopped calling myself the teacher or the instructor, and stopped calling the people in my sessions students, everything changed.

The room felt lighter. People spoke up sooner. Adults stopped waiting for me to give them the answers, and they started discovering it with me.

And it's almost like the whole group collectively just exhaled and learned more. Because as Catherine Patterson said, the name we give to something shapes our attitude towards it. So here's your challenge before we dive into the next module.

Think about what you call yourself. Think about what you call the people you work with that are in your session. And there's no hard rule.

You get to decide what fits you and your style, but give it some thought because words have weight. Labels matter. And the way you frame yourself can completely change how adults experience learning with you.

So to help you think through this, tackle learner prompt number two in the workbook, it will guide you to reflect on your own role, the language you use, and how that connects to the kind of impact you want to create. Because facilitation isn't just about running a session. It's about shaping experiences that turn learning moments into lasting change.

Oh, and in that learning prompt, you're going to get a preview of some of the terms and theories that we're going to be talking about in the upcoming modules.