

# Facilitate for Impact

## Module 8 Transcript

Welcome back to Facilitate for Impact. This is module eight, and we talked about what self-directed learning is and why it matters in module seven. Now let's get practical.

Let's talk about how we actually do it and how we might can apply it to a session we're facilitating. Turns out there's a simple four-step process that takes learner from curiosity to confidence and helps facilitators guide without taking over. Self-directed learning or SDL follows a natural cycle that kind of mirrors how we learn, how most of us learn in everyday life.

We just don't realize we're doing it. The four steps are assessing readiness, being ready to learn, setting learning goals, engaging in the learning process, and then evaluating and reflecting on the learning that we've done. This process moves from preparation to planning to taking action and then to reflection, creating a full loop that leads to stronger, longer lasting learning.

So let's look at the steps. Step one, being ready to learn or self-awareness. This is all about honest self-assessment.

So before diving into a new skill or a new topic, the learners need to pause and ask, what do I already know? Where are my gaps? What might get in my way? It's also about mindset. Learners have to believe they can grow, that learning isn't just something that happens in classrooms, but sometimes it's something they can initiate anytime. As facilitators, we can help them by prompting reflection, sharing readiness checklists, sometimes simply just good questions can get them thinking about their own learning habits and motivation.

Step two, setting learning goals. Once the learner understands where they're starting, it's time for them to decide where they want to go. Good goals drive direction and define success, but they also keep things realistic and measurable.

So encourage your learners to set goals that are specific and achievable. Make sure they're meaningful to them. Why does it matter to them? What goals do they have? What's going on in their world? What does their current role look like? How is this going to matter to them? How is this going to enhance their life? And when we help them connect those goals to their personal values and or their professional growth, their motivation skyrockets because now it's their goal, not yours, not the company's, not HR's, it's theirs.

Step three is engaging in the learning process and here's where the action happens. This is the hands-on phase where learners roll up their sleeves and really start experimenting and researching and practicing and trying and then adjusting what they've tried. It may be they may read, they may watch, they may interview, test, shadow, whatever form it takes, the key is active engagement.

It's not just sitting, listening, it's doing. Your role as a facilitator is to be close by, be ready, be available if they need you, but don't drive. Offer resources, tools, or nudges maybe, but not direction.

Encourage curiosity, make space for learning to look different for each person because the more ownership a learner has in this stage, the more powerful the transformation is going to be. Step four, evaluating learning. This is where the magic really happens because this step turns experience into wisdom, learning into action.

This is where learners pause to say, okay, did I reach my goal? What did I learn about the topic? What did I learn about myself? How am I going to apply what I learned? What worked well? What should I do differently? Those types of things and facilitators can model reflection through discussion, journal prompts, debrief conversations, things like that. Reflection cements the learning. It closes the loop.

It prompts the brain for the next round of growth. So, the four steps again are assessing readiness, setting goals, engaging, and evaluating, and it's not a checklist. It's a cycle.

So, once the learner finishes step four, they're naturally ready to go back to step one and begin with a new challenge, and that's what makes self-directed learning such a lifelong skill, such a valuable lifelong skill. All right, learner prompt number eight will guide you through kind of assessing your own learning habits. So, I encourage you to tackle that prompt.

Self-directed learning gives adults what they crave most, the freedom, the relevance, and the ownership to learn their way, and when we help learners build confidence in these four steps, they stop waiting for learning to happen to them, and they start creating it for themselves. So, that's it for this module. We'll see you next time.