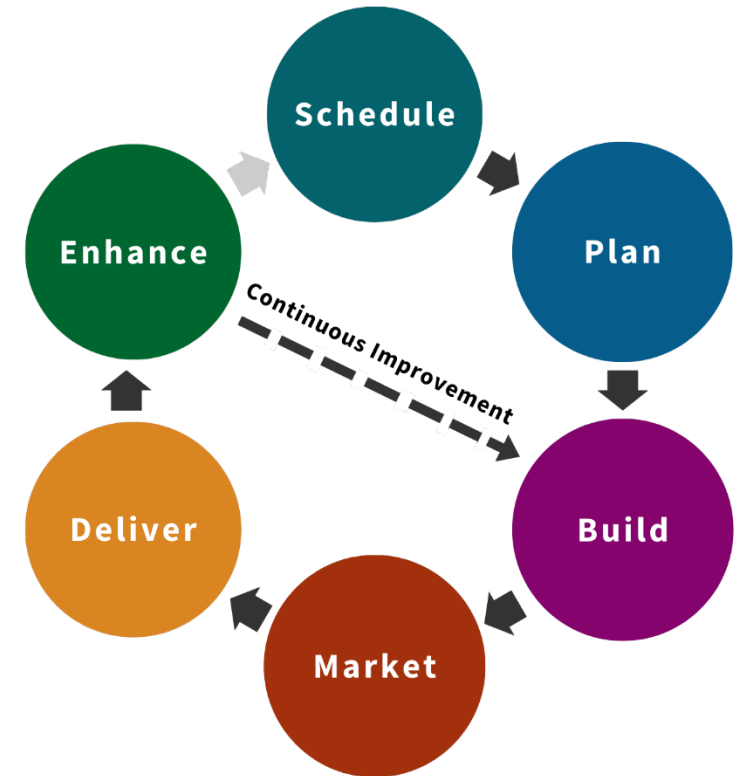


2025 Learning Partner (LP) Program Plan



What you'll find in the following slides:

- ❑ 2025 Course Planning Deadlines
 - ❑ Learning Partners Webpage
 - ❑ Course Development Process Overview
- ↳
- ❑ Resources & Tools





Course Planning Deadlines

2025 Deadlines in Calendar View ~ Overview

September				
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
Receive this slide deck!				
30				

November				
Monday	Tuesday	Wednesday	Thursday	Friday
Submit Course Info & Proof after Dates are Coordinated (10/7 – 11/27)				
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
		Deadline to Submit Course Info		

October				
Monday	Tuesday	Wednesday	Thursday	Friday
Submit Course Info & Proof after Dates are Coordinated (10/7 – 11/27)				
	1	2	3	4
7	8	9	10	11
Begin Coordinating Dates with HR-OD		2025 Planning - Open Office Hour at 9:30 am	2025 Planning - Open Office Hour at 2:00 pm	
14	15	16	17	18
21	22	23	24	25
				Deadline to Coordinate Dates
28	29	30	31	

December				
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
2025 Course Calendars to LPs		January 2025 Course Materials DUE		
16	17	18	19	20
2025 Quarter 1 Course Calendar shared with All City Staff				
23	24	25	26	27
30	31			

2025 Course Planning Deadlines ~ Detailed View

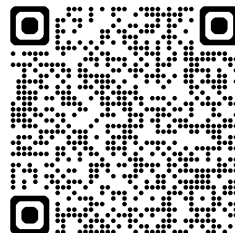
Slide #	Deadlines:	Your Tasks (Learning Partner):
	September 23	<input type="checkbox"/> Receive first 2025 Learning Partner Program Plan communication <input type="checkbox"/> Review this slide deck
	October 9 th at 9:30 am October 10 th at 2:00 pm	<input type="checkbox"/> Join us at 2025 Planning – Learning Partner Open Office Hours if you have any questions about course planning, feedback for the 2024 Learning Partners Program, or just want to say hi! Join Zoom Meeting: https://cityofmadison.zoom.us/j/8314334412?pwd=YVITK1J5Q3B3RzlsSVBib0lQNWo2Zz09 Meeting ID: 831 433 4412 Passcode: 8QtZ01
Slide 10	October 7 through October 25	<input type="checkbox"/> Coordinate your preferred 2025 course calendar dates with OD by October 25th
Slides 11 & 12	October & November – By November 27	<input type="checkbox"/> Submit course information using the Course Planning Form & Course Planning Checklist to get your course operationally ready and live for registration. NOTE: To ensure your course is included in the Course Calendar send-out in December 2024, please coordinate with HR-OD by November 27th!
		<input type="checkbox"/> Expect course proofing email(s) for each of your course(s) <ul style="list-style-type: none"> <input type="checkbox"/> Review course webpage <input type="checkbox"/> Review course registration page <input type="checkbox"/> Expect a notice from OD when your course is live!
	The week of December 9	<input type="checkbox"/> Expect the 2025 Year Course Calendar to be shared with Learning Partners
Slides 13 & 14	December 11	<input type="checkbox"/> If you are offering a course in January 2025, course curriculum (Lesson Plan, Slide Decks, Learner Workbooks, etc.) should be submitted to OD by Wednesday, December 11th . <input type="checkbox"/> If beyond January, course materials are due at least 4 weeks prior to the course date .
	The week of December 16	<input type="checkbox"/> Expect the 2025 Quarter 1 Course Calendar to be shared with All City Staff
	Early 2025	<input type="checkbox"/> Receive 2024 Learning Partner Course Evaluation Summary

Learning Partners Webpage 

Learning Partners Program Webpage (Info-Hub)



How to Navigate to here:
HR > Organizational Development
> Learning Partners Program



Some Resources You'll Find Here:

LP Program
Overview

Course
Development
Process

Marketing Your
Course Resources

Course Planning
Checklist

Course Building
Toolkit

Course
Evaluation Link

Learning Partners Program

Learning Partners (LPs) are City Employees with expertise in their field. These dedicated individuals deliver impactful training courses to our workforce across agencies.

Courses are developed and facilitated by LPs in a manner that adheres to the City's standards for learning design and evaluation.

Course topics range from City of Madison policy-based or state-regulation based, to leadership development, data analysis, psychological safety, and everything in-between!

What We Offer:

- **Expertise:** Upon request, we consult with you and share our expertise in Adult Learning Principles, Curriculum Design, and Course Management to ensure the best learning outcomes. Couple this with your Subject Matter Expert (SME), and we've got a great platform for hosting quality content.
- **Support:** Receive the information, resources, and assistance you need through the course development and delivery process. Check out [Learning Partners and OD partner to deliver high-quality courses](#).
- **Flexibility:** Choose the level of support you require - whether it's more extensive - throughout the course development and delivery process. Check out [L+D Support Levels PDF](#).

Interested in becoming a Learning Partner?

Contact us at OrganizationalDevelopment@cityofmadison.com for more information about how we support our Subject Matter Experts (SMEs) as Learning Partner facilitators.

Already a Learning Partner?

Here are some buttons to help you navigate to pages and resources to help you develop and deliver your courses.

[Course Development Process](#)

Learn the process to get your course on the OD Calendar.

[Course Evaluation Link](#)

Access the current year's evaluation link to share with your course participants.

[Course Building Toolkit](#)

Resources to make your course materials visually interesting, engaging, accessible, and aligned to the City of Madison's Brand Style Guide.

[Marketing Your Course](#)

Learn they why, who, and how for marketing your course. Also found here are examples and guidelines for formatting your marketing pieces.

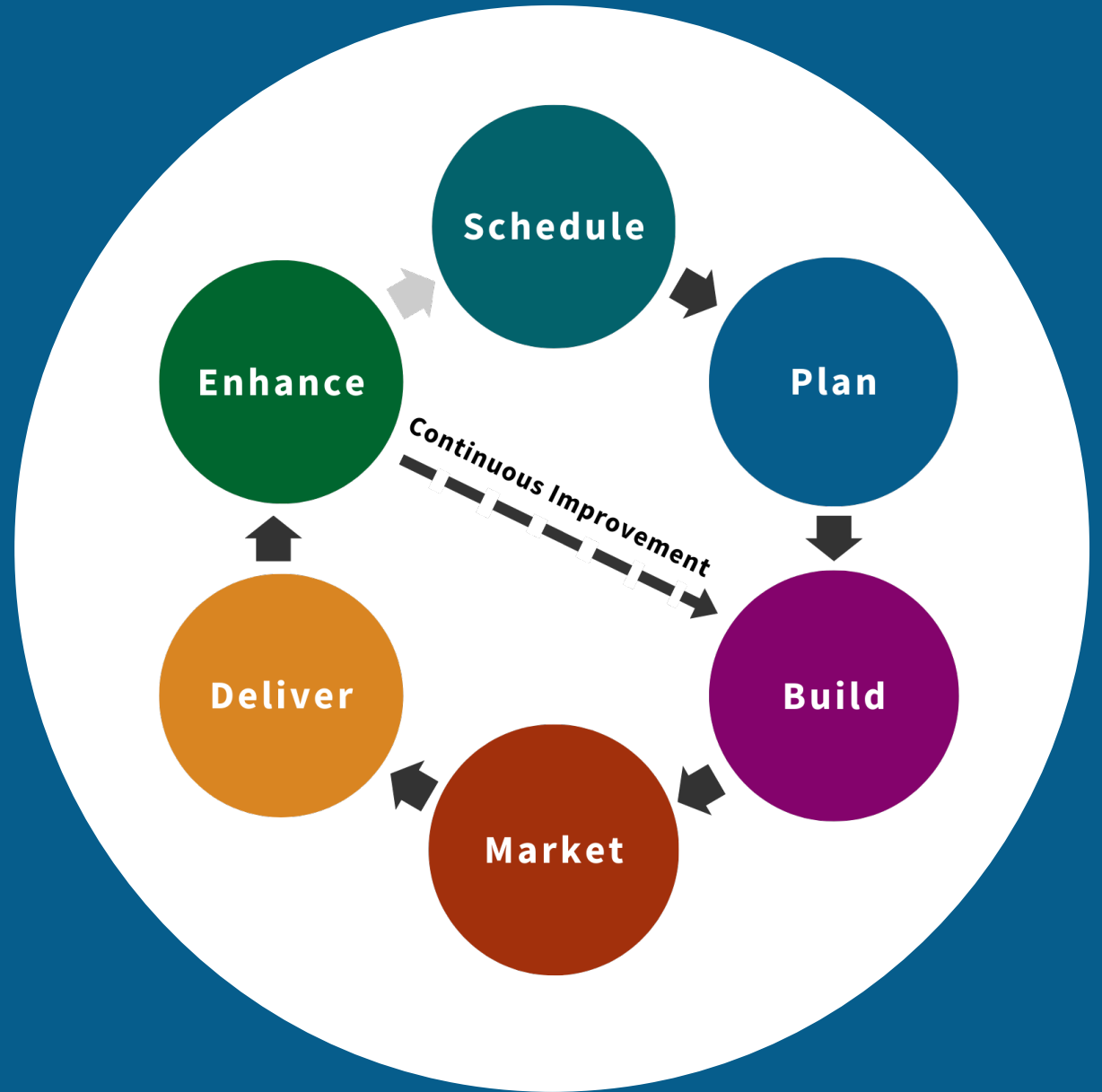
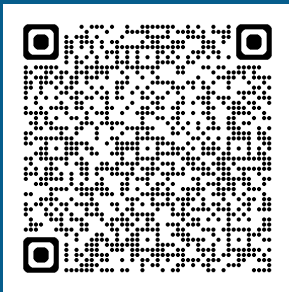
[Cancel or Reschedule Your Course](#)

Follow the processes shared on our Cancellation Policies page for canceling or rescheduling a course. When in doubt, reach out to OrganizationalDevelopment@cityofmadison.com



The Course Development Process:

Overview also found on the [Course Development Process webpage](#)



You can expect the next slides to be in this format. They will walk you through the Course Building Process from start to finish.

On the left, you'll find general information, and on the right, you'll find actions needed by you!

Step #	Process Step Title
	 <p data-bbox="2102 349 2305 535">Process overview indicating where we're at!</p> <p data-bbox="1668 606 2242 678">Action Needed by You</p> <p data-bbox="1656 778 2178 806"><input type="checkbox"/> Checklist items for you to complete</p> <p data-bbox="1656 849 2025 878">Deadlines to keep in mind</p>

Start
Here

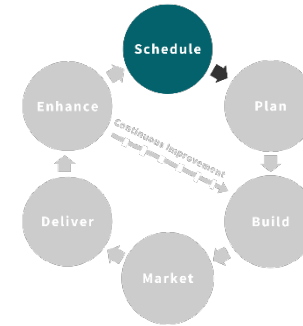
Schedule

General Information Once you Determine you want to Host a Course:

- Start by coordinating your date(s)/time(s), duration, and number of sessions with Organizational Development.

FAQs:

- **Should I schedule dates if I don't have all my course details planned yet?** – YES!
- **Will I get my preferred dates?** – First come, first served! We will do our best to get your preferred date(s) and timeslot(s), but keep in mind there are 20+ learning partners we're coordinating with! 😊



Action Needed by You



- Once you decide you want to host a course on the OD Calendar, **reach out to us at OrganizationalDevelopment@cityofmadison.com ASAP!!**
 - Include Start Time, and Course Length/Duration
 - Include Number of Sessions – for all of 2025

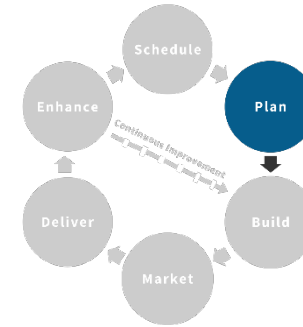
Send your requested 2024 dates to the OD inbox by Friday, October 25th

General Information:

- Submit your Course Information with the [Course Planning Form](#). Use the [Course Planning Checklist](#) to help guide you through the form and to make sure you have everything you need!
 - You will find a copy of both in the email with this slide deck, and on the [Course Development Process webpage](#).

FAQs:

- **Any specific format for sending things to OD?** – Yes - see “Action Needed By You” side.
- **How will I know OD has all they need from me?** – You can expect a confirmation email once we receive your course items! This will include a request for any missing items.



Action Needed by You



- Use the checklist to gather the items needed to get your course **operationally** ready and live for registration.
- When sending everything to OD...**
 - Use the subject line: “2025 Course: Course Title”
 - Send a separate email for each individual course
 - Watch for proofing email(s) – *these require action by you!*

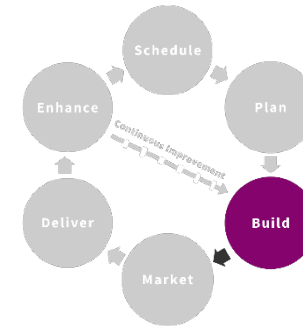
Send your course planning forms to the OD inbox by Wednesday, November 27th (before Thanksgiving break!).

General Information:

- After you've coordinated and secured your **date(s)/time(s)** and **submitted your course form(s)**, our OD Coordinator begins building your...
 1. Course Webpage (City Website)
 2. Registration Page (Eventbrite)
 3. And adds your course(s) to the OD Calendar (Outlook, Printed, and TV Versions)

FAQs:

- **Do I get to review everything before it goes live?** – Yes, you will receive proofing emails that will require action by you within 3 business days – see “Action Needed By You” side.
- **If I don't respond to the proofing emails, what happens?** - Our OD Coordinator will take the next steps to make your course live - without your review.
- **How will I know when everything's live and ready for people to register?** – Once proofed, we'll make any necessary changes and send you a “Your Course is Live” email.



Action Needed by You



- Review and follow the steps in the Proofing Email.
 - Review your Course Webpage
 - Review your Eventbrite Registration Page
 - Send any update requests within 3 business days.

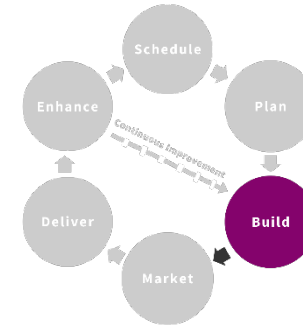
You'll have 3 business days to review and give your input before our OD Coordinator moves forward with making your course live.

General Information on Curriculum, Course Materials, and Lesson Plans Review:

- While our OD Coordinator is hard at work building the operational side of your course(s), there's work to be done by **you** the facilitator to make sure your course is the best it can be for all learners.
- Our OD Manager & OD Coordinator are here to support you and share our Curriculum and Learning + Development expertise with you!

Roles & Responsibilities:

- **Learning Partners** = *Subject Matter Expert*
 - Content, Curriculum Building, Topics, Lessons, Facilitating
- **Learning + Development Specialist** (OD Manager & OD Coordinator currently) = *Subject Matter Expert for **Consultation Only on** for Adult Learning Principles and Curriculum Design*
 - Layout & Design, Engagement, and Facilitation Techniques



Action Needed by You



Reach out to

OrganizationalDevelopment@cityofmadison.com to work with HR-OD for feedback and recommendations on...

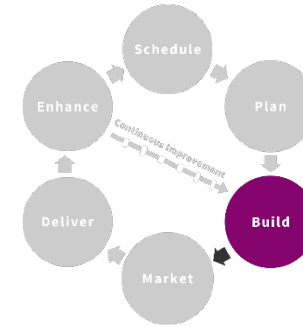
- General design and scaffolding of your curriculum
- Adult learning principles and best practices
- Facilitation best practices and tips
- Slide deck accessibility and visual design
- Connection and alignment with TeamCity values

Course curriculum/materials should be sent to OD at least 4 weeks prior to your course date so there's ample time to review, adjust, and post.

General Information on Course Materials Posted to your Course Page(s):

- Once the Curriculum, Course Materials, and Lesson Plans have been reviewed and updated (if needed), it's time to finalize everything to be posted on your Course Page(s).
- Posting these items on the course page is a standard practice when working with OD.
- This allows for folks with access needs to prepare their screen readers, if needed, and learners who prefer to review content prior to joining know what to expect.

*Looking for examples of what this looks like on a course page?
View the [VBL Course Page](#) for ideas.*



Action Needed by You



Gather the following items to get posted on your course page(s)

- [Slide Decks](#)
- [Learner Workbooks](#)
- Pre-Work if any**
- Any other resource(s) you want to share with your learners** (*i.e. One-Sheeters, external resources and links, etc.*)
- Send to**
OrganizationalDevelopment@cityofmadison.com

Final versions of materials need to be posted at least 1 week prior to your course date so there's ample time for folks to access.

General Information:

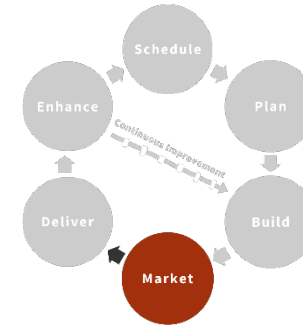
- With your course(s) scheduled, developed, built, and LIVE, it's time to bring in the crowds!
- Marketing course(s) is a **shared** task between OD and you.
- For Marketing ideas, check out our [Marketing Your Course webpage](#).

What OD will do:

- Send out weekly “Upcoming Courses” e-Blasts.
- Include your course in quarterly-calendar-print-outs and distribution to all facilities.
- Be in regular communication with you about registration numbers, access needs requests, and if more marketing is needed as your course date approaches.

What Learning Partners (you) will do:

See “Action Needed By You” side.



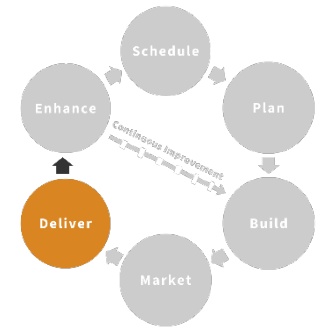
Action Needed by You



Promote your course by...

- Forwarding e-Blasts
- Request Course Highlight email(s), Course Banners, and additional materials to send out to targeted audiences
- Post flyers
- Share via word-of-mouth!
 - Think about the spaces you're in to cross-reference and highlight your course(s).*

Become familiar with our [Course Cancellation policies](#) if registration numbers are low. (HR-OD Webpage > Courses > Cancellation Policies).



Action Needed by You



Before the Course:

- Practice! Want to work on your facilitation skills? Here are some resources to help get you started:
 - [Gender Inclusive Language for Facilitators](#)
 - [Tips to Make Virtual Training Engaging \(Facilitator Tip-Sheet\)](#)
 - We also offer courses on being an effective facilitator and are happy to consult with you to discuss how to build your facilitation skills.
- Receive your attendance sheet with registered folks for your course (2-3 days prior to your course).

After the Course:

- Send the completed attendance sheet back to HR-OD for us to:
 1. Update attendance records for end-of-year reporting out.
 2. Send out post-course emails, “Thanks for Joining Us” and “Sorry We Missed You”

Day of:

- Log on 10-15 minutes early to make sure you’re ready to roll
 - Have a check-in question so folks who join early have something to do & build rapport!
- Take attendance – *record who attended on the excel file received from HR-OD.*
 - Note, HR-OD is available to support with attendance. Let us know in advance if support is needed and we’ll make sure someone’s available to help you with this!*
- Use facilitation best practices
- Own your material, remember you’re the expert!! 😊
- Save time to ask for feedback using the HR-OD Survey!
- Send completed attendance form back to HR-OD

Please send completed attendance sheets back to OD as soon as your course wraps up so we can get follow-up emails out to folks!

Enhance

General Information:

- Feedback fuels continuous improvement!
- In the spirit of continuous improvement, all courses offered through OD use the City of Madison Course Evaluation Form to gather participant feedback.

Asking For Feedback:

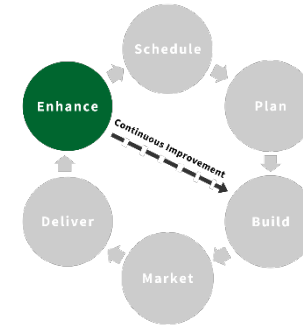
- See *Action Needed by You*
- OD does send a copy of the link out in course follow-up emails once attendance sheets are sent back to OD, **but a personal ask typically yields more responses!**

Receiving Your Feedback:

- You can expect a summary of the feedback the Friday following your course date.
- Review this for ideas and suggestions for how to enhance your training.

Infusing Your Feedback:

- Work with HR-OD to incorporate suggestions into your course content.
 - We recommend you discuss your course(s) with HR-OD on a periodic basis (at least annually) to discuss questions, or improvements that can be made.
 - *Remember, we're here to help you be the best facilitator you can be! Reach out for a consult anytime.*
 - HR-OD Manager reviews all evaluations on a quarterly basis to support continuous improvement.



Action Needed by You

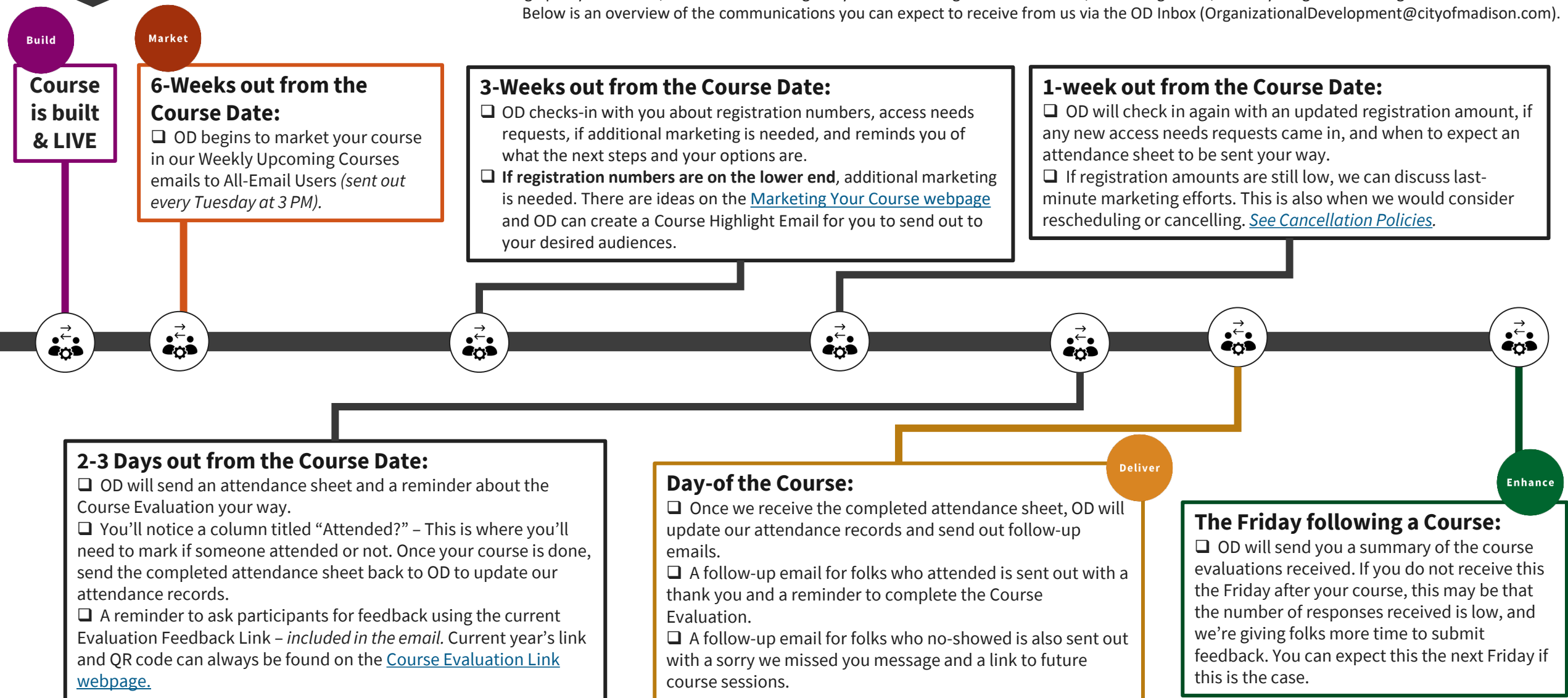


- Save the last 3-5 minutes to personally ask participants to share their feedback using the current year's evaluation form. These are updated yearly and the current version can be found on the [Learning Partners Program webpage](#).
- Review feedback summaries after your courses
- Proactively work with HR-OD to infuse suggestions and adult-learning best practices into your course(s)

If updates are made to course content, be sure to send HR-OD updated materials for posting at least 1 week prior to your next course date.

Pre-Course Communications to Expect *for each course*

In the weeks leading up to your course, we'll be in touch regularly to check on registration numbers, marketing needs, and anything else that might need our attention. Below is an overview of the communications you can expect to receive from us via the OD Inbox (OrganizationalDevelopment@cityofmadison.com).



Tools & Resources

All tools & resources are found on the [Course Building Toolkit](#) webpage!




LP Toolkit: Tips to Make Virtual Training Engaging

Tips to Make Virtual Training Engaging (Facilitator Tip-Sheet)

- This resource includes practical strategies to captivate and motivate your learners, making your sessions more interactive and impactful.

Included are things to consider...

- Before your course date
 - As your course starts
 - Throughout your course
 - Wrapping up your course
- And so much more! 😊



CITY OF MADISON

Tips to Make Virtual Training Engaging

September 2024

As a dedicated Learning Partner facilitating trainings for our workforce, you understand the challenge of keeping participants engaged in a virtual environment. We designed this resource to equip you with practical strategies to captivate and motivate your learners, making your sessions more interactive and impactful.

By implementing some or all of these tips, you'll enhance the overall learning experience, ensuring that your virtual training not only informs, but inspires and involves every participant. Dive in to discover how you can transform your virtual sessions into dynamic, engaging learning experiences!

We organized this resource in the order one might follow when building their course/content and preparing to facilitate their course.

How to navigate this resource:

81. Is what to consider before your course - including items that you should embed into the foundation of your curriculum.
82. Is what to consider as your course starts - to set the session for optimal success.
83. Is what to consider throughout your course - to uphold best-facilitation-practices throughout.
84. Is what to consider as you are wrapping up your course.

1 Before Your Course

Key: Organizational Development + OD
Learning Partner + LP
Subject Matter Expert + SME

What	Why/How
Incorporate Practice	<ul style="list-style-type: none"> • Provide real-world scenarios to help participants learn and practice the skills you are teaching. • This can look like roleplay or practicing walking through a scenario.
Avoid Information Overload	<ul style="list-style-type: none"> • Remember to focus on your learner, what skills and/or knowledge are essential for them to learn? • Use bite-sized content, avoid text-heavy slides. • Review once you're done introducing a new concept.
Use a Learner Workbook	<ul style="list-style-type: none"> • Create a learner workbook that allows learners to follow along with your slide deck. • Use fill-in-the-blanks, interactive graphs and charts, etc. for live learner processing while you're teaching new concepts. (This can help learners retain information more). • Use blank note spots for folks to write their thoughts down. • Include slide numbers in the learner workbook or learner workbook numbers on the slides for folks to stay on track.
Build Accessible Slide-Backs	<ul style="list-style-type: none"> • Use visuals, avoid text-heavy slides. Make sure to describe the connections when you are facilitating. • Use plain language. (Check out the Guided Principles for accessible content or use the Accessibility Checklist) • Use accessible visuals, add alt-text for any image or icon used. (Use an Alt-Text Checker) • Use appropriate contrasting colors. (Use a Color Contrast Checker) • Use appropriately sized text on slides. (See Accessibility Guidelines)
Use Short Videos	<ul style="list-style-type: none"> • Use bite-sized videos (3-5 minutes in length), these are more effective for attention span. Use closed captioning whenever possible. • Provide time for discussion and questions after watching.
Use "Wordables"	<ul style="list-style-type: none"> • Pictures made up
Send Slides Before the Course	<ul style="list-style-type: none"> • Some folks learn • Some folks may with the content. • Adjusting to access respects their right
Access Needs	

Agenda
Include an agenda for the session at the beginning (this could be combined with or replace your learning objectives). As you make your way through your course, it can be helpful to some learners to have agenda check-in slides. These are simply duplicated original agenda slides with items you've taught checked off - so folks know where they're at as you make your way through the content.

3 Throughout Your Course

Remember Your Zoom Moderation Duties! - especially if you're solo-facilitating without a moderator

Be Conversational vs. Scripted (Don't be Too Formal!)

What	Why/How
Practice!	<ul style="list-style-type: none"> • Ask colleagues, friends, family, or even HR-OD if you can practice your content with them.
Remember YOU are the SME!	<ul style="list-style-type: none"> • Remember YOU are the SME and you know your content. (Why else would you be facilitating this course?) • If someone asks a question that you don't have an answer to the spot, remember you can always get back to folks after the course with an answer. • Bring in real-world examples of times you've had to work through a similar problem/example in your daily work - from your point of view! • Explain your thought process as a SME. • Consider how your topic may impact individuals with marginalized identities. Possibly highlight unique considerations or provide information which is specific to various identities.
Real-World Examples and Intersectionality	

Provide Learner Engagement Often (Aim for at least every 7 mins)

What	Why/How
Quizzes	<ul style="list-style-type: none"> • You'll need to create polls and/or quizzes with set answers prior to the meeting. • Use these for anonymous interaction with questions and scale ratings.
Chat	<ul style="list-style-type: none"> • Ask folks to respond to questions in the chat. • Waterfalls - this is where you pose a question to the group, have participants type their answer in the chat but wait to send until you give the go-ahead. Have everyone send their answers at the same time. • Ask for chat and/or takeaways from the last few slides/minutes.
Breakout Rooms	<ul style="list-style-type: none"> • Create activities to enhance learning of your content in small groups. • Set clear expectations, send directions in the chat so folks have access to this when breakout rooms open. • Designate a specific amount of time for the groups. If you have multiple breakout rooms planned, check-in with the group after the first one to see if they felt like it was too much, too little, or just right timing to get through the activity. Adjust as needed going forward. • Ask folks to choose 1 note taker, 1 person to report out. • Set a timer for rooms and broadcast a reminder message as end-time approaches. Suggest one at three-minutes prior to the end mark. • Use real-life stories and scenarios that participants can relate to around the content. • Use case studies to practice a new way of thinking. • See Getting Started with Zoom Whiteboards. This may not be accessible to participants with screen readers.
Scenarios & Case Studies	
Zoom Whiteboard	<ul style="list-style-type: none"> • See Getting Started with Zoom Whiteboards. This may not be accessible to participants with screen readers.
Teams Whiteboard	<ul style="list-style-type: none"> • See Getting Started with Microsoft Whiteboards. This may not be accessible to participants with screen readers.


When Asking for Responses, Wait

- Count to 60 seconds.
- Acknowledge a need for processing and your level of comfort to wait for folks to respond/interact.
- Reframe the question.
- Offer examples if the group is extra quiet.
- Offer different methods folks can respond to the question. (Example: in the chat or with a reaction).

Master Your Technology

Zoom vs. Teams: As a City of Madison - LP, we encourage you to use Zoom to facilitate your courses. When submitting your Course Planning Form(s), indicate whether you want to use your Zoom account, or OD's. Note, if you do not have a paid Zoom Account, you'll want to use OD's.

September 2024



Become Familiar with Zoom Functions:

Common Zoom Features	Common Zoom Features
<ul style="list-style-type: none"> • Admit participants. • Participants view. • Sharing content & screens. • Taking attendance (manual). • Monitor the chat. • Mute participants who are not talking. • Stay aware of raised hands and reactions. • Manage breakout rooms. 	<ul style="list-style-type: none"> • Run polls. • Closed captions. • Language Interpretation - Requires an additional dedicated person to run this. Must also attend IT's Language Interpretation to Zoom to access. • Assist with technology issues.

Consider Facilitating Solo vs. Having a Moderator:

Solo	Having a Moderator
<ul style="list-style-type: none"> • If you are experienced with the Zoom platform, and/or have minimal chat/breakout rooms/polls, then you likely do not need a moderator. • Also consider the number of participants who will be in attendance and if you are comfortable moderating alone for that amount. 	<ul style="list-style-type: none"> • Moderators help with the Zoom operations including maintaining/operating some or all of the Common Zoom Features above.

2 As Your Course Starts

Engage Participants Within the First 5 Minutes

What	Why/How
Introduce Yourself	<ul style="list-style-type: none"> • Share pronouns if comfortable. • Share what you do at TeamCity and some personal information to connect with learners. • Let your personality come through during this introduction! Keep it informal, energetic, engaging, conversational. • What type of connection do you have to this content? What makes you the SME? • This sets up for an engaging environment. • Check-in questions can range from serious to silly. They can be something relating to the content you're about to teach learners, or something totally unrelated. • Depending on number of participants, you can use chat or have folks come off of mute but keep responses short (less than 60 seconds), or use waterfall chat - see below. • Examples: <ul style="list-style-type: none"> ◦ What are you most looking forward to learning in today's course? ◦ What's your favorite food, season, animal, etc.? ◦ Would you rather questions?
Use Check-In Questions	
Use First Names	<ul style="list-style-type: none"> • Use first names of participants as they "enter" the room and welcome them.
Request Folks Update their Names	<ul style="list-style-type: none"> • Ask folks to rename themselves if their screen names are not what they registered with for attendance purposes. • Share they can add pronouns if comfortable, and which department they're with.
Cameras	<ul style="list-style-type: none"> • Encourage folks to turn on their cameras while acknowledging this increases connection engagement. Remember, not all may be able to or comfortable doing so.
Review House-Keeping Items	<ul style="list-style-type: none"> • Share training objectives - aim for three five in total. • Share group agreements and other expectations for your time together. (Course Building Toolkit)

September 2024

Use Feedback Loops

Integrate participants' responses into your training.

What	Why/How
Example 1 - Using Polls	<ul style="list-style-type: none"> • If you use a poll, have some notes ready for how you'll respond depending on the answers that come in. <ul style="list-style-type: none"> ◦ Example: You ask folks to rate their familiarity on a scale of 1-3. If you get mostly 1's, connect it to _____ if mostly 2's, connect it to _____ if mostly 3's... and so on and so on. So you can tie your interaction pieces back to your content, and the interaction wasn't just for giggles. • Loop back to previous interaction pieces, and tie in what participants respond with to the appropriate areas of your presentation. • Example: You ask folks what they might want to learn about at the beginning of the course and folks respond. Remember to reference those items they mentioned as you make your way through your content. For instance, Sam said he wanted to learn more about _____ at the beginning of this course, here's where we get into discussing _____. • If participants are not at the level of knowledge you anticipated, adjust your content to meet the majority of participants. • If participants are demonstrating a high amount of resistance, consider skipping or condensing planned information to accommodate conversations. • If folks are demonstrating a high amount of resistance, you can change how you are facilitating - by adjusting content, using different methods, asking participants how they would like to proceed by giving them a few options.
Example 2 - Loop Back	
Other Examples - Pivoting Required	

Give Breaks

If your course lasts more than one hour, offer a break half way through! Experts recommend a five-minute break every 45 minutes or so. ([Guidelines/Checklist](#))

Always announce the time that you expect folks to be back and ready to dive in again. You can set a count-down timer showing the break time remaining for participants to stay on time.

When returning from break, ask a question to re-engage learners, and make sure to let everyone know all have returned. Example: What is one of your favorite break activities? - Dancing, stretching, coffee/tea refills, giving your pet some love, etc.

4 Wrapping Up Your Course

Feedback

In the spirit of continuous improvement, all courses offered through OD use the City of Madison Course Evaluation Form to gather participant feedback. Send a link to the survey in the chat.

- Save the last 3-5 minutes to personally ask participants to share their feedback using the current year's evaluation form. These are updated yearly and the current version can be found on the [Learning Partners Training website](#).
- OD does send a copy of the link out in course follow-up emails once attendance sheets are sent back to OD, but a personal ask typically yields more responses!
- You can expect a summary of the feedback the Friday following your course date. Review this for ideas and suggestions for how to enhance your training.

Offer Additional Support

If you have the capacity to, you can offer additional post-course support if learners need it. Share your contact information if questions come up down the road, offer 1:1 follow-up meetings and/or hold open office hours to facilitate further learning.

Looking for More Facilitation Resources?

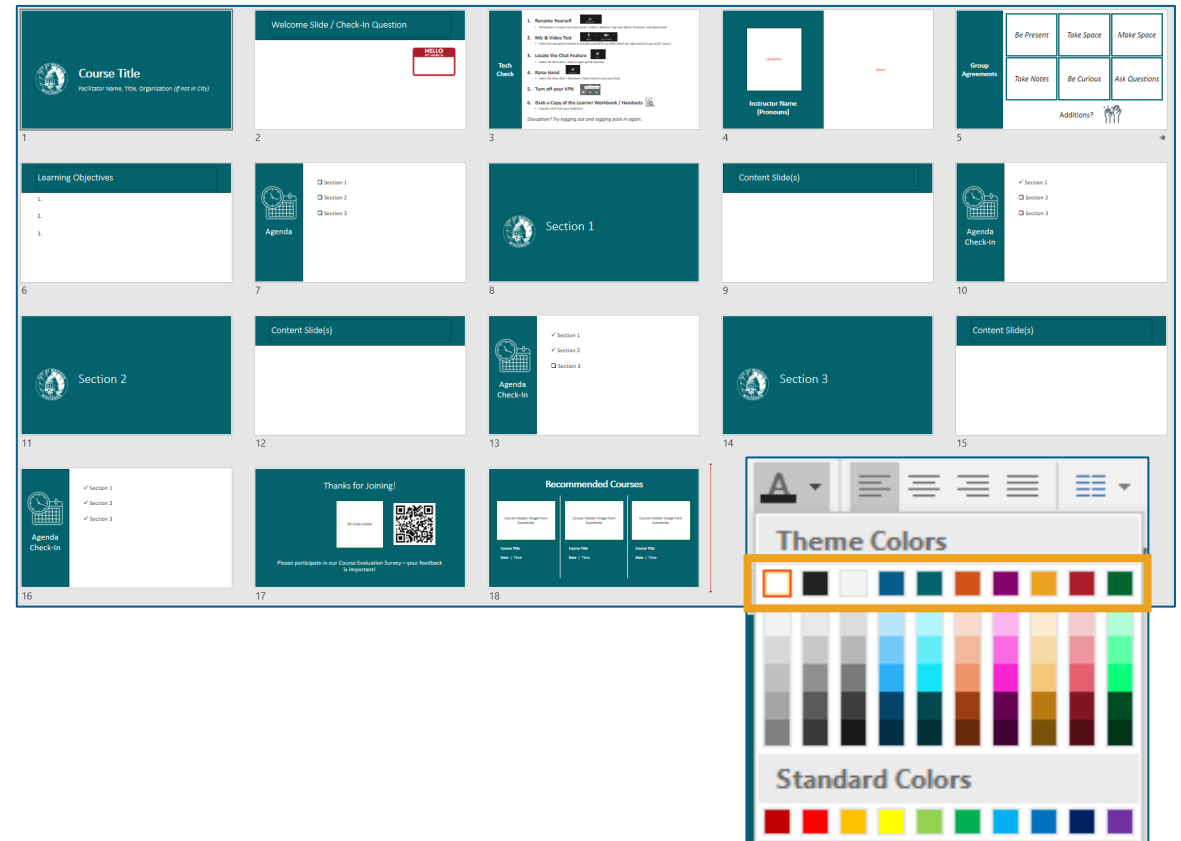
Check out our [Learning Partners Druggan - Course Building Toolkit](#), and/or reach out to us at OrganizationalDevelopment@cityofmadison.com

Source: [gambling industry](#), other sources linked throughout the document.

LP Toolkit: Slide Deck Template

Slide Deck Template

- The City of Madison's Brand Style Guide colors are pre-loaded into this template.
- Standard slides pre-loaded:
 - Introductions
 - Tech-Check
 - Instructor Introduction
 - Group Agreements
 - Learning Objectives
 - Agenda
 - Sections
 - Agenda Check-In's
 - Course Evaluation + QR Code
- **Reminder:** A PDF version of completed slide decks will be required to be posted on course pages going forward, as this greatly helps our learners with access needs.

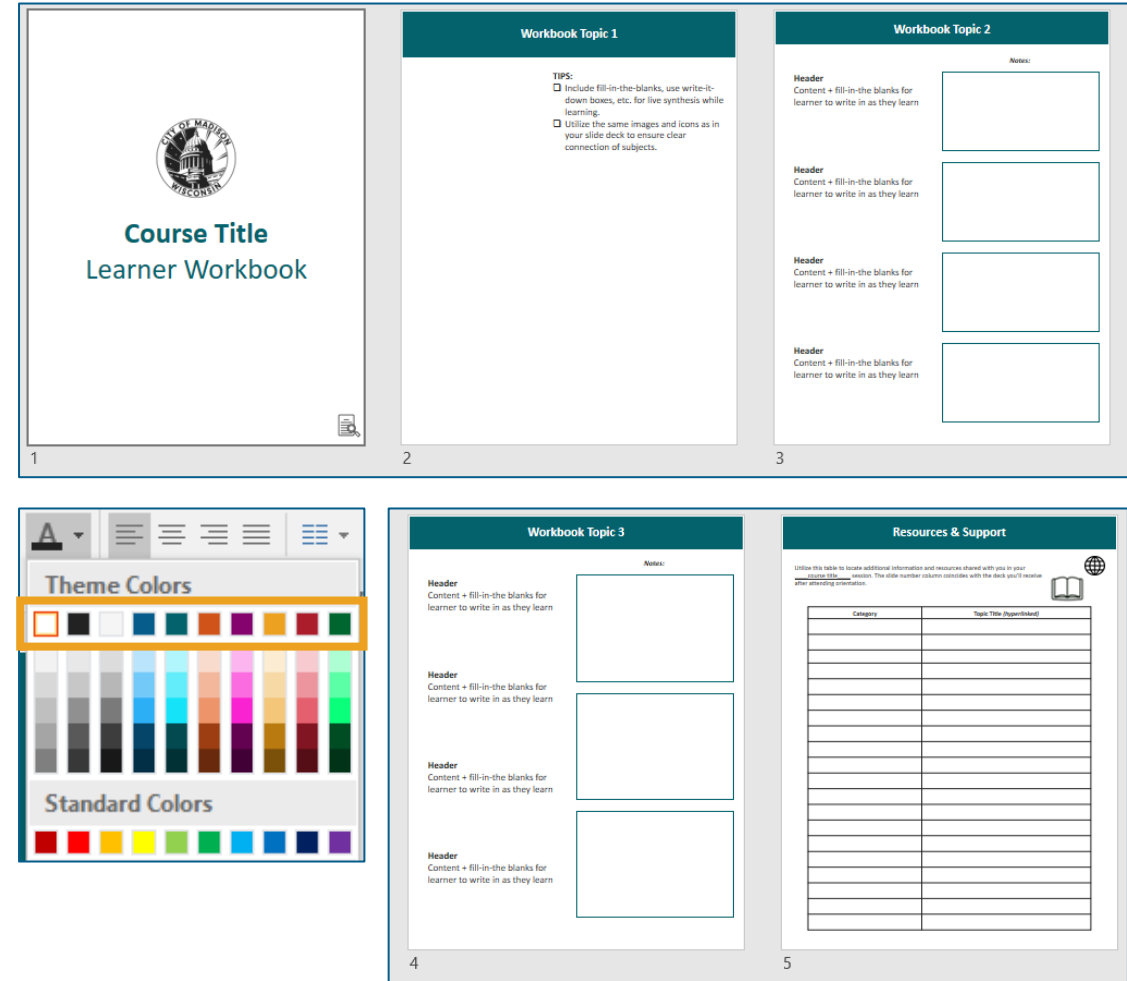


Looking for examples of how to layout your Slide Deck? View our recently updated [Decisions Course Page](#) and [VBL Course Page](#) for ideas.

LP Toolkit: Learner Workbook Template

Learner Workbook Template

- Use this template to create a **workbook for learners to synthesize what you're teaching them in your course.**
- The City of Madison's Brand Style Guide colors are pre-loaded into this template.
- Standard slides pre-loaded:
 - Blank Page + Header for Topics
 - Fill-in-the-Blanks + Notes Section
 - Resources & Support Table at the End
- **Reminder:** A PDF version of completed learner materials will be required to be posted on course pages going forward, as this greatly helps our learners with access needs.
- **Also Note:** Organizational Development is available to assist with creating fillable versions of your learner workbooks – reach out to the OD inbox to request this support!



Looking for examples of how to layout your Slide Deck? View our recently updated [Decisions Course Page](#) and [VBL Course Page](#) for ideas.

LP Toolkit: Icon Library

Icon Library


- Use this library as a one-stop-shop for finding icons to add to your Slide Decks and Learner Workbooks.
- Visuals like simple icons can help encourage learners make associations between pieces of information, soak up chunks of course content quickly, and function as a memory aid.
- They also add visual interest and an aspect of fun to your content 😊
 - *Icons found here are formatted with Alt-Text, which should carry through to your documents when copied & pasted.*

1 Icon Library
Copy - Paste Resources for your Slide Decks

2 Icon Library Intro
What is this icon library for?
Who should use this icon library?

3 Reminders for When You Use Icons/Images:

4 Alternative Text (Alt-Text) Background
Also called "Alt Tags" or "Alt Descriptions", Alt Text is the written copy that appears in place of an image on a webpage if the image fails to load on a user's screen.
This text also helps screen reading tools describe images to visually impaired learners.

5 Alternative Text (Alt-Text) in Microsoft 2016 Products
How to ensure your image/icon has Alt Text:
1. Once your image has been inserted, uploaded, or dragged-and-dropped into your presentation, right click on the image.
2. Select "Format Picture..." from the menu.
3. A new panel should pop up on the right-hand side of your PowerPoint, titled "Format Shape".
4. Select the "Size & Properties" icon (it looks like this )
5. Select the arrow next to "Alt Text" to expand the editing area.
6. Add in your image title and description here.
Check out [this resource](#) for guidance and ideas on how to write a great Alt-Text description.

6 Alternative Text (Alt-Text) in Microsoft 365 Products
How to ensure your image/icon has Alt Text:
1. Once your image has been inserted, uploaded, or dragged-and-dropped into your presentation, right click on the image.
2. Select "View Alt Text..." from the menu.
3. A new panel should pop up on the right-hand side of your PowerPoint, titled "Alt Text".
4. Follow the instructions to create an Alt Text description of your image.
Check out [this resource](#) for guidance and ideas on how to write a great Alt-Text description.

7 How to Change Icon Color
You'll notice most of the icons in this library are black. If you want to change the color, you can easily do so by following the steps below:
Step 1: Click on the City of Madison branding, using the Course Building Slide Deck Template provided by CSD will ensure the colors are pre-loaded into the deck.
Step 2: How to change your image/icon color:
1. Once your image has been inserted, uploaded, or dragged-and-dropped into your presentation, select the image.
2. This will prompt a new tab on the top bar of your PowerPoint / Word window titled "Picture Format".
3. Select "Picture Format", then select the "Color" button on the ribbon.
4. Under "Recolor" several variations will appear to re-color within the City of Madison brand colors.
5. Select the color you want, and you should be set!

8 City of Madison Logos

9 Common Company Icons

10 People Icons

11 People Icons

12 Administration Icons

13 Misc Icons

14 Misc Icons

15 Hand and Action Icons

16 World Icons

Questions?

Email OrganizationalDevelopment@cityofmadison.com anytime!

