



Feast for Merchants Train-the-Trainer

Facilitator Guide

Introduction

The ***Feast for Merchants Train-the-Trainer*** training is designed to train facilitators to lead ***Feast for Merchants***. Participants will engage in hands-on demonstrations and interactive exercises to reinforce training facilitation.

Key Skills Developed:

- Leading training sessions
- Facilitating an effective case study
- Cultivating a positive learning culture and environment

Activity Type: Interactive Training Session

Modality: In-Person

Training Time: Approximately 4 hours

Overview: Participants should be seated at tables. Make sure there is enough space for participants to move around.

Materials Needed:

- Computer/Laptop
- Projector/TV
- Feast for Merchants Train-the-Trainer Facilitator Guide
- Feast for Merchants Train-the-Trainer Worksheet (one for each learner)
- Pencils or Pens
- Feast Software Access
- Feast for Merchants Truncated Case Study Script and Case Study (one for each learner)
- Several copies of Train-the-Trainer Instructor Rubric (two for each learner)
- Whiteboard
- Markers
- Online Timer (<https://www.online-timer.net>)

Preparation:

- Ensure all participants have access to their Amazon laptops and Feast software.
 - Prepare presentation slides, laptops, and handouts.
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Agenda

Time	Topic
7 minutes	Introduction, Housekeeping, Agenda
36 minutes	Key Facilitation Skills
15 minutes	Break
10 minutes	The Power of Case Studies
10 minutes	The Four-Step Framework for Case Study Facilitation
40 minutes	Demonstration and Case Study in Action
45 minutes	Lunch
35 minutes	Demonstration and Case Study in Action
10 minutes	Handling Common Challenges
5 minutes	Creating a Safe and Engaging Learning Environment
5 minutes	Answering Questions: Keep it Clear and Focused
10 minutes	Break
10 minutes	Summary and Q&A
2 minutes	Thank You and Appreciations

Slide 1 – 5 mins



FEAST FOR MERCHANTS

Mastering Facilitation & Case Study Delivery

TRAIN-THE-TRAINER



SAY: Welcome to the Feast for Merchants Train-the-Trainer session! In this session, we will introduce tools and methods to lead the Feast for Merchant session, with best practices for facilitation and delivering an effective case study. We'll cover the topics and goals of this session shortly but before we start, let's first introduce ourselves. Tell us your name, role, and how long you've been a Team Member at WFM. I'll go first.

DO: Each Team Member introduces themselves, shares their role, and length of time at WFM.

SAY: Now, let's do a quick exercise. Think and tell us, what is the best training session you've ever been a part of? What made it memorable? Who would like to share first?

DO: Allow Team Members 2 minutes total to complete the activity.

SAY: Now that introductions are done let's review the goals of our training. By the end of this session, you will be able to lead an effective training session, facilitate a case study, and identify common challenges in facilitation. use Feast terminology, and locate Feast resources and support. We will have an opportunity for questions at certain checkpoints. Since this is a small group, feel free to write your question on your worksheet so you don't forget it, and ask during the question and answer period.

TIME DISTRIBUTION:

3 minutes to teach

2 minutes for activity

Slide 2 – 2 mins

Community Agreement



SAY: Let's briefly cover housekeeping for this training: please make sure to silence your phones, notifications, or any other distracting content and devices; avoid side conversations; and avoid completing work during this session. If you have any questions, you will have an opportunity to ask them during the lessons. We will have two breaks and a lunch period, which is noted in our agenda that we will review next.

SAY: Before we start our training, we would like to create a community agreement to establish shared expectations for our interactions over the next few hours to ensure this learning experience is successful. Write a few statements on the board to ensure this training will be successful. For example, I will write, "We will be fully engaged by asking and answering questions."

DO: Have students write "We will" statements. Create a list of statements that begin with "We will" on the white board. Write a couple of statements that ensure the training will be successful. For example, "We will keep our cell phones silent." or "We will be fully present."

Slide 3 – 1 min

Agenda

Start	End	Topic
10:10 am	10:30 am	Review: Facilitator Skills, Environment, Answering Questions
10:40 am	10:55 am	The Power of Case Studies
10:50 am	11:05 pm	Break
11:05 am	11:55 am	Demonstration and Case Study in Action
11:55 am	12:40 pm	Lunch
12:40 pm	1:20 pm	Demonstration and Case Study in Action
1:20 pm	1:40 pm	Practical Application, Rebounding, and Challenges
1:40 pm	2:00 pm	Summary and Closing

SAY: This is the agenda for our training today. We will be here for about 4 hours with several short breaks. We have already covered the welcome, introduction, and housekeeping. We will cover:

Review of yesterday's facilitation concepts
The Power of Case Studies
Demonstration and Case Study in Action
Practical Application, Rebounding, and Challenges
and Summary and Closing.

SAY: As a note, water and snacks are available in XXX. Bathrooms are located XXX.

Slide 4 – 5 mins



SAY: As a refresher, let's talk about the differences between a facilitator and an expert. Many trainers instinctively take on the role of an expert—but facilitation is a different skill set altogether.

SAY: Imagine you're leading a training session. A participant asks a complex question. Do you immediately give them the correct answer, or do you guide them to discover the answer through discussion? That difference is what we're exploring today. Let's break it down: a facilitator guides learning. Have you ever heard of the old adage to be "the guide on the side, not the sage on the stage"? The guide on the side is the facilitator. Rather than leading learners to their own conclusions, they provide guidance for learners to form their own experiences. Facilitators encourage learners to think critically about a subject and investigate the "why" instead of the given "how to". Facilitators also ask open-ended questions, or questions that require more than an answer of just "yes" or "no". This involves engaging the learner to investigate their experiences in connection with the content and provide themselves with a pathway for holistic learning. Let's explore what being an expert entails. An expert delivers content and knowledge. They are the messenger and that's it. They are the point of contact for a specific subject or task. Experts focus on knowledge transfer, whether that is only a small subject or a wide array of topics. Experts usually talk more than listen. In this scenario, it is not necessary for the learning to critically think or use higher level thinking skills. It is only necessary for them to remember this knowledge and perform what has been taught for the task at hand. Keep in mind, neither role is wrong. Experts are crucial when technical accuracy is required. But in most training sessions, being a facilitator leads to better engagement and

	<p>learning outcomes. Which role, if not both, is helpful in the Feast for Merchants training?</p> <p>DO: Allow learners to answer the question.</p> <p>SAY: To review what we covered yesterday, think of one example or difference between a facilitator and an expert. When you have thought of your response, raise your hand and tell the group your example or difference.</p> <p>DO: Allow team members to discuss the differences. Designate two different sides of the room to complete the next activity.</p> <p>SAY: Great work! Similar to yesterday, I have several more difficult statements that each describe a facilitator or an expert. If the statement describes a facilitator, step to this side of the room (DO: point to one side). If the statement describes an expert, step to this side of the room (DO: point to the other side).</p> <p>SAY:</p> <ul style="list-style-type: none"> • This role focuses on guiding discussions without providing direct answers. (Facilitator) • This role is responsible for delivering deep subject-matter expertise and definitive solutions. (Expert) • This role ensures accuracy by correcting misconceptions and providing factual explanations. (Expert) • This role asks open-ended questions to encourage participant-led problem-solving. (Facilitator) • This role is expected to have authority on the subject and provide clear-cut recommendations. (Expert) • This role helps learners arrive at their own conclusions rather than giving them the 'right' answer. (Facilitator)
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SAY: Great insights! The key takeaway here is that facilitation is about creating an engaging learning experience, not just providing answers. Now, let's review a few important topics before we get into the training.

TIME DISTRIBUTION:

5 minutes for lesson

5 minutes for activity

INSTRUCTOR GUIDANCE:

Identify two sides of the room for Team Members to complete the activity.

Slide 5 – 10 mins



SAY: At the core of facilitation, we need to create an environment where people feel comfortable participating. Have you ever been in a training where you hesitated to speak up because you weren't sure how your thoughts would be received? That's exactly what we want to avoid. Our role as facilitators is not just to deliver content but to create a space where learners feel safe, valued, and engaged. Let's break this down into three key elements.

SAY: First, we must facilitate psychological safety. Psychological safety means that participants feel comfortable sharing their ideas without fear of being judged or embarrassed. If they don't feel safe, they won't engage, and discussions will fall flat. Let's explore how to establish psychological safety:

- Set expectations early – Let participants know that all perspectives are welcome.
- Model open-mindedness – Avoid shutting down ideas, even if they're incorrect.
- Normalize mistakes – Treat errors as learning opportunities, not failures.

SAY: Next, we must incorporate inclusive language and body language. The way we communicate—both verbally and nonverbally—has a huge impact on participation. Even subtle cues can either encourage or discourage people from contributing. Here are a few best practices:

- Acknowledge all contributions – Use phrases like "That's a great point" or "I hadn't thought of it that way."
- Use neutral & inclusive language – Avoid jargon or language that might exclude certain perspectives.
- Watch your body language – Maintain eye contact, use open gestures, and avoid negative cues like crossing arms or sighing.

SAY: Finally, facilitators must navigate challenges with confidence. Even in a well-run session, challenges come up—participants might disagree, someone may say something off-topic, or you might get an unexpected question. The key is handling these moments with confidence. Let's talk about how to navigate challenges:

- If a discussion becomes tense: Acknowledge emotions and redirect focus. "I see that this is an important topic. Let's explore different perspectives respectfully."
- If a participant is off-topic: Gently steer them back. "That's an interesting point! Let's tie it back to our case study."
- If you don't know the answer: Be honest. "That's a great question! Let's explore it together."

SAY: Facilitating is about more than just delivering content—it's about setting the right tone for learning. If you can create a space where people feel comfortable, included, and supported, your discussions will be far more impactful. What specific questions do you have about this topic?

DO: Answer questions.

SAY: Now, we're going to break into small groups. Each group will have a scenario where a facilitator needs to create a safe and engaging environment. Each group must quickly brainstorm two ways a facilitator could handle the situation effectively. You will have 3 minutes to discuss with your group. Afterwards, I'd like to hear each group's scenario and key strategies to handle the situation.

DO: Divide participants into small groups, depending on the amount of people. (3-4 people per group). Assign the following scenarios to each group individually.

SCENARIO 1: A participant is hesitant to speak up and seems uncomfortable sharing their thoughts.

SCENARIO 2: A discussion is being dominated by one or two voices, leaving others disengaged.

SCENARIO 3: Participants seem distracted and disengaged during a case study discussion.

DO: Set timer for 3 minutes. When the timer goes off, have each group share their strategies.

SAY: What scenarios and strategies did each group discuss?

DO: After each share, highlight common themes and best practices. After each group share, ask the following open-ended question.

SAY: What's one action you personally want to implement to make your own training environment safer and more engaging?

PRODUCER GUIDANCE:

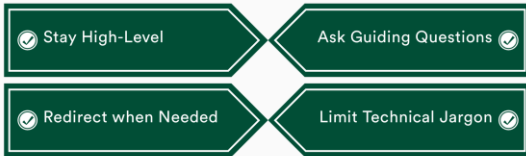
5 mins to teach

3 mins for activity

2 mins to share

Slide 6 – 5 mins

Answering Questions: Keep it Clear and Focused



SAY: As facilitators, we're often asked questions that can veer off-track or dive too deep into technical details. Our role is to answer the question without overwhelming the learner, ensuring that the discussion stays clear and focused on the objectives.

First, let's talk about staying high-level. When a learner asks a question, it can be tempting to dive into the weeds with specifics, but the goal is to provide a clear and concise response that ties directly into the broader concepts you're teaching.

Let's say a participant asks, "Can you explain why Feast does these specific steps in the platform?" Instead of getting bogged down in the details, I might respond, "That's a great question. To keep it simple, the key reason is to create automation and simplicity. We can dive deeper into each of those steps in one-on-ones, but for now, let's focus on the broader picture."

Next, redirecting when needed is crucial. Sometimes, questions may steer the discussion off course or get too specific. In these cases, you don't want to dismiss the learner's curiosity but rather redirect the conversation back to the central topic.

For example: If someone asks a question that's not relevant to the case study we're discussing, I might say: "That's an interesting question, but let's stick with the case we're focusing on today. I'm happy to follow up after."

Another technique is using guiding questions. When answering a question, try to keep the conversation open-ended to encourage learners to think critically and explore ideas further.

For example, if a participant asks, "What's the best way to solve this issue in the case study?", you could answer, "Great question! Let's think about it together. What do we already know about this issue in the case?"

	<p>And what might be some of the challenges we need to address?"</p> <p>Finally, let's talk about limiting technical jargon. As facilitators, we need to ensure that our answers are accessible to everyone, not just those with specialized knowledge. For example: If a learner asks about a technical term like "Feast Gamma environment" you could respond, "This is the current Feast platform we are viewing now. Just know that your Feast will look exactly like what we are working with today."</p> <p>By answering questions with clear, high-level responses, redirecting when necessary, guiding learners with open-ended prompts, and avoiding jargon, you'll keep your discussions focused and ensure everyone can follow along—regardless of their level of expertise.</p> <p>ASK: What are some possible questions that you can think of that would require you to modify your response to keep it clear and focused?</p> <p>DO: Allow Team Members to generate questions.</p> <p>ASK: How would you answer these questions? What language could you use?</p> <p>DO: Allow Team Members to answer the questions.</p> <p>SAY: What questions do you have about answering questions clear and focused?</p> <p>DO: Allow Team Members to ask questions. Answer questions.</p>
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Slide 6 – 10 mins

The Power of Case Studies



Real World
Relevance



Encourages Active
Participation



Generates Diverse
Perspectives

SAY: In Feast for Merchants, you will be responsible for facilitating learning with a case study. This is the most impactful part of the training, and care must be made to execute this case study clearly and in order. First, let's define what a case study is in learning. A case study is a detailed analysis of a specific real-life situation presented as a story to help learners analyze and discuss complex issues, apply theoretical knowledge, and develop problem-solving skills. Case studies are one of the most powerful tools in a training session. Why? Because people learn best when they can connect new concepts to real-world situations. Instead of just telling participants what to do, case studies help them think critically, discuss, and apply their knowledge. Let's look at three different ways case studies can be one of the most powerful tools for a facilitator and a learner:

-Case studies make learning relevant. Think about a time when you learned something by experiencing it rather than just being told. Maybe it was solving a problem at work, handling a difficult challenge, or making a tough decision. Case studies bring that same real-world relevance into the training room. They mirror real-life challenges, making learning more engaging.

Participants see themselves in the scenarios, which increases retention. Case studies bridge the gap between theory and practice—it's not just information; it's application. For example, when training for Feast for Merchants, you could simply list out the steps to use Feast. But instead, we're presenting a case study about a CM who needs to plan their assortment using Feast and encounters some of their day-to-day challenges. Suddenly, the lesson becomes real.

	<p>SAY: Think of a time when you learned something valuable because of a real-world experience or story. Share a quick example with the group.</p> <p>DO: Allow Team Members to share. Keep the conversation to 2 minutes maximum time.</p> <p>SAY: Let's talk about how case studies encourage active participation. One of the biggest challenges in training is keeping people engaged. Case studies naturally promote participation by requiring learners to think, discuss, and contribute. Instead of passively listening, participants interact with the material and each other. They apply their own reasoning and experience rather than just memorizing information. Engagement increases retention and understanding—people learn by doing, not just hearing. Our case study in Feast for Merchants presents a case study requiring a merchant to plan their assortment using Feast. This case study occurs with a partner. Because of this interaction and scenario, everyone is thinking, conversing, acting, and engaging.</p> <p>SAY: Why do you think people learn better when they participate rather than just listen? Let's hear a few quick thoughts.</p> <p>DO: Allow Team Members to answer. Allot 1 minute for this activity.</p> <p>SAY: Great perspectives. Speaking of perspectives, let's talk about why case studies generate diverse perspectives. Case studies encourage different viewpoints. Every participant brings unique experiences, which leads to richer discussions. People see problems from different angles, helping them develop a broader understanding.</p>
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	<p>They learn from each other, gaining insights they might not have considered on their own. Group discussions mirror real-world collaboration, preparing participants for decision-making in their roles. Team Members most likely handle challenging situations differently. By sharing perspectives, everyone gains a more well-rounded understanding.</p> <p>SAY: Think of a time when you heard someone’s perspective on a situation, and it changed how you saw it. Take 10 seconds to reflect, then share one or two key ideas with the group.</p> <p>DO: Allow team members to think and share. Allot 1 minute for the sharing portion of the activity.</p> <p>SAY: Great insights! Case studies don’t just make learning more interesting—they get people involved and expose them to different ways of thinking. Now that we understand their power, let’s explore the four-step framework for facilitating case studies effectively.</p>
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Slide 8 – 10 mins

The Four-Step Framework for Case Study Facilitation



SAY: Now that we understand why case studies are such a powerful training tool, let's talk about how to facilitate them effectively. This framework may look a bit familiar to you from yesterday's session. A great case study discussion doesn't happen by accident—it requires structure. That's where the Four-Step Framework comes in. These four steps will help you guide participants through the case study process in a way that keeps them engaged and thinking critically. Before diving into a case study, you need to set the stage. This means giving participants the right context so they know what to focus on. Introduce the scenario – Give a brief overview without revealing too much. Clarify objectives – What should participants look for or think about as they analyze the case? Encourage open-mindedness – Let them know there may not be one "right" answer.

SAY: I'm going to quickly present two different ways to introduce a case study. One will be effective, and one will not. Your job is to tell me which one works better and why. Here is the first example: "Today, we're going to go over conflict resolution strategies. I'll tell you what works and what doesn't." Here is the second example: "Today, we'll explore different conflict resolution strategies. You'll have the opportunity to analyze real-world situations and discuss which approaches could be most effective."

ASK: Which introduction is better, and why? What effect does the wording have on engagement?

DO: Allow Team Members one minute to respond.

SAY: Thank you for your responses. Let's move to step 2 of the framework. Once the

	<p>stage is set, your role as a facilitator is to guide the conversation. Your goal isn't to lecture or tell participants what to think—it's to keep them engaged and thinking for themselves. Ask open-ended questions – Instead of "What was the mistake?" try "What factors contributed to this outcome?" Encourage multiple viewpoints – If one person answers, ask, "Does anyone see it differently?"</p> <p>Keep the discussion focused – If the conversation drifts, bring it back to the key objectives.</p> <p>SAY: Let's practice turning closed questions into open-ended ones. I'll give you a closed question, and I want you to rephrase it to encourage discussion. "Were the conflict resolution strategies effective?" Now, rephrase it to an open-ended question.</p> <p>DO: Allow Team Members to rephrase the question.</p> <p>ASK: Why do you think open-ended questions make discussions more effective?</p> <p>DO: Allow Team Members to respond.</p> <p>SAY: Let's move on to the third step. A great discussion is valuable, but if participants don't see how it applies to their own work, the learning won't stick. That's why the next step is guiding learners to insights. Ask application-based questions – "How does this relate to challenges you've faced?" Encourage personal reflection – "What would you do differently after discussing this case?" Highlight key takeaways – Summarize insights that emerged from the discussion.</p> <p>SAY: Turn to the person next to you and share one takeaway from a case study discussion you've participated in before—or if this is</p>
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	<p>your first time, how you think case studies could help in your job.</p> <p>DO: Allow Team Members 2 minutes to share with their partner.</p> <p>SAY: Can someone share their response?</p> <p>DO: Allow one minute for Team Members to share their responses.</p> <p>SAY: Great! Let's discuss the final step of our framework. The final step is to wrap up the discussion in a way that reinforces key insights. Without a strong debrief, participants might walk away with different interpretations, or they may forget the key lessons altogether. Summarize key points – Restate the most important takeaways from the discussion. Address lingering questions – Give participants a chance to clarify anything unclear. Encourage action – Ask, “What is one thing you’ll take away from this case study?”</p> <p>ASK: Before we move on, take 10 seconds to reflect: What is one thing you will do differently when facilitating a case study? Now, turn to a partner and share your answer.</p> <p>DO: Allow 1-2 minutes to share with a partner.</p> <p>SAY: Please share your responses.</p> <p>DO: Allow one minute for Team Members to share to the group.</p> <p>SAY: So to recap, the Four-Step Framework helps you facilitate case studies effectively by setting the stage, guiding the discussion, connecting to real-world application, and</p>
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summarizing key takeaways. In our next section, we'll put this into action with a practice case study where you'll get to apply these steps yourself!

TIME DISTRIBUTION:

5 minutes for activities, 5 minutes for teaching.

Slide 9 – 15 mins



BREAK



SAY: At this time, we will take a 15-minute break. We will return at XX:XX.

Slide 10 – 50 mins

Demonstration and Case Study in Action



SAY: Now, we will take turns facilitating the demonstration and case study parts of Feast for Merchants. In pairs, you will alternate reading the Feast for Merchants slides 6, 7, 8, and 9. The truncated script is provided for you. You may work in any part of the room to keep from being distracted from other groups. For the mock reading of the demonstration, use your laptop to simultaneously show the steps while you speak. Remember to use the framework. Each partner will listen to the "facilitator" and complete the Instructor Rubric for each iteration of slides 6 and 7, then slides 8 and 9. This means that each facilitator will receive and complete 2 rubrics in total. Also, just to make sure that all parts of Feast are working properly for the case study, please go through and demonstrate parts 1 and 2 of the case study on your laptop as you would if you were guiding a participant at their table or in the breakout room. If there is anything that you have serious issues with performing regarding the case study, take note of it and we will capture your feedback after our test runs.

You will have 15 minutes to complete this part of the activity. When the timer goes off, we will come back to the group and facilitate one of the demonstrations and parts of the case study for the entire group. Then, we will offer constructive feedback. I will walk around to see how things are going and to assist. What questions do you have for this activity?

DO: Allow Team Members to ask questions.

SAY: Go ahead and get started. You have 15 minutes. Remember, when the timer goes off, we will regroup.

DO: Allow Team Members to work. Set a timer for 15 minutes. When the timer goes

	<p>off, instruct Team Members to return to their seats. Set up the laptop to project the demonstration on screen for the entire group as it would happen in the real training. Walk around for assistance.</p> <p>SAY: At this time, please return to your seats. I would like to see you live demonstrate slides 6 and 7 of Feast for Merchants, using the laptop and script as you would do for the real training. Once you are done, we will offer meaningful feedback. Who would like to go first?</p> <p>DO: Select a Team Member to perform this activity. Allow them to read and demonstrate slides 6 and 7. When they are done.</p> <p>SAY: Great work! It's not easy to be first. What feedback can we offer XXX? Remember to make your feedback helpful and positive.</p> <p>DO: Allow for constructive and meaningful feedback.</p> <p>ASK: XXX, what do you think you did well?</p> <p>ASK: Where do you think you could practice more?</p> <p>ASK: What was hard about this activity?</p> <p>ASK: What was the easiest part of this activity?</p> <p>DO: Ask and allow the learner to answer questions. Then, switch speakers.</p> <p>SAY: Great work! Who is ready to go next?</p> <p>DO: Repeat the same activity and questions with the next Team Member. When this is done, repeat the cycle with slides 8 and 9.</p>
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SAY: Now, we will continue practicing with slides 8 and 9 of the case study. XXX, would you like to start with this one?

DO: Repeat the same activity with the same follow up questions.

SAY: Great work! XXX, please step up and facilitate slides 8 and 8.

DO: Allow the next Team Member to go. Repeat the same reflective questions.

SAY: Remember that we are in a smaller group now and that this is a bit easier with people we know and are comfortable with. That may not be the case the first time you do this in real life. Remember to breathe, speak slowly, and ground yourself. What questions do you have for this process?

DO: Allow Team Members to ask questions. Respond to them.

SAY: This was great work everyone! We will resume with this part of the training when we return.

Slide 11 – 45 mins



LUNCH



SAY: At this time, we will take a 45-minute break for lunch. We will return at XX:XX. Enjoy your lunch!

Slide 12 – 40 mins

**Demonstration and
Case Study in Action**



SAY: Welcome back! We will now resume our facilitation of the demonstration and case study. I think you're ready to get straight into it. Similar to our activity before lunch, resume with your partner and laptop slides 11 and 12, then slides 13 and 14. Also, just to make sure that all parts of Feast are working properly for the case study, please go through and demonstrate parts 3 and 4 of the case study as you would if you were guiding a participant at their table or in the breakout room. When the timer goes off, we will have each one of you come to the front of the room and demonstrate using the laptop and case study. I will walk around to see how things are going and to assist. What questions do you have for this part of the activity?

DO: Allow Team Members to ask questions. Answer questions.

SAY: Ok, let's get started. Read to yourself to familiarize yourself with the script. When the timer goes off, we will get started.

DO: Set timer for 15 minutes. Allow Team Members to read to themselves. When the timer goes off, regroup. Walk around to assist.

SAY: Time to start! Who would like to start by facilitating slides 11 and 12 along with the case study?

DO: Select a learner to go. Allow them to facilitate. When they are finished, address the group.

SAY: What meaningful and positive feedback do we have for XXX?

DO: Allow Team Members to give feedback.

ASK: XXX, what do you think you did well?

ASK: Where do you think you could practice more?

ASK: What was hard about this activity?

ASK: What was the easiest part of this activity?

DO: Ask and allow the learner to answer questions. Then, switch speakers.

SAY: Great work! Who is ready to go next?

DO: Repeat the same activity and questions with the next Team Member. When this is done, repeat the cycle with slides 13 and 14, parts 3 and 4.

SAY: Now, we will continue practicing with slides 13 and 14 and parts 3 and 4 of the case study. XXX, would you like to start with this one?

DO: Repeat the same activity with the same follow up questions.

SAY: Great work! XXX, please step up and facilitate.

DO: Allow the next Team Member to go. Repeat the same reflective questions.

SAY: Congratulations on facilitating the demonstration and case study? What questions do you have for this process?

DO: Allow Team Members to ask questions. Respond to them.

SAY: This was great work everyone! Let's continue and learn about some common challenges when facilitating.

Slide 13 – 10 mins

**Practical Application
and Rebounding**



SAY: Regardless of how much we practice facilitation skills, things can always shift at the last minute, requiring facilitators to think on their feet. Were there any parts of the case study activity that could possibly create an unpredictable response?

DO: Allow Team Members to respond based on the activities of the case study.

SAY: What works well in the case study activity? What is clear for Team Members?

DO: Allow Team Members to respond.

SAY: What requires some clarity before we perform this in front of the larger groups? Let's discuss it and then please write your notes on the board. I will take a picture of this feedback once we are done and provide it to make small adjustments for the Feast for Merchants training.

DO: Allow Team Members to discuss and write what is "broken" about the case study so Calebria can fix it. Send the image file to me and I will work to make sure adjustments are made.

SAY: On the day of Feast for Merchants, what are some strategies you can commit to today to make sure you can rebound in case of an emergency?

DO: Have each Team Member respond to the prompt.

Slide 14 – 10 mins

Handling Common Challenges

► Disengaged Participants

Ask engaging, real-world questions

► One Person Domination

Redirect conversations and activities

► Case Study Difficulty

Ask guiding questions

SAY: Facilitating case study discussions can be incredibly rewarding, but let's be honest—sometimes, challenges arise. A participant is checked out, one person takes over the conversation, or the group struggles to analyze the case. Sound familiar? That's completely normal. The key is knowing how to handle these situations effectively so that the learning experience stays engaging for everyone. Let's go through some common facilitation challenges and practical solutions you can use in the moment.

SAY: Let's start with one of the most common challenges—disengagement. You're leading a case study discussion, but some participants seem distracted, quiet, or uninterested. What do you do? The solution: Ask engaging, real-world questions.

One of the best ways to pull people back in is to move around the room and in the breakout rooms and ask thought-provoking questions that connect the case study to their experiences. For example, instead of saying, "What do you think happened in the case?" you could ask, "Have you ever been in a similar situation? How did you handle it?" This makes the discussion more personal and relevant.

SAY: Turn to the person next to you and take 30 seconds each to answer this: What is one type of question that would make you more engaged in a discussion? Ready? Go!

DO: Allow Team Members to ask their partner.

SAY: What did you come up with?

DO: Allow Team Members to share with the larger group.

SAY: Good. Let's discuss our next challenge: one person dominating the discussion. Another common issue is when one person dominates the conversation. Maybe they have great insights, but their enthusiasm prevents their partners and others from speaking up. If you don't step in, quieter participants might disengage. The solution: A simple but effective phrase is: 'Let's hear from someone who hasn't shared yet.' This acknowledges the dominant speaker while inviting others into the discussion. Let me show you how this works. Imagine I'm leading a case study discussion, and one person keeps responding. I might say: "Those are great insights! I'd love to hear from someone who hasn't shared yet—any thoughts from this side of the room?" See how it redirects the conversation without shutting anyone down?

SAY: As you walk around the room and in the breakout rooms during the case study, you will see some groups that are equally participating and some that have a leader and a follower. Try to engage that group to be more equitable in their partnership and teamwork. Not only are you responsible for answering questions about the tool, you must make sure that each participant has a meaningful and relevant learning experience.

SAY: Finally, let's explore what to do with learners who are struggling with the case study. Sometimes, participants freeze when analyzing a case study. They might not know where to start or feel overwhelmed by too much information. If that happens, what should you do? The solution: Ask guiding questions. Instead of waiting for someone to speak up, you can help by breaking the analysis into manageable steps.

Ask questions like:

	<p>"What do we know?" This tasks them to focus on facts from the case.</p> <p>Ask "What do we still need to find out?" This helps them identify missing information.</p> <p>Ask "What are possible next steps?" This encourages critical thinking.</p> <p>SAY: Let's put this into action. I'll give you a short case scenario, and in small groups, I want you to answer the three guiding questions I just mentioned. Ready? "A company has just experienced a major cybersecurity breach. Sensitive customer data was exposed, and leadership must decide how to respond. Your task is to analyze the situation using these three questions."</p> <p>DO: Ask the following questions one-by-one and allow Team Members to respond.</p> <p>ASK: What do we know?</p> <p>ASK: What do we still need to find out?</p> <p>ASK: What are possible next steps?</p> <p>SAY: Great job handling those challenges! As facilitators, we won't always have perfect discussions, but by using these techniques, we can keep conversations engaging, inclusive, and productive. Let's quickly review the key takeaways:</p> <p>-If participants are disengaged: Ask real-world questions to spark interest.</p> <p>-If one person dominates the discussion: Use phrases that invite others to contribute.</p> <p>-If participants struggle with analysis: Ask guiding questions to structure their thinking.</p>
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	<p>Remember, your role isn't to have all the answers—it's to guide the conversation and create a space where everyone can learn.</p>
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Slide 15 – 10 mins

Summary and Q&A



SAY: We've covered a lot today, and I want to take a moment to recap everything we've discussed to help solidify the key concepts. We began by talking about the key facilitation skills that are essential for every successful facilitator. We reviewed the power of case studies using the four-step framework and practiced facilitating the Feast for Merchants case study while also offering feedback. We discussed how to handle common facilitation challenges and how to create a safe and engaging learning environment. We learned how to answer questions by keeping our responses clear and focused. Now, before we wrap up, I'd love to hear your thoughts. Here's an open-ended question for our Q&A time: What do you think is the most important facilitation skill for creating an environment where learners feel both comfortable and motivated to participate?

DO: Allow Team Members to respond individually.

SAY: I like these responses! What questions do you have about facilitating Feast for Merchants?

DO: Allow Team Members to ask questions. Answer questions as they are asked.

SAY: As a heads up, I recommend reading your script for Feast for Merchants everyday for a few minutes. This will help you familiarize yourself with the language, questions, and positioning of the activities and engagement. Once you have facilitated the first session, you may start to feel really comfortable. I recommend treating each subsequent session as though you're doing it for the first time. Each learner will have a different relationship with the material.

ASK: Do we have any final thoughts or questions?

Slide 19 – 2 mins

Thank You!



SAY: At this time, we would like to thank you and appreciate you for your participation in this training. I hope that you walk away with more understanding and confidence in your facilitation skills. Does anyone have any appreciations to share?

DO: Allow Team Members to shout out appreciations.

SAY: This concludes Feast for Merchants Train-the-Trainer. Feel free to follow up if you think of any questions or need assistance following this training. Thank you for joining!

