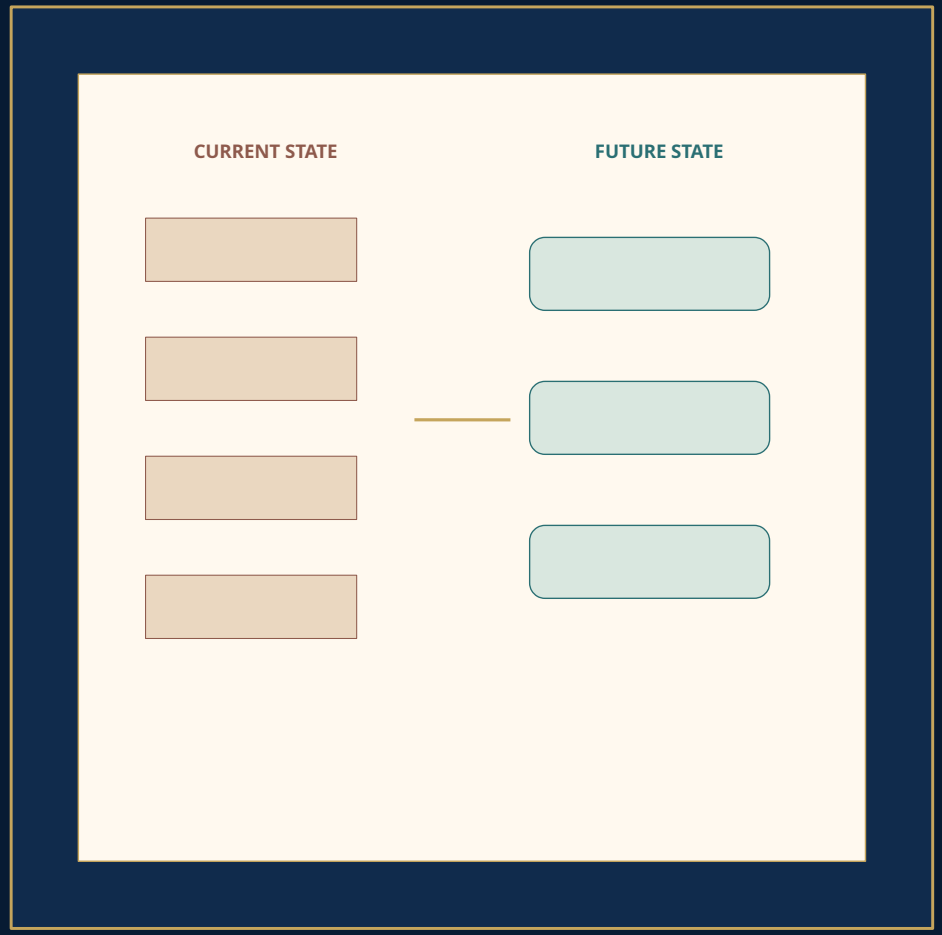
VIRTUAL WORKSHOP SAMPLE

From Complexity to Clarity

Helping people perform in complicated processes

A representative learning experience demonstrating facilitation, instructional design, performance support, and process-thinking.



LEARNING PROMISE

By the end, learners can…

Diagnose the barrier

Tell the difference between knowledge gaps, process friction, systems issues, confidence gaps, and inconsistent execution.

Choose the intervention

Decide whether the right solution is training, coaching, workflow redesign, job aids, clearer expectations, or technology support.

Support transfer

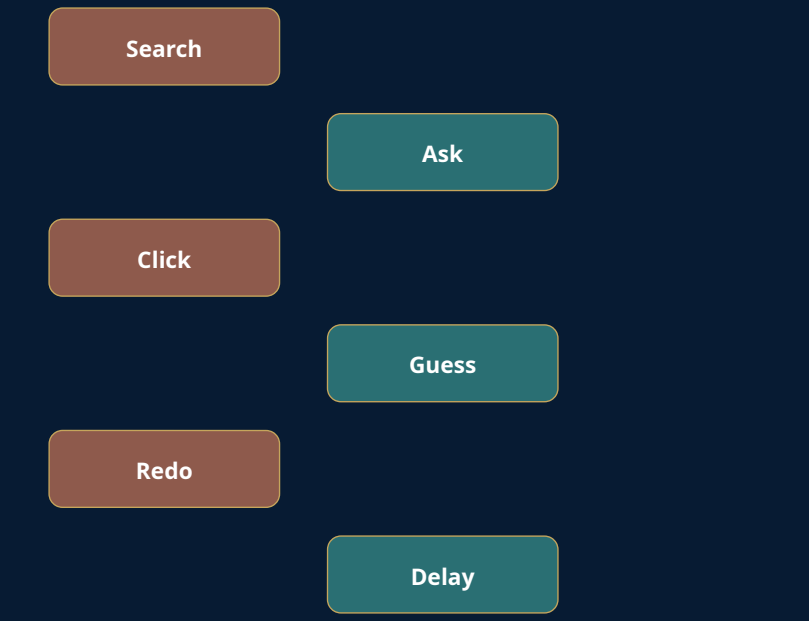
Create simple reinforcement and performance-support tools that help the new behavior survive in the real workplace.

This sample is intentionally employer-neutral and uses reconstructed examples for portfolio purposes.

THE PROBLEM

People often struggle because the environment is harder than the task.

When information is scattered, tools are unclear, workflows are outdated, or expectations are inconsistent, another training module may add content without removing the barrier.



Friction accumulates before performance fails.

DIAGNOSTIC MODEL

Look through four lenses before designing training.

People

Knowledge, skill, confidence, motivation, feedback

Process

Steps, handoffs, decision points, clarity, unnecessary friction

Technology

Tools, systems, access, searchability, documentation

Performance

Expected behavior, context, reinforcement, consistency

The goal is not to classify blame. The goal is to find the real barrier and design the right support.

CORE PRINCIPLE

Not every performance problem is a training problem.

If the barrier is knowledge…

Instruction and practice may be appropriate.

If the barrier is workflow…

Simplify the process or make the right path easier to follow.

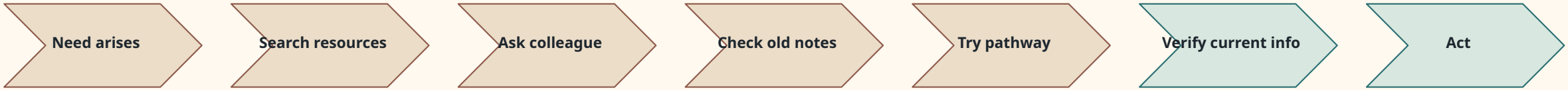
If the barrier is access…

Improve information architecture and create performance support.

Performance consulting starts with curiosity before prescription.

ACTIVITY 1

Map the current state before improving it.

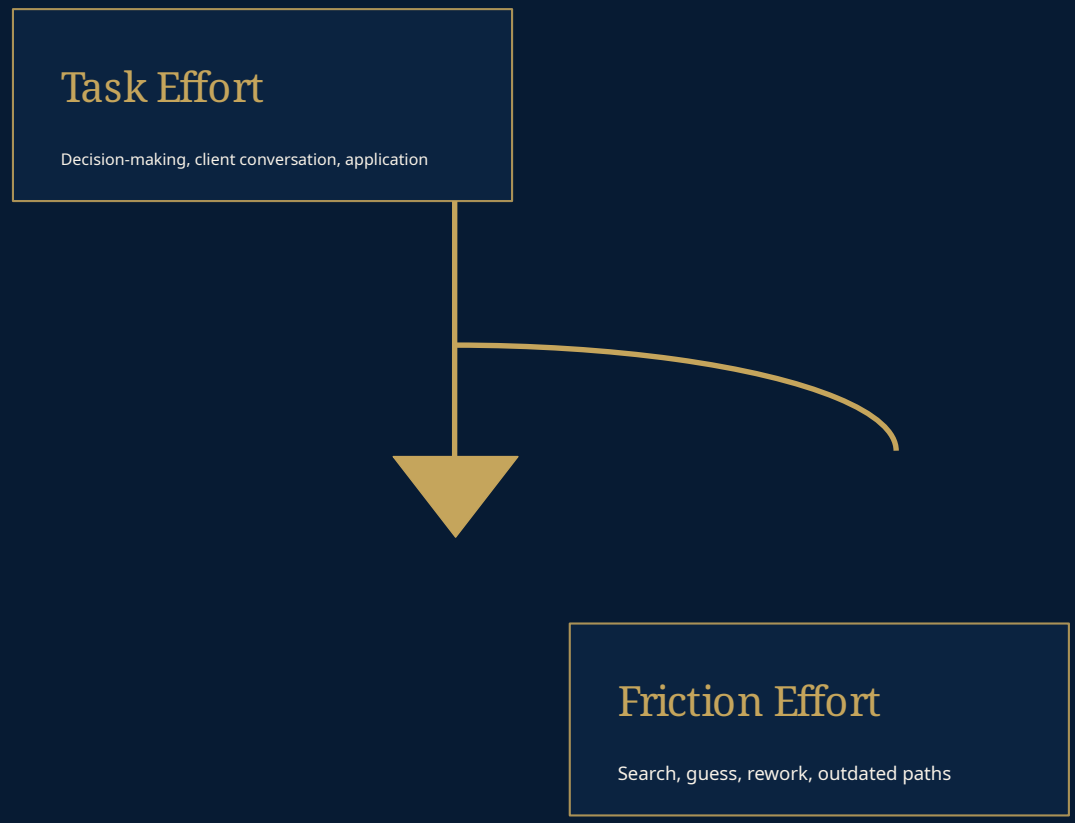


Prompt: Where does effort accumulate? Where does the learner leave the task to look for help?

LEARNING SCIENCE

Reduce unnecessary cognitive load.

Learners need mental effort for the task itself: deciding, communicating, applying, and adapting. Every unnecessary click, search, or unclear handoff consumes capacity that could be used for performance.



DESIGN DECISION

Match the solution to the barrier.

Training

Teach new knowledge or skill.

Coaching

Build confidence and judgment through feedback.

Job Aid

Support performance in the flow of work.

Workflow Redesign

Remove unnecessary friction from the process.

Technology Support

Clarify system use, access, or navigation.

The correct answer may be a blend. The key is to design deliberately rather than defaulting to more content.

PRACTICE SCENARIO

The scattered resource problem

A new team member knows a process exists but cannot find the current version. They ask three people, receive two outdated links, and finally locate a document after repeated searching.

Small-group task: Use the four-lens model to decide what is actually causing the performance risk.

Group Output

Identify the likely barrier, the right intervention, and one follow-up measure.

ACTIVITY 2

Sort the solution.

Drag or discuss each response into the category that best fits the barrier.

Train	Coach	Support	Simplify

new skill

judgment gap

memory aid

too many steps

unclear path

outdated doc

FUTURE STATE

Build a clarity system, not a one-time class.

Single source of truth

People know where current guidance lives.

Simple path

The route to the right resource is predictable.

Job aid

Critical steps are supported in the workflow.

Practice + feedback

Learners apply the process before stakes are high.

Reinforcement

Managers and peers know what to observe and support.

AFTER TRAINING

Learning transfers when support continues.

Before

Clarify outcome, context, and tools.

During

Practice realistic decisions with feedback.

After

Reinforce with coaching, job aids, and observation.

Manager prompt: “Where did the new process make work easier, and where are people still creating workarounds?”

REFLECTION

One process. One barrier. One next step.

A process that feels harder than it should: _____

The likely barrier is: _____

The support people need is: _____

My next step is: _____

CLOSE

Complexity becomes clarity when the system supports the work.

People. Processes. Technology. Performance.

Representative workshop sample created for the Sasha Gilbert Learning & Development portfolio.

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