

WEFTEC Workshop *Guidelines*

WEFTEC 2026

Overview

Are you thinking of submitting a WEFTEC Workshop? Then make sure you read this document to help craft a strong submission. To begin the process, you need to understand what a workshop is to accomplish and what are markers of a good submission. A workshop is a highly interactive, hands-on, immersive learning experience. Length is either a full or half day and are held mostly on the weekend, though we welcome submissions during the week.

Facilitator *Selection*

Who is presenting/facilitating matters!

Selecting facilitators (or speakers) is one of the most important steps in curating your workshop. All speakers should be thought of as facilitators even if they are providing talks. Through their presentations, speakers should think of themselves as facilitators of learning for the participants. The goal of the presentation is to stimulate thought and leverage the intellectual equity and curiosity in the room.

The main focus of your workshop should be hands-on learning and interaction, therefore, presentations need to be short and sweet. Please keep presentations to a maximum of 30 minutes.

Full day workshops should have a maximum of eight facilitators, with a maximum of four additional facilitators only if the interactive component requires facilitation beyond capabilities of scheduled speakers. Half day workshops should have a maximum of four facilitators (with 2 additional if absolutely needed).

Diversity Among Facilitators

The selected facilitators need to represent different companies, utilities, and organizations. As an example, a successful workshop would **not** provide content from facilitators who are all

clients of the same consultant.

Student & Young Professional Involvement

All workshops are encouraged to work with the SYP Community and their Workshop Rep (see list of Workshop Subcommittee members) to involve young professionals or students in the workshop. They can serve as a vice chair, facilitator or provide a presentation on a relevant topic.

Activities Interaction

Interactivity makes a workshop a workshop and helps adults learn

Interaction is what makes a workshop a workshop. The interaction activities need to be well-integrated throughout the day. **Do not hold the interaction until the end of the day.** Facilitators are encouraged to brainstorm and incorporate interactive activities to deliver their subject matter expertise and content in a meaningful way to the participants. More interaction does not mean less value as a facilitator. The facilitator also helps support the interactive components with plenty of face time during one on one and small group activities.

Workshops with interactive components interspersed throughout the day and that account for at least 50% of the day, will be prioritized for selection.

Looking for ideas for interaction- visit the International Association of Facilitators Library of activities at [IAF Library](#) In addition, below are some suggested interactive activities. Other ideas for interactive activities are welcome but need to be fully explained in the proposal. Always select activities that make the most sense to help the participant learn the material.

Suggested Interactive Activities

Activity	Description/Key Points
<p><i>Case Study Analysis</i></p>	<p>During case study analysis, the participants will review the details of events presented during the presentations and follow a step-by-step process to identify the problem and find its solution. Participants form groups where they will review the presented cases. In groups, they will use discussion to increase awareness of the problems and share their own experiences to find the solution. A large group discussion can occur at the end.</p> <p>Questions for discussion can include:</p> <ul style="list-style-type: none"> • <i>What actions were taken in the case study?</i> • <i>Were these actions the most appropriate and why?</i> • <i>Were there any consequences of the actions taken?</i> • <i>Was anything omitted or not considered?</i> • <i>Is there anything you would have done differently?</i> <p>Facilitator Responsibilities include:</p> <ul style="list-style-type: none"> • <i>Provide stimulating questions relevant to the presentation and move conversation forward.</i> • <i>Encourage attendee participation and facilitator involvement in group discussions.</i>
<p><i>Interactive Demonstration</i></p>	<p>Interactive Demonstrations can be used to highlight the application of a concept, a skill, or act out a process. The exercise should not be passive; you need to plan and structure your demonstration to incorporate opportunities for participants to reflect and analyze the process.</p> <p>How to manage a demonstration:</p> <ul style="list-style-type: none"> • <i>Introduce the goal and description of the demonstration.</i> • <i>Have participants think-pair-share to discuss what they predict may happen or to analyze the situation at hand.</i> • <i>Conduct the demonstration at the front of the room.</i> • <i>After, participants discuss and analyze the outcome (either in pairs/small groups) based on their initial predications/interpretations</i>
<p><i>Role Play</i></p>	<p>With role-play, you give your participants a scenario and they act it out with each participant playing a different role.</p> <p>Commonly, you run role-plays in groups of three, where two participants play a role each and one acts as the observer (you could also have 2 observers). If the workshop is very large, you can do larger groups with multiple roles. You can also run the role-play more than once for the same group so that the participants can rotate roles.</p>

These are scenario-based discussion sessions where participants are put into smaller groups. While in these small groups, each person is assigned a "role" to play during the scenario and the group discuss the scenario amongst themselves from the viewpoint of their role. After discussing among small groups, a facilitator guides the participants through a discussion of how each group responded to their various scenarios.

Adult Learning Principles

How to help participants gain the most from your workshop

The following are solid learning principles but will not count towards your interactive exercises or times in the scoring. Samples of truly interactive exercises can be found in the suggested interactive activities section.

You are welcome to incorporate any of these in addition to interactive activities to your workshop. Adult learners need a change/pause every 10 minutes, especially when it comes to a presentation.

Panel Discussions (a good panel discussion incorporates the audiences as if they are another panelist. For instance, when a question is asked of the panelists, the same question is posed to the participants and one or two share their thoughts).

Question & Answer

Facilitated Discussion (this is different from Q&A and engages the participants as an equal to the presenter. Questions are developed ahead of time to work through as small groups or a larger group. Questions are not just directed at the presenters.)

Interactive Presentations

Polling

Learning Pause (at the end of each presentation, provide 3 minutes for individuals to write down what they want to remember from the presentation.)

Proposal Scoring

Knowing the criteria for scoring, helps develop a solid proposal

The following is an overview of what the Review Committee scores each full proposal on.

Pre-Proposal: Pre-proposals help ensure that important topics are being covered, look for areas of collaboration among communities, and help avoid duplication of topics.

- Pre-proposals are highly encouraged and worth an additional point in the scoring rubric.
- Pre-proposals should include a description of the intended workshop and its objectives.

Sponsorship: We encourage workshop submitters to seek and receive sponsorship from relevant technical communities. **NEW** this year- we are seeking truly collaborative topical workshops- with joint sponsorships- where two technical communities provide equal input and feedback.

- **Primary Sponsor**- these provide feedback, comments and a letter of support. Only 1 is needed.
- **Joint Sponsor- optional**. This is a collaborating sponsor who provides input on the proposal and facilitators/chair/vice chair represent BOTH groups.
- **Secondary sponsor** - have interest in the topic and some overlap. Don't want to commit to being a joint collaborative sponsor. This level sponsor is just saying they support the workshop.
- Only seek sponsorship from relevant technical communities. There are no extra points for numerous sponsorships.
- When it comes to providing a score on sponsorship, you receive points based on how much feedback and involvement the primary sponsor had with your proposal (i.e. did they provide input and was the input taken into consideration).

Learning Objectives: Follow the guidance document provided and use the recommended words. Only 3-4 are needed.

Overall Proposal Quality: Give yourself plenty of time to think through and provide thoughtful responses to all of the questions asked on the full proposal. Answer every question.

Methods of Training: Those proposals that have at minimum a strong emphasis on interaction will score better. The score is lower if there is more presentation time.

Chairs and Facilitators: Those that have a diversity of facilitators as indicated above score better. There is also a point boost for having a Student or Young Professional serve as a facilitator, chair, or vice chair.

Topic Benefit and Significance: The Committee is seeking to provide workshops that are relevant, timely and at the same time, reach a broad audience.

