



REGIONAL LIONS LEADERSHIP INSTITUTE (RLLI) VIRTUAL PROCESS

Why Deliver the RLLI Curriculum Virtually?

While the Regional Lions Leadership Institute (RLLI) is designed for in-person delivery, we recognize that virtual formats may be necessary due to changing circumstances. This checklist outlines key steps to help convert an in-person RLLI to a virtual experience, ensuring the institute remains interactive, engaging, and aligned with core learning objectives.

RLLI Virtual Approval Process

If a virtual format is needed for your Regional Lions Leadership Institute (RLLI), the following steps must be followed to ensure alignment with program requirements and curriculum standards.

Application Timing

Submit the application to organize a **virtual RLLI at least twelve (12) weeks** prior to the planned institute dates. This allows the Leadership Development Division sufficient time to:

- Review the proposed virtual modifications to the standard RLLI curriculum
- Provide feedback and request adjustments if needed
- Allow the institute coordinator and faculty time to prepare materials and activities for virtual delivery

Virtual Delivery Plan Requirements

Using the guidelines provided in this document, include the following when submitting your request to conduct a virtual RLLI:

- ☐ Completed Leadership Development Institute Grant Program Application or Leadership Development Local Institute Program Application
- ☐ A proposed virtual training schedule that includes all required core sessions and selected electives
- ☐ A detailed plan describing how each session will be made interactive and engaging in a virtual format

Submission & Approval

Before planning or promoting a virtual RLLI, the schedule and curriculum adaptation plan must be reviewed and approved by the Leadership Development Division. Send your materials to institutes@lionsclubs.org and allow 15 business days for review and feedback.

RLLI Virtual Program Requirements

Virtual RLLIs must follow the same session and structure requirements as in-person institutes:

- All virtual RLLIs—whether 2-day or 3-day—must include all four (4) core sessions
- Elective sessions may be selected based on the preferred institute length and local leadership needs
- A 2-day or 3-day schedule may be used based on the selected program format:
 - Leadership Development Institute Grant Program: Requires a 3-day institute
 - Local Institute Program: Allows for a 2-day or 3-day institute

Schedules must reflect appropriate timing, including breaks, meals, and faculty debriefs, while ensuring sufficient time is allocated for participant engagement and interaction.

Virtual RLLIs may be delivered over multiple days, as long as the sessions follow the structure and order of the approved schedule. When submitting your virtual schedule, clearly indicate:

- The dates and times each session will be held
- How the original schedule will be broken into smaller blocks
- Any breaks planned between sessions

For example:

**"Fast and Effective Teams" and "Diversity" will be delivered on Tuesday, 18 August 2020, from 17:00–20:30, with a 30-minute break between sessions.*

For more information about the required core and elective sessions, and to download the schedule templates, please refer to the [RLLI Supplement Guide](#).

Plan for Adapting the Training Curriculum for Virtual Delivery

The activities in the *RLLI* curriculum were designed for use in a classroom for an in-person training/setting. They were carefully chosen to provide participant engagement during the session and to increase knowledge transfer. However, these activities cannot be delivered as written within a virtual training environment.

Different virtual platforms have different features, so it is important to understand those features and how to use them. Considerable thought needs to be given to each session activity to achieve the goal of the activity virtually, using the tools available within a virtual platform. This may require some activities to be altered or replaced, to achieve the same outcome as the original activity.

Some content may not be conducive to virtual training and may need to be provided as an individual pre-assignment prior to a session or homework following a session. Consider the lecture portions of each session to determine if they would be better as a pre-reading to reduce the time of the virtual session.

Using the *Interactive Elements: Sample Session* (at the end of this document) as a guide, please provide a detailed plan for making each session interactive for virtual delivery.

Virtual Training Faculty and Participants

If you are considering a virtual *RLLI*, groups of 5-25 participants are recommended. Smaller groups allow for active participation by each person, increasing their learning.

- Each classroom should have two – three (2-3) faculty. At least half of the faculty in each classroom must be a Faculty Development Institute (FDI) graduate or Lions Certified Instructor Program (LCIP) certified. All faculty members should have prior facilitation or training experience.
- The two (2) faculty who deliver the virtual RLLI will divide the responsibilities for presenting and training content. The Institute Coordinator is responsible for technical support.

Presenting Faculty (Facilitator) Responsibilities – leads discussion and delivers content, serves as teacher and subject matter expert, identifies participants to speak, responds to participant questions and comments.

Supporting Faculty (Producer) Responsibilities – manages technical aspects such as clearing polls/summarizing questions in chat, monitors and responds to Chat and Q&A sections, advances slides, mutes/unmutes participants, launches polls, provides support to presenting faculty (facilitator).

Institute Coordinator (Organizer/Host) Responsibilities – schedules training and assigns the settings for the platform, starts training, and introduces facilitators, launches and records sessions, provides technical support.

Confirm the names and number of faculty along with the estimated number of participants.

Interactive Elements: Sample Session

Session Name: *Time Management*

How will this session be interactive in virtual delivery?

Introduction/Module 1: *To save time during the virtual meeting, assign the Time Management Case Study and Obstacles to Effective Time Management as pre-reading assignments for this session. Use chat or virtual hand raise within the platform to manage participant contributions during a large group discussion using questions from the Instructor Guide. For example, “Do you think Maria effectively manages her time throughout the day? Type your answer in the chat pane.” Invite participants to read each other’s comments or, if the chat is not visible to all, read the comments out loud for all to hear.*

As an alternative to a pre-reading assignment, you can have different participants volunteer to read a portion of the case study aloud using virtual hand raise or have them read silently from their Participant Manual.

Module 1 Activity: Case Study Revisited – Obstacles

Following the condensed lecture via virtual meeting, on the Obstacles to Effective Time Management, participants will:

- Pair up on a separate call or within the chat pane (determined ahead of time) to review the case study in their participant manual for 10 minutes and identify the time management obstacles. (Option 1)
- Be placed in groups of 4-5, using the breakout room feature of the virtual platform, to review the case study in their participant manual for 10 minutes and identify the time management obstacles. (Option 2)
- Review the case study in their participant manual independently for 5-7 minutes to determine the time management obstacles and then contribute their ideas to a community whiteboard within the virtual platform. (Option 3)

Participants will then return to the virtual meeting and debrief the activity. If option 1 or 2 is chosen, a representative of each pair or group will present their findings as time allows. The facilitator will lead a group discussion about the results.

Module 2: *Use chat or virtual hand raise feature to manage participant contributions to a large group discussion using questions from the Instructor Guide. For example, “Which strategies may have helped Maria manage her time more effectively? Raise your hand if you’d like to share a strategy and how Maria could have applied it.”*

Conclusion: *Consider having different participants volunteer to read The Big Rocks of Life aloud using the virtual hand raise feature or have them read silently from their Participant Manual.*