



REGIONAL LIONS LEADERSHIP INSTITUTE RLLI

LEADERSHIP DEVELOPMENT VIRTUAL REGIONAL LIONS LEADERSHIP INSTITUTE (RLLI) PROCESS

Why Deliver the RLLI Curriculum Virtually?

Due to the COVID-19 pandemic and the need to avoid large gatherings of people, an in-person *Regional Lions Leadership Institute (RLLI)* may not be feasible. The curriculum is designed to be delivered in-person. However, with some modifications, an interactive training can still be delivered through a virtual meeting/training platform. These modifications require thoughtful pre-planning.

Virtual RLLI Training Approval Process

Submit the application to organize a virtual *RLLI* a minimum of twelve (12) weeks from the date of institute. This will allow time for the Leadership Development staff to review the virtual modifications of the standard *RLLI* curriculum and provide feedback if the submitted plan requires additional adjustments. In addition, time will be needed to allow the institute coordinator and faculty to review the plan, materials, and activities for the virtual *RLLI*.

Using the guidelines provided in this document, please provide additional information about how the *RLLI* curriculum will be locally adapted for virtual delivery. Include the following items in the request to implement a virtual *RLLI*:

- ☐ *Leadership Development Institute Grant Program Application or Leadership Development Local Institute Program Application*
- ☐ Virtual training agenda
- ☐ A detailed plan for making each session interactive for virtual delivery.

Before planning and promoting a virtual *RLLI*, Leadership Development staff must review and approve the agenda and plan for adapting the curriculum for virtual delivery. Send your virtual training agenda and plan to leadershipdevelopment@lionsclubs.org. Please allow fifteen (15) business days for review and approval.

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 Agenda

Create a virtual training agenda for the *RLLI* providing the dates and times for each module. Please indicate how the original agenda will be broken into smaller sections over multiple days.

For example: *Working in Teams* and *Diversity* will be held on Tuesday, 18 August 2020 from 17:00 – 20:30 (with a 30-minute break in between sessions).

The *RLLI* agenda may be modified to accommodate local and regional needs.



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.*