LEADERSHIP DEVELOPMENT VIRTUAL TRAINING CHECKLIST

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.

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 a minimum of two (2) 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.

Adapt
☐   Identify an Institute Coordinator to assist with the preparation and execution of the virtual training.
☐   Select a virtual delivery platform (Zoom, Cisco, WebEx, GoTo Training, etc.) and gain a thorough understanding of how to use its features.
☐   Gain a thorough understanding of each session's discussion and activities so you can select the best way to adapt them for virtual delivery.
☐   Confirm the faculty roles, Presenting Faculty (Facilitator) and Supporting Faculty (Producer), for each module.
☐   Break up the training and delivery through multiple sessions instead of in one day.
☐   Aim for some form of interaction every 3-5 minutes.
☐   Use the virtual platform's interactive features such as the chat pane for typed comments, virtual hand raise, polling questions and whiteboard to engage participants.
☐   Create small groups for activities or discussions using the virtual platform's breakout room feature (if available) to further enhance learning.
☐   Manage discussions by reading aloud shorter, typed questions and comments. Try unmuting participants for questions or comments that may be longer.
☐   Always leave time for Q&A and reflection of the material covered.

	Prepare
☐	Communicate virtual session details to participants well in advance of the training.
☐	Identify at least two people to deliver the virtual training and divide the responsibilities into content and technical support for each module or session. Content = Presenting Faculty (Facilitator) and Supporting Faculty (Producer) Technical Support = Institute Coordinator (Organizer/Host)

☐	Advise faculty of their responsibilities (including, but not limited to):
	Presenting Faculty (Facilitator):
	  ▶ Presents the content
	  ▶ Identifies participants to speak
	  ▶ Responds to participant's questions and comments
	Supporting Faculty (Producer):
	  ▶ Monitors and responds to Chat and Q&A sections
	  ▶ Advances slides, mutes/unmutes participants, launches polls, etc.
	  ▶ Provides support to Presenting Faculty (Facilitator)

☐	Advise institute coordinator of their responsibilities (including, but not limited to):
	Institute Coordinator (Organizer/Host):
	  ▶ Schedules training and assigns the settings for the platform
	  ▶ Launches and records sessions

☐	Upload virtual training materials (i.e., polling questions, handouts, etc.) to the platform, where applicable.
☐	Conduct a full practice session with faculty and coordinator. Confirm faculty and coordinator responsibilities are fully understood.
☐	Conduct a short practice session for participants to become familiar with the platform, where needed.
☐	Think about your vocal delivery during the sessions. Smiling, and varying your tone and inflection during your delivery can enhance the participant's experience.

	Deliver
☐	Select an appropriate area to conduct the virtual training. It should be clean, well-lit, and free from interruption and background noise. Where possible, use a hard-wired internet connection for better stability over Wi-Fi.

☐	30-minutess before the start time, Presenting Faculty (Facilitator), Supporting Faculty (Producer) and Institute Coordinator (Organizer/Host) will:
	  ▶ Test the audio, upload the presentation, check handouts, polling questions, etc.
	  ▶ Confirm faculty and coordinator responsibilities

☐	10-minutes before start time:
	  ▶ Welcome participants by name
	  ▶ Announce the training will begin soon

☐	Start time:
	  ▶ Record the session, where needed, and begin the broadcast.
	  ▶ Welcome all participants and ask them to stay muted until called upon to speak.
	  ▶ Introduce the Institute Coordinator (Organizer/Host) and their responsibilities during the session.
	  ▶ Introduce the Presenting Faculty (Facilitator) and their responsibilities during the session.
	  ▶ Introduce the Supporting Faculty (Producer) and their responsibilities during the session.
	  ▶ Review the virtual platform interface (i.e., chat pane, hand raising, whiteboard features, etc.).

☐	Save and post the recording for reference.

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