Great Webinars
How to Create Interactive Learning That Is Captivating, Informative and Fun
Learning Objectives

• Avoid three common delivery errors
• Apply five techniques to transform your virtual classroom
• Adopt three practices to reduce the impact of technology snafus
About Cynthia Clay

• 20+ years of experience
• Began delivering web conference training in 2004
• Expert on facilitating interactive web training
• Author of *Great Webinars: how to create interactive learning that is captivating, informative and fun*
• Developed the Virtual Facilitator Trainer Certification™ course
Prizes

Win a copy of *Great Webinars: How to Create Interactive Learning that is Captivating, Informative and Fun*.

Drop your business card in the basket. Five winners drawn at the end of our session (must be present to win).
PowerPoint Slides

To receive the slides:
• Give us your business card (write “slides”)
• Or sign up on our attendance form

To be on our email list:
• Give us your business card (write “email”)
• Or sign up on our attendance form
Show of Hands

How much experience have you had delivering webinars?
• I’ve never delivered a webinar
• I’ve delivered 1 – 4 webinars
• I’ve delivered 5 – 10 webinars
• I’ve delivered 11+ webinars
Questions?

What question have your brought today?
What Can Go Wrong?
Common Errors

1

Returning to a “talking head” presentation style
The more you feel like a lecturer, the less effective you will be.
Common Errors

2

Not allowing participants to chat with each other
A stern teacher or parent trying to get people’s attention (and refusing to allow them to talk) is not very effective.
Common Errors

3

Designing boring, bullet point slides with no graphics
Common Errors

If you’re Einstein, perhaps you can hold our interest without interesting slides.
Common Errors

Using polling questions as a “quiz”
Common Errors

Polls can and should be used more creatively!
Common Errors

5

Eliminating experiential exercises
Common Errors

Collaboration and problem solving bring web workshops to life.
Transforming the Virtual Classroom
# Interactivity Tools

<table>
<thead>
<tr>
<th>Tool</th>
<th>Uses</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chat</td>
<td>Solicit learner input</td>
<td>Actively engages learners in discussion</td>
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<tr>
<td></td>
<td>Encourage collaboration</td>
<td>Creates peer exchanges</td>
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<tr>
<td>Polling</td>
<td>Check knowledge or experience</td>
<td>Provides instant feedback (and satisfaction)</td>
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<tr>
<td></td>
<td>Stimulate interest</td>
<td>Learners can compare their responses</td>
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<td></td>
<td>Set up lecture or discussion</td>
<td>Helps facilitator lead discussion and tailor responses</td>
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# Interactivity Tools

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<tr>
<td>Status Icons (Emoticons)</td>
<td>Quickly get input</td>
<td>Participants can “vote” (though may not be willing to use Chat)</td>
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<tr>
<td></td>
<td>Identify volunteers for exercises</td>
<td>Facilitator may call on learners to give examples</td>
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<tr>
<td></td>
<td>See agreement or disagreement</td>
<td></td>
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<tr>
<td>Streaming Video</td>
<td>Streams video of facilitator</td>
<td>Helps to establish rapport</td>
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<tr>
<td></td>
<td>Adds animation and interest</td>
<td>Creates a sense of connection</td>
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<td></td>
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<td>Removes “anonymity”</td>
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# Interactivity Tools

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<tr>
<td>VOIP</td>
<td>Stream audio over the Internet</td>
<td>Offers a cost-effective audio solution</td>
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<tr>
<td></td>
<td></td>
<td>Supports use of web interactivity tools</td>
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<tr>
<td>Teleconferencing</td>
<td>Voice-to-voice communication</td>
<td>Adds peer-to-peer dialogue</td>
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<td></td>
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<td>Useful when users do not have sound cards or speakers</td>
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<tr>
<td>Whiteboarding</td>
<td>Brainstorm and capture ideas</td>
<td>Allows facilitator to guide and record discussion visually</td>
</tr>
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<td>Encourage collaboration</td>
<td>Encourages peers to share ideas</td>
</tr>
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Adult Learning Principles

What adult learning principles should you consider when developing web training?

Malcolm Knowles (1913 – 1997)
Adult Learning Principles

- Adults need to be involved in the planning and evaluation of their learning.
- Experience (mistakes included) provides the basis for learning activities.
- Adults want to learn subjects that have immediate relevance to their work or personal lives.
- Adult learning is problem-centered not content-oriented.

(Source: Malcolm Knowles)
5 Techniques to Transform

1. Allow no more than 3 minutes between participant interaction opportunities.
Rule of Thumb

Engage participants every 3 minutes with a poll, chat, request for feedback, etc.
5 Techniques to Transform

2. Mix it up with diverse use of polling.
Polling

How often do you file, delete, or respond to an e-mail without reading the entire message?

Sample Exercise: *Writing for High-Speed Readers*
Efficient E-Mail
Pass the one-screen test

Include all important information in the first screen.

Sample Exercise: Writing for High-Speed Readers
Recall a recent project that you’ve worked on or led. *Consider the evaluation questions on the next several slides.*

Sample Exercise: *Managing Projects by Design*
Evaluation Poll

1. Did your project have clear objectives?

Sample Exercise: *Managing Projects by Design*
Evaluation Poll

7. Did you celebrate milestones and final results?

Sample Exercise: *Managing Projects by Design*
8. Did you encounter challenges or obstacles?

Sample Exercise: Managing Projects by Design
Final Question

What would you do differently in hindsight?

Sample Exercise: Managing Projects by Design
NSL Webinar Series: Managing Projects By Design_1 | Connect Pro Meeting

7. Did you celebrate milestones and final results?
- Yes: 31%
- No: 46%
- Yes and No: 23%

8. Did you encounter challenges or obstacles?
- Yes: 100%
- No: 0%
- Yes and No: 0%

Chat
What would you do differently next time?
Use the Chat feature to share one sentence about what you learned or would change.
(For example: I’d make sure all the stakeholders were consulted.)

Debbie Smith: Better record keeping
Heather Hilgendorf: Better communication
Linda Tomlinson: Determine my goals and the process before I started
Bryant Byrd: Encourage better participation from some of the stakeholders (somehow)
5 Techniques to Transform

3. Build opportunities for participants to exchange ideas and opinions using chat and voice.
Inspiring High Performance

The leader must:

- Clarify the vision and purpose
- Identify the values
- Share the history in stories
- Build the brand
- Model the behavior
- Celebrate success

Sample Exercise: Creating an Inspiring Work Culture
Chat: Celebration

What techniques do you use to recognize and celebrate success?

Sample Exercise: 
Creating an Inspiring Work Culture
Celebration Model

1. Describe specifically the accomplishment or behavior
2. Explain its importance by linking it to the vision, purpose, values, or brand
3. Ask the individual or team to describe how they did it
4. End with sincere appreciation

Sample Exercise: Creating an Inspiring Work Culture
Sample Exercise:
Creating an Inspiring Work Culture

Celebrate the success of an employee who completed a difficult inventory report accurately and on time.
Causes of Conflict

Divide into two teams: Group A and Group B
(Group A: Born January – June)
(Group B: Born July – December)

Using your group’s Chat pod, generate a list of as many things as you can that cause conflict.
Root Causes

Objective

Subjective

Facts
Goals
Roles
Work Methods
Core Values

Sample Exercise: Transforming Team Conflict
Cynthia Clay

Chat 5
Janet Tuffy: Lack of role clarity
david breneegan: career path conflicts
Victoria Werner: knowing how much coworkers makes
Peter Anderson: Lack of ownership
Chris Cunningham: performance feedback
Michelle Kunz: Having to be right
Lisa Fraine: personality differences
Chris Appel: trust or vulnerability in dealing with others
Barb Baumann: lack of confidence in self
Maureen Clemendor: Lack of adequate job descriptions
Abdul omer: lack of communication
Katherine Santana: lack of positivity
Janet Tuffy: Missing leadership
John Fritch: different work habits
Victoria Werner: lack of consideration
david breneegan: lack of management trust and flow of information
Sean O'Reilly: lack of sensitivity
Janet Tuffy: Grandstanders
Barb Baumann: not being held accountable to

Chat 7
Catherine Halvorsen: tone of voice, respecting others
Beatrice Jones-Hudson: personal problems
Crystal Howard: budget cuts
Marianne Cherry: conflicting agendas
Michael Thompson: attitude
Cindy Snell: tech issues
Susan Trott: cultural differences
Maribel Jimenez: fear of retaliation, discrimination
Crystal Howard: slow response time to email
Claudine Townley: too much on someone’s plate
Nicole Jones: lack of recognition
Michael Thompson: past job experiences
Cindy Snell: models of thinking
Catherine Halvorsen: gossip, it’s lethal
Marianne Cherry: competition between employees
Cindy Snell: cultural differences
James Gorman: Mixed Communication; Lack of empathy
Tianna Lucas: different agendas
Catherine Halvorsen: Tolerating negative attitudes
Crystal Howard: not knowing “why” decisions are made
5 Techniques to Transform

4. Create learning experiences with real issues and problems
Steps for Coaching Across Generations

1. Clarify the reason for the conversation
2. State the specific concern
3. Ask questions and listen actively
4. Together generate solutions or next steps (starting with the employee’s ideas)
5. Clarify expectations of the employee and leadership in accomplishing the next steps or solution
6. End on a positive note
1. Clarify the reason for the conversation

I wanted to talk with you about a customer interaction I observed.
2. State the specific concern

The customer didn’t appear to be satisfied with your answer to his question about his exchange and finally gave up and walked away grumbling.

Sample Exercise: Leading Across Generations
Coaching Case Study #1

Kathy, a Boomer, has needed to take a lot of vacation time to deal with her elderly and sick father who lives in another state.

She comes back from these trips exhausted and emotionally drained. In the past you have valued her contributions to the team. At the moment she is lagging behind in her duties at work and you need to speak with her.

Sample Exercise: Leading Across Generations
5 Techniques to Transform

5. Request learner feedback regularly.
Learner Feedback

- Are you with me?
- What questions do you have?
- Give Bob a round of applause.
- Have you completed the worksheet?
- Do you agree/disagree with this statement?
- How are you feeling about this virtual course?
5 Techniques to Transform

1. Allow no more than 3 minutes between participant interaction opportunities.
2. Mix it up with diverse use of polling.
3. Build opportunities for participants to exchange ideas and opinions using chat and audio.
4. Create learning experiences with real issues and problems.
5. Request learner feedback regularly.
Technology Snafus

• Always schedule a dry run
• Arrive 30 minutes prior to your webinar
• Use a host/producer to handle technical issues
• Practice breakout rooms with real people
• Have a contingency plan (no Internet, no VoIP, slides won’t advance, etc.)
Warming the Virtual World

• Send email prior to class introducing yourself and the topic
• Ask for examples of work challenges
• Invite volunteers for role plays or practice
• Know names, job titles, experience levels, etc.
• If possible, get photos of participants so you can visualize them
• Use streaming video and look at the camera
Warming the Virtual World

• Just prior to the session, review the class list
• Focus on their challenges and your objectives
• Imagine that you are making eye contact through the lens of the web cam
• Use their names and see them as individuals
• Tell stories to engage
• Put your focus on their learning (not your performance)
The Zen of Delivery

Begin with a centered, calm mind
Action Planning

• One thing I can do....
• One thing my team can do....
• One thing my organization can do....
• One other thought....
Just Released

Now at online booksellers or available at www.netspeedlearning.com
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• Attend one of the next Virtual Facilitator Trainer Certification courses:
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  October 25 – November 19

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