Remote Training

Crystal Williamson
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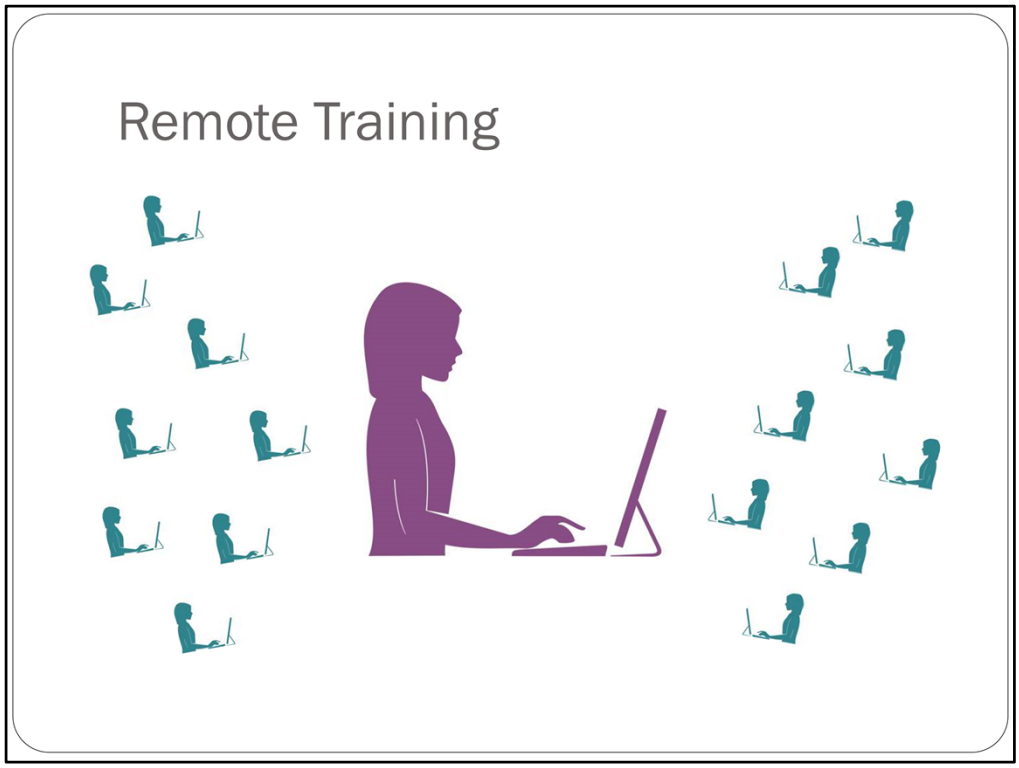
Intro from Candy/Carol



This presentation is about remote training, or distance learning.

I want to start with a definition, so we're all thinking about the same thing.

We have a trainer, sitting at a computer in one location…

…teaching a group of people in multiple locations. The training is synchronous…

…meaning that the teacher and the students are all present at the time of the training delivery, and the students see what happens on the trainer's computer in real time. (Not recorded video).

Accomplished by means of an online meeting program (WebEx, Go To Meeting) and possibly a separate conference call.

The communication during the training is two-way…

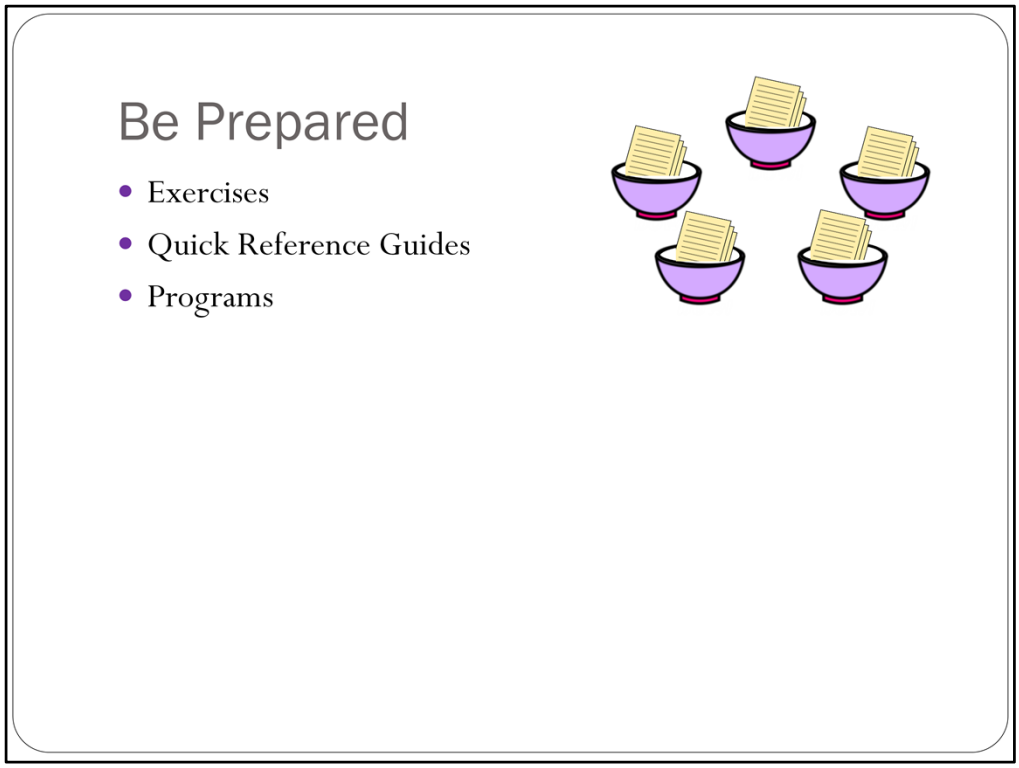
…meaning students can ask questions during the class.

Because this class is conducted at a distance, it needs to be smooth and efficient to avoid confusion, wasted time, and loss of audience attention.

I'll be talking about some of the practical matters involved in remote training and some of the things I try to do to ensure a smooth class, and then Crystal will talk about the experience of teaching at a distance.

First thing: Be prepared, or what I like to think of as…

…mise en place, everything in its place.

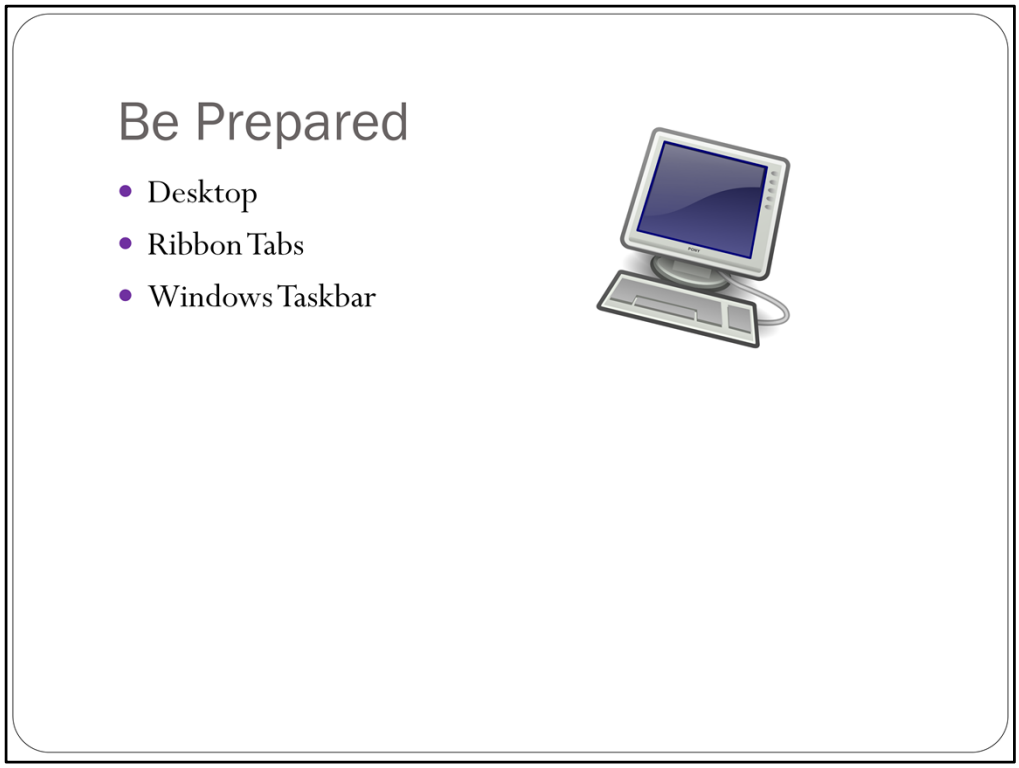


I have all the exercise documents open on my computer, and send them to the class participants ahead of time.

I also send quick reference guides ahead of time b/c some people like to refer to them during training.

I make sure all the programs to be used in the class are open. Opening programs during class can take a long time b/c of add ins being slow to load.

I also make sure everything else is closed, especially anything that displays notifications, like email and IM programs. If I need Outlook open for class, I disable desktop notifications and engage a rule that moves all incoming email to a subfolder, so there are no surprises during class!



In addition to dealing with programs and exercise documents….

…there is always a bit of computer cleanup that needs to happen. I want my computer to look as similar as possible to my students' computers. They will be looking from my screen to theirs, and they will have an easier time if the two are similar.

All those files that I've temporarily saved to my desktop get swept into a single folder. This comes under the heading of practicing what I preach.

Ribbon tabs are another point of difference. As a trainer, I have many add-ins in Word and Outlook that may not be on my students' ribbons. When possible, I disable add-ins that I won't be using during class so that my tab sequence look like theirs.

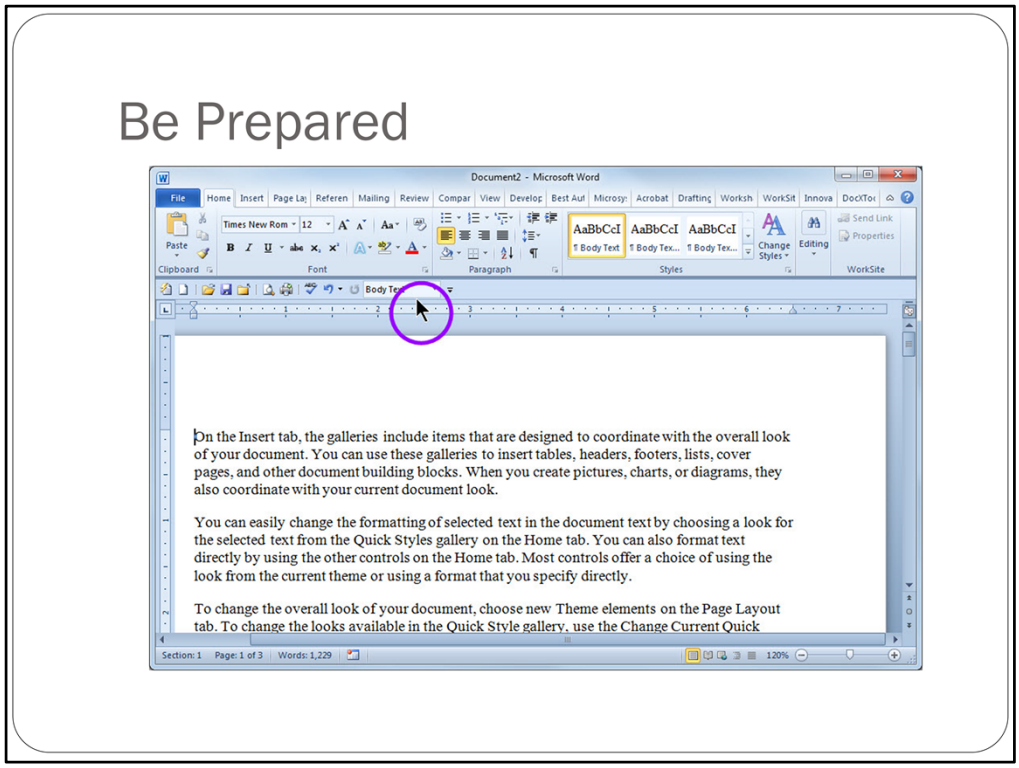
Another point of difference is the Windows task bar. I have icons for programs that most of my students don't use (Snagit, Captivate, Help Desk ticketing software). I try to remember to remove those icons for class time, again so that my computer looks like theirs.

One exception to this rule is…

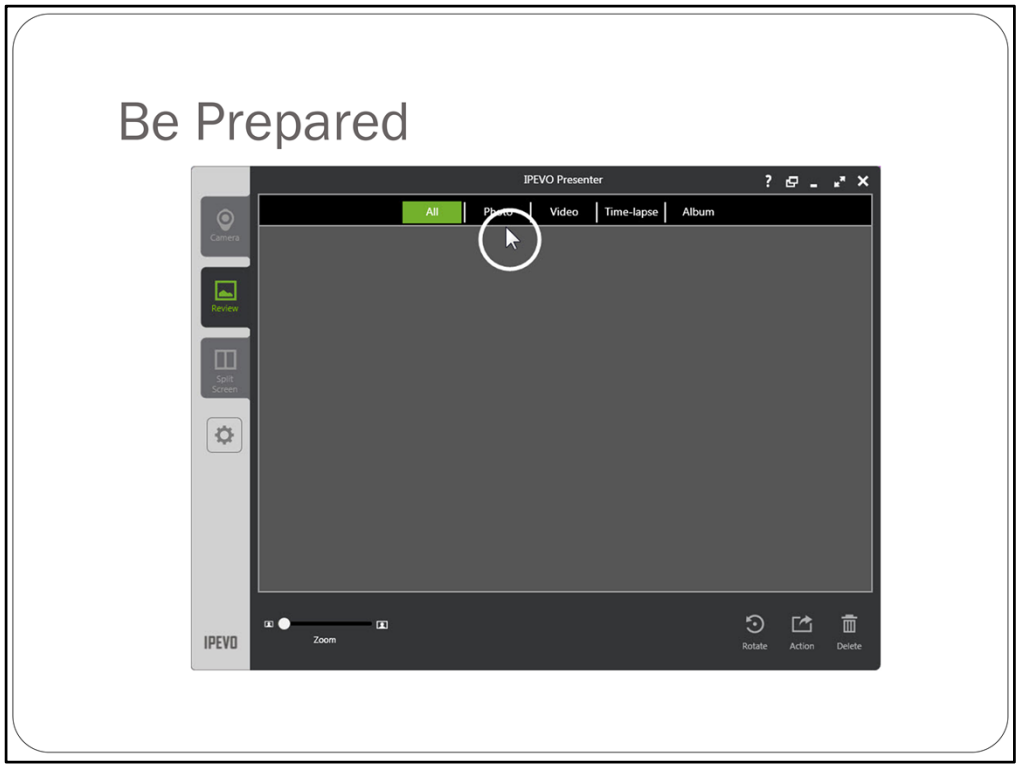
Be Prepared

- Desktop
- Ribbon Tabs
- Windows Taskbar
- Mouse

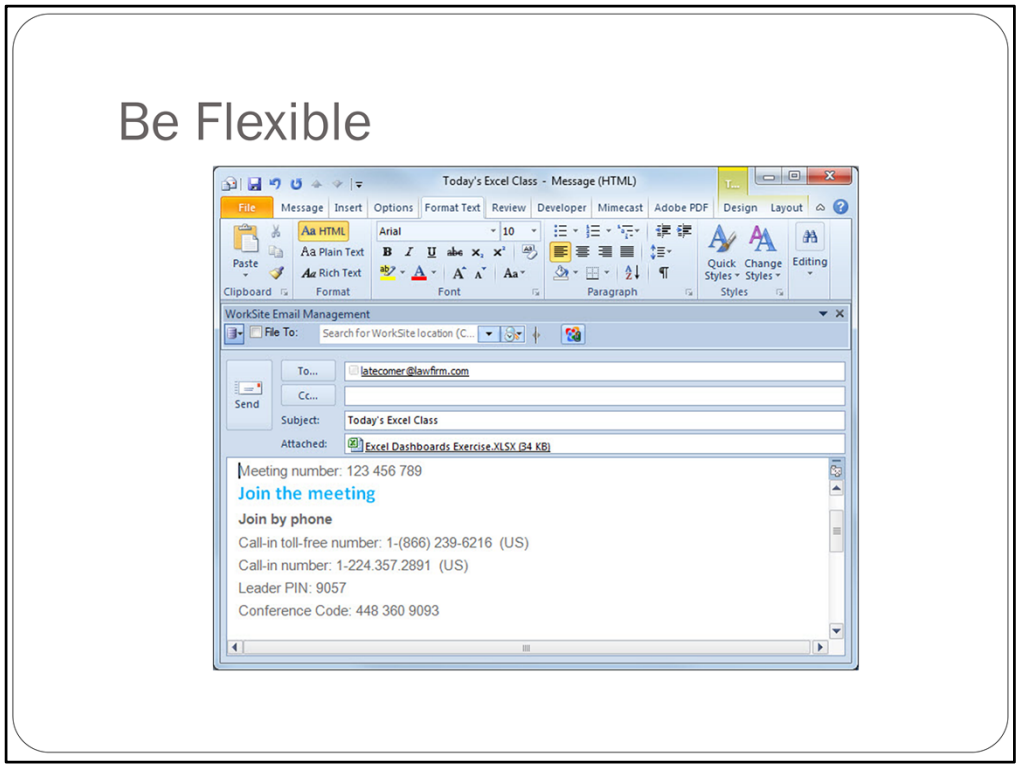
The mouse pointer. Because students are watching your computer on their computer, it can be hard to track the mouse during class. If I'm teaching a class in Word, which has a light background…



…I use a black mouse pointer. If I'm teaching a program with a dark background…



…I use a white mouse pointer. In both cases, I use Windows' extra-large settings so the mouse is easy to locate on the screen.



Once your class starts, It's important to be somewhat flexible , as your students have to rely on technology to connect with you.

One thing you can do to remain flexible…

Is to have an email prepared before class to send to latecomers or people who didn't register. The email should contain all the connection information and any class exercises. [more]

Another way you can stay flexible is this:

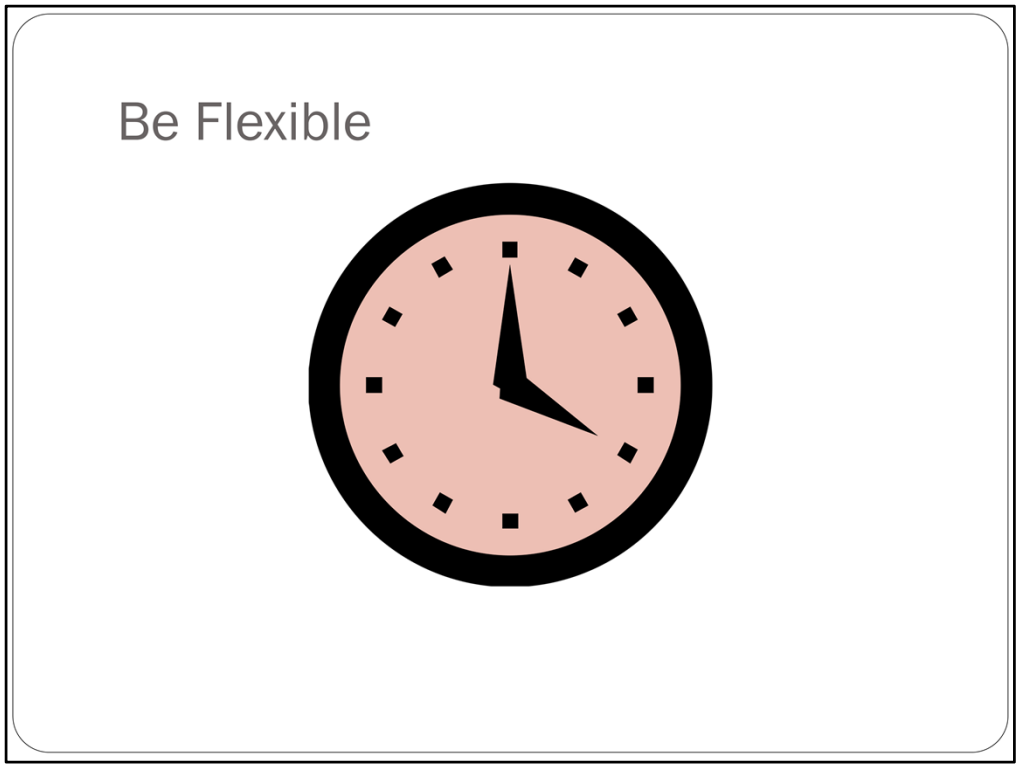
If you have several people registerd for a class...

…but only one shows up, take the opportunity to give that person individualized training.

I love when this happens. It's a great opportunity to build stronger relationships between the training department and the people we support.

Example: flow charts class, used secretary's flow chart that she was struggling with, instead of the flowchart in the class exercise.

One thing I have become less flexible about, especially as our classes go from hour-long to half-hour-long…



…is lateness. We know when people join late because we can see them in the WebEx participant panel and we can hear them joining the conference call, but stopping to get that one person caught up means risking the loss of everyone else's attention.

By always starting on time, we set the expectation that we and our students will be present at the start time.

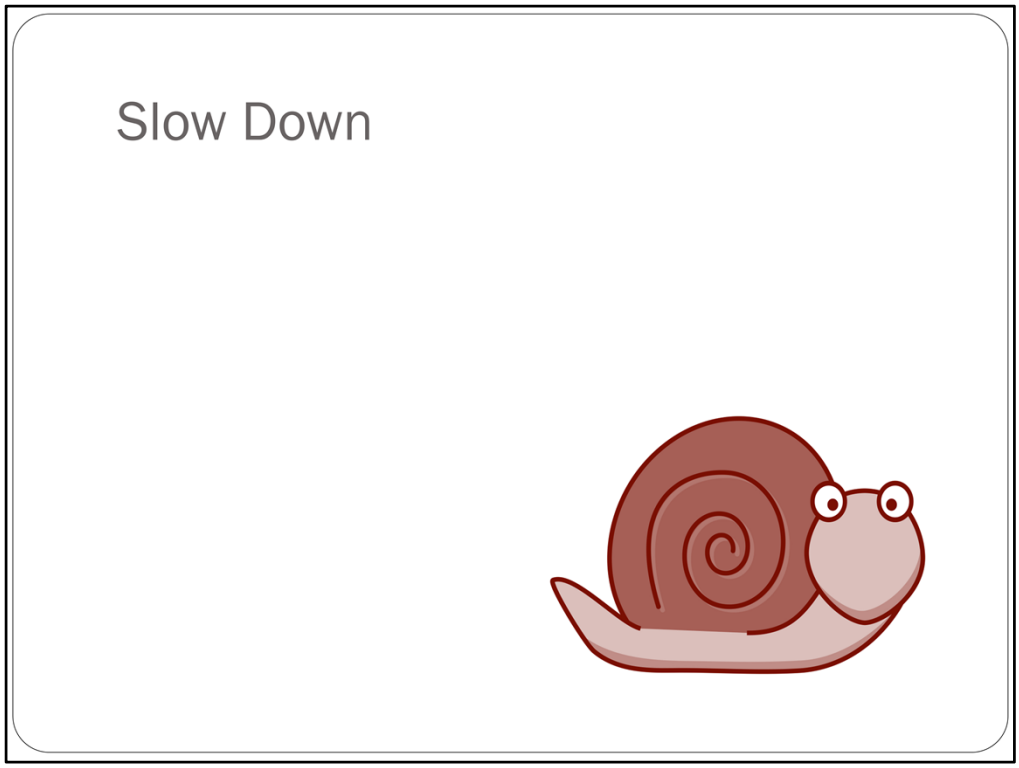
Once your class starts, encourage everyone to mute their phones unless they're asking a question. You may have to repeat the request multiple times, but eventually everyone will hear you and mute their phones.

Speaking of muting, I can't tell you how many times I mute to take a sip of water and forget to unmute! It's a good idea to check the mute button on your phone before you start speaking.

Regardless of how far away your students are, there is likely to be a lag time between your actions on your computer and when they see those actions. For that reason, it's a good idea to check your own performance every once in a while. You can do that by joining your own class…

…on a mobile device or another computer. A quick glance every few minutes will help you time your speech and movements for your audience.

Another important thing you can do to ensure a smooth class is…

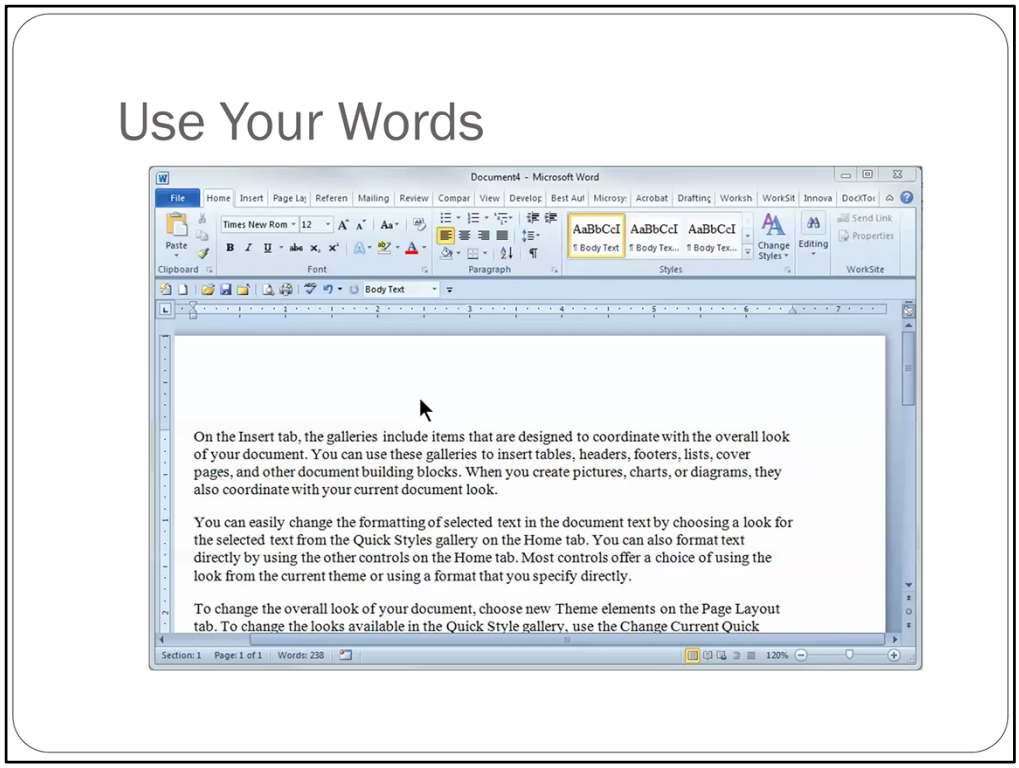


…slowwww down. However slowly you think you're speaking and moving, you can probably go more slowly. Here we're talking not only about your speaking pace, but also your mousing pace.

When you're in a classroom, people have clues that are missing when you teach at a distance – facial expression, gestures, pointing to the screen, etc.

Because those things are lacking, you need to speak and move slowly enough that your students have time to process what you are saying and doing.

Which ties in with my next point…



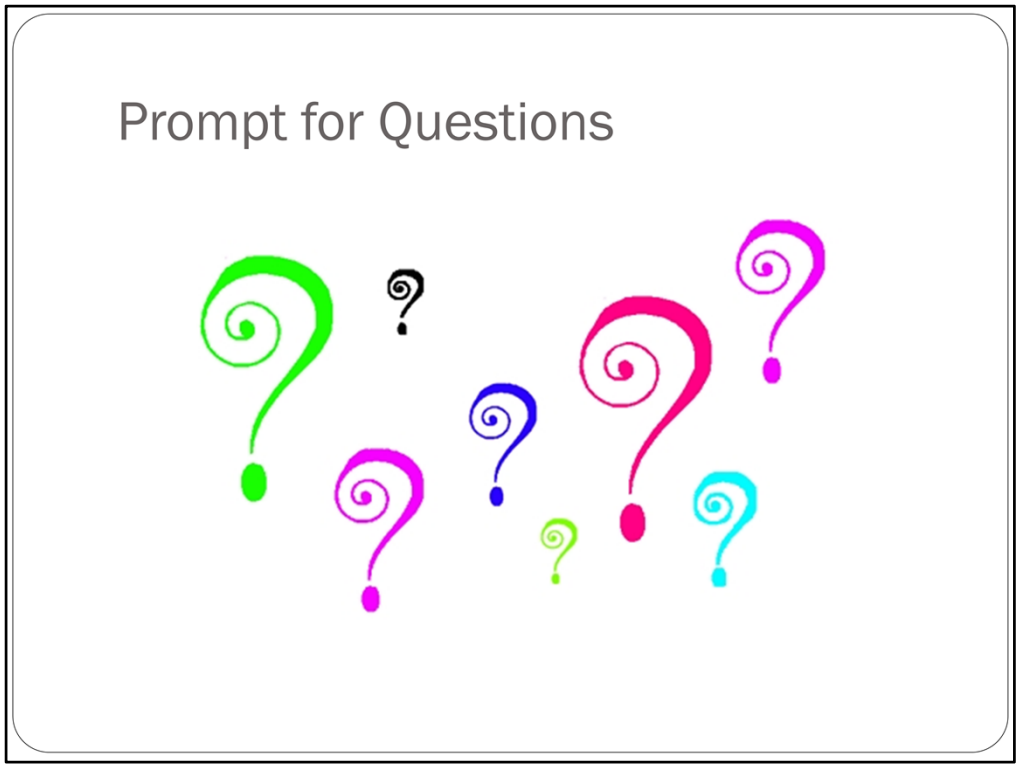
…Use your words! If you want the students to click the Paragraph dialog box launcher in Word, you need to be very specific, because some people will be trying to follow along with only one monitor, which means as they work, they probably can't see what you're doing.

So directions would go something like this…

START VIDEO

On the Home tab, in the paragraph group in the middle of the Ribbon, we'll click the dialog box launcher at the bottom right corner of the group.

It's a lot of words, but those who need it will appreciate it and those who don't will understand why you're doing it.

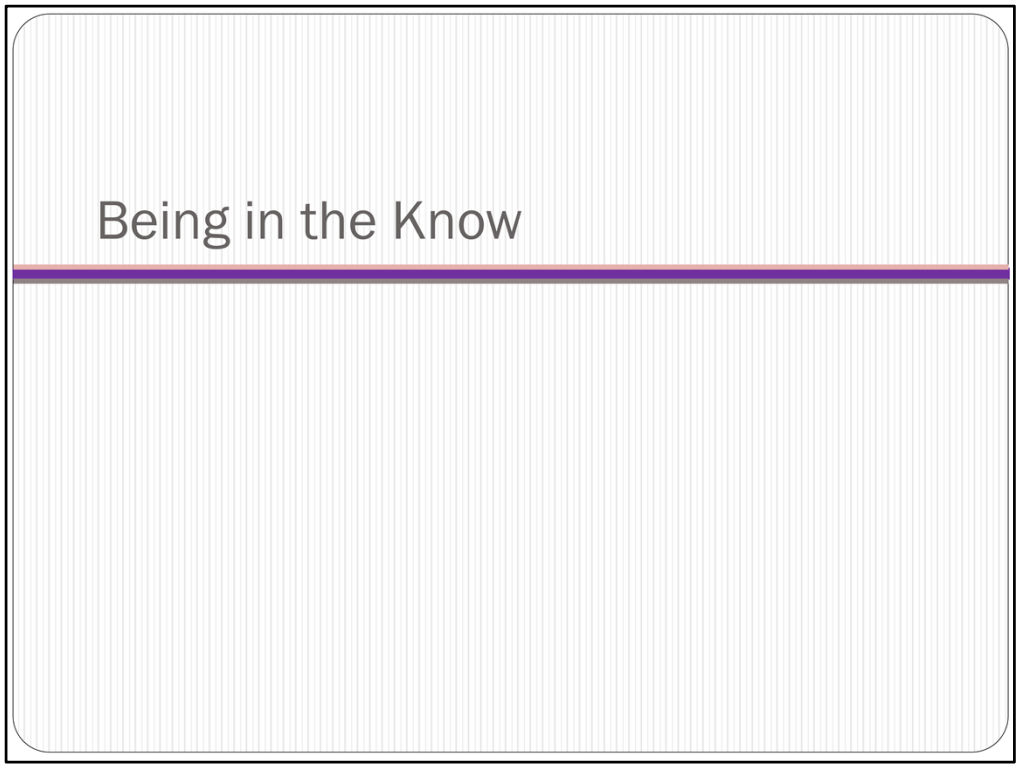


Prompt for questions, often! This is a good way to keep students engaged.

Web Meeting Tools

- Do you use them?

Hand off to Crystal.



Talking about MINDSET –
Whether I'm nervous or shy or speak with a whisper, **the "I can do this well" mindset separates a pretty good class from a great class**

Positive mindset = solid foundation

Do I want JENGA or Mt Rainier?

Being in the Know

- Knowing my topic
- Knowing my participants
- Knowing my strengths

REMOTE TRAINING
3 main things to be in the KNOW
Part of my solid foundation

Know My Topic

- Have I reviewed the class?
- The objectives?
- The step-by-step procedures?
- Can participants see my screen?
- Is the training room ready?
- Did I mention to mute when not speaking?
- Do I have enough handouts?

REMOTE TRAINING
Have I reviewed the class? The objectives? The step-by-step procedures?
Am I playing to my strengths? Is it a weaknesses?

Become comfortable with being uncomfortable

- Jump in with both feet
- Share info with other trainers
- Learn from the experience
- Celebrate those "small" wins

REMOTE TRAINING
Discomfort with an audience I can't SEE

Just DO IT
Write down the things that "went wrong"
Celebrate all good things that occurred! [I do it with food]

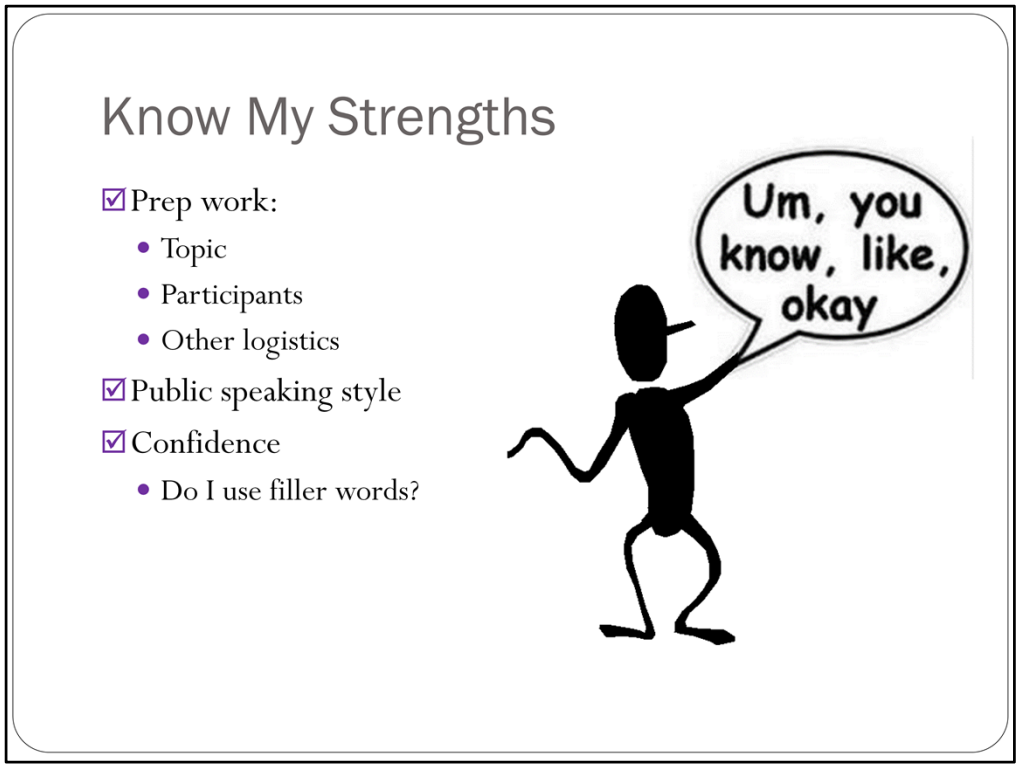
Every had a class where you felt "in the zone" when you were training?

REMOTE TRAINING
Stress the word **FEW**

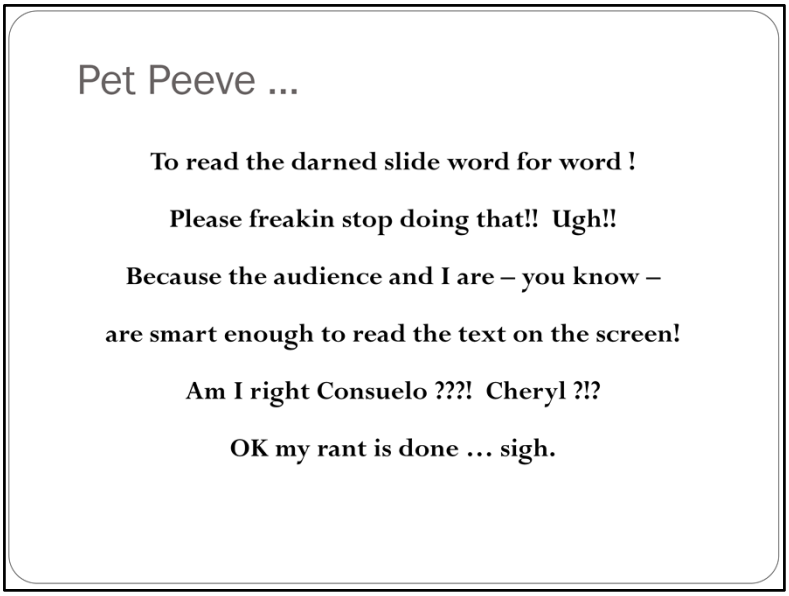
Have they taken this class before?
Who are the people who don't mute?
Are they " a bit much"?

As the trainer:
Am I the lever or the levee?

Acting lesson: who has the power in a scene?
Scandal OR Bewitched
How can I "take back the power" in the class? With LEVERAGE info



I am assured I've done all the prep work – CHECK
Public speaking – 91% people are fearful
Mention book: Playing to Your Strengths
Stop using filler words – use voice-to-text on phone to get out of that habit
Mindful because when I'm talking and participants only hearing me (and not seeing me), I MUST BE cognizant of my words that others hear.



To read the darned slide word for word !

Please freakin stop doing that!! Ugh!!

Because the audience and I are – you know –

are smart enough to read the text on the screen!

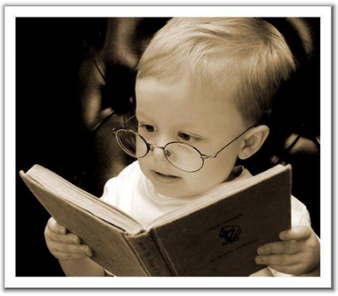
Am I right Consuelo???! Lisa!?!?

Oh right, she's not here

OK my rant is done … sigh.

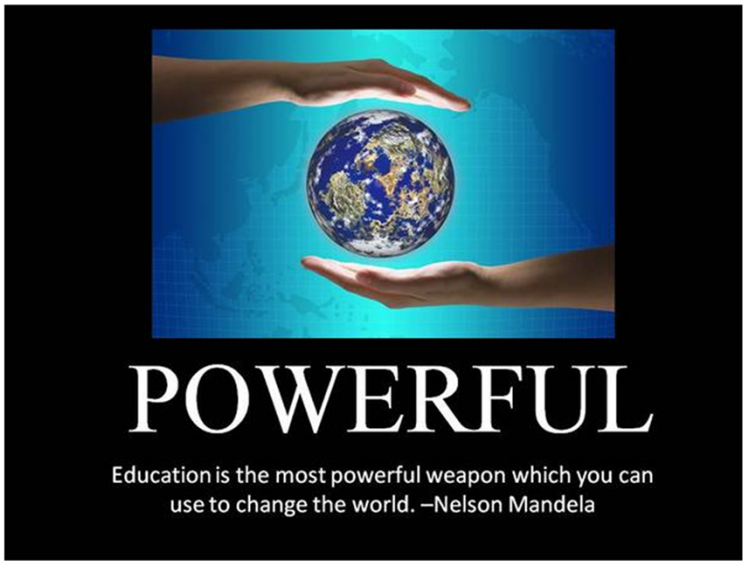
Don’t read the slide word-for-word!!

- If you **MUST**:
  - Read for emphasis
  - Don’t **act like** you’re reading it!



If I read every slide, when I am reading for emphasis, the impact is lost on participants.

Stress: pressure strain



Bottom line … empowerment
STAY ON THIS SLIDE TO END THE PRESENTATION
Keep open for questions !!