How to Develop and Lead Successful Virtual Sessions

The webinar will begin at 12:00 Noon.

Andy Goodman
Director
(he, him, his)
WELCOME | FACILITATORS

Andy Goodman
Director
(he, him, his)

Kirsten Farrell
Operations Mgr.
(she, her, hers)

Mute / Unmute
Camera on/off is up to you.

Desktop
Chat
BEFORE WE BEGIN | COMMUNITY AGREEMENTS

• We believe interaction makes for a better webinar, so we call on people occasionally. If you would rather not be called on, please let us know in the chat box.

• The ability to multitask while on Zoom can be tempting. We encourage you to stay strong. Avoid temptation!

• Anything you’d like to add? (Please use the chat box.)
If you don’t have to rush off at 2 PM, Andy and Kirsten will be staying online after the webinar has concluded for any participants with questions, comments or other business.

Just remain connected.

SUCCESSFUL VIRTUAL SESSIONS | AGENDA

1. **Context:** How we got here (and where, exactly, are we?)
2. **Defining Terms:** All virtual sessions are not the same
3. **Nine Takeaways:** What we learned from the research
4. **Resources:** A little more help for our friends
SUCCESSFUL VIRTUAL SESSIONS | AGENDA

1. Context: How we got here (and where, exactly, are we?)

2. Defining Terms: All virtual sessions are not the same

3. Nine Takeaways: What we learned from the research

4. Resources: A little more help for our friends

CONTEXT | We’ve been down this road before...

- Great Recession of 2008 led to major surge in videoconferencing.
Great Recession of 2008 led to major surge in videoconferencing.

Conducted research to identify problems and trends.

• Great Recession of 2008 led to major surge in videoconferencing.
• Conducted research to identify problems and trends.
• Logged hundreds of hours teaching and learning from students (2009-2020).
...and everything we did started to look like this.

NEW RESEARCH (JULY-AUGUST 2020)

4,405 RESPONDENTS
NEW RESEARCH (JULY-AUGUST 2020)

<table>
<thead>
<tr>
<th>Sector</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonprofit/NGO</td>
<td>48%</td>
</tr>
<tr>
<td>Education</td>
<td>43%</td>
</tr>
<tr>
<td>Philanthropy (e.g., Foundations)</td>
<td>22%</td>
</tr>
<tr>
<td>Government Agency</td>
<td>9%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
<tr>
<td>Commercial</td>
<td>4%</td>
</tr>
<tr>
<td>Prefer Not to Answer</td>
<td>1%</td>
</tr>
</tbody>
</table>

(Note: total exceeds 100% since respondents could choose all sectors that applied to them.)

SUCCESSFUL VIRTUAL SESSIONS | AGENDA

1. **Context**: How we got here (and where, exactly, are we?)

2. **Defining Terms**: All virtual sessions are not the same

3. **Nine Takeaways**: What we learned from the research

4. **Resources**: A little more help for our friends
DEFINING TERMS | CATEGORIES OF ONLINE CONVENINGS

WEBINAR
Information Sharing/Teaching or Training

WEB MEETING
Discussion, Decision-Making

WEB CONFERENCE
Comprised of all three categories

WEBCAST
Speech/Presentation

SUCCESSFUL VIRTUAL SESSIONS | AGENDA

1. **Context:** How we got here (and where, exactly, are we?)

2. **Defining Terms:** All virtual sessions are not the same

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**TAKEAWAY #1  ENGAGEMENT & PARTICIPATION**

The adventure begins here.

Keeping people focused and actively participating is your first and foremost challenge. There are plenty of tools to help you do both.

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**SURVEY DATA**

**#1 ENGAGEMENT & PARTICIPATION**

**WHAT MAKES AN ONLINE CONVENING A POSITIVE EXPERIENCE?**

<table>
<thead>
<tr>
<th>Option</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging presentation/facilitation</td>
<td>45%</td>
</tr>
<tr>
<td>Designing and following a clear structure</td>
<td>37%</td>
</tr>
<tr>
<td>Using platform tools to promote interaction</td>
<td>31%</td>
</tr>
</tbody>
</table>
**SURVEY DATA**

**#1 ENGAGEMENT & PARTICIPATION**

What makes an online convening a negative experience?

<table>
<thead>
<tr>
<th>Technical Problems</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Engagement</td>
<td>17%</td>
</tr>
<tr>
<td>Too Long</td>
<td>15%</td>
</tr>
<tr>
<td>No Structure</td>
<td>15%</td>
</tr>
<tr>
<td>Poor Facilitation</td>
<td>15%</td>
</tr>
</tbody>
</table>

**YOUR RESPONSES**

**#1 ENGAGEMENT & PARTICIPATION**

*How to Develop and Lead Successful Virtual Sessions*

Please answer the questions below so we can incorporate your responses into our training.

What makes a work-related videoconference a positive experience for you?

1. 
2. 
3. 

What makes a work-related videoconference a negative experience for you?

1. 
2. 
3. 

Questions about videoconferencing:

1. Have you had any training in how to host or facilitate videoconferences?
2. Do you receive an agenda before or during the videoconference?
3. When you've led or participated, what are creative ways that you've seen videoconferences keep participants engaged?
4. Whether you're leading or participating, what have you seen or done to create a more inclusive space?
#1 Engagement & Participation

**Survey Data**

How often do you find yourself multi-tasking during:

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Meetings</td>
<td>1%</td>
<td>13%</td>
<td>40%</td>
<td>38%</td>
<td>9%</td>
</tr>
<tr>
<td>Webinars</td>
<td>1%</td>
<td>7%</td>
<td>34%</td>
<td>45%</td>
<td>13%</td>
</tr>
<tr>
<td>Webcasts</td>
<td>1%</td>
<td>7%</td>
<td>35%</td>
<td>41%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Respondents are multi-tasking in the frequently-always range at least 47% of the time.

**Recommendations**

Provide something to do right from the start.

*Points to ponder while we wait for everyone to log on*

“I believe in the power of storytelling. Stories open our hearts to a new place, which opens our minds, which often leads to action.”

Melinda Gates
Provide something to do right from the start.

Look for ways to ask questions.

“We recorded how 232 users looked at thousands of Web pages. We found that users’ main reading behavior was fairly consistent across many different sites and tasks. This dominant reading pattern looks somewhat like an F.”

Jakob Nielsen, Alertbox
April 17, 2006

According to eye-tracking studies, your eyes are most likely to follow which pattern?
Provide something to do right from the start.

Look for ways to ask questions.

<table>
<thead>
<tr>
<th>Managing</th>
<th>vs.</th>
<th>Leading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeps things running smoothly</td>
<td>• Provides vision for a viable future</td>
<td></td>
</tr>
<tr>
<td>Accepts &amp; maintains the status quo</td>
<td>• Questions the way things are</td>
<td></td>
</tr>
<tr>
<td>Keeps others on track and accountable</td>
<td>• Inspires through trust and empowers others</td>
<td></td>
</tr>
<tr>
<td>Works within context</td>
<td>• Masters their context</td>
<td></td>
</tr>
<tr>
<td>Repeating what’s worked in the past</td>
<td>• Creative adaptation to new situations</td>
<td></td>
</tr>
</tbody>
</table>

Managing or Leading?

1. Keeps things running smoothly
2. Masters their context
3. Keeps others on track and accountable
4. Questions the way things are
5. Repeating what’s worked in the past
6. Provides vision for a viable future
7. Works within context
8. Inspires through trust and empowers others
9. Accepts and maintains the status quo
10. Creative adaptation to new situations
Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms.
2 People, 2 Questions

- What gets you up in the morning?
- What do you hope to get from participating in this cohort training?
RECOMMENDATIONS #1 ENGAGEMENT & PARTICIPATION

Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.

- Share links
- Conduct snap surveys
- “Chat Storms”

From Cecilia Gray to Everyone:
Hartford Foundation

From Dan Gordon to Everyone:
Nonprofit Support Program

From Kaya Ulani to Everyone:
HFPG

From Jorge Almeda to Everyone:
Anything by Meher Shulman

From Yusef Ahmad to Everyone:
Hartford Fdn for Public Giving

From Margie Doyle to Everyone:
Hartford NSP
RECOMMENDATIONS

Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.

- Share links
- Conduct snap surveys
- “Chat Storms”
- Post footnotes or citations
- Ask questions to “read the room”

Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.

Conduct some activities off-line.

Syracuse University • Storytelling 201
Story Structure Worksheet

Choose a story that will bring to life one of the four pillars – something that actually happened, whether it’s an incident in which you were involved, something you observed, or simply a story you heard about from a colleague.

Follow the directions below and answer the questions in the spaces provided to outline your story. You do not need to write out the entire story word for word.

YOUR AUDIENCE

To whom would you tell this story? Your audience determines how you tell the story – i.e., the wording you choose, the protagonists with whom they are likely to identify, and which parts you need to emphasize, so be clear on this first and foremost. Even if the story is appropriate for multiple audiences, focus on

THE POINT

What one point do you want your audience to take away upon hearing this story? While this may not be evident to them until the end of the story, you must be clear on your intended message from the beginning. This is your “north star” as you work on your story.
#1 ENGAGEMENT & PARTICIPATION

Provide something to do right from the start.

Look for ways to ask questions.

Use polls, breakout rooms, and chat.

Conduct some activities off-line.

Take questions frequently (and call on people.)

**Questions?**
If you’d like to ask your question to the group, please click “raise hand” at the bottom of your screen and we’ll unmute you.

- Chat
- Raise hand
- GA

Design slides to remind participants how to ask questions.

---

**YOUR RESPONSES**

"How to Develop and Lead Successful Virtual Sessions"

Please answer the questions below so you can compare your responses with our survey:

What makes a work-related videoconference a positive experience for you?

1. 
2. 

What makes a work-related videoconference a negative experience for you?

1. 
2. 

Questions about length and format:

- How many hours per week do you attend videoconferences?
- What’s the ideal length for a videoconference?
- What’s the longest length of a videoconference you can stand?

Questions about using platform tools:

- In general, do you prefer to have your camera on or off?
- In general, do you prefer asking questions out loud or submitting via chat?
- In general, do you see accessibility tools (e.g., closed captions, language translation) used during your videoconferences? (Yes or No)
- In general, do you read chat box comments as they appear? (Yes or No)
### SURVEY DATA

**ENGAGEMENT & PARTICIPATION**

#### HOW OFTEN DO YOU PREFER ASKING QUESTIONS OUT LOUD AS OPPOSED TO ENTERING ALL QUESTIONS IN A CHAT OR Q&A BOX?

<table>
<thead>
<tr>
<th></th>
<th>NEVER</th>
<th>RARELY</th>
<th>SOMETIMES</th>
<th>FREQUENTLY</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEB MEETINGS</td>
<td>2%</td>
<td>10%</td>
<td>39%</td>
<td>40%</td>
<td>10%</td>
</tr>
<tr>
<td>WEBINARS</td>
<td>14%</td>
<td>37%</td>
<td>32%</td>
<td>12%</td>
<td>4%</td>
</tr>
</tbody>
</table>

**WEBINARS:** PREFER TO CHAT

**MEETINGS:** PREFER TO SPEAK

### YOUR RESPONSES

**ENGAGEMENT & PARTICIPATION**

*How to Develop and Lead Successful Virtual Sessions*

Please answer the questions below so we can compare your responses with our survey.

**What makes a work-related videoconference a positive experience for you?**

**What enhances a work-related videoconference?**

**Whether you are leading or participating, what have you seen or done to create a more inclusive space?**
QUESTIONS & COMMENTS

Have a question or a comment? Please put a “Q” or a “C” in the chat box and Kirsten will relay it or ask you to unmute.

TAKEAWAY #2 INCLUSIVITY

Our virtual welcome mats need some work.

While attention is being paid to making online convenings more inclusive, there is plenty of room for improvement, particularly where accessibility is concerned.
#2 Inclusivity

**Survey Data**

**How Often Have You Seen Convening Leaders or Facilitators Say or Do Things Specifically to Create an Inclusive Space That Acknowledges and Adjusts for the Diversity of All Participants?**

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>6%</td>
<td>33%</td>
<td>43%</td>
<td>17%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Should something this fundamental be a *sometimes* thing (leaning towards rarely)?

---

**Recommendations | Checking In**

Give participants a chance to check in, formally or informally.

**Introductions**

Please share your name and one word or statement to describe how you are feeling or thinking about the work at this moment.
**RECOMMENDATIONS | AGREEMENTS**

#2 INCLUSIVITY

Give participants a chance to check in, formally or informally.

Be clear on the rules of engagement (or work with participants to establish them.)

---

**Agreements**

- Try on new ideas and ways of doing things
- Okay to disagree
- Be aware of both intent and impact
- Practice BOTH/AND thinking
- Move up/move up
- Manage our technology
- We are accountable to these agreements & each other

---

**YOUR RESPONSES**

#1 ENGAGEMENT & PARTICIPATION

---

*How to Develop and Lead Successful Virtual Sessions*

Please answer the questions below as you can combine your responses with our survey.

What makes a work-related videoconference a positive experience for you?

A. ________

B. ________

Questions about length and frequency:

What’s the ideal length of time of a videoconference?

A. ________

B. ________

Questions about virtual platform tools:

In person, do you prefer to have your camera on or off during a videoconference?

A. ________

B. ________

Questions for videoconference leaders or facilitators:

How do you think you’ve been successful in keeping participants engaged?

A. ________

B. ________

Whether you are leading or participating, what are creative ways that you’ve seen videoconferences keep participants engaged?

A. ________

B. ________

Whether you are leading or participating, what have you seen or done to create a more inclusive space?

A. ________

B. ________
**SURVEY DATA | ACCESSIBILITY**

### #2 INCLUSIVITY

**HOW OFTEN HAVE YOU SEEN CONVENING LEADERS OR FACILITATORS CREATE GREATER ACCESSIBILITY FOR THE CONTENT (E.G., CLOSED CAPTIONING, LANGUAGE TRANSLATION) FOR:**

<table>
<thead>
<tr>
<th></th>
<th>NEVER</th>
<th>RARELY</th>
<th>SOMETIMES</th>
<th>FREQUENTLY</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL CONVENINGS</td>
<td>43%</td>
<td>38%</td>
<td>15%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>WEB MEETINGS</td>
<td>34%</td>
<td>41%</td>
<td>16%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>WEBINARS</td>
<td>24%</td>
<td>37%</td>
<td>18%</td>
<td>9%</td>
<td>3%</td>
</tr>
<tr>
<td>WEBCASTS</td>
<td>22%</td>
<td>41%</td>
<td>25%</td>
<td>10%</td>
<td>2%</td>
</tr>
</tbody>
</table>

ACCESSIBILITY IS ADDRESSED FREQUENTLY-ALWAYS 12% OF THE TIME AT BEST.

**YOUR RESPONSES**

### #2 INCLUSIVITY

**Questions about using platform tools:**

- In general, do you prefer to have your camera on or off?
- In general, do you prefer asking questions out loud or submitting via chat?
- In general, do you see accessibility tools (e.g., closed captions, language translation) used during your videoconferences? (Yes or No)
- In general, do you read chat box comments as they appear? (Yes or No)
Give participants a chance to check in, formally or informally.

Be clear on the rules of engagement (or work with participants to establish them.)

Know your platform’s accessibility tools.
RECOMMENDATIONS | ACCESSIBILITY

#2 INCLUSIVITY

The First Problem to Solve: Participation

Common Problems Ranked by Frequency of Occurrence:
1. Technical Problems
2. Poor Leadership/Participation
3. Lack of Meaning or Clear Objectives
4. Too Many People on Call
5. Don’t Listen/Request Support/Review

00:09:34

these distractions and there’s such a tendency
tomultitask in our report and the research we did, we ask people about teleconferences and webinars and look at the common problems ranked by frequency of occurrence and look how participation.

00:09:47

is the number one or two problem in every case. So that’s what we’re up against.

Closed captioning
Allow host to type closed captions or assign a participant/third party device to add closed captions

Save Captions
Allow participants to save fully closed captions or transcripts
#2 INCLUSIVITY

CLOSED CAPTION will appear as option in Zoom menu bar.

Click on it and options will appear for you or someone else to start transcribing.
RECOMMENDATIONS | ACCESSIBILITY

#2 INCLUSIVITY

Give participants a chance to check in, formally or informally.

Be clear on the rules of engagement (or work with participants to establish them.)

Know your platform’s accessibility tools.

Discover PowerPoint’s accessibility tools.

Present with real-time, automatic captions or subtitles in PowerPoint

PowerPoint for Microsoft 365 can transcribe your words as you present and display them on-screen as captions in the same language you are speaking, or as subtitles translated to another language. This can help accommodate individuals in the audience who may be deaf or hard of hearing, or more familiar with another language, respectively.

There are also position, size, color, and other appearance options for the captions and subtitles to accommodate different environments and audience needs.

For best results, we highly recommend using a headset microphone connected to the device running PowerPoint. Also, the feature requires a reliable Internet connection throughout your presentation.

Windows  Mac  Web

(This feature requires PowerPoint for Microsoft 365 for Mac version 16.22.127.0 or higher)
Get training. Get some help. And get better at the basics.

Leading and facilitating online is hard enough as it is. Learning by doing and trying to do it yourself are not recipes for success.
SURVEY DATA #3 LEADERSHIP & FACILITATION

How would you describe the training you have had to lead or facilitate online convenings (check all that apply)?

<table>
<thead>
<tr>
<th></th>
<th>Web Meetings</th>
<th>Webinars</th>
<th>Webcasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer provided training</td>
<td>13%</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>Enrolled in training on my own</td>
<td>17%</td>
<td>25%</td>
<td>22%</td>
</tr>
<tr>
<td>Read about best practices</td>
<td>46%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>Studied other presenters</td>
<td>51%</td>
<td>64%</td>
<td>65%</td>
</tr>
<tr>
<td>No training</td>
<td>48%</td>
<td>37%</td>
<td>35%</td>
</tr>
</tbody>
</table>

35% to 48% have no training

How often did the online convening’s leader/facilitator provide sufficient instruction on how to use the videoconferencing platform’s various tools (e.g., muting/unmuting, asking questions, participating in polls)?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web Meetings</td>
<td>4%</td>
<td>22%</td>
<td>37%</td>
<td>31%</td>
<td>6%</td>
</tr>
<tr>
<td>Webinars</td>
<td>3%</td>
<td>17%</td>
<td>37%</td>
<td>34%</td>
<td>8%</td>
</tr>
<tr>
<td>Webcasts</td>
<td>9%</td>
<td>24%</td>
<td>38%</td>
<td>25%</td>
<td>3%</td>
</tr>
</tbody>
</table>

57-71% provide instructions sometimes or less often
### SURVEY DATA

**CHALLENGES TO LEADING SUCCESSFUL ONLINE CONVENING (1-5 SCALE)**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Meetings</th>
<th>Webinars</th>
<th>Webcasts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having enough time to prepare content</td>
<td>2.4</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Keeping participants engaged</td>
<td>2.9</td>
<td>3.5</td>
<td>3.4</td>
</tr>
<tr>
<td>Paying attention to several simultaneous streams of information</td>
<td><strong>3.1</strong></td>
<td><strong>3.5</strong></td>
<td><strong>3.3</strong></td>
</tr>
<tr>
<td>Ensuring participants know how to use all the platform's tools</td>
<td>2.8</td>
<td>3.1</td>
<td>2.9</td>
</tr>
<tr>
<td>Dealing with participants who talk or chat excessively</td>
<td>2.7</td>
<td>2.6</td>
<td>2.5</td>
</tr>
<tr>
<td>Dealing with technical problems</td>
<td>2.9</td>
<td>3.3</td>
<td>3.1</td>
</tr>
<tr>
<td>Knowing how to “read the room”</td>
<td>3.0</td>
<td>3.3</td>
<td>3.0</td>
</tr>
</tbody>
</table>

#1 / #1 / #2

### RECOMMENDATIONS | BASICS

Watch tutorials on your platform or find trainings like this.
Watch tutorials on your platform or find trainings like this.

Build 2-3 person teams to facilitate online convenings.

Webinar Team Roles

For large webinars, it is best to have a team of people involved with the planning. Roles to consider for your webinar include:

- **Facilitator** – Coordinates the meetings and communication for the Webinar team.
- **Host** - schedules the webinar and manages the webinar settings on casey.zoom.us. This person will also launch and manage the recording and (unless there is also interactivity features such as polling) be responsible for moving the slides forward during the webinar.
- **Co-host** - can manage the Q&A during a large webinar, or interactivity, such as polling.
- **Panelist(s)** – will be speaking as a part of the webinar presentation. It is worth asking them ahead of time if they are familiar with the Zoom platform. If they are not, would they feel more comfortable if you scheduled a session to go over features with them?
- **Content Lead** – to prepare the slides and speakers and handle the moderator speaking role during the session.

Tony DeSantis  |  Pennsylvania Dept. of Conservation and Natural Resources
Watch tutorials on your platform or find trainings like this.

Build 2-3 person teams to facilitate online convenings.

Always cover the basics (unless you know all participants are familiar with the platform.)
Talk directly to the camera
Good lighting, no distracting backgrounds

BAD FRAMING

UNFLATTERING ANGLE
RECOMMENDATIONS | BASICS

#3 LEADERSHIP & FACILITATION

NO EYE CONTACT

- LIGHTING
- FRAMING
- BACKGROUND
- EYE CONTACT
**How to Develop and Lead Successful Virtual Sessions**

The webinar will begin at 12:00 Noon.

**TELEVISION**

- **10 POUNDS**

**RADIO**

- **-10 to 20% CLARITY**
In radio, they teach announcers to really emphasize or “punch” key words because the audience doesn’t have visual cues to help them understand, and because the higher and lower ends of the audio may be lost in the transmission. The telephone can be even worse. So, what may feel like over-emphasizing to you will actually sound normal to the listeners.

Consider leading meetings or hosting classes standing up.
RECOMMENDATIONS | BASICS

- Standing desk (VariDesk: $295)
- Broadcast quality microphone and pre-amp (ElectroVoice mic: $100; Onyx pre-amp: $130)
- Additional lighting (Lume Cube: $70)

#3 LEADERSHIP & FACILITATION

TAKEAWAY #4 STRUCTURE

More time online requires more attention to structure.

As remote workers log more hours in videoconferences every day, their expectations that meeting and webinar leaders will make good use of their time are rising. Clear, concise agendas help meet those expectations.
AGENDAS ARE PROVIDED SOMETIMES (OR LESS OFTEN) 44% to 54% OF THE TIME.

RECOMMENDATIONS | DISPLAY AN AGENDA...

- Welcome and Introductions
- What’s the purpose of this synthesis?
- What progress is being made to advance health equity through outreach, education and enrollment?
- How are investments in health workforce and innovative models supporting development of a 21st century health system?
- What are the implications for the future?
Learning Objectives

After this session, participants will:

- Describe how concepts of teamwork are embedded in the PM within clinical casework and organizational performance
- Describe skills to work across differences to improve both clinical and organizational team performance
- Describe facilitation skills to improve both clinical and organizational team meetings
- Describe skills as a meeting participant that helps the team stay focused and productive
5 Core Ideas

1. Many students have had traumatic experiences.

2. 50.5%

3. Other adverse experiences?

4. Definition

5. 5 Core Ideas
TAKEAWAY #5  LENGTH & FREQUENCY

Shorter and fewer, please.

The mental and physical wear and tear of meeting online coupled with the increase in meetings per day argue for shorter durations and fewer meetings.

YOUR RESPONSES

#5  LENGTH & FREQUENCY

Questions about length and frequency:

- How many hours per week (on average) do you spend in videoconferences?
- What’s the ideal length of time for a web meeting (e.g., team meeting)?
- What’s the ideal length of time for a webinar (e.g., presentation or training)?
- What’s the ideal length of time for a webcast (e.g., large-scale gathering)?
- How long should any online convening continue without a break?
SURVEY DATA #5 LENGTH & FREQUENCY

OVER THE COURSE OF A TYPICAL WORK WEEK NOW (I.E., WORKING REMOTELY), WHAT IS THE TOTAL NUMBER OF HOURS YOU ARE SPENDING IN WORK RELATED WEB-BASED CONVENINGS?

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-20</th>
<th>21-30</th>
<th>31-40</th>
<th>40+</th>
</tr>
</thead>
<tbody>
<tr>
<td>ZERO</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>22%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-10</td>
<td>32%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-20</td>
<td>27%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21-30</td>
<td>13%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31-40</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40+</td>
<td>1%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

59% SPEND 6-20 HRS. ONLINE PER WEEK

SURVEY DATA #5 LENGTH & FREQUENCY

TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENT: IF A WEB-BASED CONVENING HAS A SKILLED FACILITATOR, OFFERS ACTIVITIES THAT SUCCESSFULLY ENGAGE PARTICIPANTS, AND INCLUDES REGULAR AND SUBSTANTIAL BREAKS, I CAN REMAIN FOCUSED AND PRODUCTIVE FOR ANY LENGTH OF TIME UP TO AND INCLUDING 8 HOURS.

<table>
<thead>
<tr>
<th></th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>NEUTRAL</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10%</td>
<td>54%</td>
<td>44%</td>
<td>1%</td>
<td>36%</td>
</tr>
</tbody>
</table>

CLOSE TO EVEN SPLIT ON QUESTION OF REMAINING FOCUSED AND PRODUCTIVE UP TO 8 HOURS ONLINE.
### SURVEY DATA

#### #5 LENGTH & FREQUENCY

**TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENT: IF A WEB-BASED CONVENING HAS A SKILLED FACILITATOR, OFFERS ACTIVITIES THAT SUCCESSFULLY ENGAGE PARTICIPANTS, AND INCLUDES REGULAR AND SUBSTANTIAL BREAKS, I CAN REMAIN FOCUSED AND PRODUCTIVE FOR ANY LENGTH OF TIME UP TO AND INCLUDING 8 HOURS.**

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>44%</td>
<td>1%</td>
<td>36%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**IF YOU DISAGREE OR STRONGLY DISAGREE WITH THE STATEMENT ABOVE, WHAT IS THE TOTAL NUMBER OF HOURS YOU CAN PARTICIPATE IN WEB-BASED CONVENING IN A SINGLE DAY AND STILL FEEL FOCUSED AND PRODUCTIVE?**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
<td>20%</td>
<td>32%</td>
<td>35%</td>
<td>7%</td>
<td>2%</td>
<td>.3%</td>
</tr>
</tbody>
</table>

**87% PREFER 2-4 HRS./DAY MAXIMUM**

---

### SURVEY DATA

#### #5 LENGTH & FREQUENCY

**Tired of Zoom calls? So is Citigroup’s chief executive.**

March 25, 2021, 6:30 a.m. ET

Complaints of “Zoom fatigue” have emerged across industries and classrooms in the past year, as people confined to working from home faced schedules packed with virtual meetings and often followed up by long video catch-ups with friends, reports Anna Schaverien of The New York Times.

But Citigroup, one of the world’s largest banks, is trying to start a new end-of-week tradition meant to combat that fatigue: Zoom-free Fridays.

The bank’s new chief executive, Jane Fraser, announced the plan in a memo sent to employees on Monday. Recognizing that workers have spent inordinate amounts of the past 12 months staring at video calls, Citi is encouraging its employees to take a step back from Zoom and other videoconferencing platforms for one day a week, she said.

---

Jane Fraser in 2010. "The blurring of lines between home and work and the relentless nature of the pandemic workforce have taken a toll on our well-being," she told Citigroup employees. Eric Reed/Reuters
### SURVEY DATA

#### #5 LENGTH & FREQUENCY

**WHAT AMOUNT OF TIME DO YOU FEEL WOULD BE THE IDEAL LENGTH FOR A:**

<table>
<thead>
<tr>
<th>Format</th>
<th>30 MINUTES OR LESS</th>
<th>31-60 MINUTES</th>
<th>61-90 MINUTES</th>
<th>91-120 MINUTES</th>
<th>2-3 HOURS</th>
<th>4 HOUR OR MORE</th>
<th>6 HOURS OR MORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web meeting</td>
<td>22%</td>
<td>67%</td>
<td>10%</td>
<td>1%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Webinar</td>
<td>60 MINUTES OR LESS</td>
<td>65%</td>
<td>30%</td>
<td>3%</td>
<td>1%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Webcast</td>
<td>60 MINUTES OR LESS</td>
<td>68%</td>
<td>25%</td>
<td>25%</td>
<td>2%</td>
<td>5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**PREFERRED LENGTH REGARDLESS OF FORMAT:**

**60 MINUTES (OR LESS)**

---

**WHAT SHOULD BE THE LONGEST SPAN OF TIME WITHOUT A BREAK TO ENSURE YOUR CONTINUING FOCUS AND ENGAGEMENT (REGARDLESS OF OVERALL LENGTH) FOR A:**

<table>
<thead>
<tr>
<th>Format</th>
<th>10-30 MINUTES</th>
<th>31-60 MINUTES</th>
<th>61-90 MINUTES</th>
<th>91-120 MINUTES</th>
<th>MORE THAN 2 HRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Web meeting</td>
<td>6%</td>
<td>43%</td>
<td>42%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Webinar</td>
<td>8%</td>
<td>51%</td>
<td>30%</td>
<td>2%</td>
<td>-</td>
</tr>
<tr>
<td>Webcast</td>
<td>12%</td>
<td>51%</td>
<td>33%</td>
<td>4%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**PREFERRED TIME SPAN UNTIL A BREAK:**

**30-90 MINUTES**
Just arriving (or rejoining)? We’re on a 10-minute break. Please check in with Kirsten via the chat box if you have a question.
**RECOMMENDATIONS**

**LENGTH & FREQUENCY**

4 hour per day maximum for online convenings.

Limit convenings to 1 hour if possible; build in breaks if longer than 1 hour.

Schedule breaks every 30-45 minutes if possible, but definitely no further apart than 90 minutes.

**QUESTIONS & COMMENTS**

Have a question or a comment? Please put a “Q” or a “C” in the chat box and Kirsten will relay it or ask you to unmute.
It’s Zoom’s world. We’re just working in it.

Microsoft, Google, Cisco and other big tech players are becoming more competitive every day, but for now, Zoom is the top choice for all categories of online convenings.

**Survey Data**

<table>
<thead>
<tr>
<th>Category</th>
<th>Platforms (listed in order of usage)</th>
<th>Use most often</th>
<th>Satisfaction (1-5 scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Convenings</td>
<td>ZOOM 97%</td>
<td>4.02</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MICROSOFT TEAMS 43%</td>
<td>3.41</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GOTOWEBINAR 36%</td>
<td>3.40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WEBEX 31%</td>
<td>3.30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GOOGLE MEET 29%</td>
<td>3.18</td>
<td></td>
</tr>
<tr>
<td>Web Meetings</td>
<td>ZOOM 91%</td>
<td>4.18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MICROSOFT TEAMS 34%</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GOOGLE MEET 19%</td>
<td>3.48</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WEBEX 15%</td>
<td>3.54</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GOTOWEBINAR 12%</td>
<td>3.64</td>
<td></td>
</tr>
<tr>
<td>Webinars</td>
<td>ZOOM 86%</td>
<td>3.65</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GOTOWEBINAR 48%</td>
<td>3.55</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WEBEX 34%</td>
<td>3.38</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MICROSOFT TEAMS 12%</td>
<td>3.46</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FACEBOOK LIVE 7%</td>
<td>3.12</td>
<td></td>
</tr>
<tr>
<td>Webcasts</td>
<td>ZOOM 75%</td>
<td>3.83</td>
<td></td>
</tr>
<tr>
<td></td>
<td>YOUTUBE 34%</td>
<td>3.65</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GOTOWEBINAR 33%</td>
<td>3.44</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WEBEX 28%</td>
<td>3.46</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FACEBOOK LIVE 22%</td>
<td>3.09</td>
<td></td>
</tr>
</tbody>
</table>

**Zoom**

Most used and highest rated
RECOMMENDATION #6 PREFERRED PLATFORMS

Zoom, but…

Microsoft Teams “Together” Mode

TAKEAWAY #7 PERSONAL VIDEO FEEDS

Q. Should I turn my camera on or off?
A. Yes!
The kind and size of your online convening can provide useful guidelines, but whenever possible, let your participants decide for themselves.
YOUR RESPONSES

Questions about using platform tools:

- In general, do you prefer to have your camera on or off?
- In general, do you prefer asking questions out loud or submitting via chat?
- In general, do you see accessibility tools (e.g., closed captions, language translation) used during your videoconferences? (Yes or No)
- In general, do you read chat box comments as they appear? (Yes or No)

SURVEY DATA

IF YOU ARE ABLE TO JOIN VIA VIDEO, HOW OFTEN DO YOU PREFER HAVING YOUR VIDEO STREAM ON?

<table>
<thead>
<tr>
<th></th>
<th>NEVER</th>
<th>RARELY</th>
<th>SOMETIMES</th>
<th>FREQUENTLY</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEB MEETINGS</td>
<td>2%</td>
<td>7%</td>
<td>26%</td>
<td>44%</td>
<td>21%</td>
</tr>
<tr>
<td>WEBINARS</td>
<td>15%</td>
<td>30%</td>
<td>29%</td>
<td>18%</td>
<td>8%</td>
</tr>
</tbody>
</table>

(Because webinars frequently have a built-in mechanism that automatically turns off personal video feeds and does not allow individuals to turn them on, we did not survey respondents in this category.)

WEBINARS: PREFER VIDEO OFF

MEETINGS: PREFER VIDEO ON
ON for intro’s

OFF during presentation

RECOMMENDATIONS

#7 PERSONAL VIDEO FEEDS
**RECOMMENDATIONS**  

**#7 PERSONAL VIDEO FEEDS**

**ON** for intro’s  
**OFF** during presentation  
**ON** for Q&A or comments  

ALWAYS give participants the option to choose for themselves

Have a question or a comment? Please put a “Q” or a “C” in the chat box and Kirsten will relay it or ask you to unmute.
"My boss makes us keep our video on. I’m on video 5 to 7 hours a day. It is exhausting. I hate looking at myself all day and fake smiling during Zoom meetings. My head hurts every day. Please make it stop."

**TAKEAWAY #8 SLIDES**

Less text, more action, and always build.

Design techniques that make in-person presentations more eye-catching are essential in an environment where it’s easy to look away.
**Recommendations**

- **General allocation and use requirements and guidance**
- **LIHEAP and CDBG**
- **Eligibility**
- **Match**
- **Property and improvements**
- **Carryover**

**CDBG Allocations**
- Each state must allocate and use funds received from CDBG as follows:
  - Must spend at least 60% of its federal CDBG dollars for eligible activities.
  - Not less than 30% or $50,000 (whichever is greater) of its allocation for administrative costs.
  - Remaining funds must be used for CDBG-authorized purposes.

**State’s Use of Allocation**
- For the states, CDBG authorized purposes include,
  - Providing training and technical assistance
  - Combating crime or the effects of illegal drug use
  - Assisting low-income people
  - Improving public safety

**CAA’s General Use of Allocation**
- Generally, CDBG funds may be used to support:
  - Creation of new programs and services
  - Aggregation and leveraging of programs and services
  - Organizational infrastructure required to coordinate and administer multiple programs and projects that address similar conditions in the community.

**Direct and Indirect Costs**
- Direct: costs directly related to an authorized CDBG program or activity.
- Indirect: costs that are not readily identifiable or assignable to a particular federal aid project in a program.

**Shared Costs**
- Federal share of costs is intended to implement equitable and uniform accounting procedures to apportion shared costs fairly across programs and grantees.
- CDBG Circular A-76 defines standards and CAA to develop uniform standards.

**LIHEAP & CDBG**
- Federal LIHEAP and CDBG are related:
  - LIHEAP costs are intended to implement equitable and uniform accounting procedures to apportion LIHEAP costs fairly across programs and grantees.

**Residency Requirement**
- If resident in the CDBG service area is an eligibility requirement of the CAA and/or state CDBG user,

**Groups NOT Categorically Ineligible**
- No one is categorically ineligible for CDBG assistance.

**Reaching Out Supporting Families**
Designing, facilitating and sustaining peer support networks

Melanie Stone & Aine Tubridy
3rd June 2020
Creating a safe environment for sharing

- Ground rules and shared values/principles
- Confidentiality
- Facilitation
- Training and education
- Shared activities
- Consider who leads peer support – peer/professional
Effects of Pre-K on Future Learning and Outcomes

Omit from webinar slides

Source: Education Commission of the States, Exploring New Research on Pre-K Outcomes. [Link](http://www.ecs.org/research/expanding-new-research-on-pre-k-outcomes/)

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Sources:


Slide 12 - Source: Education Commission of the States, Exploring New Research on Pre-K Outcomes. [Link](https://www.ecs.org/expanding-new-research-on-pre-k-outcomes/)

It is an immutable law of presenting, whether in-person or online:

*When you put words on a screen, the audience will want to read them.*

Sometimes you will want to have a lot of text on a slide. For example, when you want to include a lengthy *direct quote*. In those cases, stop and let the participants read the slide for themselves. The silence will get their attention (which is a good thing), and if you read it to them, you'll only be a nuisance because they're already trying to read it for themselves.
Our Vision

We envision an America where all young people can pursue and complete an education with confidence and without constraint.
- We meet the protagonist and see his/her "world in balance."
- "Inciting Incident" gives the protagonist a goal.
- Protagonist runs into barriers in pursuit of the goal.
- Protagonist eventually overcomes all barriers (or succumbs.)
- Resolution.
Latino América concentra más de la mitad del valor de sus exportaciones en productos primarios y manufacturas basadas en recursos naturales.

Fuente: Comisión Económica para América Latina y el Caribe (CEPAL), sobre la base de información de la Base de Datos Estadísticas de las Naciones Unidas sobre el Comercio de Bienes Industriales (COMTRADE).
**CCSQ Kaizen Results**

**BUSINESS REQUIREMENTS KAIZEN**

- Yearly time savings of ~5,360 hours/year from meeting reductions.
- Total savings of at least $650,007 and growing.
- 38% reduction of overtime contractor hours from last year.
- Eliminated the printing of 95,000 pages/year.

**Improved User Experience due to more feedback and quicker response to feedback.**

- 95% reduction in Post-Implementation Change Requests.
- Yearly time savings of ~3,395 hours/year from the reduction of change requests (RCRs).

---

**CCSQ Kaizen Results**

**BUSINESS REQUIREMENTS KAIZEN**
2 hours = 150+ slides
**TAKEAWAY #9  LONG-TERM TRENDS**

It ain’t over when it’s over.
Post pandemic, working remotely will play a significantly larger role in how organizations function than it did prior to the pandemic.

---

**SURVEY DATA**

PRIOR TO ANY SHELTER-IN-PLACE RESTRICTIONS IN YOUR AREA, HOW OFTEN DID YOU WORK FROM HOME (OR OTHER WORKSPACE) RATHER THAN A CENTRALIZED WORKPLACE PROVIDED BY YOUR EMPLOYER?

<table>
<thead>
<tr>
<th></th>
<th>NEVER</th>
<th>RARELY</th>
<th>SOMETIMES</th>
<th>FREQUENTLY</th>
<th>ALWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>23%</td>
<td>38%</td>
<td>19%</td>
<td></td>
<td>11%</td>
<td>8%</td>
</tr>
</tbody>
</table>
### Long-Term Trends

#### Survey Data

**Prior to Any Shelter-in-Place Restrictions in Your Area, How Often Did You Work from Home (or Other Workspace) Rather Than a Centralized Workplace Provided by Your Employer?**

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>23%</td>
<td>38%</td>
<td>19%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**During Any Shelter-in-Place Restrictions in Your Area (Possibly Including Right Now), How Often Did You Work/Are You Working from Home or Other Workspace Not Provided by Your Employer?**

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>3%</td>
<td>3%</td>
<td>4%</td>
<td>14%</td>
<td>90%</td>
<td>76%</td>
</tr>
</tbody>
</table>

**When You Are Able to Return to an Employer-Provided Workplace (or If You Are Already There), How Often Do You Anticipate Working from Home or Other Workspace?**

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>4%</td>
<td>12%</td>
<td>37%</td>
<td>37%</td>
<td>48%</td>
<td>11%</td>
</tr>
</tbody>
</table>
SURVEY DATA #9 LONG-TERM TRENDS

PLEASE RATE YOUR HOME OR OTHER WORKSPACE ON HOW CONDUCIVE IT IS TO GETTING WORK DONE (E.G., AMOUNT OF SPACE, NOISE LEVEL, POTENTIAL DISTRACTIONS) WHERE 1 REPRESENTS NOT CONDUCIVE AT ALL AND 5 REPRESENTS VERY CONDUCIVE.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2%</td>
<td>7%</td>
<td>21%</td>
<td>36%</td>
<td>34%</td>
</tr>
</tbody>
</table>

70%

4-5 RANGE

SURVEY DATA #9 LONG-TERM TRENDS

PLEASE RATE THE AVAILABILITY OF RESOURCES IN YOUR HOME OR OTHER WORKSPACE (E.G., COMPUTER, PRINTER, INTERNET CONNECTION, ETC.) WHERE 1 REPRESENTS LITTLE OR NO AVAILABILITY AND 5 REPRESENTS COMPLETE AVAILABILITY.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1%</td>
<td>5%</td>
<td>18%</td>
<td>36%</td>
<td>41%</td>
</tr>
</tbody>
</table>

77%

4-5 RANGE
#9  LONG-TERM TRENDS

SURVEY DATA

WHEN WORKING FROM HOME OR OTHER WORKSPACE NOT PROVIDED BY YOUR EMPLOYER, HOW OFTEN DOES THE SPEED OF YOUR INTERNET CONNECTION NEGATIVELY AFFECT YOUR EXPERIENCE DURING WEB-BASED CONVENINGS?

<table>
<thead>
<tr>
<th></th>
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</tbody>
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46% SOME TIMES OR MORE

RECOMMENDATION

Ensure team members have sufficient Internet speeds to participate fully in online convenings.

www.speedtest.net
1. **Context:** How we got here (and where, exactly, are we?)

2. **Defining Terms:** All virtual sessions are not the same

3. **Nine Takeaways:** What we learned from the research

4. **Resources:** A little more help for our friends

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**RESOURCES | ACCESSIBILITY GUIDELINES (section508.gov)**

*Create Accessible Presentations*

How to create accessible Microsoft PowerPoint presentations.

**Microsoft PowerPoint 2016**

Guidance developed by the Accessible Electronic Documents Community of Practice (AED COP).

- Microsoft PowerPoint 2016 Testing Checklist (MS Word, March 2019)

**Older versions of Microsoft PowerPoint**

The resources in this section were developed by Federal agencies, and shared here for your convenience. Note, much of this guidance pre-dates the Revised 508 Standards.

- PowerPoint 2013 Accessibility Checklist  - Developed by GSA
- How to Make Your PowerPoint 2010 Presentations 508-Compliant (PDF, December 2014)  - Developed by HHS/CMS
- Section 508 Quick Reference Guide – MS PowerPoint 2010 (PDF, November 2013) - Developed by HHS/CMS
- PowerPoint Document 508 Checklist (March 2013) - Developed by HHS

**Training Videos**

*How to Author and Test Microsoft PowerPoint Presentations for Accessibility* - By the Accessible Electronic Document Community of Practice (AED Cop).
RESOURCES | ACCESSIBILITY GUIDELINES (webaim.org)

We have web accessibility in mind

Expanding the potential of the web for people with disabilities by empowering individuals and organizations to create accessible content.

Accessibility Training
Whether here in Utah or on site at your organization, WebAIM can provide web and document training to fit your needs.

Technical Assistance
Need assistance implementing accessibility? WebAIM's expert staff can provide the assistance you need.

Accessible Site Certification
As a respected third party accessibility expert, WebAIM can evaluate and certify your site to established web accessibility guidelines.

Evaluation and Reporting
We can provide reports to help you know how accessible your site is and how to make it better.

RESOURCES | PRESENTATIONS (ThePresentationPodcast.com)

The Presentation Podcast is produced by TLC Creative Services, Inc. and is a conversation among presentation design studio owners about presentation design, tools, tips, running a design studio and more. New episodes release on the 1st and 3rd Tuesday of each month.
One Simple Question That Can Make or Break a Videoconference

Should I turn my camera on or off? It seems like such a simple question, perhaps even trivial, but in the pursuit of engaging and productive videoconferences, it can be anything but.

For some attendees, telling them to turn their cameras on can make them feel more included, more comfortable and able to concentrate fully.

We discovered this sharp divide in the research for our report, “Unmuted: What works, what doesn’t, and how to make it work.” The best answer for participants in your organization is what you’re going to do – yes, along with your resolutions to spend more time exercising, less time doomscrolling, and to finally reach out to that person whom you’ve been avoiding (even though they know what they did, and it really shouldn’t be your responsibility to call, but Michelle Obama said “go high,” so that’s what you’re going to do.)

Along with your resolutions to spend more time exercising, less time doomscrolling, and to finally reach out to that person whom you’ve been avoiding (even though they know what they did, and it really shouldn’t be your responsibility to call, but Michelle Obama said “go high,” so that’s what you’re going to do), we’d like to suggest a few work-related resolutions for the New Year.

While we’re all excited about the prospects of being vaccinated and eventually returning to our workplaces, videoconferences will remain a significant part of our day-to-day activities. With that in mind, and drawing on our research, we’ve made a few quick resolutions to make the most of those videoconferences:

1. Make 3 New Year’s Resolutions

As we’ve all been working from home, there are bound to be some adjustments to our routines. In our research, we found that our work environments are anything but typical, and we’re all looking at a minimum of 4-6 months of working remotely.

It seems like such a simple question, perhaps even trivial, but in the pursuit of engaging and productive videoconferences, you would be surprised how critical the answer can be.

For some, activating the camera can feel like an invasion of privacy and uncomfortable. For others, it can make them feel included and comfortable.

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TWITTER | @GoodmanCenter

WEBINARS | thegoodmancenter.com
FINAL THOUGHTS | “We are all Robert Kelly now.”

REPORT, RECORDING, AND SLIDES AVAILABLE FROM NSP

THANK YOU
POCKET SLIDES

ADDITIONAL POINTS | Why you never end with Q&A


[Graph showing % of audience paying attention over time]

MIN HR: 7577
I know you’d didn’t cover this, but…

It occurred to me while you were speaking that…
Why you never end with Q&A

Where do you get off saying that thing about...

Any more questions? Anybody? Anybody?
ADDITIONAL POINTS | Why you never end with Q&A

Closing thoughts...

ADDITIONAL POINTS | Have a Plan B

*Connection Lost*

You have been disconnected from the local network.

Returning you to the Main Menu.
ADDITIONAL POINTS | Get Feedback

Webinar class recording, feedback and further reading

Celia Hoffmeyer <celia@thegoodmancenter.com>

Hi, all!

If you missed any part of class or would like to review it, here is a link to view the webinar recording:
 http://www.youtube.com/watch?v=7Edk8f9m7

We will keep this available to stream through May 30.

We welcome your feedback! If you have any comments about what you liked about the webinar or any questions about the content, feel free to contact us.

Attached you'll find our report: Dazing in, Logging On. Fizzling Off as well as a copy of the slides.

All the best,
Celia

2 Attachments

[Images and web link]

SurveyMonkey

Ask more, know more, do more.

Capture motivations and opinions and make sense of them at scale.

[Images and web link]

Ready to get started? Sign up now!

[Images of a stop sign with a humorous message]

UM, EXCUSE ME