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Training of Virtual Trainers

Part one

Agenda

1.	**Welcome and Introductions**
2.	Principles of Virtual Learning
3.	Planning Virtual Security Trainings
4.	Using Support Platforms

For our training road trip, we need:

- A destination.
- A reason why we *all (you, the learners, the organisation)* want to go there.
- A map showing us potential stops on the way (both to guide us, to show us how far we have come).
- Weather reports to provide feedback along the way (are learners' brains getting stormy or is the sun still out?).
- Ways to keep us engaged so that the journey itself is meaningful and enjoyable (and so we don't constantly ask are we there yet?).
- And a way to know when we have reached the destination (and where we might want to go next).

Thinking Pairs

- The quality of everything we do depends on the quality of the thinking we do first.
- Thinking for yourself is the thing on which everything depends.
- In a Thinking Pair, there are only two jobs, either:
  - To LISTEN or
  - To DO YOUR BEST THINKING!

From: Time to Think by Nancy Kline

Chunks and Anchors

Chunks

Ways of breaking up content to make it more engaging and memorable.

- Fewer chunks
- 4 – 6 minutes each
- Each chunk should bring a change.

Anchors

Every chunk switch creates danger of confusion and attentional drift as we close one box, move to, and then open another.

- So give instruction that creates an anchor in the next location.

Synchronous vs. Asynchronous

- Do not try and do synchronously (in a virtual session) what you can do asynchronously? Why online?

- Is there a genuine purpose for learners to be together for this moment in time?

90-minute session = three key activities

30 minutes equals:

- 5 minutes: Your offer (a challenge, idea, information shared, micro-lesson)
- 2 minutes: Directions
- 10 minutes: Activity
- 10 minutes: Debrief
- 3 minutes: Close (what happened? Why does it matter?)

How can we create virtual learning links between the learners and:

- You (the exceptional facilitator)
- Each other
- Technology
- The content/topic
- The task that flows from that content
- The outside world, their life, their job?

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Part two: Facilitating Virtual Security Training

Training of Virtual Trainers

Agenda

1.	**Welcome and Introductions**
2.	Debrief Designing Virtual Security Training
3.	Facilitating Virtual Security Training
4.	The Role of the Producer
5.	Virtual Security Training Considerations

Perry's comments on revised sessions

- Pre-training engagement. Ask them to come with something, not only to 'do' something (such as pre-reading)! One person asked everyone to read the security policy (20 principles). Then in first session, each group given five, asked to discuss, choose the one that's most pertinent to their work and provide an example of the application of that policy. Why not do this before the training!?
- **Entering the learning space**: Get them to separate from their previous space and coming into the learning space, even if where they actually hasn't changed at all. We have to create that mental break between the two of them. Otherwise they are carrying their previous meeting (or whatever) into the space.
- Flow: Really good on 'flow'
- Don't confuse 'debrief' with 'report back'. Be sure to create some space for: So what? What does this mean?
- Some sessions should likely be 120 minutes.
- World Café is an option!
- Don't mistake 'short chunks' with thinking that everything can be done in five minutes. Well done on considerations of transition time!!!
- Creation, not just discussion (in addition to not just consumption)! Well done on massive reduction in presentation time.

Being Present

As a virtual trainer who is fully present, you will have a deep quality of awareness and attention and a better chance of understanding what is happening on all levels for both yourself and your learners. Your learners will experience being really ‘seen’ and heard.

If you aren’t fully present, they won’t be.

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So for today's webinar...
We'll spend the first 15 offering tech support to people with audio issues.
Then we'll spend a good 10 trying to figure out who's eating chips without putting their phone on mute.
After that we'll incorrectly share our screen but assume everyone can see what we see.
Then we'll notice a chat from 25 minutes earlier and respond as if the question is still relevant.

freshspectrum

Fewer is Better

- Just because virtual platforms can support 30 people dialling in does NOT mean they should.
- If you want to really engagement, aim for 8-12 delegates. Push back at any over 16, or at least recognise the tradeoffs.
- Without asking, big groups subconsciously give themselves permission to disengage: a vibe not true with 12 or less.

Rapport!

- The relationship between trainer and learner is the beginning point for training and its foundation.
- A personal share from you as to why you feel it matters.
- You create a system for possibility through the relationship and rapport you create together! It’s the alchemy of training.

Practice!!!

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Example script I've used

	finish	length	Topic	Modality	Slide no	materials
12:00	12:03	00:03	meeting link	Audio	2	Whiteboard: link
12:03	12:06	00:03	onboarding	Audio	3	
12:06	12:08	00:02	agenda	Audio	4	
12:08	12:10	00:02	briefing	audio	5	
12:10	12:12	00:02	objectives	Audio	6	
12:12	12:15	00:03	topics	audio	7	
12:15	12:18	00:03	Experience of virtual meetings	poll	8	poll1
12:18	12:21	00:03	Software used	poll	9	poll2
12:21	12:25	00:04	number of people	draw	10	
12:25	12:29	00:04	worst video ever	video	11	
12:29	12:34	00:05	Breakout challenge discuss	breakouts & chat	12	
12:34	12:37	00:03	breakout challenge write	breakouts & chat		
12:37	12:42	00:05	debrief expectations	audio	13	
12:42	12:45	00:03	tips overview	audio	14	
12:45	13:00	00:15	break	audio		whiteboard: break
13:00	13:05	00:05	Design	audio & whiteboard	15	
13:05	13:10	00:05	preparation	audio & whiteboard	16	

Sheet1

Levels of Support

Level 1 (always needed)	Level 2	Level 3
• Often unseen or unheard • Generally handles all non-facilitative activities	• Visible and identified • Has power and ability to solve problems and provide assistance	• May assist with some activities or materials • Good for large group or complex activities

Security Training Considerations

- How do we ensure we do not scare, traumatise or re-traumatise participants when covering difficult topics?
- Good security trainings always practical examples and real case studies which can include confidential information. How do we ensure confidentiality?