

THE VIDEOCONFERENCE LAUNCH-PAD

TRAINING PROGRAMME

TEN Training Services

Videoconferencing is transforming business communication

Are your video communications delivering all you expected against your original business case?

Here is a plan that will make it work better ...

The secret is to make the medium work *for you*, and your users happy to use it.

The Videoconference Launch-Pad Programme

This focussed coaching programme looks at the equipment from:

- Your business case, and
- Your staff's viewpoint, addressing their concerns and reservations and turning them into positive attitudes towards videoconferencing.

Their increase in confidence and effectiveness delivers an improved return on investment.

In our experience there are some assumptions regularly made by videoconferencing participants:

"I can 'wing-it' "
"Do I have to attend?"
"Well ... I suppose all I need to do is show up"
"My usual meeting-style will always see me through"
"What I see and hear is what the remote site sees and hears"

These are wrong assumptions. Videoconferencing is now becoming commonplace - here is an opportunity to seize competitive advantage, and create a powerful meeting impact.

What is the Videoconference Launch-Pad programme?

It is a short Practical and Educational Programme for people who need to know more about videoconferencing, or who are new to it. It comprises:

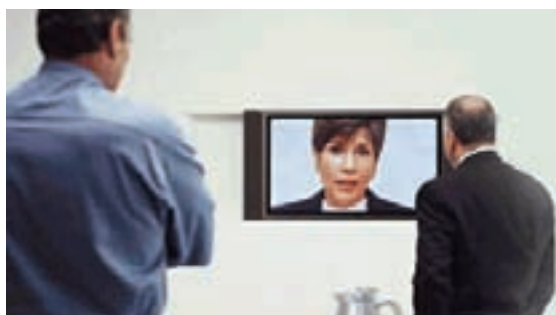
- A Consultancy Visit followed by
- Targeted videoconferencing coaching.

What does the programme do?

The Programme makes your videoconferencing equipment accessible to the whole of your organisation, and makes your users want to videoconference more frequently.

How? With you, we design a bespoke course that meets your specific needs, that:

- Reviews your Company Strategy - why you have chosen to use videoconferencing equipment
- Checks your current performance against that Strategy
- Delivers targeted coaching options to the videoconferencing end-user
- And identifies opportunities to use the equipment that may not have been considered in the original business case.



Module	Content & Features	Advantages	
Business Videoconferencing Skills	<p>Videoconferencing Meeting Management</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participating effectively <input type="checkbox"/> Chairing effectively <p>Influencing and Motivating a remote Audience</p> <ul style="list-style-type: none"> <input type="checkbox"/> Defusing defensiveness <input type="checkbox"/> Achieving an outcome <p>Negotiating</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advantages and disadvantages of negotiating in a Videoconference <input type="checkbox"/> How Videoconferencing can force closure <input type="checkbox"/> Showing/sending a final agreement <input type="checkbox"/> Using questions <input type="checkbox"/> Take a break/walk away <input type="checkbox"/> Presenting Evidence that supports your position 	<ul style="list-style-type: none"> <input type="checkbox"/> Power-timing and Scheduled conference deadlines <input type="checkbox"/> Tough guy/nice guy images <input type="checkbox"/> Team Consistency <p>Keeping Far-End interest and involvement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adding interactivity <input type="checkbox"/> Creating interest <p>Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> Working together in Remote teams <p>Active Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical position in the shot <input type="checkbox"/> Body Language <input type="checkbox"/> Listening Skills 	This module focuses on the basic skills needed when Videoconferencing in a business environment, to give participants more confidence in handling negotiations and discussions.
The Virtual Atrium	<ul style="list-style-type: none"> <input type="checkbox"/> The Virtual Handshake <input type="checkbox"/> The On-screen Image as Brand 	<ul style="list-style-type: none"> <input type="checkbox"/> Openings <input type="checkbox"/> Closings 	This Module addresses the uncertainties of starting and ending a conference.
Corporate Presence	<ul style="list-style-type: none"> <input type="checkbox"/> Preparation <input type="checkbox"/> Room Layout <input type="checkbox"/> Pre-Sets/Look-at-me facility <input type="checkbox"/> Corporate Image <input type="checkbox"/> Opening the Conference <input type="checkbox"/> Closing the Conference <input type="checkbox"/> Chairing/running a meeting <input type="checkbox"/> Agendas 	<ul style="list-style-type: none"> <input type="checkbox"/> Storyboard <input type="checkbox"/> Selecting new shots during a meeting <input type="checkbox"/> Multipoint conferences <input type="checkbox"/> Solo & Group Presentations <input type="checkbox"/> Collaborative working <input type="checkbox"/> Handling Q & As <input type="checkbox"/> Room Booking system 	Participants will experience working with a larger group; and practice chairing a meeting including setting an agenda and keeping several contributing parties to a schedule of videoconferencing events.
Presentation & Performance Coaching for a Videoconference	<p>Trim the message</p> <ul style="list-style-type: none"> <input type="checkbox"/> Slide selection <input type="checkbox"/> Selecting Visuals <input type="checkbox"/> Sending Data <p>Personal Presence</p> <ul style="list-style-type: none"> <input type="checkbox"/> Energy levels 	<ul style="list-style-type: none"> <input type="checkbox"/> Controlling nerves <input type="checkbox"/> Grooming <input type="checkbox"/> Dress code <input type="checkbox"/> Body Language <p>Solo Presentation</p>	Participants are advised of and coached in the necessary skills and applications required when presenting in a videoconference.
Data Conferencing	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to interactive technology <input type="checkbox"/> PC/Laptop connection to the videoconferencing equipment <input type="checkbox"/> Demonstration of document sharing using videoconferencing equipment 	<ul style="list-style-type: none"> <input type="checkbox"/> Practical exercise sharing data/information between sites 	Participants will be introduced to the concept of data conferencing and remote collaboration in a training environment. They will understand how the technology can be integrated into a videoconference and experience how a document can be shared and edited between sites. They will be aware of standards for best practice using this facility.
Conferencing with a Whiteboard	<ul style="list-style-type: none"> <input type="checkbox"/> Introduction to the interactive whiteboard equipment <input type="checkbox"/> Connecting an electronic whiteboard to a videoconferencing unit <input type="checkbox"/> Demonstration of white-boarding in a presentation or teaching environment 	<ul style="list-style-type: none"> <input type="checkbox"/> Practical exercise sharing information and ideas using a whiteboard in a videoconference between sites. 	Participants will be introduced to the concept of information transference using a whiteboard collaborative tool. They will understand how this equipment can be used in presentations and for explaining concepts and ideas in a videoconference. They will gain experience using this equipment in a training environment. They will also be aware of standards for best practice using this facility.
Handling the Equipment	<ul style="list-style-type: none"> <input type="checkbox"/> Making/Receiving a Videoconference call <input type="checkbox"/> Start-up/Welcome Menu <input type="checkbox"/> The Remote <input type="checkbox"/> The Optimum Shot <input type="checkbox"/> Camera control <input type="checkbox"/> Pre-Sets 	<ul style="list-style-type: none"> <input type="checkbox"/> Audio control <input type="checkbox"/> Menu functions <input type="checkbox"/> PiP <input type="checkbox"/> Room Booking system 	This module develops the foundation skills needed to be fluent in handling the basic features and functions of the equipment.
Handling Ancillary Equipment	<ul style="list-style-type: none"> <input type="checkbox"/> Connecting a PC/Laptop <input type="checkbox"/> Showing Slides 	<ul style="list-style-type: none"> <input type="checkbox"/> The Document Camera <input type="checkbox"/> Playing a video/DVD in a videoconference 	This module advises participants on the ancillary equipment that can be used with videoconferencing equipment. Various items are demonstrated.
Room Set-Up	<ul style="list-style-type: none"> <input type="checkbox"/> The Videoconference Environment <input type="checkbox"/> Room Size <input type="checkbox"/> Furniture <input type="checkbox"/> Seating Layout <input type="checkbox"/> Acoustics 	<ul style="list-style-type: none"> <input type="checkbox"/> Windows <input type="checkbox"/> Lighting <input type="checkbox"/> Background <input type="checkbox"/> Colours <input type="checkbox"/> Viewing Range 	This module addresses the factors that influence the videoconferencing environment and how to turn the environment to their advantage.

Benefits

Method

Attendees will learn strategies, skills, tips and techniques to enhance their ability to effectively manage interactions with colleagues, teams and other business associates in a Videoconferencing environment. They will feel confident to participate in, manage and contribute fully to a business videoconferencing meeting.

Participants are introduced to a variety of objectives for meetings in a plenary session. A business scenario is set, where party (A) needs something done, or agreed to, by a second party (B) who is reluctant to comply. The parties and groups work out their attitudes and strategies separately. The scenario is then played out in a training videoconference situation between 2 groups in 2 sites, containing the parties A&B. The training Videoconference meeting is scheduled, opened, chaired and managed with appropriate ancillary equipment, and eventually closed by the participants - coached by the trainer(s). Learning points are extracted in discussion with the trainer(s), and the conference is then re-run, as necessary, incorporating the learning points. This process may be repeated, rotating the participants, until concluded by the trainer(s) - when group and individual learning points are adopted.

Participants will know how their choice of opening images can influence a remote audience. They will be able to choose a strong individual and corporate style of opening and closing a meeting.

The trainer(s) lead a plenary discussion with the participants on what takes place at a regular meeting - the social etiquette and conventions that apply. The distinctions are then applied to a videoconference and the differences discussed. Options are suggested to overcome these differences. A practical training videoconference is implemented to put these into practice. Feedback notes and learning points are then offered for adoption.

Participants will know how to run a larger meeting and deliver a group presentation with fluency. They will be able to participate in and deploy a collaborative videoconference to achieve an objective - from opening to closing.

Working in 2 videoconferencing suites, participants will experience chairing and running a videoconference, as part of a group working remotely in a collaborative exercise. The trainer(s) will set a scenario that reflects a business situation and set individual and group objectives. The exercise, coached by the trainer(s), draws on the skills attained in other modules - and will incorporate the learning points of personal presentation and image handling appropriate to a videoconference, to achieve both personal and group objectives. Individual feedback notes are offered for adoption by the participants on their performance and skills.

Participants will be equipped to deliver individual and corporate messages in a concise, clear and effective way, bringing impact to their videoconference presentations.

Using trainer demonstrations and examples of supporting visuals and data, participants will learn about best practice when devising support materials for a videoconference. Participants will be coached in presenting material to a remote site in an appropriate individual style, through active participation in a training videoconference, in solo and group situations. Individual feedback and learning points are offered for adoption, and the exercise re-run to provide further opportunities for experimentation and practice. A simple methodology is supplied for assistance in the future.

Participants will know what the term means and what is achievable through data sharing and data conferencing. They will understand how and when to share documents using this facility in a videoconference, what are the pitfalls and the appropriate standards whilst working in the document-sharing environment.

The trainer(s) will connect the equipment and demonstrate it, then set a videoconference exercise for the participants to work in groups and individually exchange data and work together on a document to produce a finished result in a limited time. Feedback notes are offered for adoption by the participants on their performance and skills.

Participants will understand the term and what is achievable when using a whiteboard in a videoconference. They will understand how and when to share information using this facility in a videoconference, what are the pitfalls and the appropriate standards whilst working with a white board visible to both sites.

The trainer(s) will connect up a demonstration whiteboard in a training videoconference. The equipment will be demonstrated, and an exercise set for the participants to work on - exchanging information and concepts to a remote site, using the whiteboard and working together to produce a finished result in a limited time. Individual feedback notes are offered for adoption by the participants on their performance and skills.

When participants videoconference in a real situation they will be fluent in the control of the images they present. The methodology they follow saves time and helps effective conferencing. More business will be achieved in the scheduled time.

Participants are introduced by the trainer(s) to the features of the Video equipment. They are also advised on the Audio facility, its features, its tolerances and siting. Participants are then separated into 2 sites and coached and encouraged by the trainer(s) to individually experiment selecting different images for different purposes by following the Menu options on the equipment. They are also instructed in the ways of opening and closing a conference using the menu functions on the equipment. A training videoconference is instigated, using the host booking system as necessary, in which participants discuss a given topic and practice using the equipment to best advantage. When everyone has participated, learning points are adopted as required.

Participants will be able to identify and deploy a range of powerful presentation and collaborative tools in a videoconference - enabling them to increase their effectiveness.

Participants are introduced to a variety of peripheral equipment by the trainer(s). A business scenario is set, where a group (X) is to demonstrate an object to a second group (Y) and vice versa. The groups work out their use of peripherals separately. The scenario is then played out in a training videoconference between the 2 groups X & Y. Learning points are extracted at the conclusion of each role play, and the scene is then replayed as necessary incorporating the learning points. This process may be repeated as required, rotating the participants, until concluded by the trainer(s), when group and individual learning points are adopted.

Participants will acquire tips and understanding on how to make a videoconferencing room an asset to their virtual communications.

The trainer(s) will demonstrate, with the help of participants, how various room arrangements influence the impact of a videoconference, by physically moving the furniture in the suite. Viewing theory is also discussed and demonstrated with diagrams, classroom-style etc.

Why should I take it?

A short 'show-you-how-it-works' or 'button-pushing' session at installation is never enough to realise the full potential of this dynamic communications medium.

How does the programme fundamentally achieve this?

- An on-site planning meeting with you, followed by
- A day's coaching session with your personnel, and by
- The use of skilled visual-communication-media Tutors.

Who should attend this programme?

All end-users and potential end-users, especially:

- CEOs and Directors
- Personal Assistants to the CEOs and Directors
- Heads of Departments
- FDs
- R&D staff
- Sales & Marketing staff
- HR personnel
- Technical staff & Assistants
- Administrative Assistants/ Site Co-ordinators

When should I schedule a programme?

A Videoconference Launch-Pad programme should be scheduled roughly 4 weeks after the installation of new equipment. The course is designed to overcome the natural waning of enthusiasm that usually happens about 1 or 2 months following installation. The Programme can also be scheduled at the time of installation and be integrated into the familiarisation guidance on the equipment.

Practically: The Programme is in Two Parts

The first part is a consultation/planning meeting with you and TEN Training Services, to produce a set of objectives that you want from the equipment and from your end-users.

- This consultation/meeting normally takes place after installation of the equipment, when the first few videoconferences have been conducted. By then you will have had some feedback from the first users.

At this project-planning meeting

- The material status of your equipment is ascertained
- Your business reasons for acquiring conferencing equipment are reviewed
- Your training requirements are determined
- A timetable and the relevant logistics and attendees are planned, and a date for implementation agreed, normally within 30 days of the meeting date, and
- The course contents are discussed and selected from the menu of modules, to include perhaps:
 - ◇ meeting management skills for chairpersons and participants,
 - ◇ competencies, etiquette and protocols in a virtual meeting, or
 - ◇ virtual meeting negotiation and communication skills

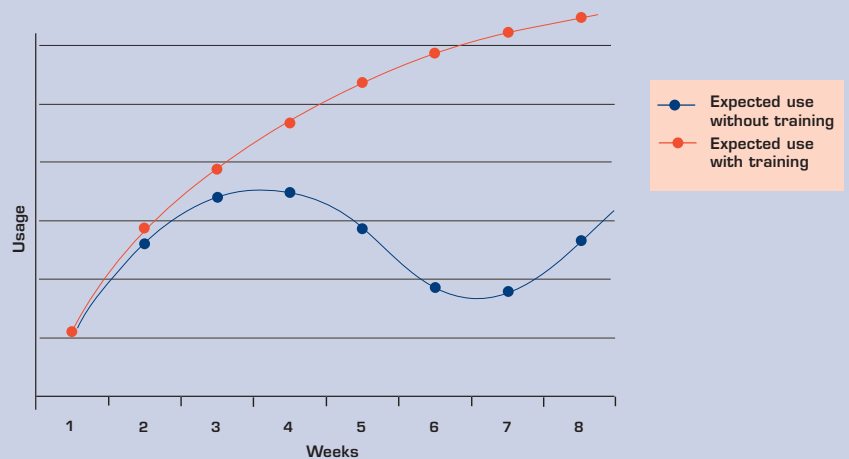
The second part is the Training day with your personnel, when the trainer(s) run the selected training modules on-site.

- The modules combine demonstration and practical instruction, both individually and in teams.
- The modules are very interactive, and each attendee will gain experience in solo and group work, discussing, presenting or negotiating with a remote site - putting into practice the lessons of the day.
- Attendees will be encouraged to vary their Groupings, and exchange experiences in plenary session, as well as over videoconferences.

The Training-day is a valuable day, full of active participation and some lecture content

- It is conducted in a relaxed but trusting atmosphere, where participants are encouraged to experiment with the equipment and their contributions to videoconferencing meetings.
- The content of the day addresses both the end-users' technical questions and soft-skills concerns,
- It provides an opportunity to practice using the equipment for presentations, demonstrations and negotiations before doing them 'for real'.
- End-users will fully understand what to do to when chairing, managing and attending a videoconference.
- The day will encourage continued and progressive use of the equipment.

Videoconferencing Usage with and without Training



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