

Developing the Workforce

Participant ideas and resources from the NCWWI webinars
Converting Classroom Training from In-Person to Online
and Coaching Remotely



Description: Workforce development approaches must consider the reality of connecting virtually rather than in-person. These webinars offered strategies on the most effective practices for [coaching remotely](#) and [converting classroom to virtual training](#), and participants also offered many ideas in the chat box. This document synthesizes and captures best practices and chat log comments and ideas and shares them back to the field.

Coaching

- Let the coachee decide if the session will be video and audio or just audio. Some coachees can be more open when not seen on a video during a coaching session until they become more comfortable with "virtual" coaching.
- Stay connected to other coaches and schedule time for your own coaching.
- Recognize the different generations and embrace the individuality that each generation provides. The older generation offers a great deal of experience while the younger generation often provides fresh and new perspectives.
- Use technology glitches as coachable moments about how to deal with technology challenges in communities or with parents.
- Consider the following when determining where to have a virtual coaching session:
 - Where are you MOST comfortable in your remote office?
 - Are there distractions behind you that the video will pick up?
 - Where in your remote location has the best internet connection?
- Get buy-in on remote coaching by actively involving participants in set up and expectations to involve them as stakeholders in the process.
- Be mindful of boundaries - do not run over time, cancel/reschedule frequently, etc.

Coaching Resources

- Effective Group Coaching: <https://www.amazon.com/Effective-group-coaching-resources-optimum/dp/0470738545>

Converting Classroom Training to Online

- Use the platform to develop quick activities such as polling.
- D2L has a built-in virtual classroom that includes the ability to create breakout rooms.
- For ice breakers involving candy, mail the manual with bags of candy for participants to use in the "sweet tooth ice breaker."
- Use Bloom's taxonomy to guide evaluation activities. Another approach is Kirkpatrick's levels of evaluation (reaction, learning, behavior, results).
- If possible, identify a partner that can navigate the technology, introductions, and agenda while you present.
- Platforms participants reported using for pre- and post-testing:
 - Google forms
 - Survey Monkey
 - Microsoft SharePoint/Forms
 - Absorb learning management system
 - Zoom polls
 - ✓ Zoom saves the polling results and can specify the responses of various people so you can find out how people answered poll questions after the meeting. This does require turning on this function in settings.
 - ✓ Can sync Zoom account to pre- and post-assessments

Resources

- Class Dojo: <https://www.classdojo.com/>
- Liberating structures are easily translated to online platforms and encourage inclusion. Go to <http://www.liberatingstructures.com/>
- Consider "zoom fatigue," in particular be mindful about webcam use: <https://www.bbc.com/worklife/article/20200421-why-zoom-video-chats-are-so-exhausting>