The Webinar on Webinars

Key Slides

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The Webinar on Webinars

- What exactly is a “webinar”?
- Why are they often so (a) boring (b) annoying (c) time-wasting (d) all of the above?
- How can we do better?
What exactly is a "webinar?"

**WEBINAR**
Information Sharing/Teaching or Training

**WEB MEETING**
Discussion, Decision-Making

**WEBCAST**
Speech/Presentation
The Webinar on Webinars

- What exactly is a “webinar”?
- Why are they often so (a) boring (b) annoying (c) time-wasting (d) all of the above?
- How can we do better?
False Assumption: What’s the big deal?
Look at the Data: Most presenters aren’t very good
“The average grade public interest professionals gave to the presentations they attended was….”

C-
Look at the Data: Webinar leaders haven’t been trained

1,218 RESPONDENTS
How many have zero training in how to use effectively?

72%
Look at Your Participants: This is where they live
Look at Your Participants: This is where they live
The First Problem to Solve: Participation

**Teleconference**

- People on call didn’t participate
- Couldn’t hear other people speaking
- Poor leadership/facilitation
- Lack of agenda or clear objective
- Too many people on the call
- Didn’t receive support materials

**Videoconference**

- Technical problems
- People in videoconference didn’t participate
- Poor leadership/facilitation
- Lack of agenda or clear objective
- Too many people or sites connected
- Didn’t receive support materials

**Webinar**

- Boring visuals
- People in webinar didn’t participate
- Poor leadership/facilitation
- Difficulty hearing other people in webinar
- Lack of agenda or clear objective
- Didn’t receive support materials for meeting or class
The Webinar on Webinars

- What exactly is a “webinar?”
- Why are they often so (a) boring (b) annoying (c) time-wasting (d) all of the above?
- How can we do better?
How Can We Do Better?

• Research identified clear problems and trends
• Between 2009-2020 we have logged hundreds of hours conducting webinars
• Identified 5 guidelines for more engaging and effective webinars
Five Guidelines for Better Webinars

• Set expectations
• Keep it personal
• Keep them busy
• Use your assets
• Keep it moving
Five Guidelines for Better Webinars

- Set expectations
- Keep it personal
- Keep them busy
- Use your assets
- Keep it moving
All audio connections are currently unmuted.

If you are receiving audio through your **computer** and would like to mute your connection, press the mute button at the bottom of your screen. To unmute, press the unmute button.

If you’ve joined via **phone** and would like to mute your connection, press the star key (*) and then 6. To unmute your phone, just press *6 again.
Set Expectations  Avoid groups in conference rooms
Set Expectations

Avoid groups in conference rooms, unless…

We'd like you to work on this as a team….
Set Expectations  Encourage one-to-one connections

1 person

1 headset

1 Internet connection

1 audio connection
All audio connections are currently unmuted.

If you are receiving audio through your computer and would like to mute your connection, press the mute button at the bottom of your screen. To unmute, press the unmute button.

If you’ve joined via phone and would like to mute your connection, press the star key (*) and then 6. To unmute your phone, just press *6 again.
Set Expectations

For smaller groups: leave lines un-muted!

Unmuted audio is the closest thing you have to eye contact.
For larger groups (25 or more), it may be impractical to leave the audio unmuted, so instruct participants how to mute and unmute their connections.
**Set Expectations** Prepare participants to interact

**How to Participate**

**Be prepared to be called on.** We firmly believe that interaction is a key to good webinars, so we like to call on participants from time to time. Please be prepared to un-mute your computer or phone when we call your name.

**This webinar is being recorded.** If you arrive late, leave early, or miss any part, you can watch what you missed at your convenience. We'll send you a link to the recording after this class.
Set Expectations  Display an agenda

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?
Set Expectations  Display an agenda (that tracks progress)

Eligibility Programs

- Overview
- Veterans Pension and Survivors Benefit
- Supplemental Security Income (SSI)
- Supplemental Nutrition Assistance Program
- Medicaid
- Federal Public Housing Assistance
- Tribal Programs
- Income-based
- Retired programs and eligibility waivers
Set Expectations  Summary and Comments

Please use the chat box if you have a comment or question.

- Give explicit instructions
- Avoid groups in conference rooms
- Leave lines unmuted (for smaller groups)
- Prepare them to interact (e.g., polling early)
- Display an agenda

Other techniques?
Five Guidelines for Better Webinars

- Set expectations
- Keep it personal
- Keep them busy
- Use your assets
- Keep it moving
Keep It Personal  If you have video for participants...

- **ON** for intro’s
- **OFF** during presentation
- **ON** for Q&A or comments
Keep It Personal   If not, create slides for participants

Student

Carole Baskin
Big Cat Rescue
Keep It Personal   Create slides for speakers

Lisa Chen and Lisa Witter
Co-Authors, The She Spot
**Northwestern Alum in Encore Careers**

**Lisa Dworkin**  
(WCAS81, KSM87)  
From finance to founder of www.money-masters.org, teen financial literacy programs

**Anita Cruise**  
(C85)  
From corporate buyout to public interest lawyer helping low-income families

**Cindy Moeller**  
(WCAS72, KSM82)  
HR exec turned charter school leader

**Peter Johnson**  
(WCAS71, CJ72)  
Technology investor moving towards PhD and f/t position in academia
Anita Cruise
(C85)

From corporate buyout to public interest lawyer helping low-income families
Introducing today’s presenters...

**Scott Denning**
- Colorado State University
- Center for Multiscale Modeling of Atmospheric Processes

**Randy Russell**
- Spark, National Center for Atmospheric Research
Atoms, Molecules, and Photons

- Atmospheric gases are made of molecules
- Molecules are groups of atoms that share electrons (bonds)
- Photons can interact with molecules
- Transitions between one state and another involve specific amounts of energy
Energy In vs. Energy Out

- We can think of Earth as a circle when calculating sunlight absorbed
- We must treat Earth as a sphere when calculating energy emitted
Keep It Personal  Be prepared to show who's speaking

Post a list of speakers and participants with their respective slide numbers so you can toggle to their slide as they speak.
Keep It Personal   Be prepared to show who's speaking
Keep It Personal  Be prepared to show who's speaking

Type numbers (2, 3), press ENTER: slide 23
Good morning everybody! Glad you could all join us today...

Good morning! Glad you could join us today...

What's the difference?
Keep It Personal  Speak to individuals, not groups

“Everybody? You all?”
Create student slides
Create speaker slides
Talk to the individual
Limit class/meeting size
Keep It Personal  Summary and Comments

Please use the chat box if you have a comment or question.

Create student slides
Create speaker slides
Talk to the individual
Limit class/meeting size
Other techniques?
Five Guidelines for Better Webinars

- Set expectations
- Keep it personal
- Keep them busy
- Use your assets
- Keep it moving
having breakfast

fielding a call

Dealing with noisy “co-workers”

checking Facebook

20%
MEETINGS for people who hate MEETINGS

POINTS TO PONDER (while we wait for everyone to log on)

“We surveyed 182 senior managers in a range of industries:

65% said meetings keep them from completing their own work.

71% said meetings are unproductive and inefficient.

64% said meetings come at the expense of deep thinking.

62% said meetings miss opportunities to bring the team closer together.”
While you’re waiting for the program to begin…

Read about today's topic

In this web seminar, participants will examine Earth’s "energy budget" and see how changes in the amount of carbon dioxide in our planet's atmosphere alter global temperatures.

This web seminar introduces several new animations and interactives that can help students understand the Greenhouse Effect and Earth’s energy budget on size scales from molecular to global.

Presenters: Scott Denning and Randy Russell

Underwritten by University Corporation for Atmospheric Research (UCAR)
ACA PORTFOLIO: LEARNING & EVALUATION

INTRODUCTIONS AND MOTIVATIONS

1. Getting Grounded

1. Who is in the “room”?
2. What do you hope to learn in today’s session?
"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?
<table>
<thead>
<tr>
<th>Managing</th>
<th>Leading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Keeps things running smoothly</td>
<td>• Provides vision for a viable future</td>
</tr>
<tr>
<td>• Accepts &amp; maintains the status quo</td>
<td>• Questions the way things are</td>
</tr>
<tr>
<td>• Keeps others on track and accountable</td>
<td>• Inspires through trust and empowers others</td>
</tr>
<tr>
<td>• Works within context</td>
<td>• Masters their context</td>
</tr>
<tr>
<td>• Repeating what’s worked in the past</td>
<td>• Creative adaptation to new situations</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
Keep Them Busy  Use polling (if technology allows)

The Webinar on Webinars

Welcome! You may select to join our conference audio via your computer or over the phone. Please send us a chat if you’re having any trouble connecting.

We will start at 11:00 AM Pacific (2:00 PM Eastern).
Keep Them Busy   Use polling (if technology allows)
Why Bad Presentations Happen to Good Causes

At the beginning of the workshop, we’ll review results from a national survey in which people like you talked about the presentations they were seeing as well as those they were giving. Right now, please complete the columns below marked with an asterisk so you will be able to compare your answers with those from the survey.

<table>
<thead>
<tr>
<th>General Observations About Presentations</th>
<th>Me*</th>
<th>Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations I give generally run</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(apx. # of mins. or range)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The size of audience I usually present to is</td>
<td>(apx. # or range)</td>
<td></td>
</tr>
<tr>
<td>I regularly use visuals such as PowerPoint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(yes or no)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly provide handouts with my talk</td>
<td>(yes or no)</td>
<td></td>
</tr>
<tr>
<td>I leave time for Q&amp;A with the audience</td>
<td>(yes or no)</td>
<td></td>
</tr>
<tr>
<td>I have audience members interact with each other</td>
<td>(yes or no)</td>
<td></td>
</tr>
<tr>
<td>As a letter grade I would give my average talk</td>
<td>(A through F)</td>
<td></td>
</tr>
</tbody>
</table>

What makes a presentation bad?

<table>
<thead>
<tr>
<th>My Opinion*</th>
<th>According to Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
</tr>
<tr>
<td>#3</td>
<td></td>
</tr>
<tr>
<td>#4</td>
<td></td>
</tr>
<tr>
<td>#5</td>
<td></td>
</tr>
</tbody>
</table>
Keep Them Busy    Stop and take questions frequently

And use slides like this to send a visual signal for Q&A as well as to remind participants to raise their hands, unmute phones, etc.
Keep Them Busy  Stop and take questions frequently

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.
Assign one person to monitor questions in the chat box while you lead the webinar.
PAUSE & REFLECT DISCUSSION

Mid-point reflections

2. Reflections & Sense-Making

1. What lessons or insights stood out?
2. How can these insights inform TCE’s work moving forward?
3. What questions are you still sitting with?
Give them something to do right from the start

Call on people (and use their “student slides”)

Ask questions instead of just providing information

Take questions frequently (*and plant a few!*).
Give them something to do right from the start

Call on people (and use their “student slides”)

Ask questions instead of just providing information

Take questions frequently (and plant a few!)

Other techniques?

Please use the chat box if you have a comment or question.
Five Guidelines for Better Webinars

- Set expectations
- Keep it personal
- Keep them busy
- Use your assets
- Keep it moving
Use Your Assets  Voice – The “Radio” Factor

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.
Another advantage of frequent breaks for questions and comments is that other voices break up the monotony of a single speaker.
Use Your Assets  Visuals

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

**CSBG Allocations**
- Each state must allocate and use funds received from OCS as follows:
  - Must pass through at least 70% of its federal CSBG allotment to the eligible entities.
  - May use $55,000 or 5% (whichever is greater) of its allotment for administrative costs.
  - Remaining funds must be used for CSBG authorized purposes.

**State’s Use of Allocation**
- For the states, CSBG authorized purposes include, but are not limited to:
  - Providing training and technical assistance
  - Coordinating state-operated programs and services
  - Supporting coordination and communication among eligible entities
  - Analyzing the distribution of funds to ensure targeted assistance to areas with the greatest poverty needs.

**State’s Use of Allocation**
- For the states, CSBG authorized purposes include, but are not limited to:
  - Supporting asset building programs for low-income individuals
  - Supporting innovative programs and activities conducted by CAA or other neighborhood-based orgs
  - Supporting other activities consistent with CSBG purposes

**CAA’s General Use of Allocation**
- Generally, CSBG funds may be used to support:
  - Creation of new programs and services
  - Augmentation of existing programs and services
  - Organizational infrastructure required to coordinate and enhance multiple programs and resources that address poverty conditions in the community

**Direct and Indirect Costs**
- **Direct**: costs directly related to an authorized CSBG program or activity
  - Salaries and benefits of program staff and managers, equipment, training, conferences, travel, contracts.
- **Indirect**: costs that are not readily identifiable or assignable to a particular final cost in a program
  - O&C, O&M, and other costs associated with board development and training, executive director functions, accounting, budgeting, personnel, procurement, legal services.

**Shared Costs**
- An indirect cost rate is intended to implement equitable and reliable accounting procedures to apportion shared costs fairly across programs and grants.
- OCS IM 20 (1997) follows the federal cost principles, OMB Circular A-122, and encourages states and CAA to establish indirect cost rates.
- CAA that do not receive direct federal funding should negotiate the indirect cost rate with their state CSBG agency or their state’s Comptroller’s office.

**LIHEAP & CSBG**
- Remember, CSBG funds may be used to:
  - Create new programs & services
  - Augment existing programs & services
  - Support organizational infrastructure required to coordinate and enhance multiple programs and resources that address poverty conditions in the community
- OCS IM 17 (1997)
- LIHEAP IM 2000-12 Costs for Planning and Administration - Updated Information.

**Group Eligibility Determination**
- Check with state CSBG office but CAA may not always be required to conduct individualized eligibility determinations.

**Residency Requirement**
- If residency in the CSBG service area is an eligibility requirement of the CAA and/or state CSBG laws, a copy of ID issued by the state is acceptable.

**Groups NOT Categorically Ineligible**
- Some categories may not be barred unless exclusion authorized by another statute. See OCS IM 30 (1997).
Our Vision

We envision an America where all young people can pursue and complete an education with confidence and without constraint.
Our Vision

We envision an America where all young people can pursue and complete an education with confidence and without constraint.
What is Rigor?

- Academic challenge
- “Academic rigor is about increasing the complexity of thinking—from simple recall and conceptual understanding to more challenging cognitive processes such as applying, analyzing, evaluating and creating.”

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.
Use Your Assets  Video (of host and participants)
Use Your Assets  Video – Avoid common mistakes

BAD LIGHTING
BAD FRAMING
Use Your Assets Video – Avoid common mistakes

UNFLATTERING ANGLE
Use Your Assets Video – Avoid common mistakes

NO EYE CONTACT
Use Your Assets  Video – Avoid common mistakes

- LIGHTING
- FRAMING
- BACKGROUND
- EYE CONTACT
Use Your Assets Video – Appearances matter!

Good lighting, no distracting backgrounds

Talk directly to the camera
Set video to play “full screen” or center and place on black background to avoid clutter when viewing.
Please use the chat box if you have a comment or question.

Compensate for “the radio factor”

Bring in other voices to break the monotony

Visuals: appearances matter, fewer words, more images

Other techniques?
Five Guidelines for Better Webinars

• Set expectations
• Keep it personal
• Keep them busy
• Use your assets
• Keep it moving
- 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.
Keep it Moving  Always build

PROTAGONIST

INCITING INCIDENT

INTERNAL/EXTERNAL

BARRIER

BARRIER

BARRIER

RESOLUTION

GOAL
ACA-Related Investments (in millions)

Total of $342.9 million committed FY 2013-2022

- Outreach & Enrollment: $168
- Health Workforce: $84
- Innovative Models: $66
- ACA Reserve: $13
- ACA Learning and Evaluation: $9
- ACA Admin Support: $2

Total Budget: $168
Total Paid: $82
ACA-Related Investments (in millions)

Total of $342.9 million committed FY 2013-2022

- Outreach & Enrollment
- Health Workforce
- Innovative Models
- ACA Reserve
- ACA Learning and Evaluation
- ACA Admin Support

Total Budget
Total Paid
Keep it Moving (because if you don't...)

Result?

- Unwilling to participate in SRTS
- No biking or Walking Policies
- Busing Considered ‘Safest’ Option
- Districts Pay a Lot for Busing
- Or Parents forced to Drive Children to School
- Increased Danger, Pollution, Congestion, Risk from Cars
Keep it Moving (because if you don't...)

Wendi Kallins
Program Director, Safe Routes to School (Marin County)
Keep it Moving (because if you don't...)
Keep it Moving (because if you don't...)
Keep it Moving (because if you don't...)
Keep it Moving (because if you don't...)

Wendi Kallins
Program Director, Safe Routes to School (Marin County)
Keep it Moving  Intersperse speaker and participant slides

Student

Carole Baskin
Big Cat Rescue

Lisa Chen and Lisa Witter
Co-Authors, The She Spot

THE COMMUNICATIONS NETWORK
strengthening the voice of philanthropy

THE SHE SPOT

Why Women Are the Market for Changing the World - And How to Reach Them

Lisa Witter and Lisa Chen

Forwarded by Gary Hirdlung and Barbara Fitz Patric
Keep it Moving   Be prepared to create many slides

60 minutes = 130+ slides
Keep it Moving  Be prepared to jump to any slide

Print PPT (9 slides per page) and number slides to facilitate jumping to any slide in your deck when in “Full Screen” mode.
Keep it Moving  Summary and Comments

Always build
Intersperse speaker and student slides
Be prepared to create many slides and to jump to any slide
Other techniques?

Please use the chat box if you have a comment or question.
[When] the purpose of the meeting is to wrestle with a difficult issue with opposing positions represented, the phone is too impersonal to allow for constructive dialogue.
Caveats  One hour maximum (or add breaks)

It's still sitting and staring at a computer screen.
Webinar class recording, feedback and further reading

Celia Hoffman <celia@thegoodmancenter.com>
to Celia

Hi, all!

If you missed any part of class or would like to review it, here is a link to view the recording:
http://youtube.com/playlist?list=8yp7l

We will keep this available to stream through May 30.

We welcome your feedback! If you have any comments about what you liked about this webinar or what could be improved, please reply to this email.

Attached you’ll find our report Dialing In, Logging On, Nodding Off, as well as a copy of a selection of slides that we used during class.

All the best,

Celia

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2 Attachments

Dialing In, Logging On, Nodding Off

GoodmanCenter_D...

Webinar-on-Webi...

If you don't have to rush off, Andy and Celia will be staying online after class for any participants with questions, comments or other business.

Just remain connected.

(Or send your questions to: andy@thegoodmancenter.com)
The Webinar on Webinars

Thank you for joining us! If you want to recommend this class to colleagues or friends, please refer them to our website for the most current schedule:

thegoodmancenter.com