

Time \_\_\_\_\_

Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

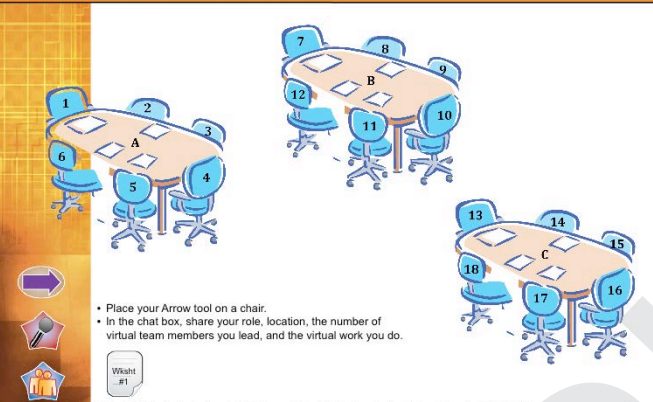
\_\_\_\_\_

\_\_\_\_\_

### Welcome to Session 1

1. Leave this slide up until 5 minutes before the session begins.

Please Take a Seat



- Place your Arrow tool on a chair.
- In the chat box, share your role, location, the number of virtual team members you lead, and the virtual work you do.

© Copyright 2009 The Ken Blanchard Companies. All rights reserved. Do not duplicate or transmit without written permission • Item # 17493 • V021610

Time \_\_\_\_\_

Notes \_\_\_\_\_

---

---

---

---

---

---

---

---

## Please Take a Seat

1. Greet participants as they enter the virtual classroom.
2. Ask “call-in users” to dial into the session again, so that they can be assigned to breakout groups.
3. Direct participants to choose a chair at a table and to type responses in the chat box.
 

*During this session of Leading Virtually™ you will engage in a variety of activities, polls, typing on the screen, chats, and small group work. Let us get started by having each person choose a chair at a table. These tables will form your breakout groups. Try to sit next to someone you do not know and make a note of the names and some information about your teammates. After you have done that, please tell us a bit about your virtual leadership experiences in the chat box.*
4. Have the producer/host provide directions on how to choose a chair and type in the chat box using the online tools; then, ask individuals to serve as the team leader during the breakout sessions.
5. Refer participants to **Worksheet #1: Who Works Virtually?**
6. Explain that there are different types of virtual workers.
7. Ask participants to introduce themselves and the type of virtual work they do and to type in the chat box their responses to the request on the screen.
 

*Please type in the chat box where you are calling from and what type of virtual work you do.*

*How many people do you lead remotely and what types of work do they do? For example: (participant's name), you have five people that you lead virtually. What kind of work does your team do? Are your team members in different time zones?*

*Are all of your people working virtually or do you have some who work in your location? Is anyone leading someone they have never met face-to-face?*
8. Encourage participants to practice using the online tools to familiarize themselves with the technology as they are waiting for others to join the session. Explain how to type in the chat box, how to use the name arrow, and how to type on the screen.
9. With the producer/host, model high involvement with participants to set the stage for an interactive session. Engage in lots of conversation.
10. Make notes of the seating arrangement as well as specifics about participants' virtual team experiences.
11. Note: In the event you have 12 or fewer participants, replace this slide with slide 63. If you have more than 18 participants, use slide 65.

Your Presentation Team		
Facilitator	Facilitator	Producer/Host
<input type="text"/>	<input type="text"/>	<input type="text"/>
Name	Name	Name
Time _____ Notes _____ _____ _____ _____ _____ _____		

## Your Presentation Team

### 1. Introduce the presentation team.

*Now that you know a little about one another, let us introduce your presentation team. We will ask our producer/host to begin.*

### 2. Have the producer/host introduce himself or herself, describe his or her role in the session, and state that he or she will provide technical support information.

*If at any time during these sessions you experience technical problems, please call this number or send a private message to "HOST."*


### 3. Have the producer/host type these instructions in the chat box: For technical problems, call (number).

### 4. Introduce yourself and your cofacilitator, if any. Share a little bit about your background and state how you became interested in the topic of leading virtually.


### 5. Optional: Provide linkages to specific organizational issues or the impetus for providing this training.

Learning Tools


Annotating and Drawing Tools




Feedback Tools



Information and Direction Icons



Reference Materials Icons



© Copyright 2009 The Ken Blanchard Companies. All rights reserved. Do not duplicate or transmit without written permission • Item # 17493 • V021610

4

**Time** \_\_\_\_\_

**Notes** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Learning Tools

### 1. Present the learning methodologies and tools.

*In this training you will be interacting with us. You will also be interacting with the other participants through the chat box and breakout sessions and by using a variety of drawing, annotation, and feedback tools. Let us be sure you know how to use all of the tools we will be using.*

### 2. Explain the icons for the tools you will be using in the class.

*The icons that you see on the screen will provide you with direction for the class. Those in the upper left hand box (highlight) indicate that you will be marking on the screen. You have already learned how to use the name arrow, the Marker tool, and the Text tool. (Mac users: your toolbar may differ from that of a PC.)*

### 3. Explain how to find the check mark and “X” tools using the drop-down menu.

*We would like to quickly teach you how to use the check mark (show image) and the “X” tool.*


### 4. Continue explaining the icons for the tools you will be using in the session.

- *The icons in the box in the upper right of the screen—the raised hand, the check mark, and the “X” (highlight)—are the feedback tools. We will use these tools to get immediate feedback to a question, or you can use them to let us know if you have a question about the technology or content. (Mac users: you will have a YES tool rather than a green check mark, and a NO tool rather than a red X mark.)*
- *The star-shaped icons on the lower left (highlight) provide direction to type in the chat box, speak out loud, or vote in a poll. The clock face indicates the amount of time you have to do something.*
- *The icons on the bottom far right show you which worksheet, tool, or handbook page support the activity we are working on.*

*At any point please feel free to raise your hand by using the raised hand button if you have a question about what to do or how to do it using our classroom technology.*

### 5. Ask participants to use the green check mark if they have printed the worksheets for the session.

*The worksheets in the Leading Virtually Handbook will be used during the training. But, for those of you who learn best by having printed information in front of you, we have also referenced other pages in the handbook so that you can follow along. Overall, the handbook is designed to be used as a resource as you go forward implementing the three disciplines of Leading Virtually.*

<p style="background-color: #f4a460; color: white; padding: 5px;"><b>The Test of a Good Leader</b></p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 40%;"> <p>"As a manager, the important thing is not what happens when you are there, but what happens when you are <i>not</i> there."</p> <p style="text-align: right; font-size: small;">—Ken Blanchard</p> </div> <div style="width: 50%; text-align: center;">  </div> </div> <p style="font-size: x-small; margin-top: 10px;">© Copyright 2009 The Ken Blanchard Companies. All rights reserved. Do not duplicate or transmit without written permission.</p>	<p><b>Time</b> _____</p> <p><b>Notes</b> _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	---

**The Test of a Good Leader**

**1. Introduce the concept of the test of a good leader.**

*Now that we have all settled in our virtual classroom, let us think about leading virtually.*

*Ken Blanchard made this statement long before telecommuting and virtual workforces were common. I suspect that when he said this, he was referring to a leader leaving for the day or going on vacation.*

*The wisdom of this quote holds true in the world of virtual work in which you now operate. When your team members are fully competent and personally committed to the work they do, you know that you are an effective leader. This holds true whether you are working in the same building or in different buildings, time zones, or countries.*

**Virtual Leadership Is ...**

An influence process whereby

- People work together to accomplish individual and organization goals
- Communication happens primarily through technology

Geographically dispersed team members  
Outsourced resources  
Telecommuting  
Remote locations

What does this look like in your organization?

© Copyright 2009 The Ken Blanchard Companies. All rights reserved. Do not duplicate or transmit without written permission • Item # 17493 • V021610

**Time** \_\_\_\_\_

**Notes** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Virtual Leadership Is ...

1. Review the definition of virtual leadership.
2. Discuss the use of technology to communicate.

*Interesting research published in 1990 in the book entitled Intellectual Teamwork showed that the magic distance for working virtually is 30 meters, or about 50 feet.\* Somehow, at that distance, people begin to send emails or use the phone instead of getting up and walking to someone's desk.*

3. Ask for participation.


*What about your experience? How many of you in the last two weeks have sent an email or called someone whom you could have easily walked to see? Raise your hand if you have.*

4. Make remarks based on responses.

*This is very common. And that is what working virtually is all about. As soon as you email or call someone instead of speaking face-to-face, the communication patterns—and often the relationships—change.*

\*Robert Kraut, Carmen Egido, and Jolene Galegher, "Patterns of Contact and Communication in Scientific Research Collaboration." *Intellectual Teamwork: Social and Technological Foundations of Cooperative Work*. (Hillsdale, NJ: L. Erlbaum Associates Inc., 1990).

**Leadership Intensified**



Working virtually magnifies  
the impact of both good  
and bad leadership.

Agree?

Disagree?

Be prepared to discuss your rationale.

Time \_\_\_\_\_

Notes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

© Copyright 2009 The Ken Blanchard Companies. All rights reserved. Do not duplicate or transmit without written permission • Item # 17493 • V021610

## Leadership Intensified

1. Review the statement.
2. Ask for participation.

*Obviously, different types of virtual leadership have different challenges, but let us focus first on how being virtual can make it harder to be a good leader.*

*Let us get your opinion. Please place a green check mark next to your name on the list of participants if you agree with this statement or use a red "X" if you disagree.*

3. Comment on the results of voting.
4. Solicit opinions and hold a brief discussion. Summarize or weave the following comments into the discussion ...

*Good virtual leadership goes back to core management skills. A significant percentage of being a successful distance manager requires using good management skills.*

*Some managers get away with providing only mediocre leadership in face-to-face situations because of their personal relationships with employees. Consider a poorly run meeting. When it is held face-to-face, it is frustrating and annoying. A poorly run conference call or teleconference is worse because attendees feel less of an obligation to pay attention. They will begin multitasking, and the group immediately loses synergy.*

*In addition, since virtual leaders do not have the opportunity to have the frequent and incidental hallway conversations that occur in face-to-face work environments, there are fewer interactions. This means each interaction takes on more significance. The challenge may be that people who manage from a distance do not have a safety net of personal relationships or opportunities for informal communication. Thus, normal mistakes that managers make have significantly greater impact in the virtual work environment.*

*Leaders who work virtually do not have contextual clues. They do not pick up on their virtual team members' moods or issues and, therefore, do not adjust their leadership style.*

Purpose and Learning Outcomes	
<ul style="list-style-type: none"> <li>• Purpose—To help you acquire needed knowledge and skills to effectively lead those who work in a remote location</li> <li>• Learning Outcomes—To increase your effectiveness as a virtual leader by               <ul style="list-style-type: none"> <li>– Understanding the challenges of virtual leadership</li> <li>– Exploring the three disciplines of leading virtually</li> <li>– Creating an action plan</li> </ul> </li> </ul> <div style="display: flex; align-items: center; margin-top: 10px;"> </div> <p style="font-size: 8px; margin-top: 5px;">© Copyright 2009 The Ken Blanchard Companies. All rights reserved. Do not duplicate or transmit without written permission • Item # 17493 • V021610</p>	<p>Time _____</p> <p>Notes _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

## Purpose and Learning Outcomes

1. Refer participants who have printed the Leading Virtually Handbook to page 28—Leading Virtually Purpose and Learning Outcomes.

2. Ask participants to choose the most important outcomes.

*Here is what we would like to achieve in this class. As I review the outcomes, place a check mark on the screen by the one that is most important for you today.*

3. Have the producer/host remind participants how to place a check mark on the screen, if needed.

4. Review the purpose and outcomes.

5. Briefly comment on the outcomes selected.

6. Ask if any participants have had SLII® training. If any have, explain that you will make the linkages between the three disciplines of a virtual leader and the three skills of a Situational Leader and that you will explore the challenges and value of using Situational Leadership® II virtually.



## Leading Virtually™ eClassroom Road Map

**Prework**

- The Survey of Best Practices for Leading Virtually™
- Leading Virtually—A Case Study

Three eclassroom sessions  
with two team  
breakout sessions

© Copyright 2009 The Ken Blanchard Companies. All rights reserved. Do not duplicate or transmit without written permission • Item # 17493 • V021610

**Time** \_\_\_\_\_

**Notes** \_\_\_\_\_

---



---



---



---



---



---



## Leading Virtually™ eClassroom Road Map

**1. Review the class road map.**

*Now that you are clear on why you are here, let us look at the road map for our class today. We will work together in three 60- to 90-minute sessions. Between the sessions, you will have breakout discussions with your team and also have time to grab a cup of coffee or take a break.*

**2. Mark on the screen to indicate the session flow.**

**3. Let participants know that there will be breaks between the sessions at approximately (time) and (time).**

<h2 style="background-color: #f4a460; color: white; padding: 5px;">eClassroom Norms</h2> <ul style="list-style-type: none"> <li>Use the mute button only if you are in a noisy environment.</li> <li>Identify yourself when you speak.</li> <li>Be an active member of your team. Be fully present, share openly, listen with the intent of changing your mind, challenge yourself, and build relationships.</li> <li>Prepare to participate in chats, individual Q &amp; A, breakout groups, and polls; write on the screen; raise your hand; and use the emoticons to provide us with feedback.</li> </ul> <p style="text-align: center; color: red; font-weight: bold;">You may be called upon when you least expect it!</p> <div style="display: flex; justify-content: space-between; align-items: center;">   </div> <p style="font-size: 8px; margin-top: 10px;">© Copyright 2009 The Ken Blanchard Companies. All rights reserved. Do not duplicate or transmit without written permission • Item # 17493 • V021610</p>	<p>Time _____</p> <p>Notes _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	---

## eClassroom Norms

### 1. Set the stage for establishing the norms.

*To help you be successful in these sessions, let us talk briefly about how you will work together.*

*We have found that establishing norms at the beginning of any project can dramatically increase the effectiveness of any type of virtual work. Here are some norms that we have found particularly useful in virtual training sessions.*

### 2. Review the norms.

### 3. Ask participants to commit to these norms.

*Can everyone abide by these norms? If so, please place a green check mark next to your name.*

### 4. Call on participants who did not use a green check mark. Ask if they have concerns about the norms. Note: Calling on individuals at this point in the session sets the expectation for the high level of participation necessary in this virtual classroom program.

### 5. Provide additional direction regarding session participation.

*If you have not participated in a Blanchard® virtual classroom before, you may find these sessions to be different from other virtual learning experiences. As you can already see, this session will be very interactive.*

*If, at any time, you have a question or comment, want to disagree, or have an example to share, raise your hand and we will call on you.*