

BBC Multiplatform Foundation Course
Training Guide and Outlines v.1

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Context

The Multiplatform Foundation Course was created by the BBC Academy for BBC Vision. It was introduced to provide structured multiplatform training for production staff in Researcher, Assistant Producer and Script Editor roles.

The programme was created following a scientific research project called Cross Wise, a partnership between the BBC, Goldsmiths and the Economic & Social Research Council (ESRC). Cross Wise examined the skills, abilities and interventions that were required to deliver multiplatform output.

This guide and associated documents are those used internally in the BBC. They are now offered as resources and materials for training professionals to tailor and deliver the Multiplatform Foundation Course within their broadcasters, companies or networks. The BBC takes no responsibility for any materials or workshops delivered by anyone not directly employed by the Corporation.

The Course:

The BBC Multiplatform Foundation Course is broken into 4 days of training. The aim is to develop staff over 4 months, delivering 1 training day at the beginning of each month, then reinforcing the training with tasks, goals and output within the production.

The breakdown of the four days is:

1: Introduction Day

Introduction

Media Consumption Exercise

Case Study: Working as a Multiplatform AP

State of Play - What we do now: Programme Support, YouTube, Blogs, Social Media

Exercise: what could you do with your programme drawing from these examples?

Editorial Policy

Planning a Multiplatform Production Exercise

2: Production Tools

Programme Support

Writing great billings and for search engines

Programme Tools

Exercise: Relate back to programme area

LUNCH

Great Clips for the Web

Creating Web Video

3: Stories across multiple Platforms & Creative Lab pt. I

What is a multiplatform story?

Key Principles

New Tools

New Applications e.g. Social Media, Gaming, Smartmaps

Developing your own idea, audience focus, user journey

LUNCH

Launch Brief for Creative Lab

Idea Generation

Themes to Ideas

1st Stage Development

Q Meet up

MEET UP

4: Creative Lab pt.2

Idea Analysis

Idea Development

Meet the Audience

Refine idea with audience insights

LUNCH

Development, Design, Production

Build the pitch using stories

Pitch

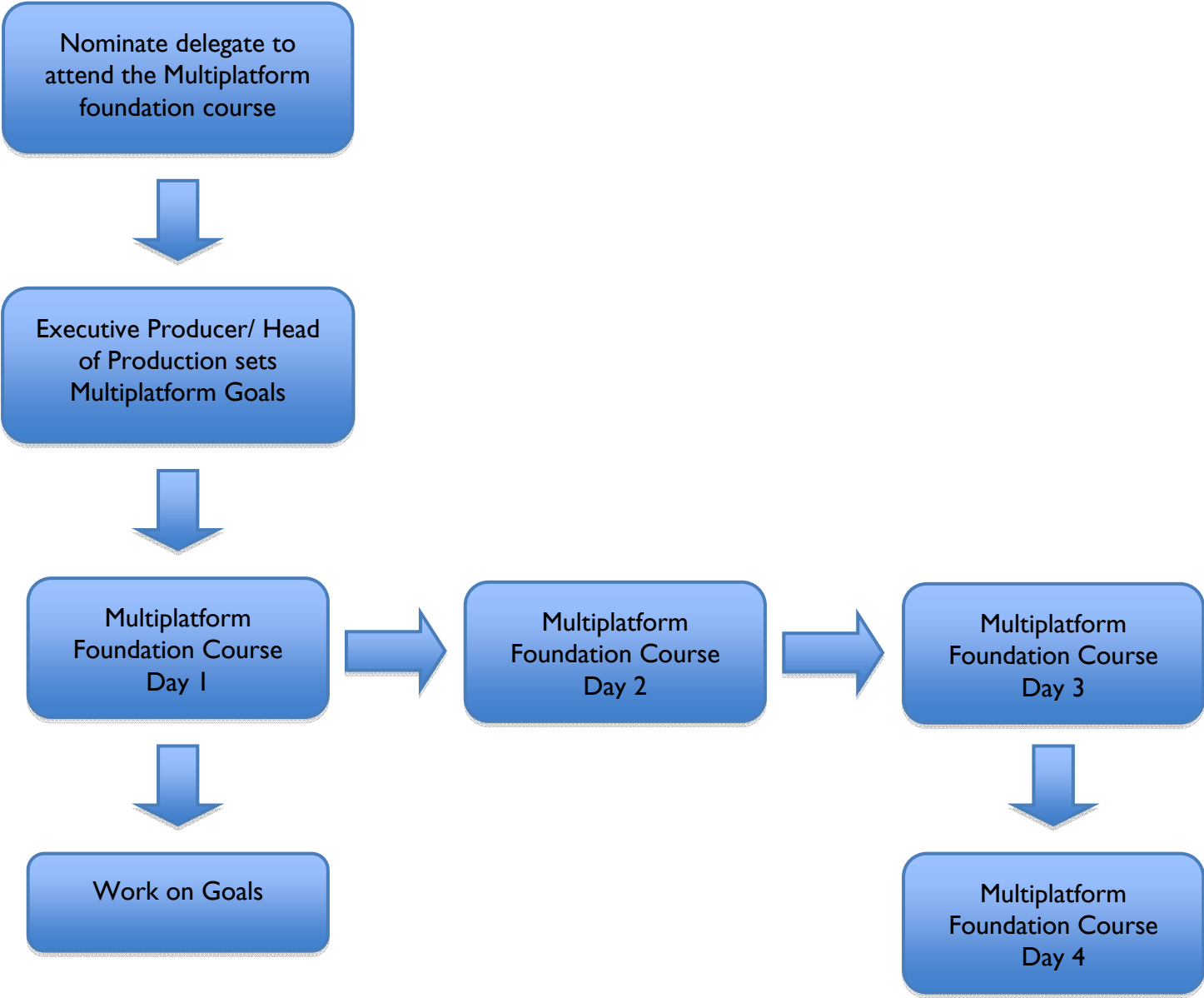
Goal-setting

Prior to attending any of the training, the delegates should meet with their Executive Producer or Head of Production and discuss goals that they want them to achieve through the programme. Each delegate should be set 3 goals based on the output they are working on. A goal setting form, which will help to flesh out the goals, is attached in the Appendix.

The goals should reflect the types of exercises and output that the delegates have learnt about on the course, e.g. creating a /programmes presence for their programme.

Mentoring

If possible all the delegates should be offered the opportunity to have a mentor to assist them in achieving their output goals. This should be an expert in Multiplatform output who can work with the trainee to develop and deliver their ideas and goals.



DAY ONE:

Introduction to Multiplatform Working

Summary:

One day course introducing participants to multiplatform working with an in depth exercise in project development. This also serves as an introduction to the rest of the course over the next four months.

Audience: BBC Vision Assistant Producers, Researchers and Script Editors.

Number of Delegates (Max.): 17 people

Preparation before day:

- Source/Produce suitable stimulus films from broadcaster/wider industry about impact of Multiplatform on the future of production
- Booking and briefing a guest speaker to give a case study: "Working as a Multiplatform AP"
- Planning exercise – writing a suitable scenario for the delegates attending the programme

Session 1	10.00 Introduction and Ice Breaker
Purpose	To welcome people to the course with an introductory film by a Controller or Director of a department or Media Organisation. To understand audience consumption across all media.
Action	<p>Introductions:</p> <p>Who are you? What do you work on? What do you want to get out of the day?</p> <p>CAPTURE AIMS ON FLIPCHART</p> <p>FILM: Stimulus Film Introduction: 5 minutes</p> <p>"Why multiplatform? The crucial role of APs. We will face the challenges together. "</p> <p>EXERCISE: What media do you consume? (Use Time of Day word document)</p> <p>1) Fill out the time of day worksheet with the media you consumed yesterday – from first thing in the morning – until bedtime. Include everything – radio alarm clock, catching the travel report on the TV, listening to your iPod on the tube etc...</p> <p>2) Share your media diary with a partner. Talk about what surprises you.</p> <p>3) Share your thoughts and insights with the whole room</p> <p>What are your conclusions? How does television figure?</p> <p>Paradigm Shift: most people probably didn't watch television last night</p>
Lead	Trainer 1

Duration	45.00
Resources	DVD Player, Projector. Exercise materials
Session 2	I045 Case Study
Purpose	To hear the reality of working as a Multiplatform Assistant Producer
Action	<p>Multiplatform Assistant Producer:</p> <p>Briefed to talk about:</p> <ul style="list-style-type: none"> • The role of the AP • What one needs to learn craft-wise and in other ways • What do I do in a day • Attitudes need to have • What can you do right now as a multiplatform AP <p>This should all be tied to a specific programme/service that they can show examples and talk through.</p> <p>20 minute presentation – leave 15 minutes for questions</p> <p>Questions and Answers</p>
Lead	Guest
Duration	35.00
Break	1120: 15 min break
Session 3	1135 The Media: where we are now
Purpose	To give the background to Programme Support Services, 360 – Big Multiplatform Output Partnerships like YouTube, Blogs and Social Media
Action	<p>Presentation on current Multiplatform Strategies – Big Broadcasters and Indies.</p> <p>This will cover:</p> <p>Basic support for every programme broadcast – called Programme Support, or Automated Programme Support:</p> <p>See:</p> <p>http://www.bbc.co.uk/programmes</p> <p>http://www.channel4.com/programmes</p> <p>--- What do you need to deliver to both of these?</p> <p>Billings Information</p> <p>Production Stills?</p> <p>Video Clips?</p> <p>Links?</p> <p>Additional Programme Info</p> <p>Big 360, Multiplatform Projects</p> <p>Partnering with other providers:</p> <p>YouTube</p> <p>Bebo</p> <p>Facebook?</p> <p>--- Where are your audience at present? – Will they really come to your website?</p> <p>– What other services do they use?</p>

	<p>EXERCISE: How could you use these ideas immediately you get back to base?</p> <p>What do you HAVE to provide?</p> <p>What could you provide?</p>
Lead	Trainer 2
Duration	30.00
Lunch	12.05 one hour lunch
Session 4	13.05 Multiplatform: what are the challenges? – Editorial Policy
Purpose	To explain the basic Editorial Policy challenges of working without a watershed, serving all audiences, and reflecting the tone/output of the content.
Action	<p>Short presentation to illustrate the Editorial Policy of the organisation or wider industry.</p> <p>This should include:</p> <ul style="list-style-type: none"> • Online Votes • SMS Texting • Finding Contributors • Links to External Sites • Content on 3rd Party Web Sites • Social networking Sites use by staff • Using material from 3rd Party sites • UGC • Competitions & Awards • Compliance Procedures and Forms <p>It's not that different from TV..... BUT – links change, services need to be regularly maintained.</p> <p>Questions</p>
Lead	Trainer 1
Duration	30.00
Session 5	13.35 Creating a Multiplatform Idea
Purpose	To understand the development processes for a Multiplatform Production.
Action	<p>EXERCISE</p> <p>Name a TOPIC for the brainstorm. This could be an upcoming event or anniversary like D-Day or a broader theme like “Sleep”</p> <p>Step 1 - Brainstorm: Divide the group into pairs.</p> <p>In pairs discuss what the TOPIC means to you. Write down everything – thoughts, insights, stories. It'll all be useful. First one person talks, while the other takes notes, then swap over. Instruct the delegates when to swap over.</p> <p>Step 2 - Gathering themes: Bring the whole group together Capture Insights on a Flipchart</p>

Discuss some of the thoughts and insights that came up when you were talking about the THEME

What trends can you see emerging?

GROUP THEMES are put on the wall.

Step 3 - Developing the concept:
Group Facilitated Brainstorm

Use the themes to come up with ideas for a live event.

The television element of this event will be broadcast at 8pm BBC ONE in nine months time.

What's the central concept? Title of the programme?

And then what would you like to see on your television event?

Around the edge what are the elements of the programmes?

Step 4 – The TV Element:
Group Work.

Using the Platform Cards for TV ask the group to put the steps for a Television Production into the chronological order that they happen in. This should broadly represent every stage of the TV production for this programme.

Have the got it right?
Anything we want to change?

This provides the group with a stable production timeline for the production.

Step 5 – Developing the Platform Ideas:
“So we have a brand new TV show with a new creative treatment and TV production timetable.

What would happen if we expanded this concept into a multiplatform world?”

Divide the delegates up into 3 different groups:
WEB
MOBILE
INTERACTIVE TELEVISION (Red Button)

Using a large brainstorming sheet or flipchart list the strengths of your platform.
- What does it do really well?

Then list how these strengths could be used to reach the BBC ONE midweek audience.

Each group feedback one insight about your platform to the group.

	<p>Each group then creates an idea for the THEME for your platform.</p> <p>“You could steal part of the TV execution if you can guarantee that your platform will add value to the concept. For example if there is a quiz element to the TV show maybe this can be owned by the iTV team. Or if there is a survey part to the show, maybe this can be owned by the WEB team.”</p> <p>Create a new idea which fits snugly within the central concept which will not be an add on – and will add value to the whole project</p> <p>Use the sheet of paper to grow the groups’ idea – Use pictures or a storyboard for the idea – anything you like as long as you can pitch it back to the group clearly.</p> <p>Step 6 – Pitching the Idea</p> <p>Each group takes their turn to present their part of the idea to the whole group.</p> <p>Trainer comments and brings pitches together: What are the clashes or the idea builds? Do we have to shift some ideas between the groups? Do all add value to the central event?</p> <p>Take the feedback from the group and tighten up your idea.</p> <p>Write a paragraph pitch. Place the pitch at the beginning of the Brown Paper Schedule.</p>
Lead	Trainer 2
Duration	70.00
Resources	Brown Paper Schedule One vertical sheet of paper for each platform Pens, paper, blue tack, post it notes Platform Production Cards
Break	1445: Coffee Break 15 minutes
Session 6	1500 Production Planning
Purpose	To understand the challenges of building a production scheduling and working across a range of different production techniques, technologies and processes.
Action	<p>EXERCISE – Planning the Multiplatform Production.</p> <p>The group have now created an idea. It’s time to look at how to deliver it.</p> <p>Step 1 – The Timeline: This exercise is best done standing up around the wall mounted timeline.</p> <p>With the groups still together hand out the individual platform production cards.</p> <p>Each group needs to put the production steps in the correct order (Web, Mobile & iTV). Ensure that they understand each stage of the schedule – Talk through what they mean if the group are unclear.</p>

	<p>These cards should form the individual schedules for the different platforms.</p> <p>In groups place your schedules on the Brown Paper timeline and talk through your line with the whole group.</p> <p>Step 2 – Interdependencies: Explain INTERDEPENDENCIES</p> <p>Each group is given Laminated Production Clash Cards (red crosses)</p> <p>The platform groups need to look at the whole production and place the cards where they think there might be a clash in the production schedules of the WHOLE concept.</p> <p>As a big group discuss why they have put the clashes where they have.</p> <p>As a group rearrange the schedule to create a red cross free board...</p> <p>Step 3 – Discussion: Facilitated short discussion about the exercise. “What surprises you or what do you learn about interdependencies...???”</p> <p>Step 4 – Debrief Reinforcement of the exercise</p> <p>Question to Group: What have we learnt from this?</p> <p>Highlight there are two types of interdependencies: Creative interdependencies Production interdependencies</p> <p>For Multiplatform Productions you need to have a project manager mindset... how would this change the way you think about a multiplatform project in the future???</p>
Lead	Trainer 1
Duration	50.00
Resources	Brown Paper Schedule Pens, paper, blue tack, post it notes Platform Production Cards Laminated Production Clash Cards
Session 7	1550 Conclusion and Debrief
Purpose	To reinforce the learning from the day. To highlight upcoming challenges and responsibilities as part of the training. To set expectations of what they will do before training day 2
Action	Debrief the group Highlight short learning points from the day: What have you learnt today? What will you take away? Highlight what Day 2 will offer them

	<p>Actions going forward: 3 days Training - make sure they are aware of timings Mentors – Discuss the option of having a mentor/ What they offer Goals – Each delegate should have been set multiplatform goals by their Executive Producer as part of the programme. They need to either email across their goals, or bring them to Day 2.</p> <p>Thank yous and WRAP.</p>
Lead	Trainer 1 + 2
Duration	30.00
Resources	Flipchart for Notes

**DAY TWO:
Multiplatform Production Day**

Summary:

This one day practical course introduces participants to the most basic tools and techniques for creating multiplatform content. Delegates will examine how to write effectively for web, mobile and red button services. The more practical software elements of the day will depend on which broadcaster/company that the course is being delivered to. Larger broadcasters may have proprietary systems they use to deliver web services. This part of the Multiplatform Foundation Course should be tailored to the delegates and the companies that they represent.

The aim of this day is to enable the delegates to effectively create and maintain Programme Support Pages / Basic Web content.

Audience: BBC Vision Assistant Producers, Researchers and Script Editors.
Number of Delegates (Max.): 17 people

Preparation before day:

- Check which systems and software will be used by the delegates attending the course
- Source a training venue with PCs and Breakout spaces
- Research successful and poor examples of good programme support pages
- Source a speaker/case study of a successful web video service

Session 1	
10.00 Introductions and Programme Support	
Purpose	Welcome the delegates back to the Multiplatform Foundation Course. Highlight the timetable for the day Recap on Goals Talk about the Structure of Programme Support.
Action	<p>Introduction to Day 2.</p> <p>Welcome the group to the session Provide general Health and Safety briefing of the venue</p> <p>Ask group how their goals are progressing. Choose a couple of delegates to tell the group about the goals they have been set, and how they are progressing.</p> <p>Introduce the agenda for the day: What is Programme Support? Writing great web copy, billings and for search engines Programme Tools Great Clips for the Web Creating Web Video</p> <p>Introduction to Programme Support – Present the different types of programme support that exist across the industry.</p> <p>Highlight the similarity and core components. We will focus on these, and their production for the rest of the day.</p> <p>Show good examples of Programme Support – that is clearly specific to the</p>

	<p>episode of the programme, and offers the audience something to enhance their experience.</p> <p>Good BBC Examples: James May on the Moon Countryfile Desperate Romantics</p>
Lead	Trainer 1
Duration	30.00
Resources	Flipchart for Notes
Session 2	1030 Writing great web copy, billings and for search engines
Purpose	<p>To deliver high quality writing training for online copy. To understand how search engines use keywords and text online To think about how users read and search for information on a screen.</p>
Action	<p>EXERCISE: What do you read online? Get the group to shout out all the different types of services that they read online, e.g.: BBC News Blogs Facebook and Twitter Status Updates Messageboards etc.</p> <p>What is common about all of them – Writing.</p> <p>Ask group to think about how long they might spend reading any of these sources – Does it differ between the different types of online content (answer should be yes).</p> <p>Explain all the different places that your programme descriptions and copy can go: Online to /programmes websites (BBC, Channel 4) Radio Times Sky/Freeview/Virgin EPG Mobile Phone Listings Aggregator websites iPhone Apps (TV Guide etc) – Show pictures of these.</p> <p>So why is it important to get it right then!</p> <p>EXERCISE: Divide the group into pairs.</p> <p>Give out 3 print-outs of programme support pages. Ask the delegates to look at them and score them out of ten. What is right or wrong with each one? – What needs to be done to improve it?</p> <p>Feedback all responses.</p> <p>Present – Active and Passive writing styles – What works best online and why?</p> <p>What language skills to we need, and when do we use Verbs & Nouns online.</p>

	<p>What sounds and tone should we be using?</p> <p>EXERCISE: Short Form Writing Each member of the group has to write a short, punchy job description of what they do on their production. It needs to fit in the Twitter character limit of 160 characters. Keep this exercise light-hearted.</p> <p>Ask the group to read out their descriptions to each other – what works well about them.</p> <p>Presentation – So why is good writing important for search? This should include: SEO – What it means and how it works How do Search Engines see a webpage, and what improves the rankings? How does the audience read online – (F-shape eyetracking etc...) Descriptions and Billings – What’s it for? Presentation on how and why billings work</p> <p>EXERCISE: Clip Descriptions One of the important things about video online is making it findable. We do this in a number of ways. Good descriptions (billings) will make it easier to find your content in your searches.</p> <p>Play a well known programme clip to the group (2 mins max.). Individually ask them to write a paragraph description of the clip. They can do this in notepad on the computers in the room.</p> <p>Once this is complete, ask them to switch places with a partner. The partner will now sub-edit their work. They have to copy the writing into Word and spell check it (with an English-UK <u>not</u> American) spellchecker. They then have to try and improve the paragraph so it is punchy, but complies with Editorial Standards and the tone of the programme.</p> <p>They then pass it back to their partner to see a before and after of the work. All web copy should have a second read from another colleague – depending on the project and organisation; this may need to be the Producer or Executive Producer.</p> <p>Feedback some of the descriptions to the whole group.</p> <p>Round Up – What to remember about web writing: List all the important factors for web content.</p>
Lead	Trainer 2
Duration	95.00
Resources	Flipchart for Brainstorming Record Cards for Exercises Presentation. PCs with notepad and Word.
Break	1205 Lunch Break (1 hour)
Session 3	1305 Programme Tools
Purpose	To introduce delegates to the web production tools/template used by their company.

	To understand how to upload text and images to their programme support sites. This session is tailored to the organisation(s) running the course and their requirements
Action	<p>Publishing Content online</p> <ul style="list-style-type: none"> - Demonstrate the publishing chain and ingredients that make up a modern website. Draw this out on a flipchart. <p>Ask the delegates for other ways that a website might be updated?</p> <ul style="list-style-type: none"> - Facebook updates - Twitter updates - Photos automatically pulled in from Flickr or other services - Results/Scores or News feeds via RSS <p>There are lots of different ways to get content online.</p> <p>This is the way that XXX (the company or organisation) get their content on line.</p> <p>Deliver a workshop on their software or tools.</p> <p>If you need to do image editing and you don't have Photoshop look at other options via Web Applications: Picnic Picasa Photoshop.com etc</p> <p>Editorial – It is very important that this session covers the Editorial Guidelines of the organisation running the course. If you need some guidance please see the BBC Online guidelines available here: http://bbc.co.uk/guidelines</p> <p>If time allows: EXERCISE: How will you use this on your output? Working in pairs, each delegate has 5 minutes to think about the kind of content they will produce for their programme. The delegates then take turns to explain to their partner what they will do. Trainer asks for feedback from all delegates about the types of additional content they are thinking about.</p>
Lead	Trainer I
Duration	90.00
Resources	Flipchart for Notes Presentation and Live Internet Connection PCs with Web Apps or Dreamweaver/HTML editor/Photoshop on.
Break	Coffee Break – 15 minutes
Session 4	1450 – Great Clips for the Web
Purpose	To explain the type or video and duration that is successful online To discuss editorial guidelines, taste and decency and compliance of short form video.
Action	<p>Multiplatform Video Producer:</p> <p>Briefed to talk about:</p> <ul style="list-style-type: none"> • The role of video online

	<ul style="list-style-type: none"> • What are the tools you use to create video online (within the organisation or industry)? • What clips perform well online – own project and YouTube examples • Global vs. Local – Rights, territories and audiences • What are the ingredients of brilliant web video? <p>This should all be tied to a specific programme/service that they can show examples and talk through.</p> <p>40 minute presentation – leave 10 minutes for questions</p> <p>Questions and Answers</p>
Lead	Trainer 2
Duration	50.00
Resources	Flipchart for Notes Presentation and Live Internet Connection
Break	Coffee Break – 15 minutes
Session 5	1555 – Encoding Video for the Web
Purpose	To demonstrate and gain experience of the workflow and practical challenges of transcoding video for websites and other platforms.
Action	<p>Presentation : Traditional Production Workflows</p> <p>Brief the delegates on the traditional tape and tapeless production workflows that they will be familiar with:</p> <p>Plan Shoot – Crews – Cameras – Tape or Storage Media Log Ingest Edit Output tape Deliver to Playout</p> <p>Then present internet workflow similarities and differences:</p> <p>Encoding Codecs FTP Servers Distribution</p> <p>Why do we need to ensure our video is encoded to the best standards?</p> <p>EXERCISE: Analysing Web Video</p> <p>Working in pairs or groups of three the delegates are given 6 web video links to view. – Some Good, some very poor.</p> <p>They need to analyse:</p> <ul style="list-style-type: none"> - What aspect ratio is the footage? (there are no broadcast standards online) - What codec does it use (right click on the clip to find out) - What is the quality like? <p>Facilitate a discussion for feedback on the clips and the answers that the groups have got.</p>

	<p>Analyse what goes wrong with the clips that the delegates have said are poor – Do you think that they were the elements that effected this:</p> <ul style="list-style-type: none"> Change Data-rate Codec Lighting De-interlacing Resolution <p>Explain the impact of encoding an image – how does a computer treat individual pixels, what does this mean for the types of video and codec’s we can use?</p> <p>How does this effect the types of shots we can gather (with modern codec’s – does it?)</p> <p>PRESENTATION: Encoding software – what it does and what’s available --- Tailor this session to the different encoding systems used by the delegates/ their organisations.</p> <ul style="list-style-type: none"> - Commercial Products - Open Source products <p>Using the appropriate encoding software run a demo of how to encode a file and how to create preset settings – use the appropriate settings for the organisation you are working with:</p> <p>BBC Settings: Format Flash video (flv) Dimensions 512 x 288 px (384 x 288 px for 4:3 content). 640x360 may also be used. Bitrate 512 kbps Codec On2 VP6 Video bitrate 384 kbps Audio bitrate 128 kbps stereo (44.1k sample rate) <i>Update with the most recent settings from bbc.co.uk/emp</i></p> <p>EXERCISE: Take a number of different clips (with movement, interviews, crash zooms, pans etc) and process them through the settings – what do the results show us – what does the codec compensate for.</p> <p>PRESENTATION: Trainer demonstrates how to FTP a clip to a web server.</p> <p>PRESENTATION: The Golden Rules of Shooting for the Web</p> <ul style="list-style-type: none"> - Avoid Change - Plan and rehearse talent and camera moves where possible - Use Manual Focus and White Balance where possible - Shoot on high quality equipment – mobile phones aren’t always suitable - Don’t forget great sound!
Lead	Trainer 2

Duration	75.00
Resources	Flipchart for Notes Presentation and Live Internet Connection Delegate PCs with Encoding Software Installed. DV Rushed either on tape with decks to play into PCs or on DVD to install on machines.
Session 7	1710 Conclusion and Debrief
Purpose	To reinforce the learning from the day. To highlight upcoming challenges and responsibilities as part of the training. To set expectations of what they will do before training day 2
Action	Debrief the group Highlight short learning points from the day: What have you learnt today? What will you take away? Highlight what Day 3 will offer them Actions going forward: Mentors – Discuss what they are going to ask their mentors to assist with Goals – Ask delegates. They need to either email across their goals, or bring them to Day 2. Thank yous and WRAP.
Lead	Trainer 1 + 2
Duration	30.00
Resources	Flipchart for Notes

DAY THREE:

Stories on Multiple Platforms Day

Summary:

This one day workshop introduces participants to the themes of telling stories on interactive platforms, and using Social Media. Delegates will examine the tools and palette of outputs that they can use to tell stories. The day serves as stimulus towards the lab day, and the second part of the day focuses on ideas development. This part of the Multiplatform Foundation Course should be tailored to the delegates and the output that they work on.

The aim of this day is to enable the delegates to develop ideas and narratives that work effectively across a range of outlets

Audience: BBC Vision Assistant Producers, Researchers and Script Editors.

Number of Delegates (Max.): 17 people

Preparation before day:

- Source a training venue with PCs and Breakout spaces
- Source a speaker/case study of a successful interactive service
- Source a speaker/case study of a successful social media service
- Produce a commissioning brief/research a broadcasters commissioning brief. Create a video to illustrate the brief.

Session 1 09.30 Introductions and Storytelling	
Purpose	Welcome the delegates back to the Multiplatform Foundation Course. Highlight the timetable for the day Recap on Goals To think about the future of storytelling.
Action	Introduction to Day 3. Welcome the group to the session Provide general Health and Safety briefing of the venue Ask group how their goals are progressing. Choose a couple of delegates to tell the group about the goals they have been set, and how they are progressing – some should have examples that you can show the whole group. Introduce the agenda for the day: We are aiming to focus on the future of Storytelling <ul style="list-style-type: none">- Explain what this means to –- Producers- Broadcasters- Audiences What are the critical elements of storytelling that we need to hold central to any future projects and experiences that we offer. EXERCISE: Three Little Pigs The delegates are each given a copy of the story. They have to work out What is

	<p>the story actually about? What is the back story? What else is going on?</p> <p>The exercise should discuss the multiple interpretations of a story.</p> <p>For a story to be meaningful the treatment has to use one. The multiplatform activity around it must be pertinent to that universal theme.</p> <p>IE in 3LP is it about cruelty, abandonment, search for self etc? Any multiplatform output should be associated to that theme. So if location isn't important - don't use a map!</p> <p>You are creating a story world, more ideas flow, energy comes from the creation of story worlds</p>
Lead	Trainer 1
Duration	40.00
Resources	Flipchart for Notes
Session 2	10.10 Where are we now?
Purpose	<p>To discuss and examine the methods of telling stories on new platforms</p> <p>To examine the strengths of platforms</p> <p>To frame how we tell stories</p>
Action	<p>PRESENTATION:</p> <p>The grammar of multiplatform is still developing and experimental. We need to look at examples of what is currently produced, evaluate what ties in to audience needs and build on these services.</p> <p>Content makers and storytellers are extending the story world by using new platforms. Christy Dena (http://www.christydena.com/) describe the kinds of output as :</p> <p>Repurposing – showing the same content on different platforms (iplayer) Versioning - Editing content specifically for alternative distribution (YouTube) Augmenting - Extending a story through adding further layers of experience (24, Skins, Dr Who) Adapting - New/alternative versions of a story on different platforms (Long Way Down) Stretching - Distributing plot across different platforms (Lost)</p> <p>BRAINSTORM:</p> <p>Working in small groups, put flipcharts on the wall, each with one of the topics on – Repurposing, Versioning etc....</p> <p>Start each group at a different flipchart.</p> <p>Step 1: Ask the group to write down the advantages of these different output to the user/viewer (on the flipchart)</p> <p>Step 2: Ask the groups to move clockwise around the room to the next flipchart.</p>

	<p>Ask them to write down the advantages of the output to the storyteller/producer</p> <p>Step 3: Ask the groups to move clockwise around the room again to the next flipchart. Ask them to write down the advantages of the output to the broadcaster/indie</p> <p>Trainer then summarises all the output.</p> <p>EXERCISE: Break the group into two teams.</p> <p>Each group needs to discuss and come up with answers to: <i>'How can stories be improved by being told across different platforms?'</i></p> <p>Each team elects someone to write down the responses on a flipchart. Run the discussion for 10 minutes.</p> <p>Get each of the groups to feedback their discussion.</p> <p>PRESENTATION: Great Stories on Multiplatform</p>
Lead	Trainer 2
Duration	60.00
Resources	Flipcharts, Pens,
Break	Coffee Break – 15 minutes
Session 3	11.25 Case Study – Storytelling Example
Purpose	To highlight the practical implications of delivering stories across a range of platforms
Action	<p>Interactive Service Producer:</p> <p>Briefed to talk about:</p> <ul style="list-style-type: none"> • Devising an interactive story • What are the narrative and marketing tools you use to tell stories on different platforms • What works well • What goes wrong <p>This should all be tied to a specific programme/service that they can show examples and talk through.</p> <p>30 minute presentation – leave 10 minutes for questions</p> <p>Questions and Answers</p>
Lead	Trainer 1
Duration	40.00
Resources	Laptop, Internet Connection, Projector, Speakers
Session 4	12.05 Challenge and Risks for output
Purpose	<p>- To identify potential challenges for production teams in delivering new story services.</p> <p>- To identify potential challenges ad</p>
Action	EXERCISE:

	<p>Understanding the risks for output and productions.</p> <p>Divide the delegates into 2 groups. Give each group a question to examine:</p> <p>Group 1 - What are the Production challenges in telling stories across multiple platforms</p> <p>Group2 - What are the challenges we present the audience when stories across multiple platforms.</p> <p>Each group discusses the question for 10 minutes, recording all the challenges and risks for the question on a flipchart.</p> <p>The Groups then swap and spend 20 minutes developing techniques to mitigate against those challenges and risks.</p> <p>The Trainer brings all the groups together for feedback – explain their challenges and how they mitigated them.</p> <p>Before the delegates leave for lunch, ask them to think about Social Networking and the types of social networks they use: LinkedIn Facebook Twitter etc</p>
Lead	Trainer 2
Duration	45.00
Resources	Flipchart, Pens
Break	Lunch – 60 minutes
Session 5	13.50 Social Media
Purpose	To introduce the use of Social Media tools in programme output To identify the right tools for the right audience
Action	<p>PRESENTATION: Social Media</p> <p>What is Social Media? – Definitions from online services: Wikipedia, etc.,, Services that allow our audiences to connect with each other on their own terms – often facilitated by 3rd Parties – Facebook and MySpace being very big – but there are lots of others.... List Social Media services (YouTube, Flickr, Plaxo, LinkedIn etc)</p> <p>How do you engage and work with your audience?</p> <p>Examples of BBC and Commercial Social Media Services: E.g. Strictly Social (Strictly Come Dancing) The Apprentice Predictor Shownar http://www.shownar.com/ Battlefront Channel 4</p> <p>EXERCISE: Step 1 Divide the group into pairs</p>

	<ul style="list-style-type: none"> - Select a task – e.g. to develop a social media service for XXX in XXX programme output <p>Each group needs to: Define the brand, identify the audience demographic</p> <p>Set the objective - what exactly is it that you want the audience to do (to be continued after presentation)</p> <p>PRESENTATION: Guest Speaker Social Media Producer</p> <p>Briefed to talk about a particular project they have worked on, and how they think about the audience participation.</p> <p>This session should focus on:</p> <ul style="list-style-type: none"> - Choosing a partner network - The Production Process - Managing the Community <p>Questions</p> <p>EXERCISE: Step 2 Choose up to two social media tools with which to fulfill the plan.</p> <ul style="list-style-type: none"> - Research why they are appropriate (using PCs to discover demographics and number of users) - Explore other examples <p>- Come back ready to sell your idea with an elevator pitch.</p> <p>PITCH: All groups pitch their ideas to the Trainers and Social Media Producer.</p> <p>They are given critical, constructive feedback on their ideas. The panel gives answers to outstanding issues/challenges.</p>
Lead	Trainer I
Duration	100 minutes
Resources	Flipcharts, Internet connected PCs, Post it notes, Record Cards, Pens
Break	Coffee – 15 minutes
Session 5	15.45 Creative Brief for Lab and Idea Development
Purpose	To reinforce the learning from the previous 3 days, using a creative brief to develop a multiplatform idea. This will be further developed as part of the Multiplatform Lab (day 4).
Action	<p>PRESENTATION: Creative Brief – Divide the delegates into groups of 3-4 people. Explain the role of the Lab: The delegates will be working in teams for the rest of the day to develop a multiplatform idea which will be taken forward to the Lab Day. During the Lab they will work with a mentor and designer to develop the idea and visualise the service. This will be pitched to a judging panel.</p> <p>The groups will be expected to work on the idea between the end of this session</p>

	<p>and the Lab Day – either by meeting up or using collaborative tools like Facebook, GoogleDocs etc.</p> <p>PRESENTATION: The Brief: Play the briefing video and hand out the written brief. This should ideally be sourced from the broadcaster/indie or create from information on the bbc.co.uk/commissioning web site.</p> <p>EXERCISE: Examining the brief. – Group work for 20 minutes</p> <p>The groups split into different areas with PCs with the Video brief and internet access. They have to explore the brief in more detail and think about what the commissioner(s) are really looking for,</p> <p>PRESENTATION: Ideas Development The group need to develop as many ideas as possible around the brief.</p> <p>They need to go for quantity, not quality at this stage!</p> <p>EXERCISE: The Groups split up again and have to develop the seeds of ideas over 30 minutes. Each idea should be recorded on a separate post-it note and put on the wall. Ideally each group should have 20-30 ideas by the end of the exercise.</p> <p>The group then have to pair down the ideas to the ones they think are good, They should look for what's new, what's important, what do they like?</p> <p>They should choose 1 idea. They need to describe this in one sentence.</p> <p>ACTION PLANNING: Each group needs to decide how they will be working together, and how they will communicate.</p> <p>They must commit to sending through a simple one-pager to the Training Team before the Lab day.</p> <p>PRESENTATION: Each group takes their turn pitch back their 1 sentence, and how they will communicate.</p>
Lead	Trainer 2
Duration	90 minutes
Resources	Flipcharts, Post it Notes, Projector, Laptop, Speakers
Session 7	1715 Conclusion and Debrief
Purpose	To reinforce the learning from the day. To highlight the importance of time keeping and arriving early for the Lab, to stress the need to meet up to develop the idea and to set expectations of what they will do before training day 4
Action	Debrief the group Highlight short learning points from the day: What have you learnt today? What will you take away?

	<p>Highlight what Day4 will offer them</p> <ul style="list-style-type: none">- They will need to arrive at 0845 and <u>will not</u> finish until 1900. <p>Actions going forward:</p> <p>Mentors – Discuss what they are going to ask their mentors to assist with Meeting Up/Communicating before the Lab – how will they make sure they do it?</p> <p>Goals – Keep going at them!</p> <p>Thank yous and WRAP.</p>
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DAY Four: Multiplatform Lab Day

Summary:

This one day intensive workshop allows participants to develop their ideas and pitches for multiplatform output. Delegates will work with multiplatform mentors and professional graphic designers to create refined, audience-centred pitches and prototypes. They will test their ideas on real users, and redevelop their pitches based on audience insights. The day serves as an opportunity to put into practise the ideas and techniques they have discussed and developed over the course of the programme. This part of the Multiplatform Foundation Course should be tailored to the delegates and the output that they work on.

Audience: BBC Vision Assistant Producers, Researchers and Script Editors.

Number of Delegates (Max.): 17 people

Preparation before day:

- Source a training venue with 3 breakout spaces and a main presentation area
- Source a group of audience members that match the demographic of the brief
- Source 3 multiplatform mentors to work with the groups
- Source 3 multiplatform designers to work with the groups
- Provide at least 2 laptops per team with internet connections. I should be loaded with design tools.
- Source a commissioning panel to pitch to.

Session 1	09.00 Introduction
Purpose	To welcome people to the course
Action	<p>Introductions and Timetable for the Day:</p> <p>SWOT Development Meet the audience Refine your idea/design Pitch</p> <p>The group is then divided into teams. Each team is given a mentor and designer.</p> <p>Meet your mentor and designer.</p>
Lead	Mentor 1,2 &3
Duration	15 mins
Resources	<p>Flipcharts, pens, post it notes 3 x MACs with internet FLIP camera, Digital Cameras, Photoshop, PowerPoint 3 Graphic Designers</p>
Session 2	09.15 SWOT Analysis
Purpose	To test initial ideas with a simple SWOT analysis
Action	<p>Teams to break into groups with facilitators to choose idea and prepare a simple two minute pitch.</p> <p>Teams come back together.</p>

	<p><u>SWOT Analysis</u></p> <p>A member of each team pitches the initial idea to the whole group.</p> <p>The team then receives comments from the rest of the group framed as one of four areas: strengths, weaknesses, opportunities or threats.</p> <p>The team write down this feedback to take back to their groups. They are not allowed to answer the feedback</p>
Lead	Mentor 1,2 &3
Duration	30 mins
Resources	Flipcharts with SWOT quarters
Session 3	09.45 Development Time
Purpose	To develop idea into clear pitch to user-test with the audience
Action	<p>The group breaks into teams for the rest of the day.</p> <p>Each team has a separate break-out area and equipment.</p> <p>NB The designers start to work in parallel with the team producing initial logos, colours, designs and concepts to be fed into the process. – These are in response to the discussions and development the team are going through.</p> <p>EXERCISE:</p> <p>Step 1: Synthesize the feedback from the SWOT analysis. – What does this mean for the idea?</p> <p>Step 2: Frame these thoughts into an NUBC pitch:</p> <p>Audience Need: Who are they, and why do they want it? Why will they engage with your concept?</p> <p>User Experience: What are they going to do? How and where? How do you pick the audience up? Why will they come back? How do you make it sticky? What will make someone recommend your idea? What story is there to tell?</p> <p>Benefits: what one thing does your idea do – and how does it do it well?</p> <p>Competition: Who else is doing things? What can you learn from them? How can you be distinctive?</p> <p>Sept 3: For the LAST 15 mins of this session the groups prepare to explain their concept clearly to the audience focus groups.</p> <p>PRESENTATION:</p>

	<p>The mentors coach how to get the best out of their audience members – for instance asking the “obvious” questions, and asking “open” questions.</p> <p>Rules: One Pitcher per group. Other team members write down all of the material they gather.</p>
Lead	In Groups
Duration	2 hours 15 mins

Session 3	12.00 Meet the Audience
Purpose	To gather insights from the audience to help build your idea
Action	<p>EXERCISE: Members of the audience will be brought into the groups, and the teams need to present their ideas to them, and then understand what the audience thing, need and actually do.</p> <p>The audience focus session should be divided into : 5 minutes pitching and 10 minutes question and answers.</p> <p>Audience couples rotate after 15 minutes.</p> <p>Pointers for meeting with audience: Describe your idea in less than 5 mins Describe who it is aimed at and why?</p> <p>To find out how your idea could be relevant to their lives? Which of your ideas are any good? What else they might bring to the ideas?</p> <p>EXERCISE: After meeting the audience the teams spends 15 minutes capturing their initial thoughts and insights from the three meetings.</p> <p>What was difficult to explain? What surprised you? What captured their imagination?</p> <p>Group Work: From the information you gained - So what’s working and what isn’t? So what do you need to edit out of your idea or add to it?</p> <p>These thoughts are written up as a simple action plan for the afternoon session.</p>
Lead	In Groups
Duration	1 hour 15 mins
13.15 - 14.00	WORKING LUNCH

Session 4	14.00 Development, Design and Production
Purpose	To further develop, design and prototype the idea
Action	<p>EXERCISE: Teams work with designers to produce a five minute pitch for the panel – to include five PowerPoint slides which reflect the tone, feel and audience journey for the idea</p> <p>During the afternoon the facilitators can feed in a number of Facilitation Tools to keep the idea moving along.</p> <p><u>Facilitation Tools</u></p> <p>A) Explain the five stories to be thought about when pitching the idea to the panel:</p> <ol style="list-style-type: none"> 1. Brand 2. Audience touch points 3. Technology 4. User Experience 5. The Business e.g. The BBC <p>B) 90, 9, 1 percentages of audience</p> <p>How will you move the audience from the 90% (viewers or skimmers) to 10% (users/engagers? to the 1% (experts)?</p> <p>C) 1st Use, 2nd Use, Nth Use</p> <p>What is the thing that will compel people to come back? What makes it sticky? How do you keep it fresh for the audience/user over time?</p>
Lead	In Groups
Duration	2 hours and 15 mins
Session 5	16.15 Refine and Practice Pitch
Purpose	To refine the story into a five minute illustrated pitch and to practice it with facilitator
Action	<p>Each team refines their pitch into a perfect five minutes.</p> <p>They practice pitching with the PowerPoint projected. Their facilitator gives them feedback on their presentation.</p> <p>This feedback needs to be integrated into the pitch.</p>
Lead	In Groups
Duration	45 mins
Session 6	17.00 Final Pitch to Commissioners
Purpose	To pitch final concept
Action	Mentors brief the commissioning panel on the work that has been completed by the group. They need to give feedback that is real!

	<p>Introduction to Pitches: Mentor thanks the commissioning panel for coming – explains the process that the teams have been through, and what they will be presenting.</p> <p>The routine for the presentations should be:</p> <p>Group 1 Pitch Questions about the project from panel (<u>without feedback</u>) Group 2 Pitch Questions about the project from panel (<u>without feedback</u>) Group 3 Pitch Questions about the project from panel (<u>without feedback</u>) Tea Break Feedback for all 3 ideas from panel Questions to panel.</p> <p>5 min pitches to commissioners plus 5 minutes questions per team.</p> <p>The teams leave the presentation room while the Commissioners deliberate.</p> <p>PRESENTATION: Conclusion of training</p> <p>The lead mentor revisits all the training that the group have been on over the past 4 months, what they have achieved and what they should think about for the future.</p> <p>Thanks the Designers and Mentors for their hard work Thanks the panel for their comments Thanks the delegates for their hard work</p> <p>Close</p>
Lead	Mentor I
Duration	60 mins
ENDS	18.00

Time	What were you doing?	What media were you consuming?	What devices were you carrying?	How were you engaging with programmes / content?	What were you thinking about?
0700-0900					
0900-1100					
1100-1300					












1300-1500					
1500-1700					
1700-1900					
1900-2100					







2100- 2300					
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MULTIPLATFORM GOAL SETTING

After you have created a list of priorities and goals, use this worksheet to discuss and test the goals. Tomorrow - refine and share with your APs etc. (You may need a separate work sheet for each AP etc.)

Name: _____

Multiplatform Opportunities - What do you want to help the audience do?	Number of ideas How often?
<p>Briefly explain WHO are the audience you want to focus on – young families, men etc and explain WHAT you want to enable the audience to do, Find, Play or Share on which platforms etc</p>	<p>How do you want the ideas - email / f2f meet..?</p>
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%; text-align: center;">  <p>Comment on something</p> </div> <div style="width: 33%; text-align: center;"> <p>Collect</p> </div> <div style="width: 33%; text-align: center;"> <p>See clips</p> </div> <div style="width: 33%; text-align: center;"> <p>Take part in an event</p> </div> <div style="width: 33%; text-align: center;"> <p>Be a critic</p> </div> <div style="width: 33%; text-align: center;">  </div> <div style="width: 33%; text-align: center;"> <p>Rate something</p> </div> <div style="width: 33%; text-align: center;"> <p>Help research the show</p> </div> <div style="width: 33%; text-align: center;"> <p>Find out about</p> </div> <div style="width: 33%; text-align: center;">  <p>Get an alert</p> </div> <div style="width: 33%; text-align: center;"> <p>Share pictures</p> </div> <div style="width: 33%; text-align: center;"> <p>Discover your show in a new way</p> </div> <div style="width: 33%; text-align: center;"> <p>Change the pace</p> </div> <div style="width: 33%; text-align: center;">  </div> <div style="width: 33%; text-align: center;"> <p>Read a blog</p> </div> <div style="width: 33%; text-align: center;"> <p>Vote</p> </div> <div style="width: 33%; text-align: center;"> <p>Browse a playlist</p> </div> <div style="width: 33%; text-align: center;"> <p>Build their reputation</p> </div> <div style="width: 33%; text-align: center;"> <p>Feel part of something bigger</p> </div> <div style="width: 33%; text-align: center;"> <p>Search a database</p> </div> <div style="width: 33%; text-align: center;">  <p>Support viral marketing</p> </div> <div style="width: 33%; text-align: center;"> <p>Have conversations</p> </div> <div style="width: 33%; text-align: center;"> <p>Take a different journey</p> </div> <div style="width: 33%; text-align: center;">  <p>Enroll in an activity</p> </div> <div style="width: 33%; text-align: center;"> <p>Be</p> </div> <div style="width: 33%; text-align: center;"> <p>Change the show</p> </div> <div style="width: 33%; text-align: center;"> <p>Find out more</p> </div> <div style="width: 33%; text-align: center;"> <p>Share video.</p> </div> <div style="width: 33%; text-align: center;">  </div> <div style="width: 33%; text-align: center;"> <p>Write stories</p> </div> <div style="width: 33%; text-align: center;"> <p>Get a local view</p> </div> <div style="width: 33%; text-align: center;"> <p>Mash-up your video</p> </div> <div style="width: 33%; text-align: center;"> <p>See another perspective</p> </div> <div style="width: 33%; text-align: center;"> <p>Play a game</p> </div> <div style="width: 33%; text-align: center;"> <p>See your show anytime,</p> </div> <div style="width: 33%; text-align: center;">  </div> <div style="width: 33%; text-align: center;">  </div> <div style="width: 33%; text-align: center;">  </div> <div style="width: 33%; text-align: center;">  </div> </div>	
<p>What is the scale of ambition for ideas?</p>	<p>All or % of ideas</p>
<p>Briefly describe what you are looking for, money saving / better information / mainstream appeal /</p>	<p>How many of each</p>

<p>better / a space-hop or different relationships with the audience / niche appeal / radical / a moon-walk? Or some and some?</p>	<p>kind? All the same?</p>
<div style="display: flex; justify-content: space-between;">   </div>	
<p>Timescale priorities?</p>	<p>All or % of ideas</p>
<p>Describe how quickly will you want the new ideas to be turned around? Turnaround from concept to delivery. Can they be ideas for this series or audiences of the future? Or some and some?</p>	<p>How many of each kind? All the same?</p>
<div style="display: flex; justify-content: space-between;">   </div>	
<p>Multiplatform collaboration priorities?</p>	<p>Number contacts How often?</p>
<p>What kind of partnership would you like to see? Who with?</p>	<p>How many? How often?</p>
<div style="display: flex; justify-content: space-between;">   </div>	

Introduction to Being a Mentor for Multiplatform Working course participants

Summary:

One day course introducing volunteers to mentoring those on the multiplatform working course.

Audience: Volunteer mentors from across the BBC. Max 20

Resources: Flip chart and pens; projector and PC/laptop for PowerPoint slides if required

Preparation before day:

- Scenarios for practice session

Deliverers to attend

- Trainer
- Multiplatform Course Trainer/Mentoring Scheme owner

Session 1	10.00 Introductions
Purpose	To welcome people to the course and to share experiences and expectations Depending on experience course can be used to confirm experiences and/or learn new things from each other or trainer to ensure a consistent approach in mentoring
Action	Introductions working in pairs - introduce partner Who are you? Where do you work? What is your experience of being a mentor or mentee, formally or informally? What do you want to get out of the course? N.B. If group is large - could get three pairs to introduce to each other rather than the whole group
Lead	Trainer
Duration	15

Session 2	10.15 Context of the scheme
Purpose	To introduce the Multiplatform Course to the mentors To explain the reason for using mentoring To enable mentors to ask the scheme owner specifics e.g. how often to meet? How is the matching done of mentor to mentee? etc
Action	Explain the history and content of the Multiplatform Course and the

	reasons behind mentoring Explain the logistics and practicalities of mentoring Q&A
Lead	Multiplatform Course Trainer/Mentoring Scheme owner
Duration	20

Session 3	10.35 Definition of Mentoring
Purpose	To agree and confirm the definition of mentoring
Action	Offer definition and short discussion
Lead	Trainer
Duration	5

Session 4	10.40 What Makes a Great Mentor Great?
Purpose	To compile a list of mentor competencies, skills, attitudes and behaviours
Action	Trainer to capture on flip chart and ensure that basics are covered
Lead	Trainer
Duration	15

Session 5	10.55 Active Listening
Purpose	To refresh group about the importance of listening
Action	Trainer led short discussion How do you know someone is actively listening? What are you listening for?
Lead	Trainer
Duration	10

Session 6	11.05 Contracting with your Mentee
Purpose	To ensure mentors cover the ground rules with the mentee
Action	Trainer to explain: Confidentiality and the reasons for breaking it; boundaries/content; managing expectations; commitment;
Lead	Trainer Multiplatform Course Trainer/Mentoring Scheme owner to explain scenarios if necessary
Duration	10

Break

Session 7	11.30 Managing the Partnership and Exercise
Purpose	To give mentors some tools and tips for managing the partnership and meetings to ensure they are useful to the mentee To ensure mentors know they do not have to have all the answers and that they need to encourage the mentees to think and find solutions rather than rely on the mentor for everything
Action	Trainer to explain GROW; SWOT; Learning Preferences; SMART goals Participants to practice in pairs GROW or SWOT- using scenarios if necessary
Lead	Trainer

Duration	10 + 20 for exercise (10 mins each way)
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Session 8	1200 Barriers and Solutions
Purpose	To find solutions to possible concerns and barriers to the mentoring partnership being successful
Action	Trainer to ask for all barriers/concerns Group to find three solutions to each barrier/concern Trainer or Multiplatform Course Trainer/Mentoring Scheme to type list and circulate to group after the session
Lead	Trainer
Duration	15

Session 9	1215 Benefits of Mentoring
Purpose	To ensure mentors understand the wider benefits of mentoring
Action	Group 1 - benefits to mentee Group 2 - benefits to mentor Group 3 - benefits to company/organisation/industry Each group feeds back to whole group
Lead	Trainer
Duration	20

Session 10	1235 First Steps
Purpose	To help mentors feel confident what to do when first meeting mentee
Action	Individually to write down some main points they would cover; what they would say about themselves; ask the mentee etc Then work briefly in pairs or trios to discuss or practice
Lead	Trainer
Duration	10

Session 11	1245 Lifelines and further learning
Purpose	To cover where to go for help and offer if appropriate further online modules, books or courses etc
Action	
Lead	Trainer and Multiplatform Course Trainer/Mentoring Scheme owner
Duration	10

Session 12	1255 Final questions
Purpose	To answer any final questions
Action	
Lead	Trainer and Multiplatform Course Trainer/Mentoring Scheme owner
Duration	5

N.B. If mentors and mentees have been matched it can be beneficial for the mentees to meet the mentors informally for lunch, then for the mentees to attend a mentee course in the afternoon. Run along exactly the same lines as for mentors apart from:

Session 4: What makes a great mentor great? What do you need to do to be the best mentor you can be?

Session 7: Managing the partnership. SWOT; SMART goals/objectives; Assertive, Passive, Aggressive. Exercise to write objectives

RESTRICTIONS ON USE

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