7 Simple Secrets to Successful Workshops

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INTRODUCTION

Designing and delivering dynamic workshops can make the difference between having to expend great effort promoting yourself and having a waiting list for your services! Presenting successfully is an important skill with broad application for just about any professional’s toolbox.

This Ebook is for you if you...

- find designing and/or delivering workshops a daunting project
- wonder how to turn interesting concepts into dynamic ideas that will both encourage workshop participation and participant use of your ideas after the workshop
- are unsure how to turn your best material into a well-designed and delivered workshop
- feel unsure or lack complete confidence in your workshop design and/or delivery skills
- want to find a recipe for making your workshop design and delivery simple rather than confusing or complicated
- want to minimize or eliminate last minute surprises that threaten to “throw a wrench” into your presentation plan
- desire to fill your speaking schedule
- are looking for a sure-fire way of promoting yourself and increasing your business through dynamic workshops

Here’s a powerful, hands on, ‘how to’ manual that will show you how to transform your fear into confidence and help your participants walk away with more than they anticipated.

THE FOLLOWING SEVEN SIMPLE SECRETS WILL MAKE THE DIFFERENCE FOR YOU.

Once you select a topic that you are passionate about and fit it into this easy template, designing and delivering a workshop becomes a breeze.
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Choosing a great topic is fun and easy, even when it’s not completely up to you.

Typically, when deciding on a workshop topic, you will find yourself facing one of two scenarios (or a combination thereof):

Scenario #1: You have the luxury of selecting your own topic

OR

Scenario #2: You have been asked to cover a specific topic

Either way, you’ll want to “customize,” it. That could mean taking the idea/topic you’re “passionate about” and delivering it to a particular audience, OR modifying the request to fit your topic idea and still meet the needs of the contact person.

Remember that YOU are in control! You have unique value to bring to your workshop, no matter what situation arises. Remember why you are doing this workshop.

It is recommended that you keep in mind the following as you select a topic. You want to:

• do more than just give your audience additional information they may or may not remember or “put to use” when the workshop is over
• have attendees leave your workshop with simple yet powerful ideas they can put into practice in their everyday life

SCENARIO #1: When You DO Have the Luxury of selecting Your Own Topic

1. Ask yourself: what experience do you want your participants to have? Because you have complete freedom to choose a topic, it is suggested that you select a topic:

   • you are passionate, confident and knowledgeable about; and
   • where resources are plentiful and easily available to you

Following these suggestions will help to simplify the process.

2. Begin thinking in very general terms and select a broad topical area.
If you’d like a list of broad areas from which to select a topic, please see Appendix A “Training Checklist: Broad Topics To Help Narrow Your Workshop Focus.”

For the purpose of this book, the following three broad topical areas were selected to provide examples to guide you. These topics were chosen because they are broad, have so many angles to choose from and resources are easily accessible.

- Relationships
- Change
- Boundaries

**SCENARIO #2: When You DON’T Have the Luxury of Selecting Your Own Topic**

Coming up with a topic when you don’t have complete freedom to do so does not have to be a problem. Approach this part of your workshop’s design with the attitude that synthesizing what you offer with what your contact person/target audience wants is part of the fun of doing the workshop.

When you don’t have the luxury of selecting your own topic, evaluate your own coaching philosophy, personal and professional career(s) and workplace experiences. From that evaluation, you can develop an aspect of the topic area that will work for you.

Here are some suggestions you can use to maximize this process:

1. **Establish and maintain good communication with your contact person (hereafter called ‘liaison’) throughout the workshop design, delivery and follow-up process.**

   Reach out to the liaison and express your desire for making this an outstanding presentation that exceeds his/her expectations. Educate the liaison on the importance of working closely together to understand both the goals and the needs of the audience.

   **Establishing a good rapport with the liaison can be beneficial in choosing and narrowing down a topic closer to your liking.**

2. **Coach liaison to clarify his or her needs by asking questions such as:**

   - What attracted you to contact me?
   - What would you like participants to gain from the workshop?
   - What is the most pressing concern you have regarding your attendees?
   - How will you know this was time well spent?
3. Negotiate a subcategory or “angle” that is appropriate for your liaison’s needs.

Preferably choose a topic that you either have already presented or you know you can find a lot of information about relatively quickly and easily - instead of reinventing the wheel.

An employment training program leader requested a one hour presentation for her clients. Initially, the presenter communicated a desire to customize the workshop synthesizing her own current expertise with the needs of the participants.

As a result of the discussion, the presenter designed a workshop focused on “adding value to one’s career” by providing fresh, new ideas that were different from, yet complemented their regular programming. Specifically, the liaison wanted attendees to be inspired to re-connect with their “courage and self-esteem so that they would fight for what they want out of life.” Accordingly, the presenter chose the topic (angle) “Ten Secrets to Attracting the Job of Your Dreams.”

Please use Worksheet #1 at the end of this e-book to guide you in deciding your own compelling topic. (Click here for Page 46)

SECRET #2
Select the one, overriding message and three to five main points you especially want your audience to know.

Less Is More

No matter what, you will always have one overriding message. However, depending on the length of time available for the workshop, you will want to make anywhere from three to five main points.

By choosing one overriding message and three to five main points, participants will be better able to absorb the information and apply it to their lives. It is advisable to make three to five points in depth rather than many points superficially.

1. Select THE one overriding message.
Refine your topic depending on the outcome you desire. In particular, what is the most important message you want participants to take away from the workshop?

What is the one message that you want people to get if nothing else when they walk away from the workshop? For any topic, it is easiest to start with the overriding message - It will help you to organize your material and stay focused.

If you are asked to do a workshop, it is developed and based on why the liaison/company sees a need to spend time and create a workshop based on the topic. They must see a ‘lack’ or problem somewhere in the company. It would be helpful to know what their vision is and what outcome they are hoping for as a result of the workshop.

To help focus your efforts, think about your attraction to or passion about this topic area. Ask yourself these three questions:

a) Why does this topic excite you? What have you realized about this topic from your own experience?

b) What one concept stands out and do you want participants to remember when they leave?

c) When you combine a and b above, what overriding message do you discover?
Within each broad area, using the questions above, the outcomes and primary message desired were identified as follows:

**OVERRIDING MESSAGE**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships</td>
<td>Individual needs and wants fluctuate over time, depending upon your stage of life</td>
</tr>
<tr>
<td>Change</td>
<td>Change is inevitable - it occurs constantly</td>
</tr>
<tr>
<td>Boundaries</td>
<td>It's okay to say no - and still feel good about yourself</td>
</tr>
</tbody>
</table>

State your overriding message during the introductory phase, restate it in the middle of the presentation with slightly different wording, and then repeat it again during the summary phase of the workshop.

2. **Select the three to five points you most want your audience to know.**

Given your overriding message, pull together the information and knowledge you have about your topic. Evaluate this information and define the three to five most relevant points within your topic that will help them “get” your overriding message.

Two steps to narrowing down your ideas into three to five major points:

1) Brainstorm all possible points you could make related to the overriding message. Think about what you believe is important related to the overriding message. Consider:

   - your experiences in reference to the overriding message
   - the experiences of clients/customers, friends, relatives, etc.
   - current research findings in the professional literature

2) Decide which main points can be combined, which ones can be eliminated and which ones truly support the overriding message.

If the allotted time is short, it would be a good idea to provide a handout containing ‘highlights’ (tips list, steps, secrets) for attendees to read afterwards. This may include some steps or tips in addition to those you covered in the presentation.
EXAMPLES OF FIVE MAJOR POINTS FOR EACH TOPIC:

**TOPIC: Relationships**

- Find out which qualities in other people are most/least important to you
- Think about who you spend most of your time with, and ask yourself, “Do they possess many or few of the desirable qualities you value?”
- Relationships have different levels, depending on your needs and wants
- Find out how to enhance existing relationships and/or create new ones
- Learn to ask questions that can improve existing relationships

**TOPIC: Change**

- Learn how change affects you and your decisions
- Examine how you handle change
- Learn new ways to deal with change
- Interact with people in a new way
- Learn how to prepare for change and reduce stress

**TOPIC: Boundaries**

- Learn a clear, concise and useful definition of boundaries
- Learn when it’s appropriate to use boundaries
- Discover several different ways to say no that are kind and yet firm
- Learn the escalating steps needed to keep boundaries in place
- Learn how to eliminate guilt when saying no
SECRET #3

Pick a fresh, memorable title using the winning, “one-two” punch including power words that sell.

Deciding on a compelling title can be easy when you apply this effective “one-two” punch:

1. Allow your title to “rise out of” your overriding message and major points. Get your creative juices flowing by writing down several different phrases and word combinations. Have fun and play with this exercise!

2. Take the phrases and ideas you’ve generated and break them down into two parts:

   **THE FIRST PART:** Choose words that say what the workshop is about, followed by a colon.

   **THE SECOND PART:** Select wording that expresses the results of taking the workshop.

3. Consider using up and down words such as increase, expand, improve, reduce, eliminate, decrease, grow, reach, gain, lower, lessen.

**EXAMPLES OF POSSIBLE TITLES:**

**TOPIC: Relationships**
- Expand Your Relationships: Create any relationship you want with anyone
- Eliminate Friction: Five powerful strategies to increase group cohesion

**TOPIC: Change**
- Dealing with change: learn to enjoy more success and less stress, in both life and work
- Change doesn’t have to be stressful: Simple rules for dealing with change

**TOPIC: Boundaries**
- Are you saying yes when you really mean no?: How to set boundaries to reclaim your life
- Are people stepping all over you?: Learn how to say no gracefully

Here is a list of additional power words that attract interest:
4. If you’re struggling with titling your workshop or any other workshop design aspect, create an R&D (Research and Development) team - a group of individuals willing to help you brainstorm. Then test out your ideas with your R&D Team.

For ideas on how to create an R&D Team, CoachVille, a coach training organization offers an excellent resource: Three-Step Training: Creating a Virtual R&D Team.

http://www.coachville.com/3steptraining/003virtualrdteam.html

5. Expert Michael Losier has a formula for creating seminar titles that stimulate registration. It is an easy-to-follow outline that will ensure your success by creating a ‘winning’ title. Michael’s skill with words is a result of his NLP training and most of what is being described in writing a title are NLP Language Strategies.

Please click - Appendix B for his article:
“How to Write Seminar Titles that Stimulate Registration.”

Please use Worksheet #2 at the end of this e-book to guide you in creating your own compelling title. (Page 47)
SECRET #4

Be prepared. Attend to these 10, critical, “behind the scenes” strategies and eliminate those “last minute” surprises that could throw you (and your workshop) off track.

The more you know about what to expect, the better prepared you will be for anything that can arise.

1. **Know your audience:** If possible, find out if participants know each other or if this is a group of strangers. Your choice of icebreaker exercise(s) and all experiential exercises will depend on knowing the needs of the audience.

   If possible, find out general information about your participants, ie: gender, age, background, job title/role, etc. Usually, the liaison can help you gather this information easily.

2. **Resolve introduction issues:** If necessary, confirm with workshop’s liaison how you want to be introduced, what information to disclose, and who will do the introduction. If you are in charge, make sure to plan what you want to say during the introduction.

   If possible, remember to stand near the contact person while being introduced so that people can see you while hearing the information about you.

3. **Room arrangements:** Find out your workshop room’s capacity and seating arrangement. For example, types of chairs, tables, as well as the seating configuration (semi-circle, traditional classroom style, full circle, banquet, etc). Find out if you have the option of altering the setup.

   If you have the option of arranging the seats, you can create greater intimacy by setting the chairs in a semi-circle or circle, with no tables.

4. **Presentation equipment and accessories:** Make a list of all the materials that you will need and then gather or arrange for the availability of all materials. Be sure to include the audio visual materials you desire. If the equipment or accessories you want are not available, decide on alternatives and find out if you have permission to supply what’s missing.
BONUS TIP

More specifically:

• Does the room have the necessary hookups if you do bring your own electronic equipment?
• Will you have access to a projector for computer hookup?
• Do you need an overhead or slide projector?
• Is an easel/white board, flipchart or chalk board available?
• Is there a podium, and if so, what height is it? Does it need to be moved?
• Will you have access to a microphone, and if so, which type(s) (traditional/handheld; podium-held or lapel microphone)?
• Will your liaison supply markers/pens or do you need to bring your own?

For additional suggestions, refer to Appendix C for a comprehensive checklist of suggested items entitled “Workshop Preparation Checklist.”

Include the following items on a separate checklist: extra markers, masking tape, big post-it sheets, small post-its, timer, handouts, sign-in sheets, name badges, follow-up materials, flyers for upcoming programs, index cards for collecting questions and/or participant information, etc.

See Secret #7 for details on the use of the above materials.

5. Determine as accurately as you can the number of people attending and prepare an adequate number of handouts, always including a few extras.

6. As a handout, consider putting together a folder or packet summary of the workshop’s highlights including:

• A cover sheet with your logo and contact information and/or have your contact information on every page.

• A blank page for participant note taking.

• A page summarizing your agenda or overriding message, and key points.

• A workshop evaluation form (click Appendix D “Workshop Evaluation” for a sample workshop evaluation form.)

• A page which contains an overview of your services as well as a form for participant’s to fill in their name, address, telephone and email address. Also consider leaving space for written answers to a workshop question.
Consider designing the page into three, equal sections as follows:

**On the top third of the page include:** your name, contact information and the types of services and programs you offer.

**On the middle third of the page include:** spaces for the participant to write their name, address, email, telephone number and the best time(s) they can be reached.

**On the bottom third of the page include:** a brief exercise or question (for participants to complete) that is related to the workshop’s topic.

Example: Workshop on Change - On the bottom third of the last page of the participant packet, have participants write an answer to a question such as, “What is a change that you are anticipating in the next six months?”

Direct participants to complete and return the bottom two thirds of the page at the end of the workshop. This way you will have additional information available about each participant for follow up. This form is effective because it gives you permission to follow up with a telephone call or email.

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**Offer a free follow up telephone call to those who turn in the form. Note this on the tear-off form.**

7. **Practice speaking the entire presentation out loud to make sure it flows properly.**

A rule of thumb for an interactive workshop with experiential exercises is that the material spoken in monologue form should take approximately one-third of the total time of your presentation.

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**BONUS TIP**

8. **Dress professionally to inspire confidence and enhance your credibility.**

9. **Wear your own nametag.**

Badges should be worn on top right hand side of your chest because when people shake your hand their eyes will naturally follow their arm leading to your right shoulder, It makes it easier for you to remember names, and for others to remember yours.

Most office supply stores can print up a professional-looking pin or magnetic tag for a nominal fee. Often such a store will offer a number of styles to choose from. If you decide to do this, decide what you want the nametag to say, such as “Name, Life Coach.”

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10. **Review the “workshop checklist” and identify gaps** - identify incomplete areas where you need more information, materials or support. Take action to address these prior to the day of the workshop.

**BONUS TIP**

Expect the unexpected. Examine any assumptions you may have to avoid being surprised. And, keep in mind, no matter how much planning you do, it’s still possible to miss asking your liaison a crucial question or unintentionally forgetting something important. Also, equipment can malfunction. Be flexible and ready to improvise.

**EXAMPLES**

A workshop was prepared with an exercise that required changing seat locations and just prior to the workshop the presenter found out that the majority of attendees were in wheelchairs. In this case, the exercise had to be redesigned to involve a non-physical, mental exercise that illustrated the same principle.
SECRET #5

Knitting it all together: Organize the presentation into three, separate phases, and deliver a professional, effective, finished product.

This chapter will first give you an overview and then specific details explaining the various sections.

To organize your ideas and make the design process easier, divide the workshop into three, distinct stages including a:

- beginning (including introduction)
- middle
- end (including summary)

All three phases should contain each of the following ‘standard elements’:

- information
- an experiential exercise
- processing the exercise
- Just-In-Time coaching (see Secret #6 for details)
- the overriding message (see Secret #6 for details)

For example, the beginning stage will include an introduction, icebreaker, information, an experiential exercise, processing the exercise, “Just-in-Time” coaching and the overriding message. The middle stage will include all of these elements (excluding the introduction). The end stage will include all of the elements as well as a summary.

Dividing your workshop into these three stages also makes it easier for participants to...

- feel comfortable as the material moves forward
- hold their attention and interest
- foster greater participation
- see the big picture
- retain the information
- feel more relaxed and have more fun while learning an important concept

Breaking down the material in this manner helps the presenter...

- organize the material
- minimize overwhelm
- set up the exercises for participants
- repeat the overriding message
- stay focused on the big picture
Whenever possible, end a section of the workshop by asking “Any questions so far?” to allow for comments and concerns before moving on with the material.

Three Stages of A Workshop

The **beginning stage** includes all of the ‘standard elements’ mentioned above as well as an introduction of the facilitator (that’s you!) and an introduction of all participants (depending on the size of the group). It may include an introductory ‘ice-breaker’ exercise or a visual exercise weaving in the workshop’s overriding message.

The **middle stage** includes all of the ‘standard elements’ as well as the overriding message in different words.

The **end stage** includes all of the ‘standard elements’ plus a summary that states the overriding message in different, “summing up” language, discussion of the handout, and the services you offer.

BEGINNING STAGE OF THE WORKSHOP

To get the workshop off to a strong start:

- introduce the topic in a simple, non-threatening, and engaging way that establishes trust while building rapport among participants as well as between presenter and participants
- communicate directions clearly and concisely
- provide time for participants to seek clarification before the exercises begin

The two unique elements of this stage are some combination of:

**INTRODUCTIONS** of both the facilitator (that’s you!) and all the participants (depending on the size of the group).

**ICE-BREAKER EXERCISES** that weave in an introduction to the workshop’s overriding message.
INTRODUCTIONS

In this section, we will discuss the introduction of you as facilitator as well as introduction of participants.

FACILITATOR’S INTRODUCTION

Whether you introduce yourself or someone introduces you, be sure to:

• Give attendees information about your background (experience, education, current projects).
• Talk about why you chose this topic and/or share a personal experience related to the topic (a relevant, personal story can create immediate trust with your audience).
• Show that you identify with the problems most people have with this topic.
• Address the main concern of participants: what’s in it for me?

Using a personal touch, introduce the topic in a way that naturally incorporates the Overriding Message and Key Points. Begin by deciding on your end goal. What information do you want participants to experience and walk away knowing from a fresh, different angle or perspective?

Keep in mind that you want participants to “FEEL” something - not just hear material ABOUT it! The easiest way to do this is to look at your own life and recall an experience or situation that changed your viewpoint regarding the topic.

WORKSHOP TOPIC: Boundaries - The workshop “Are you saying yes when you really mean no” came about as the result of observing how difficult it is for some people to say no, and the tendency to confuse the distinction between self-care with being selfish. Accordingly, consider beginning the workshop by defining self-care vs. selfish.

Suggestion: It may be easier when you select a workshop topic that comes out of your own experience around that topic.

After sharing your attraction to the topic, one possibility is to ask each participant how they relate to your experience or provide an appropriate quote. Examples of quotes are listed below.
Introduce a topic with a compelling, relevant quote and create a discussion around the quote. For example:

Relationships — *Great minds discuss ideas; Average minds discuss events; Small minds discuss people.* - Eleanor Roosevelt

Boundaries — *For when we know how to comfort ourselves, we can give to others not out of a sense of guilt but from our own strength.* - O magazine

Change — *Change is inevitable, growth is intentional.* - Glenda Cloud

Great quotes are everywhere! Consider various sources such as the library, popular magazines, newspapers and the Internet.

*For a wealth of quote examples, check out the following websites:*

- [http://www.managersforum.com](http://www.managersforum.com) - click on “quotations” and search the variety of topics available.

- [http://www.quotelady.com](http://www.quotelady.com) - go to “find quotes by” and click on the subject link where you will find at least 125 topics containing quotes from A-Z.

- [http://www.quoteland.com](http://www.quoteland.com) - this site allows you to select quotes by keyword, author, topic, etc.

- [http://www.powerquotes.net](http://www.powerquotes.net) - this fun site has an archive, quote cards you can send, a weekly quote ezine, and more.

In addition, any of the topics on these websites could be chosen to create a workshop.

**PARTICIPANT INTRODUCTIONS**

Depending on the size of the group, and the time frame, either of the following would be appropriate:

**For small to medium-sized groups of up to twenty five participants:**

Ask each participant to say his/her name and something about the topic, either what they like about the topic or what they expect to get from the workshop.

Direct participants to make this very brief, so all can share within a relatively short time frame, and stay within your schedule. If someone begins to go beyond the time you’ve previously established, remind him/her gently that everyone needs a chance to speak.
This will allow an opportunity for everyone to speak even if they choose to not verbally participate from then on. This is important because it gives the shy, reserved participant permission to speak with little or no risk. It may be suggested that a participant only say their name and then “pass” if they don’t want to share any information.

If you are presenting to a small group, keep in mind that intimacy can be established early and the group is small enough that members can call out. If you are presenting to a larger group, keep in mind the flexibility you have for breaking into small groups: dyads, triads, teams, setting up competitions, etc.

For medium to large-sized groups of over twenty five participants:

Direct participants to turn to their neighbor or the person behind them and say his/her name and something about the topic, either what they like about the topic or what they expect to get from the workshop.

Then ask a few participants to share what they have learned from talking with their partners. This cuts down on the amount of time needed for introductions.

ICEBREAKERS

EVERY exercise, including the icebreaker, should relate to your message. While the icebreaker is used to ‘warm-up’ people, it is also a way to set the tone for what’s to come. It’s usually not ‘heavy-duty’ because rapport hasn’t been well established. Yet, it needs to relate to the theme/topic/message that you are imparting throughout the retreat.

It’s far more important to create the icebreakers with purpose rather than for the sake of..... Perhaps you can ask yourself - What is it that I want them to know early on? What part of the message do I want them to realize before we really delve into the material/exercises/etc. This way, you can make something up that illustrates your point. No matter how simplistic, by your making it up, it will not be a ‘been there, done that’ icebreaker.

Icebreakers are powerful because they:

- can incorporate introductions
- loosen participants up
- launch the workshop material
WHAT BROUGHT YOU HERE exercise

A warmup that sets the stage for almost any topic.

Ask participants — what came to mind when you heard the topic?

More Examples:

How do you feel about change?
What do you think of when you hear the word change?

Facilitate discussion around these questions. Reflect or note patterns in participant responses. Respond in ways that indicate you hear what they are saying so that everyone feels included.

Relationships - “Getting to Know You.” Have each person approach someone they don’t know (or someone they are not very familiar with) and find three things they have in common, with the purpose of showing them how easy it is to start a conversation and relate.

If you are seeking examples, see the book Icebreakers by Ken Jones.

There are times when a well prepared visual icebreaker can be effective in communicating the overriding message as part of the introduction:

Relationships - “Picture Your Life.” Take a plastic pitcher and say “consider this your life.” Take three plastic balls and tell participants to ‘consider each one of the balls the three people that we love and value the most.’ Put the balls into the pitcher. Ask participants: “Have you now filled the pitcher?” Then, take uncooked pasta which represents “the people we interact with on a regular basis.” Pour the pasta into the pitcher until full. Then ask participants “Is the pitcher now full?” Follow by pouring in a container of salt, telling participants this represents all the rest of the people in our lives. The big question is “If the balls represent the three most important people in our lives, could this have been done in reverse?”

The answer is obviously no. Therefore, we need to make sure that the three most important people are in our lives first. This could also be done with values or important goals, and then distractions and routines.

For more ideas for icebreakers and visuals, click Secret 7, “Seven Bonus Exercises.”
MIDDLE STAGE OF THE WORKSHOP

Once you’ve warmed up your audience, you will quickly transition into the heart of the workshop. Make sure the experiential exercise(s) you choose in this stage includes all of the ‘standard elements’ (see page 47) and repeats the overriding message in different words.

Relationships - “People Lists”

1. Put up a blank sheet titled “qualities in people that I can’t stand.” Have participants call out adjectives, and record on that sheet.

2. Repeat process with another sheet titled “qualities in people that I absolutely love and admire.”

3. Keeping the lists posted, say the following: “Think of the three people you spend the most time with in a week,” followed by “Do the people you spend the most time with have more of the qualities you like or don’t like?”

4. Leave participants with the thought-provoking statement: “If the overriding message is that ‘relationships fluctuate over time’, do you see where you might now want to change the nature of some of your relationships - spend more time with some, less with others?”

END STAGE OF THE WORKSHOP

Aside from incorporating the standard elements, the three main objectives of the end stage of the workshop are:

To deliver activities that “wrap up” what was covered and learned in a manner which helps participants recall the overriding message and major points.

To go over the handout(s) and where they might find additional information.

To provide a short promotional about your services, with advance permission.

Wrap Up Exercise

Engage participants in a discussion where the focus is around what they have just heard and experienced about the topic and where they can go from here. This can include some thought-provoking questions.
“Improving and Expanding Relationships” - Now that we realize relationships have different levels, we have choices to either enhance or diminish existing relationships… or we can create new ones. Consider a discussion exploring ways to create new relationships (attending book clubs, dinners, taking courses).

HERE ARE TWO VERY POWERFUL questions to ask participants if they want to improve a relationship:

1. What is it about our relationship that makes it special for you?

2. What can I do to improve our relationship?

Handout

Let participants know that important points from the workshop are in the handout and additional resources are also included for further exploration of the topic (see Secret 4, #6 for details of constructing the handout).

Self-Promotion (if appropriate)

Go over the last page of the handout with contact information and if appropriate, hand out flyers announcing upcoming programs.

Offer a discount to anyone who registers for an upcoming program or a month of coaching, etc. The discount may only be valid for (x) number of days/weeks. If appropriate, remind participants that you offer a complimentary session if they hand in their contact information.

Please use Worksheet #3 at the end of this e-book to guide you in organizing your workshop (Pages 48, 49, 50).
SECRET #6

Experiential Exercises and “Just-in-Time” Coaching:
Include these two essential and overlapping ingredients
if you’re serious about delivering a great workshop.

These two components create “buzz” and build your reputation as an unforgettable, sought-after workshop presenter! Enjoy the workshop design process and deliver a workshop that has participants wanting more by combining these two, essential and overlapping ingredients:

I. EXPERIENTIAL EXERCISES: Exercise creation, delivery and timing are critical. Every exercise designed and delivered should include:

   a. exercise creation - “embody” the workshop’s topic
   b. exercise delivery - deliver in an “experiential” or “show, not tell” approach. Experiential exercises create interest, hold attention and have a strong impact.
   c. exercise timing - reflect the stage of the workshop

II. EXPERIENTIAL EXERCISES*

a. EXERCISE CREATION - Each exercise should embody the workshop’s topic. Design each workshop exercise to foster participant interaction so that the topic teaches itself.

Following are helpful suggestions:

1. Reflect upon your own experiences and the experiences clients have shared with you in relation to the topic.

2. Trigger your creativity by reading about your topic. Research a variety of mediums such as the internet, popular magazines, books, research studies, etc.

While researching media sources, here are some useful questions to consider:

• What is important, attractive or compelling about this topic?
• What would motivate your target audience to spend their valuable time and money learning about this topic?
• What creates difficulty for yourself and for your clients in relation to the topic? Why do they have difficulty with this topic in their daily lives?
• What do people want to learn about this topic?
• What new experience do you want them to have about the topic?

3. Out of answering the above questions for the relationships workshop, a general observation was developed:
Recognizing that some friends are not the way they ‘used to be’ and others seem as though they are ‘becoming more appealing’, there is a way to easily spend more time with those we like and
less time with those we don’t by consciously choosing to change the ‘level’ of the relationship. This would allow for some friendships to grow stronger and to minimize others.

4. Based upon the above observation, supporting material (ie: a detailed, topic-specific outline) was developed to create the foundation of the exercise:

a) **INFORM** - Share with participants that “grading” relationships can help them decide with whom they want to spend more or less of their time and energy. Define each level as follows:

   D relationships - whinners, drainers
   C relationships - activity people (ie: walking partner, acquaintance, shopkeeper)
   B relationships - usually friends, sometimes a spouse/partner, people who accept us for who we are
   A relationships - people who accept us as well as support and challenge us to be our best

b) **EXPERIENCE** - Have participants write down the three people with whom they spend the most time. For each person listed, grade the relationship.

c) **DISCUSS** - The focus of the discussion is to create an awareness that some people are more suitable for higher level relationships than others. It is important to accept where people are and to decide whether or not to enhance or diminish a relationship. Suggest to participants that they be aware of unrealistic expectations.

Accordingly, if you want to enhance a relationship the following two questions are very helpful:

What do you find special about our relationship?
What can I do to improve this relationship?

d) **SUMMARIZE** - The bottom line is that we do have choices and we can always make a ‘more conscious’ one. And, when we don’t choose, that’s a choice too!

More resources are listed below:

**Experiential exercise resources:**

“Presentation Wizardry: 33 Simple Science Tricks for Speakers and Trainers
http://www.calderonconsulting.com/products.html

http://www.factivities.com - Is your “just in time” source for facilitated activities for group learning and growth. This site is a subsidiary of FacilitatorU.com, a Virtual University for Facilitators and Group Workers. This new site is on its way to becoming the largest, best organized, and most comprehensive database of experiential exercises online. Includes free resources such as an ezine, a collection of exercises in 20 categories for various age groups/topics/time frames/size of room, etc., articles, members database, place to submit your original exercises.

http://www.LearningPages.org/icebreak.htm - full resource site, knowledge base of individual and organizational learning such as icebreakers, exercises, quotations, bibliography, etc.
Websites offering workshop listings and related products:

http://www.seminarinformation.com - Sponsored by professional organizations such as the American Management Association, Fred Pryor Seminars, and relied upon by many large corporations such as Pepsi, Blue Cross, Exxon and Disney. Huge database of over 360,000 workshops and seminars, easily located by topic.


http://www.business-marketing.com - One-stop corporate training web site where you'll find over 5,000 business and employee training videos, DVDs, workshops, computer based training programs, seminars, print-based material and free articles.

http://www.humorproject.com/ - Training conferences and skilled workshops, publications, books on the positive power of humor that you can. They state that they are the first organization in the world to focus full-time on the positive power of humor and their mission is to make a difference by being a unique, pioneering, and cutting-edge organization that touches the lives of individuals, organizations, and nations. We seek to help people get more smileage out of their lives and jobs by applying the practical, positive power of humor and creativity.

http://www.learningfromexperience.com - David A. Kolb, PhD, has developed an extensive assessment called the “Kolb Learning Style Inventory - Version 3 (LSI3)” which is available at:

http://www.hayresourcesdirect.haygroup.com/Learning_Self-Development/Assessments_Surveys/Learning_STYLE_Inventory/Overview.asp

The Learning Style Inventory (LSI) is a statistically reliable and valid, 12-item assessment tool, developed by David A. Kolb, Ph.D. Based on Experiential Learning Theory, it identifies four preferred learning styles, and explores the opportunities different styles present for problem solving, working in teams, resolving conflict, communication at home and work and considering a career.

The assessment includes a detailed facilitator’s guide. A synopsis of Dr. Kolb’s learning theory, from which the assessment was developed, can be found in Appendix E “Kolb Learning Cycle.”

Websites containing games and activities:


http://www.teachmeteamwork.com - New Lead-It-Yourself Team Building Games Resource. Perfect for anyone who wants to add engaging activities to their workshop. Free team building games e-book when you subscribe to the free team building games e-newsletter. Readers of the 7 Simple Secrets to Successful Workshops receive a 50% discount on membership to the site—just visit this special website: http://www.teachmeteamwork.com/join_special.html Enter code: 96478
Online discussion groups:
http://finance.groups.yahoo.com/group/Training-Ideas/ - “Training-Ideas,” a Yahoo! group list has over 4,000 members! It is moderated - that is, all posted messages are read first. If they are inappropriate or contain advertising, they are filtered out. This is one of the most knowledgeable groups of Trainers, Consultants, and Coaches you could find anywhere. The wisdom, sharing of ideas, and information is just unbelievable. In a typical day, there are 25 messages. The good news is that in Digest Form (all in one e-mail) they are numbered and indexed by subject first so that one can skip to those of interest.

http://www.albany.edu/cpr/gfl/ A managed listserv for facilitators that has conversations about facilitation methods, problems, solutions, etc.

Books that will help you with ideas and exercises for just about any workshop topic:

Cheryl Richardson - Take time for your life, Life Makeovers, Stand Up for Your Life

Laura Berman-Fortgang - Living Your Best Life, Now What? 90 Days to a New Life Direction

Talane Miedaner - Coach Yourself to Success: 101 Tips From a Personal Coach for Reaching Your Goals at Work and in Life

Sarano Kelley - The Game: Win Your Life in 90 Days

Edward E. Scannell and John W. Newstrom - Games Trainers Play

Games that Drive Change - Nilson, McGraw Hill

Thinkertoys2 - Michael Michalko, 10 Speed Press

The Big Book of Humorous Training Games - Tamblyn/Weiss, McGraw Hill

Desiging and Evaluating Games and Simulations: A Process Approach - Margaret Gredler, Gulf

Sam Sikes’ books. Includes great facilitator notes. Titles include: Raptor, Executive Marbles, Feeding the Zircon Gorilla, 50 Ways to Use Your Noodle, 50 MORE Ways to Use Your Noodle, 99 of the Best Experiential Corporate Games We Know! (With Faith Evans and Simon Priest)

A Handbook of Structure Experiences for Human Relations Training Vol 1-9 - JW Pfeiffer and John E. Jones

Team Games for Trainers -Carolyn Nilson
Books by Carl Rohnke: The Bottomless Bag, The Bottomless Bag Again, Cowstails and Cobras, Quicksilver

A Classic - Teamwork & Teamplay by Jim Cain & Barry Jolliff

The Management Skill-Builder Activity Pack - Adair and Gillen

Indoor Outdoor Team-Building Games for Trainers - Harrison Snow

The Ultimate Teambuilding Toolkit - Alison Hardingham and Charlotte Ellis

Training Games - Susan El-Shamy

Games That Teach - Steve Sugar

Working with Groups to Enhance Relationships — 46 exercises/interactive experiences that build teamwork, improve communications, encourage cooperation and connection. Sue Walden and Marie-Nathalie Beaudoin, PhD

Overcoming Stage Fright In Every Day Life - Joyce Ashley

**Professional Organizations for Trainers:**

http://iaf-world.org International Association of Facilitators - website full of resources for trainers and facilitators

b. **EXERCISE DELIVERY**

Experiential or “show, not tell” exercises create interest and hold attention while having a strong impact.

The key benefit of the “show, not tell” approach is its ability to get participants involved and to help them truly understand the information. When participants DO an exercise, there is a radical difference or deeper understanding of the topic as opposed to simply getting information about it.

INVOLVE YOUR AUDIENCE - “If an audience only listens, they take away 12% of your content. By making it more visual, you can increase audience comprehension and remembrance to 26%. But when you actually get them involved and responding, their understanding and “take away” goes up to 51%!” - Mark Lavergne

**Delivery of Experiential Exercise**

1. Set Up Phase - Provide the participants with clear, pertinent information and concrete examples. Explain the forthcoming experiential exercise using clear instructions including how much time will be allowed.
2. Experience Phase - Allow participants to follow the instructions and observe the interactions/dynamics during the activity.

3. Summary Phase - End the exercise and have participant’s turn their attention to the processing phase.

c. TIMING - Increase exercise intensity to match each stage of the workshop.

1. **Beginning of Workshop** - Your challenge as a presenter at this phase is to establish a trusting atmosphere for participants. Below is a specific exercise on the topic of boundaries that explains how the presenter establishes trust with participants from the beginning of a workshop.

**EXERCISE: “STAND TOO CLOSE.”**
This exercise is useful in both warming up participants while introducing the topic of boundaries.

Have participants stand across from one another - each pair should choose an “A” and “B”. “A” person should introduce themselves by name and ask the other person a question about their work. “B” person should then step closer (too close) and then answer the question. “A” person then tells “B” person that “B” person is standing too close. The “B” person moves back until “A” is comfortable.

Repeat exercise by switching roles. Process after the exercise by discussing how this is an example of a physical boundary, but that there are other types of boundaries as well.

This is a light, fun way to introduce the boundary concept, starting with physical boundaries and to experience what it feels like when a boundary is violated. This exercise arose out of finding a way to take an esoteric concept and allowing the group to experience it rather than talk about it.

2. **Middle of workshop** - Your challenge as a presenter at this phase is to keep the momentum going and have the experience be memorable.

During this stage of the workshop, design an exercise based on information just presented. The exercise you decide to use should go deeper into the topic and be more intense, allowing participants to experience the information in a more realistic manner.
EXAMPLE OF A MIDDLE STAGE EXERCISE:

‘SAYING NO’ EXERCISE

BACKGROUND: Ideas for exercises can arise from personal experience. An example of such an experience might be having to say no to a boss despite the fact that it would feel uncomfortable and/or scary.

Based upon this example, an exercise was designed with scenarios written on index cards. They were ‘typical’ things that we get asked to do all the time. Participants pair up and one asks for a ‘favor’ (and has to cajole, manipulate, coerce) while the other has to say no with a reason written on the reverse side of the card.

<table>
<thead>
<tr>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We will need three dozen cupcakes for your child’s class tomorrow - (but meanwhile you haven’t been feeling well.)</td>
</tr>
<tr>
<td>2. Would you mind taking my newspaper everyday while I’m away - (but you live five minutes away.)</td>
</tr>
<tr>
<td>3. Would you please stay longer at work today and finish the project; it’s taking longer than I thought - (but you have a doctor’s appointment.)</td>
</tr>
<tr>
<td>4. My car is in the repair shop, can I borrow yours? - (but you don’t want to lend out your car)</td>
</tr>
<tr>
<td>5. A co-worker asks, “Since you’re such a fast worker, can you get this report done for me so I can help someone else?” - (but you don’t have the time or desire to do the report.)</td>
</tr>
</tbody>
</table>

PROCESSING THE ROLES:

Ask the participants receiving the request: “What did it feel like to say no? What was going on in your mind?”

Ask the participants making the request: ”What was it like to use manipulation, cajoling, begging and pleading to get someone to do something for you?”

Processing this type of exercise could foster further discussion and raise questions.

3. **End of workshop** - Your challenge as a presenter at this phase is to deliver the overriding message and key points in a variety of ways to reinforce what the participants have learned.
Create a summary that explains the action steps participants can take based on the material to create the changes they desire. Sum up the key points and the overriding message. Give participants something to think about and concrete action steps they can take as soon as possible to incorporate the material.

As part of taking action steps consider exploring and discussing with participants the rewards of implementing changes discussed during the workshop.

Examples of rewards for the above topic might include:
  • avoiding burnout
  • avoiding resentment
  • reclaiming control over the quality of one’s life
  • becoming more self-aware
  • taking responsibility for feelings instead of blaming others
  • learning to be with the discomfort
  • getting what you want instead of settling
  • trusting that the new behaviors will get easier with practice

Let participants know that making a change is easier with support, thus it is a good idea to find a partner or group that will assist them as they implement the changes they learned in the workshop.

II. Just-in-Time Coaching

“Think on your feet” during the workshop: learn how to process each exercise with participants using “just-in-time” coaching. Just-In-Time Coaching is important to ensure value to the participants.

Create an experience for people so that they get a taste of what coaching is like.

What is Just-In-Time Coaching?

Just-in-time-coaching is the process of observing, commenting, and questioning a participant, with their permission, as though they are a coaching client. It’s about asking a revealing question
or making a pointed observation. It is important to make observations and let participants know (with permission) what is noticed. It is an opportunity to make participants aware of their pattern, or their perceived limitations, or how something may be holding them back. Usually, what shows up as a result of an experiential exercise is most likely something that is consistent with that individual in all aspects of their lives.

Once you complete an exercise with participants, begin “Just-in-Time” coaching by asking the questions:

- What was that experience like for you?
- What did you realize or notice while doing the exercise?
- How is what you did in this exercise similar to what you always do?
- What conclusions can you draw from that?
- What decisions can you make about how you might do something differently in the future?

This is an opportunity for you as a coach to use your skills and affect a difference in front of the entire group. It is your opportunity to shine and do what you always do — coach.

After purposely changing the rules in the middle of a competitive exercise, a participant was stuck on “Why did that happen? Why were the rules changed in the middle?” Specifically, he was asked: “Does this mean that you tend to spend a lot of time analyzing why something is rather than just doing it?” This question confirmed his tendency to analyze situations and changes rather than respond to them. This turned out to be his pattern. It had not been brought to light before that point, and it could now help him to see how much energy was wasted analyzing rather than responding to change more promptly.

It’s helpful to sit down when participants are processing because it helps give the message that “we’re all sharing” and it’s not leader versus participants.
SECRET #7

The icing on the cake: 7 bonus tips and 7 bonus exercises to polish off your workshop

7 Bonus Tips

1. Being yourself is your best asset! Here are some suggestions for a great approach:

- Be passionate about the subject matter
- Prepare for nervousness by having a strategy that works for you (for example: relaxation techniques, physical exercise, distraction, preparation)
- Be authentic
- Inject humor if possible and appropriate
- Use common sense
- Refer to your own personal and business experiences
- Keep in mind that your material is new material for the group and if you miss something, no one will ever know.
- Each time you do another workshop, you gain confidence and feel more comfortable, so get out and do all the workshops you can!

2. A low cost strategy for marketing your workshop is to post flyers in your community. Examples of places to post could include:

Public Libraries
Churches
Senior citizen centers
Women’s centers
YWCA/YMCA
Community service centers
Hospitals, HMO’s, Health centers
Health food stores
Yoga centers
Bookstores
Health Clubs

Community Colleges and Universities
Local spas
Recreation Centers
Bulletin boards at grocery stores
Hair/Nail Salons
Lunch/break rooms at work
Cafeterias
Daycare centers
Children’s school
Massage centers

(Source: Cheryl Richardson)
3. If you work with a liaison, become an expert in continuing the relationship after your presentation so that you will be invited to return and/or become a source for referrals. Make it easy for participants to continue working with you by using one or more of the following:

a) **SIGN UP SHEET** - Use your sign up sheet to collect: name, address, telephone number and email address. This is an opportunity to collect this information for future contacts.

Use the workshop sign up sheet to send each participant a personalized e-mail thanking them for attending. *Be sure to do so within one week of the workshop.* In the e-mail, offer one of your free resources, such as your newsletter, handout, or other resource pertaining to your services. The important point here is maintaining some kind of reminder about you and what you offer.

Alternatively, include yes/no check boxes on the sign-up sheet for permission to:

- follow up  
- include in raffle  
- receive newsletter

Consider using your sign up sheet as an enticement for something that you are raffling off at the end of the workshop.

Or, you could do a variation of the same raffle using:

b) **BUSINESS CARDS** - Before the workshop, collect business cards and raffle off a free session or two at the end of the workshop. For participants without business cards, have index cards for them to fill out when signing in for the workshop.

c) **PROGRAM FLYER** - have a program flyer announcing one of your upcoming programs (four, six or 10 week program) and offer a discount if participant signs up within two days (or an appropriately short period of time).

4. **USE “POST-IT” SHEETS.** Purchase big, “post-it” sheets (lined, unlined or grid) which are usually obtainable at your neighborhood Office Depot or Staples. Prepare the big “post-it” sheets as follows:

i. Outline your entire presentation from beginning to end.

ii. Use different color markers for different sections, ie: exercises in red, information in blue, etc. Use clear, large, legible handwriting, preferably printing.
iii. Use a pencil to write in the left hand margin notes for yourself AND MOST IMPORTANTLY THE RUNNING TIME FOR EACH SECTION. For example: 7:05-7:10 Introductions, 7:10-7:20 icebreaker exercise, etc.

iv. Put one blank sheet on top of the first page of the entire outline. As you cover each section, move blank sheet down, so that it acts as a place marker and as a cover for the uncovered material.

v. PowerPoint may be used for formal presentations, but the “post-it” notes can allow for greater flexibility and time management.

(irony: the participants think the outline is for them when in reality it is for you - the presenter!)

5. Join an online discussion group specializing in trainings and presentations.

CTI is a group of over 4,200 members. CTI is a moderated discussion group specifically for trainers, coaches and professionals. Members immediately gain access to product and service links, files A-Z on a variety of related training resources (ex: assessments, “train-the trainer” and training resources to mention just a few), surveys/polls, a database including training movies and book recommendations, current discussions and an extensive archive of past discussions by list members.

To learn more information, including directions for joining this group, go to:

http://finance.groups.yahoo.com/group/Training-Ideas/

6. Manage your time wisely.

Bring a small, battery-operated clock and place the clock where only you can see it (even if the room has a clock because you don’t want to make it obvious that you are watching the time).

Caution: The more experiential you make things, the more time it takes. One solution: find someone to listen to your workshop material to get the timing right or limit the amount of feedback you allow. Allow at least ten minutes per exercise and processing.

If you speak the material out loud, and you include experiential exercises, it should take approximately one third of the time of the actual presentation.

BONUS TIP
7. Handle difficult participants with ease.

Stay attuned and responsive to participant reactions. Consider your own preference in addressing issues if they arise. If someone is dominating the conversation, you might say “it would be great if we could hear from people who haven’t spoken.”

Let dominators know that if something they said is off topic or is taking too much time, you would be happy to discuss it further with them after the workshop.

If you are attempting to rally quiet participants, encourage them by inviting them to try something different from what they normally do and to take a chance by speaking up.

The key is noticing the dynamic and requesting that for this particular workshop people might want to consider switching their normal role and either participate more or less, depending on their natural style.

See Bonus Exercises on next page
7 Bonus Exercises

1. **VARIATIONS OF ‘GETTING TO KNOW YOU’**

a) For a workshop on the subject of relationships, a great way to break the ice is to have participants place their name and a relationship-related adjective (ex: single parent, boss, newly divorced, daughter, co-worker) about themselves on their nametags OR an adjective describing them OR a fact about their work life.

Then have them find someone else who put the same or a similar term, for example: “promoted in the last year” or “became a single parent in the workplace this past year” and share a funny, unique or embarrassing experience related to that role.

Ask participants to reunite as a group and process by sharing what the exercise was like for them. The purpose is to get people more comfortable with sharing and relating to others.

b) Instead of having participants just put their name on a name tag, have them write down three interests they have, and/or a place or event that is important to them and/or a favorite ice cream flavor.

c) Another possibility is to write the first word they think of related to the workshop topic and tell them to be prepared to discuss why they chose that word? Process as above.

2. **GOOD FENCES MAKE GOOD NEIGHBORS**

This boundaries visual is most effective when introducing the topic of boundaries:

Take a doll (or cut out a paper doll) or some other figure that represents a person. Create some sort of fence around the doll. This visual shows participants that they can take responsibility to create a protected space for themselves.

Depending on the time frame, have participants substitute the fence with another metaphor that works better for them such as hedges, a wall, a moat, etc.

3. **WHAT’S OKAY, WHAT’S NOT OKAY**

Using a big post-it sheet, ask participants to call out answers or ask participants to take a piece of paper and draw two lines down the middle creating three columns.

If you don’t have a lot of time, the call out method saves time.
Direct participants to title each column as follows:

Column/List #1: People may not... (ie: go through my personal belongings)

Column/List #2: I have a right to ask for...(ie: help around the house)

Column/List #3: To protect my time and energy, it’s okay to...(ie: turn ringer off the phone)

Have participants give examples, share their favorite, or share what is most important to them.

4. **CHANGE FOR THE BETTER**

This is an exercise that works well in the beginning stage of a Change Workshop.

Ask participants to remember a change where they made a conscious choice that turned out for the better. Then ask “what kept you from making that change sooner?” Have them identify a change they are now contemplating. Inquire if the same thinking that held them back earlier is holding them back now. It is likely that the same reasons that held them back in a past situation are probably the same reasons holding them back now. Thus, there is a pattern to be noticed. This creates another opportunity for the facilitator to use “just-in-time” coaching.

5. **CHANGE IS POSSIBLE**

This is an exercise to consider for the middle stage of a workshop on change.

a) Create a timed, competitive exercise lasting about five minutes. Divide participants into two teams, team A and team B. Give each team four, unrelated words, ie: elephant, couch, scissors, telephone. Then, have each team work together to write the longest and funniest story that incorporates all of the words in five minutes or less.

Once you see all participants doing the exercise, (approximately two minutes into the exercise), change the rules; stop them, and tell them that this exercise really isn’t working the way you planned (made up of course!).

Tell them that team A needs to work with team B’s words and vice versa, while still writing the longest, funniest story.

b) Process how participants react to rules being changed in the middle of a game. In processing, what will be discovered is that some people....

- are angry - they couldn’t stick with words originally assigned
- wanted the other people’s words from the beginning
- insisted on keeping the same story and substituting the same words for the story they’d already written
- thought it was no big deal because it was “only an exercise/game”
- get stuck on analyzing why it happened
Once again, this presents the facilitator with an opportunity to discuss with participants how to be aware of their typical patterns and how to alter or deal with them.

6. **WHO MOVED MY CHEESE**

Based on Spencer Johnson’s book “Who Moved My Cheese;” a visual with a representation of the basic ways people deal with change can be created.

Create a maze using a big piece of cardboard. Purchase a children’s book with a maze, xerox and paste it on the cardboard. Or, take a marker and draw a maze on the cardboard. Using a yellow sponge, create a piece of cheese by cutting it into a triangular wedge. At your local dollar store, find two little people and two little mice. Explain how each of them has a different view about change, based on the information in the book. Explain how each goes into the maze everyday looking for the cheese, and one day the cheese has moved and all have different reactions.

7. **CHANGING ONE’S SEAT**

The experience of having to change one’s seat after having carefully selected a location can be very frustrating. Yet, out of that experience, many lessons can be learned. Ask participants to change their seats. If they are sitting in the rear, to move forward, if sitting to the left - move to the right side of the room, etc. Once they have relocated, discuss what the experience was like for them. Find out what it felt like to be told to move. Ask about the new location and any discoveries that have arisen.

Pages 40-44 - Appendix A, B, C, D, E

Pages 46-50 - Worksheets #1, 2, 3
BROAD TOPICS YOU CAN SELECT FROM TO NARROW YOUR WORKSHOP FOCUS

- Balance/Integration
- Boundaries
- Career
- Change/Transition
- Communication
- Emotional Health
- Family Dynamics
- Financial Health
- Leadership
- Men’s Concerns
- Needs
- Parenting
- Physical Wellness
- Relationships
- Retirement
- Spirituality
- Stress Management
- Tolerations
- Team Building
- Time Management
- Women’s Concerns
- What is Coaching?
How To Write Seminar Titles That Stimulate Registration
By Michael Losier

There is a model or formula you can use to design titles for your seminars, articles, books, and advertising copy. The following is a list of words and phrases to include when creating a captivating title for your seminar or presentation. These key words have been proven to work effectively in signage and other advertising and promotional materials.

The key words and phrases are:

<table>
<thead>
<tr>
<th>Key Words and Phrases</th>
<th>Why They Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>You, Your</td>
<td>These words personalize the message.</td>
</tr>
<tr>
<td>How to, Discover how, Learn how</td>
<td>These phrases presuppose that it is possible to…</td>
</tr>
<tr>
<td>Improve, Increase, Enhance, Eliminate, Reduce</td>
<td>These are benefit words. They answer the question,</td>
</tr>
<tr>
<td>Free, New, Save, Easy</td>
<td>“What’s in it for me?”</td>
</tr>
<tr>
<td>Exact # 3, 5, 7, 11</td>
<td>These words are proven to stimulate interest.</td>
</tr>
<tr>
<td>Tips, Techniques, Strategies etc.</td>
<td>These words suggest that there is valuable content.</td>
</tr>
</tbody>
</table>

Sample Seminar Titles transformed using key words:

Before: Life Purpose
After: Discover the 1st Step in Uncovering Your Life’s Purpose – The Easy Way

Before: Computer Training Ltd.
After: New Computer Users: Learn How to Use Your Computer Like a Pro

Before: Grant Proposals
After: How to Write a Successful Grant Proposal So You Can Get Funding

This formula can be applied to all of your printed materials. Check out the following seminar titles and using the grid above, see how many elements are built into each title.

How to Get Booked on Oprah and Other TOP TV Talk Shows
How to Use Internet Search Engines to Market Your Business – 3 Easy Steps
Introduction to Microsoft Excel: Become an Excel Power User in Just 4 Hours

SOURCE:
Michael Losier is an NLP, practitioner and bestselling author of *Law of Attraction: The Science of Attracting More of What You Want and Less of What You Don’t* and co-founder of TeleClass International, a firm that trains people on leading effective TeleClasses. His skill with words is a result of his NLP training and most of what is being described in writing a title are NLP Language Strategies.

Contact Michael at: Michael@lawofattractionbook.com

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WORKSHOP PREPARATION CHECK LIST

Some of the items listed below may or may not apply to your workshop setting. You can use these suggestions as a guideline for preparation.

Prior to Workshop
___ Get handouts prepared that match the presentation and printed (1or 2-sided, stapled)
___ Prepare all materials related to any visuals (if appropriate)
___ Pack all extra supplies such as: clock, masking tape, markers, name tags, etc.
___ Review all Post-It Sheets to make sure material flows properly
___ Prepare headings/titles on blank sheets to be used for call-outs during workshop
___ If planning to sell any items or offer any programs, have materials ready
___ Choose layout of room setup- chair placement/style- classroom, theatre, banquet, circle, etc.. If possible, know approximate participant count
___ Research and prepare information for lunch or break suggestions
___ Confirm with liaison about equipment that will be needed such as: extra tables, easel, Audio/Visual equipment, type of microphone, podium, whiteboard with markers, or chalkboard with chalk
___ Contact liaison to confirm workshop details and resolve any last minute items

Day of Workshop
___ Plan to arrive at least thirty minutes prior to workshop start time
___ Allow time in advance to check the room
___ Meet and greet liaison at agreed upon time prior to workshop
___ Set up registration or welcome area. Make sure signs are posted directing participants to workshop area
___ Make sure chairs in room have clear visibility to presenter
___ Remove any chairs that are dirty, crooked, or wobbly
___ Have someone available to register late arrivals and check room temperature
___ Small table (if possible) for extra supplies, water, remote, and clock
___ Have a lights-flasher to bring participants back from break quickly
___ Have a designated person to bring people back into the room after the break
___ Check that all cords/wires are taped securely to the carpet/floor
___ Set up sound/mikes and do a sound check (if appropriate)
___ Good lighting/spotlight on presenter during entire presentation
___ Stage marks on floor to mark where presenter should stand
___ Set up screen, projector or any equipment that will be used
___ Test equipment location for visibility
___ Set up water break station (if appropriate)
___ Lunch or break suggestions
___ Print out instructions/options for lunch
___ If presenting any materials to be sold or flyers about upcoming programs or promotions, have a table set up near the front of the room or at the registration area.
___ Consider placing brochures and/or business cards at the registration table
## PRESENTATION EVALUATION

<table>
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<th>New</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>A Great Deal</th>
<th>Learned</th>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Sufficient</td>
<td></td>
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<tr>
<td>Instructors knowledge</td>
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<td>Knowledgeable</td>
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<td>Received value</td>
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<td></td>
<td></td>
<td></td>
<td>Great Deal</td>
<td></td>
</tr>
<tr>
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<td>Didn’t Meet</td>
<td></td>
<td></td>
<td></td>
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<td>Exceeded</td>
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<td></td>
<td></td>
<td>Too Long</td>
<td></td>
</tr>
</tbody>
</table>

Title: Put name of Workshop here
[ ] Retain or change to ________________________________________________

Would you recommend this workshop to a friend? [ ] Yes [ ] No

Strongest part
________________________________________________________________________

________________________________________________________________________

Weakest part
________________________________________________________________________

________________________________________________________________________

Please write ANY comments.
________________________________________________________________________

________________________________________________________________________

THANK YOU SO MUCH!
KOLB LEARNING CYCLE

As facilitators, trainers, managers, consultants, coaches, or teachers, you’ve probably noticed that people really learn better through “experience” than by simply listening to you talk about theory or practice. For almost any situation, you can develop an experience to either instruct or model the learning you’re trying to facilitate.

For instance, if a group wants to improve the way they solve problems, you can give them any problem and observe their problem-solving process. Debriefing this will tell you, and them, a lot about why they are or aren’t having success solving other problems in their group.

If you are a manager heading up a new group and you want them to learn to communicate better, you can get them to communicate with each other about something that energizes them, then help them discover what aspects of their communication style works and which don’t by observing and reflecting on their process in real-time. They’ll learn much more about communication theory after they’ve found holes in their own process.

This approach is based on an Experiential Learning model we’ve used consistently called the “Kolb Learning Cycle,” which includes the following four-parts:
1) Experience
2) Debrief/Analyze
3) Generalize/Learning, and
4) Application.

We find this cycle useful because it focuses on creating an experience, the processing of which can elicit learning on all levels—physical, mental, and emotional, and incorporates multiple learning styles, visual, aural, and kinesthetic.

**Experiential Learning Process**

**Experience**. Offer students an experiential activity that will allow them to exercise skills relevant to “what” they wish to learn. For example, if a group is having problems working as a team, get them doing something in groups and debrief their process of working together. Engaging students in a relevant “experience” whose purpose has been specified, can sometimes induce a state of disequilibrium or internal conflict in the form of frustration, anxiety, fear, etc. Here, their habitual operating patterns are likely to emerge.

**Debrief/Analyze**. Give students the opportunity to reflect on and analyze their experience in the activity. Your role will be primarily to ask questions and reflect back your understanding of what they’re saying. You may guide the content of the debrief somewhat by the content of questions you ask. Hence the same exercise may draw out different types of learning based on your line of questioning.

CONTINUED (Page 1 of 2)
For example, if you do an activity that requires individuals in a group to express themselves extemporaneously, your questions around presentation skills will tend to bring out learning in that arena. If you ask questions about team-building skills, you’ll bring out learning on teamwork.

Here are some sample debrief questions:

- What did you notice about this experience?
- How did you feel about it?
- Did you notice any familiar behavioral patterns, in yourself or the group?
- What did you notice about your (presentation, teamwork, communication, problem-solving, etc.) skills?
- Where else in your life do you see this pattern?

By having one reflect on an experience that challenged their comfort zone, individuals may have the opportunity to integrate new knowledge or reshape existent perceptions. This is the basis for accelerating and promoting change into a person’s life.

**Generalize/Knowledge.** This is about making meaning from the insights gained through the experience by generalizing this particular experience to similar life experiences. This is where you can lead a discussion in the typical learning “content” but seeking to draw information and applications from the students where possible. Your role here outside of facilitating a discussion will be around filling in the information gaps and providing additional resources for students to pursue if interested.

**Application.** In this phase you will facilitate student’s commitments to applying what they’ve learned to their personal and/or professional lives. Here it’s often a good idea to give students a few minutes to reflect and write down a commitment and then share it with someone in the room to help solidify it. They may even seek to support each other’s accountability to accomplish their action.

**SOURCE:**
“Becoming a Learning Facilitator”
[http://www.factivities.com](http://www.factivities.com)
This worksheet will help you simplify choosing a great workshop topic.

The key to choosing a great workshop topic is to first define how much control you have in doing so. Select the statement that best fits your situation. Following each situation is a corresponding tip designed to help you choose your specific topic.

“I am responsible for choosing my workshop’s topic.”

- Select a topic where resources are plentiful, easily available and you feel passionate about the topic.

**TIP:** Make a list of broad topical areas before narrowing down your focus. For example:
- Teambuilding
- Relationships
- Change

“I am working with a liaison and do not have complete control over the workshop’s topic.”

- Establish and maintain good communication with your contact person throughout the workshop design, delivery and follow-up process.

**TIP:** Start by choosing a handful of broad topics and then negotiate a sub-category or angle to satisfy the liaison. The angle or sub-category should suit your experience and expertise.

For more suggestions on topic selection, please see Secret #1 of “Seven Simple Secrets to Successful Workshops” by Marion Franklin and Barb Elgin, including:
(Page 40) Appendix A - “Training Checklist: Broad Topics To Help Narrow Your Workshop Focus.”

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7 Simple Secrets to Successful Workshops
Design and Delivery Worksheet #2 - Choosing a Great Title

To create a captivating title, certain key words are proven to attract interest. As an example, use any of the following words:

- tips
- strategies
- techniques
- steps

These words suggest that there is valuable content that will be delivered during the workshop.

You may also want to consider “up and down” words such as:

- increase
- eliminate
- gain
- reduce

EXAMPLES:
—Title Before using powerful words and phrases suggested in the book:

What is your life purpose?

—Title After using powerful words and phrases suggested in the book:

Discover the first step in uncovering your life’s purpose - the easy way.

PRACTICE AREA:

__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________
__________________________________________________________________________________________________________________________

For more suggestions on title selection, please see Secret #2 of “Seven Simple Secrets to Successful Workshops” (Page 7) by Marion Franklin and Barb Elgin.
7 Simple Secrets to Successful Workshops
Design and Delivery Worksheet #3 - Organize Your Ideas

To organize your ideas and make the design process easier, divide the workshop into **three, distinct stages**.

- **Beginning**
- **Middle**
- **End**

Dividing your workshop into these three stages also makes it easier for participants to...

- feel comfortable as the material moves forward
- hold their attention and interest
- foster greater participation
- see the big picture
- retain the information
- feel more relaxed and have more fun while learning an important concept

**All three phases should contain** each of the following **‘standard elements’**:

- information
- an experiential exercise
- processing the exercise
- Just-In-Time coaching (see Secret #6 for details)
- the overriding message (see Secret #6 for details)

Following is an overview of the format which will help you organize your ideas and make the design process easier. Fill in ideas as you prepare each step:

**The Beginning and End Stages have additional elements as well as the elements in a different order.**

- **BEGINNING** - includes: introduction(s), icebreaker, overriding message, information, experiential exercise, processing the exercise, and Just-in-Time coaching

  1. Introductions . . .
     
     A. Facilitator ______________________________________________________________

     B. Participants ____________________________________________________________

  2. Icebreaker ________________________________________________________________

  3. Overriding message ______________________________________________________

  4. Information ______________________________________________________________

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CONTINUED
5. Experiential Exercise __________________________________________________________

6. Processing the Exercise ______________________________________________________

7. Just-in-Time Coaching _______________________________________________________

• **MIDDLE STAGE**

  1. Information _________________________________________________________________

  2. Experiential exercise ________________________________________________________

  3. Processing the exercise _____________________________________________________

  4. Just-in-Time Coaching _______________________________________________________

  5. Overriding Message in different words __________________________________________

• **END STAGE** (Standard elements PLUS summary and promotional information)

  1. Information _________________________________________________________________

  2. Experiential exercise ________________________________________________________

  3. Processing the exercise _____________________________________________________

  4. Just-in-Time Coaching _______________________________________________________
5. Overriding Message in different words _______________________________

6. Summary ________________________________

7. Promotional Information ________________________________

Additional Space for Notes and Ideas
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As a Professional Certified Life Coach since 1998, Marion is a former faculty member of CoachVille/The School of Coaching. She is a member of ICF (International Coach Federation), and she attends the School of Practical Philosophy.

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She conducts and helps clients design workshops and presentations, has been a featured presenter at meetings, retreats, and an ongoing Women’s Workshop Series, has been cited in The Journal News and The Wall Street Journal, and has appeared on local Cable Television.
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