

# **EXPANDING YOUR INFLUENCE:**

## **Turning Killer Keynotes into WOW Workshops**

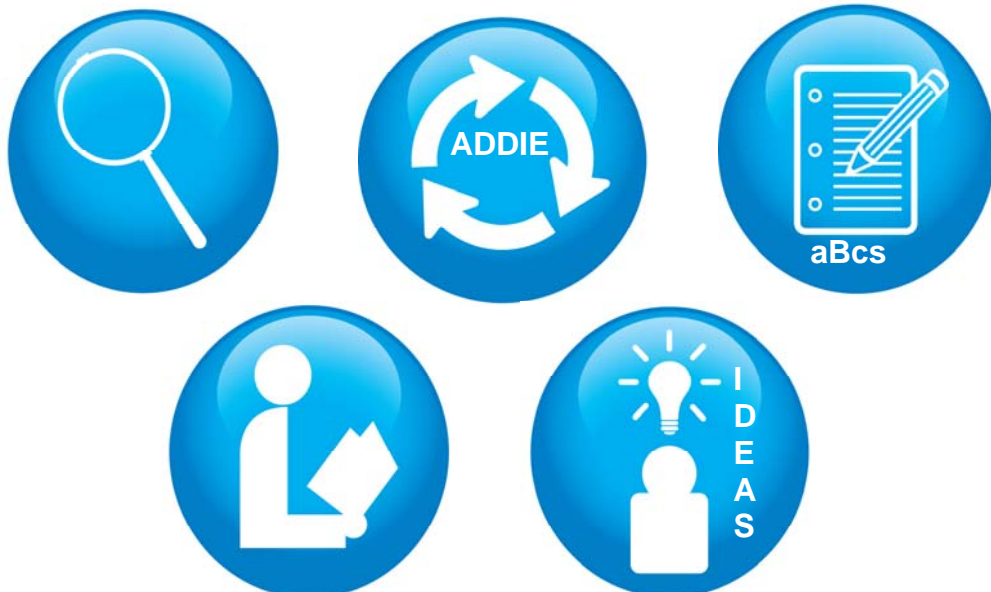
Presented by

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# “Speech-Shop” Overview

## Outline:

- Why Workshops? What’s in it for Us?
- ADDIE: The Workshop Development Process
- The ABCs of Writing Learning Objectives
- Adult and Brain-Based Learning Principles
- The IDEAS Tool for Creating Lesson Plans
- Reality Check: Should I Offer Workshops?

## Learning Objectives:

Upon completion of this session, attentive participants should be able to:

Pre	Post	
<input type="checkbox"/>	<input type="checkbox"/>	1. Explain why workshops might or might not be an appropriate addition to their mix of services provided to their clients.
<input type="checkbox"/>	<input type="checkbox"/>	2. Name and briefly describe the five components of the ADDIE workshop development process in correct order.
<input type="checkbox"/>	<input type="checkbox"/>	3. Write participant-centered learning objectives for their preferred workshop topic.
<input type="checkbox"/>	<input type="checkbox"/>	4. Given a list of Adult and Brain-Based Learning Principles, discuss how they might affect a workshop design.
<input type="checkbox"/>	<input type="checkbox"/>	5. Briefly explain the purpose of the IDEAS Tool.



## Why Workshops?

### Are Workshops Still Relevant? Facts from ASTD

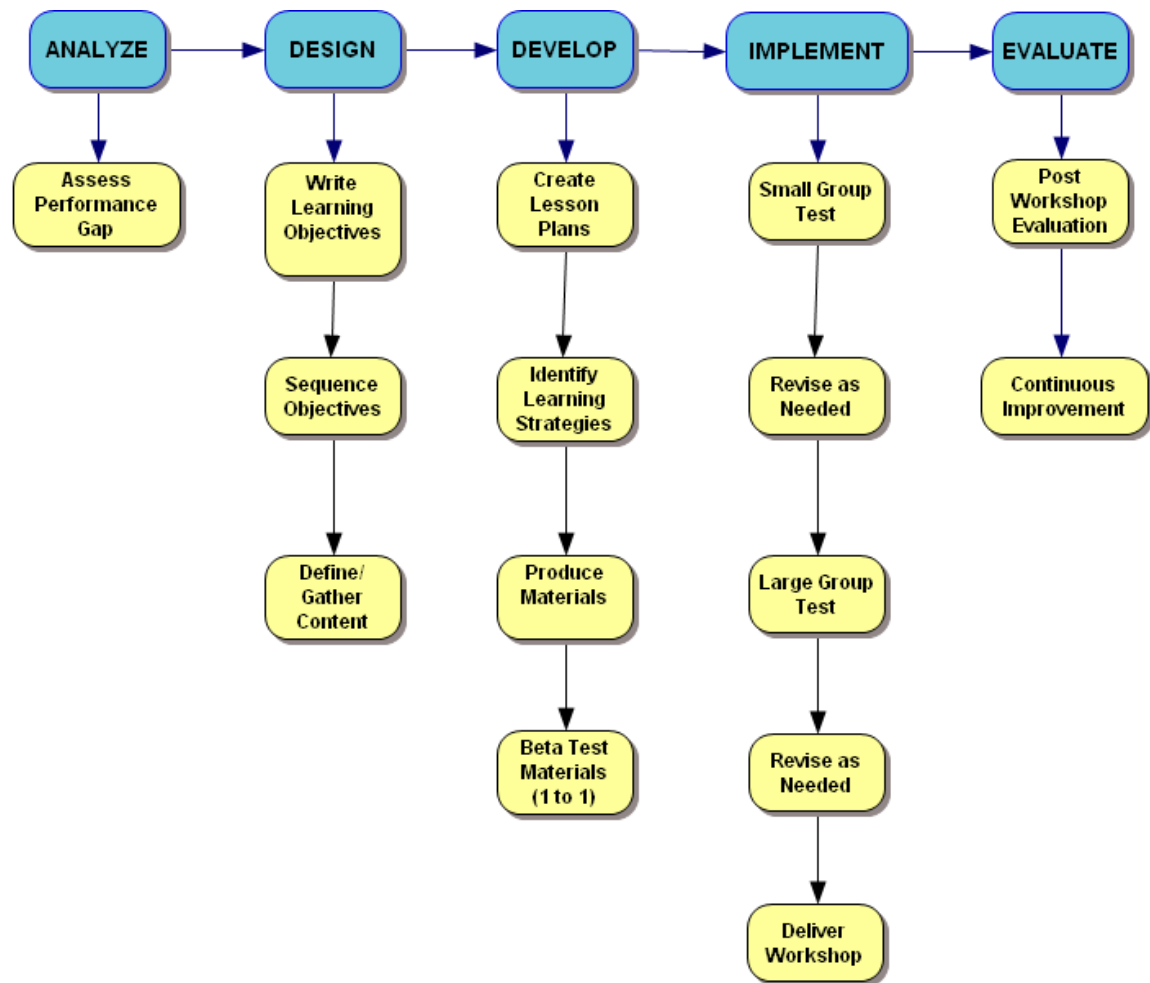
#### Keynotes vs. Workshops

HOW ARE THEY THE SAME?	HOW ARE THEY DIFFERENT?

#### What's in it for us?



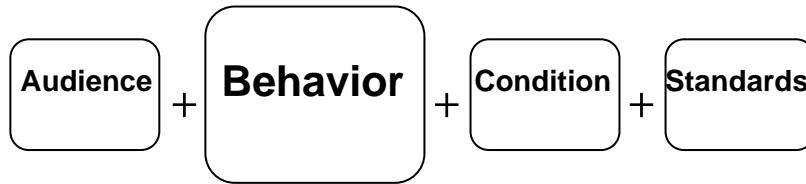
# ADDIE: The Workshop Design Process



**FOUNDATION: Adult & Brain-Based Learning Principles**



## The aBcs of Learning Objectives



- **Audience** = \_\_\_\_\_
- **Behavior** = \_\_\_\_\_ action (see Framework Handout Page 7)
- **Conditions** = \_\_\_\_\_ in which the behavior is performed  
(as needed)
- **Standards** = Basic \_\_\_\_\_ (\_\_\_\_% often assumed)  
(as needed)

### Example:

*“Given a blank copy of the aBcs Learning Objective model, participants who have completed a “WOW Workshops” program should be able to name and briefly describe the four components of a well-written learning objective.”*

### Skill Practice:

- Know how to deal with three key types of toxic customers.
- Survey a random sample (at least 10%) of your target audience to determine their attitudes towards the existing Sales Lead Generator software program.
- Demonstrate two ways to break the emotional reaction cycle other than walking away from the confrontation. You may use as many as two partners in this demonstration.
- Comprehend the importance of Facebook, Twitter, LinkedIn and a regularly updated blog for effective online marketing.
- Practice “Positive Communication.”

**Application Activity:**

*Write a participant-centered learning objective for your selected workshop topic. When done, review it with a table partner for clarity and effectiveness.*

**Objective:**

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**Criteria:**

- Is the audience identified?
- Is the desired behavior measurable/observable?
  - Is this a “nice to know” or “needs to know” behavior?
  - Is this a single behavior? (Avoid multiple behaviors in one objective.)
- Are the conditions under which the behavior is to be performed clear?
- Are the standards clearly stated (implied)?

**Well written objectives become the basis for:**

- Design Decisions
- Development Choices
- Testing/Measurement
- Feedback & Revision
- ROI Calculation

## REFERENCE: Learning Framework (“Taxonomy”)

<b>DOMAIN: KNOWLEDGE &amp; SKILLS</b>					
<b>Remember</b>	<b>KEY ACTION WORDS</b>				
Recall or reorganize specific information	Choose	Google	Locate	Relate	Spell
	Define	Identify	Match	Retrieve	Tell
	Describe	Label	Name	Search	
	Find	List	Recall	Select	
<b>Comprehend</b>	<b>KEY ACTION WORDS</b>				
Relate to facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	Categorize	Demonstrate	Group	Outline	Show
	Classify	Differentiate	Infer	Relate	Summarize
	Compare	Describe	Interpret	Recite	Translate
	Contrast	Explain	Illustrate	Rephrase	Tag
<b>Apply</b>	<b>KEY ACTION WORDS</b>				
Use information, methods, concepts and theories in new situation and/or to solve problems.	Apply	Construct	Illustrate	Organize	Select
	Build	Demonstrate	Interview	Perform	Share
	Blog	Develop	Journal	Present	Solve
	Choose	Experiment	Model	Plan	Upload
	Collaborate	Identify			
<b>Analyze</b>	<b>KEY ACTION WORDS</b>				
Break down information into parts; determine how parts relate to each other and to the whole structure; recognize assumptions and poor logic; consider relevancy	Analyze	Conclude	Divide	Survey	Recognize
	Assume	Contrast	Examine	Test	Patterns
	Categorize	Discover	Inspect	Take part in	
	Classify	Distinguish	Simplify		
	Compare	Identify			
		Components			
<b>Evaluate</b>	<b>KEY ACTION WORDS</b>				
Make judgments (accept or reject) based on criteria and standards through checking and critiquing. Set standards, judge using standards & evidence.	Agree	Criticize	Estimate	Measure	Prove
	Argue	Decide	Evaluate	Rate	Select
	Appraise	Mark	Explain	Recommend	Test
	Assess	Defend	Influence	Rule on	Support
	Award	Determine	Interpret	Perceive	Value
	Choose	Disprove	Judge	Prioritize	Verify
	Conclude	Dispute	Justify		
<b>Create</b>	<b>KEY ACTION WORDS</b>				
Combine elements in new and creative patterns or other solutions through generating, planning or producing.	Adapt	Compile	Elaborate	Maximize	Propose
	Arrange	Compose	Estimate	Minimize	Solve
	Blend	Construct	Formulate	Organize	Solution
	Build	Create	Imagine	Originate	Suppose
	Change	Design	Improve	Plan	Synthesize
	Choose	Develop	Invent	Present	Theorize
	Combine	Devise	Make up	Predict	Test
<b>DOMAIN: ATTITUDES</b>	<b>KEY ACTION WORDS</b>				
Attend to something in the environment, show new behaviors as a result of experience, demonstrate involvement or commitment, integrate a new value into one's value set, show alignment	Accept/Agree	Be attentive to	Comply	Devote	Praise
	Argue	Believe	Defend	Help	Recognize
	Assume	Challenge	Disagree	Internalize	Resist
	Attempt	Chooses (to)	Dispute	Join	Share
	Avoid	Cooperate	Engage in	Pursue	Volunteer

*Adapted from Bloom's Taxonomy (1956), Bloom's Revised Taxonomy by Anderson & Krathwohl (2001), and Churches' Digital Taxonomy (2008).*



## Adult & Brain-Based Learning Principles

<b>Adults learn best when they:</b>	<b>Implications for Workshop Design</b>
1. Know why it's important for them to learn	
2. Can share their personal experience and perspectives	
3. Feel respected and valued as a learner	
4. Want to meet an immediate need (i.e. need new job)	
5. Perform tasks rather than study subjects	
6. Are given choice and self-direction	
7. Perform elaborative rehearsal	
8. Have a learning environment that is stimulating and active	



# The IDEAS Tool for Lesson Planning

**Purpose:** Provides a structure for delivering objectives-based content in a way that can be received, comprehended and retained.

		Check List
<b>I</b> ntroduce	• <i>Hook the learner</i>	
	• <i>Motivation – Address WIIFM</i>	
	• <i>Provide Advance Organizer (model, map – put in context)</i>	
	• <i>Link to Prior Learning</i>	
<b>D</b> eliver the <b>E</b> xperience	• <i>Provide engaging learning experiences/activities using appropriate delivery modes to convey the critical content</i>	
	• <i>Define terms as needed</i>	
	• <i>Clarify processes, procedures, standards</i>	
	• <i>Help learners integrate new information into existing knowledge &amp; experience</i>	
<b>A</b> pply	• <i>Give learners opportunity to practice</i>	
	• <i>Provide meaningful and appropriate feedback</i>	
	• <i>Invite learners to teach each other</i>	
<b>S</b> ummarize	• <i>Recall Main Points</i>	
	• <i>Make sure no new info is given at this point</i>	

## REFERENCE: Learning Strategies

SAMPLE ACTIVITIES	DELIVERY MODES (Individual or Multi-Media)
Behavior Modeling Brainstorming Case Studies Critical Incident Critique Debate Demonstration Dialogue Discussion Drill Experienced-Based Learning Fishbowl Forum Games (Board, Video, PwrPoint, etc.) Instruments/Assessments Interview In-Basket Job Aids Laboratory Lecture Lecturette Listening Teams Magic Tricks Mental Imagery Mini-Cases Missing Panel One-to-One Discussion Panel Practice Exercises Q & A Quiz Reading Reflection Role Play ("Skill Practice") Simulation Storytelling Skit Web Scavenger Hunt	Live, "Stand Up" Training/Guest Speakers Audio Live /Recording /Tele-seminar Video Recording Computer-Based Training Web-Based - Webinars Job Aids Still Photographs Diagrams Charts Graphs Graphic Organizers (Words+Pictures) Flip Charts White Board Print Materials Models Props Objects/Devices/Equipment (i.e. game technology, via cell phones)
	<b>CHOOSING ACTIVITIES &amp; MODES</b>  <b>Consider:</b> <ol style="list-style-type: none"> <li>1. Ability of activity/media to convey content effectively</li> <li>2. Time required to implement</li> <li>3. Equipment needed/available</li> <li>4. Technical skills required</li> <li>5. Location</li> <li>6. Budget</li> <li>7. Other?</li> </ol>

## REALITY CHECK: Should I Offer Workshops?

1. Does my topic lend itself to a workshop format?	
2. Do I have the time to develop the workshop myself or the resources to hire a developer?	
3. Do I have the skills necessary to deliver an effective workshop such as:	
a. Do I know how to facilitate vs. teach or speak?	
b. Do I know how to managing group dynamics (i.e., quiet the discussion hogs, engage the silent types, silence the cynics, deal with the know-it-alls, confront the sleepers?)	
c. Can I maintain an engaging, authentic presence for two to six hours?	
d. Am I willing to trade the standing ovation for the “aha...they got it!” moment?	
e. Do I have the willingness and flexibility to change workshop direction midstream to accommodate learner needs?	
4. Am I willing and able to obtain and work with the technology, materials and equipment needed to deliver an engaging workshop?	
5. Am I willing and able to ship or carry more materials and equipment with me than I’m used to handling for a speech?	
6. Am I willing to commit to continuous improvement of my workshop to keep it sharp and timely?	
7. Other?	

## **For Further Information:**

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- Games Trainers Play
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- Still More Games Trainers Play
- Even More Games Trainers Play
- Big Book of Business Games
- Big Book of Presentation Games
- Big Book of Teambuilding Games
- Big Book of Brain Building Games

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Jossey-Bass Pfeiffer, 1995.

Van Kavelaar, Eileen K. CONDUCTING TRAINING WORKSHOPS. San Francisco,  
CA: Jossey-Bass Pfeiffer, 1998.

**For information on  
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## Learning Journal



**Unanswered Questions to Explore:**

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**AH-HA Moments:**

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**TO-DO List Items:**

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