WoW
Workshop on Workshops

Aurelio M. Montemayor

The Workshop on Workshops (WOW) is a two-day training program on planning and conducting workshops. Participants use this book in the WOW, and take it with them to serve as reference and guide in planning their own workshops. The book can also be used as a self-training course in workshops.

The principles of well-designed and well-conducted workshops make up the subject matter of all the sample exercises and activities offered in the WOW and in this book. Working through the activities allows the participants or readers to experience first hand the ways that learning and practice occur within workshops, and to recall the underlying principles they will use to plan their own workshops.

To arrange a Workshop on Workshops, contact the IDRA Director of Training.

INTERCULTURAL DEVELOPMENT RESEARCH ASSOCIATION

IDRA

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Mission: Creating schools that work for *all* children.

Vision: IDRA is a vanguard training, research and development team working with people to create and apply cutting-edge educational policies and practices that value and empower *all* children, families and communities.

Functions:

POLICY AND LEADERSHIP DEVELOPMENT – IDRA policy and leadership development promotes accountability and responsibility. Using inclusive, cutting-edge and broad-based strategies, we develop leadership within communities, schools and policy-making bodies to create collaborative and enlightened educational policies that work for *all* children.

RESEARCH AND EVALUATION – IDRA research and evaluation advance educational policies, programs and practices. Using collaborative and innovative methods, we investigate important questions and provide insights into compelling educational issues. As a national resource, we set standards in the design, analysis, and synthesis of timely and useful research involving diverse populations.

PROFESSIONAL DEVELOPMENT – IDRA professional development causes people across the country to take action that empowers others. We assist people to create educational solutions through innovative, participatory, and hands-on presentations, workshops, and technical assistance that promotes sustained growth and development.

Our assistance values the needs and cultures of our participants and acknowledges their experiences. We carefully craft training designs that include reflection and application. IDRA professional development causes participants to take a new look at persistent problems and equips them to take action that produces positive outcomes for *all* children.

PROGRAMS AND MATERIALS DEVELOPMENT – IDRA programs and materials cause people across the country to improve education for *all* children. Our programs produce results. Our materials are useful and timely; attractive, cost-effective and intuitive; linguistically, culturally and developmentally appropriate.

IDRA proactively disseminates cutting-edge information to educators, administrators, decision- and policy-makers, parents and community leaders.

WELCOME

Hello, and a big WOW to you.

WOW

•for being interested in this manual and in this workshop;

•for wanting to be a better trainer of your fellow adults;

•for recognizing your need to learn.

In writing this book and conducting the Workshop on Workshops, I have assumed that

YOU

•come with a wealth of past experience and much of it can be applied in learning about and leading workshops;

•like learning and helping others learn;

•seek happiness, and an important source of your happiness is setting and meeting goals.

This book offers a brief personal synthesis of much broader (and sound) theory and many years of practice. As participant and trainer, I have experienced thousands of hours of workshops, seminars, and conferences. Every activity in this book, including those mentioned in passing and listed in compendia, has been tried and reflected on and tried again at least five times—and some many more times—in an actual workshop.

Introduction

What is a workshop?

A workshop is a gathering for the purpose of learning. In contrast to the traditional class, the learner plays a much more important role. Participation and practical results, rather than grades, motivate learning. The workshop is the cornerstone of in-service training and staff development in most large institutions. Corporations often use workshops to enhance skills in management. Consultants use workshops to provide

technical assistance. When done well, the workshop is memorable and positive: an excellent way to teach and learn.

I have experienced well-planned and well-conducted workshops as the most concentrated, efficient, and perhaps most elegant means for training adults. Of course, any comprehensive staff development program within an institution must provide a wide spectrum of ways for workers to change, learn, and grow.

The broad goal for any teaching or training may be the self-directed learner. In the interest of this ultimate goal and many nearer objectives, the workshop can be an effective tool.

What can you expect from this book?

The purpose of the WORKSHOP ON WORKSHOPS is not to change your way of training to our "ideal" process. Your accustomed styles and skills may well be the most effective ones for you. Our purpose is to enable you to analyze the processes you now use and others you might use, and to evaluate how these processes affect learning. I want you to experience a variety of approaches and contrast these with your own. The ideal is to increase your repertoire of techniques for planning and

conducting workshops and to help you become a better trainer.

If you are an experienced trainer, some of what you find within this manual will probably not be new to you. For you, the over-all arrangement might be the most innovative aspect.

If you are new to training adults, a great deal may seem new to you.

The book is designed to stand on its own, but it is most effectively introduced within the "training-of-trainers" session, our two-day WOW. So whether you are reading it by yourself, or with 30 other people in a workshop, this book can only "wow" you if you engage it actively.

Talk to it, write and scribble on it, cut and paste it if necessary.

You may find yourself in disagreement with certain premises, suggestions, or recommendations, and this is fine, because you will be clarifying your own principles and approaches to training adults. If you follow the tasks step by step, you may finally achieve a different–yet complete–framework. It *will* be one that you can defend, and more importantly, apply successfully.

Five chapters and a set of appendices comprise the book. The first four chapters present the workshop model;

the fifth chapter and appendices supply additional resources.

"The Cult of Andragonia" presents assumptions about adult learners, a definition of the trainer's role based on those assumptions, and WOW principles of training.

"The Well-Wrought Workshop" describes the process for planning a workshop. It includes subsections on assessing needs, setting objectives, designing activities, and structuring the workshop as a whole.

"How Do I WOW You? Let Me Count the Ways" provides suggestions for conducting the workshop, including presentation skills, and "hats" or roles the trainer may need to play to create a positive climate and lead the workshop.

"Did I WOW You? How Can I Count the Ways?" presents a brief summary of workshop evaluation.

Chapter 5, "Annotated Library,"" gives a brief review of sources we use at IDRA when we plan our workshops. It is an excellent source for establishing your own resource library.

The appendices offer a catalog of activities and seven steps to designing a workshop quickly.

WOW

is an acronym for Workshop on Workshops.

It is also an exclamation for an exciting idea. We believe your trainees will say "wow!" when they participate in your workshops. It has happened to us, and we know it can happen to you. So participate, enjoy, and learn with us.

Worksheet: Warmup

Welcome! These next two days are designed to help you prepare for the soon-to-be-held workshop. *Please read the instructions carefully.* Ask the trainer for clarification if you don't understand. You have fifteen minutes to complete the following tasks:

> Print your name with a marker in large letters at the top of one of the long sheets provided.

> Underneath your name, write the number and your response for each of the following statements:

1. One positive quality I have that will help me be a good trainer is...

2. I learn best in a workshop when...

3. The things that block my learning during a workshop are...

4. My expectations for today are...

5. A topic I'm interested in developing a workshop for is...

* * * * * *

When you are finished, choose someone you don't know well or don't usually work with and share your responses. Do this twice. After you've completed sharing responses, tape your sheet on the wall parallel to the other sheets, and let the trainer know you've completed these tasks. There will be other tasks to accomplish.

CONTENTS

I THE CULT OF ANDRAGONIA

ANDRAGOGY[1] AND THE LION

This thorn is killing me!

Allow me.
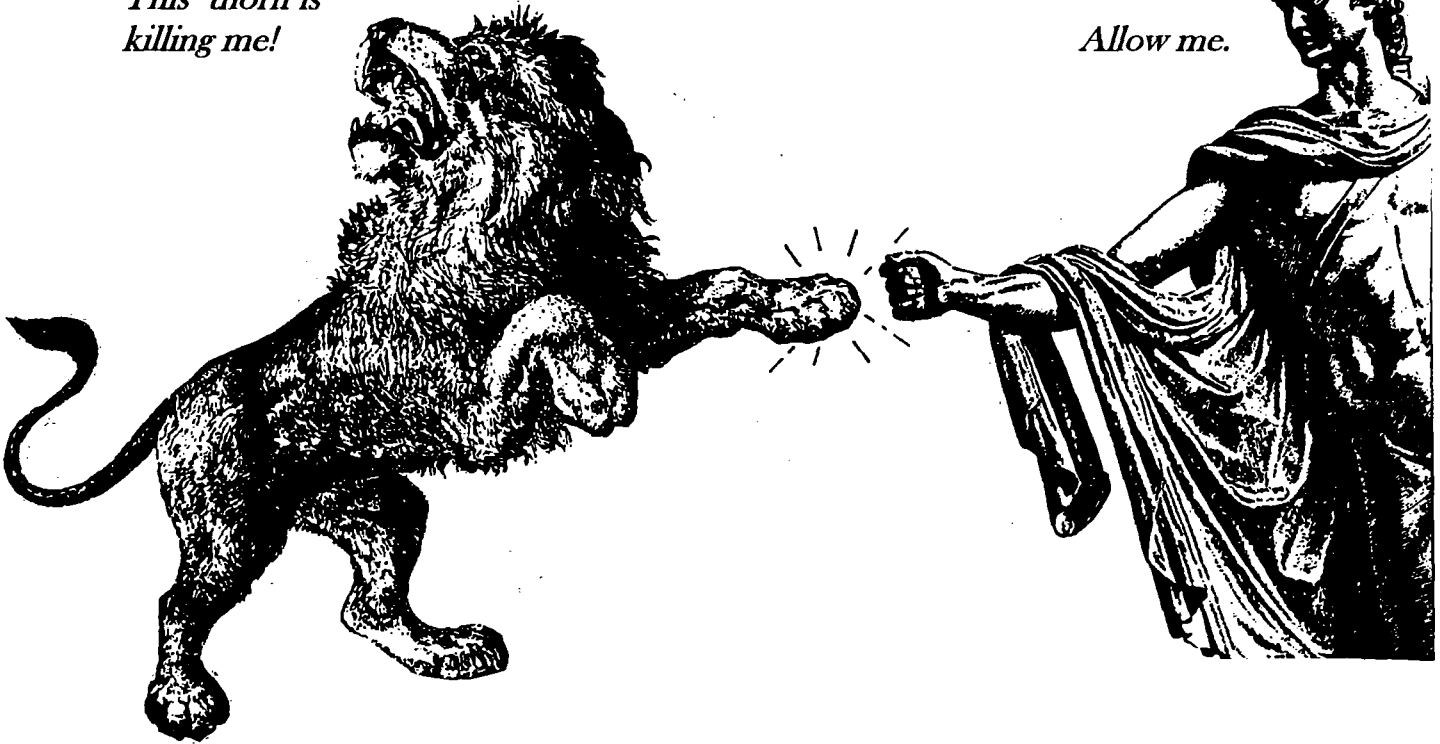
Teaching is a difficult profession. Teaching adults can greatly increase that difficulty . But there are ways to turn a difficult situation into a productive, pleasant, and even enjoyable one. Consider Androcles and the lion. One day Androcles stumbles upon a roaring lion—a potential person-eater—who is in pain because a thorn is stuck in his paw. Androcles pulls out the thorn and in so doing, befriends the lion. This act later saves Androcles's life when he is thrown into an arena against that same lion and their roles are reversed. The lion remembers him kindly and spares

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[1]*Andragogy–the teaching of adults based on a set of assumptions about how adults learn.*

his life.

When you are a teacher or trainer of adults, you too have a lion to confront. Your students may have thorns stuck in their experienced paws. They may have been bored or angered by conference presenters, college professors, in-service or staff-development trainers. Yet by considering these negative experiences and the strengths of these adult learners, a trainer of adults can avoid being devoured by the lion, and also create a positive, productive, and enjoyable learning experience. By basing training on Andragogy, the trainer of adults can effectively help all concerned meet their goals.

Andragogical assumptions are what can safely be assumed about students who happen to be adults. These assumptions are applicable to learners of all ages, and do not imply that a five-year-old child is radically different from a fifty-five-year-old person. What the assumptions do convey, however, is that the adult learner has more power to reject inappropriate instruction. In conducting training for teachers of adults, it is useful to refer to learners as adults, but not necessarily in opposition to learners as young people.

Some andragogical assumptions about adult learners, training, and the learning situation:

Participants

• learn most when given the responsibility for what is learned;

• learn fastest when allowed to determine the pace at which they learn;

• are uniquely qualified to take responsibility for their own learning;

• bring a rich background of personal resources and past experiences that pertain to whatever you want to teach them;

• want to have positive self-concepts and to be treated as autonomous, individual beings;

• want experiences that build on positive issues, on success, and that minimize their limitations;

• want to be considered basically intelligent, powerful, flexible, and able to change when sufficient reason for change is provided.

Training

• considers the difficulty of changing behavior and attitudes;

• bypasses the negative past–concentrates on developing new skills;

•aims at success, not failure;

•adapts to physical and emotional needs;

•focuses on solving problems rather than retaining theory and concepts;

•allows for agreement about goals and objectives.

The learning situation

•simplifies complex, multidimensional topics into workable problems;

•reflects planning and variety, offers resources for follow-up;

•creates an atmosphere of amiability, humor, and emotional safety;

•provides appropriate reinforcement of what is learned;

•increases the ability of the learner to carry on his/her own learning;

•results in heightened curiosity.

These assumptions are based on the author's personal experiences, but many similar learning considerations can be found in a rapidly expanding literature by such authors as Malcolm

Knowles, (who coined the term andragogy), J. R. Kidd, Larry N. Davis, and others listed in Chapter 5, "Annotated Bibliography."

You can develop your own assumptions and add them to those above. Just consider what you know about yourself as a learner and what you would want a trainer to take into account if you were the workshop participant.

As you plan your next in-service session, workshop, or staff-development program, consider these assumptions. Attempt to create a more productive and painless learning environment. Consider that you may be able to pull thorns, and thus convert antagonists to allies in learning and growth.

*   *   *   *

If you participated in the WOW, you would have taken the three quizzes at the end of the chapter *before* reading this section. If you are using the book as a self-training guide, you can take the quizzes now to review the chapter.

(For Trainers)
(with profound apologies to Kipling)

IF you can demonstrate that you value the participants by allowing individual differences, drawing on their experiences, and respecting their values and feelings — while still considering your own;

IF you have a clear assessment of your own personal capabilities, strengths and values, and do not agree to work beyond your capacity or against your principles of quality training, or agree to the ethically uncomfortable or physically impossible — while you are being cornered to do to the participants what the administrator wants done but cannot or is afraid to do;

IF you can plan cooperatively with the administrators and conduct training cooperatively with other trainers and the participants — while having a difficult time getting information from the administrators, and experiencing resistance from co-trainers and participants;

IF you know your feelings, attitudes, and values well enough not to violate those that are essential— and yet bypass those that are obstructive — while not agreeing to the personally unethical for the sake of looking good to those contracting the training or to the participants;

IF you can determine the best means of intervening in any training situation and modeling the most appropriate behavior at all times — without being too loose or too directive;

... you can ask for and accept feedback on your performance, and use it to improve training during every stage of planning and conducting the workshop — while not falling apart when it all seems negative;

... you can deal with your own "butterflies" and the anxieties of your students by turning these into positive energy, and utilizing deviant or blocking behavior of students as learning experiences — while not abandoning the workshop objectives;

... you can adapt the workshop as participants indicate the need for change, even though you have a detailed design with clear objectives — while not letting the reordering and refocusing of the objectives demolish the original goal;

... you can be an expert listener and incorporate stated and implied needs in your plan, and reflect your listening skills by repeating key points made by participants, summarizing consensual issues — while not ignoring isolated or divergent opinions;

... you can assist communication by creating an atmosphere of mutual listening and speaking, whether in pairs, in small groups, or before the group at large — while not allowing the workshop to deteriorate into undirected chaos;

... you can stay in charge of the workshop during simultaneous activities and allow for nonstructured events and creative chaos — without having to scream a glass-shattering "Class!!" to regain control or abdicating by fleeing to the coffee shop;

... you can know your training design, both content and process, so well that you can conduct the session even if your handouts did not arrive with you (and the airline has no idea where your luggage might be) — and still not end up with a stack of evaluations that tear you to pieces;

... you are able to read correctly nonverbal cues from the participants, creatively involve the uninvolved, engage the unengaged, and correctly assess when bladders are bursting — while not exhibiting body language that causes participants to say, "You sure look nervous"; and

IF you can visualize yourself during training as if you were watching yourself on a video monitor, and change your behavior when it is blocking the learning process — while continuing to demonstrate self-confidence and trust in your ability to teach;

THEN the blessings of *Andragonia*[2] will flow, your students will learn, and what's more, you will become the you that you want--a super trainer always getting better.

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[2] *Andragonia* is the recently rediscovered goddess of teachers of adults. It is thought that she was the spirit behind Socrates and other great teachers of the past. There have never been organized devotions to her, as it seems that devotees have been few and far between.

(You'll notice that I have slightly changed one word to fit the acronym. After all, Reading, Writing, and Arithmetic spell "RWA," not RRR!) Our theoretical synthesis, SCHITZO, combines a humanistic approach with behavioral measurement. These approaches may seem so contradictory a trainer would have to be schizophrenic to use both. Nevertheless, I see the humanistic approach (person-centered) and the behaviorist approach (computer-theory model, quantifiable and measurable) as two nonconflicting ways to look at the learner. As trainers and participants, we have experienced workshops that blend the inspirational (free-flowing and spontaneous) with the measurable and quantifiable. Our point is not to defend either behaviorism or humanism, but to take from each what is useful to enhance the success of the workshop. This is not, we believe, uninformed eclecticism, but a principled and pragmatic approach to training.

Other principles in our theoretical blend are inspired by educators such as Paulo Freire and Malcolm Knowles.

Freire, in his writing and teaching, contrasts the "banking" approach and the "dialogical approach."

The banking approach is based on the concept that the teacher possesses all the information, and the student is like an empty bank into which information is deposited. The dialogical approach (which Freire supports) places the teacher and student in an equal relationship, where learning takes place through dialogue and interaction. The banking approach creates a dependence on the teacher and reinforces a hierarchical relationship, while the dialogical approach facilitates autonomy and independence.

Knowles contrasts the teacher as "content transmitter" with the teacher as "facilitator of learning." In the role of "content transmitter" the teacher prepares and puts into practice a plan for teaching a particular subject. In the role of "facilitator of learning," which Knowles favors, the teacher functions primarily as a guide to the educational process and secondarily as a resource for information.

As the WOW plan unfolds, you will see how all these principles apply to training. And on that note, we will now proceed to planning the WELL-WROUGHT WORKSHOP.

Worksheet: Matching Quiz on Andragogy 1

Assumptions about Adult Learners

Participants...

1. learn most when given the ___

2. learn fastest when allowed to determine ___

3. are uniquely qualified to take responsibility ___

4. bring a rich background of personal resources and past experiences ___

5. want to have positive self-concepts ___

6. want experiences that build on positive issues, on success, ___

7. want to be considered basically intelligent, powerful, ___

a. and to be treated as autonomous, individual beings.

b. that pertain to whatever you want to teach them.

c. responsibility for what is learned.

d. the pace at which they learn.

e. for their own learning.

f. flexible, and able to change when sufficient reason for change is provided.

g. and that minimize their limitations.

Worksheet: Matching Quiz on Andragogy 2

Assumptions about Training

Training...

1. considers the difficulty of changing ___

2. bypasses the negative past— ___

3. aims at success, ___

4. adapts to ___

5. focuses on solving problems ___

6. allows for agreement about ___

a. concentrates on developing new skills.

b. goals and objectives.

c. behavior and attitudes.

d. physical and emotional needs.

e. rather than retaining theory and concepts.

f. not failure.

Worksheet: Matching Quiz on Andragogy 3

Assumptions about the Learning Situation

The learning situation...

1. simplifies complex,
   multidimensional topics ___

2. reflects planning and variety, ___

3. creates an atmosphere of amiability,
   humor ___

4. provides appropriate reinforcement
   ___

5. increases the ability of the learner
   ___

6. results in heightened ___

a. and emotional safety.

b. curiosity.

c. to carry on his/her own learning.

d. offers resources for follow-up.

e. of what is learned.

f. into workable problems.

II THE WELL-WROUGHT WORKSHOP
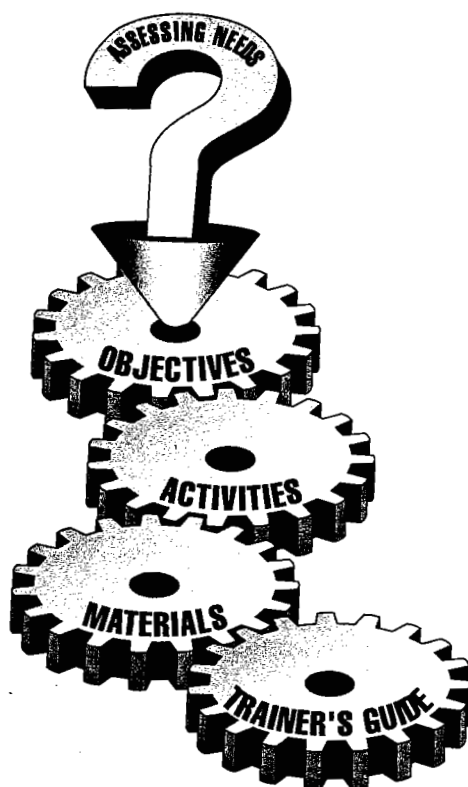
The drawing on this page represents the WOW version of an outline for planning a workshop. What we like about it is that it is dynamic: it shows how the parts of a workshop need to interact and mesh. It is also easier to remember than a traditional outline for those who are visual learners.

Planning a Workshop

The success of a workshop depends critically on **planning**. Key parts in this planning process make up the "Well-Wrought Workshop Machine." Each part is essential and mutually dependent on the other parts. As the

machine illustrates, information gathered from *Assessing Needs* flows through the gears of *Objectives, Activities, Materials*, and the *Trainer's Guide.* This chapter describes each part and the interrelationship of the parts. Your actual planning for a workshop may not be so precisely sequenced, but keep the over-all design in mind and use the tools presented here for each part. These will enable you to plan and check your planning to ensure that activities are matched to meaningful, precise objectives that meet needs, and so on.

Meshing and balancing the parts for a smooth-running workshop also demands some thinking about the workshop as a whole. The last two sections of this chapter, "Sequencing Activities," and "Sequencing Factors," offer some ways to think about and plan the workshop from this unifying point of view.

Assessing Needs

Everyone has needs. The trick is to identify those specific needs that can be met in a workshop. This can be a difficult task, but suppose you don't bother doing it? Here's a list, validated by a group of experienced trainers, of the problems that can result:

•Content may be inappropriate.

•Trainer may not be able to identify successful outcomes or locate targets for objectives.

•Minimal learning may occur.

•Participants may begin to feel bored, angry, frustrated, insufficiently challenged.

•Participants may feel the session is a waste of time; they may walk out.

•Participants may develop bad feelings toward you or negative attitudes toward the content.

•Trainer may not be requested or recommended for future workshops.

A survey of needs, then, is important for a variety of reasons; among them to:

• profile participant characteristics

•determine level of skills

•assess attitudes toward content

•review behaviors

•determine perceptions of information and skill needs

•contrast institutional definition of needs with participant perception of needs

Institutional vs. Individual Needs

One useful way to look at the workshop is in terms of choice. Choices for the potential workshop participants may range from "If you don't go, your supervisor won't be as cheerful with you as usual" to "attend or be fired." The choice of topic may be left entirely to the participants, or dictated by someone else. Similarly, the needs addressed by the workshop can be those perceived by the participants or by the institution.

Part of your job as a trainer is to convince administrators and supervisory personnel that it is important for them to assess what those who will be participating need from the workshop in skills and information. It is not uncommon for a supervisor to give the trainer a set of specific objectives supposedly based on his/her staff's needs but that do not, in fact, match the real needs. As you hand out the agenda at the beginning of a workshop, you may also hear

participants say, "This is not what I need," or "We had this topic last year," or "What does this have to do with my problems at work?" If you know beforehand that such reactions could occur, you can be prepared with an activity to deal with the participants' reactions.

There are, of course, situations offering participants wide freedom of choice. A conference, for instance, often publishes a "cafeteria" list of concurrent workshops, including objectives, expected outcomes, and the audience to whom the session is directed. So if you make a presentation or lead a session at a conference, it is very important that you define specific needs your workshop addresses. Whatever the setting, if you have analyzed the needs of your participants, you have taken an important step toward planning an effective workshop.

Many participants in my workshops have said, "A needs assessment for the participants is a good idea, but the institution has already identified certain needs. Workers have to produce, teachers have to teach, and supervisors have to supervise." My response is that institutional needs must mesh with individual learning needs for the training to be effective. The needs assessment procedures outlined in this chapter can help you

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get "both sides of the picture" so that you *can* provide that mesh.

The best-case scenario includes sufficient time to collect and analyze the needs assessment data. In the most difficult case, when time is short or when no needs assessment has been conducted, you can do a quick needs review at the beginning of the workshop.

Spectrum of Methods

Both formal and informal methods for assessing needs are available to the trainer. Some formal methods are surveys and assessment instruments, structured interviews, questionnaires, normative instruments in specific content areas, and requests to staff for letters outlining specific areas of concern within a content area. Some informal ways of assessing needs include small group discussions, brainstorming, talking with the potential participants on an individual basis, setting up steering committees or representatives to discuss needs, and on-site observations.

The table that follows briefly summarizes eight procedures for assessing needs.

The result of a pre-workshop needs assessment will be invaluable information on the workshop participants — a profile of their backgrounds, gender, ethnicity, and needs in relation to the workshop content. It is from this information that you can plan the objectives and activities of your workshop.

The Pros & Cons of Needs Assessment Procedures

PROCEDURE	PROS	CONS
Questionnaire/Survey A prepared set of questions with instructions for answering them *(Example: Trainer Habits Checklist)*	•provides immediate results •makes possible assessing large numbers of people •collects large amounts of data	•presents limited choices •provides little opportunity to elaborate answers •can produce unwieldy amounts of information
Interview A face-to-face meeting between two or more people to elicit information *(Example: Sample Interview Questions)*	•provides detailed information •prompts more accurate responses	•can be expensive to administer •tends to be time-consuming •limits number of respondents
Pre/Post Test A test, conducted before (pretest) or after (posttest) a training session to determine participants' knowledge, attitudes, or skills. If the test is a posttest, it is used as a needs assessment for training sessions to follow *(Example: Quizzes on Andragogy, Chapter 1)*	•provides immediate results •can be specific to subject •is relatively inexpensive to administer	•can result in misinterpretations •construction of comparable pretest and posttest is difficult
Steering Committee A group, generally representative of participants, that determines training needs and how they will be met	•allows participants to decide content •develops feeling of ownership by participants •represents wide range of needs	•can be difficult to organize •might not be sufficiently representative •may not be able to develop consensus
Group Discussion A small group session, guided by facilitator, that meets to discuss training needs *(Example: Force-Field Analysis)*	•allows everyone to participate •is relatively inexpensive •provides immediate results	•not everyone will participate •needs strong facilitator •ideas might not be accurately recorded

PROCEDURE	PROS	CONS
Preview of Instructional Objectives A group critiques a list of objectives prior to the workshop to ensure a match with their needs *(Example: WOW Objectives)*	•facilitates a match between program offerings and needs •provides for general participation	•may not meet needs of all participants •can be inflexible and narrowly focused
Program Evaluation Assessment of learning activities to determine validity and relevance of workshop objectives, content, and sequence. Trainee comments are used to determine future training needs	•highlights strengths and weaknesses of past training efforts •indicates specific changes needed in training •can be designed to yield quantifiable and (or) measurable data	•may not highlight needs of group to be trained •information may be obsolete •initial workshop evaluations may be skewed
On-the-job observation Potential trainees are observed in their workplace with a checklist to document training needs	•relates directly to needs at work •provides objective data on work performance •identifies specific personnel needs	•is subject to observer bias •may be intrusive •is time-consuming

Worksheet: Trainer Habits Checklist

Trainer Habits   Scale: 1–very poor, 2–poor, 3–fair, 4–good, 5–very good

Trainer Habits	1	2	3	4	5
ASSESS • I accurately assess my participants' needs in the affective, cognitive, and skill domains, and this is reflected in my workshop plans					
TRANSLATE • I translate needs into objectives and objectives into appropriate instructional activities					
FACILITATE • I create, support, and maintain an atmosphere of trust and openness about the topic at hand • I consistently check for equity among trainees, and achieve universal, balanced participation • I model a positive vision of possibilities for learning, succeeding in learning, and applying learning • I mediate conflicts with a view to win-win resolution					
TRANSFER INFORMATION • I employ effective skills for imparting information in ways that students absorb, remember, apply, and see as purposeful					
CLARIFY/DEFOG • I identify confusion, misconceptions, and misinterpretations of the information presented, and act to resolve them					
SYNTHESIZE • I periodically pull together, integrate, connect, summarize the process and (or) content of the workshop					
MANAGE PACE AND RHYTHM • I maintain an appropriate pace and rhythm for the workshop					
PROCESS • I conduct discussions with the participants about --what happened --making sense of the information presented --hypothesizing about what happened in the workshop --applying information/skills in their lives					

Worksheet: Sample Interview Questions

1. If a training-of-trainers workshop were offered, what **three** specific needs would you want addressed by that workshop?

2. What previous experience have you had in planning and conducting workshops?

3. What training have you received in planning and conducting workshops?

Worksheet: Force-Field Analysis

Define the **ideal** presentation on your selected topic. What would the reactions be from participants? How would the room, the results look and sound?

_____

_____

_____

_____

_____

_____

What are the forces **assisting** and the forces **restraining** you from achieving the ideal presentation?

Assisting	Restraining
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Worksheet: Workshop Objectives

[In addition to the sound reasons participants should be given written objectives for the workshop (these are set out in the succeeding section), the objectives can be used as a needs-assessment instrument. In conducting the WOW, for example, we can show the participants these objectives and ask for reactions.]

Objectives for the WOW

1. Review expectations, set the learning climate, and review the agenda

2. List principles of teaching adults

3. Outline the WOW system for planning workshops

4. List needs of potential participants

5. Develop and refine objectives for workshops

6. Plan activities for workshops

A Few Words About Force-Field Analyses

Before we leave the needs assessment section and move to the objectives, a few words need to be said about force-field analysis. It is included here as an example of a needs-assessment instrument, and because it can also be used for guided group discussion. The focused use of a force-field analysis in the workshop allows the trainer to set a positive climate and to fine-tune the direction of the workshop toward its objectives with the active help of the participants.

Using a force-field analysis as a personal planning tool can have the same surprisingly positive results – setting a positive tone and reverberating throughout the planning process. It can also lend strength to the trainer's use of the force-field analysis in the workshop, enabling the trainer to assess needs by defining the ideal, describing the status quo from the perspective of assisting and restraining forces, and leading to initial descriptions of the workshop as a means to increase the assisting and reduce the restraining forces.

In using a force-field analysis for workshop planning, then, the first step is particularly important: projecting a blue-sky vision of success. This sets a tone that will permeate your plan from objectives to activities.

Clear Workshop Objectives:

•clarify what you want to accomplish and identify areas beyond the scope of the workshop, making possible a highly efficient session;

•allow the participants to decide whether these are what they need or whether they need to work on other objectives;

•give you more freedom in planning your workshop because you are not bound to a specific text or set of materials.

There are, of course, objectives that give the process a bad name. Some programmed materials, for example, have broken down tasks so minutely that the objectives become trivial. That result, however, is not the fault of the process of developing objectives, but of a trainer who doesn't understand what the key objectives are for a specific subject.

General Learning Objectives

Now let's look at the inner wheel of General Learning Objectives.

General Learning Objectives state the broad topic of the workshop. They tend to be comprehensive and global:

Sample GLOs

• Learn more about teaching adults;

• Gain understanding of workshop planning process;

• Develop skills in conducting workshops;

• Improve communication;

• Learn how to evaluate training.

Formulating general learning objectives might seem unimportant, owing to their apparent vagueness and imprecision, but the process of writing them serves an important purpose. The process acts as a sieve and a magnet, selectively filtering and gathering together a set of related issues from the needs assessment. This is particularly important if the assessment yields a long list of general needs. Formulating general learning objectives is the first filter of several you will use to develop your workshop plan.

To illustrate the process of developing a general learning objective, here is a sample need statement and general learning objective based on it:

> **Example**
>
> **Need or Problem**
>
> Personnel who are responsible for staff development have difficulty developing effective training plans and conducting workshops.
>
> **General Learning Objective**
>
> Help staff trainers plan and conduct workshop.

The General Learning Objective of this example admits a broad range of potential workshop content, but usefully excludes other subjects such as proposal writing or physical plant maintenance. Such an umbrella statement can cover anything on planning and conducting workshops but still defines the general limits of our efforts.

Specific Learning Objectives
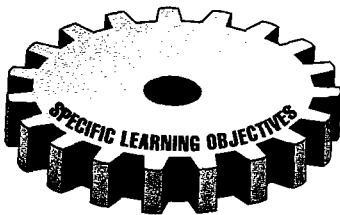
The inner wheel of General Learning Objectives needs precise definition--

teeth-to mesh with workshop activities. These precise definitions are the Specific Learning Objectives.[3]

The kinds of Specific Learning Objectives we recommend for workshop planning:

•focus on participants;

•describe learning outcomes clearly and unambiguously;

•can be observed.

Specific Learning Objectives describe and define observable behavior. They demand degrees of precision and appropriateness that more familiar kinds of goals, resolutions, and planning targets rarely have to meet. As a result, Specific Learning Objectives are often more difficult to think through and express.

Specific Learning Objectives reward the effort, being essential to a good training program. They serve as precise aids to navigation because they give you a destination and markers along the way, enabling you to knowwhere you're heading (and when you're off-course), when you've nearing your objective(s), and when you've arrived.

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[3] *Also referred to as performance, behavioral, or definitive objectives.*

Here are five examples of Specific Learning Objectives I set for the participants in the WOW. Some meet the criterion of observability, and some do not.

Example

Specific Learning Objectives for WOW Participants

PARTICIPANTS WILL:

1 know how to determine a learning objective appropriate to their participants;

2 list at least three reasons for using participatory techniques in a workshop;

3 understand how to use needs assessment instruments and know strengths and weaknesses of the instruments;

4 demonstrate the use of role-play activities for developing participants' skills in problem-solving;

5 understand each of the 11 criteria for the selection of appropriate activities.

Objectives 2 and 4 describe observable behaviors. Therefore, they are **specific learning objectives**. This is signalled by verbs such as "list" and "demonstrate." Other examples of terms that describe observable behaviors are "state," "solve," "gather," "compare," "name," and "discuss."

Objectives 1, 3, and 5, on the other hand, use the verbs "know" and "understand." These do not indicate observable behavior; thus, these are *not* specific learning objectives. Other terms describing essentially

unobservable behaviors include "appreciate," "want," "believe," "like," and "agree."

Each training program will have many specific learning objectives which, when mastered, will help trainees reach the general learning objective. Effective adult educators write three elements into their specific learning objectives:

1 Do what? Is the objective measurable or observable?

2   In what conditions? Are all the important conditions for performance stated?

3   At what performance level? Is an acceptable level of proficiency or performance stated?

Although it sometimes seems difficult and time-consuming to write crisp objectives, the process and results will help you clarify your thinking about what you want to accomplish in your workshop.

Providing written objectives to the participants gives them a clearer sense of the scope of the workshop, and demonstrates the planning you've done.

The next example illustrates the process of developing objectives, as facilitated within the WOW. A worksheet follows the example.

Example

General and Specific Learning Objectives for the WOW*

GLO: Review expectations, set learning climate, and review the agenda

SLO: At the end of the first 45 minutes, each participant will have listed and shared with least one other a personal, positive, quality; what helps and what hinders learning during a workshop; and personal expectations for the workshop.

GLO: List principles of teaching adults

SLO: Each participant will review at least 12 of 18 principles of adult education to the satisfaction of the small group, within 30 minutes, and check against WOW book.

GLO: Outline WOW system for planning and conducting workshops

SLO: Each participant will identify correctly, upon oral questioning, the five parts of the WOW planning machine, with at least one synonym for each component.

GLO: List needs of trainees in participants' future workshops

SLO: Each participant will provide information about the positive and negative forces affecting a particular situation (either ideal workshop or ideal needs assessment) using force-field analysis, to the satisfaction of the small group.

GLO: Develop and refine objectives for workshops

SLO: Each participant will contribute at least one objective that meets WOW criteria to small-group development of a list of objectives for a specific workshop topic chosen by small-group consensus.

SLO: Each participant will review the list of objectives using criteria of learning domains and logical sequence as a tool for refining workshop objectives, to the satisfaction of the small group.

* The GLO's in this example are the specific objectives for the WOW. It is not necessary to publish these for the participants, but *it is critically important for the trainer to write them out to the illustrated degree of detail.* Most participants would get distracted with the details of the SLOs. In the design process, one GLO is written for the whole workshop, and several SLOs are developed to flow from the general objective.

Worksheet: General and Specific Learning Objectives

[Write down your workshop topic and a general learning objective (GLO). The GLO is a broad statement of what your workshop is about.]

WORKSHOP TOPIC _____

General Learning Objective: _____

_____

[Now brainstorm a list of specific learning objectives for the workshop. Aim for quantity—disregard order and relative importance of objectives at this point.]

Specific Learning Objectives:

1. _____

   _____

2. _____

   _____

3. _____

   _____

4. _____

   _____

5. _____

   _____

6. _____

   _____

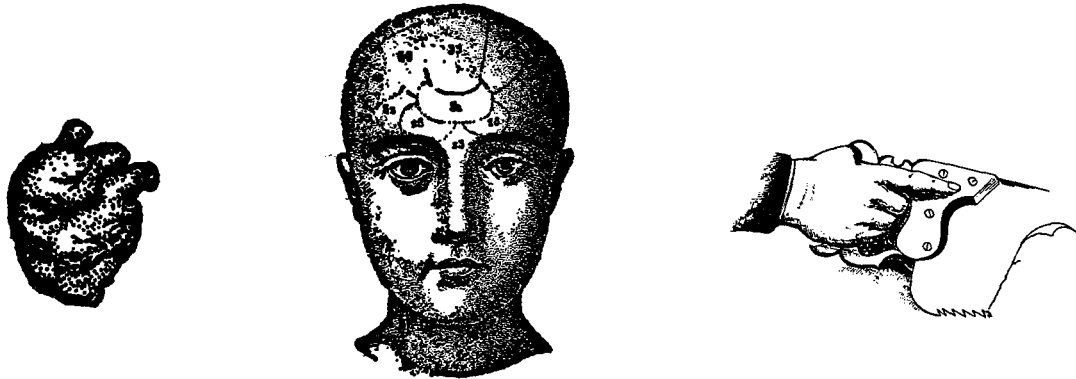7. _____

   _____

[You may need several sheets.]

Heart, Head, and Hands: The Learning Domains

As you refine the objectives for your workshop, you will notice that certain objectives focus on the need for information or concepts. Other objectives focus more on application or practice at doing something. A third type of objective aims at feelings, attitudes, beliefs, and values. These three types are referred to in educational psychology as **learning domains:**

•cognitive,

•psychomotor or skill,

•affective.

In the Workshop on Workshops, we call these domains

•head

•hands

•heart

"Head" is an image for thinking. "Hands" signify doing, and "Heart" indicates feelings and attitudes. You will rarely find an objective that is all and only in one domain, but one will dominate.

When a trainer lists objectives for a workshop, the cognitive objectives are usually stated first. This reflects concern with the transfer of information. Next, the skill objectives are listed. The third type of objective, the affective, is sometimes ignored, either because it is considered unimportant or because it is thought to

be somehow included in the cognitive or skill objectives. It is most useful in planning workshops, however, to consider all three domains.

The title of this subsection, "Heart, Head, and Hands," reflects a sequence that has proved valid in many workshops. You first motivate participants, win them over, and stir their desire for information: HEART. Once the participants are ready for the information, you present it: HEAD.

Then the participants, motivated and prepared with the appropriate information, are ready to practice: HANDS. But this sequence should not be applied rigidly. Use it, rather, to analyze your workshop objectives.

The succeeding pages of this section give an example of objectives from the WOW and their analysis by learning domain, and a worksheet for your own learning domain analysis.

Example: Learning Domains of WOW Objectives

GLO: Review expectations, set learning climate, and review the agenda.
SLO: At the end of the first 45 minutes, each participant will have listed and shared with at least one other a personal, positive quality; what helps and what hinders learning during a workshop and personal expectations for the workshop.

SLObjective is largely in the affective domain. It includes cognitive aspects, but the over-all aim is to win the participants over, to make them feel in charge, and to create a positive learning climate.

GLO: Outline WOW system for planning and conducting workshops.
SLO: Each participant will identify correctly, upon oral questioning, the five parts of the WOW planning machine, with at least one synonym for each component.

SLObjective is clearly in the cognitive domain. The participants will recall information on the WOW planning system.

GLO: Develop and refine objectives for workshops.
SLO: Each participant will contribute at least one objective that meets WOW criteria to small-group development of a list of objectives for a specific workshop topic chosen by small-group consensus.
SLO: Each participant will review the list of objectives using criteria of learning domains and logical sequence as a tool for refining workshop objectives, to the satisfaction of the small group.

SLObjectives are essentially in the skill domain. Participants will apply information in writing objectives.
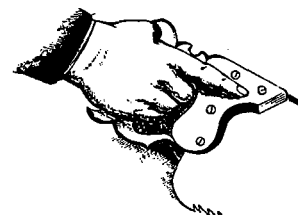
Worksheet: Learning Domains of Workshop Objectives

In terms of their **attitudes, feelings, and values**, the participants I will be training need

_____

_____

_____

_____

_____

_____

The participants need **information, theory, data** about _____

_____

_____

_____

_____

_____

They also need more **direct experience, practice applying, rehearsal of**

_____

_____

_____

_____

_____

Activities

Activities[4] are what the participants do during the workshop. They are the "how" through which the participants will realize the objectives you've set.

This is probably the chapter you wanted to start with—criteria for selecting activities and a compendium you could search for activities that would wow 'em. My experience suggests that the "WOW!" results from the over-all process. An otherwise lackluster activity, properly selected, and set in the context of a well-wrought workshop, can very elegantly meet your workshop objectives.

Principles of teaching adults are largely theoretical; needs assessment is preparation for setting objectives; objectives are abstract and often difficult to formulate. But activities, especially practical and concrete activities, are the things we say and do during a workshop; they are the objectives incarnate. As we plan a workshop, our objectives might not be clear or even formulated, but we can readily visualize what the participants will be doing, reading, and experiencing.

Let's look at some sample activities from the Workshop on Workshops, beginning with a specific learning objective, then the activities that enable participants to achieve the objectives.

---

[4]*Also referred to as techniques, structured experiences, approaches, and methods (although "method" often implies a broader framework or model for structuring activities).*

Example: Specific Learning Objective and Workshop Activities

[from the Workshop on Workshops]

Specific Learning Objective: Each participant will contribute to the design of an activity to meet a preselected objective, within 45 minutes, to the satisfaction of the group.

Activities:

1   **Review of Activity Definitions Using Word Puzzles**

Trainer passes out word puzzles on activities. Each person in small task group works on a different puzzle. The combined sets of puzzles contain information that each member will find helpful in solving his/her puzzle (10 minutes).

2   **Design of Activities**

Trainer hands out worksheets on designing activities. Worksheet states: "From the list of objectives that you have developed for your upcoming or potential workshop, design two different activities that would meet the same objective. Be creative. Use the readings. You have 30 minutes to complete this task." Each group chooses a recorder/facilitator to make report on overhead transparencies with non-permanent markers.

3   **Reports**

Each task group reports to the assembled participants using an overhead projector. Feedback is elicited from the large group on the reports.

4   **Lecturette**

The trainer gives a brief presentation about the variety of activities trainers can use.

The types of activities we've used to meet the objective include a quiz, small group discussion, oral reports (using a visual aid), large group feedback, and a lecturette. A variety of activities can be used to meet a particular objective. Notice in the example that the activities require participants to find at least two different ways to meet the same objective.

Since the sample objective is basically in the skill domain, most of the participants' time in the activities is spent practicing the desired skill (designing activities). There are also secondary aims in these activities that are cognitive and affective. Workshop participants need new information to work on their desired skill, and in this example, brief word puzzles are used to introduce the variety of techniques. The puzzle exercise also motivates participants to explore new possibilities in designing workshops, and makes the participants aware of the value in sharing information to achieve individual and group goals.

Finally, if you have never used an activity other than a lecture in teaching, ask yourself, "How can I meet the objective without using a lecture?" There is nothing wrong with a good lecture: the point here is to increase your repertoire of techniques.

A representative list of activities is given in Appendix A: The Whole Activities Catalog. The catalog is composed of eight activity clusters with activity types listed within each. Each activity-type entry includes a definition of the activity type and its benefits and risks. This can serve as a basic reference in selecting activities for your workshop.

Also useful are several references in Chapter 5, "Annotated Bibliography," notably the series *Handbook of Structured Experiences for Human Relations.*

Selecting Activities

Those new to the idea of andragogical training often become highly enthusiastic about the diversity of techniques available. But without clear criteria for selection, the multiplicity of choices can lead trainers to offer many inappropriate activities. When these activities fail to accomplish much more than busyness, trainers sometimes regress to overreliance on lectures.

Three succeeding sections set out basic criteria for selecting activities: "Eleven Commandments," "Matching Activities to the Learning Domains of the Objectives," and "Sequencing Activities."

ELEVEN COMMANDMENTS
FOR SELECTING ACTIVITIES
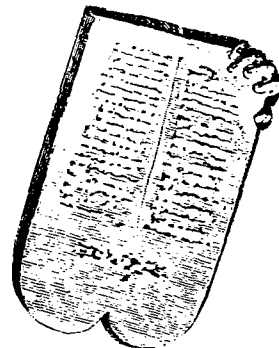
I   APPROPRIATENESS
The activities must be appropriate to the trainees' needs, to the domain of the objectives, and to the content.

II   ABILITY AND EXPERIENCE
The trainer must have the skills and experience to conduct the activities, and the trainees must have the skills and experiences to achieve the tasks.

III   PRACTICALITY
The activities must relate to on-the-job needs, must reproduce the reality of the workplace, and must focus on problem solving rather than theory building.

IV   CONFORMITY
The trainer must not conduct activities that conflict with personal principles and values, and the trainees must not be coerced or tricked into participating in activities that are contrary to their principles and values.

V   AFFECTIVENESS
The activities must have emotional impact, be enjoyable to the participants, and engage them in purposeful tasks.

VI   EFFICIENCY
The activities must be those that are most likely to achieve the objectives.

VII   MULTIPLE LEARNING

The activities must be rich with learning possibilities. Each series of tasks must culminate in learning on many levels.

VIII   PARTICIPATION

The activities must involve all participants in meaningful communication toward fulfillment of the objectives.

IX   SELF-DIRECTION

The activities must allow each learner to become independent and autonomous, must enhance positive self-concept, and highlight uniqueness.

X   SUPPORT

The activities must create an atmosphere of trust, openness, and psychological safety. They must be conducive to trying new behaviors in a relatively nonthreatening setting.

XI   ELEGANCE

The activities must flow aesthetically, one to the other, with rhythm and with artful connection. The sequence of events must weave into a harmonious and satisfying whole.

THESE ARE THE COMMANDMENTS FOR SELECTING AND DESIGNING ACTIVITIES. BUT THEY SHOULDN'T BE TAKEN AS DOGMA. RATHER, USE THEM AS A CHECKLIST.

Worksheet: Designing Activities

From the list of objectives that you have developed (for the soon-to-be-held workshop) design *two* different activities that would meet the same objectives. Be creative. Use the reading list. You may work in pairs or as a group.

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MATCHING ACTIVITIES TO THE
LEARNING DOMAIN OF THE OBJECTIVE
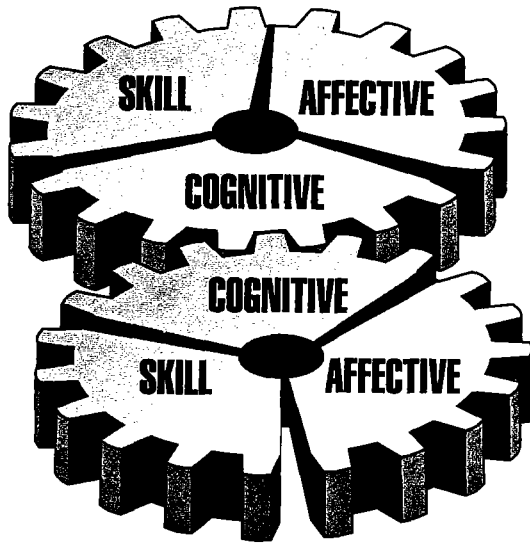
The learning domains--affective, cognitive, and skill--were described in the subsection on objectives. Although some activities most appropriately match a particular domain, many activities can be adapted to meet any of the three domains. For example, although a lecturette would seem to be most suited to the cognitive domain, a moving speaker can effectively meet an affective objective through a lecture or sermon.

Each of the learning domains in the wheel of objectives can mesh with the wheel of activities. Although the illustration divides the objectives and activities into three equal parts, the time allotted to each domain may vary in a given workshop. The important point is that the objective and activity match.

The examples on the next page (taken from the WOW), illustrate this congruence between the domains of the objectives and the domains of the activities.

Examples: Matching Learning Domains of Activities and Objectives

AFFECTIVE DOMAIN

Objective: *Clarify personal goals as trainers*

Appropriate Activities: In groups of three, the participants help each other list personal goals for self-improvement. Each participant writes the speech to be made when awarded the "Trainer of the Year" award.

Other Types of Appropriate Activities: Reverse-role playing, psychodrama, process observation, nonverbal games, simulations, sharing of feelings, individual or group goal-setting, sermons, debate, guided discussion on feelings, intensive group growth, peer counseling.

COGNITIVE DOMAIN

Objective: *List and illustrate the major clusters of activities*

Appropriate Activities: In small groups, the participants select an activity from each cluster of the Whole Activities Catalog (Appendix A) they are most likely to use in a workshop. Each individual reads the description and draws an illustration of the activities chosen.

Other Types of Appropriate Activities: Lecture, audiovisual materials, printed materials, expert panel, group interview; reading alone, in pairs, or in small groups; problem-solving tasks, case discussions, simulations, and demonstrations.

SKILL DOMAIN
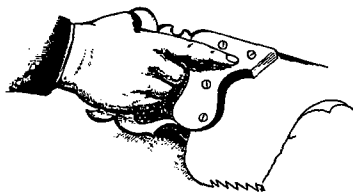
Objective: *Practice conducting activities*

Appropriate Activities: Each team prepares an activity and presents it to the large group. Each presenter is videotaped and then observes himself/herself as workshop conductor.

Other Types of Appropriate Activities: Role playing, in-basket exercises, rehearsing, drills, coached try-outs, simulations, and video feedback.

•Climate-setting often involves what many participants most resist and will least admit: the need to break down the distancing mechanisms, defenses, and masks between themselves and others.

•Because you can't force people to learn before they are ready, and so much learning happens when they are, devote substantial time to climate-setting if needed.

•Quality productive learning does not mean pushing a great amount of content at participants who aren't ready to receive it.

During the introduction, you and your participants will need to agree on goals. Achieving goal agreement means establishing with the participants an informal contract that they wish to proceed with the workshop. They should agree that they need, want, and are willing to learn about the content of the training. If the participants do not agree to enter into the learning experience, the training will be less likely to succeed. Goal agreement is one of the foundations of contemporary adult learning theory and practice.

By making your intentions clear and allowing the participants to confirm whether your outline and agenda makes sense for them, you are doing the following:

•recognizing and making use of their adult behavior, uniqueness, and autonomy;

•recognizing and making use of their expertise, experience, and resources;

•demonstrating your own openness, flexibility, and desire to help the participants.

All this happens during the introduction and can be accomplished in a variety of ways. The warmup activity might include introductions and review of the agenda. The workshop packet can contain instructions that through self-directed activities, the participant can accomplish the abovementioned goals. However you do it, try to accomplish the five purposes of the introduction of the workshop during the first 15 to 45 minutes of the workshop:

•begin the workshop, settle everyone, establish the front of the room, and get the workshop on the road;

•make preliminary introductions;

•review the goals, objectives, agenda, and format;

•achieve goal agreement;

•set a positive learning climate.

See the sidebar, "Warmups, Icebreakers, and Climate-Setters" for ideas and follow-up resources about beginning the workshop. See also the worksheet following "Welcome" in this book for sample warmup activities.

Closure

A most important goal for your workshop is completion of the sequence in a satisfying way. You devoted time to planning your workshop: give it the wrap-up it deserves. Two minutes of filling out evaluation forms as participants are rushing to leave and you are collecting your materials will not supply the necessary sense of fulfillment and completion. Allow time for this last set of activities–*at least 15 minutes* before the scheduled end of the workshop.

Plan for closure. Here are some of the important purposes to be accomplished:

•review, synthesis, and summary of the workshop;

•oral assessment by the participants about the degree to which they feel objectives have been met;

•writing by participants of personal learning contracts; public commitment to what has been learned;

•completion of evaluation forms (see Chapter 4, "Did I WOW You? Let Me Count the Ways").

Warmups, Icebreakers, Climate-Setters

Activities to set the learning climate are important at the beginning of the workshop and at the start of each half-day of a multi-day workshop

These activities should help the participants relax, feel they have something to contribute, validate the strengths they bring to the workshop, and connect them to the content of the workshop. They should enable people to communicate with each other, and provide an opportunity to ventilate built-up feelings or reactions, if necessary. A sense of play can activate unused or forgotten parts of the mind, but some of the more task-oriented participants may object if the activity seems unrelated to the topic.

You need to break through the negative encrustations holding back all those innately flexible and fun-loving people. Activities that seem unorthodox to some participants present risks, but if you plan those activities well, the experience should soon prove its own worth without long explanations.

If your participants perceive the subject you have to present as particularly dry, complex, or even painful, then you need to give careful attention to planning an icebreaker.

Many compendious resources describe activities you can adapt and use in your workshops. Chapter V, "Annotated Bibliography," and Appendix A: The Whole Activities Catalog review some of these resources.

Sequencing Factors
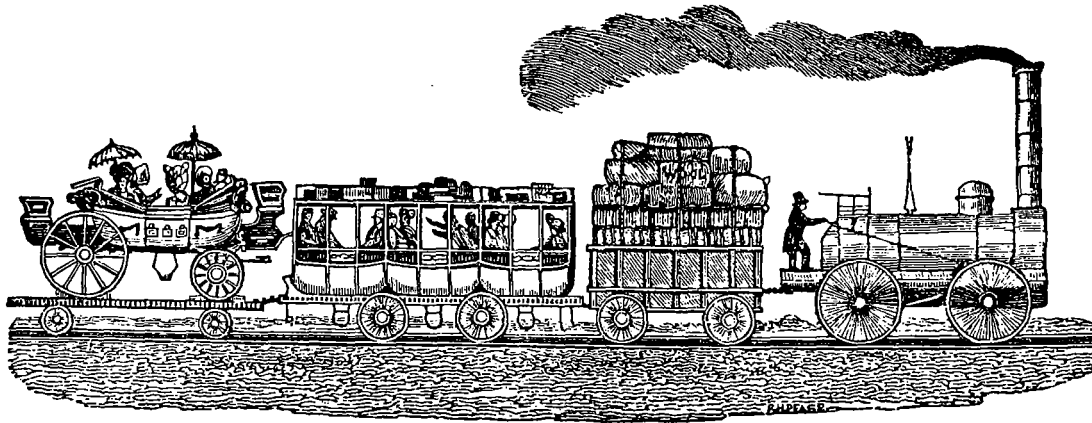
Content; Safety and Risk; Skills Development; Learning Domains; Rhythm, Flow, and Pace

An important part of planning activities for a workshop is the order of the workshop itself–*sequencing activities.* There are five factors to consider in sequencing activities. First: content. The sequencing of activities involves the internal logic of the subject matter. But this logic may be simplistic as a workshop sequence. For example, one logical order is from simple to complex, but it can be frustrating to go through a course where every activity is broken down into simple units, and we're never given the whole picture. A sequence to consider in this case might

be to begin with the complex whole, identify the parts, and then work on those parts in an order that makes sense to the participants. This is not to nullify the value of a simple-to-complex continuum, but to encourage thinking about sequencing in terms of how adults learn.

The four universal content sequences are:

•simple to complex

•general to specific

•concrete to abstract

•chronological

The second factor is **safety and risk.**

The trainer should begin with the safest activities (psychologically) and move toward those that involve the greatest risk. If all the possible activities were graded on a scale of trust, then at one end would be those that require no more from the participant than name, rank and serial number, and at the other end those that require making public the most personal phobias and sexual fantasies. Neither extreme is recommended. The workshop should proceed through a sequence sufficient to allow the participants to be candid about concerns pertaining to the workshop's objectives. The structure of the workshop should also provide sufficient safety for participants to risk trying new behavior.

Third, the workshop's activities need to be structured for **skills development.** New skills require practice, and this should be preceded by demonstration. Participants need facts about these new skills, a strategy that can lead to success applying them, and the opportunity to practice in a safe context.

A factor discussed in the preceding section is the sequencing of activities by **learning domains.** (See "Matching Activities to the Learning Domain of the Objective" in this chapter.)

Fifth, the sequencing of activities considers **rhythm, flow, and pace.** These are matters of taste, style, and the trainer's artistic skill. The order may proceed from large-group listening and interacting to small-group work, then to large-group question-and-answer, to individual or pair groupings, and back to the group as a whole. You might visualize the workshop as a stage and imagine yourself as the conductor, director, and choreographer creating the workshop's flow: high-intensity to low-intensity; crescendos and pianissimos; noisy activity to quiet introspection; a beginning, a middle with punctuated pauses, and a grand finale.
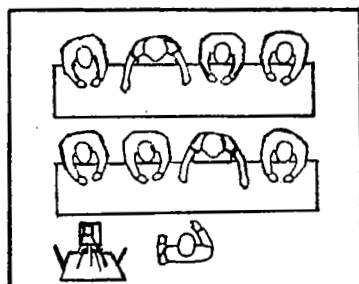
1

Trainer up front, facing participants. Participants in straight rows, facing front.
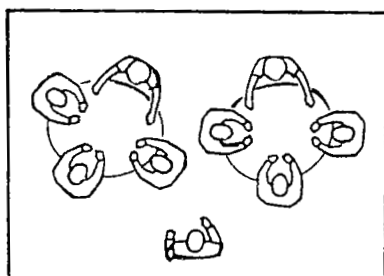
2

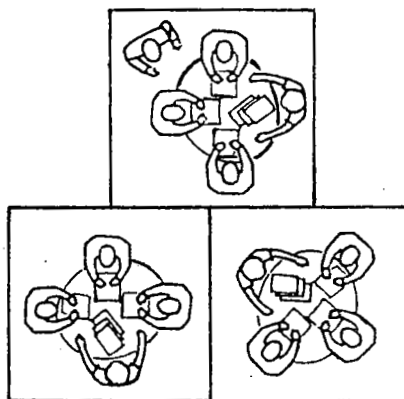Trainer up front. Participants at tables in small groups.
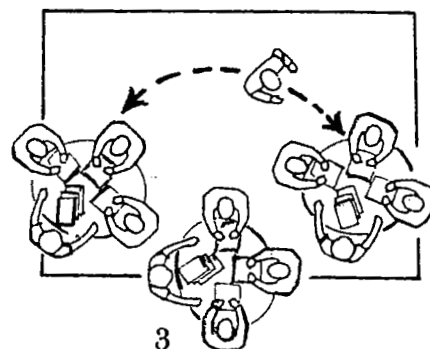
3

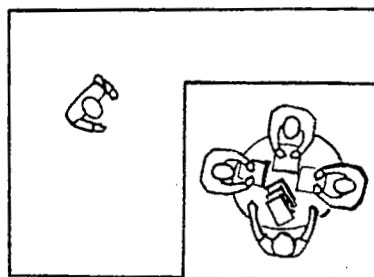Trainer circulating and mingling. Participants at tables working on tasks.
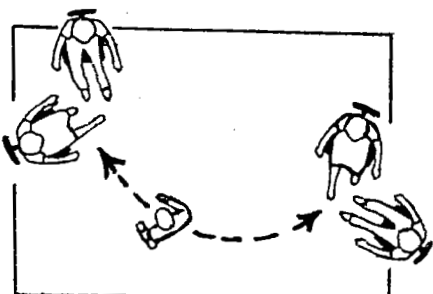
4

Trainer, floating and checking on tasks. Participants, in pairs or triads, discussing.
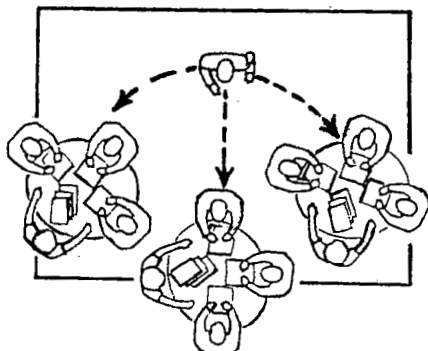

5

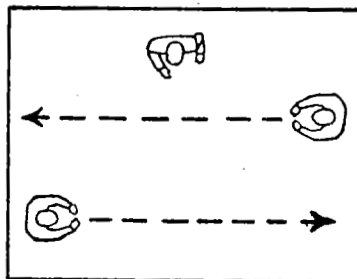Trainer as part of small group. Participants working in small groups in separate rooms.
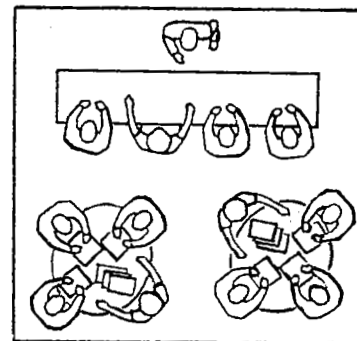

6

Trainer outside room. Participants within room preparing presentation.

7

Trainer moving from station to station. Participants working at stations around room.

8

Trainer up front observing activities. Participants moving from wall to wall writing.

9

Trainer up front presenting to small group. Some participants in small group with trainer, others doing independent work
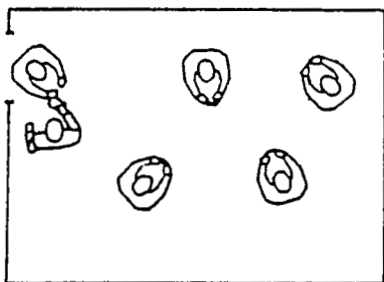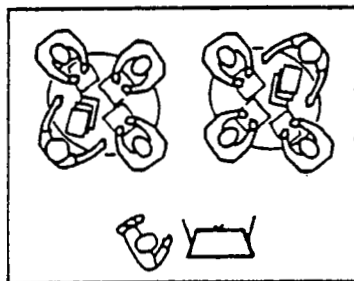
10
Trainer at the door. Participants receiving information as they enter room.
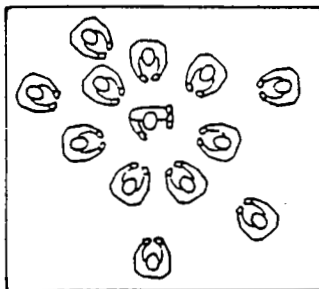
11
Trainer facilitating inner circle of participants. Some participants in inner circle, others in outer circle observing.
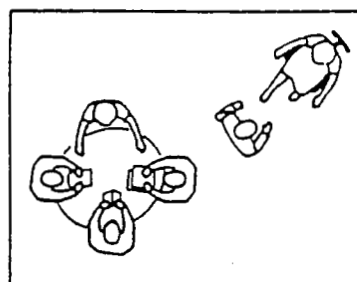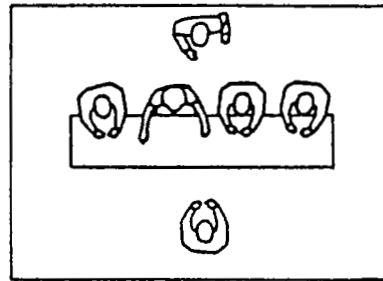

12
Trainer conferring with individuals. Participants alone writing, reading, or meditating.

13
Trainer up front writing on flip chart. Participants calling out information from small groups.
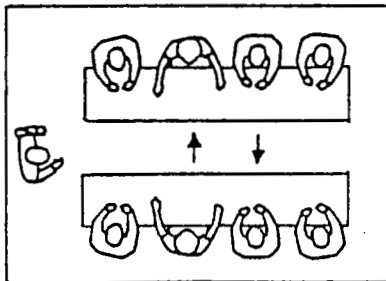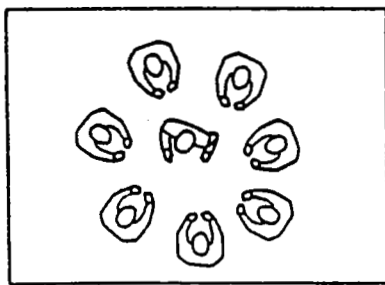

14
Trainer facilitating panel of participants. Participants observe panel and serve as panel.
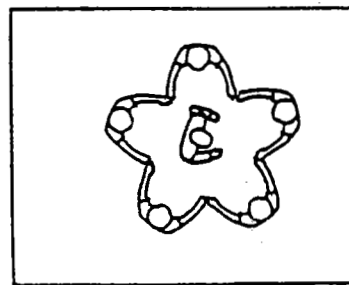

15
Trainer at back of room. Participants up front presenting and facing front observing.
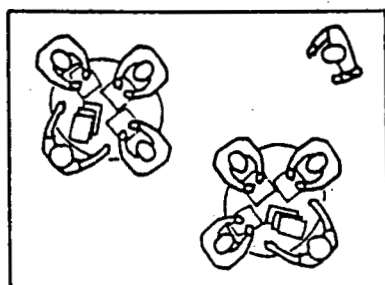
16
Trainer seated on the side observing. Participants conducting peer sessions in small groups.
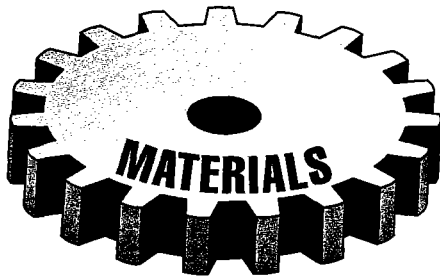

17
Trainer in circle formed by participants.

18
Trainer participating in a game. Participants leading and participating in game.

Materials

Once you have objectives and activities in place, the next step is to develop your handouts and other workshop materials. This might mean locating and photocopying a particular article, making overhead transparencies, and thinking through and creating participant worksheets. Materials for the workshop will be determined by objectives, activities, and budget and other resource limitations.

One critical handout is the workshop agenda. This should include the general objectives of the workshop, and the sequence of topics or events for the workshop.

Some Ideas for Workshop Materials

Materials are splendid tools for highlighting topics and drawing the

participants' focus, and a variety of possibilities exist for the trainer. Remember, though, that materials are only aids: you can train without materials, but materials cannot train without you. Keep in mind also that many audiovisual materials, while attractive in themselves, tend to work against optimal adult learning: they tend to suppress interaction and constrain participants to a passive role. They should be used sparingly, if at all, and for maximum effectiveness, participants should interact with or even design the audiovisual aids they use.

Chalkboard, chart table, butcher paper, newsprint, unused sides of continuous-feed computer paper, blank overhead transparencies
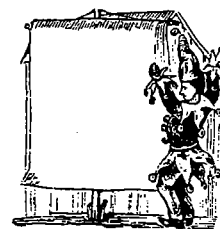
The basic tools of the modern trainer are paper on the wall, masking tape, and markers. Chart tablets or newsprint--as opposed to the more

traditional chalkboard--allow you to save everything that comes out of the session, including:

•what the participants say to the large group or what they record on the newsprint themselves in small-group reports;

•points that you emphasized during the workshop;

•graphic illustrations and diagrams.

Because the information comes from the participants themselves, it makes them feel that their ideas count and that their contributions are meaningful. What the trainer writes and draws reflects the spontaneous contributions of the participants, giving them the feeling that the information is tailored to their needs. A previously prepared visual aid, no matter how well done, cannot offer such a validation of participant contributions. When reports from small groups are given, the written reports can be easily read and compared to other reports. It is not unusual to see the walls of a workshop covered with lists and reports, in addition to the trainer's prepared visuals. Large pieces of paper are indispensable if techniques such as brainstorming are used. It is often useful to post several pieces of paper on the walls with a recorder stationed at each one so that ideas are

recorded as soon as they are expressed. Don't jam too many ideas onto one piece of paper.

CAUTION: With permanent markers, you must take care the ink doesn't bleed through the paper onto the wall. Place at least one sheet under the one you're writing on. For best visibility, use black or blue markers. Yellow, orange and other colors can be used to highlight and accent your words and graphics.

> **Masking tape, markers, crayons, chalk, grease pencils, water-soluble transparency markers**

Masking tape and markers are necessary to the trainer. If you have an overhead projector and blank transparencies, make sure to use erasable (water-soluble) markers, and that you have a moist sponge. Masking tape is useful for posting paper and the walls, and also for constructing three-dimensional models with poster board. It will be helpful in the course of the workshop if you have beforehand cut short pieces of tape and lightly tacked them to table edges, chalkboard

frames, and even chair backs, particularly if the participants will be posting reports, projects, or art work. The roll of tape can rarely be found or passed around quickly enough when needed: the preparatory step of posting tape pieces will speed and smooth the workshop's progress.

CAUTION: Check the walls of your workshop room for sensitivity to tape, and to see that tape will stick.

Task sheets, discussion guides, observation forms, worksheets, case studies, outlines, quizzes, questionnaires

Any form or sheet that provides for guided interaction is useful in a workshop. It can reinforce oral instructions and give the participants a sense of something practical, of something to do here and now. Since group work is the common denominator of many workshops, it is important that the oral instructions for tasks be clear and that handouts state

the task to be accomplished and provide space for individuals to take notes. The sheets can range from a blank piece of paper to a detailed booklet that outlines a series of steps to be followed. It is helpful to have color-coded handouts, especially if you will be handing out a series of task sheets and readings.

Charts, graphs, diagrams, cartoons, illustrations, sketches, maps, photographs, overhead transparencies, titles and key words in large "headline" letters
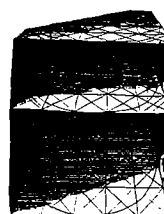
These aids are all useful for presenting factual information, clarifying complex ideas, and visually depicting aspects of your lecture or the participants' readings. It is not so important that these be done by a professional artist as that they communicate visually. As visual aids to understanding, words alone are not as effective as drawings or graphical representations. It is sometimes useful to draw a chart or diagram in front of the participants to enable them to visualize parts, steps, and relationships as you draw them.

•When the lights are low, some participants will snore.

•Equipment follows Murphy's Law. Don't use equipment you aren't familiar with, unless a skilled helper is available.

•All audiovisual materials need to be previewed by the trainer.

**Books, pamphlets, articles, manuals**

These aids are the backbone of traditional teaching, but do not have exactly the same central role in a workshop. Make brief reading assignments, directed to specific fact-finding or problem-solving tasks, and connected to an activity that can be completed within the workshop. If longer readings are necessary to the workshop's objectives, break the materials down into segments, assign to small groups, and have the small groups report to the larger group. Manuals that can be integrated into the workshop can be excellent aids for group tasks.

CAUTION: A workshop is not the place for extended reading. There are many other ways information can be conveyed, and you need to guard against overloading your participants.

**Programmed texts, computer software, teaching machines**

These aids serve personalized instruction well, but may be less well suited for workshops. A workshop may be used to introduce such materials--for example, computer software for self-paced instruction--but if participants will be working individually, at their own paces and levels, a laboratory will be a more appropriate learning environment. There are packages for instruction that include programmed texts, audiovisual aids, computer software, and instructions for group activities. If you find a package that suits your needs, use it, but study the materials well. They will usually define and structure your role.

Old magazines, junk mail, wallpaper samples, stick-ons, blank name tags, colored construction paper, scissors, staplers, glue, straight edges, yardsticks
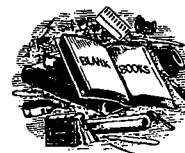
This catch-all section of materials

includes anything you can think of to help in designing and conducting activities. There are many free and inexpensive materials–from junk mail to complimentary name tags on airline counters–of potential use in a workshop. Colorful and creatively used materials can liven up the walls (and as with any materials used in the workshop, they should serve the workshop's goals and objectives).
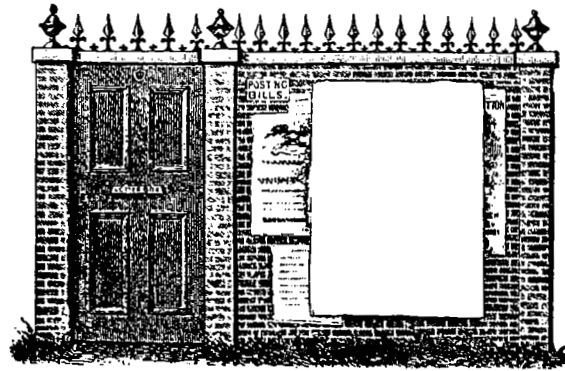
Trainer's Guide

The final step of your workshop design is to create the trainer's guide--a written plan of action.

The guide should include the title of the workshop, objectives, activities, some of the actual words or dialogue you will say, and a complete list of materials. Experienced trainers will have such a guide even for workshops they have conducted many times.
The trainer's guide is your lesson plan. The suggested format for the guide illustrated here is designed to provide all the information needed at any given moment.

TITLE OF WORKSHOP
Can include a catchy title and a subtitle that explains the general learning objective of the workshop.

TIME
Give approximate times for each objective and activity. Times may be modified when the workshop is presented.

OBJECTIVE
List general learning objectives (GLO) and specific learning objectives (SLO). Objectives can be coded using numbers if the objectives are listed elsewhere, e.g., on another page.

TITLE OF WORKSHOP

TIME	OBJECTIVE	ACTIVITY	DIALOGUE	MATERIAL

NOTE
Line up the content of activities, dialogue and materials columns with corresponding objectives determined by the length of the longest column (usually either the activity or the dialogue column.

ACTIVITY
Describe all key steps of the activity. Enough information should be included so that another experienced trainer can duplicate the activity.

DIALOGUE
List trainer comments, e.g., introductory oues for activities, key statements, and process questions. List outlines and notes for longer presentations e.g., lecturettes. Use this column to list all essential elements of your script, but don't write out every word.

MATERIAL
List all materials and equipment necessary for conducting the activity. It is especially important to list every item if you are conducting the workshop for the first time or if others are going to work on it with you. If you plan to use the same design again, the materials list becomes a handy checklist.

73

III   HOW DO I WOW YOU?
LET ME COUNT THE WAYS
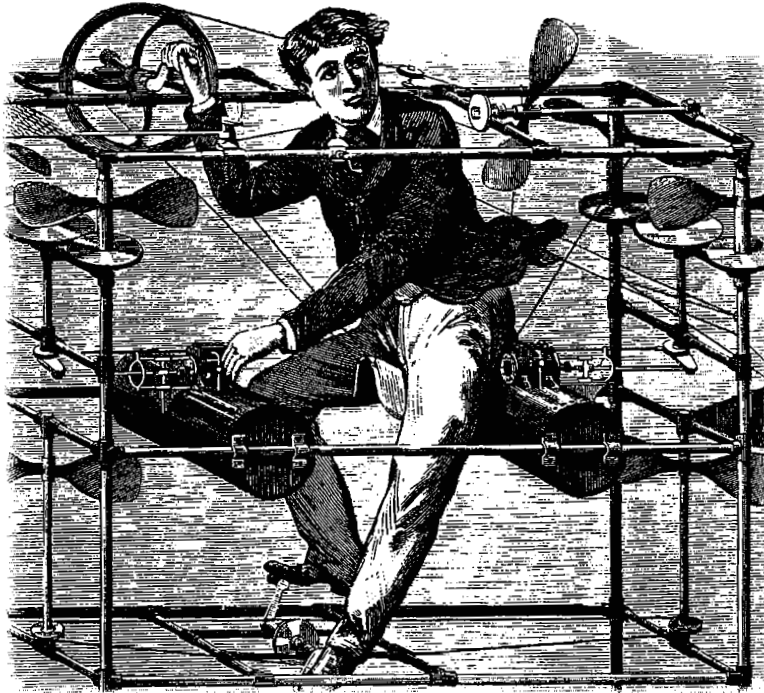
Conducting the Workshop

You have designed your workshop, and now you're ready to wow your participants. Your design comes to life by *doing*, and since you've given each planning step proper attention, proceed with confidence.

This chapter offers a brief summary of some helpful training skills and roles. You can use these to analyze your training style, and identify areas you may need to improve. An especially useful time to reflect on how well you

facilitate a workshop is immediately following one. Two sections follow: Trainer Presentation Skills and Trainer Roles. The first section gives a brief summary of specific behavior that characterizes the successful trainer. The second section analyzes and defines roles the trainer needs to play at particular times during the workshop.

Trainer Presentation Skills

Supportiveness

Participants need to feel that the trainer is an ally in their learning. Show support by accepting and validating the responses and actions of the participants in the workshop. This kind of support is particularly important when participants are trying new skills or behavior. You, the trainer, supply the main source of support in a workshop. As the group works together, you also coach and encourage group support, and extend responsibility to the participants as a group for maintaining the workshop's psychological safety.

You can give support by reducing excessive conflict, being open to suggestions from the group and incorporating them in the workshop, encouraging participants to try difficult things, and openly acknowledging as many contributions from individuals as you can. You can disagree with particular suggestions, but give support to those offering them.

Acceptance

Your role is not to judge your participants. You provide information and create the conditions that enable participants to better evaluate themselves and their peers. It is never right for you to tell workshop participants that their contributions are wrong.

Criticism and feedback are legitimate trainer responses. You may critique what is directly pertinent to the information and skills being taught, but never in any way that could possibly be interpreted as depreciating participants, insulting their intelligence, or commenting on their personal characteristics.

Phrases to eliminate begin with "should," "ought," "you must," and "that's wrong." If critique needs to be offered, begin instead, "if you do that, possible effects might be..." or "when you do that, my reaction is..."
It can be difficult to temper your reactions, but you can improve your critiquing skills by rehearsing nonjudgmental reactions with your colleagues and participants, and by asking for their feedback.

Respect for feelings

Participants come to workshops with mixed emotions. Some anticipate the occasion with enthusiasm, others with dread. Some may have histories of success in learning situations (school, for example), and others have histories of failure. You symbolically represent the cause of these historical feelings, and in addition, the prospect of being judged again in unknowable circumstances. The feelings participants bring with them or experience in the workshop must be respected.

The ability to respect feelings begins with accepting them as they are, neither right nor wrong. Negative feelings block learning: the trainer needs skills in reducing and dissipating these feelings. Your awareness of fear and anxieties, and your actions to create an atmosphere of acceptance and legitimacy for feelings will contribute to positive learning.

Clarity

The information and directions you present need to be clear and explicit; your presentation of content should follow an obvious pattern. Repeat instructions for group tasks, as needed, until all members are actively engaged in their group's task. When you announce, for example, "Let's divide into groups of four and explore what we've been talking about," many possible sources of confusion arise. The task is unspecific, and no time limit has been announced. Finally, no expectations have been indicated for the activity. Lack of clarity is a principal cause of disappointing results from workshop activities.

Clear instructions specify tasks to be performed, outcomes, and time limits. Task sheets and visuals are helpful in ensuring clarity.

Preparedness

There is no substitute for knowing the content of what you intend to teach. You can't be relaxed, spontaneous, and effective if you're trying to remember what's on page 2 of the training manual. If you're confident about your training goals, activities, and materials, you will have a sound basis for conducting a good training session.

Being comfortable with your subject matter allows you to hear participants' opinions and contributions and gives you the confidence to lead more open discussions. It also frees you to help the trainees apply the principles being learned. Good preparation gives you the confidence to rearrange the planned schedule on short notice and adapt the session to specific needs.

Helpfulness

The essence of training is to help participants learn. You need to be motivated. The trainer role is not one of expounding eruditely nor one of force-feeding students. Help doesn't mean giving your participants the "right" answers, but asking the right questions.

Unhelpful trainer behavior chills the workshop atmosphere and bores the participants. If you don't feel motivated to help others learn, you need to reappraise your role as a trainer.

Congruence

Your actions as a trainer should be consistent with your words. Don't ask participants to do anything you wouldn't do: *model the behavior you're seeking.* To illustrate this trainer skill in the WOW, I ask everyone to stand up for a quick, simple version of "Simon Says." I give them the instruction of doing what I say. I say "touch your ears," and touch my ears, "touch your knees," and touch my knees; repeat three times, then say "touch your knees" while I touch my ears. Some participants will do as I say, and some will do as I do. This is the kind of confusion and mixed result trainers can expect from incongruence.

Naturalness

Your effectiveness as a trainer results from being the best you can be, not from hollow imitation or artificiality. Another trainer's style may be interesting or exciting to you, but your best course is to follow your own inner guidance. Don't be afraid to change your style or try something new, but make it congruent with your own personality. Anything in your approach or presentation that makes you uncomfortable will interfere with thinking clearly, and clear thinking is essential to good training. Charisma can be a wonderful attribute, but to *try* to be charismatic will ring false.

Liveliness

Your enthusiasm starts the workshop and provides the spark that keeps it going. Your display of spirit and energy triggers enthusiasm in others for learning , searching, and questioning. You display spirit and energy by looking your participants in the eye, moving around, and showing other outward signs of exuberance. You want participants to share your excitement about the subject. When you see eyes glazing over or notice yawning, you must quickly change the pace of action, or the physical/human arrangement. Move, instruct participants to regroup, do whatever it takes to keep the session alive.

Humor

Many people believe "adult" means "serious," but as human beings, we all have a sense of humor, an innate capacity to appreciate incongruities and laugh. In a workshop, puns and jokes can release tension, enhance learning, and make points memorable. You don't have to develop stand-up routines, but you can encourage and support appropriate humor. Light banter can sometimes leaven heavy, negative feelings and relieve anxiety and tensions. Fun activities offer outlets for the pent-up energy of industrious adults. Not all activities of adult learning need to be word-bound: drawings, collage, and other graphic projects can give a needed dimension of enjoyment to the workshop. The duller the subject of your workshop, the more you need to inject the possibility of fun.

ONE WARNING!! Don't allow humor that demeans any group or individual.

Optimism

Always believe your participants will learn: they will. Assume each comes to the workshop with an infinite capacity to learn, cooperate, and love. Behave as if you believe the participants will surpass their expectations. If you make a mistake, don't know something, or draw a momentary blank, rejoice in the collective brainpower in the room: use the situation to learn even more together.

Remember that the low expectations and pessimism of many teachers have contributed to their students' negative ideas about themselves and limited their achievements. You don't need to beam a false brightness or create an unreal haven for escapist fantasies: you do need to find and claim an island of legitimate hope and positive expectations. Constant effort is needed to counter cynicism, hopelessness, and despair. Learning requires hope and optimism.

Trainer Roles

The preceding section listed presentation skills that help you conduct better workshops. This section describes various *roles* the trainer must perform in the course of a workshop. These roles are divided into those that primarily affect *content* and those that primarily affect *process*. These categories refer to the *what* (content) and the *how* (process) of your presentation.

Content encompasses information and skills workshop participants need to learn ("subject matter" and "topic(s)" of the workshop). Content has traditionally been the driving concern of teachers. Content alone implies no specific technique or approach.

The techniques and approaches, the *way* content is presented, and the types of interactions you use to transmit information or skills are all *process*. In traditional classrooms, process is usually lecture, and in laboratories, the process itself is the primary content.

In a workshop, the trainer must be able to play different roles to serve process and content. Some of these roles will be clear in planning the workshop, but others become clear in the course of the workshop itself. The trainer needs to maintain alertness to the signals of need from participants and respond. The two tables presented here organize the trainer's roles by content and process, and by signals of need and examples of required action.

Trainer's Content Roles

Role	Signs/signals of need	Example of action required
DIRECT INSTRUCTOR Communicating the subject matter in the most effective manner.	Similar key questions about the content from a majority of the participants.	Present a well-organized lecturette, enhanced with visuals and with guiding outlines on task sheets for participants.
INFORMATION PRESENTER Giving direct access to information efficiently.	A variety of questions about the content reflecting a different degree of knowledge and experience.	A comprehensive but concise written handout with references and supplementary optional handouts.
DEFOGGER Clarifying and elaborating on the content.	Questions and eddies of conversation during responses; random conversations in small groups after direct instruction or information presentation.	Poll participants for key questions about the content and respond orally or with appropriate handouts. Poll small groups and give direct answers.
MONITOR Checking the pace and speed of the workshop.	An hour has passed, do you know where the participants' minds are? A break is looming..	Ask the group, "How's the pace? Too slow, too fast? What needs revisiting?"
SYNTHESIZER Pulling ideas together.	Presentation of long or complex series of ideas. Various inputs and tangential discussions.	Record on TP/board review of key ideas, condense and interrelate all relevant info presented.
ASSESSOR Measuring to what degree the group is achieving the workshop objectives.	Small task groups are at different stages of the same task. Some task groups or individuals are not on task.	Request small group reports to large group. Ask, "What have you accomplished? Where are you getting stuck or slowing down?"
SUMMARIZER Reviewing the key points of the content.	A chapter, section or topic has been completed. The next step is closure.	Orally review the key points while pointing to a visual outline of the topic. Or ask participants to fill in the correct responses to each section of the outline.

Trainer's Process Roles

Role	Signs/signals of need	Example of action required
FACILITATOR Making it easy for people to participate.	Questions about the subject, puzzled expressions, nervous shuffling.	Assign buzz-group discussion on topic, allowing each individual to list questions.
ENVIRONMENTALIST Creating and maintaining a positive learning environment.	Participants are sullen, cross, isolated, uncooperative, embarrassed or reluctant to take risks.	Create situations for each individual to 1) share positive contributions/attributes 2) share concerns about the agenda, and 3) share expectations.
ACTIVITY PROCESSOR Assisting the participants in focusing on their "here-and-now" behavior.	Participants are absorbed in the content task, oblivious to how they are accomplishing the task and the implications of the "how."	Request content task reports then ask questions to a) make sense of information, b) hypothesize or c) apply information to the real world.
PEACEMAKER Smoothing ruffled feathers while respecting differences of opinion.	Arguments, differences of opinion and provocations.	Restate positions, clarify points of view, point out commonalities and table discussion after agreement to disagree.
MOOD CHECKER Assessing the affective environment.	Long pauses, wandering attention, general shift in body positions and facial expressions.	Stop the action and ask, " How are you feeling about the current task?"
GATEKEEPER Ensuring that everyone gets equal air-time.	Some participants are dominating discussions, others are withdrawing.	Stop activity or at a reasonable juncture sketch continuum of participation, 0 (never talked) to 10 (never stopped talking) and request participants to move toward a 5 from wherever they are on the continuum.
SUPPORTER Encouraging risk-taking; giving positive reinforcement and acknowledging each one's attempts to change.	A difficult/risky task has been assigned; several participants hold back or give signs of nervousness with the task; or, participants look vulnerable after attempting new behavior.	You model the task without achieving perfect results; you inquire privately about feelings vis-a-vis the task; verbalize strong support for attempts, highlighting successful aspects.

IV DID I WOW YOU?
HOW CAN I COUNT THE WAYS?
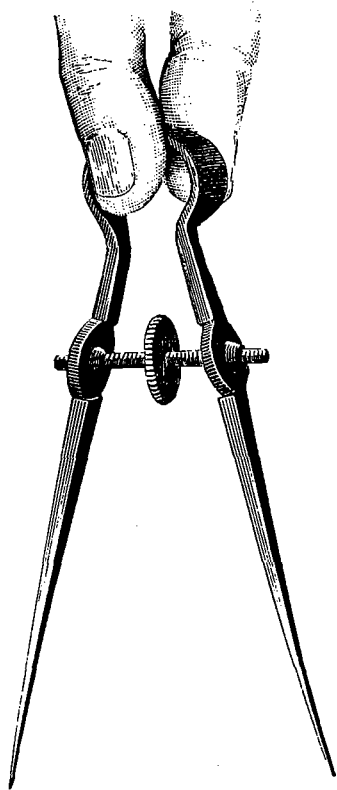
Evaluation

Did you WOW them?
Is it important to know?
In other words, why EVALUATE?

Evaluation is more than a pro forma exercise near the end of the workshop. It can be a tool to:

• increase the learning of the participants;

• improve your skills as a trainer;

• determine the degree to which the objectives of the session were realized;

• determine the effect that training has on job performance.

There are three commonly used categories of evaluation:

• *Reaction:* How well did the participants like the workshop?

• *Learning:* What principles, facts, and techniques did the participants understand and absorb?

• *Behavior:* What changes in behavior can be observed in the participants as a result of the workshop?

The first category, **reaction,** measures the feelings of workshop participants. It is a fairly common approach, because it *is* important to determine

how people feel about the workshops they attend. Maximum benefit accrues to the participants from the workshops they like. Because participant reactions are relatively easy to measure, trainers commonly do this type of evaluation. Be warned, however, that participants may tend to be post-workshop euphoric, or too polite to give genuine criticism, so the results might be unusually positive. Here are some guidelines for doing reaction evaluation well:

•Determine what you want to find out.

•Use a written comment sheet covering those items that you want to find out.

•Design the form so reactions can be easily tabulated and quantified.

•Ensure anonymity so that you get honest reactions.

•Include a section in the form for open-ended responses by the participants.

When you have effectively measured the reactions of participants and have found them to be favorable, you can feel justifiably proud. However, your evaluation task has only begun. Although you may have done a good job of measuring the reactions of the group, you still have no assurance that actual learning has taken place, nor any

indication that the behavior of the participants will change because of the training program. Perhaps you conducted an exciting workshop, but careful evaluation reveals that you said little of substance.

Learning, the second category of workshop evaluation, is more difficult to measure. Several benchmarks should be considered for measuring the amount of learning that takes place. (Note, however, that we are not concerned with on-the-job application. That's the next category.)

•The learning of each participant should be individually measured before quantitative results can be determined.

•A before-and-after approach (e.g., a pretest and posttest) should be used to measure learning achieved in the workshop.

•Learning should be measured on an objective basis.

•Wherever possible, a control group (i.e., a group that has not received the training) should be used to compare with the experimental group that received the training.

•Evaluation results should be analyzed statistically so that learning can be proved in terms of correlation or other

statistical measures.

It is much more difficult to measure learning than reaction. You will often need technical assistance from consultants or colleagues to do it well.

Learning evaluation demands work in planning the evaluation procedure, analyzing the data that are obtained, and interpreting the results. Wherever possible, we suggest that you devise your own methods and techniques. You can plan to use participant demonstrations and presentations, for example, to measure learning in a workshop that primarily teaches skills. Where principles and facts are the objectives of the training program, you probably need to give the participants a paper-and-pencil test. If suitable standardized tests can be found, use them. Many topics will not have standardized tests, and in these cases, you will need to apply your skill and ingenuity to design a measuring instrument.

If you can prove that your workshop has been effective in terms of learning as well as in terms of reaction, you will have objective data to use in selling future workshops.

Evaluation of workshops in terms of on-the-job **behavior** is even more difficult than reaction and learning

evaluations. A more technical approach is needed, and many additional factors need to be considered.

Several guidelines should be followed in evaluating training programs in terms of behavioral changes:

•A systematic appraisal should be made of on-the-job performance before and after the workshop.

•Appraisal of performance should be carried out by one or more of the following (the more the better):

> The person receiving the training

> His/her superior or superiors

> His/her subordinates

> His/her peers or other people thoroughly familiar with his/her performance.

•A statistical analysis should be made to compare performance before and after training.

•Extensive post-training observations should be made three months or more after training to measure long-range behavior changes. Additional appraisals may add to the validity of the study.

•Comparison to a control group (i.e., a group that did not receive the training) increases the reliability of the study.

Few of us have the background, skill, and time to engage in extensive behavior evaluations. We need, then, to call on statisticians, research experts, and consultants for advice and help.

We have indicated some fairly sophisticated procedures for evaluating changes resulting from your workshops. Your future as a trainer and the future of your workshops may depend on proving your effectiveness. Whatever the effort involved to include well-designed evaluation in your workshops, it will be repaid by the unique value of documenting your training results.

Answering the questions, *Did you WOW them? How can you count the ways?* may turn out to be more complicated than most of us really want to believe. Yet we need to be pragmatic and realistic. If your workshop is a one-shot happening, you can't be overly concerned about all three categories of evaluation. At a minimum, participant reaction should be included in every workshop's evaluation. To the degree that your workshops are part of larger institutional efforts to bring about change, you must go beyond this simple category.

The future of training, of trainers, and of training programs will depend, to a large extent, on our ability to evaluate and to use evaluation results.

Example: Workshop Evaluation Form

Date _____   Topic _____
Corporation/Agency _____   Presenter _____
City _____

PARTICIPANT CHARACTERISTICS   Please check (✓)/fill in

_ American Indian/Alaskan Native   Position/Job   _ Female
_ Asian or Pacific Islander
_ Hispanic   _____   _ Male
_ Black (Not of Hispanic Origin)   _____
_ White (Not of Hispanic Origin)   _____

Please circle the number that best describes how you feel about the statement below. Five (5) is the highest response and one (1) is the lowest.

1. The goals and objectives of the session were stated:
Very Clearly   5   4   3   2   1   Very Unclearly

2. The information presented addressed a need in my corporation or agency:
Strongly Agree   5   4   3   2   1   Strongly Disagree

3. The information presented will be useful in the performance of duties:
Strongly Agree   5   4   3   2   1   Strongly Disagree

4. The amount of information covered was:
Very Adequate   5   4   3   2   1   Very Inadequate

5. When applicable, the amount of participant involvement in this session contributed to a better understanding of the content:
Strongly Agree   5   4   3   2   1   Strongly Disagree

6. When applicable, visual aids contributed to the effective delivery of information:
Strongly Agree   5   4   3   2   1   Strongly Disagree

7. The presenter was sensitive to the needs of the participants:
Strongly Agree   5   4   3   2   1   Strongly Disagree

8. The presenter created a climate of credibility:
Strongly Agree   5   4   3   2   1   Strongly Disagree

9. The presenter was effective in conveying the information:
Strongly Agree   5   4   3   2   1   Strongly Disagree

10. The overall quality of the session was:
Excellent   5   4   3   2   1   Poor

1. In your opinion, which activity or activities were the most productive in the session?

_____

_____

_____

_____ Why? _____

_____

_____

2. In your opinion, which activity or activities were the least productive in the session?

_____

_____

_____

_____ Why? _____

_____

_____

3. What do you consider top priority topics for future training/workshops/inservices?

_____

_____

_____

_____ Why? _____

_____

_____

4. Feel free to write your comments regarding any particular aspect of the program.

_____

_____

_____

_____

_____

_____

V   ANNOTATED BIBLIOGRAPHY
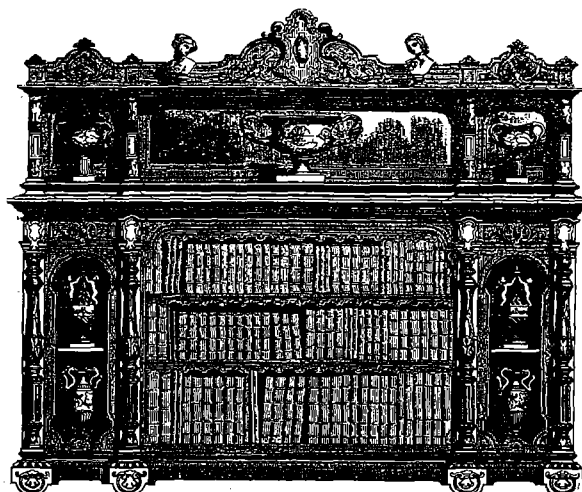
Activities

Forbess-Greene, Sue (1983). *The Encyclopedia of Icebreakers.* San Diego:
University Associates, Inc.

    A unique and comprehensive source of warmup and motivational activities for
    workshops, courses, conferences, and training programs. Ready-to-use
    instructions are included for 150 activities (with more than 300 variations) in the
    categories of energizers and tension-reducers, feedback and disclosure, games
    and brainteasers, getting acquainted, openers and warmups, and professional
    development activities. An invaluable and easy-to-use resource, but less
    experienced trainers should approach some of the designs with caution.

Pfeiffer, William J., ed. (1985). *Reference Guide to Handbooks and Annuals*
San Diego: University Associates, Inc.

    This new edition includes classifications of the complete contents of the *Annual*
    Series in Human Resource Development and *Handbook of Structured*
    Experiences. A useful reference tool.

Pfeiffer, William J. and Jones, John E. (1972-1985). *Handbook of Structured Experiences.* Ten Volumes. San Diego: University Associates, Inc.

Each volume contains approximately 25 structured experiences helpful to the experienced trainer. Less-experienced trainers should use caution.

Pfeiffer, William J., et al., eds. (1972), *The Annual Series in Human Resource Development.* San Diego: University Associates, Inc.

A balanced, varied collection of resources for use in teaching, training, personal growth, organizational development, and community work. Contains five basic divisions: structured experiences, instrumentation, lecturettes, theory and practice, and resources.

Evaluation

Phillips, Jack J. (1991). *Handbook of Training Evaluation and Measurement Methods.* Houston: Gulf Publishing Co.

A useful reference on all aspects of training evaluation.

General

Benne, Kenneth et al. (nd). *The Laboratory Method of Changing and Learning.* Palo Alto, CA: Science & Behavior Book, Inc.

A sampling of the entire range of current applications of laboratory method in group training and education, in personal growth laboratories, and in organizational and community development.

How To Teach Grownups (1979). Calabooses, CA: Practical Management, Inc. Audiocassettes and workbooks. (P.O. Box 8789, Calabasas, CA 91302-8789 — Telephone 1-800-423-5099).

This audiocassette/workbook course — a self-study course for trainers — defines grownups as adults who practice a vocation or work for a living, people for whom going to school is an adjunct to other activities. The focus of this program is on implementing instruction that encourages and facilitates participant learning by adults. A practical course for both prospective and experienced trainers.

Kidd, J. R. (1972). *How Adults Learn.* New York: Cambridge Book Co.

An examination of the teaching of adults as compared to the teaching of
children. It was written to familiarize practitioners with relevant theories and to
improve teaching techniques in the field. Motivation, attitudes, and interests of
adult learners are described. Kidd also reviews such major perspectives on
learning as behaviorism, Gestalt psychology, field theory, psychoanalysis,
cognitive learning, transactional analysis, and altered states of consciousness to
give the reader a better understanding of concepts prevalent in the field of adult
learning and teaching.

Knowles, Malcolm (1990). *The Adult Learner: A Neglected Species.* Houston:
Gulf Publishing Co.

This is an updated version of the Knowles classic that most researchers use as a
touchstone. Knowles reviews the fields of education and psychology and
concludes that a synthesis he terms "Andragogy" is needed to fully address the
issue of how and when adults learn. Though some contemporary researchers
have challenged Andragogy on the grounds that it is more a philosophical
statement of concern for the needs of adult learners than a theory, *The Adult
Learner* remains a benchmark book.

Knowles, Malcolm et al. (1984). *Andragogy in Action: Applying Modern Principles
of Adult Learning.* San Francisco: Jossey-Bass, Inc.

Presented here are 36 detailed case studies of Andragogy in practice, revealing
what worked and what did not, and summarizing the lessons that can be learned
from experience. Knowles explains how Andragogy makes use of knowledge
about what motivates adults and how they learn, and demonstrates that the
Andragogical model encourages adults to become more actively involved in the
learning process.

Knowles, Malcolm (1980). *The Modern Practice of Adult Education: From
Pedagogy to Andragogy.* New York: Cambridge Book Co.

Although written earlier than Knowles's *The Adult Learner,* there is much to
recommend in this book. Knowles reviews the research and practice in adult
learning and lays the groundwork for understanding the adult as a unique learner
with distinct problems and needs. Emphasis is placed on self-diagnosis of
learning needs, self-evaluation, and placing the responsibility for learning with the
learner, not the instructor.

Miles, Matthew B. (1980). *Learning to Work in Groups: A Practical Guide for Members and Trainers.* Second Edition. New York: Teachers College Press.

> A newly revised and expanded second edition of a "classic" comprehensive guide to developing group training programs focusing on the key processes of learning and helping others to learn effective group behavior. Trainers, managers, consultants, educators, and group leaders will find this book an invaluable aid to improving group functioning. It includes specific suggestions on understanding effective group behavior, designing training programs for working groups, selecting training activities (152 tested activities are described in detail), taking the trainer role, and evaluating training results.

Miller, Harry G. and Verduin, John R. (1979). *The Adult Educator: A Handbook for Staff Development.* Houston: Gulf Publishing Co.

> This book is written for anyone who works with adults in an instructional situation. It provides theories and practical suggestions for teachers of adults to improve their professional and personal involvement in adult education. The book also describes staff development programs that work because they account for individual needs, and presents means by which educators can keep abreast of new ideas, changing curriculum structures, and improved applications of learning theory.

Needs Assessment

These three publications provide an understanding of needs assessment together with basic methods and procedures.

Mager, R. F. and Pipe, P. (1984). *Analyzing Performance Problems or You Really Oughta Wanna.* (2nd Edition). Belmont, California: Fearon Publishers.

Rossett, A. (1987). *Training Needs Assessment.* Englewood Cliffs, New Jersey: Educational Technology Publications.

Zemke, R. and Kramlinger, T. (1982). *Figuring Things Out: A Trainer's Guide to Needs and Task Analysis.* Reading, Massachusetts: Addison Wesley.

Objectives

Fundamental information about objectives can be found in these publications.

Bloom, Benjamin S. et al. (1977). *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain.* New York: Longman, Inc.

Cohen, Arthur M. (1970). *Objectives for College Courses.* Beverly Hills: Glencoe Press.

Harrow, Anita J. (1979). *Taxonomy of Psychomotor Domain: A Guide for Developing Behavioral Objectives.* New York: Longman, Inc.

Krathwohl, David R. et al. (1969). *Taxonomy of Educational Objectives, Handbook 2: Affective Domain.* New York: Longman, Inc.

Mager, Robert (1984). *Preparing Instructional Objectives.* Belmont, CA: Pitman Learning, Inc.

Popham, W. James and Baker, Eva L. (1970). *Establishing Instructional Goals.* Englewood Cliffs, NJ: Prentice-Hall.

Training

Eitington, Julius (1989). *The Winning Trainer: Winning Ways to Involve People in Learning.* Houston: Gulf Publishing Co.
> This book is a "how to" of participatory training methods that play a role in adult learning. It includes hundreds of exercises, games, puzzles and group-in-action techniques to involve participants in the learning process. A useful resource for both experienced and neophyte trainers.

Hart, Lois B. (1991). *Training Methods that Work: A Handbook for Trainers.* Los Altos, CA: Crisp Publications.
> A practical and useful tool that gives brief suggestions in a clear format.

Jones, Philip C., ed. *Adult Learning in your Classroom: The Best of* Training Magazine's *Strategies and Techniques for Managers and Trainers.* Minneapolis: Lakewood Publications, Inc.

> This anthology of articles published in the 1970s and early 1980s in Training magazine presents practical ideas for implementing training, selecting and using media and methods, ensuring on-the-job performance, and understanding the adult learner. A useful compilation for all trainers.

Margolis, Frederic H. and Bell, Chip R. (1984). *Managing the Learning Process.* Minneapolis: Lakewood Books.

> A practical resource for developing and implementing workshops for adult learners. Includes tips on delivery, logistics, and evaluation of training. Features a time-saving collection of charts, diagrams, examples, and checklists. Useful to beginners and experienced trainers alike.

Rogoff, Rosalind L. (1987). *The Training Wheel: A Simple Model for Instructional Design.* NY: John Wiley & Sons.

> An interesting visual organizing principle for designing a workshop or course of instruction. This brief book offers a practical set of organizing principles, especially useful to the trainer who has access to a variety of training methods.

Smith, Barry J. and Dalahaye, Brian L. (1983). *How To Be an Effective Trainer: Skills for Managers and New Trainers.* New York: John Wiley & Sons, 1983.

> A practical, nontechnical introduction to the basics of training. This easy-to-use looseleaf volume provides an overview of training language, concepts, and techniques. Useful for beginning trainers and managers involved in training programs.

Training and Development Journal (Monthly). Madison, WI: American Society for Training and Development, Inc.

> This magazine is the official journal of the American Society for Training and Development, and it will interest anyone involved in training. It features practical, well-researched articles on all aspects of training and organizational development. Regular features include a review of current trends in training, a book review column, and a marketplace column on new training tools. A basic resource for all trainers.

Training: The Magazine of Human Resources Development (Monthly).
Minneapolis: Lakewood Publication, Inc.

> A journal specifically addressed to those who have the task of training. Short
> practical articles cover all phases of training. A special feature, "Training Today"
> keeps the readers updated on current research opinions and events. Other
> regular features include news of products, materials, and services; a calendar of
> conventions and meetings; and reviews of literature and audiovisual materials.
> An important periodical for anyone who manages the training and development
> of others.

Workshops

Cooper, Susan, and Heenan, Cathy. *Preparing, Designing and Leading Workshops:
A Humanistic Approach* (1980). New York: Van Nostrand Reinhold Co., Inc.

> The subject is the design of highly participatory, short-term workshops, and the
> focus is on whole-person, facilitated learning. Cooper and Heenan believe that
> workshops must take into account the intellectual, emotional, physical, and
> spiritual needs of the participants. They use such phrases such as "the fear and
> joy" potential of a workshops and "unblocking feelings" of the learner, but even if
> you dislike "touchie-feelie" training, you can find advice here. Cooper and
> Heenan care about the adult learning experience, and many of their ideas are
> worth considering.

Cross, Patricia K. (1981). *Adults as Learners: Increasing Participation and
Facilitating Learning.* San Francisco: Jossey-Bass, Inc.

> Cross has done an excellent job of drawing together the thoughts and ideas of
> such early pioneers of adult learning as Knowles, Tough, and Kidd, and adding
> her own perspective and comments. She has also provided a unified model of
> adult learning. Well-written and exceptionally thought-provoking.

Davis, Larry Nolan (1975). *Planning, Conducting and Evaluating Workshops.* San
Diego: University Associates, Inc.

> A complete yet concise guide to adult education activities, this book will be
> valuable to both new trainers and experienced workshop coordinators.
> Beginning with a detailed and nontechnical survey of adult learning theory, the
> book moves step-by-step through the workshop process, from the earliest

planning stage to the final evaluation. Reproducible worksheets are included throughout the text that could be useful in collecting the data to implement workshop activities.

Goad, Tom W. (1982). *Delivering Effective Training.* San Diego: University Associates, Inc.
> A concise yet systematic introduction to the implementation of training programs. This volume covers the entire spectrum: analyzing, designing, conducting, and evaluating training. Useful for the beginning trainer, and as a refresher and reference for the more experienced trainer.

Nadler, Leonard and Nadler, Zeace (1977). *The Conference Book.* Houston: Gulf Publishing Co.
> This volume provides a comprehensive and practical look at how to design a successful conference, where and when to hold a conference, who should be responsible for which duties, and what types of conference activities are most productive. Much of this information is supported in the text by situations experienced by the authors.

Verduin, John Jr., Miller, Harry, and Greer, Charles (1979). *Adults Teaching Adults: Principles and Strategies.* San Diego: University Associates, Inc.
> Excellent for use in the university, college, or community college classroom and as a resource for in-service training in a variety of settings. Specific suggestions are presented based on a workable model for adult instruction and supported by practical examples and references. You will learn how to specify objectives, organize instructional plans, integrate different teaching methods, evaluate learning progress, and use community resources to enhance learning.

APPENDICES

Appendix A: The Whole Activities Catalog

Workshop activities are clustered here into eight categories for the convenience of the trainer. Each activity is briefly defined, with the pros and cons of using it.

Activities by Category

Presentation

ACTIVITY	PRO 👍	CON 👎
Lecture A 30-minute (or longer) talk by one person to a group, usually from a prepared outline or written notes. Anything shorter is a **lecturette**.	•You have full control over the subject. •Can be a logical, precise, interesting, and fully elaborated exposition. •Can be a dynamic introduction to a complex subject. •Participants are familiar with this type of presentation.	•Might include too much content for one sitting, encourages passive listening, discourages participation •Requires extensive preparation of content and precise wording. •To be effective, needs skills of preacher, actor, salesperson
Reading Use of printed material to convey content. Reading materials include textbooks, articles, outlines, summaries, notes, manuals and workbooks. Reading can be done individually, in pairs, or in small groups.	•As traditional and familiar as the lecture. •Participants benefit from the best and most current information on the topic. •Articles and readings that are relatively brief and that zero in on workshop objectives are most effective, especially if they deal with practical applications, and lead to specific outcomes. •Readings can provide a basis for discussion and review; participants can pace themselves at their own rates.	•By themselves, readings can make a workshop boring and they can quickly lead to information overload. •Frustrating for illiterates and others for whom reading is problematic. •Books can bring old, negative feelings to the surface. •When readings are too technical, too long, or introduce too many new concepts, they cause confusion. •It takes good research skills to find readings that are just right for your topic.
Dramatization Two or more presenters act a prepared script.	•Can have the qualities of a good play. •Complex human situations can be skillfully presented. •Focus can be precise. •Engrossing and entertaining.	•Participants are passive observers. •Takes careful preparation, development, memorization, and acting skills. •If not done well, can be boring and off the mark.

ACTIVITY	PRO 👍	CON 👎
Exhibits Use of printed, drawn, lettered, or audiovisual materials to display information independently.	•Can be a very interesting way to convey complex information. •Suitable for general introduction and review a series of complex topics. •All aspects of a topic can be attractively presented with supporting data and illustrations. •Allows participants to view at leisure and focus on what interests them. •Excellent examples can be seen at student science fairs and exhibitors' booths at conferences.	•In a workshop setting, exhibits do not normally allow active interaction. •Require extensive preparation. •Can give participants the feeling they're in a candy store rather than a workshop.
Symposium/Panel A series of lectures or a dialogue by several experts on a specific topic. Usually includes a moderator. Presenters are given a time limit. Question-and-answer period may follow each presentation or be scheduled at the end of all presentations.	•Often an effective use of experts to cover key issues, controversies, or differing points of view on a topic. •Comprehensiveness, variety, contrast, and brisk pace can make it an enlightening experience. •A topic can be covered comprehensively and with balance. •Can stimulate creative thinking.	•Except for the question-and-answer period, participants are passive observers. •Aggressive participants may dominate question-and-answer, forcing the rest of the audience into passive listening. •Speakers may wander off topic, duplicate each other, pontificate, or preach. •If presenters are not selected carefully, or are not given clear guidelines on presentation objectives, symposium/panel can become unbalanced. •Speakers may exceed time limits, or give the topic short shrift.

ACTIVITY	PRO 👍	CON 👎
Modeling Acting-out of procedure or rocess by trainer or expert. Can be live run-through, film, or videotape. Purpose is to show participants correct/masterly steps of procedures or use of skills.	•Exemplary and effective way to present procedures and skills. •Goes beyond "do as I say" to "do as I do." Trainer can show do's and don'ts Connects theory and practice. Here-and-now experience; can be repeated for review. •Can be live or taped. •Allows highlight or focus on any aspect of the presentation.	•Participants are passive viewers. •Requires talented and correct portrayal. •No guarantee participants will focus on key information–may not know what to look for or how to process what they see. (Trainer may need to prepare participants, then check.) •Demonstration may not reflect real-life constraints and difficulties. •Some skills cannot be demonstrated in a workshop.
Audiovisual Use of pictures, illustrations, cartoons, diagrams, slides, filmstrips, videotapes, or any other tool in hearing or sight medium. (See also Materials section of Ch.II, "The Well-Wrought Workshop.")	•Appeals to senses of sight and hearing. •Can vividly represent what is not easily observed. •Relatively inexpensive. •Offers access to participants who have problems with literacy. •Excellent for emphasizing and focusing attention on particular aspects of content.	•Participants are passive viewers. •Some aids entertain or impress more than instruct. •Aids cannot present all the content, or even most of it; nor replace the trainer. •Can be superfluous if not well designed. •Wrong visuals confuse; wordy visuals frustrate; mechanically complex visuals interrupt and slow the pace.
Debate Two or more people defend opposing points of view.	•Creates high interest and critical tension. •Helps participants think through their own points of view. •Can be participatory if workshop participants are selected as debaters or if participants are allowed to send notes to the debaters.	•Often passive activity for participants. •Facilitator must be skilled in rules of debate and conflict management.
Interview Expert is asked questions pertaining to workshop topic.	•Good technique for getting facts from expert. •Offers same benefits as watching a TV interviewer or talk-show host.	•Participants are passive listeners. •Interviewer needs to know what to ask, and the interviewee what to answer.

ACTIVITY	PRO 👍	CON 👎
Field Trip On-site visit outside workshop room. Observation of workshop content in real setting. Experts and experienced practitioners illustrate workshop topics in the setting that counts most.	•Presents total picture in concrete way. •Allows participants to observe in practice what they learned in workshop. •Can be highly motivating and enriching. (Works best if participants are given study questions before field trip begins and extensive debriefing afterwards.)	•Field trips are difficult to schedule and manage. •Site and people sometimes unprepared. •Participants may focus on unessential points and miss important ones. •Field trip may be an overwhelming experience for participants and (or) cause information overload.

Audience Participation

ACTIVITY	PRO	CON
Question & Answer/ Open Forum Participants ask questions of one or several presenters. Variant: pass out cards to the participants and let them write questions to be answered by presenter.	•Can turn presentation that has been oriented one way — presenter to participants — into participatory experience. •Can easily be guided by presenter. •Allows presenter to fill in gaps or clarify essential points. •Effective with large audience and sufficient time for questions. •If presenter is knowledgeable about topic and participants are interested, forum can be useful.	•Passive audience will have few questions. Speaker who is dull, uninformed, unprepared, or unable to field questions will not use this technique well. •Session can become chaotic if too many participants want to ask questions •Aggressive participants may dominate questioning.
Reaction Panel Selected participants give their views after presentation. Presentation can be lecture, panel, film, or other formal presentation.	•Encourages lively interaction among panelists and provides other positive benefits of debate or panel. •Can help synthesize participants' views.	•Limits participation. •If reactors' opinions not representative of group's, activity will not provide requisite balance or interest. •Reactors may hesitate to speak. •Some invited speakers could feel pressured or uncomfortable.

ACTIVITY	PRO 👍	CON 👎
Expanding Panel A panel participants can join as they choose, with each participant giving others their turn as requested.	•High participation for those who join panel. •Can be significant educational experience if clear ground rules are established and strong leadership is exerted.	•Activity may fail if rules are unclear and facilitation is weak. •Some participants will be too timid or hesitant to join panel; long-winded participants will be reluctant to give up their turns.
Experiential Lecture Lecture that involves participants in actively doing something other than listening.	•Excellent way to turn large audience of passive listeners into active learners. •If presenter is skilled or charismatic, he/she can create a feeling of participation, oneness, and unity.	•Presenters need to know what they're doing. If activity doesn't work, audience will become passive, bored, or confused. •Limited opportunity for questions. •Activity can be more revival meeting than learning experience.
Listening Teams Participants prepare questions or tasks before lecture or other formal presentation. After presentation participants join in small groups to discuss it (using their questions) and to perform tasks.	•Good way to encourage participants to listen intently to presentation and process it afterward. •Active listening, high interest, and concrete follow- up tasks are key elements.	•Inappropriate tasks or questions obstruct listening and confuse participants. •Participants need to be self-starters or small-group discussions after presentation will not succeed.
Buzz Groups A large group is subdivided into small groups to discuss set topic for determined amount of time. Reports given to assembled participants. (See Objectives Task Sheet.)	•High involvement for participants. •Small groups give each individual opportunity to participate. Good technique for eliciting representative issues, concerns, and questions from large group.	•Small groups can stagnate if facilitator doesn't move among them. •Topic defined too broadly or unclear instructions can cause groups to flounder or wander into marginal or irrelevant issues.
Oral/Written Quiz Structured set of oral/written questions that participants answer individually. Sometimes questions are discussed in small groups. (See Appendix B: Using the Quiz in a Workshop.)	•Assesses level of information in group. •Can be good review of areas to be covered in presentation. •Gets participants actively involved in presentation to determine correct answers.	•Can make participants feel inadequate or overwhelmed by topic, especially if forced to reveal what they don't know. •Some participants may have a long history of doing poorly on tests.

Discussion

ACTIVITY	PRO 👍	CON 👎
Guided Discussion Small-group discussion facilitated by trainer or assigned leader on predetermined topic.	•Encourages high participation. •With good facilitation, can be intense learning experience. Small-group discussion is at the core of contemporary human relations training. •Can provide opportunity for multiple learning about content and process of discussion.	•Lack of facilitation and unclear instructions can make this a negative learning experience. •If required degree of self-disclosure is too high, activity can turn into sensitivity session, which is more properly the realm of counselors and psychologists.
Problem Solving Small-group discussion using structured process for identifying problems and arriving at solutions that leads to finding solutions.	•Benefits of guided discussion with additional benefit of providing solutions and plan of action. • Appeals to practical, work-oriented interests of most adults	•Group can bog down in unresolvable issues. •If participants don't have enough information or experience, they won't arrive at useful solutions.
Brainstorming Unfettered speaking out and recording of ideas by participants on a specific topic. Rules: record all ideas without judgment (including of recorder's legibility and grammar); be creative; assume sky is the limit; freely add to any idea. Brainstorming needs to be followed-up with winnowing and trimming.	•Excellent device to elicit large quantity of ideas quickly. •Removes blocks to creative thinking •Highly participatory. •Reinforces workshop tenet that participants bring resources to every topic, that each has a contribution to make.	•Judgmental facilitator or participant puts a damper on process. •Not useful as wrap-up or closing exercise. •Needs to be followed by analysis or categorization of information. • If presenter does not contribute actively, participants may feel they did all the work and that facilitator abdicated role of teacher.
Force-Field Analysis Multi-step process for identifying negative and positive forces acting on a situation. Leads to developing plan for change by reducing negative forces and increasing positive forces. (See "A Few Words About Force-Field Analysis" in Chapter 2, "The Well-Wrought Workshop."	•Highly participatory process that involves brainstorming, encourages creative thinking in defining problems and solutions. •Can be used as planning tool. •Basic technique in process of institutional change	•Requires that all participants provide information. •Some participants have problems with brainstorming; others are critical when they need to be creative and unfettered in their thinking.

ACTIVITY	PRO	CON
Case Studies/Vignettes Preselected or participant-developed descriptions of problems; brief, complete accounts; vignettes, or other short narratives reflecting real-world situations. Case studies may be presented orally, in written form, or through audiovisuals. Discussion can be led by trainer or by group-selected facilitator within small group. If participants develop their own case studies, facilitator provides specific guidelines.	•Focus on real-life situation and involve participants in analyzing causes and developing alternatives or solutions. •Application of abstract theory to concrete situations. •Effective cases focus on key issues. •Group responses provide good diagnostic information for trainer. •Solutions can provide useful alternatives to participants. Effective catalyst for small group discussion.	•If cases are not well-developed or sufficiently realistic, discussion will be unproductive. •Suitable case studies are not available in many areas of interest in ready-to-use form: writing good ones requires in-depth knowledge and set of standards. •Some issues raised by case studies are highly emotional and can cause confrontations. •If cases are too complicated, participants might not have enough time for reading, study, discussion, and reporting.
Critical Incident Process Presentation of crucial event in case study. Events leading to crucial event are not given. Trainer acts as resource and gives information when asked but does not give "right" answers. Participants list possible causes and recommend plausible solutions.	•Participants experience here-and-now situation. (This can be role-played for greater impact). •Effective means of condensing case study. •Works best in small groups, with reports to the large group. If all groups work on same incident, whole group can then compare reports.	•Process can be frustrating to those who want quick, easy answers. •Purpose of activity is defeated if trainer intervenes with answers. •Selected incident must be a critical one or turning point, or process will not be effective.
In Basket Case study in which participant(s) role play decision-making in simulated work setting. Participants respond to letters, memos, and messages individually or in small groups. Responses are then discussed by group using predetermined criteria. This exercise can include period for additional simulation of real-life situation.	•Lends reality of workplace to workshop. •Highly participatory. •Allows participants to make decisions and review quality of those decisions.	•Requires time and careful thought to develop materials. These must simulate workplace reality to be effective. •Facilitator must be able to provide skilled reactions to results, while not making harsh judgments or inappropriate responses.

ACTIVITY	PRO	CON
Process Observation One or several participants observe activity their peers are involved in, using specific guidelines. Observers then either provide feedback directly to those observed or discuss their observations with group at large.	•Good way to convert training session into lab, where the process itself becomes an important subject for discussion and learning. •Technique can be used to practice observation skills and give feedback. •Works best if everyone has a turn playing both roles, observer and observed.	•Those being observed may feel put on the spot or dislike getting feedback. •One version of process observation is called "fishbowl," and to some this means being an experimental lab animal. •If feedback is harsh, opinionated or sarcastic, it will bruise feelings and create animosities that will block continued openness. •Role of observer can also cause anxiety for those who resist giving any kind of feedback, especially to strangers. •Requires strong facilitation and trainer who can model giving feedback.
Round Robin Concurrent group discussions, learning stations, or information centers. Participants rotate in a systematic fashion, with trainer setting the rules. Each location can provide self-explanatory instructions for the participants or a facilitator can be located at each station.	•Interesting way to present variety of subjects related to topic. •Allows individuals to determine what topics or issues to pursue in greater depth. •By providing physical movement, round robin can break monotony of sedentary, large group activities. •Reports to large group about significant issues, concerns, and questions can lead to useful discussion.	•Can be a three-ring circus. Participants may feel like tourists on a whirlwind tour that shows them many sights, but gives them little or no time to assimilate their exeriences. •If the stations are not well-designed, the activity can be boring, irrelevant, or confusing.

Experiential*

*WARNING: *Don't use any experiential activity unless you've undergone it at least twice as a participant, and would be willing to do it again. These techniques (and others like them) can stir deep-seated feelings, memories, and reactions.*

ACTIVITY	PRO	CON
Role Playing Participants act out parts in selected situation or encounter, rehearsed or unrehearsed. Non-actors observe role play and discuss it afterwards. May be done in pairs or larger groups. In "fishbowl" variation, non-actors sit in circle around role players.	•Creates empathy for role(s) being acted. •Can help participants try out new behavior in relatively safe setting. •Useful for focusing on attitudes, feelings, and values. •Role playing can be used for skill practice. •Most effective when all participants have a turn at role playing.	•If roles aren't well-chosen, or situation portrayed is vague, participants may learn little from activity. •Results can be painful, especially when prejudices are displayed and not dealt with afterwards. •Immature or shy participants can find experience threatening and painful.
Simulation Complex and long role plays by most or all of the participants. Usually portrays multiple aspects of a social or work situation and involves players responding spontaneously while in their assigned roles.	•Highly participatory and rich experience that provides multiplicity of situations, events, and incidents for study and discussion. •With effective post-simulation discussion, activity can have great impact. •Has all benefits of role playing.	•Difficult to develop and facilitate. (Some good simulations are commercially available, but they are complex and require team of facilitators.) •Simulations can become so realistic and intense that participants require counseling to deal with their feelings. •Some simulations take days to act out and equal time for analysis. •Simulations require retreat-like setting, away from distractions of workplace, and with ample room(s) to carry out..

ACTIVITY	PRO 👍	CON 👎
Sensory Deprivation Participants perform an activity while deprived of the use of one or more ordinary senses. They may be blindfolded, given earplugs, or temporarily deprived of the use of their limbs. Some participants can be helpers who retain full use of their senses. The experience usually includes activities (e.g., eating a meal) that are ordinarily easy to perform with full use of the senses and limbs.	•Increases empathy for those with physical differences. •Dramatically focuses on issues of deprivation. •Highly participatory. •Can be a rich learning experience if sufficient time is provided for processing feelings and reactions. •Raises crucial issues about role of helper in helping professions.	•Can release powerful feelings and elicit painful memories. •Requires facilitator experienced and skillful in dealing with emotions. •Can have serious negative effects on participants who are emotionally unstable or who have been traumatized in the past. •If participants are coerced into participating, consequences can be harmful. •Insensitive bystanders and observers can destroy trust needed within group.
Psychodrama Acting out personal feelings, frustrations, prejudices, and alter-egos, or those perceived in others.	•Highly participatory and realistic. •Deeply personal and meaningful. •Allows ventilating of painful feelings and makes them topic for discussion. •Can get to core of intergroup conflicts. Participants are able to come to grips with their feelings, attitudes, and prejudices. They can also contrast rational actions with those based on emotions. •Most appropriate for social workers and those in the helping professions for mental health.	•Usually goes beyond limits of openness appropriate for workshop. More appropriate for group counseling purposes. •Requires trainer with experience and skills in psychology and counseling. •Can be dangerous to use with immature or emotionally unstable people. Can destroy trust group has developed. •Not very difficult, with some facilitation skills, to get people to "spill their guts"–but much more difficult to put them back in beneficial way. Activities of this kind used in intergroup relations training in 1960s and 1970s opened more wounds than they healed. Openness for sake of openness is not in itself a positive experience.

ACTIVITY	PRO	CON
Intense Group Growth A group's experience of itself occurring over relatively long period of time. Environment minimally structured and defined, but facilitator generally does not intervene until analysis and discussion period. Structure of activity and its events flow from group interactions, and anything that happens is analyzed by participants. Feelings about oneself, others, the group as a whole, and the trainer are discussed.	•Can be a peak experience for participants. •Often leads to greater acceptance of individual differences and increased sensitivity to feelings and group roles. •Can lead to more humane values and behaviors.	•Negative views of "California," "touchie/feelie," and "T" (training) groups have resulted from this type of activity. Few groups have enough emotional stamina and stability to survive this kind of experience with positive outcomes. •Unethical to put unwilling people or those unaware of potential risks into this kind of activity. •Group that experiences this training can carry negative feelings back to workplace and destroy whatever level of trust and communication previously existed.
Peer Support Mutual, nonjudgmental, "aware" listening for personal support, effective problem-solving, increased motivation, and general self-help. Premised on belief that each of us has basic tools for mutual assistance with others.	•Excellent device for creating mutual support teams. •Nonjudgmental listening allows each person counseled to say anything without fear of reprisal or disclosure. •Very appropriate for training people in helping professions. •Allows each participant personal listening time. •Can be done in pairs or small groups.	•Requires mutual agreement from participants and genuine desire to listen with full awareness. •Rules about confidentiality must be clearly stated and modeled. •Roles of counselor and client also must be defined and modeled carefully. Requires experienced and skillful facilitator.

Non-Verbal

ACTIVITY	PRO 👍	CON 👎
Non-verbal Games Play activities with no adult verbal interactions permitted. There are many types of childhood games or playful activities, competitive and noncompetitive. Games can be trainer-led or participant-led. Games work well as warmup, change of pace, relief from tension or boredom.	•Sense of play unlocks new or latent energies and creative possibilities in adults. •Can also break down ego barriers and help participants regain sense of awe, wonder, and openness. •Quickly pulls group out of intense task orientation participants often bring to workshop.	•Some participants may think this kind of activity a waste of time, or even demeaning, foolish, and inappropriate. •Trainer must be able to get group to participate in and enjoy game, and must clearly relate activity to purposes and objectives of workshop.
Sensory Awareness Direct and immediate experience of sights, sounds, smells, and textures. Variety of stimuli can be used.	•Can help renew adult's often deadened sensibilities, heightening receptivity to sensory world, or focusing on one sense, such as smell. •Potentially wide range of uses: to release creativity, point to uniqueness of each object, increase awareness of and sensitivity to physical surroundings, learn from nonverbal sources, or to break monotony of overly task-oriented workshop.	•Some participants will resist this activity as frivolous. •If activity is not carefully related to topic and purposes of workshop, it will distract rather than aid learning.
Observing Body Language Participants observe each other's gestures, postures, facial expressions, and other nonverbal messages. Observations are followed by either individual feedback or group discussion. This activity contrasts what is perceived about person's actions and facial expressions and what they really feel and think.	•Powerful here-and-now experience that increases sensitivity to body language and skill in understanding it. •Important element in human relations training and important skill for trainers and teachers. •Much better than reading a book about body language.	•Incorrect "readings" can hurt feelings of those being observed. •May be too threatening for some participants. •Tendency to classify and interpret body language simplistically, or search for magic formula will work against purposes of activity.

Arts

ACTIVITIES	PRO 👍	CON 👎
Literature Creative writing of poems, anecdotes, praises, last wills, group accounts of workshops–in booklets, on theme paper, on a graffiti wall, any other medium available.	•Allows participants to use words in creative, expressive, and artistic ways. •Creates more open and trusting environment. Unlocks creative and intuitive potential of participants.	•Some participants will resist creative writing or have emotional blocks to writing. •Others may perceive this activity as waste of time. Sometimes a "grammarian" will try to correct spelling, punctuation, and syntax of other participants. •Trainer who doesn't join in the activity might be perceived as unwilling to take same risks as participants.
Graphic/Visual Drawings, murals, collages created individually or in groups.	•These techniques tap creative and nonverbal resources of individuals. •Some ideas and feelings might best be expressed through graphics. •Graphics visually modify workshop walls. •Can be used for many purposes: to demonstrate uniqueness of each individual; to explain concepts using nonverbal symbols; to take group's pulse; to illustrate how same words or concepts can be interpreted in a great variety of ways.	Some participants will resist anything creative. Others will take on overly complicated projects. •Room can get messy. •Perfectionists can hold up group. •If reasons for activity are not clear to all participants, it will seem childish, time-wasting effort.

ACTIVITIES	PRO 👍	CON 👎
Found Objects During field trips or designated workshop period, participants collect found objects or things they create from found objects and present them to group. This activity can be used as warmup or as task related to workshop topic. Objects sometimes placed on display for remainder of workshop.	•Can help create environment of support and awareness by encouraging acceptance of each participant's tastes and preferences. •Often helps focus on aesthetic choices.	•Some participants will not see connection between objectives of workshop and activity. •Activity may be perceived as childish and even foolish. •Could be dismissed as unimportant or distracting if no clear rationale offered for activity.
Sculptures Participants are provided with materials such as clay, wood, and cardboard to construct three-dimensional objects. Participants then explain their creations to group.	•Three-dimensional objects have strong visual impact on workshop space. •Some creations can be quite impressive. •Provides excellent lab for group decision-making and goal accomplishment.	•Some participants will say they're not artistic or "good with their hands." •Room can get messy and chaotic. •Time-consuming: may not generate meaningful results commensurate with time and effort.

Skill Practice

ACTIVITIES	PRO	CON
Drills Repetition of process or activity to gain mastery. Usually involves three steps: initial modeling by trainer, repetition by participant, and immediate feedback on correctness of repetition.	•Traditional way to teach skill. •Effective way to learn speech or dialogue for performance. •Great fun in a class in co-massaging. •Computer software is ideal for this purpose because it never gets tired, gives immediate feedback, and can be controlled.	•Often monotonous and demeaning process. •To many people, brings back memories of coach or teacher saying, "We're going to do it again and again until we get it right!"

ACTIVITIES	PRO 👍	CON 👎
Rehearsing Participants simulate new behaviors under the guidance of a trainer or peer observer.	•Facilitates application of what has been covered in session. •Participants learn best by doing. • Experiences are realistic yet still allow trying new behavior in safe environment. •Gives individuals opportunity for personal diagnosis of strengths and areas for improvement.	•Difficult and time-consuming to give everyone a chance to practice. •Participants with limited skills may be embarrassed. •Some participants cannot take criticism well. •Trainer must be skilled in giving feedback.
Practice Centers Stations set up for individuals to try out new behaviors. Several centers can operate simultaneously. Multi-media can be used.	•Gives participants choice of what to practice and pace to set for themselves. •Several participants can try out different behaviors at same time.	•Skilled/experienced people must be at each center. •Preparation can be costly and time-consuming. •May entail needs for complex, expensive equipment.
Video Feedback Participants view themselves on videotape after demonstrating skill or procedure. Feedback from trainer and others may be included in this activity.	•Shows participants what happened better than mere words can. Videotape provides immediate feedback without judgment. •Can be replayed by learners as much as needed.	•Appropriate working equipment and skilled technicians not always available. •Comments by others on participant's videotape performance can hurt the "star."

Individualized

ACTIVITIES	PRO	CON
Learning Contract Individual participants agree with trainer to perform certain tasks or to master certain skills with mutually agreed pace, means, and deadlines. Sometimes both parties sign agreement.	•Approaches ideal of independent, autonomous, and self-directed learning. •Trainer serves as link to resources participant needs to fulfill contract. •Current research on how adults learn indicates this is a powerful learning tool.	•Those who need extensive guidance will have problems with this approach. Self-direction makes some people feel lost; they need external sources of motivation. •Trainer must get used to playing more indirect role in learning process.

ACTIVITIES	PRO 👍	CON 👎
Meditation Time during workshop to think and ponder. Requires an appropriate setting.	•Important activity in long and intense workshops. •Reduces information overload/emotional burnout. •Provides change of pace.	•Will seem a waste of time to the task-oriented. •Some participants will be uncomfortable with quasi-religious overtones. •Sometimes difficult to for group to settle down and maintain silence.
Mutual Inquiry Small group plans what it wants to learn and finds resources. When group meets its goals, reports back to larger group.	•Facilitates independent learning via small group. •Allows for autonomous, self-paced learning. •Encourages development of group consensus, planning, and achievement.	•Lack of consensus and unequal effort can frustrate entire process. •Weak individuals within group can slow inquiry.
Programmed Learning Self-paced instruction using programmed texts, audiovisual materials, or computers. Usually includes diagnostic instruments for initial placement and measurement of mastery.	•Gives learner high degree of control over content and pace. •Frees trainer to focus on learning process. •Often provides best and most current knowledge, especially in technical subjects.	•Owing to autonomous nature of materials, can make a workshop unnecessary. •Trainer must be available at all times to answer questions not answered by text. •Offers limited human communication and interaction.
Coaching Follow-up activity at workplace in which participant is observed on the job and given feedback after observation.	•Efficacious way to ensure that what was learned and practiced in workshop becomes permanent part of person's repertoire of skills.	•Clearly beyond scope of workshop. •Trainers rarely have luxury of extended observation and communication with participants after workshop. •Requires substantial commitment of time and effort from trainer and trainee.

Appendix B: Using the Quiz in a Workshop

Rationale

There are many reasons for using a quiz in a workshop, among them to:

•Diagnose the participants' knowledge of the content to be presented, either for the trainer's use in deciding what to emphasize, or for the participants' self-assessment;
•Introduce a new topic and review key points of the content;
•Give a quick yet comprehensive review of previously covered materials;
•Identify assumptions, misconceptions, or differences of opinion;
•Stimulate participation;
•Introduce complex materials through participant problem-solving.

General Considerations for Quiz Development

A vast literature can be found on the development and use of tests and instruments. Some management training approaches, for example, are based on use of instruments for self-analysis of management style and interpersonal relations. In education, diagnosis and prescription instruments are often the basis for individual instruction. Such instruments guide each learner on a unique, individualized path. But be aware that a workshop is not the most appropriate setting for 25 or more people to be engaged in isolated and separate activities.

The quizzes we suggest are clear, simple, and useful. They can be developed and administered quickly with the materials you already have on hand for your workshop.

Questions for Quiz Development

Questions you might ask yourself in developing your quizzes include:

•What are the key elements of the content for participants?
•What vocabulary or specialized terms do participants need to understand and use correctly?
•What is the desired level of information for participants to acquire?

•What readings, textbooks, or references are available on the topic that provide
  – a list of key points,
  – the X principles,
  – pros and cons,
  – A-B-C steps to better major generalizations?
•What do you assume are some of the misconceptions, confusions, and erroneous assumptions participants will have on the topic?
•What feelings, attitudes, and emotions are evoked by this topic? Can these be summarized in a list?

Quiz Construction

The process of constructing a quiz is valuable for you as a trainer because it forces you to concentrate on the key aspects of the workshop's content. It also requires you to think carefully about your potential participants — their attitudes, their levels of knowledge and experience, and their assignment of priority and usefulness to different aspects of the content.

Your questions should be based on the subject matter you will cover. The more familiar you are with the subject, the more you will have from which to draw. As you plan your content for the workshop, recall the questions and issues that you have observed emerging from past classes, sessions, or workshops. Poll your colleagues about the key problems and issues. Consult textbooks, audiovisual materials, and reference materials for ready-made lists and even complete tests.

The quiz can cover all or only some of the key points of the workshop. It can also be a tool to introduce a section of a long document or manual, or it can help participants become familiar with key sections of the manual.

Common types of quizzes are short-answer, true-false, multiple-choice, matching, and word games (e.g., crossword puzzles and word-find). Short-answer quizzes allow for written statements within a highly structured framework. These are very appropriate when you want to cover information that is factual or expressed in formulae.

The three essential elements of a behavioral objective are:

1.

2.

3.

Guided discussion, problem-solving, and brainstorming are part of the _____ of activities.

In the WOW planning process, _____ precedes setting objectives, and is followed by _____ and _____.

True-false quizzes are useful for introducing basic assumptions and generating discussions about misconceptions on the topic.

T F   Adults learn best in an environment that makes them dependent on the teacher.

T F   Andragogy means the teaching of Andragoids.

T F   In training, behavioral concepts can be integrated with humanistic approaches.

Multiple-choice quizzes can include potential errors among the choices. (You can even make some of the choices humorous.) The answer key can then provide clarification of misconceptions or errors.

The process of a workshop is:	Answer key:
a.) the subject matter or topic.	a) that's the answer for content
b.) the "how" of a workshop.	b.) YESSIRREEBBOBB!
c.) a lecture.	c.) not in a WOW workshop it isn't!
d.) not as important as the content.	d.) at least of equal importance!

Matching quizzes can be used for vocabulary checking, for connecting two parts of a statement, and for putting ideas or other items in a sequence or order of importance.

a.) Adults learn most when given ___	1.	positive issues and successes that minimize their limitations.
b.) Adults want to have ___	2.	the responsibility for what is learned.
c.) Adults want experiences that build on ___	3.	positive self-concepts and recognition as autonomous, individual beings.

Word games such as crosswords and word finds are fun for introducing or reviewing vocabulary. These games are sometimes tedious to develop, but if you have access to a computer, software is available to help you design the word games.
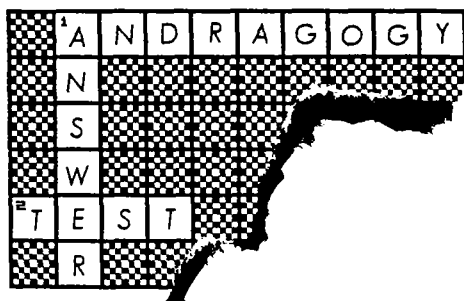
Across
1. The teaching of adults
2. Quiz
Down
1. Response

Suggestions for Administering the Quiz

•The workshop quiz should not take more than 15 minutes.
•It should not cause individuals to feel inadequate about themselves, but rather it should create interest in the workshop topic.
•Quizzes should usually be done in pairs or small groups without the pressure of personal competition.
•Competition between groups may be used to spur interest without forcing individuals to reveal their lack of knowledge.

And Now, A Quiz on Quizzes . . .

1   Quizzes are useful for:
    a   stimulating participation
    b   reminding participants how little they know
    c   introducing or reviewing information
    d   a and c
    e   all of the above

2   Constructing a _____ helps the trainer to focus on the _____ aspects of the topic.

3   Common types of quizzes are:
    a   short   1   ing
    b   true   2   answer
    c   multiple   3   games
    d   match   4   false
    e   word   5   choice

4   True or False:
    T   F   Workshop quizzes can reduce lecture time and increase meaningful discussion on a complex topic.
        T   F   Workshop quizzes should be short.
        T   F   Workshop quizzes should create interest.
        T   F   Workshop quizzes can be fun.

5   This quiz is
    a   an introduction.
    b   a distraction.
    c   a review.

ANSWERS	
1.	d
2.	quiz, key
3.	a 3
	b 4
	c 5
	d 1
	e 3
4.	T
	T
	T
	T
5.	c

Appendix C: What's the Question?

One of the most difficult skills for a trainer to master is what questions he/she should ask to help a group learn most. Certain questions will draw out a response better than others. For example, "What did you learn?" may not be a sufficient prompt. At different stages of an activity, there are also different reasons to pose different questions. The skill of question-asking is best learned in the act of conducting a workshop; as with other skills, you learn by doing. Likewise the more experience you have in working with groups, the greater your potential question file. Above all, it is very helpful to have a plan that will anticipate the kinds of inquiries most appropriate at different stages of the workshop. Not that a cookbook list of questions can replace your own instincts and intuition, but just as a training design can help you meet workshop objectives, so can a list of questions help you better conduct your workshop.

These questions can be matched to the stages of a participatory workshop (e.g., a workshop that applies the principles of Andragogy):

Stage One   *Doing or experiencing the activity*

Stage Two   *Discussing what happened*

Stage Three   *Making sense of the information*

Stage Four   *Hypothesizing about what happened*

Stage Five   *Applying the information to the real world*

The skilled facilitator helps the group move from phase to phase. By observing, recalling observations, insightful probing, and seizing on critical moments during the workshop, the trainer also encourages the group to move to higher levels of thinking and analyzing an activity—not only in terms of content (what was discussed), but also in terms of process (how it was done).

Stage One: *Doing or experiencing the activity*

When you give instructions for a task, you will sometimes encounter reluctance or hostility. Some participants have an aversion to small-group tasks or to what they consider "touchie/feelie" activities. Others may have problems at first carrying out the instructions. Your questions at this stage should relate to the task and task instructions. Helpful questions include:

•Are the instructions clear?
•How can I help you get on task?
•What does it seem to mean?
•Is there further information you need?
•Who can paraphrase the instructions?
•What are your feelings at this point?
•Why is it a problem?
•What do you think it is?
•Does anyone feel differently?
•Do you have other suggestions?
•What's getting in the way of doing the task?
•Anything else?
•Does anyone have another idea?
•Can you elaborate?
•Meaning what?
•Do you need further reasons for the task?
•Why do you think I assigned this type of an activity?
•Why does the task make you feel ?

Stage Two: *Discussing what happened*

As soon as an activity is finished, the participants should do some processing of the event. It is helpful to have a task sheet to help the group document the information that emerges. Since this is an informational stage, no interpretive questions should be asked, but rather, the trainer should try to bring out as rich and full a description of what happened as possible.

Some questions to ask in this phase:

- What happened?
- How many did you list?
- How many times did happen?
- How many of you thought as opposed to ?
- How did you react to that?
- How many similar/different reactions?
- What helped/hindered in accomplishing the task?
- How do you feel about the experience?
- Do any of you feel differently?
- What was predictable?
- What was new or surprising?
- How did your participation help/hinder the task?
- What did you see and hear?

Stage Three: *Making sense of the information*

At this stage, participants have generated enough information to be able to arrive at some conclusions. By interpreting the events of the activity and analyzing the dynamics of the situation, they gain insights into the experience.

Helpful questions to ask:

- Why do you think that happened?
- What was significant to you?
- What would have happened if you had done ?
- What does that mean to you?
- How many of you got a different meaning?
- What were the main causes of that?
- What did you learn about yourself/your group?
- What are the highlights for you?
- What would you have done differently? Why?
- How would you make sense of all this data?
- Who has a different interpretation?
- Do we all have to agree on one interpretation?
- What were the strong/weak points for you?
- What new insights did you get?

Stage Four: *Hypothesizing about what happened*

From the concrete data and the interpretations, the participants can now build some hypotheses that are applicable in other situations.

Questions to ask:

• What are the implications of that?
• What are some principles that apply or explain?
• If happened and happened, what's the rule?
• What similar experiences have you had?
• When would this happen again? Why?
• Why would that be a valid/invalid hypothesis?

Stage Five: *Applying the information to the real world*

This is the take-home phase. Now you help the participants summarize what has been most useful in their experience and is applicable to themselves and their world.

Useful questions include:

• What has been the most practical thing about this?
• How can this be used in ?
• In your real world, what would have to change for this to happen?
• What are two things you will use out of this?
• What implications does this have for your job/life/career?
• What did you find good but impractical?
• Under what conditions could you apply what you learned?
• If this was useful, how could you make it more permanent in your life?
• What would you change in the activity?
• If you were the trainer, how would you modify the activity?

The trainer should be ready to answer any questions posed by participants and to express personal feelings and opinions in the same way that participants have expressed their feelings and opinions. Your understanding of the learning process and of the real value in having participants analyze and enrich themselves from their own experiences that will be your best guide for workshop questions.

Appendix D: Seven Steps for Planning a Workshop *Quickly*

Now that you have the complete outline for planning the workshop, here's a relatively quick way to put it all together. Because purely logical sequences of information don't necessarily apply to how we learn, the logical WOW workshop planning sequence might not be the most useful if followed rigidly in a linear path. The logical sequence for planning a workshop is as follows: assessing needs, developing objectives, designing or selecting activities, developing the agenda and materials, and writing the training design. However, our creative minds don't necessarily operate in that chronological sequence. The final product should include all the components of that sequence, but they certainly don't have to be completed in that order.

I have found one of the best ways to unlock the creative parts of the brain, and to make the best use of the creative potential of our coworkers, is to bring brainstorming into the process. Brainstorming is a powerful technique that gives us a literal shower of ideas within a brief period of time.

The rules for brainstorming are —

•List as many ideas as possible without being critical or judgmental;
•Be creative and assume the sky is the limit;
•Add on to your own or other's ideas. By going with the flow of the ideas, you provide the inspiration and creativity you need as you follow each step.

This process will work best if you —

•Start with some information;
•Have a general knowledge of your participants' training needs;
•Have accessible content resources such as books and articles;
•Are familiar with the topic;
•Are aware of the organizational climate;
•Have some notion of the strengths and limitations of your participants.

This quick-design process follows seven steps that move from the general to the specific.

1   Brainstorming General Objectives, Ideas, and Issues
2   Listing Possible Activities
3   Developing Specific Objectives
4   Selecting Activities
5   Establishing Congruence
6   Sequencing
7   Developing Agenda/Materials

As you complete these seven steps, you will take on four roles:

Muse, Architect, Carpenter, and Judge

•The *muse* is full of ideas, writes crazily, and gets carried away with enthusiasm. *(Energy. Feeling.)*

•The *architect's* task is to take large chunks of material and to arrange them in a pattern that has the rough outlines of a good workshop. *(Thinking. Intuition. Argument.)*

•The *carpenter* begins nailing objectives and activities together, making sure things fit and are in a tight sequence. *(Acting. Craft. Integrity.)*

•The *judge* goes through the design, with the criteria list as guide, and makes sure everything is absolutely in place. He/she makes sure the agenda is letter perfect, every handout is ready, and the design includes all things you could possibly need for the workshop. *(Audience. Seeing. Critical Intellect.)*

The reason for dramatizing these four roles is to make ourselves conscious of the different aspects of our thought processes. For example, our *judge* is often too critical to let us even begin our design process. We need to first give our *muse* permission to come out and help us draw out from that bottomless well of ideas. By giving each role its turn, we are using more and more facets of our infinitely intelligent and creative mind.

The physical environment is also important to this design process. The WOW environment is typically covered with paper. Walls are filled with brainstorm lists, group reports and participant art work. To begin this process you need enough wall space for seven sheets of newsprint or butcher paper taped side by side. At the top of each sheet, print the title for each of the seven steps. You are now ready to begin.

STEP 1: *Brainstorming General Objectives, Ideas and Issues (Muse Stage)*

Bring in one or several colleagues to help you brainstorm. While one person writes with a marker, begin to call out any and all ideas that come to mind when you mention the topic of your workshop. Keep going. List anything that relates to the topic from the point of view of the institution, the worker's needs, theory and practice, questions, concerns, misconceptions, attitudes toward the topic, past experiences in teaching or learning, learning outcomes, training approaches that have been used, etc. Fill two sheets if one isn't enough. You're going for quantity.

STEP 2: *Listing Possible Activities (Muse Stage)*

Since the sheets for step 1 and step 2 are next to each other, take each idea listed in step 1 and write an activity title, technique, or approach that seems reasonable or appropriate. Or even if it doesn't seem appropriate. You're still at the muse stage. Don't worry about detailed description of the activities. Just keep listing all the possible approaches you could use. At WOW workshops, it usually happens that during the activity on writing objectives, participants start thinking of activities and confusing them with objectives. It's only natural that as you start thinking about a workshop, you will immediately think about what you're going to do. In step 2, you're giving yourself permission to list activities even though you are not sure what your specific objectives are. That's OK. It will all get done. Just keep recording ideas about activities that come to mind.

Use Appendix A: The Whole Activities Catalog for ideas. Titles of possible readings and handouts are also allowed. When you've filled a sheet, and if you feel you've gotten enough on that sheet, stop.

STEP 3: *Developing Specific Objectives (Architect Stage)*

There are now enough ideas on the wall for you to begin to design the rough outlines of your workshop. What are some specific learner outcomes that are emerging? At the top, under the step 3 title, write "At the end of the workshop, the learner will . . ." and write a list of measurable objectives. See the section Objectives of Chapter 2, The Well-Wrought Workshop. Try to list more objectives than you could possibly cover in one workshop. Now review the list and put a star next to the key ones, the ones that pop out at you as the biggies. These are the ones that seem to hit the nail on the head. The ones that, if nothing else happens, must happen. These are non-negotiable. Now rank the objectives, 1 for most important, 2 for the next most important, etc. The rank order will give you the basic content structure for the workshop. The *architect* is now fully in command.

STEP 4: *Selecting Activities (Architect Stage)*

Now that you have a list of objectives in order of importance, refer to the list of activities from step 2. For each objective, identify an activity or activities. Put the number of the objective by the activity. If you were very orderly in your development of objectives, they will already be lined up parallel to the appropriate activities. Most of us are not that orderly. As long as you use the priority numbers of the objectives to match them with the activities, it works quite well.

STEP 5: *Establishing Congruence (Architect Stage)*

If there is no activity listed for a particular objective that ranks high on your list, this is the time to find one. Scratch out those activities that aren't useful or congruent with the objectives. If one activity still seems very appropriate for the workshop, but you don't have an objective for it, then keep the activity and add the objective. Be careful that you don't keep activities because they are fun to do or because you have an emotional attachment to them, at the cost of sacrificing an important program objective. See the subsection Matching Activities to the Learning Domains of the Objectives in Chapter 2, The Well-Wrought Workshop.

STEP 6: *Sequencing (Carpenter Stage)*

You are now ready to nail all the boards together. You've established congruence and now you must sequence by taking the activities you've selected and arranging them in an appropriate order. A useful order is to consider the three learning domains: affective, cognitive, and skill. First, you deal with the feelings of the participants. Second, you present information on the subject; lastly, the participants apply the information you have presented. See the subsection Sequencing Activities.

Another way of sequencing the activities is to read down the list of activities and put a 1 by those that seem to be beginning activities. Then put a 3 by all those that seem ending activities. Finally, go back over the list and put a 2 on anything that is still unnumbered.

STEP 7: *Agenda/Materials (Judge Stage)*

Now you can let the *judge* in. Write out your agenda based on the objectives selected and on the sequence of activities. Copy over your training design so that you can see the objectives, activities, and materials lined up. To critique your agenda quickly, write beside each item the number of minutes you think each activity will require. Add the time up and then reduce the activities to meet the time limitations that you were given. In other words, take the two-day workshop you designed and cut it down to the one day you were given to meet the objectives.

•Does everything match?
•Are there any gaps that need to be filled?
•What kinds of readings and lecture notes will you need?
•What questions should you make note of in the dialogue column?
•What has to be done to prepare for the workshop? Materials to be typed and run, audiovisuals, logistics, etc.

AND NOW...

You still have work to do, but the design package is complete. Using this method, you have already done much of the work. Now, for example, to prepare for lecture and direct instruction, you can simply look to your newsprint and outline your notes.

This process might at first seem long and frustrating, but it can move very quickly with practice. We have run it through in 30 minutes during WOW workshops and it works. And even if this process isn't right for you, there are elements that you can adapt to your own planning style.

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IDRA is a non-profit research and development organization dedicated to the improvement of educational opportunities for *all* children.

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