

Training Programmes from The Innovation Zone

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What People Have Said About i-zone Workshops

Customer feedback is often hidden away at the back of a document like a training brochure. Not me! I am immensely proud of what people have had to say about the workshops I run. I have worked with literally thousands of people over the years and the feedback has been overwhelmingly positive. This is what one happy customer had to say in his feedback form:

- “I just wanted to say how much I enjoyed the course on Wednesday. Like most people, I have had to attend many courses over the years and unfortunately the majority of them are tests of endurance – a protracted trench war, with a trainer on one side doggedly churning out their dull message, which is either their own opinion or just the latest fad, and the attendees on the other who are just trying to stay awake. This course could not have been more different, with a snappy approach and relevant subject matter delivered by a knowledgeable host who was both personable and approachable. This combination made for a lively course that encouraged debate, involved all parties and grew confidence. In short, this is how all courses should be run.”

Here are just a few more examples:

- “Very good learning experience, which held the audience captivated - content and delivery was excellent.”
- “A superb learning experience from a very talented presenter.”
- “Intense and fun. Refreshing and educational.”
- “A most useful learning experience, mainly due to content & delivery style. Best course I have ever been on!”
- “I felt extremely motivated and that I had been given all the tools to succeed.”
- “Action filled and full of positives.”
- “I enjoyed having to come up with my own solutions rather than just getting told the answer.”
- “It is refreshing to attend a course like this. Subject knowledge was impressive and the method of communication refreshing.”
- “I’ve taken courses on this subject before, but the atmosphere created by the course leader really set it apart from the rest. It certainly is an art to keep an audience motivated to learn from 08.30 to 18.00. Really enjoyed the learning experience.”
- “High energy day where a lot of learning took place.”
- “Great day! Thoroughly enjoyed it. Managed to get some very different people to work together.”

These comments, and the many more like them, say more that I ever could, or would, about the workshops I run.

Rapid Innovation™

We all need to find new ideas, new perspectives, and new solutions. However, we are often too busy to allocate sufficient time and energy to this important activity. Consequently, challenges remain unaddressed and problems go unresolved. Rapid Innovation™ is the answer to this dilemma. It is a practical and extremely robust way of generating new solutions to any problem, with any group of people, any place, any time, with no preparation at all - in as little as 10 minutes!

Objectives

- To demonstrate how to master the Rapid Innovation™ process and make it a habit.
- To develop the confidence and desire to apply the Rapid Innovation™ process to real issues.

Programme Day 1

- **Demonstrating that we are already innovative:** a short, interactive exercise that makes it completely clear that we are already innovative - the issue is finding a legitimate channel for this capability.
- **Rapid Innovation™ quick-time:** a quick demonstration of the Rapid Innovation™ process.
- **Rapid Innovation™ explained:** an insight into the process and principles behind Rapid Innovation™.
- **Practicing some of the key elements of the Rapid Innovation™ process:** we look at the key elements in the Rapid Innovation™ process including: specifying the challenge, confirming the imperative, posing Killer Questions, suspending judgement, limbering up, generating options using lateral thinking, selecting ideas, developing solutions, turning 'bad' ideas into great ideas, and many more.
- **Rapid Innovation™ Take Two:** a second chance to go through the Rapid Innovation™ process in its entirety, but a little slower this time, emphasising the elements that we practiced in the previous sessions.
- **The innovation challenge:** here, we will work on real problems and challenges faced by the participants using the Rapid Innovation™ process.
- **Reviewing the outcome:** we will talk about any issues or difficulties that people experienced as they used the Rapid Innovation™ process for themselves. I will then offer some additional guidance on the use of the process.
- **Finish on a high:** a summary of the key points of the session and a call to arms!

Innovation Trade Secrets

There has arguably never been a more pressing time for all of us to exercise our creative muscle. This short, highly interactive workshop offers some practical principles that will guide anyone through the innovation maze.

Objectives

- To offer some practical guidance on how we might make the most of our creative talents.
- To develop the confidence to get out there and give it a go!

Programme Day 1

1. **Make sure you feel good!**
2. **Believe that you are already creative!**
3. **Have fun!**
4. **Get beyond the first answer!**
5. **Bend those rules!**
6. **Keep judgement at bay!**
7. **Keep it fast and furious!**
8. **Be outrageous!**
9. **Digress!**
10. **Use your imagination!**
11. **Connect the unconnected!**
12. **Hang onto those bad ideas!**
13. **Make it up as you go along!**
14. **Change the mix!**
15. **Finish on a high!**



Honing Innovation Capability

Our ability to innovate is hard-wired. However, as we are socialised and educated, it tends to get locked away. This workshop demonstrates that our creative talents are alive and well and offers a variety of ways of liberating it whenever we feel the need to innovate.

Objectives

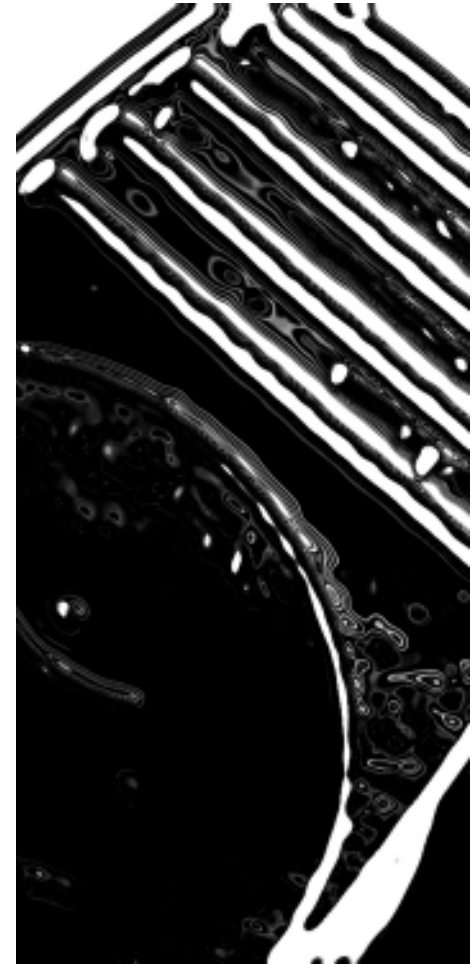
- To demonstrate what innovation is and where it fits in the organisation.
- To develop the confidence & enthusiasm to innovate in a business context.

Programme Day 1

- **Innovation in practice:** a short, competitive simulation to demonstrate innovation.
- **Understanding innovation:** a short presentation to explain what innovation is.
- **Defining the end goal:** to demonstrate the importance of goal clarity.
- **Creating the desire:** developing a compelling reason to innovate.
- **Creating the environment:** establishing the right climate for innovation.
- **Freeing the mind:** removing the constraints on our ability to innovate.
- **Imagination and improvisation:** getting back to our roots.

Programme Day 2

- **Generating ideas** offers a wide range of tools and processes for idea generation.
- **Mulling things over:** using our subconscious minds to develop solutions.
- **Manipulating ideas:** turning a good idea into a stroke of pure genius.
- **Making it happen:** turning ideas into action and results.
- **The innovation challenge:** applying the innovation process to a real business issue.
- **Lessons learnt from the innovation challenge** to take back to the workplace.
- **Tactics for continuity:** sustaining the innovation process once we have started it.
- **Developing personal leverage,** so that we can develop the courage to take risks.
- **Finishing on a high** so that we can create the best possible chance of success.



Thinking Outside the Box

Everyone talks about it but few are actually shown how to think outside the box. This workshop takes the lid off the box!

Objectives

- To confirm the existence and impact of paradigms.
- To demonstrate how we can lead thinking and doing by breaking free from the prevailing paradigm.
- To develop the confidence to think outside the box in the work environment

Programme Day 1

- **Demonstrating that paradigms are all around us:** an opportunity to look into a very different world and identify the paradigms that drove the prevailing thinking and behaviour.
- **Understanding paradigms:** finding out about paradigms and how we go about identifying and modifying them.
- **Paradigm shifts:** a chance to consider some key paradigm shifts in recent times – what they were, where they came from, and the impact they had.
- **Understanding business, commercial and capability paradigms:** a chance to expose and challenge the paradigms that are currently informing your thoughts and actions.
- **Considering the impact of personal paradigms:** exposing our personal paradigms and relate this to our behaviours and comfort zones so that we can see the extent to which they might constrain our ability to think outside the box.
- **Freeing the mind:** a couple of quick exercises that can help us prepare to think outside the box.
- **Recognising a defiant paradigm:** identifying the signs of a paradigm fighting back and developing our response.
- **Using future trends to lead the paradigm shift:** understanding current consumer trends and recognising the emergence of new ones so that we can adopt a leading position in the changes that will follow.
- **Getting round the “Innovator’s Dilemma”:** a brief look at the work by Professor Clayton Christensen and its implications for thinking outside the box.
- **Boundaries and big thinking:** making the most of the prevailing paradigm by thinking just inside the existing box.
- **Understanding the consequences of thinking outside the box:** preparing for the inevitable difficulties that accompany any foray outside the existing box.
- **Summary and conclusion:** a summary of the key learning points from the entire day.

Influencing Skills

On a daily basis, we all find ourselves in situations where we must interact with other people to get things done. We succeed when we can connect with the individual, get our point across and gain willing agreement. This workshop demonstrates how to make the most of these influencing skills and get a successful outcome every time.

Objectives

- To explain what influencing skills are all about & demonstrate their universal application.
- To provide a chance to practice influencing skills in a zero-risk environment.
- To develop the confidence and desire to use these skills in the workplace.

Programme Day 1

- **Demonstrating that we already know how:** confirming that we already know how to get a successful outcome.
- **Influencing skills in context:** a short presentation on the skills involved & the breadth of their potential use.
- **Knowing where we start from:** a chance for everyone to list influencing situations and concerns.
- **Understanding the Universal Checklist:** a walk through the Checklist to explain the questions we must answer.
- **Using the Universal Checklist:** a chance to use the Checklist on a real influencing situation.
- **Understanding comfort zones:** determining where people feel comfortable so that we can gain a successful outcome.
- **Connecting with people:** getting onto the same wavelength as the person with whom we are interacting.
- **Improving observation skills:** really tuning in to the other person so we can gather all the incoming information.



- **Identifying motivations:** understanding that both parties need to win and working out how we achieve this outcome.
- **Rehearsing a successful outcome:** a chance to demonstrate the power of pre-playing the influencing situation.
- **Managing state:** understanding how we can control how we feel and thus make the most of our ability.

Programme Day 2

- **Making a strong first impression:** ensuring that we get the influencing situation off to the best possible start.
- **The language of influence:** what to say and what not to say to ensure a successful outcome.
- **The tone of influence:** how to sound and how not to sound.
- **The theatre of influence:** how to act and how not to act.
- **Working with what you get:** understanding the power of building on whatever happens in any interaction.
- **Collecting points of agreement:** building consensus in the interaction.
- **Asking the right questions:** ensuring you find out what you need to know if things get difficult.
- **Dealing with objections:** circumventing any difficulties that arise – those that we expected and those we didn't.
- **What to do if it gets nasty:** exploring the strategies for conflict resolution and difficult people.
- **Using SPIN to summarise and close:** a chance to see how this powerful tool gets us to a successful outcome.
- **Putting our influencing skills into practice:** a chance to work on a real situation.
- **Influencing back at work:** looking at some scenarios and addressing any lingering concerns about influencing.
- **Key learning points from the workshop:** a chance to consolidate what we have learnt and to finish on a high.

Mobilising Projects

Think about any innovation activity and you will realise that it is a discrete piece of work – it has a beginning, a middle and an end. This is pretty well a classic definition of a ‘project’. Anyone involved in innovation activity must therefore be able to set up and manage projects. This workshop employs a simple, robust, and practical approach called Team-based Project Management.

Objectives

- To explain the steps in the process of successfully mobilising a project team.
- To develop the confidence to use this process.

Programme Day 1

- **Project management exercise:** a short simulation that exposes the key concepts.
- **Understanding project management:** an overview to develop a common perspective.
- **Building a Project Charter** explains what this is and why it is of critical importance.
- **Defining background,** objectives, scope and outcomes: starting from the same place.
- **Building a Milestone Plan:** understanding the key events in the project.
- **Understanding risk:** demonstrating how to build a Risk Analysis for the project.
- **Building a Communications Plan:** addressing the communications issues.
- **Identifying the key stakeholders:** keeping the important people committed.
- **Getting off to a great start:** ensuring that we make the most of the first team meeting.
- **Developing Activity Schedules:** showing the link between action and milestones.
- **Estimating resource:** developing the ability to make judgements about peoples’ time.
- **Using the TBPM Handbook:** a quick tour of the handbook.



Managing Projects

Getting a project off to the best possible start is a crucial ingredient in the achievement of a successful outcome. However, once set up, it must be delivered. This workshop extends the understanding of Team-based Project Management by looking at the key issues that occur during implementation.

Objective

- To demonstrate the principles behind managing successful projects.
- To develop the confidence and desire to use these principles.

Programme Day 1

- **Managing projects in perspective:** relating project management to line management.
- **Developing individuals:** combining personal development and project management.
- **Monitoring progress:** understanding how to keep a finger on the project pulse.
- **Managing change:** determining which changes to allow and which to prevent.
- **Dealing with issues:** understanding the issues to address and how to do this effectively.
- **Managing risk:** following through on the Risk Analysis from the Project Charter.
- **Managing a budget:** understanding how to stay on top of project finances.

Programme Day 2

- **Anticipating difficulty:** developing our sixth sense.
- **Making good decisions:** strategies for decision-making and follow through.
- **Reporting progress:** simple rules to keep everyone apprised of progress.
- **Implementing performance measures:** sustaining beneficial improvement.
- **Working with individuals and the team:** developing good working relationships.
- **Dealing with some scenarios:** applying the principles to potential situations.
- **Translating these principles to the “real world”:** converting knowledge into action.
- **Next steps and finish on a high** so that we are all keen to get on with the job.



Completing Projects

A project isn't over until it is truly finished. The project team must hand it over to the people who will take it forward. And they must take a step back to compare actual outcomes with those anticipated and see what both they and the organisation can learn from their endeavour. This workshop indicates the steps that must be taken on completion of a project.

Objective

- To explain the steps involved in completing a project successfully.
- To create the desire to do this on a consistent basis.

Programme Day 1

- **Project completion in perspective:** an overview of the process and why it is important.
- **Conducting a Project Review:** understanding how the project went.
- **Conducting a Post-Completion Report:** understanding what the project achieved.
- **Identifying lessons:** seeing how we can elicit and share lessons from a project.
- **Recognising contribution:** identifying whom to reward & how to do this appropriately.
- **Communicating success:** understanding how to let everyone know about the outcome.
- **Dealing with failure:** developing alternative perspectives on poor results.
- **Reviewing personal development:** consolidating learning and identifying the next steps.
- **Staying in touch:** developing a network with the other members of the team.



Facilitating Skills

More and more people have come to appreciate the power of facilitation. The difficulty lies in the fact that there is often a limited understanding of just how complex and demanding the task can be. Watch a master at work and he or she will make the whole thing seem deceptively straightforward. This highly participative workshop provides a deep understanding of the process and all the key skills that a Facilitator must have to achieve a successful outcome.

Objective

- To explain what facilitating is and where it fits.
- To provide a chance to practice the skills required to succeed as a Facilitator.
- To develop the confidence and desire to use these skills.

Programme Day 1

- **Facilitating explained:** a short overview of what it is and where it fits in what we do.
- **Understanding the culture:** exposing the environment within which we will facilitate.
- **Understanding the audience:** ensuring we match facilitating style with the audience.
- **Developing an ideal process:** finding out how best to achieve the stated objective.
- **Creating the right environment:** making it as easy as possible to succeed.
- **Getting off to a great start:** understanding how to set the right tone for the session.
- **Understanding interventions:** finding out how to intervene productively in any session.
- **Giving good instructions:** getting what you want done, in the way you want it done.
- **Asking the right questions:** ensuring you find out what you need to know.

Programme Day 2

- **Challenging ideas:** generating useful debate without upsetting the audience.
- **Managing a timetable:** making the most of the time with your audience.
- **Managing energy and using humour** productively: keeping the audience interested.
- **Building consensus:** making decisions that everyone is happy with and committed to.
- **Dealing with conflict:** exploring the strategies for conflict resolution.



- **Identifying key issues and summarising outcomes:** moving the audience on.
- **Improving observation skills:** seeing what is really happening around us.
- **Connecting with people:** building strong relationships with individuals & the audience.
- **Preparing for the facilitating practicals:** getting ready for the video sessions.

Programme Day 3

- **Facilitating practicals:** a chance to practice facilitating in a zero-risk environment.
- **Key learning points:** a summary of what everyone learnt individually.
- **Building a contract with your Sponsor:** understanding how you will work together.
- **Breaking the rules:** knowing when to play by the rules and when not to.
- **Dealing with some facilitating scenarios:** looking at some potential situations.
- **Dealing with any lingering concerns:** answering remaining questions on facilitating.
- **Summary & finish on a high** to send people away absolutely buzzing!

Process

- The workshop builds all the key skills for facilitating and then provides a chance to facilitate a particular situation with other people from the group acting as the audience. The practicals are videoed and then reviewed using a structured feedback form to ensure that all aspects of the facilitating toolkit are examined. All of the individual videos are edited together and a copy is sent to all participants so that they can learn from each other after the workshop.

Follow-up

- A one-day workshop some three to four months after the workshop to review how things went and consolidate the learning process. Further workshops can also be organised to develop specific skills in greater depth, once individuals have had a chance to facilitate a number of situations.

Getting the Most out of Your Team

Innovation activity is increasingly being carried out by teams rather than individuals. Great teams deliver great results; the converse is also true. Equally, it is fair to say that great teams don't just happen – they need to be made to happen. This workshop takes a new or existing team through a series of steps that are designed to create a common sense of purpose, a deeper understanding or strengths and weaknesses, and the ability to work together in a productive and complementary manner.

Objective

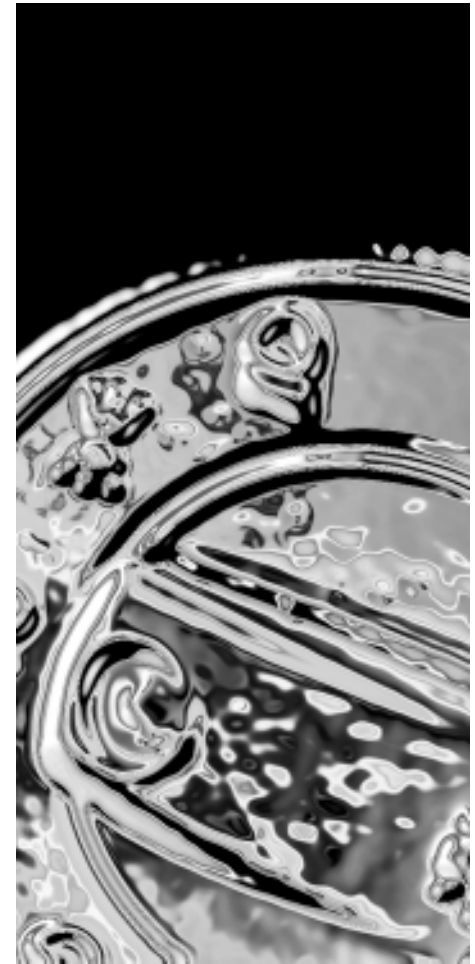
- To understand what makes outstanding teams.
- To demonstrate how to create an outstanding team.

Programme Day 1

- **Teams and teamworking in perspective:** a look at the 3-6 Team Model™.
- **Team exercise I:** an early opportunity to see how the team creates a vision of success.
- **Team purpose:** developing a clear, common & compelling view of the role of this team.
- **Key tasks:** defining the critical areas of work, and performance measures, for the team.
- **Required results:** agreeing what success looks like in overall terms.
- **Strengths and weaknesses:** disclosing what we are good at, and not, as individuals.

Programme Day 2

- **Team exercise II:** another chance to work together and build on previous experience.
- **Relating to each other on a personal level:** understanding what makes us tick.
- **Work preferences:** identifying the ways that individuals prefer to work.
- **Balancing the team:** making the most of any given group of people.
- **Team rules:** developing productive ways of working together.
- **Constraints:** identifying and addressing potential barriers to the success of the team.
- **Creating the desire to succeed:** developing compelling reasons to work well together.
- **Next steps and finish on a high:** providing a clear action orientation.



Leadership in a Team Situation

Teams require leadership. There is little sense in giving the leadership role to one of the team members and hoping that things will turn out well. The ability to lead lies within each of us – but it needs to be brought out and honed. This powerful workshop looks at leadership from a behavioural angle and provides practical guidance on how individuals might extend their repertoire and increase their flexibility so that they are able to lead in any set of circumstances.

Objective

- To provide some common sense guidance on leading teams.
- To develop the desire to modify behaviour and become a more effective leader.

Programme Day 1

- **Role models:** identifying outstanding leaders and understanding common denominators.
- **Leadership in a team situation:** understanding the key issues.
- **Leadership paradigms:** understanding the universal rules of leadership.
- **Leadership behaviours:** identifying the behaviours that support the leadership rules.
- **Leadership in action:** qualifying how we behave.
- **Leadership work preference:** relating personal work preference to leadership style.
- **Current performance:** understanding how we measure up to the leadership behaviours.
- **Personal action plan:** building a short list of key personal change actions.
- **Dealing with some leadership scenarios:** addressing situations that we all face.
- **Some final conclusions about leadership:** pulling everything together at the end.

Follow-up

- Additional one-to-one coaching can be provided to anyone attending this workshop.



Leading the Innovation Process

The role of the leader in the innovation process is of crucial importance. People pay attention to what they see leaders doing rather than what they hear them say. This workshop uses the ILQ™ (Innovation Leadership Quotient™) psychometric to explore the key innovation leadership behaviours and provides an insight into addressing blindspots – those that are constraining progress.

Objectives

- To confirm the link between behaviours & outcomes.
- To understand the key innovation leadership behaviours.

Programme: Days 1 & 2

- **Characterising innovative leaders:** understanding the key ingredients of outstanding innovation leaders.
- **The link between behaviour and culture:** exposing the direct link between the environment and the behaviour of people in leadership positions – you get what you deserve!
- **Innovation leadership behaviours:** an overview of the 14 key innovation leadership behaviours that are measured in the ILQ™.
- **The results from the ILQ™:** a chance to look at individual results and talk about the conclusions that we can draw.
- **Looking at each of the innovation leadership behaviours:**
 1. Taking an active interest
 2. Giving people the authority to act
 3. Leaving people alone to get on with the job
 4. Eliminating obstacles
 5. Raising people's ambitions
 6. Offering guidance



7. Keeping a finger on the pulse
8. Providing support
9. Encouraging people to broaden their perspectives
10. Demonstrating personal commitment to innovation
11. Challenging conventional wisdom
12. Demonstrating that you are happy to change
13. Tolerating ambiguity and failure
14. Recognising effort as well as achievement

- **Developing our leadership behaviours:** understanding how to effect successful and sustainable behaviour change.
- **Creating a reciprocal mentoring agreement:** seeing how everyone can take things forward.
- **Summary of the key learning points:** a chance to consolidate the learning from the two days.

Building a Strategy

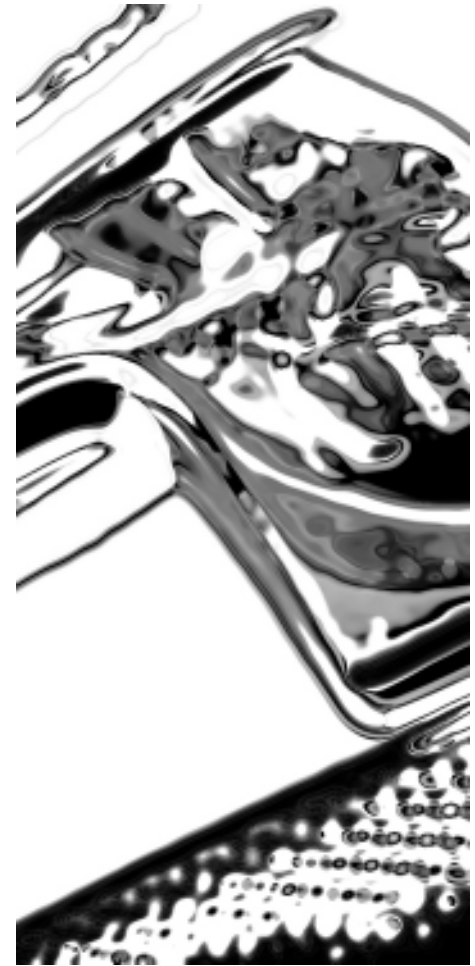
Innovation activity is more powerful when it has a strategic context. When this is the case, small activities can have a large impact. This workshop indicates the key elements of a strategy and demonstrates how to: create a strategy that features innovation; create an innovation strategy; and revitalise an existing strategy.

Objectives

- To demonstrate a simple yet robust strategy process.
- To develop confidence using this process.

Programme Day 1

- **Understanding the key elements in a strategy:** a quick review of format and overall content.
- **Creating a compelling vision of the future:** how we can dispense with words and build a strong picture of success.
- **Defining strategic intent:** distilling everything down to the fundamental purpose that sits behind all activity.
- **Establishing the key strategic priorities:** identifying the small number of mission-critical tasks.
- **Developing indicators of success:** determining how we might measure progress, quantitatively and qualitatively.
- **Identifying the key strategic actions:** knowing exactly what needs to be done on a tactical basis.
- **Looking at what will help & hinder:** looking for assets to capitalise upon and anticipating potential difficulties.
- **Confirming the do-ability of the strategy:** checking viability and commitment.
- **Making this process work:** considering the issues associated with using this process in an organisational context.



Developing Personal Resilience

Being an innovator means that you are treading new ground on a regular basis – going, boldly, where no one else has gone before. This sounds great at the beginning of Star Trek but misses the fact that this new ground is littered with hidden pitfalls. Having the resilience to take setbacks in our stride is an essential attribute of any innovator. This workshop offers practical guidance on developing a thicker skin.

Objective

- To help people take charge of themselves fully and realise their full potential.
- To develop enough desire to begin the personal change process.

Programme Day 1

- **The basic proposition:** understanding that we can all make choices about the future.
- **Managing personal state**
 1. Using physiology
 2. Understanding the power of rituals
 3. Getting self-talk to help, not hinder
 4. Understanding the questions that we ask ourselves
 5. Thinking in a positive manner
 6. Living life out loud
 7. Understanding the impact we have on other people
- **Developing a strong self-image:** understanding self-image; modifying self-image; and dealing with self-limiting beliefs.
- **Developing a strong sense of personal purpose:** understanding why we are here; and putting purpose into words.
- **Developing courage to take risks:** developing invulnerability; using pre-play to ensure success; and adopting different perspectives.
- **Putting it all together:** a summary of the key learning points and a call to action.



Accelerated Learning

Learning can, and should be, fun. Colin Rose's research into what has become known as Accelerated Learning demonstrates clearly that we can vastly increase retention and application by taking account of some simple and yet powerful principles whenever we organise any learning situation. This workshop exposes these principles and demonstrates how they can be used to get the best possible outcome from any learning situation.

Objective

- To help people make the most of any training situation.

Programme Day 1

- **Getting straight down to it:** a short interactive exercise to demonstrate that we already understand intuitively what makes an outstanding learning environment and process.
- **The principles of Accelerated Learning:** a quick review, illustrated with anecdotal evidence, of the key principles that sit behind Accelerated Learning. The rest of the workshop is then focused on understanding and applying these principles.
- **#1: Create a sense of anticipation:** when people arrive all fired up, they are already predisposed to a successful outcome. This session looks at what we can do to develop strong motivation in advance of the learning event.
- **#2: Cover all the learning styles:** a chance to confirm that different people learn in different ways and we must provide a variety of learning experiences if we are to engage the whole audience.
- **#3: Create a great learning environment:** a review of the different elements that comprise environment and how we have much more influence in this area than we commonly realise.
- **#4: Introduce variety into the process:** the chance to look at the infinite variety of methods that we can utilise to get information across and how we use this variety to our collective advantage.



- **#5: Capitalise on recency and primacy:** an explanation of the crucial importance of what comes at the beginning and end of any intervention and how we make the most of these windows.
- **#6: Get off to a great start:** it is extremely important to get any intervention off to a strong start – people are making judgements about the entire session at this point. Here, we look at the ‘how’.
- **#7: Connect with the audience:** if the audience is comfortable with the person ‘up front’ the whole learning experience will be effective – this session provides an insight into how we capitalise on this fact.
- **#8: Make it real:** it is imperative for the learning process that people can somehow relate to what is being shared – this session indicates what we can do to make any intervention truly real for participants.
- **#9: Manage energy levels:** energy is the equivalent of oxygen for the training situation – we will succeed if we ensure that there is the right amount of energy for each part of the session.
- **#10: Finish on a high:** this is the converse of getting off to a great start. The finish is a period of heightened retention – we must therefore do everything we can to capitalise on this time.
- **Applying what we have learnt:** building on the initial exercise at the beginning of the day, this is a chance to put the Accelerated Learning principles into practice for a real situation.
- **Summary & finish on a high:** a brief summary of all the Accelerated Learning principles and a short exercise to bring the conclusions to an energetic and enjoyable conclusion.

Style & logistics

- As you might have guessed from the feedback at the beginning, and from the content of the final workshop on Accelerated Learning, my style is upbeat, energetic, highly interactive and great fun. I fervently believe in the value of creating an outstanding learning environment because I know that this greatly enhances participation, retention and later application. If it's great fun, people don't realise their working and the time fairly flies by.
- All programmes are delivered in a workshop style, with the emphasis on variety and participation.
- You should treat the programmes in this training brochure as a starting point rather than an end. I rarely do two programmes in the same way. I am delighted to look at your specific requirements and tailor the content accordingly.
- I am happy to deliver programmes in pretty well any location. To date, I have found myself in a variety of venues including: a children's museum, sitting on kiddie-sized chairs; a 500-seat auditorium usually used for European Summit meetings; a number of different football stadiums; the side of a hill in the middle of nowhere; as well as the more conventional locations.
- I generally aim for a group size of 10 people as this has, over the years, provided the best group dynamics and levels of interaction. Some of the programmes can accommodate larger numbers.

Documentation

I have designed comprehensive workbooks to support all the workshops that I run. These are all presented in a handy A6 format which makes them very portable and easy to refer to after the workshop. I have also created a series of publications to support many of the workshops:

- **“Rapid Innovation™”** supports the workshop of the same name and provided practical guidance on the 10 principles and 10 steps that underpin the process.



- **“Innovation Trade Secrets”** is a collection of stories about ‘ordinary’ people doing extraordinary things, demonstrating that we can all innovate, if the desire is present.
- **“Welcome to the Innovation Zone!”** is a recipe book for successful innovation. It explains the entire innovation process, describes some of the most powerful tools you might use and provides an insight into other people’s experiences. And there are brain breaks between each chapter so you can enjoy yourself as well as learn.
- **“The Universal Checklist”** demonstrates, in very practical terms, how to get the very best out of any interaction with another person. It began as a way of indicating how to go about selling an idea but quickly turned into something with a much wider application.
- **“Team-based Project Management”** is a handbook that offers a simple and practical approach to setting up, running and completing projects. It applies to projects of all types, not just those that have an innovation bias.
- **“The i-zone e-mag”** is a free-of-charge monthly e-mail newsletter that provides a brief, often humorous, insight into many different aspects of innovation. Each month, there is a particular theme – recent topics have included: imagination; passion; and courage. Its aim is to keep innovation on everyone’s agenda and to demonstrate that it is something that we can all do.

Getting in touch

So, there you have it. A quick tour of the core training programmes that I offer through The Innovation Zone. I am, as you would expect, developing new elements and, indeed, new workshops on a fairly regular basis. Consequently, whether what you want to do is here or not, do get in touch and let’s see what we can accomplish together!

Alisdair Wiseman