

**BUSINESS  
RESULTS  
THROUGH  
PEOPLE...**

*Strengthening the  
relationship  
between your  
company's business  
objectives, you  
and your training  
function.*

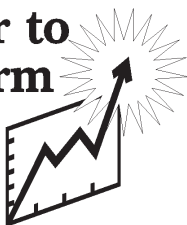
**The Bob  
PIKE  
GROUP**

Your Performance  
Solutions Partner

**Unlock the  
Power to  
Learn**



**Unlock the  
Power to  
Perform**



# **How to Market Chapter Events**

Developed and Presented by:  
**Bob Pike, CSP,**  
CPAE–Speakers Hall of Fame

The Bob Pike Group  
7620 West 78th Street  
Minneapolis, MN 55439  
(800) 383-9210 • [www.bobpikegroup.com](http://www.bobpikegroup.com)

# Notes • Notes • Notes



## Bob Pike, CSP, CPAE



Bob has developed and implemented training programs for business, industry, government, and the professions since 1969. Beginning as a representative for Master Education Industries (a network marketing company), he received nine promotions in three and one half years, to Senior Vice President. His responsibilities included developing an intensive three-week Master Training Academy covering all phases of sales training, management development, communications, motivation/platform skills and business operations. During his five years as Vice President of Personal Dynamics, Inc., that company grew from less than 4,000 enrollments per year to more than 80,000. He pioneered undergraduate and graduate credit on a national basis.

As founder and Chairman of The Bob Pike Group and Creative Training Techniques Press, Bob leads sessions over 150 days per year covering topics of leadership, attitudes, motivation, communication, decision-making, problem-solving, personal and organizational effectiveness, conflict management, team building and managerial productivity. More than 75,000 trainers have attended the Creative Training Techniques™ workshop. As a consultant, Bob has worked with such organizations as Pfizer, Upjohn, Caesars Boardwalk Regency, Exhibitor Magazine, Hallmark Cards Inc. and IBM. A member of the American Society for Training and Development (ASTD) since 1972, Bob has been active in many capacities including three National Conference Design Committees, Director of Special Interest Groups, and member of the National Board of Directors. He is currently serving on the Board of Directors for the National Speakers Association and the International Alliance of Learning. Bob and the company were honored with an APX award for helping others Achieve Performance Excellence.

An outstanding speaker, Bob has presented at regional and national ASTD and TRAINING Conferences to crowds ranging from 300–1,100 people. In 1991 Bob was granted the professional designation of Certified Speaking Professional (CSP) by the National Speakers Association (NSA). This designation has been earned by less than 9% of the more than 3,800 members of the NSA. In 1999 he was granted the professional designation of CPAE (Council of Peers Award of Excellence) Speakers Hall of Fame.

Since 1980, he has been listed in the Who's Who in the Midwest and in the current edition of Who's Who in Finance and Industry. Over the years, Bob has contributed to magazines like *TRAINING*, *The Personnel Administrator* and *The Self Development Journal*. He is editor of the *Creative Training Techniques Newsletter*. He is author of the popular (just recently released) *Creative Training Techniques Handbook, Third Edition*; and co-author of *One-on-One Training*, *Dealing with Difficult Participants*, *50 Creative Training Openers*, *50 Creative Training Closers*, along with more than ten other books and a dozen videos.

# Notes • Notes • Notes



# Positioning the Battle *Audience's* for Your ^ Mind

## Scene 1

The Facts:

The Fee:

## Scene 2

The Facts:

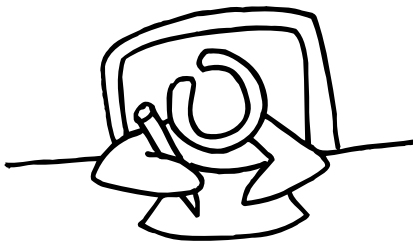
The Fee:

## Scene 3

The Facts:

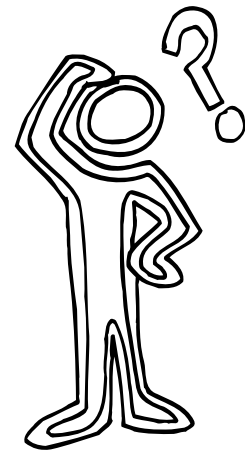
The Fee:

# Notes • Notes • Notes

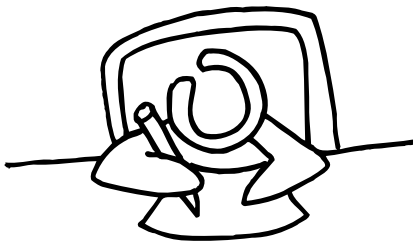


**Who is your competition?**

**What are your greatest challenges?**



# Notes • Notes • Notes

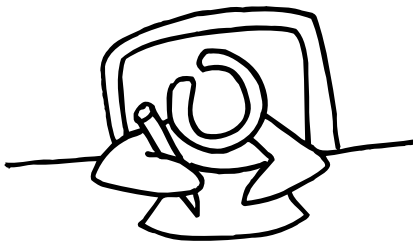


# What's Your Competitive Advantage?

1. Instructor background
2. Resource manual
3. Visual aids
4. Format
5. Follow-up
6. Special features

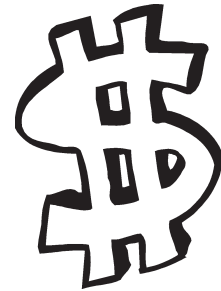


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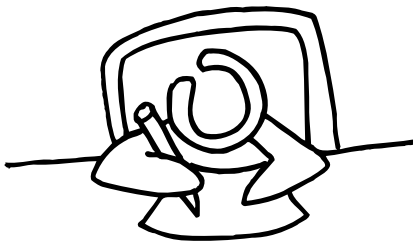


# Pricing Considerations

1. Who is the audience?
2. Who is paying fee?
3. Is there competition?
4. Number of times offered?
5. Cost of delivery and development?
6. Who is the decision maker?
7. Who is speaking?
8. What kinds of values?
9. Bottom line return?
10. What percentage of cost is the fee?
11. Value added?
12. Bottom line of registration fees?
13. Fixed fee?
14. Fixed fee, plus expenses?
15. Fixed fee, plus materials and expenses?



# Notes • Notes • Notes

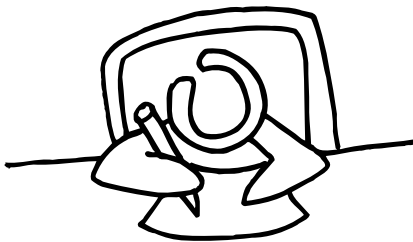


# Considerations for Workshop Timing

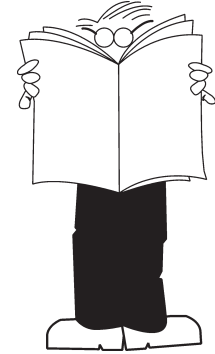
1. Be aware of national holidays.
2. Be aware of religious holidays.
3. Be aware of vacation periods.
4. Be aware of major local events (county fair, conventions, etc.).
5. Be aware of major national events (Super Bowl, national political conventions, etc.).
6. Consider available space.
7. Consider transportation.
8. Be aware of conflicting events of significance to participants.
- 9.
- 10.
- 11.
- 12.
- 13.



# Notes • Notes • Notes



# Title Development



## Basic Parts of a Brochure

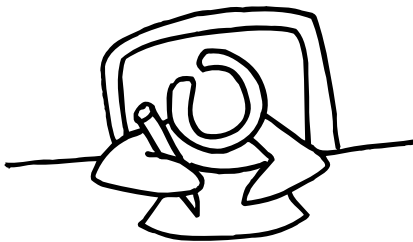
1. Strong title
2. Time, date, and location
3. Registration information
4. Program outline
5. Seminar benefits...At this seminar you will learn how to...)
6. Special features
7. Instructor's bio-sketch
8. Testimonials
9. Who should attend

### REMEMBER:

People:

- Keep catalogs
- Pass along self mailers
- Throw away envelope mailers

# Notes • Notes • Notes



# Promoting You and Your Seminar

While a seminar outline like the one attached to this document goes a long way toward promoting you and your seminar properly, your response to the following can enable us to add the “little bit extra” that can boost attendance.

1. List the ten topics you are most likely to cover in the seminar, with one or two sentences describing each.

Topic 1 \_\_\_\_\_  
\_\_\_\_\_

Topic 2 \_\_\_\_\_  
\_\_\_\_\_

Topic 3 \_\_\_\_\_  
\_\_\_\_\_

Topic 4 \_\_\_\_\_  
\_\_\_\_\_

Topic 5 \_\_\_\_\_  
\_\_\_\_\_

Topic 6 \_\_\_\_\_  
\_\_\_\_\_

Topic 7 \_\_\_\_\_  
\_\_\_\_\_

Topic 8 \_\_\_\_\_  
\_\_\_\_\_

Topic 9 \_\_\_\_\_  
\_\_\_\_\_

Topic 10 \_\_\_\_\_  
\_\_\_\_\_

## How to Market Chapter Events

2. Who should attend? \_\_\_\_\_  
\_\_\_\_\_

3. For each of your ten topics, answer this question: Why is this important to the attendees (e.g., improve retention, improve “on the job” application, etc.)?

Topic 1 is important because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic 2 is important because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic 3 is important because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic 4 is important because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic 5 is important because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic 6 is important because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic 7 is important because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Topic 8 is important because: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## How to Market Chapter Events

Topic 9 is important because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

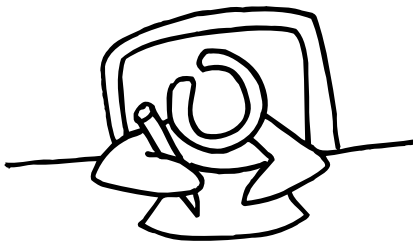
Topic 10 is important because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Attach to this document as extensive a bio-sketch as you can. Be sure to include everything that helps answer the question, "Why do you have the right to be offering this program?" Please include things like: when/where you have presented in the past, your clients, other subjects you have presented, awards you have won, articles/books you have had published, number of years in this field.
5. Please attach to this document copies of other brochures you have on this topic or similar topics.
6. Please attach to this document articles you have (your own or others) that relate to this topic.
7. Please attach to this document any comments that you have received from past participants on this topic.
8. What are the special features of this seminar, from your perspective as an instructor (e.g. specially designed 70+ page resource manual): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. What are the benefits of attendance? (e.g., At this seminar you can learn 9 ways to assess needs, 8 simple steps to effective preparation, 33 alternatives to lecture, etc.)  
\_\_\_\_\_  
\_\_\_\_\_
10. What makes this program unique compared to others I might attend on the same topic (e.g., methods, your unique credibility, etc.)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Notes • Notes • Notes

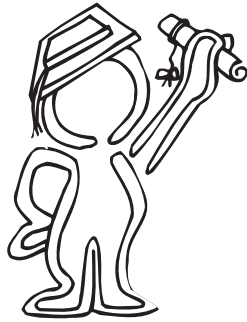


# Steps to Brochure Development

1. Have instructor list 10 topics most likely to be covered, with one or two sentences describing each topic.
2. Have instructors indicate likely audience/market.  
Beware:
  - a. Seminar too narrow.
  - b. Seminar straddles multiple markets/topics that don't mix.
3. Review 10 topics and look for:
  - a. Wordiness
  - b. Fuzziness (e.g., discussion vs. analysis/examination — importance to whom)
  - c. Imprecision
  - d. Purpose: Am I told why this seminar should be important to me? (e.g., improve communications to increase profits, reduce loss, head off lawsuits, etc.)
  - e. Weak structure (e.g., various techniques; should be 5 best, 10 best, etc.)
4. Capitalize concepts and words that convey an idea or facts which need to be checked for accuracy before anything goes out.
5. Get extensive leader bio-sketch. (This is no time for shyness.)
  - a. Check when and where s/he has presented in the past.
  - b. Make sure of all details.
  - c. Beware of using information that is not specific enough or appropriate enough to the seminar. (e.g., "Will examine information about divorce you need to know.")
6. List who should attend.
7. Don't make statements participants should decide for themselves.
8. Express why this presenter has the credibility to teach this program.
9. Make sure audience is broad enough, yet well defined.
10. Avoid vague or wordy language.
11. Establish authority of instructor through sufficient program detail.
12. Is instructor well regarded in publications? Then say so!
13. Has instructor lectured at well-regarded places? Then say so!

# Steps to Brochure Development (con't.)

14. Ask instructor for other brochures that have been done on his/her topic. Use them to broaden content within the scope of the seminar.
15. Ask instructor for any articles written which are especially relevant to the topic.
16. Use verbs/adjectives in titles, point out change or conflict (e.g., not “contest,” but “resolve dispute”).
17. Close your outline strongly, not simply with a summary or concluding remarks.



# Appendix

# Notes • Notes • Notes



# Evaluation

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Pacing                                    T F        T S        J A R

Level                                        T A        T B        J A R

**Open-Ended Sentences**

# Word Tools for Layout with Approximate Readership

High readership = 70%

Low readership = 10%

Medium readership = in between

- H Master headlines – the most dominant head
- H Subheads – other leads
- M Lead-ins – bold lead sentences
- H Picture captions
- H Callouts – subordinate picture captions that point to parts of the picture
- M Topic outlines
- M Charts – picture and word tool structure with two variables
- M Tables – help find portion of data that relates to self
- M Process diagrams
- M Construction diagrams – e.g., organization charts
- L Body copy – extended blocks of text in paragraph form (200 words plus in 11 point type or smaller)  
Don't assess what you do on appearance, but on results.  
A short readership path using the "H" tools enables people to get a summary in 200 plus words.

# 53 Key Word Stimulators

Analysis	Improved/Originals	Reprints
Before/After	Installations (18,000 dp installations in US, 10 Kellogg Centers, etc.)	Research
Book reviews		Resources
Calendars	Internal reports	Results
Case histories	Interpretations (legal and other)	Right/Wrong ways
Charts	Legislation	Samples
Checklists	Lists	Show coverage
Competition/Comparisons	Magazine reprints	Specifications
Conversion tables	Most important developments	Statistics
Developments	New, etc.	Stories
Diagrams	News	Summaries
Delphi Surveys	Patents	Surveys
Essays	Pitfalls	Tables
Free materials, publications, etc.	Problems/Solutions	Technical developments
Glossaries	Procedures	Theories
Goods/Bads	Questionnaires	Translations – from foreign publications
Government bibliographies, reports, studies, etc.	Quotations	Trends
Guides	Reports	Want Ads – job opportunities

# Notes • Notes • Notes





## Bob Pike's Seminar Feedback/Evaluation Form

Our focus at The Bob Pike Group is results! This evaluation is designed to measure your satisfaction with this seminar experience as well as provide us with information to continually improve our products and services.

City \_\_\_\_\_ Date \_\_\_\_\_ Instructor \_\_\_\_\_

Please **print** your name and address below *or attach your business card.*

Name \_\_\_\_\_ Title \_\_\_\_\_

Organization \_\_\_\_\_

Business Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Phone ( ) \_\_\_\_\_

Fax ( ) \_\_\_\_\_ E-mail \_\_\_\_\_ Web Site \_\_\_\_\_

My **3 personal learning goals** based on the seminar content are:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

To what **extent** did you **achieve** each of your three goals? \_\_\_\_\_ Exceeded the goals \_\_\_\_\_ Fully achieved the goals \_\_\_\_\_ Partially achieved the goals \_\_\_\_\_ Did not achieve the goals \_\_\_\_\_

The information I found **most useable** was: \_\_\_\_\_

How my organization will **benefit** from my training: \_\_\_\_\_

What technique will you apply first: \_\_\_\_\_

May we **contact you** within 90 days to ask how it's helping you? \_\_\_\_\_ Yes \_\_\_\_\_ No

What **one thing** could we do to improve this overall training experience? \_\_\_\_\_

**Rank your agreement to the following statements.**

**Content**

	Strongly Agree			Strongly Disagree		
I found value in the resource materials	5	4	3	2	1	
The layout and design of the materials was effective	5	4	3	2	1	
The design and use of visual aids was effective	5	4	3	2	1	
I can diagram the participant-centered instructional model	5	4	3	2	1	
I understand the importance of Need to Know, Nice to Know and Where to Go	5	4	3	2	1	
I can explain the use of CPR in training	5	4	3	2	1	

One suggestion for improving the program content: \_\_\_\_\_

Comment \_\_\_\_\_

**The Instructor...**

	Strongly Agree			Strongly Disagree		
Demonstrated knowledge of content	5	4	3	2	1	
Modeled techniques	5	4	3	2	1	
Showed interest in participants	5	4	3	2	1	
Answered my questions thoughtfully	5	4	3	2	1	

Comment \_\_\_\_\_

**Process/Environment**

	Strongly Agree			Strongly Disagree		
Enrollment process was easy and pleasant	5	4	3	2	1	
Location and quality of this meeting site was appropriate	5	4	3	2	1	
Room/Environment supported my training experience	5	4	3	2	1	

\_\_\_\_ Check if you stayed overnight at the hotel

Comment \_\_\_\_\_

**You the Participant**

	Strongly Agree			Strongly Disagree		
I was fully present and actively participated	5	4	3	2	1	
My co-participants were actively involved and supported the learning process	5	4	3	2	1	

Comment \_\_\_\_\_

**I'd like more information on:**

- Bob Pike's Participant-Centered Design Process
- The Training Team Summit
- The Bob Pike Group's Coaching System
- The Team Directory
- The Bob Pike Group Products and Seminars

**Please print the name and address of your manager:**

Name \_\_\_\_\_  Address Same as Mine

Business Address \_\_\_\_\_ E-mail \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Telephone \_\_\_\_\_

*"Thank you for your comments. We appreciate the opportunity they give us to improve our programs and better suit your needs."*



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