

PAULE WENDELBERGER



TRAINING
PROGRAM

Presenting in the media age

Length of seminar 2–3 days

Number of participants 8–12

Language English / German

Accompanying material Handbook (optional)

Requirement Knowledge of PowerPoint

Content of seminar

Participants learn how to build and maintain a strong connection to their audience, and discover why this must be their main focus during a presentation. Content includes preparation methods, the creation of visual / multimedia tools and successful “stage presence”.

One of the most important topics of the seminar: how to strengthen credibility through conviction, enthusiasm and logical structure. Effective methods for structuring and preparing media content for specific audiences will be shown. The creation of interesting visual aids as well as the visualization of complex information in simple, logical steps based on the SPRITE method (sequential presenting of illustrations and text elements) will be covered.

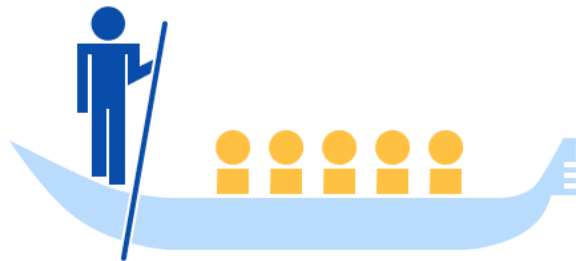
Using real-life examples, a variety of visual aids and presentation techniques will be presented and discussed, so that participants gain insights and can apply these ideas to their own presentations. Each will create and hold a presentation, which will be filmed and then examined. After evaluation, the presentations will be re-worked, held once again at the end of the seminar, and then re-evaluated. This makes progress directly tangible and paves the way for participants to work further on their own unique presentation style.

Themes and solutions

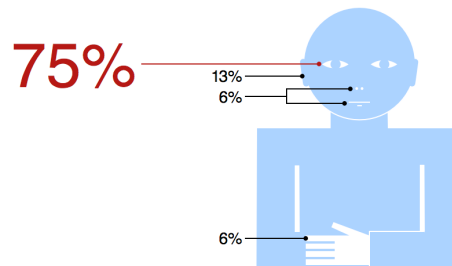
- The Gondola Principle — boarding, navigating, landing
- Establish and maintain a connection to the audience
- Logical structure — inductive and deductive argumentation
- Psychological basics — multimedia learning
- Basics of visual communication
- Design — visualization of complex content
- Dealing with “borrowed” material
- Reading and understanding body language
- The right amount of information for the right moment
- Presentation targeted to the listener
- Various presentation styles

Presenting in the media age

Examples from the seminar



The Gondola Principle — Get the audience excited and on board, navigate them through the entire presentation without losing their attention. Bring them to the point where the message remains in memory. Achieving this is the goal of every presentation. It is what great speakers have in common.



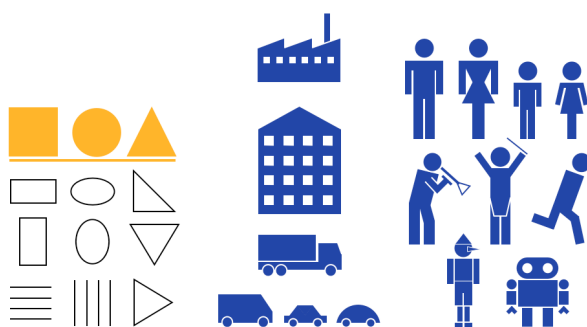
Visualization wins — We humans receive and retain information through all our senses, but mainly through sight (75% sight, 13% sound, 6% smell and taste, 6% touch). We think in pictures and are amazingly good at remembering them. Presentations should therefore contain a high amount of visual elements.



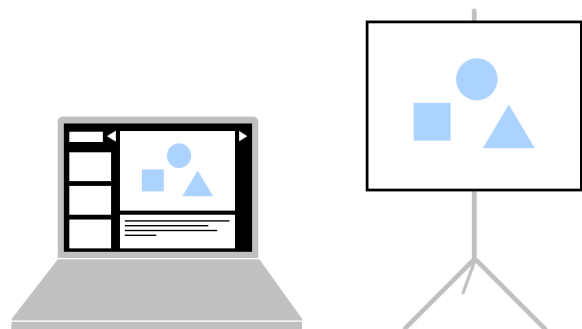
Five preventable mistakes — No clear point, no benefit for the listener, no clear train of thought, too detailed, too long. Many speakers completely forget that their success depends far more on the audience than on themselves. If they are unable to connect and maintain that connection to their viewers, the presentation will be a failure.



Focus on the audience — Responding to signals from the audience can be the deciding factor between success and failure. The body language of listeners gives important information. Sagging in the chair suggests the desire to be elsewhere. Leaning forward signals interest. Touching the face shows doubt. Crossed arms indicate rejection. Chewing on a pencil is a sign of contemplation.



Square, circle, triangle and line — Artwork can be created from these four basic elements. The combination of simple images and easy to understand key words is the most effective way to create visual aids. Illustrations should be collected in a central file, so that they are readily available and thus easily placed.



Presenting in the media age — Computers have become the most universally used presentation tool. We now understand and are able to make optimal use of this new medium. However, many computer presentations are filled with unnecessary masses of text, data, optical blunders and the like.

Training the trainer

Length of seminar 2–3 days

Number of participants 8–12

Language English / German

Accompanying material Handbook (optional)

Requirement Presentation proficiency

Content of Seminar

The goal of the seminar is to prepare participants to conduct their own workshops. It was developed as an answer to inquiries from corporate clients and is based on the experience collected through our own seminar activities. The presented methods have been successfully proven in practice. They can be easily learned and universally applied.

There are two types of workshops. The first is tailored toward information and concepts. The second focuses on solving problems and generating ideas using creativity techniques. Discussion involves the preparation and organization of a workshop, as well as how the needs of the participants can be addressed. It also touches on topics such as how to use questions

as a method of control and how to handle disruptive behavior. These are subjects that every workshop leader will encounter.

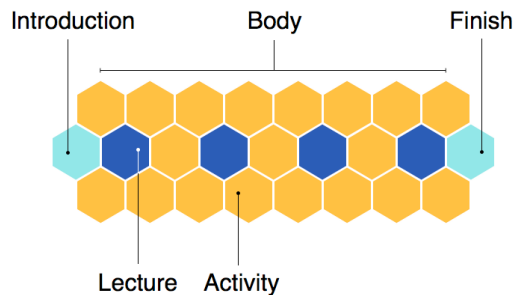
Through practical exercises a typical workshop situation will be simulated and the behavior of participants evaluated. In addition, various creativity techniques will be introduced and problem-solving exercises utilized.

Themes and solutions

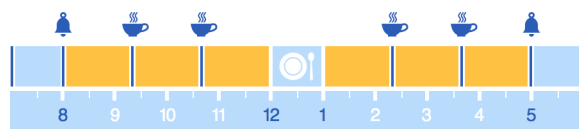
- Workshops — communicate information and generate ideas
- How do adults learn?
- The importance of visuals
- Time management
- Preparing a workshop
- BONUS — the path to credibility
- Interactivity
- Questions — what types are there and how are they optimally used?
- Group dynamics
- The “usual suspects” — dealing with disruptive behavior
- Controlling difficult situations
- Problem-solving workshops
- Effective creativity techniques

Training the trainer

Examples from the seminar



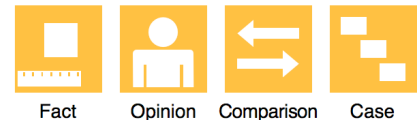
Structure — A workshop consists of an introduction, a main body and an ending. The main section is enriched with exercises and group activities. In this way the learned material is applied and attention is more easily held.



Time management — As a rule, a workshop lasts for 9 hours with a one-hour lunch break. Participants should know the schedule in advance so that they are prepared. Short breaks at regular intervals prevent fatigue and increase the learning effect. The workshop leader should, however, be at the location at least one hour in advance in order to adequately prepare and greet the incoming participants. In addition, there should be a little time scheduled afterwards for questions or discussion.

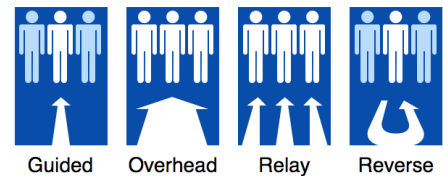


BONUS — Workshop participants want to know what to expect and what is expected of them. A very efficient method to convey this information is to mention the advantages and benefits the workshop will bring. After that, a general overview and discussion of how the workshop will progress should be given. Naming the sources and experiences on which specific workshop material is based will support the credibility of the leader.

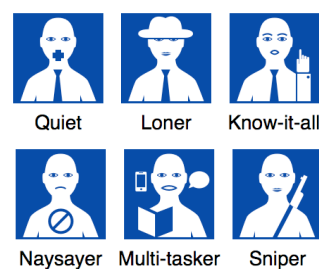


Based on...

Questions — An important method for controlling workshops is by asking questions. Some will simply unearth opinions; others will check understanding or highlight a point. To more actively involve the participants, different types of questions should be appropriately implemented.



Ask effectively — It is not enough to understand different types of questions. One must also know how they should be asked. Questions can be directed to one person (guided) or to the complete group (overhead). Different questions can be asked to different participants (relay). Questions from participants can be “thrown back”, motivating all to become involved and encouraging them to find their own solutions (reverse).



The “usual suspects” — Everyone who has conducted a workshop will sooner or later be confronted with disturbances, often caused by the behavior of the participants. It is crucial to the success or failure of a workshop that this behavioral structure is directly detected and responded to. Disrupting the schedule is the least that “usual suspects” can do. In the worst case the credibility of the workshop leader is destroyed. It is essential that this be prevented!

Intercultural communication

Length of seminar 2–3 days

Number of participants 8–12

Language English / German

Accompanying material Handbook (optional)

Equipment Flip charts, pin walls

Content of seminar

The Intercultural Communication seminar is aimed at participants who work with foreign colleagues and business partners. A study on the failure of international joint ventures concluded that only 30% of failed projects were due to problems involving planning, technology, finance or the like. Around 70% of the problems were due to the behavior of managers, who had difficulties coping with new cultures.

This seminar therefore aims to identify cultural differences and provide guidance to mediate concrete situations. Content includes learning how to recognize different types of cultures and their specific characteristics. The workshop prepares participants for encounters with people from other cultures and so that they can

appropriately orient themselves in concrete situations.

Participants are taught how culture directly influences business life and management. On the way to intercultural competence, they learn to better understand their own culture and recognize the cultural differences of their business and negotiating partners.

Themes and solutions

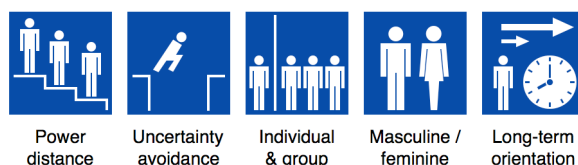
- Why intercultural training?
- What is the true meaning of culture?
- What distinguishes intercultural communication from “normal” workplace communication?
- Individual and group cultures
- Need for security and the willingness to take risks
- Time-factor — short and long-term planning
- Perception — fundamentals of communication
- Why cultures have difficulties with others
- Emotional and neutral societies
- “Culture shock” and adaptation cycle
- Is there a “best way”?
- The cross-culturally competent personality

Intercultural communication

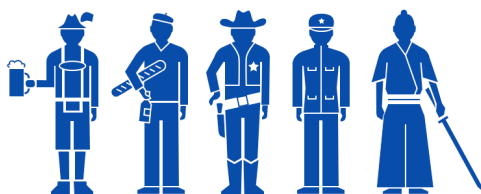
Examples from the seminar



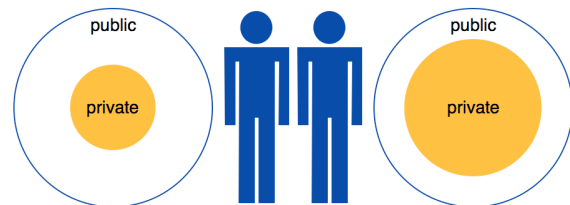
What is culture — Culture can be defined as the way of life of a group of persons with an integrated system of learned behavior patterns. It manifests itself in a system of values. Some of these values are visible (for example art, literature, food, clothing); others remain hidden (for example how one deals with emotion, gender roles, definition of beauty). As with an iceberg, what we see is only a small part of the whole. The greater part is below the surface, not immediately perceptible.



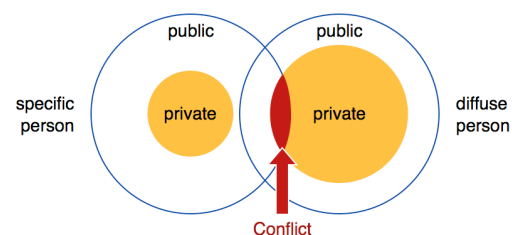
Types of culture — In order to understand the differences between cultures, we need to consider some specific elements that are handled in different ways. The sociologist Geert Hofstede proposed five categories of inspection: dealing with equality and inequality in groups (power distance), avoidance of uncertainty, relationships between individuals and groups, gender roles and the perception of time.



Stereotypes — Stereotypes may be helpful in certain situations. But they don't say anything about a specific person. If we try to measure foreign behavior with the standards of our culture, then we fall into the so-called "intercultural mousetrap": we are here and they are there, it's *us* against *them*.



Specific and diffuse cultures — People from so-called "specific" cultures (left) have a relatively large public zone. They are perceived as friendly and communicative. People from "diffuse" cultures (right) have a relatively large private but small public area. These people have fewer, deeper contacts and are perceived as more reserved.



Danger zone — If two "specific" types encounter each other, this contact takes place in their public zones. If a "specific" type meets a "diffuse" type, irritations and misunderstandings can arise. The specific person can easily violate the private area of the diffuse person, thus setting off conflicts without even realizing it. Such an overlap of zones should not be underestimated. There is a danger of setting off many intercultural incidents.



The best way — The first and most important rule on the way to intercultural competence is to recognize and understand yourself and your culture. To understand one's own environment is the prerequisite for understanding another. Then we can live with the differences.

Working in teams

Length of seminar 1–2 days

Equipment Flip charts, pin walls

Number of participants 8–12

Language English / German

Content of seminar

The goal of this seminar is to understand the importance of soft skills for everyday business and professional development. Realizing that learned knowledge alone is not enough to survive on the job: that is the core of this workshop. Companies and organizations are paying increasing attention to the ability of their employees to communicate, work in teams, operate under pressure and solve problems.

to overcome them. Participants are encouraged to identify and face these challenges.

The seminar can be used to test the ability of teams to work together and to foster better cooperation. Virtual teams are often confronted with special difficulties due to geographical distances and cultural differences. These challenges can also be addressed.

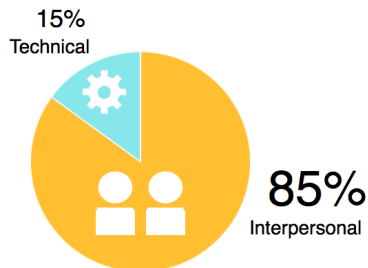
Even highly gifted employees can fail due to a lack of capacity for teamwork. What are the causes and how can they be eliminated? What factors can influence jobs and careers? Through interactive exercises and role-playing, participants are confronted with real-life situations. Here, they reach their own limits and learn how

Themes and solutions

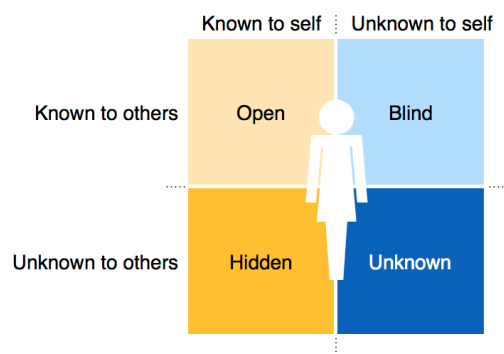
- What are “soft skills”?
- Learned knowledge and emotional intelligence
- Why do emotions play a role?
- Dealing with emotions and communicating appropriately
- Recognizing one’s own strengths and weaknesses
- The importance of teamwork, empathy and motivation
- Joining a team
- Effective action under pressure
- Problem solving
- Nurturing creativity
- Open to change
- The uniqueness of virtual teams
- Working together in intercultural surroundings

Working in teams

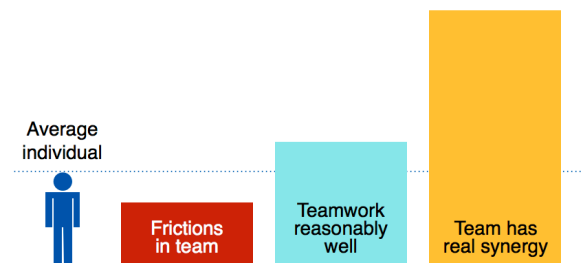
Examples from the seminar



What knowledge is needed — Only 15% of what is needed in today's working world is the technical knowledge acquired through training or education. Interpersonal skills — “soft skills” — make up the other 85%.



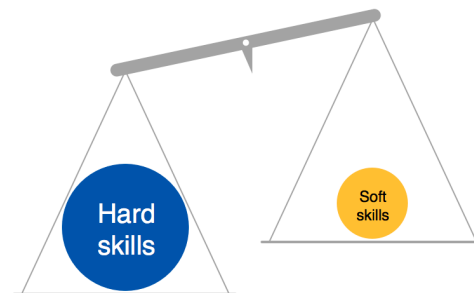
Self knowledge — To deal with other people it is important to first know yourself. The “Johari Window” makes clear the areas that cause communication problems. Through appropriate exercises, communication can be fostered, strengthened and expanded.



Personal IQ / Team IQ — Scientific studies show that teams that work well together have an IQ that far exceeds that of one individual. If there are problems in the team, demanding tasks cannot be finished. Teamwork is a key feature in today's work environment.



The “Apollo Syndrome” — Through analysis of the errors that NASA teams made during the Apollo program, it was shown that highly talented individuals produce worse results than other members when in a team. A “Double Apollo” is a group of highly gifted people that bring few results but report great success and claim recognition.



The “Peter Principle” — Overestimating technical knowledge (hard skills) leads to the promotion of the wrong employees. Such managers are quickly overtaxed and cannot competently carry out their new positions.



Reasons for the failure of projects and careers — Underestimating and reacting wrongly to change, problems with teamwork and difficulties in interpersonal areas. Dealing and working with other people is more and more important — especially as companies today work more and more in international environments.

Creativity and innovation

Length of seminar 1–2 days

Equipment Flip charts, moderator case

Number of participants 8–12

Language English / German

Content of seminar

The aim of the seminar is to understand creativity as a basic human characteristic and to learn how to detect, develop and utilize creative potential. The seminar consists mainly of practical exercises and activities, supplemented by short lessons. Information about creativity and its importance in today's business world will be discussed. Individual creativity and the individual creative cycle will be explained. Prejudices regarding one's own creative weakness will be systematically broken down and participants confronted with their own creativity.

Through interactive, fun exercises, the participants will be motivated toward lateral thinking. In this way a fresh approach to everyday issues and problems, both in the

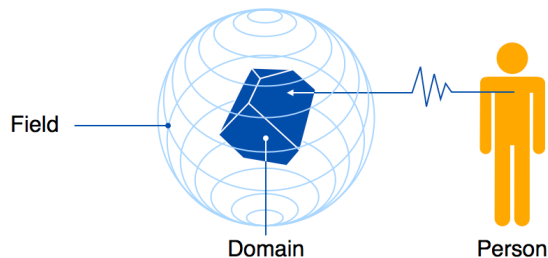
professional as well as the private sphere, will be found. The most important creative problem-solving techniques will be presented and practiced. The seminar can, if wished, be used to solve a specific problem or to develop new ideas and concepts. This requires appropriate briefings.

Themes and solutions

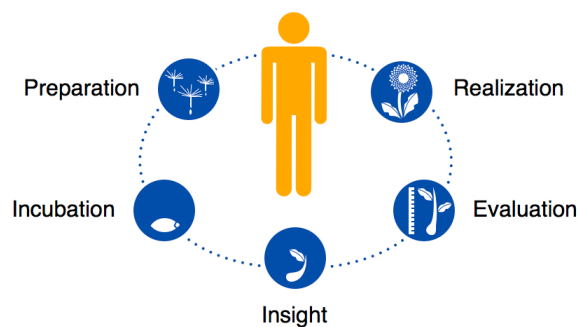
- What does creativity mean to society and for the individual?
- Everyone is creative — creativity as a basic human characteristic
- The challenges and paradigms of our time
- Perception and its limits
- Lateral thinking — how to escape the box?
- “Design Thinking” — learning from designers
- Quantity produces quality — creativity techniques for the work environment
- Solving problems in a team
- Recognizing and strengthening creative potential
- Tips to increase mental well-being

Creativity and innovation

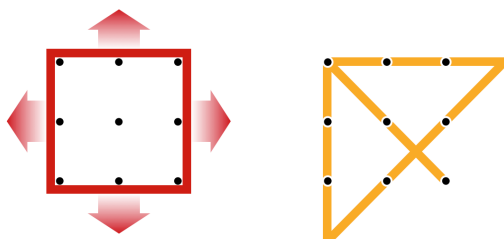
Examples from the seminar



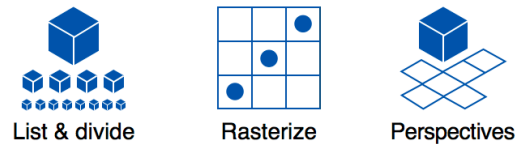
Cultural creativity — In the social context, creativity is change within a symbolic area, a domain (i.e. genetic research). Each area is surrounded by a field of professionals, decision makers, teachers, etc. This area determines each contribution to the field, and therefore what is recognized as creative.



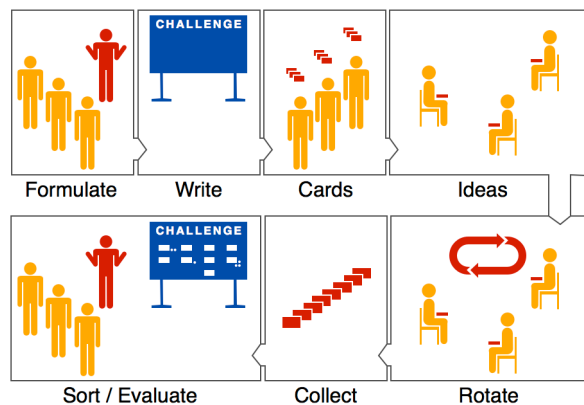
Personal creativity — The creativity of an individual follows a cycle of preparation, incubation, insight, evaluation and implementation. This pattern is also the muster for team creativity and can be used for collective problem solving.



Lateral thinking — To touch all nine dots with four connected lines is relatively easy, when the perceived limits of the points are overcome. “Thinking outside the box” (lateral thinking) means finding solutions outside that which is apparent. This is the core of all creativity and innovation.



Creativity techniques — There are many ways to find creative solutions, from linear methods to intuitive techniques. It's always about creating as many ideas as possible, as starting material for building practical concepts. Quantity is the prerequisite for quality. These ideas are then evaluated, concepts developed and preparations for implementation made.



Idea cards (brain writing) — This is a reliable technique for using the creativity of a team. Each participant writes ideas on cards, which the others use for further inspiration. The idea cards are then categorized and evaluated, in order to choose the best concept.



Problem-solving workshops — To ensure the success of a problem-solving workshop, it must be well prepared and carried out. The aim is to generate a certain amount of ideas and solutions in order to find the best solution to a problem. From this a concept will be formulated in the post-processing phase.

NEW TIMES NEW MEASURES NEW FORMAT

PAULE WENDELBERGER COACHING

We would like you to know that we took a step forward in developing our business and created a **new format** for our coaching activities.

Our seminars and workshops are now available for all customers online as well — as **interactive webinars**.

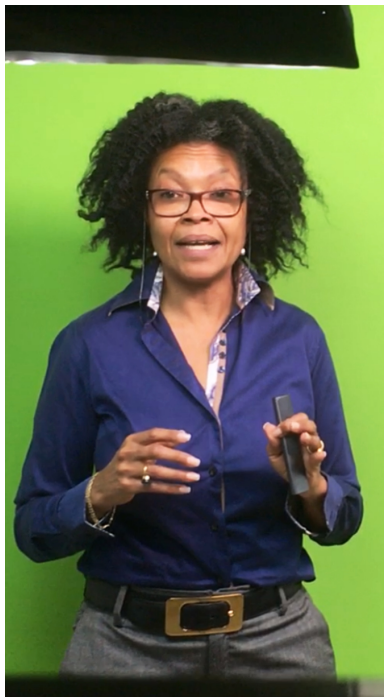
In order to provide the best possible experience we invested time and resources to build a **professional studio** equipped with state-of-the-art technology.

It was a rather steep learning curve for us yet the results speak for themselves...



While extensively testing the new format with teams in Germany as well as overseas we've come to understand the **potential** of this technology.

Over the coming years we will keep on **improving the online experience** for our customers and participants.



Since the technology is in the early stages of development there still remains enough space for improvement by the software engineers.

Different systems for video calling are being used by the industry. We are prepared to cater to these needs.



Our webinars can be conducted over **Zoom** as well as **Microsoft Teams**.

We are excited about these developments and hope we could kindle your interest in our services.

It would be our pleasure to answer your questions, send you more information or — even better — **talk to you on Zoom or Teams...**

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Terms and conditions

<i>Service and Languages</i>	Unless otherwise noted, the seminars can be held in either English or German. Evening activities are not part of the service.
<i>Fee</i>	Fees are calculated on a per-day basis. The daily fee is € 2250 plus 19% VAT for seminars in Germany. For seminars outside of Germany the daily fee is € 2500 plus 19% VAT, travel, hotel and meal costs.
<i>Travel to and from seminar location</i>	The costs for travel to and from the seminar location will be paid by the customer / purchaser. These include travel by car (billed at € 0.30 per kilometer), economy class flights within the European Union, business class flights outside of the European Union, 2nd class train travel and taxis.
<i>Accommodation</i>	Accommodation will be provided by the client / purchaser. This will include parking (when travelling by car) and broadband wireless Internet access. Check-in is required the day before each seminar. At distances over 300 km from Düsseldorf (Germany), earliest departure will be on the day after the seminar.
<i>Expenses</i>	For seminars in Germany, a food allowance of € 24 plus 19% VAT will be charged, otherwise € 48 plus 19% VAT per day.
<i>Organization</i>	Organization of the seminars will be handled by the customer / purchaser. The client chooses the participants (maximum 12 per seminar), invites them and ensures that all necessary organizational tools are in place (name tags, clip boards, handouts, flip charts, LCD projector, etc.). The customer will provide suitable facilities with the necessary equipment and required materials.
<i>Copyright</i>	Copyright of the seminars, visual aids and additional written material are held by Paule Gina Wendelberger and Dr. Axel Wendelberger, unless otherwise noted. Handbooks in English are available for some of the seminars. The delivery of these handbooks is an additional service and must be negotiated separately.
<i>Cancellation</i>	Seminars may be cancelled by the customer / purchasers up to four weeks before the seminar date free of charge. For cancellations between four and two weeks before seminar start, 50% of the agreed fee will be charged. For cancellations less than two weeks before seminar start, 75% will be charged.
<i>Payment</i>	The payment method will be individually agreed upon. In general, payment is to be made after invoicing.
<i>Additional services</i>	Additional services must be negotiated separately.
<i>Validity</i>	The seminar concepts and conditions in this brochure are purely informative and subject to change without notice.

Sample questionnaire for evaluation of the seminar

	Poor	←	→	Very good	
	1	2	3	4	5
1. What is your overall impression of the training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. How useful did you find the topics?	1	2	3	4	5
A.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Did the trainer fulfill your expectations?	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. What did you like [+] or not like [-] about the trainer?					
+				
—				
5. What did you like [+] or not like [-] about the seminar?					
+				
—				
6. What suggestions do you have to improve the seminar?					
				
7. How would you assess the level of interactivity in the seminar?	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. How useful did you find the seminar for your profession?	1	2	3	4	5
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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The seminars in this brochure are part of our training program. On request, we develop *customized* seminars or modify existing ones to meet the *specific needs* of participants.

We also advise on the preparation and implementation of presentations, or, if needed, can create *complete presentations including visual aids*.

In addition, we offer *individual coaching* to refine *presentation skills*.