

*Nancy Bacon, Washington Nonprofits
& Mark Nilles, Humentum*

CONFERENCES THAT MAKE A DIFFERENCE

*Practical advice that will help
conference organizers plan and
deliver events that provide
valuable learning and
performance improvement
opportunities to participants.*



About this eBook

We organize conferences. We spend considerable time trying to figure out how to make these conferences powerful learning experiences that make a difference. We wrote this e-book with the goal of sharing practical advice that will help conference organizers plan and deliver events that provide valuable learning and performance improvement opportunities to participants.

We wrote this e-book for membership organizations or association staff interested in expanding the learning aspects of your annual conferences. We are continuing to learn as we put these ideas into practice. We look forward to the conversation that we hope this guide inspires.

About us

NANCY BACON is a teacher and instructional designer who has worked for over 20 years in the nonprofit sector. For the past five years, she has led Washington Nonprofits' learning program. She created the Seattle World Affairs Council's Global Classroom program, directed an international development NGO in partnership with Afro-Brazilian women in Salvador, Brazil, and taught at the International School Manila. Nancy double-majored in German Literature and Economics at Swarthmore College and holds a Masters in Public Administration from the University of Washington. She occasionally writes on adult learning through her blog www.ChunkFlipGuideLaugh.com.
nancy@washingtonnonprofits.org



MARK NILLES is a learning professional with a non-traditional Learning & Development background. His work has focused on developing evidence-based teaching and learning approaches for improved workplace performance. His perspective is informed through years of training and capacity building for international development and humanitarian relief professionals around the world. Mark has supported youth employability programs in Palestine and Pakistan, life skills programs in Kyrgyzstan and St. Lucia, and Peace Corps Volunteers in Ukraine and Mongolia. He has a Bachelor's degree in Journalism from the University of Wisconsin, Madison, and a Master's degree in International Education from Florida State University.
mark.nilles@humentum.org



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Conference Strategy and Overall Learning Approach

It's Monday morning—a fresh start to a new week. You open your email to a message from your favorite professional association. They just opened registration for their Annual Conference. This could be the opportunity you've been waiting for—a chance to learn from experts and share with peers in your community, a chance to make new important new connections, and a chance to exchange ideas with people facing familiar challenges. But your initial excitement is quickly countered by the reality of your budget, pressing priorities, and the understanding that your high expectations might lead to disappointment if your participation in the conference doesn't lead to significant change in the workplace. The question lingers in your head: Will my investment of time and money in this conference pay off?

It's the same Monday morning, but now you're on the other side of that email. You've already put hundreds of hours into the initial planning for your organization's next Annual Conference. Registration is now open, and word about the conference is spreading throughout the community. But will you be able to deliver on expectations? Will the conference program deliver timely, relevant content? Will presentations be engaging and practical? Will participants come to the conference primed for action and leave with tangible ways to put new knowledge, skills, concepts, and tools to use in the workplace?

This is the first of four chapters to help you deepen your thinking and practices related to conferences, particularly those run on a tight budget. In it, we introduce three topics:

1. The definition of “conference”
2. Conference strategy and goal-setting
3. Adult learning principles that relate to conferences

We hope this information will spark new ideas or reinforce existing practices that allow you to plan and deliver events that provide valuable learning and performance improvement opportunities to participants (and have some fun along the way, too!).

1. “Conference” Defined

First, let's define what we mean when we talk about a “conference.” We think of conferences as large events with diverse audiences and multiple learning opportunities, generally held under one roof.

By contrast, we're not talking about discrete learning events. Conferences often have an overall theme and learning organized by tracks, function areas, or other categories.

A typical conference will include structured learning sessions, networking opportunities, and an exhibition hall. Oftentimes we think about these as separate and distinct elements of a conference, but they all can play an important role toward driving results for participants back in the workplace. However, in the interest in speaking to perhaps the most impactful element of conference delivery, **our focus will be the learning conveyed during main stage and workshop sessions.**



Subsequent chapters will speak to the development and delivery of sessions, but here we will discuss conference strategy and adult learning principles that can be applied for effective conferences.

And while this e-book is written with conference planning and execution in mind, many of the same concepts and principles discussed in these four chapters convey to the planning and execution of other types of events that convene professionals to learn, share, and network.

2. Conference Strategy

Decision-making regarding your conference will be much easier if you develop and adhere to a conference strategy. Your conference strategy should be part of an overall learning strategy for your organization. Your organization's learning strategy might operationalize a larger sector-level performance goal. Here's an example from Washington Nonprofits:

General Sector Goal	Learning strategy	Conference strategy
Nonprofits use public policy to better achieve their missions.	Expand access to learning and practice opportunities so that nonprofit staff members in "ready" organizations use public policy to achieve mission.	Highlight public policy and opportunities to learn about it across the conference (main stage, workshops, exhibitor resource table)

Conferences are powerful ways to drive learning for your participants. They become even more powerful when complemented by your organization's other learning activities.

Goal setting

Typically, an organizational learning strategy will include goals around **reach** (e.g. the number of participants you want to reach through learning events), **results** (e.g., the impact that your learning events will have on individuals and organizations), and possibly **revenue** (e.g., the financial contributions that learning events will bring to the organization).



Your conference strategy should reference and contribute to the overall learning strategy, which could also include free and fee-based workshops, webinars, online communities of practice, white papers, and other learning-based products and services. Likewise, those non-conference learning activities can help inform the themes and topics that you should highlight during your conference sessions.

The main point is that the conference is usually one part of a larger learning offering. And while you can support effective learning at a conference, your conference need not bear the burden of all your learning goals. In fact, it should be a natural part of the continuum of learning, benefitting from your organization's broader learning portfolio.



Further to this point, the development of content for your conference will take considerable time and energy. If you can extend the benefit of those efforts by leveraging important talking points, resources, and tools from the conference in your other learning efforts, the reach, revenue, and results of your conference can also be extended. More on that in the final chapter.



3. Adult Learning Principals

Assuming your conference contributes to an overall learning strategy, let's focus on maximizing the likelihood that conference participation will lead to results—primarily through opportunities to engage in effective learning opportunities. First, we'll present four useful concepts with both technical and non-technical language and then provide some ideas to apply the concepts. (See right)

A. Reduce the cognitive load (Keep it simple)

Conference sessions are usually around an hour in length.

Guide presenters to make the most of that time by focusing on one or two main learning points rather than trying to convey a career's worth of knowledge and expertise. A goal might be for conference participants to leave each session having learned one important new concept or idea and compelled to learn more if the topic is relevant to their work. Here's a good test—can your presenters summarize their presentation in one tweet?

A talented presenter can discuss complex topics by building on base knowledge that participants bring to the session or by using stories or metaphors to make complex topics relatable. Adult learners appreciate and benefit from this 'scaffolding' approach of building on familiar concepts.

It also helps for participants to be aligned to the topic even before they enter the room. Good session descriptions, as discussed in Chapter 3, go a long way in reducing cognitive load and frustration too.

B. Facilitate structured reflection (Give them time to make it their own)

Presenters are in the front of the room of the delivering the sessions, but they are not the most important people in the room. So, who is the most important?

Four adult learning concepts:

- A. Reduce the cognitive load (Keep it simple)
- B. Facilitate structured reflection (Give them time to make it their own)
- C. Flatten the forgetting curve (Support remembering)
- D. Support learning transfer (Help them take it back to work)



The participants. Effective presenters consider ways to help participants absorb session content and determine how to adapt the concepts for their benefit. Conference planners can support this in several ways, both during structured sessions and outside of the formal session structure.

During sessions, presenters can encourage participants to either think about or discuss with a neighbor how the concept could be applied in their workplace to achieve results and meet goals. Presenters can also create more elaborate activities that help participants consider the concepts discussed and practice using them as they would in their workplace. More elaborate activities might also allow participants to relate the learning points to specific results and goals.

Outside of structured sessions, conference planners can encourage and provide time for participants to think or discuss with a colleague what they've learned, why it's important, what questions they have, and what actions they can take back to the workplace to achieve results. This can be supported through networking breaks, handouts for participants to complete, and less formal wrap-up sessions at the end of the event. *See Appendix for resources that you can adapt for your presenters.*

C. Flatten the forgetting curve (Support remembering)

Supporting remembering will be covered more fully in the final chapter, but the basic idea is that if participants can't remember what they heard (or "learned") then it will be nearly impossible for them to apply it in the workplace. Humans forget. And we forget for good reasons—it's not a flaw.

The final chapter will cover ways to support remembering after the event when participants are back in the workplace and able to put new knowledge and skills into practice. During sessions, presenters can support remembering in various ways, including storytelling, integrating workplace clues, and repeating the same message in different ways.

Storytelling can be especially powerful because it often touches us emotionally and creates mental models that we can recall more easily than a list of facts. The most powerful stories stir up emotion—including happiness and sadness, excitement and fear—and allow the listener to connect a coherent series of events together. Storytelling must be authentic and related to the learning point. Otherwise, participants will not be engaged or might even be confused or distracted from the learning point.

D. Support learning transfer (Help them take it back to work)

Although we've been focusing on effective adult learning, the point is not simply to enlighten participants with knowledge but to provide them with useful knowledge, skills, and tools that they can use when they return to work. This is the culmination of the previous three concepts. Participants need to be able to understand and benefit from the content. Participants need time to reflect on the learning points and consider how to apply it at work to achieve important objectives. And participants need to remember enough to be able to take the first

Chapter 1 Summary

KNOW

CONFERENCES are opportunities to bring professionals together to learn, share, and network.

Conference planning should be grounded in a **CONFERENCE STRATEGY**, which should be developed in support of the organization's overall learning strategy.

Conferences are most effective when they provide meaningful **LEARNING** opportunities that can lead to action when participants return to the workplace. For example:

- Don't overload participants with too much content, facilitate structured reflection, and support remembering.
- Focus on what the *participant* will do during the session and should be able to do when back at work
- Consider how the participant can build on, adapt, or apply knowledge from the session into the workplace. As discussed in the second article of this series, knowing your audience is an important step in this direction.

SHOW

If you were to implement these ideas at your conference, we would hopefully see:

- A conference planning document that includes a strategic focus for the conference based on organizational strategy.
- Session planning guidance that encourages presenters to support learning, reflection, and remembering.
- Conference participants who are not only learning during sessions but considering how to use new knowledge in the workplace.

TOOLS

- Some key tools to explore (see Appendix)
- Endurance Learning principles (<https://trainlikeachampion.blog/i-dont-do-touchy-feely/>)
- Session Planning template (see Chapter 3 for more on this, and Appendix for template)
- Conference Strategy Builder (see Appendix for template)

Get Ready: Pre-Conference Activities

Conferences take a lot of preparation. People need name tags, food (coffee!), and a program that tells them where to go. The learning elements of a conference also take preparation. Your attendees need your support to get them ready to turn powerful learning into action and behavior change. Your presenters need the chance to hone their presentations.

We offer four ideas to help you get ready for your conference:

1. Incentivize **TEAM** to support peer learning and accountability
2. Gather information through the **REGISTRATION** process
3. Start the learning through **PRIMING** activities
4. Prepare **PRESENTERS** to be excellent and action-focused

1. Power of Teams

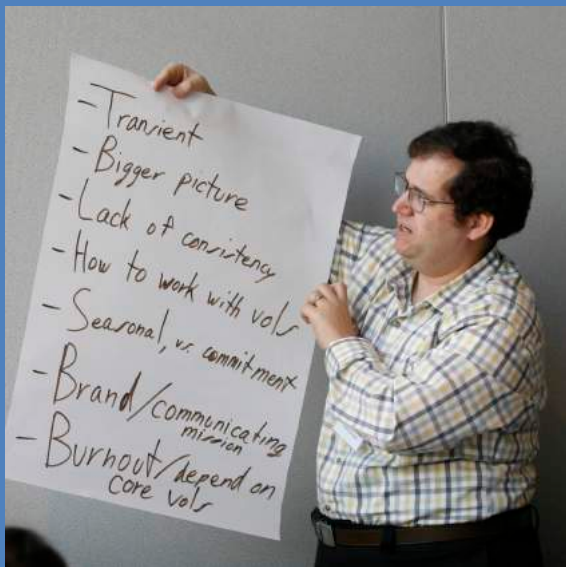
Anyone who has ever tried to achieve a goal knows that it is harder to duck out when someone is holding you accountable. It is easier to make something happen if some of the key collaborators on the project are in on the idea from the beginning. In terms of learning, teams of colleagues attending the conference provide both the carrot and the stick of influence and accountability. (Group registration also helps your revenue goals!)

There are several ways to incentivize and support teams leading up to a conference.

Actions

Market for teams. Sometimes people need to be prompted to consider new ideas and approaches. If an Executive Director typically attends her sector conference alone, it may not occur to her that she can bring the Development Director and Board Chair. By prompting her to think about her biggest challenge or opportunity and who would be involved in addressing it, she can better see the return on investment. Of course, it helps if you offer a discounted price for group registration!

Support teams. Teams are powerful if they have time to connect and reflect. Build in time during the conference for conversation. It could be at lunch, which



hopefully isn't so scheduled that people can't recover from their busy morning. Block at least 30 minutes of unprogrammed time when individuals can network, and teams can come together and share ideas. Encourage teams to use the Conference Planner to organize who is going where and why. (See Appendix for a sample.)

Build teams. You don't have to arrive at the conference in a team to benefit from the power of one! There are various ways to build teams over the course of the conference.

Talk about the power of teams from the podium. Challenge people to find 3 people they didn't know coming into the conference to follow on social media or connect with after the conference.

Share who is coming to the conference so that people can anticipate connections. This is easy to do if you are using a conference app. Other conferences publish a "Who's coming" list on the conference website.

Use nametags, ribbons, or other identifiers to help people find each other. This can be done at the conference through stickers or markers at the registration desk, or information like where they come from could come through the registration process.

"Find your people" programming. A pre-conference conference "deep dive" track or a Day One conference round table session can help people find others like them.

"Challenge people to find 3 people they didn't know coming into the conference to connect with."



2. Registration

When you register for something, you are saying yes to an opportunity. You know that you will have to share some information about yourself. You are probably fine sharing a bit more about yourself if it helps make that event even better for you and others.

As a conference planner, you can use the registration process to better understand who is attending and what they most need out of the conference. Delivering a good learning experience starts with a deep understanding of your target audience, including their prior knowledge and biggest challenges. The best way to know this information is to ask!



Actions

Ask for the data you and your presenters need.

There are two kinds of data to consider:

1. Demographic information. You are probably already collecting name of organization, position, and location. Consider your event goals. Who do you want to reach and how will you know that you have? If you have a goal of diversifying attendance, you might ask about race/ethnicity, gender, or disability. If you have a goal of reaching a diverse size of organizations, you might ask about budget size of organization. If you are interested in tenure of attendees, you might ask about number of years in service or position in the organization.



2. Performance-related topic suggestions. Many conferences now feature some sort of “open space” or “unconference” session where there is no speaker but rather an opportunity for peer sharing. These elements benefit from some information in advance. It is typical to ask questions like: “What keeps you up at night?” “What big challenge or opportunity do you hope to find answers for at the conference?” or “Given this list of topics [provide list], what do you find most interesting?” Gathering this information can inform the programming around teams described earlier.

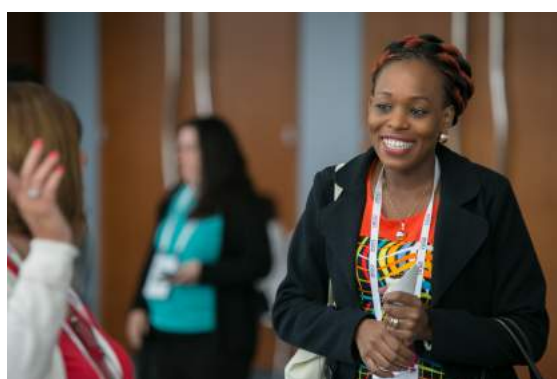
3. Priming

Just like a house needs to be primed to hold the paint, our brains need priming to get ready to hold the information we are about to receive. A powerful learning experience begins long before we are at the event listening to the keynote speaker or sitting in a workshop classroom. You can get your attendees ready for the conference experience generally and your conference specifically by doing a few things.



Actions:

A. Create a Conference Planner. Help attendees get a jump-start on learning by giving them a simple workbook to organize their thoughts. You can invite them to think about a problem that they hope to solve, choose sessions to attend, and list the kinds of people they hope to meet. By giving them clear information about what is happening, you help reduce the stress that might come for some when they walk into a ballroom full of people they don't know.



B. Encourage goal setting. Brian Washburn of Endurance Learning encourages people to set three kinds of goals, which he calls Minimum, Primary, and Visionary (MPV). Think about **people** goals (who to meet/connect with), **performance** goals (solve a problem, finish a project), and **bonus** goals (something that would be the icing on the cake, like getting a new idea for a project or seeing something really cool).

C. Use video to get attendees ready for specific sessions or the conference as a whole. Give voice to the Conference Planner with a short video introducing the logistics and content of the conference. Invite presenters to share short videos—or use existing talks—to engage attendees in some of the ideas that will be shared at the conference. See Resources at the end of this chapter for an example from Mark Nilles!

3. Speaker Preparation

We assume our presenters have a certain level of presenting skill. We choose them because of prior experience or a stellar reputation. They clearly know their stuff, so they must be able to pass that wisdom on. In reality, not all presenters are as skilled as we might think, and even those with many conferences under their belts can appreciate a chance to learn how to help people learn.

Actions

- **Gauge how much support a presenter might need.** If your presenters have years of workshop presenting under their belt – or are experienced adult educators—you may not need to invest a lot of time in getting them ready. Look for presenting experience and references you might be able to gather from people who have seen them in action.
- **Provide resources on how to present effectively.** Give presenters a Session Planning Guide (see Appendix) to provide a structure around learning outcomes, appropriate levels of content, and engagement activities. Here are 3 structures that presenters might consider:

- A. Endurance Learning frames presentations around a simple model with four elements:
- **Anchor**—this allows you to gain the attention of the learners in the room and orient them to the discussion topic in an engaging way
 - **Content**—this allows one or more perspectives on the topic to be shared by one or more knowledgeable sources
 - **Application**—this allows participants to explore how to apply the concepts, tools, or skills in the workplace
 - **Future Use**—this compels participants to commit to action

- B. Humentum teaches a framework with many of the same elements—we like to say that the CPR approach brings life to a presentation:
- **Content**—Information is shared with participants on the topic
 - **Practice**—Participants engage in an activity that allows them to practice the concept, tools, or skills being discussed
 - **Review**—Participants’ practice is reinforced (or corrected) through a review process led by the facilitator

- C. Washington Nonprofits encourages presenters to use the “kite method” taught by Guila Muir in her book, *Instructional Design That Soars*:
- **The frame:** purpose and outcomes
 - **The sail:** context and body
 - **The tail:** active closure

Presenter preparation can be delivered both in real time or online (or both!) See the Resources section at the end for short videos by Mark Nilles designed to get presenters ready.

Schedule one-on-one conversations with each presenter. In the past at Washington Nonprofits, we would only speak with presenters with whom we had concerns. Now we schedule conversations with every presenter, and the discussions are often rich with ideas. Presenters often think in new ways about how to deliver their session. If a panel is involved in the session, we talk through the best ways to make this format a high-quality learning experience. See “Tools” in this Chapter’s summary for resources on panels.

Conduct a group orientation for all presenters. Workshop presenters are critical to the success of a conference. They lead the sessions where people roll up their sleeves and practice something of shared interest. They shape a community of practice that will move your sector forward. Invest time to ensure they connect with each other and the theme of the conference, understand the flow of the day, and have a chance to ask questions. Think about the conference’s values and how you will bring others on board. A recent conference in Seattle, for example, encouraged all presenters to participate in a pre-conference session on race and equity to draw attention to how they could better honor the diversity in the room. These orientations can be held in person or online.



Chapter 2 Summary

KNOW

1. Attendees will be much more likely to take action on their ideas if they are a part of a **TEAM**. That team can be made up of people both within and outside their organizations. Through your marketing, registration, priming, and learning activities, you can incentivize teams.
2. The **REGISTRATION** process is an important part of your conference because it is when someone is saying “Yes” to coming. They are already providing their contact information. It is a great time to get additional information to help you understand whether you are achieving your goals and to plan an even better learning event.
3. Get participants ready to learn through **PRIMING** activities. You can engage their emotions by making them more curious or giving them ways to diminish their stress. You can give them a jumpstart on learning the content or an invitation to spend time reflecting on how the content relates to their work.
4. Even the most experienced **PRESENTERS** need an opportunity to reflect on their teaching and customize their presentations to your audience. They need a chance to understand the context in which their session appears. They need opportunities to reflect on the values that you hope they deliver on in their sessions.

SHOW

If you were to implement these ideas at your conference, we would hopefully see:

- Teams from one workplace attending the conference.
- Intentional networking during and in between sessions.
- Marketing language and session opportunities that speak to what people indicated they wanted to learn at registration.
- Strategic “priming” opportunities for attendees to reflect, connect, and learn about conference topics prior to the conference.
- Presenters who can describe the context and culture of the conference.
- Presenters who get high marks for delivering sessions that move people to action, in part because of the support you have provided.

TOOLS

Some key tools to explore:

- Conference Planner (see Appendix for sample)
- Session Planning Guide (see Appendix for template)
- Sample session marketing video made with Powtoon:
<https://www.youtube.com/watch?v=Y2Ehd2DMsCE>
- “Powerful Panels with Kristin Arnold,” Leading Learning podcast:
<https://www.leadinglearning.com/episode-75-powerful-panels-kristin-arnold/>

The Big Day: Deliver an Event That Makes a Difference

Ready, set, go! You've done everything you can do to get your conference attendees ready for a great day of learning. Now let's spend some time on the big day and ways to address the approaches to effective adult learning we discussed in Chapter 1: reflection, cognitive overload, memory, and learning transfer.

Consider four ways to strengthen learning at your conference:

1. Include **PARTICIPANT-LED LEARNING** within your schedule of speaker-led programming.
2. Set aside time for individual and peer **REFLECTION** into the schedule.
3. Provide **PRINTED MATERIALS** that help participants organize their ideas.
4. Organize **LOGISTICS** in ways that increase opportunities and remove barriers.

We thought about adding a fifth way—intentional networking. Networking is a vital element of any conference. It is a chance for people to “find their people” and build connections that led to greater confidence, shared resources, and a greater sense of being a part of a larger whole. Rather than separating out networking, we've made it a through-line that ties all these elements together.

1. Participant-led learning

Most conferences are dominated by speaker-led learning. Between keynotes and workshops, we are being spoken to – some might say at—for most of the day. We come for new ideas and inspiration, and speakers can provide that well. However, it's often difficult for speakers to frame the challenges participants face and to facilitate useful peer conversation and feedback.

Ideas:

A. Table talks. Most people have a workplace challenge or opportunity on their mind. It may be something that keeps them up at night. It could be a curiosity they wish they had time to explore. Perhaps they need a resource or idea to overcome a barrier. In Chapter 2, we suggested that you collect this information during the registration process. Why not set aside time to invite conversation on these topics? Here is how that could work.

- Set aside an hour in the program for Table Talks. We suggest before lunch to increase participation.

- When you ask what they what to talk about during the registration process, also ask if they would be open to facilitating that conversation. The Table Talk Instructions included at the end of this chapter will show them that no prep is needed, only a willingness to keep the conversation moving.

- One week before you go to press on the printed program, sort the list by who is willing to facilitate a conversation.
- Review the rest of the topics for important ones that haven't been covered. Either broaden the topics that have facilitators or recruit new facilitators from your key allies or workshop speakers.
- Email all table talk facilitators to confirm the role and topic. (Be prepared for some to back out of the facilitation role.)
- On the day of the conference, have table tents with table topics ready. A facilitator packet on the table provides the instructions (again), notepaper, and a roster to note participant names. (See the instructions at the end of the chapter.)



Table talk sessions offer incredible networking opportunities. Here you have people who did not know each other at the top of the hour deep in conversation about a topic they have in common. Inevitably the session ends with card swapping and (when placed right before lunch) an exodus to the ballroom to find a table together.



As much as we try to provide a lot of discussions on high interest topics—like fundraising—it can happen that one group forms too large for a good conversation. Staff members encourage large groups to break up into subgroups. In one case, a large group of 30 really didn't want to break up, and they took over the hallway outside of the workshop room. Whatever it takes for people to be a part of the conversation they want to experience!

B. Open space/ unconference. Your conference may be the space for a community of people to generate their own agenda. For example, organizers of a recent national conference of people working to end hunger wanted people to come together by region to generate their biggest challenges and organize around possible solutions.



They scheduled the session on the first day of a three-day conference to help people “find their people” early on. A facilitator opened the session explaining why they were there. The results of the conversation informed the rest of the conference and provided a framework for post-conference collaboration.

C. “The Doctor Is In.” The fastest way to get people answers to their questions is to have experts available to answer them. A conference offers a lot of opportunities for one-on-one learning because you have so many experts in the form of speakers, exhibitors, and staff. It also offers the chance for some of these experts to have authentic, natural conversations about topics in ways that they can’t have at the front of a room. What we have seen recently: Q&A lounge with suite of experts, a “Doctor Is In” zone where consultants wearing lab coats offer 15-minute consultations at bar tables, or a collection of questions and answers curated by a high-energy facilitator who proactively seeks answers from experts and exhibitors at the conference.

2. Reflection

The word “reflection” is used often, but let’s take a moment to define it. It is deep, sustained, rigorous thought that has a purpose. Reflection is the oscillation between what you hear and what you know or are experiencing. It is the process in which we place ourselves into a larger context. We begin to see the system that influences the situation in which we find ourselves. Reflection is critical for us to take what we learn and transfer it back into our workplace.

Actions

- Build reflection time in to the conference schedule. Be generous in scheduling passing time so that people aren’t jumping from one topic to the next. Be generous in the overall schedule so that people have at least 30 minutes to gather their thoughts and talk about them with fellow participants. This is an important element in helping people network.
- Coach workshop presenters to build reflection time into their sessions. We talked about this already in Chapter 2, but it is worth repeating.

3. Printed Materials

At this point, your participants know your conference is different because they have seen how you invited input and prepared them for a great day of learning. Your program serves as your piece de resistance: it is the document that showcases the values creating this day. Participants will hold it in their hands and use it to make decisions. Let’s talk about your program and some other tools to deepen learning.

A. Conference Planning Guide. A conference can be like a small city. Big stage events, small room events, exhibitors, displays, and so much more. It can be overwhelming, which is where a Conference Planning Guide can make a difference. A few days before the conference, send registrants a simple

worksheet that outlines the main elements of the day. Encourage them to fill it out so that they bring a higher level of intentionality and focus to the day. (See Appendix for sample.)

B. Program. A typical program includes the key elements of the conference: schedule, keynote description, workshop descriptions, exhibitors, and other events and gatherings. It is designed to look snazzy. You proofread it for marketing-factor and accuracy. Beyond being a static information tool, the program can be dynamic resource with a shelf-life long beyond the conference. **Here are some learning elements to consider in shaping your printed program:**



Moving from Reflection to Action

Session 1:
Name one take away: _____
What one action will you take? _____
Who will help you or play a role in this action? _____
What do you need to share with your team when you get back to the office? _____

Session 2 – Table Talks:
Name one take away: _____
What one action will you take? _____
Who will help you or play a role in this action? _____
What do you need to share with your team when you get back to the office? _____

Session 3:
Name one take away: _____
What one action will you take? _____
Who will help you or play a role in this action? _____
What do you need to share with your team when you get back to the office? _____

Session 4:
Name one take away: _____
What one action will you take? _____
Who will help you or play a role in this action? _____
What do you need to share with your team when you get back to the office? _____

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- **Clear and useful session descriptions.** Bottom line, people read these descriptions to select sessions that meet their needs. Is it the right topic, right speaker, right level, and right method (i.e. hands on session vs. panel of speakers)? Tell them! Describe exactly what will be covered. List the learning outcomes so that attendees will know what they will walk away with. Define the target audience: who is the session designed for. The clearer the descriptions, the more satisfied the attendees.
- **Goal setting/ tracking page.** Include a page that invites attendees to describe their goals for the conference. We introduced this idea in Chapter 2. These goals can be centered on solution finding, networking, or general inspiration.
- **Workshop reflection page.** A page in the program on workshops can collect key take-aways and action steps. Let speakers know about this so that they refer people to it. Include questions like: What's one thing I learned? Why is it important? How can I use or adapt it? What other questions do I have? This template can include space for session-by-session reflection, daily reflection, or something in between.

C. Organizers. A powerful speaker invites attendees to consider new ideas. How can you help your conference attendees capture these ideas, their “aha” moments related to them, and actions that they plan to take? How can you reduce the distractions build a direct connection between the speaker and a note-taking tool everyone is using?

Consider a “placemat.” This one-page document, preferably on legal-size paper, gives attendees a way to capture their ideas in a format designed by or in collaboration with the speaker. When the speaker gives time for peer sharing and reflection, she can refer to the placemat. (Coloring pencils were a big hit at one conference!) See Appendix for an example.

4. Logistics

No matter the quality of the speakers and the presentations they’ve planned, the little things can undermine a great day. A slideshow doesn’t get shown because the Apple computer didn’t connect to the PC-compatible projector. A panel isn’t heard because the room doesn’t have a microphone. People can’t do an activity because there aren’t enough copies of a much-needed worksheet. Double-check or do a test-run on any significant aspect of the learning experience:

- Does the technology work? Has it been tested? Do you have a back-up plan for all presentations?
- Do you have a sound system either planned or ready to implement if more volume is needed? See “Tools” at the end of this chapter for a short video on why “liking the mic” is important to expand accessibility for hearing-impaired participants.
- Do you have—or will the speaker bring—handouts needed for the presentation?
- Do you have wayfinding signage in place so that people can find where they need to go?
- Do you have typical teaching supports if needed: flip charts, markers, tape, sticky notes?

Chances are you won’t need your back-ups and extra copies, but why risk it? For better or worse, getting the logistics right will never be noticed. But getting it wrong can derail even the best speakers and sessions.



Chapter 3 Summary

KNOW

1. Participants appreciate having the chance to talk with peers about topics of mutual concern. Giving them space to frame their challenge and then get ideas and answers from a wide cross-section of people will help them when they get back to the office. **PARTICIPANT-DIRECTED PROGRAMMING** also helps them to build their network!
2. A cornerstone to learning transfer—applying what you learn later—is **REFLECTION**. Reflection is the time and space needed to connect what you are hearing with what you know or are experiencing. Time to reflect should be built into the day's schedule as well as individual sessions.
3. Your **PRINTED MATERIALS** are tools to engage conference attendees in ways that strengthen learning and connection. A conference planning guide helps to get them ready. A program can guide attendees to the right sessions and give space for notes and action ideas. A “placemat” can center attendees around key ideas.
4. Don't let **LOGISTICS** get in the way of a great learning day. Key learning-related logistics include: technology, the sound system, copies, signage, and teaching supports.

SHOW

If you were to implement these ideas at your conference, we would hopefully see:

- Attendees arriving at the conference with a clear sense of what they hope to get out of the day.
- Attendees experiencing high conference satisfaction because they are finding what they need to solve a problem or take advantage of an opportunity.
- Unscheduled time during the conference. Time during workshop sessions where the presenter is not speaking.
- A suite of printed materials that support learning from before the conference begins to well after it is over.
- Smooth conference sessions where people can see, hear, or have whatever they need to learn.

TOOLS

- “Like the Mic” video on why microphones are important to building a hearing-friendly, inclusive event: <https://www.rootedinrights.org/videos/accessibility/like-the-mic/>
- “So Who's In the Room? Moving On.” Chunk Flip Guide Laugh blog on engaging conference audience: <https://chunkflipguidelaugh.com/2018/09/19/so-whos-in-the-room-moving-on/>

Make It Stick: Post-Conference Activities

The conference is over! Congratulations! By all accounts, it was successful—the sessions were full of happy participants, the logistics were seamless, new connections were created, and there is general enthusiasm that the future is bright. The conference was a rich learning experience, but in many ways the end of the conference is really the beginning of the journey. It's only after the conference that participants will be able to apply new knowledge, skills, tools, and practices in the workplace. And it's only after the conference that you can reflect on what went well, what could have gone better, and how to prepare for an even better conference next time!

Deadline-fueled adrenaline and the excitement of seeing your plans in action helped you deliver a successful conference. Without the pressure of delivering the big event, post-conference activities need well-planned and need to serve a clear, agreed-upon purpose. Otherwise they will be lost in post-event exhaustion, and you'll risk losing opportunities to learn about the conference and to continue supporting learning and learning transfer among participants.

There are two main categories of post-conference activities for you to consider:

1. Activities that reinforce **PARTICIPANT LEARNING** and encourage **ACTION IN THE WORKPLACE**.
2. Activities that deepen **YOUR OWN LEARNING** about the conference experience.

1. Support participants by turning learning into action

Think back to the last conference you attended. If you're like us, you left the conference armed with new knowledge, ideas, and tools that you looked forward to bringing back to the workplace. But upon returning to work, you were swept away by your workflow—which included catching up on emails, rushing to meet deadlines, and generally getting back in the swing of things. Your strong enthusiasm to integrate new concepts from the conference likely washed away within a few days, just as your ability to recall the finer points of learning also drifted away.

But what if there were ways to maintain that enthusiasm and reinforce the points you learned? Consider three ways to strengthen post-conference learning:

- A. Implement a **BOOSTER PROGRAM** that reduces forgetting and encourages action.
- B. Offer post-conference **DISCUSSION GROUPS** to encourage application of lessons.
- C. Incentivize **BLOGGING** to deepen engagement with what people learned.

A. BOOSTER PROGRAM

Since 2017, Humentum has deployed a ‘booster’ program to reinforce learning after a conference. The booster program consists of a series of emails delivered once or twice each week for 8 weeks following the conference. The emails encourage ongoing learning and the application of new knowledge, concepts, and tools in the workplace. These emails are not a magic bullet, but they do provide participants with ongoing reminders that the conference offered value that can and should support improvements.

Putting this idea into action, during the planning stage you could ask presenters to submit a session plan that includes one fact or learning point that they want all participants to know by the end of the session, why it’s important, and what they can do with it back in the workplace. With these inputs from presenters, you could build a post-conference resource that reinforces key learning points from the conference. If your conference offers concurrent sessions, this means participants could be exposed to new learning, extending the value of the conference. Humentum uses a software platform, BizLibrary’s BoosterLearn, to deliver booster emails, but these same learning points could be sent as additional learning opportunities to participants using a standard email system or a tool like Survey Monkey if you wanted to create something interactive or quiz-like. It could also simply be a post-conference resource that reinforces key points and encourages participants to apply new knowledge and skills in the workplace.

B. DISCUSSION GROUPS

You could also extend the conference experience and support ongoing learning and the application of new knowledge, concepts, or tools through post-conference discussion groups. Discussion groups can be structured—according to conference session tracks, function areas, or other themes—or they can be unstructured. Fair warning! Unless there’s a specific purpose or benefit for participants to engage, most conference attendees simply will not participate in these types of forums. Post-conference discussion groups, though, offer promise to provide additional benefit, especially if they’re well managed by conference organizers and easy for participants to access.



C. BLOGGING

A third way to extend the value of the conference is to incentivize participant and presenter generated blogs. Presenters can share the essence of their talking points in blog entries. The depth of information won't be the same as what they shared in the session, but their blogs can benefit more people in your community than are able to attend the conference.

Blogs can also be a great way for participants to synthesize and share important points from the conference experience. And especially if they discuss in the blog not only what they learned but also how they can use it in the workplace, they are even more likely to at least take that first step toward application. At Humentum, we rely on volunteer support during the conference to support and enhance the participant experience. Of course, volunteers attend the conference for free and have opportunities to attend sessions, so we ask them to write a blog based on their conference experience. [Here's one example](#) from a 2018 Humentum conference volunteer.

As added benefit, participant blogs will help you understand how they really benefited from the conference. Which leads to the next section.



Especially if they discuss in the blog not only what they learned but also how they can use it in the workplace, they are even more likely to at least take that first step toward application.

2. Learn from the conference experience and turn your learning into action

Although your focus has been on the participants' learning, you also need to consider your own learning. After the conference ends, you want to know what went well, what could go better next time, and how participants are benefitting from the conference.

We see four main ways to learn about the impact of your conference:

- A. Pro-actively engage **STORIES** and **ANECDOTAL INFORMATION**
- B. Distribute **SURVEYS**
- C. Conduct an in-house **CONFERENCE DEBRIEF** with staff and key partners.
- D. Consider a public **AFTER ACTION REVIEW** if a public forum is appropriate.

A. STORIES AND ANECDOTAL INFORMATION

As noted above, if your conference participants write blog posts about not only their conference experience but also how the conference has helped them back at work, you will have rich anecdotal data. It's unlikely, though, that a large number of participants will write blogs, so you'll need to take other steps to get feedback from your participants.

Remember the booster program mentioned above? Humentum uses that same program to solicit additional feedback from participants once they're back in the workplace. Participants can provide feedback to specific questions—such as, “We hope you experienced some great moments at the conference. What were your favorite sessions, moments, or interactions at the conference and why?”

B. SURVEYS

The most common approach for feedback, of course, is through session and conference evaluations or surveys. Since this is likely already on your radar, we'll just share a few tips:

- Be stingy with the questions you ask and only collect information that you'll act on. It's tempting to ask participants a range of questions on the end-to-end conference experience, but unless you have a plan to do something differently based on the data collected, we recommend you only ask a few questions about the most important aspects of each session or the conference overall.
- Likewise, keep the questions relatively easy to answer. The best conference surveys I've seen ask 3 or 4 questions—usually a few close-ended questions that collect the main data points and then an open-ended question to allow participants to share more feedback.
- If you want participants to complete the evaluations, remind them to do so and dedicate time for survey completion. Place staff or other designated attendees

in the session rooms to remind participants to complete session surveys at the end of each session. (And ideally, save a couple of minutes before the session breaks to do just that.) And after the conference, send a reminder email with a link to the full conference survey.

C. CONFERENCE DEBRIEF

You and others involved in conference planning and execution should discuss and debrief the conference. Staff feedback can be collected through shared documents (such as google docs) or internal surveys or through meetings. These after-action reviews can be powerful opportunities to capture lessons learned and discuss new ideas for the next conference while the recently completed conference is still fresh on your minds.

At Humentum, we ask all staff involved in conference planning and execution to provide their thoughts and suggestions based on two different perspectives:

1. The Planning process;
2. The Participant experience.

For each of these perspectives, we collect the following information in a spreadsheet:

- What went well?
- What needs improvement or was a problem?
- What great ideas do you have for next year?
- What are your recommended action steps to incorporate this into future conference planning?

D. AFTER ACTION REVIEW

After action reviews are discussions with key stakeholders who have reviewed whatever data is available and arrived at the meeting prepared to discuss ways to build on success and correct shortcomings. The common template for these discussions is to restate what you set out to accomplish, discuss what actually happened, explore lessons learned, and set goals for next time. If you're confident and open, you could even discuss lessons learned in public forums, such as podcasts, webinars, or blog posts. Our friends at Tagoras lead the way in sharing their after-action review discussions publicly. [Here's one example.](#)



Chapter 4 Summary

KNOW

1. You put a lot of work into creating a conference that offered rich learning and networking opportunities. But the real benefit starts when your participants return to the office, so help **EXTEND THE VALUE** of the conference.
 - a. After the conference, reinforce key points and encourage application of new knowledge, skills, and tools
 - b. Establish post-conference discussion groups
 - c. Encourage participant and presenter-generated blogs
2. Participant **FEEDBACK** can help you do even better next time, but evaluations need to be short and purposeful and you can find other ways to solicit feedback
3. **AFTER-ACTION REVIEWS** allow for internal debriefing, allowing you to capitalize on the best aspects of the recently-completed conference and to make corrections as necessary

SHOW

If you were to implement these ideas at your conference, we would hopefully see:

- Engagement with participants that extends beyond the timeframe of the conference.
- Participants sharing feedback on their conference experience, the aspects of the conference that have stuck with them after the conference, and how the conference has helped them in the workplace.
- The conference planning and execution team reflecting on the conference experience and taking action to create an even better conference next time.

TOOLS

- Example “After Action Review” from the Tagoras “Learning Technology Design (LTD)” Conference in 2018: <https://www.leadinglearning.com/episode-124-mid-action-review-ltd/>
- Blog example: <https://atlascorps.org/ha-moment-humentum-conference-2018/>

CONCLUSION

The best conferences provide participants with engaging, useful, and meaningful learning and networking opportunities. Participants flow naturally from session to session with purpose and intent while gaining inspiration, ideas, and tools they can and will use in the workplace.

To participants, the conference makes perfect sense and seems like the most natural way to organize and deliver a powerful experience that will lead to improvements back at work. Of course, the end of the conference is only the beginning of the real journey for participants who return to work armed with practical ways to improve performance and achieve results. When back at work, participants not only apply what they learned but also look forward to the next conference and encourage their colleagues to join, too.

As sensible and organic as it seems to participants, that optimal conference experience is only possible due to careful planning, preparation, presenter support, and execution.

As you consider planning your next conference remember to:

- **Connect conference strategy** to your overall organizational and learning strategies and make decisions that help achieve strategic objectives
- **Prepare participants and presenters** for the best possible experience by incentivizing team attendance, using the registration process to learn about your audiences, introducing priming activities, and helping presenters consider ways to be engaging and action-focused
- **Support effective learning during and after the conference** by offering relevant sessions that align with basic adult learning principles, considering participant-led activities, and supporting reflection
- **Take time after the conference to capture lessons learned** and successes so your next conference can be even better!

We've enjoyed developing this e-book based on our experiences as conference planners and participants. We believe that conferences are wonderful opportunities to bring people together into a community that learns, shares, and grows together.

And we hope that next time you announce registration is open for your conference, you and the future participants are confident in the value of the experience.

– Nancy & Mark

FOR PRESENTERS: Session Planning Guide

Used by Washington Nonprofits

Topic of workshop

Purpose. What are you hoping to achieve through this workshop?

Action outcomes. Participants will be able to (action) by the end of the session. This action should be something that you will be able to test for or see.

- 1.
- 2.
- 3.

Look at your Action Outcomes. This section is to plan the lessons that lead to these outcomes.

Lesson 1

Activity that shows understanding

Lesson 2

Activity that shows understanding

Lesson 3 (optional)

Activity that shows understanding

Wrap up. Help them start to connect what they learned with how they will use that learning in a different setting.

[Download a full resolution version of this handout here.](#)

FOR PRESENTERS: How to Deliver Great Workshop Presentations

Developed by Nancy Bacon

You have an hour or 75 minutes to share your wisdom with a group of people. You dig out your powerpoint and edit your notes to make sure you have everything they need to know in one place. But wait! There are a few points to remember before you walk into the workshop:

1. Teaching isn't about you, it is about them. Traditional teaching places all of the emphasis on the teacher and the vast body of knowledge that he or she brings to the presentation. Time to flip the focus.

- Know your audience, and take time to connect with them. Greet them at the door as they come in.
- Ask a few targeted questions to learn more about what they know about the subject area.

2. Adult learners are driven by WIIFM, "What's In It For Me." Another way to think about this is why should I care, or how is this relevant to me and my work. Make connections that show that you know who they are and what challenges they are facing.

- Building off of 1, tie it back to specific information. "Mary, for example, is leading a childcare program. This information is important because she may see funding cut if she doesn't act on this."
- Review your presentation and remove extraneous information. This would include anything that is jargony, wonkish, or clichés that don't mean much.

3. Information sticks better if you do the work of organizing it. Adults can only remember 4-7 things at a time. Delivering a large body of information without placing it into a hierarchy will result in little of it remembered and therefore acted on. Think about a good symphony piece: it blends times of high energy and quiet moments, each needed to bring appreciation for the other.

- Ask yourself this: What 4-5 things do they have to know to understand this topic? Then take each topic and expand on that. This will create a hierarchy that will help the learner prioritize information.
- Think about the tempo of your presentation. When will it go fast? Slow? Medium speed?
- Think about your balance between words and pictures. All-word presentations are hard to watch.

4. Storytelling has been around since the beginning of time because stories deliver information in a way that works. In workshop settings, often these stories come in the form of case studies.

- Think about some archetypal cases that demonstrate your point. Use the story of that case to deliver your key messages.
- Invite learners to share their story (in brief) so that you can weave their information into their story.

5. Build empathy with your audience. Adults bring a lot of emotional into their learning. There are several recent studies that tell us that tapping into these emotions is critical to effective education.

- Imagine the emotion—or emotions in a larger group—that people feel on the topic that you are talking about. Call it out, honor it, talk about it. If you don't know, ask them.
- Think about ways to bridge their actual emotion with the ideal emotion. For example, people feel powerlessness around discussion related to government or legal rules. What knowledge or skill can you share with them that will make them feel more power, more confident, and more connected?

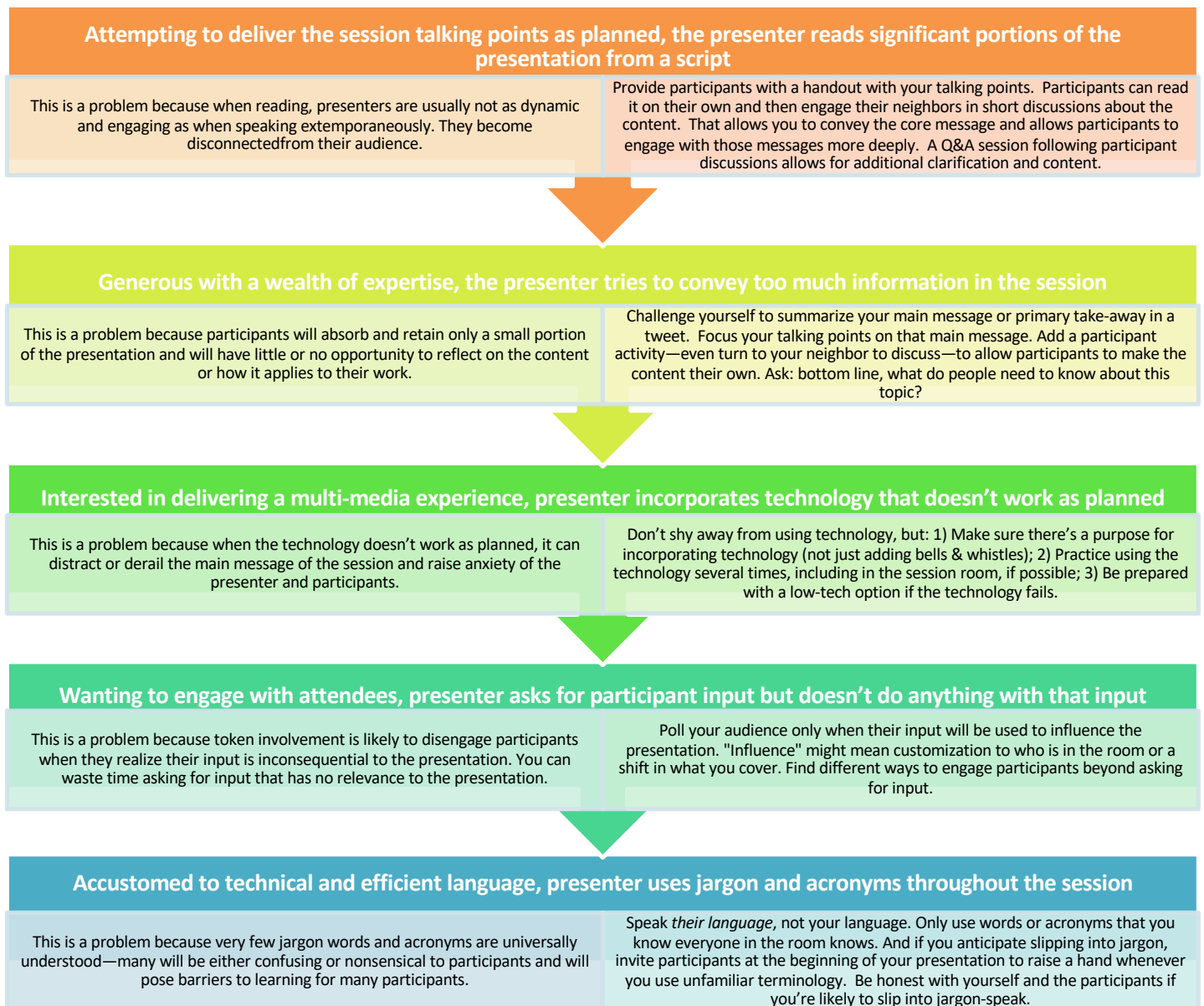
6. While learning is great, action is better. Many presentations are shaped around learning objectives. "By the end of the presentation, you will know X." That is great, but it doesn't necessarily help people to take the actions you need them to take towards better practice.

- Ask yourself: what actions would you need to take to do what you are telling them to do? Give them whatever tools, resources, etc. you would use to get there. For example, if we are saying that nonprofits should engage in more financial oversight, we need to give them tools and prescribed actions to help them do it.

[Download a full resolution version of this handout here.](#)

Five Common Mistakes Presenters Make and What to Do Differently

Created by Mark Nilles



[Download a full resolution version of this handout here.](#)

Conference Strategy Builder

OVERVIEW

Name of conference	
Date of conference	
Place of conference	
Expected attendance	

In a separate document, you can create budgetary goals for your conference. While your budget will frame the scale and scope of your conference, it should not dictate the quality of the learning.

STRATEGIC GOALS

Your organization may have a strategic plan. You have probably done some prior thinking on goals your organization has for the sector or for your organization. Insert those goals here.

1:
2:
3:
4:
5:

LEARNING GOALS

Your organization may have a learning strategy. This is where you have operationalized your strategic goals. Make a note of learning strategy elements that may come into play at your conference.

1:
2:
3:
4:
5:

CONFERENCE GOALS

Consider your strategic goals and learning strategy as you set conference goals. Add in consideration of this particular conference, its location, history, and typical audience. How will this conference move you forward to close gaps or leverage opportunities with impact beyond this conference?

1:
2:
3:
4:
5:

Often the most important part of building out a strategy is having the right conversations, reflecting on what really matters. Invite conversations to fill in as much as you can.

[Download a full resolution version of this handout here.](#)

Conference Goal Planning

Take your Conference Goals and write them again here. Define activities that will help you achieve your goal. Define how you will measure success.

GOAL 1:
ACTIVITIES that support goal
GOAL 1 EVALUATION (how will you know you have been successful)
GOAL 2:
ACTIVITIES that support goal
GOAL 2 EVALUATION (how will you know you have been successful)
GOAL 3:
ACTIVITIES that support goal
GOAL 3 EVALUATION (how will you know you have been successful)

Appendix: Resources and Examples

GOAL 4
ACTIVITIES that support goal
GOAL 4 EVALUATION (how will you know you have been successful)

GOAL 5:
ACTIVITIES that support goal
GOAL 5 EVALUATION (how will you know you have been successful)

Here's an extra box if you need one:

GOAL 6
ACTIVITIES that support goal
GOAL 6 EVALUATION (how will you know you have been successful)

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Learning Focused Design Conference Planning

You are committed to offering a conference with high quality learning opportunities that reinforce how adults learn. Here are typical elements for a learning-rich conference. Add any other learning elements you may have. Make note of activities you will do to support these goals.

	GOALS	ACTIVITIES THAT SUPPORT GOALS
PARTICIPANTS...	Come in teams	
	Find like-minded peers	
	Reflect and plan <i>before</i> the conference	
	Learn from experts, peers, and resource providers	
	Have social time for connection and networking	
	Keep learning <i>after</i> the conference	
SPEAKERS...	Deliver excellent, action-focused sessions <i>with clear communication and support from you</i>	
	Meet the needs of their <i>defined audience</i>	

OVERALL CONFERENCE EVALUATION

Consider your strategic, learning and conference goals on page 1. What would you like to read on the final conference evaluation? (Does this cause you to change your goals, objectives, or activities?)

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Appendix: Resources and Examples

*Sample from a nonprofit conference in Washington State
Sent in advance and included in a packet with blank paper at the conference*

Table Talk Instructions

10:45-11:30am

Thank you for your service! We believe that it is important to create space in which participants can talk about the issues most on their minds. **Our goal is to strengthen the peer network that connects us and leverage the “knowledge in the room” to share resources and ideas**

Instructions

1

Please find the table assigned to your topic by 10:40am so that people know that your group will be meeting. We will start at 10:45am.

2

- Identify a **note taker**. Use the paper provided to capture the main ideas of your group.
- Please have everyone sign in with his or her name and email address on the enclosed form.

3

- Introduce yourself and invite everyone around the table to introduce themselves. Possible prompts:
 - What drew you to this topic?
 - What would you most like to learn/share about this topic?

4

- Conversation:** Choose a few topics of most interest and invite people to go deeper on these ideas. Over the course of the hour, you will probably have time for 2-3 topics based on how the conversation goes. Some ideas for questions are:
- What is the biggest challenge of this topic?
 - What are some ideas that have worked?
 - What do you need to know more about in order to better understand this topic?
 - What ideas do you have that you would like to float with this group of peers?
 - What tool or resource has been helpful/ could be helpful to you?

5

- At 11:20pm, start to wrap-up your conversation. Ask the note-taker to summarize what you have talked about.
- Invite people to share next steps that they would like to pursue.
- Invite people to share business cards to stay in touch.
- Please give the sign in and yellow sheets to someone at the Washington Nonprofits table.

At some point during your conversation, look around the room and see all of the awesome nonprofit people around you talking, connecting, sharing, and imagining. **Thank you for your role in making this happen!**

[Download a full resolution version of this handout here.](#)



Central Washington
CONFERENCE
 FOR THE
GREATER GOOD

April 2018
 Yakima Convention Center

CONFERENCE PLANNER

Make the most of this day away from your desk with an amazing set of peers and experts from across the region! Take time before the conference to reflect, plan, and connect with your team.

Reflect.

What are you most looking forward to?

What goal (or goals) does your organization have that you would like to move forward?

Who do you want to meet?



Get ready for times when we are together.

KEYNOTE 8:00-9:30am	LUNCH 12:30-1:30pm	PLENARY 3:00-4:15pm
The New Network Leader	Inspiration	Philanthropy
<i>What is the most essential ingredient in a successful collaboration?</i>	<i>Who inspires you? Why?</i>	<i>If you could change one thing about how nonprofits or philanthropy function, what would it be?</i>
<i>What collaborations of yours have that element?</i>	<i>If you could ask advice of— or give advice to – someone coming into nonprofits or at the end of their career, what would you say?</i>	<i>What would you be willing to give up to get that?</i>

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Appendix: Resources and Examples

Get ready for workshops.

Circle the workshops you plan to attend. Are you coming with a team? Talk together about how to spread out across workshops.

	Fundraising	Collaboration	Managing People	Mission-centered strategy	WA Conversations
10:00-11:15	3 Key Strategies for Developing Your Individual Giving	Network Leader Mindset: Making the Case with Your Staff, Board, and Funders	Managing Risk in Conflict and How to Talk About Bias and Equity	Using Finance Strategy to Achieve Your Mission	<i>The Future of Nonprofits</i>
1:30-2:45	Donor Stewardship: How to Support Your Donors	Stories Aren't Enough: How to Tell Your Story with Data that Show Results.	Managing Change and Conflict in Nonprofits	Lift Your Voice: Getting Started with Advocacy and Lobbying	<i>Successful Service of Alcohol at Your Event</i>

What is one thing you hope to get out of the workshops?

Get ready for Table Talks.

It is great to hear from experts. It is also powerful to have a conversation with peers about a topic of great importance to you. Circle 3 topics of interest to you. (Note: List subject to change.)

Civics

Census 2020
Improving civic engagement
Nonprofits & state government

Fundraising

Changing donor expectations
Donor stewardship
Events
Raising general operating support
Small shop fundraising
Successful fundraising campaigns

Leadership

Building a great board
Executive Director Round Table
Getting your board engaged
Rural community leadership
Rural Executive Director Table
Succession planning

Operations

Human resources in nonprofits
Information management:
databases and more

Insurance 101

Managing nonprofit risk
Nonprofit finance
Small nonprofits
Using data better

People

Building great volunteer programs
Caring for the caregivers (self-care)
Cultivating collaboration
Engaging Millennials
Focus on equity & inclusion

What would you like to get from this conversation?

What idea or tool do you have to offer?

Get ready for conversations with exhibitors.

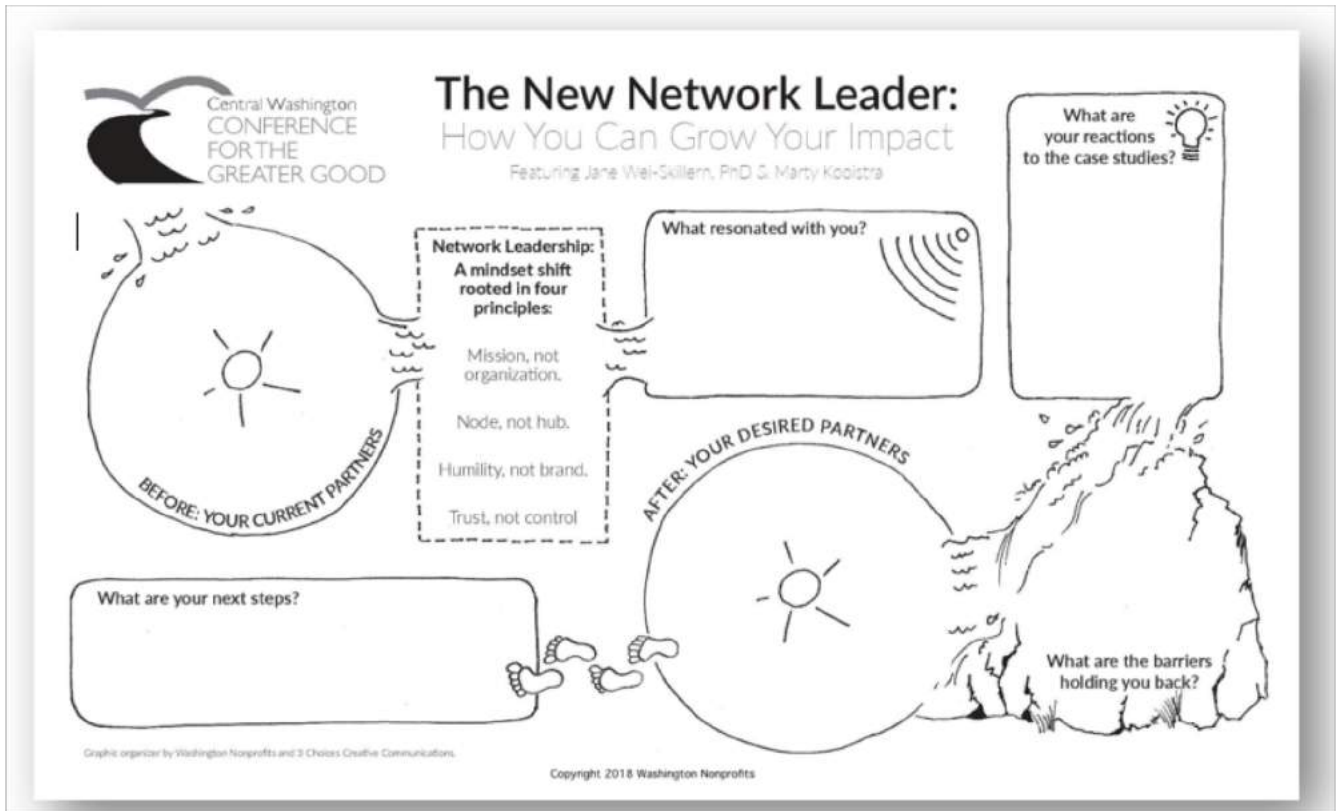
These partners will bring tips, tools, and connections for nonprofits. What questions do you have?

- | | | |
|--|--|--|
| <input type="checkbox"/> 501 Commons | <input type="checkbox"/> Great American Insurance | <input type="checkbox"/> Sageland Mediation |
| <input type="checkbox"/> Amerigroup | <input type="checkbox"/> NonProfit Insurance Program | <input type="checkbox"/> State Senator Curtis King |
| <input type="checkbox"/> City University | <input type="checkbox"/> Office of US Rep Dan Newhouse | <input type="checkbox"/> United Way of Central WA |
| <input type="checkbox"/> Fleur Larsen Consulting | <input type="checkbox"/> Ostara Group | <input type="checkbox"/> WA Corporations & Charities |
| <input type="checkbox"/> Gorilla Give | <input type="checkbox"/> Pacific Northwest University | <input type="checkbox"/> WA Liquor Cannabis Board |

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Appendix: Resources and Examples



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Created by Margaret Meps Schulte of [3 Choices Creative Communications](#).

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