

DANCES WITH OPPORTUNITY, LLC.

Facilitating organizational and personal change

Dances With Opportunity, LLC (DWO) is a Tucson, Arizona-based training and consulting company. Principals, Joel Sadowsky and Don Boyd created DWO in 1992 and have more than 50 years of combined experience as trainers, mediators, coaches, program developers and consultants.

Our name, *Dances With Opportunity*, is derived from our experience that inherent in conflict is an *Opportunity* for positive growth and change. Rather than reacting to or avoiding the conflict, we believe by skillfully engaging it, by *Dancing* with it, people can more confidently face and resolve challenges.

Expertise in the following areas:

- Conflict Resolution
- Mediation
- Management Coaching
- Leadership Development
- Comprehensive Supervisory Training
- Program Development
- Training for Trainers
- Meeting & Retreat Planning and Facilitation
- Team Building

Selected Client List

- Cities of Tucson, Scottsdale, Phoenix, Yuma & Glendale
- Pima County
- Tucson Electric Power Company
- Arizona Department Of Economic Security
- University Of Arizona
- Raytheon Learning Institute
- IBM
- Arizona Department of Transportation
- University of Phoenix
- University Physicians Healthcare
- Arizona Department of Economic Security
- Child & Family Resources, Inc.
- LaFrontera Center
- Udall Center
- Susan G. Komen Breast Cancer Foundation
- Community Partnership of Southern Arizona
- School Districts: Tucson Unified, Tanque Verde, Patagonia, Palominas, Sunnyside, Flowing Wells, Marana, and Catalina Foothills



For more information about Dances With Opportunity, our training philosophy and additional services, please see our website:

www.DancesWithOpportunity.com

TRAINING PHILOSOPHY

Dances With Opportunity, LLC training philosophy includes a strong commitment to creating clear connections between the classroom environment and the work environment ensuring that what is taught can be meaningfully applied on the job.

A key task for trainers and program developers is to design curriculum that meets the varying knowledge, skill levels, and motivation of participants, and conduct the training in a format that encourages and challenges all participants to engage thoughtfully and in an authentic manner.

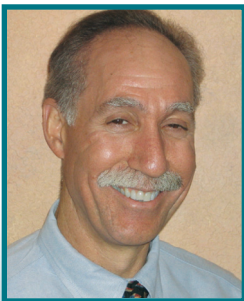
To accomplish this task the trainer needs to incorporate what is know about the characteristic of adult learners and retention theory into the training design. The following is a discussion of some of these key factors:

- 1. Motivation:** Schiffman and Kanuk describe motivation as the driving force that impels people to take action. It is produced by a state of tension that exists due to a perception of an unmet need. To be successful (participants applying the training objectives), trainers need to identify and present strategies to meet those varying unmet needs experienced by attendees. These needs may include strategies for reducing conflict, meeting performance goals, improving team effectiveness, improving relationships, or fine tuning supervisory skills.
- 2. Interest/Usefulness:** Ron and Susan Zemke point out that, "Adult learners can't be threatened, coerced, or tricked into learning something new." We can get them to the classroom but we can't force them to learn. They are interested in learning those things that they perceive are directly related to their work. Information and skills framed in workplace scenarios with practical applications and identifiable results are more likely to engage participants.
- 3. Comfort Level:** As adults age they are more likely to have strongly held views on varying subject matter. If we are looking to have people challenge their assumptions and behaviors we need to recognize that people experience a grieving process when their belief system is challenged. These include feelings of denial, anger, and sadness.
- 4. Fear of Failure:** Adults are often sensitive to being placed in a position where their incompetence will be exposed. They will therefore take active measures to avoid this experience. They may avoid taking risks, say what they think is the right answer rather than what they believe, or withdraw from the training.
- 5. Time Rivals Costs:** Adults will attend training with enthusiasm if they feel it is not wasting their time. Adults prefer to set their own direction, goals, and pace in learning.
- 6. Retention Theory:** Wiman points out that people generally remember:
 - 10% of what they read
 - 20% of what they hear
 - 30% of what they see
 - 40% of what they see and hear
 - 70% of what they do or write
 - 90% of what they say while doing

While we know that each person has unique preferences in the way they learn we also know that a lecture format generally limits the amount of learning. Trainers should vary strategies to meet the divergent learning styles of participants.

Dances With Opportunity, LLC training model includes the following six facets:

- 1. Preparation:** Prepare the learner through surveys, interviews, introductory materials, and clear goals, objectives, expectations, and intended results.
- 2. Information Sharing:** By way of cooperative learning strategies, short lectures, and experiential activities accompanied by handouts and other visual aids.
- 3. Demonstration:** Trainers will demonstrate skills utilizing workplace specific scenarios.
- 4. Practice:** Participants will practice skills with opportunities for direct and timely feedback.
- 5. Process:** Participants will identify how the information and skills learned in the training will be applied personally and at their work-site.
- 6. Maintenance of Behavior:** Implementing strategies that will be used to encourage the continuation of learning outside the classroom.



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