

miniworkshopseries™

New Approach | Fresh Perspective



MWS TRAINERS GUIDE

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Introduction

Advancing your organization begins here! A New Approach and a Fresh Perspective offers an exciting opportunity that will challenge and inspire your organization to new heights.

The MiniWorkshopSeries gives an equal opportunity for everyone in the company to have the opportunity to continuously learn in a fun and effective manner.

How does it benefit you and your company?

- Achieve a motivated and action based environment
- Establish a culture of continuous learning
- Increased productivity and performance
- Develop strategic leaders and visionaries
- Convenient and flexible
- Cost effective and affordable

Pre-requisite requirement for conducting the MiniWorkshopSeries.

You must be an MWS Licensed Trainers [Professional] or [Essential]

As an MWS Licensed Trainer, you are legally bound by:

- Licensed Trainer Agreement
- Content Agreement License
- Terms of Use

You can download the Agreements at <http://www.miniworkshopseries.com>

What you will receive

You will receive a DVD consisting of:

- MS Power Point slide presentations
- Learning Journals in Word format
- MWS Trainers Notes in PDF format
- Recommended Reading Lists for respective tracks
- MiniWorkshopSeries Trainers Guide
- MiniWorkshopSeries FAQs

MWS Learning Methodology

Experiential Games, Group Exercises, and Interactive. The activities are **fun and motivational** and focus on skill learning and skill use. Experiential learning is the key to **self-discovery** as learners are personally involved in the learning experience. It is a process that provides the participant the **opportunity for direct application** of newly learned skills, both conceptually and behaviourally. The knowledge and skills acquired from the learning adventures are applied to self, work and life.

Design of the Workshops

The foundation for NLP is a set of presuppositions (beliefs) about ourselves and the world we live in. These presuppositions also serve as principles to guide how we live our lives. Depending on the workshop content, the number of NLP presuppositions and the words used may vary but the basic intent is the same.

These workshops are crafted with the NLP Technology to create a robust and empowering attitude for Success in each and every area. It is of utmost importance for the Trainers to internalize the Presuppositions to be able to present and train with congruency.

Here are the Presuppositions that are used throughout most of the MiniWorkshopSeries:

1	<p><i>Behind every behaviour is a positive intention.</i></p> <p>A person's behaviour has a positive intention at a deep structured level. When we are changing unwanted behaviours or habits and moving toward healing, it is necessary to find the deep structure or original intention behind the behaviour. We then create new and better choices that preserve the positive intention.</p>
2	<p><i>The map is not the territory.</i></p> <p>People respond to their map or interpretation of reality, not to reality itself. NLP is about understanding and changing maps which in turn can change perceptions of reality.</p>
3	<p><i>Modelling successful performance leads to excellence.</i></p> <p>If one person can do something, it is possible to model it and teach it to others.</p>
4	<p><i>Anything can be accomplished when the task is broken down into small chunks.</i></p> <p>The goal is "chunked" into pieces that are of a manageable size for the individual or system.</p>
5	<p><i>There is no such thing as failure, only feedback.</i></p> <p>Everything is a learning opportunity to find out what works and what does not work. It is important to separate behaviour from identity. Feedback is just information</p>
6	<p><i>People already possess all the resources they need.</i></p> <p>You cannot teach a man, you can only help him find the answers within himself.</p>
7	<p><i>The meaning of your communication is the response you get.</i></p> <p>When there is a symptom or communication, it is important to pay attention. Remember</p>

	that there are no difficult participants, only inflexible trainers. Take time to listen.
8	<p><i>Choice is better than no choice.</i></p> <p>People always make the best choice available to them at the time.</p> <p>Often times, there are better choices. NLP discovers more effective choices and how to create more useful or desirable actions and beliefs.</p>
9	<p><i>The element in a system with the most flexibility has the most control.</i></p> <p>The system (person) with the most flexibility of behaviour will have the most influence on the system.</p> <p>Have you ever been stuck in life, doing the same things over and over again and each time expect to get a different result? – That is the definition of insanity!</p> <p>If you want your life to be different, doing the same things more often, harder and louder is not the way. You must choose to do something different. If you try one key in a lock and it does not fit, would you keep trying the same key over and over again? Or would you be flexible and try other keys until you find one that works?</p> <p>The same goes for your training, be flexible and explore different behaviours/strategies to unlock what you truly want to achieve with your participants and the leader you are destined to be.</p> <p>At work, I am sure you have noticed two types of people. One person who is very inflexible and tries to control everything. They live under the illusion that they are in charge. In actual fact, their co-workers are finding ways to avoid dealing with them. Then there is the other person, people enjoy talking to her and helping her with whatever needs to be done. Why? Because by being flexible in her behaviour, she is able to communicate with everyone and people see her as a valuable co-worker.</p>
10	<p><i>If what you are doing is not working, do something else.</i></p> <p>A definition of insanity is doing the same thing over and over again, expecting different results every time. So have fun trying out new ways and approach to improve your delivery and build the trust and rapport with your participants.</p>
11	<p><i>You cannot not communicate.</i></p> <p>Imagine; someone in a meeting sitting off to one side with his arms folded and an angry look on his face and is not participating in the discussion at all. Is he communicating? What message is he sending?</p>

	Always be mindful that you are always communicating, through your tone of voice, actions, body language, eye contact, and facial expressions.
12	<p><i>Respect for the other person's model of the world.</i></p> <p>We each have our own interpretation of reality (or model of the world). Our interpretations may be quite similar or different.</p> <p>We each map our experience of the world differently because we all have different sets of experiences and filters. You may not understand or agree with your participants' behaviour but if you had their experiences together with their beliefs and values, you might. You do not have to agree with your participant's model of the world, only respect that they may see, hear, feel, interpret the world and behave differently than you do.</p>
13	<p><i>Every behaviour has a positive intention.</i></p> <p>No matter how strange, hurtful or inappropriate a person's behaviour may seem to you, it makes sense to the person engaging in that behaviour's model of the world. They see the behaviour as the best or only way of meeting their need or achieving their outcome.</p> <p>Similar ways to express this presupposition are:</p> <p>Everyone is doing the best they can with the resources available to them. Every behaviour is useful in some context. Everyone is always doing what they believe is right.</p> <p>This is the best choice available to a person, given the circumstances, as they see it.</p> <p>The key is to appreciate the positive intention of the other person's behaviour. This does not mean that you view the other person's behaviour as positive. You may find it quite distasteful. You need to look past their behaviour to notice their positive intention - for them, for you and for someone else... Once you have an understanding of their positive intention, explore alternative ways to help the person achieve it.</p> <p>As an example, assume you are having a discussion with someone and they begin to raise their voice, yell, knock things off the table and run from the room. From your perspective, this certainly is not viewed as positive behaviour. Now look at it from the other person's perspective. What could possibly be the positive intention behind this behaviour? Maybe they did not feel safe or felt overwhelmed in the conversation with you. Given the resources they had available to them at that moment, this was the only option they had to get some space or flee to a place of safety. Assuming this is the case, the next time a similar situation arises is there something you could do to help them achieve their positive intention in a different way that would assist you in achieving your outcome at the same time? Could you use this approach to improve your training skills and attitude?</p>

	REMEMBER: All actions have a purpose. Our actions are not random; we are always trying to achieve something although we may not be aware of what that is.
14	<p><i>There are no unresourceful people, only unresourceful states.</i></p> <p>People already have the resources they need to succeed. Sometimes they get themselves into a state of mind (overwhelmed, sad, anger) that prevents these resources from being readily available. As a person with NLP training, you can help yourself and others to learn how to access these resources when required.</p>
15	<p><i>You are in charge of your mind and therefore your results.</i></p> <p>You were the one who chose filters (beliefs, values, decisions ...) that determine your maps, your model of the world and how you experience different events. You are also the one who can change these filters to gain a different perspective of the world and potentially achieve different results.</p>

To sum up, you can simply read the above presuppositions or you can begin to put them into action by making them a way of life. In doing so, you have the opportunity to change your reality, your results and your life! Here are two ways you may wish to consider:

- Begin to incorporate these presuppositions into your life by selecting a different presupposition each day. Read it over carefully and during the day, at work and at home, notice when this presupposition applies and what other courses of action are available to you to achieve what you want in life.
- Identify a situation in the past in which you did not perform as well as you could have. Take each presupposition one at a time and review the situation from each of these perspectives. As you do, notice what you can learn about yourself, about others and what other choices are available to you to obtain a different result should a similar circumstance arise in the future.

NLP is so much more than that!

These NLP presuppositions are the basic principles behind NLP. They are not a truth 'set in stone' and instead provide a core guideline philosophy which, when presupposed to be true, reveal information which ultimately adds options. Additional choice is the basis of flexibility in the behaviours available to a person. When a person feels they have choices, they feel empowered. Hence this supports your confidence and self esteem.

Trainers Quick Tips, Tricks and Techniques

Be Prepared

- **Know your training objectives**, your participants' expectations and learning outcomes, and the organization's purpose
- **Organize your training.** Dry run your training, Power Point Presentation, Trainers notes, Learning Journals, work on your training syntax, and timing. Get comfortable with your visual and audio aids. Practice! Practice! Practice!
- **Research the Topic:** Read the recommended books, incorporate related case studies, metaphors, anecdotes, quotations and your personal story. Improvise on your icebreakers and learning activities
- **Mental Replay:** Ensure you run your mental replay and create an empowering movie of your mind that will make you the Dynamic Trainer and Leader you are destined to be.
- **Trainers Equipment:** Projectors, flipcharts, presenter's pointers, notebook, music and speakers, extension cords etc.
- **Trainers Tools:** Props, gifts, chocolates, markers, pre-prepared flipcharts (if any), masking tapes etc.
- **Participants Preparation:** Welcome note [workshop outline, venue/time],
- **Logistics:** The attendance list, name tags, room setup, wall charts, printed learning journals, feedback forms [Your Voice Counts]

On the Training Day: Always arrive at least 30 minutes before training time for setup and preparation of the training session.

*Only the prepared speaker
deserves to be confident.
Dale Carnegie*

Know Your Audience

Before the Training

Your purpose in training is to inform, persuade, and entertain your audience. Your motivation is to get satisfaction from expressing your ideas and getting recognition and applause from the audience.

In order to achieve your purpose, as well as to get the expressions and applause you desire, you must satisfy the audience with something interesting. Thus, it is important to know what your audience is interested in, what their expectations are and even what mood they are in.

- Who will be in the audience? Demographics? Their age group range?
- What knowledge and/or experience can they bring to the workshop?
- What are their likes and dislikes? Do they have any prejudices or attitudes about your training topic?
- WIIFM: How would your experiences and knowledge help them improve their work and life?

During the Training

Even at the introduction of the training session, you must pay special attention to your audience. Be especially observant and tentative to their responses.

- **Participant's WIIFM:** You must get an idea of what the audience wants--not only what you want to say.
- **Participant's Personality:** Learn about their characteristics. Start working on those who are open and vocal then slowly warm up with those who are more reserved.
- **Build rapport** by understanding and finding a common ground and/or interests for the group to engage with you
- **Be respectful** with different gender, cultural and generation diversity. Be respectful and sensitive to the social etiquette especially during games and activities.
- **Be sensitive** to their mood: If the audience seems to be in a light mood, perhaps you could sprinkle in a few jokes to keep them interest. If they seem to be very serious about your topic, you could get right to the meat of the matter.
- **Be open:** Some of your participants may be even more experienced and knowledgeable than you in the subject matter. Be sure you are open to hear, learn and allow others to share their point of view.

Developing Participation

Imagine yourself in a training session where no one talks or participates.

You are standing there looking down at empty faces and not quite sure why. You say, "Hey, let's play a game!" and do not hear a sound. You then asked about what they would like to talk about and there is still no response.

All of this may seem a bit scary but it can happen!

What the above tell us is that there is no such thing as a training session without participation. This may seem obvious but it is remarkable given how much time trainers spend preparing for their presentation yet little is spent thinking about participation.

This guide will change all that for you as a trainer.

Symptoms of Poor Participation

The scenario above offers a small insight to the challenges of poor participation during training events. Below is a list of recognizable symptoms of poor participation that you will need to look out for so you can counteract the negative impact of poor participation in training.

- Individuals dominating discussions or activities
- Members having difficulty integrating
- Frequent interruptions by some attendees
- Frequent questioning by some attendees
- Challenging of authority
- Failure to accept ideas
- Resistance
- Silence when information requested
- Avoidant behaviour
- Disinterested participants
- Not following directions
- Some attendees excluded from decision making
- Persistent commentary and joking
- Poor body language

There are many other examples/symptoms of poor participation levels in training sessions but those listed above highlight the impact that they can have on the training dynamics within any group.

Barriers to Participation

- **Lack of Trust** – Within any group setting, the level of trust that members have in each other and the process will impact participation levels. To be effective as a trainer you must quickly determine the trust levels within the group and employ activities that will help increase that.
- **Past Experience** – When we enter training events we bring with us experiences that can impact the training being delivered. The trainer must manage these experiences, good and bad, to focus on achieving the learning objectives of the day.
- **Lack of Confidence** – In addition to varied experiences, participants also possess different levels of confidence which the trainer must work with. It is important that the trainer is always prepared to support shy individuals within the session. Too much attention on contributions from confident members could isolate the group further and reduce participation levels.
- **Too Much Emphasis On Tasks** – In some training sessions there can be an over-emphasis on tasks or the end result. This emphasis can also isolate the group who may feel that personal well-being is not being catered for. The trainer must understand basic motivational principles that influence trainee participation levels.

Using Participative Techniques

- Ice-breakers & Energizers to open training event
- Ask Questions: use LBC – learning by chocolate. The use of ‘Smarties’ and/or chocolate bars are essential to increase participation
- Can we have a show of hands those...
- Write this down:
- Share with a buddy ... your experience... your learning...
- Word anchoring: “The learning is in the.....”
- Instil urgency by giving short timeframe to complete tasks
- Create friendly competition between groups and teams

Training Approach

Here are simple and practical techniques that will help you as a trainer to manage and increase participation levels in your training events.

- Set The Ground Rules
- Arrangement Of Group
- Activities and Games

Set the Ground Rules

- **Establish Ground Rules** – The first step that you can take to enhance participation and manage difficulties with training sessions is to set the ground rules for the session. The Opening Frame should take place at the start of the training event and all should be encouraged to participate. It is useful to write these rules on a flipchart that can be referred to during the session when difficulties or low levels of participation arise. You may find that poor participation can even disrupt this activity but as the trainer you can direct the group to solutions. In addition, you can even introduce rules by which the group must follow.
- **Roles & Responsibilities** – Clarify your role as trainer/facilitator and also the role that participants should adopt. There are various opportunities to do this within any training session (e.g., icebreakers, introductions, games, and activities).
- **Encourage Contributions** – Always be conscious of the silent and non participative members in the training session and work to encourage their involvement. Ensure contribution from every person. It is important to be tactful in doing this – what may sometimes seem unplanned to participants may be prepared by you as a trainer.
- **Focus Participants Attention** – During the training session focus the attention of the participants on the learning objectives of the training session. This will help to build a shared commitment and trust levels amongst participants.
- **Model Behaviour** – As the trainer or expert, participants will look to you as a role model for acceptable behaviour within the session. Therefore it is always essential that you are patient, enthusiastic, open, honest and participative.

Arrangement of Group

- **Get the participants to work** in different groups during the day (e.g., pairs, every second person etc). Assign tasks so that the same people do not always take the lead or have an overly comfortable position. Also, work in smaller groups with mixed members (eg. separate friends/cliques) to work on particular tasks.
- **Include exercises** to increase awareness, trust and cooperation to stimulate sharing within the group.
- **Challenge behaviours** that restrict participation (Remember that as a trainer you challenge behaviours, not people).
- **Build Relationships** – Ensure that you make every effort to build relationships, either during breaks or within session activities. This will generate a positive atmosphere and ensure that all involved will feel that they can contribute to the session. In addition, participants will feel that their opinions are respected and worthwhile.

Games and Activities

Training games represent an important part of a trainer's toolkit that allows the trainer to foster communication, enhance interaction, creativity and learning, and energize group formation. By their composition, games and activities help to

- Facilitate Introductions
- Assist Group Formation
- Introduce Topics, Concepts or Themes
- Highlight Key Learning Points
- Prepare Participants For Learning
- Energize The Group

Games and Activities are generally used at any stage in the training event. Most opening activity games should last around five to fifteen minutes. There are a range of issues that influence what games that you employ during the rest of the event. It is important that all participants are comfortable with the training game even though sometimes the exercise may challenge them.

Choosing Games and Activities for Training Events

There are many issues that need to be considered when choosing a game or an activity for your training event. These include:

Rationale/Goals

It is essential that the game chosen reflects the rationale and goals of the training event.

Experience

It is also crucial that it has been tested on others and that as a trainer you are familiar with all aspects of the activity.

Audience

- Consider who the audience is?
- Are there any special needs? [backaches, physical limitations, etc]
- Are they there as a group or individually?
- What are their ability levels? (Remember individuals also like to be challenged)
- Have they completed the game before?

Connection to the Training Event

The trainer must also ensure that the game 'connects' to a point in the training event.

Structure of the Activity

When considering the structure of the activity to be used, you need to be aware of:

- The number of participants involved
- Time required - do you have enough time to complete the task?
- Place - where the activity will take place? Is there enough space?
- Permission - participants should be allowed to choose not to participate
- Tone – What tone does the activity set with the group
- Urgency: creating friendly competition within group
- Opportunity to include learning points for the training event
- Opportunity to ask questions

Active Listening Skills

When we think of training, something should be delivered to the participants. However, to be an effective trainer there is a need to develop a two-way stream between you and your participants. Mastering active listening will help you make this connection and maximize all aspects of your training. There are two main types of active listening skills– verbal and non-verbal.

Verbal Listening Skills

- **Paraphrasing** – This involves repeating what was said by the participants' words or in similar words. For example, 'So you find that time management skills assist...' This encourages the participant to engage in further conversation.
- **Clarifying** – A form of checking what was said is understood. For example, 'What you are trying to say is that you don't like time management training and don't want to attend the course'.
- **Reflecting** – Here, the trainer captures feelings that they believe the participant is displaying. For example, 'It looks as if you really don't like training at all'.
- **Explaining** – Offering an interpretation of information or events. For example, 'It may be that ...'
- **Open Ended Questioning** – Asking these questions encourages further communication. For example, 'What happened next? It is important that the questions used require more than yes or no answers. Only use these closed questions when looking for specific information.
- **Linking** – The trainer can link sentences to demonstrate their interest in what is being said and encourage the participant to talk further at the same time. For example, 'And then?'
- **Summarizing** – This is simply capturing what is said into one statement For example, 'All in all, there are three points, one ... two ...?'
- **Encouraging** – As with all the examples above, active listening skills are about encouraging your participants to contribute and share with the group. Another way to directly encourage is to thank or recognize a contribution. For example, 'Great comments on this topic, thank you.' It is also possible to employ what is known as sub-speech e.g., 'uh-huh' 'mmm'.
- **Active Silence** – It might seem as an interesting linking of words but the right silences or pauses can indicate that you are actively listening and taking their information in. It is a great way to encourage further comments and details.

Non-Verbal Listening Skills

- **Facial Expression** – Listening with our face is an interesting concept in itself. However, our face expresses how we feel and our intentions. As a trainer this can be another way to show that you are listening to participants and encouraging their participation.
- **Body Language** – As a trainer how you stand, sit, and position your body will communicate both your interest levels and how well you are listening. To illustrate, if someone is answering a question, by leaning slightly towards them will show that you are attentive whereas moving away will communicate a restrictive position.
- **Eye-Contact** – Making simple eye contact communicates that you are open and interested in what is being communicated and encouraging them to continue.
- **Personal Space** – Ensure that there is a comfortable distance between you and the speaker. If you get too close, the person may not only withdraw physically but may also withdraw in the conversation.
- **Timing** – Ensure that you do not interrupt the speaker at inappropriate times as it will only indicate that you are not listening and will cause the speaker to withdraw.

Pitfalls of Active Listening Skills

Although there are many clear benefits of active listening, considerable care must also be taken to avoid some challenging pitfalls.

- **Repetition Only** – Just repeating what the speaker has said can lead to frustration and cause the participants to withdraw.
- **Over Analyzing** – This can over complicate what is being said and can make the trainer seem as a 'know-it-all'.
- **Over Expansion** – By the trainer expanding too much on what was said it can make the speaker feel that they were not heard or misheard.
- **Omission** – Omitting facts it can, again, make the speaker feel that they were not heard or misheard.
- **Exaggerating** – Over-intensifying on what was said can also make the speaker feel that they were not heard or misheard.
- **Rushing** – Jumping in or filling the pauses on what was said makes the speaker feel that they were not heard, misheard or even manipulated.

- **Lagging** – Not actively supporting or directing the conversation can make participants feel that the trainer is not interested.

Developing Active Listening Skills

Having discussed various verbal and non-verbal listening skills, and introduced the pitfalls of active listening skills, the remainder of this guide will outline essential attributes of successful active listening skills that you should adopt in all your training events.

- **Concentration** – Ensure that you are focusing on the words, concepts, themes and feelings associated with what is being said by the participants. This is not always easy but as you practice this skill you will find that it becomes much easier.
- **Eye Contact** – Ensure that you always make good eye contact with whoever is delivering the message.
- **Attention & Receptive Body Language** – Clearly demonstrate through both verbal and non verbal actions that you are paying attention. To be effective at displaying attention also requires practice. At first, this may show that your actions are very conscious, or deliberate or strained but in time, it will be very natural. Everything you do must demonstrate how receptive you are to your participants.
- **Restating the Message & Questioning/Clarifying** – Always ensure that the message is understood.
- **Empathy** – Always try to understand where someone else is coming from and what their message is.
- **Objectivity** – Be open.
- **Strategic Pauses** – They say that silence is golden. Always introduce short silent pauses which display that you are contemplating what is being said. It also gives you the opportunity to construct your responses or feedback.
- **Not Interrupting** – Let the participant have their say and do not interrupt. Interruptions only stop the flow of communication and can lead the participant to retreat.
- **Listening Not Talking** – Sounds obvious but remember that you are listening and not talking. If you do talk there needs to be good reason!

Thank You

You are now on your way to make a difference in your organization because you have been selected to lead the most vital asset –human capital. We trust that you will enjoy your journey.

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miniworkshopseries™

48 - 2, Jalan SS19/1D,
47500 Subang Jaya,
Selangor Darul Ehsan, Malaysia
e | info@miniworkshopseries.com
w | www.miniworkshopseries.com