WEALTH THROUGH WORKSHOPS

Your Step by Step Guide to Creating a Life-Changing, Lucrative Workshop, Retreat or Seminar Business.

Callan Rush

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MEET CALLAN RUSH

"Education is the key to ending all suffering."

Welcome to Wealth Through Workshops! My name is Callan Rush. Thank you so much for trusting me with your time and energy. I promise it will be WELL WORTH IT!

Since we're going to be spending some time together over the next little while, I thought you'd appreciate knowing a little bit about me so you have some context for who I am – and why the heck you should even listen to me!

I feel very blessed in my life. I'm smack dab in the middle of what I was born to do. I lead workshops, retreats and seminars for amazing people, all over the world. My business is booming. Each year, our company grows by 50% in revenue while I get to positively influence and impact thousands of people all around the world. I have a lifestyle I enjoy. Our workshops fill up months in advance. And I get to work and around some of the most conscious, most heart-felt people around! Life is wonderful, and I feel very fortunate.

However, it wasn't always like this. When I first transitioned from working as a teacher in the public and private school systems in Canada where I live, to trying to get my workshop business going – it totally flopped. I was lucky to get 3 people to show up at my events. I changed my topics and titles – hoping I'd find the magic words to magnetize my audience. It didn't help. I moved back to my hometown, where I knew a lot of people, thinking my friends and family would help spread the word for me. This also didn't help. I even sold everything I owned, and moved to the big city of Los Angeles. I thought I would be more successful down there because there were more people. No luck.

Finally, I started to think it was me. In fact, I'm slightly embarrassed to admit I thought it was because I am a woman. I thought if I could align with a male business partner I'd have more credibility – and my workshops would fill. With this in mind, I decided to join forces with a spiritual teacher I was working with in LA. He also wanted to lead workshops, so we started working together!

We decided to work for an entire year to promote an event we'd co-lead. We did everything we knew of to spread the word and get people signed up. And… after an entire year of promoting – we got a small group of 17 people to show up to our event.

I'll never forget the morning after our under attended event. I went down the stairs of my friends house where I was staying to save money. I entered the bathroom and looked in the mirror as I contemplated my situation.

By the time I'd paid my airfare to get to the event, the costs of the materials, the fee for the rented space… I had nothing left. My entire savings were gone, and after a year and a half trying to make my workshop business work, I was bereft, disillusioned and ready to quit.

My next thought was this:

"I could be the most expert teacher in the world. I could have degrees coming out my ears. I could have been mentored by the truest Luminaries on the planet – but none of it will matter unless I learn how to magnetize the people that need to hear my message to my business. My gosh. I have to learn how to do that – or I'm going to have to go and get a JOB!"

As down as I was in that moment – the thought of going back to the 9 – 5 grind and the lifestyle of an employee was enough to get my butt in gear and start to study. From that day forward, I read everything I could find on ethical sales, marketing, persuasion and influence. I attended every teleclass, webinar, seminar and workshop I could find on marketing, sales, persuasion, and influence.

Then, I started working any and all the connections I had. One of the most valuable of these was a man by the name of Justin Livingston. Justin was working behind the scenes of one of the fastest growing seminar companies in the world, at the time. I found out he was responsible for filling their events, and attracting people to that company's business.

As destiny would have it – Justin and I ended up attending a program together in Jacksonville, Florida. As soon as I got there, I introduced myself. I explained I wanted to learn to fill my workshops, and I heard he was great at it. Justin smiled, and shared he wanted to learn to lead workshops. He was bored with working behind the scenes filling other peoples events – and he wanted to learn to lead his own. He also told me that he'd seen me lead from stage before and he thought I was amazing.

So began a brilliant co-mentorship.

I taught Justin everything I knew about designing and delivering powerful programs, and he began to mentor me in all aspects of marketing and sales.

Combining what I learned from Justin with all the other information and experience I'd be accumulated made a miraculous difference.

At the first event I held after putting everything together, I was able to attract 56 beautiful Luminaries. They each invested $2,000 to attend that event. What's more? They had such a great time, and felt so deeply served, that most of them decided to continue on with me and study more. All tolled, I earned a quarter of a million dollars in program tuitions – and I launched my business.

I was ecstatic, and I haven't looked back. Since that first event, my company has consistently expanded and grown in terms of people helped and revenue earned each and every year. I LOVE what I do. I have a great lifestyle where I balance work, play, philanthropy and fun. Now all I want to do is share what I've learned to serve and support other workshop leaders to their journey to success.

And that's where YOU come in.

In the pages of this book, I'll reveal to you everything I've learned to help you create what I call, "Wealth Through Workshops".

To me, wealth really means 3 things:

IMPACT: Influencing and impacting other people in a positive and significant way.

INCOME: Earning the kind of money that allows you to do what you want, with whom you want, and when.

INSPIRATION: Feeling deeply fulfilled, loving your life and work, and being grateful for what you're contributing.

When I am impacting people, earning a great income, and feeling happy and inspired as I do it – I feel truly wealthy. And I've found leading Workshops, Retreats and Seminars to be the single best way to achieve this.

In terms of impact, *education* is one of the best ways to truly influence other people – and workshops are a great way to educate.

In terms of income, offering groups of people an opportunity to invest in a solution that will up-level their life is totally leveraged. It just can't be beat in terms of instant earned revenue.

Finally, working intimately with people… having a personal hand in helping them learn to better their lives, is one of the most rewarding experiences around!

I love all aspects of workshops – from design to delivery. And I also love showing others how to do it as well!

My intention in this book is to do everything I possibly can to guide you to create Wealth Through Workshops for yourself.

With that said… have fun, and enjoy the process!

SKILL SET #1

MAGNETIZE YOUR AUDIENCE

The first step in creating a successful workshop, retreat or seminar business is to learn to Magnetize Your Audience.

Magnetizing Your Audience is all about developing the skills that allow you to attract your perfect, ideal clients to the seats of your live and virtual events. It's about learning to craft compelling headlines, tantalizing titles, perfect promotional materials that grab the attention of the exact people you were born to serve.

Without learning to Magnetize Your Audience, none of the other Wealth Through Workshops skills will matter. You simply must start with this one. With that said, in order to understand how to Magnetize Your Audience – you must understand that the Magnetize Skill is all about understanding the concept commonly referred to as, "**Marketing."**

A lot of people think they understand Marketing – but they really don't. As you read this next piece, I invite you to take on the status of 'Beginners Mind,' even if you think you know what marketing is. It's very possible you'll glean something new and important from the perspective I offer.

So, what is marketing?

Marketing = Lead Generation

Marketing (or 'Magnetizing') is the process of sending out a message to as many of your ideal clients as you can at any given time, in a way that attracts their interest. It is about GENERATING INTEREST in your product, program or service. In this case, it is about generating awareness and curiosity in your workshops, retreats and seminars.

The key to effective marketing is to craft your message in a way that allows people to "SELF SELECT." Your potential clients must see your message and choose themselves as being interested your workshop, retreat or seminar. That is, they see your message and say, "YES! This is for me! I've been waiting for this exact information!"

The only way to have a potential client SELF SELECT in this way, is to make sure your marketing message is INTIMATE in nature. Meaning, the message must be crafted so it *feels* like it was written only for the person consuming it. It must literally reach out and touch the person in a way that makes them feel seen, understood, and special.

Intimacy is everything in marketing.

Please read carefully. If you don't have intimacy in your marketing, you will not attract anyone to your business. Intimate Marketing is not a type of marketing (like viral marketing, internet marketing, or relationship marketing). **Intimate Marketing IS Marketing.**

With this fundamental understanding in place, the next chapters will walk you through what has to be in your marketing to get INTIMATE… and attract your perfect clients to your events. In other words, the next few chapters will walk you through exactly how to MAGNETIZE YOUR AUDIENCE. Have fun!

CHAPTER 1

EDUCATION BASED MARKETING PHILOSOPHY

I'd like to begin by offering you an absolutely critical foundational philosophy for the kind of promotional material we'll create together. I encourage and invite you to have it inform ALL of your marketing and promotional efforts.

In other words, the orientation I'm about to give you is the number ONE over-arching strategy I recommend you apply to every single piece of marketing you create, whether it be a business card, brochure, billboard or beyond!

WHAT is this philosophy? And…WHY is it the most essential orientation to have, especially in today's world, to build your workshop, retreat or seminar business? Let's find out.

The philosophy I'm referring to is called:

EDUCATION
BASED
MARKETING

I call it, 'EBM' for short.

So, what is EBM?

Education Based Marketing = Marketing that *educates*.

Marketing that offers value first, BEFORE your potential client gives you a single penny!

Why is it so powerful?

TRUST

When you give someone an education – when you teach them something that SOLVES a real world problem in their life – a problem currently keeping them up at night – you *instantly build an immense amount of TRUST with that person.* And trust is foundation of all relationships! It doesn't matter if it is a romantic relationship, a friendship, a business partnership… or the potentially life-long relationship between you and your client!

Education Based Marketing allows you to become, in eyes of your potential clients, what I call, a "Trusted Advisor".

EXERCISE:

Take a moment to think about someone in your life you consider a Trusted Advisor. This person could be a friend, colleague, teacher, or family member.

Got someone in mind? (I often think of my Dad. His name is, Chris Rush… and I consider him to be one of my primary Trusted Advisors.)

Now… how do you FEEL when you think of your Trusted Advisor? (I feel happy, supported and loved).

If you're anything like me, your Trusted Advisor is a person you LIKE, LISTEN TO, and FEEL WARM about when you bring them to mind. Also, when they offer you sincere, heartfelt advice, you follow it… often without question!

What if YOU could instantly become a Trusted Advisor to your potential clients? Wouldn't it be wonderful if, when they brought your name and face to mind, they had the same kinds of warm feelings?

When you take time to educate your potential clients, right inside your marketing, you instantly become a Trusted Advisor to them. And warm feelings towards you will start to flow.

What else is cool**? True Trusted Advisors *bypass sales process* because of their status!** They simply make a recommendation, and people follow it.

EXERCISE:

Okay… let's do another exercise together. Right now, please do your best to imagine all of your perfect, ideal clients… all around the world. These people have the exact problem you solve and are in some cases, literally dying for your solution! These people deeply need your program.

Are you thinking about your perfect clients? Great.

With them in mind, read the following statistic:

"97% of my ideal potential clients are NOT looking for my product, program or service."

Wait... really? Yep, it's true. MOST of your perfect, ideal clients are not looking for you. Even though they need you desperately. Ugh. Let's explore this idea and figure out how to remedy it quickly!

The people that are perfect, ideal clients for you can be broken down into the following percentages:

3% - ACTIVELY SHOPPING
7% - OPEN TO YOU
30% - AWARE FOR FUTURE
30% - UNCONSCIOUS
30% - NO

Let's start with the FIRST category.

3% of Your Clients are ACTIVELY shopping for your solution right now.

3% of your perfect potential clients are actively shopping for your programs, products, and services. These people have some kind of problem in their life, and are sick and tired of dealing with it! Maybe it's a health problem. Maybe it's a relationship problem. Many it's a financial problem. Whatever problem they face – they've had enough of dealing with it. And they've made the decision they want a solution to this nagging problem. They're now just deciding WHERE they will buy the solution.

PLEASE NOTE: *Compared to the other categories… did you notice how SMALL this 3% group of your potential clients is? It's tiny! What else is true? Everyone with an even remotely similar product, program or service to yours will be marketing to this group. More accurately, they'll be in a DOG FIGHT to get the attention of these Active Shoppers. It is a highly competitive market segment.*

Let's now look at the SECOND category of your ideal clients.

7% of Your Clients are OPEN to your Programs, but they're not actively shopping.

These individuals have the problem you solve, and while OPEN to listening to you talk about your solution, they are *not actively shopping* for you. They have NOT made the decision to purchase a solution yet.

The THIRD category of your ideal clients is a big category. Let's examine it closely.

30% of Your Clients are Aware They Need a Solution but sometime in the Future.

This is a significant segment of your market. 30% of your ideal clients know they need a solution to a nagging problem… but they keep putting off investing in it! They say they'll invest in a solution – it's just a matter of time. Maybe when the kids get out of school. Maybe when the kids are back in school. Maybe when time and cash flow frees up. Maybe as part of next year's New Year's resolutions! They want a solution – they just haven't made getting one a priority yet.

Here's the FOURTH category.

30% of Your Clients are simply UNCONSCIOUS.

This is the group of your ideal clients that should be looking for you, but are either not conscious they have a problem, or that someone like you exists that can help them with something they're suffering with. Either way, *they're also NOT actively shopping for you.*

Finally, 30% of your perfect, ideal clients are simply a NO.

These people have the problem you solve, but for whatever reason, are not ready to invest in a solution. They'll use many excuses why they are not shopping for a solution. They may mention money as the reason. They may mention time. They may mention energy. In my experience, it's often their consciousness. These 'NO' people, bless their hearts, may simply be more attached to their suffering at this moment in time – than they are to getting a remedy for it. (Can you feel what I'm talking about?) So… we bless these people and set them free, hoping we can serve them sometime in the future.

Here's what I've seen, in my many years of business experience:

The #1 REASON most businesses FAIL is they're in a dog fight for the tiny 3% of Active Shoppers!

You see, most marketing, in most industries, is designed to only reach the 3% of people *already ACTIVELY looking* for a solution**.** Most business owners and marketers spend their time trying to win this highly competitive dogfight.

Very few people know HOW to access the 67% of their ideal clients who have the problem they solve – but just *need a little education* to know they need them!

Effective Education Based Marketing informs the huge 67% group of your ideal clients as to why they need you, and why they need you right NOW!

Effective EBM takes your ideal clients from simply being OPEN (7%), AWARE (30%), or UNCONSCIOUS (30%) to being ACTIVELY interested in investing in your solution.

The reason I emphasize "*effective* EBM" is because most EBM out there is NOT effective. Lots of people make admirable attempts, but fall short. You've probably even seen examples of EBM out there:

Free Evening Workshops & Info nights
Free reports
Tele-classes
Webinars
Ezines and Email Newsletters

MLM business presentations

Unfortunately, the majority of this EBM doesn't work. People may read your EBM… but they'll quickly recycle it thereafter. They may listen to someone's EBM webinar or teleclass, but then let it go once they're finished. They might even devour the email newsletter they get every week, but they'll delete it upon completion. The bottom line? They'll consume the EBM, but never take the step to do any business with the person who produced it.

Why does this happen?

Well, effective EBM has 2 elements. *But the problem is… most EBM out there has the first element in place, and NOT the second.* You simply must have BOTH elements in place if you want to access that huge 67% of untapped ideal clients… and attract droves of new people to your events!

Let's go over the two elements, and I'll show you how to include both in your EBM.

ELEMENT 1 of Effective EBM is:

GIVE VALUE

GIVE VALUE refers to offering something of worth to your potential client right in your marketing materials. In this case, the value would be delivered in the form of educational content.

When you GIVE VALUE in the form of education that solves a real world problem (e.g. Top 5 tips, 3 Secrets, 7 Steps etc.), right in your marketing materials, you'll have succeeded in including element number one of EBM.

A lot of heart-based business owners like workshop leaders get this one right. They often lead with value and great information to help their potential clients. However, this is where most of them stop! And sadly, this is why their marketing doesn't work. They just DON'T KNOW about Element #2 of effective EBM.

Without Element #2, your EBM will not work.

Without element #2, you won't be marketing to the huge 67% of your idea clients that truly need you! So… what's element #2?

ELEMENT 2 of Effective EBM is to:

POSITION THE PURCHASE

Positioning the Purchase refers to strategically organizing the educational content in your marketing materials so it leads the consumer to the logical conclusion that they need your program, and they need it NOW.

Positioning the purchase is also known as 'Setting Buying Criteria'. It's the **trickiest part** of writing EBM, but when you invest the time to understand it, everything will come together for you. Your workshops, retreats and seminars will start to sell out – and you begin to really fly! In fact, learning EBM will allow you to write your ticket in any business, anywhere in world, in any economy! So, let's explore 'positioning' or 'setting buying criteria' a little further.

You see, everyone makes purchasing decisions based on some CRITERIA. I live in Canada, and it gets cold up here! Let's use an example using something we eat a lot of in my neck of the woods…

SOUP!

When you go to the grocery store in Canada to buy soup, you're often faced with a multitude of options. How do people decide amongst the hundreds of choices? Well, some people use the *buying criteria* of PRICE. They choose based on what is affordable. Some people choose their soup based on the criteria of TASTE, or what is yummy! Others choose their soup based on the criteria of HEALTH or what is good for them.

"Effective EBM *influences the criteria* by which your potential client makes his or her purchase!"

(Read that last sentence again. It's a vital understanding!)

Let's use some concrete examples so you can see how powerful EBM that includes both elements (Give Value & Position the Purchase) can be.

<u>Grocery Store Example #1:</u>

Criteria: HEALTH

Imagine you're pushing your shopping cart through the grocery store, and you turn into the soup aisle. You see me there at a table, handing out educational reports.

I start chatting with you, and I hand you a report that educates you all about the *hidden toxins in food* these days. You read the report, and you start to realize all the chemicals and junk big corporations are putting in food these days… and what these toxins do to your body! How they can make your immune system tank – leaving your susceptible to getting colds and flus more often. They can make your skin break out. They can cause you to lose your hair, and get pre-mature wrinkles on your face! YIKES!

Was this report valuable? You bet. But what else is true? As you head down the soup isle…you are now far MORE LIKELY to read labels and look for the *organic soups*. **The report gave value… but also positioned a purchase!**

<u>Grocery Store Example #2:</u>

CRITERIA: PRICE

This time the EBM report I handed you at the grocery store is called:

"3 Common Ways the Average Family Leaks Unnecessary Cash Flow in a Tight Economy!"

This time, as you read the report, you learn…

> The #3 mistake the average family makes that causes them to leak unnecessary cash flow in a tight economy is that they DRIVE instead of walk or take transit *(Gas is expensive these days! Why not get out of your car, and walk or you're your bike?)*
>
> The #2 mistake the average family makes that causes them to leak unnecessary cash flow in a tight economy is that they LEAVE LIGHTS ON when they're not needed. *(I'm guilty of this one. Sometimes I'll race out of the house late to a meeting knowing full well I've left my bedroom light on. I make the decision not to run back and turn it off…and I pay for it later by a huge power bill.)*
>
> The #1 mistake the average family makes that causes them to leak unnecessary cash flow in a tight economy is that **they *spend way too much money on groceries!*** *(They don't check prices. They get fooled by bogus sales and 2 for 1 deals. And overall, they waste a ton of money at the grocery store).*

Was this second report valuable? YES! It was full of great tips on saving cash. And…did it position a purchase? YES! Because now when you push your shopping cart down the soup aisle, you'll almost certainly be looking at the *prices* of your soup options. Again, this report GAVE VALUE, but also POSITIONED A PURCHASE!

Now, your business is more complicated than a can of soup, obviously, but the concept still applies. The main point is this; there are MANY WAYS to position the purchase. Which you use depends on the nature of your workshops, retreats or seminars. It depends on WHO you'd like to show up at your events. And… it depends on how you plan to distribute your marketing.

The 'giving value part' may be easier for you. However, grabbing the initial attention of the 67% of your non-active potential clients, and then arranging the education you provide in your marketing so it *positions the purchase of your program*… takes *training*. It is one of the main concepts I guide people to understand in my *Magnetize Your Audience Program.*

The bottom line? You must LEARN how to create marketing materials that give value, *while* positioning the purchase. Otherwise, you'll have to hire someone else who doesn't know your business like you do (often paying them handsomely) to do it for you. Education Based Marketing is a STRATEGY that *must* be implemented across all your promotional efforts.

Webinars, teleclasses, social media, email, word of mouth, and speaking engagements are great marketing TACTICS, and they do work, but without over-arching EBM strategy, you'll work way too hard, for way too little.

Here's what I recommend. *Learn it.* (I'd be happy to help you!)

Why? EBM is the <u>most versatile</u> type of marketing. You can use it on posters, brochures, business cards, tele-classes, business presentations, social media, and websites!

EBM is the <u>most ethical</u> because it sets you up as a Trusted Advisor and allows you to give value *first* to the people you want to serve.

EBM is also the <u>most lucrative</u> because when you do it right, it will position the purchase of your workshop, retreat or seminar, and make it highly likely that the majority of people who read your marketing will move on to do paid business with you.

Finally, EBM that gives value and positions the purchase is also the <u>most leveraged</u> and <u>cost effective</u> form of marketing. It gives you access to that 67% of your ideal potential clients that no one else is talking to. (Remember, your competitors are all in a dog fight for the 3% of active shoppers). In fact, in my opinion, EBM is the only marketing strategy that works for small business owners. There are certainly other ways to market. You could spend *tons of money* and do brand advertising like Kraft, McDonalds, Coke. (This is where you are marketing solely for the purpose of promoting your brand vs. a particular product.) But most small business owners (like workshop & retreat leaders) don't have the money for brand advertising. That's why they have to use EBM.

Yet very, very few people are using it effectively. Most EBM out there is not getting the kinds of result the marketers are hoping for. By the end of this book, you'll have a fundamental understanding of what EBM is, and why it is the best way to promote your programs and fill your events… plus you'll have a comprehensive understanding of *how* to apply it.

This is important because, no matter what business you are in, there's one COMMON business we are all in: Sales and Marketing. These are the only activities that will bring revenue into your business. It's the only activity that allows you to reach and empower the people you were born to serve.

I work primarily with heart based business owners; people who are conscious. They all want to help others, and make world a better place. But so many of these beautiful people say to me:

"I'm not in this business for the money, Callan.
I just want to help lots of people and really make a difference."

The reality is this: Unless you learn to *sell and market* effectively, you won't get to help a fraction of the people you are meant to serve! Why? Because you won't be in business for long!

Here's an idea I invite you to take on from this day forward"

Selling is Service

If you believe in what you're offering the world, it is your DUTY to learn to sell it, so the greatest number of people can be served!

We live in pivotal times. Things are shaky. Big change isn't coming from the top down. It's coming from the *bottom up*. It's coming from the offerings of heart based, conscious, grass roots entrepreneurs, small business owners and workshop leaders like you and me.

Tragically, most small business owners make learning how to market very low on their priority list.

If they aren't saying, "Oh – I'm not in it for the money," They say:

"I don't need to learn HOW to market. I'll HIRE someone to market for me."

So they do. Then they pay Mr. or Ms. Marketing Consultant a bunch of money to take over their marketing. The materials come back and they look pretty good…or do they?

They *don't know*. Will this logo grab the attention of my audience? Do these colors speak to my client? They aren't sure. They don't know because they never learned the fundamentals of marketing. So they are stuck with no choice but to HOPE and PRAY it all works! This orientation can get very, very expensive.

You must learn to market your products and services. If you don't, you'll never know how to create magnetic marketing OR how to *direct someone* to do it for you!

So, with all that said, CONGRATULATIONS! You've made the best investment you could ever make in yourself and your business by learning how to use Education Based Marketing to grow your business, and fill your workshops, retreats and seminars.

I'm excited for you, and I'm ready to empower you to fill your programs, and truly create Wealth Through Workshops.

CHAPTER 2

CHOOSE A SPECIFIC AUDIENCE

Once you understand the concept of Education Based Marketing… and you know you have to create INTIMACY in your marketing so your ideal potential clients SELF SELECT… the next step is to figure out how.

The place to start, and one of the keys to creating intimacy is to get very specific about WHOM you will speak to in your marketing. In other words, you need to choose a *SPECIFIC AUDIENCE*.

Specific Audience is most important, most misunderstood concept in marketing & business. However, it's a *critical concept* to understand to attract people to you, and your programs. In this chapter, you'll get crystal clear on whom you'll be talking to, and whom we'll be crafting your marketing for.

Let's start by defining the concept.

What is a Specific Audience?

Your Specific Audience is *the clearly defined, select group of individuals you'll focus on helping & being of service to.*

Some people refer to Specific Audience as, "Target Market" or "Niche Market." I prefer the term "Specific Audience." ('Target Market' always makes me feel like I'm aiming something dangerous at someone!).

Choosing a Specific Audience is all about narrowing down WHO to focus your message on. WHO WILL YOU SPEAK TO in your marketing materials?
To choose your Specific Audience, you must first understand the concept of EGOIC LABELS.

Everyone has EGOIC LABELS. In fact, each of us has several. An Egoic Label is a way we identify ourselves. It's a name we call ourselves inwardly & outwardly; a term we feel comfortable referring to ourselves as.

The stronger the personal attachment to an EGOIC LABEL the better it is for marketing.

The best Egoic Labels for marketing are so strong, we'll defend them with vigor! For example, let's look at the Egoic Label, "Mother". What would happen if I went up to a mother, and told her she wasn't a mother? I imagine she'd be confused at first. If I insisted letting her know I didn't think she was a 'Mother'… she'd very shortly get pretty angry! Likely, she'd even begin to defend her title as 'Mother'!

Let's use another example. What about the Egoic Label, "High School Teacher"? People who teach high school as a profession would see this Egoic Label in a piece of marketing and metaphorically put their hand up and say, "I am one of those! I am a high school teacher. This message must be for me."

Strong Egoic Labels are black or white. There's no middle ground. You either have kids, or you don't. You either teach high school, or you don't. Got it? Choose a strong Egoic Label to identify your Specific Audience and use that label consistently in your marketing. When you do, your ideal client will pick up your brochure, read your ad, or see the announcement for your webinar, teleclass or speaking engagement and say, "Wow! This looks like it was created exactly for me!"

To be clear, there are a couple of guidelines to adhere to when choosing an Egoic Label to identify your Specific Audience:

Guideline #1: A GOOD EGOIC LABEL is black or white.

That means, the label will evoke a clear, "Yes or No" response. A person will see the label in a piece of your marketing and say, "I am one of *those." Or… they will see it and say, "This isn't for me."*

Here are some examples of strong, clear, black or white Egoic Labels:
Golfer
Electrical Engineer
Clinical Counselor
Honda Owner
Mac User
Teenage Girl
Real Estate Agent

In each of these examples, you're either one of these, or you're not.

To contrast, here are some examples of vague, broad, or ineffective Egoic Labels:
Spiritual Seeker
Person
Woman
Consciously Aware Man
Shopper

Here are some examples of labels where someone may be on the fence:
Musician
Athlete

Beginner musicians may or may not identify with being a musician, and the same goes for someone who enjoys playing music but may not make their living at it. As for athlete, someone may consider themselves athletic, but not necessarily take on the label of athlete.

Do you see the difference? The more *specific* an Egoic label is, the more *leverage* you have. The more difficult it is to quickly identify what a label means, the less effective it will be in your marketing. Fuzziness or generality within the term will make it very difficult for people to SELF SELECT.

GUIDELINE #2: Use An Egoic Label Your Specific Audience Actually Refers to Themselves As.

Just because you refer to your potential client with a particular Egoic Label, doesn't mean they'll also identify themselves with that same label. For example, you might call someone a "Yuppie" (This term comes from, 'Young Urban Professional'). However, the Young Urban Professional might not identify with 'Yuppie'. Therefore, you can't use it to attract their attention.

If your potential client doesn't use the Egoic Label to describe themselves, you can't use it in your marketing to reach them. Choose Wisely, Accurately and Specifically!

GUIDELINE #3: Choose ONE Specific Audience Per Piece of Marketing.

The rule is: one Egoic Label per piece of marketing. All too often workshop leaders try to list a bunch of Egoic Labels in their marketing in hopes of not excluding anyone. They'll create marketing that states things like, "ATTENTION: Coaches, Speakers, Trainers, Authors and Entrepreneurs!"

Avoid this mistake.

Including a list of different Egoic Labels in your marketing just confuses people and catalyzes what I call the:

Little No = Big No Response

In other words, someone sees your list of Egoic Labels and says, “Well… I am a coach, but I’m not a speaker… and I am not really a ‘trainer’… but I am an author. Hmmm… I’m not really sure if this is for me.”

And then… you’ve lost them. You went too broad.

There are so many reasons choosing an accurate and strong held Egoic Label for your marketing is vital. I’ll cover these shortly,

First, I’ve put together some examples you may use, or gain inspiration. You can see they’re arranged by category. There are many more categories, and many more labels out there; this list is just to get your creative juices flowing. Having said that, if you may see a Specific Audience you’d like to work with listed below, go ahead and use it!

LIST OF EGOIC LABELS …

VOCATIONAL:
ENTREPRENEUR
HOLISTIC CHEF
SMALL BUSINESS OWNER
PROFESSIONAL WOMAN
CAREER COUNSELLOR
HIGH SCHOOL STUDENT
DOCTOR (Naturopath, Pediatrician, Surgeon)
HIGH SCHOOL TEACHER
PLUMBER

NATIONALITY:
AMERICAN
CANADIAN
EUROPEAN
  CHINESE
  ENGLISH
  IRISH
  AUSTRALIAN
  DUTCH

PERSONAL:
VEGAN
NONSMOKER
DEMOCRAT

OWNERSHIP:
HOME OWNER
DOG OWNER
RENTER
HONDA OWNER
MAC OWNER

RELIGIOUS:
MUSLIM
CHRISTIAN
ATHEIST
BUDHIST
MORMON

RELATIONSHIP:
MOTHER
GRANDMA
SINGLE
MARRIED
FATHER
DAUGHTER

HOBBY:
YOGINI
RUNNER
SKIER
STAMP COLLECTOR

GENDER (Use only to modify other labels): FEMALE or MALE

AGE/STAGE (Use only to modify other labels):
40’s
Retired

If you have no idea what Egoic Label to choose, think your solution will be great for everyone, or you're not attached to helping one group or another, here are three other very effective ways to choose a Specific Audience for your marketing message.

1) Choose someone just like you.
In other words, choose an Egoic Label that you also identify with. For example, I could choose to use the label of Female Business Owner in my marketing. Why? Because I am a Female Business Owner.

When you choose someone just like you, you're giving yourself a huge advantage in terms of INTIMACY! If they're just like you – you'll know a lot about them because *you are just like them*. You'll know what language to use. You'll have a good sense of what content will appeal to this person. You'll know where they hang out. You'll have a good sense of how to structure your marketing in a way that will appeal and feel very intimate to your potential client! Why? Because you are one of them!

2) Pick a favorite current client you love serving, and see if you can identify an Egoic Label they use. If you already know you enjoy serving this kind of person, and that your message is effective for them, why not choose to attract a whole bunch of people just like them?

3) Use the, 'Eeeny meeny miney moe' method.
Yup. I'm serious. Picking a label, any decent label, **is often just as effective as laboring for days, weeks, years over the 'right' decision.** Really! Pick someone for now. Get in the game! We'll refine it as the program progresses.

In a moment, I'm going to ask you to choose your Specific Audience, and make sure you've named them by a strongly held Egoic Labe. Before I do that, I want to take a moment to handle some of the objections your brain may generate as you move into the process of getting narrow.

When I ask entrepreneurs and business owners to CHOOSE ONE Specific Audience for their marketing, they often feel immediately *anxious*!

This anxiety keeps them from choosing or getting as specific as they need to. If they do choose a Specific Audience while working with me, they'll often go home & quickly get more general. Don't be tempted to do this! **Being broad, vague, or general is one of the most common reasons people have empty events.** You must get specific or it's very difficult to create the success you want in your business.

There are a few reasons people get anxious when I ask them to choose ONE Specific Audience for a piece of marketing. Let's handle these reasons now just in case your brain generates any of these concerns.

Sometimes people are tempted to think, "If I get too narrow, too specific, I'm leaving money on the table." Or they think, "I'm marketing to everyone right now, and I'm getting little or no results. If I get narrower, won't I get even less of a result?"

Although at first glance, this logic looks correct. The truth is just the opposite. Narrow is more intimate. Intimacy brings you business. It's counter intuitive.

There's a saying that goes,

"If you think of everyone as your potential client,
you'll have no one as your ACTUAL client."

Getting *specific* about *whom* you're talking to makes your marketing more magnetic because it makes it easier for you to know some very important things. I mentioned this earlier, but let's review it again.

Getting Specific allows you to know…

WHERE to place your marketing and HOW to distribute it.
Should your marketing be off line or online? For instance, you may not choose to advertise through email if your Specific Audience is *grandmothers*.

WHAT LANGUAGE to use in your marketing to grab attention.
For instance, would you use the same language for a workshop for at high school students as you would for a workshop for Seniors? I hope not!

WHAT TOPICS & INFORMATION will be of interest.
When you choose Specific Audience intimately, you'll know what their HOBBIES, INTERESTS and PROBLEMS are. This allows you to educate about topics in your marketing you know they'll be interested in.

Another reason people get anxious when I ask them to get really specific about who they are talking to in their marketing is they fear losing existing business. They say, "I already have many different kinds of clients. If I get narrow, does that mean I can't help the people I'm currently helping?" Of course not! Keep serving the people you are serving… but from this point forward, you must make marketing and business decisions that are leveraged, long term! This means, getting specific.

I also hear, "If I choose narrowly, I'll be CHAINED to this Specific Audience forever! What if I choose wrong?" If that concern worries you, remember this: You are not chained. You can always modify – as long as you stay within the guidelines I'm about to share with you.

Finally, once you craft one piece of Education Based Marketing geared toward one Specific Audience, and you begin to earn revenue with it, you can *always* craft another piece so it's more relevant for a new audience! We began our business using the sole Egoic Label of, 'Workshop Leader.' Now that we've got things rolling with that label, we've starting creating marketing for Coaches and Holistic Practitioners – who can also benefit from learning to lead life changing, lucrative workshops.

Remember, there are always people who insist, “Why would I want to get narrow? I have a sincere desire to help everyone!”

Please Read Carefully. It doesn’t matter how sincere you are in your desire to help everyone. *If you try to help everyone, you will fail.*

You must get specific.

EXERCISE: Choose Your Specific Audience

Think of one person or one type of person in your life whom you’d like to help… one person who’d be an ideal candidate for your workshop, retreat or seminar. What is an Egoic Label that describes them? Write it down.

Once you’ve made your selection, it’s helpful to create a description for this person. To do this, think of an actual, real LIVE person that fits this label. You can use your visualization from above if you like. This person could be a past client. They could be a current client. They could be someone you would simply LOVE to work with. Whatever the case, it must be someone you know or whom you know of. Next, make a list of everything you can think of related to that person. This is helpful for the ‘intimacy’ factor. When you think of a real, live person as you write your marketing materials – you’ll write more intimately.

For example, my Specific Audience is WORKSHOP LEADERS. The person I use as my sample client is a woman named, Shana. Shana not only fits our Egoic Label of Workshop Leader, but also has many of the qualities of a perfect ideal client for me.

Once I have Shana’s name and face in mind, I write down as many details about her as I can. I write down anything that’s relevant to why she’s an ideal client. I start with basics, and then get more detailed. Here are some things that make Shana an ideal client for me:

She lives in California, so can travel to our events.
She has a viable business idea.
She's smart, has education, experience and expertise in her content area.
She's already had some success in her workshop business.
She has income level that supports spending on business.
She is willing to invest in education to grow her business.

Again, choosing a specific EGOIC LABEL, and profiling a real person that fits that label allows you to get very clear. And, the clearer you get on whom you are talking to in your marketing, the easier it will be for you to write a message that feels intimate to that person.

MAGNETIZE YOUR AUDIENCE ACTION STEP #1: *Choose one Specific Audience for your first piece of marketing. Name that Specific Audience member by a strongly held Egoic Label. Profile a real, live person who fits your chosen Egoic label. Be sure to keep this person in mind when you write your marketing messages.*

CHAPTER 3

CHOOSE A SPECIFIC PROBLEM

The next step to Magnetize Your Audience and create marketing messages that are intimate in nature, is to choose a Specific Problem.

What is a SPECIFIC PROBLEM?

Your SPECIFIC PROBLEM is the clearly defined problem you decide to solve for your Specific Audience.

Specific Problem is also called the “Top of Mind Problem” or “Top of Mind Symptom”. I’ll speak more about these terms later.

Before we get into how to choose your Specific Problem, let’s talk about why it is so important to identify one for your marketing message.

You are an entrepreneur! And here’s my definition of an entrepreneur:

“An Entrepreneur is someone who solves PROBLEMS for PEOPLE at a PROFIT.”

To build a successful business, people must want to give you their money. And no one will hand you their hard earned money because of something you can *do*. People won’t give you money because of some *skill* you have, or something you excel at.

Nobody cares about that. The only reason someone will give you their money is because *they have a problem and they think YOU can solve it!*

That’s why you need to be crystal clear about the problem you’re solving in your marketing *ahead of time*. Again, it’s about SELF SELECTING. You want your client to see your marketing and say, “I have that exact problem. This message is for me!” If you’re fuzzy at all about the problem you are solving in your marketing – *your ideal client will overlook your marketing.* Let’s prevent that from happening, shall we?

There are 3 STEPS to Get Clear on Your Specific Problem.

Ok, stay with me and take these steps as I reveal them to you. Ready? Let’s do it.

STEP 1 - Write down your SOLUTION.

What solution do you provide people with?

Even if you’re not certain how this solution will be packaged, as best as you can, think about what it might be. For example, I provide people with the solution of ‘Education Based Marketing.’ I package this solution in many different ways, but the package is NOT what you should be concerned with in this step.

I want you to get in touch with what it is you can DO for people.

Let’s say you have a general modality like ‘Hypnotherapy’. To nail the solution you provide, you might ask yourself, “What does hypnotherapy DO for my clients?” This will lead you to consider one of the main things hypnotherapy does. For example, one thing Hypnotherapy does is it *clears negative sub-conscious beliefs*.

That’s what you’d write down as your SOLUTION. Again, hypnotherapy probably does lots of fabulous things – but for now I want you to choose one primary Solution!

Let’s look at a few other examples.

Let’s say you sell a water filtration system. Notice how in the previous example the solution is a benefit. In this example, I wouldn’t advise you to use “water filter” as your solution. Instead, you'd ask, "What's one of the primary things a water filter does for someone?"

In this case, you might answer, "It rehydrates people. When they drink cleaner water, it gets absorbed into the body faster – and because it tastes better, people tend to drink more of it. All this adds up to it REHYDRATING my specific audience."

Then, to complete this step, you'd write down: *"I help my specific audience with the solution of rehydration."* Again, HOW you help people rehydrate their bodies is not what you write down in this step. Maybe it's through supplying home water filters. Maybe you sell supplements that help people balance their hydration and electrolytes. Either way, the solution is REHYDRATION!

It is also important to remember, you are not positioning the title of your event! You are positioning the content or main concept your workshop, retreat or seminar offers.

My company, Leader to Luminary Training has an event called *Magnetize Your Audience*. However, following our format, I'd ask the question, "What does the Magnetize Your Audience event teach our Specific Audience?" Well, it shows our specific audience how to create effective Education Based Marketing. Therefore, Education Based Marketing is our solution.

Now, the ONLY time you might use your modality as your solution, is if it is unique to you and/or you have a name for your modality or system of healing that is only yours. For example, we have a client who has a system of coaching called, "Genius Coaching". This is her patented process of coaching. In her case, she can use her modality for her solution.

If you don't have that, focus on what your product, program or service actually DOES for people. Right now, ask yourself, "What solution do I provide?" Then write down the answer.

Here are a few other examples to help you further understand what to do in this step of Choosing Your Solution.

Let's say you are a relationship therapist. What does your therapy do for people? Maybe it creates, "Relationship Harmony". You'd write that down as your solution.

Let's say you are a Massage Therapist. Ask, what does massage DO for someone? Relaxation response? Stretch muscles that can't be reached without help? Increase blood flow to ligaments? Any of these could work.

Maybe you are a psychotherapist. What does your brand of therapy DO for people? Maybe it heals their Inner Child? Again, that could be your solution.

Maybe you are an Executive Coach. What does your coaching DO for your clients? Maybe it increases their happiness level. Great! You would put that down.

Maybe you are a financial planner. What does your financial planning DO for your clients? Maybe it helps them with Financial Literacy and Money Management? Either could work.

Your turn. Right now, write down your SOLUTION. What solution do you provide people with?

STEP 2 - Identify your Specific Problem.

In this step, you are going to PHRASE the solution you just wrote down, as a problem. In other words, without getting too fancy, you are simply going to rephrase your solution as the opposite… as a *problem*.

For instance, if your solution is Re-Hydration, the problem you solve is dehydration.

In my company, our solution is helping our Specific Audience create Education Based Marketing. Therefore, the problem we solve is: People don't know how to create Education Based Marketing.

For the hypnotherapy example, where the solution was *Clearing* Negative Subconscious Beliefs, the problem would be: Stuck, negative Subconscious Beliefs.

If you are a relationship therapist that provides the solution of Relationship Harmony, the problem you solve for couples is: Relationship Disharmony.

If you're a Massage Therapist that offers the solution of Relaxation Response, the problem you solve for your Specific Audience is Body Tension.

If you're a psychotherapist that provides the solution of Healing the Inner Child, in this step you would write, "I help my Specific Audience with the problem of a Wounded Inner Child."

If you're an Executive Coach that offers the solution of increasing the happiness levels of your clients, the problem you solve for your Specific Audience is discontent, or unhappiness.

If you are a financial planner that offers the solution of Financial Literacy and Money Management, then the problem you solve for your Specific Audience is Financial Illiteracy and Money Mismanagement.

Your turn. What problem do you solve for your Specific Audience? Please write it down.

STEP 3 - Top of Mind Problem

A ‘Top of Mind Problem’ is one that your specific audience is CONSCIOUS they have. One that currently keeps anxious and up at 2am every night! To attain marketing mastery, *you must be able to talk from the perspective of your potential client*…as opposed to your own perspective. This means, being able to know and name the Top of Mind Specific Problems they are aware they have.

Many workshop leaders talk about their solution or modality in their marketing, *and this is the exact reason their marketing will be over looked.* On the other hand, if you talk about a Top of Mind Problem your Specific Audience is conscious of, something they are currently aware of and worried about, you’ll grab their attention immediately.

This is an important point to explore a little further. You are an EXPERT in what you do. This means you’ll have the tendency to look past the Top of Mind Problem. Watch for this.

To you, a Top of Mind Problem (e.g. headaches) is just a SYMPTOM. Often, when experts try to write marketing, they tend to focus and name the underlying CAUSE, and lead with that in their message. For example, an expert in rehydration will see someone suffering from a headache, and immediately know they are dehydrated. Then, they’ll create a marketing headline or title that speaks to dehydration.

This will fail. The potential client doesn’t know they are dehydrated so they’ll look pass a piece of marketing that leads with that. All they know is they have a headache! Therefore, a piece of marketing that leads with ‘headache’ in the title – will grab their attention and interest.

You must not focus on the underlying cause – but on the symptom or presenting pathology your specific audience is aware of in your marketing message. Most people are not conscious of the cause of their top of mind problems – so don’t lead with them.

In the content of the marketing, we'll educate them as to the underlying cause. But we are getting ahead of ourselves here. First things first.

Let's use the rehydration, dehydration example. Let's say you are an expert on water and the importance of hydration. As an expert, you'll tend to automatically see that your client has the problem of dehydration. However, dehydration is NOT the problem that is top of mind to *them*. Dehydration is NOT what they are aware of. There are many things that are more top of mind for them such as:

HEADACHES
DRY SKIN
POOR SLEEP
FATIGUE
WEIGHT GAIN

If you craft your Education Based Marketing leading with the problem of 'dehydration', *you'll miss your people!* Well, you'll grab the attention of the 3% of active shoppers, but miss the 67% who are thinking of something more surface than dehydration.

In this step, look at the problem you identified in Step 2, and NAME that problem as a Top of Mind problem. A problem you know your client has. One they are consciously suffering from at 2am every night! *Usually, the top of mind problem will be one of the symptoms your solution handles.*

Most top of mind problems can be categorized into one of 5 areas (with examples below).

1. Health:

Chronic Headaches, Feel Overweight, Tired all the time, lower back pain,

2. Wealth:

Poor Cash flow, don't know where to invest money, not enough clients

3. Relationship:

Fighting with boss, teens not listening, fighting with spouse

Sex:

Lack thereof, low libido

Identity:

Not being a very good ___________ (insert Egoic Label)

(Often, people lie awake at 2am and criticize themselves for the roles they play in life. They feel they are not a good 'Mother', 'Boss', 'Friend', or 'Daughter).

Let's do this process with some earlier examples before you give it a try yourself.

If your solution is REHYDRATION, your solution phrased as a problem is DEHYDRATION. This problem phrased as a top of mind problem, could be CHRONIC HEADACHES. (A symptom of dehydration)

If your solution is RELATIONSHIP HARMONY, your solution phrased as a problem is RELATIONSHIP DISHARMONY. To turn this into a top of mind problem, you might choose CONSTANT DISAGREEMENTS and disconnection in a marriage. (a symptom of relationship disharmony).

If your solution is to HEAL THE INNER CHILD, your problem is a WOUNDED INNER CHILD. For a top of mind problem, you might choose FEELING OVERWEIGHT and uncomfortable in your body (a symptom of a very wounded inner child).

If your solution is to INCREASE HAPPINESS for your Specific Audience, your problem is DISCONTENT and unhappiness. Phrased as a top of mind problem, it could be STRESS/ANXIETY at work.

If your solution is to help your Specific Audience with Financial Literacy and MONEY MANAGEMENT, then your problem is FINANCIAL ILLITERACY. If you phrase this problem as a top of mind problem, you could choose DROWNING IN DEBT or living paycheck to paycheck.

Now it's your turn. Write down the top of mind problem you solve. Don't worry, I fully understand you solve more than one problem with your business... we all do! For now, choose only one top of mind problem.

Just to deepen your comprehension of this concept, let's look at few more examples:

Example 1: POSTURE THERAPIST
[Solution] I help Specific Audience improve their posture.
[Solution phrased as problem] I help Specific Audience with bad posture.
[Problem phrased as top of mind problem] I help specific audience with lower back pain

Example 2: RELATIONSHIP COACH
[Solution] I help my specific audience create fantastic relationships.
[Solution phrased as problem] I help my specific audience with relationships that aren't working.
[Problem phrased as top of mind problem] I help my specific audience resolve fighting and arguing in relationships.

Example 3: NUTRITIONIST
[Solution] I help my specific audience increase their energy.
[Solution phrased as problem] I help my specific audience overcome low energy.

[Problem phrased as top of mind problem] I help my specific audience with feeling tired all the time.

It's normal at this point to start thinking, "Well, what does this top of mind problem have to do with my solution?" The answer to that question will come when we begin to flush out the content for your Education Based Marketing. What I can tell you is: Trust the process and don't skip ahead. For now, just complete these 3 steps for your business following the examples above. Going forward in this book, make sure you have at least a first draft of your Solution, Solution Phrased as a Problem, and Top of Mind Problem.

MAGNETIZE YOUR AUDIENCE ACTION STEP #2: *Write down the solution you provide. Phrase that solution as a problem. Language that problem as a Top of Mind Problem.*

CHAPTER 4

DECIDE ON YOUR STRATEGIC OFFERING

In this chapter you'll learn how to choose your STRATEGIC OFFERING. In other words, you'll decide what *workshop, retreat or seminar* your Education Based Marketing will position. What do you want your audience to *invest in* as a result of your Education Based Marketing? What program do you want them to enroll in?

You've actually already chosen your Strategic Offering, and I'll reveal how shortly. First let's do a quick review of EBM. This will help you understand the step of choosing your STRATEGIC OFFERING.

Effective EBM has two elements in place. These two elements are what make it so powerful!

Element #1
Your EBM must GIVE VALUE in the form of an education.

It must be constructed so whoever consumes it will have a real world, top of mind problem solved simply by consuming the marketing. Giving value right in your marketing is powerful because it instantly establishes you in the hearts and minds of your potential client as a Trusted Advisor.

Remember, *Trusted Advisors get to bypass the sales process altogether due to their status*. Once they've attained that role, they simply make a recommendation and their potential client will follow it.

ELEMENT #2
You must Position a Purchase.

Positioning the Purchase is about making sure the value, or educational content in your marketing, is strategically organized so it leads your potential client to the logical conclusion that they need what you are offering – and they need it NOW!

The reason effective EBM is so leveraged is that it allows you to not only become the front runner in the highly competitive 3% of Active Shoppers in your ideal market, but *it also allows you to access the huge 67% of your market that no one is talking to.*"

Let's examine how a piece of EBM works specifically, then I'll walk you through choosing your strategic offering.

There are many kinds of EBM: reports, tele-classes, webinars, interviews, brochures, online video courses, speaking engagement presentations etc.

In all cases, your EBM will have a TITLE. In order to grab the attention of your ideal client, your title will include 2 elements:

1) Your Specific Audience (named by a strongly held Egoic Label)
2) Your Specific Problem (named by a Top of Mind problem)

When a member of your Specific Audience sees your title, they'll first see the Egoic Label you use and they'll say, "HEY, I'm one of those! This message must be for me!"

They'll then see the top of mind problem you've used and they'll say, "WHOA! I have that problem. I was just thinking about and worrying over that problem last night!"

The next thing they'll say? "This is a sign from the universe! I have to attend this talk!"

Whether you are crafting an Education Based Speaking Engagement Presentation – or any other piece of marketing – your Specific Audience and your Specific Problem *must* be in the title. One of the biggest reasons marketing flops is because instead of following these guidelines it leads with the solution in the title. Look at these examples:

“Get Your Massage Therapy Here!”

“Meditation Weekend Coming Up!”

“Hypnotherapy Sessions!”

These kinds of titles may grab the attention of the 3% who are actively aware they need a specific solution and are looking for it, but these titles will miss the 67% who – even though they have a problem that needs solving – really aren’t thinking about solution yet. Therefore, solution based titles won’t even register for them.

Crafting a title that calls your ideal client by their Egoic Label and speaks to a top of mind Specific Problem they are thinking about is what will grab their attention. It’s what will make them look twice!

When you break it down, the Egoic Label you use in your title allows your Specific Audience to identify as the person you are talking to and thereby self-select. The Top of Mind Problem you use in the title of your EBM names an unpleasant SYMPTOM they are experiencing and want relief from. When you include both, you’ll be assured to grab their interest and curiosity.

In all cases, your EBM will also have CONTENT. The purpose of your EBM presentation content is to 1) give tons of value in the form of an education, while 2) strategically positioning a purchase.

Of course, you know the top of mind problem you’ve used in the title is just a symptom that has a deeper source or cause. Your Specific Audience will not be aware of that connection, however. So, once you’ve grabbed their attention by saying, “Hey You! Are you experiencing this symptom?" You'll next use the CONTENT of your EBM to EDUCATE them as to the underlying cause of their top of mind problem, or symptom.

Again, the title grabs their attention by naming the SYMPTOM they are experiencing. The content of your marketing educates them as to the underlying SOURCE of that symptom.

Finally, in all cases, your EBM will have an OFFER. The purpose of the offer is to make it as easy as possible for the people in your audience to say "Yes!" to investing in your workshop retreat or seminar.

After your specific audience consumes the content of your marketing, they'll be aware they have a new problem. Namely, they'll be aware the problem that had them notice your marketing message, was just a symptom of an underlying problem. They'll now know they need to get that underlying problem solved. Of course… you'll graciously offer them an opportunity to get that underlying problem solved. All they have to do is sign up for your program! Your workshop, retreat or seminar will give them the SOLUTION that will correct the source of the problem at the root.

SYMPTOM –> SOURCE –> SOLUTION

The TITLE grabs attention of the 67% with the strongly held Egoic Label and the Top of Mind SYMPTOM the potential client is experiencing.

The CONTENT educates the potential client as to the source of their top of mind symptom, and leads them to understanding what the SOURCE of the problem really is.

The OFFER formally gives an opportunity to attain a SOLUTION that will correct the source of their problem.

Okay – are you ready to CHOOSE YOUR STRATEGIC OFFERING?

Good news. You've already done the bulk of the work!

Please get out the writing you did in the last chapter on SPECIFIC PROBLEM where you went through the following steps:

STEP 1 Identify your solution
STEP 2 Phrase that solution as a problem
STEP 3 Phrase that problem as a top of mind problem.

Read carefully. I'm about to show you how you've already chosen your Strategic Offering.

FIRST. Whatever you wrote in STEP 3, 'Phase problem as TOP of MIND PROBLEM' is the symptom you'll use in the title of your marketing. We'll write your actual title in the next chapter. For now, remember that title indicates the first problem you solve for your potential clients, right in your Education Based Marketing.

SECOND. Whatever you wrote for STEP 2, 'Phrase solution as a PROBLEM' will be what the educational content of your EBM will position. In other words, the content of your marketing will lead them to the realization that they have a new problem. The problem you wrote in step 2. Specifically, your people will now be educated as to the SOURCE of their top of mind problem or symptom. I'll show you how to flush out your content shortly.

THIRD: Whatever you wrote for STEP 1, 'Identify your solution' will be your STRATEGIC OFFERING. Your strategic offering is the solution your workshop provides. More accurately, the content the workshop you want them to purchase after they consume your marketing will help them correct the new problem your EBM made them aware of.

The best way to understand the SYMPTOM-SOURCE-SOLUTION process of effective Education Based Marketing is to use some concrete examples. For clarity, we'll pretend the EBM you are crafting is for a Speaking Engagement.

EXAMPLE 1: WATER FILTER

Let's say you sell the world's best Water Filtration System. The solution you are offering the world is water filters.

However, since you've studied with me you know it's unleveraged to use the solution of WATER FILTERS in the title of your marketing. Instead, you use a Specific Audience named by a strongly held EGOIC LABEL. You also mention a Specific Problem named by a Top of Mind Problem (also known as a Top of Mind Symptom).

For this example, let's use "Professional Women" as the Egoic Label for our Specific Audience, and CHRONIC HEADACHES as the Specific Problem named as a Top of Mind Problem/Symptom.

Here's how your marketing will succeed. One day, a member of your Specific Audience notices a flyer put out by the business networking group she attends each month. The flyer announces that this group is bringing in a speaker…namely, YOU! The title of your talk is, "3 Common Mistakes Professional Women Make That Keep Them Struggling with CHRONIC HEADACHES".

The woman reading this flyer happens to constantly struggle with headaches, so the title of the talk really grabs her attention. She makes the decision to attend. Now you, as an expert in Water Filters and Hydration, know that HEADACHES are often just a symptom of being dehydrated. So, you do your best to craft the content of your EBM presentation to educate this woman that the underlying cause or SOURCE of her chronic headaches is actually DEHYDRATION!

In other words, by the end of your talk on headaches, this woman will know beyond a shadow of a doubt that her headaches are not the problem… they are just a symptom of dehydration. Dehydration is the *real problem or underlying source of her head pain issue.*

Before your talk, she was only worried about her headaches. After your talk, she will be worried about how to get hydrated.

This is the key. The content of your talk has led her to the logical conclusion that she needs to get hydrated… and FAST! She has a new top of mind problem and she'll be very motivated to get it solved!

Of course, the next thing you'll do is present her with an OFFER for the world's best SOLUTION to get HYDRATED: Your Water Filter System. You can expect this woman will be motivated to purchase it, because you have educated her about the cause of her real problem.

EXAMPLE 2: FILL YOUR EVENTS

Our original specific audience is WORKSHOP LEADERS. The top of mind problem or symptom our marketing speaks to is EMPTY EVENTS. Our workshop leaders notice our marketing because they have the symptom of EMPTY EVENT ROOMS.

After consuming the marketing, these workshop leaders now know the SOURCE or cause of their empty events is they don't know how to create EFFECTIVE EDUCATION BASED MARKETING (EBM).

And, at the end of my EBM, I offer a SOLUTION that will help them create effective EBM. My solution is a program called *Magnetize Your Audience*.

EXAMPLE 2: POSTURE THERPIST

Let's assume the Specific Audience for this example is GROCERY STORE CASHIERS. They might notice the marketing because it talks about the symptom of LOWER BACK PAIN, which is something many of them suffer from.

However, within the marketing they'll discover the source of their lower back pain is POOR POSTURE. Of course, they'll then wonder how to correct their posture. This is where the solution of a *Better Posture Workshop* could be offered.

MAGNETIZE YOUR AUDIENCE STEP #3: Review the 3 steps you completed in the last chapter. Specifically look at what you wrote down for "STEP 1 – Identify Your Solution." Re-write it using the following sentence format:

My strategic offering is ___________________________ solution.

From our Water Filter Example, if Step 1 said "I help my Specific Audience with the solution of Rehydration," here you'd write: "My Strategic Offering is a Rehydration Solution."

From our Posture Example, if Step 1 said, "I help my specific audience correct their posture, here you'd write: "My strategic Offering is a Posture Solution."

In Step 1 of my EBM I wrote, "I help my Specific Audience create effective Education Based Marketing. Here I'd write, "My strategic offering is an Education Based Marketing Solution."

AN IMPORTANT REMINDER —Your marketing should not position a *thing*… like a water filter, or a workshop, or program. Your marketing positions what that 'thing' or 'workshop' DOES!

Please note: You may already have the solution you offer packaged in the form of a program or workshop. If so, you can write the name of that program in brackets next to the sentence. But having a program already created with a title is NOT NECESSARY! And – as you go through this book, you may even consider renaming your program based on my guidelines.

If you don't have a program yet, or a name for your program – just complete the sentence following the guidance I've provided. Good luck!

CHAPTER 5

CRAFT YOUR EDUCATION BASED MARKETING CONTENT

Now that you know your Specific Audience, your Specific Problem, and your Strategic Offering… it's time to have some fun writing the content of your Education Based Marketing!

There are 3 main objectives of this chapter.

OBJECTIVE 1: Choose the Title of Your Education Based Marketing.

OBJECTIVE 2: Choose & Sequence the Data Points (content) of Your EBM.

OBJECTIVE 3: Flush Out and Expand the Content or Data Points.

Are you ready to dive in?

The place to start is your:

TANTALIZING TITLE

Your TANTALIZING TITLE grabs the attention of both the 3% of ACTIVE SHOPPERS and the 67% of NONACTIVE shoppers in your ideal market, and magnetizes them to your Signature Talk or Speaking Engagement.

Remember, when your title is written properly, it will make your ideal potential clients SELF SELECT! Literally, they'll see your talk advertised and they'll say, "THIS IS FOR ME! IT IS A SIGN FROM THE DIVINE!"

Now, there are only two ways to go with titles.

PAIN or PLEASURE.

EXAMPLE A

“3 Big Secrets Smart Workshop Leaders Know That Help Them Fill Their Workshops…with Ease!”

Pain or pleasure? This title is all about *pleasure*.

EXAMPLE B

“3 Massive Mistakes Workshop Leaders Make That Keep Their Event Rooms Empty!”

Pain or pleasure? The word “mistakes” should tell you this example is *pain* based.

Both pain and pleasure based titles can be effective. However, when it comes to marketing, titles that speak to the PAIN someone is in are more motivational. In ‘marketing lingo’, we say pain-based titles ‘pull’ more. Why?

Well, human beings are simply much more motivated to avoid pain than we are to pursue pleasure. Pursuing 'more' is never urgent. Avoiding pain is always urgent. Making more money, as an example, is only urgent when you're broke or in pain due to your crappy finances.

Please don’t get attached to only having POSITIVE titles because you are a ‘positive person’ who loves to focus on the positive. There is certainly a place for POSITIVE titles! But more often they are used for what we call “Back End Programs”.

“Front End Programs” refer to any first contact with a potential client. This first contact could be an online video, a free evening workshop, a speaking engagement talk, a teleclass or webinar. Back End refers to a paid program, product or service.

Example:
Within my business, our main Front End marketing program is free evening workshop or speaking engagement talk called: *“3 Massive Mistakes Workshop Leaders Make that Keep Their Event Rooms Empty!”* (This is a pain-based title.)

The Back End or paid program that EBM Presentation positions is called, *“Magnetize Your Audience”.* (This is a pleasure-based title.)

Just as pain-based titles work better for Front End, pleasure based titles work better for Back End programs. Can you imagine investing in and attending a 3-day intensive workshop called, “33 Ways You Are Destroying Your Business”?

You’d NEVER attend! No one would.

Here are a few examples of Tantalizing Titles (Note many use the number 3 in the title—I will share more about the power of that number in a moment):

“3 Dangerous Trends College Graduates Face That
Put Them In a Financial Hole & Ruin Their Future!”

“3 Massive Mistakes Teenagers Make That Keep
Them Broke During and After High School!”

“3 Big Blunders Small Business Owners Make That
Prevent Them From Making the Jump From 6 to 7 Figures”

Okay, a couple words about length. I'm often asked, "Is my title too long?" This is the wrong question. Within reason, it doesn't actually matter how long your tantalizing title is. What matters more, is whether the title speaks intimately and accurately to a Specific Audience by their strongly held Egoic Label, about a top of mind Specific Problem.

Our '*3 Massive Mistakes Workshop Leaders Make That Keep Their Event Rooms Empty' title* is a pretty long – but it works like a charm!

Now it's your turn! Remember, all you need is ONE pain-based tantalizing title. Please find some Tantalizing Title Templates below. Find one that works for you – and go for it! If you're going through the templates and are struggling with one particular format, skip it and go on to the next.

Once you have a few decent choices, select your favorite.

EXERCISE: Choose Your Tantalizing Title Using the Following Templates. Use the number THREE (3) for each title. This will be important later. Where you see [SA], write your Specific Audience named by strongly held Egoic Label. Where you see [SP], write your Specific Problem named by Top of Mind Problem.

"___[#] Massive Mistakes Even Smart _________________[SA] Make That Keep Them [Anxious/Frustrated/Worried] About _________________[SP]."

"___[#] Common Dangers Most _________________[SA] Face That Cause Them to

STRUGGLE with _________________[SP] - And How To Avoid These Forever!"

"___[#] Big Blunders Most _________________ [SA] Make That Keep Them ____________________, _______________________, and ____________________!" [SP]

“___[#] Dangerous Trends All ________________ [SA] Face That Keep Them ________________[SP] in their (relationship/job/sex life)!”

“___[#] Tricky Truths That Make It [dangerous/deadly/difficult] to be a ________________[SA] (…#1 Secret To Avoiding ________________[SP] Forever!”

“___[#] Common Mistakes ________________[SA] Make That Destroy Their ________________[SP] (i.e. Relationship, Biz, Health) & How To Avoid These Mistakes Once and For All!”

“___[#] Common Myths All ________________[SA] Face That Keep Them Struggling with ___________________ and ________________!” [SP]

How did you do? Did you select one to use as your working title? Here are some examples to inspire you:

“3 Massive Mistakes Professional Women Make That Keep Them Feeling Overwhelmed, Overworked, and Heading for Burnout!”

“3 Big Blunders Small Business Owners Make That Kill Their Revenue and Put Them Out of Business!”

“3 Common Problems Golfers Experience That Keeps Them Off Their Game and Has Them Lose To All Their Buddies!”

Okay… in your Tantalizing Title, you just made a powerfully BOLD claim! You promised to make your audience aware of 3 Dangers, 3 Mistakes, or 3 Big Blunders. The next step is to figure out what those 3 things are! **These 'things' are called your, '3 Data Points' and they will make up the bulk of the content for your EBM Talk.**

Remember, your 3 'Data Points' must do those 2 all-important things.

Give Value (in form of education)

Position the Purchase (for what you will offer next)

Here are a couple of examples from speaking engagement talks I've given:

"Top 3 Mistakes Entrepreneurs Make That Put Them Out of Business!"

3- No Specific Problem
2- No Specific Audience
1- Don't Sell to Groups

(These data points position the content our program, *Magnetize Your Audience* teaches about. At Magnetize Your Audience, participants learn to sell to groups.)

"3 Massive Mistakes Workshop Leaders Make
That Keep their Event rooms Empty"

3- Over Reliance on Word of Mouth Marketing
2- Ineffective Use of Email Marketing
1- Don't Use Education Based Marketing

(These data points also position the content of *Magnetize Your Audience* where they'll learn how to craft effective EBM).

Now, there are 2 ways to choose your DATA POINTS. You can do it on your own, or you can enlist a friend, family member or colleague to help you. I believe it is better and even easier to do this with a partner, so I'll explain how that works now.

1ST:
Find yourself a partner to work with.

2ND:
Show your partner your favorite Tantalizing Title. Once they see it, have your partner rephrase your title as a question.

Example:
"3 Massive Mistakes Workshop Leaders Make That Keep Their Event Rooms Empty"
becomes…
"What are the 3 Massive Mistakes Workshop Leaders Make That Keep Their Event Rooms Empty?"

3RD:
Brainstorm at least 5 answers to the question, minimum. Your partner will then become an interviewer. They will ask you this question, over and over. Then, as you begin to answer, they will scribe your answers for you. They can also ask additional questions to clarify, and help you hone in. Overall, this interview will help you to get many of the blunders, mistakes and myths on paper.

4TH:
Once you have a good list of mistakes, blunders, myths, and more, you'll want to choose the best, most compelling top 3 data points (answers). Be sure to choose data points that are not only significantly different from one another, but make sure you have at least one that closely positions your solution!

For example, when I did this exercise, as one of the mistakes workshop leaders make, I wrote down, “Workshop Leaders Don’t Use Education Based Marketing”. This ended up being the point that most closely spoke to the concept I was positioning. In other words, after my audience became aware of this mistake, they were now really interested in EBM – and were positioned to want the program I was offering that would teach them how to do it.

A note about positioning: You can have all 3 points position the content of your strategic offering.

I call this the “Ménage a Trois Method” because all 3 data points are helping with the positioning! However, it’s not imperative to have all 3 points position your strategic offering.

In the very least, you must choose one point that positions your solution. I call strategy the “Monogamy Method”.

My introductory talk is Monogamy Method. The first two data points are just plain old great information, but really don’t position the content of my *Magnetize Your Audience Program*. The last point however, strongly positions the program.

If you do choose to have more than one point positioning, the way you do it is to make sure that the other data points speak to secondary concepts also shared at your paid program.

For example, I could say that one of the mistakes Workshop Leaders make that keeps their event rooms empty is: They don’t get Expert Mentorship. This is not the data point that most closely positions what I teach at *Magnetize Your Audience*, but this data point subtly positions ME – because I am a mentor to workshop leaders! Make sense?

5TH:

Once you have your top 3 data points chosen, you'll want to SEQUENCE them. No matter what type of EBM you are creating (Report, Webinar, Teleclass, Brochure, Talk etc.) you'll always *count your Data Points down from 3 down to 1*. The final point you talk about will be the one that most closely positions the purchase.

In other words, choose the one data point that most closely positions your solution. *You will teach this point last*. Then, you'll sequence the other 2.

Usually, I like to teach the second most compelling data point first (as Data Point #3), the weakest data point second (as Data Point #2), and the strongest data point last (as Data Point #1).

6TH:

Chunk Your Data Points! This means you'll want to phrase your data points in a succinct and catchy way. We are bombarded with tons of information each and every day. In order to manage all this information, the human brain will chunk it down into bite-sized pieces so it can file it away effectively.

You want to be in control of how your audience chunks the data you share with them. When you choose short, catchy ways of phrasing your data points, you remain in control of how your audience will file, remember, and comprehend a concept.

Chunking is also known as, "Flip Chart Language". When I teach live, I often write my data points on a Flip Chart. And… I never use more than 2 or 3 words maximum on my flip charts. To understand what I mean by chunking, consider how I've chunked concepts in this book:

Chapter 1 was all about "Education Based Marketing" (3 words)

Chapter 2 was all about "Specific Audience" (2 words)

Chapter 3 was all about "Specific Problem" (2 words)

I've taught concepts to you in this book that take hours to share in my teaching calls– yet you'll remember the entire concept quickly by recalling the chunk I used. Other examples include Spiral Revenue Model, Strategic Offering, and Tantalizing Title.

When you chunk it's helpful to use Alliteration, as in "Tantalizing Title"; Rhyme, as in "No Fun in the Sun!"; and Concrete Imagery as in "Lone Wolf Syndrome". These tactics help your potential client remember and retain the information you share with them.

Great! At this point, you should now have a Tantalizing Title. You also have your 3 DATA POINTS. If you don't have them yet, stop reading and complete the above exercises until you are ready to roll up your sleeves as we get into what's next.

The next step is to flush out your expertly chosen Data Points!

In order to really GIVE VALUE in your education based marketing, you need to do a little more than just name the data points. You must expand on them.

So, HOW exactly do you teach each Data point effectively? I have one surefire way to teach any concept QUICK and make it STICK!

I call this strategy the, "**WHAT, WHY, HOW Method"**.

STEP 1: *WHAT* is this data point or concept?

Teaching the WHAT of your data point involves the following components. (You don't want to miss any of these components or you'll risk confusing or leaving people behind in their comprehension of a concept. If you do that, they won't be fully with you as you move forward and teach other things.)

The FIRST PART of teaching the WHAT of any concept is what I call the BIG REVEAL! In other words, you'll share the catchy, or *chunked* NAME for your concept or data point.

If you are live (as in the case of an EBM speaking engagement or EBM self-hosted introductory night), you'd write the data point name on your Flip Chart. You might encourage your participants to say the name aloud as well. (I'll explain how to do this later.)

The SECOND PART of teaching the 'WHAT' is to offer, an OPERATIONAL DEFINITION. This involves giving a succinct description of what the point means. An operational definition is also called a functional definition. It's another way of phrasing the concept.

Imagine your audience went to a dictionary to look up your data point. An operational definition would be next to the term they looked up. For example, when I taught Specific Audience, after I revealed the concept, I gave an Operational Definition. I defined a Specific Audience as "*The clearly defined, select group of individuals you'll focus on HELPING & being of service to."* As part of the operational definition of Specific Audience, I also gave a couple other names that might be more familiar to you and would deepen your comprehension of the concept. For example, I said, a Specific Audience is also known as a Target Market or Niche Market.

Remember, you should not repeat the same words of your concept in the definition! For example, you shouldn't say, "A Specific Audience is an audience that is specific." Why? This definition doesn't give your audience any additional information to deepen their comprehension.

The next part of teaching the WHAT is to use concrete examples, metaphors or stories to give your audience more information about your concept. For instance, when I teach the concept of “Marketing” at live Speaking Engagements, I reveal it by writing it on the Flip Chart. I then give the concept of Marketing an operational definition.

For example, I might say, “Marketing is Lead Generation.” Then, I use a concrete example to really explain the concept. When I am live with an audience, I often talk about a Gift Certificate I have to a certain workshop. I really sell the workshop; I talk about why people would want it and how it would benefit them. Then I invite anyone who would like a free ticket to the workshop to come up to the front of the stage and stand there. Usually I get an entire room of people rushing the stage. I then pause, and explain that what I just did was called, “marketing” or “lead generation”.

What did I do? I put a message out to as many of my specific audience as I could reach in the moment, and invited them to Self Select, or move to the stage if they were interested in what the message talked about. (You don’t have to have a demonstration or exercise – but this is an example of how you could.)

A final way to really teach the WHAT part of a data point, is to use a NON or COUNTER example of the point. In my marketing example, I tell them what marketing is <u>not</u>. I often ask the people that came to the stage to get the gift certificate if I’ve made any money yet. They say, ‘No.” And I say, “Correct. That would be a SALES function. Marketing is getting the message out to people in a way that allows them to Self Select. SALES would be taking those potential clients and converting them into paying clients.”

Giving a “non-example” of a concept helps your people understand the concept more clearly. When you really take your time to explain WHAT the data point is, you keep your audience with you and feeling successful!

Really spend some time flushing out your WHAT. It is the part of marketing content most people give short shrift. Do it justice! Take your time to ensure you’ve explained what the data point is from a variety of angles. If you lose your potential client in terms of comprehension in the WHAT section of your content – you’ll lose them altogether.

The NEXT part of teaching a concept quick and making it stick is the WHY. In other words, after you are certain your audience has a good understanding of WHAT the concept or data point is, you'll need to let them know WHY this concept is so important for them to comprehend. WHY must they take time to really understand this data point? The WHY outlines how knowledge of this data point will help them in their life, business, relationships, whatever is relevant.
It's in the WHY section that you really push on the pain. A way to write about the WHY is to ask yourself, *"What are the ramifications of not understanding this data point?"* What could happen to them if they do not take action on this new information? Tell them what ignoring this information could lead to in their life.

By the end of the WHY section – you want your audience to be on board with how important it is to get this concept, and apply it right away. You can use some of the teaching methodologies I talked about in the WHAT section. Namely, you can tell stories that happened to other people who didn't understand this concept. One powerful stance is to offer up what happened to you in your life before you really got this data point down.

Offering up painful statistics is a great way to teach the WHY. For example, if you were talking to Professional Women about Burnout – you might mention a statistic that speaks to the doubling or tripling of heart attacks in women in the past 10 years.

Finally, you'll want to talk about the HOW. HOW can your student's implement, apply, or use this data point right away in their life?

In the HOW section, you can give some quick tips, tricks, strategies! Give them something useful so even if they don't invest in the workshop, retreat or seminar you are offering – they'll have a few things they can implement and use right away. You'll have served them, right in your marketing.

Some ways you can give HOW are by:
Offering or pointing them to helpful online and offline resources that will support them using the information you've shared. For example, you could offer a 10 Step Relaxation Process these professional women could use to decrease their stress levels. You could give them a Bed Time Ritual they could follow to ensure they are sleeping well. You want to give a simple, practical action step or homework exercise that will help them implement what they learned with you.

Get them to JOURNAL or REFLECT on how they might use the information they shared with you. This would involve taking time during your talk to invite them to reflect on one way they could reduce stress in their lives. You could then have them share this one thing with a partner or with the group.

WHAT – WHY – HOW.

This is the formula to use to expand your data points, and begin to craft the educational content of your presentation. I'll often literally write each of the questions in the body of the script when I'm crafting my EBM.

For example, I'll write, "What is this concept?"

Or… "Why is it so important to understand this concept?"

Or… 'How can you begin to apply this concept right away?"

This helps me know where I am when I'm writing – and what the objective of the section I am writing is all about. (It can actually get a little confusing to know where you are when crafting content.) Reminding yourself of whether you are in the WHAT, WHY or HOW portion of teaching a concept can help you be more effective in teaching it.

Okay – let's summarize:

A – Choose one compelling, pain-based Tantalizing Title for your talk.

B – Choose and Sequence your 3 Data points – making sure they all give value, and at least one strongly positions your solution.

C – Flush out each Data Point using the WHAT, WHY, and HOW Formula.

You may be wondering how much to write. That will depend on how you will distribute your marketing. For example, you'd need more content for a 2 hour speaking engagement presentation, then you'd need for a 60min teleclass or webinar.

For now, imagine being on stage for a 90-minute speaking engagement presentation. You want enough information to fill that hour, but not more.

MAGNETIZE YOUR AUDIENCE ACTION #3: *Choose your pain based Tantalizing Title. From that title, choose and sequence three data points. Be sure that at least one of your data points positions the content of the paid program you want people to invest in. This data point will strongly position the SOURCE of the top of mind problem.*

CHAPTER 6

DISTRIBUTE YOUR MARKETING

Now that you've got your content all flushed out, we need to distribute this content! This means, getting your content in front of the people that really need to see it!

There are many, many ways to distribute your marketing. In this chapter, I'll introduce you to the 3 distribution strategies I love best. But first, it's important to introduce you to a concept called, **Repurposing**.

Repurposing refers to the act of taking one piece of content, and putting it into several different templates or distribution modalities.

It's important to remember you don't get paid to create marketing content – you get paid to distribute it! The more time you spend distributing your content to the people that need it… the fuller your events will be, and the more success you'll achieve!

When I first started my business, I would create a brand new piece of marketing content for each and every promotional opportunity I'd get. This resulted in me spending most of my time writing. After a short while – I was getting so burned out, I wanted to quit!

Don't do this.

Take the marketing content you've created already, and REPURPOSE it . Then – spend most of your time distributing using the top 3 tactics I outline below.

Make sense? Okay. Let's look at the best ways to distribute marketing that magnetizes people to your events.

There are 3 main tactics I recommend to attract people to your workshops, retreats or seminars.

The FIRST (and best) tactic to Magnetize Your Audience is to get as many SPEAKING ENGAGMENTS as you can!

What are SPEAKING ENGAGEMENTS?

A Speaking engagement refers to YOU taking an opportunity to get in front of group someone else has assembled. The group you get invited to speak to would be chock full of your perfect, Specific Audience.

In other words, a group organizer would invite you in to talk to a group they've assembled. This group will be full of your ideal clients.

During your talk, you'll walk these people through the marketing content you created. Of course, if you've followed my guidelines, your content will not only give the audience a ton of value – but it will also position the purchase of your paid workshop, retreat or seminar. At the end of your time on stage, you'll make an OFFER for them to invest.

Speaking Engagements are the best way to get your content to your ideal clients.

Why? They require little investment on your part in terms of time, energy or money.

The person who invites you in has already gathered the people, set up the event, done the marketing, taken care of the logistics, paid for any expenses etc. All you have to do is show up! Cool, right?

Another reason Speaking Engagements are #1 tactic to distribute your marketing is because they make it very likely you are in front of what I call a… QUALIFIED AUDIENCE.

A Qualified Audience is any group of people in your specific audience that are:

a) More likely to purchase what you are selling

b) More likely to purchase what you are selling in the exact way you are selling it.

If you are going to sell a workshop… where's a good place to get a Speaking Engagement?

At another workshop or workshop-like event, of course! After all, a speaking engagement is just like a mini-workshop. It's a group education-based gathering!

What's even better? If the engagement you speak at is in front of an audience that has PAID to be there. This makes the group even more qualified for you because you now know these folks not only like to go to workshops – but they like to PAY to go to them.

When you offer them a chance to go to your next group gathering and pay to go … it will be of interest to them. They've proven these kinds of opportunities appeal to them simply by showing up at the event you are speaking at.

Again – if you are selling workshops…a qualified audience is an audience that has proven they like to go to group gatherings or events to learn and experience things. An even more qualified audience for you is one that has also proven they pay to get there.

An even more qualified audience is one that goes to group gatherings, pays to go, and likes to buy things at these gatherings!

When I first started my company, I got a speaking engagement at an event full of Workshop Leaders. These amazing people had bought the event at another workshop. It was the perfect situation for me. (I ended up having 31 of 36 people invest in my *Magnetize Your Audience program*. I was happy).

When finding Speaking Engagements, the closer the audience is to having all 3 of these qualities, the more qualified they'll be for you!

The whole point here has to do with the concept of Consumer Purchasing Patterns.

Some people buy on line – others never will. Some people will go to malls and buy, others, like my business partner, avoid malls like the plague. People have specific and often regimented buying habits and buying patterns. You want to understand this about your specific audience – and make sure you sell and marketing to them in a way they've proven they enjoy.

Now, whenever I share the #1 Tactic of Speaking Engagements, people usually tighten up and start asking:

a) How do I find groups to speak to?
b) How do I find stages to get on?
c) How do I find out about opportunities to speak?

The FIRST thing you need to know is that opportunities to speak are everywhere! People are literally assembling everywhere! That is what human beings like to do. We are very social animals. There are tons of organizations and groups begging for speakers right now.

The secret is to have a daily and weekly process by which you are regularly conversing with people responsible for assembling groups of your specific audience. Each week, schedule regular time to engage in a systemized process that involves you:

1. Creating a long list of groups in your Specific Audience you could speak to.

2. Finding out who is responsible for assembling each group

3. Finding out what opportunities there are to speak and how often.

4. Contacting this individual, and booking the gig!

You can look **online** for groups to speak to. You can look in **magazines** directed at folks in your Specific Audience. You can check the **yellow pages.** You can check out **free or paid publications.** You can look in **newspapers**. You could even go to **local hotels** and see what their event bookings are!

Go ANYWHERE you think your Specific Audience might hang out!

People also ask, “What about the logistics for speaking engagements? Do I pay for travel? Do I get my expenses paid? What do I charge?”

All of this is negotiable! Often (in the speaking circuit), people are going to be looking to pay a speaker for their time. That is, often they will be looking to give them a fee and put them up in a hotel, pay expenses etc.

What should you do?

First, know that everything is negotiable. However, I often recommend waiving your ‘speaking’ fee. No fee reduces any block a group organizer may have to bringing you in to speak to their people.

Instead of a fee, see if you can negotiate an opportunity to offer your workshop, retreat or seminar at the end of your presentation. Let them know you’ll provide massive value in your talk – even if no one buys. However, if someone from their group decides to do more business with you – you’ll give a percentage of the tuition from your program back to the group organizer.

Remember, you are in the business of building your workshop, retreat or seminar business. You are not in the business of being a speaker that gets a fee. Eliminating your fee allows you to get in front of as many groups as you can… and give those groups an opportunity to sign up for your paid programs. This is how you fully leverage speaking engagements as a way to fill your events and build your business.

The second way to distribute your marketing is to offer, SELF-HOSTED INTRODUCTORY EVENTS.

What are SELF-HOSTED INTRODUCTORY EVENTS?

A Self-Hosted Introductory Event refers to YOU arranging an opportunity to get in front of a group of your ideal clients. In other words, you do most if not all of the legwork to book a space, gather the group, and of course host or run the event.

A Self Hosted Introductory Event is similar to a speaking engagement in that you'll get up on stage, in front of a group, and walk them through your educational content over the course of a couple hours.

Self Hosted Introductory Events can be live workshops, live or pre-recorded webinar events, or live or pre-recorded teleclasses. You can also self-host Google Hangouts or live stream events.

In all cases, you'll walk your audience through your Education Based Marketing Content (your 3 data points). At the end of your self hosted event, now that they are aware of the new problem they want solved – you'll offer them a chance to attend an event that solves it.

My version of a Self Hosted Introductory event is 2.5 hours long and is called,

"*3 Massive Mistakes Workshop Leaders Make that Keep Their Event Rooms Empty!"*

At this event, I walk my participants through my 3 data points. They get tons of value during their time with me. Of course, the value I provide with the educational content also strategically positions the purchase of my Magnetize Your Audience program.

The THIRD tactic to distribute your marketing content is through Joint Venture Partners (JV's).

Joint Venture Partners are also known as Affiliates, Cross Promotion Partners, Reciprocal Marketing Partners and what I like to call Strategic Alliances.

Strategic Alliances or Joint Ventures offer you serious leverage in your Magnetizing efforts because they have access to a LARGE number of your Specific Audience!

The closer you are to start of your business – the more heavily you'll rely on Joint Venture relationships because the only resource they require is time, not money.

When looking for JV partners, you want to seek out people that have access to groups of your specific audience. Then, you'll contact these JV's and inquire about whether they'd be open to distributing your Education Based Marketing Content to their people.

For example, your JV partner may send out notifications for your upcoming EBM Webinar or Teleclass. They may send a link out to download your free EBM report. They may send out access to your Video e-course. IN each of these cases, your JV partner will tell their audience about you – and give them a chance to read, listen or view you walking your EBM.

Now, when I suggest JV's as a main strategy to distribute EBM, people often ask,

"Why would a JV promote *me* if they are working the same people I serve, and may even be offering something similar?"

The answer is, some people will – some won't.

I'm open to promoting similar products/programs/services to ours. We have thousands of people on our email list – but only a small percentage of those people have bought something from us.

For those that have not – maybe I am not their 'teacher'. Maybe they will learn better from someone else.

I'm in the business to serve as many people as I can. If someone is on my list – they've established they are interested in my topic area. If they have not bought a program from me – it's likely there is something about me or what I offer that isn't an exact fit for them.

This is why I'm happy to introduce them to another person, who offers something similar, but perhaps in a different way. If they buy from this other person… my 'list member' gets served, the JV partner gets to give their gifts and help, and we get to take a small commission for making the introduction while feeling good about the fact that we continued to serve one of our people.

It is a win-win-win situation.

The JV's you want to do business with will have a similar philosophy.

BOTTOM LINE: When you find a solid JV partner, make sure you establish and cultivate a very strong relationship. You want to make it very easy and very lucrative for these people to promote for you on an ongoing basis.

Okay. That's it. You've got your Specific Audience named by a strongly held Egoic Label. You've chosen a Specific Problem and language it as a Top of Mind Problem. You've also crafted a Tantalizing Title that contains both of these elements. You've chosen 3 data points, sequenced them, and flushed out the content for each using the WHAT, WHY and HOW formula. Finally, you've learned about the top 3 tactics to distribute your marketing. Congratulations. You've got the basic elements of Magnetizing Your Audience down.

MAGNETIZE YOUR AUDIENCE ACTION STEP #4: *Get out your schedule and figure out a daily routine where you'll spend a significant amount of time looking for Speaking Engagement and Joint Venture partnerships. You may even decide when and where to host your Free Introductory Events where you'll gather a group of your ideal clients, and walk them through your marketing content live, and in person!*

Skill Set #2

MESMERIZE YOUR AUDIENCE

When you successfully apply all the elements needed to Magnetize Your Audience… you'll want to turn your attention to the second skill set necessary to build a successful workshop, retreat and seminar business. In other words, it is time to MESMERIZE YOUR AUDIENCE.

To Mesmerize Your Audience, you'll need to understand the two D's.

The FIRST D is *DESIGN*. Design refers to learning how to design the curriculum of your events so everybody learns, everybody has fun, and EVERYONE gets the problem they walked into your event with totally solved. My background is in curriculum design. In fact, I have an entire University Degree in the subject. I even spent several years working as a teacher in the public and private school system. In the next few chapters, I've distilled my entire body of DESIGN knowledge into some critical elements to master – and I share them in the coming chapters.

The SECOND D to Mesmerizing Your Audience is *DELIVERY.* Delivery refers to who you are being as you guide people through the content and experience of your workshop, retreat, or seminar.

I've worked with and alongside some of the biggest names in the personal development industry, and have been blessed to be mentored by them. I've also led hundreds of live and virtual workshops over the past decade – and have really mastered the art of Dynamic Delivery. I'll share some of the gold I've picked up in the pages to come.

CHAPTER 7

PROGRAM DESIGN

PLAN POWERFUL PROGRAMS

In this chapter I'm going to share the secret to designing a dynamite program that feels joyful and easy to facilitate, while being powerful and effective for your participants.

The big secret to facilitating powerful programs has to do with a very important 'P' word:

PLANNING

Many of the great Luminaries in history understood the power of planning. Here's what a few of them have said:

"Good fortune is what happens when opportunity meets with planning."
- *Thomas Edison.*

"Proper preparation prevents poor performance."
- *Charlie Batch*

"Let our advance worrying become advance thinking and planning."
- *Winston Churchill:*

I have to include the wonderful line my own personal coach instilled into me, "Those who fail to plan, plan to fail."

My goal for this section is to empower you take all your amazing wishing and dreaming energy and channel it into *planning powerful programs that make a real difference in your client's lives… while you make a great living!*

Many workshop leaders want to conduct dynamic programs – but they don't know where to start or they have big flaws in their planning process. The result is a workshop that doesn't ever reach its fullest potential.

The information and tools I will share with you here, when you USE them, will be the difference between your participants thanking you politely at the end of your programs and being totally blown away – like our students are at our *Magnetize Your Audience Program.*

I'm going to give you my exact program planning process… including every single practical tool I've ever found useful in my 15 years of working in the education and training industry. These tools will ease the program planning process considerably for you.

Now let's start with STEP 1 in designing your program. (It doesn't matter if it is a 1 day, 3 day, 5 day – or 12 month program.) This is the place I recommend you begin when planning your programs, seminars, workshops and retreats. The primary tool that goes along with this chapter is aptly named, the "Program Planning Process".

What's the Program Planning Process?

Whenever you're planning a program, it's good practice to start with the big picture, the larger perspective, an overview of what you are going to offer.

The Program Planning Process is like taking a bird's eye view, looking down on the entire breadth and scope of the program you intend to offer.

Now, it's much easier to work with a concrete example so I'm going to use our *Magnetize Your Audience Program* as the main example.

Again, remember, my Program Planning Process can be used for 1-day, 2-day, 3-day, 5-day, 10-day programs. It can be used for planning live or virtual programs, and can even be followed to outline tele-seminar programs that take place over a year, like our *Monetize Your Audience* program! Use this program planning process, this 'system', to DESIGN any program, of any length.

HERE IS MY PROGRAM PLANNING PROCESS:

1. CHOOSE TITLE: This is where you'll insert the solution-based title of your program, e.g. '*Magnetize Your Audience'*.

2. DECIDE ON PROGRAM LENGTH: How long is your program?
(In our example of *Magnetize Your Audience*, we'd insert, '3 Days')

3. SELECT NUMBER OF SEGMENTS: If your program is 12 months like our *Mesmerize Your Audience Design Mentoring Program* (one content segment per month), you would write 12. If your program is 18 months – one segment per month like *Monetize Your Audience* – you would write 18.

If you're planning a 3-day intensive like our live *Magnetize Your Audience Program*, you would split up the total program time into shorter content segments and write the number of these segments.

For example, at *Magnetize Your Audience*:

SEGMENT 1 & 2 go from the start of Day 1 to the first morning break.

SEGMENT 3 goes from after the first break to lunch.

SEGMENT 4 & 5 go from Lunch to Dinner.

SEGMENT 6 goes from after Dinner until bedtime.

And so on.

If this were your schedule for your 3-day intensive, you'd end up with 6 segments per day, for 3 days – which gives you a total of 18 total content segments to plan! In this case, you'd write 18 under "Number of Segments".

By the way, I fully encourage you to copy any of the ways we design our programs. If you decide you want to do a longer coaching or mentoring program, just copy what we do in *Mesmerize Your Audience* and *Monetize Your Audience* (1 content segment per month, followed by 1 mentoring call per month for an entire year.). If you're planning a 3-day intensive, copy our *Magnetize Your Audience Program*: 6 content segments per day for 3 days. 18 in total!

I suggest this because it works. It's been highly successful for us – so why re-invent the wheel? Again, my opinion on copyright is that you have the right to copy!

Creating a timeline document for your event is imperative. It will be the document that your event supervisor, sound person, staff and volunteers will use to ensure they know what is going on and when during the program – and what their support role is.

You'll eventually add in the names of each content segment, the music you want played, any activities, any handouts, etc. so everyone knows exactly where you are in the program and what is coming up.

The NEXT thing to consider is the Time Per Segment – referring to how long each segment of your program will be. For our *Mesmerize and Monetize Your Audience Mentoring Programs*, each content segment is between 30 and 60minutes. For your 3-Day program, you'll likely want each content segment be 1.5 - 2.5hours. (3 hours is the

LONGEST I would go without a break… and that's pushing it!) Make an estimate initially; you can always adjust it later as the design unfolds.

4. WRITE THE OVERALL LEARNING OUTCOME FOR YOUR PROGRAM

After the logistics, this is the place you MUST start if you are serious about creating a program that is really effective. An OVERALL LEARNING OUTCOME is a special kind of Learning Objective.

A LEARNING OBJECTIVE is a statement that describes the behavior you expect your participants to demonstrate as a result of your training.

An OVERALL LEARNING OUTCOME is the <u>main learning objective</u> for your program.

In fact…the overall learning outcome is the most important learning objective for your entire program! In other words, it's the main behavior you expect your participants to demonstrate as a result of your training.

Now, I keep stressing the word BEHAVIOR for a reason. *One of the biggest ways program planners go wrong is that they don't have a concrete, physical, demonstrable, behavioral outcomes and objectives for their programs.*

Feeling good, being enlightened and experiencing community are all great goals but are NOT concrete enough objectives to guide an effective program design. I'll give you some better examples in a minute. But first:

Why have Learning Objectives?

Creating clear learning objectives for your programs serves 3 main purposes:

1. Your participants are given a clear idea of what they can expect to LEARN at your program, and DO after your program. This makes your program more attractive.

2. Objectives and outcomes give you specific goals to achieve when presenting the content of your program. They allow you to know when you are on track, and when you are off track.

3. Objectives and outcomes form the basis for you and your participants to evaluate or assess your program's effectiveness (and consequently your success as the program facilitator).

You will have 1-3 Learning Objectives for every single content segment of your program, but you'll have only ONE MAIN goal or objective for your entire program. Again, that main learning objective is called, the OVERALL LEARNING OUTCOME.

This OVERALL LEARNING OUTCOME is the answer to the following question:

"What do I want my participants to ultimately be able to DO after they attend my training program?"

Again, notice I emphasized, "do." In this context, 'Do' means behavior. Your Overall Learning Outcome is the main behavior you expect your participants to demonstrate as a result of your training. Here are some examples of Overall Learning Outcomes for a couple of programs you're familiar with:

EXERCISE

As you look over these sample Overall Learning Outcomes, write down the VERB – or the BEHAVIORAL ACTION word – from each sentence.

Example 1: Magnetize Your Audience Live Event

Overall Learning Outcome = Participants will be able to craft Education Based Marketing Material To Effectively Fill Their Workshops, Retreats or Seminars.

Example 2: Mesmerize Your Audience Design Mentoring Program

Overall Learning Outcome = Participants will be able to utilize the 5 Main Design Strategies to create dynamic curriculum for a program of any length.

Example 3: Monetize Your Audience

Overall Learning Outcome = Participants will be able to follow the 10 Step Deal Process, and 16 Step Offer Writing Process to create Irresistible Offers from stage.

Notice, all three Overall Learning Outcomes have a behavioral action verb. Let's see if you caught them.

In the *Magnetize Your Audience* example, the behavioral action words are "USE" and "FILL".

In the *Mesmerize Your Audience* example, the words "UTILIZE" and "DESIGN" work together to create a powerful overall learning outcome.

In the *Monetize Your Audience* example, "FOLLOW" and "CREATE" are the action verbs.

The point is to write both your Overall Learning Outcomes, and your other learning objectives (which I'll share about in a moment) using demonstrable, behavioral, action verbs.

This is the only way for you to effectively assess the power of your program, and whether your participants are learning what you want them to learn. If you're fuzzy on what behaviors you want your participants to demonstrate as a result of your program – you're going to have a difficult time – and so are they! If you don't know exactly where you're going – how will you know which road will get you there? *How will you know when you've arrived at success?*

Now, let's make the link between the Overall Learning Outcome (which is the main learning objective for your entire program) and the Segment Learning Objectives.

Again, your OVERALL LEARNING OUTCOME is the main, overall learning objective for the program, but it's really made up of lots of other smaller learning objectives that you'll meet in each segment of the program. These are the Segment Learning Objectives. Every single content segment you teach must have specific learning objectives that move the participants sequentially one step closer to being able to achieve the Overall Learning Outcome.

Let me give you an example: In our *Magnetize Your Audience Program*, the OVERALL LEARNING OUTCOME over those 3 days is: *Participants will be able to craft Education Based Marketing Material To Effectively Fill Their Workshops, Retreats or Seminars.*

When you complete that program with us, the main behavioral outcome we are looking for is for you is to craft EMB that fills your events! In order to get you there, we must be sure to meet the smaller scope 'Segment Learning Objectives' you need to successfully achieve the larger scope, overall learning outcome.

Here's a basic example from daily life: If your overall outcome is "Make eggs for dinner", you must first meet the smaller objectives of a) going to the store, b) choosing the eggs c) buying the eggs d) getting the pan out, e) turning on the stove.

If you successfully complete those smaller learning objectives, you will, as a natural byproduct, reach the overall objective of “Make eggs for dinner”!

In the example from *Magnetize Your Audience*, recall that the Overall Learning Outcome is to have you craft EBM to fill your events. In order to do this, you must first:

Be able to articulate your Specific Audience clearly

Be able to articulate the specific problem you solve clearly

Be able to talk about what you do in a clear and compelling fashion

Be able to use the Top 3 Tactics to distribute your marketing (Joint Ventures, Self-Hosted Intros, and Speaking Engagements)

… And so on.

These smaller scope segment learning objectives lead to the attainment of the Overall Learning Outcome of, “crafting EBM to fill your events” The same will hold true for your programs. Start by identifying the Overall Learning Outcome, then brainstorm all of the subset skills that lead to that Overall Outcome.

Just to ensure you are super clear, here’s an example from a different industry. Let’s say you are a Master Chef and your sole desire in life is to create a program that teaches non-Chef’s (like me), how to make a delicious and nutritious stir-fry.

STEP 1: Identify your Overall Learning Outcome for your ‘Sizzling Stir-Fry Seminar’.

Maybe it would be… “Participants will be able to MAKE a delicious and nutritious stir-fry.” (Notice the action verb in the outcome “make”.)

STEP 2: Brainstorm a list of all the smaller scope learning objectives that must be met in order to make that delicious and nutritious stir-fry.

For Example: (Note **the behavioral action** verbs below as you read...)

Participants will be able to **chop** vegetables safely
Participants will be able to **distinguish** between a wok and a frying pan
Participants will be able to **use** a stove effectively
Participants will be able to **mix** a delicious stir fry sauce from scratch

AND SO ON!

Your homework for this chapter is to choose one of the programs you want to offer (I suggest you work on the program you'll offer first at the end of your EBM) and…

EXERCISE

STEP 1: Identify and articulate the OVERALL LEARNING OUTCOME for your program.

STEP 2: Brainstorm all of the smaller learning objectives that must be met to ensure your participants will meet that overall outcome.

STEP 3 – Decide how you'll split up and teach those smaller scope segment learning objectives. Which objective will go with which segment? What order?

NOTE: If you already have a program you are leading, or have already designed one – I highly recommend you go back through that program and clarify the Overall Learning Outcome, and the segment learning objectives. This is the best way to improve your program. Trust me!

(I’ve offered the Magnetize Your Audience program for years, and I still go back through my planning template to see what I can improve.) Don’t expect immediate perfection either! You can start where you are and always improve.

My background is in teaching. In most school systems I’ve worked in, the Learning Outcomes and Objectives for each grade are mandated by the government. In your business however, the Overall Learning Outcomes for your programs are mandated by another group, namely, your clients! All of your program outcomes must be based on the needs, wants and desires of your Specific Audience – on the problems they have communicated they need solved.

For example, when we asked our Specific Audience of workshop leaders what problems they were facing, they told us the #1 problem they had was filling their events. So, we decided to solve that problem with a program that has the Overall Learning Outcome of helping you fill your Events….or *Magnetize Your Audience*.

The bottom line is, you must know what problems your Specific Audience wants solved, *and then design your program outcomes to solve them*. The Overall Learning Outcome of your first paid program will often come from one of the top problems, pains, or dilemmas your clients face!

The smaller scope learning objectives come from you, from your brainstorming efforts. You are the expert in that overall learning outcome – so you’ll intuitively know the subset of skills required. These will be what you base your segment learning objectives on.

In closing, I’ll share how to WRITE your Outcomes and Objectives. Again, (and I’m going to keep driving this point home), Learning Outcomes and Learning Objectives are statements that describe the *behavior* you expect your participants to *demonstrate* as a result of your program.

Your outcomes and objectives should always:

1) Focus on the learner (the student, participant, client)

2) Be specific about what the learner will be able *to do* at the end of the learning activity or at the end of the training program.

An easy way to make sure you do these two things is to start writing your outcomes and objectives with the phrase: “Participants will be able to…” and then state the thing participants will be able to do at the end of your program, or at the end of the content segment.

Be sure to use specific action verbs in these statements. Here are some action verbs you might try:

Cite	Identify	Quote	Relate	Tell
Count	Indicate	Read	Repeat	Trace
Define	List	Recite	Select	Write
Describe	Name	Recognize	State	
Draw	Point	Record	Tabulate	

Associate	Describe	Explain	Locate	Translate
Classify	Differentiate	Express	Predict	Discriminate
Compare	Discuss	Extrapolate	Report	Paraphrase
Compute	Distinguish	Interpolate	Restate	Show
Contrast	Estimate	Interpret	Review	

Apply	Employ	Locate	Relate	Sketch
Calculate	Examine	Operate	Report	Solve
Complete	Illustrate	Order	Restate	Translate

Demonstrate	Interpolate	Practice	Review	Use
Dramatize	Interpret	Predict	Schedule	Utilize
Diagram	Make	Modify	Represent	Document
Draw	Operate	Plan	State	

Analyze	Debate	Distinguish	Inventory	Categorize
Appraise	Detect	Experiment	Question	
Contract	Diagram	Infer	Separate	
Criticize	Differentiate	Inspect	Summarize	

Arrange	Construct	Formulate	Organize	Produce
Assemble	Create	Generalize	Plan	Propose
Collect	Design	Integrate	Prepare	Specify
Compose	Detect	Manage	Prescribe	Combine

Appraise	Determine	Judge	Recommend	Test
Assess	Estimate	Measure	Revise	Measure
Choose	Evaluate	Rank	Score	Compare
Critique	Grade	Rate	Select	

Start your sentences with ‘Participants will be able to’, and then insert your verb, then state what they’ll be able to do. Use this strategy and it’s almost impossible to write a bad set of behavioral learning outcomes or objectives!

Using VAGUE VERBS is one of the biggest mistakes workshop leaders make when choosing outcomes and objectives.

For Example: Verbs such as “know” and “understand” are vague.

“Understand” can have a myriad of meanings. It can be difficult to evaluate whether a learner “understands” a concept. However, a learning outcome that states that a medical student, for example, “will be able to cite the risk factors for breast cancer” can be evaluated easily and consistently as to whether it has been achieved.

The next thing you need to do to create powerful outcomes and objectives is to use the age old tool of: SMART.

In case you have not heard the SMART acronym before, it comes from goal setting research. If you want to achieve a goal you set, it is a good idea to follow the SMART process. Overall Learning Outcomes and Objectives are just GOALS for your program which is why I like to use the SMART checklist

S stands for Specific. Say exactly what the learner will be able to DO.

M stands for Measurable. Make sure what participants have learned can be observed in a measurable way after the program or segment.

A stands for Attainable. Only choose outcomes and objectives that the participants can reach within the scheduled time and specified conditions.

R stands for Relevant . Are your outcomes relevant to the wants and needs of the participant and the overall goal of your workshop business?

T stands for Timeframe. Can your outcome and objective be achieved by the end of the training session?

When you measure every single learning outcome or learning objective against the SMART criteria – you can be sure you'll have success. By the way, learning outcomes and objectives are not just good for programs; you can do the same thing for planning your books, or planning your products! In fact, I encourage it!

Let's review the specific steps to WRITING powerful, SMART Learning Outcomes and Objectives.

In review:
STEP 1: Start with the phrase "Participants will be able to…"

STEP 2: Add an observable action verb that describes what the participants will be able to do (use the list above for action verbs). Avoid difficult to define verbs that are open to a variety of interpretations (e.g., understand, learn, grasp); use instead terms that describe directly observable behaviors.

STEP 3: Finish the sentence by inserting what they'll actually be able to do.

A final note to make sure you are creating attainable learning outcomes and objectives: Consider the lowest skill or understanding level of the participants who will attend your programs and write your objectives to move them to the next level. You can always come up with extra exercises for those in the group that move a little faster. *However, most adults still only comprehend information at a grade 7 level.* Don't get too complex – unless of course you know for certain your audience can handle it.

Be sure to limit the number of objectives to major learning points you would like the participants to take from any one segment. Usually 1-3 objectives per segment is more than enough!

MESMERIZE YOUR AUDIENCE ACTION STEP #1: *Your goal between now and the next chapter is to follow the Program Planning Process, as above and write your title, length of program, and the number of segments for your first paid program.*

You'll also want to choose the OVERALL LEARNING OUTCOME for your first paid program, and brainstorm a list of segment learning objectives that will lead to the fulfillment of the Overall Learning Outcome.

CHAPTER 8

PROGRAM DESIGN

STRUCTURE SIZZLING SEGMENTS

In this chapter we'll concentrate on HOW to effectively design a very powerful 'single content segment'. In other words, we'll move from the big design picture, to the smaller picture.

A content SEGMENT is part of a larger curriculum you design for your workshop, retreat, seminar or program. (You can think of a segment like a mini-program within a larger program.) It needs a beginning, middle and an end… and of course, each content segment needs *at least 1 main learning objective*, but can as many as 2 or 3. Remember, you'll have *many* content segments within one program.

There are 4 elements to a well-designed content segment:

1) HOOK
2) INTRODUCTION
3) DEVELOPMENT
4) CLOSURE

The very first thing you do at the beginning of ANY content segment, whether the segment is 1 hour or 3 hours, is use a HOOK. A hook is a tool that grabs the attention of your participants. In curriculum jargon, it's called an "Anticipatory Set" or "Learning Set Induction". (That is a mouthful! HOOK is much easier to say.)

A Hook psychologically prepares your participants for the learning that will come in the segment. It gets your learners excited and engaged. A good hook will put your participants into a receptive frame of mind, and get them to focus their attention on the content. Further, a hook helps your participants cognitively create an organizing framework for the ideas, principles, and information that will follow. This will help extend your participant's comprehension and understanding of the content.

A HOOK grabs your participant's attention quickly and right from the start of the segment. Keep in mind, your hooks must relate to the Learning Objectives of the segment you are designing. A hook that has no relevance might grab attention, but will end up confusing your audience in the long term.

Here are some examples of HOOKS that grab attention:

<u>JOKES:</u> When your participants are laughing, they are learning. Tell a relevant joke to grab their attention!

<u>QUOTATIONS</u>: Inspirational or intriguing quotes. Most people love quotes, and so will sit up and listen closely…especially if you set it up well. For example, you could say, "There is an amazing quotation touches me deeply, and really speaks to why we are here today. I'd love to share it with you." Then read the quote! I love to use quotes.

<u>GAMES:</u> Short GAMES and Mini CHALLENGES are also great hooks for learning segments. In our *Magnetize Your Audience Program*, we have one segment that's all about designing an effective, 'What Do You Do?' statement. At the live event, we invite 5 brave souls from the audience to get up and, without any warning, and in only a few minutes, share their, "WHAT DO YOU DO?" statement with the crowd. Then… we vote on who was the most powerful!

Of course, this hook is followed by the content all about creating effective, "WHAT DO YOU DO?" statements.

<u>VISUALS</u>: Draw a cartoon or picture on your flip chart! As long as the visual grabs attention, and is relevant to the content you are about to share – it'll work beautifully! Get creative!

STORIES are also great hooks! Here's a secret: One of the MAIN hooks for your entire program is Your Turning Point Story, which is one big story designed to grab the attention of your audience and psychologically prepare them to like, trust and respect you. Using a story at the beginning of a content segment is a fabulous way to grab attention.

INDIVIDUAL REFLECTION Have your participants reflect upon a relevant question - then write down their thoughts. You could have them contemplate something that's relevant to the upcoming content. For example, have them write down the top 3 things that bug them at work, or the #1 reason they want to succeed in their romantic relationship. One of the best hooks I've seen came from one of my mentors. He leads a program on the inner game of money. At the start of his first segment, he hands out a questionnaire where we rated ourselves on our beliefs about money. I learned a ton about myself and my money beliefs just from the HOOK! It worked really well!

Anything that grabs attention quickly and engages your participants immediately is a hook. When I was at university studying education, I had one teacher storm into class, slam her books down, kick the chair over, and start to cry... As it turned out, she was using a very effective, dramatic hook to lead into the lesson which was all about "Observations" and "Inferences". After the episode was over – and we realized she was acting and not really upset, she started to quiz us on what we observed, and what we inferred. Let me tell you, it was very effective!

After your segment Hook, comes the INTRODUCTION.

The INTRODUCTION has a few purposes:

1) To SHARE BENEFITS: To 'introduce' the concepts the participants will learn. The introduction is a great place to sell the benefits of the content that is about to come.

2) The second goal of the introduction is to REVEAL HOW the segment will flow. In other words, the Introduction is where you start to reveal HOW you are going to share the information.

Consider what you're introducing. For instance, if it's going to be a straight up lecture, you'll move quickly from your introduction into the next segment which is called: The Development. If you're going to use hands-on, discovery type activities to teach your content, the Introduction is where you'll share the logistics of the activity, and get the participants really excited about it! To be clear, you introduce the activity in the INTRODUCTION, then your participants actually engage in the activity during the DEVELOPMENT of the segment.

Speaking of that, after the HOOK and INTRODUCTION comes the DEVELOPMENT part of your segment. This is the main substance of your time. As mentioned, *this is where your participants will actually learn the content.*

There are 3 ways to optimally share content in your Development section. I like to do these three things… in the order they appear below:

1) Input
2) Modeling
3) Guided Practice

Let's start with 'Input' also known as 'Lecture-style Teaching'. This is where you'll provide the information needed for participants to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.

One of the ways I like to lecture is to split the information up into What, Why and How. Remember that process to teach things quick and make them stick?

First I talk about WHAT the concept is, then I talk about WHY it is so vital to learn the concept, then I describe HOW to put the concept into practice in a meaningful way.

After input, you'll use Modeling or Demonstration to increase your participants' comprehension of the concept.

Modeling or Demonstration is about showing your participants examples of what is expected from them. If they're to create something, what does a successful end product look like? If they are to play a game, demonstrate how the game will flow.

As I mentioned earlier, at our *Magnetize Your Audience Program*, we have a segment where I guide you through how to create a hot, "What do you do?" statement. When I teach that segment, I first have the HOOK. I then give the what, why and how for 'What Do You Do' statements. In the modeling section of the development, I model examples of powerful WHAT DO YOU DO statements, and not so powerful ones. The more you can demo or model what is expected of your students, the more you'll set them up for confidence and success!

The last element of teaching an effective DEVELOPMENT is…Guided Practice or Activities. This is where you give each student an opportunity to demonstrate their new learning by working through an activity or exercise *under your direct guidance*.

You give your hook, explain what will happen, model how it will look – then put them into the activity. As they are working through it, you can visually or physically move around the room to determine the level of mastery and to provide individual help and support as needed. If you plan to have large events – hire some coaches or staff to help you get around to as many students as possible. That's what I do for our *Magnetize Your Audience Program.*

My highest recommendation is that you choose to teach your development with this 3-element blended style. Flow between lecture, modeling and activity-based learning where your participants are actively engaged with the content as opposed to sitting and listening to you. We'll be covering activity planning and facilitation in the next chapter. It's one of my favorite topics!

I'll also share Multiple Intelligence Theory with so you can design activities for the Development section of your segments that touch on all intelligences. This is critically important so more of your clients will comprehend more of your live content.

Each segment will start with a HOOK, then an INTRODUCTION, followed by the DEVELOPMENT (where you lecture, model, and use activities). The final part of the content segment is the CLOSURE.

The CLOSURE is one of the most powerful parts of your content segment, yet it's very often overlooked or skipped. I liken it to the end of a yoga class. After a yoga session, there is a pose called 'savasana' in Sanskrit or 'Corpse Pose' in English. It is the time of the class when all the benefits from the previous asanas (or poses) are integrated. Many people make the mistake of leaving class during savasana, and actually rob themselves of the benefits of the class!

This happens in content planning as well. The CLOSURE is the part of the segment that is intentionally designed to bring the lesson presentation to an appropriate conclusion. Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network. The Closure is used to help participants bring things together in their own minds, to make sense out of what has just been taught.

By the way, "Any questions? No? Okay, let's move on..." is not closure!

Closure is used to cue your participants to the fact that they've arrived at an important point in the lesson or the end of a lesson. Remember, the brain loves beginnings and endings. When you properly conclude a segment, the information is more likely to stay with them over time. They'll also be more likely to be with you as you start to teach the next content segment.

There are many, many ways to CLOSE a content segment. One of the ways to close a content segment is to set your participants up in a partner share or group share. You can cue the group with a question, then have them discuss in partners, and then share with the group.

You could also have your participants complete a post segment assessment where they get to test themselves on what they learned. You could have your students to play a game that helps them integrate and review the information.

The closure is also a place for you to assess and evaluate what was actually learned as well. As your students go through the closure, you can be watching to make sure no one is left behind, or no concept needs to be re-taught.

In summary, to plan a segment that sizzles, you want to use the 4 part segment plan.

1ST - Grab their attention with a relevant HOOK.
2ND - Introduce what is to come in the segment with your INTRODUCTION.
3RD - Teach the meat of the content in the DEVELOPMENT through input (or lecture), modeling (or demonstration) and guided practice (or activity).
4TH - Tie all the learning together and close the segment with a well thought out CLOSURE activity.

MESMERIZE YOUR AUDIENCE ACTION STEP #2: *Once you've decided on your segment learning objectives (previous chapter), you can start to brainstorm how you'll flow from hook, to introduction, to development, to closure for each segment. Have fun!*

CHAPTER 9

PROGRAM DESIGN

FACILITATE AWESOME ACTIVITIES

In this chapter, we'll center on how to facilitate AWESOME ACTIVITIES!

In the Plan Powerful Programs chapter**,** we talked about the very first step you must take when you are planning any workshop, retreat or seminar. I also shared my personal 'Program Planning Process' with you. That is the process I start with every time I sit down to plan a program. It allows me to get a, 'birds eye view', or the big picture perspective of any program I am planning. *A big picture perspective is crucial because it allows you to see exactly what your desired end result will look like.*

A big part of the Program Planning Process consists of setting Overall Learning Outcomes and Segment learning Objectives. Choosing these is kind of like picking your destination on a map before you embark on a trip. If you don't do it you'll surely get lost along the way, which can be interesting – but when you are responsible for taking a room full of people with you – it can also be disastrous!

In the Structure Sizzling Segments chapter, we took a step down from the BIG picture overview, and we explored exactly how to plan and structure a 'single content segment' within your longer program. I took you through the 4 Steps of an effectively structured content segment. The flow started with an exploration of the 'Hook', moved on to the Introduction, then to the Development, and finally to the Closure of your segment. Hook. Introduction. Development. Closure. This is a recipe for success in segment planning!

In this chapter, we'll continue our journey from the big program planning picture, to the smaller program planning picture.

Specifically, we'll turn our attention to the biggest or meatiest section of your single content segment….the DEVELOPMENT! *Remember, it's in the DEVELOPMENT where you do the majority of your teaching and sharing of information.* You want to know how to design it so the maximum amount of people learn the maximum amount of information in the shortest and most FUN way – and in a way that the learning is *retained over time*.

Recall the 3 main ways to share or teach information so it's most optimally learned. We talked about how you begin with INPUT or LECTURE style. This is where you give your audience the information verbally. After you Lecture, you can then enhance what was said by using DEMONSTRATIONS or by MODELING the information. This involves showing your participants visually what the concepts look like in action! Modeling and Demos add practical application to theoretical information.

Finally, to be most effective, you'll round out your Development section by using EXPERIENTIAL ACTIVITIES. Activities allow your students to have an experience of the content kinaesthetically – and is one of the most powerful ways to learn anything. Most of us learn things more quickly and thoroughly when we do them!

Doing it – is really what experiential activities are all about. Lecture teaching and Modeling are great ways to pass information, but 'Experiential Activities' (in my opinion) are your main ticket to maximizing and accelerating your participants learning while totally enhancing their emotional experience of your program.

Having said that, if activities are executed poorly, they can also be your ticket to mass confusion & frustration in your room. This can in turn ruin your credibility, and even put the physical or emotional safety of your participants into jeopardy. I don't want that to happen to you – so I am going to spend most of our time in this module giving you my best advice as to how to make your activities, fun, safe, and powerful!

Let's go through the WHAT, WHY and HOW of Experiential Activities.

WHAT are Experiential Activities?

Experiential Activities are processes or exercises that are ‘participatory’ in nature. They are designed to enable your participants to better learn your specific ‘segment objectives’.

Properly designed, well facilitated, experiential ACTIVITIES in conjunction with more traditional ‘lecture style’ teaching, helps you keep more people in the room actively engaged in their learning. This ensures the maximum amount of people actually LEARN and comprehend the information, which means that they retain the concepts and apply them in their life long past your seminar or workshop.

This last idea is key. *When it comes to learning, retention is the only thing that matters!*

The reason retention goes up when you use Experiential Activities is because you allow the learners to take in and process information at multiple levels. That is, you allow them to receive and process your information at the Affective or Emotional level, at the Mental or Cognitive level, and at the Physical or Psycho-motor level.

Now there are TWO key learning concepts to understand if you want to plan your segments effectively and reach all of your students.

1) Learning Styles
2) Multiple Intelligence.

Let’s start with LEARNING STYLES.

Each of us are born with and develop unique preferences regarding how we take in and process information. These preferences are called our ‘learning styles’. **Learning Styles** can be defined as the way human beings prefer to concentrate on, store and remember new and/or difficult information.

There are 3 MAIN CATEGORIES of learning styles. (Major learning theorists are now sub-dividing these three main ones into 50 plus different sub-Learning Styles. But for our purposes, we'll focus on the macro level and stick with the 3 Main Categories.)

People generally prefer to take in data or information in the following 3 ways:

Visually, Auditory, or Kinaesthetically.

Your VISUAL students are the individuals that really need to SEE the information! They like to sit in the front row, and will often take lots of notes so they can see what is being said. Again, these are your VISUAL learners.

Your Auditory students need to HEAR the information. This means they need to either hear you say it, or they need to say it to themselves. These are the folks that may mutter to themselves, talk out loud or repeat what you've said to be sure they've understood. Consequently, these are also folks that might chat during your presentation! Don't get too cross with then… often they can't help it!

Your Kinaesthetic students are the individuals that need to FEEL the information in their bodies to comprehend it. They have to physically do something, move their bodies, and interact on the physical level with the information. They love doing experiential activities, love to work with their hands and try things out. You'll notice your kinaesthetic students stretching, standing, or even sitting doing yoga poses on the floor while you teach.

Visual. Auditory. Kinaesthetic. These are the 3 main categories of Learning Styles. Most of us are able to take in and process information in all three ways (unless we have sensory handicaps), but you'll find that each of us has a **primary preference**. This preference is either conscious or unconscious – or a little bit of both.

Generally speaking, you'll have a variety of Learning Styles in your audience. However, some topics will tend toward attracting more of a particular type of Learner. For example, I've found through facilitating many workshops for 'Holistic Practitioners' that there's a higher amount of Kinaesthetic Learners in that group. At workshops for artists, you may get more Visual Learners. At music workshops – you'd likely get more Auditory Learners!

I am predominantly a KINAESTHETIC and VISUAL learner. This means I need to move while I learn, and I need to interact physically with the information. I also write notes because not only does that allow me to MOVE, but it allows me to SEE the concepts visually as I listen.

My business partner, Justin Livingston, is predominantly an Auditory Learner which means he'll often drop his head and look down when you're talking to him. He's not tuning out, he is tuning in with his ears… and this is the best way for him to take in and learn information. If you don't know this about Justin, it can seem like he is avoiding eye contact, and not listening – when the opposite is actually true!

A few years ago, Justin and I were hired by a larger personal development company to observe and assess 2 of that company's primary workshop leaders. We sat at the back of an event while they facilitated. Unfortunately, one of the leaders communicated to us that she felt distressed because she noticed Justin at the back of the room always looking down – with his head in his hands. She inferred he was angry or so disgusted he couldn't look at her! This wasn't at all true. That's just how he looks when he's focusing intently! He takes away his visual sense and focuses with his ears. Once she understood that, she relaxed. This can be a common posture for auditory learners; they sometimes look down and tilt their ears towards you.

In addition to Learning Styles, we are also all born with specific 'bio-psychological potentials' or what is known as MULTIPLE INTELLIGENCES.

We each have **genetic aptitudes** for certain information, or 'natural intelligences' with regards to different areas of learning. Plainly stated, we are each born naturally better or more gifted at some activities, and less so at others. These are called our '**Multiple Intelligences'.** Multiple Intelligence has a different meaning than more traditional definitions of intelligence.

We'll go into this in greater detail in the next chapter, but I'll give you an example now to aid your comprehension. There are now 9 Intelligences that have been identified in humans by leading Harvard Learning Theorist, Dr. Howard Gardner. (The 9th is under a little debate – so you can form your own opinion as to whether or not you believe it exists.) We are all born with capacities in all 9 intelligences, but we tend to be more naturally gifted in some intelligences and less gifted with others.

The good news is, we can use our stronger intelligences to compensate for or enhance our weaker ones. However, ultimately we'll always be naturally better at some things than at others. To help you remember, I'm going to share both the formal and informal names of each of the 9 intelligences. Next chapter, we'll go into depth with these. Write each intelligence down, say it out loud, or draw a little picture or doodle next to the written name if that helps you remember!

When I went to school, the question in the minds of the teachers was always, "How smart are you?" Now, the most evolved teachers (and workshop leaders) don't ask that question, instead they ask, "HOW are you smart?"

That distinction is the essence of Multiple Intelligence Theory!!!

Here are the 9 ways that your students will be SMART!

1 **Verbal / Linguistic or 'Word Smart'**

2 **Logical / Mathematical or 'Math Smart'**

3 **Visual / Spatial or 'Art Smart'**

4 **Bodily / Kinaesthetic or 'Body Smart'**

5 **Musical / Rhythmic or 'Music Smart'**

6 **Interpersonal or 'People Smart'**

7 **Intrapersonal or 'Self Smart'**

8 **Naturalist or 'Nature Smart'**

9 **Existential or 'God Smart'**

Let's look at an example of how Multiple Intelligence works.

I've come a long way with my Logical/ Mathematical Intelligence, but I'll never be a gifted mathematician. My MATH SMART intelligence is definitely one of my lower aptitudes. I am however very gifted in the Bodily/Kinaesthetic Intelligence – so I'll always be able to rely upon that! One smart Math teacher in college knew I was low in Math Smart and high in Body Smart, so he used a lot of hands-on exercises and concrete manipulatives to teach me math and physics concepts. It was the first time I ever got an A in a math course!

Another example comes from Justin. He's a gifted mathematician. His Logical/Mathematical Intelligence is very high. He is MATH SMART. However, his visual/spatial intelligence is low – which means you probably don't want to invite him over to help you move. He'll often bang into the walls while carrying your couch through the hallways and doorways! And he won't be able to help you neatly fit all that stuff into the trunk of your car either…

Learning Style Theory and Multiple Intelligence Theory are really two theories or areas of research that study how you, as a teacher or program leader, can enhance the learning of your students. *They indicate that each of us have different ways in which we take in and process information, and each of us have natural gifts in certain content areas.*

When designing and facilitating your Experiential Activities in the Development section of your segments, you want to keep both Learning Styles and Multiple Intelligence in mind. This will allow you to transmit your information in a way that most learners will be able to take in and integrate. On a personal level – I don't know about you, but attending a workshop that includes experiential activities is a LOT MORE FUN!

This is because experiential activities put people into different physical, mental and emotional states – which keeps them interested, awake, and interacting!

Now that you have an understanding of learning styles or how your students prefer to take in information, and Multiple Intelligences, or the natural aptitudes that will exist in your participants - let's talk about HOW to facilitate experiential activities effectively so all learning styles, and all Multiple Intelligences are included.

Experiential activities can take a number of forms. Here are some examples:

SOLO EXERCISES:

These are activities that are done individually like personal writing exercises, drawing exercises, contemplative exercises, visualizations, and meditations.

PARTNER EXERCISES:

These are activities that are done in pairs, including partner shares, informal quizzes, partner reviews, partner creative processes, or even partner challenges!

GROUP EXERCISES:

These are activities that are done in groups of 3, 4, 5 or even larger! They can take the form of games, team challenges, group shares, movement exercises.

Experiential activities can be facilitated inside or outside, live in person, or virtually. When choosing what kind of activity to lead, keep the overall learning outcome of your program in mind, as well as the segment learning objective… and of course the space you are working in.

On that note, let's go through some basics on facilitating safe, fun and powerful experiential activities.

I'd like to go over the:

7 ERRORS inexperienced workshop leaders make when trying to facilitate experiential activities

These errors can be very detrimental to expertise and credibility, and can cause a lot of unwanted negative emotions in your participants. They can also unintentionally put the emotional, mental and physical safety of your participants at risk!

The first error has to do with…

1. RELEVANCY

Many workshop leaders know they need to use activities to keep the learning active and engaging. However, they mistakenly include activities that may be participatory in nature, but lack the connection to the overall learning outcome or objective.

Here are some questions to ask yourself before choosing to include an experiential activity:

- Does the activity help the participants move toward obtaining the behavioral objectives of the lesson?
- Is it related to the content?
- Can the participants see, feel the link?

It's no good if the link is obvious only to you – it must be obvious to your learners as well! The second error workshop leaders make when choosing activities to include in their course curriculum has to do with:

2. TIME

It's easy to under-estimate how much time it will take to properly set up, facilitate, trouble-shoot and debrief an activity. The main question to ask yourself so you don't get yourself into a time-crunch at your program is: **Is there enough time to properly facilitate the activity?**

Again, this is where I see a lot of people get into trouble. Activities almost always take far longer to run than you think! Many workshop leaders don't account for the time it takes to set up or transition into the exercise. They forget about the time it takes to give instructions, show demonstrations, trouble shoot logistics, allow for movement of personal belongings and questions. Even in the fastest of groups, there will always be questions! It's also easy to forget that it takes time to move out of the activity including logistics, movement, settling time etc.

During planning, I strongly encourage you to factor in 'Transition Time' into your outline so you don't find yourself rushing. *I always allow 5-15 minutes of transition time for all activities, and even after short or long meal breaks!*

Having said that, remember that a personal writing exercise and a multi-person game are going to require vastly different amounts of transition time. Think it through, plan it –

and the first time you facilitate it DOCUMENT THE TIME on your master timeline – so you'll know precisely how much time you need moving forward. In addition to RELEVENCY and TIME, the third error many workshop leaders make when facilitating activities has to do with:

3. LOGISTICS.

By Logistics, I mean all the little details necessary for the activity to run smoothly. Here are some things to watch out for:

SPACE

Make sure there is enough room to run the activity in the space you are working in. Think about what you'll do with chairs, tables, personal belongings, doorways etc. If you are leaving the facility to go elsewhere – what will people do with their stuff?

MATERIALS

Be sure you've properly thought out and prepared all materials that might be needed for the activity. People will always forget binders, paper, pens, nametags etc. Plan to have extras of everything related to the activity so there is no scrambling, and no one gets left out!

PEOPLE

There will often be uneven groups, people with no partners, folks coming late and messing up your original group numbers. I have a calculator on my stage table at all times for this. It also helps when making last minute adjustments to time. Have a plan in place to deal with these kinds of people dynamics. If you have staff, perhaps they can be ready to jump in if needed to even out groups.

I don't recommend you participate in any of your own activities. You need to be the person overseeing the safety and facilitation. This is next to impossible to do if you are in the trenches, in an activity.

The fourth error that can mess things up when it comes to planning activities has to do with:

4. COMPLEXITY

Very often workshop leaders choose to facilitate activities that are either unnecessarily complex – or activities that are not necessarily complex but the leader has not practiced explaining the instructions for the activity, and so explains it in a very confusing manner. This leads to tons of questions, lots of confusion, and valuable workshop minutes being eaten up.

Be sure to write out and practice the instructions for all of your activities in advance of facilitating them. Think through any logistical concerns that may present themselves (like uneven group sizes, room configuration, materials and the distribution of them, even unwilling students – and how to interact with them!)

If you haven't had a lot of experience facilitating activities, I suggest starting with simple ones and working your way up to more complex exercises.

5. COMMAND MODE

Command mode refers to the energy it takes to direct a group of people into and out of an activity in an efficient manner.

Adults love to chat – especially before, during and after group activities! Account for this – and prepare your energy. You are the only one who will get their attention back, get them re-settled, focused and on task. The best way I've found to handle a group of people is to ask for their cooperation *before* you explain the exercise. Set the context up for how you'll be directing them – and ask for their agreement to follow your lead.
You might say something like, "I want to be sure we have enough time to fully experience this really cool activity – could I ask for your cooperation in listening carefully during the instructions, and moving quickly and quietly during transitions?"

This simple “Asking for Permission” will usually reduce the chatter significantly. But rest assured, you’ll still need to be in command mode to keep things moving forward effectively. *Your tone of voice, how you use your body, what visual cues you set up in advance will directly influence how well your group will follow you.*

6. TIMING OF GIVING INSTRUCTIONS

This is tricky as it depends on the activity, but I’ll give you some ideas of what can go wrong and how to avoid it.

For activities that require moving around your event space, first EXPLAIN the activity. You’ll then demonstrate or MODEL how the activity will go so they can SEE it. When you’re sure everyone understands what will happen and what is required on their part, then you can ASK your participants to move, get materials, get into groups etc.
It’s difficult to organize and explain an activity while folks are moving into a more chaotic state. AND if you give materials out before the instructions, your participants will inevitable be rustling through the materials while you are trying to explain the exercise. To summarize, for group exercises that require movement – think it through. It’s best to explain what will happen, demonstrate it, then get your people to move, settle, and begin.

If you have facilitators helping you at your event, you can have your audience members get into their group configurations first, get them to settle, then have each facilitator explain what will happen. Just be sure each group facilitator has a systemized way of explaining the activity so there is consistency between groups.

At the risk of repeating myself, always MODEL the activity if possible – especially for group activities. *You’d be surprised how many questions will be answered just by giving a visual demo of how things will work.*

7. RISK MANAGEMENT

As the title suggests, risk management is all about managing risk. It's about facilitating activities that keep your participants safe physically and emotionally.

As you are planning, give some thought to anything that could put your participants into physical danger. Even in the most innocent exercises – trips, falls and collisions can happen. You'll want to have a first aid kit on hand – and someone who knows how to use it in your room! You'll also want to have a plan in place in the event of a more serious emergency that could require a hospital visit or an emergency call. Make sure your staff is aware of all emergency protocol and that they know who to go to in the case of a moderate or more serious emergency.

Now, let's talk about Emotional Safety.
Part of the magic of many personal development type courses is taking people into deep processes that challenge belief systems, psychological paradigms and ways of living or being.

When guiding folks into this territory, you must be sure you have some training or you have staff on hand (like professional coaches, counsellors, or therapists) who are able to steer and support your participants.

People can and will experience all kinds of growth and break-throughs at your courses. Lending some attention to how to best support them before, during and especially after deep exercises is vital. Some basic things to keep in mind to guard the emotional safety of your participants is as follows:

Let people know what they could feel or experience prior to the exercise. Prepare them!

Also - allow your participants to know that each exercise or activity is optional for them.

Tell them they will not be forced into doing anything they don't want to do. Having said that, let them know that your role is to strongly encourage and invite them to move past their comfort zone and take part. If they know they are safe, that support is available if they need it, that they can opt out at any time - you'll likely get almost 100% enrolment. *However, have a plan in place for those who choose to opt out as well.*

Let's also talk about the GRADIENT OF RISK. Depending on how cool your audience is to you, or how far you are into the training, you'll want to consider the level of riskiness of an activity.

For example, with a new audience, I'd start with Individual Exercises, then when they relax and trust me and each other, I'd move to Partner Exercises, and finally Group Activities.

Wait to do Group Activities until your crowd is warm with you and warm with each other. Social interaction takes a lot of courage for many folks – especially people high in Intrapersonal Intelligence and low in Interpersonal intelligence. You can do partner and group exercises for short intro events, but I wouldn't necessarily recommend it.

Wait to facilitate High Risk activities like group shares, and bringing folks up on stage in front of the group until after you've really established trust.

Having said all of this, I still recommend for longer events, that you create an activity or process that has emotional impact. Just set up it well, observe very carefully during, and allow for time to debrief and check in with your students afterwards.

In summary, I recommend you have at least one experiential activity per learning segment. Keep in mind you want to reach all three learning styles, and incorporate as many of the 9 Multiple Intelligences as possible. You can speak to many of the Multiple Intelligences and Learning Styles from the stage, then use your well designed Experiential Activities to handle the rest.

In the next module, I'll be giving you specific instructions as to what activities will reach all Learning Styles and Multiple Intelligences.

Finally, a word on the ultimate Experiential Activity. These are called Break-Through Exercises. In a two or three day workshop, you want to have minimum 1 or even 2 breakthrough exercises. Break through exercises are more dramatic processes packed with intensity and emotion.

I once attended a Business Building Seminar. One of the break through exercises we did centered around negotiation. After setting it up well, the seminar leader sent us out onto streets of the city to see what we could negotiate for FREE! We spent the day learning about negotiation, and the activity allowed us to go out and practice what we just learned. It was extremely powerful!

Activities are an essential part of any powerful program. As long as you think all aspects of the activity through, I know they will add a level of richness, impact, and enjoyment to your programs.

Have fun designing and delivering your Awesome Activities!

MESMERIZE YOUR AUDIENCE ACTION STEP #3: *Brainstorm a list of awesome activities you could include in your program. Be sure they will add to the attainment of your segment learning objectives and overall learning outcomes. When choosing, keep learning styles and multiple intelligences in mind.*

CHAPTER 10

PROGRAM DESIGN

INCLUDE THE MAGIC OF MULTIPLE INTELLIGENCES

The topic for this chapter is about leveraging the Magic of Multiple Intelligence Theory to better ensure all of your program participants learn a ton, feel totally successful, and have a blast while they are consuming your programs.

Learning about Multiple Intelligence, and more importantly, *applying* Multiple Intelligence theory in the design and delivery of your workshops will put you solidly in the realm of the most effective program leaders on the planet. And the good news is – it's easier than you think!

Previously, I talked about the importance of including experiential activities in the DEVELOPMENT section of each of your content segments. We touched on the definitions of Learning Styles, and did a brief introduction of Multiple Intelligences. Let's take a moment to review:

When designing effective programs that ensure no one gets left behind at your events, you must consider both Learning Styles and Multiple Intelligences.

Learning Styles refer to the way human beings prefer to concentrate on, store and remember new information.

There are 3 MAIN categories of Learning Styles: Visual, Auditory, and Kinaesthetic. In other words, there are 3 main ways human beings prefer to take in, store and remember new information.

Designing your programs so you teach using a variety of methodologies including lecture, modeling, and experiential activities will increase the chances that you'll reach all types of learners.

Multiple Intelligence differs from Learning Styles. MULTIPLE INTELLIGENCE refers to a person's natural, genetic GIFTS or APTITUDES in certain subject or informational areas. Multiple Intelligence Theory was introduced in 1983, by Dr. Howard Gardner, a Harvard Psychologist. He first talked about this revolutionary learning theory in his book, *Frames of Mind*.

Dr. Gardner's theory of Multiple Intelligences utilizes aspects of cognitive and developmental psychology, anthropology and sociology to explain the human intellect. Based on his research (which included brain research, interviews with stroke victims, child and adult prodigies, and even individuals with autism), Gardner established *criteria for identifying 9 separate human intelligences.* (Originally, the theory accounted for 7 separate intelligences, but 2 more intelligences were added to the list, for 9 intelligences in total. These 9 were revealed with the publishing of Gardner's book *Intelligence Reframed* in 1999.)

What's so cool to me about Dr. Gardner is that his theories challenge traditional, narrower views of intelligence. In my opinion, it brought scientific backing to the idea that ALL human beings are gifted, and all people are smart in their own unique way. Previously accepted ideas of human intellectual capacity contend that an individual's intelligence is a fixed entity throughout his or her lifetime and that intelligence can be measured through an individual's logical and language abilities. However, according to Gardner's theory, intelligence is much, much broader in scope.

Multiple Intelligence encompasses the ability to create and solve problems, to produce products or provide services that are valued within a culture or society. Gardner found scientific evidence for ideas that many workshop, retreat and seminar leaders feel intuitively.

Here are some of the basic ideas of Multiple Intelligence Theory:

- All human beings possess all 9 intelligences in varying degrees, but each individual has a different intelligence profile.
- Education and learning can be improved by the assessment of a student's intelligence profile and by designing activities accordingly.
- Each of the 9 intelligence capacities occupies a different area of the brain.
- Each of the 9 intelligences may operate in combination or independently from one another.
- Also, these 9 intelligences may be a defining characteristic of the human species.

Cool, right?

Teachers have always known that students had different strengths and weaknesses in the classroom, but Gardner's research was able to espouse why and provide direction as to how to improve a student's ability in any given intelligence.

When you use Multiple Intelligence Theory in your workshops, retreats and seminars, you're committing to what is called, "Teaching for Understanding". A lot of workshop, retreat and seminar leaders will teach just to get through the data, and to appear as the "expert" in their content area. *However, they don't necessarily make their participant's understanding or comprehension a priority.*

When you make <u>understanding</u> your priority, your participants will naturally become more active, involved learners, and your workshops and seminars will become more energized. Your participants will learn the information you want them to learn more easily and quickly, which will make them feel more successful! AND when they feel successful in your presence, *they'll want to be around you more*. This means, they'll want to sign up for more and more of your programs. Of course – this is great for the longevity of your business!

Perhaps the greatest benefit is that when your students leave your seminars having actually learned your content, they'll be able to retain the information you've shared long past the workshop. This means, they'll go out and create practical solutions to the real problems they're facing in their lives. They'll literally be far more equipped to USE what you've shared with them.

One thing that plagues this industry is an abundance of workshops packed with TONS of information that never gets applied in the real world… because the information was heard, but never really <u>learned</u> by the workshop attendees.

Through Multiple Intelligence theory, your students will hear the information you share, learn it, retain it AND apply it in their lives. *When this happens, you're making a real difference in the world.*

Using Multiple Intelligence theory allows you to take responsibility for the longevity of the impact your programs make. When your students produce lasting results in their lives by applying what they learn from you, they'll come back to you again and again, and tell all their friends to do the same.

Another reason to use Multiple Intelligence, has to do with your commitment to moving from Leader into the role of LUMINARY. *One of the characteristics of a Luminary is this idea that you are not just a leader, but an educator and a trusted advisor.* With that commitment, you have a responsibility to making sure that you do everything in your power to create a successful learning environment for each and every one of your students.

Being a Luminary requires that you go beyond the traditional role of getting up on stage, talking and teaching about a few things. Being a Luminary means you are committed to helping people grow.

As a Luminary, you're committed to teaching in a way that people understand and experience success in their lives. It may take a little more effort on your part, but the rewards are outstanding at both a personal fulfillment level, and a financial success level.

So, as you plan your learning segments and activities, give some thought to the needs of a variety of the intelligences and do your best to meet as many as you can. You may not be able to reach all 9 Multiple Intelligence's with every activity, or every lecture segment from the stage, but you'll be surprised how easy it will be to include all of them over the course of your training.

Now let's dive into understanding each of the 9 Multiple Intelligences. I'm going to outline all 9 first, then I'll go through each one of them and discuss how you can apply them in the construction of your curriculum and activities. I'll first give the 'Formal Academic Name' for the intelligence, and then I'll give the 'Informal Name', which will likely be easier for you to remember.

As I go through these, if you feel like saying it aloud, drawing a picture to remember it, or creating a physical action – go for it! Now let's get into the Intelligences:

1. Verbal / Linguistic or WORD SMART

Verbal/Linguistic Intelligence refers to an individual's ability to understand and manipulate words and language(s). Everyone is thought to possess this intelligence at some level. It includes reading, writing, speaking, and other forms of verbal and written communication.

People with strong persuasive and oratory skills such as poets, authors, and attorneys exhibit strong Linguistic Intelligence. Some examples are Maya Angelou, Martin Luther King Jr., Barack Obama, Eminem and Winston Churchill. Traditionally, people high in Linguistic Intelligence have been highly valued in formal education environments. That is, Word Smart kids often get the recognition and praise in school where other types of kids don't. In fact, to a certain extent, when I was teaching, I could see how the entire curriculum was set up to support Word Smart students, while it made things difficult for students weaker in this area.

There are many ways to support your Word Smart or Verbal / Linguistic Students. You enhance your participants' Verbal / Linguistic Intelligence when you:

- Encourage them to take notes and keep journals throughout your program.
- Play word games with each other.
- Verbally review information with one another.
- Encourage discussion of concepts, and dialogue about their experience.

These are all appealing, grounded ways to speak directly to those Word Smart individuals in your audience. In summary, get them talking, writing, and using words to leverage their Verbal / Linguistic Intelligence.

2. Logical / Mathematical or MATH SMART.

Logical / Mathematical Intelligence refers to an individual's ability to do things with data and numbers. They love to collect it, organize it, analyze and interpret it, then make conclusions and predictions based on it. Individuals strong in this intelligence see patterns and relationships very easily.

Math Smart Individuals are oriented toward thinking: including inductive and deductive logic, numeration, and abstract relationships. They are great contemplative problem solvers who like to play strategy and logic games and love to solve mathematical problems. Strength in this intelligence often implies great scientific ability. Some examples of people gifted with this intelligence are Albert Einstein, Stephen Hawking, and John Dewey.

For your purposes, you can strengthen and speak to your Math Smart students when you:

- Encourage their critical-thinking activities.
- Give them problems to solve.
- Have them contemplate information like a puzzle and offer their conclusions and solutions.
- Do cognitive stretching exercises like logic puzzles that help them understand and further integrate the information you are sharing.

Presenting your data in a logical, sequential manner keeps these students engaged. Logical / Mathematical people, or Word Smart folks are also often highly valued in the traditional school system. Unfortunately, individuals who don’t naturally excel at math all too often end up feeling stupid in school.

3. Visual/Spatial or ART SMART

Visual / Spatial Intelligence refers to the ability to form and manipulate a mental model. Individuals with strength in this area depend on visual thinking and are very imaginative.

People with this kind of intelligence tend to learn most readily from visual presentations such as movies, pictures, videos, and demonstrations using models and props. They like to draw, paint, or sculpt their ideas and often express their feelings and moods through art. These individuals often daydream, imagine and pretend. They’re good at reading diagrams and maps and enjoy solving mazes and jigsaw puzzles.

You can foster and leverage this intelligence by utilizing:

- Charts, graphs, diagrams, graphic organizers, videotapes, color, art activities, doodling, microscopes and computer graphics software.
- You can also encourage your students to draw pictures of what they are learning.

Previously, I only wrote words on my Flip Charts to document what I was teaching. I've now added pictures so I'm sure to reach my Art Smart students more effectively.

The artist Pablo Picasso, the chess player Bobby Fischer, and artist Georgia O'Keefe are some examples of people gifted with this Visual / Spatial Intelligence.

4. Bodily / Kinaesthetic or BODY SMART

Bodily / Kinaesthetic intelligence refers to people who process information through the sensations they feel in their bodies.

These folks like to move around, touch the people they are talking to and act things out. They are generally good at small and large muscle skills, and they enjoy all types of movement, sports and physical activities. In fact, these people will often express themselves through dance and movement.

You can encourage growth in this area of intelligence by:

- Encouraging touching, feeling, movement, improvisation.
- "Hands-on" activities and movement games.
- Suggesting students squirm, stretch, wiggle and move as they learn.
- Taking them through facial expressions and physical relaxation exercises during your segments.

Anything that gets them moving as they are learning will be highly beneficial and will keep them engaged. Some examples of people who are gifted with this intelligence are Michael Jordan, Martina Navratilova, Jim Carrey, and Canadian Hockey hero… Wayne Gretsky!

Body smart is one of the intelligences that I'm fairly high in. I recently went to a workshop with a wonderful teacher, but I must admit, he was a little old school. After a long period of sitting still listening to him lecture in a content segment I got up and went to the back so I could stretch as I listened. I knew this would keep me more engaged in my learning. Unfortunately, the teacher misinterpreted my movement as disrespectful. He told me to come back, sit down and sit still!

Not only did I feel extremely embarrassed, but I shut down completely for the rest of the segment and didn't learn a thing. I still can't recall what that segment was about! You see, being high in Bodily / Kinaesthetic Intelligence, I found it excruciating to learn while sitting perfectly still. I was completely unengaged. *So remember, if you keep your Body Smart folks sitting for too long, you will lose them!* Incorporate lots of physical state changes to keep them involved and alert.

5. Naturalistic or NATURE SMART

Naturalistic Intelligence is often seen in someone who finds it easy to recognize and classify plants, animals, and minerals.

These individuals tend to be holistic thinkers who value the unusual. They are aware of species such as the flora and fauna around them. They are keen to notice and understand natural and artificial taxonomies from dinosaurs to algae, and cars to clothes.

You can best foster this intelligence by:

- Emphasizing relationships, and through classification activities.
- Encouraging your students to study relationships between concepts and put them in activities that get them looking for patterns and order.
- Using the 'compare-and-contrast' method of presenting information.
- Having students brainstorm 'Examples and non-examples' of concepts and

principles.

For instance, at our *Magnetize Your Audience program*, we have our students look at good headlines and bad headlines. I put them in a game where they get to categorize and organize different kinds of headlines.

You can also have your students tell you how concepts or principles are similar and different. Allow them to connect any theoretical concepts to real life and scientific issues. AND - if there's a way to incorporate natural environments, do it! Having fresh flowers, plants, and windows that face natural settings helps these folks stay engaged. Give them breaks and access to green space where they can go and relax! This will renew their energy and give them a positive connection to your learning environment.

Charles Darwin is an example of a person gifted in this way, as are John Muir and Sylvia Earle. Canadian Environmental Scientist David Suzuki is another person high in Nature Smart Intelligence.

6. Musical Intelligence or MUSIC SMART

Musical intelligence refers to the ability to understand, create, and interpret musical pitches, timbre, rhythm, and tones and the capability to compose music.

You can encourage the learning of these individuals at your trainings by:

- Playing music.
- Assigning tasks that involve having your students create lyrics and raps to remember the material you are sharing.
- Having students keep a beat, or clap in time.

Anything that adds music and rhythm to your events will help enroll and engage your Music Smart Participants. Composers and instrumentalists are individuals with strength in this area (but don't think you have to make a living at it in order to have this intelligence). Wolfgang Amadeus Mozart, Joni Mitchell and Louis Armstrong are examples of Music Smart people.

7. Interpersonal or PEOPLE SMART

Now, although Dr. Gardner classifies interpersonal and intrapersonal intelligences separately, there is a lot of interplay between the two and they are often grouped together. Interpersonal intelligence is the ability to interpret and respond to the moods, emotions, motivations, and actions of others. Interpersonal Intelligence people generally have good communication and interaction skills, and a high ability to show empathy towards the feelings of others.

You can support the learning of Interpersonal Intelligences by designing lessons that include:

- Group work and cooperative learning activities.
- Partner activities.
- Small group challenges

These kinds of activities are wonderfully satisfying for People Smart Individuals. Counselors and social workers are professions that require strength in this area. Some examples of people with this intelligence include Gandhi, Oprah Winfrey, and Bill Clinton.

8. Intrapersonal or SELF SMART

Intrapersonal Intelligence, simply put, is the ability to know oneself. It's the internalized version of Interpersonal Intelligence. To exhibit strength in Intrapersonal Intelligence, an individual must be able to understand their own emotions, motivations, and be aware of their own strengths and weaknesses.

To leverage and include your Self Smart students, you can:

Assign reflective activities, such as journaling.

It's important to note that this intelligence involves the use of all others. An individual will tap into their other intelligences to completely express their Intrapersonal Intelligence. These folks need alone time. They love having space to integrate information.

Be sure to include integration time, breaks from learning, and allow your students to journal, read, or simply be quiet and do their own thing so they can reflect upon their learning. *Large group workshops, retreats and seminars are often over-whelming for individuals high in this intelligence.* Keep this in mind, and watch for those participants who seem shy or withdrawn. They are usually your precious Self Smart folks!

9. Existential Intelligence or LIFE / GOD SMART

This intelligence encompasses the ability to pose and ponder questions regarding existence – including life and death.

This type of intelligence involves a curiosity about questions relating to human existence. It's important for your to encourage your students to never stop asking questions, and to provide them help in seeking the answers, whether they're found in a book or by having a discussion.

This would be in the domain of philosophers and religious leaders. Socrates, Ken Wilber and Dr. Michael Beckwith are likely very high in this intelligence.

Okay! This gives you an overview of the 9 Intelligences. Now let's explore some ACTIVITIES that will help you reach all 9 in your workshops, retreats and seminars!

There are 5 Main Types of ACTIVITIES you can use to easily utilize Multiple Intelligence.

1. Field Work, or real-life experience, hands-on practice

For example, I attended a program that was about Guerilla Business. One of the activities took us onto the streets of Vancouver to learn negotiation. After learning different negotiation techniques, we had to actually get out there in the field and try to negotiate things for free! I loved this activity because it allowed me to move and talk – which leveraged my Word Smart and Body Smart abilities.

Field Activities are usually unobserved exercises where your students will complete a task without supervision. When the task is over, they'll report back and receive feedback. Keep in mind that unless you have volunteers that can go out with the participants to support/observe, fieldwork is less controllable, less safe and evaluation can be difficult. It also requires intensive planning as the logistics can be complicated. However, if you can fit fieldwork activity into your curriculum, it can a very fun, rewarding, and practical way to integrate for your students to integrate what they are learning.

The second kind of activity is called a

2. Laboratory activity.

This is an exercise that is *observed*. It generally happens in your event room – and will involve some kind of hands-on practice.

Laboratory type activities can be more controlled by you, and may be necessary when field is impossible for practical, safety or time reasons. Of course, lab activities still require advance planning and detailed attention to logistics.

3. Role-playing games or acting things out

As I mentioned in a previous chapter, one year, we had a ‘What do you do?’ social at our *Magnetize Your Audience event*. We had our students come to a hotel bar where they mingled and asked each other, “What do you do?” Of course, we have a whole segment where we help them write a *hot* what do you do statement, so this allowed them to practice using their new and improved statements in a role playing environment.

Role playing games are great for your interpersonal students. They also encourage authentic group bonding, and allow your students to practice their comprehension of information in a lower-threat /risk environment.

Now, it can be difficult to simulate real life situations, and also, role-playing can be difficult to evaluate – especially in large groups. You can also get students who are very reluctant to participate. Be sure to plan for this!

4. Drills

A drill is when your students do several repetitions of a task so they can build an automatic response. This kind of activity is very useful for psychomotor and lower cognitive domains. When I was coaching volleyball, for example, we would do many, many movement drills so I could get my athletes to move in proper defensive and offensive patterns on the court.

5. Simulations/games

These are a final great type of activity. People of all ages love games. They facilitate practice in all of the domains of intelligence.

Now, in order for a game to run smoothly, you must think through and explain the game well. You must also demonstrate how the game is going to go. You need to think through any materials required and have a well-structured way to distribute those materials.

At our *Magnetize Your Audience event*, we do a mock game show at the end where we test the participants' comprehension of the information. People love this final game, which also doubles as a celebratory closure activity for the entire event.

CHAPTER 11

PROGRAM DESIGN

ASSESS THE POWER OF YOUR PROGRAMS

In this chapter we'll center on a concept that separates effective teachers from ineffective teachers…and good programs from poor ones. In fact, throughout my University Degree in Education, without question, this concept was one of the most emphasized pieces of learning. Are you curious?

The concept is... ASSESSMENT!

So, what is assessment and why it is so vital to designing a program that is truly mesmerizing? *Assessment is the systematic, on-going process of monitoring the learning and comprehension of your students.*

Assessment helps YOU (as the program leader) see in a specific, measurable way whether your students have attained the Overall Learning Outcome for your program. Or in the very least, whether they've moved *measurably closer* to the Overall Learning Outcome.

Assessment can be rather challenging – especially with all the new modalities of facilitation from tele-classes, to webinars, to online networking sites, to blogs, web membership circles, and e-books.

Needless to say, assessment is an area where, especially now, you need to be highly creative with your program design. Without it, you have no way of knowing if your participants actually learned what you wanted them to learn… *and therefore you have no way of knowing if your program has any real value.*

The cool thing? Assessment not only shows you how well you are doing as a program designer and leader – but it can also show your participants how well they are doing as learners!

How does it work? Well, if you make the results of your learning assessment activities open to your students, they'll be able to see how they are doing while they are learning. *This means, they can celebrate their learning successes while also being able to identify what they didn't understand or learn effectively.*

Allowing your students to see the results of your learning assessment activities is called 'Open Assessment' and I highly recommend it. Open Assessment means actively involving your participants in your assessment efforts (as opposed to just testing them on concepts and recording the results confidentially). *Open Assessment means allowing your students to access to their results*.

A further benefit of Open Assessment is that when you make your student's progress and success visible to them, *you <u>ensure</u> they become conscious of the value they're getting from your program.*

When they're conscious of the value they're getting from you, they'll feel good about the time, energy and money investment they made to attend your program, and they'll be far more likely to sign up for more!

So, where do you start?

To be able to accurately engage in Open Assessment, you must first make your program's Overall Learning Outcomes and Segment Learning Objectives explicit. If these are not crystal clear, you won't be able to get specific, comprehensive feedback on the extent to which you are achieving those outcome and objectives… and consequently you won't be able to tell if your program is any good.

That's why I recommend you start with setting clear Overall Learning Outcomes, and Segment Learning objectives at the beginning of your program planning. No matter how you slice it, clear outcomes and objectives are the place to start.

Now, let's do a quick review of how to set Learning Outcomes and Objectives, what these are, and why they are so important.

An OVERALL LEARNING OUTCOME is the main <u>behavior</u> you expect your participants to demonstrate as a result of your training. What do you expect your participants to be able to DO by the end of your program?

A Learning Objective is similar – except it's the main behavior or set of behaviors you expect your participants to demonstrate after each individual learning segment.

While there is only one OVERALL LEARNING OUTCOME for each program you design, there are multiple Learning Objectives. In fact, each individual learning segment of your program will have 2-3 Learning Objectives that will successively and sequentially move your participants towards the attainment of that single Overall Learning Outcome. Does this make sense?

Now, I keep stressing the word BEHAVIOR for a reason. *One of the biggest ways program planners go wrong is that they don't have concrete, physical, demonstrable, behavioral outcomes and objectives for their programs.*

Again, as I wrote earlier, feeling good, being enlightened, experiencing community are all great ideas but are NOT concrete enough to lead to effective program design. When creating your learning outcome and learning objective statements, you must be certain to choose what I call Behavioral Action Verbs. Words like 'know, understand and experience' are weak verbs.

Words like ‘articulate, draw, and design’ are stronger because they indicate a behavior that can be observed and measured.

For example: “Participants will be able to articulate the two elements necessary to mesmerizing an audience,” is a stronger learning outcome statement than, “Participants will understand the two elements necessary to mesmerizing an audience.”

Why? It’s not easy to test whether someone understands something – but you CAN test whether or not they can articulate or name a concept.

This is a quick overview of Learning Objectives and Outcomes.

Creating clear Learning Outcome Statements, as well as Learning Objective Statements for your programs serves 3 main purposes:

1. They give your participants a clear idea of what they can expect to learn at your program, and do after your program.

2. They give you specific goals to achieve when presenting the content of your program.

3. And, pertinent to this chapter, *objectives and outcomes form the basis for you and your participants to evaluate or assess your program’s effectiveness… and consequently your success as the program designer and facilitator.*

The first step is to make sure you know WHAT you’re assessing. The way to do this is to create strong learning outcomes, and learning objectives. I’ve also shared that Open Assessment activities where your participants get to see how they are doing right alongside you… is <u>optimal</u>.

The next piece to keep in mind when you are planning your assessment is this:

Just like every other part of your program, it's ideal to make your assessment activities experiential. By experiential, I don't recommend you assess the same way the formal or traditional school system does it. In that system, at least traditionally, assessment is about formal testing, grading, and reporting. AND – in the minds of most of the adult learners, assessment in school was analogous to judgment and criticism.

You can literally see and feel the after-effects of this whenever you put your students into an activity or ask them to complete a task. You'll notice they ask lots of questions. There will be increased levels of resistance, and you'll no doubt witness a peak in worry and anxiety! They'll all be concerned about whether they'll do the activity 'right'. This is an unfortunate by-product of the high-stress, high-pressure assessment activities that formal school systems use. I call it a 'school system hangover'!

For our purposes I recommend you make your assessment activities a LOT more fun! The word *assessment* comes from a Latin root that means "to sit by". Isn't that cool? This original definition implies that assessment is a process by which people get together, *sit by one another*, and collectively evaluate the educational experience so they can make it better! Doesn't this sound superior to tests, grades, and exams?

Another interesting thing to know about traditional assessment practices is that assessment is often separate from the learning process. Meaning, traditionally teachers would teach during one segment, and then in an entirely different segment they would test or assess the learning. For example, in many colleges students attend a few months of classes, then they have a short break before beginning a few months of exams. The sharing of content is separate from the assessment of whether the content was learned.

The way I recommend you position assessment is to have it expertly woven INTO the fabric and flow of each teaching segment in a way that's integrated – not separate. Assessment shouldn't be treated as a separate component of the teaching and learning cycle. Deciding what to teach and what to assess are not two separate issues. They are both part of the same goal: facilitating participants' on-going learning. Effective assessment, when done this way, makes the process of learning more fun and more meaningful for everyone!

Let's review. Once you've got clear Learning Objectives and Outcomes, and you've embraced the ideas of Open and Integrated Assessment, next… you'll select where and when you'll ASSESS how well your students are moving towards the outcomes and objectives.

It's important to note that Assessment Activities should be done BEFORE, DURING and AFTER your program. We'll explore each type of assessment sequentially with some examples of how to do it.

Assessment BEFORE your program, or before a learning segment is valuable because it allows you to gauge the knowledge base of your group prior to new learning. *Without an accurate sense of your participant's base-line knowledge, you risk under-estimating what they know and then being too remedial in your teaching.* This means, you'll spend time covering concepts they already fully understand and therefore, you waste valuable time – and risk boring your students!

Conversely, if you have no idea of the baseline knowledge of your students, you might assume your clients know things they don't…. which may lead you to move too quickly through the content – leaving many of your students behind in their comprehension. When this happens, some students will feel stupid or unsuccessful at your programs. And when they feel that way in your presence – they certainly won't come back soon! A simple pre-program assessment tool will help you avoid these kinds of mistakes.

There are several easy ways to assess before you begin teaching. Some of these techniques can even be implemented in the weeks leading up to your program, and/or in the first few segments of your program.

Prior to your program, you could use emails, group teleconferences, or even one on one calls to ask simple and direct questions of individuals who have registered for your program. These questions would be designed to gauge an average of what the pre-program knowledge level is.

You could gather your students virtually in a tele-class and elicit responses in a group share or you could distribute formal questionnaires via email that directly ask your upcoming audience to rate themselves on specific learning or content points.

These pre-assessment activities are called BACKGROUND KNOWLEDGE PROBES. *Background Knowledge probes are short, simple, pre-program activities designed by you for the purpose of finding out what students know and what they don't know.* They can be used to help you determine the most effective starting point for a given segment, the pace at which you can move through the content, and the most appropriate level at which to begin new instruction.

If you are just getting going with designing your programs, it may be wise to assess the level of knowledge of your specific audience prior to designing and delivering your content! Do a survey or talk to random individuals that represent an average member of your Specific Audience.

Another great tool for assessing where your students are in terms of knowledge and skill level prior to a program is called, a **MISCONCEPTION / PRECONCEPTION CHECK**. This is a technique is not only used for gathering information on prior knowledge but it can be great in pre-determining beliefs systems that may hinder or block further learning.

You can identify pre-conceptions / misconceptions through belief system questionnaires, through open discussion or through specifically designed activities designed that show where your participants are holding ideas, concepts, or beliefs that may hinder their ability to learn from you.

When I engaged in this activity with members of my specific audience prior to our *Magnetize Your Audience program* – I found out that many workshop leaders, holistic practitioners and healers have huge blocks against selling and marketing! This helped me know I needed to spend some time on exploring and deconstructing these beliefs before teaching them to sell and market. Now I include a piece in the Introductory Event prior to teach my students that Selling is Service, and that it's not only necessary to their success, but is actually a wonderful, enjoyable process that will help them be of more service in the world.

A social meet and greet '**MINGLE**' at the start of your live event is also a great pre-program assessment tool that can help you know what <u>pace</u> to teach your content at. *A mingle is where you ask your participants to get up and meet as many other participants as possible.* Have them introduce themselves to each other, and share one thing they'd like to get out of your program by the end.

After the Mingle, you can elicit some of the group's intentions through a group share. What they share about will give you a great idea of where they are starting from, and what they are hoping to learn. I often take notes during this post-mingle share so I can be sure to address as many of their intentions as possible through my program. (If I can't address them all because my program segments are already set – I'll either make time to talk about them during the open Q & A sections, or I'll include them in the next version of my program.)

Another great pre-assessment tool is called **GOAL RANKING AND MATCHING.** This is where your students write down a few of the learning goals they hope to achieve through your program. After doing so, they then rank the relative importance of those goals. You can look at these to assess the "degree of fit" between your students' personal learning goals and your program specific instructional goals.

Finally, you can also send out an **INTEREST / KNOWLEDGE / SKILLS CHECKLIST** prior to your program. This is where you create a checklist where students rate their interest in various topics, and assess their levels of skill or knowledge in those topics. The checklist informs you of your students' level of interest in the information you are covering. Again, you can adjust accordingly depending on what results you get.

Background Knowledge Probes, Preconception/Misconception Checks, Goal Ranking Exercises, and Interest/Knowledge/Skills Checklists are just a few simple ways to assess your student prior to your program. All of these will help you stay in close touch with where you students are starting from, and will help you know what to teach and at what pace.

Okay, let's talk about ongoing assessment DURING your program. In other words, assessment activities need to be embedded or integrated right into your content! This kind of assessment also helps you know what pace to teach at, but more importantly, *it shows you whether a concept has been learned*. If it has, you can move on to the next concept. If it hasn't, you may need to re-teach the concept. If you try to move on before some or all of your audience feels like they've 'gotten' a concept – you'll risk overt resistance to moving on – or students feeling defeated and giving up!

Again, the easiest and most obvious ways to assess during your segment is to question or quiz your students directly about the main learning points as you teach them. You can do this through individual probing, or during group shares and group 'shout outs.'

Here are a few other great tools:

One common tool to accomplish the goal of open, integrated, assessment during your teaching is called **EMPTY OUTLINES**. This is when you provide your students with an empty or partially completed outline of a learning segment, and ask them to fill in the blank spaces as you move through the segment.

For example, in my *Magnetize Your Audience program*, I go over what I call the "4 C's of writing a compelling What Do You Do Statement". I hand out an Empty Outline with 4

C’s on it – and as I teach each one, the students fill them in. This keeps them engaged, and believe me, I know if someone doesn’t understand one of the C’s because the spot for the C they missed will be blank on their outline!

Empty outlines can be turned in to you later so you can find out how well they "caught" the important points of your segment.

PROBLEM RECOGNITION TASKS are another great assessment tool to use during your program. This is where your students are provided with a few examples of common problems relevant to the content they are learning. They are asked to look at each problem and recognize and identify the particular type of problem each example represents.

For example, at our *Magnetize Your Audience Program* where I’m teaching my students how to write great marketing, I give out a handout with several marketing headlines on it. I then ask the audience to tell me which headlines are magnetic, and which ones are amateur. Based on their answers, I can assess their current level of knowledge. I then teach them how to write and identify great marketing headlines, and of course, I give them the problem recognition task again to see if they’ve improved their previous scores. And.. they always do! Meaning, the first time around, they are usually unsure on which headlines are magnetic or not. The second time around they have no problem choosing the Hot Headlines… while identifying the amateur ones.

WHAT’S THE PRINCIPLE? Is another great assessment tool. Here, students are provided with a few problems and are asked to state the principle or concept that best applies. This technique allows you to assess your students' ability to associate specific problems with the general principles used to solve them. For example, there are 5 main elements to effective Education Based Marketing. One way of using this tool would be to give my *Magnetize Your Audience* students a piece of marketing – and ask them which of the 5 elements is missing or included.

DIRECTED PARAPHRASING is really one of the best strategies when in comes to assessing how well your students have understood and internalized the learning points. This is where students paraphrase part of a lesson for a specific audience and purpose, using their own words. Feedback is then provided by you on their ability to summarize and restate important information or concepts in their own words. I love this one! It's so easy to see holes in learning when someone explains a concept back using their own words.

Finally, the **APPLICATIONS CARDS TOOL** is also a fun one. This is where students write down one possible, real-world application for an important principle, theory, or procedure they just learned. Then, they share what they've written with you and you discuss! Looking at the application cards lets you know how well they understand the possible real world applications of the content you just shared.

Assessing at the END of your program allows you to know how effective and valuable your program was. Most importantly, it will allow you to know if that single Overall Learning Outcome was met.

Here are some great ways assess learning at the end of an event or program:

PARTICIPATORY GAMES: At our *Magnetize Your audience Event*, I put my participants into teams, and have them play a mock game show where each team answers questions and gets points for correct answers! Of course, there's lots of celebration when the answers are correct – and some clarification when concepts are close but not quite comprehended. AND… I always end the game show by giving lots of prizes!

END OF EVENT QUIZZES, REVIEWS and FEEDBACK FORMS: These are all good ways to assess what was learned. In the latter, students answer questions on a feedback form (designed by you) which contain anywhere from 3-7 questions in multiple-choice, Likert-Scale, or short fill-in answer formats. Don’t make these too long or complex – or you risk putting them into exam-like anxiety!

EMAIL: You can even elicit feedback via email after the event. This would be where students respond anonymously to a question or a series of questions posed by you. Some of the questions could assess their learning of concepts, and some could be surrounding how much they enjoyed the venue, the schedule or other aspects of your program design. Post event feedback forms provide a non-threatening, simple, immediate channel through which you can pose questions about the program.

We’ve come to the end of this chapter, so let’s review!

ASSESSMENT is the systematic, on-going process of monitoring the learning and comprehension of your students. Assessment helps YOU (as the program leader) see in a specific, measurable way whether your students have attained the Overall Learning Outcome for your program – or in the very least, whether they’ve moved measurably closer to the Overall Learning Outcome.

I recommend OPEN ASSESSMENT where your students are privy to how well they are doing… and I suggest you weave assessment into the content flow.

It’s also optimal to assess your students’ knowledge BEFORE, DURING and AFTER your programs. Including assessment does require extra energy and attention when you design and facilitate your programs – but I guarantee it will make your programs far more valuable, your students far more successful, and you far more fulfilled knowing that what you teach will be applied in the real world.

Have fun with ASSESSMENT!

CHAPTER 12

PROGRAM DELIVERY:
THE 5 ELEMENTS OF PRESENCE

Think way back. At the start of this section of the book, I stated *that to Mesmerize Your Audience* you must ensure EVERYONE that goes through your programs has a great time, learns a ton, bonds with each other, bonds with you – and MOST importantly leaves with the problem they walked into your workshop with…totally solved!

Mesmerizing Your Audience is also about creating life changing, lucrative programs that make Specific, Measurable, Long-Term changes in the lives of your people.

I'm talking about TRUE transformation!

At the start of this section, I revealed that to truly Mesmerize Your Audience, you MUST MASTER the 2 D's.

The 1st D is DESIGN.

'DESIGN', in the context of Mesmerizing Your Audience refers to how you set up the PHYSICAL SPACE you host your workshops in, and how you set up the PSYCHOLOGICAL CONTEXT for your participants. Mostly, DESIGN refers to HOW you craft and put together your CONTENT curriculum.

Solid program & excellent room DESIGN is absolutely vital to Mesmerize Your Audience.

The 2nd 'D', and what this chapter will cover is all about DELIVERY.

DESIGN means very little if your DELIVERY is weak. *The message cannot be consumed if the messenger is weak!*

So, what do I mean when I talk about 'DELIVERY'? DELIVERY refers to who you ARE on stage… AND off. What I mean is:

How authentic are you?
How connected?
How powerful?
How vulnerable?
How well do you use your body & voice?
Do you FEEL into your audience?
Can you direct their energy… no matter what? Even with hecklers?
How flexible are you? How spontaneous?
Can you laugh, cry, shout, scream, groan... emotionally express yourself authentically WHILE in connection with other people?

To achieve mastery in realm of DELIVERY, you must reflect on all the ways you CAP your authentic expression, limit your power, & unconsciously disconnect from the people around you.

This is SO IMPORTANT I'm going to repeat it.

To achieve mastery in realm of DELIVERY, you must reflect upon all ways you CAP your authentic expression, limit your power, and unconsciously disconnect from the people around you.

'CAPS' on your expression are what I call 'KINKS'. We all have them. They are unique KINKS in our ENERGY as result of our life experience.

I'd love to share a little story to illustrate what I mean by this.

I transitioned from working as professional teacher, to an organization called Peak Potentials. This was the fastest growing personal development company in world at that time, founded by T. Harv Eker.

From the second I started as a volunteer, I had my eyes on the stage. I was quickly promoted to the Core Team, setting up the events, but I admit I was still eyeing that stage!

Soon I was promoted to assist Harv and the other trainers. This was a BIG training for me as I got to work alongside the likes of Brian Tracy, Mark Victor Hansen, and Jack Canfield.

I kept bugging Harv for any opportunity to get on his stage.

My moment arrived. At the right place, and the right time, I did my first INTRODUCTION for him. It was positively THRILLING! Once I got a taste of being on stage there was nothing holding me back. It was all I wanted to do! I hustled for 2 years, working events, intros, warm ups, serving trainers, and giving110% as I learned.

All that time I kept hoping my efforts would be recognized and I'd get to lead a content segment or program. Well, I finally got my break! I was given a script for one of his free introductory events – an evening presentation in this case. (I even had to sign documents agreeing I wouldn't show the script to anyone). I felt so cool – so privileged. I was finally IN! I was to lead MME – and sell Harv's book and 3day MMI.

But as it turned out, it was a LOT harder than I thought. Firstly, had to fill my own events, which was tough. I had no training in how to do that. I eventually managed to get a few people to show up... but NOBODY bought. I felt so awkward and disappointed. I was pushing hard.

Whenever I reported my results to head office, I just felt embarrassed. I had wanted this for so long, and now they actually GAVE it to me, and I was SUCKING! It was terrible.

When I led a second workshop, I had 5 people in the common room of my Dad's condo. Again, though, I HAD NO SALES. Now, this opportunity I had was special – it was awarded only to a few 'wannabe' trainers. The set up was steep: you had only 3 chances to prove yourself – and if you didn't show promise, you were OUT. After 2 flops... I was panicking!

My 3rd speaking gig was the biggest one to date. It was held at a local store in Vernon, and the owner filled it for me by inviting her patrons. Around this time, there were only 3 other trainers I felt close to. One resided in Kelowna, the town next to mine. David Wood. A couple days before that 3rd event I called David in a panic. I still felt like I was missing something. Practicing just didn't feel right. So I asked him if he would help me. He just happened to be coming to Vernon to take his Kids skiing, and he said he'd come over to my Dad's house, where I was living, to help me…as long as there was dinner involved!

Well, I could hardly eat. I felt so nervous and anxious to just get working on my script. After a good dinner, David and I went into the living room. I wanted to start with offer – but David insisted I go from the top saying my success had to do with more than just the offer.

So we began going through the script. It took an hour to get through the first 2 enrolling questions! Out – in – out – in – out. He kept adjusting my DELIVERY. Nothing seemed to please him. By 1am, we still hadn't gotten through the first 3rd of the script, and we hadn't even touched the offer. The pressure was sure on... my event was the next evening!

David kept saying there was something off with my delivery. We tried a million things.

At about 1:30am, I sat down on the step, fighting tears of anger and frustration. I asked him, “Why are all these little tweaks so important? Let’s just get to the offer!”

And then David asked me something that would change my life forever. He said, “Callan, you’ve wanted to get on stage for 2 years. You’ve given everything up to chase this dream. Why do you want to do this so bad, Callan?

I replied, through my frustration, “I just want to help people.”

David replied, without batting an eye, “Bullshit. Why do you want to do this?”

Puzzled, I continued, “I just want to make a difference, Dave!”

To which he replied, “Bullshit, Callan. Why do you want to do this?”

At this point, I began to lose it. “You’re not listening to me,” I screamed, “nobody ever listens to me!!!!”

To which David exclaimed, “BINGO! That’s it! That’s why you get on stage. That’s why I’m not feeling anything you’re saying. That specific insecurity is speaking so much louder than the message you’re trying to convey. The sooner you get conscious to that and accept it, the sooner you’ll be a great program leader.”

In that moment I realized, he was right. I wanted to be on stage for ME. I had grown up in a family of older, much larger boys. I was the youngest and the only girl. My family was wonderful, but I had never felt like anyone listened to me or took me seriously. That was my kink. As I looked at David, I realized I NEEDED to get on stage to heal something I hadn’t received growing up!

After that moment, I got really honest with David. We threw away the script and talked about how I’d felt most of my life. I started to live out loud about what I really wanted, which was to be loved. To belong. To be listened to. To be taken seriously. And as I talked, he was MESMERIZED! I felt like for the first time – I had his full attention.

That energy carried over to the next day, and I did my gig to a packed house. I sold an average of 2 books per participant, and 4 courses worth $1495 to approximately 17 people (just over $6000 in total)! One family still sends me the periodic email saying how amazing the program was, how it changed their life, and how grateful they were to me for introducing the opportunity to them. (By the way, at that time of my life, $6000 in 2.5 hours was most money I'd ever made in a 2.5 hour period!)

In California shortly thereafter, working as facilitator for a larger personal development company… when I got scouted and approached to start leading for another successful workshop company! Before I knew it, I became a lead trainer for these new people, inspiring their audiences and selling thousands of dollars worth of courses. Around then, I met my business partner Justin, and we started our business.

I've spent the past 10 years attending the best personal growth programs in the world, and I'm living my purpose as a workshop leader. I'm smack dab in the middle of what I was born to do. I get to heal and inspire others... and on the very good days, I get to heal and inspire myself!

And it all began with that night with David. My need to be seen, loved, appreciated, and listened to was one of the "shadow sides" to why I chose this profession.

I don't use the word SHADOW in a negative sense here; I use it because the motivation to do what I do was originally in the DARK for me.

What does this have to do with your DELIVERY of your programs? Well, in every communication there is a messenger and a receiver. In case of facilitation, YOU are the messenger, and your AUDIENCE is the receiver. *Your unique kinks, when they remain* *unconscious, CREATE NOISE or distortion between you as the messenger and the audience as the receiver.*

Sometimes your kinks are so loud your audience cannot even HEAR your message! Most kinks or 'patterns of being' can only be transformed with awareness. But the truth is, some have such deep roots, you'll never fully transform them. And, maybe you're not meant to... but that's not necessarily a bad thing. For the kinks we cannot truly ever transform – we learn to make ART of them! Making ART means using your unique kink to create more trust and connection with your audience! Making ART of your KINKS is about working WITH your nature, not against it.

Again, the ONLY kinks that hurt you, your delivery, and consequently your ability to Mesmerize Your Audience are the ones you remain unconscious to.

Let's take a look at the areas that get affected by unconscious kinks.

Masterful, kink-optimized Delivery is all about PRESENCE. Presence is NOT about the techniques and tricks you know to be an excellent facilitator.

For instance, I can show you: How you take a question from your participants. How to write on the flip chart. How to coach from the stage. While helpful, these techniques and tricks will NOT up-level your presence OR your overall delivery.

Presence is an attractive force that pulls you in one way or another toward someone. It is a GRAVITY that pulls people in. Presence is when you're FULLY expressed. True Presence happens when all your modes of communication are aligned and saying the same thing.

So – what are the modes of communication, and all –importantly – how do you clean up your kinks so they can be aligned?

We have an entire 4-day, full immersion program called the *Mesmerize Your Audience Delivery Intensive* where myself, and some of the best coaches in the world work personally with you to clean up your delivery. It's the BEST way to work on your DELIVERY and to clean up your kinks. The program is very intimate and sells out months in advance… but if you want to know more about it, shoot me an email me at callan@mesmerizeyouraudience.com if you want to attend.

For now, let's look at the 5 ELEMENTS OF PRESENCE so you can start to become AWARE of them, and how they are either augmenting or detracting from your ability to Mesmerize.

THE 5 ELEMENTS OF PRESENCE:

Element #1 is your VOICE

Your voice is your instrument of influence and is one of the main TOOLS for a workshop, retreat or seminar leader.

Your voice contains the signature vibrations of who you are. For your listeners it plays one of the biggest roles in determining if they like you, trust you, respect you or even want to listen to you. This, of course, influences how they respond to your message, your product, your programs, YOU!

At the *Mesmerize Your Audience Delivery Intensive*, we bring in one of the best Voice teachers in the world to work with you. She's a professional singer, and has worked with some of the best performers out there. She often remarks that many workshop leaders feel trapped in voices that don't begin to express who they really are. Many don't realize they can work on their voice and change it to get a more favorable response from their audiences.

One hot voice tip is to always use a microphone for live workshops. Even for a space that seems small! When you use a microphone, you give yourself the freedom to use all sorts of vocal tones from loud to soft – without strain or pushing. Even if your group is small, several hours of speaking loud enough for everyone to hear will fatigue your voice – and your audience will often feel like you are shouting or forcing it.

You'll also ALWAYS want to warm up your voice. I often sing in my car on the way to my events to get my voice warm… A good old-fashioned shower sing can get your vocal chords going as well.

Another KEY to fully utilizing your voice is to find your perfect pitch. This can be achieved by humming. Go ahead, start humming consistently right now.

HUMMMMMMMMMMmmmmmmmmmmmmmmmmmmmm

…then begin speaking from that range. This is the middle of your vocal range. It will be the most pleasant to listen to and the easiest range for you to speak for a long time at.

Element #2 is your BODY LANGUAGE

Effective communication is made up of 3 elements: word choice, vocal tone, and body language. Contrary to popular belief however, word choice makes up a much smaller part of what people respond to in a communication.

Vocal tone has a greater influence… but the whopping majority of what your audience is responding to in your messages – is your BODY LANGUAGE!

So, what's your body really saying while you're presenting? *Your body never lies!* Communicating clearly and effectively using your whole body helps your listeners focus intently on what you are saying. So much depends on body language! To make the most of every speaking opportunity and bring your message ALIVE you need to use more than words.

When your face, hands, body and stance work together with your voice and your words your message comes alive in TRUE LIVING COLOR. *Congruent body language is a must to be successful at bringing your message to the world with Passion, Power and Purpose.*

One quick body language tip is: Watch your foundation! In other words, take a look at your feet when you are on stage. Are your feet facing forward? Are they facing outward like duck feet? Is your stance very narrow – a phenomenon so common in female presenters, I call it 'Tiny Base Syndrome'. It basically communicates you're a pushover! And NO ONE wants to listen to or follow a pushover.

Men, however, often stand with a super wide – crotch in face – type stance. Obviously, that's not desirable either as it often communicates arrogance.

A good stance is feet facing forward, hip distance apart. Note that your hips are a little narrower than you think. Placing two fists between your big toes is a fast way to establish proper hip width. Most people think their hips are much wider than they are. This balanced kind of stance communicates that you know where you're going – and people will follow you! (We cover a lot more on effective body language at our *Mesmerize Your Audience Delivery Intensive*.)

Element #3 of a mesmerizing delivery is HUMOUR:
When people are laughing, they're learning.

You can make people sing, cry, shout, moan – but laughter is the only response that is guaranteed to Open and Enroll your audience instantly! There's nothing threatening about laughter... unless someone perceives that others are laughing at him/her of course!

Laughter allows your audience members to relax, and enjoy as they learn. It opens their hearts to you!

Now – in order to be truly mesmerizing you must discover and uncover your unique style of humor. Maybe you're cheesy – like me? Maybe you are cartoony like my business partner… maybe dry wit is more your flavor or… slap stick? It doesn't really matter how you make people laugh – *as long as it's AUTHENTIC to YOU!*

Element #4 of PRESENCE is VULNERABILITY:

Inherent in the nature of workshops, retreats and seminars is the sometimes subtle and often even overt request by the facilitator that the participants let go of any previously limiting beliefs, ways of being, thoughts and actions – in favor of a new, more evolved pattern.

Asking your people to let go of old beliefs and habits is the same as asking them to let go of the exact things that have kept them safe and alive! Any kind of new learning situation will often challenge our survival mechanisms. Talk about VULNERABLE!

If you want your students to really get that vulnerable – YOU need to walk through that door first. Getting vulnerable doesn't mean you have to cry on stage – though if crying is connected and authentic – why not?

Vulnerability in this context really refers to your ability to be transparent, revealing your emotions in a real and connected way. *More than ever, people need role models for authentic emotional expression.* When they see this – they give themselves permission to let go and FEEL.

Getting vulnerable while staying connected, especially in front of large groups, certainly takes practice. However, it's one of the most important parts of mesmerizing your audience.

Element #5 of Presence is POWER or CONFIDENCE.

Anthony Robbins has a powerful quote that really speaks to this element. He says, *"When two people meet, the one who is most certain, will be most influential."*

There is also a great book by Dr. David R. Hawkins called, *Power vs. Force*. He talks about Power as what energizes, gives forth, supplies, and supports. Power gives life and energy— while Force takes these away.

How well are you harnessing the state of true Power? Where are you leaking power? Where are you lacking confidence? Where are you forcing things?

This is an area that I often observe in myself. Especially when I'm nervous I notice I tend to push with my voice and energy (probably in an effort to disguise my nervousness). However, this overcompensation can often get misread and leave my audience feeling blown over. This in turn reduces their trust in me.

Being powerful is about cultivating honest, authentic, confidence from stage. It's about being real, but also never losing sight of the fact that you are the Captain of the Ship, the Luminary in Charge!

To summarize, the 5 elements of Presence are:

Voice
Body Language
Humor
Vulnerability and
Power.

Whether you like it or not, these 5 elements of will combine in you to create a certain level or magnitude of PRESENCE, and will determine how mesmerizing you'll be.

And, as I mentioned earlier, although some mechanical delivery practices can be helpful, it’s usually our psychological kinks that affect how powerful we are in these 5 Elements of Presence.

For example, before I became conscious of my ‘Need to be loved and heard’, several things were affected in my delivery. My vocal tone was a lot higher, more anxious, and I used to speak a lot faster. This of course was being driven by my unconscious desire to be liked and needed…. And my accompanying belief that no one really wanted to listen to me so I’d better talk fast when I got the chance!

In terms of body language, I used to hunch my shoulders forward, simultaneously pulling my heart away from my audience – while communicating a posture of shame. I didn’t have a great deal of confidence, which meant my natural humor didn’t shine through, my jokes were forced or copied.

Overall, that one kink ended up affecting all areas of my Presence. And… once I became conscious of it, healed what I could and made art of the rest… my ability to positively persuade, influence and Mesmerize went waaaay up!

So can yours!

SKILL SET #3

MONETIZE YOUR AUDIENCE

Okay – things are getting exciting now.

You've got your Specific Audience named by a strongly held Egoic Label.

You've chosen a Specific Problem and phrased it in Top of Mind terms.

You've created a Tantalizing Title for your Front End Education Based Marketing.

You've chosen, sequenced, and flushed out your 3 data points – making sure they give lots of value and position the purchase of your first paid program… whether it be a workshop, retreat or seminar.

In short, you have A LOT of tools to start MAGNETIZING droves of people to your events.

You've also learned to plan powerful programs by using the program planning process.

You've chosen an outcome for your program, and selected learning objectives for each segment.

You've given consideration to how you'll teach your content, including what activities to include.

You've worked on your delivery – and are ready to make art of all aspects of your Presence.

Overall, you've got some powerful tools to Mesmerize Your Audience.

What like to do now is help u with the next step. Imagine your first speaking engagement or Self Hosted Introductory evening PACKED FULL with your Ideal Specific Audience.

You've Magnetized your ideal audience…

You've Mesmerized them…

What you MUST DO now is take these **First Time** clients and make them **Life Time clients**. This means OFFERING THEM a way to continue their relationship with you! In other words, <u>you must SELL</u> them your next program.

I call this, "MAKING AN OFFER!"

Making an offer is the single most important skill in this business. It doesn't matter if you've Magnetized Your Audience, and Mesmerized Your Audience… if you don't know how to make an offer that makes it as easy as possible for the maximum amount of people to say YES to your next program, you won't be able to stay in business.

You must make offer if want to make money in your workshop, retreat or seminar business.

Now, most people see one particular offer STYLE at workshops and seminars. The 'Style' I'm talking about involves FLIP CHART…putting numbers up and crossing them off, slashing prices and giving deals.

Have you seen this style? Well, most program leaders see this offer style – and think they MUST also sell this way!

NOT TRUE! There are many, many different ways to sell! In fact, I'd argue there are 7.064 billion kinds of offer styles… because there are 7.064 million different kinds of people on earth!

Here's what I know. You and I are not the same. We are all different and unique. No two of us are the SAME. To be a Master in Selling and Making Offers, you must understand and appreciate that fact, and you must find a STYLE that is **Authentic to you!**

Your very own 'OFFER STYLE'. I use a style that is my own… and so must you!

Now, teaching you to sell, develop your own authentic style and make successful, lucrative OFFERS is a lengthy process. It can't be done overnight because there are number of major components that have to be in place.

Although I'll walk you through the major components in the coming chapters, I can't turn you into a Master in selling from the stage in just a few pages.

However, what I'd love to do now is teach you AS MUCH AS I CAN in the pages we have left!

Now – before I get to the components, you must understand that the Education Based philosophy extends to offers. You see, the #1 BIGGEST mistake trainers make that totally sabotage their offers is that they don't include education throughout their offer.

99% of all workshop leaders stop educating once they start to sell! In other words, they totally change their DESIGN!

Have you ever noticed that people check out during offers? In some cases they mentally check out – in others, they physically get up and leave the room!

The reason people check out or even get up and leave once an offer has begun is because they feel there's no more value as Education is over. And they're right! In most cases, it's actually nothing personal. It's just that the audience feels that the VALUE part of the curriculum is over… so they can stop listening.

It's like this:

Give Value Give Value Give Value Give Value SELL SELL SELL SELL SELL

During most people's offers, it becomes less about participant…and more about the person on stage, and what they are selling. What else is true? This **change in Design causes a change in Delivery.** The workshop leader on stage is hyper aware they are no longer giving value…and this causes them to tense up which leads to a change in

Delivery. Their voice gets tight. They start acting nervous. They speed up the pace at which they are talking. They get quiet and awkward.

This change in Delivery leads to a break in Trust and it goes downhill from there. The person they trusted, the one that was educating a minute ago and giving them great value – has not transformed into someone else – someone they don't know.

If you want to help the most amount of people possible, and truly pack your events, you must make sure your offers are packed full of Education…all the way to the end!

You must continue to make it about your audience… even in your offer!

<u>Be of Value to your Audience at all times!</u>

Now, here's a dilemma.

In business, you have to SELL to SERVE. You must sell if you want to continue to stay in business, serve more people, and make a living! And…it can feel hard. Especially because we often have all sorts of past experiences with slimy sales people, telemarketers, etc so we have a natural aversion to sales.

This will make it easier for you. I invite you to believe something **I know to be true.** Your audience WANTS to BUY from you. But your audience does not want to be 'SOLD' anything!

So, knowing your audience wants to buy from you…they want to say YES to you... you must TAKE on the RESPONSIBILITY as a HEALER on this planet to allow the maximum amount of your participants to buy from you without feeling like you sold them anything!

Creating offers is same as creating good solid curriculum. This means, to create a life changing, lucrative offer… you need how many D's? TWO! Design and Delivery!

It's absolutely CRITICAL you have **flawless DESIGN or 'structure'** for your offer…and an incredibly seamless and effective DELIVERY! If one or the other is absent or even the least bit weak – you're participants will not buy. Period.

And, when your participants don't buy, you don't get to heal, give your gifts or transform lives… and the people that need you, continue to suffer.

I've been in this industry for over a decade now, and the fact is, until recently…there wasn't a single place you could go to learn how to Master both the Design AND Delivery elements of crafting Phenomenal Offers from the stage. It just wasn't out there.

I've sat through many, many TRAGIC situations where a true Luminary got up, and tanked what should have been a phenomenal offer…robbing audience out of the solution they needed.

I know learning to Design and Deliver life changing, lucrative offers is not only necessary – but it is a learnable skill! There is no reason to rob people out of what they want and need. That's why I decided to create the hottest SELLING FROM the STAGE program in the history of this business. **I call it the, MONETIZE YOUR AUDIENCE SELLING FROM THE STAGE INTENSIVE.** If you'd like to hear more about it, be sure to send me an email at callan@monetizeyouraudience.com.

In the meantime, I'll share as much as I can about designing offers in the next few chapters.

CHAPTER 13

CREATE YOUR SPIRAL REVENUE MODEL

In order to create lucrative income leading workshops, retreats and seminars – you must first understand the Monetize Your Audience concept called…SPIRAL REVENUE!

What is a Spiral Revenue? *Spiral Revenue is a precise way of organizing your product, program and service path to create optimal, long-term, cash and client flow into your business.*

A SPIRAL REVENUE *MODEL is a specialized, logical way of sequencing your program offerings so you earn the maximum amount of revenue – for the least amount of effort.*

You've likely heard or experienced the fact that it takes far more energy to enrol a brand new client, than it does to offer something else to a current client. This chapter will show you how to leverage this fact in a very real way.

'Spiral Marketing' is the theory behind how to ORDER what you will offer your specific audience STRATEGICALLY to optimize your business success over time.

There is one COMMON and COSTLY mistake workshop leaders make when trying to decide what to offer, when. I call it the… SELF FOCUS PHENOMENA.

Self Focus is when a 'workshop leader' creates programs based on what THEY KNOW about. This orientation will be their downfall every single time.

Here's an example of how this plays out for workshop leaders and speakers. So many workshop leaders want to offer live or virtual events to serve a particular audience. So they ask themselves, "Hmmmm…. What do I know about?"

Then, they create a list of things they know about, or have experience, or training in. From that list, they create a workshop, retreat or seminar on one of the topics. If they're lucky, they'll attract some people to a live or virtual space for an inherently valuable workshop, retreat or seminar, and they'll do a good job solving a problem at the event.

At the end of their event, they understand they need to sell people something else. So, they again ask themselves, "What else do I know about that I can teach these people next?"

Please understand. This is the WRONG QUESTION… and a very, very difficult way to build a successful workshop, retreat or seminar business.

You see, if you keep building products, programs and services based on what YOU KNOW ABOUT or have experience in without considering a logical path… you'll work super hard to sell one thing, and once it is consumed, you'll have to work equally as hard to sell the next one, and equally hard to sell the next one!

This cycle will continue until you burn out or go out of business. You see, when you ask, 'What do I know about?' the focus for building your business is on YOU!

Remember, I mentioned that as an entrepreneur, you need to solve problems for people at a profit. I would add, that you need to have some sort of logic or sequence to what problems you solve first, second and third. AND that sequence needs to be based on what the client needs solved first, second and third.

This is the essence of the Spiral Marketing Model. Before I get deeper into the concept, and give you some examples, I want to make a very important point:

Have you ever wondered WHY so many businesses fail?

Most people blame business failure on a lack of systemization, a lack of capital, poor cash flow, hiring the wrong people, having the wrong product or service or even trying to make a go of it in a slow economy. But the reality is that those problems will happen whether you are Donald Trump or Donald Duck.

The question is, will you let them stop you? Do you have the mindset to continue on despite the inevitable turbulence of business? Are you self focused, or <u>client</u> focused?

Most business failures have more to do with a fundamental misunderstanding. This misunderstanding has to do with mental confusion surrounding what ‘business’ actually is, why it exists in the first place. There’s confusion regarding the attitudes and dispositions one needs to adopt in order to be successful.

To start, I invite you to answer the following question with a simple YES or NO:

Are you building your business to be of service to others?

To state it slightly differently, “Is ‘being of service’ your primary motivation for building your business?”

The reason I ask is that lot of people start out with the idea that they are in business to be of service to others. However, unbeknownst to them, what they are actually interested in building is a HOBBY not a BUSINESS. This is the first massive misunderstanding, and this is why many business owners struggle & fail.

Let’s outline the distinction between a HOBBY and a BUSINESS.

A BUSINESS alleviates an actual, conscious, real-world problem for a real set of people... and it does so in a commercially viable way – or in a way that creates profit.

A HOBBY is a venture, activity or interest pursued for <u>one’s own pleasure or passion</u>.

So many times I've heard people say, "I'll only work at a business if it's my passion! It must bring me joy."

This is great! But the reality is that to be successful with your business, you're going to have to be willing to do a lot of things that don't bring you joy, and aren't your passion. Especially in the beginning.

When you build a **business,** you'll have elements of a hobby, but your PRIMARY FOCUS must be on the experience of those you're serving or helping.

With a hobby, your PRIMARY FOCUS is on your own experience.

So, what does this mean in the context of creating programs and a program based business? It means, when deciding what to offer your Specific Audience – do NOT ask, "What do I know about?"

Instead, ask, "What's the first problem my Specific Audience is facing?" (This first problem will be your Top of Mind Problem.) For your purposes, your educational based marketing will offer of the solution for this first top of mind problem.

Next, understand this principle: *Inherent in every solution, exists a new set of problems.*

So, instead of asking, "What do I know about?" when deciding what to offer next, ask, "What is the NEXT LOGICAL PROBLEM my Specific Audience will face?"

Then create a program that solves that next logical problem.

If you already have programs, you must intelligently match what you have to that second problem your clients are facing. This may require you modify things slightly or altogether. However, a little shifting now will set you up for way better long term monetizing leverage.

After you solve the second problem your clients are facing, you'll remember that inherent in that second solution, *will be a new set of problems*.

And you repeat the process.

Ask, "What's the next or third logical problem my Specific Audience is facing..." Then either create a program that handles that problem, or match an existing program to that third problem.

Spiral marketing is about creating a logical, problem-solution-problem-solution-problem-solution, product/program/service path clearly sequenced and informed by what your Specific Audience needs, in the order they need it.

Let me repeat that.

Spiral marketing is about creating a logical, problem-solution-problem-solution, program path clearly sequenced and informed by what your Specific Audience needs, in the order they need it.

When deciding what to position or offer next in your Spiral, you must always ask yourself the following question:

"What is the problem inherent in the solution I just provided?"

The answer to that question is what you will base your next 'offering" on. Can you see the brilliance in this? This is revolutionary!

Most people talk about a funnel… but I'm all about the Spiral! You must construct your revenue model based on a problem-solution-problem-solution spiral.

Okay, in order to deepen your understanding of how this works, let's use a concrete example. Again, for ease of explanation, I'll use an example from a workshop business. Specifically, I'll build a Spiral Revenue model for a Nutritionist, and her Nutrition Workshop Business.

(It's important to note that Spiral Marketing is one of the best business models to use for any business.)

Let's say you are the mother of a 19 year old son who heads off to college. You've done a great job of raising him, but you've also been primarily responsible for cooking his breakfasts, making his lunches, and prepping most of his dinners over the years. Let's focus on how a nutritionist might start to build a series of workshops to serve this young man.

If she follows my advice, she'd start by asking, "What's the first problem this young man is facing?"

<u>Problem #1</u> – He is anxious and wondering how he'll do all alone, at school, without his Mama! He's never had to cook for himself. He's never had to shop for himself. In fact, he has no idea where the grocery stores are – let alone how to navigate one to get the food he needs to stay alive! He is eager to prove his independence, do well at school (especially considering you are footing the bill)… and make Mama proud.

Suspecting all this, our smart Nutritionist decides to offer an Education Based Marketing Presentation at the College this young man is attending. She calls the talk, "3 Common Mistakes First Year College Students Make That Lead to School Failure…and Disappointed Parents."

She puts some posters up, and advertises in the school paper. This young man sees it and says, "Wow! This is for me! I was just thinking about this! I gotta get to this talk."

Unbeknownst to him, this little talk is put together by a clever Nutritionist.

The title hooks his attention as calls him by an Egoic Label he identifies with (First Year College Student)…. and speaks to a specific top of mind problem that was keeping him up at night!

He shows up at the talk, learns a ton including the idea that GOOD NUTRITION is the GOLDEN KEY to doing well in school…and thus, making Mama proud. When you eat well, your body and brain function well. This allows you to study better, learn and retain information faster and thus, get better grades!

At the end of the talk, there's information about a program he can get involved in that will teach him the first steps to good nutrition. Namely, how to shop for healthy food.

Workshop 1 is called: "Navigate The Grocery Store: How to Shop for Yummy, Nutritious Food, on a Budget."

Your young son happily enrols! At the program he learns where the local stores are. He learns a system to shop for great, healthy, yummy, food. He learns how to stay within his budget. He does his first big shopping trip, and now has a cupboard full of nutritious food.

Now remember, our nutritionist is NOT going to ask, "What else can I sell this guy?" Noooooo! She knows she must make her business Client Centered. She also knows that inherent in this solution is a new problem:

A cupboard full of food... and no idea how to cook it!

The clever nutritionist knows this, and offers him a chance to enrol in her second program.

Workshop 2: "Basic Cooking Skills: How to Prep Easy, Fast, Healthy Meals."

In the program he learns to make Mac' and Cheese. He can now heat up Soup. He can fry eggs and make a salad. He has a solution to his second problem!

Yet again, the nutritionist knows that inherent in that solution is a NEW PROBLEM. She knows he will quickly become bored with basic dishes… and when he spots a cute co-ed across the dorm who shows interest, he knows he can't impress her by making her Mac' and Cheese!

The clever nutritionist knows this as well. That is why she offers…

Workshop 3: Advanced Cooking Skills: "How to Prep fancy Meals That Impress!"

In this program, he learns how to make fancy dishes that impress his new girlfriend – and his mom! He feels like a real champion now.

The spiral of programs for the Nutritionist's model looks like this:

PROGRAM 1: Navigate the Grocery Store
PROGRAM 2: Basic Cooking Skills
PROGRAM 3: Advanced Cooking Skills

Please Note: At no time did the nutritionist say to herself, "What else do I know about? I'll make a program on that." Instead, she asked, "What is the next problem this young college kid is facing?" She kept her focus on her Specific Audience, and she created a program based on what <u>he needed</u>.

At the risk of over emphasizing, it is so vital you remember WHY you are in business.

So often I hear folks who are building businesses say things like, “That marketing concept doesn’t resonate with me.” OR “I am bored of doing that Speaking Engagement Topic. It’s not my passion. I want to go deeper with my clients.”

Remember, when you’re building a **business** (vs. hobby), your main fulfillment must come from <u>creating solutions and opportunities for others</u>.

It must come from solving problems your clients *actually have* – not the ones you *want* them to have.

This means **you may not be totally passionate** about the front end education based marketing content you create! If you’re serious about building a business, that really can’t matter.

What matters most is that your Front End Education Based Marketing actually works! Meaning, your marketing must solve a real problem people have. Do this, and get them in the door of your business… investing in your first paid solution. Your first paid program will be more in alignment with your passion!

Feeling Passionate about your Front End Marketing Content is a nice bonus if you can work it – but it is NOT necessary!

Here is a GREAT Illustration to understand. Pretend you are on top of a mountain. The air is clear, and all cares are gone. The person you want to serve is unfortunately down at the bottom of the mountain, in misery.

Now, you can stay up top and preach ‘til your heart’s content about all the things you’re passionate about…and Serve NO ONE. Or, you can get yourself down off the mountain, and do whatever it takes to help this person navigate a path to the TOP.

Which Option is Being of Service?

That is why you MUST build a client centred SPIRAL REVENUE MODEL. Make sense? Great.

CHAPTER 14

FACTS: CRAFTING YOUR DEAL

I'm about to walk you through how to make your Education Based Presentations not only life changing for the members of your audience, but also extremely Lucrative for YOU.

In short, I'm about to reveal my BIGGEST SECRET to creating STAMPEDES to the back of your event room each and every time you make an OFFER from the stage!

Are you excited?

I hope so…because when you learn, and more importantly *apply* the information I share here, you'll virtually guarantee your success in "selling from the stage"!

One of the biggest mistakes presenters make when writing offers is that they start at the wrong place. They sit down to craft their offer by writing, from the top, as if they were delivering it from the stage. They decide what to say, in what order. They work on the language and decide how to articulate the pricing.

Don't do this. It is NOT optimal.

Deciding what to say to sell your product, program or service before you are crystal clear on exactly WHAT you are selling is not strategic. You see, there are two critical components or processes to go through when crafting a life changing, lucrative offer from the stage. If you want full leverage, you need to go through these processes sequentially.

Process #1 = FACTS

The FACTS process is about deciding what you will offer your audience, and for how much money. It's about getting crystal clear on the concrete nuts and bolts of the transaction that will take place.

Process #2 = FINESSE

The FINESSE process is about choosing language or scripting what you'll say from stage to encourage the maximum amount of people in your audience to invest in what you're offering.

In terms of priority, FACTS come first. FINESSE comes second.

You cannot articulate a powerful offer, until you've done the strategic work to get clear on the FACTS. Having said that, we'll start by focusing entirely on the FACTS. We'll handle the FINESSE in the next chapter.

Getting clear on the FACTS is also known as, 'CRAFTING THE DEAL'. Crafting the DEAL is all about deciding what your audience will actually get in exchange for their hard earned dollars. What package of programs, products and services can they obtain, and for how much? Taking time to craft an effective DEAL will ensure you make whatever you're offering as irresistible as possible to your ideal potential clients. Ready?

Let's begin getting clear on the FACTS of the offer you'll make at the end of your speaking engagement. Again, at the risk of repeating myself, this means, solidifying your knowledge and understanding of what it is you'll offer, and how much you'll offer it for.

The idea of getting clear on the FACTS, or crafting the DEAL seems easy at first… and it is, if you don't care if you're doing it optimally! For most people, creating the DEAL is arbitrary. They say, "This is what I have, and this is how much I will charge for it." *Crafting your deal this way won't get you the results you're looking for.*

If you want to do it right, then creating the deal is actually a multi step process! Specifically, there are 10 STEPS you must go through. It may take a while to get familiar with these steps the first time you go through them – but as you get familiar with the DEAL process, you'll be able to fly through it.

For clarity's sake, we'll focus on crafting the DEAL for the offer you'll make at the end of your speaking engagement or educational presentation. However, it's important to understand, crafting your DEAL is the place to start for ANY offer you make! If you follow what I say carefully, you'll create a DEAL people will buy, even if you had an off day and did a poor job of selling it! Let's get to it!

Because the content is rich, I've split the DEAL process into 10 short sections, one for each step of the DEAL.

STEP 1

STEP 1 of the DEAL involves answering the following questions:

- What Primary Problem does my program solve?
- What are 2 Supplementary Problems my program solves?

In Step 1 of the deal, you'll identify one PRIMARY PROBLEM your strategic offering solves, and you'll identify 2 SUPPLEMENTARY PROBLEMS your strategic offering solves.

Let's begin by defining what I mean by, the Primary Problem: The PRIMARY PROBLEM is the main difficulty your paid program resolves. *As you might guess, this is taken from the main problem your Educational Presentation positions.* Remember, your audience will arrive at your educational presentation thinking their main problem is the top of mind problem your tantalizing title spoke to.

However, after they listen to your educational presentation, they'll realize what they thought was their main problem, isn't their main problem. It was simply a symptom, and there's a deeper source of their problem.

By the end of your educational presentation, they'll be very motivated to get a solution to the deeper source problem! However, most won't have access to that solution currently, and they won't understand how to get that solution on their own. Plus, you'll now be the trusted advisor – so if they are going to get the solution from anyone, it will be you!

Not having, not knowing how, or not understanding the solution you positioned is the PRIMARY PROBLEM for your deal.

Let's work with some concrete examples to enhance your comprehension of PRIMARY PROBLEM. My introductory educational presentation gets workshop leaders in the door with the top of mind problem of EMPTY EVENTS.

After listening to my presentation however, my audience quickly comes to understand that empty events are just a symptom of ineffective or nonexistent Education Based Marketing. The entire presentation is designed to give value AND position the concept of Education Based Marketing!

By the end of my presentation, my audience knows they need to learn how to create Education Based Marketing… or they'll struggle unnecessarily in their business. Their next problem is… they don't really know how to create it on their own. *So it follows that not knowing how to create EBM is the primary problem the program I offer next, solves.*

By the way, the program I offer at the end of my introductory educational presentation is called, *Magnetize Your Audience*.

Magnetize Your Audience solves the primary problem of, “Not Knowing How to Craft Education Based Marketing.”

Let’s do another example.

Remember the Water Filter Example from a previous chapter? That EBM got people in the door with the top of mind problem of ‘chronic headaches’. After consuming the EBM however, the potential client realizes ‘chronic headaches’ are a symptom of a deeper issue. The deeper issue, and the real problem they now face is, they are ‘dehydrated’. Therefore, the PRIMARY PROBLEM the strategic offering solves is that, they “Don’t know how to get hydrated.” It just so happens that the Water Filter product is the best way to solve that problem.

Here’s another example from a previous module. Let’s say you are a Massage Therapist, and your EBM Presentation gets them in the door with low back pain. The EBM lets them know the source of their problem is ‘Body Tension’. The solution the EBM positions the Body Relaxation Solution. Then, it goes that the Primary Problem the next program solves is, ‘Don’t know how to relax their body’.

Want a few more examples?

Well, maybe you are a psychotherapist whose marketing gets them in the door with low energy and depression. The EBM lets them know their real problem is a wounded inner child. The EBM positions the, ‘Heal Your Inner Child Solution’. The Primary Problem the next program solves then, is ‘Don’t know how to heal Inner Child.’

Finally, maybe you’re a financial planner whose marketing gets people in the door with ‘Drowning in Debt’. The EBM lets them know the source of their problem is a lack of financial literacy. The EBM positions ‘Financial Literacy’ Solution. The Primary Problem the next program solves would be, ‘Don’t know how to Get Financially Literate’.

Are you getting the hang of this?

Here's a little shortcut. Remember the process you went through to choose your Specific Program?

STEP 1 was to write down your Solution.
STEP 2 was to phrase your Solution as a Problem.
STEP 3 was to phrase your Problem as a top of mind problem.

Your Primary Problem for Step 1 of the DEAL, is whatever you wrote down in STEP 2 of that process!

EXERCISE:
Write down the PRIMARY PROBLEM your strategic offering solves.

Okay, we're not quite complete with Step 1 of the DEAL. Now that you've got your Primary Problem, you now need to get clear on 2 Supplementary Problems your strategic offering solves.

A Supplementary Problem is a secondary issue your program resolves. Your Primary Problem is the main problem, and your supplementary problems are the bonus, or icing on the cake!

Supplementary problems can come from any of these categories:

ENERGY
MONEY
TIME
RELATIONSHIPS
SEX LIFE
CAREER or BUSINESS

HEALTH
STRESS LEVEL
ROLES / IDENTITY

In other words, in addition to helping people with the primary problem, your program will help participants see improvement in one or more of these categories!

The easiest categories to look to for supplementary problems are time, energy, and money.

For example, here are some supplementary problems your program could solve:

WASTED TIME: It will take a long time to get the solution.

SQUANDERED ENERGY: Trouble-shooting wastes energy.

MISUSED MONEY: Throwing away money on ineffective or unproven ways to get solution.

The primary problem our *Magnetize Your Audience Program* solves is, 'Not knowing how to craft Education Based Marketing'.

The first supplementary problem it solves is a 'time' problem. People will waste a lot of time trying to write effective marketing without the help of specialists like us. (*Magnetize Your Audience* saves participants massive amounts of time because they create all their front-end education based marketing materials right at the event, in 3 days!)

In addition to the TIME centered supplementary problem, *Magnetize Your Audience* solves an additional supplementary problem from the ROLE or IDENTITY category. You see, our primary Specific Audience identifies with the role of 'helper' or 'healer'. This Egoic Label is very important to them. Many of these people feel like they are 'bad' or ‘ineffective’ healers because they have empty workshops. We use this concern as our second supplementary problem.

Right in our offer, we let them know that our *Magnetize Your Audience Program* will help them be a better healer because by the end of the program, they’ll know exactly how to attract loads of clients, thus allowing them to make the difference they desire to make.

Get it? Your turn.

EXERCISE:
Choose 1 or 2 Supplementary Problems your program solves.

Congratulations! You’re now ready to move on to Step 2 of the Deal Process.

STEP 2

STEP 2 of the deal involves answering the following question:

What SOLUTION FOCUSED TITLE will you choose for your strategic offering?

Once you’re clear on the primary problem and supplementary problems, you must choose a ‘Results based title - Solution focused name’ for your strategic offering.

‘Results’ or ‘Solution’ based means making sure the title implies the solution to the primary problem in the very least… and optimally, if you want full leverage, also implies a solution to the 2 supplementary problems!

Now, you may have a title for your strategic offering already, but don’t get too attached! It might change in this step!

Again, a ‘solution focused’ title is a program, product or service name that speaks to the ultimate RESULT your potential client wants. In other words, the name speaks directly to the main benefit of why they would invest. And, as I just said, if it can speak to both the primary problem AND the supplementary problems your program solves, all the better!

Here’s an example of what I mean: The program we offer at the end of our educational presentation is titled, *Magnetize Your Audience.* Those words, ‘Magnetize Your Audience’ imply a solution to the primary problem, while also subtly implying ease and speed.

The metaphor of a magnet, (an item that does no work while things seemingly magically get attracted to it) is useful here to paint the picture of ‘energy’ and ‘time’ savings. More subtly, the title *Magnetize Your Audience* also implies that whoever attends will have full events, which means they’ll be doing a good job as a helper or healer. This speaks to the supplementary role or identity problem.

Your strategic offering must be phrased in terms of PLEASURE or RESULT.

Remember, the title of your introductory Education Based Presentation is most often pain based: “3 Massive Mistakes, 3 Big Blunders, 3 Tricky Truths…”

But, the title for your paid program must be results or pleasure based.

My EBM speaking engagement title is, “3 Massive Mistakes Workshop Leaders Make that Keep Their Event Rooms Empty.” A pain based intro title. The program we offer at the end of that event is called, “Magnetize Your Audience!” A pleasure or results based program title.

Some additional tips: Don't try to come up with a sexy way to name the modality or process you'll teach. Go right for the ultimate result the audience will get.

Magnetize Your Audience implies the result, where as, 'the Magnetic Marketing Intensive' or the 'Education Based Marketing Intensive' implies the modality.

Be sure to choose a title that implies the solution or the result! Also, make sure the title is easy to say and spell. This will help you down the road when marketing online.

Stumped on a name?

One great way to choose a results based title is go on Amazon.com and search for book titles in your topic area for inspiration. You cannot copyright book titles – which mean all book titles are usable. Having said that, I recommend modifying them if you can.

You can also check out the covers of magazines your specific audience might read for ideas for language. Magazine copywriters are some of the best in the world. Look at the table of contents of relevant books to see if there is language you can use.

Finally, asking yourself the question, 'What does my client ultimately want to BE, DO or HAVE?' can prompt some great ideas.

EXERCISE:
Choose a 'results based title' for your strategic offering.

How did you do? If you were unable to come up with something – not to worry! Just let it breathe. Give it some space. Set the goal of writing down 2 titles per day for a week! Even if the titles you write down are lukewarm, at the end of the week, you can mix and match, or choose the best!

OKAY – you are now ready to go on to:

STEP 3

STEP 3 of the deal involves answering the following question:

What is the INVESTMENT for your strategic offering?

In this step, you must choose the price or investment for the product, program or service you are offering. This step is about identifying exactly how much you will ask people to invest. One of the most common questions people ask when they go to write their offer is, "What do I charge for my strategic offering?" Here is a powerful, yet counter intuitive secret.

You often can and should determine the price of what you're offering well before you know exactly what that offering is. In other words, decide how much money you'd like to gross per purchase, then, later in the Finesse Process, we'll work strategically to build your program around this amount. And we'll do so in such a way that your people will anticipate paying much more for it! We'll revisit that idea later.

There are questions to consider when choosing a leveraged tuition point for what you'll offer at the end of your EBM presentation:

#1. Is your strategic offering a LEAD GENERATOR or a PROFIT GENERATOR?

In order to choose an optimal price, let's look at the concepts of lead generators and profit generators.

A LEAD GENERATOR product, program or service is strategic in nature. It's main job to initiate relationship… to help you entice someone to commit to taking the first step in engaging in an ongoing, long-term relationship with you and your company.

It's the equivalent of a man getting a woman's phone number. He wants to get her to commit to taking the first step in what might end up being an ongoing relationship with him!

The intention with a lead generator is not to ask your potential client for big business, but to invite and entice them to engage in the first step of a relationship with you. As an example, your speaking engagement, or education based presentation is a lead generator. Lead generating products and services are also called, "Front End" products or services.

Let's look at PROFIT GENERATORS now. Profit generating products, programs and services are also called "Back End" products and programs. The intention with a 'Profit Generating' product or program shifts from trying to *initiate* relationship to *strengthening* a client relationship. With Lead Generating products and programs, you ask people to make a minimal commitment in exchange for a minimal, but valuable promise. *With Profit Generating products and programs you up-level the commitment you ask for and you up-level the value you promise in return.*

So, the first thing you'll need to decide in this step, is if what you'll offer at the end of your Education Based Presentation is going to be a Lead Generator or a Profit Generator.

If it's a Lead Generator, you'll need to keep the money commitment low in order to get as much volume as possible.

If it will be a Profit Generator, you can charge more, knowing you'll get less people to sign up, but guarantee you'll earn profit right away.

If your strategic offering is a program, the decision about whether to make it a lead generator or a profit generator often depends upon what you'll sell at the program you're offering. Now, you may not know what you are offering at your next program yet

because you've only built your spiral 2 rungs deep. However, you know you'll likely make an offer for *something*. You just won't know for sure that anyone will buy it. Here's what to do in this case. More specifically, here's what we did when we first started.
In our first year in business, we sold our 3-day *Magnetize Your Audience Program* at the end of all our EBM speaking engagements. We knew we'd sell 2 *other* paid programs at that weekend…(namely the *Mesmerize Your Audience Program*, and the *Monetize Your Audience Program*) …but the first time we offered *Magnetize Your Audience*, we didn't know for sure anyone would buy those second 2 paid programs. And we wanted to make some profit to get our company going!

So, to start with, we erred on the side of charging more for *Magnetize Your Audience* to ensure we generated profit. We chose a higher, profit generating tuition. After we did a few *Magnetize Your Audience Events*, and we saw we were able to sell a ton of those other 2 paid programs, we became confident in our ability to create revenue from *Magnetize Your Audience*. That afforded us the luxury of being able to charge less for the tuition for *Magnetize Your Audience*, knowing we'd make more on the back end… or on the second program tuitions. Makes sense, right?

Magnetize Your Audience has mostly become a lead generating program for us now. We keep the investment low, get as many people to that program as we can. We give tons of value at the event… and because the 2 other programs we offer there are much needed by our participants, we sell lots of them!

QUESTION #2: Is the Gradient of Commitment Appropriate?

As you go from your front end or lead generating products and programs to your back end or profit generating products and programs – you'll want there to be an increase in the gradient of commitment. Commitment in this case usually means MONEY and TIME.

In other words, the time commitment will be lower on front end products and programs, and higher on back end products and programs. Also, you'll ask for less of a monetary investment on your front end products and programs, and increase that investment as you move up your spiral to your back end programs.

You don't want to jump from a short, free event to a very long, intensive, high ticket program! It's much better to walk your clients through a sequence of sequentially elevating investment points.

The bottom line? In choosing your investment point, think about gradient of commitment. Don't ask for too much, too quickly. But also, don't devalue your program by charging too little after you've established some value and relationship with people.

QUESTION #3: Which Psychologically Leveraged 'Buying Number' Will You Choose?

I'm referring to the actual price point in this step. You may have heard of a term called, 'Buying Number'. A buying number is a number that has been tested to maximize profitability. That means, it is a number that is interpreted as being smaller than it really is.

Let me give you an example:

Take a look at the numbers $425 and $497.

Did you know the human brain will automatically round both to $400?

Knowing that – why not take the extra $72 bucks by charging $497?

That's an example of maximizing profitability.

Here is a list of proven buying numbers. You can be very successful without ever using any other price points for your programs.

$19, $29, $47, $97, $197, $297, $497, $997, $1497, $1997, $2997, $4997, $9995, $14,995, $19,995

For your purposes, I recommend choosing $497, $1497, $1997, or $2997 for a first strategic offering.

Now remember, it may feel weird to choose the tuition for your program at this point, especially if that program is not fully developed yet – but trust me, this is the best way to go.

Decide first… then we'll build the program to ensure that the tuition you choose feels small compared to the value your participants will get.

QUESTION #4: How Ready Do You *Feel* To Ask For This Tuition?

Lastly, I want to speak to 'emotional readiness' to ask for the tuition point you choose. Many people overlook the importance of this. You can choose the most leveraged tuition in the world… but if you have inner game issues surrounding the amount you are asking for… things can go horribly wrong when you try to express it.

There are a couple things that can happen if you choose a number that is not in alignment with where you are at emotionally. If you pick a number that is too low, you risk subconsciously running 'resentment' energy. Meaning, underneath you'll feel like an unequal exchange is going on (you are giving more than you are receiving).

This can lead to you self-sabotaging the exchange somehow, or even resenting your clients!

If you pick a number that's too high, you'll risk communicating nervousness and insecurity (either verbally or nonverbally) when you ask for the tuition. Of course, the audience will feel this and may lose trust in you.

Ideally, you'll want to pick a number that feels exciting to you, a little bit of a stretch, but one that is still comfortable.

Okay – now it's your turn.

EXERCISE:
Go ahead and pick a tuition for your first strategic offering.

Again, for all FIRST strategic offerings at the end of a decent length Speaking Engagement, I recommend choosing $497, $1497, $1997, or $2997.

Again, don't worry about WHAT features, components, and benefits your strategic offering includes. Just pick a number that follows the above guidelines. Good Luck!

STEP 4

STEP 4 of the deal process involves answering the following question:

How can I maximize the PERCEIVED VALUE of what I am offering?

This is where you start figuring out what you will offer your audience for the investment they make. What will they get in exchange for the tuition you just decided upon?

As you head into this section, do your best to let go of any attachment you have to the elements of your strategic offering. Pretend you're starting from scratch – even if you aren't! This will help you fully leverage this step of the Deal.

Maximizing the Perceived Value is all about getting crystal clear on what your audience gets for their investment – and equally as importantly, how you'll position what they are getting, so it is <u>irresistible</u> to them!

You've likely heard the term 'Irresistible Offer' before. It's a common phrase used in this business. What it means, in reality, is something quite simple. Irresistible, in this case, simply means that the VALUE in what you're offering is perceived as much higher than the INVESTMENT you're asking for.

For example, if I knew you were going to give me $10 of value for $4, I'd give you $4 all day long! You'll offer your 'strategic offering', in many cases a program, as a solution to the new problem your audience has.

This step is about packaging and communicating that solution to them so the perceived value is as high as possible! So, how do you do that? How do you MAXIMIZE the perceived of what you are offering?

The key word is PACKAGING!

Cosmetic companies are masters at this. Some of the biggest, most famous cosmetic brands re-purpose their exact same moisturizer formulas in different packages to sell at low-end stores as they sell in the most elite department stores. The difference? Only the packaging! For the department store, they put a facial moisturizer in a fancy gold bottle and you pay $125, while they package the exact same facial moisturizer in a cheap white bottle and sell it for $25 at the chain drug store down the street. Packaging is powerful!

Why do you pay more? The packaging has a higher perceived value! It looks and feels more substantial, like it is worth much more!

You want to talk about the features of your strategic offering so they feel like the fancy version! There are many ways to do this for programs.

In one of my programs*, Lucrative Luminary*, I promise to provide you with 10 weeks of content that will help you write a life changing, lucrative speaking engagement script.

This is called the MAGIC PILL PROMISE…and is often enough to get folks to buy your program!

I want you to find your main Magic Pill Promise.

This will how they'll get the main solution your presentation positioned. For example, will you deliver the content of your program as a 3 day live intensive? Will it be a 90 day virtual coaching program? Will it be an 18 module online video course?

Next, you'll do what is called, THE PLUS ONE.

As part of that 3-day program, or 90 day mentoring, or in addition to the main promise of educational content to solve your primary problem…you'll offer a bunch of 'extras.'

For my *Lucrative Luminary Program*, the main promise is 10 weeks of educational content to help you create a lucrative speaking engagement script.

The PLUS ONE is a bunch of extra features that hold a highly perceived value!

Group Mentoring Calls
Recordings of those Mentoring Calls
Personal 1:1 Laser Coaching Sessions
Email, Skype, Telephone access to me each week
Templates of all kinds to support you
Private Members Only Website

Exclusive Facebook Community Page

All of these features sweeten the DEAL, and make the program more irresistible.

Here are some elements you can include when you describe your program to increase the perceived value of your Magic Pill plus one offer:

Transcripts
Webinars
Tele-seminar
Personal Coaching
Personal Group coaching
Worksheets
Templates
Checklists
Systems
Techniques
Mentoring (group/individual/online/offline)
Memberships (online or off line)
Audio Recordings
Journals
Physical/Virtual Products (i.e. books, cds, dvds, audio, video)
Assessment
Post Event Plan
Strategy Sessions
Recipes
Goody Bags
Bonus Baskets
Books
Magazines
Joint Venture Partner's Program/Product/Service

Lunch/Dinner with the Trainer (during event)
VIP Seating
Party/Social/VIP Gathering Night before Event

Again, these are all features that increase the perceived value of what people get in exchange for their investment.

Whatever items you choose to include for your offer – and I recommend (especially at this point) brainstorming as many as you can – and be sure you choose a 'results based name' for each.

For example, let's say you choose to offer a Template as part of your program. Make sure you choose a name for the template that suggests a benefit or solution.

If you have this concept down – great! If not, just ask yourself, what can you add to your package to increase the perceived value. Things like recordings of mentoring calls are a very subtle, yet very valuable program feature that increases the perceived value. Personal or group coaching also significantly increases the perceived value of a program! Whenever possible, if you can offer personal or group coaching – DO IT! In general, it is one of the BEST ways to elevate your perceived value.

Okay – your turn!

EXERCISE:
Decide what elements to include to boost the perceived value of your strategic offering.

Brainstorm a loooong list of items you'll include to increase the perceived value.

STEP 5

STEP 5 of the deal involves answering the following question:

“What are my bonuses?”

So, let’s start by getting clear on WHAT a BONUS is. A bonus is an additional product, program or service you offer to the folks who purchase the main thing you offer, at the time you are offer it. For example, in my offer for the *Magnetize Your Audience Program*, when people invest in the Online Home Learning Version, they get the live 3 day Intensive for free! People love it.

WHY are Bonuses so important?

Bonuses are important for a few reasons. Firstly, they jack up perceived value to make an offer irresistible! Secondly, they create a *sense of urgency* which helps to move people into action immediately. For example, your audience will be thinking, “If I don’t buy this now – I will MISS OUT on that great bonus!” A bonus will help get them out of their seats to go and invest.

HOW do you choose your Bonuses? The biggest piece to keep in mind when you are choosing your bonuses is RELEVANCY!

A lot of program leaders know offering a bonus can encourage more people to sign up. So they ask themselves, “What else do I have that I can throw in that will sweeten the pot?” They knowing adding more stuff, will “pile on value” or ‘jack up perceived value’ so they start throwing in a bunch of stuff they have thinking, “It can’t hurt!” The problem is that often what they throw in as a bonus has little or no relevance to the primary problem their audience is looking to get solved.

Please write this down, “Little NO = BIG NO!”

If your bonus is perceived as not relevant, and the people in your audience don't want or need it, they'll say no to the bonus. And when they say no to your bonus, they'll often say no to the entire offer. Why is that?

If they don't want the bonus, they'll think, 'Well, if I buy this program – but don't use the bonus, I am not getting full value for my money. Therefore, I am not going to buy."

Here is an extreme example to make the point.

Let's say I offer my *Magnetize Your Audience Program*, and I want to offer a bonus. You might not know this, but I'm really quite good at cribbage. In fact, I authored a 5 DVD set that teaches you how to teach you to play decent cribbage in 7 days or less. The product is promoted at $297.

So, I have this product I can give away. It's worth 300 bucks! And I can give it to you for FREE when you sign up for *Magnetize Your Audience* right now.

Unfortunately if you don't like cribbage, don't want to play cribbage, are not interested in cribbage – you're now a lot less likely to purchase this program even though I'm giving you a bonus.

This is an extreme example to illustrate the point – and I can guarantee if I did this it would not only blow my offer – but breaks trust and lowers my credibility as well.

Again, people throw in bonuses and think, "Well – it can't hurt!" They think, "Well – at worst it will be neutral." I'm saying, THAT IS NOT THE CASE!

I have seen workshop leaders ruin their entire offer buy throwing in a useless or non-relevant bonus. So – choose your bonuses wisely! Choose bonuses that are directly relevant to the primary problem or supplementary problems your audience is looking to get solved.

If you don't have a bonus created… it is easy to put something together. In fact, you can look at the list of Perceived Value Items you just brainstormed. Let's say you brainstormed 20 items. Some people package 10 of those items in the first, or main live 3 day program. Then they package the other 10 items on their own, as part of a bonus program. Then they give each package a separate 'results based' title.

When they get to the finesse of their offer, they fully sell the first program. Reveal the name. Give it a tuition. Give people permission to buy it. Then – they fully sell the second program or package. Reveal the name. Give it a tuition. Give people permission to buy it. Then, after both of these things are done – they mention that when people invest in the first program/package – they'll get the second one for free.

I'm a little ahead of myself. I'll show you how to do this in the FINESSE module… but that gives you an idea of how you can use your long list of perceived value items from the previous step for leverage here.

Bonuses can be coaching calls leading up to the main program.
Bonuses can be other live or virtual programs.
Bonuses can be products, or services.

As long as they are relevant, and will help your potential client get their primary or supplementary problem solved – they will make your offer even more irresistible.

Your turn!

EXERCISE:
Choose a bonus you can give away when people sign up for your main offering.

If you don't have anything currently, this is your time to create it in concept.

Once you’ve completed this step, you’ll be ready for Step 6 of the DEAL.

STEP 6

STEP 6 of the deal involves answering the following very important question:

How can I reduce cancellations, and increase RETENTION?

There is a common phenomenon that occurs whenever people make a significant purchase… whether it is a product at a store, or a program at an event.

This phenomenon is commonly known as… BUYER’S REMORSE!

Here’s how it works at an event:

Your client gets excited, hopeful, inspired and emotional, and they decide to invest in your Strategic Offering. This is very common. Almost without question, people BUY based on compelling emotions.

Then, that same individual goes home to their familiar environment, and their logical mind kicks in. It starts to give them all sorts of reasons they should NOT have made the purchase.

Here’s the important bit.

Unless you have a strategy to counteract this inevitable ‘mental conversation’, your clients may talk themselves right out of the program you just worked so hard to get them enrolled in!

Cancellations are especially common in the workshop, retreat and seminar business due to the fact that there is often a significant lag time between the time the client invests in your program, and the time the program actually takes place.

For example, you may offer a program at your January speaking engagement – but your client won't actually get to attend the event they bought from you until June! Over the 5 months between January and June, the emotional excitement that was there at the time of purchase will wane, and their logical mind will start giving them all sorts of reasons why they don't need to attend your program after all.

Unless you have a strategy to appease your client's logical mind and keep them continuously emotionally excited about their choice – they may take the action of cancelling your program… and/or returning your product for a refund!

Please note: it's not only their logical mind that may talk them out of your program, but it's also the logical minds of their friends and family who were not there at the time of purchase!

We've all had clients be so excited about the program they've purchased from us – only to go home and have a husband or wife talk them out of it. A retention strategy will help you reduce cancellations and ensure the maximum amount of people who purchased your event, actually show up to attend or consume it.

I'd like to share some 'retention strategies' I've found to be very effective.

I'll start with 3 easy retention strategies I've used and recommend:

WELCOME LETTERS / WELCOME PHONE CALLS

After someone registers for your program, I highly recommend you send a welcome letter, welcome email or better yet, make a personal welcome phone call.

On this welcome phone call, you or one of your amazing staff will reassure your new client they've made a very wise decision. They'll answer any and all questions, remind them of what they get with their investment, and do a great job of reselling them on the program.

This one simple strategy can help your new client relax, feel well taken care of, and will go a long way to encourage them to stay the course.

EDUCATIONAL TELE-SEMINARS

Another excellent retention strategy is to offer one or more educational tele-seminars (also called tele-classes) that give your clients related value, and get them started toward the solution they desire. Of course, these tele-seminars would occur between the time they sign up and the time they actually attend your workshops.

For example, at the start of our business, before we had the *Magnetize You're Audience Online Home Learning Program*, when people invested in *Magnetize Your Audience* live 3-day event they would get "The Fundamental 4" Teleclass Program. This program would be given to them before they came to the live event.

Every other week of this simple 8-week program, our clients got a valuable audio letting them know about one of the 4 fundamental elements to have in place to be successful in business. In between these content audios, they'd get a live coaching call with me where I'd answer any questions they had about their business. This Fundamental 4 Program, was a great way for me to get to know and form relationships with the participants I'd soon meet LIVE at our *Magnetize Your Audience Program*.

Of course, this raised their excitement and personal investment in coming to meet me live. And… it was fantastic, usable content and valuable coaching to help them immediately with their business. Both the live interaction with me, and the valuable, usable content kept my registrants excited and feeling like investing in the event was a great idea! *And…they would all show up at the live event!*

E-COURSE or VIDEO COURSE

Similar to tele-seminars, you can also provide new registrants with ongoing email content or a full Email or Video Course of related content.

This is ongoing education delivered via email and used to give your clients value between the time they register and the time they show up. The content, whether provided by email or video, can be used to make sure everyone is on the same page coming into your event.

There is a caveat!

You want to make sure as many people as possible actually CONSUME the pre-event content or they might use this 'non-consumption' as an *excuse* to cancel your program. That is, they might say, "I can't attend the tele-classes – so I'm not getting full value – so I will cancel."

Remember the "Little No = Big No Concept"? Your retention strategy would backfire in this case.

So – with any of these strategies, you want to do everything you can to make sure they consume the pre-event education. One way to do this is to make the pre-event content relevant or *prerequisite* to the live event.

What I mean is, give them some powerful, easy, effective preparation work to do in the pre-event course that would help them hit the ground running when they finally began consuming your main event!

Now, sometimes, the product, program or service you BONUSED will act as a natural Retention Strategy. For example, now when people invest in the *Magnetize Your Audience Live 3 Day Event*, they get the 18 Module, Online Home Learning Version of the program right away!

The Live *Magnetize Your Audience Event* is where we'll have the opportunity to serve these people intimately, and it is our main Revenue Generator as we also offer them our other 2 paid programs (Mesmerize Your Audience, and Monetize Your Audience)….so we <u>definitely</u> want people to show up.

Using the concept of Retention Strategy, we know we need to give them value between the time they invest and the time they can actually make it to an event… and this value must keep them excited until the live event! That's why those that invest, get access to the Home Learning Program right away. They can begin working on their marketing as soon as the day after they invest in the program. We also throw in access to short laser coaching session with our marketing strategists so they can have personal support as they work through the program. We've found this strategy has worked very well to keep people motivated to prioritize attending the live event.

Okay – your turn!

EXERCISE:
Create Your Retention Strategy
What can you put in place to RETAIN your clients?
How can you keep them excited and motivated between the time they invest, and the time they begin your program?

STEP 7

STEP 7 of the deal involves answering the following question:

What is my COMPARATOR VALUE?

Okay… WHAT the heck is a Comparator Value?

Well, remember, in step 3 of the DEAL, you came up with a dollar figure you'd like to receive when people invest in your strategic offering? *A comparator value is a different dollar figure you'll use as a direct comparison to the dollar figure you'll offer your program for.*

Now, you might be wondering, WHY do I need a comparator value?

There is only one function of a Comparator Value. A Comparator Value is used to make the dollar figure you are asking folks to invest for your strategic offering…. look SMALL!

If I were to ask you if $197 dollars is a lot of money or a little money – would you know? Let me put it this way:

Is $197 dollars a lot of money compared $10,000 dollars? NO!

Is $197 dollars a lot of money compared to $3? YES!

Again, the BEST way to determine if something is small or big, is to compare it to something else.

If you want to make it as easy as possible for your audience members to say YES to your strategic offering, and YES to taking the step they need to take to get what they want in their life – you must use a comparator.

When you compare the investment you are asking for with another larger number, you put it into perspective for your potential client. One of the best comparator values I've ever seen used from the stage comes from Harv Eker. He was selling a Business 101 type seminar. He knew the power of Comparator Value to make his offer more irresistible. So, he decided to use the comparator value of the total tuition for an entire 6 year MBA program at Harvard University.

The comparator tuition he used was $250,000.

His Business Program tuition was only $1,995.

Of course, when these numbers were compared, people thought it was a no brainer to invest in Harv's business program! Why?

The comparator value worked because it met 2 criteria:

1) It was relevant. It was comparing two different ways to invest in accumulating business knowledge. Two different ways of getting the result or solution the audience desired.

AND…

2) His comparator value was believable. He quoted a price that was real, or at least realistic.

You'll want to both of these things. When you choose your comparator value, you must choose a value that is <u>relevant</u>. Meaning, you are comparing your program to another way for your audience members to get the result or solution they now want.

You also want to make sure it is <u>believable</u>. It cannot be a number you 'make up' – but a dollar value attached to something real.

When I am selling *Magnetize Your Audience*, I often let the audience know they can hire me personally for a 1:1 consultation. I position my private consult as a way to get the same result they'd get at the program. Meaning, during this consult, I'll personally coach them through learning Education Based Marketing, writing their marketing, and learning to distribute all their marketing. All the things they'd do at *Magnetize Your Audience*, I just do it 1:1.

I then let them know the investment for that is $20,000 dollars.

Then I offer the *Magnetize Your Audience Program* for $2,995.

When my audience members compare these 2 ways to get the same result, the *Magnetize Your Audience Program* seems totally reasonable!

Put some thought into it. I encourage you to do some research. Find out what people might have to invest for the same solution or similar solution that you offer if they were to get it elsewhere.

Remember, it has to be relevant and believable – but it doesn't have to be literal. One benchmark to keep in mind is that **<u>the comparator should be about 10 times higher</u>**.

This ensures you are not taking any chances as to whether your audience perceives your price point as high or low. We want the logical brain to perceive it as low. When the logical brain compares the tuition for your program directly to the 10x larger comparator value, it will immediately say, "Her tuition is a great deal!"

Here's are some examples of comparators:

Let's say you were selling a group Fitness and Weight Loss Program for $1,995. A good comparator might be to quote the price of a personal trainer for a year. A personal trainer will help you get the same result or solution – but the cost will be much, much higher. Even if it was only $1,000 per month, that would be a total of $12,000 per year to get the same result. Compared to this investment, your program would be a great option!

Let's say you are selling a Relationship Program. You could quote the cost for a year of couple's counseling. Again, this would get you the same result… but would cost more. *Finally, as I said, you can always use the amount you would charge if people worked with you privately to get the same solution they'd get if they did your group program.*

As long as your comparator is from a product, program or service that will provide them a way to get a similar result is relevant, believable and ten times higher than the tuition you chose earlier in your deal… it will be effective.

Okay.. your turn!

EXERCISE:
Research and choose your Comparator.

STEP 8

STEP 8 of the DEAL involves answering the following question:

How can I make one purchase into multiple purchases?

I call this, HARVESTING REFERRALS.

From a marketing perspective, *'Harvesting Referrals' means having a strategy in place to gain access to your potential client's peers, partners, contacts and clients so you can turn them on to what you are offering.*

In other words, it's a strategy by which you'll try to make one purchase into two or more! It's one of the simplest steps, one of the most powerful, and often one of the most forgotten when speakers craft and deliver their offers.

Forgetting to ask for REFFERRALS is tragic really, because it is the easiest way for you to instantly double the amount of people you entice to invest in the product or program you are currently offering.

Here are some examples of HOW to Harvest Referrals:
When people invest in your valuable offering, you could let them know you have a 'Friends and Family' discount if they want to bring a loved one. If appropriate, you could offer the same kind of discount for a 'Business Partner'.

You could give FREE Certificates to everyone who purchases – so they can give them to their friends and family. This is a great strategy especially if you are filling a Lead Generating Program where you want the volume of people to be as high as possible. The discount is a simple and effective reward to your clients for enrolling other people for your strategic offering.

On our front end *Magnetize Your Audience Program*, we allow students to bring their business associates for ½ the tuition price! And they very often will take us up on that!

Again, asking for referrals and offering a reward for client who sign up their friends, family and business associates is an easy way to double your registration.

EXERCISE:
Choose what your discount will be. What will you name it? (Friends and Family Discount? Business Partner Discount?) And how much will you make your discount? Remember, if you are offering another program at this first offering, it is worth it to give a significant discount. 50% off or more!

STEP 9

STEP 9 of the DEAL involves answering the following question:

How can I REDUCE the RISK for my potential clients?

This step is all about what I call, 'RISK REVERSAL'.
Risk reversal means doing your best to NEVER have your potential clients feel like they are in a position to risk or lose something if they purchase from you.

It's important to understand that in any business transaction there is both REAL and PERCIEVED RISK on behalf of all the parties involved.

For example, let's say you are a fish vendor, and I am going to buy a fish from you. There is a risk for me: the fish you sell me could be rotten or full of bones! There is risk for you as well: the money I give you might be counterfeit or the cheque I write you might bounce! My point here is simply that there is risk involved in any transaction, for everyone involved! *Your offer is no different.*

When your potential client is considering purchasing your product or program, you must take into account that they may feel or perceive they're in a position to lose their money, lose their time or even lose their reputation if they decide to purchase something from you.

The bigger the perceived risk on their part, *the less likely it is they'll take the leap and buy what you're offering.*

Any strategically crafted, well-delivered offer is designed so the client <u>never</u> feels they're in the position to lose anything! It's important to list, "What are the perceived risks of purchasing my product or program?" Try to think of any possible thing that could be going on in someone's mind, any objection that the little voice in their head might use to convince them not to purchase.

Once you've considered this, decide how you can take that reason away so the voice goes silent. In other words, come up with a risk reversal strategy to mitigate, reduce or eliminate any possible perceived risk.

The most obvious place to start is to give people some kind of "Money Back Guarantee".

We offer a 'Full Money Back' guarantee for our *Magnetize Your Audience Program* for up to one full year after the program. A guarantee like this takes away the risk of them fearing they are wasting their money.

Now – you might think a risk reversal strategy like this is crazy! Especially because we offer it for *up to a full year after the program*. You might think, "What about all the people who ask you for money back?"

Well, for starters, if your strategic offering delivers what you say it will, you have little to worry about. Also, when you add the 'Up to one year after the program' clause, you actually REDUCE the amounts of cancellations because you are never putting pressure on your clients to cancel. If you make your guarantee only good for a week, then you put pressure or urgency on people to consider whether your program was valuable.

To summarize this step, first ask yourself, 'what are the perceived risks on behalf of my client?" Then, ask yourself how you can mitigate these perceived risks. *You want to find a way to REMOVE any and all reasons someone could have for choosing NOT to purchase from you.*

Again, the easiest way to do this is offer a money back guarantee. When we get to the finesse portion of crafting your offer – I'll show you how to language this.

Your turn!

EXERCISE:
Choose your Risk Reversal strategy.

Step 10

STEP 10 of the deal involves answering the following question:

How can I add URGENCY to purchase?

This step is about having a strategy in place to have people understand they need to purchase RIGHT NOW!

Understand, if people leave your presentation without purchasing from you, it becomes EXTREMELY unlikely that they'll choose to purchase from you in the future. Meaning, if they go home to "think about it", the likelihood of them coming back to you is very, very low.

And most importantly, they don't get the opportunity to get served by you, and move towards more of what they want in their life.

There are many elements that must be in place if you are to be successful in persuading or influencing someone to purchase something from you immediately. One of the most powerful elements is called SCARCITY.

SCARCITY in the context of your offer, is the process of using some kind of 'limiter' to add extra urgency to purchase.

You can limit by AVAILABILITY. For hard goods and products, like CD and DVD sets, the easiest thing to do is let people know that there is a limited supply of products available. That is, you only have so many at the event – once they are gone – that's it! If they are not one of the first "X" number of people to go to the back to purchase, then they'll have to wait to receive the product, and they'll have to pay for shipping. OR if they're not in the first 'X' number of people, they don't get one at all!

You can limit by SPACE. If you're selling an event, seminar, retreat or virtual program, you can let them know you only have X number of seats left. I have several programs in which I can only work with a small group of people!

Another thing you can limit to add urgency is TIME. This is easy for speaking engagements, as you can simply let the audience know they have to buy at THIS BREAK. This will make sense because you can inform them you are leaving after your session, so they can't get the deal after that.

You could limit by your SCHEDULE. If you are offering a 1:1 consult or session either as the main offering, or a bonus – you could let them know that your schedule fills up quickly, and you only have X slots per week set aside to do private work with clients.

Some things to keep in mind are: When you're using a 'limiter' to add urgency, make sure the number is between 18-25% of the room. For example, if you're in a room of 100 people and you want to limit the number of buyers, make sure the number is not bigger than 25. It's also good to use a number that is odd. Instead of 25, use 23.

WARNING: In reality, you can ALWAYS take more orders than what you set as the limiter because some people might cancel. I don't like to let people know on the spot if they're within the limiter. Tell them it looks good and you'll confirm by phone.

Okay – your turn!

EXERCISE:

Go ahead and choose your limiter.

That brings us to the conclusion of this chapter… and the conclusion of the 10 step DEAL process!

So to help you lock in this information, let's review:

When you are ready to sit down and write any OFFER – the first thing you do is get clear on YOUR DEAL! This means going through the 10 Step Deal Process I just outlined.

I promise you, if you have a super hot DEAL in place, even if you do a poor job selling it, OR if you run out of time OR if something happens with the venue, a misunderstanding, whatever… Just giving folks the deal and handing out the order form would be enough for some people to buy!

When you craft a DEAL in the way I recommend, you'll have an offer that is absolutely irresistible.

CHAPTER 15

FINESSE: SCRIPTING YOUR OFFER

This chapter begins our journey together into understanding how to finesse offers.

FINESSING AN OFFER means planning out exactly how you will articulate your DEAL in a way that encourages the maximum amount of people to say 'YES' to your strategic offering.

There are many sections to a well-crafted, dynamically scripted offer, but it will always start with the two elements covered in this chapter.

So – without further ado – let's begin.

Section #1 - The Lead Up

The LEAD UP is the seamless entry into your offer. The OBJECTIVE of the LEAD UP is to ensure everyone in your audience is *awake, alert, and still tuned in!*

Remember, your offer will happen towards the end of your presentation. By the time you get to it, your audience has been sitting and listening for an extended period of time. It's probably also been a while since they had a break. The LEAD UP is where you'll do a simple 'physical state change' to wake everyone up, and get them reenrolled and refocused.

A Physical State Change will take the group from a passive listening stage into an Active Learning State again. You want people to MOVE THEIR BODIES.

<u>Here are some great ways to wake people up physically:</u>

High Five or High 10 Your Neighbor

Stand up and stretch
Body Bounce
Dance
Stand and do a VOCAL REVIEW

In a ‘group share’ format, you’d simply ask participants to shout out the names of your chunked data points. Then have people put their hands up and briefly explain their understanding of each data point.

Don’t get too fancy with your Lead Up. Remember, the only purpose is to wake up your group physically, and ensure everyone is engaged.

SECTION #2 - THE HOOK

Similar to the very beginning of your time on stage, this is where you’ll get your audience *curious and engaged*. You want to hook their mental interest.

Where the LEAD UP wakes up the physical body, the OBJECTIVE of the hook is to do something to peak both the mental and emotional energy in the room. It makes sure everyone is present, attentive and engaged.

You could use a story as a hook. These work wonderfully! (When I offer my *Mesmerize Your Audience Program*, I start by telling stories about all the ‘big name speakers’ I worked with on stage… and I reveal a few fascinating things I learned from these Luminaries off stage and behind the scenes.)

You can tell a joke.

You can use statistics.

You can act out some kind of drama, skit or physical demo!

In many cases, the content of your last Data Point will make up the bulk of your Offer Education. Revealing the #1 Data point can act as the hook for your offer.

Meaning, you'd do a lead up… then you'd announce that you've come to the #1 Mistake, and people will sit up a little taller, and lean forward in anticipation!

Really, you can use anything as a hook, so long as it's RELEVENT to whatever it is you are about to talk/teach about in your offer. You know, I've been to every 'train the trainer' type program out there. I've worked with several of the best speaking mentors in the business. I know all the fancy techniques for making event offers and have had lots of experience making live offers. However, about 5 years ago I learned this HUGE secret about offer making from my business partner Justin Livingston. I lovingly refer to it as the, 'Livingston Secret'.

Before applying the 'Livingston Secret' to making effective event offers, my results ranged from below average to dismal…and I couldn't figure out why. After learning and applying this amazing secret, I've consistently return sales numbers from stage that rival and surpass some of the best in the business.

Would you like to know that life-changing Livingston Secret? Truly…would you like to know?

Here it is, "You can know all the offer-making techniques in the presenter's offer-making bible, but until you know the psychology behind why those techniques work, you'll never be super successful at applying any of them."

Okay – so… what did I just do?

I modeled a hook.

That little side-story was written to hook your interest while still teaching and providing you value. Now you're a little more engaged. As soon as I set the context of the secret to making offers, you started anticipating something exciting. That's how you can do a hook!

To review: You'll begin your offer with a Lead Up, which raises the physical energy of your group. You then you grab their mental and emotional attention and interest with a compelling Hook.

Section 3 - THE CHALLENGE

The Challenge is one of the 'meatiest' sections of your offer. To fully understand the objective of the Challenge, we need to take a little step back.

Your audience walks into your presentation thinking about their 'Top of Mind' problem or symptom in your title as their main problem. Once they go through your education however, they'll realize the problem they walked in with is simply a symptom of a deeper source or underlying cause.

If you've done your job, by the end of your presentation, your audience will be conscious they now have a new problem! They'll also have a newly awakened, and steadily growing desire to get this new problem solved… and FAST! Of course, the program you're going to offer them will do just that, namely, give them the solution they now need.

The objective of the Challenge is to make absolute sure that everyone in the room is conscious they now have the new problem the program you're about to offer them, solves.

Even if your previous data points did a great job of positioning this new problem, you still don't want to assume anything! In your challenge, you drive the point home. You overtly make this new problem very conscious! You let them know in no uncertain terms the new CHALLENGE they'll be facing once they leave your presentation and go home.

There are a couple of ways to do this depending on how you've chosen to structure your data points. If you've written a script where the last data point does most or all of the positioning of this new problem (what I've lovingly called the 'Monogamy Method') then…

The lead up of your offer will be some kind of physical state change.
The revealing of the #1 data point will act as the hook of your offer.
The Challenge will consist of the education in that last data point. (That is, the explaining of the data point – namely the 'What and Why' will make up the content of the Challenge.)

For example, my front end education based presentation called, "3 Massive Mistakes Workshop Leaders Make That Keep Their Event Rooms Empty!" is structured so the last point is responsible for the bulk of the positioning for my *Magnetize Your Audience Program.*

<u>Here's how the flow of my presentation goes:</u>

#3 Ineffective Use of Email Marketing

I teach what it is, why it's important, and a give as much info on HOW to use email marketing as I can. Fully teach the WHAT, WHY and HOW of this data point.

#2 Over Reliance on Word of Mouth Marketing

I teach what it is, why it's important, and a give as much info on HOW to properly leverage word of mouth marketing as I can. Fully teach the WHAT, WHY and HOW of this data point.

And after that data point, I know I'm about to seamlessly enter into my offer.

The first thing I do after fully teaching Data Point 2 is the Lead Up. I give a big build up, get everyone excited, let them know this last point will change how they do business from this point forward. Lots of drama. I also get people up and stretching – *and I let them know I want them to be awake and alert for this last point as they won't want to miss a single word.*

Again, that is the lead up of the offer.

After that, for my hook, I reveal the last data point. In this EBM Introductory event, Data Point #1 is…

#1 They Don't Use Education Based Marketing

The teaching of this data point is the challenge. I teach what EBM is. I then share why it is so important to understand and apply EBM. And in this 'Why' section, in addition to singing the glories of EBM and what it can do for my audience's business – I also really push on the pain of what happens to small business owners that don't use EBM… highlight all the tragic things that happen. Everything from wasting valuable time, throwing away thousands of dollars on marketing that doesn't work, and even going out of business.

The WHAT and WHY section of this last data point act as the CHALLENGE of the offer. They work together to make sure needing to learn EBM is front and center in the minds of the audience. And… by the end of the challenge, their desire to learn EBM will be at its peak!

To review, in your EBM, if you are using the Monogamy Method and your last or #1 Data Point does the majority of the positioning, then you'll teach the what, why and how for Data Point #3. You'll teach the what, why and how for Data Point #2. And for Data Point #1, you'll teach the what and why – and you'll sell them how. In other words, if they want to know HOW to solve the problem or mistake or blunder mentioned in Data Point #1 (the last data point), they'll need to invest in your program.

Can you see how this might work for you?

Now, here's another option. If all 3 of your data points position the solution your program offers (what I lovingly call the 'Ménage a Trois Method'), then instead of what I just described, you'll fully teach the what and why of Data Points 3, the what and why of Data Point 2, & the what and why of Data Point 1.

Then, only after that's done will you begin your offer.

You'll have a lead up, a hook, and the challenge of your offer will highlight all the painful things that can happen when people either choose not to learn HOW to apply or implement all 3 of the data points you covered.

It's kind of like: what/why, what/why, what/why and sell the HOW for all three! In other words, the program you offer will help them correct all 3 mistakes, myths or blunders.

NOTE: In the ménage trois method, you can give a little HOW for all three data points, but most of the HOW will be once you begin overtly selling your program. *With this method, the way for your participants to get the how is to invest in your strategic offering.*

Whether the last point of your EBM positions, or all 3 points position - the Challenge is about speaking directly to the new problem they're facing… the SOURCE of their top of mind problem.

In the challenge you'll highlight all the problematic or difficult things that can happen if they don't get this problem solved. The Challenge should put them in the emotional pain of the problem, and get them eager for a solution. And – lucky for them – you're about to give them the opportunity to get that new problem solved. Of course, you'll want to include as much education and teaching as you can.

To put people in the pain of their new problem, you can use personal stories about what happened to you before you got that problem solved for yourself. You can tell stories about other people who have suffered unnecessarily by not getting this problem solved.

For example, when I'm in the Challenge of the Offer that sells *Magnetize Your Audience*, I talk about a man I met at a speaking engagement I did a few years ago. This man paid a marketing consultant $100,000 to get his branding, promotions and marketing together. Because he didn't know anything about marketing, at the end of his contract with this person – he had no idea how to fully utilize the materials! He actually went bankrupt.

I follow the story up with how important it is to learn marketing… at least the basics so you can create magnetic marketing yourself, or have the skill to direct others to create what you need.

Scary statistics are also great ways to push on the pain in the challenge.

Let's say you're offering a Lifestyle Balance type of program for Professional Women. You might talk about the significant increase in heart attack, stroke, breast cancer and other deadly illnesses in women in the past 10 years. That would have your audience seriously wanting to make sure that never happens to them.

Overall, you want to do your best to put your audience in the pain of what it can be like to NOT get this problem solved.

Okay – let's cover the next two sections! They are both simple, and short.

Section 4 - THE RATIONALE

The entire challenge builds up to the RATIONALE.

The objective of the rationale is to tell your audience WHY you created the solution you are about to present to them…. And then let them know the name of the product, program or service.

That is, you'll let them in on the personal reasons WHY you created the product, program or service you're about to offer.

When you reveal WHY you created this next program, it shows your audience you are not simply trying to profit from their pain, but that you want to be of SERVICE.

The rationale can be very simple.

Here's how I language the rationale I use before I sell my Magnetize Your Audience Program which offers the solution of Education Based Marketing.

"I've seen many, many people, including some of my friends, and my closest family members struggle to make money… and go out of business because they didn't know how to use EBM to effectively reach that huge 67% of people that really needed them. And it's tragic because it doesn't have to be this way. That's why I combined my decades of education, all my mentorship, training, experience and my entire heart and soul to create a program called *Magnetize Your Audience*."

Feel free to borrow that language closely if you want!

Another way to do your rationale is to tell a short personal story about yourself or someone else you know who suffered because they didn't get the problem you positioned, solved.

For example, before the offer for our *Monetize Your Audience Program*, I tell a story about one of my most treasured teachers. "This man spoke at a conference I was also speaking at. He gave more value in his 3-hour segment than I'd ever seen! People were amazed and deeply wanted more. But as he went into his offer – he made one critical error, and his entire offer tanked… robbing the audience of what they truly desired. I witnessed this – and it was heartbreaking, especially because I knew the art and science of making life changing, lucrative offers from the stage was a learnable skill! And that's when I decided to create the hottest selling from the stage program in the history of this business… I call it *Monetize Your Audience*."

You see? That's how powerful it can be to use a story to illustrate your rationale or reason for creating your strategic offering.

Okay, after you've revealed WHY you created the program, you'll move to the next short, but critical section.

Section 5 - PERMISSION

The PERMISSION marks the point in your offer where you go from subtle selling, to more overt selling. Most audiences won't even realize where you are in an offer as you transition through the lead up, hook, challenge, and rationale. Especially if you've done a good job of putting some education into the Challenge!

In the Permission section, you must take the time to get the 'okay' from the audience to go into the official or overt SELLING part of the offer. You are transitioning from talking about them to talking specifically about your next program, so you need to get their permission.

If you just start talking about the program, without getting permission or a 'buy in' from them to keep listening, most people will think the value is over and will psychologically or physically check out, stop listening – and some may even leave the room.

When you ask permission, and they give it to you, they are literally making a commitment to listen to you sell to them. Asking for permission is as simple as saying, *"Is it okay if I share a little more about the program while giving you a few more valuable tips?"*

Asking permission in this way really helps to soften and engage your audience to keep listening. Again, the permission is really only one sentence – but just adding that one little sentence or phrase into your offer can significantly improve the results of your offer.

EXERCISE:
Write your Challenge, Rationale, and Permission.

So far we've covered the Lead Up, the Hook, the Challenge, the Rationale and Permission sections of your offer.

Remember, the 'Permission' marks the transition from the <u>subtle</u> selling portion of your offer, to the <u>overt</u> selling portion of your offer.

This is why the next section of a well-crafted offer is all about:

FEATURES / BENEFITS / LOGISTICS

As the title of this section suggests, this is where you'll share the most important FEATURES, BENEFITS and LOGISTICS of your strategic offering. In your case, this will be where you outline how your program works, and what they'll get and experience when they enroll.

A FEATURE is a characteristic of your strategic offering. An aspect, element or component of your product, program or service.

For example, a feature of my favorite water bottle is the leather carrying strap. A feature of this book is my 10 Step 'What's the Deal' Template.

Now, a feature, simply by stating the name of it, isn't enough to get your audience turned on to wanting it. Even if your Features have great 'results based titles' that suggest instant intuitive value… *you can't sell products, programs or services simply by listing their features.*

Instead, you must also talk about benefits. *A BENEFIT is an explanation of why a feature is advantageous or good.*

Taking the time to delineate what the features of your product, program or service will allow your audience to be, do or have in a concrete sense… is what will have them deeply desiring to invest.

A LOGISTIC is a feature of the program that has to do with how the program is formatted or offered. For example, how long the program is can be considered a logistic. The fact that it is 8 online modules, can be considered a logistic. Where the program is located can be considered a logistic. Features and logistics are pretty similar – logistics are a little more about the nuts and bolts of HOW the program works.

Now, let's talk about how to articulate your Features/Benefits/Logistics. Please keep our overall Education Based Philosophy in mind here!

The 'Challenge' of the offer is the first place to slip in some great education… and the features/benefits/logistics section is the second great place to slip in valuable content and teaching! So as I go through this, *start to think about how you can talk about your program, while also giving education.*

There is a simple overall structure to how I script the features/benefits/logistics section:

Step 1 - Name the basic structure of the product or program you are offering.

For example, right after asking Permission to talk about my *Magnetize Your Audience Program*, I might say, "The Magnetize Your Audience Program is a 3-day Intensive."

Depending on what version of the program I was offering I could also say, "The *Magnetize Your Audience Program* is an Online Home Learning Program. There are 18 Video Modules in total that you can watch from the comfort of your own home."

Giving a very basic overview of the structure or logistics of your offers helps the listener begin to have a concrete understanding of how the program will work should they choose to get involved.

Don't give too many details in this section! Your audience will be in the emotional center of their brain after the 'challenge' – and you want them to stay there! People buy on emotion so that's the state they'll need to be in to make a purchase. Giving too many details about logistics or program structure will overwhelm them, and can have them start to check out as they return back to their logical mind.

After you've given a simple, overall structure for your product or program – just the basic logistics – you'll move forward.

Step 2 of the features/benefits/logistics section is to name the main overall BENEFIT of the program.

For example, when I sell *Magnetize Your Audience*, I often say, "By the end of this program, you will be a better marketer than 99% of small business owners out there. Why? Because you'll be an expert on understanding and crafting Education Based Marketing that both Gives Value, and Positions a Purchase."

This overall benefit will be very similar (if not exactly the same) as your program's Overall Learning Objective. In other words, the overall benefit will clearly name what your students will be able to BE, DO or HAVE by the end of your program.

Be sure to make your overall benefit simple, specific, observable and measurable.

Also, remember in Step 1 of Deal Process when you identified the Primary Problem your next program solves? Be sure your overall program benefit speaks to the solution for this Primary Problem! If my primary problem was, "Student won't know how to craft Education Based Marketing"… then my main overall benefit should be, "By the end of this program, you will be a master at creating Education Based Marketing."

By the way – that's GREAT language to use! "By the end of this program, you will be able to…. Then name the main benefit." What will your students be able to BE, DO, or HAVE by the end of your program?

The next part of features/benefits/logistics, is to name and describe a few more of the hottest elements of the product, program or service. In other words, in a concrete and organized fashion, you'll describe the most compelling features and benefits of your strategic offering.

I'd like to offer a quick distinction between a feature and a benefit. Many people go off the tracks at this point in their offer. The common mistake they make is that they simply list all of the FEATURES of their program – without telling their audience the benefit of the feature, or why they should <u>care</u> about that feature.

Here's an example to illustrate the difference. Let's say you're selling your home. A FEATURE would be, "This home is only half a block from a lovely park." A BENEFIT would be, "Your children have a safe place to play very close to your home, and you won't have to worry that they are crossing a busy street to get to a play spot!"

The feature is *where* the park is. The benefit is *why* the parents would even care about that! They should care because the location of the park means they WON'T have to WORRY about the safety of their kids! Can you see how *where* the park is located is like a Logistical Detail or Feature? The fact the kids will be safe, and the parents will be worry free is a reason the buyer would CARE about that logistic or feature.

Here's another example. A FEATURE of our *Mesmerize Your Audience Program* is that you get all the content for the program virtually. That is, you'll get access to the 12 Content modules via Online Video. But a BENEFIT of getting all the content virtually is that you save considerable time, energy and money! We could have offered all of that education in a live setting, but doing it this way allows you to get access to what you need without having to take time off work, and fly across the country to get it.

Here's one more example. A FEATURE of our *Monetize Your Audience* selling from the stage program is the 5-Day Live, off the grid Full Immersion Residential Retreat. A BENEFIT of this, 'off the grid' full immersion retreat is that you can remain entirely focused on your learning. If you tried to learn this content at home, you would be prone to constant distractions that would seriously impact your ability to learn and comprehend. Full immersion allows you to be fully present, fully focused – and so therefore you to learn faster, and remember more of what you learn. Make sense?

There are a couple of ways to organize your features and benefits. It's important to CHOOSE one of these ways.

Remember, your audience will be emotional – and will need you to keep the description of what your program is, and why they should care very simple, and organized.
The first way to organize your features and benefits is to describe your program by day, week or sequence.

For example, when I offer *Magnetize Your Audience*, I go through the features and benefits by Day 1, Day 2, Day 3. I start with Day 1, and I talk about how they'll learn the What, Why and How, the 'psychology' behind Education Based Marketing. This is a feature of Day 1. I'd then go on to let them know WHY they should care about learning the What, Why and How of EBM….also known as the benefit of learning the What, Why and How.

In fact, asking the question, "Why should my audience <u>care</u> about this element or feature?" is a great way to move from FEATURE to BENEFIT. Sometimes, I'll actually script it that way! I'll say, "At the program, you'll learn X. Why should you care about that? Well, X will help you do Y!"

After describing some of the hot features of Day 1, giving some great education, and painting a picture of how those Day 1 features will benefit the participant, I go on and do the same thing for Day 2, and Day 3. I basically map out the most important features and benefits of the program by day: Day 1, Day 2, Day 3.

After I get through doing that, I often review the gist of each day succinctly. For example, I might say, "To review, Day 1 – You learn the psychology of EBM, and you get your foundation in place. Day 2 – You get the 5 Hottest Marketing Templates, and you begin to write. Day 3 – Now that you have completed your new and improved marketing – you learn how to distribute it into the hands of the people that need it."

If your program is a 9-week program, you can describe the features of each week! Week 1 – you will learn X, Y, and Z… and here's why you should care about that.

If your program is 18 audios, you could select the hottest 5 and give them a taste of what they'll learn in those.

If your program is a 12-month mentoring program – describe what your students will learn during some of the months.

Be sure as you are talking about the benefits, you are including some great education… tips and tricks they can use right away. This keeps the audience engaged, and keeps you relaxed because you know you're delivering value.

Another way to organize your features and benefits is to pick the 5 - 8 BEST features and go through them one at a time.

HOT TIP: You've already listed a ton of features of your program in your deal. Do you remember where?

The PERCIEVED VALUE section of your DEAL should have a bunch of hot features. Choose the best of those, and write about them. Be sure you're picking the features that have the highest perceived value, and that you can talk about in as concrete a way as possible.

Some people organize the content of their program into some kind of 'model'. This is another great way to organize your Features and Benefits.

For example, one of my clients has a 90-Day program that helps women prepare for going on long distance hikes. She calls her program the B.E.S.T Journey program. The components of her program are split up by the B.E.S.T. model.

When she sells the program, she talks about the 4 main elements to a good training program. The B stands for Body... And she outlines all the features of her program that help the students prepare their body for a long hike. The E stands for Emotions. Here, she talks about all the elements of her program that help her students get their emotional body balanced and ready for a long hike. The S stands for Spiritual. Here, she outlines all the features and benefits of her program that prepare them for the spiritual aspects of preparing for an epic hike. Finally, the T stands for the Tech side of their journey. She talks about how she'll help them choose the right shoes, pack, how to pack water filters, food to bring, tents etc. – the technology side of things.

This kind of 'model' is both a great way to organize a program, and to describe it in an organized way in the features/benefits section of your offer. It is also great because it is easy to include education. Even just learning the 4 elements of the acronym "BEST" is valuable!

Please Note: As you are going through your Features and Benefits, you'll also want to be sure you are talking about a few program features that solve the 2 supplementary problems you alluded to in your deal.

To review, when outlining your features and benefits, you can either go through them sequentially in the same order you will teach them. Day 1, Day 2, Day 3 etc.

OR you can pick 5 - 8 of the best features and go through those one at a time.

OR you can create a model that organizes the content – and describe the flow of the program that way.

Now, there are likely many benefits to attending your next program. For the sake of your offer, be sure to mention the benefits that speak to as many people in the room as possible… and paint a picture of what that feature will do for people. In other words, speak to the benefits that you know people will really want!

For example, when I sell our *LIVE Monetize Your Audience Selling From the Stage Boot Camp*… I am certain to mention that students will learn how to write offers that create stampedes to the back of their events rooms. Offers that bring in tens if not hundreds of thousands of dollars in sales revenue in one weekend! You'll also learn how to maximize your profits by choosing the most optimal tuitions for your programs. (I mention these because I know they are really interesting to my students.)

The Features/Benefits Section is the most important section because it is where you attach massive emotion to the solution you are going to provide. Again, as you outline each feature and benefit, feel free to do some teaching. For example, when I talk about *Magnetize Your Audience Day 1* – I mention they will learn the WHY behind what makes people by. Then I educate them on why it's so important to learn the psychology behind marketing as opposed to just learning the technique.

So – I talked about the feature, I talked about the benefit or why they should care about that feature, and I gave some education about the feature/benefit. Now – this section is called features/benefits/logistics… but I haven't really talked about logistics yet.

Logistics can be mentioned anywhere throughout your features and benefits. Give your audience the necessary logistical details so they can make an intelligent purchasing decision… but not more than that. *Be careful not to give them any superfluous details that might make them NOT want to buy.*

For a program or seminar, you need to tell them how long it is, when the dates are, and you may even review the basic logistical features (one content call per month, and one personal group coaching call).

Here's a good guideline to follow when deciding what details to include in the logistics section.

Ask yourself: Is it reasonable to expect that this information could be the last nugget someone needs to decide to buy?

For example, our *Mesmerize Your Audience Program* is constructed so there is Content Module and one Live Mentoring Call per month. When offering this program, I could have told you that you'd get access to the content in the first week of the month, and the mentoring calls would take place in the third week of each month. However, before I chose to do that, I asked myself the question, *"Is it reasonable to expect this information could be the last nugget someone needs to decide to buy?"* I decided NO, and I left it out.

The second question to ask when deciding what Logistics should be kept in, and which should be left out is: "Is it possible that this information could cause someone who was going to buy, to decide NOT to buy?"

For example, giving the specific dates of your seminar from stage could mean someone realizes that date is their anniversary, or son's birthday. And before you have a chance to let them know there are other dates... *they decide NOT to register*.

If they make this decision while you are still on stage, you won't have the chance to handle the objection.

We often say things like, "The program will happen in Fall 2013. Please go to the back table to find out the exact dates." This way of doing things drives people to the back of the room to register, where our staff can handle any concerns one on one.

You don't want to create objections from the stage by giving too many logistical details, because you can't handle them from there.

Word of caution: I've seen many workshop leaders hand out a sheet of paper with all the logistics for the program on it during their offer. Don't do this! *Especially* if you are new to making offers from the stage. The process reduces buying tension as folks pass papers down the rows – and it disconnects the audience from you as they focus on the paper they just got.

If you want to be sure they GET the logistics, get them to WRITE them down, which keeps them active in the process – or give them the paper with the details AFTER or AS they register.

Better yet, do such a great job of simply, and concretely describing your program you won't need them to disconnect to make notes or read a paper.

So far we've covered the Lead Up, the Hook, the Challenge, Rationale, Permission, Features/Benefits/Logistics sections of your offer.

You are finally ready to start talking numbers!

To transition from the Features/Logistics/Benefits section into talking numbers, you'll simply say, "Let's talk about the investment." You can consider this part of your offer as the beginning of the, 'close'.

The CLOSE is the strategy by which you'll ask for your audience members to invest.

There are only 3 basic ways I recommend you close.

The 1st 'close' is called, "Discount Only" Close. It is by far the easiest to execute. So – if you are nervous at all – I recommend the Discount Only Close.

The 2nd 'close' is called, "Bonus Only" Close. It is a little trickier, but still fairly basic.

The 3rd close is called, “Discount plus Bonus”. It is highly effective, but is a little more complex.

I’ll detail exactly how these 3 ‘closes’ work in the upcoming sections.

So far we’ve covered the Lead Up, the Hook, the Challenge, Rationale, Permission, Features/Benefits/Logistics sections of your offer.

Now you’re finally ready to start talking…. NUMBERS!

(And by numbers, I mean the investment your audience members will make in order to enroll in your program, and receive your amazing wisdom.)

To transition from the Features/Logistics/Benefits section into talking numbers… you’ll simply say, “Let’s talk about the investment.”

The first number you’ll talk about and display visually, is the COMPARATOR.

(If you completed your Deal – you’ll have your Comparator selected already.)

To review, the COMPARATOR value is *another* dollar figure you’ll use as a direct comparison to the tuition value you’ll end up selling your strategic offering for. The only function of the Comparator is to make the investment you want your participants to give you, look small. Your comparator helps the tuition you are asking for look *small*.

When you write this part of your Education Based Offer, first talk about is where the number came from – then verbally and visually tell them what that comparator number is.

For example, if you’ve chosen a value that comes from what someone would invest if they worked with you one on one to get the same result your program delivers… you might say something like: *"You can get this solution/information through working with me one on one. In fact, I highly recommend it. I'm great to work with! And, you'll get everything you'd get at my program – you'll just get it one on one with me. The investment to work with me one on one is______."*

If your comparator value is taken from another product or program that delivers a similar result, you'll describe the program a little, give a few features and benefits, give it your best recommendation… then reveal the tuition for that program by saying it verbally and writing it up on the flip chart.

You might say, "There is another awesome way to get this problem solved. There's a superhot program on the market right now called X. It is similar to ours, really amazing, and led by a reputable person. The tuition for that program is______."

Make sure the audience understands that this other program is a legitimate alternative, an equally intelligent and viable way to get the result or solution they desire. Now, if you're going to use this strategy, also be sure to actually do the research and justify why it would be worth it to invest that amount.

You can rationalize the Comparator any way that you want, as long as it is <u>believable</u>.

The Comparator must be large enough to make the next two prices you are going to choose look smaller – but not so large that it is dismissed as a gimmick. As I said in the Deal section, 10x larger than your final tuition price is a good guideline.

After you reveal the comparator, you'll give a little of what I call, SOCIAL PROOF.

Social proof simply refers to you taking the time to briefly mention one or a few case studies of people who got a great result from your comparator alternative.

For example, if you use your own private consulting fee as a comparator – you could give several case studies of your clients who made their investment back and then some after working with you.

If you use someone else's product or program, you can briefly say, "They are an amazing company – you can find out more about the success their clients are achieving by looking them up on the Internet. People get great results through working with them."

Don't go on and on about your comparator. Keep it as brief as possible. Again, the only point is to get a big, relevant, believable number up on that flip chart.

<u>Advanced Tactic:</u> If you're using your own private consulting rate as your comparator, then after you've stated it and provided a little social proof, you can even give a CTA, or Call to Action. Meaning, give people permission to go to the back to purchase that private consult with you!

Here's what I say when using my private consulting rate as a comparator, "I am not making a formal offer for this today – but if you are interested, please head to the back table and I'll meet you there when I'm complete on stage."

I've had several occasions where people begin moving to the back offer table at this point in my offer – and I've enrolled a few private consulting clients!
After Comparator, and Social Proof, and when appropriate, a first Call to Action when appropriate, the next number you'll talk about in the 'numbers' section of your offer is called your First Investment.

FIRST INVESTMENT *is the non-discounted, or regular tuition for your Strategic Offering.*

Please note – you <u>won't</u> call it your "Regular tuition", or the usual or normal investment, as this will have you lose the leverage of it when you later discount it.

To transition from your Comparator Number to your First Investment Number, you'll simply say, "The investment for my program… is less." You can then reveal the First Investment visually and verbally right away. What I sometimes like to do before I reveal the number is to a review of a few of the best features.

For example, I might say, "The tuition for the 3-Day, Full Immersion *Magnetize Your Audience Program*, where you'll learn the psychology of Education Based Marketing, you'll get the tried and true EBM Templates, you'll write your marketing – AND you'll learn how to distribute your new and improved EBM... is $2,997."

It's actually great to do a mini-summary of what they'll get again, before you reveal the first investment tuition.

After revealing the First Investment, you'll do the same thing as you did with the Comparator. First, give a little social proof. Then, give a call to action, which means giving people permission to invest now. Be sure to give them clear, simple instructions as to HOW.

For example, you might say, "To register right now for the X program, get up, go to the back of the room and my staff will help you get signed up."

People may be emotional at this point, so it is vital you give slow, clear instructions.

At this point in writing your offer – you'll need to make an important decision…. What 'close' you want to execute. Which close you choose, will determine how you script your offer from here. There are only 3 basic ways I recommend you close. I'll take you through each sequentially, so you can decide which works best for you.

Scripting Your Close

There are three ways to complete or close your offer.

The first Close is called the “Discount Only” Close. It’s by far the easiest to execute. (If you are nervous at all – I recommend the ‘discount only’ close.)

In this close, you’ll do the comparator as I suggested. You’ll then do your first investment by saying, “The tuition for my program, where you get x, y and z is______.” At that point you verbally and visually display the regular tuition for your program.

You’ll then do what I call, “Letting it Burn.”

This simply means you’ll leave that tuition up on the flip chart for a good length of time while you go through a little Social Proof, and give a good Call To Action – giving people permission to invest in the program at that tuition.

Really have your audience consider investing in your strategic offering at this tuition.

After that tuition has been ‘burning’ in the minds of your audience for a while, you’ll give a good rationale for giving them a deal… then give them the deal!

In other words, you’ll give your audience a <u>discount</u> on the tuition they were just considering… *if they register today/tonight!*

Can you see how this makes your offer irresistible?

If you’ve taken care not to tip your hand, and reveal that the First Investment Tuition is really just your regular tuition – you’ll have your audience really consider your offer at that price. Then, when you give a rationale and a deal… often they’ll pop right out of their seat to go invest!

You see, they were seriously considering it at the higher price point – and so when you discount it, it is a no-brainer for them to sign up.

I used to do a Discount Only Close when I offered my *Magnetize Your Audience Program*. I'd sell the program fully, complete with features and benefits. I'd then do my Comparator, followed by revealing the regular tuition.

Then, after giving a bit of social proof in the form of case studies of our clients who made way more than their investment back after attending *Magnetize Your Audience*, I'd do a full Call to Action where I gave people permission to go and invest in the program.

Only after all of that was done would I then give a good rationale for a deal, and offer a discount or deal for those who signed up right at my presentation. In other words, they could invest in the program for a significant discount if they registered today only!"

The discount makes the program seem irresistible, and adding a little time pressure or what is called a LIMITOR, really got people moving and taking action right away.

NOTE: You must always articulate a rationale for your discount or deal before you offer it. If you don't, you risk your audience thinking you are just using a gimmick or a technique. *A rationale for deal is incredibly important.*

Here are some examples of how I've 'finessed' or 'scripted' Rationales For Deals:

1) **"Feet to the Fire!"**

"We all need a little push now and then to get what we say we want. For example, I tried to lose weight on my own for 2 years. It wasn't until I hired a personal trainer and nutritionist and to hold me accountable that I was able to do it. Having someone hold your feet to the fire now and then is absolutely vital! I want to be that person for you. In other words, I want to make it as easy as possible for you to say 'yes' to what you said you wanted when you got here. So – as an incentive for saying YES today/tonight here's what I'd like to do….." (give deal)

2) **"Avoid the Admin Nightmare!"**

"I'd really love for you to register tonight. Truth is – it is an admin nightmare to get registrations one at a time, on different days, over a number of weeks. If I can get a bunch all at once – it really helps me out. So – as an incentive to fill out paperwork today/tonight, as a thank you for helping me out, I'd like to offer a discount..." (give deal)

3) **"Motivated to Fill the Last Seats of the Event!"**

"We only have X seats left – and truth is, I'd like to fill them! So – to encourage you to take one of the last seats… here's what I'd like to do…."(give deal)

4) **"Travel"**

"I understand that you have to travel to get to the event. Of course, there is an investment associated with travel. So – I'd like to help you out with that. When you register today/tonight, to help you out with the travel costs, I'd like to…."(give deal)

5) **"Thank You!"**

"To thank [Host] for their graciousness and support, and for trusting me with you, I'd like to do something very special…" (give deal)

6) **"Volume Discount"**

"There are many costs associated with marketing. But having a big group of people to offer this program to at once saves a lot of time, energy and costs. I'd like to pass those savings on to you. When you register today/tonight..." (give deal)

7) **"First Time Rationale"**

"As this is my first time in your beautiful city, I want to do something special…" (give deal)

To review, in the Discount Only Close, after you've fully completed the features and benefits of your main strategic offering, you'll follow this sequence of steps:

Comparator
Social proof
Call to Action (when appropriate)
First Investment
Social Proof
Call to Action
Rationale for Deal/Discount
Give Deal/Discount.

There are 8 short steps that follow this sequence to complete your offer, but these are the same no matter what close you do – so I'll cover them after I give you the two other closes.

That brings me to the second 'close' called a, "Bonus Only" Close.

This can be a little trickier, but is still a fairly basic close. In the bonus only close, you'll fully sell your main offering. You'll then do your Comparator as usual. After that, you'll verbally and visually give your First Investment number. You'll then give some Social Proof, and Call to Action where you'll encourage people to go to the back right away to invest if they want. Then, after all that is done, you'll begin to talk about your second offering.

If your second offering is another version of your first offering – like in the case of offering a live 3 day program first and then offering an Online Home Learning Version of the same program second – you'll simply say, "There is one more way you can get your hands on this program."

After that, fully sell that second offering – complete with compelling features and benefits. Give it a tuition, give social proof, and give your audience a CTA or permission to invest in it right away.

Then… after both programs have been fully sold, given tuitions, social proof and a clear call to action, you'll simply give a good rationale for a deal – and then give them the deal!

In other words, let your audience know when they register tonight for your first offering, you'll gift them with the second offering for FREE!

To review, in the Bonus Only Close… after you've completed the features/benefits of your main strategic offering, you'll follow this sequence of steps:

Comparator (Social Proof, Call to Action)
First Investment Number
Social Proof
Call to Action
Features and Benefits of Second Offering
Second Investment Number
Social Proof
Call to Action
Rationale for Deal
Give Deal

Just like the Discount Only Close, all of this will be followed by 8 more steps, which again, I'll outline at the end of this chapter, after I teach the third and final close.

By the way, the rationale I LOVE to use when I execute the ‘Bonus Only Close’ is called, the “Gotta have both” rationale. Basically, when I’m ready to give the rationale for the deal, I’ll say something like, “My strongest recommendation is to do both. My clients that have done both programs are getting the fastest, most significant results. It’s really amazing. So – tonight only – I want to make it as easy as possible for you to get both, and therefore get the maximum results. So, when you register for program #1, I’ll gift you with program #2 for FREE!”

This rationale seems to works very, very well with a bonus only close! Okay – that brings us to the third and final style of close I’ll share.

The third close is called, “Discount Plus Bonus”.

It is highly effective, but definitely more complex. In this close you’ll fully sell the first offering, complete with Features/Benefits/Logistics. You’ll then do your comparator as usual. Then, you’ll give your first investment number, followed by social proof, and a strong call to action. You’ll then sell your second offering fully. Give it a tuition. Give social proof. Give a CTA.

After that’s done, you’ll give a first rationale for a discount – and let people know when they invest in the first offering tonight only – you’ll give them a discount on it. As soon as you give that discount, you’ll give them another call to action. Let them know to get up and go to the back to get that discount right away! After that is done, you’ll give *another* rationale for a deal, and let them know not only will they get the discount on the first offering… but they’ll also get the second offering for free!

Of course, you’ll give yet another call to action here. Send them back to take advantage of this amazing deal! (This flip chart can get kind of messy, so it is sometimes helpful to circle the tuition they’ll invest.)

As you can see, this close is more complex, but can be highly effective as it comes across as an incredible deal!

To review, for the 'Discount plus Bonus Close'… here are the steps you'll follow in sequence:

Comparator (Social Proof, Call to Action)
First Investment Number
Social Proof
Call to Action
Features and Benefits of Second Offering
Second Investment Number
Social Proof
Call to Action
Rationale for Discount
Give Deal
Rationale for Deal (the bonus)
Give Deal (the bonus)

Whew!

Okay, now that we've covered all 3 Closes, let's look at the Final 8 Steps that happen after you've either done your 'discount only close', your 'bonus only close', or your 'discount plus bonus' close.

After you've given your Call To Action, you'll move onto what is called, the Referrals Section of your offer. This is where you'll offer the 'Friends and Family' or 'Business Partner' Discount you came up with in your deal.

Just like before giving your deal, it is also good to do a rationale before you speak about your referral rate.

For example, I might say, “I highly recommend you come to the program with your business partner. We’re going to be totally revamping your entire marketing plan – and you don’t want to have to go back home and have to re-explain it to your business partner. So, to help make it easy for your business partner to come with you, when you register tonight, not only do you get this amazing deal, but your business partner can come for half this tuition!”

Make sense? Whether it is a ‘Friends and Family’ discount or a ‘Business Partner Discount’, offer some kind of rationale… then give the discount… and then give yet another CALL TO ACTION!

I usually say, “Head to the back right now to register and get that amazing Business Partner Discount.”

After referrals – you’ll move onto the ‘DATES’ section of your offer. Of course, this section only applies if you are selling a program. Here you’ll say, “I offer my program several times during the year. Please head to the back to find out the dates. I will honor this deal for any of my future dates in case the next one doesn’t fit your schedule – but you’ll have to go to the back to find out when the program is happening.

Of course, after dates, you’ll give another Call To Action.

After DATES, you’ll articulate the ‘Finances’ section of your offer. This is where you’ll let people know that if finances are an issue at all, they should head to the back to at least have a conversation with you or your staff. Let them know that you have financial plans available, they’ll just have to go to the back to find out what works. Reassure them, that if they are willing – you can in most cases find something that can work. Of course, after that is said, you’ll give them yet another call to action.

The final step is to give your Risk Reversal. This will be the same risk reversal strategy you outlined in your Deal.

I usually script it as follows, "I stand so solidly behind my work in the world, that I want to make it totally risk free. Register today. Get the amazing deal. Come to the program. Participate fully. If what we advise you to create at the program doesn't work - come back to me and I'll give you 100% of your money back for up to one full year of the program."

Sometimes, due to the fact that this kind of guarantee is rare, I'll repeat it. You see, sometimes people are a little shocked that you'd stand so solidly behind your offering – so <u>repeating</u> your risk reversal statement is beneficial.

Of course, after the Risk Reversal, you'll give a final call to action by saying something like, "Head to the back to register and get that guarantee."

After all of that is done, do a sincere thank you… then let people know you'll be at the back answering questions about the program!

Here's a graphical map of how to FINESSE your offer – using all three closes:
Lead up

Hook

Challenge

Rationale

Permission

Features/ Logistics / Benefits

Comparator (social proof, call to action when appropriate)

First Investment (social proof, call to action)

Bonus Only Close	**Discount Only Close**	**Bonus& Discount Close**
Sell Bonus (SP, CTA)		Sell Bonus (SP, CTA)
Rationale for Deal	Rationale for Deal	Rationale for Deal 1
Give Deal: *Give Bonus*	Give Deal: *Give Discount*	Give Deal 1
		Call To Action
		Rationale for Deal 2
		Give Deal 2: *Give Bonus*

Call To Action

Referrals

Call To Action

Dates

Call To Action

Finances

Call to Action

Risk Reversal

Call to Action

And that’s it! That’s how you finesse your deal.

Remember, include as much education as you can throughout. The best places to include additional tips, tricks, education and resources is in the CHALLENGE and the FEATURES/BENEFITS/LOGISTICS sections.

However, you can include education anywhere and everywhere as long as you meet the objective of each part of the finesse process.

CONCLUSION

I hope you enjoyed learning to Magnetize, Mesmerize and Monetize Your Audience! These are the skill sets you must develop if you want to truly create Wealth Through Workshops and positively impact a ton of people, earn a great income, and stay inspired as all the while.

In closing, I'd like to congratulate you... Not only for finishing this book – but for stepping up to lead workshops. I've said it before, and I'll say it again: World change is coming from the grass roots up. It is the teachers in the streets… the workshop, retreat and seminar leaders that are shifting the status quo.

You are part of the group of people that are positively influencing the hearts, minds and bodies of the citizens of the globe.

I thank you for your Dedication and your Service. I applaud you for your Courage. And… I'm beside you and behind you all the way.

Until our paths cross again… BE BRILLIANT!

GLOSSARY OF TERMS

Assessment - The systematic, on-going process of monitoring the learning and comprehension of your students.

Background Knowledge Probes - Background Knowledge probes are short, simple, pre-program activities designed by you for the purpose of finding out what students know and what they don't know.

Benefit - Is an explanation of why a feature of a program is advantageous or good.

Buying Number - A number that has been tested to maximize profitability.

Call to Action (CTA) – Specific instruction given to a potential client that tells them what to do.

Close - The strategy by which you'll ask for your audience members to invest.

Comparator - Is another dollar figure you'll use as a direct comparison to the dollar figure you'll offer your program for.

Directed Paraphrasing - Students paraphrase part of a lesson for a specific audience and purpose, using their own words.

Education Based Marketing (EBM) – Promotional materials that offer value in the form of educational content before a potential client purchases anything.

Egoic Label – A name we call ourselves, and identify with.

Empty Outlines – A strategy to engage your students. You provide them with an empty or partially completed outline of a learning segment, and ask them to fill in the blank spaces as you move through the segment.

Feature - A characteristic of your strategic offering. An aspect, element or component of your product, program or service.

First Investment -This is the regular tuition for your Strategic Offering.

Goal Ranking and Matching - This is where your students write down a few of the learning goals they hope to achieve through your program. After doing so, they then rank the relative importance of those goals.

Interest / Knowledge / Skills Checklist - A checklist where students rate their interest in various topics, and assess their levels of skill or knowledge in those topics.

Kinks - Caps on your life energy expression based on previous life experiences or traumas.

Lead Up - Is the seamless entry into your offer, with the objective to ensure everyone in your audience is awake, alert, and still tuned in!

Learning Objective – A statement that describes the behavior you expect your participants to demonstrate as a result of your training.

Learning Style - The way human beings prefer to concentrate on, store and remember new and/or difficult information.

Limitor – Lets your audience know the time they have to take action is limited.

Logistic - Is a feature of the program that has to do with how the program is formatted or offered.

Mingle - A mingle is where you ask your participants to get up and meet as many other participants as possible. It is a strategy to engage learners.

Multiple Intelligences – We each have *genetic aptitudes* for certain information, or 'natural intelligences' with regards to different areas of learning. Plainly stated, we are each born naturally better or more gifted at some activities, and less so at others.

Overall Learning Outcome - Is the main learning objective for your program.

Primary Problem - Is the main difficulty your paid program resolves.

Problem Recognition Tasks - Are where your students are provided with a few examples of common problems relevant to the content they are learning. They are asked to look at each problem and recognize and identify the particular type of problem each example represents.

Risk Reversal - Means doing your best to NEVER have your potential clients feel like they are in a position to risk or lose something if they purchase from you.

Scarcity - In the context of your offer, is the process of using some kind of 'limiter' to add extra urgency to purchase.

Specific Audience (SA) – The select group of individuals you will focus on helping and being of service to.

Specific Problem (SP) – The select issue you'll focus on solving for your Specific Audience.

Spiral Revenue - Is a precise way of organizing your product, program and service path to create optimal, long-term, cash and client flow into your business.

Spiral Revenue Model - Is a specialized, logical way of sequencing your offerings so you earn the maximum amount of revenue – for the least amount of effort.

Strategic Offering – The product, program or service your Education Based Marketing positions.

Tantalizing Title – The compelling headline for your Education Based Marketing.