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The Nuts and Bolts of Making Money with TeleClasses and Workshops



The Basic TeleClass

Class Notes
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THE BASIC TELECLASS

Designing Fast-Paced, High-Content Teleclasses

Mind-Set and Preparation

Build Rapport With Your Participants

Begin Your Teleclass

The Body of Your Teleclass

The Formal Debrief and Close

What Does It Mean to Personalize the Learning?

Most Asked Questions About Teleclasses

DESIGNING FAST-PACED, HIGH-CONTENT TELECLASSES

- Provides the opportunity for participants to:
 - connect with you
 - have numerous Ah-ha moments
 - learn something that they can use in their lives
 - reconnect with you
- Provides opportunity for you to:
 - build rapport with participants
 - deepen familiarity with participants
 - build an initial level of trust with participants who might become clients and referral resources
 - strengthen a level of trust and good will that you have already established with participants (warm prospects, clients, customers and their referrals)
- Creates a highly interactive learning environment
 - interactivity with the participants +
 - delivering rich, meaningful content =
 - highly interactive learning environment
- A compelling teleclass will:
 - bring participants back time after time
 - inspire them to tell their friends about you, your teleclasses; your services and your products
 - inspire them to refer their friends, family, and business contacts
- Teleclasses are dialogue-based learning opportunities vs. lecture-based.

THREE SIMPLE ELEMENTS TO INCLUDE

1. **Anecdotal** (personal) stories that bring your point alive
2. **Statistics** to validate your teaching points
3. **Quotes** that are compelling; or quotes from famous people that you use to strengthen your teaching points

MIND-SET AND PREPARATION

- You determine the mood and disposition
- Let participants get to know you as a person and as an expert
- Be curious about the participants

BUILD RAPPORT WITH YOUR PARTICIPANTS

Building rapport **makes people comfortable** with you and sends the message that they are more than just a name on a list or a voice in a sea of voices on a call.

Building rapport is the **first step to building a relationship** and **building loyalty**.

The first opportunity you have to build rapport is at the very beginning of the call when you **greet people as they come on the line**.

Greet people one by one; have them give you their name and the city they are calling from; and start making as many connections with people as possible.

Acknowledge them for taking the time to be with you and recognize the value TO THEM of being on the call with you.

Invite them to share their points of view and invite them into the discussion throughout the teleclass.

Share personal stories with them or refer to something personal about yourself.

Refer back to something someone said, give them the credit by using their name, and weave their comment into your content.

BEGIN YOUR TELECLASS

1. Welcome people to the specific teleclass
2. Introduce yourself, say a few words about who you are, what your credentials are and why it is you are facilitating this teleclass
3. Introduce the content briefly
4. Make a personal commitment—your version of a guarantee related to delivering value...three take-a-ways, and having fun
5. Mark out the specific parts of the next 55 minutes so everyone knows what to expect (include admin details; and the call outline or agenda)
6. Tell participants how to interrupt you to ensure that this call is dialogue-based learning

Why would you tell participants to (1) interrupt you; and (2) tell them HOW to interrupt you??

You are sending a direct and unmistakable message to everyone on the call that this is a discussion and you are interested in a DIALOGUE.

IT IS ALL ABOUT THEM!

Your Teleclass Time-line is 60 minutes.

The first 10 minutes of your **Teleclass** include:

- ✓ Greeting participants as everyone arrives
- ✓ Welcoming participants to this teleclass
- ✓ Introducing yourself
- ✓ Providing the Protocol for this teleclass
- ✓ Providing the Agenda for this teleclass

THE BODY OF YOUR TELECLASS

The body of your Teleclass should include several powerful **opening questions**; several compelling **general questions**; no more than three **(3) key points**; a **summary for each key point**; all in a **simple 6-step structure**.

The **Teleclass time-line allows 40 minutes for the body of your teleclass**.

Powerful Opening Questions

- Develop ten provocative opening questions **related to the topic**.
- These questions **MUST** all be “YES” questions.
- Every time you ask these questions be certain everyone will answer YES!

You won't use all 10. Just develop 10 and have them available.

Examples of Opening Questions:

- a. Would it be of any interest to you to know where to go to find your ideal partner?
- b. If it is possible to hang up the phone in 50 minutes and have three clear actions to take, would that be valuable to you?
- c. Is there anyone here who would be interested to know how to decrease the conflict during your divorce?

Compelling General Questions

- Develop twelve compelling, strong, engaging general questions that **lead into and out of your first, second and third key points**.
- Begin these powerful questions with Who, What, Where, When, How.
- Every time you deliver these questions pause, and let the deeper meaning and underlying possibility of the question really sink into their minds.

Examples of Compelling General Questions:

- a. Who has ever said that you cannot live with this level of animosity and upset for even one more day?
- b. Anyone decided that dating is daunting and resigned yourself to being single for the rest of your life?
- c. When was the last time you and your almost ex-spouse had a conversation that didn't end in a fight or a problem?

THE FIRST KEY POINT – 10 minutes + 2 minute Summary

1. Ask your compelling **general question** related to your **first key point**.

2. Deliver the first key point.

Talk about the problem that you will be helping participants solve. Offer new ways to see the problem; provide concrete objective information about the problem; quote statistics that offer a different perspective; challenge faulty thinking or old beliefs; tell a relevant, anecdotal story that gets people's attention.

3. Set-up the Writing Exercise.

Ask participants to take two minutes to write down their thoughts, questions and reactions to your **first key point**. Or tell them to grab a piece of paper because you're going to "Build a List" together. I'll demo that in a moment.

4. Then, after two minutes, **ask another general question** related to your **first key point**.

5. **Invite** all the participants to share; **Facilitate** a lively discussion

6. Summary - 2 Minutes.

Summarize your teaching points weaving in the rich sharing from all the participants related to the **first key point**.

THE SECOND KEY POINT – 10 minutes + 2 minute Summary

1. Ask your **general question** related to your **second key point**.

2 Deliver the second key point.

NOTE: You do not repeat the Opening Questions here.

3. Set-up the Writing Exercise.

Ask participants to take two minutes to write down their thoughts, questions and reactions to your **second key point**; or facilitate the List Building exercise.

4. Then, after 2 minutes, **ask a general question** related to your **second key point**.

5. **Invite** all the participants to share; **Facilitate** a lively discussion.

6. Summary - 2 minutes.

Summarize your teaching points weaving in the rich sharing from all the participants relating to the **second key point**.

THE THIRD KEY POINT – 10 minutes + 6 minute Summary

At this point you can do one of two things:

A. Hot-seat Coaching Ask for volunteers (you'll probably have time for two 3-5 minute hot-seats) and do some Hot-seat Coaching with participants for 10 minutes.

No writing exercise; No general questions; this is all about coaching for the shift.

OR

B. Deliver the third key point.

1. Ask your general question related to your **third key point**.

2. Deliver the third key point.

3. Set-up the Writing Exercise.

Ask participants to take two minutes to write down their thoughts, questions and reactions to your **third key point**; or facilitate a List Building exercise.

4. Then, after two minutes, ask another general question related to your **third key point**.

5. Invite all the participants to share; **Facilitate** a lively discussion.

6. Summary – 6 minutes.

Summarize and contextualize **everything that has been said** in the body of your teleclass (**the last 34 minutes**).

THE FORMAL DEBRIEF AND CLOSE – 10 minutes

Now it's time for the formal debrief of the two or three key points:

- Summarize three key points
- Mark out the specific teaching points you made
- Summarize the ah-ha moments and the rich awareness and solutions surfaced in the group sharing
- Personalize the Learning: Ask the personalizing powerful questions
Example:
 - How are you going to use this rich information, or this new or deepened awareness; or this new perspective in your life today?
- Give them one minute of silence to write down a response
- Begin process of debriefing; everyone shares
- Keep this part moving
- Call on people by name
- Deepen the learning
- Endorse and affirm participants
- Thank participants
- Say Goodbye

WHAT DOES IT MEAN TO PERSONALIZE THE LEARNING? WHY DO YOU WANT TO DO THAT?

You want to make the content of your teleclass personally useful, meaningful and operational.

Personally Useful: How can this new information serve them in their life today?

Meaningful: How do they need to tweak the information to fit their own situation?

Operational: What actions do they need to take; what attitudes do they need to adjust; what behaviors do they need to stop or implement to make this information ultimately useful in their life now?

Pose personalizing powerful questions throughout the teleclass and in the formal debrief at the end of the teleclass:

Examples: Personalizing Powerful Questions

- How would you use this new information?
- Is there one word or are there two words to describe what you like so far?
- How could this info be useful to you today?
- How are you going to customize the info in the key point(s) and apply it to your own situation?
- How are you going to take this info and make it fit for your situation?

This is an essential integrative piece.

This gives you a sense of what people are valuing; and is one skill that will double your retention.

MOST ASKED QUESTION ABOUT TELECLASSES

How do you get participants to engage with you? To participate?

Ask open-ended questions!

- What seems to be keeping you stuck in this relationship?
- Now that you have a better sense of conscious divorce, where do you want to go from here?
- If there was one aspect of the dating process you felt comfortable with, how do you suppose dating would feel different?
- When you have solid information and clear choices are you less afraid? Less concerned about being reactive rather than being proactive with your spouse?

Also, it is often very helpful to participants to be given a heads-up when you are asking a question you want them to answer.

SECOND MOST ASKED QUESTION ABOUT TELECLASSES

What do I do with the person who is talking a lot; thinks s/he knows everything; and is taking over my call?

Speakers and facilitators frequently refer to these people as the *experts in the group*.

- These folks can be your biggest fans or your biggest detractors
- You need and want to identify who they are very early in your teleclass
- They are either disruptive or supportive
- They can add to the course content and reinforce what you are saying
- They can rattle you to the point of total distraction

In either case, embrace and welcome the *expert!*

They will often become willing to:

- Calm down
- Be more receptive to what you are saying directly and inferentially
- Allow your influence

This is a great person to have on a teleclass as long as you can:

- Control him/her
- Engage with him/her **vs.** try to get him or her to stop talking
- Don't be put off by the experts
- Celebrate him or her and learn how to manage him/her

If you don't handle and manage the person who is disruptive or dominating the call; and you don't restore an appropriate learning environment for everyone, the other participants will very likely lose respect for you.

They may:

- Get angry and leave the call
- Stay and never enroll in another one of your teleclasses
- Be lost forever as a warm prospect or a referring resource

THIRD MOST ASKED QUESTION ABOUT TELECLASSES

What if there is too much silence; participants aren't engaged, there is poor or no response to questions?

These are all messages about the faulty design in your teleclass; and or your poor facilitation skills or your lack of facilitation skills.

So if you're delivering a teleclass and there is too much silence; participants aren't engaging with you and there is poor or no response to questions...

...keep a very conversational tone; deliver your content with high energy, good humor and good will.

Leading teleclasses is an art and a skill; both of which you can learn.

Remember:

- Pay attention to what is going on and what isn't going on
- Tell the truth
- Ask questions
- And trust yourself and the process