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The Nuts and Bolts of Making Money with TeleClasses and Workshops



The Basic Short Presentation and The Basic One-Day Workshop

***Class Notes
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The Basic Short Presentation

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The Nuts and Bolts of Making Money with TeleClasses and Workshops

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THE BASIC SHORT PRESENTATION

Designing Compelling Short Presentations

Build Rapport With Your Audience

Audience-Centered Speaking

Crafting Your Speech

Speaker's Checklist

Fear of Public Speaking

What Can I Talk About?

Intro/Bio/Extro

Marketing Materials

DESIGNING COMPELLING SHORT PRESENTATIONS

A compelling short presentation provides the opportunity for your audience to:

- Connect with you
- Enjoy themselves for a few minutes
- Learn about something new or something they don't know too much about
- Be entertained
- Become motivated

A short presentation is the opportunity for you to:

- Build rapport with the audience
- Let them become acquainted with you
- Begin to build good will with them

Short presentations are NOT:

- Dialogue-based
- Lecture-based
- Learning outcome-based
- Powerful learning environments
- Highly interactive learning environments
- Opportunities to surface the problem or the solution
- Opportunities to birth the wisdom of the group

Short presentations and speeches are based on the **audience-centered approach**, which depends on how the audience actually hears you and interprets your message.

A compelling short presentation will:

- Inform
- Transform
- Entertain
- Motivate
- Persuade
- Inspire

BUILD RAPPORT WITH YOUR AUDIENCE

- Allows people to become comfortable with you
- Sends the message that each attendee is important to you
- Builds a relationship of loyalty
- Gives you and attendee an opportunity to meet when they arrive and interact with each other
- Entrusts you with positional power—you will be speaking to new friends who like you and want you to succeed
- Presents you with the opportunity to share personal stories

AUDIENCE-CENTERED SPEAKING

FOUR BASIC SPEAKER GUIDELINES:

1. Understand the purpose of the presentation
2. Keep the message clear and concise
3. Be prepared
4. Be enthusiastic and excited when delivering the message

SHORT PRESENTATION GUIDELINES

The short presentation format demands that you:

- Stick to your prepared remarks
- Craft the talk well, practice it well and deliver it well
- Treat ALL talks as important and entitled to diligent preparation
- Connect with your audience
- Insure that your first impression is your best impression
- Get your critical message across
- Make sure the audience gets the central, core theme of your message...and right away

SHORT PRESENTATION OVERVIEW

- Chose a great topic and design a memorable title
- Determine the purpose of your presentation
- Find out exactly what the organizers expect from you

There are the **three simple elements** to include in every short presentation that will **keep your participants on the edge of their seats**:

1. **Anecdotal Stories** (lots of 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

UNDERSTAND WHAT YOU WANT TO ACHIEVE

- Be really clear about what you want to say
- Identify and understand what message you want to deliver
- Determine how to deliver your message in an accurate, understandable manner
- Develop a sense of timing—message must be timely and relevant to current issues
- Know who do you want to tell
- Understand their interests, presuppositions, values, problems and challenges
- Recognize why is it they might be interested in listening

GUIDELINES TO A SHORT TALK

As a speaker, understand that your message is the most powerful when you can deliver good material in a short amount of time.

Keep stories less than 2 minutes

- Script out your story and then condense it
- The story must answer the questions:
 - Who? What? When? Where? Why?
 - if it doesn't answer one of these questions, leave it out
- The story must have a sense of direction in it
- Each part of the story must move toward the conclusion
- The audience must believe that the story is going somewhere

Less is better

- Leave out clichés, filler words, hackneyed words (you know, OK, all right)
- Leave out phrases such as "*Let me be honest*, or *blunt*, or *frank*"
- Avoid "*In other words...or To say it another way...*"
- Speak in short sentences, short phrases, and short words

The Basic Short Presentation

CRAFTING YOUR SPEECH

ORGANIZE YOUR SPEECH

1. Beginning

Keep it Simple. **The first thirty seconds of your speech are the most important.**

In the first two minutes you can preview your message

- Raise a thought-provoking question
- Make an interesting or controversial statement
- Recite a relevant quotation
- Ask a powerful question

Keep your speech brief

- Have no more than two or three key points
- Develop an overriding message/unifying theme
- Speak in headlines or sound bites
- On Power Point slides, include two bullet points or one short statement per slide

2. Body

Now you have **16 to 18 minutes for the body of your speech** and 2 minutes for the closing.

The body of your speech is where you:

- Make your points and give support or evidence for each point
- Cultivate the key ingredient of a unifying theme throughout your speech
- Formulate a series of two or three points that build on each other
- Use personal examples and stories, statistics and quotes
- Give your audience something of value

Words that Sell by Richard Bayan, is a famous book that is used by marketing professionals around the world and is a terrific resource for speakers writing short presentations.

We want to:

- Sell our ideas
- Increase our credibility
- Move people to action

3. Closing

The **final two minutes should be your summary and move to action statement**. Remember, the last thing you say may be the most remembered.

The closing of your speech as an opportunity to:

- Summarize the main point(s) of your speech
- Provide some further food for thought to your audience
- Leave your audience with positive memories of your speech
- Deliver the final thought, request or emotion

DELIVER YOUR SPEECH

The most effective speakers use their voices, their faces and their bodies to convey their messages.

Delivery Tips:

- Dress professionally—muted or dark colors
- Speak clearly
- Adjust your voice so that everyone can hear you
- Don't shout into a microphone
- Take your time speaking
- Pause to emphasize a point, or to allow the audience to react to a fact, or an anecdotal story
- Make eye contact with your audience—this helps to build trust and a relationship between the speaker and the listeners
- Do not fidget or make other nervous gestures with your hands
- Do not keep your hands in your pockets
- Learn how to use hand gestures effectively
- Be yourself, allow your own personality to come across

The Question and Answer Period

For some speakers the Q&A portion of a talk is the best part! To others it is their worst nightmare. Q & A's are essential if you want to maximize your opportunity to connect with your audience.

Here are a few guidelines to help you get through the dreaded Q&A:

- Listen to the entire question BEFORE you begin to answer. Make sure you understand the question before you answer it.
- Count to three or four and take a breath before you answer. Repeat the question out loud to insure that everyone in the audience heard the question. This will also buy you some time to gather your thoughts.
- Always thank the person who asks a question. Whenever possible weave the question into your main point. Or acknowledge the person for asking a great question that gives you the opportunity to offer one more, brief piece of information or clarification.
- Answer the question completely, but briefly. If you don't know the answer, admit that you don't know and promise to find out and let them know. Ask the questioner if his/her question was answered.
- Use the question to segue to the next question/answer.

SPEAKER'S CHECKLIST

INITIAL PLANNING

What you should know before you start:

- Name and purpose of organization sponsoring the event
- Purpose of your presentation—what outcome sponsor hopes to achieve
- Ask for a copy of the event/conference schedule or itinerary
- Audience composition and size
- Room set-up and available equipment
- Time and length of your presentation
- Location, directions and parking information
- Policies and regulations of facility where you are to speak

PRELIMINARY PREPARATION

Know your material

- Practice your presentation
- Tape record and listen to your speech—revise it if necessary
- If you're not familiar with your material or are uncomfortable with it, your nervousness will increase

Know Your Equipment

Personal Preparation

- Know what you are going to wear—dress professionally
- Know how to get to the event
- Pack all of your materials the day before your presentation

THE DAY OF YOUR PRESENTATION

- Make sure you bring all of your material, handouts, visual aids, equipment
- Become familiar with the room
- Arrive early
- Know the audience
- Greet some of the audience as they arrive
- It's easier to speak to a group of friends than to a group of strangers

RELAX AND BE YOURSELF

FEAR OF PUBLIC SPEAKING

The number one fear people have about public speaking is related to the audience reacting negatively to them.

The audience...

- Won't like me
- Won't like my ideas
- Won't want to stay and listen to my talk
- Will heckle me or taunt me
- Will make harsh comments
- Will ask impossible questions

Develop a strategy, be prepared and ask yourself:

- What is wrong with them?
- Are they in the right room?
- Did they misunderstand what I was going to talk about?

Regardless of what anyone in the audience says, just stop talking. Ask them if you have just offended them. And how you can redeem yourself?

WHAT CAN I TALK ABOUT?

There is no end to the topics that are interesting to many people. You have a niche and a specialty because you are passionate about something. Passion is infectious. Remember that your talk is going to inform inspire, transform, motivate and entertain.

- Make a list of the themes and topics that interest you
- Use current events:
- Search the Internet

Check out these sample topics:

- The Importance of Setting Goals
- Companies Don't Succeed, People Do
- Taking Responsibility for Your Actions
- Using Mistakes to Build a Bright Future
- Turn Job Interviews Into Job Offers
- Finding Inspiration in the World Around You
- Make Your Actions Speak Louder Than Words
- Never Giving Up on a Dream
- Creating a Personal Code to Live By
- Believe and You Will Achieve
- Accept the Challenge of Change
- The Golden Rule (Do Unto Others...)
- Never Forgetting Your Roots
- Focusing on the Important Things in Life
- Setting High Expectations

INTRO/BIO/EXTRO

- Always have your own introduction, bio and extro to give to the meeting planner
- Someone from the group will introduce you—you want to be in control of that introduction
- As part of the intro they will tell the audience a few things about you—that is your bio
- Someone will thank you for speaking and say a few closing remarks about you—that is your extro

CREATING YOUR INTRO/BIO/EXTRO

- Always ask the meeting planner how long s/he wants your intro and bio to be
- Draft your several versions of your bio
- On a 4X6 card print the intro in Blue, the bio in RED and the extro in Black
- In the extro include your name and easy to remember web address

MARKETING MATERIALS

- Always bring promotional give-aways to a talk
- Business cards are not enough
- Make your give-away useful
- Tie it to your BIG message, the over-arching theme of your work
- Make sure your name and contact information is prominently printed on them somewhere

Remember the famous speaking axiom:

"Have a powerful, captivating opening and a strong, memorable close, and put the two of them as close together as possible."

THE BASIC ONE-DAY WORKSHOP

Designing Workshops

Four Types of Workshop Designs

Mind-Set and Preparation

Build Rapport With Your Workshop Participants

One-Day Workshop

Follow-Up Activities

DESIGNING WORKSHOPS

A good workshop design provides the opportunity for participants to:

- Undertake tasks for a specific outcome
- Change a practice, belief, attitude, or behavior
- Implement plans for action
- Achieve the outcome
- Shift and change the way they work, think and behave in a way that is measurable and sustainable

Traditional workshop design is a simple 4-step process:

- Prepare
- Establish rapport with participants
- Deliver the material –you set the tone for the day in the first 5 minutes
- Summarize/Concretize/Personalize

Workshops are powerful, face-to-face learning environments that are conducted from an outcome-based learning approach.

- A day-long workshop can have up to three (3) learning outcomes
- Participants should be able to do something concrete and valuable to them at the end of the workshop
- You must be clear what these outcomes mean
- You must be able to explain/discuss what the outcomes mean

Know benefits associated with each learning outcome and you will be able to:

- Write your marketing copy
- Have intelligent pre-qualifying and qualifying conversations with enrollees
- Develop your workshop outline
- Find related articles and other workshop materials suitable for handouts

There are **three simple elements** to include in every workshop that will **keep your participants on the edge of their seats**:

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

FOUR TYPES OF WORKSHOP DESIGNS

There are four general types of workshop designs:

- Conceptual
- Skills
- Design
- Problem Solving

THE CONCEPTUAL WORKSHOP

- Develop an understanding of a concept
- Appropriate working methods
- Participants then apply new concepts addressed in the workshop to their own circumstance

THE SKILLS WORKSHOP

- Identify the skill that isn't working or is lacking
- Learn a new skill or skill-set
- Appropriate working methods
- Participants then apply the skill to their own circumstance

THE DESIGN WORKSHOP

- Redesign learning materials, assessments, courses and the like
- Appropriate working methods

THE PROBLEM SOLVING WORKSHOP

- What are the problems identified by the participants
- Explore solutions that might work for them
- Solve those problems
- Appropriate working methods

MIND-SET AND PREPARATION

WHO IS ATTENDING YOUR WORKSHOP AND WHY

When you're designing your workshop and writing your marketing materials be curious about:

- Who is the target audience?
- Why are they here?
- What do they need or want from the workshop?
- What specifically attracted them to this workshop? You?
- What new skill, knowledge or behavior is needed?
- What do they need to be able to *do* as a result of the workshop?
- What is the average participant's attitude, knowledge and existing skill in this area?
- What do they expect to get from participating in this workshop?
- At the end of the workshop what will they want to be able to do better different or more immediately and successfully?

LEARNING OUTCOMES

Learning Outcomes are the backbone of your workshop and must be:

- Clearly stated
- Specific
- Concise
- Expressed (in writing and when spoken) in action verbs
- Measurable
- Sustainable

LOCATION AND ACCESSIBILITY

The venue must show that you recognize the needs of those attending; and are willing to add those special touches.

- Select a site that is conveniently located; in an area that is perceived as safe and upscale
- Easy, affordable onsite parking
- Affordable onsite lunch
- Set a minimum and a maximum number of participants to insure that the workshop is effective
- Insure that the seminar room is big enough to allow for participants moving around for sub-group work
- Set up chairs in horse-shoe shape if possible
- Have name badges (name signs in front of each participant if seated at long tables)
- Set up a clothed table in the back of the room for miscellaneous things and back-of-the-room sales
- Have music if possible

LEARNING MATERIALS

Make sure that your paperwork is in order and well organized. Have extra copies of everything—just in case you have walk-ins.

- Lecture notes / handouts for you and the participants
- Activity sheets
- Action planning sheets
- Articles or other handouts available for reference
- How will handouts be distributed?
- Sample publications
- Power Point slides / Overhead transparencies
- Pens / tripod with flip chart paper / white board with pens and eraser/ chalk board with chalk and eraser / blank overheads and markers for use during the day

BUILD RAPPORT WITH YOUR WORKSHOP PARTICIPANTS

BEFORE THE WORKSHOP

- Connect through pre-qualifying and qualifying conversations when marketing your workshop
- Show an interest in participants' needs, concerns, work and backgrounds
- Demonstrate an interest in why they are attending your workshop
- Build a relationship of trust and understanding
- Allow people to become comfortable with you
- Build a relationship of loyalty

DURING THE WORKSHOP

- Your role as facilitator influences how participants perceive you
- Invite participants to tell you what they want from the workshop
- Build a list of desired outcomes together
- Demonstrate your commitment to meet participants' expectations
- Acknowledge them for taking the time to be with you
- Recognize the value to them for being in the workshop with you
- Invite them to share their points of view
- Invite them to participate in workshop discussions
- Share personal stories with them
- Validate participants by referencing something someone said

MEET AND GREET

7:30 a.m. to 8:30 a.m. - Meet & Greet (coffee/tea/breakfast muffins) - 60 minutes

1.0 hour elapsed time

All the participants have been pre-registered. This is a time for them to check-in, get their name badge, pick up their materials, and meet you and each other.

Be at the Meet and Greet. Be available to mingle with all the participants.

BEGIN YOUR WORKSHOP

8:30 a.m. to 10:00 a.m. - Formal training begins - 90 minutes

2.5 hours' elapsed time

Welcome, Introduce Yourself and Your Content, Set Expectations, Icebreaker / Build a List of Desired Outcomes / Didactic (Learning Outcome 1) / Exercise / Debrief / Summary

Let's unwrap what I just did:

1. Welcomed people to the workshop
2. Introduced myself; I said a few words about who I am, what my credentials are and why it is I am facilitating this workshop
3. Introduced the content briefly
4. Made a personal commitment – my version of a guarantee - related to delivering value...three take-a-ways, and having fun
5. Marked out my expectations around cell phones, lunch and breaks
6. Delivered value: parking discount; lunch discount; beverages/snacks
7. More expectations: No food in the room; no alcohol at lunch; specific times the seminar room would be closed and reopened; take your stuff out with you; confidentiality
8. Permission: Get up and move around; don't worry about putting chairs back in rows
9. Requirements: When/how to stop talking and come back together in the greater group

CONTINUE YOUR WORKSHOP

Ice breaker / Build a List of Desired Outcomes / Didactic (Learning Outcome 1) / Exercise / Debrief / Summary

Icebreakers

Fun, creative activity to foster collaboration among workshop participants

Build a List of Desired Outcomes

- Invite participants to introduce themselves
- As part of their introduction, ask them to describe one learning outcome they want to achieve by the end of the day in less than four words
- Write them down on your white board or flip chart

Small Group Work (Exercises)

- Set a time limit for the exercise
- Let participants know what it is
- Explain the purpose of the exercise
- Give clear direction

Pairs, Threes and Fours:

Pairs:

- Pairs are good for quick reactions, practicalities, and role-playing but are not well suited for more complex tasks.

Threes:

- Threes are good to keep the conversation on track and moving forward to a conclusion; and allow for equal involvement.

Fours:

- Fours are good where the task is bigger, more analytical, where contribution of more ideas is helpful to the task at hand; and where an observer would be useful.

Groups larger than four are not recommended

Debriefing—Come Back Into the Greater Group

Summaries

Action Planning

CONCLUDE YOUR WORKSHOP

4:30 p.m. to 5:00 p.m. - Summary/Review Activity – 30 minutes

9.50 hours' elapsed time

Summary

Summarize and concretize the most important aspects that have been discussed related to the three learning outcomes in detail.

Review Activity:

- Set up and facilitate the Review Activity
- Debrief the Review Activity

The review activity provides the opportunity for participants to report:

- What the learning outcome(s) was for them
- What their plans are to implement the learning outcome(s)
- How they are going to make the learning outcomes useful, meaningful and operational in their life –personal life, business life or professional life – today

The Basic One-Day Workshop

Personally Useful: How can this new concept, skill, design or problem that they solved serve them in their life today?

Meaningful: How do they need to tweak the concept, skill, design or problem solving learning 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 the concept, skill, design or problem solving learning ultimately useful in their life now?

Pose Personalizing Powerful Questions:

- How will you use this new concept, skill, design or problem solving learning?
- How is this concept, skill, design or problem solving learning going to be useful to you today?
- How are you going to customize the concept, skill, design or problem solving learning and apply it to your own situation?
- How are you going to take this concept, skill, design or problem solving learning 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 an essential closing piece for a workshop.

5:00 p.m. to 5:25 pm - Feedback and Evaluations – 25 minutes

9.92 hours' elapsed time

Feedback

- Ask for their views on how well the workshop went
- Ask how successful they believe they were at achieving the learning outcome
- Ask what you should do different next time

Evaluations

- Hand them out at the beginning of the final break
- They are to assess participants' perceptions of the learning value and quality of the workshop
- Let them know they must be turned in at the end of the workshop in order for them to receive their Certificate
- Have an inbox for the Evaluations sitting next to the inbox with the Certificates so they drop off the Evaluation and pick-up the Certificate as they exit the room

5:25 p.m. to 5:30 pm - Closing Metaphor Story – 5 minutes

10 hours' elapsed time

The Basic One-Day Workshop

FOLLOW-UP ACTIVITIES

After the workshop, preferably the same day:

- Make notes of your impressions of the session
- Make a list of all problems experienced by you, your team and the participants
- Provide feedback to your onsite team including the site personnel
- Send a follow-up email to all participants and your team with your thanks

A day or two later:

- Send a follow-up email to all participants with your coaching challenge
- Include a reminder of all the ways you are available to provide on-going support

Apply these guidelines and you CAN:

- Become a masterful workshop facilitator
- Appreciate that everything will not be perfect the first time you facilitate
- Understand that facilitation is a skill-set
- Develop your own style and approaches
- Understand that "practice makes perfect"
- Become the facilitator you always wanted to be