4th EDITION!
with "PERSONAL REFLECTIONS"

WEALTH THROUGH WORKSHOPS

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

Callan Rush

WEALTH THROUGH WORKSHOPS

By Callan Rush

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'PERSONAL REFLECTIONS EDITION'
AUTHOR'S NOTE

Ten years ago, I began the journey of creating Wealth Through Workshops. It was a dream I was deeply inspired to pursue from the moment I listened to the first Personal Growth cassette tape my Father gave me. The words and ideas those early teachers shared moved me deeply… and and I knew I wanted to do what they did, some day.

In pursuit of my goal of making a positive difference in the world, while creating a livelihood I enjoyed, I've been blessed many times over. I've met and supported some of the World's most dedicated Luminaries. And – I've been supported, healed and taught by them as well. It is YOU, and what you do for this needy world, dear Reader, that continues to inspire me day to day.

My Life's Work to date, is contained within these pages. I feel honoured and grateful you are taking the time to read it. The systems, processes, and 'how to' formulas I've created and used to make a big income, impact and inspiration through leading workshops is all here. I know 100% that these systems will work for you – if you work them.

The first version of this book was written several year ago – and I've updated the text a couple times. In this version however, I decided to give a tiny bit more of myself.

In the weeks before this edition was released, I spent time reflecting upon the most significant learnings I've acquired over the last 9 years in business. I've learned many things, really. Too many to mention! I have decided to share the best, most significant, and most helpful with you via video.

You'll notice at least one link per section of this book. When you click the links – you'll be sent to a page where you can watch a short reflection-style video. Each Personal Reflection holds a golden key to building and running a successful multi-million dollar workshop business. I offer these to you as a way to further support you to also create Wealth Through Workshops.

Your First Personal Reflection video is **HERE!**

I've always said, I don't believe true change will come from the old, rigid, and often outdated political and administrative systems of society. True change, will come from the Teachers in the Streets… the Leaders and Luminaries working at the grassroots level. True change will come from you.

I believe Education is the key to ending all suffering on the planet. And so, keep learning and keep sharing all you know with anyone who will listen.

With Love, Callan xo

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 with some of the most conscious, heartfelt people around! Life is wonderful, and I feel very fortunate.

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, well, it totally flopped. I was lucky to get three 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 friend's 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, and the fee for the rented space... I had nothing left. All my 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 who 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 to start studying. 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. At the time, Justin was working behind the scenes of one of the fastest-growing seminar companies in the world. 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 that I'd 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 people's events—and he wanted to learn to lead his own. He also told me that he'd seen me lead from stage before, and that 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 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 told, 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 on their journeys 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 three things:

1) **IMPACT:**
   Influencing and impacting other people in a positive and significant way.
2) **INCOME:**
   Earning the kind of money that allows you to do what you want, with whom you want, and when you want.
3) **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, you're offering groups of people an opportunity to invest in solutions that will up-level their lives! Workshops just can't be beat in terms of instant earned revenue.

Finally, working intimately with people and inspiring them 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

Personal Reflection

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, and 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 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 beginner's 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.

Marketing = Lead Generation

Marketing (or magnetizing) is the process of sending out a message to as many of your ideal clients as you can, 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 about your workshops, retreats, and seminars.

The key to effective marketing is to craft your message in a way that allows people to self select, or to identify themselves as the perfect recipients of your message. 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. 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 her feel seen, understood, and special.

Intimacy Is Everything

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 make it intimate, and to make it 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, what I'm about to give you is the number one, overarching 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. EBM is marketing that educates. It is marketing that offers value first, before your potential client gives you even a single penny!

Why EBM Works

In a word: trust.

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

EBM 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 the sales process because of their status! They simply make a recommendation, and people follow it.

EXERCISE:

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.

The Problem With Perfect Clients

With your perfect clients 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.

The people who are perfect, ideal clients for you belong to one five groups:

3% — Actively shopping
7% — Open to you
30% — Aware for future
30% — Unconscious 30% — No

Let's explore this idea and figure out how to remedy it quickly!

1) 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 they are sick and tired of dealing with it! Maybe it's a health problem. Maybe it's a relationship problem. Maybe it's a financial problem. Whatever problem they face, they've had enough of dealing with it, and they've made the decision to find a solution to this nagging problem. They're now just deciding where they will buy the solution.

Compared to the other categories, did you notice how SMALL this 3% group of your potential clients is? It's tiny! And 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.

2) 7% of your clients are open to your programs, but they're not actively shopping.
These individuals have the problem you solve, but 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.

3) 30% of your clients are aware they need a solution, but some time 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 free 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.

4) 30% of your clients are simply unconscious.

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

5) 30% of your perfect, ideal clients are simply a NO.

These people have the problem you solve, but for whatever reason, they 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 some time in the future.

Why Most Businesses Fail

Here's what I've seen in my many years of business experience: the #1 reason most businesses fail is that they're in a dog fight for the tiny 3% of active shoppers!

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

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 about the solution!

Accessing the 67%

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 that 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 and info nights
- Free reports
- Teleclasses
- Webinars
- E-zines 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?

The Two Elements of Effective EBM

Effective EBM has two elements. But the problem is... most EBM out there has the first element in place, but 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!

1) Give value

Giving value refers to offering something of worth 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 the first element 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 the second element of effective EBM.

Without the second element, your EBM will not work.

Without the second element, you won't be marketing to the huge 67% of your idea clients that truly need you! So... what is the second element?

2) 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 will begin to 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.

How to Influence Buying Criteria

You see, everyone makes purchasing decisions based on some criteria. Let's look at an example: I live in Canada, and it gets cold up here! 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 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 criterion of taste, or what is yummy! Others choose their soup based on the criterion 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 can be when it gives value and positions a purchase.

Example #1: Health as a Buying Criterion
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 that 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 you 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 premature wrinkles on your face! YIKES!

Was this report valuable? You bet. But what else is true? As you head down the soup aisle, you are now FAR MORE LIKELY to read labels and look for the *organic soups*.

The report gave value... but also positioned a purchase!

Example #2: Price as a Buying Criterion
This time, the EBM report I hand 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 ride 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 and 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 with 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 gives value, but also positions 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. The method you use depends on the nature of your workshops, retreats, or seminars. It depends on whom you'd like to show up at your events. And... it depends on how you plan to distribute your marketing.

Giving value may be easier for you; however, grabbing the 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... well, that 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.

EBM is a strategy that you *must* implement 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 an overarching EBM strategy, you'll work way too hard for way too little.

Why Master EBM?

EBM is the **most versatile** type of marketing. You can use it on posters, brochures, business cards, teleclasses, business presentations, social media, and websites!

EBM is also the **most ethical** 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 the **most lucrative** because when you do it right, you will position the purchase of your workshop, retreat, or seminar, making 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 **most leveraged** and **cost-effective** form of marketing. It gives you access to that 67% of your ideal potential clients whom 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, and 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 and 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. They're the only activities that allow you to reach and empower the people you were born to serve.

Selling is Service

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, grassroots 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're saying, "I don't need to learn how to market. I'll HIRE someone to market for me."

So they do. 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?

At this point, small business owners 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 EBM 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 will 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 who you will speak to in your marketing. In other words, you need to choose a *Specific Audience*.

Specific Audience is the most important, most misunderstood concept in marketing and 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 and being of service to. Some people refer to this group as their *target market or niche market*. (*Target market* always makes me feel like I'm aiming something dangerous at someone!)

Choosing a Specific Audience is all about narrowing down WHOM to focus your message on. Who will you speak to in your marketing materials?

Egoic Labels

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 and outwardly; it's 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 that 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 that 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 a mother!

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

Egoic Label Guidelines

There are three important guidelines to adhere to when choosing an egoic label to identify your Specific Audience:

1) A good egoic label is black or white

This 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."

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!"

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 a living at it. As for athletes, someone may consider oneself 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.

2) Use an egoic label that your Specific Audience actually uses to refer to themselves.

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*. In this case, you can't attract their attention with this term.

If potential clients don't use the egoic label to describe themselves, you can't use it in your marketing to reach them. Choose wisely, accurately, and specifically!

3) Choose ONE Specific Audience per piece of marketing

The rule is this: 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.

Someone in your Specific Audience will see this list of egoic labels and say, "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.

I've put together some examples of egoic labels that you may use or gain inspiration from. 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 see a Specific Audience listed below that you'd like to work with, go ahead and use it.

VOCATIONAL:
Entrepreneur
Holistic chef
Small business owner
Professional woman
Career counselor
High school student
Doctor (naturopath, pediatrician, surgeon)
High school teacher
Plumber

NATIONALITY:
American
Canadian
European
Chinese
English
Irish
Australian
Dutch

PERSONAL:
Vegan
Non-smoker
Democrat

OWNERSHIP:
Homeowner
Dog owner
Renter
Honda owner
Mac owner

RELIGIOUS:
Muslim
Christian
Atheist
Buddhist
Mormon

RELATIONSHIP:
Mother
Grandma
Single
Married
Father
Daughter

HOBBY:
Yogini
Runner
Skier
Stamp collector

GENDER (Use only to modify other labels):
Female
Male

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

Choosing An Egoic Label

If you have no idea what egoic label to choose, if you think your solution will be great for everyone, or if 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) Play Eeeny meeny miney moe

Yup. I'm serious. Picking a label, any decent label, is often just as effective as laboring for days, weeks, or years over the "right" decision. Really! Pick someone for now. Get in the game! We'll refine it as the program progresses.

Common Concerns About Choosing A Specific Audience

In a moment, I'm going to ask you to choose your Specific Audience, and to make sure you've named them by a strongly held egoic label. 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 and 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 three common reasons people get anxious when I ask them to choose just one Specific Audience for a piece of marketing. Let's handle these reasons now, just in case your brain generates any of these concerns.

1) "I'm leaving money on the table"

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?*

At first glance, this logic looks correct, but the truth is just the opposite. Narrow is more intimate. Intimacy brings you business. It's counterintuitive.

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 offline 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. (Would you use the same language for a workshop for high school students as for a workshop for seniors? I hope not!)
- What topics and information will be of interest. (When you choose your Specific Audience intimately, you'll know what their hobbies, interests, and problems are. This allows you to educate in your marketing about topics you know they'll be interested in.)

2) "I'm going to lose my current clients"

Another reason people get anxious when I ask them to get really specific about who they are talking to in their marketing is that 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 you can leverage long term! This means getting specific.

3) "I might choose the wrong audience"

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.

Once you craft one piece of EBM 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:

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 this person? Write it down.

Once you've made your selection, create a description for this person. To do this, think of an actual, real live person who 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.

Meet Shana, My Ideal Client

My Specific Audience and egoic label is workshop leaders. The person I use as my sample client is a woman named Shana. Shana not only fits our egoic label, but she 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 the basics, and then I get more detailed.

Here are some things that make Shana an ideal client for me:

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

Again, choosing a specific egoic label and profiling a real person who fits that label allow you to get very clear. 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*.

A specific problem is the clearly defined problem you decide to solve for your Specific Audience.

The 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*: 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 that *they have a problem, and they think YOU can solve it!*

That's why you need to be crystal clear in your marketing about the problem you're solving. 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 at all fuzzy about the problem you are solving in your marketing, your ideal client will overlook your marketing. Let's prevent that from happening, shall we?

Get Clear On Your Specific Problem in Three Steps

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 to package this solution, think as best as you can about what it might be. For example, I provide people with the solution of EBM. 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 clear negative subconscious 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 filters* 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 that you are not positioning the title of your event! You are positioning the content or main concept that your workshop, retreat, or seminar offers.

My company, Leader to Luminary Training, has an event called Magnetize Your Audience. 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, EBM 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.

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.

EXERCISE:

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 its own opposite.

For instance, if your solution is rehydration, the problem you solve is dehydration. In my company, our solution is helping our Specific Audience create EBM. The problem we solve? People's confusion about creating EBM.

For the hypnotherapy example, where the solution was clearing negative subconscious beliefs, the problem would be feeling stuck in negative, subconscious beliefs.

If you are a relationship therapist who provides the solution of relationship harmony, the problem you solve for couples is relationship disharmony.

If you're a massage therapist who offers the solution of relaxation response, the problem you solve for your Specific Audience is body tension.

If you're a psychotherapist who provides the solution of healing the inner child, you would write, "I help my Specific Audience with the problem of a wounded inner child."

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

If you are a financial planner who offers the solution of financial literacy and money management, then the problem you solve for your Specific Audience is financial illiteracy and money mismanagement.

EXERCISE:

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

Step 3: Name the top-of-mind problem

A top-of-mind problem is one that your Specific Audience is conscious they have. One that currently keeps them anxious and up at 2 a.m. every night! To attain marketing mastery, *you must be able to talk from the perspective of your potential client*, as opposed to from your own perspective. This means knowing and naming 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 overlooked*. 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 focus on and name the underlying cause, and they'll lead with that in their message. For example, an expert in rehydration will see someone suffering from a headache, and will immediately know that person is dehydrated. Then they'll create a marketing headline or title that speaks to dehydration.

This will fail. The potential client doesn't know he is dehydrated, so he'll look past a piece of marketing that leads with that. All he knows is he has a headache! A piece of marketing that leads with the problem of a headache will grab their attention and interest.

You must not focus on the underlying cause in your marketing, but on the symptom or presenting pathology your Specific Audience is aware of. Most people are not conscious of the cause of their top-of-mind problems—so don't lead with those. 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. As an expert on water and the importance of hydration, you'll tend to see automatically that your client has the problem of dehydration; however, dehydration is NOT the problem that is top of mind to your client. 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 lead your EBM with the problem of dehydration, *you'll miss your people!* Well, you'll grab the attention of the 3% of active shoppers (if they're not already distracted by your competitors' offers), but you'll 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 it as a top-of-mind problem. A problem you know your client has. One they are consciously suffering from at 2 a.m.! Usually, the top-of-mind problem will be one of the symptoms your solution handles.

Identifying Top-of-Mind Problems

Most top-of-mind problems can be categorized into one of five areas:

1) Health

Chronic headaches, feeling 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

4) Sex

Lack thereof, low libido

5) Identity

Not being a very good ___________ (insert egoic label)

Often, people lie awake at 2 a.m. and criticize themselves for the roles they play in life. They may feel they are not a good mother, boss, friend, or daughter, for example.
Let's do this process with some earlier examples before you give it a try yourself.

If your solution is rehydration, your 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 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 or 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 as a top-of-mind problem, you could choose drowning in debt or living paycheck to paycheck.

EXERCISE:

Write down the top-of-mind problem you solve. And don't worry: I fully understand that 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 my Specific Audience improve their posture.
[Solution phrased as problem] I help my Specific Audience with bad posture.
[Problem phrased as top-of-mind problem] I help my 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 flesh out the content for your EBM. What I can tell you is: trust the process, and don't skip ahead. For now, just complete these three 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, your solution phrased as a problem, and your Specific Audience's top-of- mind problem.

MAGNETIZE YOUR AUDIENCE ACTION STEP #2:

Write down the solution you provide. Phrase that solution as a problem. Then phrase that problem as a top-of-mind problem.

- CHAPTER 4 -

DECIDE ON YOUR STRATEGIC OFFERING

In this chapter you'll learn how to decide on your strategic offering. In other words, you'll decide what workshop, retreat, or seminar your EBM will position. What do you want your audience to invest in as a result of your EBM? What program do you want them to enroll in?

Good news: if you've been doing the exercises, you've actually already chosen your strategic offering! Surprise!

Your Already-Chosen Strategic Offering

Please get out the writing you did in the last chapter, where you went through the steps to identify your solution, phrase that solution as a problem, and then phrase that problem as a top-of-mind problem. Without even knowing it, you've followed the three- step Symptom-Source-Solution process of choosing your strategic offering.

Step 1: Identify the symptom

Whatever you wrote in Step 3 of the previous chapter (your problem phrased 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 EBM.

Step 2: Identify the source

Whatever you wrote for Step 2 in the previous chapter (the solution phrased 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 flesh out your content shortly.

Step 3: Identify the solution (Your Strategic Offering)

Whatever you wrote for Step 1 in the previous chapter (identify your solution) will be your strategic offering. Your strategic offering is the solution your workshop provides. More accurately, 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 this Symptom-Source-Solution process of effective EBM is to use some concrete examples. For clarity, we'll pretend the EBM you are crafting is for a speaking engagement.

Example #1: Headaches
Let's say you sell the world's best water filtration system. The solution you are offering the world is water filters.

Since you've studied with me, however, you know better than 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 or 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 worried only 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: Empty 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 that the source or cause of their empty events is that they don't know how to create effective 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.

Examples #3: Lower-Back Pain
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.

Within the marketing, however, they'll discover that 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.

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!

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! 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 these guidelines.

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 EBM." Here, I'd write, "My strategic offering is an EBM solution."

MAGNETIZE YOUR AUDIENCE ACTION STEP #3:

Review the three steps you completed in the last chapter. Specifically, look at what you wrote down for Step 1 (Identify Your Solution). Rewrite it using the following sentence format:

My strategic offering is ____________________________ solution.

- 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 EBM! We're going to do just that in three steps: choosing a title, choosing and sequencing data points, and fleshing out the content.

Choosing a Tantalizing Title

Your tantalizing title grabs the attention of both the 3% of active shoppers and the 67% of non-active shoppers in your ideal market, and magnetizes them to your signature talk or speaking engagement.

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!"

Pain or Pleasure

Now, there are only two ways to go with titles: pain or pleasure.

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 have more pull. Why?

Well, human beings are simply much more motivated to avoid pain than we are to pursue pleasure. Pursuing more is never urgent, but 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 having only pleasure-based 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, a teleclass, or a webinar. Back-end programs refer to a paid program, product, or service.

Example #1:
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 #2:
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.

Example #3:
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 paid program that we position during that EBM presentation is called Magnetize Your Audience. (This is a pleasure-based title.)

Just as pain-based titles work better for the front end, pleasure-based titles work better for back-end programs. Can you imagine investing in and attending a three-day intensive workshop called, "33 Ways You Are Destroying Your Business"?

You'd NEVER attend! No one would.

More Examples of Tantalizing Titles:
(Note all of these 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 and 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!

3 Massive Mistakes Professional Women Make That Keep Them Feeling Overwhelmed, Overworked, and Burnt Out!

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

3 Common Problems Golfers Experience That Keep Them Off Their Game and Losing To All Their Buddies!

Is Your Title Too Long?

OK, 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, using their strongly held egoic label, about a top-of-mind specific problem.
"3 Massive Mistakes Workshop Leaders Make That Keep Their Event Rooms Empty!" is a pretty long title—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 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) and How To Avoid These Mistakes Once and For All!

___[#] Common Myths All _______________[SA] Face That Keep Them Struggling with __________________ and _______________! [SP]

Choose and Sequence Your Three Data Points

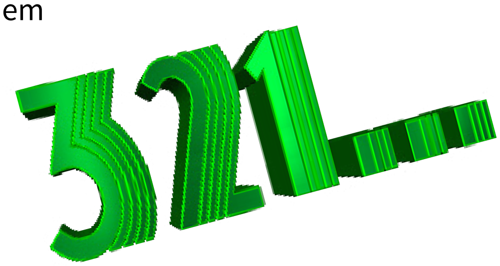
OK... in your tantalizing title, you just made a powerfully bold claim! You promised to make your audience aware of three dangers, three mistakes, or three big blunders. The next step is to figure out what those three things are!

These things are called your three data points, and they will make up the bulk of the content for your EBM talk.

Remember, your three data points must give value in the form of education, and position the purchase for what you will offer next.

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

Example #1: Top 3 Mistakes Entrepreneurs Make That Put Them Out of Business!



3) No Specific Problem
2) No Specific Audience
1) Not Selling to Groups

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

Example #2: 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) Not Using Education-Based Marketing

These data points also position the content of Magnetize Your Audience, where participants will learn how to craft effective EBM.

Now, there are two 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.

Step 1: Find a partner

Step 2: Show your partner your favorite tantalizing title

Have your partner rephrase your title as a question.
For example, “3 Massive Mistakes Workshop Leaders Make That Keep Their Event Rooms Empty!” becomes, “What are the three massive mistakes workshop leaders make that keep their event rooms empty?”

Step 3: Brainstorm at least five answers to the question

Your partner will then become an interviewer. They will ask you this question, over and over. As you answer, they will transcribe your answers for you. They can also ask additional questions to clarify and help you home in. Overall, this interview will help you to get many of the blunders, mistakes, and myths on paper.

Step 4: Choose the best data points

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

For example, one of the mistakes I wrote down was, “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 three points position the content of your strategic offering. I call this the ménage-a-trois method, and it works beautifully, but not all three points *have to* position your strategic offering.

At the very least, choose one point that positions your solution. I call this the monogamy method.

My introductory talk is monogamy method-style. The first two data points are just plain old great information, and they 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, 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 that 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?

Step 5: Sequence your data points

Once you have your top three 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, and teach this point last. Then, sequence the other two.
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).

Step 6: Chunk your data points!

You want to phrase your data points in a succinct and catchy way. We are bombarded with tons of information every day. To manage all this information, the human brain will chunk it down into bite-sized pieces to be effectively filed away.

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 two or three 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 **Education-Based Marketing** (3 words)
Chapter 2 was **Specific Audience** (2 words)
Chapter 3 was **Specific Problem** (2 words)

I've taught concepts 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 three data points. If you don't have them yet, stop reading and complete the above exercises. Then you'll be ready to roll up your sleeves as we get into what's next.

Flesh Out Your Data Points

In order to give value in your EBM, 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 points involves the following components. (You don't want to miss any of these components or you'll risk confusing people or leaving them 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 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 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 earlier in this book, I gave an operational definition after revealing the concept. I defined a Specific Audience as "the clearly defined, select group of individuals you'll focus on helping and 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 an operational definition.

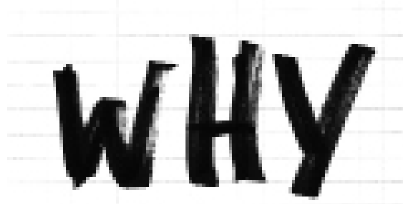
For example, I might say, “Marketing is lead generation.” Then, I use a concrete example to really explain the concept. When I am live with an audience, I often talk about a gift certificate I have to a certain workshop. I really sell the workshop: I talk about why people would want it and how it would 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 pause before explaining that what I just did was called marketing, or lead generation.

What did I do? I put a message out to as many members of my Specific Audience as I could reach in the moment, and I invited them to self select, or move to the stage if they were interested in learning more. (You don’t have to have a demonstration or exercise—but this is an example of how you could.)

A final way to 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 *not*. I often ask the people who 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 fleshing 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 understanding the WHAT section of your content, you’ll lose them altogether.



Step 2: WHY is this data point important?

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 life, business, relationships... whatever is relevant.

In the WHY section, you'll 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 lives.

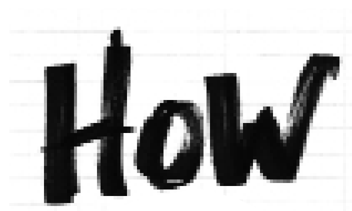
By the end of the WHY section, you want your audience to be on board with how important it is to get this concept and apply it right away. You can use some of the teaching methodologies I talked about in the WHAT section. Namely, you can tell stories that happened to other people who didn't understand 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.

Step 3: HOW can student apply this data point to their lives?

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

There are two really good ways to give the HOW:



1) Offer resources

Offer or point to helpful online and offline resources that will support them in using the information you've shared. For example, you could offer a 10-step relaxation process that these professional women could use to decrease their stress levels. You could give them a bedtime 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.

2) Invite reflection

Get them to journal or reflect on how they might use the information they learned with you. This would involve taking time during your talk to invite reflection on one way to reduce stress, for example. 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 crafting the educational content of your presentation. I'll often literally write each of these questions in the body of the script when I'm crafting my EBM.

For example, I'll write, "What is this concept?" And... "Why is it so important to understand this concept?" And... "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 is of that section. (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.

You may be wondering how much to write. That will depend on how you will distribute your marketing. For example, you'll need more content for a two-hour speaking engagement than you'll need for a 60-minute teleclass or webinar.

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

MAGNETIZE YOUR AUDIENCE ACTION STEP #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 fleshed out, we need to distribute it! This means getting your content in front of the people who really need to see it.

There are many, many ways to distribute your marketing. In this chapter, I'll introduce you to the three 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 who 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 three tactics I outline below.

Make sense? OK. Let's look at the three best ways to distribute marketing that magnetizes people to your events: speaking engagements, self-hosted introductory events, and joint-venture partnerships.

Speaking Engagements

The first (and best) way to Magnetize Your Audience is to get as many speaking engagements as you can!

What are speaking engagements?

A speaking engagement is you getting in front of group someone else has assembled. The group you get invited to speak to would be 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 that 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 is:

a) more likely to purchase what you are selling, *and*
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!

It'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 also that they like to pay to go to them.

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

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).

The whole point here has to do with the concept of consumer purchasing patterns.
Some people buy online; others never will. Some people will buy at the mall; 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 you want to sell and market to them in a way they've proven they enjoy.

How to find speaking engagements

Now, whenever I share this tactic of speaking engagements, people usually tighten up and start asking questions:

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:

Step 1: Create a long list of groups in your Specific Audience you could speak to.

Step 2: Find out who is responsible for assembling each group.

Step 3: Find out what opportunities there are to speak, and how often.

Step 4: Contact this individual, and book 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!

Logistics

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! On the speaking circuit, organizers are often looking to pay a speaker for his or her time. That is, they are often looking to pay a fee and put the speaker up in a hotel, pay expenses, etc.

What should you do?

I often recommend waiving your speaking fee. No fee reduces any resistance 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 who 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.

Self-Hosted Introductory Events

A self-hosted introductory event is 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 the three data points in your EBM content. At the end of your self-hosted event, your audience will be aware of the new problem they want solved, and 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 three 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.

Joint-Venture Partnerships

Joint-venture (JV) partners are also known as affiliates, cross-promotion partners, reciprocal marketing partners, and what I like to call strategic alliances.

JVs 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 the start of your business, the more heavily you’ll rely on JV relationships because the only resource they require is time, not money.

When looking for JV partners, you want to seek out people who have access to groups of your Specific Audience. Then, you’ll contact these JVs to enquire about whether they’d be open to distributing your EBM content to their people.

For example, your JV partner may send out notifications for your upcoming EBM webinar or teleclass. They may send out a link 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 that audience a chance to read, listen, or view your EBM.

Now, when I suggest JVs 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 products/programs/services that are similar 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 of serving as many people as I can. If someone is on my list, they've established that 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 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 JVs 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.

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 engagements and joint-venture partnerships. You may even decide when and where to host your free introductory events, during which you'll gather a group of your ideal clients and walk them through your marketing content live and in person!

SKILL SET #2

MATERIALIZE YOUR PROGRAMS

Personal Reflection

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 Materialize Your Programs!

To Materialize Your Programs, you'll need a very important D-word: DESIGN!

Design refers to learning how to design the curriculum of your events so everybody learns, everybody has fun, and EVERYBODY 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.

- CHAPTER 7 -

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 word: planning.

Planning Powerful Programs

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 clients' lives... all 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.

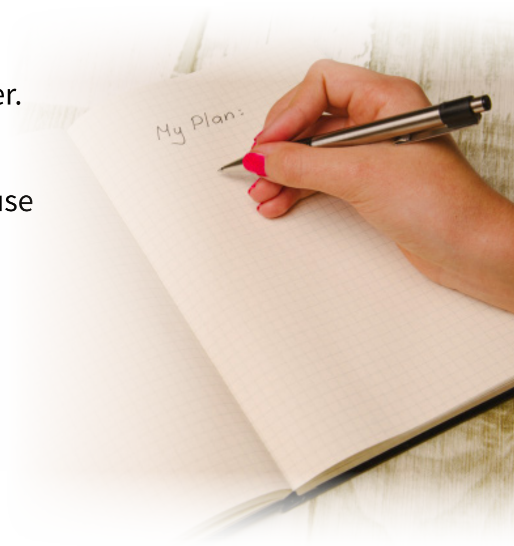
Using the information and tools I will share with you here will be the difference between your participants thanking you politely at the end of your programs and being totally blown away—like our Magnetize Your Audience students.

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.

The Program Planning Process

Whenever you're planning a program, start with the big picture, the larger perspective, or 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.

This process can be used for programs of any length. It can be used for planning live or virtual programs.

The program planning process is four steps:

Step 1: Choose title

This is where you'll insert the solution-based title of your program. (e.g., Magnetize Your Audience)

Step 2: Decide on program length

How long is your program? (e.g., Three days)

Step 3: Select number of segments

How many sections will you have? (e.g., If your program is 12 segments over 12 months, like our Mesmerize Your Audience design mentoring program, you would write 12.)

If you're planning a three-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.

An Example from Magnetize Your Audience:
Segments 1 and 2 go from the start of Day 1 to the first morning break.
Segment 3 goes from after the first break to lunch.
Segments 4 and 5 go from lunch to dinner.
Segment 6 goes from after dinner until bedtime.

And so on.

If this were the schedule for your three-day intensive, you'd end up with six segments per day for three days, which gives you a total of 18 total content segments to plan! In this case, you'd write 18 as your 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 (one content segment per month, followed by one mentoring call per month for an entire year). If you're planning a three-day intensive, copy our Magnetize Your Audience Program: six content segments per day for three days. Eighteen segments in total!

I suggest this because it works. It's been highly successful for us, so why reinvent the wheel?

Creating a timeline for your event is imperative. Your event supervisor, sound person, staff, and volunteers will use this timeline to ensure they know what is going on, when, 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. This way, everyone knows exactly where you are in the program and what is coming up.

The next thing to consider is the time per segment, or 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 60 minutes. For your three-day program, you'll likely want each content segment to be 1.5–2.5 hours. (Three 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.

Step 4: Choose 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 main learning objective 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.

I use 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 they are not concrete enough to guide an effective program design.

Why have learning objectives?

Creating clear learning objectives for your programs serves three 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 between one and three 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 question, "What do I want my participants to ultimately be able to DO after they attend my training program?"

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:

Look over the overall learning outcomes below, and write down the verbs—or the behavioral action words—from each sentence.

Example #1: Magnetize Your Audience live event Overall Learning Outcome: Participants will be able to craft EBM material to effectively fill their workshops, retreats, or seminars.

Example #2: Mesmerize Your Audience delivery mentoring program Overall Learning Outcome: Participants will be able to utilize the five main design strategies to create dynamic curricula for programs 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 the stage.

Notice that all four 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 *craft* and *fill*. In the Mesmerize Your Audience example, the words *utilize* and *create* 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?

Segment Learning Objectives Lead to Overall Learning Outcomes

Your overall learning outcome is 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 participants sequentially one step closer to achieving the overall learning outcome.

In our Magnetize Your Audience program, the overall learning objective over three days is that participants will be able to craft EBM material to effectively fill their workshops, retreats, or seminars.

In order to get you there, we must help you meet the smaller scope segment learning objectives along the way.

Here's a basic example from daily life: If your overall outcome is to make eggs for dinner, you must first meet some smaller objectives, in order: go to the store, choose the eggs, buy the eggs, get the pan out, turn on the stove, etc.

If you successfully complete those smaller learning objectives, you will, as a natural byproduct, reach the overall objective of making 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 identify your Specific Audience, articulate the specific problem you solve, talk about what you do in a clear and compelling fashion, use the top three tactics to distribute your marketing, and so on.

These smaller-scope segment learning objectives lead to the attainment of the overall learning outcome: crafting EBM to fill your events. The same will hold true for your programs. Start by identifying the overall learning outcome, and then brainstorm all of the subset skills that lead to that overall outcome.

EXERCISE:

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...

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? In 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: 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 that 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: Magnetize Your Audience.

The bottom line is this: you must design program outcomes that solve the problem your Specific Audience wants solved. 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 and 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.

How to Write Outcomes and Objectives

Below is a primer on 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 do two things: focus on the learner (the student, participant, client), and be specific about what the learner will be able to DO at the end of the learning activity or 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 content segment.

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

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

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

Apply Calculate Complete Demonstrate Dramatize Diagram Draw	Employ Examine Illustrate Interpolate Interpret Make Operate	Locate Operate Order Practice Predict Modify Plan	Relate Report Restate Review Schedule Represent State	Sketch Solve Translate Use Utilize Document

Analyze Appraise Contract Criticize	Debate Detect Diagram Differentiate	Distinguish Experiment Infer Inspect	Inventory Question Separate Summarize	Categorize
Arrange Assemble Collect Compose	Construct Create Design Detect	Formulate Generalize Integrate Manage	Organize Plan Prepare Prescribe	Produce Propose Specify Combine

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

Start your sentences with “Participants will be able to…”, insert your verb, and 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!

CAUTION: Using vague verbs is one of the biggest mistakes workshop leaders make when choosing outcomes and objectives. Verbs like *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 stating that a medical student, for example, “will be able to cite the risk factors for breast cancer” can be evaluated easily and consistently.

Get S.M.A.R.T

The next thing you need to do to create powerful outcomes and objectives is to use the age-old tool of S.M.A.R.T.

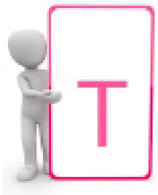
This acronym comes from goal-setting research. If you want to achieve a goal you set, it is a good idea to follow the S.M.A.R.T. process. Overall learning outcomes and objectives are just goals for your program, which is why I like to use the S.M.A.R.T. checklist.

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

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

A stands for Attainable. Choose only 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 participants 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 S.M.A.R.T. criteria, you can be sure you'll have success. By the way, learning outcomes and objectives are not just 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 S.M.A.R.T. learning outcomes and objectives.

Step 1: Start with the phrase, "Participants will be able to..."

Step 2: Add an observable action verb

This verb 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); instead, use terms that describe directly observable behaviors.

Step 3: Finish the sentence

Finish up 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 who move a little faster, but most adults still comprehend information at only a seventh grade 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, one to three objectives per segment is more than enough!

MATERIALIZE YOUR PROGRAM ACTION STEP #1:

Your goal between now and the next chapter is to follow the program planning process as above, and to write your title, length of program, and number of segments for your first paid program.

You'll also want to choose the overall learning outcome for your first paid program, and to brainstorm a list of segment learning objectives that will lead to the fulfillment of the overall learning outcome.

- CHAPTER 8 -

STRUCTURE SIZZLING SEGMENTS

In this chapter, we'll concentrate on how to effectively design a powerful single content segment. In other words, we'll move from the big-picture design 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 end... and of course, each content segment needs at least one main learning objective, but can have as many as two or three. You'll have many content segments within one program.

Four Elements of a Well-Designed Content Segment

There are four elements of a well-designed content segment: the hook, the introduction, the development, and the closure.

Let's look at each one individually.

1) Hook

The very first thing you do at the beginning of any content segment, whether the segment is one hour or three 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 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 participants' comprehension and understanding of the content.

A hook grabs your participants' attention quickly, 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:

Jokes: When your participants are laughing, they are learning. Tell a relevant joke to grab their attention!

Quotations: Inspirational or intriguing quotes. Most people love quotes, and will sit up and listen closely...especially if you set it up well. For example, you could say, "There is an amazing quotation that 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.

Games: 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 five 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 about creating effective *What do you do?* statements.

Visuals: 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: These 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 three 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 rate 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... but 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 had observed, and what we had inferred. Let me tell you, it was very effective!

2) Introduction

The introduction has two purposes: to share benefits of the content to come, and to reveal how *t*he segment will flow.

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 (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, and your participants actually engage in the activity during the development of the segment.

3) Development

There are three ways to optimally share content in your development section. I like to do these three things, in this order: input, modeling, and 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 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. Finally, 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 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, our Magnetize Your Audience program includes a segment on 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 statements and not- so-powerful ones. The more you can 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 all students 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, and then put them into the activity. As they are working through it, you can look 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 three-element blended style. Flow between lecture, modeling, and activity-based learning. (We'll be covering activity planning and facilitation in the next chapter. It's one of my favorite topics!)

4) Closure

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*, or corpse pose. It is the time of the class when all the benefits from the previous poses are integrated. Many people make the mistake of leaving class during savasana, and they 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 students' conceptual network. The closure helps participants bring things together in their own minds and make sense of what they've just learned.

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 stay with you as you start to teach the next content segment.

There are many, many ways to close a content segment. One is to set your participants up in a partner share or group share. You can cue the group with a question, 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've learned. You could have your students 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, and that no concept needs to be re-taught.

MATERIALIZE YOUR PROGRAM ACTION STEP #2:

Start to brainstorm how you'll flow from hook, to introduction, to development, to closure for each segment. Have fun!

- CHAPTER 9 -

FACILITATE AWESOME ACTIVITIES

In this chapter, we'll center on how to facilitate awesome activities!

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. You want to design it so the maximum amount of people learn the maximum amount of information in the shortest and most FUN way possible—and in a way that the learning is retained over time.

Recall the three main ways to share or teach information so it's most optimally learned: input, modeling, and guided practice or activities.

Doing it is what experiential activities are all about. Lecture teaching and modeling are great ways to pass on 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 be the ticket to mass confusion and frustration in your room. This can, in turn, ruin your credibility, and even put the physical or emotional safety of your participants in 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 about making 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 better learn your specific segment objectives.

Properly designed, well-facilitated experiential activities, in conjunction with traditional lecture-style teaching, help 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 long after 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 that 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.

There are two key learning concepts to understand if you want to plan your segments effectively and reach all of your students: learning styles and multiple intelligence.

Learning Styles

Each of us is born with, and develops, 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.

Three categories of learning styles

There are three main categories of learning styles: visual, auditory, and kinesthetic. Your *visual* students are the individuals who really need to *see* the information!

They like to sit in the front row, and they will often take lots of notes so they can see what is being said.

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 who may mutter to themselves, talk out loud, or repeat what you've said to be sure they've understood. Consequently, these are the folks who might chat during your presentation! Don't get too cross with them... often, they can't help it!

Your *kinesthetic* students are the individuals who need to feel the information in their bodies to comprehend it. They have to physically do something, move their bodies, and interact on a physical level with the information. They love doing experiential activities; they love to work with their hands and try things out. You'll notice your kinesthetic students stretching, standing, or even doing yoga poses while you teach.

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 kinesthetic 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 kinesthetic and visual learner. This means I need to move while I learn, and that I need to interact physically with the information. I also write notes because not only does that allow me to move, but it also allows me to see the concepts visually as I listen.
My business partner, Justin, 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 two 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.

Multiple Intelligences

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.

There are now nine intelligences that have been identified in humans by leading Harvard learning theorist Dr. Howard Gardner. (The ninth one is under a little debate, so you can form your own opinion as to whether you believe it exists.)

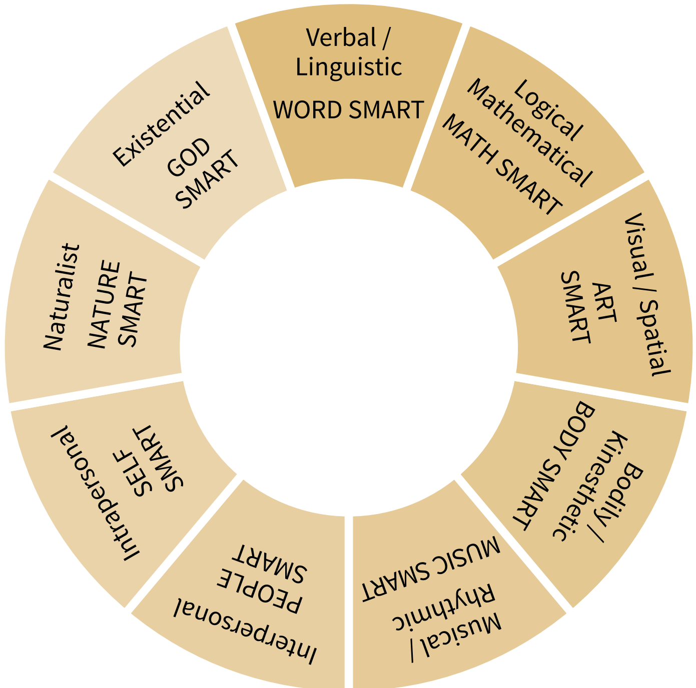
The good news is that we can use our stronger intelligences to compensate for or enhance our weaker ones; however, we'll always be naturally better at some things than at others. To help you remember, I'm going to share both the formal and informal names of each of the nine intelligences. Write each 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!!!

The nine intelligences

Here are the nine 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 / Kinesthetic, 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

We're going to examine these in detail in the next chapter, but for now, 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, gifted in the bodily/kinesthetic 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. That 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 two 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 has different ways of taking in and processing information, and that each of us has natural gifts in certain areas.

Facilitating Experiential Activities

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 and multiple intelligences, let's talk about how to facilitate experiential activities effectively so all learning styles and multiple intelligences are included.

Different types of experiential activities

Experiential activities can be facilitated inside or outside, live 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.

Consider these possibilities:

1) Solo exercises

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

2) Partner exercises

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

3) Group exercises

These are done in groups of three or more. They can take the form of games, team challenges, group shares, or movement exercises.

Seven Errors to Avoid

There are seven errors that inexperienced workshop leaders make when trying to facilitate experiential activities.

These errors can be detrimental to expertise and credibility, and they 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!

1) Relevancy

Many workshop leaders know they need to use activities to keep the learning active and engaging; however, they mistakenly include participatory activities that 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 and feel the link? It's no good if the link is obvious only to you—it must be obvious to your learners as well!

2) Time

Don't underestimate how much time it will take to properly set up, facilitate, troubleshoot, 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?"

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, troubleshoot logistics, allow for the movement of personal belongings, and answer 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 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.

3) Logistics

These are 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, and folks coming late and messing up your original group numbers. I have a calculator on my stage table at all times for this (and to make 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 nearly impossible to do if you are in the trenches, in an activity.

4) Complexity

Often, workshop leaders choose to facilitate activities that are unnecessarily complex or confusing. 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 thereof, and 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, and get them resettled, refocused, 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?”

Simply 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, and what visual cues you set up in advance will directly influence how well your group will follow you.

6) Timing of 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. 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 of them, 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. 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.

If you have facilitators helping you at your event, you can have your audience members get into their group configurations first and get settled, and 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 in physical danger. Trips, falls, and collisions can happen even in the most innocent of exercises. You'll want to have a first-aid kit on hand, and someone in your room who knows how to use it! You'll also want to have a plan in place in the event of a more serious accident 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.

Prioritizing your students' emotional safety Part of the magic of many personal development 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 that 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 breakthroughs at your courses. Lend some attention to how best to support them before, during, and especially after deep exercises. Here are two basic things to keep in mind to guard the emotional safety of your participants:

1) **Prepare them** Let people know what they could feel or experience prior to the exercise.
2) **Give them an out** Let 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 zones and take part. If they know they are safe, that support is available if they need it, and that they can opt out at any time, you'll likely get almost 100% enrollment. Still, have a plan in place for those who choose to opt out as well.

The gradient of risk

Depending on how warm 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. After they relax and trust me and each other, I'd move to partner exercises, and finally to group activities.

Wait to do group activities until your crowd is warm with you and 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.

Delay 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 that, for longer events, 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.

Breakthrough exercises

The ultimate experiential activity is called a breakthrough exercise. In a two- or three- day workshop, you want to have one or two breakthrough exercises. Breakthrough exercises are more dramatic processes, and they're packed with intensity and emotion.

I once attended a business-building seminar. One of the breakthrough exercises we did centered around negotiation. After setting it up well, the seminar leader sent us out onto the 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 had 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, insight, and enjoyment to your programs.

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 nine 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.

Have fun designing and delivering your awesome activities!

MATERIALIZE YOUR PROGRAM 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 -

INCLUDE THE MAGIC OF MULTIPLE INTELLIGENCES

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!

Multiple intelligence refers to a person's natural, genetic gifts or aptitudes in certain areas. The 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 nine separate human intelligences. (Originally, the theory accounted for seven separate intelligences, but two more intelligences were added to the list for nine intelligences in total. These nine were revealed with the publishing of Gardner's 1999 book, *Intelligence Reframed*.)

What's so cool to me about Dr. Gardner is that his theories challenge traditional, narrower views of intelligence. In my opinion, his work brought scientific backing to the idea that all human beings are gifted, and all people are smart in their own ways.
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. According to Gardner's theory, however, intelligence is much, much broader in scope.

Multiple intelligence encompasses the ability to create and solve problems, and 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.

Multiple Intelligence Theory

Here are some basic ideas about multiple intelligence:

- All human beings possess all nine intelligences to varying degrees, and 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 nine intelligence capacities occupies a different area of the brain.
- Each of the nine intelligences may operate in combination with, or independently from, the others.
- These nine 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 explained why and provided direction about 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*. Many workshop, retreat, and seminar leaders will teach just to get through the data, and to appear the expert in their content area. They don't necessarily make their participants' understanding or comprehension a priority.

The Benefits of Knowing Multiple Intelligence Theory

When *understanding* is 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! 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 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 learned.

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 they'll 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 luminary. A *luminary* is not just a leader, but also an educator and a trusted advisor. Luminaries commit to doing everything in their power to create a successful learning environment for their 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.

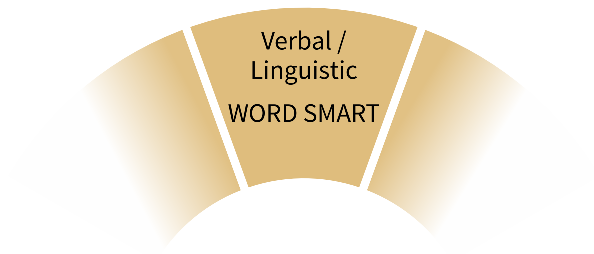
As a luminary, you're committed to teaching in a way that people understand and can apply in their lives. It may take a little more effort on your part, but the rewards are outstanding on both a personal fulfillment level and a financial level.

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 nine intelligences 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.

The Nine Intelligences, Revisited

Now, let's dive into understanding each of the nine multiple intelligences.

1) Verbal/Linguistic, or WORD SMART



Verbal/linguistic intelligence refers to an individual's ability to understand and manipulate words and language(s). 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.

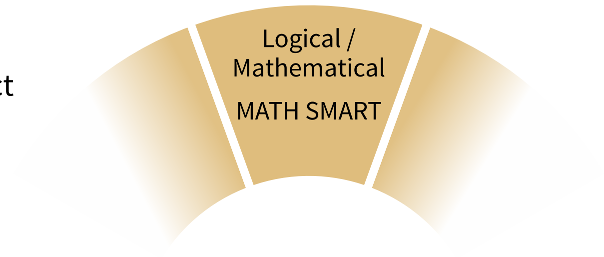
Traditionally, people high in linguistic intelligence have been highly valued in formal education environments. Word-smart kids often get the recognition and praise in school where other types of kids don't. In fact, to a certain extent, when I was teaching, I could see how the entire curriculum was set up to support word-smart students, while making things difficult for students who were weaker in this area.

There are many ways to support your word-smart students. You enhance this intelligence in your students when you

- encourage them to take notes and keep journals throughout your program,
- play word games,
- verbally review information, and
- encourage discussion of concepts.

These are all appealing, grounded ways to speak directly to those word-smart individuals in your audience. 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 it, and interpret it, and then make conclusions and predictions based on it. Individuals strong in this intelligence see patterns and relationships very easily.

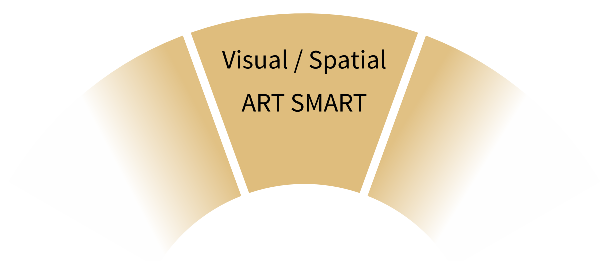
Math-smart individuals are oriented toward thinking, including inductive and deductive logic, numeration, and abstract relationships. They are great contemplative problem solvers who like to play strategy and logic games, and they love to solve mathematical problems. Strength in this intelligence often 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; and
- 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 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.

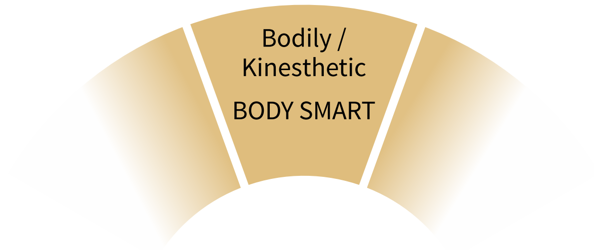
People with this kind of intelligence tend to learn most readily from visual presentations, such as movies, pictures, videos, and demonstrations using models and props. They like to draw, paint, or sculpt their ideas, and they often express their feelings and moods through art. These individuals often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

You can foster and leverage this intelligence by encouraging your students to draw pictures of what they are learning. You can also use charts, graphs, diagrams, graphic organizers, videotapes, color, art activities, doodling, microscopes, and computer graphics software.

Previously, I only wrote words on my flip charts to document what I was teaching. I now draw pictures, too, so I can reach my art-smart students more effectively.

The artist Pablo Picasso, the chess player Bobby Fischer, and the artist Georgia O'Keefe are some examples of people gifted in visual/spatial intelligence.

4) Bodily/Kinesthetic or BODY SMART



Bodily/kinesthetic 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, and improvisation;
- facilitating hands-on activities and movement games;
- suggesting students squirm, stretch, wiggle and move as they learn; and
- taking them through facial expressions and physical relaxation exercises during your segments.

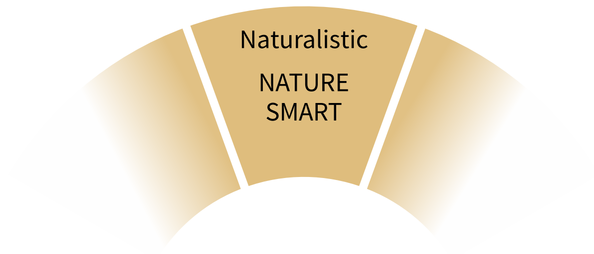
Anything that gets them moving as they are learning will be highly beneficial and will keep them engaged. Some examples of people who are gifted with this intelligence are Michael Jordan, Martina Navratilova, Jim Carrey, and Canadian hockey hero Wayne Gretsky!

I'm personally fairly high in this bodily intelligence. 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 and listening to him lecture, 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/kinesthetic intelligence, I found it excruciating to learn while sitting perfectly still. I was completely disengaged.

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 easily recognizes and classifies plants, animals, and minerals.

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

You can best foster this intelligence by

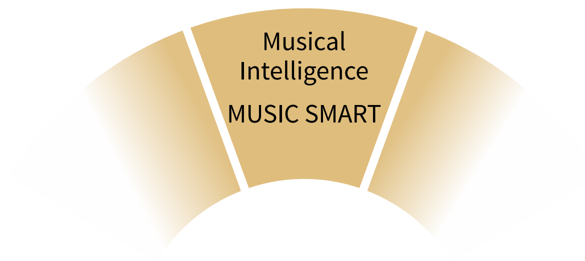
- emphasizing relationships;
- facilitating classification activities;
- encouraging your students to study relationships between concepts, and then put them in activities that get them looking for patterns and order;
- using the compare-and-contrast method of presenting information; and
- having students brainstorm examples and non-examples of concepts and principles.

During Magnetize Your Audience, 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. If there's a way to incorporate natural environments, do it! Having fresh flowers and plants will help 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 who is highly nature smart.

6) Musical Intelligence or MUSIC SMART

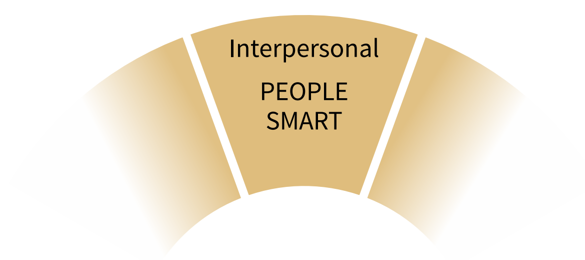


Musical intelligence refers to the ability to understand, create, and interpret musical pitches, timbre, rhythm, and tones, and the ability to compose music. You can encourage the learning of these individuals at your trainings by

- playing music;
- having your students create lyrics to help them remember your material; and
- 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 have a lot of 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



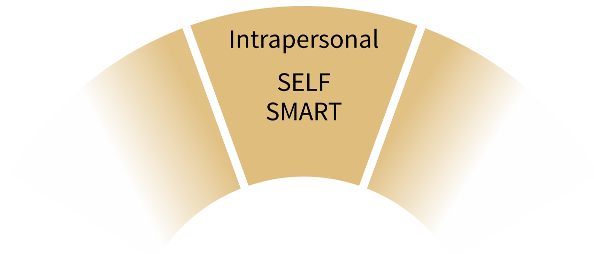
Although Dr. Gardner classifies interpersonal and intrapersonal intelligences separately, there is a lot of interplay between the two, and they are often grouped together. Interpersonal intelligence is the ability to interpret and respond to the moods, emotions, motivations, and actions of others. Interpersonal intelligence manifests with good communication and interaction skills, and with empathy shown 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, and
- small group challenges.

These kinds of activities are wonderfully satisfying for people-smart individuals. Counselors and social workers are strong in this area. Some examples of people with this intelligence include Gandhi, Oprah Winfrey, and Bill Clinton.

8) Intrapersonal or SELF SMART



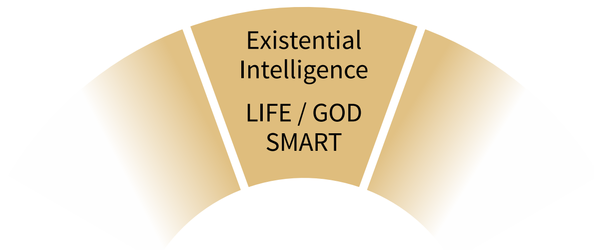
Intrapersonal intelligence, simply put, is the ability to know oneself. It's the internalized version of interpersonal intelligence. To exhibit strength in intrapersonal intelligence, an individual must be able to understand her own emotions and motivations, and be aware of her own strengths and weaknesses.

To leverage and include your self-smart students, assign reflective activities such as journaling.

It's important to note that this particular intelligence involves the use of all others. Individuals 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 and 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 overwhelming for individuals high in this intelligence. Keep this in mind, and watch for 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 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 a discussion.

This intelligence is the domain of philosophers and religious leaders. Socrates, Ken Wilber, and Dr. Michael Beckwith are likely very high in this intelligence.

Five Activities to Leverage Multiple Intelligences

1) Field work, real-life experience, hands-on practice

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 who can go out with the participants to support and observe, field work is less controllable and less safe, and evaluation can be difficult. It also requires intensive planning, as the logistics can be complicated.

Still, fitting fieldwork activity into your curriculum can a fun, rewarding, and practical way for your students to integrate what they are learning.

2) Laboratory activities

This exercise 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 they may be necessary when field work is impossible for practical, safety, or schedule reasons. Of course, lab activities still require advance planning and detailed attention to logistics.

3) Role-playing

Role-playing games are great for your interpersonal students. They also encourage authentic group bonding, and they allow your students to practice their comprehension in a low-threat environment.

Now, simulating and evaluating real-life situations can be difficult—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

People of all ages love games. Games 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 Magnetize Your Audience, we do a mock game show at the end to test the participants' comprehension. People love this final game, which also doubles as a celebratory closure activity for the entire event.

- CHAPTER 11 -

ASSESS THE POWER OF YOUR PROGRAMS

One concept separates effective teachers from ineffective teachers, and good programs from poor ones. In fact, throughout my university education (in Education!), this one concept was among the most emphasized pieces of learning. Are you curious?

The concept is ASSESSMENT!

Assessment is the systematic, ongoing process of monitoring the learning and comprehension of your students.

Assessment helps you see (in a specific, measurable way) whether your students have attained the overall learning outcome for your program, or if they've moved measurably closer to the overall learning outcome.

Assessment can be rather challenging, especially with all the new modalities of facilitation, like teleclasses, webinars, online networking sites, blogs, web membership circles, and e-books.

Especially now, you need to be highly creative with assessment. Without it, you have no way of knowing if your participants actually learned what you wanted them to learn, and, therefore, 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!

The What and Why of Open Assessment

Allowing your students to see and be involved in the results of your learning assessment activities is called *open assessment*, and I highly recommend it. Open assessment is the opposite of just testing your students on concepts and recording the results confidentially.

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 identifying what they didn't understand or learn effectively.

A further benefit of open assessment is that when you make your students' progress and success visible to them, you ensure 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 investment of time, energy, and money they made to attend your program, and they'll be far more likely to sign up for more!

Where to Begin

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.

Consequently, you won't be able to tell if your program is any good.

Step 1: Know what you're assessing

Create strong learning outcomes and learning objectives and share those with your students.

Step 2: Make your assessment activities experiential

I don't recommend you assess things like a school teacher would. In the school system, assessment is traditionally about formal testing, grading, and reporting. In the minds of most 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. Traditionally, teachers would teach during one segment, and then—in an entirely different segment—they would test or assess the learning. In many colleges, for example, students attend a few months of classes, and then they have a short break before beginning a few months of exams. Sharing content is separate from the assessment.

Conversely, I recommend weaving assessment right into the fabric and flow of each teaching segment. 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' ongoing learning. When done this way, learning and assessment are more fun and meaningful for everyone!

When to Assess

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.

1) Before

Pre-assessment will happen before a learning segment, and it's valuable because it allows you to gauge the knowledge base of your group prior to new learning. Without an accurate sense of your participants' baseline knowledge, you risk underestimating what they know and then being too remedial in your teaching. You'll spend time covering concepts they already fully understand, and, therefore, you'll waste valuable time and you'll risk boring your students!

Conversely, you might assume your clients know things they don't, which may lead to you moving too quickly through the content and leaving many of your students behind. 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.
These pre-assessment activities are called *background knowledge probes*. Use them to determine the most effective starting point for a given segment, the pace to move through the content, and the level at which to begin new instruction.

Here are some easy ways to assess students before you begin teaching:

- 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. You would design these questions to gauge an average of the pre-program knowledge level.

- You could **gather your students virtually** in a teleclass 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.

- Have your students complete a **misconception/preconception check**. This technique is great for pre-assessment and for discovering belief systems that may hinder or block further learning. Use belief system questionnaires, open discussion, or specifically designed activities to find the answers you need.

When I engaged in this activity with members of my Specific Audience prior to Magnetize Your Audience, 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 exploring and deconstructing these beliefs before teaching them to sell and market. Now I include a piece in the introductory event prior to teaching my students that selling is service, and I let them know 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**, or mingle, is also a great pre-program assessment tool that can help you know how to pace your content. 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.)

- Try out **goal ranking and matching**. This is where your students write down and rank a few of their learning goals. You can look at these to assess the degree of fit between your students' personal learning goals and your program-specific instructional goals.

- Send out an **interest/knowledge/skills checklist** prior to your program. This is where you create a checklist for students to rate their interest and skill level in various topics. You can then adjust your program accordingly.

2) During

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!

Here are a few great tools:

- The easiest and most obvious ways to assess during your segment is to **question your students as you teach**. You can do this through individual probing, or during group shares and group shout outs.

- **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 Four Cs of writing a compelling *What Do You Do?* statement. I hand out an empty outline with four Cs 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 Cs 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 you give your students 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 Magnetize Your Audience, I give out a handout with several marketing headlines on it. I 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. (They always do!)

  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 and 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 five main elements to effective EBM. 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 five elements is missing or included.

- **Directed paraphrasing** is one of the best strategies when it 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. You then provide feedback 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.

3) After

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 to assess learning at the end of an event or program:

- **Participatory games:** At Magnetize Your Audience, 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!

- **Post-event quizzes, reviews, and feedback forms** are all good ways to assess what was learned. In the latter, students answer questions on a feedback form (designed by you) that contains anywhere from three to seven questions in multiple-choice, Likert-Scale, or short-answer formats. Don't make these too long or complex, or you'll risk putting them into exam-like anxiety!

- You can even solicit **feedback via email** after the event, where students could respond anonymously to your question or series of questions. Some of the questions could assess their learning, and others could ask 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. Have fun with ASSESSMENT!

SKILL SET #3

MESMERIZE YOUR AUDIENCE

Personal Reflection

Now that you can design powerful programs, you're ready to work on the next skill set necessary for a successful workshop, retreat, or seminar business. You're ready to Mesmerize Your Audience! To do this, you'll need to master another important D-word: DELIVERY!

Delivery refers to who you are as you guide people through the content and experience of your workshop, retreat, or seminar.

To Mesmerize Your Audience, you must ensure EVERYONE who goes through your programs has a great time, learns a ton, bonds with each other, bonds with you—and MOST importantly, gets a solution to their problem!

- CHAPTER 12 -

THE 5 ELEMENTS OF PRESENCE

Mesmerizing Your Audience is 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!

Good 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 this:

- How authentic are you?
- How connected?
- How powerful?
- How vulnerable?
- How well do you use your body and 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? Can you 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, and 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 on all the 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 that result from our life experiences.

I'd love to share a little story to illustrate what I mean by this.

How I Sabotaged Myself...and How I Turned It Around

I transitioned from working as a professional teacher to an organization called Peak Potentials. Founded by T. Harv Eker, this was the fastest-growing personal development company in world at that time.

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 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.

Soon enough, 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 two years, working events, doing intros, facilitating warm ups, serving trainers, and giving 110% as I learned.

All that time, I kept hoping my efforts would be recognized and that 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 sell Harv's book and three-day intensive.

But, as it turned out, presenting from the stage was a LOT harder than I thought. First, I 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 and getting no results.

Whenever I reported my results to head office, I just felt embarrassed. I had wanted this for so long, and now that they'd actually given it to me, I was SUCKING! It was terrible.

When I got the chance to lead a different workshop, I hustled like crazy. This opportunity was special: it had been awarded to only a few wannabe trainers, and the stakes were high. We had only three chances to prove ourselves, and if we didn't show promise, we were OUT.

The first night, I gathered just five people in the common room of my dad's condo. Womp womp. NO SALES. My second attempt wasn't much different. After two flops, I was panicking.

The night before my third and final attempt, I called a trainer friend of mine, David Wood, in a panic. I still felt like I was missing something, and practicing just didn't feel right. I asked him if he would help me, and he agreed... as long as there was dinner involved!

Well, I could hardly eat. I felt so nervous and anxious, but after the meal, David and I went into the living room. I wanted to start with the offer, but David insisted I go from the top. He insisted my success had to do with more than just the offer.

It took an hour to get through just the first two enrolling questions! Out—in—out—in— out. He kept adjusting my delivery; nothing seemed to please him. By 1 a.m., we still hadn't gotten through the first third 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, but by 1:30 a.m., I was 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 said something that would change my life forever: “Callan, you’ve wanted to get on stage for two years. You’ve given everything up to chase this dream. Why do you want to do this so bad?”

Through my frustration, I replied, “I just want to help people.” David didn’t bat an eye. “Bullshit. Why do you want to do this?” Puzzled, I continued, “I just want to make a difference, Dave!” “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!!!!”

David matched my volume. “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.”

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 talk 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.

The night of my third and final attempt arrived, and it was my biggest one to date. Hosted at a local store in Vernon, B.C., the event was packed. The store owner had filled it for me by inviting her patrons. My energy was high, and so were the stakes.

And guess what?

I sold an average of two books per participant, and four $1495 courses to approximately 17 people (just over $6000 in total)! One family still sends me a periodic email saying how amazing the program was, how it changed their lives, and how grateful they were to me for introducing the opportunity to them. (By the way, at that time of my life, $6000 was most money I'd ever made in a 2.5-hour period!)

I was in California shortly thereafter, working as a 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 ten 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 on 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.

So...What Does This Have to Do With You?

In every communication, there is a messenger and a receiver. In the 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 and the audience.

Sometimes, your kinks are so loud your audience cannot even hear your message! Most kinks, or patterns of being, can be transformed only with awareness. But the truth is that some have such deep roots, you'll never fully transform them. 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.

The only kinks that hurt you, your delivery, and your ability to Mesmerize Your Audience are the ones you remain unconscious, or not present, to.

After all, masterful and kink-optimized delivery is all about presence. Presence is *not* about the techniques and tricks you know.

For instance, I can show you how to take a question from your participants, how to write on the flip chart, or 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 toward someone. It is a gravity. Presence is when you're fully expressed; it happens when all your modes of communication are aligned and saying the same thing.

We have a four-day, full-immersion program—the Mesmerize Your Audience Delivery Intensive—where I 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 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.

The Five Elements of Presence

Let's look at the five 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.

1) Your voice

Your voice is your instrument of influence. It 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, and 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 she 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.

Three hot voice tips:

- 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 loudly enough for everyone to hear will tire your voice, and your audience will often feel like you are shouting or forcing it.
- ALWAYS 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
- Find your perfect pitch. This can be achieved by humming. Go ahead...start humming consistently right now.
  HUMMMMMMMMMMmmmmmmmmmmmmmmmmmmmmm!
  And now 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 use when speaking for a long time.

2) Your body language

Effective communication is made up of three elements: word choice, vocal tone, and body language. Word choice makes up a very small part of what people respond to in 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: 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? (This is a phenomenon so common in female presenters that I call it Tiny Base Syndrome. It basically communicates that 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 your 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. 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.

3) Humor

When people are laughing, they're learning.

You can make people sing, cry, shout, or 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. Slap stick? It doesn't really matter how you make people laugh—as long as it's authentic to you!

4) Vulnerability

Inherent in workshops, retreats, and seminars is the facilitator's subtle or overt request that participants let go of any previously limiting beliefs, ways of being, thoughts, and actions, and that they be open to 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, but if crying is connected and authentic, go for it. Why not?

Vulnerability in this context 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.

5) Power or confidence

Anthony Robbins has a powerful quote that speaks to this element: "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 things 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). 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 the stage. It's about being real, but also about never losing sight of the fact that you are the captain of the ship, the luminary in charge!

Heal What You Can...and Make Art of the Rest

Whether you like it or not, the five elements of presence will combine in you to create a certain level or magnitude of presence. They will determine how mesmerizing you'll be.

As I mentioned earlier, some mechanical delivery practices can be helpful, but it's usually our psychological kinks that affect how powerful we are in these five elements.

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 and 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. My accompanying belief was 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 and 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. Once I became conscious of it, I 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 #4

MONETIZE YOUR AUDIENCE

Personal Reflection

OK—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 EBM.

You've chosen, sequenced, and fleshed out your three 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 Your Audience. 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 you 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 you with the next step. Imagine your first speaking engagement or self-hosted introductory evening, and it's PACKED FULL with your ideal Specific Audience.

You've Magnetized your ideal audience... You've Materialized a powerful program... You've Mesmerized them ...

What you must do now is take these *first-time clients* and make them *lifetime clients*. This means offering them a way to continue their relationship with you! In other words, you must sell them your next program.

I call this *making an offer*!

The Most Important Skill in This Business

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 an 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. This style involves the 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 7.046 billion kinds of offer styles... because there are 7.046 billion 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 making offers and selling, 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.

I'll walk you through the major components in the coming chapters, but I can't turn you into a master in selling from the stage in just a few pages.

What I'd love to do now, however, is teach you as much as I can in the pages we have left!

Don't Forget EBM While Making Your Offer

Now, before I get to the components, you must understand that the EBM philosophy extends to offers. You see, the #1 biggest mistake trainers make that totally sabotages 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. 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 the participants, 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. 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 whom the audience trusted—the one who was educating a minute ago and giving great value—has now 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! Be of value to your audience at all times!

How to Feel Better About Selling

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 salespeople, telemarketers, etc. 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 they do 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 the same as creating good, solid curriculum. To create a life-changing, lucrative offer, you need how many Ds? 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, your participants will not buy. Period.

When your participants don't buy, you don't get to heal, give your gifts, or transform lives. The people who need you continue to suffer.

I've been in this industry for over a decade now, and 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 the audience of the solution they needed.

Learning to design and deliver life-changing, lucrative offers is not only necessary, but it is also a learnable skill! There is no reason to rob people 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 a lucrative income leading workshops, retreats, and seminars, you must first understand the Monetize Your Audience concept called *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 that it takes far more energy to enroll 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.

The Wrong Way to Write Your Offer

There is one common and costly mistake workshop leaders make when trying to decide what to offer and when. I call it the *self-focus phenomenon*.

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: 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?"

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 it’s 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. Once it is consumed, you’ll have to work equally hard to sell the next one, and equally hard to sell the next one!

This cycle will continue until you either burn out or go out of business. When you ask, ‘”What do I know about?” the focus for building your business is on YOU!

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. 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 client-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, and why it exists in the first place. There's confusion regarding the attitudes and dispositions one needs to adopt in order to be successful.

Business Vs. Hobby

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 a 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 and 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 one's own pleasure or passion*.

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.*

The Right Way to Write Your Offer

So, what does this mean in the context of creating programs and a program-based business? It means that, when deciding what to offer your Specific Audience, you 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 EBM will offer 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, but a little shifting now will set you up for 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

Most people talk about a funnel, but I'm all about the spiral! *Spiral marketing* is about creating a logical, problem-solution-problem-solution-problem-solution path that is 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, "What is the problem inherent in the solution I just provided?"

The answer to that question is what you will base your next offer on. Can you see the brilliance in this? This is revolutionary!

You must construct your revenue model based on a problem-solution-problem-solution spiral. It's important to note that spiral marketing is one of the best business models to use for any business.

Example: Let's build a spiral revenue model for a nutritionist and her nutrition workshop 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?"

Problem #1: 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 who's footing the bill), and make Mama proud.

Suspecting all this, our smart nutritionist decides to offer an EBM 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 and 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 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 and 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 enrolls! 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...

Problem #2: A cupboard full of food... and no idea how to cook it!

The clever nutritionist knows this, and she offers him a chance to enroll in her second program. Workshop 2 is called, "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 another new problem.

Problem #3: 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 ask 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 he needed.

It is so vital that 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 speaking on that topic. It's not my passion. I want to go deeper with my clients."

Remember, when you're building a business (vs. a hobby), your main fulfillment must come from creating solutions and opportunities for others.

It must come from solving problems your clients *actually* have—not the ones you *want* them to have.

The Truth About Doing What You Love

You **may not be totally passionate** about the front-end EBM content you create! If you're serious about building a business, that really can't matter.

What matters most is that your front-end EBM actually works! Your marketing solves 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!

EXERCISE:

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 to your heart's content about all the things you're passionate about...and you'll see right away that you're serving NO ONE, especially not the person you can see at the bottom of the mountain.

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?

- CHAPTER 14 -

FACTS: CRAFTING YOUR DEAL

I'm about to walk you through how to make your 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 *apply* the information I share here, you'll virtually guarantee your success in selling from the stage!

Where NOT to Start

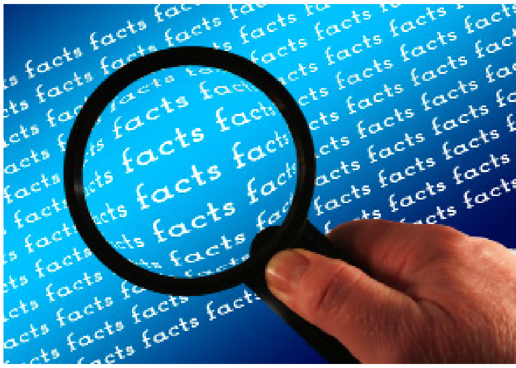
One of the biggest mistakes presenters make when writing offers is that they start at the wrong place. They sit down to craft their offer by writing, from the top, as if they were delivering it from the stage. They decide what to say, in what order. They work on the language and decide how to articulate 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: facts and finesse. This chapter is all about that first one.

If you want full leverage, you need to go through these two processes sequentially.
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.

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.

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?

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, creating the deal is actually a multi-step process! Specifically, there are ten 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. It's important, however, to understand that 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 ten short sections, one for each step of the deal.

Step 1: Identify the primary and secondary problems your program solves

There are two questions you need to answer in Step 1. The first: what primary problem does my program solve?

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 EBM presentation positions. Remember, your audience will arrive at your educational presentation thinking their main problem is the top-of-mind problem to which your tantalizing title spoke.

However, after they listen to your educational presentation, they'll realize that 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, but 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.

Example #1:
My introductory educational presentation gets workshop leaders in the door with a painful top-of-mind problem: empty events.
After listening to my presentation, however, my audience quickly comes to understand that empty events are just a symptom of ineffective or non-existent EBM. The entire presentation is designed to give value *and* position the concept of EBM!

By the end of my presentation, my audience knows they need to learn how to create EBM, or they'll struggle unnecessarily in their business. Their next problem is that 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 I can solve with the program I offer next.

The program I offer at the end of my introductory educational presentation is called Magnetize Your Audience. That program solves the primary problem of not knowing how to craft EBM.

Example #2:
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 that chronic headaches are a symptom of a deeper issue. The deeper issue, and the real problem they now face, is that they are dehydrated.

The primary problem that 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.

Example #3:
Let's return to the idea that you are a massage therapist, and your EBM about lower- back pain gets them in the door. The EBM lets them know the source of their problem is body tension. The solution the EBM positions is body relaxation. Then, the primary problem the next program solves is that they don't know how to relax their body.

Want a few more examples?

Example #4:
Maybe you are a psychotherapist whose "low energy and depression" marketing gets people in the door. 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 that they don't know how to heal the inner child.

Example #5:
You're a financial planner whose tantalizing "drowning in debt" title gets people in the door. The EBM lets them know that the source of their problem is a lack of financial literacy. The EBM positions a Financial Literacy solution. The primary problem the next program solves would be that they don't know how to get financially literate.

Are you getting the hang of this?

Here's a little shortcut. Remember the three-step process you went through to choose your specific program? Write down your solution, phrase your solution as a problem, and 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.

The secondary problem

OK, we're not quite complete with Step 1 of the deal. Now that you've got your primary problem, you now need to answer a second question: what are two supplementary problems my program solves?

A supplementary problem is a secondary issue your program resolves. Your primary problem is the main problem, and your supplementary problems are the bonuses, or the 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 or identity

In other words, in addition to helping people with the primary problem, your program will also 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.

Here are some supplementary problems your program could solve:

- **Wasted time:** It will take a long time to get the solution.
- **Squandered energy:** Troubleshooting wastes energy.
- **Misused money:** Throwing away money on ineffective or unproven ways to get solution.

The first supplementary problem that our Magnetize Your Audience program 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 EBM materials right at the event, in three 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 Magnetize Your Audience will help them be better healers because by the end of the program, they'll know exactly how to attract loads of clients and make the difference they desire to make.

Get it? Your turn.

EXERCISE:

Choose one or two supplementary problems your program solves.

Step 2: Choose the title

Once you're clear on the primary and supplementary problems, you must choose a results-based title for your strategic offering.

Results-based or *solution-based* means making sure the title implies the solution to at least the primary problem, and optimally, the two supplementary problems as well.

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 their investment. If it can speak to both the primary problem and the supplementary problems your program solves, all the better!

Example:
The program we offer at the end of our educational presentation is titled Magnetize Your Audience. Those words 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 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 presentation is most often pain-based: "3 Massive Mistakes, 3 Big Blunders, 3 Tricky Truths..." etc.

By contrast, the title for your paid program must be results- or pleasure-based.
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, whereas, Magnetic Marketing Intensive or the EBM Intensive implies the modality.

- 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 to 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 that your Specific Audience might read. 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, ask yourself, "What does my client ultimately want to be, do or have?" This can prompt some great ideas.

EXERCISE:

Choose a results-based title for your strategic offering.

If you're unable to come up with something, don't worry! Just let it breathe. Give it some space. Set the goal of writing down two titles per day for a week! Even if the titles you write down are lukewarm, you can mix and match or choose the best at the end of the week.

Step 3: Choose the investment amount

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 counterintuitive 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, and then later, work strategically to build your program around this amount. We'll do so in such a way that your people will expect to pay much more for it! We'll revisit that idea later.

There are four 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?

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. Its main job is to initiate a relationship... to help you entice someone to commit to the first step 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 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.

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 a client relationship to trying to strengthen it. 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 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 fewer people to sign up, but that 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 two rungs deep, but 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 three-day Magnetize Your Audience program at the end of all our EBM speaking engagements. We knew we'd sell two *other* paid programs at that weekend (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 if anyone would buy those second two paid programs. And we wanted to make some profit to get our company going!

To start, 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 two 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 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 to get as many people into that program as we can. We give tons of value at the event... and because our participants need the two other programs we offer there, we sell lots of them!

2) Is the gradient of commitment appropriate?

As you go from your front-end, or lead-generating, products and programs to your back end, you'll want to increase the 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. You'll also ask for less of a monetary investment on your front-end products and programs, and you'll increase that investment as you move up the 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 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.

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. It is a number that is interpreted as being smaller than it really is.

Example:

Take a look at the numbers $425 and $497.

Did you know the human brain automatically rounds both numbers 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.

4) How ready do you feel to ask for this tuition?

I want to speak to your emotional readiness to ask for the tuition 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 giving off resentment energy. Underneath, you'll feel like an unequal exchange is going on because 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—it should be a little bit of a stretch, but still comfortable.

EXERCISE:

Go ahead and pick a tuition for your first strategic offering.

For all FIRST strategic offerings at the end of a decent-length speaking engagement, I recommend choosing $497, $1497, $1997, or $2997.

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: Maximizing perceived value

This is where you start figuring out what you will offer your audience for their investment. 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 important, how you'll position what they are getting so it is irresistible to them!

You've likely heard the term *irresistible offer* before. It's a common phrase used in this business. In this case, irresistible simply means that the value of 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!

This step is about packaging and communicating your solution 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? In a word: PACKAGING!

Packaging for maximum perceived value

Cosmetics companies are masters at this. Some of the biggest, most famous cosmetics brands repackage their moisturizer formulas to sell at both elite department stores and drug 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 product 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, as though 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 ten weeks of content that will help you write a script for a life-changing, lucrative speaking engagement.

This is called the *magic pill promise*...and it is often enough to get folks to buy your program!

I want you to find *your* main magic pill promise.

This will identify how they'll get the main solution your presentation positioned. For example, will you deliver the content of your program as a three-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 three-day program or 90-day mentorship—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 ten 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 high perceived value!

- Group mentoring calls
- Recordings of those mentoring calls
- Personal 1:1 laser coaching sessions
- Email, Skype, and telephone access to me each week
- Templates of all kinds to support
- 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 package your program to increase the perceived value of your *magic pill* and *plus one* offers:

- Transcripts
- Webinars
- Teleseminar
- Personal coaching
- Personal group coaching
- Worksheets
- Templates
- Checklists
- Systems
- Techniques
- Mentoring (group/individual/online/offline)
- Memberships (online or offline)
- Audio recordings
- Journals
- Physical/virtual products (e.g., books, CDs, DVDs, audio, video)

- Assessment
- Post-event plan
- Strategy sessions
- Recipes
- Goody bags
- Bonus baskets
- Books Magazines
- Joint-venture partners'
- program(s)/product(s)/service(s) Lunch/dinner with the trainer
- (during event) VIP seating Party/ social/VIP gathering on the night before the event

Whatever items you choose to include for your offer— and I recommend brainstorming as many as you can at this point—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 I add to my 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.

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: Decide on the bonuses

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 offer it. For example, in my offer for Magnetize Your Audience, when people invest in the online home-learning version, they get the live three-day intensive for free! People love it.

Why are bonuses so important?

First, they jack up perceived value to make an offer irresistible! Second, 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 that offering a bonus can encourage more people to sign up. So they ask themselves, "What else can I throw in that will sweeten the pot?" They know that adding more stuff will pile on the value, so they start throwing in a bunch of stuff they have, thinking that it can't hurt!

Often, the problem is that what they throw in as a bonus has little or no relevance to the primary problem their audience is looking to get solved.

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 seven days or less. That set 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, or 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 that if I did this, I would not only blow my offer, but I would break trust and lower 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 telling you, THAT IS NOT THE CASE!

I have seen workshop leaders ruin their entire offer by 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, 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 ten of those items as the first live, three-day program. Then they package the other ten items together 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: they reveal the name, give it a tuition, and give people permission to buy it. Then, they fully sell the second program or package: reveal the name, give it a tuition, and give people permission to buy it. 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 chapter, but that gives you an idea of how you can leverage your long list of perceived value items from the previous step.

Bonuses can be coaching calls leading up to the main program, or other live or virtual programs, products, or services. As long as they are relevant and will help your potential clients get their primary or supplementary problem solved, they will make your offer even more irresistible.

EXERCISE:

Create and flesh out a bonus you can give away when people sign up for your main offering.

Step 6: Reducing cancellations and increasing retention

A common phenomenon occurs whenever people make a significant purchase, whether it is a product at a store or a program at an event. I think you know what it is...

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. 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 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 a speaking engagement in January, but your client won't actually get to attend the event they bought from you until June!

Over the five months between January and June, the emotional excitement they felt 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 emotionally excited about their choice, they may cancel their registration in your program, and/or return your product(s) for a refund!

PLEASE NOTE: It's not only the logical mind that may talk them out of your program, but 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 partner 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.

Three Easy Retention Strategies

Here are three easy retention strategies I've used and recommend:

1) Welcome letters or phone calls

After someone registers for your program, I highly recommend you send a welcome letter or welcome email. 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 and feel well taken care of, and it will go a long way toward encouraging them to stay the course.

2) Educational teleseminars

Another excellent retention strategy is to offer one or more educational teleseminars (also called teleclasses) that give your clients related value and get them started toward the solution they desire. Of course, these teleseminars would occur between the time they sign up and the time they attend your workshop.

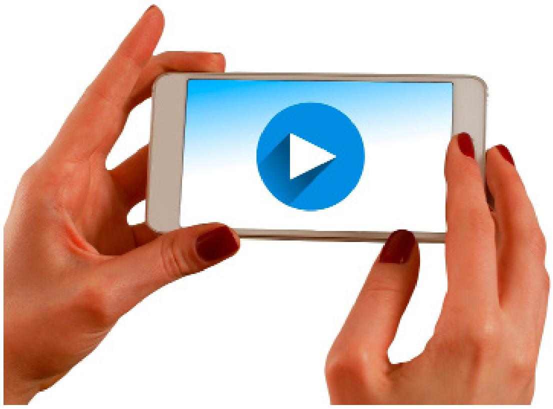
For example, before my business offered an online home-learning bonus, people who invested in the Magnetize Your Audience three-day event would get an eight-week teleclass bonus that we called The Fundamental 4.

Every other week of this program, our clients got a valuable audio letting them know about one of the four fundamental elements they needed 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 program was a great way for me to get to know and form relationships with the participants I'd soon meet live at Magnetize Your Audience.

Of course, this raised their excitement about and personal investment in coming to meet me live. And... it was fantastic, usable content and valuable coaching that helped them immediately with their businesses. 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!

3) E-course or video course

You could also provide new registrants with ongoing email content or a full email/video course of related content.



This is ongoing education delivered via email, and it's 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.

But... there is a caveat!

You want to make sure as many people as possible actually consume the pre-event content, or they might use their non-consumption as an excuse to cancel your program. That is, they might say, "I can't attend the teleclasses, 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 even a prerequisite to the live event.

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, when people invest in the Magnetize Your Audience three-day live event, they now get the 18-module, online 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 because we also offer our other two paid programs (Mesmerize Your Audience and Monetize Your Audience) at that time....so we definitely want people to show up.

We know we need to give them value between the time they invest and the time they actually make it to an event... and we know this value must keep them excited *until* the live event! That's why those who invest get access to the online program right away. They can begin working on their marketing *the very next day* after investing 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 in keeping people motivated to prioritize attending the live event.

OK—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: Choose a comparator value

OK, what the heck is a comparator value?

Well, remember that in Step 3, 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 that dollar figure.

Why do you need a comparator value?

There is only one reason: you need it to make the amount you are asking folks to invest in 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!

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 steps they need to take to get what they want in their lives, you must use a comparator.

When you compare the investment you are asking for with a 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 a six-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!

How a good comparator works

Harv's comparator value worked because it met two criteria:

1) It was *relevant*. It compared two different ways to invest in accumulating business knowledge. Two different ways of getting the result or solution the audience desired.

AND...

2) It 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 relevant. You want to compare your program to another, more expensive option that gets your audience members to the desired result or solution.

You also want to make sure it is believable. It cannot be a number you make up. It must be 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 one-on-one consultations. I position my private consultation services as a way to get the same result they'd get at the program. During private consultations, I coach clients through learning EBM, writing their marketing, and learning to distribute all their marketing. Private clients get everything my Magnetize Your Audience students get; they just get it on a one-to-one basis.

I then let them know the investment for that is $20,000 dollars.

Then I offer the Magnetize Your Audience program for $2,997.

When my audience members compare these two 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 to get the same solution in another way.

Remember, it has to be relevant and believable—but it doesn't have to be literal. One benchmark to keep in mind is that the comparator should be about 10 times higher.

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!"

Example #1:
Let's say you were selling a group fitness and weight-loss program for $1,995. A good comparator might be 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!

Example #2:
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.

Example #3:
You can always use the amount you would charge if people worked with you privately to get the same solution they'd get in your group program.

As long as your comparator is from a product, program, or service that will get them the same result—and as long as it's relevant, believable, and ten times higher than your tuition—it will be effective.

OK... your turn!

EXERCISE:

Research and choose your comparator.

Step 8: Turning 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 clients' 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 referrals 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.

Example #1:
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.

On the front end of Magnetize Your Audience, we allow students to bring their business associates for half the tuition price! And they often take us up on that!

Asking for referrals and rewarding clients 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? If you are offering another program at this first offering, consider giving a significant discount—50% off or more!

Step 9: Reducing risk for 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 perceived 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 check 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, their time, or even their reputation if they decide to purchase something from you.

The bigger the perceived risk on their part, the less likely they'll be to take the leap and buy what you're offering.

Any strategically crafted, well-delivered offer is designed so the client never feels they're in the position to lose anything! It's important to ask, "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 Magnetize Your Audience, and it's valid for up to one full year after the program. A guarantee like this takes away the fear of wasting 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 number of cancellations because you are never putting pressure on your clients to cancel. If you make your guarantee good for only a week, you put pressure or urgency on people to consider whether your program was valuable.

To summarize this step, first ask yourself, "What are my clients' perceived risks?" 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 chapter, I'll show you how to language this.

Your turn!

EXERCISE:

Choose your risk-reversal strategy.

Step 10: Adding urgency

This step is about having a strategy in place to help people understand they need to purchase RIGHT NOW!

If people leave your presentation without purchasing from you, it becomes extremely unlikely that they'll choose to purchase from you in the future. If they go home to think about it, the likelihood of them coming back to you is very, very low.

Most importantly, they don't get the opportunity to be served by you, thereby moving further away from what they want in 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 *scarcity*.

In the context of your offer, scarcity is the process of using some kind of limiter that adds extra urgency to purchase.

Four ways to add urgency

- **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 among the first X people to go to the back and purchase, they'll either have to wait to receive the product (and they'll have to pay for shipping), or they won't get one at all!

- **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 work with only a small group of people!

- **Time** This is easy for speaking engagements because you can simply let the audience know they have to buy at a specific 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.

- **Schedule** If you are offering a one-on-one 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.

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.
OK—your turn!

EXERCISE:

Go ahead and choose your limiter.

I promise you that if you have a super hot deal in place, simply handing out the order form will be enough for some people to buy. Even if you do a poor job selling it. Even if you run out of time. Even if something happens with the venue. Even if there's a misunderstanding. Whatever it is, having a super hot deal is more important.

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 you will always start with the elements covered in this chapter.

Without further ado—let's begin.

Step 1: Do the lead up

The *lead up* is the seamless entry into your offer. The objective here 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 re-enrolled 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.

Here are some great ways to wake people up physically:

- High-five or high-ten 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.

Step 2: Deliver the hook

Similar to the very beginning of your time on stage, the *hook* is where you'll get your audience curious and engaged. You want to hook their mental interest.

Whereas the lead up wakes up the physical body, the hook piques both the mental and emotional energy in the room. It makes sure everyone is present, attentive, and engaged.

Ideas for your hook:

- Tell a story. These work wonderfully! When I offer my Mesmerize Your Audience program, I start by telling stories about all the big-name speakers I've worked with on stage, and I reveal a few fascinating things I learned from these luminaries off stage and behind the scenes.
- Tell a joke.
- Use statistics.
- 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. In this case, you'd do a lead up, and then you'd announce that you've come to the #1 mistake. People will sit up a little taller, and lean forward in anticipation!

The Livingston Secret

Really, you can use anything as a hook, as long as it's relevant 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. About five years ago, I learned this HUGE secret about offer making from my business partner, Justin. 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 seen sales numbers from stage that rival and surpass those of 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.

OK—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!

Step 3: Give 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 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. You're going to give them the solution they now need.

The objective of the challenge is to make absolutely sure that everyone in the room is conscious they now have the new problem, and that the program you're about to offer solves it.

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 work in positioning this new problem (what I've lovingly called the *monogamy method*)...well, your script will look like this:

- The lead up will be some kind of physical state change.
- The hook will reveal the #1 data point.
- The challenge will educate your audience about the *what* and *why* of that last data point.

For example, my front-end EBM presentation is called, "3 Massive Mistakes Workshop Leaders Make That Keep Their Event Rooms Empty!" It is structured so the last point is responsible for the bulk of the positioning for Magnetize Your Audience.

Here's how the flow of my presentation goes from 3 to 1:

3) Ineffective use of email marketing

I teach what it is and why it's important, and I give as much info as I can about how to use email marketing. I fully teach the what, why, and how of this data point.

2) Over-reliance on word-of-mouth marketing

I teach what it is and why it's important, and I give as much info as I can about how to properly leverage word-of-mouth marketing. I fully teach the what, why, and how of this data point.

After that data point, I know I'm about to seamlessly enter into my offer. The first thing I do after fully teaching the second data point is the lead up. I give a big build up, get everyone excited, and 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 EBM

The teaching of this data point is the challenge. I teach what EBM is. I share why it is so important to understand and apply it. In addition to singing the glories of EBM and what it can do for my audience's businesses, I also really push on the pain of what happens to small business owners who don't use EBM. I highlight all the tragic things that happen. Everything from wasting valuable time, to throwing away thousands of dollars on marketing that doesn't work, to going out of business.

The what and why sections of this last data point act as the challenge of the offer. They work together to make sure that needing to learn EBM is front and center in the minds of the audience. By the end of the challenge, their desire to learn EBM will be at its peak!

If you are using the monogamy method in your EBM, you'll first teach the what, why, and how for data point #3. Then you'll teach the what, why, and how for data point #2. When you get to data point #1, you'll teach the what and why—and then you'll *sell* them the 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 three 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 all three data points from 3 to 1. Only after that's done will you begin your offer.

You'll have a lead up and a hook, and the challenge of your offer will highlight all the painful things that can happen when people choose not to learn how to apply or implement all three of the data points you covered.

It's kind of like this: what/why, what/why, what/why, and then sell the how for all three! In other words, the program you offer will help them correct all three mistakes, myths, or blunders.

PLEASE NOTE: In the ménage-a-trois method, you can give a little how for all three data points, but most of the how will come into play 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 you use just one or all three data points to position your offer, 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 a few different approaches. Here are two of my favorites:

- **Personal stories** are an opportunity to share what happened to you before you got the problem solved for yourself. You can also 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, he got to the end of his contract with this person, and still 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 direct others to create what you need.
- **Scary statistics** push on the pain in the challenge. Let's say you're offering a lifestyle balance 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 ten 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.

Step 4: Explain the rationale

The entire challenge in the previous step 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.

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 word the rationale I use before I sell the EBM solution in Magnetize Your Audience:

"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 who 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 and 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 a solution to the problem you've positioned.

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 three-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 know that the art and science of making life-changing, lucrative offers from the stage is 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 reason for creating your strategic offering.

Step 5: Ask for permission

The *permission* step 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 an OK 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.

CAUTION: If you just start talking about your program without getting permission, most people will think the value is over and will psychologically or physically check out. They will just 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 your audience and engage them to keep listening. Again, the permission is really only one sentence—but just adding that one little sentence into your offer can significantly improve the results of your offer.

EXERCISE:

Write your challenge, rationale, and permission.

Step 6: Explain the features, benefits, and 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.

Features

A *feature* is a characteristic of your strategic offering. It is an aspect, element, or component of your product, program, or service.

For example, one feature of my favorite water bottle is the leather carrying strap. A feature of this book is my ten-step *What's the Deal?* template.

Benefits

Simply stating the name of a feature isn't enough to get your audience 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.

Take the time to explain the benefits inherent in your offering's features. What will your product, program, or service allow your audience to be, do, or have? This is what will have them deeply desiring to invest.

Logistics

A *logistic* is a feature of the program that has to do with how the program is formatted or offered. How long is your program? How many modules does it have? Where is it located? All these things can be considered logistics.

Features and logistics are pretty similar, but logistics are a little more about the nuts and bolts of how the program works.

Articulating Your Features, Benefits, and Logistics

The challenge of the offer is the first place to slip in some great education, and the features/benefits/logistics section is the second! 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:

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 three-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 understand 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.

2) Name the main overall benefit of the program

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 in understanding and crafting EBM 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 that students don't know how to craft EBM, my main overall benefit should be that, by the end of this program, you will be a master at creating EBM.

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?

3) 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.

Example #1:
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 that the kids will be safe, and the parents will be worry free, is a reason the buyer would care about that logistic or feature.

Example #2:
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 that's not a benefit.

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.

Example #3:
A feature of our Monetize Your Audience selling-from-the-stage program is the five-day live, off-the-grid full-immersion residential retreat. A benefit of this retreat? 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 affect your ability to learn and comprehend. Full immersion allows you to be fully present and fully focused so you can learn faster and remember more of what you learn. Make sense?

Organizing your features and benefits

Remember, your audience will be emotional at this point. You need to keep the description of what your program is, and why they should care, very simple and organized.

It's important to describe your program by day, week, or sequence.

When I offer Magnetize Your Audience, I go through the features and benefits by day. I start with the features of Day 1: they'll learn the what, why, and how of EBM, and about the psychology behind it. I then go on to let them know the benefit, or why they should care about those features.

Asking, "Why should my audience care 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 day by day.

After I get through 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 five 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 who need it."

If your program is nine weeks, you can describe the features of each week! "In 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 five 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.

As you talk about the benefits, be sure to include some great education, or 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 between five and eight of your best features, and then go through them one at a time.

HOT TIP: You've already listed a ton of your program's features in your deal. Do you remember where?

The perceived 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.

Example: One of my clients has a 90-day program that helps women prepare to go 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 four 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 bodies 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 bodies balanced and ready for a long hike. The S stands for Spiritual, where she outlines all the features and benefits of her program that prepare them for the spiritual aspects of 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, know how to pack water filters, decide what food to bring, select the best tent, etc.—the technology side of things.

This kind of model is a great way to both organize a program and describe it well in the features/benefits section of your offer. It is also great because it is easy to include education. Learning even just the four elements of the B.E.S.T. acronym is valuable!

PLEASE NOTE: As you are going through your features and benefits, you'll also want to be sure to talk about a few program features that solve the two supplementary problems you alluded to in your deal.

Now, there are likely many benefits to attending your next program. For the sake of your offer, be sure to mention 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 Monetize Your Audience selling-from-the-stage boot camp, I 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. When I talk about Magnetize Your Audience Day 1, I mention they will learn why people buy. Then I educate them on why it's so important to learn the psychology behind marketing as opposed to learning just the technique.

So—I talked about the feature, I talked about the benefit, and I gave some education about the feature/benefit. Now—this section is about features, benefits, and logistics, but I haven't really talked about logistics yet.

How to talk about logistics

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 maybe even the basic logistical features (one content call per month and one personal group coaching call, for example).

Deciding on details to include

There are two questions you need to ask yourself when deciding what details to include in your logistics:

1) "Is it reasonable to expect that this information could be the last nugget someone needs to decide to buy?"

Our Mesmerize Your Audience program includes one content module and one live mentoring call per month. When offering this program, I could tell you that you'll get access to the content in the first week of the month, and that the mentoring calls will take place in the third week of each month. Before I choose to do that, however, I ask myself, “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.

2) “Is it possible that this information could cause someone who was going to buy decide NOT to buy?”

Giving the specific dates of your seminar from the stage could mean someone realizes that date is their anniversary or their son’s birthday. 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 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.

CAUTION: I’ve seen many workshop leaders hand out a sheet of paper during their offer with all the logistics for the program on it. Don’t do this! *Especially* if you are new to making offers from the stage, you’ll find that passing out papers reduces buying tension. 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 that you won’t need them to make notes or read a paper.

Step 7: Deliver the close

So far we've covered the lead up, the hook, the challenge, the rationale, getting permission, and the features, benefits, and logistics of your offer.

You are finally ready to start talking numbers! The *close* is the strategy by which you'll ask for your audience members to invest

To transition from features, benefits, and logistics 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.

How to structure your close

You'll be structuring your close very purposefully, by talking about specific things in a specific order.

1) 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 in direct comparison to your program's tuition. The only function of the comparator is to make the investment you want your participants to give you look small.

When you deliver this part of your education-based offer, first talk about is where the number came from before verbally and visually telling them what that comparator number is.

Example #1:
If you've chosen to describe what someone would invest if they worked with you one on one, you might say something like this: "You can get this solution by working with me one on one. In fact, I highly recommend it. I'm great to work with! 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______."

Example #2:
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 on the flip chart.

You might say, "There is another awesome way to get this problem solved. There's a super hot 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 believable.

The comparator must be large enough to make the next two prices you are going to deliver 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.

2) Social proof

After you reveal the comparator, you'll give a little *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.

Example #1: 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.

ADVANCED TACTIC: 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 call to action (CTA). 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!

Example #2: 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.

3) The first investment

The first investment is the non-discounted, or regular, tuition for your strategic offering.

PLEASE NOTE: You won't call it your "regular tuition" or the "usual" or "normal" investment. If you do, you'll lose the leverage of it when you discount it later.

To transition from your comparator to your first investment number, you'll simply say, "The investment for my program... is less." You can then visually and verbally reveal the first investment right away, or you can do a mini-summary of what they'll get before revealing the first investment tuition.

I will sometimes review a few of the best features at this point. I might say, "The tuition for our three-day, full-immersion Magnetize Your Audience program, where you'll learn the psychology of EBM, get the tried-and-true EBM templates, write your marketing, AND learn how to distribute your new and improved EBM... is $2,997."

4) More social proof, followed quickly by a call to action

Prove your program's worth, and then give people permission to invest. 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 that you give slow, clear instructions.

Three Ways to Close

At this point in writing your offer, you'll need to make an important decision: what close you want to execute. The close you choose will determine how you script your offer from here.

There are only three closes I recommend.

1) The Discount-Only Close

This close is, by far, the easiest to execute, especially if you are nervous.
In this close, you'll do the comparator as I suggested, followed by your first investment: "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. You'll give people permission to invest in the program at that price.

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... and then give them the deal!

In other words, you'll give your audience a discount 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 considering 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— 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 client case studies, I'd do a full call to action, giving 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 I'd 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 a limiter, really got people moving and taking action right away.

PLEASE 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.

Example #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 two 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.....” And then give the deal.

Example #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...” And then give your deal.

Example #3:
Motivated to Fill the Last Seats!

“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...” And then give your deal.

Example #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....” And then give your deal.

Example #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...” And then give your deal.

Example #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...” And then give your deal.

Example #7:
First-Time Rationale
“As this is my first time in your beautiful city, I want to do something special...” And then give your deal.

To review the discount-only close, you’ll follow this sequence of steps after you’ve fully completed the features and benefits of your main strategic offering:

1) Comparator
2) Social proof
3) Call to action (when appropriate)
4) First investment
5) Social proof
6) Call to action
7) Rationale for deal/discount
8) Give deal/discount

2) The Bonus-Only Close

This can be a little trickier, but it’s 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 give some social proof and a call to action. 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—as in the case of offering a live three-day program first and then an online home-learning version of the same program—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 call to action, or permission to invest in it right away.

After both programs have been fully sold and given tuitions, social proof, and a clear call to action, you will need to give a good rationale for a deal.

The rationale I LOVE to use here is called the *gotta have both* rationale. Basically, I'll say something like, "My strongest recommendation is to do both. My clients who 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!"

Let's review.

After you've completed the features and benefits of your main strategic offering, you'll follow this sequence of steps for the bonus-only close:

1) Comparator (social proof, call to action)
2) First investment number
3) Social proof
4) Call to action
5) Features and benefits of second offering
6) Second investment number
7) Social proof
8) Call to action
9) Rationale for deal
10) Give deal

3) Discount Plus Bonus

This close is highly effective, but it's definitely more complex. In this close, you'll fully sell the first offering, complete with features, benefits, and logistics. You'll then do your comparator as usual. 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 call to action.

After that's done, you'll give a first rationale for a discount, and let people know that 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 that 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 because it comes across as an incredible deal!

To review, for the discount-plus-bonus close, here are the steps you'll follow in sequence:

1) Comparator (social proof, call to action)
2) First investment number
3) Social proof
4) Call to action
5) Features and benefits of second offering
6) Second investment number
7) Social proof
8) Call to action
9) Rationale for discount
10) Give deal
11) Rationale for deal (the bonus)
12) Give deal (the bonus)

Whew!

We're nearly done, but stick with me here. There are four short steps that need to happen next to wrap things up.

The Final Four

Now that we've covered all three closes, let's look at the final four steps that happen after you've either done your close.

1) Referrals

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 that you came up with in your deal.

Just like before giving your deal, it is 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 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 the discount, and then yet another CALL TO ACTION!

I usually say, "Head to the back right now to register and get that amazing Business Partner discount."

2) Dates

This step applies only if you are selling a program. 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.

3) Finances

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, and 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.

4) 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 after 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 repeating 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, give a sincere thank you... then let people know you'll be at the back answering questions about the program!

Your close, in order

Here's a list and graphical map of how to finesse your offer using all three closes:

1) Lead up
2) Hook
3) Challenge
4) Rationale
5) Permission
6) Features/logistics/benefits
7) Comparator (social proof, call to action when appropriate)
8) First investment (social proof, call to action)
9) Follow your chosen close below

Bonus-Only Close	**Discount-Only Close**	**Bonus& Discount Close**
Sell Bonus (SP, CTA)	Rationale for Deal	Sell Bonus (SP, CTA)
Rationale for Deal	Give Deal: *Give Discount*	Rationale for Deal 1
Give Deal: *Give Bonus*	Call To Action	Give Deal 1
Call To Action	Referrals	Call To Action
Referrals	Call To Action	Rationale for Deal 2
Call To Action	Dates	Give Deal 2: *Give Bonus*
Dates	Call To Action	Call To Action
Call To Action	Finances	Referrals
Finances	Call to Action	Call To Action
Call to Action	Risk Reversal	Dates
Risk Reversal	Call to Action	Call To Action
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 are in the challenge and in the features/benefits/logistics sections.

You can include education anywhere and everywhere, as long as you meet the objective of each part of the finesse process.

SKILL SET #5

MAXIMIZE YOUR IMPACT

Personal Reflection

Congratulations! You've come to the final element of creating a life-changing and lucrative, workshop, retreat, and seminar business! In order to fully understand this element, you'll need to think way back to the Magnetize Your Audience information at the start of this book.

Remember, I suggested three main tactics to fill your events. The first was to use your EBM script for speaking engagements. The second was to use that same script for self- hosted introductory workshops. The final strategy was to start forming relationships with strategic joint-venture partners who would help drive traffic to your speaking engagements and self-hosted introductory workshops. These tactics centered on filling your events primarily through offline sources. This is what we did for the first three years of our business... and it works well!

There are, however, some limitations to using only offline methods to fill your events. First, you can fit only a limited number of offline promotional events into your calendar each year. They take time—and there are only so many days per month!

Second, flying all over the place to lead front-end promotional events can be very tiring. Your energy will be taxed further if you are also offering your back-end paid programs in or close to the cities where you do the promotional events. In my third year in business, between front-end promotional events and back-end paid programs, I led close to 50 events! Our reach was capped, my energy was tapped, and my inspiration to keep going in our business was at an all-time low. I was very close to total burnout!

Finally, using only offline methods to fill your events usually keeps you making an impact locally—but not globally. This is due to the travel requirements of doing events in multiple cities. It just isn't sustainable to fly all over the world doing offline promotional events.

To build a business that makes a big difference worldwide, has you feeling totally inspired day after day, and earns the kind of income that allows you to have the lifestyle you desire, you have to learn how to leverage yourself. In other words, you need to learn to fill your events more passively. In year three, we realized this.

That's when my amazing business partner, Justin Livingston, stepped in with a new idea to help grow our business and fill our events with way less effort. He suggested something to me that I will now pass on to you.

In order to fully maximize your impact, as well as your income and inspiration, you need to set up an *online conversion mechanism*. This is just a fancy way of saying you need an online system to consistently, effortlessly enroll clients in an ongoing, mostly passive way.

If you don't have some kind of online strategy to fill your events, you'll cap your ability to make the impact you want to make, earn the income you desire, and feel the amount of inspiration in your business that will keep you going long term.

Unfortunately, when many workshop leaders think about getting online, they feel confused, overwhelmed, frustrated, and hopeless. They can't figure out how to fully leverage Internet marketing to get the word out about what they are up to. I know I felt the same!

Online marketing can feel like this big, complicated world that is impossible to understand, let alone utilize! Can you relate?

In the next chapters, I will demystify online marketing. I'll show you how you can take everything you've learned so far and use it virtually to attract your perfect, ideal clients to your events.

In short, I'm about to show you how to MAXIMIZE YOUR IMPACT!

- CHAPTER 16 -

GET CLIENTS... ONLINE!

To maximize your impact—and subsequently feel way more inspiration and make way more income—you'll need to spread the word about what you are up to via the Internet.

Three Major Misconceptions

There are three major misconceptions most workshop leaders have about online marketing. I'll need to address these first so they don't inadvertently sabotage your success.

Misconception 1: "I need to learn the latest market tactics to be successful online."

People think the reason they're not successful online is that they don't know the latest trendy online tactics. A *tactic* is a single objective task. In the case of online marketing, a Facebook ad is a tactic. A YouTube video is a tactic. A podcast is a tactic.

When it comes to online marketing—or any marketing, for that matter—you cannot think tactically.

Why thinking tactically doesn't work

There are many reasons why thinking tactically is so damaging, but I'll focus on a couple of the big ones.

1) It wastes energy

When workshop leaders think tactically, they often end up creating a bunch of promotional messages that don't work well together. I call this approach *piecemeal promotions*. I've seen workshop leaders even create tactics that work against each other! For example, they'll offer an online webinar that appears to the listener to be live. Then, on their Facebook page, they'll post pictures of the lovely holiday they are having at the same time the supposedly live webinar is playing! Oops.

Another common situation: workshop leaders may spend tons of time and energy learning about an online tactic. Then, right before they are ready to try it for themselves, a new popular guru shares a brand new trendy tactic that is supposed to work better— so they drop the one they were working on and switch gears. All the time, energy, and effort they just spent gets wasted.

Even if they stick with the same tactic, the speed of change on the Internet often means the tactic they thought they'd mastered changes before they get the chance to use it. This happened recently with Facebook ads. A bunch of people got to be experts on Facebook ads, but then, without any warning, Facebook decided to significantly change how the ads on their platform worked. This left a lot of people feeling confused and like they'd wasted a lot of time.

2) It wastes money

Let's say you choose to outsource online marketing. For example, you hire a firm to create some online tactics for you. Maybe you hire a Facebook ad firm. On the surface, this looks like a good idea, but more often than not, an online marketing firm won't understand all the components of your business. They know how to spend your money to create ads that convert, but they don't know how to make you more sales from those ads.

OK—so what is the solution?

Well, instead of thinking tactically when it comes to online marketing, you must start to think strategically. From this day forward, think of online marketing in terms of this one word: campaigns.

A *campaign* is a set of related tactics that work together to meet a set of objectives. Even more accurately, a campaign is a set of tactics that meet a sequence of objectives. I'll share more about what campaigns to focus on shortly.

Misconception 2: "I'm not a techy-type person—and online marketing is too complicated for me."

Often as a result of thinking tactically, workshop leaders mistakenly believe that online marketing is complex. They think they need to be master computer programmers to understand the Internet with all its bells and whistles.

In actuality, online marketing is one of the simplest forms of marketing. Especially now, more and more companies are coming out with paint-by-numbers software that helps you get your message online with a few clicks of your mouse.

Let's make it even easier for you.

The only three types of online marketing campaigns

You now know to think of online marketing in terms of campaigns. Well... there are only three types of campaigns (or online marketing strategies) to learn and focus on. Only 3!!! (Does that feel better for you?)

1) List-Building Campaigns

The end result of a list-building campaign is to get potential clients onto your email subscriber list. In other words, this type of campaign is designed to help you build a massive, online audience full of potential clients. This is obviously a great thing to have.

2) Qualifier Campaigns

The end result of a qualifier campaign isn't to make a ton of money, but to make client conversion more efficient later. This is especially relevant when resources are tapped, like sales people or client care.

For example, if you want to enroll people 1:1 on the phone later, but have a limited amount of sales people, you need to make sure the people you send to your sales people are highly qualified. In other words, you want to be sure there's a good chance they'll actually invest in one of your products, programs, or services.

3) Get-Clients Campaigns

The overall objective of a get-clients campaign is to have high-paying clients invest in your products, programs, or services.

OK, now you know! When you think of online marketing, you'll think strategically in terms of campaigns. You also know there are only three kinds of campaigns, which makes things really, really simple.

Misconception 3: "It is nearly impossible to know where to start when it comes to marketing online!"

This misconception is about how to decide which online strategies to use and when. To correct this misconception, and to know exactly where to focus your efforts, simply answer the question, "What is your priority?"

In other words, if I could magically give you one of these per day, which would you take: an email opt-in, a qualified client, or a high-paying client? (Hint hint!) I assume you chose a high-paying client, right? Of course! Unless you have more high- paying clients than you can handle, this is the obvious choice.

So, what does this mean? It means you must focus on get-client campaigns to start.
This MUST be your first priority. And here's the best news for you... there are only two types of get-client campaigns! One is called a product launch. The other (easier, more effective one) is an optimized webinar sequence.

Why One-Off Webinars Don't Work

What is an optimized webinar sequence? To understand it, let's contrast it with what most people do. Most people who attempt to use webinars to convert people online do what I call *one-off webinars.*

A one-off webinar is a solo webinar that teaches some information, and has an offer at the end for a paid product, program, or service.

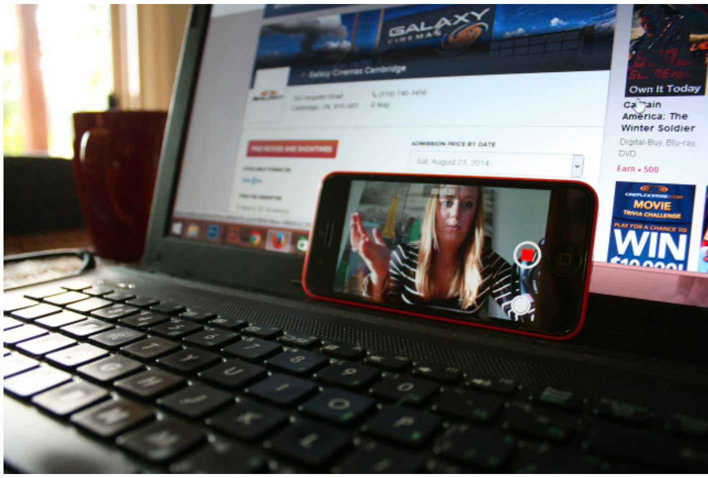
There are several reasons why one-off webinars don't get a great result.

1) Attendance rate is usually low

Even if a person gets a good amount of people to *register* for a one-off webinar, the actual attendance, or show-up, rate is often very low. The reason for this is that there is low commitment on behalf of the registrant. Especially if the webinar is free! People register for everything online these days. Then they decide on the day of the event if they want to go or not. If anything more urgent or interesting happens on the day of the webinar, they opt out! The low show-up rate phenomenon makes a lot of sense. The webinar is free, so there is little or no financial skin in the game for the person who registers. Also, there is a sense of anonymity when registering for online webinars. Most people don't feel a sense of accountability or responsibility if they don't show up.

2) People drop off the webinar early, so conversion tanks

Even if someone is lucky enough to get some sign-ups and show-ups for their webinar, it's pretty common for a high percentage of people to drop off the webinar way before they hear any kind of offer for a paid product, program, or service. When people don't stay to the end of a webinar, you don't get to make an offer, acquire a new client to help, or earn any income.



3) Poor conversion

Finally, even if someone can get their potential clients to sign up, show up, and stay to the end to hear the offer, they don't often know how to structure the webinar content OR the offer so the person feels compelled to buy right there and then. In other words, their webinars really don't convert. Then, the host of the webinar sees the poor result as a missed opportunity and goes on with their day. What's worse? They decide that webinars don't really work as a client-getting tactic, and they stop using them together.

Again, most people who attempt to use webinars to attract clients online will drive traffic to a webinar, and then just hope and pray the webinar does the job on its own. This would be the tactical application of a webinar. I prefer to approach the use of webinars in a more strategic way. That is why I call this type of get-clients campaign an optimized webinar sequence.

- CHAPTER 17 -

EXPLORE THE OPTIMIZED WEBINAR SEQUENCE

In this chapter, I'll outline the structure of your Optimized Webinar Sequence. By the end, you'll know what you need to know to get this super-effective get-clients campaign up and running. You'll be one step closer to maximizing your impact!

As I've mentioned, an Optimized Webinar Sequence is by far the most leveraged online marketing campaign. To date, we've earned millions from adding an Optimized Webinar Sequence into our model. More importantly, we've been able to help and impact thousands of people around the world… far beyond our original reach! As a result, I'm a lot more inspired in our business. The extra income we've earned, combined with the passivity of this get-clients campaign, has allowed me to have a way more fulfilling lifestyle. Without it, I'd never have been able to step back from our business to fall in love and have my miracle baby at the age of 44!

The Optimized Webinar Sequence might seem like a lot to learn, but I promise the benefit far outweighs the effort!

Let's go into a little more depth here and describe what it is and how to execute it effectively.

About the Optimized Webinar Sequence

An Optimized Webinar Sequence is a type of Internet marketing campaign that helps you get ongoing online clients automatically, consistently, and *mostly* passively.

The hub of the entire campaign is a webinar that converts potential clients into paying clients. But… as opposed to driving a bunch of potential clients directly to the webinar and hoping they all sign up, show up, and buy, I prefer to send them through a sequence of steps prior to the webinar. These steps are designed to make it way more likely they will show up to the webinar (and invest).

Why it Works

Before a potential client even has the chance to register for the webinar (or attend), they are exposed to super-valuable educational content (via video and free gifts) that solves their real-time top-of-mind problems. This content, of course, is also strategically arranged to begin to create the desire to attend the webinar and invest in what it will offer. (Does this sound familiar? It's just another version of EBM!)

A good pre-webinar sequence works because it helps you build a ton of relationship equity with your potential clients. To review the EBM philosophy, when you solve problems for your potential clients for free—far before you ask them to give you a single penny—you earn great trust and respect in their eyes.

Now, if your potential clients go through the pre-webinar sequence, attend the webinar, and still don't invest, we don't give up on them—unlike most people! There is a sequence of steps that happen after the webinar that are also designed to get them to invest.

These post-webinar steps are also educational in nature. They continue to give value and continue to position your offering.

The beauty of the entire process, plus the thing that I'm most proud of in creating the Optimized Webinar Sequence is that the entire process—from pre-webinar to webinar to post-webinar—is based on the foundation of giving a ton of value in the form of an education, FOR FREE! Even if people don't buy a single thing from us, they are still greatly served by simply going through the sequence.

OK. Enough preamble! Let's go through the overview of an Optimized Webinar Sequence so you can start using the Internet to fill your workshops, retreats, and seminars!

Optimized Webinar Sequence Map

On the next page is a map of the process. We'll start at the top of the diagram, and work our way down to the bottom. This is the same way potential clients will enter and move through your Optimized Webinar Sequence.

At the top of diagram, you'll see three boxes representing the sources of potential clients for your webinar. These are also known as *traffic sources.* Traffic sources are the primary ways people will hear about your webinar process, and ultimately your product, program, or service. The three main sources are joint-venture partnerships, Facebook ads, and email contacts.

A *Joint-Venture (JV) partner* is another business owner who has email access to large groups of your Specific Audience. After some negotiation, he or she would agree to send out one or more emails to his or her list promoting your webinar.

Facebook ads are a specific type of promotional message you'll post on Facebook.

Email contacts refer to current or potential clients you have on your own or your business email list.

Regardless of how you promote the webinar, the first step in encouraging someone to enter your sequence is to offer them a free gift.

How to offer free gifts

There are three gifts in total, which you can see listed on the diagram. These gifts must meet one important criterion if they are going to be effective in grabbing interest: they must offer immediate gratification.

A potential client must see the title of your free gift and feel like they'll get a solution or result immediately! Blueprints, checklists, systems, maps, and recipes are all great examples of immediate gratification gifts. Now, you must make sure each gift has a results- based title. For example, don't just offer a free blueprint as a gift. Instead, give the blueprint a title that speaks to the result your potential client will get when they download it. For example, one of the free immediate-gratification gifts we give in Optimized Webinar Sequence is called, "The Event-Filling Blueprint!" Our clients can see the result of what they'll get… right in the title.

Whether someone hears about one of your gifts through a JV partner's email, a Facebook ad, or an email from you, they'll get excited, and they'll click on the promotional link to get the gift.

That promotional link will take them to an opt-in page, where they'll exchange their name and email for the free gift.

Good so far? Great… because here's where the process gets more dynamic.

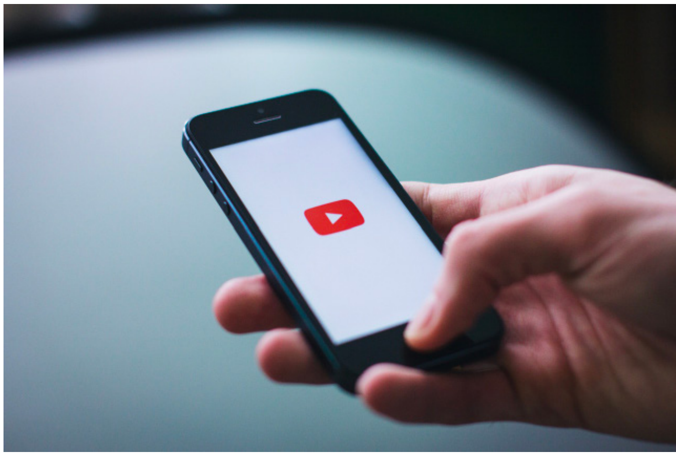
After the opt-In

After a potential client opts in for your Free Gift… a few things will happen:

1) They'll immediately get redirected to a *webinar registration page* that has a video and an opt-in box to register for your webinar. The video that lives on this page will immediately thank them for requesting your free gift, and will reassure them it is on its way to their inbox. This is crucial! If you forget to reassure your potential client that the free gift they asked for is in their inbox, they'll feel very confused and may even feel cheated! So, do this first.

   After this is done, that same video will begin to get them excited about registering for your upcoming webinar. It will also show them how they can sign up for the webinar right on that page. (That's why we call this page the webinar registration page.)

2) As your potential client is redirected to the webinar registration page, an automatic email gets sent to their inbox. In this automatic email are directions about how to download the FREE GIFT. In other words, right in that email, there will be a link to click on that will take them to a web page where the free gift lives. On that free gift download page, there will also be something else waiting for them… another education-based video! In the diagram above, you can see that each gift is paired with a video.



   This video will be full of additional valuable content relevant to the free gift. Of course, that video content will be strategic. It will position your potential client to further want to show up to (and fully consume) your webinar… and ultimately invest in your product, program, or service.

Justin sometimes refers to the videos that accompany the free gift as *indoctrination videos*. I'm not wild about the name—but it is kind of accurate because the videos are yet another way to give more value to your potential clients, while also positioning them psychologically to desire your webinar content and, ultimately (more subtly), your final offering. For obvious reasons, I prefer to call them *anticipation videos*.

Each anticipation video has a theme. We flesh these out in our Maximize Your Impact program, but here's a quick summary:

Video 1: Enthuse and Edify

In this video - use education to get potential clients excited about embarking on a new journey with you. Edify them for who they are now - and whom they want to be in the future! Be sure to fill this video with messages that reassure them that they are on the right track. Let them know, via logic, that now is a great time to be pursuing their venture.

Video 2: Path and Pitfalls

In this video - show them the steps they'll need to take to get from where they are now to where they want to be. This is called, 'The Path'. Be sure to also outline a few of the common obstacles they are sure to face as well.

Video 3: Prove the Promise

In this video - use education and case studies to show your potential clients why you are the best person to help them traverse the journey from where they are now to where they want to be.

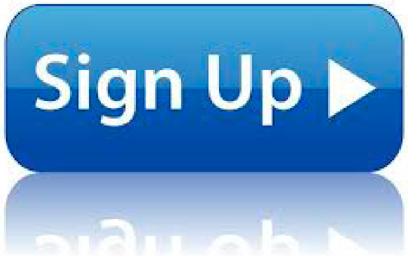
Let's review the general flow to this point:

- Your potential client sees some kind of promotion for an immediate-gratification free gift, either through a Facebook ad, a JV email, or an email from you.
- They click on the promotion and are sent to an opt-in page, where they'll enter their name and email to get the valuable free gift.
- After opting in, they'll be directed to your webinar registration page.
- On the webinar registration page, they'll watch a video reassuring them that their free gift is on its way to their email inbox. The video will also get them excited to register for your webinar, and will show them how to do so.
- After they watch the video and hopefully sign up for the webinar, they'll go back to their email inbox and see an email with instructions and a link that will take them to a page to redeem their free gift.

- On the free gift download page, there will be an anticipation video with more relevant education that subtly and strategically gives value and positions them to further desire your offering. There is one anticipation video per free gift.
- All of this free pre-webinar education, from the free gift to the anticipation videos, gives a ton of value, while also building desire to consume the webinar and, ultimately, your product, program, or service.

After webinar registration

Take another look at the Optimized Webinar Sequence Map. Let's go back to the webinar registration page and talk about what happens after someone registers for your webinar. Follow down the map as I explain.



After viewing your webinar registration video, let's imagine your potential client decides to register. After choosing their date and time, and entering their name, they'll be immediately redirected to a page with a thank-you video.

This video thanks them for signing up, and reassures them they've made a great decision by choosing to register for the webinar.

Underneath the thank-you video on your map, you'll see a box called *Countdown Video*. This video lives on the page where your webinar will ultimately be viewed.

If a client accidentally goes to the webinar viewing page early, before the official start time, they'll see this webinar countdown video. The purpose of this video is to reassure them that they are in the right place, but that they are a little early. Of course, I also use this video to get them re-excited to come back at the correct time. You can use a digital countdown clock here that lets them know how many hours are left before the webinar will start.

Among those who register for your webinar, a few possibilities exist. Keep using the map as a visual guide.

Possibility 1: Attend and Buy

Your potential client attends the webinar, watches the entire thing, and invests in your product, program or service at the end. Obviously, this is the most optimal result!

These investors or new clients will immediately be sent to the page where the video sales letter and checkout process live.

The *video sales letter* is a video of you re-explaining the offer or deal, just in case they need it. There will also be a button they can click when they are ready to buy. This will take them to the checkout process, where they'll enter in their information and credit card to officially order your product, program, or service.

Possibility 2: No Show

Sometimes, a potential client signs up for your webinar, but doesn't show up. Many people just give up on their no shows… but we don't!

If a person registers for your webinar, but doesn't show up, they'll get moved through an automated process designed to give them another chance to show up and invest.

1) Shortly after the webinar they were supposed to attend is over, they'll be sent an email offering them another opportunity to sign up and show up to the same webinar at a later date. This is called the *webinar re-attend email* on your map. Can you see it?
2) If they don't take advantage of this second opportunity, they'll receive an email that exposes them to what we call *repurposed webinar content*. Repurposed webinar content is the education you offer in the webinar… but in another form.
   Our repurposed webinar content is a video where I take people through the content I offer in our webinar, but in a different order. I also augment the webinar content with some additional content and concrete examples.
   At first glance, the repurposed content looks different from the webinar content, but the gist will be the same. Of course, the offer for your paid product, program, or service will be the same.
3) If your potential client still doesn't invest, they'll get yet another email that has a link to a frequently-asked-questions (FAQ) video.

This video will answer any questions they may have about the product, program, or service you are offering. It's possible your potential client was close to buying, but simply had a few legitimate questions they needed answered before they felt comfortable registering. This FAQ video will handle concerns, objections, and questions.

4) If they still don't register for your program after the FAQ video, your potential client will be exposed to the same offer they've seen before, but this time, a SURPRISE BONUS will be added. In other words, they'll get an even sweeter deal! This extra incentive is designed to get them off the fence… and into the program!
5) Finally, if they still have not invested after receiving all of this amazing (albeit strategic) value from you, they'll get an email with a link to what we call the Real Appeal *Video*. This simple, direct video asks them why they have not invested yet. The point of this video is two-fold: first, you'll want to make an emotional connection with your viewer. It's possible that the reason they have not taken you up on your offers is that they don't feel connected to you. They may not be able to relate to you as another human being on the path. You want to show them you are a REAL person, just like them.

   The second objective of this video is to appeal to their sensibilities. By this point in the sequence, you've done everything you can to give value, support them, and show them how you can help them solve the problem they admit they have. Sometimes, there is an inner game issue that is keeping them from moving forward. In the informal plea video, you can speak directly to this, and ask them to move past this block and register.

Possibility 3: Attend and Don't Buy

All right, there's one other possibility to explore: your potential client could attend your webinar, but not buy.

Often, potential clients will register for your webinar, show up, and consume it fully—but then choose not to invest in your product, program, or service. Again, we don't give up on these people! There are a number of reasons why they might have opted out… and our post-webinar sequence will figure it out.

This group of people goes through the same sequence as the no-show people, with the exception of the re-attend email. On the Optimized Webinar Sequence map (p. 139), you'll see there is a blank space under *Attend & Don't Buy*—the sequence kicks in after that.

The main function of the post-webinar process is to keep exposing your potential clients to the opportunity to work with you. Optimally, we hope your potential clients register for the webinar, show up, and buy. If they don't, however, we don't give up!

We stay in contact with them just in case they simply needed a little more time, information, or value in order to make the decision.

That's the structure of our wildly successful Optimized Webinar Sequence! You made it!

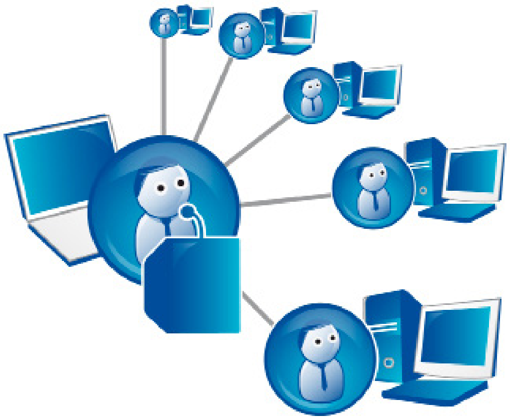
- CHAPTER 18 -

GET YOUR OPTIMIZED WEBINAR SEQUENCE ONLINE

Let's talk about the biggest problem workshop leaders experience when they try to get their Optimized Webinar Sequence up and running:

They build the entire sequence before testing to see if the webinar converts!

They create all of the gifts, emails, and videos that go before the webinar. They create the webinar and offer. They work hard to create the post-webinar sequence. They get it all up online. They drive a ton of traffic to their webinar and…



...the webinar doesn't convert!

Eeeek! This is devastating in terms of wasted time, energy, effort, and money. The only option they have at this point is to take everything down, and rework it all from scratch.

Don't do this!

Create an Optimized Webinar Sequence That Converts

I recommend getting your Optimized Webinar Sequence up and running in phases. There are four phases to implement in order. Refer to the graphic at the end of this chapter to help guide what I'm about to explain.

Phase 1: Create

Refer back to the map. Everything you see in orange is what you'll be creating during the Create phase:

- **The webinar registration page**, including a basic video script to reassure potential clients that their gift is on its way and to encourage them to register for your webinar.

- **The webinar itself**, which will include slides and will follow the EBM philosophy. In other words, you'll create a script that gives a ton of value—and positions the purchase of your program.
  You can often use the same Specific Audience, program, title, data points, and offer that you've already created in this book.

- **The video sales letter**, which you'll need to script, record, and publish online.

- **Your online checkout process**

Phase 2: Test

This second phase is colored in blue on your diagram. It is dedicated to testing your webinar to see if it actually converts.

This is done by offering the webinar live a few times, and seeing how it goes—making adjustments and trying again until the conversion is rocking.

We don't want to put a lot of time, energy, and effort into automating our webinar if it isn't converting! Until we know it successfully turns potential clients into paying clients, we won't move forward.

In the Test phase, you'll send some traffic through the webinar to see how it does. You'll create Facebook ads and, if relevant, you'll email your contacts to drive traffic to your webinar registration page.

PLEASE NOTE: You won't drive traffic to immediate-gratification gifts in the Test phase, but instead directly to the webinar registration page. This means you'll need to have a version of your webinar registration video that does not mention a free gift.

In the Test phase, you will deliver your webinar live. Delivering live allows you to make modifications on the fly as your begin to get conversion metrics.

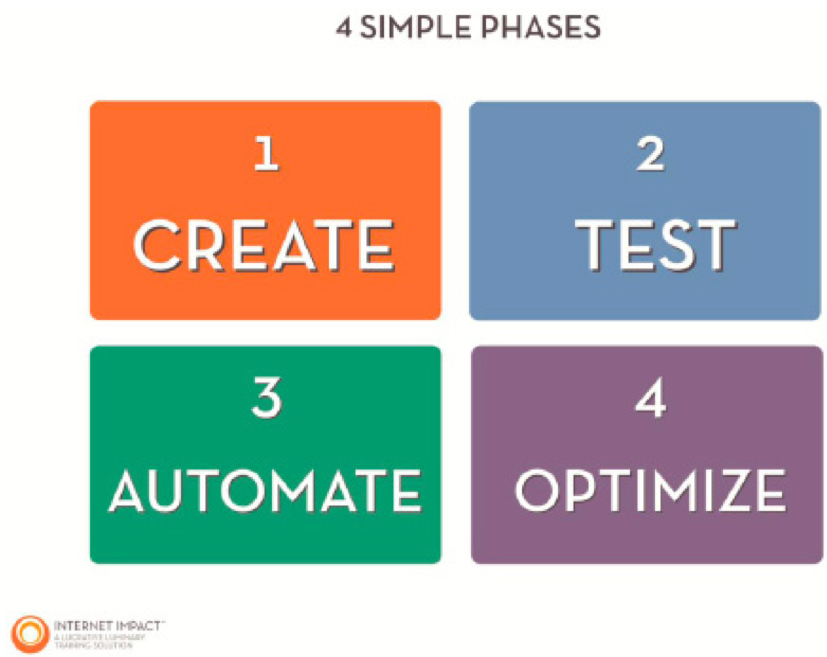
In other words, as you offer the live webinar, you'll get information and data on where you are losing people. You can track how many people who see your webinar registration page actually register for your webinar. You can track how many webinar registrants actually show up! Finally, and most importantly, you'll track how many show up and actually invest in your product, program, or service. As you get more information, you can modify and tweak until things are looking pretty good.

Once you've driven some traffic through your webinar, and you are making some consistent sales, you'll move on to Phase 3.

Phase 3: Automate

The Automate phase is indicated in green on your map, and it's all about automating the whole process. This phase gets really exciting!

After you are sure your webinar converts consistently, you'll record yourself reading the best version of your script. You want it to still feel live to future attendees, but to run automatically, without you having to be there to host.



After that's done, you'll synch your slides with the recording to create a final mp4 or video file. You'll upload this file to your webinar delivery platform so it can play (and enroll new clients) automatically.

At this stage, you can also script, record, and post your thank-you video and webinar countdown video. You can even write and set up the email that goes out to potential clients who register but don't show up.

You'll still drive traffic with Facebook ads, and by sending emails out to your contacts. If you want to add JV emails, you can, though we'll focus on that in the next phase. JV traffic is usually very qualified and valuable, and I encourage you to wait to use your JV traffic sources until you've got your webinar sequence optimized.

Phase 4: Optimize

See your map? Everything in purple represents this fourth and final Optimize phase, where you'll create and post some new elements online.

- You'll optimize conversion by creating those pre- and post-webinar sequences.

- You'll also start using the traffic your JV partners are sending you. When we did our first webinar launch, we were able to acquire 75 JV partners with significant lists of our perfect, ideal, Specific Audience.
  Each of those JV partners sent out anywhere from three to five emails on our behalf. They did their best to encourage their clients to pick up one of our four immediate-gratification gifts. This, of course, helped us get a bunch of new potential clients into our sequence to consume our webinar.
  The first time we optimized and launched our webinar process, we earned $1.1 million in a 21-day period! We also enrolled hundreds of new clients worldwide! It was remarkable, and we are forever grateful to our awesome JV partners for this success.

- Continue to use Facebook ads and email contacts as sources of potential clients to send through your sequence.

- Create your immediate-gratification gifts and the accompanying anticipation videos. Once created, you'll get these up on fully functioning web pages.

- Add all of the emails, web pages, and videos for the post-webinar sequence that your no shows and attend-but-don't-buy folks will see.

Setting up the completed webinar process can take a little while… but it really is the best way to go. The cool thing is that you'll be earning and enrolling new clients even in the test phase!

The optimized webinar process has lots to it… and it is difficult to cover it all here. If you are interested in a more comprehensive explanation, along with more intimate guidance to set up your sequence, please contact us about our Maximize Your Impact program. To find out more, send me an email at crush@lucrativeluminary.com.

CONCLUSION

Woo hoo! You did it!

You now know the five elements necessary to building a life-changing, lucrative workshop, retreat, and seminar business.

Magnetize – Materialize – Mesmerize – Monetize – Maximize!

These are the skill sets you must develop if you want to truly create wealth through workshops!

In closing, I'd like to congratulate you... not only for finishing this book, but also for stepping up to lead workshops. I've said it before, and I'll say it again: world change is coming from the grassroots up. It is the teachers in the streets—the workshop, retreat, and seminar leaders of the world—who are shifting the status quo.

You are the reason our planet, and the citizens of it, have hope. I thank you for your dedication and your service. I applaud you for your courage! And… I'm beside you and behind you every step of the way. Please be in touch if I can support you in any other way.

Until our paths cross again… BE BRILLIANT!

Personal Reflections Video Page

GLOSSARY OF TERMS

Assessment: The systematic, ongoing process of monitoring the learning and comprehension of your students.

Background Knowledge Probes: Short, simple, pre-program activities designed by you for the purpose of finding out what students know and what they don't know.

Benefit: 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.

Campaign: A set of related Internet marketing tactics that work together to meet a set of strategic objectives.

Close: The strategy by which you'll ask for your audience members to invest.

Comparator: A dollar figure you'll reference in 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: Your students write down a few of the learning goals they hope to achieve through your program. After doing so, they 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 energy expression based on previous life experiences or traumas. **Lead Up**: 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 prerequisite behaviors you expect your participants to be able to demonstrate by the end of each segment of your program.

Learning Style: The way human beings prefer to concentrate on, store, and remember new and/or difficult information.

Limiter: Lets your audience know the time they have to take action is limited.

Logistic: 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.

Offer: The education-based part of your script where you sell your product, program, or service to your potential clients.

Optimized Webinar Sequence: A type of get-clients Internet marketing campaign where a webinar is the hub. It will help you get new clients automatically, consistently, on an ongoing basis, and *mostly* passively online.

Overall Learning Outcome: The main learning objective for your program; a single statement that summarizes the main behavior your students will be able to demonstrate by the end of your program.

Primary Problem: The main difficulty your paid program resolves.

Problem Recognition Tasks: 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 that each example represents.

Risk Reversal: 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, this is the process of using some kind of limiter to add extra urgency to purchase.

Specific Audience: The select group of individuals you will focus on helping and being of service to.

Specific Problem: The select issue you'll focus on solving for your Specific Audience. **Spiral Revenue**: 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: 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.

Tactic: A single objective task. **Tantalizing Title**: The compelling headline for your education-based marketing.