

# INSPIRED TEACHING



**Designing & Running  
a Short Course,  
Workshop  
or Talk**

... by Rick Arrandale (1963-2008)

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## **Introduction**

I had the pleasure to become friends with and be mentored by Rick Arrandale. He held me to a higher standard than I did myself and saw in me the potential to become an inspired teacher. With his help I have become the inspired teacher he saw in me, and my own work and businesses are much more successful and fulfilling for Rick's love and support. His death from cancer in June 2008 at the age of 45 was a huge loss for us all.

Rick loved delivering his course on *Inspired Teaching* live to groups of people from all walks of life. I asked him if he could distil his 25 years of teaching into an online course, so that people could benefit from his experience at their own pace, and wherever they were. So he developed this course. I was shocked that the course was as succinct as it is. How could 25 years of experience be distilled into seven short lessons? But then I realized he truly embodied what he taught others. He ***thought student*** and rigorously asked himself, "Is this essential for my students learning?" and if it wasn't, he edited it out.

What you have now is what I believe is a truly great course, which will help you develop your own *truly great* talks, courses or workshops. Please use this course to liberate your own wisdom and experience and let others benefit from what you know. Don't rob us of what you've got! Also please feel free to share this course with whoever you feel may benefit from it.

If you or anyone else would like some help implementing these ideas, you can get can support from myself and others by joining the [Inspired Entrepreneurs Club](#) and going to the [Inspired Teaching Group](#). Please also share with us your success stories about how you've created your own talks and courses.

With best wishes and encouragement for you becoming an inspired teacher.

**Nick Williams**

## **LESSON 1: TEACHING IS EDITING, STRUCTURE IS FREEDOM**

### **Introduction**

Welcome to this e-based programme designed to help you create, teach and sell inspirational talks courses and workshops.

This programme consists of 7 coaching sessions, plus the *Inspired Teaching* audio. I suggest that after you have read and worked through this coaching session, that you listen to the audio before moving on to lesson 2. You can obviously listen to the audio as much as you like, but I also suggest that you listen to it again after the end of the final coaching session.

The course will be based on designing a weekend workshop, however all of the lessons are the same for the design and delivery of a short talk or a course or workshop that lasts a few hours or a day. It is just a question of editing or chunking down.

I hope you enjoy this programme, and don't forget to download the MP3 that accompanies this course - it'll help you on your way to becoming a successful, abundant and inspiring teacher!

[Click here to download the MP3](#)

### **Teaching Is Editing**

All teaching is editing. This may seem a very bold statement to begin with, but it is true. Teaching is always about knowing how to edit a large amount of information, then structure and deliver it in a way that other people can learn. So, the most important lesson here is to free yourself from the terrible tyranny of believing that in your courses or workshops you have to teach people everything. You absolutely do not.

In each talk, course or workshop that you do, you have a limited amount of time, so it is never possible to do everything. Your job as an inspired teacher is to make careful editorial decisions about what you teach.

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Remember, it is far better that your students or participants go away knowing and understanding a few key things than being confused about many.

The 2 sessions on course design are essentially about this editing process, and you will be helped to see how you can quickly learn to edit material and create wonderful courses and workshops.

### **Structure is Freedom**

Invariably, what bad teaching lacks is clarity of structure and therefore clarity of purpose. Inspired teaching has structure and clarity, because this is what will help to make what you teach more engaging to your students.

Many people do not like structure or find it difficult. Others believe that structure means a lack of creative possibilities: a sort of prison that it is impossible to escape from. Nothing could be further from the truth.

What is important is that you do not see structure as an end in itself, rather it is the beginning of inspired teaching. The moment that what you teach has structure, and a deep structure that you know very well, is the moment you are free to be creative and to inspired.

Structure is a bit like a road map for a journey. the map is not the journey itself, but is the structure that helps you to get where you are going. On your journey you will see a vast array of amazing things (scenery, wildlife, other people and so forth), but without the structure the road map brings you won't get to where you are going. It is the same with teaching. Structure is the road map for the journey you will take your students on, but the freedom it brings is that it allows you to point out and explore the many wonderful things you will see on your journey.

So, with these basic ideas in your head, it is now time to listen to the audio before moving on to lesson 2. Do not worry if you don't 'get' everything on the audio as well will be going over all the important things in this course.

## **LESSON 2: 'THINK STUDENT': THE HEART OF INSPIRED TEACHING**

In the last coaching session, I made some comments about the nature of inspired teaching, and introduced the idea that teaching is about editing and structure. In this session I want to focus on a specific way in which people can look at what they teach in order to transform both what and how they teach. The simple idea, which is at the very heart of inspired teaching, is to think student.

When most people are asked to teach something, they know that the next step is to work out what it is they are going to teach. A perfectly logical step. The next thing people tend to do is ask themselves the following type of question: 'so what do I want to teach the people coming to **my** course?'

Now this may seem the logical thing to do, but to put it bluntly it is the worst thing any teacher could do. The mental shift and next step you need to make is to **THINK STUDENT**. So, rather than asking yourself questions about what you want to teach, you need to start to think from the students' perspective and start asking yourself what your students need to know, learn, understand, or be able to do.

To put this another way: all of us who teach tend to refer to what we do as **my** course, or something similar. The shift I am asking you to make is to think of it as your students course, not yours. The people who should benefit from the course are the students, and so when you design courses and think about teaching, true inspired teaching always thinks from the student's perspective. This may seem odd at first, and some of you may not like the idea, but I can assure you many potentially great courses (and I have seen quite a few in the work I do) are far less effective than they could be because the teachers have tended to think from their perspective, and only thought in terms of what it is they want to teach.

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To 'think student' and to aim to be an inspired teacher is about sharing our power and expertise in an effective way, and to be effective means that we create a space and an environment in which our student truly learn. If there is no learning, there is no student and there is no teacher.

Everything about teaching, from planning to advertising, from the use of resources to how to teach particular topics must come from the 'think student' perspective. In short, whenever you are planning any sort of teaching you need to ask yourself the following questions:

1. Does this help my students' learning?
2. In what ways does this help my students' learning?

The answers to these questions will begin to show you how effective your teaching can be, and if you can't answer those questions then you need to think again about what you are doing.

To plan and carry out your teaching and course planning from a 'think student' perspective is an exercise in both humility and grandeur. All teaching is about the student, and so to think from the perspective of another is always an act of humility. But because this leads to more inspired teaching, then this act of humility allows your grandeur and your 'unconditional power' (to borrow a phrase from Nick Williams) to show through, for these are the gifts you have been given to share. As we share what we are passionate about, always thinking about those we teach, we inspire new generations of people who will go on to inspire others.

Those who teach obviously need to know their subject, but this alone does not make an inspired teacher. What makes someone an inspired teacher is that passion and ability to share what they know – in other words to think about their students.

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In the next 2 session we are going to put this into action and start on designing a course. What is important between now and the next lesson is that you chose an area you want to teach. So, between now and next time you need to do the following to prepare you to design you course:

- Think about the teachers who have inspired you. What was it about them that was inspiring?
- Think of the course you want to design.
- Give your course a name.

### **LESSON 3: COURSE DESIGN 1: AIMS & OUTCOMES**

So, now we get down to the business of designing a course, we need to remember the 2 important principles that relate to this:

1. That all teaching is about editing.
2. 'Think Student'

If you always have these ideas in the back of your mind then you won't go far wrong.

By now you should have the area that you want to teach, and we now start the first editing job which is to decide on what your course is really about. Although you have a title or an area you want to teach, there are of course an infinite amount of ways you could teach that area. So, your job is to begin to decide what **your (students')** course is about.

#### **The Aim**

The best way to do this is to start by writing one sentence. This sentence needs to encapsulate the essence of your course or workshop – and it must not be a long sentence!! This sentence is the basic aim of the course.

To give you an example, this e-based course that you are now on has the following basic aim:

***The aim of this 6 week e-coaching programme is designed to help you design, market and teach a short course or workshop.***

It is short, simple and clear that each element of my course needs to address that basic aim. It is this basic aim that tells prospective participants exactly what the course is about.

So now it's your turn. Take a piece of paper and at the top write the title of your course. Underneath you need to complete the following sentence:

***The aim of this course is ...***

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I would also suggest that you don't give yourself very long to do this exercise – no more than 2 minutes. It is much better to work as quickly as possible and get something down – you can always change it later.

### **The Outcomes**

So, now you have the basic aim of your course, but still there is more editing to do. The aim that you have could again be taught in many, many different ways, so again you need to do some more editing to be clear what your course is about. What you now need to do is come up with 6 bullet points of what your course is about in more detail. But this is where the all-important 'think student' principle comes in.

I want you to imagine your perfect student, and I want you to imagine that she or he has now done your course or workshop. I want you to imagine them leaving at the end of the weekend, going out of the door and saying "goodbye" and how much they have loved your course. I now want you to think of 6 key things that you would like that student to now know, understand or be able to do.

For this course, the 6 key elements were as follows:

- Be able to design an inspirational talk, course or workshop.
- Know how to get focus and clarity in what you teach so your students learn better.
- Understand the 'think student' principle, which is at the heart of Inspired Teaching.
- Have listened to inspirational ideas about teaching through the audio that comes with this course.
- Know something about marketing your talk, course or workshop.
- Learn how to make money from what you teach.

So, remembering your perfect or ideal student, now it is your turn. On a piece of paper I want you to write:

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**By the end of this course you will** (it is 'you' because you are addressing potential students):

And then come up with 6 key things as shown above. Again, try to do this as quickly as possible, so do not give yourself more than 5 minutes.

Some More Editing!

Now you have got the basic aim of your course, and some key elements that your students will learn, you have something that has clarity, focus and the beginnings of structure. But, there is another little editing job still to do.

You now need to think about the time you have available to teach your course or do your talk – whether that is an hour, a day or a weekend. I have suggested that you do this e-course assuming you are designing a weekend course, so we will stick to that for this exercise.

Take a look at the 6 key elements you have noted down as things your students will know/understand/be able to do at the end of your course and ask yourself is it realistic. Is it possible to achieve what you have set out to do? And remember, you must free yourself from the tyranny of believing you have to teach everything you know!

For example, if your course was on teaching and one of the bullet points read as follows:

By the end of this weekend course you will

- Know, in detail, all the major educational theories, and theories about how we learn, developed in the last 100 years.

Apart from the possible problem of relevance, such an aim would probably take at least a year on its own: and remember, you have another 5 key objectives to meet in this weekend course.

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So, when you set out your aims and objectives, make sure what you do is realistic. Yes, your students need to go away having learnt something of value and use, but this actually means that you need to be clear that what you are teaching can be taught in the time you have.

You now have the basic structure for your course – and this will also form the basic structure for marketing your course, which we will deal with in lesson 6. What we need to do next is to start to chunk this down even more and start to plan the days and the individual sessions, and we will look at this in the next coaching session.

Until then, practice writing a few more courses in the structure you have now learnt, and also do some editing work on the course you are developing through this programme.

## **LESSON 4: COURSE DESIGN 2: CHUNKING DOWN – DAYS & SESSIONS**

*NB. THIS IS QUITE A LONG SESSION SO YOU MIGHT WANT TO DO IT IN 3 PARTS, GIVING YOURSELF A BREAK BETWEEN SECTIONS A, B & C. BUT, IF YOU THINK YOU CAN DO IT, THEN DO THE WHOLE THING IN ONE GO.*

So now you have the basics of your course, workshop or talk. It has clarity and focus, and you have made decisions about some particular aims and objectives you have in mind. You now have to turn that basic outline into a course itself, and this is the next editing process, or you could call it chunking down. As before, we are going to assume a 2-day course or workshop, but the following process should be used for whatever time you have.

The next layer of editing is all about deciding exactly what is going to go into your course. Each one of your outcomes (the 6 bullet points) could itself be a long course, so now you need to decide what bit you are going to do, and in what order. This may sound a bit overwhelming, but I can assure you, once you get started it will be easy, and very soon all this planning will just become second-nature.

### (A) Chunking Down: the structure of the course

The first thing to do is to get your aims (the one sentence) and outcomes (the bullet points) in front of you – this is your course. With the aim in mind, think about the order the bullet points should come in to provide your students with a coherent learning experience. So again, this is another exercise in ‘think student’.

A good way to do this is to Imagine that your course or workshop is a journey on which you are taking your students. You need to get from A to B – in other words from your aim to your outcomes. So, you need to ask yourself what would be the clearest and most direct way to get from A to B? And always remember, that as the teacher you know all this stuff, but it may well be the first time your students have heard it. Go back to the time when you were first starting and think what might have been a useful course for you to go on?

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To give you an example, let us think about this course. The aim and outcomes were as follows:

This programme is designed to help you design, market and teach a short course or workshop.

The programme is centred on designing a weekend workshop, though all of the principles are exactly the same for a short talk, a half-day or full day workshop.

By the end of the e-coaching programme you will:

1. Be able to design an inspirational talk, course or workshop.
2. Know how to get focus and clarity in what you teach so your students learn better.
3. Understand the 'think student' principle, which is at the heart of Inspired Teaching.
4. Have listened to inspirational ideas about teaching through the audio that comes with this course.
5. Know something about marketing your talk, course or workshop.
6. Learn how to make money from what you teach.

When I looked at my own course, I began by seeing that I needed to begin the course by introducing some basic ideas, namely, that designing courses and teaching is about 2 key things: editing and structure, and if a student does not get this early on, they will not get much of the course. Indeed, the whole of the course is about learning how to edit material effectively in order to provide the students we teach with a coherent structure through which they learn. This introduction deals with bullet point 1, and because I ask you to listen to the audio it also deal with bullet point 4.

Next I needed to introduce you to the core principle that underlies the rest of the lessons in the course – the 'think student' principle. It was important that this was not the first lesson as the whole idea of editing and structure is a key way to introduce the principle. So this dealt with bullet point 3.

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I then needed to get you to actually design a course so that the 3 key principles (editing, structure and 'think student') became concrete, and you actually started to achieve something. Notice here that I was in no rush to get you to do something concrete, as I knew that the first 2 coaching sessions were essential for you to do before you could do sessions 3 and 4. This then dealt with bullet points 1 & 2. Once this was achieved, and you had designed the course I could move onto how to actually sell, market and teach what you had designed. And, it was important that you went through the design process first, so that you would have something concrete to think about. This deals with bullet points 5 & 6.

I also added an extra session on the emotional journey of teaching. This is not directly to do with the course, but it is important to deal with the issues I raise in these sessions. Indeed, at one level this session includes and deals with all the bullet points, for they are all part of designing, marketing and teaching inspirational courses and workshops.

#### (B) Chunking Down: the days

With an e-course, this is all the chunking down that is needed, but, when I teach such a course or workshop in a face-to-face situation, then I also need to plan the days. So, once you have your basic structure – the journey from A to B – you now need to think about editing this down again into individual sessions.

Again, remember that you cannot and should not teach people everything you know; you just need to give them the tools they need to do the job, as it were. So, as with everything else in the planning stage, this next phase is about editing.

In order to break the course down you need some structure. This means planning a day that has breaks in it, and sessions that are long enough to do something useful, but not so long that people fall asleep or get bored. Below is a suggestion that does work, though you may need to make adjustments for your own circumstances.

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10.00am Arrive

10.30 – 11.30: Session 1

11.45 – 1.00: Session 2

1.00 – 2.00: LUNCH

2.00 – 3.30: Session 3

3.45 – 5.00: Session 4

5.00 – 5.30: Summing Up Session

Obviously, for a 2 day course or workshop you would have 2 of these.

So, you can see that for a 2-day course you have 8 sessions to fill, and basically you have to fill these up with your material – it is that simple, and that easy!

The first thing to do is to write down the titles of each of the sessions you are going to run across the 2 days – and remember that some areas may need two sessions, whereas you may be able to deal with 2 areas in one session. So, for example, if I were teaching this course I would put sessions 1 & 2 (editing/structure & 'think student') into the first session of day 1. The session on thinking about teaching would get 2 slots on a 2 day course, and so on. Do you get it? Of course you do.

So, once you have finished this exercise, you should have 2 days, broken down into individual sessions, each of which has a title. So, were I to teach this course it could look something like this:

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## **DAY ONE**

10.00am Arrive

10.30 – 11.30: Session 1: TEACHING AS EDITING/THINK STUDENT

11.45 – 1.00: Session 2: CHUNKING DOWN: AIMS/OUTCOMES

1.00 – 2.00: LUNCH

2.00 – 3.30: Session 3: CHUNKING DOWN: THE DAYS

3.45 – 5.00: Session 4: CHUNKING DOWN: SESSIONS

5.00 – 5.30: Summing Up Session

## **DAY TWO**

10.00am Arrive

10.30 – 11.30: Session 1: THE EMOTIONAL JOURNEY

11.45 – 1.00: Session 2: THINKING ABOUT TEACHING 1

1.00 – 2.00: LUNCH

2.00 – 3.30: Session 3: THINKING ABOUT TEACHING 2

3.45 – 5.00: Session 4: MARKETING, MONEY & SELLING

5.00 – 5.30: Summing Up Session

(C) Chunking Down: the sessions

The final piece of editing is to think about the individual sessions, and again it is about deciding what you are going to put in, and by extension what you are going to leave out. Each of my sessions in the above example could be a course or workshop in themselves, so our job is to edit down again.

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And the best way to do this is to follow the example of designing the course with an aim and outcomes. For each sessions therefore you need to do 2 things:

- Write one sentence that encapsulates the aim of the sessions
- Decide on 3 main outcomes – i.e. 3 key things that you want your students to learn, know, understand or be able to do by the end of the session.

So, again using the above course as an example, I want to look at session 3 on the 2nd day: Thinking About Teaching 2. So, my session plan could look something like this:

**Aim:**

The aim of this session is to look at the use of resources and evaluation to aid our teaching.

**Outcomes:**

By the end of this sessions students will:

- have revised the 'think student' principle;
- learn how to use resources effectively;
- understand how student evaluations can improve teaching.

So, you know have your course fully edited. You know what the overall aim and outcomes are, and you also know what order you want to teach things in to help your students learn effectively. And, you have edited down your material to individual sessions. You now have a well-planned, coherent course designed from a think student perspective. Quite simply, this means that you now have something that others can truly learn from.

This might all seem very long-winded, and when you begin it may take a bit of time. But as you become more experienced, and you practice doing this more and more, you will become very quick indeed.

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And at some point you may well be able to just do it all in your head and not need to write it all down – you will automatically be able to plan and edit your material to provide a great learning experience for your students.

But, as you've worked so hard in this sessions, the next session won't require you to do anything but read – no exercises or editing, so you can now have a well-deserved break.

## **LESSON 5: EMOTIONAL JOURNEY: FRUSTRATIONS & RESISTANCE**

So, you are now well-rested after your last marathon coaching sessions, and you can now look forward to a short and gentle read about some of the emotional aspects of the journey you are going through to learn to become inspired teachers.

I believe that people learn quickly, and this e-course has been designed in that way. My experience of running workshops and working with people on a one-to-one basis shows me that the quicker we go through material the more powerful the learning experience. Yes, you will need to practice, because that is what will help you to become faster and more effective at what you do, but you can learn the core skills rapidly.

However, many of you may experience some resistance to this and go through the 'I can't do it' experience. This is just a bit of resistance: it is perfectly normal, perfectly natural and easy to deal with. You might even get a bit frustrated that you can't do it, and again that is fine. All of this is easy to deal with, and begins by telling yourself 3 key things:

- I am learning to do this course with ease
- I am quickly learning all I need to design and teach great courses
- I overcome frustration and resistance with ease.

If you feel frustrated, or that you can't do it, just put everything down and take a break: go for a quick walk (even if it's only round the house), make a cup of tea, watch some TV or listen to some music – indeed, anything at all. Don't spend too long on this break, just 5 minutes or so. Then go back to what you were doing, say the above 3 things out loud, and then get on with it.

At first you will be slow, and part of what I may be asking you to do is to think about teaching, courses and workshops in a very different way. This can, of course be a bit challenging, and again that's fine. You need to trust yourself that you can do this with ease and, like riding a bike, once you can do it you will not forget and it will become second nature.

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And remember the outcome: you will be able to design inspirational courses and workshops that give your students the best possible learning experience. You will be able to inspire all those you teach and take them on a journey of learning that will have amazing and positive effects.

Those of you with experience of teaching and running workshops may even be a little embarrassed that you have been doing this stuff for a long time, but may realise or feel that you have missed some really basic things. Again, that's fine – this course is about helping people to become even better, and is absolutely not about showing people what they may have done wrong.

When you teach, you take your students on a journey of learning, and now as a student you are on your own journey of learning. That you have bothered to take your teaching this seriously, is a really big sign that you want to achieve even more and give your students an even better learning experience. That you might get a bit frustrated, embarrassed or even feel a bit vulnerable, is all part of the learning process, and should be embraced as part of your learning experience. Remember, this is what some of your students might go through on your courses or workshops, so it may even help you in the way in which you design and teach your material. There is never failure, only another learning experience: so finding things a bit difficult or getting frustrated will help you understand your students experience a little more.

One last thing, and it's an important thing – **CELEBRATE YOUR SUCCESS.** When you do complete a session or an exercise, make sure that you celebrate the fact. Say “well done” to yourself, and give yourself a treat, whatever that might be. Only focus on what you achieve, and not what you haven't done, and celebrate that. Just reading the coaching session is more than many people who teach will ever do. So, you need to celebrate the fact that you desire to become an even more inspiring teacher, and that you are doing something about it. Perhaps even imagine a group of your students congratulating you for being such a great teacher – and make the picture you create rich and bright and big and bold.

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Teaching is as much an emotional journey as learning, and indeed the 2 things are intimately linked. As an inspired teacher you should be constantly learning, and in this case you are learning about teaching itself. To teach is to care, to be passionate and to want to inspire, and these all have emotional components. It is important to acknowledge these, but always focus on what is joyful, as well as knowing just how much you have to give to the world. Inspired teaching is one of the most powerful ways you can share your passions with the world, and is something that will bring you the richest rewards.

So, be happy, be passionate and know that, because you are already a complete success, you can achieve whatever you want.

## **LESSON 6: THINKING ABOUT TEACHING**

So, you have your wonderfully planned, designed and constructed course/workshop, but a course is not something on paper, like drama it is designed to be performed. In other words, you have to teach your course, so we need to spend some time thinking about teaching, and this is what this coaching sessions is all about.

There are many different ways to teach – and for people to learn. You can talk (or lecture), demonstrate, get your students to do something (individually or in groups), show DVDs or videos, listen to recordings and so forth. Ultimately the best courses and workshops will probably have some combination of these.

It is important to remember that people learn well in slightly different ways. Though I think the learning process is pretty much the same in everyone, how we engage with that process will depend on how our students learn. Some people learn better visually, whilst others learn better in an auditory way, for example.

Obviously, a balance of approaches to teaching is thus the best way, so that you can engage your students in a variety of ways of learning. But, with this in mind, it is much more important, when thinking about how to teach, to almost ask your material how it needs to be taught.

Now, you may think I've gone completely mad, asking you to sit down with your session plans and ask a piece of paper, "how shall I teach you?", and expect it to talk back to you with an answer. Well, although I have not gone completely mad, this is exactly what I am asking you to do. If the piece of paper literally talks to you, then you have gone mad! What I mean by this is that the content will give you clues about how best to teach it.

To give you an example: say I was going to teach someone to swim a length of a pool. There are a range of things I need to do, so I ask the material how best to teach it.

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Well, the first thing is that this is a very practical skill, and my success as a teacher will only be evident when my student can actually swim a length of a pool. So, the material itself is telling me that it will need to be taught in a practical way. So, if I aim to teach someone to swim a length of a pool by giving them a series of theoretical lectures on why we float, the theory of swimming, the bio-mechanics of swimming and show them videos of people swimming perfectly, I doubt if I will get very far. Now, I may need to do some talking, as part of the teaching, and I may need to do some demonstration on dry land, but the material itself is showing me that I need to get my student in the pool and learn (in a structured and planned way) by doing it. So, if I had 6 sessions, I might give the equivalent of 1 of them to some theory (such as safety) and demonstration, but the majority would involve the student learning in the pool by doing it.

To give you another example: if my aim was to teach you the history of French philosophy from 1600 to the present day, the material is telling me this is very theoretical. So, if I got my class to dress up as French people, learn to cook French food and understand French culture for a year, this would not be the best way to teach them the history of philosophy.

Such background stuff may come into it, but the material is suggesting a more theoretical approach, and would also suggest that to teach this would involve some talking and discussion. So, if I had 10 sessions to do this, I might give the equivalent of 1 or 2 of them over to such background (only as a way to understand how the thinking might have been influenced by it), but the majority would be from a more theoretical approach.

For a few minutes, just have a think about the following topics, and see how you think they are asking to be taught. And remember, it will be a combination of things, so think about the balance.

1. Flying a plane.
2. Thai cookery.
3. Tarot reading.
4. Personal development.

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This is obviously not an exhaustive session on how to teach, but what it will do is get you thinking about how to teach what you teach. It will get you to think about different ways to teach things, and about the balance of different ways your course or workshop might need.

Just thinking about teaching in this small way will be more than many people do, and there is no doubt that it will improve how you teach, and if you improve your teaching, you will undoubtedly give your student a better learning experience.

Once you have thought about this, go back to your course and think about how each individual session is asking to be taught. Write some notes on your plans to remind you.

There is one more important element to tell you about when thinking about your teaching, and that is evaluation. You may be an expert in your field, but one thing you know nothing about is what it is like to be taught by yourself. I do not know what it would be like to be taught by me. The real experts in this are your students, and getting them to evaluate your course and your teaching can be an invaluable tool to improve what you do.

Evaluations could make you feel a bit vulnerable, and none of us likes criticism, but once you understand that evaluations are positive things that will help you to become an even more inspired teacher, and create even more inspired students, then the idea of evaluation should be an exciting one.

At the end of every course or workshop, get into the habit of giving your students an anonymous questionnaire – anonymity will always ensure more honest responses.

As your student questions such as:

- Did the course meet your expectations?
- Did you learn effectively on this course?
- Was the teaching good and inspiring?
- Which bit of the course did you enjoy the most and why?

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- Which bit of the course did you enjoy the least and why?
- Would you recommend others to do this course?
- Would you come on other courses run by me?

These are just some examples, and I am sure you can come up with others that would be good for what you teach.

When you have finished a course, collect in the evaluations, but try not to look at them for 24 – 48 hours. When you look at them, note down any comments that many of the students have made, and if they are suggesting ways to improve the course, then think about them seriously. You do not have to make those changes, but do think about them

We should always teach what we love, but we should also love what we teach, and loving what we teach involves being in a constant process of improving our courses or workshops and our teaching of them. Evaluations can be a key way we can love what we teach, and improve on what we do.

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## **LESSON 7: MARKETING, MONEY & SELLING YOURSELF**

This final session gets to the heart of the matter in many ways, for you may have designed the most wonderful, inspirational and life-changing course on the planet, but unless you get people to come on the course it won't do a thing. Furthermore, unless you make enough money from your teaching you may not financially be able to afford to do it, so marketing and money are as important to inspired teaching as everything else we have looked at in this course.

### **Marketing**

There are many books on marketing and selling, and I would strongly advise all of you to read some more about this topic, for without successful marketing you will not be an inspired teacher. Being an inspired teacher is not a theoretical concept, it something that you do: so, if you do not market successfully, you won't be able to run courses, so you won't teach.

Good books in this area, and on the whole area of work, business and spirituality are:

- *Nick Williams, The Work We Were Born To Do*
- *Michael Gerber, The E-Myth Revisited: Why Most Small Businesses Don't Work & What To Do About It*
- *Mark Victor Hanson & Robert Allen, The One Minute Millionaire*
- *John Demartini, How to Make One Hell of a Profit & Still Get to Heaven*
- *Andrew Matthews, Follow Your Heart*
- *Barbara Winter, Making A Living Without A Job*
- *Kan Blanchard & Jesse Stoner, Full Steam Ahead!*

There are many others, so also take some time to browse in your local bookshop.

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Some simple techniques you can employ to help you market your course or workshop more effectively are:

- Start to market your course/workshop at least 2 months before you do it.
- Research local papers and see if they would do a story on you – write a press release about your course.
- Make your course look distinctive.
- Be clear what people will get coming on your course – use course aim and your bullet points (outcomes) to help you here.
- Do not make your promotional material (such as posters) look cheap.

## **Money**

We need to be clear that we need to make money from this, and the e-course is aimed at people who want to earn part, or all, of their income from teaching. So, we need to think about money.

When you cost your course, you need to make sure that you are going to make some money, so when you do your financial sums, actually think about what you want to earn from a course. You also need to think about other expenses such as advertising, room rental, administration costs and any travel – there may be other things you can add to this list.

So, as an example, lets costs a weekend course – and all the figures here are for the purposes of an example, they are not suggestions!

What I want to earn for the weekend: £450

Advertising: £100

Room rental: £150

Admin: £30

Travel: (none)

*TOTAL COST £730*

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If your aim was to get 12 people on this workshop, then you would need to charge each person £60.83 to meet these costs.

Now, you may not get 12 of course, or you might get 20, so in your pricing you need to think about minimum numbers that would make the course viable. There is another thing, and you may think this a bit strange, but most people under-charge, and research shows that of things are too cheap, people do not buy them. So, you need to look around at what other people are charging in your area, and look at all parts of the spectrum. Where I am, the average weekend course ranges from about £85 - £125, depending on what it is and what people get.

For our purposes, let's go roughly in the middle, and say that you would charge £95 for this weekend course. So you now know that if you get 12, the finances would look as follows:

Total Income = £1140

Less expenses

(as above) = £730 (remember this includes your income)

*EXCESS PROFIT = £410*

This excess profit could just be used to pay yourself more, or better still can be used to reinvest in the next course. So, you now have a pot of money to do some extra advertising, or pay for better quality posters. You also know that for your course to run and break even, if you are charging £95 per person, you will need 7.6 people – so let's call it 8. This is very useful, for you will know what your minimum target is, and anything above that means you begin to create money to invest in your business.

### **Selling Yourself**

Much of this is about effective marketing, but there are a few more suggestions I would like to make under this heading.

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Selling yourself is all about being proud of your product (in this case a course or workshop), and so you need to communicate that to prospective students. Learn to really tell the world what you can do and what you can offer – be positive, be bold, and be engaging: nobody will want to do your course or workshops if you are not convinced by it!

There are other good ways you can sell who you are and what you do. Here are a few examples:

- Write articles for magazines and journals – the most important thing here is to keep trying and keep submitting things. Learn what editors want and keep sending it to them. This is great free advertising, and in many cases you will get paid.
- Try to get coverage from local/national press, TV and radio – learn to send press releases. A really excellent book that will help you learn all about dealing with the media is: Joanna Crosse, *Speak Out! Developing Communication & Media Skills*
- Find opportunities to talk about what you do – think in terms of local and national events (such as Mind, Body, Spirit Fairs), organisations that have regular speakers.

In terms of the workshop you have designed as part of this e-course, I now want you to do a few things – these are designed to get you thinking about and applying the material in this sessions.

1. Spend some time looking at posters/adverts for courses or workshops. Think about what works and what doesn't work – make notes of what you see.
2. Work out the cost of your course, and therefore what you are going to charge, using the suggestions in this session.
3. Design a poster for your course.
4. Identify 7 places you could advertise your course, and find out how much it would cost and what you can afford.

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5. Write an article based on your work for a particular publication – this will mean finding out what their editor wants, the type of material the magazine publishes and so forth.
6. Identify 5 places to write to at which you could do a talk/mini-workshop. Once you have identified them, then start writing.
7. When you are ready to teach your course, and have your marketing/advertising arranged, have picked a date and venue, and so forth, then write a press release.

### **Some Concluding Remarks**

Well, this course is now very nearly over. Once you have got to this stage you should have a well planned and organised course or workshop, and some very clear ideas about how you can market it and yourself. You should know how much it will cost, and therefore how many students you need to make your money. What you now have is a fantastic method for designing any number of talks or workshops, and the more you practice this, the better you will get.

Where do you from here? Well, the first thing is to teach a course or workshop – or even just do a talk. Use everything you have learned in this programme, and make sure that it is as good as it can be.

To develop things further, you could come and have a one-to-one session with me, or come on one of the various workshops that I do.

Whatever you do, remember that bad teaching will ruin people, good teaching will help people, but inspired teaching will transform people – including the teacher. Wherever you go from here, make it your passion and your goal that you will only teach what you love and that you will love what you teach. And make your aim to be the most inspired teacher you can be.

I wish you all the very best.

**Rick**

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## **Afterward**

Please feel free to share this programme with whoever you feel may benefit from it. If you or anyone else would like some help to implement these ideas, you can get support from myself and others by joining the Inspired [Entrepreneurs Club](#) for free and going to the [Inspired Teaching Group](#). Please also share with us your success stories about how you've created your own talks and courses.

Should you feel you'd like to, you're welcome to make a [donation](#) to the hospice where Rick spent his last days: [www.rowanshospice.co.uk](http://www.rowanshospice.co.uk) but this is your choice.

**Nick Williams**