

Purpose

High value trainings require planning. Having a process to go through the planning process will give you confidence in your training's ability to deliver high value for everyone who you are targeting.

Before we begin, remember...

- Students walk in with their own Model of World that includes their values, beliefs, attitudes and meaning attached to memories
- All learning is state dependent. The state you are in when you learn it is the state you need to be in to access the learning
- Experience is an incredible teacher. If you are new to teaching your topic, connect with others who have taught your audience and ask about how they connect
- Teach from the abstract to the specific to include everyone in the room

Key Concepts

- **Reverse Engineer:** Use your 20/20 vision by using the completed perspective to access your hindsight. This visualization technique is powerful. It is possible because of your inherent ability to distort. All planners have developed this skill.
- **Chunking:** From Hierarchy of ideas, this process will draw on your ability to chunk down to take larger pieces and break them into smaller pieces. If this is not as easy for you, find others who are good at it to guide you in the process.
 - Chunking up: 'What is this an example of?' Or 'For what purpose?'
 - Chunking down: 'What specifically?'
 - Lateral: 'What is another example?'
- **Model of the World (MOW):** As we seek to understand our world and how it works, our experiences and the meaning we place on them create a 'reality' that we assume is true. For some participants in your training, their MOW will not allow them to learn what you are teaching. A 'loosening' or change to their MOW is necessary for them to make your teaching useful in their world.
- **Framing:** There are three types of framing that is necessary when leading others. Whether its 1-1 or 1 to many, your ability to frame is directly related to your ability to impact your audience.
 - **Pre-frame:** a heads up. Whenever you tell someone that something is going to happen, you have pre-framed. For the most engaged training – tell them what they will learn, how they will feel while they are learning it, and then keep your word!
 - **Frame:** Defines the meaning or context for later. For instance, we teach the 4 Stages of Competence so that when people are uncomfortable learning something new, we can later say – see you are awkward and that means...you are at stage 2 – Congratulations!

- **Re-frame:** Changing the meaning to support greater choice for participants. Often, when in a learning environment, participants will learn on their MOW around their ability to learn. Since there are so many perspectives to take on any given experience, it is the trainer's job to find the one that empowers and support greater choice for their participants.

Reverse Engineering Process

1. **Initial Open Brainstorm:** use your favourite method to capture all the ideas you want to include in your training. (you may end up with three other trainings popping out if you are lucky!). If you did this for the Meta Curriculum, then pull that out now.
2. **Guided Brainstorm:** use the following questions to brainstorm possible items you may be missing
 - a. What am I worried they are going to argue with me about? Then, what information do I need to provide to get in front of this?
 - b. Where might they get stuck? What do they need to know about themselves that will keep them moving throughout?
 - c. What can I share that will create credibility (my experience, history, data, stories)
 - d. How does what I am teaching already relate to the participants? What do I need to remind them of or 'light up' in their world so they will use the learning there first?
 - e. What skills do they need to succeed with this new learning?
3. **Patterning:** starting at the end, organize the information on a timeline. Here is an example:



Without the conscious (CM) and unconscious mind (UM) integration frames, there wasn't the case for a technique that created integration. The current reliance on the 10% that is the CM would have prevailed when the awkwardness of learning a new way presented itself.

Teaching the physiological piece and then the learning state were both elements in the larger technique. Teaching them separately meant that when the larger skill was trained, it was bringing together things that were not only familiar but were now associated with success.

Take the time to play in this step until you feel as though you have an order that truly builds on itself elegantly. You may weave different patterns together to

provide breaks or allow concepts to 'sink in' before coming back and building on them.

4. **Segmentation:** This step is about pulling the required learning into definitive collections that will exist inside their own 4mat. The length of a segment varies depending on the training.
 - a. Five Video Series: each video will be a segment
 - b. Live training: will range from 30-90 minute segments. This leaves natural breaks in your event (lunch, coffee/tea/bio, and days end)
5. **Upsell:** As you know the UM is programmed to seek more. Having a next step for people will be expected when you present high value. How are you weaving that in? Here are some ideas.
 - a. Offer from stage: Let them know at the beginning that you will be sharing an opportunity to work more closely with you later on in the training. Ensure the frames you need for that are woven in so that your offer is short and relevant. Stay out of overt sales until that point. This creates huge good will.
 - b. Video series: about 75% of the way through that is relevant to the material. It may be a free coaching call, or to complete a specific assessment for them. Also, a live webinar is another great offer where you can upsell your higher-level program. Whatever you decide, encourage them to move offline with you.
6. **4Mat:** Create the 4Mat for each segment. Include what the posters will be and if there is a demo – what characteristics make for the best demo subject.

Final Tips

- Work inter-dependently for greatest effect. As we gain expertise, things become simple and easy that were once seemed hard and complex. Others can help us unpack it.
- Better to teach less and go deeper. This will be perceived of as having greater value
- Create experiences every step of the way – even if it is just discussions
- Train material in front of a live beta audience first – gather feedback and up-level your training before delivering it before a live paying audience.
- Have fun and keep excited about your opportunity to impact and reach so many more people.

