

Life Changing Courses

BUILD & LEAD SOUGHT AFTER PROGRAMS THAT CREATE GLOWING FANS

CURRICULUM HERO'S JOURNEY

The Steps to include before you get to your Thought Leadership & Methodology

1. Help Your Client Remember WHY They're Taking this Journey

People need a WHY for motivation, inspiration, and investment of their time & energy in your program. They need this WHY, even after they've invested their money and registered for your program ("Market" to prompt registration, then "Market" again to prompt showing up for the first session, and then "Market" again at the first session for engagement).

What this looks like in your curriculum:

Speaking from an inspiring place about:

- > WHY, as the leader, you are here.
- > Why this is important for you.
- > About the collective endpoint of the journey (the vision).
- > About why they would want to progress and evolve from the point they are at currently (the GAP).
- > About WHO is in the room (inspiring qualities about who is in the room).
- > Why you're the perfect type of person to be on this journey.
- > What is possible here.
- > What you'll be doing.
- > Why this is different.

- In other words, it's as if you are the leader of a movement or a revolution, and you are rousing and activating and helping your community build investment into your cause.
- Your own personal story can also be great here. Describe your own hero's journey or that of a client. Participants will see themselves in the story and be inspired by it.
- The inspiration that you create within the WHY doesn't have to only be what you TELL your participants with your words. You can build inspiration through many different facilitation avenues like evoking emotion, evoking archetypal energy, drumming, music, etc.
- Have each client identify their WHY for themselves.
- Look at both the inner why and outer why.
- An opportunity to set intentions.
- Your WHY section is a great moment for community building and container setting.
- This whole STEP of Helping Clients Remember or Understand the WHY is something you want to use and come back to and infuse throughout your methodology steps.
- Use this strategy in a shortened version at the beginning of many of your methodology steps.

2. Help Your Client Locate WHERE They're Starting on the Journey

- This is an important step because it will help your participants understand they have much to travel on the journey, and that will help them be more energetically invested and excited about the work you are doing together.
- It also is actually part of the transformation process to locate where you're starting because AWARENESS is key to transforming anything.
- This is another step that you may only use before your methodology in an overarching way, or you may use at the beginning of particular steps in your methodology.

Examples:

1) A Short Assessment

- Example: If you are teaching about Sales...

On a Scale 1-10:

> How comfortable are you with making sales?

- > How often do you make the sale?
- > How adept are you at describing your work on a sales call?

2) Checklist of ways the topic might be coming up for the client (have them check off what applies to them)

- Example: If you are teaching about Sales...

Check all that apply to you & your business:

- > You get nervous on sales calls
- > You don't know what to say on sales calls
- > You're worried your prospect is judging you on sales calls
- > You always end up lowering your rates on sales calls
- > You don't know how to share about your work on sales calls
- > Prospects seem to like you and feel connected, but rarely buy
- > You get a lot of "this is too expensive" on sales calls
- > You get a lot of "this isn't the right time" on sales calls
- > You get a lot of "I'll think about it" on sales calls

3) A few easy questions that piggyback in step 1 of Helping Your Client Remember WHY they are taking the journey

- Example: If you are teaching about sales...
 - > What percentage of prospects are you currently converting?
 - > What are the places around sales you've mastered?
 - > Where do you have difficulty with this?

3. Bring Awareness to and Honor the Resistance BEFORE Giving Solutions

Resistance and Fear

- Resistance is part of human nature and is part of the growth process. Period.
- For some, the resistance is strong. For others, it is not as big of a deal.

- In general, if you are teaching a group of people on something that is important to them, a good percentage of the people in the room WANT the growth and transformation but are ALSO scared without maybe even realizing it. Scared because:
 - They have certain beliefs in the way or
 - Growth means they need to change the way they're doing something or the way they're being, and there's fear around that.
 - Growth might also mean they need to shift the way they're showing up in some of their relationships, at the very least their relationship with themselves.
 - They don't believe the program is going to work for them. Or that they're different and it won't be right. On and on.
- Resistance is born from fear

Ways Resistance Might Show Up

- Overbooking, so not having time to participate in the program
- Making other things a priority
- Not doing the work
- Not taking the work seriously
- All of a sudden becoming lazy
- Resistance Archetypes: The Flake, The Judge, The Victim, The Confused One, The Teacher

Addressing Resistance

- When someone is in Resistance, whether they realize it or not, they will expend a LOT of energy on that resistance.
- You want to address Resistance in one way or another AT LEAST once through your curriculum; usually more than once if you're doing work that will particularly stretch folks.
- Side note, but important: Even when you address it head-on, integrate it into your curriculum. It will still come up because it's human nature and part of growth.
- Start doing this BEFORE you even get to your methodology and solutions because if you address it beforehand, participants will already be so much more open to RECEIVING the solutions.
- "An ounce of pre-framing is worth a pound of re-framing"

- Identify: What are 3-4 likely resistances your ideal client for your curriculum would have? How can you address those upfront?

Somewhere in this step on the journey you may also want to think about:

- Committing to Shared Group Agreements For example:
 - How to honor and respect other's diversity and different experiences when you share in the group
 - How to take care of yourself if you notice resistance coming up
 - When and when not to use the chat
 - Keeping the camera on or not
 - Coming on time
 - ...anything that is important for the container of your group
- A section on “How to best use the program”
 - What are the different format pieces of your program, why do you include them in the program (i.e. how will they help clients reach their desired results), and what is the best way to use this format piece?
- Examples of some format pieces:
 - FB groups or other online community apps
 - Homework and resource sheets
 - Q/A time
 - Get It Done Time
 - Discussion Time
 - Tracking elements
 - 1:1 sessions
 - How to be in touch in between group sessions for support