Workshop Workshop 3

OK, so welcome to the third session of the workshop hey Amy, glad you could join us. So how this is going to go is that for the goal for today is going to discuss how you can be consistent and professional and your delivery of your programs. Ok, well, we're going to start off first with does anybody have any questions regarding last week and we'll finish up with going over. The checklist. Ok. So I'll give it a second.

Type some questions in if you have any. Or better yet. Raise your hand if you have a question. So I'll know to. Wait a moment nope. ok so. Let's talk about professionalism, OK? And the first thing I want to talk about is imposter syndrome. All right, we all feel it. And I will tell you in front before every single class I teach. I've been teaching since 2006 I still get those butterflies in my stomach.

All right. Need to use those facilities before we teach a class, and that's probably not going to ever change, right? You do not have to be. The be all, end all. You don't have to know everything, you just need to know what it is you're teaching. And one of the exercises that I that I recommend people do that if you're really having trouble thinking that who am I? Who's going to listen to me? While there is a nice page here all right in the workbook, what I actually suggest doing is get yourself like a one subject notebook and start writing down.

Everything you are good at, and I mean everything OK. So yeah, Amy, it's honestly, truly, I've been so since 2006 and it doesn't, it's still, I still have those butterflies, but it's being prepared to teach, which is really going to help carry you through, right? So write down everything you are good at everything every single little thing. All right. Umm, you tie shoelaces that never untie? Awesome that's a skill, OK? Whatever it is you're grooming skills, whatever your people skills, whatever your business skills, whatever you're good at. Start just drop drawing them down in a journal. And every time you feel like who am I to teach, pull out that one subject notebook.

All right. You start filling that up with everything that you know how to do and everything that you're good at, that's going to help dissipate that. Well, I don't know what I'm talking about. Yeah, you do. ok so. Let's move on to, first of all, being prepared. All right? So for being prepared, so for example, I'm going to use when I go to a trade show, and it doesn't matter whether the trade show it's a local class you need to be prepared to teach. Ok, so before I go to any trade show, I upload all the PowerPoints, handouts, and any notes I uploaded to a drive folder.

All right? So if something happens to my. Computer, I can still access the material, right? I have a Plan B, so I have. This is my work computer. It's a little on the older side and at some point it will die. Probably it's an apple. Not for a while, but you know, it could happen. I have a spare. Alright, so I have a spare iPad Pro that'll work. Just the same as this computer. So this computer goes down.

I have another option. If I have done and I don't have that option, then I can use anybody's computer to access my drive folder and have the information that I need right. That said, I have every power cord I need, I have my power cords and I have my connector cords. Right in the beginning I remember a fairly well known speaker coming running into my class. Asking me if I had because he knew I had a Mac, if I had any spare connectors because, you know, a lot of times they don't have the connectors for the Apple products, right? But that's not to say there's not problems with Windows, right? So before I leave, everything is updated, my computer is updated, my iPad Pro is updated, I have extra connecting cords, and everything goes into a my I have a backpack and everything goes to there.

So my extra cords, all the connectors. The updated charge phone and iPad Pro, and making sure I remember what my cut with my password is to my Google Drive. Because if I have to log in on somebody else's computer, it's not going to like have my saved password there. Ok, so. Make sure you have that ready to go. I have seen especially on the windows. Umm, make sure you turn your computer on at least an hour or so before you are expected to teach, all right? Because Windows does not give you the option to do an update.

All right? All of a sudden you're computer is updating. I have been in it in a workshop where that happened to an instructor that she did not have. She couldn't access her PowerPoint. All right. And then that brings me to one of the other things that I bring along with me. Is a yeah. Is I will print out. The workshop and PowerPoint. That has my notes in it. Ok, along with the workbook that I have for it.

So I have these physical copies so even if technology goes out the window. I can still teach a class right. When you were relying on the technology of a trade show or Conference Center, be there at least a half hour ahead of time, minimum, because you're not the only speaker, and if you're having a problem, you won't have time to be able to fix that so that on the full hip side. You want your program to end what it is supposed to end because there's another instructor coming in after that, all right? They need time to clean the classroom.

That other instructor needs time to set up and make sure they're not having a problem, that they need the help of the tech people that are there. So be aware of your time and. Your other and be respectful of the time of the other speakers, all right? Sometimes that's not necessarily always shown by everyone, but don't be that person, OK? Be the person that's respectful of other people. And you know what? We all get along so much better. ok introductions. Ok.

Amy says she has something called the cocoon. Hey, do you have a photograph of that? I like, I like to see, because if not, I'm going to have to Google it. Ok. I just have a book bag, all right? And it's my traveling book bag. And the cords never leave that book bag. And before I get ready to go to a show, I just go through just to make sure I have everything there that I think I'm going to be.

And I don't leave stuff in the hotel room. I take that bag with me. I don't assume. Anything because. I don't want to be that one that has to run back to the hotel room to grab something because, you know, decided we'll probably didn't need it. Yeah, assume you need everything. When you are introduced introducing yourself, all right, probably the worst. Seminar ever sat in two was because the guy spent 20 minutes introducing himself. It was ridiculous. And then he had to rush to the material. The material was great. He was rushing through it. Keep your introductions short and to the point.

Think minute 2 minutes. You're going long. I use my introduction just to introduce myself and a sentence it to her about me and how to contact me. That's it. All right. When you're at a trade show versus a non trade show, OK, there, the trade show itself is going to put restrictions on you, all right? So you can't, like there's certain things you can't discuss. They won't don't want you discussing pricing. They don't want you discussing specific products. And that's because they don't want to piss off their vendors.

It is why we're positive, Ed. The summits I no longer do vendors. There's none of that. If a speaker wants and wants to talk about something specific, go for it. That's what people are paying for. Do you have to be aware of that fact that you might love something? I think it's the greatest thing in the world. But the trade shows are gonna frown if you specifically mention a particular product. Ok. And also keep in mind just things happen at a show, all right? Also be aware of not disparaging other speakers, other methods of how things are done right we are all.

Roll on different stones in the past right and if I and not the groomer I was when I first started in 1998 I'm not OK. In fact, if I think back to that groomer from 1998 I'm like, appalled. Literally appalled. Ok. But you grow and you learn things. As long as you're open to new doing things, that's great. Now here's the problem. You can't make your students feel stupid. If you make them feel stupid, you've lost them. Ok, my way around that is that I will simply say we all have different ways of doing things. This is the way I do it.

This is what works for me. I hope it works for you right. Your timing has to be good. Ok, if you have an hour of, they're giving you an hour figure you have to have anywhere between 45 and 50 minutes of content. Leave room for questions, and then once that hour hits and there's still questions. Step off the podium. Ok. So that you could still answer questions there, but give this another speaker an opportunity to get set up and then start moving the conversation outside the classroom.

Ok, people can interrupt. You're quite, you're your presentation and you have to know how to handle that as well, OK. Sometimes it's not necessarily that they're meaning to take over your workshop, but sometimes it seems that way. Ok, so speaking from the other side of the audience, you have to watch those questions. So suggestions are to say, hey, hold all questions to the end. But sometimes that's not really feasible. In the type of pending on your program or what it is you're teaching, you may need those questions.

Coming up, OK. We have two Peppers, they instructors, and so we know this concept really well. If somebody is lost with the skill, if you don't address it quickly, you've lost them for the entire class. My way around that is part of the reason why I put my cell number up, because I will encourage people to text me a question. Ok. So by texting me a question, they're going to be to the point, right? So my question is here.

And I'm asking specifically if stephanie if I told you to text me a question, would you text the story that goes along with the question and would you simply text me the question? I'm going to wait umm. For the 99 % of the people, they are not going to text you anything more than just a question. And if they do? It's much faster to read through it and get to the point and then frame the question back to that.

Ok, so it might be something along the lines yes, just the question. Ok, sometimes people don't phrase questions well because they're not familiar enough with the material to phrase a question well, which is why you want to frame the question back to them to be certain that you're answering what it is. That they are asking. It also allows you person with the MIC to frame the question, you know, say the question so everybody can hear it. Just because somebody on the right side of the room says a question doesn't mean somebody in the left side of the room have heard that question, right.

So you ask a question and I go, yes. All right, guess what? Right so make sure you frame the question back, answer the question and then ask them. Did I answer your question? Ok. All of this puts the burden on you so you're not making someone feel stupid. All right. Did I answer the question all right? If not if there if there's confusion on their face or they're saying no? Try to reframe it again, all right? And if you have to, cry uncle and say I'm not sure what it is you're asking, can you see me after class? And we will, we will figure this out.

Ok. I again, something that does not necessarily call attention to that, right? Sometimes when there is that issue with they're not communicating correctly what it is that they're asking and you're not getting what it is they're asking. Sometimes somebody sitting next to them, well, I think she means this. ok right. Ok. Your appearance and your demeanor on the stage depends on who your audience is. Ok, if you are at a conference, an industry conference, then you're expected to look professional. All right, though, professional can be grooming clothes. If what you're doing is a demonstration, it can still be grooming clothes as if even if you're teaching something else. And you're there as a competitor.

But grooming, clothing, smocks and stuff like that are perfectly acceptable. To be considered professional attire at a pet industry conference. Ok. So, Umm, Stephanie says I have issues sometimes with neurotypical teachers. That would be me. Yeah, because I think I'm communicating perfectly and I think it sounds like a different language to them yeah honestly and truly yes OK yes and that is why on your, on the instructors part, you need to make sure that you understand what the question is. Frame it back in a different manner. Ok. And then if not, say hey listen, I'm not sure, but I think we could figure this out once the class is over, OK.

So appearance again. Professional tire, right? An example of what would fly in the pet industry doesn't fly necessarily in other industries. Is this color hair? I have a friend who speaks at some rather large conferences. This would never fly. She would never be hired if she had purple hair. Ok. Because that's her audience groomers i could have tattoos running up and down my neck, down my face, and it would still be considered professional because that's the audience, OK, Diana, Greezy typing the question. It would be best to get the question across, OK? And sometimes when you read the questions, it doesn't sound the way you think it sounds.

I'm giving you an opportunity to read it before you hit send. Ok what? Professional venues. At least head professional venues do not allow us foul language. Ok. No other industries mount have a problem with it. Ok, no, your audience, right? If you are not at a professional venue, say you're teaching locally, at a local shop. Your demeanor, your dress and the way you speak maybe totally different than that of a professional venue. Ok. Know your audience, OK? If you're not wearing grooming clothes and you're teaching and you demonstrating, this is particularly for the Women's watch when you bend over.

Ok, because you don't a want to make other people uncomfortable because you're basically doing a money shot. or. People giggle. Ok, that's disrupting to the audience, so make sure. I mean, this is where we're grooming. Smocks come in awesome, all right? Because you don't have to worry about that. But if you're teaching also, I just be aware of what it is you're wearing. Just like a dog shows. I saw a meme, that of a woman bending over and checking her view from behind because that's what people see.

Ok. So just make sure clothes are not torn. I personally don't have a problem with a jeans and T-shirts As long as it's neat, that's me. Ok. So again, be presentable, be professional, OK. As far as timing is concerned. Went through your material, especially if you're not presented it before, OK, when it through with somebody, OK, because just running through a program by yourself, you're just going to fly through the program, it's not going to be an accurate representation.

Of how long it's going to take you right, which is why if you had the summit membership. You guys are getting a free workshop, right, on my time management because I've totally redone it. And before i teach that at Super Zoo, I want to run through timing on it, OK? Having people there, even if it's just one or two people, it doesn't matter, all right? Just somebody there that you're aware that you're talking to somebody. And to. Answer questions. Ok, so do a run through with somebody who has a passing interest and what it is you're teaching. Ok, workshop. If anybody wants to do run their through their program, put it up there.

Give us a date and a time. Give us the link, let you know. That's what part of the private Facebook group there is for. It's to network and try things out. Ok. Eye contact is fairly important right now here on zoom. This is great, right? Because I'm looking right at you. I'm looking at each and every single one of you. I'm looking straight ahead at the computer. Ok, that's it. That little green dot. That's all I'm looking at. Ok. However, when you are teaching and a live venue, all right, you need to make sure that there is some sort of eye contact.

You don't have to like pick a general person. Ok, but if you pick areas, you look to the right, you look to the center, you look to the left. Ok, and one thing you want to be careful is not being a talking head now are you any class you've ever taken with me? I have my notes with me. Ok. And I walk around with my notes and I flip through my notes.

If I when I do, just make sure I'm covering everything. I have never in all the years that I have been teaching ever had someone come back on a survey and say, Oh my God, this is terrible. She had notes in her hand. She was reversing notes. Yeah, that's never happened. Ok. Bringing notes with you. So after I talked and remember that you were talking to people, OK, so if you sit there. And you just well, we're talking about this and this and this I'm just reading, OK. It's not engaging, however. So by talk and then after I finished talking, I take a look at my notes.

Just to make sure I covered everything and I'll say. and. Ok. And this or and that? Ok. Never use the words I forgot. Nobody knows what you forgot. All right. You just when I used to Co teach in the beginning with Beth, the first day class at conventions. The way we would work it is, especially when we were new. It would be, I would say whatever it is I was teaching and then I would go to bed. Anything you would like to add? And then if I forgot something, she'd add it. But it looked more like teen teaching. Ok. And then she would do the same thing she teach her piece and anything you want to add to that Mary and then I would add whatever it is I wanted to add.

Ok. Personal stories do really well when you're highlighting a point, OK? You just want to be careful your personal stories don't take over, all right? And that it's just your personal stories and not those of the audience, because that will eat up time and that will annoy everybody else in the room. Ok? So make sure if you are doing stories that they are just yours. Use them to accentuate a points that you're making. And that's it. I love surveys. I cannot tell you how much I love surveys. So if you're teaching at A at a venue, the show will do surveys.

Ok. And if you're nice to the people that work there, they'll show you the surveys before you leave, right? I've always insisted on seeing the surveys for the first aid classes when we was we do them at well now Groove, WPA, Atlanta Pet Fair and Super Zone that I will. I want to see the surveys in between classes and the reason for that is that is a really long class and if anyone is having an issue we want to make sure we address it before the other classes rather than when we get home and then figure out, oh, we should have done this right but because of those surveys, somebody had made mention that they wished they had a live dog in the class.

And that is when I started bringing first Ricky and then spirit. To the first day classes for that, for some hands on stuff. Ok, surveys are good when they are constructive. So someone gives you all ones and doesn't say anything. Toss that in the garbage and let's just like eight of them, OK? But usually the ones at even Barkley, they can get a little more detail than there. Pay attention what are they like best. Whether they like the least, would like to see more of OK because numbers don't really give a good feel for what it is. Ok, some people will just never give you fives never they don't believe in it.

You couldn't possibly be perfect, so they're not going to give you 5, and the best they'll do is a four. ok so. Read this take the time to read your surveys right if you're teaching at a private place, make up your own survey, OK? And it can be very simple. What did you like best? What did you like least? What do you think could have been done better? Simple 3 questions. All right, and keep something in mind too. And this is probably when I had a hard time getting over and understanding the question for what the question is.

What did you like least OK doesn't necessarily mean that it was bad. You asked the question, they answered it of the entire program. They didn't like this part of. It didn't mean that part was bad. It means they didn't like that part, all right? So unless they go into a because. Ok. Then you know or all of the reviews are saying the same thing. They dislike this part, and if you're getting that. Something negative that is consistent. That's something that needs to be addressed, and if you're not certain how to address it. Posted in the group.

Let us help you. Ok, Stephanie has her husband go through them and take out the useless ones, because some of them are indeed useless, OK? And sometimes the ones that are giving you fives are useless. All right. Yeah, great. They enjoyed the program. That is awesome. But they didn't give you anything valuable to go on. It's just like, oh, that's good, that's A5 right. And I do like to see them, but I don't necessarily find that they are particularly effective.

There are many times that I'll have the stack. I mean we have a class of 50 plus at the trade shows for the first day classes. And everyone fills them out because I hold their certificate for the class hostage. You want the certificate you have to give me the survey back, right? And sometimes they are like an absolute waste of time. It's not telling me anything. Ok. All right, so where can you teach? I mean, obviously the trade shows, there's pros and cons to all the different shows that are out there, OK? Barclay shows will pay.

Barkley will give you a shot. They will give you an opportunity. Ok you contact channel CHANEL at barclay.com And with a proposal and where you can will you, where you can teach at and more than likely they're going to give you an opportunity. They are not going to pay your travel, they're not going to pay any expenses. They're going to give you a flat 200$ fee that's it OK.

What they do have is audience. Ok, so you get your name in the program. You get your face in front of a lot of people. Then there are the shows. Like the WPA. They're a little fuzzier. Ok, they will. Anyone who submits their program to PGC Credentialing has a better shot at getting teaching at either Atlanta Pet Fair. Or super zoom, right? They also schedule like almost almost a full year in advance. So right now it is January and I have my contract for Super Zoo already with the classes I am teaching and what they're paying, it's already done and in the books they are finishing.

And of course a PDF and what's a PDF is over in March. They will already start working on a PDF for next year, so if you want to even be considered for a WPA show. They have a call for speakers on their website. Submit it. Submit your programming in for PGC approval. And give it a whirl alright. You are more likely probably to get started in a PF rooms Atlanta. They will also pay 200$ an hour. And they will cover some of your travel expenses. Ok. But there's not just the trade shows. There's also I SC, there's the Idaho trade show, which is new. There's a show in Maryland which is new.

And they're all going to have different ways of how they're going to do it. Whether they're paying a speaker fee, they're paying a speaker fee plus some travel. You all know until you put this in and try, OK, the worst thing that is going to happen is they're going to say we don't have any available fill ability this year, try again next year and so that you do right you can do local classes, there's a lot of shops, OK. Getting files with your local grooming association.

Ok. Get the ears of the local people, because locally people probably know you right set up classes. I mean, Stephanie's got a great place. She's got a school. Get people into her school, OK? Do a class locally. I will tell you to scout the location first. Ok? Make sure that it is feasible to teach what it is you're teaching. If you are teaching a something breeds something grooming. You're going to have to do that at a grooming shop.

There's just no other way around it. But if you're doing like business classes or something along the line, you have to do it at a shop. Ok. And Stephanie is putting it out there. She will host anybody here who wants to teach, so get in contact with her. Alright, so for example. I went out to Oregon. It's about maybe 7 hour drive for me. So I considered that fairly locally and I went out and I did it a first day class.

Now when I'm traveling all right, when I have to get like hotel and stuff like that, I will have a minimum. Number that I want for the class, but I didn't hold it at a shop. The local hotels. Most hotels have conference rooms and depending on where you are, they're not that expensive. The conference room that I paid for was like 100 bucks. Ok, that's one attendee less than one attendee. And if I wanted like coffee and stuff like that. It is an extra 25 bucks. It's like a little over 100 bucks. They provided coffee and tea and a water cooler type thing and. It was great. They had tables, they had chairs, they had the system set up for me, the audio visual equipment.

All right. And all I had to do was go and set up and then have to worry about does this place have enough tables, does it have enough chairs? They've already done that. Where a shop said, Oh yeah, I we've got plenty of room and had no room. Ok, so if you're hosting it at a shop. All right. Are you at least want to vote if it's not something that's like in your backyard where you can travel to, you want photographs, you want to see what the shop is and whether or not they can actually host and accommodate what it is you need them to accommodate.

So you need wifi. This is shop have Wi-Fi they should, or they're taking credit cards. Ok, most of the time they don't remember whether Wi-Fi code is. I had that problem too already. Yes, and I want to see a picture of your wireless Mike. Do me a favor, Amy in the workshop group. Post a photo of your cocoon and post a photo of that your wireless mic and what the setup for that is. Ok. I've had to go to Walmart and buy tables for one class. I mean, well, whatever. I got them here in my house now. But you want to make sure that wherever you are setting up for can accommodate you and that can be iffy at a grooming shop.

Ok. Well, conference Centers for hotels, they're going to have the tables, they're going to have the chairs, they're going to have the AV equipment. ok umm. Ok. Any questions? It's sick. Before we move on to the checklist. And if somebody wants to post in workshop or the group. What your checklist is starting to look OK. I will tell you the first time you do this is going to take you longer. It's going to be like anything, right? First time you do anything you it's going to take you longer. The more you do it, the more you use it becomes second nature. Ok, I hate to tell you how quickly I can get a summit up and running.

I've been doing it now for. twenty. 2019 Two full years. Ok. Twenty nineteen twenty got three years. I was doing the summits for three years. Ok, I can literally put one together in my sleep. It becomes. So the more you do something, the easier it becomes, the faster it becomes. So don't beat yourself up now if it's taking you really long to do this, OK? But just keep doing it. Just keep at it so umm. The first thing, all right. If anybody wants to, we have Amy and Diana, OK? If you want to tell me a name, all right.

I like grooming competitions for beginners. I really like that name. I mean, it tells me exactly what the program is for. Ok, Diana, I think you floated tidy paws. Ok. So when I hear grooming competitions for beginners was that tells me she's going to teach me something about being a competitor or something I don't know anything about, OK? Or I may have nominal knowledge about it, OK. And remember, you only have to know what it is you're teaching. Ok, I hear a title. Tidy pause. Ok. And that is going to tell me you're going to teach a class.

About dog feet. All right. Grooming dog feet. All right. And then you can go into the goal of the expectation is going to tell you in a in a paragraph. And when I mean a paragraph, I mean three or four sentences. Ok, what it is that they're going to learn in that, OK, remember, people have really short attention spans. Everyone has real intention. Short attention spans, OK, to the point what it is you're going to teach them. Ok, if you want to dive a little further, that's what the topics are for. We are going to this is what you're going to learn, this is what we're going to cover. That's a description of your workshop, OK so.

The name of the program, right? Amy, can you tell me what your goal of expectation is for that program? And have you done your brain dunk? And I know Diane has got one coming in the mail yeah. Ok, so I set up. The folder. Remarkable, because I'm going to write an article, my next article for groomer. To groomer, the title is going to be hobby versus a business. Ok? Is your business a hobby or is your business business? And what the differences are? so. I've got my brain dump. And I have. So far. 2 pages. Aye, I still have to add more. So I started the brain dump on this and it's going to that's organizations next thing we're going to talk about.

What do you call it? Once I get at least 2 pages. Then I'm going to start putting grouping them into different topics. Ok, so if I'm going into dianae's tidy pause right what's that? It's going to look like this, all right. And I'm just going to throw some stuff out there because I don't know what's new program yet. Ok. If you're talking anything in your brain dump is on structure, that should be one topic. And then all your little notes there, whatever is in that whole structure thing. Maybe there's one on what equipment you should have. If you're talking about nail cutting, that's another topic.

And so that you could see that would you all your pages and notes. There's going to be an underlying theme to the groupings. Right, once you have those groupings. Those are your topics. Ok and then I will start another. And each. All right so sleeping i don't sleep. There you go. So for an article. the. Yeah, what do you call the outline is going to be the opening? And then the topics. And then the conclusion. So those are the and you know what? And a PowerPoint isn't any different.

Opening topics and inclusion. Ok, so once I have my topics, then in each page will be something on the topics. That this is what I'm going to cover in this. Ok, so. If I pull out my manage your time workshop. Ok. In fact, let me just see if I could pull it off points. You see if I saved it on my desktop. Nope, did not. We just open it up. And the wheel goes around and around while it is now verifying Microsoft PowerPoint. And I know some people when they're creating material, some people concerned about theft. Of materials by other speakers. And my philosophy on this is that you don't know knowledge. Ok, knowledge is for everyone.

However, putting together your program, that's yours. Ok, if somebody wants to steal it, they're going to steal it. They could figure it out, but all right, not necessarily. They are not you teach the way you teach, you teach from your experience, not worry about what other people are doing. You know what? Let's just get this one up instead. So the question is, I tend I tend to make each topic long and very detailed. I have to learn to bring it back a bit. Ok, but keep something in mind. All right. And just using the feet one? You can do an entire workshop which just had a cut nails. Ok, you have to decide is my program 1 program.

Where is my program for. There we go. We do a screen share 2 well. There we go. Still screen share. So just to demonstrate what it is I mean by all of this. ok so. This is the workshop that's coming up right? The goals and the expectations you should not answering question. Ok. All right. So goals, all right. Setting the expectation for what it is that they're going to learn.

So in this particular workshop, it's getting you back on track by teaching you tips and hacks to manage your time rather than time managing you. We will cover what is time, attention span, productive times, tracking times, delegating and outsourcing, when and how to schedule tasks, tools and questions. Ok, so we get to what is time is. I have three things I want to discuss here with time. Ok. So we will discuss all of these.

So this is by me by flushing things out. So you this is what I've discussed. Now we're going to break it up. I still have to make sure this is in our workshop. Ok. The next topic, all right, this has two slides, right? So what have time also includes this slide and this slide. And then the next topic is techspan and productivity. I have 4 topics in this one here that I want to discuss, OK. Tracking time is all by itself. When and how to schedule? Delegating and outsourcing. Now this again has four different things I want to talk about.

And when I get to tools. It's one two actually. Four items I want to talk about, so. We have the topics and then we flush out the topics so that when I'm discussing this, I know what I'm talking about. Ok. And then questions at the end. All right. So when I am doing a webinar it is really easy to say hey you have questions OK type them in the chat because I can look at the question and I can either answer it. All right. Or I can not answer it because I'm going to talk about it in a minute or two and I might say hey, Diana.

We're going to get to your question. In slide or two. Ok. And I think Stephanie made a really good point earlier on that sometimes we try to include way too much information in any given hour workshop and it can become overwhelming. ok yeah so. Any questions? So next week is going to be the work week. ok so. By next week. You'll she'll have gotten to the point on here. Where you are fleshed out each topic. Because we're going to discuss. Presenting materials how to create them.

All right. And keep something in mind too. We are very visual. And you'll note that there was no PowerPoint for this particular workshop, correct? All right, you don't need. No one has to tell you need what you need. Ok, you have to decide what materials, because you are the knowledge. You are the one presenting it. You're going to have to decide what materials make your job easier. Ok. No questions. All right. Next Wednesday. All right and. We'll get a move on it. Ok, all right, let me stop the recording.