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HIDDEN MARKETING ASSETS

University

INTERVIEW SERIES

**How To Teach Seminars By Telephone
And Earn Up To \$997 Per Student**

*Michael Senoff Interviews Marcia
Telephone Seminar Expert*

 Michael Senoff's
HardToFind Seminars.com

Dear Student,

I'm Michael Senoff, founder and CEO of HardToFindSeminars.com.

For the last five years, I've interviewed the world's best business and marketing minds.

And along the way, I've created a successful home-based publishing business all from my two-car garage.

When my first child was born, he was very sick, and it was then that I knew I had to have a business that I could operate from home.

Now, my challenge is to build the world's largest free resource for online, downloadable audio business interviews.

I knew that I needed a site that contained strategies, solutions, and inside information to help you operate more efficiently

I've learned a lot in the last five years, and today I'm going to show you the skills that you need to survive.

It is my mission, to assist those that are very busy with their careers

And to really make my site different from every other audio content site on the web, I have decided to give you access to this information in a downloadable format.

Now, let's get going.

Michael Senoff

Michael Senoff

Founder & CEO: www.hardtfindseminars.com

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Any perceived slights of specific people or organizations is unintentional.

Seminar by telephone Interview

How To Teach Seminars By Telephone And Earn Up To \$997 Per Student

Marcia is a seminars by telephone expert who charges up to \$997 per student for her telephone seminars. And with 12 people in each seminar, she's earning \$11,964 a session!

According to Marcia, anyone can offer seminars by telephone and make a handsome living doing it.

All you have to do is pick a subject you're good at and follow her easy steps for success. And in this audio, you'll hear all about the steps you need to take, the strategies that work best, and tools you'll need to get started.

The beauty of teaching seminars classes by phone is that it can all be done from the comfort of your home. So it doesn't matter where you live, when you conduct your seminars or even if you're teaching in your pajamas.

You're in control of your students so you'll get to make the rules.

But the best part of conducting seminars by telephone is that you can record all your sessions and sell them as an informational home-study product when you're done – and earn even more money!

You'll Also Learn...

- ✓ How to sell your telephone seminar for the highest price possible without losing sales.
- ✓ How to promote and fill your seminar classes – even if you don't have a list.
- ✓ What's the magic number of students for each telephone seminar session
- ✓ The number one challenge of putting on telephone seminars – and how to overcome it.
- ✓ How long each session should be and how many sessions Marcia recommends you conduct
- ✓ What to charge, when to collect and what refund policy works best.
- ✓ How to capture international students for your telephone seminars.

According to Marcia, her telephone seminars are similar to college classes where students learn set principles, have homework, receive

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handouts and work toward achieving goals. This is what sets her courses apart from regular teleseminars and is also what makes them appealing to people from all walks of life.

So it doesn't matter whether you're good at sales, marketing, Italian cooking or reading palms. If you can teach someone a skill, you'll be able to find an audience for your seminars by telephone – and get paid thousands of dollars for your time. And this 38-minute interview is just the place to get started. Enjoy. For more information on Marcia and her telephone seminar how system, go to <http://www.seminarsbytelephone.com>

Marcia: I pitched it to people who were only getting paid for their time, people who were in the business of getting paid only when they were working. The idea was they could start creating information products and they would be able to start making money while they slept.

Michael: I really appreciate you taking the time to talk to me and share some of your ideas on creating audio courses with my listeners. I want my listeners to know how valuable your time is because you charge a lot of time for seminars. I am going to try and get a lot of information out of you right now for free. What is an audio course?

Marcia: An audio course is quite different from what you and I are doing now. We are having a conversation. Even though I gave you some questions in advance, I didn't know quite how this conversation was going to go back and forth. That's great, you want to have that kind of spontaneity.

An audio course is more similar to the kind of courses we might take in adult education or college where there is a number of things that the student is going to learn in a set amount of time. Instead of being in a classroom the content is delivered by phone, through the audio channel. An audio course would usually be delivered in a number of sessions over periods of weeks usually, not just one session. I think it works best when the purpose of the course is a certain outcome. The course has a goal to teach someone how to do something. It is not just a support group. It is not just coaching. Usually an audio course will have class participation. It is not just me or the instructor lecturing.

Michael: First of all how many audio courses have you put on? Give me an example of one of the audio courses that you have put on so I can kind of reference to what you have done.

Marcia: I have taught 4 audio courses so far, one of them twice. That could be 4 or 5 courses depending how you count them. The first one that I taught was called "Launch Your Information Empire". That had seven sessions. I think I billed them for an hour and a half each, some of them went over and we can talk about that later. That was kind of a mistake. It was seven sessions of roughly an hour and a half each. Each session had a particular topic. The purpose of the whole course was that at the end of it people would have everything that they needed to know to start creating their own information products. They have the strategy. They have the tools. They have gotten the feedback on the general idea to know how to do everything from creating a product to marketing it.

Michael: Okay. So it is similar to if it was a live seminar where people came to a venue, hotel, or whatever. I think it is more convenient because anyone can get the content, but it is all done through the phone.

Marcia: Correct.

Michael: Would this be similar to a term we have heard out there on the internet marketing world, tele-seminar?

Marcia: No, a tele-seminar usually is just a one-session unit. A tele-seminar series might be a course, but it also might be a series of separate sessions that really didn't relate to one another.

Michael: Yours was an hour to an hour and a half per session. Were they weekly? How did you space it out?

Marcia: Weekly.

Michael: It was weekly. What did you find to be the best time to hold those sessions?

Marcia: My market is people who are in business. It is not consumers. It is not moonlighters. It is not retired people. I held it during daytime business hours. What I am finding is probably the best time of day for that audience is about 2 p.m. eastern time. The course that I am teaching right now starts at 1 p.m. eastern time. I have a student in New Zealand who has to get up at 5 o'clock in the morning to participate. I think that is really asking too much. If I have it at 2 o'clock in the afternoon then it is still reasonable for people in Europe, for people on the East Coast, people on the West Coast and also people in New Zealand and Australia.

Michael: What day of the week are you holding these?

Marcia: Usually it is Tuesday, Wednesday, and Thursday.

Michael: Is it on the same day for all seven?

Marcia: Yes.

Michael: So who could teach and put on one of these audio courses?

Marcia: Really anyone who knows things that other people want to know. You don't have to have any kind of traditional teaching or academic credentials; you could have learned something practical. You could teach Hungarian cooking. You could teach car repair. You could teach Chinese. You could teach a lot of different things.

Michael: What are the benefits for you when you put on an audio course and talk about some of the benefits for the students?

Marcia: Let's start with the students' benefits and then I will get to the teachers' benefits. One benefit for the student is that they don't have to travel. It can be really convenient for somebody who has a busy schedule. It is an efficient use of their time; again there is no travel. They can just pick up the phone and then maybe take a little break and be doing something else. It is really different from in person learning in that respect. Another benefit for the student is that they can be learning from someone whom they would ordinarily not be able to have access to. Maybe it's somebody who lives in another country, somebody who you wouldn't ordinarily be able to call up on the phone and ask questions of. It could be somebody who doesn't teach these things very often and so on. It could be the world's greatest expert or something or other. You could also be learning something that you can't learn in other educational settings. That course that I taught, "Launch Your Information Empire", that is not taught in colleges and stuff. It is just taught by people like me who have done it.

Michael: So on that one, "Launch Your Information Empire", how many students did you have on that particular audio course?

Marcia: I had 12 people in each session of the course. The first session was November/December. I had 12 people in that. Then I offered it again in January/February and I had 12 people in that and 12 was the limit that I had set.

Michael: Were your students all from the U.S. or international?

Marcia: In that case they were all from the U.S., yeah.

Michael: They were all walks of life, all different types of businesses?

Marcia: I would say so. Yes and then let's get to the benefits for the teacher. Again, you don't have to travel in order to teach. Right now I live in a very small town and I would be hard put to teach an in-person class and gather the people from my geographic area here. I can be living where I want to be living and teach people easily through this method. A big one for me is I don't have to get dressed up. That is something that I really hated when I lived in the city and went to business meetings. These classes don't necessarily need a very long ramp-up time. You can be looking ahead at your schedule and see that maybe some projects fell through and you have a need for more income in the next couple of months. You could just dream up a class, announce it and be earning money from that class in a matter of weeks.

Michael: Okay, tell me "Build Your Information Empire". How much do you charge your students for that course?

Marcia: I charge people who were in the live course \$795.

Michael: \$795?

Marcia: Yes.

Michael: You had about 24 students in two different sessions?

Marcia: Correct.

Michael: Wow, that is some good money if you break it down per hour.

Marcia: Well, there is a lot of preparation time.

Michael: What happens if one of the students can't make one of the live course days?

Marcia: I have that situation covered in a number of different ways. The first way it is covered is that there is a replay number that people can call into 24 hours a day to hear the most recent session on the phone. Secondly they will get at the end of the course all of the sessions edited on CD. They can listen to it within a week of the time the class is scheduled and catch up if they had to miss a session or they can wait until the end and catch up when they get the CD.

Michael: Okay, that is great. What do you do when you're designing and putting on an audio course to increase the perceived value? How are you able to get that kind of money for an audio course?

Marcia: Well I think that there are a number of factors that I have observed with other people teaching audio courses also that I think can enhance the perceived value of a course. I think the number one factor really is something that I mentioned earlier. It is kind of a hard point to get, but it makes a huge difference to people whether or not they can expect to get a certain outcome at the end of the course as opposed to just listening and learning miscellaneous things. If the course has a goal that is valuable to them, then that increases their perceived value greatly. Another thing is the instructor's reputation. I have that large newsletter list of people who many have been on my list for years. They feel like they know me. They trust me. When I announce that course, I have people immediately signing up either for the first session or for the second session. Another element of perceived value is that people like the idea that they are going to have the chance to ask questions as the course goes along. They are not just going to be passive listeners. The chance to ask questions and get feedback is important.

Michael: Is that always saved for the end of the session?

Marcia: No, it is in the middle. I always break up the class with questions and answers. We always have at least two questions and answer sessions in class, although some of the classes that I have taught have very little lecture. It is mostly discussion. They have a chance to ask questions throughout the whole thing. Another element of perceived value is if you let people know that you are not going to be teaching this class more than once or twice. After that "Launch Your Information Empire" class then the next class that I did was a copywriting course that was based on a \$2,500 one-on-one program that I wanted to turn into a home study program. What I did in order to do that was I had a one-time interactive group session, which used the same copywriting teaching methods that I used in my one-on-one class. I told people that this is the only time I am going to be doing that. This is your chance to get at least part of the value you get in the \$2,500 program for only \$997.

Michael: Let me take you back. You had already done a one-on-one copywriting program that your students paid \$2,500 for that was already done and you repackaged that as an audio course, made an offer to your list that you would be doing a one-time, group copywriting training in the form of an audio course?

Marcia: Correct.

Michael: How many students did you get for that?

Marcia: I believe I had 7 for that.

Michael: You already had the content and the outline of the material?

Marcia: No. I had the content in the sense that I had all of the concepts and all of the things that I wanted to teach, but I had to create completely new exercises or assignments for the course because – it is too complicated to explain.

Michael: Okay.

Marcia: I couldn't use the same assignments that I used in the one-on-one program. The concepts were the same and I knew what I wanted to teach because I had been teaching that one-on-one course for 8 or 10 years.

Michael: What did you charge for that one?

Marcia: The one-on-one course was \$2,500 and then the live class based on that was \$997.

Michael: You said it is really important to build value in your audio course, you want the students to have an outcome, a goal. In your offer for building your information empire, what was your offer and your promotion, whether it was an email or sales letter? What could that student see at the end of that course? What was the goal? How do you integrate that into your promotion?

Marcia: The goal was that they would be on their way to having their first information product. I pitched it to people who were only getting paid for their time. That is how I geared my sales letter, people who were in the business of getting paid only when they were working. The idea was that they could start creating information products and they would be able to start making money while they slept.

Michael: What kind of offer did you have? Was there a refund? Was there a guarantee?

Marcia: I will tell you what I have done. This is what I have done with all of the audio courses that I have taught. It has worked out very, very well. I think it is beneficial both to the students and to me. The refund policy is as follows. There is a certain date by which their payment is locked

in. In other words, they don't get a refund and then I know how many students I have in the class. Then they have a possibility of a refund after that when they attend the first session. If they decide at the end of the first class session that it is not for them, then they just need to tell me in 24 hours and I will refund everything that they have paid.

For more information on Marcia and her telephone seminar how system, go to <http://www.seminarsbytelephone.com>

Michael: Okay, so you make the offer. Let's say that the audio course is \$795 if someone is interested in signing up, they will sign up and pay the whole \$795?

Marcia: Actually what I do is I have them pay a \$100 deposit first.

Michael: A \$100 deposit first.

Marcia: Then is the date that they have to pay the rest of the tuition.

Michael: How far off do you set that?

Marcia: About a week or 10 days before the first class session.

Michael: Okay, so the \$100 is non-refundable?

Marcia: The \$100 is refundable up to the date by which they need to pay the rest of the tuition.

Michael: Okay and have you found a good follow-up from the people who put the \$100 down? Do they usually come through with the rest of the money?

Marcia: Yes. I have had maybe two people in all of the time that I taught that backed out of the \$100. I just gave them the \$100 back.

Michael: Okay so once they pay the full amount, the \$795 then there is a money-back offers after the first session if they are not delighted, a full refund?

Marcia: Yes. So two people have taken me up on that, one in each of two different courses. They just said, "I realized that this isn't for me right now."

Michael: You have to make it risk free.

Marcia: Right. You know what, I had someone on my waiting list. So I didn't really lose any money by doing this.

Michael: So tell me, how many people can you handle in a course?

Marcia: Well, I don't think I want to have more than 12 because if you have 12 people in the course, they won't all come to every session. You will have maybe 8 or 9 people on the call. I can manage that easily. More people than that can get kind of chaotic. Then if you have homework assignments, which some of my courses do then the more people you have the more homework that you have to give people feedback on.

Michael: All right so we talked a little bit about this, but what do you recommend after your experience is a reasonable length for each session? How long should each session be? What do you recommend for how many sessions to do?

Marcia: Well, I discovered after my first audio course that there are two important constraints and they might be slightly for other people, at least one of these factors. I discovered that I couldn't really; personally maintain my energy at the level that I want it to be for more than an hour and a half. Ninety minutes is the actual limit of what I can do a good job on. After that, I start to fall apart on the phone. My mind is not as sharp and my voice is not all there. I don't know if the students can hear it, but I feel like the quality is just not there after 90 minutes. That is my personal limitation. I know that there are some Internet marketers who have tele-seminars that can go on for three hours. I don't know how they can do it, but I can't.

There is one more important constraint on time. The second one is how much audio content can fit on a CD. Remember, I am giving people CD's afterwards. It is really 79-1/2 minutes that can fit on a CD. What I found is if you have a session as long as let's say an hour and 25 minutes, it is very easy to edit that down to an hour and 20 minutes. When I had these sessions and it was an hour and a half or a little bit more than that because I ran over, I couldn't edit them down to one CD. Then I had to have 2 CD's for one lesson and two CD's for other lessons. I just decided for those two reasons that my limit from then on was going to be about an hour and 20 minutes.

Michael: Okay that makes sense. How about the number of sessions?

Marcia: I think that in order for people to feel like there is a process in the course and that they are moving week-by-week toward an outcome, I think that you need to have at least three sessions. The shortest course that I have taught was four sessions. The longest course so far is eight sessions. There is a lot to learn in that course though. People are feeling like it is moving along very quickly and it has eight sessions.

I haven't finished this one yet. I think at the end they are going to feel like they wished they had more time, but eight sessions is a good chunk of content.

Michael: Let's say I have an idea. I have content. I would like to put on an audio course. How am I going to convince my people to sign up?

Marcia: For me there have been two methods that have worked the best. The first is announcing it on my newsletter. That can be very effective. That would only work, of course, for people who already had a list of people who were appropriate for the course that they were going to be teaching.

The second method that has worked very well for me, and I think this might surprise some people because it is not usually talked about these days with Internet marketing, but sending old fashioned sales letters through the mail to people who I have special reason to believe would be really good prospects for a certain course because in most cases they have previously bought something else that the course is a logical follow-up for. What I did was is I took my web site content, my web site sales letter and added a paragraph or two at the beginning, printed it out on paper. I think it was about an eight-page letter by that time. I sent it through the mail to a bunch of people that I popped out of my database or whom I thought would be good prospects and that definitely paid off.

Michael: When you printed it out, did it look like you just printed it from your web site or did you make it like it was a direct mail where you just pulled the copy and formatted it in a letter?

Marcia: It probably looked like it was taken off of my web site.

Michael: Which is fine.

Marcia: I personalized it because I hand wrote in each one, Dear so and so and signed Marcia at the end.

Michael: Okay, so you knew which student that was and you wrote a personal paragraph for each one of those potential prospects?

Marcia: There was an introductory paragraph that was the same for everybody, but I hand wrote "Dear so and so" on the printed letter and then signed my name personally at the end.

Michael: Now when you put it in your envelope did you mail it in a #10 envelope?

Marcia: I did.

Michael: Did you hand write the address on the envelope?

Marcia: I believe I did. Yes.

Michael: Okay, when you made the first announcement, was it a solo email promoting an announcement?

Marcia: No solo emails.

Michael: Okay. So all of your emails are a newsletter?

Marcia: Everything I write comes after a very short article in my Marketing Minute newsletter, then just two paragraphs. That is all the space I get. I send them to the web site to learn more.

Michael: So after your Marketing Minute newsletter article, you have a promo that says, I will be putting on a audio course on this subject and for more information go to this site.

Marcia: Right.

Michael: With the examples of the audio courses that you put on, would you do that one time or would you do that multiple times?

Marcia: Multiple times.

Michael: How often do you send the marketing newsletter out?

Marcia: Once a week on Wednesday. I believe that in order to fill up a class, I would mention the course three times.

Michael: So you would give yourself about three or four weeks before the actual course began?

Marcia: Yes.

Marcia: For other people who don't have a list, some methods that they might want to use would be joint ventures, having a web site that you send traffic to by various means. You can use Google AdWords and also hosting things in forums where people who would logically be interested in your course, hang out.

Michael: What have you found are some of the biggest challenges of putting these audio courses on?

Marcia: Well they take preparation, so you have to make sure that you leave yourself enough time to prepare. What I typically do is before the first class session begins, I will try to make sure that I have a complete outline of every session of the course and the materials that the students are going to get for at least the first two classes. Then I will present the first class and I will be working on the second and third and so on.

I try to make sure that I set it up so that I am never trying to get a class together at the last minute because that is when you get sloppy. So preparation and if there is homework you have to make sure that there is enough time to do the comments on the homework before the next session. You need to be really organized when you are presenting sessions by phone. I find that the people that I have don't hesitate to tell me when they might not 100% approve of the way I handle something in the class. There is one person in particular who is in my class now who has told me twice so far that I shouldn't allow so many questions during the class. He is the one person who would prefer to have just me talking, but I know that that is not what everybody in the class wants. Then another thing that someone else was telling me was "I couldn't find your last email in my box because you didn't put the right subject line on the email." Now I have to be really careful how to do that for her. You need to keep the class on track. If you have announced it for an hour and a half and you are going to be covering a certain subject in that time, you have to pace yourself so that the time that you have announced you have covered what you wanted to cover. I have been teaching for 30 years, so I know how to do that. I know how to allow discussions and then start again with content and not allow questions for a while. That is a skill that you will need in order to do these audio classes.

For more information on Marcia and her telephone seminar how system, go to <http://www.seminarsbytelephone.com>

Michael: If you are going to be recording these sessions, do you have people sign off and agree that it is okay for these sessions to be recorded? How do you handle the actual recording of each session?

Marcia: I just make sure that they know from the sales letter that I will be recording the session. The students are pretty conscious of that. When they talk in class, I ask them to use their first name. I don't think that I have anybody who thought that that was a problem that their

voice is on a recording. It just hasn't been a problem, but I make sure in advance that everybody is aware of it.

Michael: Do you have everyone call in on a conference line?

Marcia: Yes.

Michael: So this service has automatic recording?

Marcia: You have to press the buttons, but then it is automatic.

Michael: Is that how you handle the recording?

Marcia: Yes.

Michael: Do you have a backup in your area where you record it digitally as well?

Marcia: No.

Marcia: Okay. Your conference call service has been pretty reliable?

Marcia: Yes.

Michael: What do they provide you a link to download the recording? Is it an MP3?

Marcia: They provide me a link to download the recording, but even before I download a recording the session gets put automatically onto the replay line, which is a separate number that people can call in 24 hours a day until I record the next class over it.

Michael: I see. That will be on the replay line for how long?

Marcia: Well, until you record over it. If you are teaching once per week, then you just tell the students that if they need to catch up they need to listen to the replay recording before the next class.

Michael: Is the conference call service reasonable price wise?

Marcia: It's free.

Michael: Oh, it's free. So that replay line is free?

Marcia: Yes.

Michael: Until you record over it? If you wanted to leave it up there you could have multiple call-in numbers.

Marcia: That is pretty confusing for the students though.

Michael: Yeah, you want to keep it easy.

Marcia: It is already a little confusing for them that this one number that they need to call to dial into the class and a different number that they need to call to listen to the replay.

Michael: How often are you reminding the students “Don’t forget we have a session today at 2:30”? Is that something that you do or do you give them the schedule at the beginning and they are big boys and big girls?

Marcia: They are paying a lot of money, so I don’t think that they are going to forget. They really don’t forget.

Michael: Do you remind them weekly?

Marcia: I would send them some information about the next class. It is not a reminder exactly, but I will communicate them at least once between sessions.

Michael: So each one of your students who have signed up for a little session, do you put them in an auto responder or do you just handle them individually through your email?

Marcia: I put them in a blind carbon copy group. I just cut and paste that group into a blind carbon copy email.

Michael: When people go to a live seminar, one of the real advantages is that they are able to network with each other. Do you encourage that the students in your audio seminar are able to contact each other for support and network with each other outside of the calls?

Marcia: Some of the classes that I have taught come with three, two-month memberships in my password protected Marketing Mentorship program, which has a discussion board. If they choose to use that part of the program, then they can interact with the other students there, but not everybody does it. That is another part of the perceived value. They don’t feel cheated if they paid for it and don’t use it because they feel that that is their own fault.

Michael: Okay, so two months free. Even though you sold the course, as a good marketer you are always thinking ahead, where is some additional profit centers for the students who have already paid for the course? You have just given me the example of two months free for your membership. What happens after two months?

Marcia: Many of them do decide to continue. Then that is \$99 per month.

Michael: What other ways can one profit from their students after the actual course?

Marcia: I turn each of these courses into a home-study course, which will not have a live teaching component, but will have that interactive recorded session to have the flavor that you are listening to a class even though you are listening on CD. It will have an album of CD's and will have some sort of printed material that is bound with coil binding. Sometimes there is also a data disc of additional materials that need to come with the course that will be a data CD rather than an audio CD. They will get all of that as a package. They will be paying anywhere from \$497 to \$997 for the home-study version of the course.

Michael: Okay, but someone who signs up for your seven-week audio course, you already said that they get the actual CD's, but do they get this packet of part of their \$795 payment for the audio course or do they have to buy the home-study version?

Marcia: They get all of the components that I just described as part of participating in the live course.

Michael: Okay for the \$795?

Marcia: Remember that I taught that twice, but I am still selling it, the packaged version of it.

Michael: I see. So the students who maybe wanted to take a live course, but couldn't, you would make an offer to them that you have done the audio course that is already recorded and here is the home-study version?

Marcia: Right or the people who see the promo for that now, they don't have any idea when it was offered as a live course, they just see it offered as a home-study course.

Michael: You were actually paid to create your own course?

Marcia: That's right.

Michael: The live course was \$795. What do you generally sell the home-study versions for?

Marcia: That one, I have two versions. If you just want to get the packaged course with no consulting from me, no membership in the Marketing for More Mentoring program, then that is \$695. Then there is what I call the “Fast Start Information Empire” program, which includes having me respond to their homework and giving them the two months membership in Mentoring for More.

Michael: I see. Are your home-study courses downloadable from the Internet?

Marcia: No. The reason I don’t do that, there is two reasons. One, according to what I have observed that would lower the perceived value of the course. People like getting the tangible things in the mail. They feel like they are getting something that they paid for. If they put it on their shelf and they don’t get to it right away, they can just look at it. They still have it. People just don’t feel that something on their hard drive has the same kind of value.

The other reason that I don’t have the courses be downloadable is because there are at least two kinds of components in the course. There is the audio component and the printed component, which could be delivered as a PDF, but I just feel like it is too miscellaneous to sell a course that is part audio and part PDF. People are going to not have it all in one place. It is going to feel scattered to them. They want to have it as a package.

Michael: How do you handle the editing of your class sessions for the home-study course? Do you edit them before you put out the home-study course? Do you edit those sessions?

Marcia: Yes. I learned a big lesson with that first launch of Information Empire course. I left all of the editing to the end. I had seven class sessions, which added up to about 11 hours of content. Then I had to edit it. I just couldn’t bear to sit down and work my way through 11 hours of material all at once. I sent it all to my sister who wanted to get access to the course. She wanted to look into it anyway. I said, “Listen. Just have your pencil in hand and watch the class. Write down anything that you feel needs to be edited out.” What I was looking for at that point was things like questions that were off on a tangent or if somebody had asked me a question that I didn’t know the answer to or any kind of interruption. She was very good about that. She got that to me promptly. I at least knew what to take out. What I do now is I am also a much better audio editor now. What I do is I smooth out the

volume of the class participation. I am on an even level the whole time, but some of the students will be very soft and others would be very loud. I had to even that out. That is not that hard to do with the audio editing. I edit out any beeps, which are interrupting the program for any reason or another. I take out the ...ums.

Michael: Okay, very good. Tell me, do you have a home-study system that will teach my students and me exactly your methodology and how to make money, how to present, how to prepare and how to organize these audio seminars?

Marcia: Yes, that is one of the courses that I have taught. One of the courses that I taught was called "Tele-teach for Profit". I didn't just teach people my method, but I taught them a lot of other people's methods too. They got to experience how I did it. I described a lot of other options for teaching material through the audio channel. I included marketing strategy, what kind of content would work in this format, the logistics, and then how to turn everything into tangible products that you can sell afterwards.

Michael: How long ago did you teach this live?

Marcia: Earlier this year, I think it was in April.

Michael: How many sessions was it?

Marcia: It was announced four sessions and I ended up having a bonus session. There are five sessions in the home-study course.

Michael: How long were the sessions?

Marcia: About an hour and a quarter each.

Michael: Okay, so if my students wanted to give this a try or invest in this, you are going to get five hours of audio content. What else are they going to get? What are we going to learn in this?

Marcia: They are also going to get the chance to have a press release distributed. That is included in the cost of the program. They get one hour of my time, which normally goes for about \$350 an hour, that is included in the program. They can use that either for phone consulting with me or have me interview them for their first tele-seminar.

Michael: Oh, I see. In the press release, do you write the press release or do you just distribute it?

Marcia: I distribute it. They get several sample press releases along with all of their material. They get several sample press releases, sample promotional emails, and lots and lots of sample stuff that they can look at so that they are not making everything up from scratch.

Michael: Let's say my students already have expertise in certain topics, or even if they don't have the expertise, how much time can one expect in organizing and putting together this four or five week session? Do you go over that in the course?

Marcia: That is a great question. I am not sure that I specifically mentioned how much preparation time I use, but I would say probably for every hour of class time, I probably spend at least five or six hours in preparation.

Michael: You only have to do it once, once it is done.

Marcia: That's right.

Michael: Then if you wanted to, you could do them over and over and over again.

Marcia: That's right. The second time that I taught the Information Empire class it was a breeze.

Michael: Right it was all done.

Marcia: Yes.

Michael: In your promotion, you said that you may not offer it again making it kind of limited, so that you can get people to sign up. You don't have to make that offer. You could promote it every month if you wanted to.

Marcia: That's right. People would think that there is a lot of value in that because they are getting that live interaction and they are getting the chance to ask questions.

Michael: Do you have any case studies of students who are now putting on their own audio seminars? Tell me a story of one.

Marcia: I taught the course just a few months ago and in that time one of the students in that session has realized what focus she should have for that tele-class. I know that she has started offering them. I believe that she has already recorded them and is turning them into a product. That is in a matter of just maybe two or three months since finishing

the class. She has already turned her first live tele-seminar into a product.

Michael: Do you offer resources? Let's say that I am going to do it and I am going to need to put them on CD. Do you reveal whom you use for CD duplication?

Marcia: There are several options for everything that they need. I give them options for the conference call provider. I say which services I recommend, which services that I and other people have had problems with and what are the advantages and disadvantages of each option. I give them resources for duplicating CD's, designing album covers, having the discs duplicated or doing them on their own. Some things I have learned the hard way like if you are going to be labeling CD's, then you can't buy CD's where the brand of the CD is going to show through the label. I tell people what the brand of CD is that I buy now. So things like that.

Michael: I see that is great.

For more information on Marcia and her telephone seminar how system, go to <http://www.seminarsbytelephone.com>

Teleteach for Profit: Learn How to Promote, Run and Sell Interactive Teleclasses & Audio Programs

by Marcia Yudkin

If you're an expert or want to highlight experts in a certain topic area, teleclasses are an easy-to-master, profitable instructional medium. Whether you like to talk or enjoy getting other people talking, it takes a minimum of technical savvy to use the telephone and audio recording services to create programs and products that you can charge for - or use as lead generators for products and services you later charge for.

Just a few scenarios to demonstrate the possibilities:

- **You already teach or train.** By teaching teleseminars, you eliminate the need to get dressed up, travel and park at your instructional location. With teleteaching, you get paid to teach people who are too busy or too far away to attend your in-person classes. You can also create products as you teach, for little or no extra expense. (Compare that with the years most people require to finish writing a book!) Teleteaching is convenient, time-effective and profitable.

- **You own a business or professional practice.** Free teleseminars can help you attract perfect prospects for your services. A phone seminar is a powerful lead generator, a no-risk way for listeners to simultaneously learn something and check you out. After a call, ideal clients often want to buy your services, while the freebie seekers simply slink away.

Here's what one listener wrote after participating in a teleclass I hosted: "A teleseminar extends the human connection. You have a nice sounding voice, and it adds another element to all of your future emails. You're a 'real person' now."

- **You want to extend your product line.** Maybe you have a couple of products you've created or a themed ecommerce store. Running teleclasses and turning them into products, whether singly or in a series, gives you an easy additional stream of revenue. You don't have to be an expert yourself - you can be the impresario who interviews them.
- **You have a hobby or specialized interest.** Turn your passion for gardening or ecotourism or classic car collecting into an income source by bringing together experts and enthusiasts on a call or series of calls. Use more than half a dozen free methods to promote your sessions and keep 100% of the program fees!
- **You've spotted a marketplace gap or opportunity.** Suppose you go looking for information and can't find anything relevant and useful. If you have reason to believe others are likewise searching for solutions on this issue, you can create and sell teleclass sessions and recordings less than a week after you have the idea. Yes, the income from teleteaching really can come in that fast.
- **You run a nonprofit organization.** People who are devoted to your cause enjoy learning more and more about it. Use teleclasses as a means of attracting and educating donors or charge an admission fee for a series of in-depth, behind-the-scenes, insider-information calls. Afterwards, the recordings turn into a free enthusiasm-stoking medium or a funds-generating product line.

I'm Marcia Yudkin, and for more than seven years I've participated in or led dozens of educational telephone seminars and helped many others get their teleclasses off the ground. My self-study course, **Teleteach for Profit** offers a unique combination of instruction, feedback and resources that help you start your own successful teleteaching program.

"Marcia Yudkin is one of the very few hype-free and totally trustworthy sources of information out there. After going through her course, I now feel totally qualified to create, market and deliver my own high-impact teleseminars." - Nick Osborne, Publisher,

Excess Voice

Learn everything you need to launch your teleclasses

Since successful teleteaching involves numerous logistical, marketing, business and communication challenges that may be new to you, **Teleteach for Profit** offers a concentrated curriculum on audio CDs that take you step by step through what you need to know:

I. Business models: Strategies and options

- More than seven ways you can make money from teleteaching, so you can decide which model or models make the most sense for you
- The two easiest, fastest ways to offer your first teleclass
- Best strategies for using free teleclasses to promote a service, seminar or cause
- How much can you charge? The most lucrative business models - and what you need to make them work
- Strategies to avoid if profit is your motive
- Want steady, long-term profits from teleseminars? Two routes to that
- Why I avoid webinars - and what might make them a viable option for you

"Marcia Yudkin's Teleteach for Profit is the most comprehensive home-study course I have found on creating and marketing teleseminars of every kind." - Steve Slaunwhite, Author, *Start & Run a Copywriting Business*

II. Nuts and bolts: All the how-to's and do's/don'ts you need

- Conference-call line (also called "bridge line") options, both free and fee
- Recording options - both hands off and hands on
- Recommendations for meeting the needs of different-sized audiences
- Tactical preparation that ensures a smoothly running call, including two things many experienced presenters forget to take care of
- Best ways to open and close a telephone session, to pace it and to handle questions
- My worth-its-weight-in-gold checklist for avoiding embarrassing mistakes
- Handouts? How to enhance listeners' convenience, attention and perceived value while also meeting the needs of those listening while driving or exercising

III. Marketing and promotion: Best ways to fill your seats

- Turning your topic from mildly interesting to a "got to attend!" one
- Marketing sequences - yes, sequences rather than single promotions are key - that pull in participants

- "Sneak preview" strategies that boost enrollment in an upcoming paid teleclass series
- Comparative advantages of ezine, joint venture, pay per click, forum, listings, articles, press release and other popular teleclass promotional strategies, many of them 100% free
- The cold hard facts about attendance, and how to compensate for attrition
- Tips for selling during a call without affecting the overall educational value of the session - and two methods that won't come across like selling at all
- Exactly when and how to prompt richly nuanced testimonials

"Marcia Yudkin helped me grow my business from \$25,000 to \$100,000 a year within 6 months. Get her help and you'll avoid all the mistakes others make." - Kathy Goughenour, Black, MO

IV. Product creation, packaging and delivery: Extending teleteaching profits for passive income

- Tips for ensuring the value of a session for later listeners
- Sprucing up your recording - audio editing basics
- Transcription options, with ways to enhance their accuracy and readability
- The paradoxes of perceived value and how to turn them to your advantage when creating products
- Do-it-yourself shipping versus having someone else do it
- CD packaging recommendations, including new eco-friendly mailers
- Post-production shuffle - repackaging older teleseminars for later boosts in sales

In addition to the four recorded instructional sessions (Estimated value: \$500), you receive:

- **Presenting or consulting help:** I'll either serve as host or moderator of one one-hour teleclass session for you *or* give you an hour of one-on-one feedback and advice by phone - your choice. This offer is valid through the end of 2008, and it's something I will not be offering outside of **Teleteach for Profit**. (Value: \$350 - and if you need additional emcee-ing, you get it for \$200 an hour through the end of 2008)
- **Insights:** Two hour-long interviews on CD with teleclass veterans who have each led at least a hundred telephone teaching sessions. Learn from their logistical experience and business innovations! (Value: \$98)

"Thanks, Marcia, for opening up a flood of profit-saturated product ideas for products. You are a genius at helping people find their best marketing path, building the proper tools, and making success happen!" - Hakim Chishti, IMC Digital Universe

- **Skills:** Another hour-long CD with improve-your-voice tips from Rebecca Shafir, a speech and language expert who has coached well-known media personalities, politicians and business leaders since 1980. (Value: \$49)
- **Samples:** Three additional CDs provide samples of complete teleclass presentations exemplifying different moderating styles and divergent purposes, enabling you to decide on the presentation approach that best suits your personality and goals. (Value: \$147)

"Marcia Yudkin is a great teacher and mentor. I have learned more from her than from anyone else in the marketing business." - Charles Brown, Dallas, TX

- **Examples:** Sample documents from a number of different presenters containing promotional web/email/postcard copy, post-enrollment autoresponder copy, pre-class instructions, reminder emails, expert recruitment emails, class handouts, teleclass transcripts, requests for feedback, press releases, and more. (Value: Not available anywhere unless you sign up for all these presenters' programs)
- **Resources:** A detailed handout for each class containing an outline of the session and the names and contact information for sample teleteaching programs to look at, vendors, software programs, bridge lines, web services, packaging supplies and everything else you might need to get your teleseminar program up and running. (Value: \$100)
- **Publicity:** Free online distribution of one teleclass-related press release, good through the end of this year. (Value: \$149)

"Marcia's publicity help resulted in my getting interviewed on several radio talk shows as well as being featured in the business section of the *New York Times*. If you want to make a big splash and get noticed in your industry, Marcia Yudkin is the best person for the job." - Jim Jenkins, President, Creative Visions Consulting

- **Tools:** A copy of the most popular and easy-to-use audio editing program, saving you the trouble of downloading it, and a video tutorial explaining how to use it to edit your audio content, along with a video tutorial on creating podcasts. (Value: \$29.95)
- **Feedback and answers:** For two months, you can ask questions and request feedback and advice on your teleteaching program to your heart's content in my Marketing for More private web site. I'll answer, and you also get replies and suggestions from other members. (Value: \$98)

While the total value you receive is \$1521, you pay just \$795. [Sign up now for \\$795.](#)

How is this program unique?

Numerous components make this program stand out from other ways you can learn how to run teleclasses:

- **A multitude of business models:** Most how-to-run-a-teleclass instruction assumes you share the business goals and resources of the person sharing their experience. When this isn't true, much of the advice becomes useless. Instead of sharing just one person's experience, however successful, **Teleteach for Profit** gives you more than half a dozen viable business models to learn from.
- **A multitude of teleclass tools:** Likewise, instead of providing samples of signup promotions, pre- or post-call emails and such from one person sharing what worked for them, you get tools and samples from a variety of teleclass providers. You also receive an audio editing program and instructions on how to use it.
- **Vocal and speaking tips:** Delivering content over the phone requires the ability to hold people's attention in a manner that's pleasant to listen to. Other teleclass programs don't touch on this at all! **Teleteach for Profit** includes an hour of tips from a highly credentialed speech coach on using your voice effectively during teleclasses.
- **Interviewer available:** If you decided to find someone to moderate a telephone session for you or interview you to create an audio product, would you know where to find someone with the needed skills? With **Teleteach for Profit**, you can have me run a one-hour teleclass or audio session for you (or you get an hour of one-on-one phone consulting with me - your choice). Reduce your stress if teleclasses are new to you!
- **Publicity tools:** Another program might offhandedly mention a press release as one recommended way to get signups for your teleclass. **Teleteach for Profit** shows you four sample press releases to use as models as well as a coupon for free online distribution of a release announcing an upcoming teleclass of yours, valid through the end of the year.
- **Sample teleclass recordings:** You're undoubtedly not going to run teleclasses exactly the way I or other experts do it. So you get three sample teleclass recordings, each illustrating a different style, business model and "on air" personality.
- **Answers to your questions:** For a full two months you can ask questions and get answers on my password-protected discussion board.