



# PART 3—THE INSTRUCTOR

Notes



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section *The Instructor*  
3.5, 3.6, 3.7.

## 3.5 Authority and Enthusiasm

Fill the room with *authority* and *enthusiasm* for what you're about to say by being excited about teaching this particular topic. If you find yourself becoming bored presenting the same thing over and over, it's time to select and teach something different.

You command your students—by your poise and your presence (which includes how you dress and conduct yourself)—to put everything aside *except paying attention to you and your presentation*. Let them know something exciting is going to happen.

Through your efforts, each student should *feel* a change in the dynamics of the room and a sense that something is about to happen. Your presentation shouldn't cause them stress, it should create a comfortable atmosphere in which to learn.

On occasion, you may encounter a student who's not enthusiastic or connected to your presentation. They may even appear to be rude and their body language might tell you they're not listening. They could be playing with a handheld device, reading a newspaper, or seem to be ignoring you completely. They may even be sleeping!

Remember it's always possible that there are things going on in their lives that aren't evident to you that influence this seemingly negative behavior—looks can be deceiving. Be tactful in dealing with these situations. If they're not disruptive to the class, you might choose to talk to them during a break and clarify your perception and find out what is happening that is making them be disruptive. However, you need to consider the best strategy for the class as a whole. These students need to understand that their personal concerns can't disrupt the class and everyone else's learning.

### 3.6 Mood

Do you want to know how your program is going? Look at the body language of the people in the class. Are your student's eyes engaged? Are they leaning forward or are they looking away or disengaged?

Be aware that you can't always rely on the students' body language as feedback—remember the guy with the baseball hat and the guy with his eyes closed the whole time? People with different learning styles will react differently in the classroom. They might also have other issues or concerns that have nothing to do with the class or your presentation. You can't count on body language as feedback from everyone although it can be a good barometer if you are on the right track. If it's after lunch and someone is falling asleep, you might decide to take a short (5-minute or so) break.

Students mirror the instructor's mood. If you're tired, they'll feel tired. If you're excited and enthusiastic most of them will feel that way too.

### 3.7 Nervousness

Nervousness is good for you. It activates the adrenaline that puts an edge on your presentation. Being nervous before doing a class is normal. If you're completely prepared and understand your own personality, strengths, and weaknesses, you'll do fine after a few minutes.

It's a common misconception that nervousness, and the adrenaline it produces, will cause you to forget what you're doing. Actually, it does just the opposite. Adrenaline sharpens your thought processes and helps you stay focused. Your preparation will be the key to your success and will give you the confidence you need to overcome this.

To help you get your nervousness under control try taking a short walk before class. This walk will settle your adrenaline and put that energy into a positive direction so that it can work for you. You can also take a few deep breaths right before you begin your program in order to project a calm authority for your students.