

# INTERVIEW MANUAL (DEMONSTRATION LESSON)

## ***HOW DO WE SELL DANCING LESSONS? THROUGH INTERVIEWS / D.E.***

***An interview / D.E. it is a formal face-to-face meeting, a specialized conversation on a certain topic, aimed at achieving a specific goal. The most important element***

***of the interview / D.E., is that of the discovery of the "PRIMARY.***



REASON FOR PURCHASE ".

When you know the main reason that leads the student to

wanting to make this type of purchase, the interview / D.E. it will be simpler, more effective and will have a successful conclusion, compared to how it could have gone if you had worked ... in the shadows.

The way you structure the interview / D.E. and the vocabulary and sensitivity you use will change and be different depending on how you personalize them for the client and his needs.

The first step in designing a personalized approach is to take a look at the reasons that push people to buy this product.

Philosophy: "People buy to satisfy cravings, not necessities".

Needs belong to the logical and rational sphere, while cravings are emotional.

A need can become a desire, but a desire does not have to be a necessity. The need (logic) can always be present, but no action is taken to satisfy it until the desire is felt (emotional desire)

***. THE IMPORTANCE OF HIGHER EDUCATION***



Productivity and growth are very often the result of the ability of each individual Manager to positively influence the members of his staff. The real difference between success and failure lies in how well a school develops and productively uses the talent and energy of its staff. The successful manager invests time and effort in the development, training and productivity of his employees.

### ***THERE ARE THREE BASIC SKILLS, INVOLVED DURING THE INTERVIEW / D.E .:***

#### ***1. UNDERSTANDING***

***Being able to readily understand the student's personal and / or social needs;***

#### ***2. ADAPTATION***

***Knowing how to adapt one's personality to meet that of the student at the right level, which allows easier communication based on mutual trust;***

#### ***3. COMMUNICATION***

***Even if the Director understands and adapts to the situation, he must also be able to communicate better, making sure that the information is transmitted in the most comprehensible way***

*possible for those who must receive it, and leads him to be genuinely interested in it.*

### ***THE ART OF MAKING INTERVIEWS / D.E.***

*Perform an interview / D.E. it is an art worth investigating, as it generally determines individual economic success in the school. A successful Counselor sells the value of our service to the customer. Explain and present the advantages of it to potential students, in order to make them recognize and desire these benefits, bringing them to the will to*

*use our service.*

*A successful Counselor is a leader.*

*If you know how to sell, you can sell anything. The basic principles can be applied in the most varied areas of sale: cars, insurance, equipment and so on. However, in-depth specialist knowledge is a necessary requirement to sell any particular service.*

### ***SUCCESSFUL ADVISERS AND SELLERS HAVE THREE THINGS IN COMMON:***

*1. They need to know their products or services.*

*They must speak with awareness of their product or service and must be completely familiar with it;*

*2. They must believe in what they propose.*

*They must speak convincingly, recognizing the value of their products or services;*

***3. They need to know the secret to best present their products or services to potential customers.***

### ***THE REQUIREMENTS OF A COUNCILOR***

- Nice voice;***
- Expressive vocabulary;***
- Friendly attitude;***
- Good listening attitude;***
- Self-confidence and self-control;***
- Professional appearance;
- Believe in the value of the brand and the service.

### **DO NOT JUDGE STUDENT ONLY FROM FIRST IMPRESSION**

Any successful Director will tell you about the importance of the first impression. Those first minutes are fundamental to the outcome of the

conversation, to see how well you manage to sell the product. Even if every successful Councilor will still tell you that he has his own policy in evaluating him

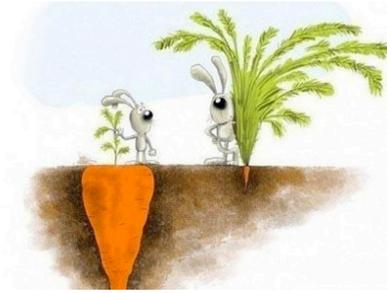
students, but never be presumptuous. what is said is not always put into practice.

Too many times we fall back into the same mistake: making the first impressions we feel hasty and superficial (presumption, in fact). We unconsciously have a tendency to judge the candidate, just as we know we are judged by him in the first minutes of each interview.

A rule on "first impressions" is to not make judgments about the people we talk to.

If you judge a book by its cover, you could lose many great stories.

**FIRST IMPRESSION**  
*often disappoints*



## **INTERVIEW SCHEME 1. ATTENTION**

**ANSWERING QUESTIONS - ASKING QUESTIONS - GIVING INFORMATION**

### **2. INTEREST**

#### **A. SCHOOL TOUR**

#### **A. RECEPTION**

**SMILE - HEAT AND FRIENDLY ACTION - SINCERE CONGRATULATIONS**

#### **B. PRE-ELECTION CHAT**



- PUT YOUR STUDENT AT YOUR OWN
- POINTS OF MOST INTEREST
- PRESENTATION TO OTHER MEMBERS

#### **B. KNOWLEDGE CHAT**

- QUESTIONS THAT HELP IN THE CONVERSATION
- SPEAK AT THE CUSTOMER LEVEL
- LISTEN TO LEARN

3. DESIRE A. LESSON- YOU CAN LEARN EASILY AND FUN

- PRESENTATION OF THE FAST METHOD DANCEASFIRE

- LEARNING CURVE (PROGRESS)

B. REVISION AND EVALUATION LESSON

- STRENGTHS

- WEAK POINTS - REMEDIES

4. CONVINCENCE

A. PERSONALIZED SALE

- Known / Unknown Reasons

- LET THE STUDENT SPEAK

- LISTEN FOR MORE INFORMATION

B-CHART (OBJECTIVES AND PROGRESS)



PAST PRESENT FUTURE



## **5. CLOSURE**

### **A. COURSES AND PRICES**

- MINIMIZE THE PRICE**
- THE VALUE EXCEEDS THE PRICE WAIT FOR AN ANSWER**

### **B. REGISTRATION**

- SELECTION**
- ORGANIZATION**

### **CONFIRMATION**

## **6. CONCLUSION AND CONFIRMATION**

### **A. ADDITIONAL EXPLANATIONS**

- EXTENDED OPTIONS**

### **B. PLANNING THE NEXT LESSONS - GIVE CONTINUITY**

#### **1. EARN ATTENTION**

**Before you can sell anything, you need to have your pupil's full attention.**

**The best way, of course, is to greet cordially, always repeating the student's name when you present him. He will make a first impression of you based on the way you smile, because this will give him the warmth of your personality; about how you look, why it can**



*We introduce them to the method and show them how practical it is easy and fun to learn to dance.*

We need to make them understand that learning to be a good dancer will satisfy their needs and desires, and we ourselves offer additional reasons why they need to take lessons.

#### ***4. STRONG CONVINITION***

We have gained the attention of the student, we have generated interest in him, and we have nurtured his desire for benefits, now we have to convince him that we can teach him to gain benefits by becoming a good dancer.

The student must be convinced that we are the leaders in the field of dance teaching, since we teach dance successfully and we are an excellent school, with a qualified staff, who teaches with the most up-to-date methods.

We have to convince that members can learn while gaining benefits, becoming good dancers quickly, easily and having fun, using an economic program.

#### ***5. SUCCESSFUL CLOSURE***

If each of the previous points has been covered, the student is ready for registration.

Be determined, he must know that there is no doubt in your mind that he will benefit from the lessons, will be happier, more confident and a more popular person.

It is vital to establish value.

If you've been able to cover all the other points, end the interview



(student enrollment) is only the natural conclusion of the interview.

## **6. CONCLUSION AND CONFIRMATION**

Reassure your new students about their wise decision to start attending the dance class immediately.

Review the personal reasons for their registration.

Explain the details of the lessons, their planning and teaching procedures.

Set the time for the next lesson.

Interviewing / Demonstrating is a two-way communication process. It is important to always be both a good listener and a good conversationalist.

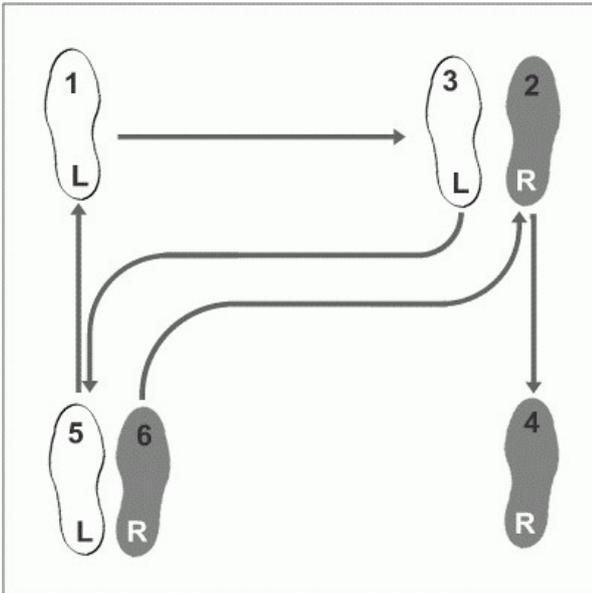
You have to be empathetic and offer sincere advice.

Remember that all sales, regardless of the product or service, are based on desire.

***PEOPLE DO NOT ALWAYS BUY TO MEET A NEED, BUT THEY WILL ALWAYS BUY TO MEET A NEED (DESIRE), AFTER THE VALUE HAS BEEN ESTABLISHED.***

***During the demonstration, the specialist (teacher doing the introductory lesson) assesses the student's level using 2 essential elements***

**A. Natural directions; B. Basic elements.**



Use the various fundamental movements to demonstrate the first figures

A. The directions of the fundamental directions are: forward, backward and diagonally

B. the basic elements then create the different steps;

Rock step: weight between both feet

; Triple step: Chassé.

Square or box step forward to side close / back to side close.

Use the various fundamental movements to demonstrate the first figures school of different dances! Also use music.

The first objective to be achieved during the test lesson is to be able to make students understand that:

- Learning to dance is fun; - Learning to dance is easy;

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- -

- Learning to dance is fast;

They have the skills to become good social dance dancers;

They can make their progress even in just 30 minutes;

The second objective of the trial lesson is ENROLLMENT of the student at the school.

## **REVISION AND EVALUATION LESSON - STRONG POINTS - WEAK POINTS – REMEDIES**

The evaluation of the dance is of the utmost importance for the rehearsal lesson, or for the introductory lesson.

It is a process of evaluating the student's strengths, as well as his weaknesses on all the more subtle aspects necessary to make him a good social dancer.

The three things we strive for

to transmit to a student are: Appearance, Couple Relationship and Expression.

Appearance: Posture Style, balance, footwork

Expression: Rhythm, expression of the face and body

Partnership: Guide / Compliance

If we combine these observations on a psychological level to understand a student's needs we can say that:

Appearance: how others see us.

Couple relationship: how we feel with our partner and desire to relate to others

Expression: how we feel about ourselves, and how we express ourselves through dance.

## ***PEOPLE INVOLVED IN THE DEMONSTRATION***

*Reception Secretariat*

*Specialist / Teacher: Technical Part Counselor: Technical Part plus Conclusion*

*Specialist / Counselor: Two people actively participating in the lesson review (the Counselor can play both roles - technical and conclusion).*

*It is important, for enrollment purposes, that only one person explains courses and fees.*

### *EVIDENCE*

- - *PERSONALIZED SALE*
- - *CHART (OBJECTIVES AND PROGRESS)*

*Personalized selling is the heart of the interview / demonstration.*

*If you have not yet established the personalized reasons why the student needs dance lessons, this is the moment.*

*If the lesson (main ingredient) has been fun, easy and the student has understood that he will be able to learn and feel his progress, you are on the right path to obtain the registration, not to be rushed, remember to NEVER CONCLUDE BEFORE HAVING VALUE ESTABLISHED.*

*Because of his strictly personal factors, the sale*



personalized must be used with intelligence and sensitivity. Make sure you've used the right personalized attractions. Make sure that you have established a bond of trust with the student, and that he believes what you are saying to him, your words must have credibility. Customize the interview / D.E. it can lead you to more than one discussion, but the most important thing is the reason that brought this person here, and at this particular moment. At this point of the interview / D.E., Showing the Chart, you will have already established the personalized reason for purchasing the student. Now is the time to inform the student about the type of course, or program, that he / she recommends, after basing himself on his immediate needs.

Offer an introductory 4 or 10 lesson program.

## **A. PERSONALIZED SALE**

**- Known / Unknown Reasons;**

**- LET THE STUDENT SPEAK;**

**- LISTEN FOR MORE INFORMATION.**

Let's see why we use the term "personalized" in relation to the product / service we sell, which is dance.

There are various ways to sell,

and the right attraction with which to do it depends on the products / services that are presenting themselves.

Some products attract because they are bargains, others consist of season, some are needs that are almost sold

on their own, and some are considered luxury goods or services that require expert knowledge No one wants to take dance lessons, just for lessons ... what everyone wants is the results that will lead to becoming a good dancer, and in order to get that certain "something" they are willing to take dance lessons.

Through his ability, by asking targeted questions, a Councilor must persist until he becomes aware of the personalized reason. From then on, the

entire presentation can be directed towards the personalized reason that leads the student to want to take dance lessons.

After years of experience, we have determined the top ten reasons why people want to take dance lessons.

There are many other reasons, but we believe that the ones we will list are certainly the most common.

1. Relaxation;
2. Give more life to your life;
3. Increase self-confidence;
4. As a form of exercise;
5. Having more friends;
6. Hobbies;
7. Increase social ease and security;



8. Impress a particular person;
9. Work reasons;
10. Be admired by others.

## **RULES THAT GUIDE TO PERSONALIZED SALES**

Because of its truly personal elements, personalized sales must be managed with intelligence and sensitivity.

There are three important rules to follow:

1. Make sure you have chosen the right comments for the sale, those that will attract or with which the student can identify his own

When people turn to us for our services, they do it because they follow a personal desire expressly requested by them.

2. Make sure to maintain a friendly tone towards the student, to make them trust you.

Be careful, however, not to go beyond the limit of good taste, touch and discretion;

3. Make sure you believe what you're saying and that your words are convincing.

Invite students to speak freely and tell you why they want to learn to dance. The more they explain to you, the more they recognize with themselves that they must no longer put it off, they must learn to dance.

**PLEASE NOTE: YOUR STUDENTS WILL NOT RELAX AND SPEAK FREELY IF YOU DO NOT HAVE EMPATHY FOR THEM (YOU WILL UNDERSTAND HOW THEY FEEL) AND LISTEN TO THEM TO LEARN TO KNOW THEM.**

A manager must have a distinctive way of expressing himself. Your attitude must be tempered with credibility, conviction, pretentious attitude, the right amount of friendship, and a sincere natural interest in people: this will make you gain the respect and trust of the potential student.

**PRESENTATION OF THE CHARTS (OBJECTIVES AND PROGRESS) - PAST - PRESENT - FUTURE**

We sell something intangible.

The dance cannot be touched, smelled, tasted or heard.

You can see the dance, but it requires a great deal of imagination (representation of a mental image) and personalized sales to give the student a minimal image of what it will be after 10-20 lessons

or more lessons.

He needs to know before making an investment in time and money.

A chart placed in front of the student is the only tangible thing.

## ***CLOSING***

### ***A. COURSES***

### ***B. PRICES***

When should you start making a sale with a student? In the end, in the middle or at the beginning? When will you feel it is the right time to end? Will you let the student do it or will you? You really need a sixth sense?

These are all valid questions that often pose the new manager

Experience teaches us that there is no moment



or a precise method to conclude the sale.

There are multiple times when the potential customer is ready to make the purchase.

You must be able to control the progress of the demonstration and understand the right moment.

What is closure?

Closing is not a strange thing, or a strange period or word. It is not something to put at the end of the presentation.



## **1 IMPULSIVE PERSONALITY**

The impulsive pupil is quick, impatient, intense and at times nervous. The type of person who interrupts your presentation and the instructions you give them.

A person who acts on his own impulses

Often, this type of subject believes that energy is driving force is needed to get results. People with this personality type have many things in mind, and they do struggling to listen to what you're saying or teaching him.

A truly professional Counselor would make the presentation or lesson so interesting that the potential student will be able to do without listening to it.

If the prospective student doesn't want to be bothered or bored with the details, don't suggest them. Make your explanation quick and concise.

## **2 WEIGHTED PERSONALITY**

This type of person who thinks and reflects deeply on things and has all the patience in the world.

This calm and well-set person is fascinated by the details.

It is a pupil with good listening, although he learns slowly. However, if you have a clear picture of your instructions, it doesn't matter how long it will take.

This type of person will take your advice easily, and over time he may become one of your best students.

With students prone to this personality patience and touch are the secret.

## **3. PERSONALITY SUBMITTED OR UNDECIDED**

The management of this type of student is uncertain.

He often has a worried look, and this person does not like to make decisions of any kind would always like to be able to postpone until tomorrow.

So unless you're particularly careful you can confuse this type of personality with the thoughtful type who always needs a lot of time to decide.

There is, in fact, a clear difference between these two types of personalities.

The thoughtful type will listen to everything you say and absorb all your instructions and recommendations.

To the submissive type, however, no matter how many instructions or recommendations you give him, his problems always seem to grow. He does not

it can assimilate your instructions and, as a final result, easily gets confused.

Don't ask, explain!

#### **4. AGGRESSIVE PERSONALITY**

The aggressive personality is exactly the opposite of that of the submissive type. This person turns out to be fully self-confident and self-confident, demonstrating it in everything he does. This type of client likes to make decisions, and does not allow others to make decisions for him. generally a sociable and successful person.

From time to time the aggressive guy can

be overbearing and unpleasant,

especially if you try to prove a

point of view different from his. We can also prove it, but we would lose this potential pupil. For example, if he is a gentleman who believes he knows everything, let him keep thinking that way. This is its prerogative.

It takes time to tactfully teach him the correct method.

Protect his pride. Don't humiliate him by showing him he's wrong.

Aggressive personalities usually do well with people who are logical and tactful.

## **5. FRIENDLY PERSONALITY**

The word "friendly" is self-explanatory, but often these types of people find it more difficult to teach and prolong because they are attracted to people and distracted by the intangible meaning of dance.

Be friendly, but don't let it make you miss all your important manager duties

The best way to manage these people is to make them want what you have to offer.

## **6. HOSTILE PERSONALITY**

The type of client with hostile personality does not give apparent encouragement to the Director, nor does he give any indication of what he thinks

You may feel left in the dark, and if you are not careful you may feel intimidated.

Your job is to present your program in a logical and friendly way.

Offer your explanations clearly and precisely, gain your confidence by using your knowledge, touch and professionalism

Be  
careful  
what you  
say

Create  
interest!

**FRIENDLY**

## **CONCLUSION**

What you are doing, in a concentrated period of time, is to build the value of our service in the mind of the potential student so that when you mention the cost of teaching, it will seem small compared to the benefits obtained.

Don't just rely on your presentation.

Review all the positive points of your interview / demonstration lesson, before talking about prices!

We have noticed that many Councilors are afraid to face the issue of prices because they feel that the fees may seem too expensive for the student.

As a result, they reflect a hesitant and lack of trust attitude.

Perspective often perceives this sensation and reacts accordingly.

It is necessary to maintain the same confidence and composure throughout the interview / demonstration.

Manage the speech better

of prices.

You yourself are convinced that the quality of the lessons is worth the investment ... we know it is so.

Your pupil should also be convinced of this at this point.

Think of mentioning the investment as if you were introducing a new step, do it randomly, without excessive emphasis, it is a fact.

Be totally pretentious in your attitude and in your comments regarding the registration.

You know that your students want these lessons.

It has been established that they desire it and have been convinced of the value. Now, the only thing to do is to write the inscription in a satisfactory form

both for the client and for the school.

## **CONCLUSION AND CONFIRMATION**

1. Minimize the rate, maximize the value of the investment;
2. Prove that the value exceeds the investment;
3. Break the cost down daily, weekly or monthly.



## **A. ADDITIONAL EXPLANATIONS - EXTENDED OPTIONS**

Consolidate this agreement by reiterating the main benefits of enrollment.

Explain the extension privileges that allow the student to choose one of the more advanced programs offered with optional lessons, after the third (or fourth) lesson for a general variety program, after the fifth, sixth or seventh lesson for a Bronze level program .

Briefly explain what it is and how your school manages it.

## **B. PLANNING THE NEXT LESSONS - GIVING CONTINUITY**

If you intend to help your students get off to a good start, make sure they are present as often and as often as possible at school, and that they regularly attend the following lessons, book at least four private lessons in advance, in accordance with the

their group lessons and sessions

practices.

An example of what it might say

a Manager could be:

"I leave you the receipt of the deposit and copy of the enrollment agreement .We found that these first lessons represent the most important lessons at the beginning, because the proximity of lessons will make it easier for her to absorb the teachings and keep them between them. Therefore, I would like to plan your lessons on alternate days (or each

day) if possible, only for these first few times. Can it fit you? " "I plan his group lessons, as well as practical lessons."

## **EXPLAIN THE EVENTS WITH THE PARTICIPATION OF GUESTS**

*"We have scheduled a special event with guests for every \_\_\_\_\_ evening. These parties are strictly organized for our students who have a friend to bring.*

*Someone who has never been to school before.*

*These parties with outside guests are a lot of fun. Everyone is dancing: the students and the teachers. "*

*Sending emails or postcards with messages to newly enrolled students is a nice thought.*

*Everyone loves to receive communications or letters, mail.*

*Send your messages to the students, to demonstrate and express your sincere appreciation. In fact, they normally contain congratulations on*

*enrollment, or confirmations for subsequent lessons or comments and encouraging comments.*

