



The Méthode Dolfino®



Trainer's Manual



DOLFINO

ACTIVATE YOUR FULL POTENTIAL

TABLE OF CONTENTS

The strategic aspect	4
The values we uphold	4
Expected personal and professional attitudes of trainers.....	5
Posture	8
Success factors for trainings	9
Things to avoid	11
Guiding principles of the strategic aspect	11
The pedagogical aspect	13
Guiding principles of the pedagogical aspect	15
Group management	16
Reframing	16
Difficult situations caused by participants	17
The different types of useful questions	20
The art of answering questions - recap	22
The 7 learning profiles	23
Stage fright	24
Breathing.....	25
Speaker secrets	25
The logistical aspect	27
The training and its related organizational elements	27
The structure of a course	27
Organizing the training	29
Training logistics	34
Sales of therapeutic products	38
Logistics of therapeutic products	40
Snacks	41
Snack logistics	42
Eligible fees and expenses	43
Fees for the trainings	43
Other sources of income for teachers	43
Eligible expenses	44
Appendix - Méthode Dolfino games	46
Appendix - Checklist	53

It took more than a decade to perfect the knowledge and techniques that led to the development of the Méthode Dolfino®.

We are committed to carrying on the teaching of the Method's hypnosis techniques and we know that it is thanks to a team of dedicated and passionate teachers that we will be able to continue this mission.

Just like the Method itself — simple, playful, yet effective — we want to welcome to the team teachers who will take pleasure in passing on this knowledge with genuine passion and real commitment.

Dolfino is, above all, a team!

We hope that, just like its founders, you will be happy ambassadors of this Method, which is as much a philosophy of life as it is technical knowledge.

As with any partnership, certain elements must be known and accepted for the collaboration to be satisfying for everyone involved. This manual is meant to be a guide to all the aspects to consider when teaching the Méthode Dolfino® trainings. We cover strategic, pedagogical, and logistical aspects, for before, during, and after the training.

As for the logistical aspect, we will break down everything related to organizing the trainings, the snacks, the sale of therapeutic products, as well as the fees and eligible expenses for the teacher and the training assistant.

The strategic aspect

By strategic aspect, we mean everything related to company values, the image of the company and its collaborators, as well as expectations at the personal and professional level for the company's representative. By taking on the role of Méthode Dolfino® teacher, you become one of the company's collaborators and representatives.

In the Méthode Dolfino® we develop a spirit of play. This must, however, take place within a safe framework. Some of the principles set out in this manual aim to prevent excesses that could put us at odds with the professional bodies of psychologists and doctors, both in Quebec and in Europe.

This guide provides the framework, which also reflects a commitment to harmonizing the teaching of the Méthode Dolfino®, which must be delivered in a consistent way, regardless of which teacher provides it.

The instructions given throughout this manual must be fully integrated and applied precisely.

The values we uphold

We love humour and play, and we encourage fluid, healthy human relationships.

We are passionate about teaching and about the subjects we teach.

We share our knowledge with enthusiasm and passion.

We are convinced that only action brings tangible change. Our trainings are thoroughly hands-on, and what we teach can be applied immediately in everyday life. We always encourage our students to put it into action.

We believe that knowledge is inexhaustible and must be shared without holding back. We openly share our knowledge and our experience. Our trainings are rich in content and our training manuals are thorough.

We are convinced that mutual respect and tolerance help create a safe space for learning. Our approach is wonderful, just as the approaches of other schools doing tremendous work are wonderful.

We believe that competence needs no emphasis. Like children, we do things seriously without taking ourselves too seriously. The simplicity of the techniques we teach takes nothing away from the quality of our teaching. Quite the opposite.

Generosity is part of our company's DNA. We are constantly moved to give more to our students (metaphors, bonus techniques, advice...). It is in this abundance of ideas and exchanges that the quality of our teaching, and our students' satisfaction, grows richer.

Autonomy is a core idea of the Méthode Dolfino®. The autonomy of the guided person in activating their full potential to achieve their goals. The autonomy of the student, who must make the Méthode Dolfino® their own through personal work (one day of class + 10 hours of personal work = mastery of the techniques).

The notions of pleasure and play are inseparable from the Méthode Dolfino®. We play seriously, like children, to activate our full potential.

Personal and professional attitudes expected of trainers

- That students feel welcomed, listened to and appreciated at all times and in all circumstances.
- During breaks, in the 30 minutes before class starts and the 30 minutes after class ends, and during the lunch hour, you must be available to talk with students and answer their questions.
- When welcoming and saying goodbye to each student, whether you give kisses, a hug, or a handshake, look them in the eyes and make them feel important. Our team is warm, smiling, and welcoming. We also want the student to leave in full possession of their faculties.
- A strong openness to sharing your experiences and knowledge. We share information freely. Knowledge is inexhaustible and should be shared in abundance.
- That learning be focused on practice and hands-on application. The experiential must come first.

- That the course be owned, mastered, and fully absorbed.
- That it be crystal clear that we do not heal anything. Come back to this point again and again: the Méthode Dolfino® is based on the fact that it is solely the person being guided who generates the transformations by activating their full potential. That we are only guides or coaches.

Remember to repeat our mission, which is to “Guide people so that they regain control of their health, their thoughts, their emotions, and their aspirations.”

- That students feel your experience and your solidity without you being distant or unapproachable.
- Be inspiring! It's very important to inspire people so they put into practice what they've learned. You are as much teachers as you are salespeople for your ideas and techniques. You must teach with passion in order to pass on your knowledge and your passion.
- The Dolfino trainer will work to raise the energy level of the class through their good humor, their joy of living, and their ever-present humor. Anecdotes from real practice sessions must speak eloquently to the transformations experienced by clients, in order to lead students to:
 - Better manage themselves emotionally.
 - React appropriately to stressful situations.
 - Raise their level of happiness.
 - Transform their unwanted behaviors.
- Méthode Dolfino® teachers are deeply human and show empathy without slipping into condescension or “cuddle therapy.” That would work against autonomy.
- Through personal anecdotes, the Méthode Dolfino® teacher takes it to heart to demonstrate the everyday effectiveness of the tools, and in doing so helps the student develop their creativity in using the Method's tools.
- The Méthode Dolfino® teacher is constantly evolving, both personally and professionally (by practicing hypnosis and deepening their knowledge at every level).

- The Méthode Dolfino® teacher trusts students and holds the intention that every student masters the material taught and succeeds perfectly at every exercise. As the “Pygmalion effect” shows, simply believing in someone’s success improves their odds of achieving it.
- A satisfied client tells two people, a dissatisfied client tells ten people, and 98% of dissatisfied clients who leave you never voice their dissatisfaction. So it’s essential to go beyond our students’ expectations, to continually hold their attention, and to surprise them.
- Maintain mental, physical and emotional engagement throughout the entire training, including during breaks.
- The ultimate touch is to remember each student’s first name and to use it when answering their questions.
- The teacher is able to answer questions about the other courses in the hypnosis and coaching curriculum. They encourage students to register for future trainings and prompt them to sign up on the sheets provided for that purpose.
- As part of the courses you teach with Dolfino, you may not promote trainings or products that you offer personally (e.g. “multi-level marketing” products). Failure to respect this clause will result in the immediate end of our strategic partnership. That said, the teacher may offer their private consulting services. Dolfino will help increase traffic and referrals to your private clinic through customer service. You remain fully autonomous in this regard. It is understood that the promotion of your personal consulting services must be done without pressure and in a fairly discreet manner.
- It is understood that if the business relationship between the teacher and Dolfino were to end, the teacher will be forbidden from using the company’s name, course materials and notes, as well as the techniques and methods developed by Dolfino (which are protected by copyright) for training purposes, under penalty of legal action.

The key elements to remember are:

- Your smile.
- Competence.
- Humor.
- Personality, the trainer's "color" drawn from their clinical experience.

POSTURE

"Clothes don't make the monk," yet we all still have the reflex to form an opinion based on a first visual impression.

"As soon as we see another person, an opinion is formed," explains a study from the *Society for Personality and Social Psychology* published in 2014, which shows that in a fraction of a second, what we see can override what we already know about a person. "First impressions are so powerful that they can replace what we're told about a person, in an instant."

That is why, in a training setting, it is important to take care of your appearance. The way you dress during your classes conveys a feeling, an impression.

Choose your outfit with your audience in mind. For example, you would not wear sportswear to teach the Méthode Dolfino®. The more your clothing is suited to your audience, the more the audience can identify with you, which makes it easier for them to pay attention.

A few useful tips for the speaker:

- For women, if you need to walk a long way to get on stage, avoid wearing heels that are too high. Your shoes should be comfortable and allow you to walk with confidence.
- Also avoid clothing that is too short or too tight. Sobriety is always the safest choice.
- As for colors, avoid dressing all in white or all in black. Wear at least one light-colored item. Wear colors that bring out your complexion.

- Avoid clothing that produces static electricity, which could bother you and make you feel uncomfortable.
- Be careful not to draw the audience's attention away with distracting details like clothes with big stripes or large patterns. Flashy jewelry can also distract your audience.
- Choose fabrics that won't leave sweat marks under your arms if you get warm, because that's all people will notice.
- If there's a table with your documents, leave enough space to be able to move around in front of it. A piece of furniture between you and the students cuts off communication, both visually and energetically.
- Before your presentation, turn off your cell phone so you're fully available to your audience.
- Avoid smoking before your presentation so you don't strain your voice or dry out your mouth.
- Bring a water bottle to stay hydrated throughout the training.
- Stay in motion during your presentations to keep channeling the students' attention. Accompany your anecdotes with gestures.
- Vary the tone and inflection of your voice, and take short pauses to avoid the "drone" that signals a loss of attention.
- It can be helpful to share a few mistakes or imperfections from your past sessions in practice. This shows students the room for progress.
- Sweep the room with a candid gaze, and give each student your attention.

Success factors for trainings

- **Passion for hypnosis:** You must pass on your passion for hypnosis. How you use it, what it has brought into your life, the people you have helped, etc.

- **Using hypnosis:** Very often, people know that hypnosis can help them... but they don't think of using it. Habits need to change. So it's important to encourage people to practice with their family, their friends, etc. You also need to encourage them to organize meetups with other participants from the group. The more they practice hypnosis, the more they'll want to come back to the trainings and the more impact they'll have in their community.
- **Registering for other courses:** The other courses must be presented during the training.
You must describe them in an appealing way so people want to sign up.
- **Promoting the other teachers:** You must highlight the other teachers. It's always easier to sell a school than to sell yourself. The more you highlight the other teachers, the more they'll be respected... and when they speak well of you, it will carry even more weight.
- **Encouraging word of mouth:** Encourage students to share their knowledge with their family and friends. It helps everyone and makes others want to sign up for the trainings. Every student who refers someone gets a \$25 or €25 credit and gives the new student an equivalent discount. Practitioners can get a promo code and earn \$100 or €100 for every new client who uses their code. A practitioner's promo code gives the same discount to the student.
- **Signing up for the group and the Dolfino FB page:** People who sign up for the Dolfino social network have the opportunity to join groups and practice regularly. The more people practice... the better they get, the more impact they have in their community... and the more they come back to the trainings.
- **Warmth and love:** You must be warm and welcoming with each participant in the training. You must talk with each of them, introduce yourself, and start a conversation. This will let you build a relationship of trust. By knowing them well, you'll be able to guide them properly.
- **Help:** You must make an effort to respond to everyone's requests. That doesn't mean satisfying every request yourself. It means thinking about a way to help and giving an informed answer. You can refer someone to a person, a website, or another resource you know...
- **Telling stories:** You must collect success stories, interesting stories, metaphors, and funny stories. That's the key to holding attention and teaching effectively.

- **Teach, entertain, inspire:** These are, in short, the three intentions you must always keep in mind.
- **Accessibility on social media:** The teacher will keep students informed of Dolfino's presence on social media (on FB: the private Dolfino hypnosis group, the Dolfino page, the profiles of Catherine Dupuis, Eric Chagnon, Lou Ken, as well as customer service staff on Facebook).

THINGS TO AVOID

- If you're on social media, be vigilant. Avoid any missteps on the various hypnosis forums.
- Avoid projections and prejudices.
- Avoid getting drawn into the slippery ground of hypnosis turf wars or competing therapeutic schools of thought.
- Avoid long speeches.

Guiding principles of the strategic aspect

- The teacher uses exclusively the teaching material provided by Dolfino, approved by the editorial department.
- The PowerPoint presentations, manuals and other materials (mind map, sheet, evaluation) may under no circumstances be modified by the teacher without prior agreement with the editorial department.
- If the teacher wishes to distribute or use new material, they must first inform the editorial department.
- The teacher informs students and supervisors that the use of any technique other than those taught in the Méthode Dolfino® is prohibited.
- The mention of personal techniques not approved by Dolfino is forbidden.

- The teacher must inform supervisors of these guiding principles that concern them and ensure that they follow them.
- The teacher agrees to follow these guiding principles and understands that any breach of one of these basic principles may be grounds for ending the collaboration between Dolfino and the teacher.

The pedagogical aspect

During the teaching of techniques or the question-and-answer period

- Never read the manual. You may refer to it as needed, but you must not read it.
- Make it clear that the manual is simply a companion resource the student can consult at home.
- Know every step of every technique by heart, without hesitation. Keep theory to a minimum, aside from the Method's videos, and make it entertaining. Sprinkle in anecdotes and metaphors
- Show open-mindedness and flexibility, and never take a student's pushback personally.
- Stay humble and approachable by building rapport with the students.
- Offer feedback. In training, giving feedback to a student or a supervisor means providing information after observing how they carry out a given task. This information, this feedback on their experience, should help them improve for future tasks. Beyond informing the person of their progress or helping them find out for themselves where they stand in their learning, feedback lets you confirm to the student or supervisor what they're capable of and support them along the way. Feedback helps explore ways to improve. Observation sheets are available.
- Answer the questions asked, and if you don't know the answer, say so. The information you provide must be accurate.
- Emphasize that no one is perfect and that you make mistakes too (mentioning mistakes you've made yourself can be a good thing).
- During guided practice activities, you must constantly move among the practicing pairs to correct mistakes and guide the students efficiently and relevantly.
- Communicating effectively starts with choosing your position. The low position is often more effective and more comfortable. It avoids a great many conflicts and is socially codified

within the rules of politeness. This is the position the Méthode Dolfino® trainer takes when acting as a facilitator of the process.

During technique demonstrations

- Just before the demonstration, clearly and simply summarize the steps using the PowerPoint presentation. Emphasize the most important elements of the technique by repeating them a third time.
- Speak loudly enough during demonstrations.
- Position yourself in front of the people.
- Allow audio recordings, but ban video recordings.
- Choose the right guinea pig: someone who enters trance fairly quickly (especially for the first demos), who is able to “see” the images, and whose goal is clear and closely related to the demonstration.
- The demo should ideally be interesting, even impressive and spectacular, while giving participants confidence that they too can master the entire guidance of this technique.
- Make sure the student's issue is clear and the goal closely related to the demonstration.
- Keep in mind that generally, what happens in the demonstrations tends to repeat itself when students practice the technique. That's why the quality of the demonstration is so important.
- Remember to repeat the most important elements of the technique at the end of the demonstration.
- Make sure problem cases are paired with supervisors.
- Always keep the students' level of learning in mind before any demonstration (don't put the cart before the horse).
- Manage your time during the demo. Keep an eye on the clock to stay on schedule. Once the demo is finished, you'll give students an extra 5 to 15 minutes, depending on the complexity of the technique, to do the guidance themselves.

IMPORTANT: Always ask people suffering from serious pathologies to inform you in advance. If there are people with serious pathologies (e.g. schizophrenia), you must ask them to leave the training since hypnotic trance could be harmful to them. Safety is a top priority value.

Guiding principles of the pedagogical aspect

- The use of materials (drum, oracle cards, stones, etc.) unrelated to the technique is systematically banned.
- The teacher's personal anecdotes unrelated to clinical cases connected to the technique being taught must not be used.
- Clinical cases used as anecdotes must be handled with the utmost respect for the client in question and for the principle of confidentiality.
- Students must be respected under all circumstances. The teacher must not show favoritism and must treat all students as equals.
- The teacher must ensure that students practice the techniques in a balanced exchange that allows everyone to benefit from the same amount of practice time.
- The teacher must limit the elements of their demonstration to the technique taught in the course.
- Correcting students who do not respect the basic principles of the Méthode Dolfino® (precise physical contact, non-directivity, use of the determiners le, la, les...) must be systematic and done constructively. These basic principles are, of course, followed to the letter by the teacher during the demonstration.
- The schedule must be scrupulously respected.
- The teacher must speak clearly during demonstrations so that the observing students fully understand the guidance.
- The teacher's role is to make sure that every student has fully understood what is being taught.

Group management

REFRAMING

You may encounter objections from certain students. In that case, the best trick is to turn the objection into a question that will draw responses from the group and build support for the point being made.

Example:

A student: "I don't see why they say the unconscious doesn't understand negation."

The trainer to the whole group: "Why do we say the unconscious doesn't understand negation?"

This will spark a multitude of answers and you will be able to argue easily while winning the full agreement of your audience: "Indeed, our brain needs positive wording to then move into action... Also, it's better to tell a child 'walk around the puddle' rather than 'don't walk in the puddle'. So it makes sense that we do not address the unconscious through negation."

It's important to know a group's specific traits in order to adapt your communication.

Observation	Causes	What to do
Process of simple thought	• Mental age of the group: 12-14 years old • Retains images more than words	• Be simple, clear • Illustrate with concrete examples
Caution fleeting	• Spontaneous attention always limited to 1 to 3 minutes	• Vary the exercises • Vary the tone • Use the visual • Recenter attention with an anecdote, a story • No more than 20 min of directive
Keen sensitivity and unstable	• Reacts to collective criticism • Reserved • Sensitive to humor • Doesn't want to be underestimated	• Watch your language, don't hurt, don't attack head-on • Speak in positive terms

Observation	Causes	What to do
Low resistance	- Physical reasons: heat sitting position, lack of air, inactivity - Mental reasons: attention, tensions within the group	- Watch the timing, stick to the plan, the schedule - Watch for signs of fatigue - No cramming; make sure everyone participates as much as possible.
Xenophobia	- A group can defend or refuse a trainer - Shuts down in the presence of a foreigner	- Present yourself with humility and humour - Prepare interventions external (integrations)

DIFFICULT SITUATIONS CAUSED BY PARTICIPANTS

The student who specializes in side conversations

He talks constantly to his neighbours, comments on the interventions.

- Questions naming him after his side comments.
- Value the student's contributions.
- Get him interested.
- Relay questions. They keep the conversation going by encouraging the student to speak and to give more information. That is to say? In relation to what? In what sense?
- Trainer's silence.

The crafty student

He sets traps.

- Ask systematic follow-up questions.
- Involve the group in the answers.
- Do not get personally involved.

The “I know it all” student

He intervenes on everything.

- If the intervention is relevant: Build on it.
- If not: Difficult questions / Relay questions / Questions naming the person after their intervention.

The opposing student

Challenges the trainer, the method...

- Question them about themselves.
 - Question them about the experience.
 - Relay questions.
 - Mirror questions (repeating back, as a question, what the speaker just said).
-
- Take him aside at the break.

The quarrelsome student

Aggressive, rightly or wrongly.

- Avoid opinion questions.
- Closed questions directed at him.
- Relay questions from him to the group.
- Recenter in relation to the training's objectives.

The talkative student

Constantly interrupts.

- Named questions after his interventions.
- Closed questions.
- Interrupt him: his name + Rephrase what you just said to the group.

The positive leader student

He knows a lot about coaching and hypnosis and readily shares with the group. He is kind.

- The value.
- At the break, brief them.
- Recipient of relay questions.

The stubborn student

Preconceived ideas, stubborn.

- Questions by name.
- Take a step back.
- Involve them.
- Relay questions.

The shy student (this can also be the dreamy student)

Low or no participation.

- Value their contributions.
- Easy open questions.
- Give them time to think.
- Opinion questions.

The observer student who doesn't want to participate

Takes notes and doesn't want to do the exercises.

- Check in and confirm their training expectations with them.
- Value even the smallest contribution.
- Involve them.
- Offer to work with you (make sure there are enough supervisors).

THE DIFFERENT TYPES OF USEFUL QUESTIONS

Questions	Examples	When	Why
Open	<i>What types of questions do you know?</i>	• At the start of a debate • Low participation • During a debate • Shy	• To launch the debate • To restart it • To enrich it • Facilitate their participation
Closed	<i>Do you use any questions?</i>	• At the end of the day • Debate too long or too rich • Talkative student • At any time (except at the start)	• Conclude • Shorten • Decrease production • Slow them down • Limit them • For an agreement
Fact	<i>What tools do you have available?</i>	• At the start of the topic • Conflict • Wave • At any time	• To gather facts • To start a debate • To bring people back to the concrete
Opinion	<i>What do you think of these tools?</i>	• Apathetic, low-energy group participation • If a participant doesn't give their opinion • At any time (except at the start or end)	• To lead a debate • To restart a debate • To involve a participant • To enrich the debate
Large	<i>What are the sales methods that do you know?</i>	• Group too focused in detail • Participants who talk little • At the start of a topic	• Come back to the substance • Stimulate participation • Kick off the discussion
Precise	<i>How to use the phone to make appointment?</i>	• End of a sequence • If the group strays from the topic • If an important point needs to be highlighted • When a student is talkative • If the answer to the broad question is too evasive	• To conclude • To re center • To bring up a student to redirect • To limit overflow

Questions	Examples	When	Why
At the open floor	<i>What are the techniques facilitation that you know?</i>	• At the start of a debate • At any time • At the end	• Start the discussion • Keep the debate going • Get an agreement overall
By name before	<i>Mr. Durant, what are...?</i>	• At any time, except start and end	• If the question to the call to the group gets no answer • To prompt, encourage, follow up
By name after	<i>What are... Mr. Durant?</i>	• If a student checks out • Talkative student • Student who specializes in side comments	• To “pin down” a student
Back to	<i>Meaning? But yourself, what do you think?</i>	• At any time • If the trainer is caused • If a student is trying to trap • If the answer is difficult • If the answer can be interpreted	• Do not get involved • Have them clarify • Avoid a question trap • Have them say (more pedagogical)
Relay	<i>Mr. Dupont tells us says that... Mister During..., what do you think?</i>	• At any time • During a debate	• To enrich • Get people talking, create a real debate • Do not get involved • Get them to say it (more pedagogical)
Put on the back burner	<i>We'll get there We're getting there At the break</i>	• Off-topic question • Anticipatory question • Detail question	• Stay on topic • Dodge • Do not get involved

THE ART OF ANSWERING QUESTIONS — RECAP

- Listen carefully to the question and rephrase it quickly. Make sure the participant gets straight to the point. Otherwise, refocus them by asking what their question is: “I’m not sure I understand the question.”
- After answering the question, make sure the participant has understood the answer and that you’ve covered everything. You can say “Did I answer your question?”
- Answer the questions you’re sure you know the answer to.
- If you’re not entirely sure of the answer, you can start with “I believe that...”.
- If you don’t know, say so. It’s excellent for credibility. Turn the question back to your audience.
- Know how to refocus useless or repetitive questions.
- Master your response time to questions.
- If a student uses a question as a pretext to talk about off-topic things, kindly redirect them to refocus their attention on the course.

REMEMBER THAT...

You communicate through:

- The verbal: our speech, our words.
- The paraverbal: our intonation, our pace, our voice rhythm.
- The non-verbal: our posture, our gestures, our expressions, our micro-movements.

To simplify, there are the words (the verbal), the music (the paraverbal), and the dance (the non-verbal).

You are generally aware of your verbal communication, but the non-verbal and paraverbal are generally unconscious.

You send and pick up more information than you think.

THE 7 LEARNING PROFILES

There are 7 learning profiles built on 3 levels.

Level 1 – The identity profile

This is the person's behaviour in a learning situation. It is common to establish 7 different identity profiles:

- The perfectionist.
- The intellectual.
- The rebel.
- The dynamic one.
- The friendly one.
- The emotional one.
- The enthusiastic one.

Level 2 – The motivation profile

This is the person's motivation to learn. What outside elements motivate them to learn? There are 4 motivation profiles:

- “Will I learn?”.
- “With whom?”.
- “What use is it?”.
- “Where does it fit in?”.

Level 3 – The comprehension profile

This is the way information is integrated. There are 3 comprehension profiles:

- Visual profiles.
- Auditory profiles.
- Kinesthetic profiles.

For the teacher, which types of profiles should be taken into consideration?

When building and adapting a course, identity profiles are not useful. What matters is taking into account the 3 student comprehension profiles and the motivation profiles — “where does this fit” and “will I learn”.

STAGE FRIGHT

Sarah Bernhardt, when a young actress told her she had already performed many times and no longer even felt stage fright, is said to have replied: “Don’t worry, stage fright will come with talent.”

Stage fright, like stress, is generated by the mental scenario you build up by imagining the worst that could happen while speaking. Of course, what you imagined will never happen.

The main reasons are:

- The fear of not being up to the task.
- The fear of how many people will be there on the day.
- The fear of not being clear.
- The fear of judgment.

Learn to recognize your own stage fright. How does it show up? How does your emotional turmoil express itself, which can appear well before the day itself?

- Dry, tight throat?
- Elevated heart rate?
- Sensations of heat or chills?
- Knot in your stomach?
- Nervousness?
- Irritability?

Stage fright can definitely be your ally, because it invites you to be attentive, to prepare yourself better. Your uncertainties will lead you to go beyond your limits. You’ll check your content, dig a little deeper into your information. You’ll push yourself to reach perfection.

Even though stage fright can help you, it’s better to tame it by:

- Preparing your presentation with care and attention.
- Rehearsing your presentation in front of a mirror or a camera.
- Practicing breathing exercises.
- Reliving successful past experiences.
- Visualizing your presentation.

BREATHING

Mastering your breathing lets you master stage fright, master stress.

Breathing in through the nose helps regulate the pace of breathing, and therefore regulate the functions of the body and mind.

Breathing out through the mouth helps release all tension. Abdominal breathing helps bring breathing back to a normal pace and helps reduce unpleasant sensations.

THE SECRETS OF SPEAKERS

Here are 7 speaker secrets for great public speaking.

Live the 1st time

For the 1st time, you're going to give a presentation in front of students... Close your eyes and vividly imagine that this has already happened in the past. Build a powerful memory by engaging every sense: images, sounds, physical sensations, tastes... You know the VAKOG. Your brain doesn't tell the difference between reality and what has been powerfully imagined. When the moment comes, you'll feel in full possession of your abilities.

Use the worst-case technique

Paradoxically, this alarming question will reassure you. Too often, we give too much importance to potential problems that might arise, enough to consume a good share of our energy. So save yours for action, not for worrying.

Act on what you can control and minimize everything beyond your control. Feels better already, doesn't it?

Find yourself a role model

Do you know someone who does very well at what you're afraid to do? Connect with them, observe them, imitate them. It's amazing how reproducing confident attitudes and behaviors builds confidence.

Act as if

Here's a fun and truly effective framing. If you had confidence in yourself, how would you behave in this situation? What would your acting be like? How would you move?

What would you think? What would you tell yourself? To answer these questions, you

will be forced to put yourself in a state of maximum confidence. Act “as if,” then forget the “as if.” Over time, it will become a new habit.

Build a bridge to the future

This technique consists of projecting yourself into the future and looking back retrospectively at what’s happening to you, putting it into perspective by realizing it wasn’t such a big deal. The vision is a bit morbid, but imagine yourself very old, living your final moments with your family. As you watch the film of your past, will you see the episode that’s worrying you so much right now come up?

100% of winners took their chance

Likewise, you’ve missed 100% of the opportunities you didn’t commit to. To get what you want, ask for it! If you talk about it to enough people, doors will open. Maybe that’s not necessarily true, but it’s a helpful belief. If it strengthens you, adopt it.

Stop your inner voice

You know that little voice that sometimes makes you see your life in black and white? The one that criticizes everything you do or don’t do, that wants to make you believe it will never work, that you’re not capable of it... Well, when it shows up, cut it off. Imagine, for example, that you’re using a mixing console to lower the volume or push the treble up until it sounds like Donald Duck or Mickey Mouse. Would you take Donald’s criticism seriously? If you hear a voice criticizing you, it unsettles you — if it’s a clown’s voice, it makes you laugh.

The logistics

Dolfino does everything possible to offer its clients quality training in an environment conducive to learning. In this context, you are the driving force behind it.

The following sections give you a broad outline of the Méthode Dolfino® for the preparation, running and administrative follow-up of all our trainings.

When it comes to training logistics, the sale of therapeutic products and snacks, you'll have actions to take before, during and after the event. A summary table is provided in the appendix as a quick reference.

The training and its related organizational elements

THE STRUCTURE OF A COURSE

Getting started

The course begins with the warm-encounters game. This involves having the students stand up, move around the space, then stop on a signal. They turn to face the nearest person and look their partner in the eyes for two minutes. During this time, the trainer points out that the arms should hang along the body, with the hands dangling at their ends. At the end of the two minutes, students are invited to greet each other while maintaining eye contact (2 min).

Introductions

As soon as the students are seated, introduce yourself, introduce the company and give the course outline in order to set the stage for your students' minds.

The course theory

The theory is delivered by video. The trainer should take care to spot any distracted student and then check that the concepts covered have been understood.

After each video segment, the trainer will pause on the slide that summarizes the concept covered and answer a few questions (four at most).

The demonstration

The trainer then moves on to the demonstration, which must be eloquent, relevant and impressive while remaining accessible and, above all, instructive.

Guided-activity time (pair exchanges)

As students work through the exercises, the trainer should take note of anything heard that diverges from the instructions given, in order to bring these points up during group feedback. Half-page observation sheets are available to facilitate individual feedback.

Games, activities and other teaching tools

Méthode Dolfino® courses are punctuated with games designed to get students moving, for better retention. These games are often metaphors illustrating the technique being covered. See the list of games and their descriptions in the appendix.

The question period

Answers to questions should be precise, relevant and, where possible, backed by clinical experience. Be careful to keep control of the time.

Practicing in pairs

Working in pairs should feel comfortable. Make sure to build rapport between partners and to balance each one's strengths and weaknesses. It's a good idea to hold a joint feedback session at the end of the course to consider any possible improvements for the next day. The time allotted for students to practice the techniques should be slightly longer than the demonstration itself — 5 to 15 additional minutes depending on the technique being guided.

Managing supervisors

Supervisors are valuable allies for trainers. Treat them with respect and give them responsibilities. Make sure their feedback to students is relevant and doesn't embarrass students during practice. Introduce them to students right at the start of the training so they are clearly identified and respected. They are there to support students' work, not to judge or direct it. Supervisors may also attend a training to practice, in order to better master the techniques taught in the course. Make sure they are available to "supervise" or "troubleshoot" as needed.

The legal framework

Be sure to stay within the legal framework for the practice of hypnosis. Always specify that the Méthode Dolfino® is not a substitute for medical treatment.

THE ORGANIZATION OF THE TRAINING

The pre-registration stage and registrations

Dolfino promotes trainings through social media, its website, and its newsletters, which have close to 60,000 subscribers. Several clients have said they registered for trainings after following the Dolfino team for more than two years, which shows just how long the decision-making process can take — and why it's important to keep up a presence across the various networks.

By offering a \$25 (or €25) rebate to any student who refers a client, and giving that client a \$25 (or €25) discount on the basic course, Dolfino also ensures it promotes word of mouth.

Customer Service answers clients' various questions, before and after the training, and also handles registration and payment collection, by phone as well as by email.

Table of training costs (in effect as of January 1st 2018)

	In Canada	In Europe
2-day training	\$245 (+ applicable taxes)	€295 (all taxes included)
4-day training	\$395 (+ applicable taxes)	€495 (all taxes included)
Training retake	\$50 (+ applicable taxes)	€50 (all taxes included)
Administrative fee per registration	\$50 (included in the price)	€50 (included in the price)

The participant may cancel their reservation at any time. If they make a request to customer service, a refund may be issued according to the following policy:

- ü More than 10 business days before the training is held: full refund, except for a \$50 administration fee*;

- ü 5 to 10 business days before the training is held: 50% refund of the registration fee, minus a \$50 administration fee*;

- ü Less than 5 business days before the training is held: no refund.

* No administration fee is charged if the participant wishes to be replaced by another person of their choice or if they postpone their training to a later date already offered on the activity calendar.

In the rare cases where the training cannot be held, the deposit may be applied to a later training or refunded, at the participant's choice.

A minimum of 10 new student registrations is required for the training offer to be maintained. The maximum number of registrations accepted per group is 50. In the event of insufficient registrations, students will be notified no later than 5 days before the event is held, that is, on the Monday for the Saturday.

Training assistance: paid assistant or supervisor

The choice of training assistance, whether a designated assistant or an experienced supervisor who would take on the role of training assistance and would then be paid, must first be approved by management. The primary function of the training assistance is to provide the trainer with all possible logistical support so that the trainer is more available and accessible to students. The trainer receives assistance as soon as a group reaches 20 registrations.

Room setup, audio-visual equipment and important information

We maintain good relationships with our suppliers. The rented rooms are equipped with lighting service, movable chairs and tables, Internet access, as well as garbage and security services according to our needs. These rooms will also already be set up as a "classroom" by the supplier before your arrival.

You may rearrange the room to suit your needs, but you must put everything back at the end of the training to return the room to the same condition it was in when you arrived. The room must be set up at least 30 minutes before classes begin, and it is the administrative team that handles the rental and payment of the room. We will come back later to the topic of selling therapeutic products and snacks, which are an integral part of our trainings.

Payment of the balance and release of liability

No later than the day before the training, the trainer will receive by email the sheet showing the registrations for the training and the payments made and to be made. Note that a few days before the

training, a reminder is sent to students by email to ensure that the list sent to the teachers is as accurate as possible with regard to attendance at the training.

On the 1st day of training, the trainer will be responsible for collecting payments and keeping accurate track of student attendance or absences. The attendance record must be sent electronically to customer service no later than the day after the training, and the payments (cheques and cash) are sent by mail to your assigned administrative office.

On the first day of the course, the trainer will welcome all participants as soon as they arrive at the room.

After verifying the information on the attendance control sheet (first and last name, balance owing, waiver signature indicator), the trainer or their assistant will proceed to collect payment. In the relevant space, write down the amount received and the payment method used.

Credit card payments will be processed using the Square reader, unless technical issues prevent it. If it is impossible to collect payment using the Square reader, the complete credit card information will be written, without exception, on the attendance sheet (the 16 digits of the credit card, the cardholder's first and last name — if different from the participant's — the expiry date and the 3 digits on the back of the card) for later processing.

Enjoy the moment! Give a waiver form to every participant who has never filled one out before. Be sure to collect it (duly completed and signed) before the first coffee break of the first day. Note its compliance on the payment sheet (waiver list) so that the information is recorded in their student file.

If an invoice is requested, note it on the payment sheet. It will be sent, as soon as possible, by the Dolfino administrative team, to the email address on file for the participant.

Once all payments are completed, which must be done before the end of the first day, take a picture of the sheet before putting it in an envelope with the cash and cheques.

Keep the payment sheet (waiver list), the cash, the cheques, as well as the Square reader and its device safe at all times.

Distribution of the training manuals and appendices

All new participants must receive a course manual along with the appendices (if applicable) when attendance is taken and payment is received. There are always between 5 and 10 extra manuals produced to cover late registrations. The manuals are produced by Dolfino, but must be picked up by the teacher or their assistant along with the rest of the materials no later than the day before the training. The surplus is returned to the warehouse for later use.

Case studies, questionnaires and candidate observation sheets

Three additional tools — case studies, questionnaires and candidate observation sheets — have been put in place to structure students' thinking around techniques, client service strategies and self-analysis of their practice. The case studies are sent by email and should be considered before the training.

The questionnaires are handed out during the training and use a series of multiple-choice questions to highlight the important elements of the curriculum's techniques. Since students take the program's trainings in a different order, some notions may still need to be learned. This can therefore be an opportunity to introduce that other training. They also serve to prepare students for the multiple-choice questionnaire at the end of the program, which must be passed to obtain certification.

As for the candidate observation sheets, they serve a dual purpose: informing students of the different aspects that make for good guidance and providing feedback. You will invite students who want feedback on their guidance to leave a sheet with their name, along with a pencil, near them while they guide a technique.

Promoting courses and training programs

Promoting courses and selling the Méthode Dolfino® training program is a shared task between the marketing department and everyone involved, including teachers.

The promotional tools designed by the company are available to you for promotion purposes. Available items will be included with the rest of the materials provided.

If you have any doubts or need information, you can consult, or suggest that the student consult, our website at www.dolfinotv.com, or contact customer service at the following details:

Canada: 1.866.296.6861

France: 09 70 40 72 81

reussite@dolfinotv.com

All promotional material must be approved by the marketing department to ensure that its editorial nature and content are directly related to the field of activity, clients' information needs, and the corporate image.

Quick registration forms

The current training is the ideal opportunity for the trainer to sell upcoming trainings. To register for these other trainings, the student will simply need to write their name and their course choices on the quick registration sheet, distributed on day 2 day (and the 4 th day if it's the basic course) of the training. No advance payment is required at that point. At the latest the day before the training, the trainer will receive the quick registration list by email. The day after the training, it must be sent by email as a .pdf or .jpg file to the Dolfino administrative team (reussite@dolfinotv.com).

Here are a few tips to follow to motivate students present to register for upcoming trainings:

- ü Share personal experiences about a technique covered in another Méthode Dolfino® course, at different points during the training;
- ü Mention a technique not covered in the course, to better answer the questions of participants;
- ü In the afternoon of the last day, talk about the knowledge to acquire for each of the courses included on the quick registration sheet (for the 2 continuous days or 4 consecutive days). Make sure the sheet circulates among participants without disrupting the flow of the content.

Internet access and use of the provider's electronic and multimedia resources

You will be informed by email, before the training begins, of the username and access code. You will be given everything you need for the smooth running of the course, either in the bags provided at the warehouse, or in the contract with the provider.

Any request for resources that may generate additional costs must be approved beforehand by senior management. So make sure you have everything you need before arriving at the room. Since most courses take place on weekends and nearly all staff work on weekdays, you may not find anyone to help you.

Security services and responsibility for property

Although the provider offers a warranty, you are responsible for all multimedia equipment, merchandise, sales materials, snacks and any payment method used (cash, cheque and credit card information recorded on the sales or attendance sheets).

We are not responsible for the loss of participants' valuables. However, take the necessary steps to ensure that no valuables are left unsupervised.

THE LOGISTICS OF TRAINING SESSIONS

Before the event

- Make sure all materials are available in sufficient quantity and arrange pickup and return with the administrative team:
 - ü Liability waiver notice (based on the number indicated on the waiver sheet)
 - ü Training manuals (one copy for each new participant)
 - ü Photocopies of appendices as needed (normally included in the manual)
 - ü Multiple-choice questionnaires (one per student)
 - ü Case studies (only a few copies, since they are sent to students by email)
 - ü Candidate observation sheet (double the number of registrations)
 - ü Training evaluation sheets (one per participant)
 - ü Manipulable objects (half the number of participants, depending on the techniques taught);
 - ü Course catalogues and other Méthode Dolfino® promotional items;
- Check the availability and functionality of the equipment used for video projection and sound. Confirm the pickup and return point. **Check that all cables connections are present and compatible for all the equipment** :
 - ü Computer and all cables for power and other connections;

- ü External hard drive containing the videos, configured for the computer in use (Mac or PC), along with the cable and adapter compatible with the computer in use;
 - ü Projectors and power and connection cables compatible with the computer in use;
 - ü Grounded multi-outlet power bar (extension of connection cables multi-outlet with surge protector).
- Arrange things with the official collaborator to ensure good dynamics during the training.
- Check received messages for last-minute information (equipment for students to bring, room changes, payment updates, last-minute cancellations or registrations, internet connection details, etc.)
- Print two copies of the waiver list;
- Print one copy of the attendance lists (for AM & PM signature every day)
- Print one or more quick registration sheets, depending on the number of participants and the maximum registrations planned for the training.
- Know the venue and the reserved room to plan travel time, arrival time, welcoming, and setting up the room.
- Take note of the room manager's contact information so you can reach them if needed.
- Obtain the information and materials required for deposits, if applicable (deposit slips and card, as well as the deposit card for the RBC ATM).

During the event

- Be on time! Time management is very important and has several aspects — punctuality is required from everyone, every day:
 - ü Arrive early, at least 45 minutes before the start of class, to prepare your room and welcome participants. It's a great opportunity to build relationships.
 - ü Encourage students to be punctual, in the interest of harmonizing the group's energy and respecting others.
 - ü Respect break and meal times.
 - ü Respect the schedule provided to you.
 - ü Manage the time for demos and practice.

- Handle registrations and payments. Keep everything secure at all times!
- Obtain signed liability waiver forms as needed.
- Manage the group! We offer a satisfaction-guaranteed refund policy. It's better to use it in the event of a dispute with a student than to let the atmosphere deteriorate within the student group.
- Collect signatures confirming attendance in the morning and afternoon each day.
- Promote the other trainings and the Méthode Dolfino® training program.
- Hand out the quick registration sheets when returning from lunch on the 2^e day (and the 4^e day if it applies). Upcoming courses must be described verbally with enthusiasm.

After the event

- Put the room back in the state it was in and collect any items forgotten by participants. "Lost and found" items are to be sent to the warehouse.
- Put away and return the audiovisual equipment, making sure the cables follow the right device.
- Put away and return any surplus material: manuals, various sheets and forms.
- Take a photo of the quick registrations and the sign-in sheets and send them by email to reussite@dolfino.tv. Send these other documents to Dolfino's administration along with the other documents to be submitted.
- Process the payment and liability waiver information:
 1. Tally the number of attendees and record it on the registration control sheet (the sheet on which the payment and liability waiver information was noted).
 2. Tally the amounts received in cash, by cheque and by credit card and record them on the registration control sheet.
 3. Take a picture of the sheet on which the payment information and liability waivers were noted and email it to reussite@dolfino.tv.
 4. Gather, seal in an envelope, and send all the following documents to Dolfino's administration at 2351, boul. du Curé-Labelle, Saint-Jérôme (Québec) J7Y 5E9:

- ü Liability waiver sheets signed by the students;
 - ü Payment compilation sheets (list of names with payment information)
 - ü Cheques for registration (unless you are responsible for depositing them)
 - ü Cash received for registration (unless you are responsible for depositing it)
- Provide the administration with a report of any particular event: a difficult situation with a student, a client's dissatisfaction, a room or equipment issue, a participant's expulsion, insufficient materials, loss of multimedia equipment, unexpected expenses, or any other information deemed useful.
- Deposit the cash and cheques, if applicable. At a Royal Bank of Canada (RBC) automated teller machine, deposit the cash and cheques collected during the training. Make sure all payments received match the total registration fees plus merchandise sales shown on the attendance and sales sheets. Since coins are not accepted by automated tellers, any difference between the amount collected and the amount deposited must be reported to Dolfino's administration. The deposit slip must also be sent, first as an image or .pdf, and then along with the other supporting documents to Dolfino's administration.
- Claim your fees. As agreed beforehand, send your detailed invoice, or the information on the dates and roles held, to Dolfino's administration. If you are acting through a legal entity or a business and are entitled to charge sales taxes, the invoice must clearly show the GST and QST numbers. See the section on eligible fees and expenses for more details.
- Submit your expense report, if applicable. See the section on eligible fees and expenses for more details.
- Address to which all supporting documents (waivers, registration compilation sheets, deposit slips, invoices, etc.) should be sent:

Accounting department – Bookkeeping
 Dolfino média inc.
 2351, boulevard du Curé-Labelle
 Saint-Jérôme (Québec) J7Y 5E9

Sales of therapeutic products

The sellable items

While the Méthode Dolfino® practical program is our company's flagship product, therapeutic items are also offered to participants during trainings. All our products are guaranteed. If a product is damaged, the customer may exchange it at no additional cost.

Sales are a shared responsibility among trainers, so familiarize yourself with the guidelines in effect. Descriptive videos are available through the Method's trainers Facebook group.

The warehouse manager will supply a basic kit of therapeutic products, the sellable items, to each trainer, who will be responsible for keeping track of inventory. The trainer will promote the products during the training and inform students about the products' uses. The trainer will also submit a sales report to the administration at the end of the training. In return, the trainer receives a 30% commission on all therapeutic products sold.

Setting up, maintaining, and taking down the therapeutic items sales table

The trainer or assistant sets up the sellable items table as early as possible. This is done on the first day of weekend trainings or on the very first day of trainings offered over 4 consecutive days.

Always arrive early so you have time to set everything up calmly and to choose a visible, quiet, and safe spot in the training room.

Make sure at least one sample of each item is on the table, that the selling price is clearly visible — this could also be a price list kept permanently near the products — along with the corresponding descriptive sheet. Also make sure the catalogs and any other promotional material are freely accessible to participants and that the displays contain products in good condition.

Place the suitcases containing extra stock and the pouch containing the products' descriptive sheets within reach under the table so as not to obstruct customers' movement.

Before the afternoon break on the last day, the trainer will invite students to finalize their purchases and return any borrowed items.

The trainer will make sure to properly fill out the sales sheet. It should then be folded and placed in an envelope along with the cash, checks, and the Square reader.

Afterward, any unsold merchandise and materials must be packed back into the suitcases. Be sure to pack the merchandise carefully and put the tables back as they were upon arrival.

Promoting the therapeutic items

To catch the attention of participants at the table, start with the placement and the way the items and displays are arranged. This is a golden rule you must never forget if you want to sell.

The trainer must inform participants of the opportunity to purchase products during each of the breaks and must answer all questions about their use. Some products can be tried out in the room, but make sure they are returned before participants leave the room.

Some products can also be highlighted during technique demonstrations, including the pendulum, the nerve tuning fork (50 Hz) and the green glasses used when inducing trance. If you wear a chromotherapy necklace or glasses while giving the training, you yourself will be an active and credible promoter of the products for sale.

To boost your sales, you also have the option of running small workshops or demonstrations during the three breaks (morning, midday and afternoon). Be sure to inform participants in advance of the workshop times, if applicable.

Selling therapeutic items

Every transaction is recorded on the sales sheet provided, including the items sold, the payment method, and the participant's name if we need to provide them with a purchase invoice.

Three payment methods are accepted: credit card, cheque or cash. Credit card payments will be made using the Square reader, unless technical issues prevent it. If it is not possible to use the reader to immediately process payment for the items, it will be enough to take down the complete credit card information. Without exception, the sales sheet must show the 16 digits of the credit card, the cardholder's first and last name,

the expiry date and the 3 digits on the back of the card, so that the transaction can be processed later.

Make sure every product is in good condition and that a description sheet is given to the buyer.

Inventory of the therapeutic product cases

The warehouse manager will give the teacher one or more cases or boxes containing:

- ü A specific quantity of each therapeutic item (vials, necklaces, pencils, bracelets, plaques, books, pendulums, incense, tuning forks, shells, glasses, patches, drums, etc.);
- ü A laminated colour description poster for the chromotherapy glasses;
- ü A display stand for the pendulums;
- ü A plastic box for the necklaces and pendulums;
- ü An accordion folder/expandable binder containing the description sheets for all the products;
- ü Course catalogues and other promotional material available;
- ü A current price list;
- ü One or more sales compilation sheets;
- ü The Square reader.

THE LOGISTICS OF THERAPEUTIC PRODUCTS

Before the event

- Learn about the products so you can answer participants' questions.
- Make sure a stock of items for sale is prepared and agree on a time for pickup or delivery based on the arrangement made.
- Check the contents and get any missing essential items.

During the event

- Set up the therapeutic products table.
- Promote and explain the various functions and uses of the items.
- Record sales, payment method, and any requests for receipts.

- Collect amounts owed.

After the event

- Carefully put away all the items from the therapeutic products table.
- Compile the total sales and balance them against the amounts received.
- Send any remaining stock to the Dolfino warehouse at 2351 Boulevard du Curé-Labelle in Saint-Jérôme, or to the person assigned to receive it.

Snacks

The snack table

An all-you-can-eat snack table is available to participants throughout our workshops, whether provided through an outside service or supplied by the Dolfino warehouse manager. The warehouse manager or outside service is informed of the number of participants per workshop in order to provide the necessary stock.

On the morning of the first day of the workshop, the teachers will make sure the table is set up in an area accessible to participants, as close as possible to power outlets and trash cans.

Once the table is set up, the teachers must do everything necessary to:

- ü Guarantee that snacks, coffee, and hot water for tea are always available;
- ü Avoid plugging several coffee makers into one outlet, to prevent electrical-panel breaker trips;
- ü Make sure the coffee makers are unplugged before leaving the room;
- ü Make sure all snacks are protected from any contamination;
- ü Make sure the snack cases, if any, do not block free movement of participants;

On the last day of the rental, after the last coffee break, the teachers will see to the take-down of the table, making sure the coffee makers, once washed, are put back in their cases along with their power cords. They will also make sure to place in the cases only unopened snacks or those still in their packaging, ensuring their freshness for later consumption.

It is the teachers' responsibility to bring the cases back to the warehouse and to request signed copies of the delivery notes for services rendered, if applicable.

THE LOGISTICS OF SNACKS

Before the event

- Make sure a stock of snacks is prepared and agree on a pickup or delivery time based on the arrangement made.
- Check the contents and get any missing essential items.

During the event

- Set up the snack table. Cookies, coffee, herbal teas, etc. must be available in abundance and well arranged on tables.

After the event

- Wash the coffee makers and store them along with their power cords.
- Put away any unopened leftover snack stock and return it to the Dolfino warehouse at 2351 boulevard du Curé-Labelle in Saint-Jérôme.

Eligible fees and expenses

Dolfino does everything possible to maintain a talented team and develop its full potential. In this context, the basis for compensating our teachers matters to us.

Fees and other costs paid for a training session are based on a fixed value per teaching duration, to which we add a fixed allowance for meal expenses. Allowances for accommodation and travel expenses, when required, are granted in advance by senior management according to the criteria listed below.

FEES FOR TRAINING SESSIONS

The amounts are calculated on a flat-rate basis and include the fees for teaching as well as a per diem for lunch.

	In Quebec			In Europe		
	Fees	Lunch per diem	Total	Fees	Lunch per diem	Total
2-day training	\$800	\$30	\$830	€800	€24	€824
4-day training	\$1600	\$60	\$1660	€1600	€48	€1648

OTHER SOURCES OF TRAINER INCOME

Referring participants

As an ambassador, you'll have the opportunity to promote the organization and the trainings it offers. As such, you'll receive a referral bonus of \$100 (€100) for each new participant you refer to us. Students simply need to register, online or through Customer Service, with your promo code for you to benefit. The student then gets a \$25 (€25) discount on their registration for the basic course.

Commission on sellable products

As mentioned earlier, you'll be entitled to a 30% payout on the total value of sales made during the training. Dolfino supplies the inventory of therapeutic products for sale.

ELIGIBLE EXPENSES

Travel expenses

The base scale for these expenses takes into account the distance the teacher must travel between their home and the teaching location.

The amounts are calculated on a daily basis when the trip can be made every day, or on the basis of a single round trip when the distance is too great to travel daily. Dolfino will reimburse the amount shown in this table as travel expense reimbursement, regardless of the actual amount spent.

Travel expense table
(in effect as of January 1st, 2018)

Distance from home	Fixed round-trip reimbursement	
	In Quebec	In Europe
Less than 40 km	n/a	n/a
40 to 100 km	n/a	€15
101 to 250 km	\$0.50 / km	€25
251 to 400 km	\$0.50 / km	€ 40
Over 400 km	\$0.50 / km	See the GM

Accommodation costs

Accommodation costs must be authorized in advance by the general management.

A teacher travelling is entitled to reimbursement of accommodation costs actually incurred at a hotel establishment or any other establishment, up to the maximum amounts shown in the table below. These maximum amounts do not include applicable taxes, which, when applied, must be reimbursed in addition:

Accommodation cost table
(in effect as of January 1st, 2018)

	In Quebec		In Europe	
	Low season (from 1 November to May 31)	High season (from June 1 to October 31)	France and Belgium	Switzerland
In establishments hotel or other	\$100	\$140	€70	€125

If the teacher uses the private services of an acquaintance for lodging, they will be entitled to a flat allowance of \$40 (€40) per day for their lodging to compensate their hosts.

Parking fees

Parking fees will be reimbursed up to a maximum of \$20 per day in Quebec and up to €15 per day in Europe.

Other expenses

It is possible that, under special circumstances, you may be asked to take charge of organizing the snacks offered during the training sessions. You will then be asked to favor healthy foods as well as organic coffee, and to opt mainly for non-perishable foods.

The snack ratio is \$4 per day per participant in Quebec and €3 per day in Europe. This scale is provided to you for reference.

Méthode Dolfino® games

®

Warm encounters

Goal of the game: Create good group dynamics and cohesion.

Instructions:

You invite participants to walk around the room, to occupy all the available space, mixing with the rest of the group while walking “alone” and in silence... [20-30 sec.]

You ask them to stop, turn to the nearest person, and stand face to face with that person.

You continue by saying:

- Now look your partner in the eyes... For 2 minutes...
- Remember to breathe... ;)
- Look your partner in the eyes without speaking...
- Listen to your body...
- Your hands might be behind your back, in your pockets, arms crossed in front, etc.
- Let your arms hang down at your sides and let your hands relax at the ends of your arms.
- Just be in the encounter with the other person through the gaze, breathing calmly.

[After one minute, you can move on to the next step.]

- Stop! Release.
- You noticed that it is not easy to look the other person in the eyes. Yet this is an essential means of communication that lets us know how the other person is doing. Hence the importance of looking someone in the eyes when saying hello.
- Also note that if you had extended the experience, you would have inevitably entered an altered state of consciousness.
- Now go greet everyone in the group, with a handshake, a hug, or a kiss on the cheek, looking them straight in the eyes while saying hello.

Duration of the game: 5 minutes

The ephemeral sculptures

Goal of the game: Bring creativity and encourage exchanges within the group.

Instructions:

Invite the students to pair up and to define a person A and a person B.

Have A and B shake hands, then stand still.

Give the rest of the game's instructions and let the groups perform the sequence of movements freely:

- A moves to propose a body posture in relation to B, who is like a statue.
- When A is in place, they say "TOP" and freeze in that posture.
- B then moves to propose, in turn, a posture in relation to A, who is like a statue.
- When B is in place, they say TOP and freeze in that posture.
- These sequences repeat 5 to 6 times.

Suggest a change of partner.

Duration of the game: 10 min

The blind guides

Goal of the game: Develop the ability to let oneself be guided and understand the dynamic of trust between guide and guided.

Instructions:

Invite the students to pair up and to define a person A and a person B.

Give the instructions:

- A is the guide and stands behind B.
- B is blind.
- When A presses their index finger into B's back, B moves forward.
- When A removes the finger, B stops.
- A can turn B to the left by placing their hand on B's left shoulder.
- A can turn B to the right by placing their hand on B's right shoulder.
- A can make B step back by placing their hand on the back of B's neck.
- The index finger must always stay pressed against the back to guide the partner.

Briefly demonstrate the game with a partner.

Let them play for 2 minutes, then ask them to switch roles.

Tell the students that as guides, they are responsible for how their guidance unfolds, both in a game like this one and in a hypnosis session.

Avoiding walls is advisable... ;-) Also, draw a parallel between this game, where the guided person moves forward blindly, and a hypnosis session, where one must sometimes also let go and be guided. Have them reflect on how to gain and keep trust in the guide-guided relationship.

Duration of the game: 10 min

The confused mirror game

Goal of the game: Develop creativity and trust. Allows you to observe and experience confusion.

Instructions:

Invite students to group into fours and assign the roles A, B, C, and D.

Give the instructions:

- A and B stand face to face.
- A makes slow gestures and B imitates them as if being A's reflection in a mirror.
- C and D stand on either side of B and ask B questions.
- For one full minute, B must answer the questions while performing the gestures at the same time.

Then switch roles so that everyone gets a turn playing B, the "reflection."

The facilitator should emphasize what happens in the brain when there are several stimuli at once and how this leads to confusion. Take time to hear feedback from a few students for 3 minutes.

Duration of the game: 15 minutes

The name clap

Goal of the game:

Create a good group dynamic, and build a sense of belonging and cohesion.

Instructions:

Invite the whole group to form a circle including all participants. First, each person in the circle states their name in turn.

Then, one person looks at another member of the group and, while clapping their hands, says that person's name out loud.

The person named then takes their turn: they look at another person in the group, clap their hands, and call out that other person's name out loud, and so on in turn. Once a person has been named AND has taken their turn naming someone else, they step back to make it easier to spot who is still waiting to be named.

Duration of the game: About 10 minutes depending on the group. Make sure that every name has been said.

The attached sheets

Goal of the game: Group cohesion and awareness of how limiting it can be to have attachment bonds (Relational Peace).

Instructions:

In pairs or, to raise the challenge, in teams of three.

Tell participants they must stay pressed against their partner using one part of their body, hands excluded.

Between them, wedged between their respective bodies, they must place a sheet of paper, a card, or another fairly thin object, and move around without letting it fall.

Duration of the game: 5min

5-7-15 breathing

Goal of the game: Learn to breathe and better manage speaking pace.

Instructions:

As a group, in a circle.

Participants place one hand on their stomach.

The facilitator counts 5 beats while asking them to inhale, 7 beats while asking them to hold their breath, and 15 beats while asking them to exhale.

Have them notice the rise and fall of the stomach, asking participants not to move their shoulders.

Do 3 rounds, then ask participants to vocalize on the exhale, making the sound “o” or “a.”

Duration of the game: 10 min

The blown-out sagas

Goal of the game:

Develop creativity, boost self-confidence and improve breath control.

Instructions:

Invite the students to pair up and decide on a person A and a person B.

Give the following instructions:

- Player A breathes in for 5 counts, then holds their breath for 7 counts and then starts telling a made-up story until the end of their exhale.
- Player B breathes in for 5 counts, holds their breath for 7 counts and continues the made-up story until the end of their exhale...
- Player A finishes the story.

Then ask them to switch roles.

Duration of the game: 10 min

The cat's tongue

Goal of the game: Experience synchrony in intonation and posture.

Instructions:

In pairs, A and B.

- A starts with the emotion of anger and says to B: "There is a cat lying on my bed."
- B replies to A with the same emotion: "There is a cat lying on your bed" (with perfect synchrony)
- Then B, in turn, says to A the sentence: "There is a cat lying on my bed" with the emotion of sadness
- A replies to B with that same emotion of sadness: "There is a cat lying on your bed" (with perfect synchrony)
- Then A says to B the sentence: "There is a cat lying on my bed" with the emotion of joy. B replies to A with the same emotion of joy: "There is a cat lying on your bed" (with perfect synchrony).

Duration of the game: 5 min

Fingertip synchrony (pencils)

The goal of the game: Experience bodily synchrony and find out when synchrony is lost

Instructions:

In pairs, A and B.

Both partners balance a pen between their respective index fingers on each hand. They stand face to face, eyes closed, index fingers extended, with the two pens as the point of contact.

- A guides B in a sort of slow, gentle dance and B mirrors A. Both partners must be in perfect harmony to keep the pens balanced. If synchrony is good, the pens stay balanced. Otherwise, the pens fall and you must start again.

After two minutes, switch the guide role. Then play the same game with another partner.

Duration of the game: 10 min

Presence exercise

Goal of the game: Calm mental activity and get ready for the whispered-sagas game.

Instructions:

Tell the students that mastering the breath allows you to master stage fright and stress. That breathing in through the nose regulates the breathing rhythm, and therefore regulates the functions of the body and mind. That breathing out through the mouth releases all tension. That abdominal breathing brings breathing back to a normal rhythm and helps reduce unpleasant sensations.

Then invite them to pay attention to their breathing for one minute, and then to breathe in through the nose and out through the mouth while doing abdominal breathing.

Duration of the game: 5 min

The imaginary balls

Goal of the game: Maintain team cohesion and strengthen listening and attention.

Instructions:

All participants stand in a circle. The facilitator throws an imaginary ball while looking another participant in the eyes and clearly naming the color. Ex.: red. The facilitator will say the color several times while looking the recipient of the imaginary ball in the eyes. When they judge the eye contact to be meaningful, they throw the ball, which the recipient will catch. In the same way, the new holder of the ball will throw it in exactly the same manner to another participant. The imaginary “Red” ball will thus circulate among the participants. After three or four passes, the facilitator will throw a new imaginary ball of another color, then 2 or 3 more. There will therefore be 3, 4, or 5 balls circulating. At the end of the game, all the balls must end up in the hands of a participant without any having been lost.

Duration of the game: 6 min

The sleeping giant

Goal of the game:

Better retention of the knowledge and principles of Méthode Dolfino® hypnosis.

Instructions:

- Split the students into small groups of 5 people.
- One person from the group sits in the middle on a chair; that person is the giant.
- The other members of the team draw sentences related to the basic principles of Méthode Dolfino® hypnosis.

- When the sentence is correct (in line with the principles), the giant falls asleep and shows it physically.
- When the sentence is incorrect, the giant regains energy and wakes up.

Classroom variation:

The same game is played with the whole class. All the students are seated on their chairs in front of their tables.

The facilitator reads out the sentences and the students, together, react according to the guidelines described above.

Duration of the game: 5 to 8 minutes

Here are the sentences to cut out and give to the teams:

YOUR EYES FIXATE ON THE THUMB	YOUR EYES FIXATE ON MY THUMB
THE HAND FALLS SLOWLY	YOUR HAND IS SO HEAVY
AH! THE EYELIDS ARE BLINKING	YOUR EYELIDS ARE BLINKING, YOU ARE ENTERING A TRANCE
WHAT COULD YOU DO TO REMOVE THIS SYMBOL?	NOW, REMOVE THIS SYMBOL!
IF THIS PAIN WERE SOMEWHERE IN THE BODY, WHERE WOULD IT BE?	ARE YOU IN PAIN? WHY ARE YOU SAD?
WHAT WOULD YOU LIKE TO PUT IN PLACE OF THIS SYMBOL? LIGHT, FLOWERS, A COLOR?	DO YOU WANT TO REPLACE THIS SYMBOL WITH LIGHT OR A COLOR?
THE PAIN WILL ONLY LEAVE IF IT IS GOOD FOR YOU	STARTING NOW, THE PAIN HAS LEFT.
ALLOW YOURSELF TO ENTER INSIDE YOURSELF JUST TO THE RIGHT PLACE TO DO WHAT NEEDS TO BE DONE	DESCEND INTO TRANCE, YOU KNOW HOW TO DO IT
I AM GOING TO GUIDE YOU SO THAT YOU CAN REACH YOUR OBJECTIVE MORE EASILY USING THE RESOURCES YOU ALREADY HAVE WITHIN YOU	I AM GOING TO HEAL YOU BY DOING A HARMONIC ALIGNMENT TECHNIQUE
	WE ARE GOING TO MANAGE THIS SYMBOL, WE ARE GOING TO BE EFFICIENT

	BEFORE	DURING	AFTER
TRAINING	☐ Check availability and pick up materials: : ✓ Training manuals ✓ Liability waiver ✓ Photocopies or appendices ✓ Questionnaires ✓ Case studies ✓ Observation sheet ✓ Evaluation sheets ✓ Promotional items ☐ Check the availability and audiovisual functionality. Check the cables!!! ✓ Computer ✓ Course videos ✓ Projectors ✓ Extension cord ☐ Coordinate with their help at the training ☐ Check the messages received from Dolfino (FB-email-phone) ☐ Print two copies of the list of registrations ☐ Print one copy of the lists for signatures ☐ Print the registration sheets quickly ☐ Know the exact location ☐ Have the contact information for the person in charge of the room ☐ Obtain the information and materials for deposit	☐ Arrive at least 45 minutes early the start of class ☐ Set up and check the audiovisual equipment ☐ Make the items available promotional ☐ Welcome the participants ☐ Collect the payments ☐ Have the waivers signed ☐ Encourage punctuality ☐ Respect break and meals ☐ Respect the provided schedule ☐ Manage the timing of demos and practices ☐ Manage the group! Keep a pleasant atmosphere ☐ Collect the signatures of attendance in AM and PM every days ☐ Promote the other courses ☐ Distribute the registration sheets quickly ☐ Inform the students in the group private on FB ☐ Hand out diplomas and certificates attendance, if applicable ☐ Make sure students leave with all their faculties	☐ Reset the room ☐ Pick up any forgotten items ☐ Put away and return the audiovisual equipment with the cables and adapters ☐ Store and put away any surplus printed material ☐ Send image of the payment compilation ☐ Send the attendance sheets image signatures ☐ Compile attendance ☐ Compile the amounts received ☐ Balance the totals ☐ Make the deposit ☐ Point out the difference between the amount collected and the amount of the deposit ☐ Report any incident specific, unforeseen events, and useful information ☐ Gather, seal in an envelope and send to the administration: ✓ Liability release sheets for liability forms signed ✓ Compilation sheets for payments ✓ Signature sheets ✓ Cheques (unless deposited) ✓ Cash (unless deposited) ☐ Claim your fees ☐ Produce expense report ☐ Carefully put away all the items in a proper order
SELLABLE ITEMS	☐ Know the products ☐ Make sure the stock is ready and the retrieve ☐ Check the content: ✓ Up-to-date price list ✓ Sales sheet ☐ Get any required item	☐ Set up the merchandise table ☐ Promote and explain the items ☐ Log sales, payment method, payment and receipt requests. ☐ Collect amounts owed.	☐ Compile the total sales ☐ Balance the total with the amounts received ☐ Return the compilation sheet of sales, money and stock.
SNACKS	☐ Make sure the snack stock is ready. ☐ Pick up the snacks ☐ Check the contents ☐ Get any missing item	☐ Set up the snack table ☐ Make sure there is coffee and enough hot water until the pm break. ☐ Clear the table of empty boxes and do refill.	☐ Wash the coffee makers ☐ Put away the cords with coffee makers ☐ Extension cord with the coffee makers ☐ Put away and return non-opened at Dolfino.