



JEFF HAVENS

PROFESSIONAL EXCELLENCE

VIDEO
SERIES

INSTRUCTOR GUIDE

Email Etiquette



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INSTRUCTOR GUIDE

TABLE OF CONTENTS

INTRODUCTION	4
--------------------	---

PART 1: OFFICE ETIQUETTE AND BEHAVIOR

SECTION 1: What (Not) To Talk About at Work!	10
SECTION 2: Shouting, Rampant Negativity, and Other Terrible Ideas!	16
SECTION 3: Gossip: For People Who Don't Want Friends!	22

PART 2: PROPER USE OF TECHNOLOGY

SECTION 4: Meetings Aren't Actually for Texting – Sorry!	30
SECTION 5: How to Use the Internet for Good and Not Evil	36
SECTION 6: How to Use Email So That People Don't Want to Hurt You	40
SECTION 7: The Speakerphone – Why Talk When Shouting Will Do?	46

PART 3: SUCCESSFUL NETWORKING TECHNIQUES

SECTION 8: Various Ways to Succeed (And Fail!) at Introductions	52
SECTION 9: How to Shake Someone's Hand	58
SECTION 10: Meeting Groups of People	62
SECTION 11: Exchanging Business Cards, Following Up, and Networking Events	66

CONCLUSION	70
------------------	----

INSTRUCTOR INTRODUCTION

Hello, and welcome to the Professional Excellence Series, presented by Jeff Havens. This manual is designed to help you teach various elements of professional development in a manner that is simultaneously educational and entertaining. Countless studies have shown that people remember information better and for a longer period of time if it is presented in an entertaining way, and so we've dedicated ourselves to providing you the tools to do exactly that.

This training is designed to provide education in three core areas:

- 1. Office Etiquette and Behavior**
- 2. Proper Use of Technology**
- 3. Successful Networking Techniques**

Each section has been provided with the following:

- A short video to introduce the topic and outline some major points
- A summary of the text associated with each video in the Participant's Workbook. This is so you'll always be able to see what your group is seeing
- Guidelines for how to use each video (along with the associated questions in the Participant's Workbooks) to teach each topic to your class
- Ideas and exercises to help you make each lesson as entertaining as possible.

Again, the point of this series is to help you teach important business topics in an entertaining and memorable way. We have designed this training to be plug-and-play; that is, you should be able to read this book and immediately begin your training without any additional prep work. However, feel free to incorporate as many of your own ideas as you wish in order to augment what is presented here.

Sorry this introduction was boring. It won't happen again.

INSTRUCTOR GUIDE

GRAPHICS KEY



We are encouraging you, the instructor, to provide the group with certain information whether through lecture or examples provided.



These are suggestions and examples of ways you can illustrate the points being made in a given lesson through humor.



This marks the beginning of a suggested group exercise.



We are encouraging you to start a group discussion with the participants.



This marks a time when we suggest you play a video from the accompanying video series.

It goes without saying, but we'll say it anyway, that these are simply suggestions to help you organize this course. Feel free to use what you like and ignore what you don't.

JEFF HAVENS

SPEAKER & TRAINER

"Most Professional Person Alive"





PART ONE



OFFICE ETIQUETTE AND BEHAVIOR

SECTION #1

This section will utilize the following video:

EPISODE 1

WHAT (NOT) TO TALK ABOUT AT WORK!



SUGGESTED INSTRUCTOR **OUTLINE**



Begin training by either handing out workbooks or making sure that all participants have their workbooks with them. Introduce yourself and the course. If you are handing out workbooks for the first time, have participants read the introduction or read it together as a class. This should take no more than 3 minutes. If you like, you can begin by saying something like the following: “Thanks for coming. Not like you had a choice, since it’s mandatory, but thanks for not conveniently being sick today.”



Show **EPISODE 1: WHAT (NOT) TO TALK ABOUT AT WORK!** to the group.



Share your company’s policies about appropriate and inappropriate workplace conversations. Go through the questions in the participants’ workbooks as a class, then encourage them to take notes in their books when they hear answers they would not have come up with.



Reinforce the point that it is the person speaking who has the obligation to be aware of how their conversation is being received. You can introduce that in the following way: “Now I know at least some

of you are thinking that people should just lighten up. They shouldn't be so quick to take things out of context. So let me give you a different example." Then share an intentionally bad joke (a knock-knock joke, something from Laffy Taffy, etc.) that you are certain people won't laugh at. When they don't laugh, ask them if they are all wrong for not laughing, or if the joke failed to do its job effectively. Everyone will admit that the joke itself was not funny, and that it's not their fault for not laughing. The same is true with inappropriate workplace conversations. Like it or not, if people don't like what you say, most of the time it's the fault of the person speaking.

WAYS TO MAKE IT ENTERTAINING



After your group answers Question #1 in their workbooks, encourage people to come up with their own examples of inappropriate workplace conversations. Some people will probably not participate, but the ones that do will end up saying some entertaining, outlandish things that will help drive the message home about inappropriate workplace conversations. If you need to get this conversation started, say any of the following sentences:

"I just had a colonoscopy. Who wants to hear about it?"

"I'm like 95% sure that Ted has a gambling problem."

"So I've been going to the gym lately. Go ahead, feel my calves. Seriously, go ahead. I know you want to."

"Your wife is really ugly."

"If you don't like the way this country is going, you don't have to live here. There are other countries that would love to have Communists like you."



To illustrate the problem with inappropriate conversations, pick three volunteers. Ideally all three of these people will have children of their own. One will be the parent, the other two will be young children. Then have them enact a scene in which the parent is driving and the two children are arguing with each other. Encourage the 'children' to be as annoying as they possibly can, and encourage the 'parent' to try to defuse the situation how they normally would. This should be entertaining and will provide you the opportunity to talk about how inappropriate conversations – whether intentional or not - have the capacity to negatively impact a working environment.



HOMEWORK!

These questions, along with video summaries, are included in the participant workbook.

1. What are some workplace conversation topics that you think are inappropriate or make you uncomfortable?
2. Why do you think that politics might be a touchy subject around the office?
 - a. Oh, I don't know – maybe because approximately half the people here voted the opposite way that I did in the last election. And the one before that. And the one before that. And the one before that. And. . .
 - b. Just a wild guess here, pal, but maybe because not everybody watches the same news channel I do.
 - c. Crazy thought, but maybe it's because I can't remember the last time I heard a civil conversation involving political differences of opinion. I think the last time was sometime in the 20th century.
 - d. Um, can I pick all of the above?
3. When was the last time you said, "You look terrible!" to another person and received a positive response for doing so?
 - a. Never
 - b. Still waiting
 - c. There's a growing part of me that thinks it's just never going to happen.

4. Instead of saying, "Wow, you look like crap today," what are some alternative ways of asking a coworker how they're feeling and if there's anything they might want to talk about?
5. If someone engages you in a conversation that makes you uncomfortable, how can you let them know that you would rather not talk about that topic without creating a larger problem?

SECTION #2

This section will utilize the following video:

EPISODE 2

SHOUTING, RAMPANT NEGATIVITY, AND OTHER TERRIBLE IDEAS!



SUGGESTED INSTRUCTOR **OUTLINE**



Show **EPISODE 2: SHOUTING, RAMPANT NEGATIVITY, AND OTHER TERRIBLE IDEAS!** to the class.



Discuss your company's strategies and policies for effective communication.



Go through the questions in the participants' workbooks as a class, and encourage them to take notes in their books when they hear answers they would not have come up with.

WAYS TO MAKE IT **ENTERTAINING**



To address the issue of creating an appropriate physical distance between people, get a volunteer to stand up in front of the class, then tell him/her that you are going to keep walking toward him/her until he/she expresses discomfort. Encourage them to hold out for as long as they can without backing away. If they don't flinch, you can say, "OK, now it's making me uncomfortable." and your audience will laugh. You can do this with as many members

of your group as you wish, and it will be a fun way to illustrate the importance of maintaining an appropriate physical space between yourself and the people you interact with.

A circular icon with a grey border and a light grey background. Inside, the words "MAKE IT FUN!" are written in a bold, black, sans-serif font, stacked vertically.

To address the issue of maintaining an acceptable volume, play the following game. Have classmates pair up with someone else in the class, and ask them to have a conversation. Tell them to follow two rules: they should give their partner 5-10 seconds before chiming in; and they should always respond more loudly than their partner. After 30 seconds, both partners should be shouting at each other, and the conversation will become completely incoherent.

Afterwards, ask people how well they think this would work in real life. This will illustrate the ineffectiveness of shouting at people, and it will also be very entertaining. If you don't want to make that much noise, simply pick one person from the class to demonstrate the concept, and you and he/she can do the exercise alone.

A circular icon with a grey border and a light grey background. Inside, the words "MAKE IT FUN!" are written in a bold, black, sans-serif font, stacked vertically.

To address the issue of positive vs. negative conversation, have everyone in the class ask you any question they can think of. Tell them you're going to show them the importance of being positive. With each question they ask, answer by saying, "That would never work." or "I don't like that idea." or "That makes me sad." There's a good chance

that someone will eventually ask a question where your negative answer is ridiculous (e.g. “Do you like puppies?” “Puppies make me sad.”) Even if that doesn’t happen, though, you’ll be able at the end to talk about how impossible it is to deal with someone who is constantly negative about everything.



To address the issue of finding solutions to stay positive, tell everyone to stand up and dance wildly and to whatever rhythm they can think of for 15 seconds. No one will want to do this, but if you start it they will follow. At the end of the 15 seconds, everyone will be laughing, and you can point out that something even as simple as that can have an impact on mood. Then continue your discussion about other, less ostentatious strategies.



HOMEWORK!

These questions, along with video summaries, are included in the participant workbook.

1. Have you ever been assaulted by a 'close talker'? What kinds of thoughts run through your head while they're doing it? Feel free to go into as much detail as you like – have fun with this!
2. What are your least favorite conversation habits of other people? To the best of your knowledge, do you have any habits that might bother others?
3. When was the last time that someone shouted at you and you said, "Oh! Of course! I'll be happy to do whatever you just asked me."
 - a. Today
 - b. Every time it happens, for I am motivated by fear
 - c. Never
4. When you are in a difficult conversation – an argument, an intense discussion, etc. – what are some approaches other than shouting and getting angry that you think might be effective strategies for getting your points across?
5. Do you know any consistently negative people? How do you feel about spending time with them?
6. When you are in a bad mood or otherwise feeling negative, what can you do to help yourself overcome that feeling and get back on track?

