



JEFF HAVENS

EMERGING LEADERS VIDEO SERIES INSTRUCTOR GUIDE



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INSTRUCTOR INTRODUCTION

Hello, and welcome to the Emerging Leader Series, presented by The Jeff Havens Company. This is a leadership series designed to help you prepare rising stars in your organization for leadership positions. (This series is also useful for people currently in leadership positions, or you might consider our Superior Leadership Series as another option for people eager to refine their leadership skills.) This manual is designed to help you teach this subject 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 about leadership in three core areas:

- How to prepare for a leadership role, both physically and mentally
- How leaders can interact effectively with the people they're leading
- How to approach leadership with an intelligent, forward-thinking outlook that will simultaneously return excellent results and inspire others

There are nine sections in this book, and each section has been provided with the following:

- **A short video to introduce the topic and outline some major points**
- **Guidelines for how to use each video (along with the associated questions in the Participant's Workbook) to help you 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 an important subject in an entertaining and memorable way. The Participant Workbook associated with this series can be used for self-study purposes, so if you have no plans to teach a course on leadership then this guide is not necessary to provide leadership education to your team. However, if you prefer an instructor-led approach, this Instructor Guide has been designed for plug-and-play use; that is, you should be able to conduct this training without any additional prep work. That said, feel free to incorporate as many of your own ideas as you wish in order to augment what is presented here.

Sorry if you thought this introduction was boring. We promise the rest won't be.

INSTRUCTOR GUIDE

GRAPHICS KEY



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



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.



This marks the beginning of a suggested group exercise. These are suggestions and examples of ways you can illustrate the points being made in a given section through humor.

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 Awesome Leader
in the History of Ever"*





PART ONE



PREPARING FOR A LEADERSHIP ROLE

SECTION #1

This section will utilize the following video:

EPISODE 1

EVERYONE JUDGES A BOOK BY ITS COVER



SUGGESTED INSTRUCTOR **OUTLINE**



Begin by either handing out workbooks or making sure that everyone has their workbook with them. Introduce yourself and the course. If you are handing out workbooks for the first time, have everyone 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. You’re here today because we think that you are mostly awesome. By the end of this training, though, we’re confident that you will be completely awesome.”



Show **EVERYONE JUDGES A BOOK BY ITS COVER** to your group.



Discuss the importance of appearance and how it affects others’ perception of us. If your company has an official or recommended dress code for its managers or executives, this would be a good time to go through that.



Go through the questions associated with this video in the participants’ workbooks as a group, and encourage them to take notes in their books when they hear answers or comments they feel are especially useful.

WAYS TO MAKE IT ENTERTAINING



To reinforce the point that appearance has a huge influence on our opinion of others, ask people in your group to say the first thing that comes to mind as you read the following list. If people have trouble getting started, feel free to use the idea provided with each example.

Brown shoes with black socks

"someone apparently got dressed in the dark this morning"

Wearing a really wide, really short tie

"thinking about becoming a circus clown"

An excessive amount of large, gold jewelry

"really, really loved The Sopranos"

Tye-dyed T-shirt at work

"someone's down to their last clean outfit"

Wearing sweatpants to the office

"too lazy to even change out of what he/she sleeps in"

This should elicit some creative responses and cement the importance of dressing the part. An alternative to this exercise is to ask your group to add whatever additional detail they think would 'go' with the person being described. (For example, for

the large, gold jewelry example you could say 'open-collared shirt' and then have people complete the image with their own ideas.)



To impress upon your group that physical appearance is not the only important factor for “looking” like a leader, select two people to come to the front of the room. Pick one (Person A) to be the leader, and the other (Person B) to be the employee. Have person A role-play the act of telling Person B to do something that is common for your industry – call a customer, analyze a common computer problem, etc – but make Person A do so by acting like any of the following:

a professional surfer

a BBC radio personality

a drill sergeant

a children's game show host

You can do this game with as many pairs of people as many times as you like. The role play should be very entertaining and will illustrate the importance of talking and acting in a manner befitting a leader in your company.



HOMEWORK!

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

1. Based on the way I looked in the video you just watched, which of the following jobs do you think I would be most qualified for?
 - a) A former hedge fund trader who, after losing millions in an ill-advised gamble, now works as a part-time ski-lift operator
 - b) A college professor, especially one whose courses are taught entirely online
 - c) A stay-at-home Dad down to his last clean outfit who can't quite figure out how to turn on the stupid washing machine
2. When you think 'leader,' what are some of the first images that come to your mind? (Think things you can see, not qualities like 'integrity' or 'intelligence'.)
3. Think of a leader you respect at your company. Are there any elements of that person's outward appearance or demeanor you would like to emulate? (This doesn't have to be specific to clothing. It could be something like, "She always has a briefcase with her and is prepared for anything that comes up" or "He always looks you in the eye when you're talking to him, like he's really listening to you.")
4. Do you think it's possible to go too far in dressing to impress? If so, how?

SECTION #2

This section will utilize the following video:

EPISODE 2
GIVE IT 20%



SUGGESTED INSTRUCTOR **OUTLINE**



Before showing the video, begin by asking this question: “If you had to estimate, what percentage of the work you do every day is similar or identical every day?” Keep track of their answers.



Show **GIVE IT 20%** to your group.



Spend a couple minutes talking about what a manager is and isn't capable of. For example, a great manager can increase productivity by making people more excited about working; but no manager can fundamentally change the nature of the major duties that each person in your company is required to do for his/her job.



Go through the questions associated with this video in the participants' workbooks as a group, and encourage them to take notes in their books when they hear answers or comments they feel are especially useful.

WAYS TO MAKE IT ENTERTAINING



To illustrate the dangers of micromanagement, have one person come to the front of the room and deliver a 30-second presentation about one of their hobbies. Make sure this person is comfortable being in front of others and has an easygoing sense of humor. Tell him/her that you plan on commenting on every single element of the way they deliver this presentation in order to help them become better. Your job is to be such an over-the-top micromanager that they are essentially incapable of delivering a coherent presentation. Ideas include:

Criticizing their posture

Telling them to change the tone of their voice, or the volume, or the way they pronounce their words

Telling them the subject they've chosen is 'boring' and that they should choose a better one

Telling them their hair is a little out of place and should be rearranged, or that their shirt is a little wrinkled, or that their shoes should be more neatly tied, etc.

Interrupt them frequently with your 'constructive criticism,' and then encourage them to continue before interrupting them a few seconds later. People

will laugh at your constant intrusions, and when you wish to stop you can let your participant sit down and then discuss the importance of knowing when to let people simply do their job.

MAKE IT
FUN!

Spend some time on people's answers to Question #4. Some of their answers will be entertaining and will provide excellent examples of what not to do, which will in turn allow you to talk about intelligent approaches to management.

MAKE IT
FUN!

Pair up people in the group. Person A should take one of the following statements and try to argue for it as strongly and uncompromisingly as possible. Person B should take on the role of the Emerging Leader whose goal it is to encourage Person A toward a more open-minded approach without causing conflict. Person A should be as stubborn as possible but concede whenever he/she can't think of a good counter-argument to whatever Person B says. Here are some examples for Person A to advocate for:

Red staplers are far superior to blue and should be the only kind of stapler anyone uses in the office.

I think productivity will increase if we simply administer electric shocks to people when they're not doing a good job.

Everyone would enjoy their job more if we closed 3 hours early every day.

The purpose of this exercise is to encourage suggestive conversation as a way to resolve issues and create change.



HOMEWORK!

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

1. What are some specific areas where you think your company (or your specific department) is doing an excellent job?
2. What are some specific areas of business in which you think your company (or your specific department) could use some improvement? Why do you think so, and what do you think needs to be done?
3. People are generally comfortable doing things 'the way they've always done them' and are often reluctant to change, even when the changes will be beneficial to everyone. How do you think you can effectively convince your team to be open to possible changes without making them defensive or resistant to new ideas?
4. What is the worst possible way to 'make your mark' as a new manager or leader? This can either be one that you've seen or one so horrible that nobody would actually do it, except maybe in the movies. Have fun with this!