



JEFF HAVENS

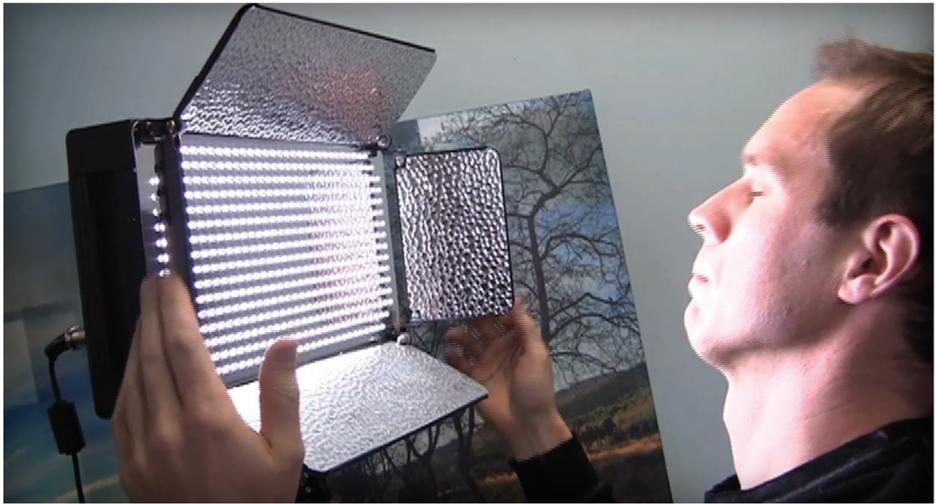
# SUPERIOR

LEADERSHIP VIDEO SERIES

INSTRUCTOR GUIDE



PROFILES IN  
**TYRANNY!**



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# INSTRUCTOR INTRODUCTION

Hello, and welcome to the Superior Leadership Series, presented by The Jeff Havens Company. This is a leadership series designed to help you improve the leadership abilities of your current managers, supervisors, and other leaders. 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 continuing education about leadership in three core areas:

- **Leadership qualities that everyone should strive to develop**
- **Leadership qualities that everyone should strive to avoid**
- **Case studies of other leaders, each of whom would probably have been even better at their jobs if they'd just gone through this training series**

There are 9 sections in this book, and each section has been provided with the following:

- **A short video (or videos) to introduce the topic and outline some major points**
- **Guidelines for how to use the videos (along with the associated questions in the Participant's Workbooks) to help you teach each topic to your group**
- **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 are planning to teach a course on leadership, 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 this introduction was boring. We promise the training 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

*"The Labradoodle of Leadership"*





# PART ONE



# **BRINGING OUT THE BEST IN YOUR LEADERSHIP**

# SECTION #1

This section will utilize the following video:

## EPISODE 1

THE LITTLE THINGS ARE THE BIG THINGS



# SUGGESTED INSTRUCTOR **OUTLINE**



Begin training 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 **THE LITTLE THINGS ARE THE BIG THINGS** to your group.



To impress upon your group the importance of little things, share either of the following facts:

In the 100 meter dash at the 2012 Summer Olympics, the difference between 1st place (9.63 seconds) and 7th place (9.98 seconds) was 35 hundredths of a second. Everybody knows who Usain Bolt is, because he won first place. Does anyone know who got 7th place? Exactly.

In the 2012-2013 TV season, the difference between the 10th most popular show in the United States (Two and a Half Men) and the 30th most popular show (Two Broke Girls) was fewer than 3 million viewers, which is less than 1% of the people living in America.



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. Pay special attention to everyone's answers to Questions #4 and #5.

## WAYS TO MAKE IT ENTERTAINING



In conjunction with Question #2, after people have answered with serious answers, encourage them to share some silly answers as well. To get them started, here are a few ideas:

Wearing a Hawaiian shirt to work every day

Carrying a sword around with you wherever you go

Replacing your desk chair with a throne

Never blinking or looking away when you talk to people

Your group will come up with some entertaining answers, and it will allow you to reinforce the point

that everything we do – positive or negative, serious or frivolous - has the ability to influence how others view us.



In conjunction with Question #5, encourage people to share examples of companies they consider to be extremely unsuccessful and explain why they think so. Some of these answers will be entertaining and will (again) allow you to reinforce the point that everything we do has the ability to influence how others view us.



# **HOMEWORK!**

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

- 1. What is your company's policy regarding lap-sitting?**
  - a) We encourage our employees to sit on each other, because we think it helps build tight-knit communities. Also we really like getting sued.**
  - b) The opposite of that.**
  
- 2. What's one relatively minor element of your leadership you could change that you believe might have a significant impact on your employees?**
  
- 3. What's one thing about your company's policies, procedures, or practices that you think might benefit from a small change? (Think 'desk placement' or 'trash can availability,' not 'we sell insurance but we should probably start selling cars'.)**
  
- 4. Think back on a leader or mentor you especially admire. What are some of the things he or she did to earn your admiration?**
  
- 5. Pick a company you're personally familiar with (either as a customer or a business partner) that you consider to be successful. What are two small things they do that distinguishes them from their competitors?**



# SECTION #2

This section will utilize the following video:

**EPISODE 2**  
TRAINING TRUMPS EQUIPMENT



# SUGGESTED INSTRUCTOR **OUTLINE**



Before showing this video, ask your group how many of them have ever had to do the following:

Ask their spouse how to get the TV to work

Ask their children how to do something on the computer

Get online to figure out how to make their phone do something that should have been totally obvious

Some number of people will admit to having done one or more of these things, and they should laugh when they realize they're not the only ones who have had those problems. Make sure to mention that this kind of thing happens to all of us at one time or another. This will serve as a good lead-in to the video.



Show **TRAINING TRUMPS EQUIPMENT** to your group.



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



MAKE IT  
FUN!

In conjunction with Question #1, encourage people to share things they used to be bad at but that they've gotten much better at with time and practice. It will be easier to get people to participate if you share a story from your own personal experience. If you do not have one or don't wish to share anything, feel free to use the following:

The author of this training series has asked me to share with you the following completely true story to illustrate how important it is to get training in order to not be terrible at things.

"The first time I tried to use an electric hair trimmer to touch up my sideburns, I ended up accidentally shaving off a silver-dollar-sized chunk of hair. I was 14 years old, and an idiot. Fortunately for me my friends were idiots too, so when I told them that I'd been hit with a baseball and the doctors had shaved my head so they could stitch me up, they all believed me, despite the fact that there was no scar and no sign of any stitches anywhere.

Let that be a lesson to you, by the way – try to find friends gullible enough to believe whatever you tell them. It'll save you from having to explain yourself when you do dumb things. Like, for example, try to touch up your own sideburns with an electric hair trimmer when you've never used one before.

To illustrate the importance of proper training, divide your group into two teams – the people on the right side of the room against the people on the left. It doesn't matter if the team numbers are even. Tell them that they're going to play a game for the next 3 minutes, but that you're not going to tell them the rules. You will award points whenever a team earns any, and their job is to figure out why you're awarding points. Encourage people to talk aloud to figure out what the rules are. Then start the game.

**Rule of the game: Anytime anyone says the word "I," award one point to that team.**

Keep score on a piece of paper. If no one says the word "I" (which is very unlikely), you can change the rule to "we" or some other commonly used word. At the end of 3 minutes announce the winner, and then tell people what the rule of the game was. There's a small chance that someone will figure the rule out during the game, and if that happens you can stop the game and announce that team the winner. It's not important if you're perfect at keeping score, since no one will be able to count how many times each team said the right word. Once the game is over, point out how much easier the game would have been if everyone had known what they were doing before they started, and use that to emphasize the importance of training.



# HOMEWORK!

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

1. Which of the following best describes you?
  - a) I already know everything. I've never been bad at anything I've ever tried, and I have no patience for people who aren't immediately good at stuff. That's why my children will never ride a bicycle, because they know I'll stop loving them if they try it once and fall off.
  - b) There was a time in my life when I couldn't tie my shoes, but I figured it out. I've had some truly atrocious haircuts, but I've finally found one that works for me. I haven't always done everything perfectly, but I've certainly gotten better over time.
2. Pick something new that your company or your particular division has recently adopted – a new technology, a new product line, whatever. Do you think people were given sufficient education on that new thing? If not, how could the educational process have been improved?
3. What's the best educational experience you've had in your current job? (I mean other than this training series, obviously.) What made that experience so valuable?
4. What educational opportunities have your employees told you they'd be interested in having? (Fun fact – if the answer is 'they've never told me anything like that,' then you need to ask them. Because they're either afraid to ask you, or they're so chronically lazy that they can't imagine ever wanting to learn anything ever again. I'm hoping it's the first one!)

**5. How much time do you think you spend each day reflecting, analyzing, predicting, ruminating, or doing any kind of productive mental activity other than addressing the immediate needs of your business? Do you think that's enough? If not, what can you do to give yourself more time for reflection and analysis?**