



JEFF HAVENS

EMERGING LEADERS VIDEO SERIES INSTRUCTOR GUIDE

TABLE OF CONTENTS

INTRODUCTION	4
 PART 1: PREPARING FOR A LEADERSHIP ROLE	
EPISODE 1: The Importance of Appearances	10
EPISODE 2: How to Avoid Becoming a Micromanager.....	16
EPISODE 3: Learning to Live with Failure	22
 PART 2: INTERACTING WITH YOUR EMPLOYEES	
EPISODE 4: The Importance of Being Present.....	30
EPISODE 5: The Danger of Too Much Fraternizing With Your Employees	36
 PART 3: THINKING LIKE A LEADER	
EPISODE 6: The Importance of Vision	44
EPISODE 7: The Importance of Execution	50
EPISODE 8: How to Embrace Change When Necessary.....	56
 CONCLUSION	 66

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 THE IMPORTANCE OF APPEARANCES



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 **THE IMPORTANCE OF APPEARANCES** 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 HOW TO AVOID BEING A MICROMANAGER



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 **HOW TO AVOID BEING A MICROMANAGER** 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!

SECTION #3

This section will utilize the following video:

EPISODE 3 LEARNING TO LIVE WITH FAILURE



SUGGESTED INSTRUCTOR **OUTLINE**



Tell your group that you're now going to discuss the importance of failure. If possible, lead into this topic by sharing some failures from your own company's history. These can be products that didn't sell well, ideas that went nowhere, or even ideas that started out as one thing and then turned into something else over time.



Show **LEARNING TO LIVE WITH FAILURE** to your group.



Have people answer Question #1 in their workbooks, then have them share those answers out loud. Some of them will be entertaining and will allow you to point out that failure is a quality all of us have in common. It's natural, it's part of the learning process, and it shouldn't be something to be embarrassed by. It's what we learn from our failures that is important. This will be more effective if you begin this discussion by sharing an example of your own.



Go through the remaining 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!

To illustrate the fact that failure is inevitable, have everyone in your class try to juggle three objects – pens, paper clips, or any other small object at hand. If possible, have everyone try simultaneously for 2 minutes, and don't allow anyone to stop trying. At the end of 2 minutes ask if anyone was able to do so successfully. If anyone says yes, have them demonstrate for the group – then ask them to juggle 4 objects, then 5, and then 6, until they fail. Use this exercise to reinforce the idea that failure is simply part of the process of learning, and that it's impossible to get better without failing from time to time.

MAKE IT
FUN!

Share a personal failure of your own. If you can't think of 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 the following completely true story about how failure is something all of us experience, although he's pretty sure he's experienced more than his fair share.

Why is that? Because, in his words, (and I quote), "I once got into a 45-minute argument with my printer because it didn't feel like printing. I shouldn't really call it an 'argument,' since it didn't say much, but I sure did a lot of screaming and cursing. I actually got so angry that I almost flung it across

the room. I called customer support, waited 35 minutes to talk to an actual person, spent 15 minutes working through various problems, and then the customer service person said something unbelievable.

'Sir, um, is the printer actually on?'

And now I'm sure you know what the answer to that question was. It wasn't on. I had failed to notice the GIANT BRIGHT ORANGE POWER SWITCH RESTING COMFORTABLY IN THE 'OFF' POSITION. A monkey could have turned that stupid thing on. So you know what I did? I pretended to have bad reception, dropped the call, and turned on my stupid, evil printer.

Oh, and by the way – why did I 'almost' fling it across the room? Because when I tried to do so, I failed to take into consideration the fact that it was still plugged in. So when I went to throw it, the cord stayed plugged into the wall and the printer just fell back onto my desk. Seriously. I failed to throw my printer. You ever been bowling and accidentally thrown the ball backwards when you let go too early? That's kind of what that felt like. Sometimes I wonder how I'm still alive. It's amazing I haven't failed to feed myself."



HOMEWORK!

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

1. What's the most embarrassing mistake you've recently made that you're willing to admit to others? (I'll get you started – probably twice a week I spill toothpaste on my shirt while I'm brushing my teeth. How have I not learned to lean forward into the sink by now? Do I seriously have to start brushing my teeth without a shirt on? **WHAT'S WRONG WITH ME?!?!?!?!?**)
2. What's one business mistake you've made in the last year? What did you learn from it?
3. Several studies have suggested that a company (or a leader) who makes a mistake, admits it, and then works to correct it will actually earn more customer or employee loyalty than those who never make a mistake in the first place. Do you agree with that finding? Why or why not?
4. Thinking about your next year at work, what's one area of your business where you think you might experience some amount of failure? Why do you think so, and what do you think you can do to either minimize that failure or get the most out of it?



PART TWO



INTERACTING WITH YOUR EMPLOYEES

SECTION #4

This section will utilize the following video:

EPISODE 4 THE IMPORTANCE OF BEING PRESENT



SUGGESTED INSTRUCTOR **OUTLINE**



Tell your group that you're now switching gears from preparation to interaction. How they interact with their employees is one of the most important qualities that determines a great (or less than great) leader.



Show **THE IMPORTANCE OF BEING PRESENT** to your group.



If your company has an open-door policy regarding its managers, this would be a good time to share those.



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 virtual impossibility of leading effectively without open channels of communication, have two people come to the front of the room. The manager (Person A) is going to try

to give the employee (Person B) some instructions, but Person A is not allowed to use any words. The job of the rest of your group is to try and guess, along with Person B, what Person A is trying to accomplish. Show Person A any of the following items, then give him/her 60 seconds to try and convey that information.

How to inflate a giant hot-air balloon

How to inspect a ceiling for water leaks

How to become a world-class clown

How to sneak into a top-secret government facility

You can do this exercise with as many pairs of people as you wish. The exercise should be entertaining, there's a very good chance that nobody will guess the answer correctly, and this will allow you to discuss the importance of regular communication and the proper ways to do it.



To illustrate the importance of being available, divide your group into two teams and give each team 3 minutes to construct a dating profile for someone who refuses to show any personal pictures and also refuses to meet in person. By the end of 3 minutes, each group should have a paragraph's explanation for why they are so private. This will be an entertaining exercise, but ultimately each team's

answers will sound either insincere or ridiculous. This will allow you to point out that, if you're the kind of leader who's never present, your team will start to construct the same outlandish explanations for your own behavior, and they will be less likely to respect you as a result.



HOMEWORK!

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

1. How often do you think you should communicate directly with the people who work for you, either face-to-face or through some other method (phone, email, hiding under their desk and surprising them when they walk in, etc.)?
2. What are some easy ways that you can let your employees know that you are accessible and available?
3. If you had to eat something that had been lying around for a week, which of the following would you choose first?
 - a) A seemingly clean piece of hard-shelled candy
 - b) A splotchy but not completely mushy banana
 - c) An open bag of delicious-looking pretzels
 - d) This is a dumb question and I think you're dumb for writing it.
4. Think once again of a leader you admire at your company (feel free to use the same person you chose for Section #1, Question #3). How would you like to emulate that person with respect to the way he/she interacts with his/her employees?
5. Do you think there's such a thing as being too accessible? If so, how?

SECTION #5

This section will utilize the following video:

EPISODE 5

THE DANGER OF TOO MUCH FRATERNIZING WITH YOUR EMPLOYEES



SUGGESTED INSTRUCTOR **OUTLINE**



Show **THE DANGER OF TOO MUCH FRATERNIZING WITH YOUR EMPLOYEES** to your group.



If your company has policies or protocols regarding non-work interaction between management and staff, this would be a good time to discuss those.



To illustrate how much a person's behavior influences our opinion of that person, ask your group to say the first thing they think of when they envision the following situation:

A person sifting through a dumpster

A person hanging upside-down in a tree

A person wearing a full-sized chicken costume

Two children covered in dirt

You can use as many examples as you like. Any and all of them will allow you to reinforce the point that the way we behave affects the way we are perceived. If they want to be treated like leaders, they will have to act the part.



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



Focus on people's answers to Question #1. Some of these will be entertaining, and all of them will be instructive.



In conjunction with Question #4 and to help people practice how they might make apologies if they ever act too unprofessional around their employees, bring two people to the front of the room. Try to choose two people that you know enjoy attention. Person A will be a teenager, and Person B is his/her father or mother. Tell them to role-play the following situation;

You (Person A) are a teenager, and you have just bailed your father/mother out of jail, where they were being held for 'public indecency'.

The scenario itself should be entertaining enough. Person B's job is to figure out how to apologize and

restore his/her authority in the eyes of the teenager.
Person A's job is to make that difficult.

This will be an entertaining yet excellent way to
practice those kinds of difficult situations between
leaders and their employees.



HOMEWORK!

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

1. Can you think of any instance when any leader you've ever heard of behaved in a manner that was hilariously unprofessional? How did it affect your opinion of this person?
2. Are there any activities or behaviors you currently have that you think might need to change as you transition into a leadership role?
3. **Special Super Awesome Three-Part Question Explosion!!!!** Suppose you're invited to a casual non-work function – an outdoor barbecue, a mud wrestling tournament, whatever – where you know some of your employees are going to be and where you expect people might be exceptionally unprofessional.
 - a) How will you decide whether or not to accept the invitation?
 - b) If you choose to go, what can you do to ensure that you don't compromise your authority once everyone's back at the office?
 - c) How can you do the things you listed above without people thinking of you as uptight, boring, or otherwise not fun to be around?
4. If you do end up acting or behaving in a way that you later decide might compromise your ability to lead your people effectively, what could you do to mitigate the damage or otherwise restore people's respect for you?



PART THREE



THINKING LIKE A LEADER

SECTION #6

This section will utilize the following video:

EPISODE 6 THE IMPORTANCE OF VISION



SUGGESTED INSTRUCTOR **OUTLINE**



Let your group know that this video and the following video are very closely related. If you wish, you can show both of them simultaneously and then do these questions and exercises together.



Before showing the video, answer Question #1 in the Participant Workbooks aloud. If anyone is unable to articulate your company mission statement or future goals, share those with everyone.



Show **THE IMPORTANCE OF VISION** to your group.



Impress upon your group the fact that companies can't achieve greatness without having a clear idea of what they want to accomplish. If you'd like, feel free to share the following:

"The author of this training has asked me to share the following completely true story to help illustrate the importance of having a clear vision in order to create a company.

When I was 23 years old, I made a portion of my living playing the drums on the streets of Nashville while dressed like a chicken. It's totally true, and I have pictures to prove

it. I spent three years of my 20s having no real clear idea of where I was going; I worked random jobs, wrote the occasional freelance article, and made just enough money to make it through to the next month.

When I first started giving presentations at corporate events, I continued to have no idea what I was doing. I kept expecting each presentation to be the last one I'd ever do, at which point I would have to go back to my motley assortment of odd jobs. I operated that way for two years, and made just enough money to make it through to the next month.

And then I finally had a vision of what my business could become – combining education with entertainment in a variety of ways. For the last several years I have pursued that vision, and I now have a real company, with assets and employees and a pathway to growth.

So here's my point. If you have a vision, you can build something. If you don't, you can play drums for strangers dressed like a chicken. The choice is yours.



Go through the remaining 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



In conjunction with Question #2, talk about these visions:

- a) The vision people have of what parenthood will be like vs. what parenthood is actually like
- b) The vision people have of what college will be like vs. what college is actually like

This should lead to some entertaining discussions and allow you to explain that visions change all the time and that people shouldn't worry about that.



Ask everyone to pretend they are hovering above the business and there is no roof (except over all the bathrooms). You have a complete doll-house view of the entire business and everyone in it. Where do you see dysfunction and where do you see things working efficiently? What is the funniest thing you see?



HOMEWORK!

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

1. What is your company mission statement and/or its vision for the immediate, medium, and distant future? How clearly has your company communicated its mission statement and vision to you? Could it have done so more effectively?
2. Think of a vision you have for something outside of work (making a home improvement, learning a new skill, becoming the next UFC welterweight champion, whatever). How much time have you spent refining that vision over the past few weeks, months, or years?
3. Within the area of your company that you have the ability to influence, what would you like to see happen in the next year or two? Do you think you could get others on board with those ideas?
4. What's one vision that you used to have for yourself (personally or professionally) that you no longer have? Why did you abandon that vision?
5. What are two methods by which you could effectively communicate your vision (along with any revisions that happen along the way) to the people you're leading?

SECTION #7

This section will utilize the following video:

EPISODE 7 THE IMPORTANCE OF EXECUTION



SUGGESTED INSTRUCTOR **OUTLINE**



Show **THE IMPORTANCE OF EXECUTION** 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**



Ask people to outline a strategy for becoming the First King of the Moon. Encourage your group to shout out anything they think would be necessary in order to make that vision into a reality. If they have trouble getting started, mention any of the following:

stockpile space lasers, master space flight, stop telling people you plan to lead a rebellion, obtain a stable source of food and water, buy jet packs, prepare a defensive perimeter against space aliens

This will be an entertaining way to illustrate the importance of developing a game plan for any vision they might have.

Divide your group into pairs, then give each pair of people 3 minutes to devise a vision and a method for executing that vision. The catch is that neither person can talk to the other. The person who develops the 'vision' can't tell his/her partner what that vision is, and the person who develops the 'strategy' can't tell his/her partner what the strategy is designed to accomplish. At the end of 3 minutes, have each pair read their vision aloud, followed by their strategy for executing that vision.

The answers will be absurd and nonsensical as well as entertaining, and this will allow you to illustrate the importance of good communication in order to make sure that visions and strategies are aligned with one another.



HOMEWORK!

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

1. Look back at your answer to Question #1 from Video 7. What are some ways that your company 'lives' its mission statement or executes its various visions?
2. Look back at your answer to Question #3 from Video 7. (Promise this is the last time you have to flip all these stupid pages.) What do you think needs to happen in order for you to turn that vision into a reality?
3. Using your vision from the previous question, how will you be able to gauge if your execution is successful or not?
4. What's the most poorly-executed strategy you've ever seen? (Here's mine: T-ball players. I've seen them run from home plate to third base, then to first, then sit down and play with the grass. Not exactly a recipe for greatness.)

SECTION #8

This section will utilize the following video:

EPISODE 8

HOW TO EMBRACE CHANGE WHEN NECESSARY



SUGGESTED INSTRUCTOR **OUTLINE**



Show **HOW TO EMBRACE CHANGE WHEN NECESSARY** to your group.



To illustrate how common change is, list some of the changes that your company (or your department) have undergone in the past two years. The more you can list, the better. You can also ask your group for help in creating this list.



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**



Focus on people's answers to Question #1. Some of these will be entertaining and will reinforce the point of the video.



Ask people to share their answers to Question #5 aloud. Some of these will be entertaining, others

will be agreeably nostalgic, and all of them will be instructive.

MAKE IT
FUN!

Ask people to make standard requests of you, and answer all of them with one of the four sentences presented in the video. Eventually your responses will start to sound ridiculous (e.g. “Can I talk to you for a second?” “That’s not how we do things around here.”), and you’ll be able to illustrate how impossible it is to be leader with a purely negative approach to things.

MAKE IT
FUN!

To reinforce the inevitability of change, ask your group to share some of the changes they went through for any of the following:

Their first year of parenthood

Their first year of paying their own bills

Their first year of junior high

Some of their responses will be entertaining, but all of them will allow you to point out that they will experience a similar period of change in their first year of leadership as during all of those periods of their life.



HOMEWORK!

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

1. What are some sentences, actions, or other behaviors that you should probably avoid using when discussing workplace changes? (Don't use the four examples you got in the video, cheater!)
2. What's one workplace change you've experienced that has been an undeniably good thing, either personally or for your company as a whole? Was everyone immediately excited when the change was first suggested, or was there some resistance?
3. Are there any changes that you think need to happen? How would you go about trying to convince someone who disagreed with you that those changes are really in everyone's best interests?
4. Look back at your answers to Question #3 in Video 2. Do you still agree with what you wrote there? If not, how would you change it?

5. Thinking back on your own career, what's something you've been asked to do that you really didn't want to do? Then, get ready for another SUPER AWESOME MULTI-PART QUESTION EXPLOSION!!!!

a) Why didn't you want to do it?

b) Did you eventually have to do it, or were you able to get out of it?

c) If you eventually had to do it, how did things ultimately turn out?

d) If you were able to get out of it, do you now think you were right or wrong for avoiding it in the first place?

6. What are some reasons that all of us are occasionally afraid of change? What can you do to help anyone who might be affected by one of those reasons?

CONCLUSION

This section will utilize NO VIDEOS



Once this is finished, you have finished the training! Congratulate everyone on surviving, and encourage your group to turn to the final page in their Participant Workbook and fill in the certificate printed there. Tell them that they are now officially better than they were a couple hours ago.

Remind them that everything you've just covered is important, but that you tried to make the process of learning about these things as enjoyable as possible. Re-iterate who they should talk to if they ever have any questions about these or other leadership issues.

THE **JEFF HAVENS** COMPANY is a unique corporate training company dedicated to delivering high-content professional development training in an entertaining and modern way. From leadership, communication, and change management to ethics, generational issues and more, we make learning fun. Because improving your business doesn't have to be boring.

Find out more about us and internationally recognized keynote speaker Jeff Havens at

JEFFHAVENS.com

