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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 1THE LITTLE THINGS ARE THE BIG THINGS





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.



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 BEATS EQUIPMENT





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 BEATS 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



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?

SECTION #3

This section will utilize the following video:

EPISODE 3WHY YOU SHOULD ENCOURAGE FAILURE



SUGGESTED INSTRUCTOR OUTLINE



If you played the game in Section 2 (Section 2, Ways to Make This Entertaining Idea #2), ask people if they enjoyed the game even though they were failing at it. Some will say yes, others no. Then say that whether or not they enjoyed the process, struggling and occasionally failing is a very common experience in business and in leadership especially. It's also a very important one.



Show **WHY YOU SHOULD ENCOURAGE FAILURE** to your group. (Note: Although this training has been designed so that each section can stand alone, this section and Section 4 will work best if they are shown back-to-back, instead of on different days.)



To illustrate the importance of failure, share any of the following facts:

- Walt Disney founded an animation company that went bankrupt before he found a teensy tiny bit of success with Disney World.
- Bill Gates' first business, Traf-o-Data, was a total failure.
- Steven King's first novel, Carrie, was rejected 30 times. In fact, he threw the manuscript in the trash, and his wife had to dig it out and convince him to keep sending it out before

he managed to get it published, along with 4 billion other books.

 Oprah Winfrey was originally told she was unfit for television.

The author of this series failed to convince anyone to go on a date with him the first four times he asked. He was pretty sad. But then he got his driver's license, and that helped a lot. Now he's doing OK.



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 demonstrate that failure is natural and that it's something all of us experience from time to time, have each member of your group come to the front of the room and attempt any one of the following activities:

- Say the following two words ten times quickly: "toy boat"
- Juggle any three items that you hand them
- · Do a pirouette

Touch one elbow to their nose

If anyone manages to do the activity you suggest, make them do another one until they fail. For the sake of solidarity, you should attempt (and fail at) one of these activities as well.



If possible, share one of your company's failures and what was learned as a result. This could be a failed product, a failed rollout of new technology, a failed merger, or anything else that comes to mind. The more significant the failure, the more likely the story will be entertaining. Even if it isn't an 'entertaining' story, though, it will absolutely be instructive.

HOMEWORK!

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

- Pick something from your past that you now look at as a complete and utter failure. What is it? What have you learned from it? (Author's Note: Mine is that haircut you saw. That was my 9th grade picture. As you might have already guessed, my girlfriend was imaginary.)
- 2. Think of a recent failure you've experienced at work. Was it a catastrophic problem, a serious but survivable inconvenience, or simply a nuisance? What did you learn from that failure?
- 3. What is one thing that one of your employees recently failed at? How did you handle that failure to ensure that your employee learns from the experience and is ultimately better in the future?
- 4. Despite the fact that failure is an important part of business, there is a teensy difference between 'isolated failures that teach us lessons' and 'chronic failures that indicate a systemic problem.' Can you think of any element of your business where you or your employees are consistently failing to meet expectations? If so, what is happening and what ideas do you have to address the issue?
- 5. What is the best failure you've experienced in your professional life? By 'best' I mean the failure that taught you the most, turned you on to a completely new product idea, or something along those lines. I don't mean 'so spectacularly bad that it made national news'.

SECTION #4

This section will utilize the following video:

EPISODE 4KNOWING WHEN TO QUIT





Reference Question #4 in the previous section, and re-iterate the idea that some amount of failure is acceptable and necessary, but there is a limit to how much.



Show **KNOWING WHEN TO QUIT** to your group. This video is designed as a continuation of Section 3 and will work best if shown immediately after Section 3, rather than on different days.



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**





In conjunction with Question #2 (or as a way to introduce that question), share the following story.

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 know when to give up.

"I tried to learn the guitar once. I'd heard it was a great way to meet women, and playing the guitar sounded like a more exotic career path than creating leadership training. So I bought a \$90 acoustic guitar and played it until my fingers bled, which just so you know only takes about 15 minutes. I even learned three chords, which means I know as much as the guitarists in Green Day.

I just had one problem – I was terrible. I couldn't switch between chords, and I could barely make my tiny baby fingers form the right shapes to make noises that sounded good. I played for a month, saw absolutely no improvement or hope for any improvement, and so I gave up and switched to the drums, because the drums are so easy a monkey could play them. Don't get me wrong, my drumming audience – I love playing the drums. They're awesome, and way cooler than playing a stupid guitar. But seriously, a monkey could do it.

What's my point? My point is that sometimes it's OK to go in a different direction. Especially if that direction lets you hit things really, really hard."



In conjunction with Questions #4 and #5, ask your group if they think the following people should have quit earlier than they did, and if so why:

- Brett Farve (or Michael Jordan or The Chicago Cubs or any other popular sports team or icon whose career lasted a little longer than it should have)
- Law and Order (or How I Met Your Mother or any other popular TV series that should have wrapped up before it

actually did)

 Bob Dylan (or The Rolling Stones or any other musical group whose career should have ended before it did)

This should spark some lively and entertaining debate, as some people will think these people should never stop while others will say they've passed their prime. No matter what they say, though, you'll be able to use their attitudes toward these people to direct their approach to Questions #4 and #5.



Divide into two groups and set the scene for a ficticious business venture, but choose a venture that has tremendous potential but no track record and potentially limited appeal. Choose one whose product is sort of goofy so the discussion is more fun than discussing a traditional business. Examples could be:

- A company that builds water gun attachments for your car
- A company that makes personal helicopter backpacks
- A mobile phone device that will have conversations for you, so you don't have to engage in interpersonal conversations anymore.

Whatever venture you choose, make it known that this company currently has over \$10 million dollars

invested, but the money is almost gone and there has been no significant interest from the market.

Group A: this is your venture. It was your concept. You raised the initial capital. You still whole heartedly believe this company will succeed.

Group B: You will play the devil's advocate and are convinced that it's time to throw in your cards and move on.

Have a discussion about the reasons to continue on and the reasons to move on. The winner gets a personal helicopter backpack. These questions, along with video summaries, are included in the participant workbook.

- 1. What's your opinion of Kenny Rogers's "The Gambler"?
 - a) Like the author of this incredible training series, I too grew up listening to the sweet sounds of Sir Kenny. His words are indelibly linked with the joys of my childhood, and I've always harbored a secret hope that he would adopt me as his own and teach me the ways of his glorious musicmaking.
 - b) I've heard this song before, but I didn't realize until just now how amazing it is.
 And true! So true. Not just about gambling, but about life itself.
 - c) I'd heard this song before but don't really care much about it. That's because I have terrible taste in music
 - d) I've never heard this song, and now I really, really don't want to.
- 2. What's something in your personal life that you have completely given up on? Why did you give up on it? Do you think you made the right decision by doing so?
- 3. What criteria do you use to determine whether or not to continue with a struggling strategy, product, or other element of your business?

4.	Think about the last strategy, product, or other element of your business that
	you gave up on. Then, answer the following in this SUPER AWESOME MULTI-
	PART QUESTION EXPLOSION!!!!

- a) What was it?
- b) Why did you give up on it?
- c) How did you feel about that decision immediately before making it?
- d) How did you feel about that decision immediately after making it?
- e) How do you feel about that decision now?
- 5. Are there any current elements of your business that you're thinking about giving up on? If so, what are they, and why are you still uncertain about whether or not to continue with them?

PART TWO



LEADERSHIP QUALITIES TO AVOID LIKE THE PLAGUE

SECTION #5

This section will utilize the following video:

EPISODE 5DON'T ABUSE YOUR AUTHORITY!





Let everyone know that you're now switching gears. Up until now you've been focusing on qualities worth emulating. Now you'll be talking for a while about qualities and behaviors we should all try to avoid.



Show DON'T ABUSE YOUR AUTHORITY! 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





In conjunction with Question #1, have people act out the leadership behaviors they would least like to emulate – angry, indifferent, condescending, rude, etc. Encourage people to be creative. For each of them, you can play the part of the employee.

Start the exchange with one of the following:

"Hey, do you mind if I ask you something?"

"Can you give me some feedback about my last project?"

If you'd like, make this into a game where the 'winner' is the person whose performance is the most over-the-top. This will be an entertaining way to illustrate several bad leadership practices, which will allow you to talk in turn about the kinds of leadership practices they should strive to adopt.



In conjunction with Question #2 - What can you do to make every one of your direct reports feel special, important, valued, or otherwise noticed? - divide your group into two teams and give each team 3 minutes to come up with as many solutions as they can. The team with the most unique and fun answers wins. Define unique as a solution the other team didn't think of as well, but strive to find solutions that are fun and put a smile on people's faces.



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

- 1. I'm sure you've read a bunch of business books and talked with your friends about their own experiences with fellow leaders. Without naming names, who seems to be the most difficult person you can imagine working with? Why is that?
- 2. What can you do to make every one of your direct reports feel special, important, valued, or otherwise noticed?
- 3. Think of a leader or mentor you especially admire. How did he/she handle the issue of his/her authority over others?
- 4. Can you think of an instance when one of the junior members on your team said or did something that was especially impressive or useful? (I hope the answer is yes!) What was it, and what so impressed you about that person's words or actions?

SECTION #6

This section will utilize the following video:

EPISODE 6The power and problem of body language





Begin this lesson by staring intently at one member of your group. Do it until he/she turns away, then pick another person and repeat the exercise. If anyone maintains your gaze, start moving closer to that person until he/she turns away. If he/she continues to stare back at you, break off at any time and say, "OK now it's creeping me out." You can use this as a nice way to lead into the importance of paying attention to nonverbal behaviors.



Show **THE POWER AND PROBLEM OF BODY LANGUAGE** to your group.



Reinforce the point mentioned in the video that approximately 70% of communication is nonverbal. This means that, on average, what you say is actually less important than how you say it.



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



Divide your group into pairs. Person A will begin to talk about any topic that comes to mind (sports, the weather, work, their weekend plans, etc.), and Person B will choose one of the following emotions to portray non-verbally: bored, angry, sad, offended, or interested. Encourage Person B to be as subtle or obvious as he/she wishes. Person A will attempt to guess which emotion Person B was going for, at which point Person B will answer 'yes' or 'no,' and then the two people will switch roles. Each round should last no longer than 15-30 seconds, and it will be an entertaining way to let people see what various nonverbal emotions look like.



Bring four people to the front of the room. Give them one of the following emotions – bored, angry, sad, offended, or interested – and have them act that emotion out for 10 seconds. The winner will be chosen by those audience members not currently participating. When a winner has been chosen, have him/her remain at the front, then bring three new people up to compete with him/her using a different one of the five emotions listed above. Play this game as often as you like. The overall winner will be the person who can stay at the front of the room the most consecutive times.



Bring two people to the front of the room to act out any of the following scenarios without saying a word:

- A parent is driving the car on a long road trip, and a child in the back seat is bored. The child gets increasing more bored, keeps asking "Are we there yet?", and the parent gets increasingly more irritated.
- Two people are playing tennis. Each one wins a point, and then during the third volley Person A scores a point but Person B thinks the ball was out of bounds. They get into an argument about this, and Person B storms off the court.
- Person A is a clown that's been hired to perform at Person B's birthday party. The only problem is, Person B is terrified of clowns.

The actors can use gestures, noises that aren't words, and anything else to convey the meaning, and it is the job of the non-participants to guess what is going on. This will be entertaining to watch, and the audience will eventually guess the right scenario, which will allow you to illustrate how powerful nonverbal communication can be. If the audience has trouble guessing the right scenario, feel free to tell them at any point, then ask how many of them were thinking something along those lines. Most will say they were, which will again reinforce the power of nonverbal communication.

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

- Think about a leader or mentor that you especially admire. What most impresses you about the way he or she carries him or herself? (Think posture, attitude, dress, tone of voice, attitude while listening, and anything else that comes to mind.)
- 2. To the best of your knowledge, is there anything about your body language that could be improved? If so, what?
- 3. Find someone who knows you pretty well, and ask them to answer Question #2 about you. Encourage them to be honest, and promise them that their response won't hurt your feelings. This is about being the best leader you can be, and one of the best ways we can do that is to see how others see us.
- 4. How intimidating did you think I was in that video?
 - a) You terrified me, and if I saw you in public I would cower behind something and probably whimper a lot until you went away.
 - b) I wouldn't exactly be excited about talking with you, but I wouldn't say I was frightened.
 - Not only could you not scare a child, but I'm pretty sure children would scare you.

SECTION #7

This section will utilize the following video:

EPISODE 7
MICROMANAGEMENT!





Before showing the video, ask people to call out words or phrases they would associate with a poor manager or leader. Write some or all of their responses down.



Show **MICROMANAGEMENT!** to your group.



Revisit the words you wrote down before showing the video, and ask your group if those are qualities that might be associated with a micromanager.

There's a good chance that they will answer yes to a few or several of those words, which will allow you to show them that micromanagement is an indication of several ill-advised management practices combined into a single approach.



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



In conjunction with Question #1, divide your group into two teams. Then give each team 3 minutes to develop a management strategy for teaching the other team how to do a particular activity. The activities are as follows:

Team 1 is going to teach Team 2 how to fold a paper airplane

Team 2 is going to teach Team 1 how to clean and organize the room that you're all currently in

Tell them that the goal is to create so many instructions, and to be so particular with the execution of those instructions, that you make it virtually impossible for the other team to do their job successfully. At the end of 3 minutes, have one representative from Team 1 teach one representative from Team 2 how to fold a paper airplane. The experience should be both entertaining and occasionally frustrating, which will illustrate the problem with micromanagement. You can stop the proceedings at any time, and then have one representative from Team 2 teach one representative from Team 1 how to clean and organize the room.



In conjunction with Question #4, ask your group to share stories of any of the following:

- Asking their own children to clean up their room, eat all of their dinner, or some other common request parents make of their children
- Teaching their older relatives how to use any new or modern piece of technology

Not everyone will share stories, but the ones who do will certainly have some entertaining anecdotes, and all of them will illustrate that micromanagement can occasionally be an effective strategy for certain types of situations.

HOMEWORK!

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

- 1. What's the worst example of micromanagement that you can think of? What made it so bad?
- 2. Think of a time when you micromanaged a situation more than you should have. (Don't feel bad about admitting that you've done it, by the way. All of us have.) How could you have handled that situation differently and/or more effectively?
- 3. Think of a time when you effectively delegated authority, responsibility, or some other word that ends in -ity to your team. What was the situation, and why do you think it worked out well?
- 4. Can you think of a time when micromanagement might be the correct strategy? (The summary gave you a hint as to when that might be the case. Re-read it if you need to, or read it for the first time if you were too lazy to do it the first time! Slacker.)

SECTION #8

This section will utilize the following video:

EPISODE 8
THE IMPORTANCE OF TRUST





Reference the previous section (Micromanagement!), and indicate that micromanagement essentially happens when the micromanager doesn't trust the people he or she is micromanaging.



Show **THE IMPORTANCE OF TRUST** 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**





To demonstrate trust in an entertaining way, select one or two people from your group that you know is extroverted and comfortable being the center of attention. Bring them to the front of room, ask them to close their eyes, and tell them that they have to do whatever you say, and that you promise not to tell them to do anything painful or dangerous in any way. Then, ask your 'volunteers' to do one or all of the following:

- Direct them around the room, telling them to only do what you say. (e.g. "Walk until I say stop...stop...turn 90 degrees to the left...reach out with your left arm and find the door handle right in front of you...)
- Halfway through their journey around the room, tell them to stop and do their favorite dance move, remembering to keep their eyes closed. As they do it, tell them, "I promise that none of us are taking pictures of you right now." If either volunteer opens their eyes, they lose and you can make them sit down.
- Tell them to turn around in place three times. While they're doing that, move to the other side of the room so that your voice is coming from a different direction.
- End by telling them to open the door to the room, take two steps, turn around, close the door behind them, and wait there until you tell them otherwise. Wait for 30 seconds, then go open the door to see if they're still standing there with their eyes closed. If they are, they win; if not, they lose.

At the end of this exercise, ask the participants how hard it was for them to keep their eyes closed the entire time. If they indicate that it was difficult, use that as a teaching moment. Trust is difficult, but it's critical in order to be successful. We don't always know everything that's going on, and we certainly can't do everything on our own, which is why there is really no choice except to trust others. If they indicate that it was easy to keep their eyes closed,

use that as a teaching moment. We should all work to reach a point when trusting the people we work with is so easy that we're never tempted not to.



Divide your group into pairs and have everyone stand up and face their partner about 3 or 4 feet apart. Tell each pair of people to hold their hands up and place their palms against the palms of their partner. Then, tell everyone to lean forward until they would fall over if they were not being supported by their partner. It will probably take a little while for everyone to get comfortable with this, and the process should be entertaining. Once you notice that everyone is doing this correctly, tell everyone that whenever they feel like it, they can stop pushing and let their partner fall down. At that point the vast majority of people will laugh, back away and stand up to prevent themselves from falling. You can use their reactions to highlight how quickly trust can be broken. If any pair of people did not stop supporting each other, use those pairs as an example for everyone to try and follow.

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

- 1. Do you really believe that I have no friends?
 - a) No, you seem awesome and I wish I could be your friend. I want that so badly!
 - b) Absolutely. If I saw your car broken down on the side of the road in a blizzard I would keep driving.
- 2. In your most brutally honest opinion, how many times has your professional trust in another person been betrayed in any way?
- 3. To the best of your ability, estimate how many times your professional trust in others has been more or less validated
- 4. Divide your answer to Question #2 into your answer for Question #3. That is the percentage of time your trust has historically been misplaced. Is that percentage informative to you in any way? If so, how?
- 5. What are three ways you can demonstrate trust in your colleagues, subordinates, direct reports, and other members of the team you lead?

B PART THREE



CASE STUDIES IN LEADERSHIP... SORT OF

SECTION #9

This section will utilize the following videos:

EPISODE 9 Lyndon Johnson

EPISODE 10 AL DUNLAP

EPISODE 11 Harry Cohn



SUGGESTED INSTRUCTOR OUTLINE



Introduce this section by saying that you're going to change the pace a little bit. Up until now you've shown one video and then answered questions associated with that video. Now you're going to watch three in a row, since they're all trying to accomplish the same thing – illustrating various leadership styles from real, actual leaders. Emphasize the importance of studying other leaders, and remind your group that they've been answering several questions in the last eight sections that required them to think of real leaders from their own experience.



Show LYNDON JOHNSON to your group.



Show AL DUNLAP to your group.



Show **HARRY COHN** to your group.



Have someone in your group read aloud the Summary associated with these videos in the Participant Workbook. That summary has been reproduced here.

Summary: Three videos at once? I'll bet your eyeballs are simply exploding with joy right now!

Just like professional football players analyze game film in order to prepare for their next game, great leaders are constantly analyzing the leadership of others. Usually we try to learn from people that we admire or otherwise display qualities we would like to emulate. But it's often just as instructive (and sometimes moreso) to look at instances of failed leadership.

In these case studies you've seen examples of everything you were encouraged to avoid in the previous section: lack of trust; combative and bombastic behavior; and a relentless focus on personal gain at the expense of others. For each of these men, their approach to leadership led to their eventual undoing. Lyndon Johnson was abandoned by his own party; Al Dunlap was ultimately fired, fined, and barred by the SEC from ever holding a management position at a publicly-traded company; and Harry Cohn died an almost universally reviled man. Given enough time, it seems their similar approaches to leadership all eventually result in unhappy outcomes.

At the same time, all three of these men – and hundreds of other men and women like them – managed to become very successful leaders. Lyndon Johnson passed some of the most important civil rights legislation in our country's history, despite strong opposition from members of his own party; Al Dunlap became CEO of two companies; and Harry Cohn built one of the most successful movie studios of his time. Their abrasive and difficult leadership styles didn't endear them to very many people, and in some cases it

ended up causing an ultimate demise; but it also probably contributed to the success they obviously experienced early in their careers.

Does that mean you have to be loud, angry, uncompromising and violent in order to get ahead? Of course not, and there are hundreds of well-respected leaders who've achieved great heights without resorting to the tactics of these three men. But there are also hundreds of hated leaders who have done the same.

What does this all mean? It means that there are many ways to get to the top. Treating others poorly and refusing to trust your team won't necessarily stop you from gaining ever more power and prestige. How you choose to lead is entirely your decision. You can become the kind of leader others are excited to follow, or you can become the kind of leader people follow because they feel like they don't have a better choice. I just hope you choose the first option.



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 your group if they can think of any other leaders who could have been used as video case studies, based on what they've read in management books or learned in business school or otherwise heard. Push for details, as many of those will be outlandish and surprising.



Ask volunteers to impersonate one of the leaders presented in any of these three videos. (If anyone chooses to impersonate Lyndon Johnson, give them a crumpled up piece of paper or something soft and harmless to throw.) The winner will be the person who gives the most convincing performance.

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

- 1. Of the approaches to leadership that you saw in these three videos, which action or behavior would you consider to be the worst? Why?
- 2. Looking back on your answer to Question #1, can you think of any instance in which that approach to leadership might be beneficial?
- 3. Let's assume for a second that you want to be a 'good' leader, however you define that. Let's further assume (crazy, I know!) that you're doing everything you know how to do in order to live out that 'good' approach to leadership. And then let's further further assume that you work with someone with a 'bad' approach to leadership but who still seems to be advancing successfully in his/her career. Got all that? I hope so, because now it's time for a SUPER AWESOME MULTI-PART OUESTION EXPLOSION!!!!
 - a) What can you do to not let their approach influence your own behavior?
 - b) How might you try to convince him/her to try doing things your way?
 - c) What will you do to stay true to your vision if you see this person advancing at a faster rate than you are?

- 4. Do you think it's better to yell at people before you throw things at them, or should you just throw things first?
 - a) Yelling first is better, because it will get their attention, and part of the reason that you throw things at people is so they can see you do it and fear you.
 - b) Throwing things first is better, because that way you can surprise them and hopefully score a good hit before they have a chance to dodge.
 - c) I don't yell and I don't throw; however, I've contemplated both.
 - d) Not applicable. (we needed an HR friendly answer.)
- 5. How would you like to be remembered by the people you lead? (Take some time on this one. Legacy questions are hard.)
- 6. Look back at your answer to Question #5. Do you think you're on the right path to getting what you want?

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 amazing.



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. Encourage them to continue learning, reflecting, and talking with each other to refine and hone their already impressive leadership skills.



As everyone leaves the room, do any combination of the following.

- Throw crumpled-up paper at them.
- Say "I'm watching you, you know. I'm always watching."
- Glare at them silently.

Any one of these will be a callback to things you did during the training and should serve as an entertaining send-off.

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