

TRAINING LEADER'S GUIDE

Managing MIE

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THE VIDEO'S MESSAGE

It's not what happens to you, but how you react to it that matters.

- Epictetus

As the leader of any group, problems are inevitable. So...how do you react? Do you lead with your gut...or your head? This is the dilemma that the host of “**Managing Me**” grapples with. When problems arise at work, he can choose to react with either impulse or reason. As each situation plays out, the better reaction is clear: 1. Don't attack. Teach. 2. Don't take sides. Mediate. 3. Don't blame. Solve. 4. Don't close doors. Open doors. 5. Don't argue. Negotiate. 6. Don't avoid. Confront. Viewers recognize that how you react often has a far greater impact—on morale, on retention, on productivity—than any specific problem ever could. The key to managing other people is learning how to manage you.

HOW TO USE THIS GUIDE



Before beginning your “**Managing Me**” workshop, read through this guide. Take special note of the **Preparing for the Workshop** section. The **Planning Considerations** and **Suggested Group Workshop** sections will help you determine your workshop agenda.

Please note that you may present the graphic layouts, located at the end of this guide, on flip charts, overheads or computer video projection. These graphics are also included on the DVD version of this program in two formats: as a menu option that displays the graphics on your monitor, or as a PowerPoint document that can be copied onto a computer's hard drive and displayed from there.

The Participant Handout Section and graphic layouts may be duplicated for use only in training sessions with the program.

KEY TRAINING POINTS

The key to managing other people is learning how to manage you.

How you react often has a far greater impact than any specific problem ever could.

- “Managing Me” video

- ◆ When someone drops the ball...
1. Don’t attack. Teach.
- ◆ When everyone disagrees...
2. Don’t take sides. Mediate.
- ◆ When things fall apart...
3. Don’t blame. Solve.
- ◆ When you hear a new idea...
4. Don’t close doors. Open doors.
- ◆ When you run into confrontation...
5. Don’t argue. Negotiate.
- ◆ When bad news hits...
6. Don’t avoid. Confront.

TRAINING APPLICATIONS



This program easily adapts to workshops on management / leadership skills or emotional intelligence for leaders at every level in an organization, including:

- Managers
- Supervisors
- Team leaders
- Newly appointed leaders
- Experienced leaders looking to refresh skills

PLANNING CONSIDERATIONS

- 1. Know Your Audience**
Understand the training needs of your audience and target your workshop accordingly.
- 2. Determine Objectives**
Determine the objectives of your workshop, considering your audience and their needs.
- 3. View Video**
Watch the program. Note situations that relate directly to your audience.
- 4. Prepare Environment**
Reserve a comfortable room with easy access for viewing the video and for small and large group discussions.
- 5. Prepare Materials**
Use the Training Leader's Checklist to prepare flip charts and/or overheads, and photocopy all participant handouts.
- 6. Check All Presentation Equipment**
Test all audio and visual equipment **well before** the training session begins. At the beginning of the session, make sure everyone can see and hear the presentation.
- 7. Send Out Invitations to Participants**
A sample letter is provided for your use. (page 6)

TRAINING LEADER'S CHECKLIST

- 1. Reserve an appropriate location with:**
 Comfortable seating Easy viewing of visuals
 Good lighting Adequate writing surface for participants
 Good acoustics Accommodations for participants with disabilities
- 2. Make sure all equipment is working by:**
 Playing the video to make sure the player, monitor, and sound are functional
 Checking overhead projector, laptop computer and any additional equipment
- 3. Organize and prepare all materials, including:**
 Training Leader's Guide PowerPoint slides, overheads or flip charts
 Paper and pencils Worksheets photocopied for participants
- 4. Any additional materials (list below):**

SUGGESTED GROUP WORKSHOP



FOR: 2 ½ -HOUR GROUP TRAINING SESSION

Activity	Time	Page(s)
“Managing Me” Welcome & Discussion Worksheet #1: “Impulse vs. Reason” (Participant Handout)	30 minutes	7 14
“Self-Awareness” Exercise & Discussion Worksheet #2: “Self-Awareness” (Participant Handout)	20 minutes	8 15
Video Presentation, Exercise & Discussion Worksheet #3: “Negative to Positive” (Participant Handout)	45 minutes	9-10 16-17
Break	10 minutes	—
“Action Plan” Exercise & Discussion Worksheet #4: “Action Plan” (Participant Handout)	30 minutes	11 18-19
Conclusion / Session Evaluation Worksheet # 5: “Session Evaluation Form” (Participant Handout)	15 minutes	12 20

(These times are approximate and may vary depending on the size and responsiveness of your audience.)

SAMPLE INVITATION TO WORKSHOP



This letter can be sent to your participants before the training session. You can customize it to fit your needs.

(Date)

To: (Participant's Name)

From: (Trainer's Name)

Re: "Managing Me"

How you react often has far greater impact...than any specific problem ever could.

- "Managing Me" video

You are invited to attend a leadership workshop, entitled "Managing Me". This thought provoking video & training session examine the importance of a leader's reactions to a work group's morale and productivity. The program will demonstrate the benefits of emotionally intelligent reactions to a variety of workplace stresses, illustrating how to lead with reason, rather than impulse. Specific techniques include:

1. Don't attack. Teach.
2. Don't take sides. Mediate.
3. Don't blame. Solve.
4. Don't close doors. Open doors.
5. Don't argue. Negotiate.
6. Don't avoid. Confront.

Please mark your calendar for (insert date, time and place) so you can attend this important training session.

Thank you!

“MANAGING ME” WELCOME & DISCUSSION



Time Required: ● 30 minutes

Materials Needed: ● Graphic #1 (page 22)
● Graphic #2 (page 23)
● Worksheet #1: “Impulse vs. Reason” (page 14)

Reveal Graphic #1:

“Managing Me”

Welcome:

Introduce yourself and welcome participants. Ask participants to introduce themselves and describe their job responsibilities.

Read or Paraphrase:

This is a workshop about managing your reactions to the inevitable problems that come up for leaders of any group. The video we will be viewing, “Managing Me”, demonstrates 6 specific examples of leading with reason, rather than impulse. The video also shows the benefits - to you and your work group—of reacting with emotional intelligence.

Reveal Graphic #2 and Discuss:

The key to managing other people is learning how to manage you.

How you react often has far greater impact – on morale, on retention, on productivity – than any specific problem ever could.

-“Managing Me” video

Hand Out Worksheet #1 and Read or Paraphrase:

We have all had situations at work where stress caused us to just lose control. It’s an understandable reaction, but it is rarely productive. On this worksheet, you will have an opportunity to describe a situation where you reacted impulsively, with negative consequences. You can then describe how you could have reacted more thoughtfully with better consequences.

Small Group Discussion:

After allowing time for participants to complete Worksheet #1, have them get in groups of 3 or 4 to discuss their experiences and the differences between their impulsive and reasoned reactions.

Large Group Discussion:

Ask participants to share some of their experiences described on the worksheets *and* what they might learn from them.

"SELF-AWARENESS" EXERCISE & DISCUSSION



Time Required: ● 20 minutes

Materials Needed: ● Graphic #3 (page 24)
● Worksheet #2: "Self-Awareness" (page 15)

Reveal Graphic #3 and Discuss the Following Quotations:

The keystone of emotional intelligence is awareness of one's own feelings as they occur.

Self-awareness...is the difference between being enraged at someone and having the thought "This is anger I'm feeling". The realization (of anger) offers the option not to act on it.

- *Emotional Intelligence* by Daniel Goleman

You can observe a lot by just watching.

- Yogi Berra

Hand Out Worksheet #2 and Read or Paraphrase:

This is an introspective exercise to simply observe our own reactions. The first step in working intelligently with negative emotions is to be aware of them. This awareness – just stopping to notice - gives us the option to react more positively.

(You may choose to allow people to silently read the worksheet instructions or you may guide them through it by reading the following paragraph aloud.)

You may do this exercise with your eyes open or closed. Think of a specific time when you were very angry with someone, at work or anywhere. Try to really put yourself back in that situation. Notice carefully how you feel. Is your breathing different? Do you feel anything different in your body? Spend a few minutes in this situation observing as much as you can. When you are ready, open your eyes, return to the present and complete the 2 questions on the worksheet.

Large Group Discussion:

Ask participants to discuss question #1, their observations. Ask if there was anything surprising or unexpected in these observations. Then discuss question #2, how this exercise could help them the next time they start to get angry. You may guide the discussion toward the idea that just stopping to be aware of our reactions could help us behave more rationally.

VIDEO PRESENTATION, EXERCISE & DISCUSSION



Time Required:

- 45 minutes: Video & Discussion

Materials Needed:

- Video – “Managing Me”
- Graphic #4 (page 25)
- Graphic #5 (page 26)
- Worksheet #3: “Negative to Positive” (pp. 16-17)

Reveal Graphic #4:

*A person’s ability to manage emotion provides the basis for success in almost any job.
- Emotional Intelligence by Daniel Goleman*

Video Presentation:

You may wish to introduce the video by saying, “The video we will be watching, “**Managing Me**”, illustrates the benefits of reacting to workplace stresses with reason, rather than impulse. As you watch the video, please note those situations that relate to your own work experience.”

Ask and Discuss: (Answers will vary)

Q: In the first scenario, when Joe’s assistant gives him black and white copies, what are Joe’s options? When Joe chooses the second option, did you notice what he did before reacting?

A: *His choices are Attack or Teach. Before Joe reacts the second time he takes a deep breath; he stops himself before speaking.*

Q: In the second scenario, where the team is deciding where to hold a conference, what’s wrong with Joe blurting out his preference?

A: *Once the group leader gives his opinion, the discussion is over. He needed to not take sides, but to mediate.*

Q: When things go wrong, blame is probably the easiest reaction. Why isn’t it productive? How was Joe able to focus on a solution rather than blame?

A: *Blame creates an atmosphere of finger-pointers and excuse makers. Nobody, including the employee in the video, wants to take responsibility. And it doesn’t solve the problem. Before the second option, Joe again stopped before he reacted.*

(more)

VIDEO PRESENTATION, EXERCISE & DISCUSSION – cont'd

Q: When one of Joe's employees suggests doing work in-house rather than outsourcing, why does he first dismiss her suggestion? How did the employee appear respond to Joe's dismissal of her idea?

A: *Without really thinking about it, Joe just sees it as a bad idea. She looked discouraged.*

Q: Why does Joe get into a silly argument over a chair? What was the better option?

A: *When confronted with an angry person, it's easy to get angry in response, but it doesn't get us anywhere. Negotiation is more likely to lead to a satisfactory solution.*

Q: What was Joe's reaction to the bad news about a competitor? Why was that not productive?

A: *His first reaction was avoidance. It was better to confront the bad news, so people hear it from him and see him begin to take charge of the problem.*

Q: When Joe says that the key to managing others is first to manage yourself, what does that mean to you?

A: *Answers will vary.*

Reveal Graphic #5 – “Key Training Points”

Hand Out Worksheet #3 “Negative to Positive” and Explain:

This worksheet has the video's training points for you to examine in real work situations.

Small Group Discussion:

Organize participants in groups of 3 or 4. Have them discuss each of their answers on Worksheet #3.

Large Group Discussion:

Reassemble the large group and discuss the questions on the worksheet. Ask participants to share the responses from their groups.

You may conclude the discussion by asking if there are any further questions or comments related to the video.

“ACTION PLAN” EXERCISE & DISCUSSION



Time Required: ● 30 minutes

Materials Needed: ● Graphic #6 (page 27)
● Worksheet #4: “Action Plan” (pages 18-19)

Reveal Graphic #6 and Read:

The question you’ve got to ask yourself is not “Can I manage other people?” It’s “Can I Manage Me?”

- “Managing Me” video

Hand Out Worksheet #4 and Explain:

Explain that this is the participants’ opportunity to consider their own reactions to problems at work and how that may benefit themselves and their work group.

Large Group Discussion:

After everyone has completed the worksheet, ask which behaviors might be the most difficult for them to maintain. Why? You may also wish to ask participants to discuss what they learned from this exercise.

CONCLUSION / SESSION EVALUATION



Time Required: ● 15 minutes

Materials Needed: ● Graphic #7 (page 28)
● Worksheet #5: “Session Evaluation Form” (page 20)

Reveal Graphic #7 and Read:

The sign of an intelligent people is their ability to control emotions by the application of reason.

- Mayra Mannes (writer)

Speak when you are angry...and you will make the best speech you'll ever regret.

- Laurence J. Peter (educator & writer)

Hand Out Worksheet #5 and Conclusion:

Ask participants for any final questions or comments. Thank your group for their participation, hand out Session Evaluation Forms, and ask participants to complete them before leaving.

PARTICIPANT HANDOUTS

WORKSHEET #1: "IMPULSE VS. REASON"

How you react often has far greater impact...than any specific problem ever could.

- "Managing Me" video

Instructions: Please answer the following 2 questions, which you will be discussing in a small group:

1. Describe a specific situation where you reacted impulsively / emotionally to a work problem, with negative consequences.

2. If you could re-enact the situation described above, how could you have reacted more reasonably, and how do you think the consequences would have changed?

WORKSHEET #2: "SELF-AWARENESS"

The keystone of emotional intelligence is awareness of one's own feelings as they occur.

Self-awareness... is the difference between being enraged at someone and having the thought "This is anger I'm feeling". The realization (of anger) offers the option not to act on it.

- *Emotional Intelligence* by Daniel Goleman

You can observe a lot by just watching.

-Yogi Berra

Instructions: (You may do the thinking part of this exercise with your eyes open or closed.)

Think of a specific time when you were very angry with someone, at work or anywhere. Try to really put yourself back in that situation. Notice carefully how you feel. Is your breathing different? Do you feel anything different in your body? Spend a few minutes in this situation observing as much as you can.

When you are ready, open your eyes, return to the present and write down your observations below.

1. When I was angry, I observed these reactions in myself:

2. How could this exercise help me the next time I start to get angry?

WORKSHEET #3: "FROM NEGATIVE TO POSITIVE"

Instructions: Answer at least **two** of the following questions most relevant to your own experiences.

1. Don't Attack. Teach.

Describe a specific work situation where you made a mistake and expected your boss to "attack" but instead he or she actually taught you something valuable.

2. Don't Take Sides. Mediate.

Describe a specific work situation where you or someone you worked for successfully mediated a disagreement among a group of people.

3. Don't Blame. Solve.

Describe a specific work situation where you or someone you worked for chose to solve a serious problem, rather than look for someone to blame.

(more)

WORKSHEET #3: "FROM NEGATIVE TO POSITIVE" (cont'd.)

4. Don't Close Doors. Open Doors.

Describe a specific work situation where you or someone you worked for seriously considered a new, unexpected idea with positive results.

5. Don't Argue. Negotiate.

Describe a specific work situation where you or someone you worked for responded calmly to an angry confrontation and negotiated a satisfactory solution.

6. Don't Avoid. Confront.

Describe a specific work situation where your first reaction was to avoid a problem, but then you confronted it, with positive results.

WORKSHEET #4: "ACTION PLAN"

Instructions: On a scale of 1 to 5 (5 being the highest), rate yourself on the following behaviors:

<u>BEHAVIOR</u>	<u>RATING</u>
When someone drops the ball...you • Don't attack. <u>Teach.</u>	_____
When everyone disagrees...you • Don't take sides. <u>Mediate.</u>	_____
When things fall apart...you • Don't blame. <u>Solve.</u>	_____
When you hear a new idea...you • Don't close doors. <u>Open doors.</u>	_____
When you run into confrontation...you • Don't argue. <u>Negotiate.</u>	_____
When bad news hits...you • Don't avoid. <u>Confront.</u>	_____

Considering those behaviors where you rated yourself 3 or below, what has motivated you to behave as you currently do?

If there are behaviors you would like to change, what specific actions can you take to improve?

(more)

WORKSHEET #4: "ACTION PLAN" (cont'd.)

What obstacles, if any, may prevent you from taking the above actions? How can you overcome those obstacles?

What changes in your work experience can you predict (if any) as a result of these actions?

WORKSHEET #5: "SESSION EVALUATION FORM"

Instructions:

Please circle the number that best describes your evaluation of the training session:

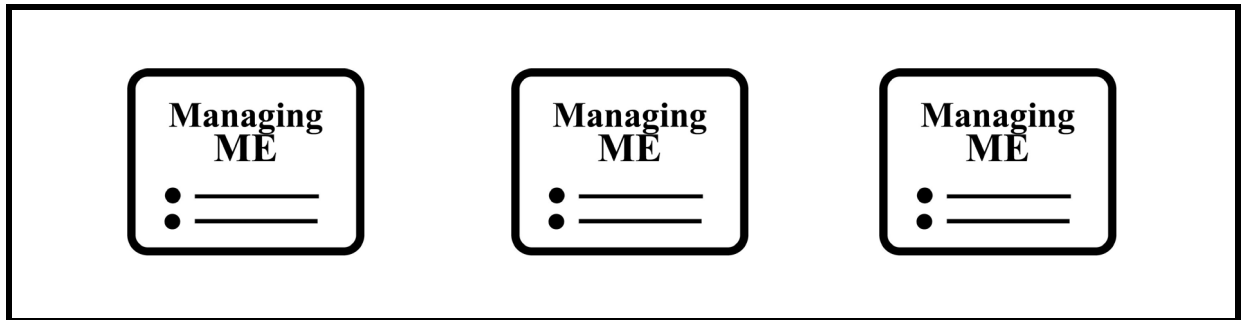
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
This program clearly demonstrated how to react with reason, not impulse	5	4	3	2	1
This program clearly demonstrated the benefits of reacting with reason, not impulse	5	4	3	2	1
This program provided practical information I can use in my work situation	5	4	3	2	1
The session was well organized	5	4	3	2	1

The best part of the program was: _____

The program could be improved by: _____

Additional comments: _____

GRAPHIC LAYOUT SECTION



The following pages may be copied for use with an overhead projector or transferred to a computer for video projection. The graphics are also included on the DVD version of this program (under the graphics menu) and can be displayed directly to your monitor. As an alternative, a PowerPoint file with these graphics is located on the DVD version of this training program. VHS users can download the PowerPoint file directly from the Video Visions website: www.videovisions.net

Managing MIE

The key to managing other people is learning how to manage you.

How you react often has far greater impact – on morale, on retention, on productivity—than any specific problem ever could.

- “Managing Me” video

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- Emotional Intelligence by Daniel Goleman

You can observe a lot by just watching.

- Yogi Berra

A person's ability to manage emotion provides the basis for success in almost any job.

- Emotional Intelligence by Daniel Goleman

KEY TRAINING POINTS

- ◆ When someone drops the ball...
1. Don't attack. Teach.

- ◆ When everyone disagrees...
2. Don't take sides. Mediate.

- ◆ When things fall apart...
3. Don't blame. Solve.

- ◆ When you hear a new idea...
4. Don't close doors. Open doors.

- ◆ When you run into confrontation...
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The question you've got to ask yourself is not "Can I manage other people?" It's "Can I manage me?"

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***The sign of an intelligent people
is their ability to control emotions
by the application of reason.***

- Mayra Mannes (writer)

***Speak when you are angry...and
you will make the best speech
you'll ever regret.***

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**TRAINING
VIDEOS
THAT WORK!**