

# The Dale Carnegie® Course

**Assistant Guide**



**DALE CARNEGIE®  
TRAINING**

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## Message to Assistants

Congratulations on being selected to serve as an assistant in the Dale Carnegie Course®! You have been chosen for your desire to improve yourself and your eagerness to help others. You'll retake the training and help others who are taking it for the first time.

Participants will look to you for assistance. We thank you for assuming this leadership role. Study this guide and be totally committed to offer assistance.

Many assistants have told us they have:

- Developed additional leadership abilities.
- Improved their ability to think on their feet and express their ideas clearly.
- Increased their ability to deal successfully with people.
- Realized joy from the experience of helping others.

We hope it is an enlightening and rewarding experience for you!

J. Oliver Crom  
President and CEO  
Dale Carnegie & Associates, Inc.

## The Five Drivers of Success

Maintain a focus throughout the course on the Five Drivers of Success. Try to demonstrate them in your sample reports, and reinforce them in your communications with class members.

1. Build Greater Self-confidence
2. Strengthen People Skills
3. Enhance Communication Skills
4. Develop Leadership Skills
5. Improve your Attitude by controlling Worry and Stress

## General Information

### Preparing

The best preparation is to relive the training experience by fulfilling all the assignments. This includes the reading assignments, report preparation, and learning and using the training principles. Your application of the training will increase the value of your experience, and you will find it easier to help participants understand and succeed.

Your timing is ahead of the participants. Retake the training one week in advance. This is necessary because your examples and their questions will involve future sessions.

It is important to reflect upon the visions of all participants, the objectives of their companies, and how each topic pertains to their visions. An easy way to do this is to ask yourself the following question: "In what ways will the next topic help each person advance toward his or her vision?"

Consider completing a Breakthrough Plan at the beginning and mid-point of the training. Revise your vision and set new breakthroughs. Use the Planning and Commitment Sheets in this guide. These will help you master the principles and concepts of Dale Carnegie Training®. Finally, it is crucial that the training operate in an atmosphere of acceptance and approval. A helpful attitude and a willingness to assist in any way possible is the expectation of participants and your instructor.

### The Room

Please arrive at the time requested by the instructor. Be sure the room is set-up properly and supports a professional and inviting atmosphere before the arrival of the first participant.

Place chairs evenly and neatly with a center aisle and side aisles. The center aisle must be wide enough for participants and the instructor to move freely to and from the front of the room. A minimum of two chair-widths is a good general guide. Whenever possible, have an even number of chairs on each side of the center aisle. Add additional seats if needed at the side of each row.

Place a board or flip chart in an appropriate place at the front of the room and provide writing materials in good working condition. Post the award chart on a side wall. Position wall charts as requested by the instructor.

The table in the back of the room must present a professional image. Keep it neat and uncluttered. Have all supplies for the session ready.

During the session, restrict communications to hand-written notes. Avoid rustling papers and conducting side-conversations. Remember, there is no such thing as an unheard whisper.

### Greeting Participants

When participants arrive, make them feel welcome. In the earlier sessions, lead them to seats toward the front of the room. Starting in Session Two, ask participants how they have been applying what they have

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learned in previous sessions. Let the instructor know about the successes and any challenges the participants may encounter.

Encourage the use of the participant's planning sheets to help them prepare their reports. Be sure each participant has a topic and incident which will fulfill the session objectives. Coach participants briefly to emphasize details which will make their reports more vivid. Be sure the person is familiar and comfortable relaying the incident. Screening reports is very important to help the participant get the most from each session. In the event that a participant is reluctant to have his or her report screened, simply explain that you are trying to help.

### Example Reports

The examples given by assistants are key elements in helping the participants plan their own reports. Examples help define, in clear terms, what is expected of each participant. Always have a recent example of every assignment; this will help you toward your breakthroughs. Carefully select the right incident for you and for the session.

An effective example should:

- develop a feeling of "I can do that!"
- provide a clear understanding of the content expected.
- show the exact length of the report.
- indicate the structure of the report.
- demonstrate how the report should be delivered.

Consider building your report backward. Begin with the benefit you wish the listeners to receive, then choose the action which supports the benefit. Follow with the incident which illustrates the action. This will help you send a graphic and powerful message. Practice the report before the session and with your instructor so that the structure, content, delivery, and impact are exactly right.

### Calling Speakers

Your ability to call people's names enthusiastically enlivens any session and inspires participants to do their best. Consult with your instructor and use a variety of methods. Some procedures frequently used are:

#### A. Volunteer Front Row

In this method, one side of the front row is empty at the beginning of the session. The instructor asks for volunteers to fill the empty row. Once it is filled, the instructor calls one volunteer as the first speaker. When all speakers from that volunteer row have spoken, the row is excused and more volunteers are requested.



## **B. Designated Front Row**

In this method, an assistant calls for a group to fill one side of an empty front row. The instructor calls the first speaker from the filled row. The speakers are called until all in that row have spoken. The row is then excused as a group and another group is called. If this method is used, be ready with the names of the next panel well in advance.

## **C. Volunteer Side Row**

In this method two chairs are placed on each side at the front of the room. Volunteers keep the four chairs filled without prompting. Volunteers can come to these chairs whenever they feel they are ready to speak. No calling of names by the assistant is necessary unless there are a few reluctant speakers. In this case, the instructor may ask you to call their names. Keep a record of who has spoken so you will know whom to call.

## **D. Call directly from seats**

## **E. Ready chairs at the back of the room**

## **Taking Notes**

The instructor may ask you to take notes during the session. The notes can provide you and the instructor with a record of each person's progress. Notes can be kept on the back page of the Breakthrough Plan or in a separate notebook. Include items such as the incident, the area of the person's life in which it took place, breakthroughs, and how these breakthroughs relate to the participant's vision and company objectives. The instructor's coaching and commenting might also be indicated. Consider noting when a participant is a finalist or award recipient.

## **Timing**

Be consistent in timing participants. Start the watch with the participant's first word and signal at the end of the allotted time. Check with your instructor for directions on how to handle the time when he/she is coaching the participant.

Signal the time remaining verbally or by waving your hand or a book. Check with your instructor as to which method is desired. Generally, a one-minute report should receive a ten-second signal. For two-minute reports, give a twenty-second signal. Be sure each person gets the same amount of time.

## **Leading Small Groups**

In several sessions you will be responsible for facilitating a small group. There are several key points to keep in mind.

1. The timing of the group work will be centrally controlled by a designated assistant or the instructor.

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2. Keep everyone in your group on target and operate within the timing framework. No one is to exceed the allotted time. If certain participants finish before their allotted time is up, encourage them to add details. Ask questions that will stimulate more responses. When completing a written report, those who finish early should be encouraged to review what they have written and add information.
3. Be ready to add value if your group finishes early. Ask questions to help participants identify the classroom value of this activity.
4. For voting in a small group, have the ballots ready for distribution when the vote is to be taken. Move along briskly. If there is a tie vote in your group, assume the responsibility of breaking the tie with your vote.
5. Do the group work before the session yourself. You will usually give an example of any reports to lead off your group. You will know exactly what is expected. You can then answer questions quickly without jeopardizing the central timing sequence.
6. Avoid the temptation to teach during small group sessions. Instead, provide brief examples or use questions to help participants.
7. Be sure that the entire group pays close attention to each person in the group. This applies to you as well. Demonstrate effective human relations throughout the group work. Listen carefully and encourage each person as appropriate.
8. Have the speaking order in mind before the group work begins. There should be no question as to who will begin or who will be next. Gently coach people away from using their notes when they speak.

## Awards

The purposes for awards in the Dale Carnegie Course® are to:

- provide recognition for achievements.
- challenge participants to continue to improve.
- build on the natural competitiveness of individuals.
- give participants a measure of their improvement in the training.

**Take a picture of each award winner after each class.**

## Balloting

Before the session begins, sort the ballots. For example, in the small group sessions, count out the number for each group and arrange them in stacks. For full group voting, count ballots out by the number in each row so they can be handed to the person at the end of each row. This will eliminate confusion. Consult your instructor as to when the ballots are to be distributed. Consult the participant manual for voting criteria.

Decide at the beginning of the session who will be responsible for counting each type of ballot. Do this quickly, accurately, and outside the meeting room. Depending on the wishes of your instructor, record on one piece of paper the finalist and as many runners-up as desired. Put the ballots in a safe place, such as a pocket or purse, for disposal. If there is a tie, the votes of the instructional team will break the tie.

### **Presenting Awards**

Have the awards in hand when the time comes. Know the names of the finalists. Be sure to remember which person received the most votes. Please do not take a piece of paper with the names written on it to the front of the room. Take the time to learn the names of award recipients and locate them in the room. Be sure to make eye contact when calling their names. Memorize the standard phrases for presenting an award outlined on page xiii.

Use Pause-Part-Punch for the introductions. Have all finalists stand and remain standing until appreciation is given to all. After they are seated, announce the top finalist. This should be done with suspense and excitement. Practice phrases you will use so the entire experience is exciting for the group and for you.

When the finalist's name is announced, be sure the person comes to you at the front of the room. As the recipient approaches you, have the award in your left hand, and as you shake hands, gently turn the person around so that he or she faces the audience. At this point, you may step to the side, leaving the person as the center of attention.

Have all of the participants sign the book awards as they enter that session. Then, the recipient's name is entered in the appropriate space. This makes each book award unique. Be guided by your instructor and sponsor as to the exact procedures to be used.

An assistant or the award recipients write the finalists' names in the appropriate spaces. Have the award recipient go to the exit door to be congratulated as participants leave the room at the end of the session.

### **Contacting Participants between Sessions**

Part of your responsibility as an assistant may be to telephone or write participants between sessions. The call should be made when it is convenient for the participant. Be sure the call is brief and to the point. Keep it goal-oriented and helpful. Keep in mind the purpose of the call and that you and the participants are busy people.

Plan each call carefully. Get each person's vision clearly in mind. Check the award chart on page xxvii of this guide so you can acknowledge awards he or she has earned.

Review the participant's achievements and be able to relate those achievements to the participant's visions. Review the assignment for the next session so that you can discuss it with the participant. Have your own examples ready. Study the next session to be able to state the benefits of attending. Stories of how you and others have benefitted would be useful as evidence.

## **After the Session**

Complete the entire session report and sign it. Review it with your instructor. Follow your local procedure for returning the report. All official participants must be reported each week, even if they are no longer attending.

Be sure names have been added to the Award Chart and store it away in a safe place. Be sure it does not get damaged. It shows credit for successes.

Store supplies in the designated manner. Review the supply chart for the next session and notify the instructor if anything is missing.

Take a picture of each award winner.

## **With Your Instructor...**

- Review the Title and Learning Objectives for the session.
- Discuss your personal progress.
- Review the Participants' progress.
- Discuss the next meeting with relevance to participants.
- Review and make assignments.

## How to Get the Maximum Benefit From Being a Graduate Assistant

- Set aside the class night for 12 weeks.
- Meet class participants as they arrive.
- **Prepare ALL** of your assignments carefully.
- Contact each person on your team at least once a week. On e-mails, please copy Kristal Mooney in the Home Office as well as your instructor and Seth (if your instructor is either Ron or Craig).
- Get to know each person on your team and what their goals are by Session 3.
- Follow what is going on in class so you can participate at any time if called on to do so.
- Keep Positive! Be Enthusiastic! Lead the Applause! Watch the timer and keep the session moving.
- Take the course while helping others to get the most out of the class. Remember, do the readings and prepare every assignment one week ahead of the class.

## Graduate Assistant Standards

You have chosen to serve as a Graduate Assistant because of your willingness to continue to develop your skills. As a Graduate Assistant, you play a very important role in the success of the class. You will find that class members look to you as the example of what is expected of them.

In order to be the most effective and present the professional image needed, we must:

- Arrive at class at least 15 minutes before starting time. A half hour to 45 minutes is better, if you can make it that early. This gives you an opportunity to practice any sample talks you are giving, as well as to greet class members and be of assistance to them. All Graduate Assistants should be up mingling, rather than sitting at a table.
- If you are assigned to open the session, please have the title and purpose of the session (A or B) written on the board as directed by your instructor. Open the session precisely on time with enthusiasm. Welcome the class and state the title and purpose. If you are not doing the warm up, turn the class over to the instructor.
- When you are giving a sample report, distributing something, or presenting awards, be up and ready. Don't wait for the instructor to call on you and then try to get out from behind a table.
- Remain seated at the table unless you are getting ready to perform one of your assigned functions. This minimizes the chance of distracting the class. Their focus remains on the instructor.
- Be prepared for all reports each week.
- Create an impression of being a "step above." Demonstrate this through poise, posture and self-confidence.

## Presenting Awards

(Memorize)

1) “The three people receiving the most votes for tonight’s \_\_\_\_\_(award) are, in no particular order, and please stand when your name is called.”

(Call out the names.)

2) “Please be seated. (Motion with hands)”

3) “And the top vote getter is \_\_\_\_ (name) \_\_\_\_.”

REMEMBER:

- Hold the award high so the whole class can see it.
- Announce the names in a clear, quick and forceful voice.
- You lead the applause.
- Make certain all three are seated before the top vote getter is announced.
- Let there be a pause before announcing the top vote getter. This will build suspense.
- Wait for the award winner to come to you, shake his/her hand and place the award winner at the front of the room, then back off to the side, leaving that person in the proper position to give an acceptance speech.

## Instructions for Team Leader Reports

It is very important to fill out this report completely. It serves many purposes. The Absentee Section should list the people who are absent this session, as well as:

1. If they were contacted this session
2. Reason they were absent
3. Other sessions that were missed
4. Drops need to be shown

If there are any make-ups, it is important that they are listed in the “make-up” section. The attendance numbers should be checked to make sure the number absent plus the number present equals the total number enrolled in the class.

In order to send recognition to the award recipients' managers, we need to make sure that all award winners are listed and what awards they received.



## Planning a Presentation

Begin by Addressing:

- Who is my audience?
- What is my purpose?
- What is my message?

### Who Is My Audience?

It is as difficult to satisfy the unknown expectations of an audience as it is to hit an unseen target. It can be done, but it is a chancy way to seek success. Part of the process of preparation is the research that gathers the following information about the audience.

<b>Knowledge</b>	The most obvious consideration about the knowledge level of the audience that concerns most presenters is: "Is the audience better informed than I am?" This is probably the less serious of the presenter's concerns, because it will stimulate adequate preparation. The greater problem, though, is the danger of assuming the knowledge level of the audience. Never face an audience unprepared, but also never fall into the trap of assuming listener ignorance and talking down to the audience.
<b>Expertise</b>	The skill level of the audience is also important because that may determine the position on the issue you want to take.
<b>Experience</b>	This consideration is not only how much experience the audience has, but at what level and in what environment. Experience in a laboratory is significantly different from experience in the field.
<b>Prejudice</b>	If you can identify the prejudices of the audience, you can determine where they are starting from and some of the pitfalls you will need to avoid.
<b>Needs</b>	In order to send the listeners home with a sense of satisfaction—and feeling glad they were there—it is wise to address their needs. Theory is important when building evidence, but eventually you must "get the hay down out of the loft so the horses can eat it."
<b>Wants</b>	Similar to needs are the audience's wants. Wants and needs are not always the same, and if you only address needs, it is difficult to satisfy an audience and move them to action.
<b>Goals</b>	Determine the goals of your audience and keep them in mind as you plan your presentation.

## What Is My Purpose?

There are only a few purposes for a presentation. Following are the most accepted ones.

- Convince**            The purpose of many presentations is simply to get the audience to do something. The challenge is to persuade the audience to make a decision or to take action.
- Inform**              Another useful purpose is to present information for the enlightenment of your audience, perhaps to enable them to do something. This format focuses on clarity and understanding.
- Motivate**            When an audience needs to change their opinion or take an unpopular action, the purpose of the presentation is to motivate. While similar to the purpose of convincing, in this case, the audience may face greater obstacles and need to be given sufficient “whys” to make them anxious to take action. The audience needs to be moved from their present condition or opinion.
- Entertain**            In one sense, every presentation should entertain. For the audience to be in a favorable frame of mind and open to being convinced, enlightened, or motivated, they need to be entertained. Entertainment is not necessarily based on humor, although that can be a big part of it. In the broadest sense, to entertain an audience is to make them glad they were there and glad you were the presenter.

## What Is My Message?

It hardly seems necessary to address the importance of having a message but, unfortunately, presentations sometimes lack a message, or at least a message that is easy for the audience to take away. Such presentations are either scheduled to merely fill time, or there are so many messages woven into them, that it is impossible to identify anything significant. Be sure you know what the message is and keep it in mind throughout the preparation, so that the presentation stays on track.

## The Basic Structure of a Presentation

<b>Opening</b>	Favorably attract immediate interest from the audience.
<b>Message</b>	Clearly state your message or theme.
<b>Evidence</b>	Establish credibility and inspire respect and confidence by using convincing evidence.
<b>Closing</b>	Leave the audience with a favorable, memorable impression

### Opening a Presentation

The opening of a presentation differs from its content. Its distinct purpose is to elicit the audience's interest in you and your message.

Examples

#### **Startling Statement**

"We all have the same amount of one very important asset—time."

"Last year, a million drills were sold in the United States—and not a single person wanted one."

#### **Question Based on Need or Interest**

"If there were a better way to market the Z2-29 symbol, you would be interested, wouldn't you?"

"If I could tell you a way to avoid heart attacks, you surely would want to listen, wouldn't you?"

#### **Mysterious Statement**

"When you fold your arms, which one is on top—the right or the left?" (This opening was used in a speech on habits and the difficulty of changing set habits.)

"Your company's greatest asset will never show on a balance sheet!" (This was the opening to a speech regarding the value of employees.)

#### **Compliment**

"Your Chairman told me about your great support in improving community spirit, and I congratulate you." And what this shows about you is..." (The beginning of a speech given to a group of co-workers in the community after a luncheon.)

"Sincere congratulations to the 121 percent sales increase which you achieved during the last budget year! And what this shows about you is..." (Said by a sales manager in the beginning of a sales meeting.)

Note: When opening with a compliment, it is best to give a compliment that is based

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on something concrete or factual and not just an impression or hearsay, which could be misconstrued as insincerity or mere flattery.

**Dramatic Incident** “Last Thursday evening, as I approached my car, I observed a beautiful, sleek, red sports car race past me. All of a sudden I heard the tires screech. The brakes, firmly applied, slowed the car to a crawl as it made its way down the old gravel road with huge potholes. It then struck me that this situation was analogous to our own information system network. With some of the most contemporary software and equipment on the market, we are attempting to transmit through an antiquated cabling system. It is only through a new fiber optic cabling network that we, like this beautiful sports car, will be able to capitalize on our potential performance.”

## Message

Once the opening has captured the attention of the audience, it is necessary to establish the theme or message of the presentation. As in a fine symphony where the composer reveals the theme and then proceeds to create variations on it, the presenter presents the message and then proceeds to develop it with facts, information and evidence.

The opening is designed to get the attention of the audience. The message statement focuses attention on the subject. It can be a statement of intent, such as: “We are now going to examine the pros and cons of the new budget process.” It can be a question such as: “What are the steps necessary to achieve ISO 9000 certification by December 15 of next year?” Sometimes the message statement is presented as a proposal of logic such as: “If \_\_\_\_... is true, then \_\_\_\_... is also true and \_\_\_\_... is the natural result.”

The message statement guides the development of the presentation and keeps it from straying away from the purpose or objective. Because of the importance of clarity and the need for understanding, a visual is often used here.

## Closing a Presentation

The opening of a presentation should add a positive first impression. The conclusion should add to a positive lasting impression.

Examples

### **Summarize in a Few Words**

“In summary, the key points to remember are...”

“...Therefore, the action we need to take is...”

### **Appeal to the Nobler Motives**

“In the interest of the company.”

“For a better society.”

“To decrease famine.”

“Your contribution can save lives.”

Throw down a challenge

“It is up to you.”

“You are the only ones who can realize these goals.”

**Dramatize Your Ideas**

A slide showing the final project.

A picture that indicates the team’s progress.

A token or lapel pin that is distributed to the audience.

**Repeat the Most Important Point**

“...We will see our goals realized.”

“...Your income will be increased by X%.”

“...We will treat you to an unforgettable evening.”

**Use a Motivating Statement**

“No more financial worries.”

“Imagine your children happy, healthy and safe.”

“You can have an extra hour with your family every day.”

**Use a Quotation**

Use direct quotes that are relevant.

Be familiar with the person you are quoting.

**Speak on a Personal Level**

“As Susan and Betsy have demonstrated, we can achieve this level of performance.”

“If we, as a team, follow Tom and John’s example, we will realize our goals.”

# Introducing and Thanking a Speaker

## Introductions

The introduction serves as a means of separating what has come before from what is about to be presented. It sets the state for the audience to give its full attention to the person being introduced and the subject they will present.

The introduction also serves to identify the common ground between speaker and audience. It prepares the audience to accept the speaker because of his/her credentials and the relationship between what the speaker will offer and what the audience is interested in hearing. Often, speakers are introduced by another person.

Once we know the importance of the message, the next step is to present the qualifications of the speaker. Qualifications should increase the audience's interest in the speaker and should convince them that he/she is the right person to present ideas on this topic. We recommend that you mention approximately three qualifications. The speaker's qualifications must be relevant to the audience.

The final step is to announce the speaker's name. This should be done with clarity, conviction, excitement, and a sense of anticipation. Be sure to use the Pause—Part—Punch method of introduction

## Guidelines for Introducing a Speaker using the T I Q S Method

- T** First, mention the **Title** or **Topic** of the presentation.
- I** Second, identify why this topic is **important** or of **interest** to the audience.
- Q** Third, present the **qualifications** of the speaker. The qualifications mentioned should establish the speaker's credibility to speak on the topic being presented. We recommend that you mention approximately three qualifications. The speaker's qualifications must be relevant to the audience and to the topic presented.
- S** Finally, announce the name of the **speaker**. This should be done with clarity, conviction, excitement and a sense of anticipation.

Whenever you are asked to address a group, it is best to provide the person who will introduce you with a written introduction. Be sure it is printed or typed in large enough letters so that it can be read easily from the rostrum. Consider writing the speaker's name phonetically in parentheses, if it is difficult to pronounce.

Present your introduction to the person who will be giving it well in advance of the presentation. Ask the person to read it over. Answer any questions that might arise. Encourage the person giving the introduction to be brief, positive, and excited about the introduction

## Introducing Yourself

When you must introduce yourself, the sequence of events changes somewhat. The first item would be your name and company or organization affiliation. Next is the topic of the talk and its importance to the audience. In presenting your qualifications, indicate those aspects of your background that are relevant to your topic and the occasion.

## Thanking a Presenter

As professionals, we may find ourselves in a position to express appreciation to a speaker for their presentation. Thank the speaker by acknowledging his/her contribution or the value of the message to the audience. The procedure should be succinct. We are basically extending thanks on behalf of the entire group.

Avoid the temptation to recap the speaker's message. The audience has already heard it and formed its own opinion.

### Guidelines for Thanking a Speaker using the T I F Method

- T** First, **thank** the presenter using their first or informal name, if appropriate.
- I** Next, cite one specific area of **interest** from the presentation that has meaning to the audience.
- F** Finally, make a **formal** statement thanking the speaker and using their full name.





# Contact List

## Participant Names

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Assistant Names

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

## Instructor

\_\_\_\_\_ (Home) \_\_\_\_\_

\_\_\_\_\_ (Business) \_\_\_\_\_

Sponsor / Manager \_\_\_\_\_

Ambulance \_\_\_\_\_

Fire / Police \_\_\_\_\_

Building Security \_\_\_\_\_



# My Team's Visions

Team Member 1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Team Member 2 \_\_\_\_\_  
\_\_\_\_\_  
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Team Member 3 \_\_\_\_\_  
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Team Member 4 \_\_\_\_\_  
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Team Member 5 \_\_\_\_\_  
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Team Member 6 \_\_\_\_\_  
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Dale Carnegie Assistant Guide

Team Member 7 \_\_\_\_\_  
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Team Member 8 \_\_\_\_\_  
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Team Member 9 \_\_\_\_\_  
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Team Member 10 \_\_\_\_\_  
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Team Member 11 \_\_\_\_\_  
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Team Member 12 \_\_\_\_\_  
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\_\_\_\_\_

# Awards

For Class #06DS-WAL02

Breakthrough Award		Outstanding Performance Award	
3B		3B	
4B		4B	
5B		5B	
6A		6A	
8B		8B	

Crashing Through Awards			
6B			
9B			

Human Relations Awards			
7A			
9B			
11B			

Victory Over Worry			
10B			

Inspiration Awards			
11B			

Vision Awards			
12			

Achievement Awards			
12			

Highest Award for Achievement			
12			



# Session 1

## Preparation

- Check supplies for this session
- Arrange room
- Arrange wall charts
- Complete session report
- Timing
- Select and call participants
- Take notes
- Check supplies for next session

## Supplies

- Session Report
- Timer and Bell
- Name badges
- 3" x 5" cards
- Wall charts
- Ballots
- Award chart
- Awards
- Breakthrough plans

## Assignments

- Attendance \_\_\_\_\_
- Timing \_\_\_\_\_
- Open Session A \_\_\_\_\_
- Lead-in Session A \_\_\_\_\_
- Preview next wk A \_\_\_\_\_
- Open Session B \_\_\_\_\_
- Lead-in B \_\_\_\_\_
- Preview next wk B \_\_\_\_\_
- Other \_\_\_\_\_

Accountability Items for Session 2: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**A. Foundation for Success**

- Recognize our capacity to achieve breakthroughs
- Get to know the other participants
- Familiarize ourselves with the methodology of the program.

Arrange room—Theater style \_\_\_\_\_

Welcome and interact \_\_\_\_\_

1A Lead-in—Introductions \_\_\_\_\_

**B. Create a Vision**

- Understand the power of vision and leading an intentional life
- Define and set breakthrough goals
- Create a vision for our life

Arrange room—Theater style \_\_\_\_\_

1B Lead-in—Introduction and **Vision** \_\_\_\_\_

**2B Preview—Develop Courage** \_\_\_\_\_

Notes \_\_\_\_\_

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**Session 1**

Welcome participants and provide an overview of the course. Solicit expectations from the class that will be reviewed at the end of the course to measure success.

“Don’t judge what I say. Measure the results.”

Accountability will be a recurring theme of the course.

- Create a Vision
- Memory Stack
- Five Drivers



# Graduate Assistant Report

## Class Information

Class # \_\_\_\_\_

Session # \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Instructor \_\_\_\_\_

## Graduate Assistants Present

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

## Attendance Report

Absentee Name(s)	All sessions missed	Makeup Name(s)	Class # / Night / Loc.
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____		_____

Class Start Time: \_\_\_\_\_

Class End Time: \_\_\_\_\_

Completed by: \_\_\_\_\_

# Enrolled: \_\_\_\_\_

# Absent: \_\_\_\_\_

# Present: \_\_\_\_\_

# Make-Ups: \_\_\_\_\_  
(\* Do not include make-ups in # Present)

Supplies Needed \_\_\_\_\_

Comments \_\_\_\_\_

Instructional Fee: \_\_\_\_\_ Mileage (when applicable): \_\_\_\_\_

## Awards

Award	Winner	Runners Up
1. _____	_____	( _____ )
2. _____	_____	( _____ )
3. _____	_____	( _____ )
4. _____	_____	( _____ )
5. _____	_____	( _____ )
6. _____	_____	( _____ )

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
TL in Charge of this Report

## Planning for Vision Report

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## Session Notes

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Lined writing area consisting of multiple sets of three horizontal lines.

## Session 2

### Preparation

- Check supplies for this session
- Arrange room
- Arrange wall charts
- Complete session report
- Timing
- Select and call participants
- Take notes
- Check supplies for next session

### Supplies

- Session Report
- Timer and Bell
- Name badges
- 3" x 5" cards
- Wall charts
- Ballots
- Award chart
- Awards
- Breakthrough plans

### Assignments

- Attendance \_\_\_\_\_
- Timing \_\_\_\_\_
- Open Session A \_\_\_\_\_
- Lead-in Session A \_\_\_\_\_
- Preview next wk A \_\_\_\_\_
- Open Session B \_\_\_\_\_
- Lead-in B \_\_\_\_\_
- Preview next wk B \_\_\_\_\_
- Other \_\_\_\_\_

Accountability Items from Session 1: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Accountability Items for Session 3: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**A. Remember Names (*Memory Pegs*)**

- Focus on people as individuals
- Create positive first impressions
- Learn methods for remembering names

Arrange room—Horseshoe style \_\_\_\_\_

Welcome and Interact \_\_\_\_\_

Example—Name Associations \_\_\_\_\_

Memory Demonstration—All GAs \_\_\_\_\_

**B. Vision Report (*Develop Courage*)**

- Communicate our vision to inspire ourselves and others
- Recognize common needs and challenges people share
- Experience an environment of support and encouragement

Arrange room—Horseshoe style \_\_\_\_\_

2B Lead-in—Introduction and ***Vision*** \_\_\_\_\_

**3B Preview—*Defining Moment*** \_\_\_\_\_

Notes \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Session 2**

A Section - Class has no preparation

Study Memory Pegs and be ready for demo with other GAs. It's a collaborative effort, so you don't necessarily need to do it all. But more preparation makes it more fun.

B Section - students should concentrate vision on what they expect to get out of this class.

L-I-R-A

B-R-A-M-M-S

# Graduate Assistant Report

## Class Information

Class # \_\_\_\_\_

Session # \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Instructor \_\_\_\_\_

## Graduate Assistants Present

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

## Attendance Report

Absentee Name(s)	All sessions missed	Makeup Name(s)	Class # / Night / Loc.
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____		_____

Class Start Time: \_\_\_\_\_

Class End Time: \_\_\_\_\_

Completed by: \_\_\_\_\_

# Enrolled: \_\_\_\_\_

# Absent: \_\_\_\_\_

# Present: \_\_\_\_\_

# Make-Ups: \_\_\_\_\_  
(\* Do not include make-ups in # Present)

Supplies Needed \_\_\_\_\_

Comments \_\_\_\_\_

Instructional Fee: \_\_\_\_\_ Mileage (when applicable): \_\_\_\_\_

## Awards

Award	Winner	Runners Up
1. _____	_____	( _____ )
2. _____	_____	( _____ )
3. _____	_____	( _____ )
4. _____	_____	( _____ )
5. _____	_____	( _____ )
6. _____	_____	( _____ )

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
TL in Charge of this Report

**Notes on Vision Report**

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**Planning for Defining Moment**

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A series of 18 horizontal lines for writing, grouped into 9 pairs. Each pair consists of a long line followed by two shorter lines that are indented from the left margin.

## Session 3

### Preparation

- Check supplies for this session
- Arrange room
- Arrange wall charts
- Complete session report
- Timing
- Select and call participants
- Take notes
- Check supplies for next session

### Supplies

- Session Report
- Timer and Bell
- Name badges
- 3" x 5" cards
- Wall charts
- Ballots
- Award chart
- Awards
- Breakthrough plans

### Assignments

- Attendance \_\_\_\_\_
- Timing \_\_\_\_\_
- Open Session A \_\_\_\_\_
- Lead-in Session A \_\_\_\_\_
- Preview next wk A \_\_\_\_\_
- Open Session B \_\_\_\_\_
- Lead-in B \_\_\_\_\_
- Preview next wk B \_\_\_\_\_
- Other \_\_\_\_\_

Accountability Items from Session 2: \_\_\_\_\_

\_\_\_\_\_

Accountability Items for Session 4: \_\_\_\_\_

\_\_\_\_\_

**A. Commit to Strengthen Relationships**

- Learn to apply a process for memory improvement
- Become familiar with principles for improving human relations
- Identify opportunities for improved relationships

Arrange room—Small groups (3 tables) \_\_\_\_\_

Welcome and Interact \_\_\_\_\_

Example(s)—**Relationships Plan (4A)** \_\_\_\_\_

Lead small groups—All GAs \_\_\_\_\_

3A Lead-in—**Relationship Commitment** \_\_\_\_\_

**B. Increase Self-Confidence (*Defining Moment*)**

- Use personal experience to communicate more confidently
- Communicate with more clarity and conciseness
- Discover how past experiences influence behavior

Arrange room—Theater style \_\_\_\_\_

3B Lead-in—**Defining Moment** \_\_\_\_\_

**4B Preview—Recognize Achievement** \_\_\_\_\_

Present Awards (Graduate Assistants):  
Breakthrough Award \_\_\_\_\_

Outstanding Performance Award \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**Session 3**

This is the first session where awards are presented. In future sessions, the previous week's recipients or instructor will present them. But, this time the GAs need to provide an example.

- Human Relations Principles
- Memory Pegs (class)
- Introduce T-C-U-T
- Ron does his "Riding Horse" for Defining Moment

B Section - Defining Moment should center on childhood incident that defined who you are today.

# Graduate Assistant Report

## Class Information

Class # \_\_\_\_\_

Session # \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Instructor \_\_\_\_\_

## Graduate Assistants Present

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

## Attendance Report

Absentee Name(s)	All sessions missed	Makeup Name(s)	Class # / Night / Loc.
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____		_____

Class Start Time: \_\_\_\_\_

Class End Time: \_\_\_\_\_

Completed by: \_\_\_\_\_

# Enrolled: \_\_\_\_\_

# Absent: \_\_\_\_\_

# Present: \_\_\_\_\_

# Make-Ups: \_\_\_\_\_  
(\* Do not include make-ups in # Present)

Supplies Needed \_\_\_\_\_

Comments \_\_\_\_\_

Instructional Fee: \_\_\_\_\_ Mileage (when applicable): \_\_\_\_\_

## Awards

Award	Winner	Runners Up
1. _____	_____	( _____ )
2. _____	_____	( _____ )
3. _____	_____	( _____ )
4. _____	_____	( _____ )
5. _____	_____	( _____ )
6. _____	_____	( _____ )

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
TL in Charge of this Report

**Notes on Defining Moment**

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**Planning for Strengthen Relationships Report**

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**Planning for Recognize Achievements Report**

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**Session Notes**

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## Session 4

### Preparation

- Check supplies for this session
- Arrange room
- Arrange wall charts
- Complete session report
- Timing
- Select and call participants
- Take notes
- Check supplies for next session

### Supplies

- Session Report
- Timer and Bell
- Name badges
- 3" x 5" cards
- Wall charts
- Ballots
- Award chart
- Awards
- Breakthrough plans

### Assignments

- Attendance \_\_\_\_\_
- Timing \_\_\_\_\_
- Open Session A \_\_\_\_\_
- Lead-in Session A \_\_\_\_\_
- Preview next wk A \_\_\_\_\_
- Open Session B \_\_\_\_\_
- Lead-in B \_\_\_\_\_
- Preview next wk B \_\_\_\_\_
- Other \_\_\_\_\_

Accountability Items from Session 3: \_\_\_\_\_

\_\_\_\_\_

Accountability Items for Session 5: \_\_\_\_\_

\_\_\_\_\_

**A. Set Breakthrough Goals – Commit to Strengthen Relationships ⇨ 7A**

- Plan to reach breakthrough human relations goals
- Commit to applying principles that will improve relationships
- Understand the value of enthusiasm

Arrange room—Theater style \_\_\_\_\_

Welcome and Interact \_\_\_\_\_

4A Lead-in—**Breakthrough Goals** \_\_\_\_\_

**5A Preview—Enthusiasm Commitment** \_\_\_\_\_

**B. Recognize Achievements (Using exhibit)**

- Improve attitudes by acknowledging our successes
- Focus on our strengths and the strengths of others
- Enhance our communication skills

Arrange room—Theater style \_\_\_\_\_

4B Lead-in—**Achievement** \_\_\_\_\_

**5B Preview—Persuasion Report** \_\_\_\_\_

Present Awards (Week 3 recipients):

Breakthrough Award \_\_\_\_\_

Outstanding Performance Award \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Session 4**

Students will report on their progress on Commitment to Strengthen Relationships in Session 7.

GAs make the same commitment in 4A as the class. May be done in small groups.

Award winners will begin using T-C-U-T

B Section - Achievement that was a breakthrough (as an adult).

Use of an exhibit in Session B (a single item that should be held up briefly and put aside)

# Graduate Assistant Report

## Class Information

Class # \_\_\_\_\_

Session # \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Instructor \_\_\_\_\_

## Graduate Assistants Present

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

## Attendance Report

Absentee Name(s)	All sessions missed	Makeup Name(s)	Class # / Night / Loc.
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____		_____

Class Start Time: \_\_\_\_\_

Class End Time: \_\_\_\_\_

Completed by: \_\_\_\_\_

# Enrolled: \_\_\_\_\_

# Absent: \_\_\_\_\_

# Present: \_\_\_\_\_

# Make-Ups: \_\_\_\_\_  
(\* Do not include make-ups in # Present)

Supplies Needed \_\_\_\_\_

Comments \_\_\_\_\_

Instructional Fee: \_\_\_\_\_ Mileage (when applicable): \_\_\_\_\_

## Awards

Award	Winner	Runners Up
1. _____	_____	( _____ )
2. _____	_____	( _____ )
3. _____	_____	( _____ )
4. _____	_____	( _____ )
5. _____	_____	( _____ )
6. _____	_____	( _____ )

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
TL in Charge of this Report

**Notes on Strengthen Relationships Report**

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**Notes on Achievement Report**

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**Planning for Enthusiasm Commitment**

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**Planning for Being More Persuasive**

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Dale Carnegie Assistant Guide

A series of 15 sets of horizontal lines for writing, each set consisting of three lines (one top line, one middle line, and one bottom line).

## Session 5

### Preparation

- Check supplies for this session
- Arrange room
- Arrange wall charts
- Complete session report
- Timing
- Select and call participants
- Take notes
- Check supplies for next session

### Supplies

- Session Report
- Timer and Bell
- Name badges
- 3" x 5" cards
- Wall charts
- Ballots
- Award chart
- Awards
- Breakthrough plans

### Assignments

- Attendance \_\_\_\_\_
- Timing \_\_\_\_\_
- Open Session A \_\_\_\_\_
- Lead-in Session A \_\_\_\_\_
- Preview next wk A \_\_\_\_\_
- Open Session B \_\_\_\_\_
- Lead-in B \_\_\_\_\_
- Preview next wk B \_\_\_\_\_
- Other \_\_\_\_\_

Accountability Items from Session 4: \_\_\_\_\_

\_\_\_\_\_

Accountability Items for Session 6: \_\_\_\_\_

\_\_\_\_\_

### A. Commit to Enthusiasm ⇨ 8B

- Plan and prepare to reach breakthrough enthusiasm goals
- Demonstrate how changing our attitude can alter behaviors
- Understand how enthusiasm helps us achieve our vision

Arrange room—Theater style \_\_\_\_\_

Welcome and Interact \_\_\_\_\_

5A Lead-in—**Enthusiasm Commitment** \_\_\_\_\_

6A Preview—**Make Ideas Clear** \_\_\_\_\_

### B. Be More Persuasive

- Communicate in a way that moves people to action
- Learn methods to communicate clearly and concisely
- Understand how sharing ideas can impact the lives of others

Arrange room—Theater style \_\_\_\_\_

5B Lead-in—**Persuasion Report** \_\_\_\_\_

6B Preview—**Crash Through (all GAs)** \_\_\_\_\_

Present Awards (Week 4 recipients):

Breakthrough Award \_\_\_\_\_

Outstanding Performance Award \_\_\_\_\_

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Session 5

The 5A commitment is to live life with 10 times more enthusiasm.

5B - Life Lesson - this is something the speaker has earned the right to speak about. Incident should be from adulthood.

The Magic Formula is introduced:

- **Incident**—describe what happened
- **Action**—explain what action you want the listener to take
- **Benefit**—relate the benefit of taking the action



# Graduate Assistant Report

## Class Information

Class # \_\_\_\_\_

Session # \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Instructor \_\_\_\_\_

## Graduate Assistants Present

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

## Attendance Report

Absentee Name(s)	All sessions missed	Makeup Name(s)	Class # / Night / Loc.
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____		_____

Class Start Time: \_\_\_\_\_

Class End Time: \_\_\_\_\_

Completed by: \_\_\_\_\_

# Enrolled: \_\_\_\_\_

# Absent: \_\_\_\_\_

# Present: \_\_\_\_\_

# Make-Ups: \_\_\_\_\_  
(\* Do not include make-ups in # Present)

Supplies Needed \_\_\_\_\_

Comments \_\_\_\_\_

Instructional Fee: \_\_\_\_\_ Mileage (when applicable): \_\_\_\_\_

## Awards

Award	Winner	Runners Up
1. _____	_____	( _____ )
2. _____	_____	( _____ )
3. _____	_____	( _____ )
4. _____	_____	( _____ )
5. _____	_____	( _____ )
6. _____	_____	( _____ )

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
TL in Charge of this Report

**Notes on Enthusiasm Commitment**

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**Notes on Being More Persuasive**

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**Planning for Demonstrate (with props)**

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**Planning for Self-Expression (Stand and Be Counted!)**

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## Session 6

### Preparation

- Check supplies for this session
- Arrange room
- Arrange wall charts
- Complete session report
- Timing
- Select and call participants
- Take notes
- Check supplies for next session

### Supplies

- Session Report
- Timer and Bell
- Name badges
- 3" x 5" cards
- Wall charts
- Ballots
- Award chart
- Awards
- Breakthrough plans

### Assignments

- Attendance \_\_\_\_\_
- Timing \_\_\_\_\_
- Open Session A \_\_\_\_\_
- Lead-in Session A \_\_\_\_\_
- Preview next wk A \_\_\_\_\_
- Open Session B \_\_\_\_\_
- Lead-in B \_\_\_\_\_
- Preview next wk B \_\_\_\_\_
- Other \_\_\_\_\_

Accountability Items from Session 5: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Accountability Items for Session 7: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### A. Demonstrate (with props) (Make Our Ideas Clear)

- Understand the importance of being clear when giving directions
- Learn to present information in a logical sequence
- Reinforce the value of demonstrations when explaining new material

Arrange room—Horseshoe style \_\_\_\_\_

Welcome and Interact \_\_\_\_\_

6A Lead-in—**Make Ideas Clear** \_\_\_\_\_

**7A Preview—Strengthen Relationships** \_\_\_\_\_

Present Awards:

Breakthrough Award \_\_\_\_\_

Outstanding Achievement Award \_\_\_\_\_

### B. Self-Expression (Crash Through Barriers)

- Display increased levels of courage, confidence and conviction
- Effectively tap our reserve power
- Develop a greater freedom for self-expression

Arrange room—Cross + \_\_\_\_\_

6B Lead-in—**Crash Through** \_\_\_\_\_

**7B Preview—Cooperation Commitment** \_\_\_\_\_

Present Awards (Instructor):

3 Crashing Through Awards \_\_\_\_\_

Notes \_\_\_\_\_

## Session 6

The Box Factory

L-I-O-N-S

Opportunity to exaggerate

# Graduate Assistant Report

## Class Information

Class # \_\_\_\_\_

Session # \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Instructor \_\_\_\_\_

## Graduate Assistants Present

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

## Attendance Report

Absentee Name(s)	All sessions missed	Makeup Name(s)	Class # / Night / Loc.
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____		_____

Class Start Time: \_\_\_\_\_

Class End Time: \_\_\_\_\_

Completed by: \_\_\_\_\_

# Enrolled: \_\_\_\_\_

# Absent: \_\_\_\_\_

# Present: \_\_\_\_\_

# Make-Ups: \_\_\_\_\_  
(\* Do not include make-ups in # Present)

Supplies Needed \_\_\_\_\_

Comments \_\_\_\_\_

Instructional Fee: \_\_\_\_\_ Mileage (when applicable): \_\_\_\_\_

## Awards

Award	Winner	Runners Up
1. _____	_____	( _____ )
2. _____	_____	( _____ )
3. _____	_____	( _____ )
4. _____	_____	( _____ )
5. _____	_____	( _____ )
6. _____	_____	( _____ )

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
TL in Charge of this Report

**Notes on Demonstrate (with props)**

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**Notes on Self-Expression (Stand and Be Counted!)**

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**Planning for Report on Commit to Strengthen Relationships**

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**Planning for Commit to Gain Enthusiastic Cooperation**

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**Session Notes**

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## Session 7

### Preparation

- Check supplies for this session
- Arrange room
- Arrange wall charts
- Complete session report
- Timing
- Select and call participants
- Take notes
- Check supplies for next session

### Supplies

- Session Report
- Timer and Bell
- Name badges
- 3" x 5" cards
- Wall charts
- Ballots
- Award chart
- Awards
- Breakthrough plans

### Assignments

- Attendance \_\_\_\_\_
- Timing \_\_\_\_\_
- Open Session A \_\_\_\_\_
- Lead-in Session A \_\_\_\_\_
- Preview next wk A \_\_\_\_\_
- Open Session B \_\_\_\_\_
- Lead-in B \_\_\_\_\_
- Preview next wk B \_\_\_\_\_
- Other \_\_\_\_\_

Accountability Items from Session 6: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Accountability Items for Session 8: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**A. Report on Commitment to Strengthen Relationships ⇐ 4A**

- Become more sincere and genuine in personal interactions
- See how consistent application of the Human Relations Principles
- Discover how relationships help us advance toward our vision

Arrange room—Theater style \_\_\_\_\_

Welcome and Interact \_\_\_\_\_

7A Lead-in—**Relationships Report** \_\_\_\_\_

**8B Preview—Enthusiasm Report** \_\_\_\_\_

Present Awards (Instructor):

3 Human Relations Awards \_\_\_\_\_

**B. Commit to Gain Enthusiastic Cooperation ⇐ 9A**

- Learn the Principles to Gain Enthusiastic Cooperation
- Identify opportunities for improved relationships
- Learn how to create “win-win” relationships

Arrange room—Small groups \_\_\_\_\_

7B Lead-in—**Cooperation Commitment** \_\_\_\_\_

Lead Small Groups \_\_\_\_\_

**8A Preview—Recognition** \_\_\_\_\_

Notes \_\_\_\_\_

\_\_\_\_\_

**Session 7**

Human Relations principles 1–9,  
Become a friendlier person (page  
71)

7A should illustrate one of these  
principles.

Human Relations principles 10–21,  
Win People to Your Way of Thinking  
(page 71)

7B should illustrate one of these  
principles.

Remainder of peg words (10-21)

Bring some samples of recognition  
given & received for Session 8.

# Graduate Assistant Report

## Class Information

Class # \_\_\_\_\_

Session # \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Instructor \_\_\_\_\_

## Graduate Assistants Present

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

## Attendance Report

Absentee Name(s)	All sessions missed	Makeup Name(s)	Class # / Night / Loc.
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____		_____

Class Start Time: \_\_\_\_\_

Class End Time: \_\_\_\_\_

Completed by: \_\_\_\_\_

# Enrolled: \_\_\_\_\_

# Absent: \_\_\_\_\_

# Present: \_\_\_\_\_

# Make-Ups: \_\_\_\_\_  
(\* Do not include make-ups in # Present)

Supplies Needed \_\_\_\_\_

Comments \_\_\_\_\_

Instructional Fee: \_\_\_\_\_ Mileage (when applicable): \_\_\_\_\_

## Awards

Award	Winner	Runners Up
1. _____	_____	( _____ )
2. _____	_____	( _____ )
3. _____	_____	( _____ )
4. _____	_____	( _____ )
5. _____	_____	( _____ )
6. _____	_____	( _____ )

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
TL in Charge of this Report

**Notes on Report on Commit to Strengthen Relationships Report**

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**Notes on Commit to Gain Enthusiastic Cooperation Report**

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**Planning for Realize the Power of Recognition**

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**Planning for Increasing Enthusiasm Report**

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## Session 8

### Preparation

- Check supplies for this session
- Arrange room
- Arrange wall charts
- Complete session report
- Timing
- Select and call participants
- Take notes
- Check supplies for next session

### Supplies

- Session Report
- Timer and Bell
- Name badges
- 3" x 5" cards
- Wall charts
- Ballots
- Award chart
- Awards
- Breakthrough plans

### Assignments

- Attendance \_\_\_\_\_
- Timing \_\_\_\_\_
- Open Session A \_\_\_\_\_
- Lead-in Session A \_\_\_\_\_
- Preview next wk A \_\_\_\_\_
- Open Session B \_\_\_\_\_
- Lead-in B \_\_\_\_\_
- Preview next wk B \_\_\_\_\_
- Other \_\_\_\_\_

Accountability Items from Session 7: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Accountability Items for Session 9: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### A. Realize the Power of Recognition (Give & Receive Compliments)

- Concentrate on the strengths in others
- Develop skills in giving and receiving positive feedback
- Discover the value of sincere appreciation

Arrange room—Small groups \_\_\_\_\_

Welcome and Interact \_\_\_\_\_

8A Lead-in—**Recognition** \_\_\_\_\_

Lead small groups \_\_\_\_\_

9A Preview—**Cooperation Report** \_\_\_\_\_

### B. Report on Increasing Enthusiasm (10 times more enthusiastic) ⇄ 5A

- Realize that we are responsible for our attitudes
- Use pep talks to increase our confidence
- Discover the value of being productive

Arrange room—Theater style \_\_\_\_\_

8B Lead-in—**Enthusiasm Report** \_\_\_\_\_

Present Awards:

Breakthrough Award \_\_\_\_\_

Outstanding Achievement Award \_\_\_\_\_

Notes \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

### Session 8

Sessions 8A and 8B are typically reversed to allow make-ups to leave early.

Overcome PPD – “Project Procrastination Disorder”

Set a meeting time with GAs to review and assign skits in Session 9B. Be ready with recommendations for which skits your team members should participate in.

# Graduate Assistant Report

## Class Information

Class # \_\_\_\_\_

Session # \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Instructor \_\_\_\_\_

## Graduate Assistants Present

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

## Attendance Report

Absentee Name(s)	All sessions missed	Makeup Name(s)	Class # / Night / Loc.
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____		_____

Class Start Time: \_\_\_\_\_

Class End Time: \_\_\_\_\_

Completed by: \_\_\_\_\_

# Enrolled: \_\_\_\_\_

# Absent: \_\_\_\_\_

# Present: \_\_\_\_\_

# Make-Ups: \_\_\_\_\_  
(\* Do not include make-ups in # Present)

Supplies Needed \_\_\_\_\_

Comments \_\_\_\_\_

Instructional Fee: \_\_\_\_\_ Mileage (when applicable): \_\_\_\_\_

## Awards

Award	Winner	Runners Up
1. _____	_____	( _____ )
2. _____	_____	( _____ )
3. _____	_____	( _____ )
4. _____	_____	( _____ )
5. _____	_____	( _____ )
6. _____	_____	( _____ )

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
TL in Charge of this Report

**Notes on Realize the Power of Recognition (Give & Receive Compliments)**

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**Notes on Increasing Enthusiasm Report**

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**Planning for Report on Gaining Enthusiastic Cooperation**

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**Planning for Develop Flexibility (Role Playing)**

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## Session 9

### Preparation

- Check supplies for this session
- Arrange room
- Arrange wall charts
- Complete session report
- Timing
- Select and call participants
- Take notes
- Check supplies for next session

### Supplies

- Session Report
- Timer and Bell
- Name badges
- 3" x 5" cards
- Wall charts
- Ballots
- Award chart
- Awards
- Breakthrough plans

### Assignments

- Attendance \_\_\_\_\_
- Timing \_\_\_\_\_
- Open Session A \_\_\_\_\_
- Lead-in Session A \_\_\_\_\_
- Preview next wk A \_\_\_\_\_
- Open Session B \_\_\_\_\_
- Lead-in B \_\_\_\_\_
- Preview next wk B \_\_\_\_\_
- Other \_\_\_\_\_

Accountability Items from Session 8: \_\_\_\_\_

\_\_\_\_\_

Accountability Items for Session 10: \_\_\_\_\_

\_\_\_\_\_

**A. Report on Gaining Enthusiastic Cooperation ⇐ 7B ⇒ 11A**

- Influence people through trust and respect
- Achieve cooperation versus compliance with others
- Discover the power of finding points of agreement with others

Arrange room—Horseshoe style \_\_\_\_\_

Welcome and Interact \_\_\_\_\_

9A Lead-in—**Cooperation Report** \_\_\_\_\_

**11A Preview—Leadership Report** \_\_\_\_\_

Present Awards (Instructor):

3 Human Relations Awards \_\_\_\_\_

**B. Develop Flexibility (Role Playing)**

- Increase our self-confidence
- Understand the power of risk taking
- Become more open-minded to change and opportunity

Arrange room—Horseshoe style \_\_\_\_\_

**10B Lead-in—Worry Report** \_\_\_\_\_

Present Awards (Instructor):

3 Crashing Through Awards \_\_\_\_\_

Notes \_\_\_\_\_

\_\_\_\_\_

**Session 9**

9A - Report on what you've done differently using 7B Commitment to Gain Cooperation

Human Relations principles 10–21, Win People to Your Way of Thinking

Leadership principles 22-30, Be a Leader, Changing Attitudes & Behaviors (page 71). In Session 11, you will report on how you applied the principle(s) chosen.

9B – Skits (have all of them memorized to provide strong support to participants)



# Graduate Assistant Report

## Class Information

Class # \_\_\_\_\_

Session # \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Instructor \_\_\_\_\_

## Graduate Assistants Present

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

## Attendance Report

Absentee Name(s)	All sessions missed	Makeup Name(s)	Class # / Night / Loc.
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____		_____

Class Start Time: \_\_\_\_\_

Class End Time: \_\_\_\_\_

Completed by: \_\_\_\_\_

# Enrolled: \_\_\_\_\_

# Absent: \_\_\_\_\_

# Present: \_\_\_\_\_

# Make-Ups: \_\_\_\_\_  
(\* Do not include make-ups in # Present)

Supplies Needed \_\_\_\_\_

Comments \_\_\_\_\_

Instructional Fee: \_\_\_\_\_ Mileage (when applicable): \_\_\_\_\_

## Awards

Award	Winner	Runners Up
1. _____	_____	( _____ )
2. _____	_____	( _____ )
3. _____	_____	( _____ )
4. _____	_____	( _____ )
5. _____	_____	( _____ )
6. _____	_____	( _____ )

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
TL in Charge of this Report

**Notes on Gaining Enthusiastic Cooperation Report**

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**Notes on Develop Flexibility (Role Playing) Report**

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**Planning for Stating Our Opinions**

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**Planning for Victory Over Worry**

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## Session 10

### Preparation

- Check supplies for this session
- Arrange room
- Arrange wall charts
- Complete session report
- Timing
- Select and call participants
- Take notes
- Check supplies for next session

### Supplies

- Session Report
- Timer and Bell
- Name badges
- 3" x 5" cards
- Wall charts
- Ballots
- Award chart
- Awards
- Breakthrough plans

### Assignments

- Attendance \_\_\_\_\_
- Timing \_\_\_\_\_
- Open Session A \_\_\_\_\_
- Lead-in Session A \_\_\_\_\_
- Preview next wk A \_\_\_\_\_
- Open Session B \_\_\_\_\_
- Lead-in B \_\_\_\_\_
- Preview next wk B \_\_\_\_\_
- Other \_\_\_\_\_

Accountability Items from Session 9: \_\_\_\_\_

\_\_\_\_\_

Accountability Items for Session 11: \_\_\_\_\_

\_\_\_\_\_

### A. Stating Our Opinions (Disagree agreeably)

- Learn a process to organize our thoughts in impromptu situations
- Communicate our ideas effectively, even when we disagree
- Strengthen our personal opinions with evidence

Arrange room—Small groups \_\_\_\_\_

Welcome and Interact \_\_\_\_\_

10A Lead-in—*State Opinions* \_\_\_\_\_

11A Preview—*Leadership Report* \_\_\_\_\_

### B. Victory over Worry (Overcome Excessive Worry and Stress)

- Increase our ability to control worry and stress
- Be better prepared to confront our fears
- Recognize that we can triumph over adversity

Arrange room—Theater style \_\_\_\_\_

10B Lead-in—*Worry Report* \_\_\_\_\_

11B Preview—*Inspiration Report* \_\_\_\_\_

Present Awards (Instructor):

3 Victory over Worry Awards \_\_\_\_\_

Notes \_\_\_\_\_

\_\_\_\_\_

## Session 10

THINK >< SPEAK (for impromptu situations)

### Evidence

D-E-F-E-A-T-S  
Demonstrations, Examples,  
Facts, Exhibits, Analogies,  
Testimonials, Statistics

### Doubt

10B - Victory over Worry - use one incident, paraphrase the principle used to overcome worry, but don't be too obvious. How you've used Stop Worry/Start Living to control stress & worry.

All Worry Principles (page 72)

# Graduate Assistant Report

## Class Information

Class # \_\_\_\_\_

Session # \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Instructor \_\_\_\_\_

## Graduate Assistants Present

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

## Attendance Report

Absentee Name(s)	All sessions missed	Makeup Name(s)	Class # / Night / Loc.
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____		_____

Class Start Time: \_\_\_\_\_

Class End Time: \_\_\_\_\_

Completed by: \_\_\_\_\_

# Enrolled: \_\_\_\_\_

# Absent: \_\_\_\_\_

# Present: \_\_\_\_\_

# Make-Ups: \_\_\_\_\_  
(\* Do not include make-ups in # Present)

Supplies Needed \_\_\_\_\_

Comments \_\_\_\_\_

Instructional Fee: \_\_\_\_\_ Mileage (when applicable): \_\_\_\_\_

## Awards

Award	Winner	Runners Up
1. _____	_____	( _____ )
2. _____	_____	( _____ )
3. _____	_____	( _____ )
4. _____	_____	( _____ )
5. _____	_____	( _____ )
6. _____	_____	( _____ )

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
TL in Charge of this Report

**Notes on Stating Our Opinions Report**

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**Notes on Victory Over Worry Report**

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**Planning for Demonstrate Leadership (effective leader)**

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**Planning for Inspire Others**

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**Session Notes**

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# Session 11

## Preparation

- Check supplies for this session
- Arrange room
- Arrange wall charts
- Complete session report
- Timing
- Select and call participants
- Take notes
- Check supplies for next session

## Supplies

- Session Report
- Timer and Bell
- Name badges
- 3" x 5" cards
- Wall charts
- Ballots
- Award chart
- Awards
- Breakthrough plans

## Assignments

- Attendance \_\_\_\_\_
- Timing \_\_\_\_\_
- Open Session A \_\_\_\_\_
- Lead-in Session A \_\_\_\_\_
- Preview next wk A \_\_\_\_\_
- Open Session B \_\_\_\_\_
- Lead-in B \_\_\_\_\_
- Preview next wk B \_\_\_\_\_
- Other \_\_\_\_\_

Accountability Items from Session 10: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Accountability Items for Session 12: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**A. Demonstrate Leadership (Report on becoming an effective leader)**

- Positively influence the attitudes of others
- Use positive approaches when coaching people
- Deal with mistakes effectively

Arrange room—Small groups \_\_\_\_\_

Welcome and Interact \_\_\_\_\_

11A Lead-in—**Leadership Report** \_\_\_\_\_

Lead small groups \_\_\_\_\_

**12A Preview—Breakthrough / Renew Vision Report** \_\_\_\_\_

**B. Inspire Others**

- Communicate with strong feeling
- Relate to people on an emotional level
- Inspire others to think and/or act differently

Arrange room—Theater style \_\_\_\_\_

11B Lead-in—**Inspire Others** \_\_\_\_\_

Present Awards (Instructor):

3 Human Relations Awards \_\_\_\_\_

3 Inspiration Awards \_\_\_\_\_

Notes \_\_\_\_\_

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\_\_\_\_\_

**Session 11**

Each participant will get a chance to pair up with someone to develop and practice the Breakthrough/Vision report for graduation.

Leadership Principles (page 71)

11B report (Inspire Others) should center on professional development and exhibit strong emotional impact.

Can be taken from an incident you experienced or observed someone else experience.

# Graduate Assistant Report

## Class Information

Class # \_\_\_\_\_

Session # \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Instructor \_\_\_\_\_

## Graduate Assistants Present

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

## Attendance Report

Absentee Name(s)	All sessions missed	Makeup Name(s)	Class # / Night / Loc.
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____		_____

Class Start Time: \_\_\_\_\_

Class End Time: \_\_\_\_\_

Completed by: \_\_\_\_\_

# Enrolled: \_\_\_\_\_

# Absent: \_\_\_\_\_

# Present: \_\_\_\_\_

# Make-Ups: \_\_\_\_\_  
(\* Do not include make-ups in # Present)

Supplies Needed \_\_\_\_\_

Comments \_\_\_\_\_

Instructional Fee: \_\_\_\_\_ Mileage (when applicable): \_\_\_\_\_

## Awards

Award	Winner	Runners Up
1. _____	_____	( _____ )
2. _____	_____	( _____ )
3. _____	_____	( _____ )
4. _____	_____	( _____ )
5. _____	_____	( _____ )
6. _____	_____	( _____ )

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
TL in Charge of this Report

**Notes on Demonstrate Leadership (effective leader) Report**

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**Notes on Inspire Others Report**

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**Planning for Graduation**

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## Session 12

### Preparation

- Check supplies for this session
- Arrange room
- Arrange wall charts
- Complete session report
- Timing
- Select and call participants
- Take notes
- Check supplies for next session

### Supplies

- Session Report
- Timer and Bell
- Name badges
- 3" x 5" cards
- Wall charts
- Ballots
- Award chart
- Awards
- Breakthrough plans

### Assignments

- Attendance \_\_\_\_\_
- Timing \_\_\_\_\_
- Open Session A \_\_\_\_\_
- Lead-in Session A \_\_\_\_\_
- Preview next wk A \_\_\_\_\_
- Open Session B \_\_\_\_\_
- Lead-in B \_\_\_\_\_
- Preview next wk B \_\_\_\_\_
- Other \_\_\_\_\_

Accountability Items from Session 11: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Accountability Items for after Graduation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Graduation Report (Celebrate Breakthroughs–90 secs / Renew Vision–30 secs)**

- Evaluate personal results from this training
- Recognize breakthroughs in ourselves and others
- Present evidence of our achievements
- Create a renewed vision for our lives
- Commit to continuous improvement
- Inspire and motivate others by sharing our vision

Arrange room—Theater style \_\_\_\_\_

Welcome and Interact \_\_\_\_\_

**B. Introductions (20-30 seconds)**

- Build suspense and anticipation for a speaker

Present Awards (Instructor):

3 Vision Awards \_\_\_\_\_

3 Achievement Awards \_\_\_\_\_

Highest Award for Achievement \_\_\_\_\_

Notes \_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_  
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**Session 12**

Be prepared to introduce anyone in the class in case the person scheduled to introduce them is absent.

Also, some participants may not have anyone present to offer congratulations or comments. Be prepared to fill this role.

Keep everything on track from the rear

Hold participants for a class picture after the session.

# Graduate Assistant Report

## Class Information

Class # \_\_\_\_\_

Session # \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Instructor \_\_\_\_\_

## Graduate Assistants Present

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

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## Attendance Report

Absentee Name(s)	All sessions missed	Makeup Name(s)	Class # / Night / Loc.
1. _____	_____	1. _____	_____
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Completed by: \_\_\_\_\_

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# Absent: \_\_\_\_\_

# Present: \_\_\_\_\_

# Make-Ups: \_\_\_\_\_  
(\* Do not include make-ups in # Present)

Supplies Needed \_\_\_\_\_

Comments \_\_\_\_\_

Instructional Fee: \_\_\_\_\_ Mileage (when applicable): \_\_\_\_\_

## Awards

Award	Winner	Runners Up
1. _____	_____	( _____ )
2. _____	_____	( _____ )
3. _____	_____	( _____ )
4. _____	_____	( _____ )
5. _____	_____	( _____ )
6. _____	_____	( _____ )

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
TL in Charge of this Report

**Takeaways from course**

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# Dale Carnegie's Golden Book



## Dale Carnegie

1888 – 1955

Founder

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### Biography

Dale Carnegie was born in 1888 in Missouri, USA and was educated at Warrensburg State Teachers College. As a salesman and aspiring actor, he traveled to New York and began teaching communications classes to adults at the YMCA. In 1912, the world-famous Dale Carnegie Course® was born.

He authored several best-sellers, including, *How To Win Friends and Influence People* and *How to Stop Worrying and Start Living*. Over 50 million copies of Mr. Carnegie's books have been printed and published in 38 languages.

Mr Carnegie was a prominent lecturer of his day and a sought-after counselor to world leaders. He wrote newspaper columns and had his own daily radio show.

Dale Carnegie founded what is today a world-wide network of over 3,000 instructors and offices in more than 70 countries.

1

### Principles from How to Win Friends and Influence People

#### Become a Friendlier Person

1. Don't criticize, condemn or complain.
2. Give honest, sincere appreciation.
3. Arouse in the other person an eager want.
4. Become genuinely interested in other people.
5. Smile.
6. Remember that a person's name is to that person the sweetest and most important sound in any language.
7. Be a good listener. Encourage others to talk about themselves.
8. Talk in terms of the other person's interests.
9. Make the other person feel important – and do it sincerely.

2

### Win People to Your Way of Thinking

10. The only way to get the best of an argument is to avoid it.
11. Show respect for the other person's opinion. Never say, "you're wrong."
12. If you are wrong, admit it quickly and emphatically.
13. Begin in a friendly way.
14. Get the other person saying, "yes, yes" immediately.
15. Let the other person do a great deal of the talking.
16. Let the other person feel that the idea is his or hers.
17. Try honestly to see things from the other person's point of view.
18. Be sympathetic with the other person's ideas and desires.
19. Appeal to the nobler motives.
20. Dramatize your ideas.
21. Throw down a challenge.

3

### Be a Leader

22. Begin with praise and honest appreciation
23. Call attention to people's mistakes indirectly.
24. Talk about your own mistakes before criticizing the other person.
25. Ask questions instead of giving direct orders.
26. Let the other person save face.
27. Praise the slightest improvement and praise every improvement. Be "hearty in your approbation and lavish in your praise."
28. Give the other person a fine reputation to live up to.
29. Use encouragement. Make the fault seem easy to correct.
30. Make the other person happy about doing the thing you suggest.

4

## Principles from How to Stop Worrying and Start Living

### Fundamental Principles for Overcoming Worry

1. Live in "day-tight compartments."
2. How to face trouble:
  - a. Ask yourself, "What is the worst that can possibly happen?"
  - b. Prepare to accept the worst.
  - c. Try to improve on the worst.
3. Remind yourself of the exorbitant price you can pay for worry in terms of your health.

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5

### Basic Techniques in Analyzing Worry

1. Get all the facts.
2. Weigh all the facts – then come to a decision.
3. Once a decision is reached, act!
4. Write out and answer the following questions:
  - a. What is the problem?
  - b. What are the causes of the problem?
  - c. What are the possible solutions?
  - d. What is the best possible solution?

### Break the Worry Habit Before it Breaks You

1. Keep busy.
2. Don't fuss about trifles.
3. Use the law of averages to outlaw your worries.

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6

4. Cooperate with the inevitable.
5. Decide just how much anxiety a thing may be worth and refuse to give it more.
6. Don't worry about the past.

### Cultivate a Mental Attitude that will Bring You Peace and Happiness

1. Fill your mind with thoughts of peace, courage, health and hope.
2. Never try to get even with your enemies.
3. Expect ingratitude.
4. Count your blessings – not your troubles.
5. Do not imitate others.
6. Try to profit from your losses.
7. Create happiness for others.

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7

### The Perfect Way to Conquer Worry

1. Pray.

### Don't Worry about Criticism

1. Remember that unjust criticism is often a disguised compliment.
2. Do the very best you can.
3. Analyze your own mistakes and criticize yourself.

### Prevent Fatigue and Worry and Keep Your Energy and Spirits High

1. Rest before you get tired.
2. Learn to relax at your work.
3. Protect your health and appearance by relaxing at home.

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8

4. Apply these four good working habits:
  - a. Clear your desk of all papers except those relating to the immediate problem at hand.
  - b. Do things in the order of their importance.
  - c. When you face a problem, solve it then and there if you have the facts necessary to make a decision.
  - d. Learn to organize, deputize and supervise.
5. Put enthusiasm into your work.
6. Don't worry about insomnia.

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Simultaneously made available to  
Dale Carnegie Training® Sponsors in Canada

## The Five Drivers of Success

1 Build Greater Self-Confidence

2 Strengthen People Skills

3 Enhance Communication Skills

4 Develop Leadership Skills

5 Control Attitude by Reducing Stress and Worry

# Graduate Assistant Report

## Class Information

Class # \_\_\_\_\_

Session # \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Instructor \_\_\_\_\_

## Graduate Assistants Present

1. \_\_\_\_\_

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Absentee Name(s)	All sessions missed	Makeup Name(s)	Class # / Night / Loc.
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# Present: \_\_\_\_\_

# Make-Ups: \_\_\_\_\_  
(\* Do not include make-ups in # Present)

Supplies Needed \_\_\_\_\_

Comments \_\_\_\_\_

Instructional Fee: \_\_\_\_\_ Mileage (when applicable): \_\_\_\_\_

## Awards

Award	Winner	Runners Up
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\_\_\_\_\_  
Instructor Signature

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TL in Charge of this Report





# Graduate Assistant Report

## Class Information

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# Graduate Assistant Report

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# Graduate Assistant Report

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Instructor Signature

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# Graduate Assistant Report

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# Graduate Assistant Report

## Class Information

Class # \_\_\_\_\_

Session # \_\_\_\_\_

Date \_\_\_\_\_

City \_\_\_\_\_

Instructor \_\_\_\_\_

## Graduate Assistants Present

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

## Attendance Report

Absentee Name(s)	All sessions missed	Makeup Name(s)	Class # / Night / Loc.
1. _____	_____	1. _____	_____
2. _____	_____	2. _____	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____
5. _____	_____		

Class Start Time: \_\_\_\_\_

Class End Time: \_\_\_\_\_

Completed by: \_\_\_\_\_

# Enrolled: \_\_\_\_\_

# Absent: \_\_\_\_\_

# Present: \_\_\_\_\_

# Make-Ups: \_\_\_\_\_  
(\* Do not include make-ups in # Present)

Supplies Needed \_\_\_\_\_

Comments \_\_\_\_\_

Instructional Fee: \_\_\_\_\_ Mileage (when applicable): \_\_\_\_\_

## Awards

Award	Winner	Runners Up
1. _____	_____	( _____ )
2. _____	_____	( _____ )
3. _____	_____	( _____ )
4. _____	_____	( _____ )
5. _____	_____	( _____ )
6. _____	_____	( _____ )

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
TL in Charge of this Report

