

Reading the slides after the session

Slides 1 through 10

The opening establishes choice about what to share. The four behaviors describe approaches to explore with a person. People who recognize the same style still differ. Slide 8 distinguishes working style from leadership habits. Find the four behavior scores near the beginning of your personal report and Your leadership habits farther down.

Slides 9–10 invite you to annotate the report. Find an example that fits and a passage you question. Completed Workbook Examples page 1 shows the level of detail that helps a partner understand your reasoning.

Slides 11 through 16

Jeff's road-trip, pizza and surprise questions explore the priorities behind everyday choices. They are unscored. When using the full question sheet, ask why the person chose their answer. A playlist answer does not identify someone as a Connector.

The style huddles ask people to identify a contribution and a request that would help them work with others. You do not need to recreate the huddles to continue learning. Read the four-behavior reference with a partner and ask which communication suggestions fit their experience. See Completed Workbook Examples page 2.

Slides 17 through 20

The fictional event starts with 60 guests, six volunteers and a \$600 planning budget. Groups develop a goal, welcome process and next actions. Two volunteers then become unavailable and rain moves the event indoors. Attendance and the budget stay the same.

The debrief concerns how people worked together while the plan changed. Whose information altered the decision? Did someone take over or withdraw? Use Completed Workbook Examples page 3 to review a plausible plan and a specific request. The example budget is an exercise assumption.

Practice beyond the slides

Slides 21 through 23

Mike and Jeff model a request that describes an event and its effect, then asks for a specific action. The listener asks what would help before agreeing. In partner practice, use an ordinary misunderstanding or the fictional event. Avoid a serious active dispute as a casual role-play.

Give the speaker one minute, the listener one minute, then spend one minute revising the request together. Switch roles. Check whether the listener is able to explain the requested action. Use Before the conversation and Cases 1, 2 or 5 for more developed examples.

Slides 24 through 27

The closing mentor conversation turns an observation into a behavior to test. A goal such as being more confident needs an observable action before it is useful. Completed Workbook Examples page 4 shows one experiment and how to respond if the first attempt does not help.

Use the Mentor conversation record to choose an action and set a review date. At the review, begin with what happened before choosing another goal. Mentors should also examine their own behavior and invite feedback.

A short review with someone who missed the session

Read the behavior reference together, then each share an example of how you approach a group task. Choose one fictional case and write your opening words before reading the suggested dialogue. Compare the approaches and identify an adjustment to try in your own work.

A report interpretation is a starting point for reflection. The assessment does not establish a fixed identity or rank leadership ability. Ask the person what fits and what the description misses. You do not need to persuade someone to accept a label.

The slides retain the original session timing. You are free to use one exercise at a time for follow-up. Keep the emphasis on a real situation and the effect of the behavior you choose to practice.