



LEADER GUIDE

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Facilitators & Friends,

Great leaders aren't born. They grow intentionally. We applaud your role in growing leaders across your organization!

At some point, we all realize that solutions to specific problems often come from outside perspectives. We seek the perspectives of others on that path to resolution. Thank you for becoming an essential part of that path for leaders within your organization as they look for a better leadership system.

More than anything, we're grateful for the pursuit of learning that has allowed us to cross paths with you! We admire your hard work providing the ideas, tools, and skills your leaders desperately need access to. That is such a valuable cause to be a part of!

We created Lead In 30 to help curious leaders upgrade themselves. It's the result of curiosity and testing leadership principles over three decades. We constantly think about leaders, and we hope you can see that focus throughout this course. Whether it's the well-intentioned manager working long hours, the overlooked team member, or the strategic shareholder, they were constantly on our minds as we developed every page, slide, and video.

We hope you experience Lead In 30's capacity to transform your managers into leaders.

We hope you see us as more than just a resource but partners in your noble effort to improve the lives of leaders and those they serve.

We hope you accept our heartfelt gratitude as we say "thank you" for your unwavering curiosity and dedication in your pursuit to impact others.

Cheers,

Russ Hill
Jared Jones
Tanner Corbridge

Creators of Lead In 30
Founders of Lone Rock Consulting

Action Labels

Throughout the Leader Guide, Live Class slides are shown as thumbnail images. Each thumbnail is coded with a specific **Action Label**.

Each label provides a quick visual cue to understand the primary action you'll need to accomplish.



Q

Quick

The slide shouldn't be the main point of focus. For the sake of timing and pace, quickly read or summarize the content on the slide.

D

Discussion

Take time to ask the recommended question on the slide or ask a question that matches your learners' experiences.

Questions should expand the learners' perspective about the content or encourage practical application of the Principles, Skills, or Strategies.

D

Optional Discussion

Depending on your learner's leadership needs, add further questions to enhance engagement and application.

S

Story

Share your personal experiences or illustrate actual examples from the organization.

S

Optional Story

If learner engagement is low, the class doesn't understand a concept, or you want to emphasize the importance of the slide, share a story if time permits.

V

Video

A story from Lead In 30 will be prefaced, played, and debriefed.

B

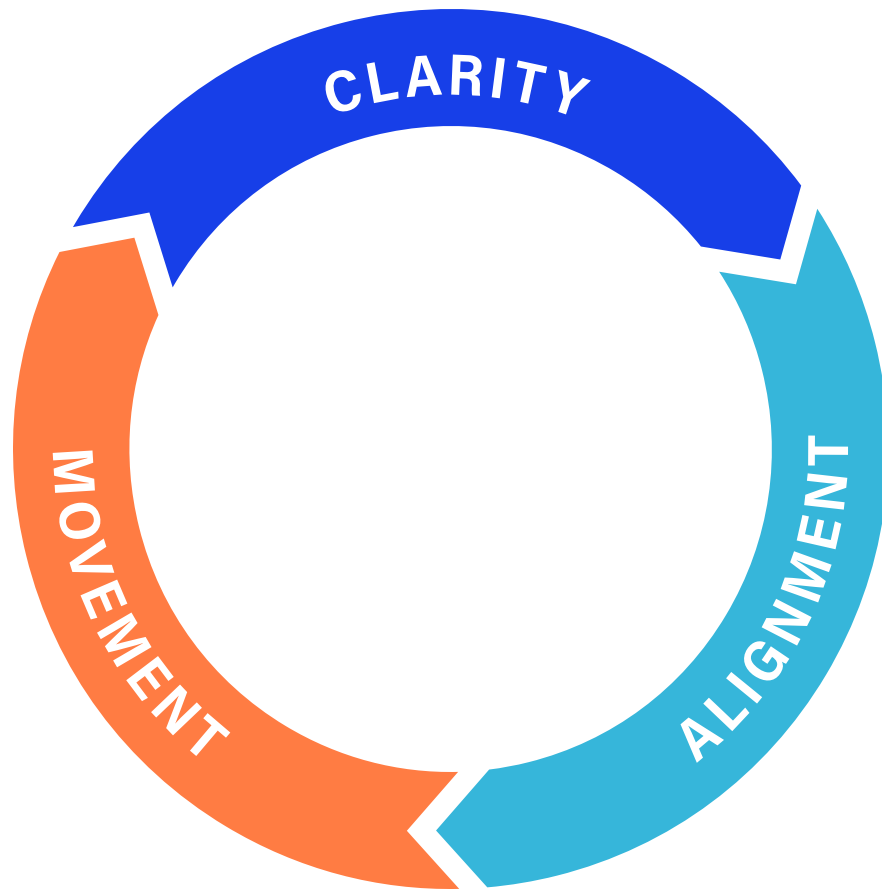
Breakout

Learners will be moving to a breakout room or table group discussion.



No Label

You may need to read, summarize, and explain the content on this slide. Monitor your timing and pace, but explain concepts as required.



LEADEROS

Creating Ownership Through Clarity, Alignment, and Movement



LeaderOS
Become the 3rd Leader with
Clarity, Alignment, and Movement

2 Slide
5 Participant Guide

Q

Transition

Let's talk about the type of leadership you've seen over your career...

Introduction

"Over the next 30 days, we'll take a closer look at how you're leading your teams from their current level of performance toward better results."

- Check with your learners to ensure they have their Participant Guide open and ready.
- Verify that your learners have accessed the Learner Portal. If not, encourage them to register for the Portal and review the "Getting Started" module in their learner dashboard.



Who's the worst leader you've ever had?

Think of someone you'd rank as your worst boss.

- Why were they the worst?
- How did their leadership patterns affect their team?
- How did their leadership patterns affect results?

To protect the guilty, no names please!

3 Slide
5 Participant Guide

D

Transition

The leaders you've described were clearly hard to work with! In this course we are going to define a few leadership patterns that are the most common...

Worst Leader You've Ever

- Encourage the group to have fun with this exercise.
- This discussion invites learners to think about the various ways they've experienced leadership that negatively affected team dynamics and results.

Discussion

- Ask the questions from the slide.
- You don't need to debrief this for a long time. This is an engagement activity.

Notes

LEADEROS

Leader patterns

Let's look at the two **most common** leadership patterns you've likely seen throughout your career...

LI 30

4 Slide

5 Participant Guide

Q

Transition

You've seen many types of leadership over your career. However, in this course, we will profile three leadership patterns: two problematic patterns and one that we should aspire to.

Leader Patterns

- Move quickly through this slide.

LEADEROS



The 1st Leader



The 2nd Leader

LI 30

5 Slide

5 Participant Guide

Q

Transition

We'll call the two problematic leader patterns "The 1st Leader" and "The 2nd Leader." Let's define what they look like...

1st & 2nd Leader Patterns

- Move quickly through this slide.
- Numerous well-established frameworks on leadership styles exist, such as DISC and Myers-Briggs. However, this is different. We focus on leadership patterns—the consistent behaviors and approaches leaders choose to create predictable outcomes.

Notes

LEADEROS



The 1st Leader

Struggles to create clear priorities
Slow to make decisions
Poor manager of conflict
Want to keep everyone happy

LI 30

6 Slide
6 Participant Guide

D

Transition

Ultimately, this pattern of leadership creates a problem within the team...

1st Leader Patterns

- Review the list of patterns.

Discussion

- How does the team feel about working for the 1st Leader?
- How do these 1st Leader patterns affect results?

LEADEROS



The 1st Leader

The team is often frustrated by their lack of urgency and the slow rate of change.

LI 30

6 Slide
6 Participant Guide

S

Transition

To shorten the way we refer to the 1st Leader, we often call them...

1st Leader Patterns

- Emphasize that the 1st Leader's patterns decrease results and team morale.

Optional Story

- If you have a story to share (personal or learned), this could be a great place to share it to illustrate the 1st Leader patterns or impact.

Notes

LEADEROS



The 1st Leader

The Pleaser

LI 30

8 Slide

6 Participant Guide

Q

Transition

Let's take a look at our next leadership pattern...

The Pleaser

- "The Pleaser" is a simple and catchy way to refer to 1st Leader patterns. It's not a mandated name, and your organization is welcome to adopt a name that best fits your culture.
- Move quickly through this slide.

LEADEROS



The 2nd Leader

Everything is urgent and vital
Creates conflict
Micromanages
Only cares about the objective

LI 30

9 Slide

7 Participant Guide

D

Transition

To shorten the way we refer to the 2nd Leader, we often call them...

2nd Leader Patterns

- Review the list of patterns.

Discussion

- How does the team feel about working for the 2nd Leader?
- How do these 2nd Leader patterns affect results?

Notes

LEADEROS



The 2nd Leader

The team gets worn down by the internal fighting, constant urgency, and lack of alignment.

LI 30

10

Slide

7

Participant Guide

S

Transition

To shorten the way we refer to the 2nd Leader, we often call them...

2nd Leader Patterns

- Emphasize that the 2nd Leader's patterns decrease results and team morale.

Optional Story

- If you have a story to share (personal or learned), this could be a great place to share it to illustrate the 2nd Leader patterns or impact.

LEADEROS



The 2nd Leader

The General

LI 30

11

Slide

7

Participant Guide

Q

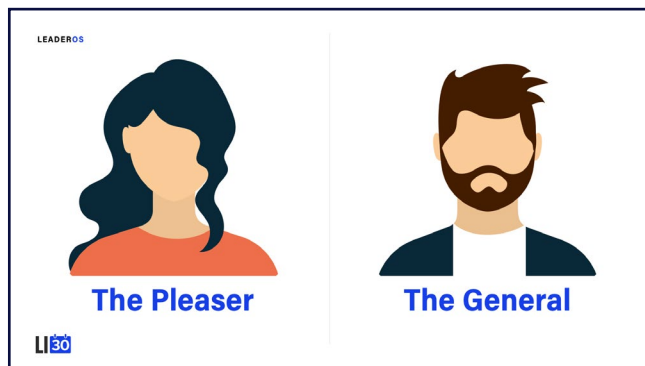
Transition

"When we hold up The General next to The Pleaser..."

The General

- "The General" is a simple and catchy way to refer to 1st Leader patterns. It's not a mandated name, and your organization is welcome to adopt a name that best fits your culture.
- Move quickly through this slide.

Notes



12 Slide
7 Participant Guide

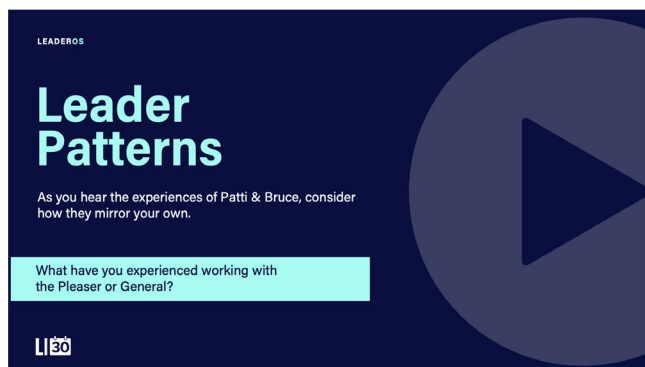
Q

Transition

No transition needed.

Leader Patterns: Side by Side

"Both leadership patterns have their advantages and disadvantages. However, their disadvantages are likely causing problems and stifling results more than any advantage we can identify."



13 Slide
7 Participant Guide

V

Video: Leader Patterns

"In this next video, we'll introduce you to the 1st & 2nd Leader stories of Patti & Bruce. What have you experienced working for leaders like Patti & Bruce?"

Question

"What have you experienced working for leaders like Patti & Bruce?"

Notes



14 Slide
7 Participant Guide

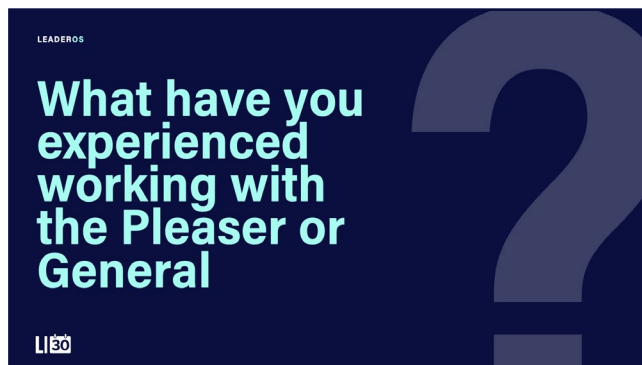
V

Transition

No transition is needed.

Video

- Play video.



15 Slide
7 Participant Guide

D

Transition

"Now that we've profiled 1st and 2nd Leader Patterns, it's time to consider a third approach..."

Video: Debrief

- Discuss the question on the slide.

Discussion

- *"What have you experienced working for leaders like Patti & Bruce?"*
- Please be mindful of your timing and pace as you discuss this question.
- Beware of debriefing this too long.

Notes

Problem

Leader patterns suggest that most of us naturally show up as the 1st or 2nd Leader.

Principle

Learn to become the 3rd Leader by installing LeaderOS into your workflow.

LI30

16-17 Slide 8 Participant Guide Q

Transition

"So, who is the 3rd Leader?"

Problem & Principle

- Read or summarize the Problem
- Read or summarize the Principle

The 3rd Leader™

Creates Clarity by defining a few key results and reinforcing them constantly.

CLARITY
LeaderOS
REINFORCE

LI30

18 Slide 9 Participant Guide Q

Transition

"The second competency they live by is..."

The 3rd Leader: Clarity

"The 3rd Leader uses the Leadership Operating System (a.k.a. LeaderOS) to consistently show up different than the 1st or 2nd Leader because they live by three core competencies.

The first competency is Clarity."

- Read or summarize the slide.

Notes

LEADEROS



The 3rd Leader™

Builds **Alignment** by making the case for results, gauging the team's position, and encouraging involvement.



LI30

19 Slide
9 Participant Guide

Q

Transition

"The third competency they live by is..."

The 3rd Leader: Alignment

- Read or summarize the slide.

LEADEROS



The 3rd Leader™

They understand that team perceptions inhibit **Movement**, and they work to change those perceptions.



LI30

20 Slide
9 Participant Guide

Q

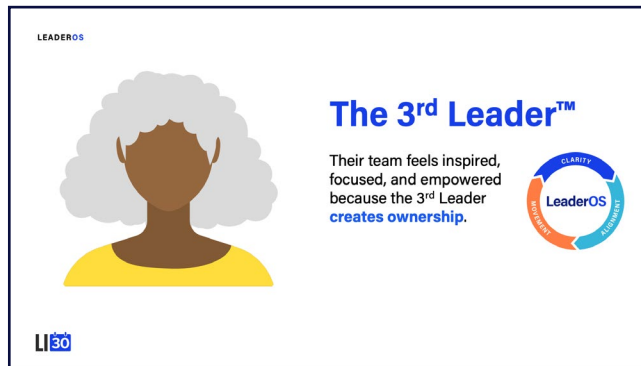
Transition

"As they live by this system..."

The 3rd Leader: Movement

- Read or summarize the slide.

Notes



21 Slide
9 Participant Guide

Q

Transition

“Even though we naturally show up as the 1st or 2nd Leader...”

The 3rd Leader: LeaderOS

- Read or summarize the slide.



22-23 Slide
10 Participant Guide

Q

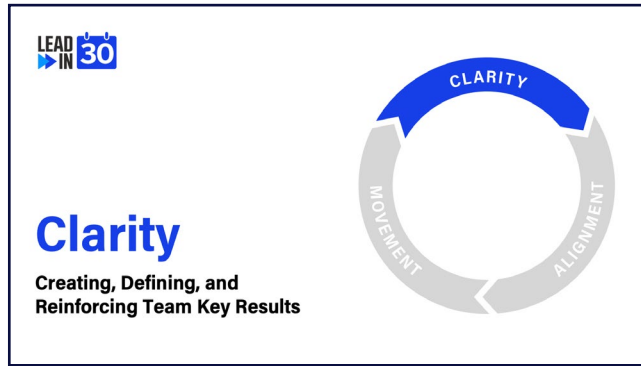
Transition

“Let’s dig into LeaderOS and install it into your workflow!”

Quote

- Read the slide.

Notes



24 Slide
11 Participant Guide

Q

Transition

"In order to appreciate the power of Clarity, I have a scenario for you to consider..."

CLARITY

DISCUSS

AS A CLASS

What would you do, to walk in a straight line?

A group of researchers at a scientific institute have a challenge for you and your team. They will pay you \$10,000 (per person) if you can guide your whole team from the starting point to a finish line 5 miles away.

However, the starting point is in a forest, the Sun is behind the clouds, the terrain is flat, and you have no navigation tools.

What strategies would you use to get your team to the destination?

LEAD

25-26 Slide
12 Participant Guide

D

Transition

"Before we plan our escape, let's pause to appreciate what this means about Clarity..."

Clarity

"Clarity is the first competency of LeaderOS and the focus of your work during Week 1 of the course. This week, we'll learn how to create and define a clear direction for our teams with Team Key Results."

Walk In a Straight Line

- Read or explain the situation on the slide.
- Challenge the class to think creatively and share their best ideas for getting to the finish line.
- The intent isn't to create a plan to solve this problem. The goal is to engage the group in an activity that sets up the Problem & Principle later.

Discussion

- What strategies would you use to get your team to the destination?

Notes

CLARITY

DISCUSS

THE DATA

What would you do, to walk in a straight line?

In 2009, Research from the Max Planck Institute for Biological Cybernetics confirmed that people:

- Typically walk in circles when they lack visual guideposts.
- Need a simple navigational tool like a compass or GPS when navigating unfamiliar terrains.

LI30

27
12

Slide
Participant Guide

Q

Transition

"This is an important principle as we apply it to our teams..."

Walk In a Straight Line

- Read or summarize the slide.
- Emphasize that a simple navigational tool is all it takes to counteract the human tendency to walk in circles.

CLARITY

Teams naturally walk in circles

Teams have a similar tendency of "walking in circles" without a navigational tool.

These circles typically look like:

- Conflict caused by self-interested choices.
- Poor results due to slow decision-making.

What does "walking in circles" look like for your team and others inside your organization?

LI30

28-29
12

Slide
Participant Guide

D

Transition

"This means we all face a similar problem with our teams..."

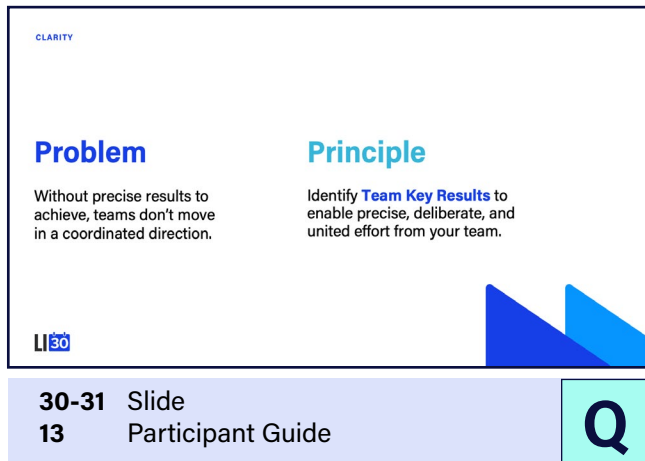
Teams Walk In Circles

- Read or summarize the slide.

Discussion

- What does "walking in circles" look like for your team and others inside your organization?

Notes



Problem

Without precise results to achieve, teams don't move in a coordinated direction.

Principle

Identify **Team Key Results** to enable precise, deliberate, and united effort from your team.

LI 30

30-31 Slide
13 Participant Guide

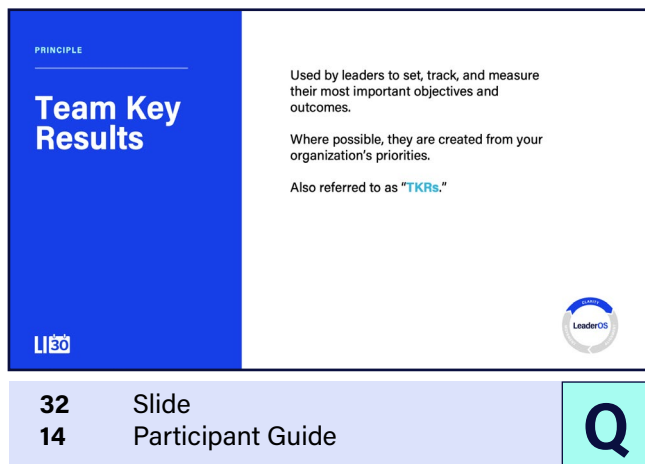
Q

Transition

"Team Key Results will end up being a pivotal piece of the work you do throughout Lead In 30, so let's define what they are..."

Problem & Principle

- Read or summarize The Problem.
- Read or summarize The Principle.



Team Key Results

Used by leaders to set, track, and measure their most important objectives and outcomes.

Where possible, they are created from your organization's priorities.

Also referred to as "TKRs."

LI 30

32 Slide
14 Participant Guide

Q

Transition

"There are two main components of Team Key Results..."

Principle, Team Key Results

- Read or summarize the definition.

Notes

CLARITY

Team Key Results have two parts:

Objectives	Performance Metrics
The high-level, qualitative goals a team sets to achieve. They are typically ambitious, providing a clear purpose and direction.	Specific, measurable, and quantifiable outcomes that signify progress toward achieving objectives. They serve as concrete milestones and provide a way to evaluate success.

LI 30

33
15

Slide
Participant Guide

Q

Transition

No transition is needed

Objective & Metric

- Summarize an "objective."
- Summarize a "performance metric."

CLARITY

Team Key Results have two parts:

Objectives	Performance Metrics
"What do we care about most?"	"How will we measure our progress toward the objective?"

LI 30

34
15

Slide
Participant Guide

D

Transition

"Let's look at a few examples of what a Team Key Result looks like..."

Objective & Metric

"Objectives often come from the question, 'What do we care about most?'"

Performance Metrics often come from the question, 'How will we measure our progress toward the objective?'"

Optional Discussion

- You should check for understanding to see if anyone in the group needs further clarification on Team Key Results.

Notes

CLARITY

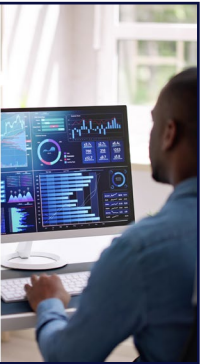
TKR I

Objective
Increase Revenue Growth

Performance Metric
(#) New Customers

Team Key Result
Add 10 New Clients to our core product sales, compared to last year.

LI30



35-36 Slide
16 Participant Guide

Q

Transition

"Here is a second example..."

TKR I

- Read slide.

CLARITY

TKR I

Objective
Increase Revenue Growth

Performance Metric
(#) New Customers

Team Key Result
Add 10 New Clients to our core product sales, compared to last year.

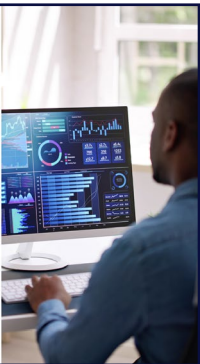
LI30

TKR II

Objective
Operational Efficiency

Performance Metric
(%) Manufacturing defects

Team Key Result
15% reduction in manufacturing defects by implementing new quality control processes.



37-38 Slide
16 Participant Guide

D

Transition

"However, we should beware of a common mistake when creating TKRs..."

TKR II

- Read slide.

Notes

CLARITY

A common confusion

When creating TKRs, it's common to confuse objectives with attributes:

Objectives
What your team needs to deliver

Attributes
How your team shows up

LI30

39-41 Slide
17 Participant Guide

Q

Transition

"Try to identify the difference between objectives and attributes in this poll..."

Objectives Over Attributes

- Objectives are deliverables that our teams would report on at the end of the quarter or year.
- Attributes are behaviors, attributes, or qualities we exhibit while accomplishing Objectives.

CLARITY

KNOWLEDGE CHECK

Objective
What you deliver

Attribute
How you deliver

LI30

Choose the objectives from the list below

A Collaboration

B Product Quality

C Customer Satisfaction

D Become Best In Class

E On-time Delivery

42 Slide
17 Participant Guide

Transition

"Let's summarize what this means..."

Poll, Objectives Over Attributes

- If your virtual platform has polling capabilities, place the question and answer choices into a poll beforehand.
- If you can't create a formal poll in your platform, invite the group to share their choices in the chat.

Answers

- B, C, & E

Notes

CLARITY

Objectives over attributes

TKRs are made up of specific, observable, and measurable **objectives**.

As the 3rd Leader, you'll need to avoid the temptation of including attributes in your TKRs.

43
17

Slide
Participant Guide

Q

Transition

"Now that we've defined Team Key Results as the Principle within Clarity, it's time to learn specific skills for implementing Team Key Results..."

TEAM KEY RESULTS

Create TKRs

RPM

Every Meeting,
Every Time

44
14

Slide
Participant Guide

Q

Transition

"The first skill you'll learn and practice this week is..."

Objectives Over Attributes

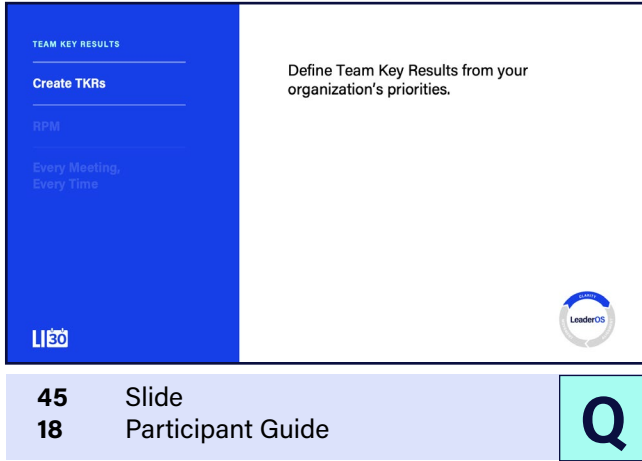
- Read or summarize the slide

Skills of Clarity

"Throughout this week, these three skills will help you define the Team Key Results that matter most for you and embed them into your team's workflow."

- Quick slide. No need to over-explain.

Notes



Slide 45 content: The slide features a blue sidebar on the left with the text 'TEAM KEY RESULTS', 'Create TKRs', 'RPM', and 'Every Meeting, Every Time'. The main content area is white and contains the text 'Define Team Key Results from your organization's priorities.' and a 'LeaderOS' logo in the bottom right corner.

45 Slide
18 Participant Guide

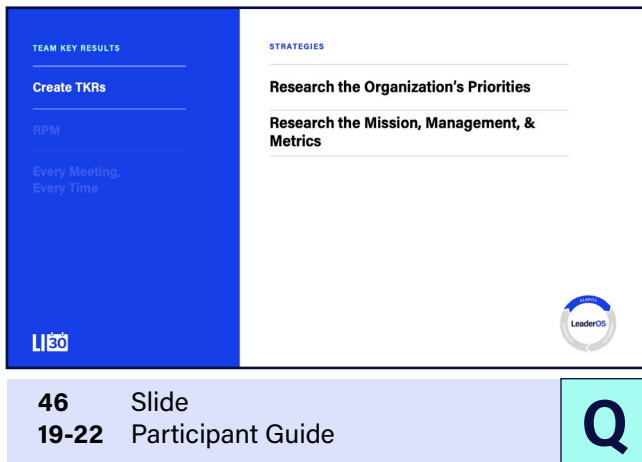
Q

Transition

"Creating Team Key Results can be done in two different ways..."

Definition, Create TKRs

- Read the definition
- Quick slide. No need to over-explain.



Slide 46 content: The slide features a blue sidebar on the left with the text 'TEAM KEY RESULTS', 'Create TKRs', 'RPM', and 'Every Meeting, Every Time'. The main content area is white and contains the text 'STRATEGIES', 'Research the Organization's Priorities', and 'Research the Mission, Management, & Metrics'. A 'LeaderOS' logo is in the bottom right corner.

46 Slide
19-22 Participant Guide

Q

Transition

"There are two ways to Create TKRs..."

Strategies, Create TKRs

- Depending on the division, department, business unit, or organization your learners work within, they might not have clear expectations communicated to them. For this reason, your learners have options for Creating TKRs.

Notes

CLARITY

It takes a little research

Your team needs clear key results to align with. This means you'll need to research or determine the most important objectives.

If your organization has clearly defined objectives:

Research the Organization's Priorities

If your organization has **poorly** defined objectives:

Research the Mission, Management, & Metrics

LI 30

47-49 Slide
19-22 Participant Guide

Q

Transition

"Let's look at how you'll practice this skill during the week..."

It Takes Research

- As you progress through these slides, allow each learner to choose which strategy best suits their situation.

PLAYBOOK

THIS WEEK



LI 30

EXERCISE

Create TKRs

Participant Guide, pages 19-20 or 21-22

- Determine the objectives and metrics that matter most for your team.

50 Slide
19-22 Participant Guide

Q

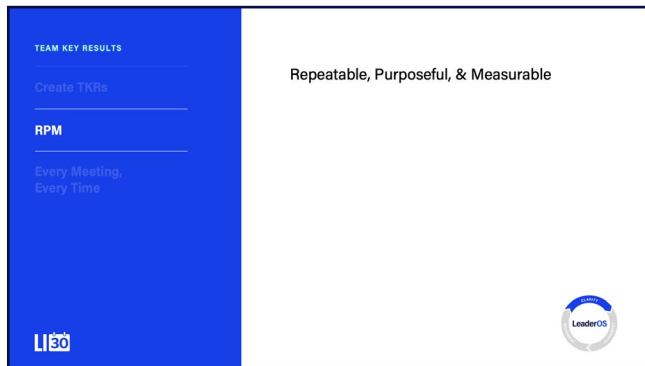
Transition

"Once we Create our TKRs, we need to transform them into something memorable..."

Playbook: Create TKRs

- Invite your learners to open their Participant Guides and turn to these pages.
- Let your learners know they will complete this Playbook page when they progress through the Learner Portal during the week.
- Do not ask Learners to complete this exercise during class.

Notes



51-52 Slide
27 Participant Guide

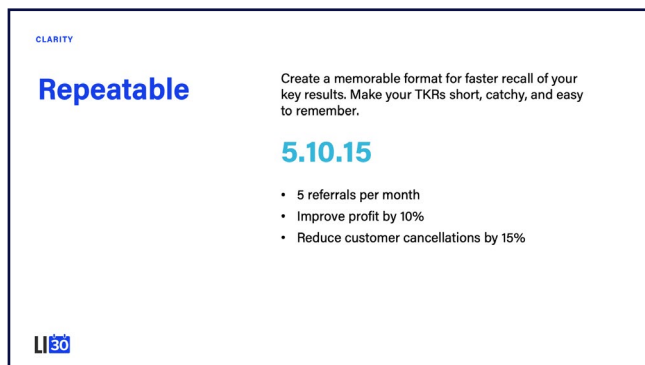
Q

Transition

"Let's define each element of RPM and see what they look like..."

RPM

- Quick slide. No need to over-explain.



53 Slide
27 Participant Guide

Q D

Transition

No transition need.

Repeatabe

- Read or summarize the slide
- Pronounce this TKR as "Five, Ten, Fifteen."

Optional Story

- If you have a story to share (personal or learned) about a goal or initiative that was presented in a memorable format, please share!

Notes

CLARITY

Purposeful

Ensure your TKRs connect with the organization's overall purpose, vision, and mission.

30/15

- 3 driver contacts per day
- Zero driver safety incidents
- Reduce cost by 15%

LI 30

54 Slide
27 Participant Guide

Q

Transition

No transition is needed.

Purposeful

- Read or summarize the slide.
- Pronounce this TKR as "Thirty, Fifteen."
- This organization chose to say the metrics "3," "0," and "15" as "Thirty, Fifteen."
- The example shows that transforming a TKR into an RPM format means taking creative liberties with its presentation.

CLARITY

Measurable

Your TKRs should be specific, observable, and/or quantifiable.

Zero to 100

- 0 inventory cuts for missing parts
- 99.9% on-time shipments
- 100% customer satisfaction

LI 30

55 Slide
27 Participant Guide

Q

D

Transition

"Let's look at how you'll practice this skill during the week..."

Repeatable

- Read or summarize the slide.
- Pronounce this TKR as written.

Optional Discussion

- You should check for understanding to see if anyone in the group needs further clarification on Team Key Results.

Notes

56 Slide
29 Participant Guide

Q

Transition

"Let's learn one more skill for creating Clarity with our team..."

Playbook: TKRs into RPM

- Invite your learners to open their Participant Guides and turn to these pages.
- Let your learners know they will complete this Playbook page when they progress through the Learner Portal during the week.
- Do not ask learners to complete this exercise during class.

57-58 Slide
30 Participant Guide

Q

Transition

"Bringing the TKRs into your team's regular meeting schedule requires consistency..."

Every Meeting, Every Time

- Quick slide. No need to over-explain.

Notes

CLARITY

Consistency is key

Look for simple, consistent implementations of the TKRs. Here are a few ideas to consider:

- Place the TKRs on the physical meeting agenda.
- When making decisions or discussing problems with the team, openly discuss how the situation connects with your TKRs.
- Have a member of the team share a "moment" in their workflow this week, that aligned with or exemplified the TKRs.
- Have your team share insights about falling out of alignment with the TKRs.

LI 30

59

Slide

30

Participant Guide

Q

D

Transition

"Keep in mind..."

Consistency

- Read or summarize the slide.

Optional Discussion

- Ask the class for additional ideas or insights about including the TKRs in their meetings.

CLARITY

It's not the number of meetings that matter, but what you make of the ones you have.

LI 60

60

Slide

31

Participant Guide

Q

Transition

"Let's look at how you'll practice this skill during the week..."

Quote

- Read slide.

Notes

PLAYBOOK

THIS WEEK



L|30

EXERCISE

Create a Schedule

Participant Guide, page 33

- Take a strategic look at your interactions with your team and find simple ways to involve your TKRs in those moments.

61 Slide
33 Participant Guide

Transition

"As a review of what we've covered today..."

Playbook: Create a Schedule

- Invite your learners to open their Participant Guides and turn to these pages.
- Let your learners know they will complete this Playbook page when they progress through the Learner Portal during the week.
- Do not ask learners to complete this exercise during class.

PRINCIPLE

Team Key Results

L|30

SKILLS

Create TKRs

RPM

Every Meeting, Every Time



62 Slide
34 Participant Guide

Q

Transition

"As we close our class for today, let's see an example of what it looks like to use these skills..."

Overview

- Take a moment to review the section of LeaderOS that you've covered in this lesson, along with its Principles & Skills.

Notes

CLARITY

Keep It Simple

In our next story, the restaurant's General Manager worked hard to simplify complex corporate expectations.

What can your team accomplish with this level of Clarity?

L|30

63

Slide

34

Participant Guide

V

Question

"What can your team accomplish with this level of Clarity?"

Video: Keep It Simple

"In this story, you'll learn about a restaurant General Manager who worked hard to simplify objectives for their team."



L|30

64

Slide

34

Participant Guide

V

Transition

No transition is needed.

Video

- Play video.

Notes

30



65 Slide
34 Participant Guide

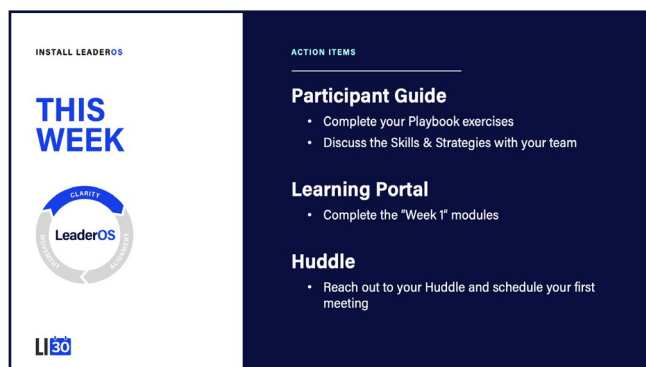
D

Transition

No transition is needed.

Video: Debrief

- Discuss the question on the slide.
- Please be mindful of your timing and pace as you discuss this question.
- Beware of debriefing this too long.



64 Slide
34 Participant Guide

Transition

End of Session 1

Action Items

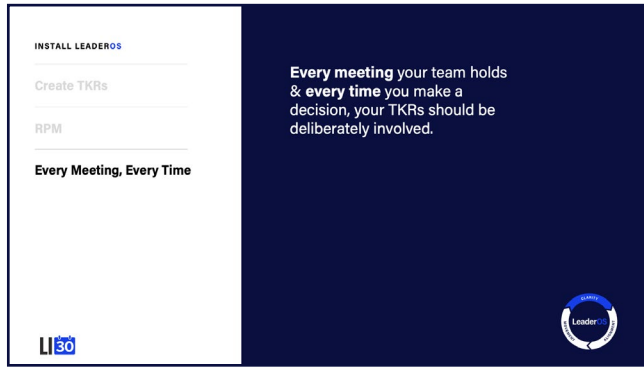
- Before learners leave the session, highlight the Action Items to accomplish before the next Live Class.

Notes



ALIGNMENT

Don't Settle for Awareness, Work Toward United Action



2-6 Slide
34 Participant Guide

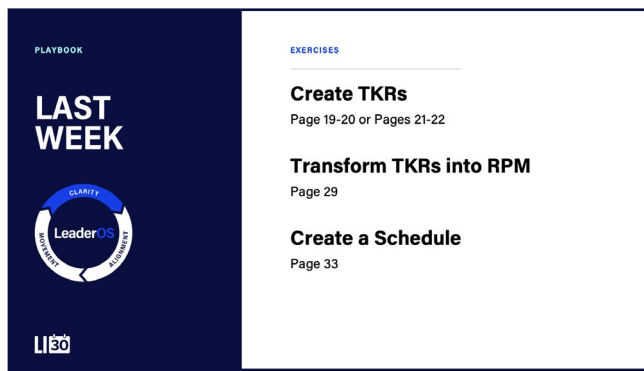
Q

Transition

No transition is needed.

Review: Clarity

- Review in whatever way you see best. The intent is to assess what the class remembers from last week's content and correct misunderstandings.
- The slide segment is only a conceptual review of the Principles, Skills, and Strategies.



7 Slide
34 Participant Guide

D

Transition

"It's time to move from Clarity into the second competency of LeaderOS, Alignment."

Review: Playbook

- Ask your leaders to review the Playbook exercises they completed the previous week.
- "Take a moment to review the Playbook pages you worked on last week. Let's take a moment to discuss roadblocks you came across, questions you'd like to ask the group, and insights you gained."

Discussion

Be careful of the amount of time you spend on this review. Ideally, this entire section of slides should take 20 minutes. Any additional time spent on review will impede the pacing of the remaining content.

Notes



Alignment
Don't Settle for Awareness,
Work Toward United Action

8 Slide
35 Participant Guide

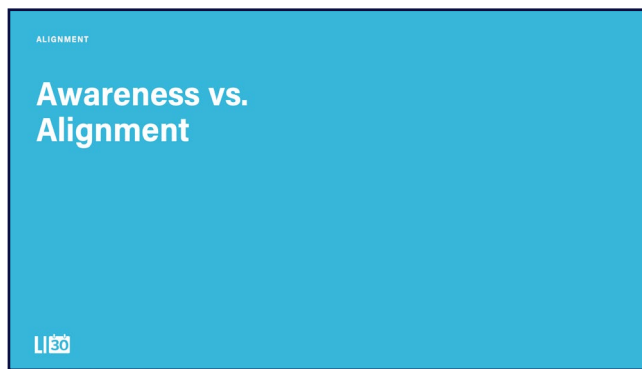
Q

Transition

"Let's create an important distinction as we get started..."

Introduction

"Over the next two weeks, we're going to look at the difference between your team knowing your TKRs and actively helping to achieve the TKRs."



ALIGNMENT

**Awareness vs.
Alignment**

LIEO

9 Slide
35 Participant Guide

D

Transition

"Let's compare this statement to your own experiences..."

Awareness vs. Alignment

"What's your reaction to this statement? Is awareness the same as alignment?"

- These questions are rhetorical and introspective.
- Don't worry about engaging in a long discussion about this statement on this slide. The following four slides will debrief it.

Notes

ALIGNMENT

Creating awareness

What does it look or sound like, when a leader generates awareness of a result, objective, or policy?

Who is talking most when a leader is creating awareness?

LI 30

10-11
36

Slide
Participant Guide

S D

Transition

"When creating awareness, the Leader seems to do most of the talking. Let's compare that to alignment..."

Awareness

- Read the question on the slide.
- Allow a little time for the class to share their comments and insights.
- Emphasize that a leader does most of the talking when creating awareness. It is a one-way exchange of information.

Optional Story

- If you have one, feel free to share a story that is a quick example of a leader creating awareness.

ALIGNMENT

Building alignment

What does it look or sound like when a leader works to align their team with a result, objective, or policy?

Who is talking most when a leader is creating alignment?

LI 30

12-13
36

Slide
Participant Guide

D

Transition

"Here is a statement that will bring this all together..."

Alignment

- Read the question on the slide.
- Allow a little time for the class to share their comments and insights.

"Isn't this interesting?! When a leader creates alignment, the team does most of the talking, and the leader listens. In this section, we'll learn how to go beyond making our teams aware of the TKRs and start working to help them align with them."

Notes

ALIGNMENT

**Alignment is messy,
and it happens out
loud.**

LI30

14

Slide

41

Participant Guide

Q

Transition

"Here's an example of how mistaking awareness for alignment can cause a significant problem delivering results..."

Alignment is Messy

- Read the quote.
- This quote underscores the crucial role of each team member in the alignment process. It's important to remember that most teams won't easily align with the TKRs. Instead, it takes multiple discussions, disagreements, and decisions because each team member's contribution is essential to achieving the TKRs.

ALIGNMENT

**System
Failure**

At a missile design facility, implementing a new software solution should be easy for rocket scientists. But without alignment, it proved impossible.

How can an execution problem be an alignment problem?

LI30

15

Slide

36

Participant Guide

V

Video: System Failure

"As you learn about the Rocket Scientists in this next video, think about this dilemma of awareness versus alignment."

Question

"How can an execution problem be an alignment problem?"

Notes



16 Slide
36 Participant Guide

V

Video

- Play video.

Transition

No transition is needed.



17 Slide
36 Participant Guide

D

Video: Debrief

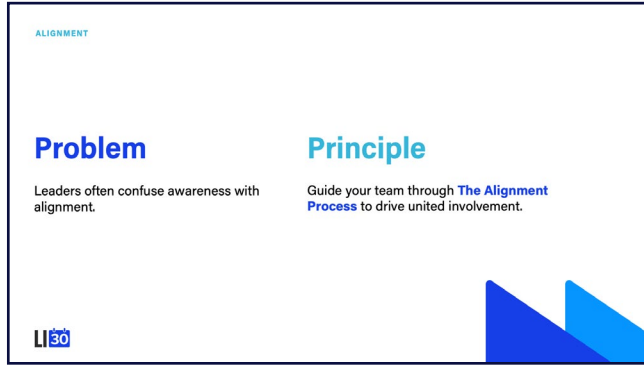
"From what you saw here, how can an execution problem be an alignment problem?"

- Feel free to ask follow-up questions based on the group's responses.

Transition

"Now that we've framed the problem with awareness let's look at the principle we'll practice to build alignment..."

Notes



Problem
Leaders often confuse awareness with alignment.

Principle
Guide your team through **The Alignment Process** to drive united involvement.

18-19 Slide
37 Participant Guide

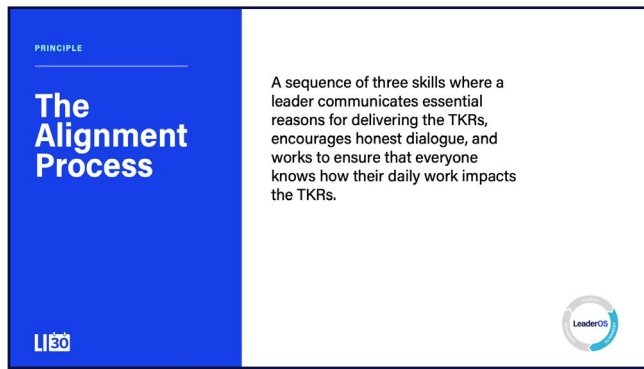
Q

Transition

No transition is needed.

Problem & Principle

- Read or summarize the Problem.
- Read or summarize the Principle.



PRINCIPLE

The Alignment Process

A sequence of three skills where a leader communicates essential reasons for delivering the TKRs, encourages honest dialogue, and works to ensure that everyone knows how their daily work impacts the TKRs.

20 Slide
38 Participant Guide

Transition

No transition is needed.

The Alignment Process

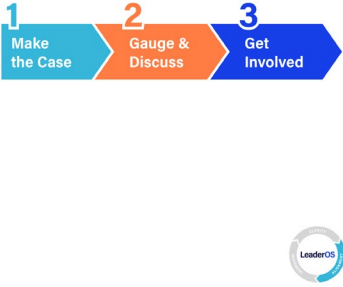
- Read or explain the definition on the slide.
- Emphasize to the class that The Alignment Process will comprise Weeks 2 and 3 of the course.

Notes

PRINCIPLE

The Alignment Process





21
38
Slide
Participant Guide

Q

Transition

"This week, we'll focus on step 1 of The Alignment Process, Make the Case..."

The Alignment Process

- No need to explain in-depth.

"This model will show up on the bottom of the next screen as we progress through The Alignment Process over the next 2 weeks."

THE ALIGNMENT PROCESS

Make the Case

Gauge & Discuss
Get Involved


Preparing formal messages that make a compelling argument for the TKRs.



22
38
Slide
Participant Guide

Q

Transition

"Make the Case has three strategies we'll practice this week..."

Make the Case

- Read or explain the definition of Make the Case.

Notes

THE ALIGNMENT PROCESS

- Make the Case**
- Gauge & Discuss
- Get Involved

STRATEGIES

- Make the "Why" Compelling**
- Reveal the Pain or Gain
- Tell Relevant Stories

Help team members see a purpose for the TKRs. Strong purpose can shift someone from thinking, "I have to achieve the TKRs," to "I want to achieve the TKRs."

1 Make the Case **2** Gauge & Discuss **3** Get Involved

LI30

23-24 Slide
42 Participant Guide

Transition

"Let's think about how purpose creates motivation..."

Make the "Why" Compelling

- Read or explain the definition of Make the "Why" Compelling.

ALIGNMENT

Why does purpose matter?

Team members need motivation to align with the TKRs.

Sustained motivation doesn't come from authority, threats, or penalties. Instead, it comes from each individual connecting with a deeper purpose in their work.

More specifically, individuals maintain a sense of purpose when they perceive a connection between their work and something they value.

LI30

25 Slide
43 Participant Guide

D

Transition

"Here's an example of what can happen when we lose purpose in our work..."

Purpose Matters

- Read or summarize the slide.

Discussion

"How can purpose shift someone from thinking 'I have to do this,' to 'I get to do this?'"

Notes

ALIGNMENT

Losing the Why

Jared Jones (Co-Founder, Lead In 30) shares a personal story from his career. Lacking a compelling 'why' caused the need for a career pivot.

When have you experienced a loss of the 'why' in your work?

LI30

26
43

Slide
Participant Guide

V

Question

"When have you experienced a loss of the 'why' in your work?"

Video: Losing the Why

"One of the Co-Founders of Lead In 30, Jared Jones, will share an example from his career of what happened when his work lost its purpose."

LI30



27
43

Slide
Participant Guide

V

Video

- Play video

Transition

No transition is needed.

Notes

ALIGNMENT

When have you experienced a loss of the 'why' in your work

LI30

28 Slide
43 Participant Guide

D

Transition

No transition is needed.

Video: Debrief

- Discuss the question on the slide.

Discussion

"When have you experienced a loss of the 'why' in your work?"

- Please be mindful of your timing and pace as you discuss this question.
- Beware of debriefing this too long.

PLAYBOOK

THIS WEEK

CLARITY
PURPOSE
LEADEROS
RESILIENT

LI30

EXERCISE

Create "Why" Statements

Participant Guide, page 45

- Brainstorm various statements you could share with your team that connect with their sense of purpose.

29 Slide
45 Participant Guide

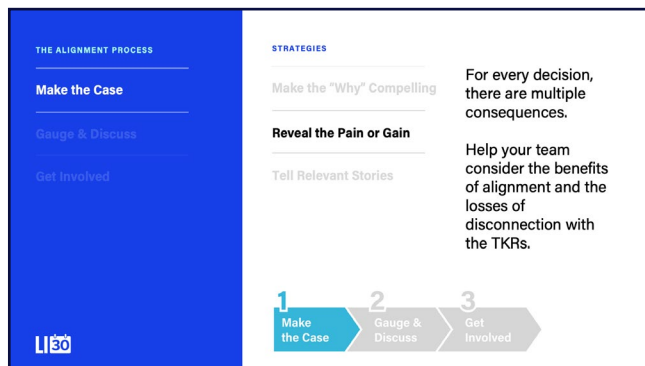
Transition

"Outside of creating a sense of purpose for the TKRs, a second strategy you could consider is..."

Playbook: Why Statements

- Invite your learners to open their Participant Guides and turn to these pages.
- Let your learners know they will complete this Playbook page when they progress through the Learner Portal during the week.
- Do not ask learners to complete this exercise during class.

Notes



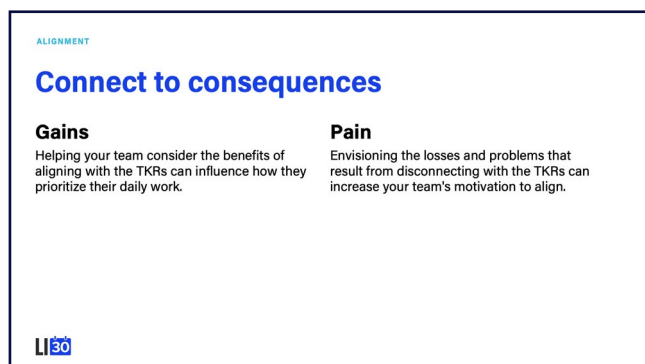
30-32 Slide
46 Participant Guide

Transition

"Revealing the pain or gain is effective because of consequences..."

Reveal the Pain or Gain

- Transition quickly through slides 30-32.
- Read or explain the definition on the slide 32.
- Remind learners that they can use this strategy in combination with "Make the 'Why' Compelling" or on its own.



33 Slide
46 Participant Guide

Transition

"Research shows that benefits and losses can be equally powerful for people to consider..."

Connect to Consequences

- Take a moment to emphasize that consequences can be positive and negative.
- Leaders should be careful to stay balanced in thinking about Pains (losses) as much as Gains (benefits).

Notes

Loss Aversion

Research by Daniel Kahneman and Amos Tversky, suggests that the psychological impact of a loss is approximately twice as powerful as the pleasure derived from a gain.

L|30

34-35 Slide
47 Participant Guide

Q

Transition

"Your team will react to benefits and losses differently..."

Framing & Aversion

- Read or summarize the principles of Positive Framing and Loss Aversion.

ALIGNMENT

Pick what works for you

Gains Positive Framing	Pain Loss Aversion
--	--------------------------------------

Which of these would be more impactful for your team to consider?

L|30

36 Slide
47 Participant Guide

D

Transition

"No matter what you choose, beware of overemphasis..."

Choose What Works

- Ask the discussion question on the slide.

Discussion

"Which of these would be more impactful for your team to consider?"

Notes

ALIGNMENT

Taking it too far

What does it sound like when a leader takes the description of pains or gains too far?

Have you ever worked for a leader who emphasized pain or gain too much?

LI 30

37-38 Slide
47 Participant Guide

D

Transition

"Let's review this strategy in your Playbook..."

Too Far?

- Ask both questions on the slide.

Discussion

"What does it sound like when a leader takes the description of pains or gains too far?"

"Have you ever worked for a leader who emphasized pain or gain too much?"

PLAYBOOK

THIS WEEK



LI 30

EXERCISE

Consider the Pain & Gain

Participant Guide, page 48

- Map out the pains of disconnecting and the gains of aligning with the TKRs.

39 Slide
48 Participant Guide

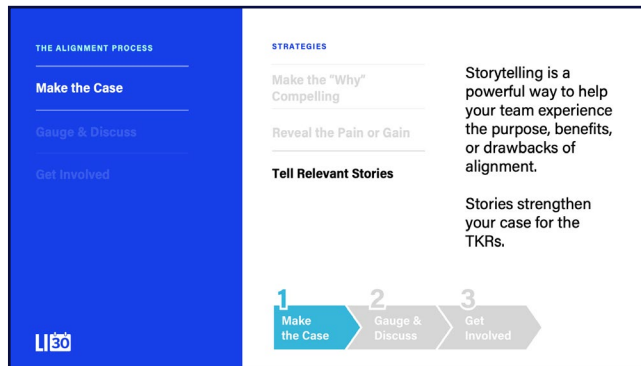
Transition

"And finally, let's frame the third strategy of Make the Case..."

Playbook: Pain & Gain

- Invite your learners to open their Participant Guides and turn to these pages.
- Let your learners know they will complete this Playbook page when they progress through the Learner Portal during the week.
- Do not ask learners to complete this exercise during class.

Notes



40-42 Slide
49 Participant Guide

Transition

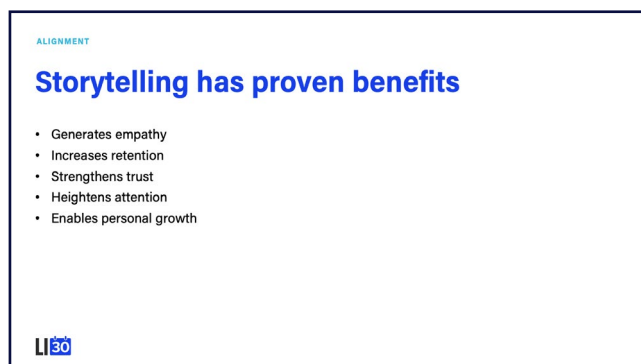
"Storytelling has a variety of benefits..."

Tell Relevant Stories

- Transition quickly through slides 40-42.
- Read or explain the definition of Tell Relevant Stories.

"Telling a relevant story can be a powerful means of Making the 'Why' Compelling or Revealing the Pain or Gain. An effective 3rd Leader will see an opportunity to combine multiple Make the Case strategies concurrently.

For instance, I might describe the 'why' of the TKRs through a relevant story or share a customer testimonial to reveal the pain of disconnecting from them."



43 Slide
51 Participant Guide

S

Transition

No transition is needed.

Storytelling

- Highlight a few of the benefits listed on the slide.

Optional Story

- If you have an appropriate example, share an experience when a relevant story exemplified some of the benefits listed on slide 43.

Notes

ALIGNMENT

Stories are up to twenty-two times more memorable than facts.

LI 30

44

Slide

50

Participant Guide

Q

Transition

No transition is needed.

Quote

- Read the slide.

ALIGNMENT

Embrace variety and consistency

Sharing one story, via email, about the benefits of the TKRs, won't suffice.

Sharing one story, in a quarterly meeting, describing the "why" of the TKRs, won't suffice.

Look for consistent ways to share various stories that encourage alignment with the TKRs.

LI 30

45

Slide

52

Participant Guide

D

Transition

"Let's review your last Playbook exercise this week..."

Embrace Consistency

- Summarize the slide.

Optional Discussion

"What will it take for you to be a consistent storyteller?"

Notes

46 Slide
53 Participant Guide

Transition

No transition is needed.

Playbook: Connect to Stories

- Invite your learners to open their Participant Guides and turn to these pages.
- Let your learners know they will complete this Playbook page when they progress through the Learner Portal during the week.
- Do not ask learners to complete this exercise during class.

47 Slide
54 Participant Guide

D

Transition

“Make the Case will help your team decide for themselves if, or how, they will align...”

Quote

- Read the slide.

Notes

ALIGNMENT

DISCUSS

AS A CLASS

Which strategy is right for you?

From the three strategies that you've learned in Make the Case:

- Make the "Why" Compelling
- Reveal the Pain or Gain
- Tell Relevant Stories

Which strategy are you likely to use right away? Why?

What roadblocks will prevent you from using these strategies?

LI30

48-49 Slide
55 Participant Guide

D

Transition

"Before we end our session, here's a quick review..."

Which Is Right For You?

- Discuss the questions at the bottom of each slide. Based on the remaining time, facilitate an open discussion about the strategies you covered in this session.

Discussion

- "Which strategy are you likely to use right away? Why?"
- "What roadblocks will prevent you from using these strategies?"

PRINCIPLE

The Alignment Process

LI50

SKILLS

Make the Case

Gauge & Discuss

Get Involved

STRATEGIES

Make the "Why" Compelling

Reveal the Pain or Gain

Tell Relevant Stories

1 Make the Case

2 Gauge & Discuss

3 Get Involved

50-52 Slide
54 Participant Guide

Q

Transition

"Before you leave, don't forget your Action Items this week..."

Make the Case

- Summarize the main points of these slides.

"The Principle of Alignment is called The Alignment Process.

Over the next two weeks, the course will review three skills for building Alignment: Make the Case, Gauge & Discuss, and Get Involved.

When a leader tries to Make the Case, there are three strategies to consider: Make the 'Why' Compelling, Reveal the Pain or Gain, and Tell Relevant Stories."

Notes

INSTALL LEADEROS

THIS WEEK



LI30

ACTION ITEMS

Participant Guide

- Complete your Playbook exercises
- Discuss the Skills & Strategies with your team

Learning Portal

- Complete the "Week 2" modules

Huddle

- Reach out to your Huddle and schedule your next meeting

53

Slide

55

Participant Guide

Transition

End of Session 2.

Action Items

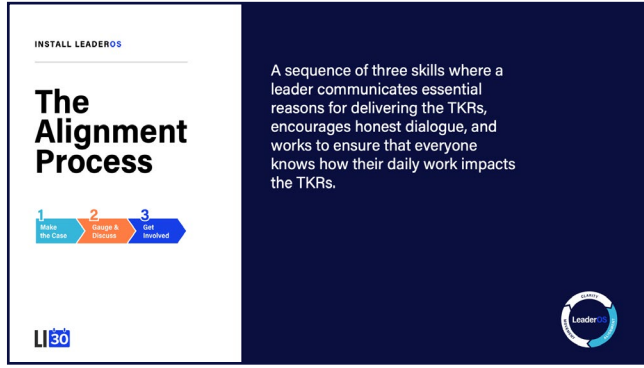
- Before learners leave the session, highlight the Action Items to accomplish before the next Live Class.

Notes



ALIGNMENT II

Don't Settle for Awareness, Work Toward United Action



2 Slide
56 Participant Guide

Q

Transition

"Remember the essential concept of Alignment..."

Review: The Alignment Process

- Quickly review the main concepts of The Alignment Process.



3 Slide
56 Participant Guide

Q

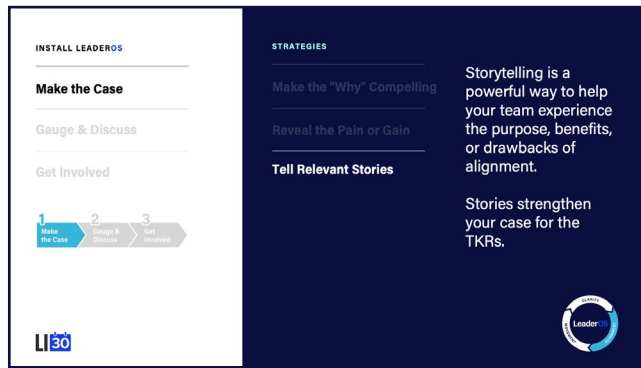
Transition

No transition is needed.

Quote

- Read the slide.

Notes



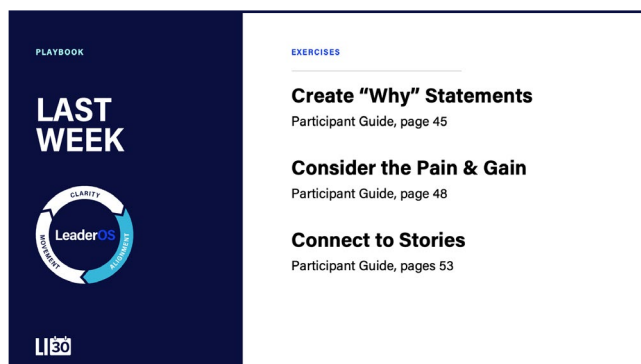
4-7 Slide
56 Participant Guide

Transition

"Let's talk about your Playbook work this week..."

Review: Make the Case

- Quickly review the strategies from Make the Case.



8 Slide
56 Participant Guide

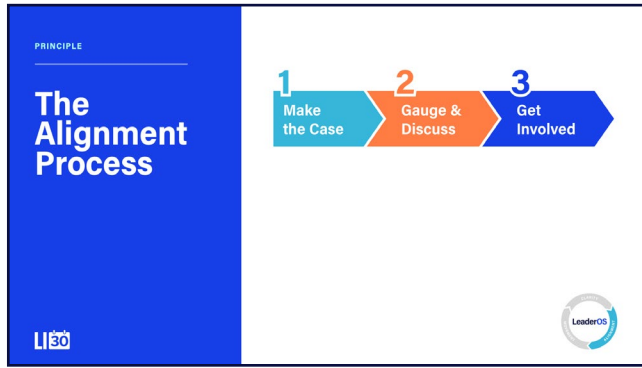
Transition

"This week, we'll learn and practice the remaining two skills of The Alignment Process..."

Review: Playbook

- Invite learners to review their Playbook work from the previous week.
- Take time to answer questions, clarify misunderstandings, and invite learners to share examples.

Notes



PRINCIPLE

The Alignment Process

1 Make the Case

2 Gauge & Discuss

3 Get Involved

L130

LeaderOS

9-10 Slide
56 Participant Guide

Q

Transition

No transition is needed.

Moving Forward

"Building Alignment extends beyond Make the Case. We have to discuss and describe what Alignment looks like at all levels of your team."



ALIGNMENT II

Where's the Scorpion?

ACTIVITY

2 MIN

ON YOUR OWN

Read the story about John Craven and the USS Scorpion on page 57 of the Participant Guide.

- How is your team like the experts in this story?

L150

11 Slide
57 Participant Guide

Transition

No transition is needed.

Where's the Scorpion?

- Ask learners to open their Participant Guide to page 57.
- Give the group 2 minutes to read the story about John Craven and the USS Scorpion.
- Invite learners to consider how their team is similar to the experts in the story.
- After two minutes, move to the discussion on the next slide.

Notes

ALIGNMENT II

ACTIVITY

AS A CLASS

LI30

Where's the Scorpion?

How is your team like the experts from this story?

- What can we learn from Craven's example of encouraging honesty & critical thinking from these experts?

12
57

Slide
Participant Guide

D

Transition

"Craven's story is a strong example of the second skill in The Alignment Process..."

Where's the Scorpion?

- When your learners finish reading, ask the same question from the exercise setup.

Discussion

"How is your team like the experts from this story?"

- After hearing thoughts from the class, if their responses lack depth, ask the follow-up question on the slide.

"What can we learn from Craven's example of encouraging honesty & critical thinking from these experts?"

PRINCIPLE

The Alignment Process

LI30

SKILLS

Make the Case

Gauge & Discuss

Get Involved

Creating opportunities for honest reactions to and conversations about the TKRs.

1 Make the Case

2 Gauge & Discuss

3 Get Involved

13-14
58

Slide
Participant Guide

Transition

"Before we start learning the strategies of Gauge & Discuss, we have to manage an essential component of your team's culture..."

Gauge & Discuss

- Read or summarize the definition of Gauge & Discuss.

Notes

ALIGNMENT II

These strategies require safety

Psychological safety is essential to all of the upcoming **Gauge & Discuss** strategies.

How would you define psychological safety?

LI 30

15-16 Slide
59 Participant Guide

D

Transition

"Looks review a basic definition of psychological safety..."

Safety Required

- Discuss the question on the slide.

Discussion

"How would you define psychological safety?"

- Learners don't have to guess the specific definition of Psychological Safety.
- Collect a few thoughts or ideas, then transition to the next slide.

ALIGNMENT II

These strategies require safety

When your team perceives that your culture is psychologically safe, it means your team believes that they:

- Won't be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes.
- Can take interpersonal risks, disagree openly, and surface concerns without fear of repercussions.
- Are safe to share creative ideas without fear of personal judgment.

LI 30

17 Slide
59 Participant Guide

Transition

"How would you rate your team's level of psychological safety?"

Safety Required

- Read, review, or summarize the slide based on the group's prior knowledge of Psychological Safety.

Notes

ALIGNMENT II

ACTIVITY

3 MIN

ON YOUR OWN

Is your team psychologically safe?

Give your team a psychological safety score on page 60 of the Participant Guide.

L|30

1860

Slide Participant Guide

Transition

No transition is needed.

Is Your Team Safe?

- Invite learners to turn to page 60 of the Participant Guide.
- “Turn to page 60 of your Participant Guide. For the next three minutes, we will evaluate your team’s psychological safety and determine what you could do to maintain or strengthen it. At the end of three minutes, be prepared to share thoughts or insights about what needs to change or stay the same on your team.”*
- Move to the next slide when 3 minutes ends.

ALIGNMENT II

DISCUSS

AS A CLASS

Is your team psychologically safe?

What are you hearing or seeing from your team to justify your safety score?

L|30

1960

Slide Participant Guide

D

Transition

No transition is needed.

Is Your Team Safe?

- Have an open discussion with your learners about the current state of their team’s psychological safety.
- This discussion should expand your learner’s opinions and perceptions of safety. Please encourage them to share examples of behaviors they see and words they hear from their team that indicate psychological safety needs improvement.

Notes

ALIGNMENT II

DISCUSS

AS A CLASS

Is your team psychologically safe?

What are you hearing or seeing from your team to justify your safety score?

What would it take to improve your score?

LI 30

20 Slide

60 Participant Guide

D

Transition

"As you think about improving and maintaining safety with your team, consider this important advice..."

Is Your Team Safe?

- Encourage further discussion.
- Invite the class to focus on improving their Scores. They might not be able to improve their Scores to a "10" right away; however, what can they do to improve their Scores by 1 or 2 points over the next month?

ALIGNMENT II

The quickest path to trust is honest, face-to-face, dialogue.

LI 60

21 Slide

61 Participant Guide

S

Transition

"With safety established, it's time to start working through the remaining steps of The Alignment Process..."

Quote

- Read the quote.
- Encourage reactions from the group.

Story

- Share a story or example demonstrating the benefits of building Psychological Safety through face-to-face discussion.

Notes

THE ALIGNMENT PROCESS

- Make the Case
- Gauge & Discuss**
- Get Involved

STRATEGIES

- Score It**
- Private & Public Discussion
- Control What You Can Control

A simple, numerical score representing each individual's level of alignment with the TKRs.

1 Make the Case → 2 Gauge & Discuss → 3 Get Involved

LI30

22-23 Slide
62 Participant Guide

Q

Transition

"Score It is a powerful way to initiate the Gauge & Discuss process. So, let's look at it further..."

Score It

- Read or summarize the definition of Score It.

ALIGNMENT II

You don't know until you ask

Most of the time, your team will only openly discuss the roadblocks or challenges of your TKRs with an invitation.

Create an opportunity for your team to share an honest numerical assessment of their alignment with the TKRs.

LI30

24 Slide
63 Participant Guide

Q

Transition

"Here are a few examples of what Score It sounds like..."

You Have to Ask

- Read or summarize the slide.

Notes

ALIGNMENT II

What this sounds like...

"On a scale of 1-10, how confident do you feel in your ability to deliver on the TKRs?"

"On a scale of 1-10, how difficult will it be to achieve the TKRs?"

"On a scale of 1-10, how supported do you feel in your work toward the TKRs?"

"On a scale of 1-10, how aligned are you with the TKRs?"



LI 30

25 Slide
63 Participant Guide

Transition

"There's no perfect way to collect scores, but there is an important principle to consider when doing so..."

Score It

- Read all or a few of the examples.

ALIGNMENT II

Encourage honesty and trust

There can be a temptation to keep scores private and anonymous. However, creating a culture of honesty requires moments that invite openness.



LI 30

26 Slide
63 Participant Guide

Q

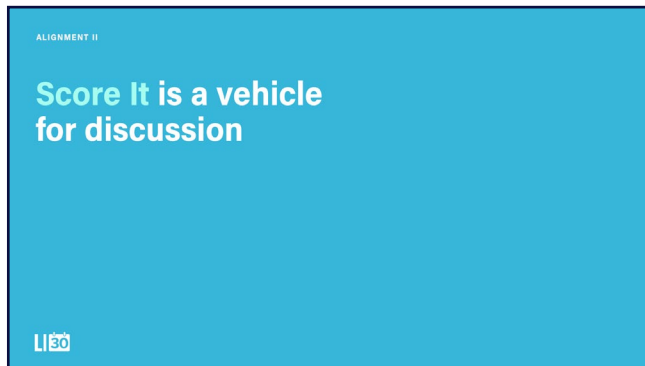
Encourage Honesty

- Read or summarize the slide.

Transition

"The reason for avoiding anonymity in our scores is because..."

Notes



27 Slide
64 Participant Guide

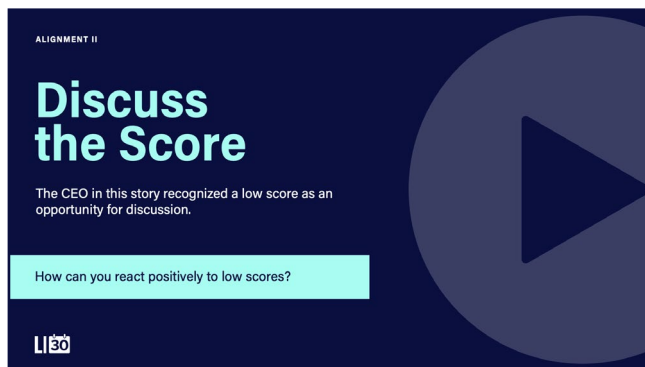
Q

Transition

"The following video provides an example of what we're discussing..."

Quote

- Read the slide.
- Jared Jones (Co-Founder of LI30) often tells learners that "the score doesn't matter." The point of Score It isn't necessarily the numerical Score everyone chooses; instead, it's about our discussion after the Score is shared.



28 Slide
64 Participant Guide

V

Video: Discuss the Score

"In our next story, watch as an executive recognized a low score as an opportunity for discussion."

Question

"As you hear this story, consider what it would take for you to react positively to a low score from your team."

Notes



29 Slide
64 Participant Guide

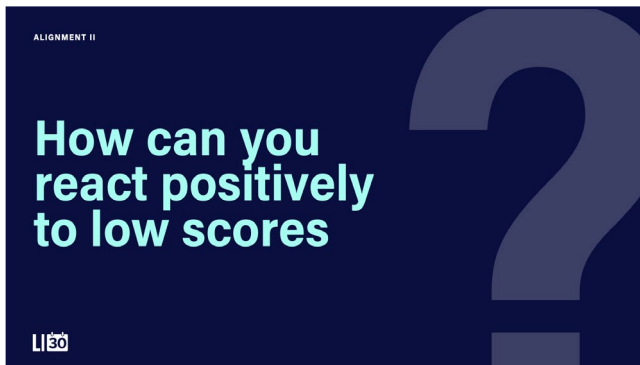
V

Transition

No transition is needed.

Video

- Play the video.



30 Slide
64 Participant Guide

D

Transition

"Let's review your Score It activities this week..."

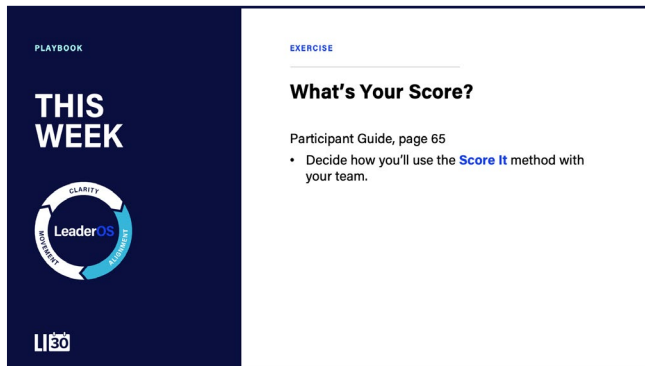
Video: Debrief

- Discuss the question on the slide.

Discussion

"How can you react positively to low scores?"

Notes



PLAYBOOK

THIS WEEK

CLARITY
ALIGNMENT
LeaderOS

EXERCISE

What's Your Score?

Participant Guide, page 65

- Decide how you'll use the **Score It** method with your team.

L|30

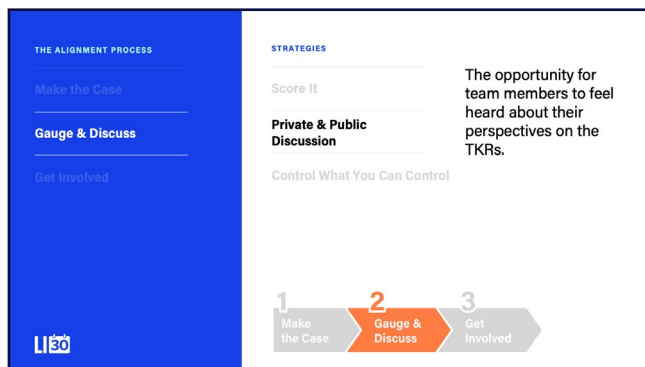
31 Slide
65 Participant Guide

Transition

"After we've invited scores from our team, it's time to have a meaningful discussion about them..."

Playbook: What's Your Score?

- Invite your learners to open their Participant Guides and turn to these pages.
- Let your learners know they will complete this Playbook page when they progress through the Learner Portal during the week.
- Do not ask learners to complete this exercise during class.



THE ALIGNMENT PROCESS

Make the Case

Gauge & Discuss

Get Involved

STRATEGIES

Score It

Private & Public Discussion

Control What You Can Control

The opportunity for team members to feel heard about their perspectives on the TKRs.

1 Make the Case 2 Gauge & Discuss 3 Get Involved

L|30

32-34 Slide
66 Participant Guide

Transition

"Our role as leaders is to provide the time and opportunity for team members to speak. That means we need to listen..."

Private & Public Discussion

- Read or summarize the definition of Private & Public Discussion.

Notes

ALIGNMENT II

Listening is the way

Now that you've Made the Case and you're seeing the results of Score It, it's time to start listening. Start by asking your team:

"What would bring your score to a 10?"

Or

"What would move you up one or two points?"

LI 30

35 Slide
65 Participant Guide

Transition

"But after we ask the question, follow one important rule..."

Listen Up

"Listening isn't a passive process. It's active through the questions we ask. As leaders, you can practice active listening by asking a question to spark the conversation your team needs to have. Start by saying, 'What would bring your score to a 10?' Or 'What would move you up one or two points?'"

ALIGNMENT II

Wait for responses

It can be tempting to respond immediately to the tough topics that your team raises.

What's the danger of reacting too quickly to tough topics that are shared?

LI 30

36-37 Slide
66 Participant Guide

D

Transition

"Here are a few questions you can use once your team starts to share their thoughts about improving their score..."

Wait for Responses

- Ask the question and encourage discussion."

Discussion

"What's the danger of quickly reacting to tough questions and concerns?"

Notes

ALIGNMENT II

Ask follow-up questions

Once a team member responds, ask follow-up questions:

- "Tell me more about that?"
- "Can someone else offer further detail about this issue?"
- "Who else has seen this same problem? What did it look like for you?"
- "If you had all the power to fix that situation right now, how would you fix it?"

LI

30

38

65

Slide
Participant Guide

D

Transition

"Throughout Gauge & Discuss, keep this in mind..."

Follow-Up Questions

- Read all or a few of the sample questions.

Optional Discussion

"What other questions could we ask to encourage further discussion with our team?"

ALIGNMENT II

People talk until they feel heard.

LI

30

39

66

Slide
Participant Guide

Q

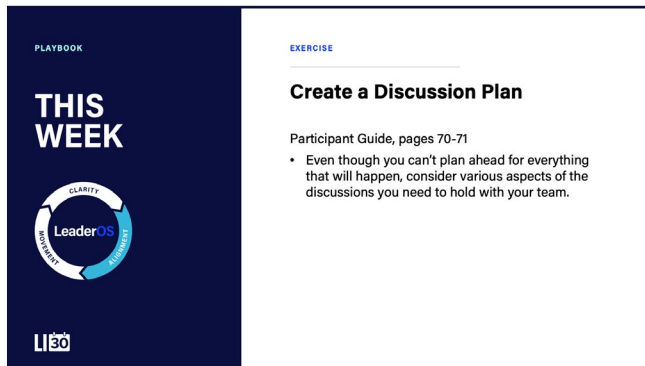
Transition

"Here's our practice for the week..."

Quote

- Read slide.

Notes



PLAYBOOK

THIS WEEK

EXERCISE

Create a Discussion Plan

Participant Guide, pages 70-71

- Even though you can't plan ahead for everything that will happen, consider various aspects of the discussions you need to hold with your team.

L|30

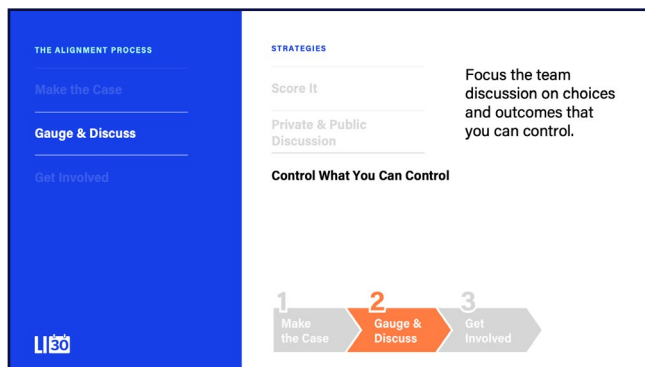
40 Slide
70-71 Participant Guide

Transition

"We need to review one more strategy for discussions that turn negative..."

Playbook: Discussion Plan

- Invite your learners to open their Participant Guides and turn to these pages.
- Let your learners know they will complete this Playbook page when they progress through the Learner Portal during the week.
- Do not ask learners to complete this exercise during class.



THE ALIGNMENT PROCESS

Make the Case

Gauge & Discuss

Get Involved

STRATEGIES

Score It

Private & Public Discussion

Control What You Can Control

Focus the team discussion on choices and outcomes that you can control.

1 Make the Case → 2 Gauge & Discuss → 3 Get Involved

L|30

41-43 Slide
72 Participant Guide

Q

Transition

"It's understandable that your team will struggle to see opportunities for change because of this principle..."

Control What You Can Control

- Read or summarize the definition of Control What You Can Control.

Notes

Learned Helplessness

When faced with repeated uncontrollable bad situations, we may surrender our power to create change. This may persist, even when presented with legitimate opportunities to create the change we want.

L | 30

44 Slide
73 Participant Guide

D

Transition

"We need to review one more strategy for discussions that turn negative..."

Learned Helplessness

- Read or summarize the definition of Learned Helplessness.

Optional Discussion

"What would it sound like if your team was struggling with Learned Helplessness?"

ALIGNMENT II

Validate and redirect

As your team discussion progresses, you may hear problems and concerns outside your team's control.

Consider the following steps:

- Validate what you hear
- Redirect to what you can control

L | 30

45 Slide
74 Participant Guide

Q

Transition

"Here are a few examples of what this sounds like..."

Control What You Can Control

- Read or summarize the definition of Control What You Can Control.

Notes

ALIGNMENT II

Validate Redirect

"This is a legitimate problem; thank you for bringing this up."

"I can understand how this has caused a lot of stress. I'm glad that you're sharing this concern."

"Based on what you're saying, is there any part of that issue we have direct control over?"

"My intent isn't to deflect responsibility. And, it doesn't seem like our team has the power to change [the problem] right away. Does anyone see it differently?"



47 Slide

74 Participant Guide

Q

Transition

"Let's watch an example of how powerful this strategy can be..."

Validate & Redirect

- Read the examples.

ALIGNMENT II

Validate the Concern

Listen carefully to how an executive, Tom, validated team concerns and then invited his team to "lean into optimism."

What concerns are likely blocking your team from alignment?



48 Slide

74 Participant Guide

V

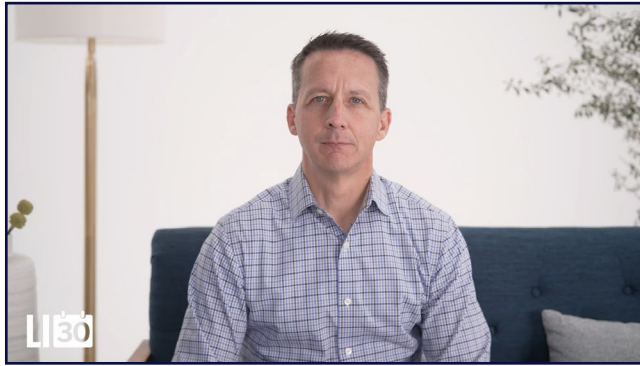
Video: Validate the Concern

"One of the Co-Founders of Lead in 30, Russ Hill, shares his experience with a leader who validated his concerns and invited a new mindset."

Question

"As you hear this, consider the concerns blocking your team from alignment?"

Notes



49 Slide
74 Participant Guide

V

Video

- Play the video.

Transition

No transition is needed.



50 Slide
74 Participant Guide

D

Video: Debrief

- Ask the question from the slide.

Discussion

"What concerns are likely blocking your team from alignment?"

Transition

"Here is how you'll test this with your team this week..."

Notes

PLAYBOOK

THIS WEEK

L|30

EXERCISE

It's Under Control

Participant Guide, page 75

- Create a plan to validate and redirect the problems your team will likely raise during your alignment discussion.

51 Slide
75 Participant Guide

Transition

"Now it's time to shift to our third skill of The Alignment Process..."

Playbook: It's Under Control

- Invite your learners to open their Participant Guides and turn to these pages.
- Let your learners know they will complete this Playbook page when they progress through the Learner Portal during the week.
- Do not ask learners to complete this exercise during class

PRINCIPLE

The Alignment Process

L|50

SKILLS

Make the Case

Gauge & Discuss

Get Involved

Ensure team members' daily workflows prioritize the TKRs.

52-54 Slide
76 Participant Guide

Q

Transition

"This means everyone has a part to play in the TKRs..."

Get Involved

- Read or summarize the definition of Get Involved.

Notes

ALIGNMENT II

Everyone has a part to play

Your team may not see a direct connection between the TKRs and their daily workflow. Missing that connection can decrease motivation.

Take time to help each team member see their Direct or Indirect involvement in outcomes.

LI 30

55
76

Slide
Participant Guide

Q

Transition

"Let's quickly define Direct and Indirect Involvement..."

Everyone Plays a Part

- Read or summarize the slide.

Direct Involvement

Workflows with an immediate impact on the TKRs

LI 30

56
77

Slide
Participant Guide

D

Transition

No transition is needed.

Direct Involvement

- Read or summarize the definition of Direct Involvement.

Optional Discussion

"Can someone share a quick example of how Direct Involvement is happening in your team?"

Notes

Indirect Involvement

Workflows that support and enable teams that have direct involvement.

L|30

57 Slide
77 Participant Guide

D

Transition

"Let's review the final Playbook exercises you'll work on this week..."

Indirect Involvement

- Read the definition of Indirect Involvement

Optional Discussion

"Can someone share a quick example of how Indirect Involvement is happening in your team?"

PLAYBOOK

THIS WEEK

L|30

EXERCISE

Is It Direct or Indirect?

Participant Guide, page 78

- Brainstorm the type of connections your team workflows have with the TKRs. Who (or which workflow) has direct or indirect involvement?

58 Slide
78 Participant Guide

Transition

"Let's review what we've learned today..."

Playbook: Direct or Indirect?

- Invite your learners to open their Participant Guides and turn to these pages.
- Let your learners know they will complete this Playbook page when they progress through the Learner Portal during the week.
- Do not ask learners to complete this exercise during class.

Notes

ALIGNMENT II

It takes time and consistent effort to close the gap between awareness and alignment.

LI30

59

Slide

79

Participant Guide

Q

Transition

"This time and consistency is exemplified in The Alignment Process..."

Quote

- Read the slide.

PRINCIPLE

The Alignment Process

LI50

60-61

Slide

80

Participant Guide

Q

Transition

"Take note of your Action Items for this week..."

The Alignment Process

- Quickly review the Principles & Skills of The Alignment Process.

Notes

INSTALL LEADEROS

THIS WEEK



LI30

ACTION ITEMS

Participant Guide

- Complete your Playbook exercises
- Discuss the Skills & Strategies with your team

Learning Portal

- Complete the "Week 3" modules

Huddle

- Reach out to your Huddle and schedule your next meeting

62

Slide

80

Participant Guide

Transition

End of Session 3

Action Items

- Highlight the three essential Action Items for the week.
- Make sure to emphasize the need for Huddles to connect.
- Invite Coordinators to contact their groups to confirm the date & time of their next Huddle meeting.

Notes



MOVEMENT

Identify Perceptions that Inhibit Action



2
80 Slide Participant Guide

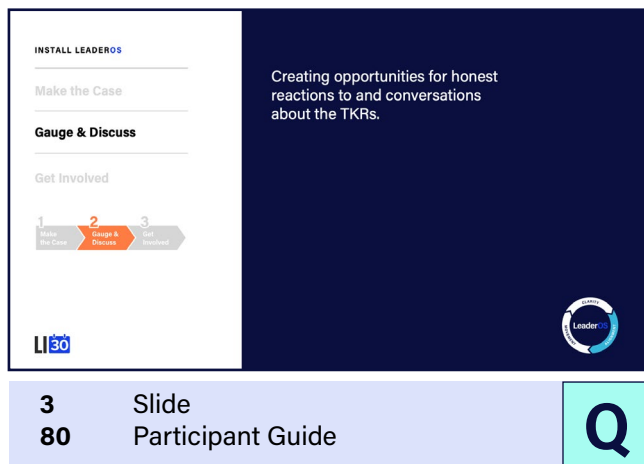
Q

Transition

"Remember the essential concept of Alignment..."

Review: The Alignment Process

- Quickly review The Alignment Process with the group and its basic steps.



3
80 Slide Participant Guide

Q

Transition

"Remember, we don't need perfect psychological safety before Gauge & Discuss..."

Review: The Alignment Process

- Read or summarize the definition of Gauge & Discuss.

Notes

FROM LAST WEEK - ALIGNMENT

The quickest path to trust is honest, face-to-face, dialogue.

LI30

480

Slide Participant Guide

Q

Transition

"Let's review the rest of The Alignment Process."

Quote

- Read the slide.
- "Psychological safety isn't about avoiding tough conversations. It's about handling tough discussions well..."*

INSTALL LEADERS

Make the Case

Gauge & Discuss

Get Involved

1

Make the Case

2

Gauge & Discuss

3

Get Involved

LI30

Ensure team members' daily workflows prioritize the TKRs.

LEADER

Transition

"This process won't close the gap between awareness and alignment overnight..."

Review: The Alignment Process

- Read or summarize the definition of Gauge & Discuss.

Notes

FROM LAST WEEK - ALIGNMENT II

It takes time and consistent effort to close the gap between awareness and alignment.

LI 30

9 Slide
80 Participant Guide

Q

Quote

- Read the slide.

Transition

"Let's talk about your Playbook work this week..."

PLAYBOOK

LAST WEEK

CLARITY
LeaderOS
ALIGNMENT

LI 30

EXERCISES

What's Your Score?
Participant Guide, 65

Create a Discussion Plan
Participant Guide, pages 70-71

It's Under Control
Participant Guide, page 75

Direct or Indirect?
Participant Guide, page 78

10 Slide
80 Participant Guide

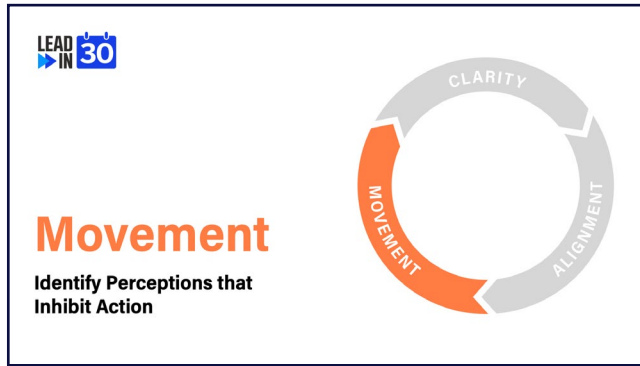
Review: Playbook

- Invite learners to review their Playbook work from the previous week.
- Take time to answer questions, clarify misunderstandings, and invite people to share examples.

Transition

"We've finally made it to the third competency of LeaderOS, Movement."

Notes



11 Slide
81 Participant Guide

Q

Transition

"To help you understand this better, let's have some fun!"

Introduction

- Quick transition slide.

"As our previous two competencies of LeaderOS have been strategic and tactical, this section will require introspection from you and your team. Here, we will dig into the mindsets blocking your team from their full potential."



12 Slide
82 Participant Guide

B

Transition

"To learn the game's rules, let's watch as Jared Jones (Co-Founder of Lead In 30) offers a few instructions..."

Game Time

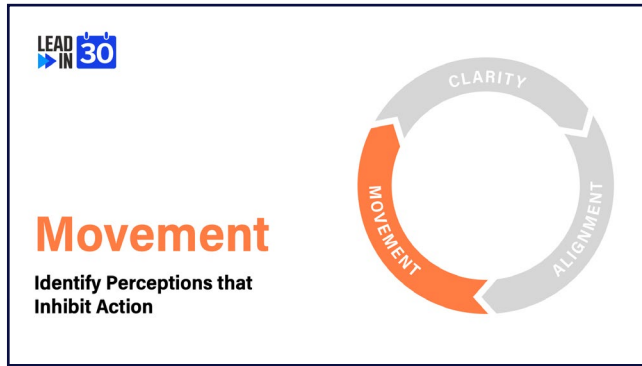
Place the group into pairs or trios.

- In-person: invite learners to sit next to their partner or group.
- Virtually: ask your virtual producer to create random groups beforehand.

Before playing the following video, encourage learners to review the game board and instructions on page 82 of their Participant Guide.

- If a Participant Guide isn't available, invite your learners to find something to write/type on and, if needed, something to write with.

Notes



11 Slide
81 Participant Guide

Q

Transition

"To help you understand this better, let's have some fun!"

Introduction

- Quick transition slide.

"As our previous two competencies of LeaderOS have been strategic and tactical, this section will require introspection from you and your team. Here, we will dig into the mindsets blocking your team from their full potential."



12 Slide
82 Participant Guide

B

Transition

"To learn the game's rules, let's watch as Jared Jones (Co-Founder of Lead In 30) offers a few instructions..."

Game Time, Part 1

Place the group into pairs or trios.

- In-person: invite learners to sit next to their partner or group.
- Virtually: ask your virtual producer to create random groups beforehand.

Before playing the following video, encourage learners to review the game board and instructions on page 82 of their Participant Guide.

- If a Participant Guide isn't available, invite your learners to find something they can take notes on (digital or paper).

Notes



13 Slide
82 Participant Guide

V

Transition

No transition is needed.

Video

- Play the video

MOVEMENT

Time for a Game!

ACTIVITY

2 MIN

WITH A PARTNER

You can play your game and record your points on page 82 of your Participant Guide.

Be ready to share your scores with the class when you're done.

Good luck with your game!

LI30

14 Slide
82 Participant Guide

B

Transition

"It's time to play your game, keep track of your time, and don't forget the most important rule... 'this is NOT Tic-Tac-Toe.'"

Game Time, Part 2

- Review the rules of the game for each team.
- Read or review the instructions on page 82 of the Participant Guide.

Start the Game

Allow 2 minutes for teams to play their game.

- In-person: Start a timer. Call out when the group has 1 minute remaining.
- Virtually: Move the group to their breakout rooms. Send announcements when each group has 1 minute remaining.

Notes

MOVEMENT

ACTIVITY

2 MIN

WITH A PARTNER

Time for a Game!

You can play your game and record your points on page 82 of your Participant Guide.

Be ready to share your scores with the class when you're done.

Good luck with your game!

14

82

Slide

Participant Guide

B

Transition

"Let's watch a follow-up video from Jared Jones. He'll explain what your scores mean and lead us toward the main point of this exercise..."

Game Time, Part 3

After the Game

Invite each group to review the scoring rules on page 82.

Ask each team to add their points:

"How many points did X score?
How many points did O score?"



15

82

Slide

Participant Guide

V

Video

- Play the video.

Transition

"You were told, 'Do not play Tic-Tac-Toe.'"

Notes

MOVEMENT

This Is Not Tic-Tac-Toe

DISCUSS

AS A CLASS

How many teams played your game, like Tic-Tac-Toe?

- Why did you play that way?

L 30

16
82
Slide
Participant Guide

D

Transition

"This exercise is meant to reveal a powerful force at the heart of Movement..."

Game Time, Part 4

- Make sure to note the debrief points below.

Discussion

"How many teams played your game similar to Tic-Tac-Toe?"

"Why did you play that way?"

- The point of this exercise is to show that some of your groups were subtly led to play the game like (or similar to) Tic-Tac-Toe.
- Don't be alarmed if some groups weren't affected by the game's influences and didn't play their game like Tic-Tac-Toe.
- After taking a few comments, transition the discussion toward how this exercise mirrors how teams behave within their organization.

"How is this exercise similar to what you experience on your team?"

MOVEMENT

A powerful guide

Your upbringing, culture, personality, experiences, genetics, and social pressures guide how you see the world.

In this course, we call that guidance...

L 30

17
83
Slide
Participant Guide

Q

Transition

"In LeaderOS, we call this guidance..."

Powerful Guide

- Read or summarize the slide.

Notes

Script

Your unconscious, predetermined perception of life. This perception drives your choices and behavior. It's informed by various factors such as genetics, culture, experiences, learning, personality, and other factors.

L | 30

18 Slide
83 Participant Guide

Q

Script

- Read or summarize the definition of Scripts.

Transition

"These scripts are likely keeping you from results you care about..."

MOVEMENT

The best results in life are often held back by false constructs and untested assumptions.

Tim Ferriss

L | 30

19 Slide
84 Participant Guide

Q

Quote

- Read the slide.

Transition

"This means that scripts are strong enough to keep your team from achieving your TKRs..."

Notes

Problem

Scripts affect our behaviors and the results we care about. Sadly, those scripts are strong enough to block us from our most important goals.

Principle

Help your team **Manage the Scripts** that undermine their TKRs.

LI30

20-21 Slide
85 Participant Guide

Q

Transition

No transition is needed.

Problem & Principle

- Read or summarize the Problem & Principle.

PRINCIPLE

Manage the Script

A consistent process of monitoring and adjusting the predetermined perceptions affecting your team.

LI30

LeaderOS

22 Slide
89 Participant Guide

Q

Transition

"As we work on this throughout the week, keep this in mind..."

Manage the Script

- Read or summarize the definition of Manage the Script.

Notes

MOVEMENT

Internal and external scripts

Scripts affect us, internally and externally.

- Internally, we are writing a script about ourselves in relation to the people around us.
- Externally, people are writing scripts about us.

Both scripts are sometimes very distant from each other, and that distance can cause significant problems in our relationships.

LI 30

23 Slide
88 Participant Guide

Transition

No transition is needed.

Internal & External

- Read or summarize the slide.

Please emphasize to your learners that they'll need to determine the scripts that are happening inside and outside of the team.

Inside of the team:

- "What do we believe about ourselves? How will those beliefs undermine the TKRs?"

Outside the team:

- "What do other people, teams, and customers think about our team? How will those beliefs undermine the TKRs?"

PRINCIPLE

Manage the Script

SKILLS

- Identify the Current Script
- Rewrite the Script
- Create New Experiences

Observe and discuss with your team:

- The scripts that they believe about themselves.
- The scripts that other teams believe about them.

LI 30

LeaderOS

24-26 Slide
89 Participant Guide

Q

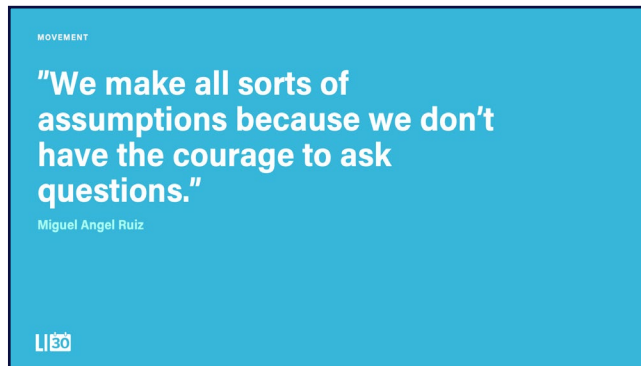
Transition

"Learning to Identify the Script means you'll have to be curious and willing to learn..."

Manage the Script

- Highlight the three skills of Managing the Script.
- Read or summarize the definition of the first skill, Identify the Current Script.

Notes



27 Slide
93 Participant Guide

D

Transition

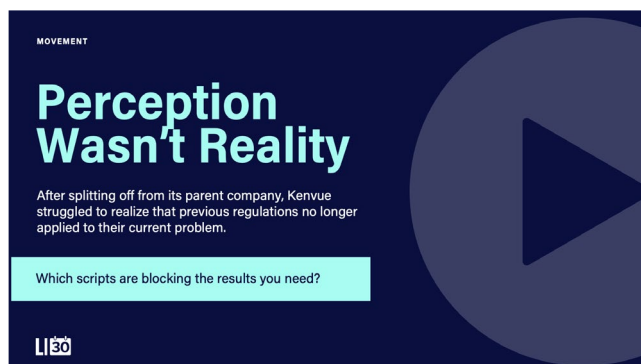
No transition is needed.

Quote

- Read the slide.

Optional Discussion

"Have you ever seen this happen in your career? What assumptions have you made that would have been resolved by asking questions?"



28 Slide
89 Participant Guide

V

Video: Perception Wasn't Reality

"In our next video, we'll learn about an organization named Kenvue. They faced a significant problem fueled by a script keeping them stuck."

Question

"As you hear the following story, think about the scripts blocking your team from the results they need."

Notes



29 Slide
89 Participant Guide

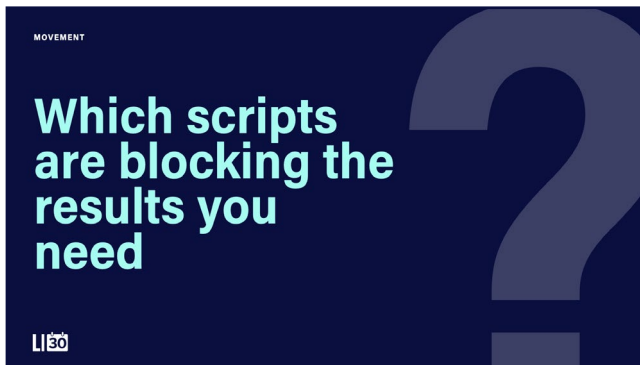
V

Transition

No transition is needed.

Video

- Play the video.



30 Slide
89 Participant Guide

D

Question

"Let's look at the Playbook exercises you'll practice for Identifying the Script this week..."

Video: Debrief

"Similar to what you just saw with Kenvue, what scripts are blocking you from the results you need?"

Notes

PLAYBOOK

THIS WEEK





EXERCISE

What's Your Script?

Participant Guide, page 91

- Take time to determine the scripts that are affecting your team the most.

What's Their Script?

Participant Guide, page 92

- Brainstorm the various scripts that others (external) believe about your team.

31 Slide
91-92 Participant Guide

Transition

"After we get clear on the current scripts, it's time to write new ones..."

Playbook: What's the Script?

- Invite your learners to open their Participant Guides and turn to these pages.
- Let your learners know they will complete this Playbook page when they progress through the Learner Portal during the week.
- Do not ask learners to complete this exercise during class.

PRINCIPLE

Manage the Script



SKILLS

Identify the Current Script

Rewrite the Script

Create New Experiences



32-34 Slide
94 Participant Guide

Q

Transition

"To Rewrite the Script, our team has to answer a simple but meaningful question..."

Rewrite the Script

- Read or summarize the definition of Rewrite the Script.

Notes

MOVEMENT

It's time to decide

Before you can convince others to change their script about your team, you must decide:

"What is the new script we want to write?"

Your team has the potential to create a variety of new scripts. However, the most impactful new script should be chosen through the lens of your TKRs.

LI

30

35

Slide

95

Participant Guide

Transition

"To give you an example of a team working through this question, let's read a story in your Participant Guide..."

Time to Decide

- Read or summarize the slide.
- The question "What is the new script we want to write?" is not just a simple suggestion; it requires learners to think and answer honestly.

MOVEMENT

An Example to Consider

ACTIVITY

3 MIN

ON YOUR OWN

For an example of rewriting the script, turn to page 96 of your Participant Guide.

As you read this true story, what insights stand out to you?

LI

30

36

Slide

95

Participant Guide

Transition

"Let's review the four main steps of the story so that you can replicate it with your team..."

An Example

- Have your learners turn to page 56 in their Participant Guide.
- Allow 3 min for learners to read the story.
- As they read the story, invite them to note insights they gained about defining new scripts with their team.
- Invite a discussion about insightful elements of the story. However, beware of taking too much time away from the remainder of the lesson.

Notes

MOVEMENT

Steps to consider

The HR Team's story demonstrates valuable steps for rewriting the script:

1. Identify roadblocks to your TKRs.
2. Determine the internal & external scripts causing (or contributing to) the roadblock.
3. Ask your team, "What script do we want to write?"
4. Define the new script.

If you tried this today, which step would be hardest for you and your team?

LI 30

37-38 Slide
95 Participant Guide

D

Transition

"Defining your new script will take considerable work this week..."

Steps to Consider

- Read or summarize the steps.
- Ask the question on slide 38

Discussion

"If you tried this today, which step would be hardest for you and your team?"

PLAYBOOK

THIS WEEK



EXERCISE

What Script Do We Want?

Participant Guide, page 96

- Create a first draft of the new script you want for your team. Involve your team in this process!

LI 30

39 Slide
96 Participant Guide

Transition

"As you work on this throughout the week, keep this axiom in mind..."

Playbook:

What Script Do We Want?

- Invite your learners to open their Participant Guides and turn to these pages.
- Let your learners know they will complete this Playbook page when they progress through the Learner Portal during the week.
- Do not ask learners to complete this exercise during class.

Notes

MOVEMENT

The future mirrors the script we write today.

L|30

40 Slide
97 Participant Guide

Q

Transition

"Defining a new script for ourselves means we have to accept what it will take for others to believe that script..."

Quote

- Read the slide.

PRINCIPLE

Manage the Script

L|30

SKILLS

Identify the Current Script
Rewrite the Script
Create New Experiences

Look for and change interactions with other teams to align with your "new script."
LeaderOS

41-43 Slide
98 Participant Guide

Q

Transition

"This can happen in three phases..."

Create New Experiences

- Read or summarize the definition of Create New Experiences.

Notes

MOVEMENT

Three steps toward new experiences

Experiences that play out contrary to our assumptions are a powerful way to change perceptions.

Try the following with your team:

- Share your new script with others
- Create intentional experiences that support your new script
- Check-in for feedback on those experiences

LI30

44 Slide
99 Participant Guide

Transition

"This is what it would look like..."

Three Steps

- Read or summarize the slide.
- Make a clear emphasis on the three phases of Creating New Experiences: Share, Create, and Ask (Check-In).

MOVEMENT

Ask for feedback

You won't be perfect at redesigning new experiences or delivering those new experiences consistently.

Take time to follow up with those that interact with your team. Ask them for feedback about how you're doing.

"Last month, we committed to being 'easy to work with' and proposed a plan for that commitment. In your view, how are we doing? We would benefit from feedback, and I'm open to your thoughts."

LI30

45-47 Slide
100-102 Participant Guide

Transition

"You'll have one final exercise in your Playbook this week..."

Share, Create, Ask

- These slides show the progressive use of Share, Create, and Ask.
- For each slide, summarize the definition and then read the quoted example.

Notes

48 Slide
103-105 Participant Guide

Transition

"Here is one last quote to summarize our reason for focusing on Scripts..."

Playbook: Change the Experiences

- Invite your learners to open their Participant Guides and turn to these pages.
- Let your learners know they will complete this Playbook page when they progress through the Learner Portal during the week.
- Do not ask learners to complete this exercise during class.

49 Slide
106 Participant Guide

Transition

"Let's review the Principle & Skills we've covered today..."

Quote

- Read the slide.

Notes

50 Slide
107 Participant Guide

Transition

No transition is needed.

Manage the Script

- Summarize the skills of Manage the Script.

51 Slide
107 Participant Guide

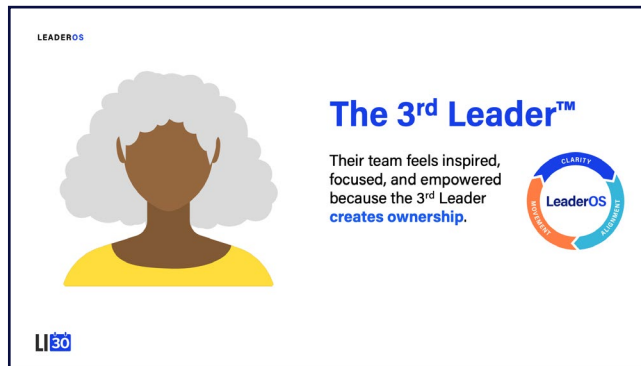
Transition

"As this will be our final Live Class, don't lose sight of why we've been learning LeaderOS and why we are trying to Become the 3rd Leader..."

Action Items

- Highlight the three essential Action Items for the week.
- Emphasize the need for Huddles to connect. Invite Coordinators to contact their groups to confirm the date and time of their next Huddle meeting.

Notes



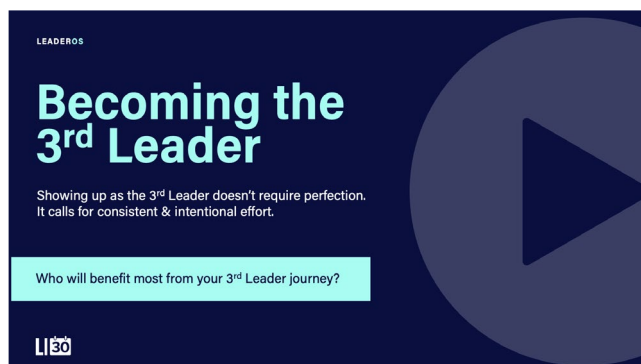
52-56 Slide
9 Participant Guide

Transition

No transition is needed.

The 3rd Leader & LeaderOS

- Review the main competencies of LeaderOS as time permits.



57 Slide
--- Participant Guide

V

Transition

"As you watch this final video, consider who will benefit most from your 3rd Leader Journey?"

Video: Becoming the 3rd Leader

"Perfection isn't a requirement as you work toward Becoming the 3rd Leader. Just be consistent and intentional."

Notes



58

Slide
Participant Guide

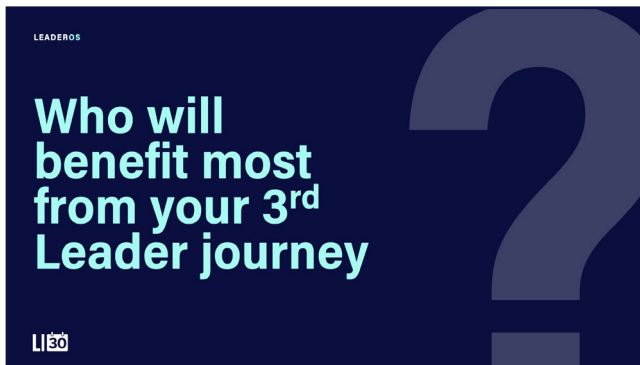
V

Video

- Play the video.

Transition

No transition is needed.



59

Slide
Participant Guide

D

Video: Debrief

- Ask the question on the slide.

Discussion

"Who comes to mind? Who will benefit most from your 3rd Leader Journey?"

Transition

"Throughout this week and beyond, remember where we started..."

Notes



60-61 Slide
--- Participant Guide

D

Transition

No transition is needed.

Quote

- Read the slide.
- Remind your learners to finish their online modules and meet with their Huddle to complete their 3rd Leader Journey.

Optional Discussion

- Offer a story or encouragement as needed.

Notes

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