Storyboard: Module 1 (of 3) Navigating Difficult Conversations in the Workplace

Company Name: Impact Solutions
ID: Sarah Plumb
2/11/23

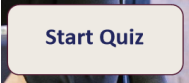|	Section	Item	Notes
1	**Context**		Impact Solutions is an engineering consulting group that works in teams to support client needs. Because teamwork can be challenging but is essential for developing high-quality, creative, and successful solutions for clients, it is essential that company culture support staff disagreement and positive resolution strategies. Impact Solutions has grown over the last two years, nearly doubling their staff numbers. At the same time, more staff are working remotely. The small company culture of positive communication has been challenging to maintain with new hires coming into the company at a rapid pace. Therefore, Impact Solutions would like to develop trainings to orient new staff to company expectations for positive communication. This is the first in a series of three modules to help orient new staff to company culture (Module 1), practice effective communication strategies through scenarios (Module 2), and manage teams during conflict (Module 3). The goal of this series of trainings is to: ● introduce the company culture of embracing healthy disagreement ● provide resources for staff members to access during conflicts, ● ensure all staff have the skills how to deal with minor, individual conflicts ● ensure company policy is clear regarding misconduct ● ensure all staff know who speak to / report to in the case of conflict that can not be resolved individually ● emphasize soft skills in dealing with conflicts in the workplace, ● support project and administrative managers in dealing with conflict in the workplace, and ● reduce time that project and administrative managers need to spend assisting team members with minor, individual conflicts.
2	**Target Audience**	**Primary Audience**	Incoming staff members; primarily engineers, project managers, and support staff within the United States who have differing backgrounds regarding open communication.

		Secondary Audience	Current staff will also undertake this training to refresh their familiarity with company policy and begin a process of company culture transformation.
3	**Learning Objectives**	At the end of this course, learners will be able to:	
		LO1	List four reasons that having difficult conversations is beneficial in the workplace.
		LO2	Identify causes of conflict in the workplace.
		LO3	Differentiate between workplace misconduct and conflict.
		LO4	Summarize effective thinking and communication strategies to use in the workplace.
4	**Seat Time**	**Estimated Time**	35 minutes

5	**Outline**	**Menu**	Section 1: Introduction
			   1. Welcome
			   2. Navigation
			   3. Learning Objectives
			
			Section 2: Course Content
			   1. Why Difficult Conversations Matter (LO1)
			   2. How Workplace Conflicts Arise (LO2)
			      a. What Causes Conflict? - Reported Causes of Workplace Conflict
			      b. Understanding Difference
			   3. Conflict vs. Misconduct (LO3)
			   4. Knowledge Check 1
			   5. Thinking About Difficult Conversations (LO4)
			      a. Framing Your Thinking Around a Difficult Conversation
			      b. Thomas-Killmann Conflict Model
			   6. Knowledge Check 2
			   7. Non-Verbal Communication (LO4)
			      a. Active Listening
			      b. Body Language
			   8. Effective Verbal Communication (LO4)
			      a. 5 Step Approach to Difficult Conversations
			      b. What to Do When in the Wrong

				9. Knowledge Check 3
				10. Summary
				
				Section 3: Quiz
				    1. Quiz
				
				Section 4: Congratulations
				    1. Congratulations

6	**Directions and Notes for Reviewers**		**Focus**	Please focus on the **accuracy** and **completeness** of the content during this review cycle.
			Brackets	Anything within brackets [xxx] is considered to be a note to the reviewer / developer to assist them in understanding the flow and content of the course and will not appear on the slide.
			Questions	Questions for reviewers will be highlighted in yellow. All questions will need to be answered before development can begin. Look to the right of the screen for notes from the designer with the questions articulated.
			Audio	The text in the middle column will be narrated audio. There will be connecting words and phrases that would not appear in a written procedure. If the wording seems awkward to you, try reading the text aloud to see how it fits, then make changes if it still seems necessary. Formatting is merely to aid the voiceover talent. Remember - learners will hear (not see) this text. Capitalization and punctuation are not important in the narration column, but are very important in the Visual/Display column.
			Table of Contents	Use the clickable Table of Contents on the next page for ease of navigation.
			Slide Feedback	In the top right corner of the screen, there is a pencil icon showing that you are in editing mode. You will want to select this and choose "Suggesting." This will look like a piece of paper with a pencil in it (square with pencil icon). Anything you type directly on the document will be tracked and will appear as a suggestion to be reviewed.
			Highlighted Feedback	You may also add off screen comments without typing directly on the document by highlighting the text you'd like to comment on and using the command "Insert Comment" (command-option-M) or going to the "Insert" Menu at the top of the page and choosing "Insert Comment."
			Optional Tip	By clicking the "View" menu above, you can choose to un-select "Show Print Layout." This will enable you to go through the storyboard more smoothly.
			Timeline	XXX

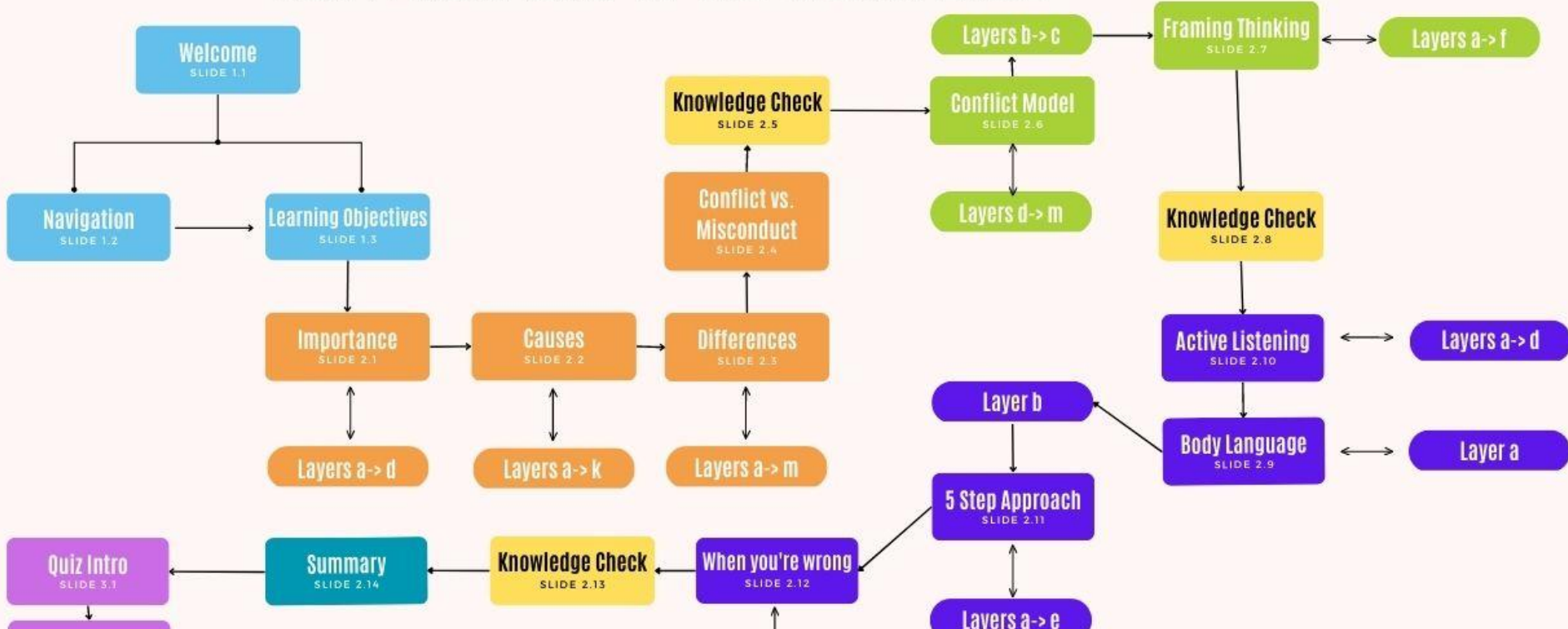|			
7	**Module Resources and References**	**Videos**	1. Dos and Don'ts of Workplace Conflict https://www.youtube.com/watch?v=AnIk41p9QnA 2. Resolving Workplace Conflict: https://www.youtube.com/watch?v=rXiMGT-Ie0M 3. How to Deal with Difficult Coworkers: https://www.youtube.com/watch?v=O3TTTasqQPA 4. How to Handle a Coworker's Bad Behavior: https://www.youtube.com/watch?v=5aEQzdqb0GY 5. Assuming Positive Intent: https://www.youtube.com/watch?v=BeHmDfxndvg
		Book Recommendations	Fierce Conversations by Susan Scott: https://www.audible.com/pd/Fierce-Conversations-Audiobook/B06XGMYGJC?source_code=GO1GB547041122911G&gclid=Cj0KCQiA4uCcBhDdARIsAH5jyUkGGL5G2GohcvZ0gtDn9ails1oW0JIEUQofg6v4crTJwz_qJv2oQmkaAmqAEALw_wcB&gclsrc=aw.ds
		Ted Talk	Why is there so much conflict at work and what can you do to fix it? https://www.youtube.com/watch?v=2l-AOBz69KU
		Website	Managing Study Guide: Managing Conflict https://www.managementstudyguide.com/understanding-conflict.htm
		Worksheet	Conflict Resolution Worksheet PDF
		Job Aids	The steps to navigate difficult conversations
		Impact Solutions Company Handbook Conflict Policy	PDF Company Handbook, Conflict Policy
		Glossary	● **Accommodation**: adapting or adjusting to another person or idea; accept the perspective of the other party ● **Active Listening**: process of seeking to understand another person's point of view, demonstrating a desire to understand the meaning of that person's communication without judgment ● **Assertive Communication**: sharing of one's needs and concerns, while respecting the needs of the other persons involved ● **Avoidance**: keeping away from, or not doing something; let the conflict play out without input ● **Behavioral Responses**: actions in reaction to conflict, such as yelling, walking out, withdrawal, or negotiating ● **Cognitive Responses**: thoughts and ideas about a conflict, often present as "inner voices" and sub-vocalizations ● **Collaboration**: the action of working with someone to produce or create something; come together to make a mutually beneficial solution; pooling of individual needs and goals toward a common goal; a conflict style that often produces a better solution than any individual party could achieve alone; the integration of separate interests ● **Competition**: a focus on getting your perspective accepted over others; conflict style in which one's own needs overwhelm the needs of others;

			often characterized by aggressive communication; tends to result in conflict escalation
			● **Compromise**: an agreement or settlement of a dispute that is reached by each side making concessions; reach a consensus that is acceptable to all
			● **Conflict**: a disagreement or argument
			● **Consensus**: a situation (or decision) in which all members of a group find an outcome to be acceptable; most valued when members of the group perceive it to be genuinely "safe" to express dissent
			● **Dispute**: a disagreement, often short term
			● **Emotional Responses**: feelings during a conflict, such as anger, fear, confusion, or elation; often contribute to behavioral and physical responses
			● **Empathy**: the ability to put oneself in another person's position and understand that point of view
			● **Facilitation**: a process for helping a group reflect on and discuss a matter, solve problems, and/or make decisions; there may or may not be conflict
			● **Mediation**: a process for resolving disputes and conflict in which another person, substantively impartial, helps the parties negotiate a solution
			● **Mediator**: an impartial third party who facilitates the resolution of conflict between two or more parties
			● **Negotiation**: discussion aimed at finding common ground or mutual agreement
			● **Physical Responses**: bodily reactions to conflict, such as muscle tension, sweating, and dry mouth; often interact with behavioral and emotional responses
			● **Resolution**: a formal or informal process that two or more parties use to find a peaceful solution to their dispute
8	**Images, Font, Color Pallet, Global Animations, Global Notes on Look**	**Heading Font**	Fjalla One (Maroon)
		Body Font	Roboto (Indigo or off-white)
		Color Pallette	1. Maroon; Hex code: 7A2048 2. Indigo; Hex code: 1E2761 3. Light Blue; Hex code: 408EC6 4. Off-white; Hex code: EFEAE3

5

		Highlight Color	bright yellow: F5ED16
		Images	All images displayed are licensed for Creative Commons usage. If choosing similar images, ensure that rights to the images are acquired.
		Global Notes	Each slide that is not completely filled with an image will use a plain background. Except when noted, the background will be plain off-white with a maroon title aligned left at the top of the slide. Title text will be in maroon Fjalla One and body text will be in either indigo or off-white, depending on background color in Roboto. Dark backgrounds will use off-white and light backgrounds will use indigo. Light blue will be the primary accent color. Knowledge Check slides will be white with a maroon title, centered, helping the learner differentiate them from content slides. The question will be written in light blue, aligned left under the title. Answers will be written in indigo. Unless noted, text boxes will be filled with off-white color and outlined in maroon. Unless noted, translucent text boxes will be set at 50% transparency in the indigo color. Unless noted, directions for how to proceed in the course will be placed at the bottom of the slide, aligned left. On every slide, images and text will FADE IN for 0.75 seconds. If applicable, they will also FADE OUT with the same time period. All custom buttons (Continue, Start Course, Navigation, Start Quiz, Exit Course) will be identical: a rounded rectangle filled with off-white color with the title of the button in indigo and outlined in maroon.. See below as an example. All custom Return buttons will be identical: A back arrow in a circle with the word "Return" in indigo font. See below as an example.
		Player and Slide Set Up	16:9 aspect ratio Modern Player Wrap Menu Titles Menu, Glossary, Notes enabled along the sidebar, on left Resources enabled along the topbar Menu titles are NOT numbered

			Restricted User Navigations (can visit previously viewed slides, but can not jump ahead) Seekbar enabled, free Play/Pause, Accessibility, Full Screen, and Volume all enabled
9	**Clickable Table of Contents**	**Scene 1**	1.1 Welcome 1.2 Navigation 1.3 Learning Objectives
		Scene 2	2.1 Why Difficult Conversations Matter 2.2 Causes of Workplace Conflict 2.3 Understanding Differences 2.4 Conflict vs. Misconduct 2.5 Knowledge Check 1 2.6 Thomas-Kilmann Conflict Model 2.7 Framing Our Thoughts Around Conflict 2.8 Knowledge Check 2 2.9 Active Listening 2.10 Body Language 2.11 5 Step Approach to Difficult Conversations 2.12 What to Do When You're in the Wrong 2.13 Knowledge Check 3 2.14 Summary
		Scene 3	3.1 Quiz Introduction 3.2 Quiz Question 1 3.3 Quiz Question 2 3.4 Quiz Question 3 3.5 Quiz Question 4 3.6 Quiz Question 5 3.7 Quiz Question 6 3.8 Results
		Scene 4	4.1 Congratulations!

MODULE 1: NAVIGATING DIFFICULT CONVERSATIONS IN THE WORKPLACE

Welcome
SLIDE 1.1

Navigation
SLIDE 1.2

Learning Objectives
SLIDE 1.3

Importance
SLIDE 2.1

Causes
SLIDE 2.2

Differences
SLIDE 2.3

Layers a-> d

Layers a-> k

Layers a-> m

Conflict vs. Misconduct
SLIDE 2.4

Knowledge Check
SLIDE 2.5

Conflict Model
SLIDE 2.6

Layers b-> c

Framing Thinking
SLIDE 2.7

Layers a-> f

Layers d-> m

Knowledge Check
SLIDE 2.8

Active Listening
SLIDE 2.10

Layers a-> d

Body Language
SLIDE 2.9

Layer a

Layer b

5 Step Approach
SLIDE 2.11

When you're wrong
SLIDE 2.12

Knowledge Check
SLIDE 2.13

Summary
SLIDE 2.14

Quiz Intro
SLIDE 3.1

Layers a-> e

Slide: 1.1 / Welcome

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Description of visuals] Start with an image taking up the entire slide of two people having a conversation. This will be replaced by an image, again, covering the entire slide of two groups playing tug of war with a lot of background (sky) space. [Layout of slide] The title will be in off-white over two overlapping callout shapes using theme colors between the two people talking. At the top of the screen will be the word, "Welcome!" Key words will be timed to come in with the audio: "Patience," "Grace," "Skill," "Practice," "Opportunities to learn," "Connection," "Respect," "Problem solving," "Compassion," and "Dignity." Words will be spread out over the sky background to take up space so that the learner's eyes are moving around the screen as the words appear.		[Title] Welcome! [Buttons] Start Course Navigation [Text] **[timed to come in with the audio in this order and then remain on screen]** Patience Grace Skill Practice Opportunities to learn Connection Respect Problem Solving Compassion Dignity	Conflicts are a normal, necessary part of working with other people. Having difficult conversations can be overwhelming and intimidating sometimes – but they need to be had. Here at Impact Solutions, we work with a wide variety of people from all walks of life, both as colleagues and as clients. Working together with others requires patience, grace, and skill, all of which can be developed with practice. We don't shy away from difficult conversations - instead, we embrace them as opportunities to learn, deepen our connection with others, and respectfully engage in problem solving with compassion and dignity. Everyone in our organization, from our colleagues to our clients, benefits when we take on the hard topics together. This is the first of a series on conflict resolution and will help to orient you to our company's culture and policy, as well as prepare you to address hard to talk about topics with your colleagues. Start the course to learn about having difficult conversations in the workplace, or select the Navigation button to explore how to use the course settings before getting started.	[Type of interaction] This is view-only slide. [Player navigation buttons] Player navigation controls are hidden on this slide. Learner will advance by clicking one of the two custom buttons on screen. The buttons will appear on the screen timed with VO audio introducing the buttons. [Animations] All images, words, and buttons will fade in (0.5 seconds), timed with audio and then remain on screen. [Order / timeline] All text should appear in the order that they are mentioned in the audio, timed with audio. [Triggers] Clicking the Navigation button will take learner to Slide 1.2. Clicking the Start Course button will take learner to Slide 1.3.

Custom "Navigation" and "Start Course" buttons will appear on the bottom of the screen timed with the audio. Player navigation buttons are hidden.				

Slide: 1.2 / Navigation

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Background] plain, off white [Player] Menu on left Callout shapes and icons appear timed with VO and an arrow pointing to their location on the player and remain on screen throughout the timeline. Simultaneously, those that use icons (listed at the bottom of this column) appear in a box (light blue accent color, set at 50% transparency), outlined in maroon at the center of the screen and remain on screen throughout the timeline. In this way, callouts and arrows continue to point to where the learner can find the object on the screen while the center rectangle shows them which icon they are looking for.		[Title] Navigation **[Timed to come in with VO, in this order.]** [Callouts] Forward Backward Volume Accessibility Replay Button Seekbar [no icon, just an arrow and callout shape] Play Pause Menu [no icon, just an arrow and callout shape] Glossary & Notes [no icon, just an arrow and callout shape] Resources [no icon, just an arrow and callout shape]	To move forward or backward through the course, use the arrows at the bottom right. Audio and accessibility features can be accessed here. Select the replay button to see the entire slide again, or adjust the seekbar. On the bottom left, there is a play button. This allows you to pause and proceed at your own pace. Select it again to resume. On the left of the screen is the menu where you can see the progress that you've made. If you're not sure what a word means, the glossary at the top left of the page can help. The Notes button at the top left allows you to access the typed version of the audio for each slide.	[Type of interaction] This slide is view only. Users will click the next button in the player navigation features to proceed. [Player navigation buttons] Enabled from the start of timeline The order that icons/assets/etc. should appear and disappear: All assets will appear on screen timed with VO. All text and icons fade in (0.5 seconds) timed with VO so that they appear NEAR the player control (outside the slide) when the VO begins to mention them. They then remain on screen. Simultaneously, those that use icons (listed at the bottom of this column) fade in (0.5 seconds) in a box (light blue accent color, set at 50% transparency), outlined in maroon, at the center of the screen and remain on screen throughout the timeline. In this way, callouts and arrows continue to point to where the learner can find the object on the screen while the center rectangle shows them which icon they are looking

			Finally, the Resources tab at the top right of the screen directs you to further information, including company specific resources. Select the "next" button to proceed.	for. <u>State change to become small and motion path to move to the center of the screen:</u> Forward Backward Volume Accessibility Replay Button Play Pause <u>Fade out as VO moves on:</u> Seekbar Menu Glossary and Notes Resources After lining up in the center, text and icons will remain on the slide until the end of timeline. Player controls are open and accessible throughout the slide.
[Callouts] Forward Backward Volume Accessibility Replay Button Seekbar [no icon, no lineup, just an arrow] Play Pause Menu: Progress through the course [no icon, no lineup] Glossary & Notes Resources When complete, the list in the center of the screen will include the icons *and* text for: Forward / Next Back Volume Accessibility Replay Full Screen Play Pause				

Slide: 1.3 / Learning Objectives

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Description of visuals] Learning Objectives [centered] Plain screen with text using		[Title] Learning Objectives [Subtitle]	After completing this course you will be able to:	This slide is passive viewing. Learner will click the next button in the player navigation features to continue. Next button is hidden until the end of the timeline.

| theme colors.

Text will come in timed with VO. | | After completing this course you will be able to:

1) List four reasons having difficult conversations is beneficial.
2) Identify causes of conflict in the workplace.
3) Distinguish between workplace misconduct and conflict.
4) Summarize effective thinking and communication strategies to use in the workplace.

[Directions]
Select "Next" to continue. | 1) List four reasons having difficult conversations is beneficial.
2) Identify causes of conflict in the workplace.
3) Distinguish between workplace misconduct and conflict, and
4) Summarize effective thinking, non-verbal, and verbal and communication strategies to use in the workplace

Select "Next" to continue. | Text will fade in timed with VO and then remain on screen. |

Scene 2: Understanding Conflict

Slide: 2.1 / Why Difficult Conversations Matter				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Accordion with four tabs, each title/tab will be a different theme color. The cover of the accordion will be a group of diverse people around a meeting table in a workplace environment. [Layout of slide] The title will be in a theme color at the top left of the screen. Background is off-white color. The directions tab will come in timed with VO.		[Title] Why Difficult Conversations Matter [Tab Titles] Clarity Positive Environment Problem Solving Growth [Directions] Open each tab to learn more about the benefits of having difficult conversations.	In the very best of times, communication can be difficult. But, when dealing with issues, communication can be particularly challenging. In the workplace, you are surrounded by people who may have different ideas than your own. Conflicts can occur if communication breaks down. When we address the elephant in the room with understanding and honesty, everyone benefits. Having real conversations about difficult topics is a skill – not an inborn trait – and you can get better at it, just as with any other skill.	[Type of interaction] This is an accordion slide. [Player navigation buttons] Next button is hidden until all four layers are visited. [Animations] Directions fade in (0.5 seconds) when VO begins reading the directions. All text and images fade in (0.5 seconds). The learner can click on any title in any order and can proceed from one layer to the next without

The next button is hidden until all layers are visited.			Open each tab to learn more about the benefits of having difficult conversations.	revisiting the home layer. [Triggers] Each of the title rectangles act as a trigger to visit the associated layer. [Navigation restrictions / Learner use restrictions] Learners should be restricted from clicking until the narration is complete.

Slide: 2.1a

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Description of visuals] One title tab will open up [one will stay stationary on the base layer, three will be covered and will seem to move across the screen]. This will reveal a rectangle between title tabs where text and images will go. Clarity tab remains where it was, the other three tabs follow a movement path to the other side of the screen. There is an icon of an eye representing clarity alongside visual text. [Text] The title, text, and image will all appear in the rectangle between the open title tab and the closed title tabs. [Buttons] Each of the title tabs is a link to another layer on this		[Title from base layer shows on screen] [Title, inside accordion box] Clarity [in indigo text] [Buttons] Clarity Positive Environment Problem Solving Growth [Text] ... creates the foundation so that we can function as a team for the benefit of our clients..	Not knowing what's coming or what someone is thinking can cause stress and anxiety, particularly if someone feels like they "should" know. When left unspoken, conflicts tend to increase. The longer people go without talking, the more challenging conflicts tend to become. Having important conversations provides everyone involved with a sense of clarity. This creates the foundation for a strong company where we can function as a team for the benefit of our clients.	[Type of interaction] This is an accordion slide. [Player navigation buttons] Next button appears after all four layers are visited. [Animations] Movement path (1 second) moves the three tabs (Positive Environment, Problem Solving, and Growth) to the other side of the screen. The icon, box, and the text wipe on (0.75 seconds) from the same side of the screen as the original tabs. The learner can click on any title in any order and can proceed from one layer to the next without revisiting the home layer. [Triggers] Each of the title rectangles act as a trigger to visit the associated layer.

slide. Base layer will show through the layers, but add a background color rectangle to cover the button/title tabs that need to be covered.				[Navigation restrictions / Learner use restrictions] Learners should be restricted from clicking until the narration is complete.

Slide: 2.1b				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
[Description of visuals] One title tab will open up [two will stay stationary on the base layer, two will be covered and will seem to move across the screen], revealing a rectangle between title tabs where text and images will go. Clarity and Positive Environment tabs remain where they were, the other two tabs follow a movement path to the other side of the screen. There is a conversation icon representing a positive environment alongside visual text. [Text] The title, text, and image will all appear in the rectangle between the open title tab and the closed title tabs. [Buttons] Each of the title tabs is a link to another layer on this slide. Base layer will show through the layers, but add a background color rectangle to cover the button/title tabs that need to be covered.		[Title from base layer shows up on layer] [Title, inside accordion box] Positive Environment [in indigo text] When we have difficult conversations with our colleagues, it lets them know that we value their perspective and experience.	Without honesty and clarity, company cultures can become toxic. When we have difficult conversations with our colleagues, it lets them know that we value their perspective and experience. Life happens. Disagreements occur. Mistakes are part of being human. There is nothing that we can't discuss or handle together. Our company thrives because we believe in transparency.	[Type of interaction] This is an accordion slide. [Player navigation buttons] Next button appears after all four layers are visited. [Animations] Movement path (1 second) moves the two tabs (Problem Solving, and Growth) to the other side of the screen. The icon, box, and the text wipe on (0.75 seconds) from the same side of the screen as the original tabs. The learner can click on any title in any order and can proceed from one layer to the next without revisiting the home layer. [Triggers] Each of the title rectangles act as a trigger to visit the associated layer. [Navigation restrictions / Learner use restrictions] Learners should be restricted from clicking until the narration is complete.

Slide: 2.1c

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Description of visuals] One title tab will open up [three will stay stationary on the base layer, one will be covered and will seem to move across the screen], revealing a rectangle between title tabs where text and images will go. Clarity, Positive Environment, and Problem Solving tabs remain where they were, the other tab follows a movement path to the other side of the screen. There is a teamwork / problem solving icon representing problem solving alongside visual text. [Text] The title, text, and image will all appear in the rectangle between the open title tab and the closed title tabs. [Buttons] Each of the title tabs is a link to another layer on this slide. Base layer will show through the layers, but add a background color rectangle to cover the button/title tabs that need to be covered.		[Title from base layer shows up on layer] [Title, inside accordion box] Problem Solving [in indigo text] Good communication leads to a greater ability to solve complex problems and develop creative solutions.	Teams that communicate well show a much stronger ability to solve complex problems, develop creative solutions, and support one another through the problem-solving process. By talking to one another about issues as they arise, we take ownership of problems and can work together to solve them, promoting deeper, more creative work.	[Type of interaction] This is an accordion slide. [Player navigation buttons] Next button appears after all four layers are visited [Animations] Movement path (1 second) moves the three tabs (Positive Environment, Problem Solving, and Growth) to the other side of the screen. The icon, box, and the text wipe on (1.0 second) from the same side of the screen as the original tabs. The learner can click on any title in any order and can proceed from one layer to the next without revisiting the home layer. [Triggers] Each of the title rectangles act as a trigger to visit the associated layer. [Navigation restrictions / Learner use restrictions] Learners should be restricted from clicking until the narration is complete.

Slide: 2.1d

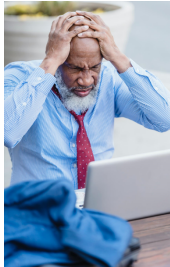| Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Description of visuals] All four tabs remain where they are on the base layer with no movement path. A rectangle next to the title tabs is where text and images will go. There is a growth icon alongside visual text. [Text] The title, text, and image will all appear in the rectangle between the open title tab and the closed title tabs. [Buttons] Each of the title tabs is a link to another layer on this slide. Base layer will show through the layers, but create a background color filled rectangle with an outline next to the title tabs.		[Title from base layer shows up on layer] [Title, inside accordion box] Growth [in indigo text] We grow by doing hard things and finding that we are equal to the challenge.	We value each individual in our company for their uniqueness and humanity. Humans don't grow by doing the same thing over and over again – we grow by doing hard things and finding that we are equal to the challenge. What's more, we believe that a company that has stopped growing and changing has stopped thriving. Engaging in difficult conversations is one of the key ways that our company can grow to meet new challenges, reflect on past work, and serve changing client needs.	[Type of interaction] This is an accordion slide. [Player navigation buttons] Next button appears after all four layers are visited [Animations] The icon, box, and the text wipe on (1.0 second) from the same side of the screen as the original tabs. The learner can click on any title in any order and can proceed from one layer to the next without revisiting the home layer. [Triggers] Each of the title rectangles act as a trigger to visit the associated layer. [Navigation restrictions / Learner use restrictions] Learners should be restricted from clicking until the narration is complete.

Slide: 2.2 / Causes of Conflict in the Workplace				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
[Description of visuals] Bar graph from Workplace Conflict and How Business Can Harness It To Thrive CPP Global		[Title] Causes of Workplace Conflict [Citation]	Common areas of workplace tension are: - Different personalities or work styles - Inadequate or poor communication	[Type of interaction] This is a bar graph where each of the bars is clickable and leads to an optional layer with additional information.

| Capitol Report, created in Canva; showing causes of self-reported workplace conflict.
[Layout of slide]
Title in maroon on top left of screen

Directions on bottom right of screen.

Citation for source on bottom left of screen | | From "Workplace Conflict and How Businesses Can Harness It To Thrive." CPP Global Human Capitol Report. July 2008."

[Directions]
Select each bar to explore the cause of conflict more thoroughly. | - Mistakes
- Tension between departments
- Unclear job roles
- Unfair treatment
- Poor management
- Poor environment
- Lack of equal opportunities, and
- Changes in company structure

In every instance listed, honest and direct communication can help alleviate tension and conflict.

Select each bar of the graph to explore these common causes of workplace conflict more fully. | [Player navigation buttons]
Next button will be hidden until slide timeline is complete (layers are optional for this slide).

[Triggers]
Each bar of the graph will have a transparent shape covering it that can click to lead to a layer going into more depth about the topic. Each rectangle will have a visited state that is a transparent cover over the bar so that it is still legible but covered by grey after being visited and a hover state that turns maroon (40% transparency).

[Navigation restrictions / Learner use restrictions]
The learner will be restricted from clicking until narration is complete. The next button will be hidden until the baselayer timeline is complete, but the layers will be optional. Learners do NOT have to click on each layer to proceed. |

Slide: 2.2a

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Description of visuals] Image of a meeting where there is clearly conflict on the right side of the screen. Text in indigo below on the left side of the screen Directions to click the custom back arrow to return to the base layer at the bottom		[Title] Personality Clashes [Text] We all have people that we struggle to work or communicate with for one reason or another. But when the story we're telling ourselves about someone's motives and character are fueled by emotion and our own perceptions, problems can develop.	None	[Type of interaction] This is a text page only. The learner can read and then will click the custom back arrow at the top of the page to return to the graph.

right.		[Directions] Select the back arrow at the top right to return to the graph.		
Custom back arrow at the top right of the screen in indigo.				

Slide: 2.2b				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
[Description of visuals] Image of a man looking at a computer screen, displaying stress. Text in indigo below on the left side of the screen Directions to click the custom back arrow to return to the base layer at the bottom right. Custom back arrow at the top right of the screen in indigo.		[Title] Stress [Text] Being under stress changes our perception of events, causing us to react more emotionally and with less ability to take others' perspectives. [Directions] Select the back arrow at the top right to return to the graph.	None	[Type of interaction] This is a text page only. The learner can read and then will click the custom back arrow at the top of the page to return to the graph.

Slide: 2.2c				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**

| [Description of visuals]
Image of a meeting with graphs around the table where the people are trying to figure something out.

Text in indigo below on the left side of the screen

Directions to click the custom back arrow to return to the base layer at the bottom right.

Custom back arrow at the top right of the screen in indigo. | | [Title]
Inadequate Resources

[Text]
In school, you likely heard the term "survival of the fittest." What that means is that living things compete for limited resources; those at the top survive and those at the bottom do not. In business, it can sometimes feel this way, too.

[Directions]
Select the back arrow at the top right to return to the graph. | None | [Type of interaction]
This is a text page only. The learner can read and then will click the custom back arrow at the top of the page to return to the graph. |

Slide: 2.2d				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
[Description of visuals] Image of a meeting where there is clearly a person leading the meeting. Text in indigo below on the left side of the screen Directions to click the custom back arrow to return to the base layer at the bottom right. Custom back arrow at the top right of the screen in indigo.		[Title] Poor Leadership [Text] Leaders set the tone, create the environment, assign work to teams, and recognize employees. If any one of these components is not fully functional, everyone suffers. [Directions] Select the back arrow at the top right to return to the graph..	None	[Type of interaction] This is a text page only. The learner can read and then will click the custom back arrow at the top of the page to return to the graph.

Slide: 2.2e

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Description of visuals] Image of a meeting with someone using hand gestures to communicate. Text in indigo below on the left side of the screen Directions to click the custom back arrow to return to the base layer at the bottom right. Custom back arrow at the top right of the screen in indigo.		[Title] Lack of Honesty [Text] No one likes to feel that someone has been dishonest to them. This is particularly true in the workplace where we function as teams. Our work quality is directly dependent on being able to trust the rest of our team. [Directions] Select the back arrow at the top right to return to the graph.	None	[Type of interaction] This is a text page only. The learner can read and then will click the custom back arrow at the top of the page to return to the graph.

Slide: 2.2f

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Description of visuals] Image of a workers next to one another. Text in indigo below on the left side of the screen Directions to click the custom back arrow to return to the base layer at the bottom right.		[Title] Lack of Role Clarity [Text] When we're not sure what we are accountable for, some things might be missed while other things can cause conflict when two people believe they're both responsible for the same thing. [Directions]	None	[Type of interaction] This is a text page only. The learner can read and then will click the custom back arrow at the top of the page to return to the graph.

Custom back arrow at the top right of the screen in indigo.		Select the back arrow at the top right to return to the graph.		

Slide: 2.2g				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
[Description of visuals] Image of someone working at her computer. Text in indigo below on the left side of the screen Directions to click the custom back arrow to return to the base layer at the bottom right. Custom back arrow at the top right of the screen in indigo.		[Title] Lack of Clarity Regarding Accountability [Text] Everyone in an organization needs to understand what they are expected to complete and what they will be held accountable for doing. [Directions] Select the back arrow at the top right to return to the graph.	None	[Type of interaction] This is a text page only. The learner can read and then will click the custom back arrow at the top of the page to return to the graph.

Slide: 2.2h				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**

| [Description of visuals]
Image of two people high fiving next to a shared computer.

Text in indigo below on the left side of the screen

Directions to click the custom back arrow to return to the base layer at the bottom right.

Custom back arrow at the top right of the screen in indigo. | | [Title]
Clash of Values

[Text]
Our values are our deepest held beliefs about what has importance. Though values themselves are neutral, we often hold our own above others and have difficulty understanding people who value other things more highly.

[Directions]
Select the back arrow at the top right to return to the graph. | None | [Type of interaction]
This is a text page only. The learner can read and then will click the custom back arrow at the top of the page to return to the graph. |

Slide: 2.2i				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
[Description of visuals] Image of two people in front of a shared computer screen, working together. Text in indigo below on the left side of the screen Directions to click the custom back arrow to return to the base layer at the bottom right. Custom back arrow at the top right of the screen in indigo.		[Title] Lack of Teamwork [Text] Teamwork is vital at Impact Solutions. We believe that the work we do for our clients is made better by working together. That said, it is rarely easy to work in teams effectively. [Directions] Select the back arrow at the top right to return to the graph.	None	[Type of interaction] This is a text page only. The learner can read and then will click the custom back arrow at the top of the page to return to the graph.

Slide: 2.2j				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
[Description of visuals] Image of people working. Text in indigo below on the left side of the screen Directions to click the custom back arrow to return to the base layer at the bottom right. Custom back arrow at the top right of the screen in indigo.		[Title] Taboo Topics [Text] The hot gossip floating around can be tempting to share, but it also has the potential to hurt those we work with. [Directions] Select the back arrow at the top right to return to the graph.	None	[Type of interaction] This is a text page only. The learner can read and then will click the custom back arrow at the top of the page to return to the graph.

Slide: 2.2k				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
[Description of visuals] Image of someone working. Text in indigo below on the left side of the screen Directions to click the custom back arrow to return to the base layer at the bottom right. Custom back arrow at the top right of the screen in indigo.		[Title] Poor Office Management [Text] The environment that we work in plays an enormous role in our well being and our ability to work efficiently with others. [Directions] Select the back arrow at the top right to return to the graph.	None	[Type of interaction] This is a text page only. The learner can read and then will click the custom back arrow at the top of the page to return to the graph.

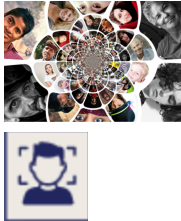| Slide: 2.2L					
Visual Display	**Images**	**Slide Text**		**Narration / Voice Over**	**Animation / Interaction**
[Description of visuals] Image of someone looking nervously over her shoulder. Text in indigo below on the left side of the screen Directions to click the custom back arrow to return to the base layer at the bottom right. Custom back arrow at the top right of the screen in indigo.		[Title] Bullying or Harassment [Text] Bullying and harassment are not tolerated for any reasons at Impact Solutions. [Directions] Select the back arrow at the top right to return to the graph.		None	[Type of interaction] This is a text page only. The learner can read and then will click the custom back arrow at the top of the page to return to the graph.

Slide: 2.2m					
Visual Display	**Images**	**Slide Text**		**Narration / Voice Over**	**Animation / Interaction**
[Description of visuals] Image of a protest sign that says, "To be silent is to be complicit." Text in indigo below on the left side of the screen Directions to click the custom back arrow to return to the base layer at the bottom right. Custom back arrow at the top right of the screen in indigo.		[Title] Perceived Discrimination [Text] Discrimination in any form is not tolerated here at Impact Solutions. [Directions] Select the back arrow at the top right to return to the graph.		None	[Type of interaction] This is a text page only. The learner can read and then will click the custom back arrow at the top of the page to return to the graph.

Slide: 2.3 / Understanding Difference

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Background Image] Composite image that takes up the entire screen showing people of all ages, backgrounds, genders, and ethnicities in a swirling pattern. [Title] "Understanding Difference" will be in an off-white textbox centered on screen When the VO gets to "causes us to see things differently," a translucent indigo rectangle will cover the background image so that the photos can still be seen through the rectangle, but they are blurred. 13 "identity" icons will appear on off-white squares that act as buttons for each layer. Each icon will have a hover and a visited state. [Directions] Will appear in the bottom right in a text box with an off-white background. "Select the icons to identify facets of identity that make people unique."		[Title] Understanding Difference [Directions] Select the icons to identify facets of identity that make people unique.	Our identities are made up of many aspects, all coming together into a whole that makes us unique. Your outward work "self" might only reflect some elements of your identity. But, no matter how you might try to separate your work self from some aspects of your identity, you can't really do it. One of the reasons that humans continue to be better at complex problem solving than computers is precisely for this reason – that variability, our uniqueness – causes us to see things differently. Select the icons to explore some components of identity that can result in differences of opinion.	[Type of interaction] Learners will click on icons to reveal layers. [Player navigation buttons] Next button will be hidden until all 13 layers have been visited in the actual learning module but will appear after narration is complete on this base layer for portfolio purposes. [Animations] Icons, translucent layer, and directions will fade in timed with VO at "causes us to see things differently." (0.75 seconds) [Order / timeline] When the VO gets to "causes us to see things differently," a translucent indigo rectangle will cover the background image so that the photos can still be seen through the rectangle, but they are blurred. 13 "identity" icons will appear on off-white squares that act as buttons for each layer. All icons will appear at the same time. The learner can click on any icon in any order. [Triggers] Each icon will show the corresponding layer, which will close automatically. [State changes] Each icon will have a hover and a visited state. [Navigation restrictions / Learner use restrictions] Learner is restricted from clicking on icons because they will not

				appear on the timeline until timed with VO.

Slide: 2.3a

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer is visible. Off-white pop-up box with text pops up near the icon when it's clicked. Layer is automatically hidden when its timeline ends.		**Experience** [bold] - Experience changes viewpoints - Expertise matters	Our experience with a topic can change our outlook on it. Expertise matters!	After clicking on the icon, the pop-up box will appear and the audio will play; the layer is automatically hidden when the timeline ends.

Slide: 2.3b

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer is visible. Off-white pop-up box with text pops up near the icon when it's clicked. Layer is automatically hidden when its timeline ends.		**Interests** [bold] - Unique - Add a little spice	Our interests are unique to each of us. These interests add a little spice to our perspectives.	After clicking on the icon, the pop-up box will appear and the audio will play; the layer is automatically hidden when the timeline ends.

Slide: 2.3c

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer is visible. Off-white pop-up box with text pops up near the icon when it's clicked. Layer is automatically hidden when its timeline ends.		**Culture** [bold] - All the ways of life passed down between generations - Shapes who we become - Affects how we view ourselves	We are shaped in countless, sometimes indefinable ways, by the culture in which we grow up. Our culture shapes the way we work and how we enjoy ourselves in our time off. Culture makes a difference	After clicking on the icon, the pop-up box will appear and the audio will play; the layer is automatically hidden when the timeline ends.

| | | and others
- Influences values | in how we view ourselves and others and affects our values. | |
| | | | | |

Slide: 2.3d

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer is visible. Off-white pop-up box with text pops up near the icon when it's clicked. Layer is automatically hidden when its timeline ends.		**Beliefs** [bold] - Unique to individuals - Can be based on experience, religion, values, or expertise - Shape behavior	We all have beliefs about the world. Some might be based on experience, our religious upbringing, values, or even how much information we have about a topic. Our beliefs shape the way we think, which influences our behavior.	After clicking on the icon, the pop-up box will appear and the audio will play; the layer is automatically hidden when the timeline ends.

Slide: 2.3e

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer is visible. Off-white pop-up box with text pops up near the icon when it's clicked. Layer is automatically hidden when its timeline ends.		**Values** [bold] - Values are our principles of living - Neither positive nor negative - are neutral - Each of us value different things - Help us decide between alternatives	Values, the principles that we care about most, are neither positive nor negative – they are neutral. Each of us value different things; some might value privacy while another values openness. One person might value kindness above fairness, while someone else values the reverse. Values help us decide between alternatives. What looks right to one person may not to another.	After clicking on the icon, the pop-up box will appear and the audio will play; the layer is automatically hidden when the timeline ends.

Slide: 2.3f

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer is visible. Off-white pop-up box with text pops up near the icon when it's clicked. Layer is automatically hidden when its timeline ends.		**Abilities** [bold] - Differences are normal - Some learned, others innate - May be visible or invisible	Each individual has different abilities. Some abilities are learned skills, while others are part of our biological makeup. Differences in ability may be visible, such as needing to use a wheelchair, or invisible, such as being hard of hearing or being very sensitive to sensory stimuli. ADHD is an example of a biological difference that is invisible, but creates distinct differences in abilities that might be noticeable in the workplace.	After clicking on the icon, the pop-up box will appear and the audio will play; the layer is automatically hidden when the timeline ends.

Slide: 2.3g				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Base layer is visible. Off-white pop-up box with text pops up near the icon when it's clicked. Layer is automatically hidden when its timeline ends.		**Ethnic Background** [bold] - Family history - Can shape who we become - Affects traditions, celebrations, parenting, and more - May change perceptions of others toward us	No matter what culture we grow up in, our ethnic backgrounds can shape who we become. Our family history shapes the traditions we celebrate, the way our parents raised us, and the way that others relate to us.	After clicking on the icon, the pop-up box will appear and the audio will play; the layer is automatically hidden when the timeline ends.

Slide: 2.3h				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Base layer is visible. Off-white pop-up box with text pops up near the icon when it's clicked. Layer is automatically hidden when its timeline ends.		**Native Language** [bold] - Affects the way we understand the world - Changes what we perceive - Language shapes our thoughts and behavior	Research shows that the language we are raised with affects the way we understand the world. Thoughts, feelings, and even what we perceive are directly affected by the language that we use to express them. Language literally shapes our thoughts, which in turn, affects our behavior.	After clicking on the icon, the pop-up box will appear and the audio will play; the layer is automatically hidden when the timeline ends.

Slide: 2.3i

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer is visible. Off-white pop-up box with text pops up near the icon when it's clicked. Layer is automatically hidden when its timeline ends.		**Background** [bold] - Affects viewpoint - Shapes values - Influences how we understand and relate to the world - Affects what we notice	We all have a wide variety of stories that make up our history – from our childhood experiences to what we did last weekend. These background experiences color our view of the world, shape our values, influence how we understand and relate to the world, and can even affect what we notice around us.	After clicking on the icon, the pop-up box will appear and the audio will play; the layer is automatically hidden when the timeline ends.

Slide: 2.3j

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer is visible. Off-white pop-up box with text pops up near the icon when it's clicked. Layer is automatically hidden when its timeline ends.		**Needs** [bold] - Primary motivation - Change on a day to day basis - Basics: water, warmth, shelter, food, safety, belonging, and love	We are all motivated by our needs, which change on a day to day basis. All humans need the basics - water, warmth, shelter, food, safety, belonging, and love. Each of us might also be motivated by other needs at various times, depending on what's happening in our lives.	After clicking on the icon, the pop-up box will appear and the audio will play; the layer is automatically hidden when the timeline ends.

Slide: 2.3k

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer is visible. Off-white pop-up box with text pops up near the icon when it's clicked.		**Age** [bold] - Aging causes physical, social, cognitive, and emotional changes	As we age, we experience physical, social, cognitive, and emotional changes. Some are beneficial, and some bring new challenges.	After clicking on the icon, the pop-up box will appear and the audio will play; the layer is automatically hidden

| Layer is automatically hidden when its timeline ends. | | - Some beneficial, some bring new challenges
- Can affect our well-being, social relationships, decision making, and self-control. | These changes can affect our well-being, social relationships, decision making, and self-control. | when the timeline ends. |

Slide: 2.3L				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Base layer is visible. Off-white pop-up box with text pops up near the icon when it's clicked. Layer is automatically hidden when its timeline ends.		**Religion** [bold] - Play a role in shaping morality and behavior - More than 4,000 recognized religions in the world - 3/4 of the world's population belong to one of the five major religions: Buddhism, Christianity, Hinduism, Islam, and Judaism.	Many religions play a role in shaping morality and behavior. There are more than 4,000 recognized religions in the world, but 3/4 of the world's population belong to one of the five major religions: Buddhism, Christianity, Hinduism, Islam, and Judaism.	After clicking on the icon, the pop-up box will appear and the audio will play; the layer is automatically hidden when the timeline ends.

Slide: 2.3m				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Base layer is visible. Off-white pop-up box with text pops up near the icon when it's clicked. Layer is automatically hidden when its timeline ends.		**Gender** [bold] - Roles assigned by a culture to a gender - Can be explicit or implicit - We internalize ideas of what "gender" is supposed to mean	Gender roles are the roles assigned by a culture to those people raised as a particular gender. In some parts of the world, gender is viewed as a binary, in other parts of the world, it is not. Gender roles can be explicit or implicit – but we all internalize, to varying degrees, the ideas of what "gender" is supposed to mean based on the culture in which we grow up.	After clicking on the icon, the pop-up box will appear and the audio will play; the layer is automatically hidden when the timeline ends.

Slide: 2.4 / Conflict vs. Misconduct				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**

Image of a rule book takes up the entire background
 	
Title is on top left of screen
 	
Off white box outlined in maroon is in center of screen and covers a large part of the background image.
Text will appear in this box timed with VO.
 	
As the VO nears the end, a red icon circle with a line through it appears with the word, "misconduct" within it.
		[Title]
		Conflict vs. Misconduct
		
		[Timed with audio]
		Disagreements are NOT the same thing as misconduct
		
		Conflict is a breakdown of communication
		
		Misconduct is inappropriate behavior that impacts the workplace environment, colleagues, or an individual's work
		
		[Sub-heading]
		Misconduct is:
		
		[Bullets, timed with VO]
		   ● Discrimination or harassment of any kind
		   ● Confidentiality breaches
		   ● Insubordination
		   ● Theft or fraud
		Misconduct should be reported immediately!
		
		[leave the "Misconduct is" heading and the last line (should be reported immediately) on the screen as the next text appears timed with VO.]
		
		   ● Anything that makes you uncomfortable
		   ● Unethical
		   ● Anything that could cause harm
		
		[under a red / maroon "No" icon]
		Misconduct
		
		[Directions]
		Select the "Continue" button when you are ready to proceed.
			At Impact Solutions, we view issues as a way of increasing opportunities to learn, deepen our connection with others, and respectfully engage in creative problem solving with compassion and dignity.
			
			However, it is essential to make clear the difference between disagreements based on differences of perspective and misconduct, which is not tolerated for any reason.
			
			Conflict is a breakdown of communication.
			Workplace misconduct is inappropriate behavior that impacts the workplace environment, colleagues, or an individual's work.
			
			Misconduct includes:
			discrimination or harassment of any kind
			confidentiality breaches
			insubordination
			theft or fraud
			Misconduct should be reported immediately; it is NOT a conflict you should "solve" on your own.
			Anything that makes you uncomfortable, is unethical, or could cause harm should be reported.
			
			If you experience misconduct in the workplace, either as a victim or a bystander, please report the behavior to your supervisor immediately. We are committed to the promotion of diversity, equity, and inclusion in our workplace and will not tolerate misconduct here. Please know that you are not alone and Impact Solutions will support you, should you ever need to deal with these issues.
			
			Select the "Continue" button when you are ready to proceed.
				[Type of interaction]
				This is a view-only slide.
				
				[Player navigation buttons]
				Next button is hidden until the timeline on this slide is complete.
				
				[Animations]
				Text fades in and out and is timed to audio (0.5 seconds on both ends).
				
				Bullets will fade in one at a time, remain on screen until bullet points are complete, then fade out.
				
				All text should be aligned with VO.
				
				Directions will fade in with 3 seconds left on timeline.

Slide: 2.5 / Knowledge Check 1

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Description of visuals] The KC will take up most of the screen. [Layout of slide] The background will be taken up entirely with the photo of tug of war. It will be covered with a translucent off-white rectangle, outlined in maroon, so that only the edges of the photo show around the slide. Title centered on top of page in maroon. Question left aligned in light blue in larger letters than answers. Checkmark in maroon, answer text in indigo.		[Title] Knowledge Check Learning Objective 2: Identify causes of workplace conflict [Question] Check the reasons that might influence two people to have a difference of perspective. Check as many as are correct. [Choices] **Age** **Religion** **Experience** **Gender** **Native Language** [all correct] [Directions] Select the checkmark at the bottom right to submit your answer.	Let's check your understanding so far with a practice question. Check the reasons that might influence two people to have a difference of perspective. Choose as many as are correct. Select the checkmark at the bottom right to submit your answer.	[Type of interaction] This is a Select Many multiple choice graded question, not linked to the results slide. [Form View settings] Feedback by question Shuffle answers No results slide Score by question 2 attempts [Player navigation buttons] Learner will click the submit checkmark in the player navigation when complete which will take them to the success/failure/try again layers. [Animations] No animations

Slide: 2.5a

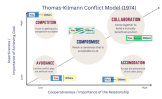| Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
A red X with a circle around it, with the word "Incorrect" below it.		Try Again	None	Click the Try Again button to

| Built in pop up square with text telling the learner that it is not correct and they should try again.

Built in "Try Again" button | | [Text]
That is incorrect. Please try again.

[Button]
Try Again | | retake the quiz. |

Slide: 2.5b					
Visual Display	**Images**	**Slide Text**		**Narration / Voice Over**	**Animation / Interaction**
A photo of glasses, representing perspectives, takes up the entire background. Two translucent rectangles are centered on the screen. The top rectangle has a red circle with a white X in it with the word "Incorrect" next to it. Under that is a translucent white rectangle with the feedback in it. A custom "Continue" button will be at the bottom right of the screen.		Incorrect All of these factors might play a role in two people having a different perspective. [Button] Continue		None	Click the continue button to proceed.

Slide: 2.5c					
Visual Display	**Images**	**Slide Text**		**Narration / Voice Over**	**Animation / Interaction**
A photo of glasses, representing perspectives, takes up the entire background. Two translucent rectangles are centered on the screen. The top rectangle has a green success check mark with a circle		Correct! That's right! All of these factors play a role in shaping perspectives.		None	Click the continue button to proceed.

around it with the word "Correct" next to it. Under that is a translucent white rectangle with the feedback in it. A custom "Continue" button will be at the bottom right of the screen.	[Button] Continue	

Scene 3: Thinking About Conflict

Slide: 3.1 / Thomas-Kilmann Conflict Model				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Title is on top left, maroon Most of the image is the Thomas-Killmann graph (created in Canva) Directions appear in the bottom right, timed with the end of the audio on the base layer.		[Title] Thomas-Kilmann Conflict Model (1974) [Y-axis] Assertiveness / Importance of Achieving the Goal Low Medium High [X-axis] Cooperativeness / Importance of the Relationship Low Medium High [Directions] Select each circle on the graph to learn more about this conflict model.	The way that we react to conflict can be deeply ingrained and affected by the experiences we've had in the past. Understanding our unconscious response patterns can help us consciously choose more productive strategies to achieve our goals. Researchers have found that there are a few key responses to conflict and that the way you view the relationship with the other person and the importance you place on the outcome can change your response. This model by Thomas and Kilmann gives us visual insight into those strategies. Select each circle on the graph to learn more about this conflict model.	[Type of interaction] This is a click to reveal interaction. [Player navigation buttons] Next button is hidden in timeline. When all five layers have been visited, the slide auto-advances to the ending layer. [Animations] Directions fade in (0.75 seconds) timed with the VO introducing the directions. [Triggers] Transparent shape on top of each circle on the graph which is a button to take the learner to the different layers. Each circle has a visited state showing the learner which layers they have already visited. [Navigation restrictions / Learner use restrictions] Learner is restricted from clicking until the timeline has completed for the base layer.

Slide: 3.1a

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Title in maroon top center of page Background off white Bullet point text on the right side of the screen Two rounded rectangles, one blue with the word "You" in white centered in it and one yellow with the word "Other" written in indigo in it. Both rectangles have a maroon outline. In avoidance, the two rectangles are spaced from one another, side by side, with no connecting images. There is a custom back arrow (the same as the one that was in the layers for the bar graph) at the top right of the page. Directions are in maroon at the bottom right of the screen.	Other You	[Title] Avoidance [Bullet points] ● Low value of relationship and low value of the outcome ● Let the conflict play out without input [Directions] Select the back arrow at the top right to return to the graph.	When neither the goal nor the relationship is important, we might choose to avoid the problem - simply wait for it to play out. Select the back arrow at the top right to return to the graph.	[Type of interaction] This is a view-only layer. Learner will return to the base layer by clicking the back arrow in the top right corner of the screen. [Player navigation buttons] Next button is hidden. When all five layers have been visited, the slide auto-advances to the ending layer, 2.7f. [Animations] All text and images fade in (0.75 seconds) and remain on screen until the learner clicks the back arrow. [Navigation restrictions / Learner use restrictions] Back arrow is covered by a transparent shape so that the learner can not click it until the timeline on the layer has completed.

Slide: 3.1b

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Title in maroon top center of page Background off white Bullet point text on the right side of the screen Two rounded rectangles, one blue with the word "You" in white centered in it and one yellow with the word "Other" written in indigo in it. Both rectangles have a maroon outline. In competition, the blue "you" rectangle is on top of the yellow "other" rectangle with a green arrow pointing downward from You to Other. There is a custom back arrow (the same as the one that was in the layers for the bar graph) at the top right of the page. Directions are in maroon at the bottom right of the screen.	You Others	[Title] Competition [Bullet points] • Value the outcome more than the relationship • Focus on getting your perspective accepted [Directions] Select the back arrow at the top right to return to the graph.	If the outcome is important but the relationship is not, we might engage in competition - where we focus on getting our own perspective accepted at all costs. Select the back arrow at the top right to return to the graph.	[Type of interaction] This is a view-only layer. Learner will return to the base layer by clicking the back arrow in the top right corner of the screen. [Player navigation buttons] Next button is hidden. When all five layers have been visited, the slide auto-advances to the ending layer, 2.7f. [Animations] All text and images fade in (0.75 seconds) and remain on screen until the learner clicks the back arrow. [Navigation restrictions / Learner use restrictions] Back arrow is covered by a transparent shape so that the learner can not click it until the timeline on the layer has completed.

Slide: 3.1c

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Title in maroon top center of page Background off white Bullet point text on the right side of the screen Two rounded rectangles, one blue with the word "You" in white centered in it and one yellow with the word "Other" written in indigo in it. Both rectangles have a maroon outline. In accommodation, the yellow "other" rectangle is on top of	Others You	[Title] Accommodation [Bullet points] - Value the relationship much more than the outcome - Accept the perspective of the other party [Directions]	If the relationship is important but the goal is not, we might simply let the other person have their way - called accommodation. Select the back arrow at the top right to return to the graph.	[Type of interaction] This is a view-only layer. Learner will return to the base layer by clicking the back arrow in the top right corner of the screen. [Player navigation buttons] Next button is hidden. When all five layers have been visited, the slide auto-advances to the ending layer, 2.7f. [Animations]

the blue "you" rectangle with a green arrow pointing downward from Other to You. There is a custom back arrow (the same as the one that was in the layers for the bar graph) at the top right of the page. Directions are in maroon at the bottom right of the screen.		Select the back arrow at the top right to return to the graph.		All text and images fade in (0.75 seconds) and remain on screen until the learner clicks the back arrow. [Navigation restrictions / Learner use restrictions] Back arrow is covered by a transparent shape so that the learner can not click it until the timeline on the layer has completed.

Slide: 3.1d

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Title text in maroon top center of page Background off white Bullet point text on the right side of the screen Two rounded rectangles, one blue with the word "You" in white centered in it and one yellow with the word "Other" written in indigo in it. Both rectangles have a maroon outline. In compromise, the two rectangles are spaced from one another, side by side, with a striped blue and yellow arrow pointing both directions between them. There is a custom back arrow (the same as the one that was in the layers for the bar graph) at the top right of the page. Directions are in maroon at the bottom right of the screen.		[Title] Compromise [Bullet points] - Equal value on relationship and outcome - Typically easier when there are lower stakes - Neither party gets exactly what they want; all parties must give up some parts of their ideas and accept some of the others - Reach a consensus that is acceptable to all [Directions] Select the back arrow at the top right to return to the graph.	With compromise, both parties must give up some parts of their individual ideas and accept some of the other party's. Neither person gets exactly what they want, but a consensus is reached that is acceptable to everyone. Select the back arrow at the top right to return to the graph.	[Type of interaction] This is a view-only layer. Learner will return to the base layer by clicking the back arrow in the top right corner of the screen. [Player navigation buttons] Next button is hidden. When all five layers have been visited, the slide auto-advances to the ending layer, 2.7f. [Animations] All text and images fade in (0.75 seconds) and remain on screen until the learner clicks the back arrow. [Navigation restrictions / Learner use restrictions] Back arrow is covered by a transparent shape so that the learner can not click it until the timeline on the layer has completed.

Slide: 3.1e

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Title in maroon top center of page Background off white Bullet point text on the right side of the screen Two rounded rectangles, one blue with the word "You" in white centered in it and one yellow with the word "Other" written in indigo in it. Both rectangles have a maroon outline. In collaboration, the two rectangles are next to one another, side by side, within a green circle. There is a custom back arrow (the same as the one that was in the layers for the bar graph) at the top right of the page. Directions are in maroon at the bottom right of the screen.		[Title] Collaboration [Bullet points] - Both the relationship and the outcome are valued highly - Come together to build a mutually beneficial solution [Directions] Select the back arrow at the top right to return to the graph.	When both the relationship and the goal is important, collaboration provides the highest level of success. In collaboration, both parties come together to build a mutually beneficial solution. The end result of collaboration done well is often much more creative and insightful than any other solution that could have been achieved using other methods. Select the back arrow at the top right to return to the graph.	[Type of interaction] This is a view-only layer. Learner will return to the base layer by clicking the back arrow in the top right corner of the screen. [Player navigation buttons] Next button is hidden. When all five layers have been visited, the slide auto-advances to the ending layer, 2.7f. [Animations] All text and images fade in (0.75 seconds) and remain on screen until the learner clicks the back arrow. [Navigation restrictions / Learner use restrictions] Back arrow is covered by a transparent shape so that the learner can not click it until the timeline on the layer has completed.

Slide: 3.1f

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction

| Have base layer show through | | Base layer | When you engage in difficult conversations, you are working in these top two models - compromise and collaboration.

Select the "Next" button when you are ready to proceed. | [Player navigation buttons]
Next button will appear at the end of the timeline on this layer.

[Animations]
Compromise and collaboration will be highlighted with a wheel animation (1.5 seconds) (circled with highlight color) timed with VO.

[State changes]
Cover the Collaboration and Compromise circles on the chart with a transparent circle. Create a state for "highlight" where they are outlined in a thick yellow highlight color. Use the wheel animation and state change to highlight the two circles. |

Slide: 3.2 / Framing Our Thoughts Around Conflict				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
This is a drag and drop interaction. Title in a translucent box at the top center of the page Background photo of two hands holding coffee cups, facing one another at a conference table, indicating a conversation takes up the entire background of the slide. On the bottom left will be an image of a trash can on a rectangle background shape. The rectangle is off-white with maroon outline. On top of the trash can is a rounded rectangle with Indigo text that says, "Not helpful thinking." On the bottom right will be an image of a picture frame with indigo text in the center that says "Helpful thinking" on it. The frame will	 	[Title] Framing Your Thinking Around a Difficult Conversation [Drag Terms] Humor Courage Neutral Emotions Make Assumptions Exaggerate Straightforward Vengeful Blaming Honest Positive Intent [On trash can drop zone] Not helpful thinking	Once we're aware of our unconscious reaction to conflict, we can begin working to frame our conscious response. Take each box of text and drop it into the picture frame if it's a constructive way of framing your ideas around a difficult conversation or the trash can if it does not represent constructive thinking strategies. Select the checkmark at the bottom right to	[Type of interaction] This is a drag and drop interaction. [Form View settings] Answers will be shuffled Two attempts No result slide Score by question Snap to center of drop area Each drag item appears one at a time after the learner has dropped the previous item. [Player navigation buttons] Submit button will appear when the last drag and drop item timeline has finished and take them to the try again/success/failure layers. [Animations]

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
also be on an off-white rectangle with maroon outline. Between the two images will be directions for the slide. Above that, centered below the title of the slide are rounded off-white rectangles with maroon outline stacked on top of one another that have the drag item (terms). Each rectangle (term) will have a correct drag state where it turns green when dropped on the correct drop area and an incorrect state where it turns red when dropped on an incorrect drop zone. When it is dropped on the correct drop zone, that triggers the audio-only layer to start with an explanation.		[In picture frame drop zone] Helpful thinking [Directions] Drag each word or phrase to the picture frame if it is a constructive way to approach a difficult conversation or to the trash can if it doesn't represent constructive thinking strategies. Select the arrow at the bottom right to submit your answer.	submit your answer when you have finished.	Images and text fade in (0.5 seconds) and remain on screen. Directions, however, will have a "grow" animation onto the page. [Triggers] Each correct drop triggers an audio only layer with additional information about the concept. [State changes] Each drag item has a correct drop state that turns green and an incorrect drop state that turns red. [Navigation restrictions / Learner use restrictions] The learner is restricted from clicking on other layers as each layer's audio completes. A transparent rectangle restricts the learner from beginning before audio has finished.

Slide: 3.2a				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
A red X with a circle around it, with the word "Incorrect" below it. Built in pop up square with text telling the learner that it is not correct and they should try again. Built in "Try Again" button		[Title] Try Again [Text] That is incorrect. Please try again. [Button] Try Again	None	This is a built-in feedback layer. The learner will click "Try again" to repeat the KC.

Slide: 3.2b				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
A green success check mark with a circle around it with the word "Correct" underneath it. Built in pop up square with text telling the learner that it is correct and additional feedback about thinking. Built in Continue Button		Correct! That's right! The way we think about approaching a conversation around conflict can affect the success we have in the conversation. [Button] Continue	None	This is a built-in feedback layer. The learner will click "Continue" to proceed.

Slide: 3.2c				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
A red X with a circle around it, with the word "Incorrect" below it. Built in pop up square with text telling the learner that it is not correct and feedback about what the correct answer was. Built in Continue Button		[Title] Incorrect You did not select the correct response. The way we think about approaching a discussion around conflict can affect the success we have in the conversation. We want to avoid making assumptions, blaming the other person, exaggeration, and vengeful thinking and instead approach the conversation with courage and humor, neutral emotions, and assume that the other party has positive intent. During the conversation, we want to speak truthfully and sincerely in a straightforward manner to achieve the most positive outcomes. [Button] Continue	None	This is a built-in feedback layer. The learner will click "Continue" to proceed.

Slide: 3.2d				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
None - audio only Base layer shows		None - audio only Base layer shows	Whenever it is at all possible, we aim to see the other party as having positive intent. In other words, we enter a conversation with the other person believing that they are acting in good faith to the best of their ability in regard to how they see the world. That doesn't mean that they get a free pass – rather it means that we recognize that, in all likelihood, the person is not intending us harm.	[Type of interaction] This is an audio only layer. [Player navigation buttons] Slide layer automatically hides when timeline is complete

Slide: 3.2e				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
None - audio only Base layer shows		None - audio only Base layer shows	Honesty is always the best policy - whether that means admitting your mistakes or truthfully telling someone how you feel. This shows respect for yourself and others.	[Type of interaction] This is an audio only layer. [Player navigation buttons] Slide layer automatically hides when timeline is complete

Slide: 3.2f				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
None - audio only Base layer shows		None - audio only Base layer shows	It is rare that one person is completely at fault in conflict. Try to see both sides of the situation and see if you can empathize with the other's situation rather than blaming them.	[Type of interaction] This is an audio only layer. [Player navigation buttons] Slide layer automatically hides when timeline is complete

Slide: 3.2g

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
None - audio only Base layer shows		None - audio only Base layer shows	The old proverb that two wrongs do not make a right is correct. Harming someone else for harming you will not solve the problem at hand. It will, however, make new problems that need to be addressed.	[Type of interaction] This is an audio only layer. [Player navigation buttons] Slide layer automatically hides when timeline is complete

Slide: 3.2h

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
None - audio only Base layer shows		None - audio only Base layer shows	Being honest and straightforward demonstrates respect for yourself and others and sets the tone for others to behave similarly.	[Type of interaction] This is an audio only layer. [Player navigation buttons] Slide layer automatically hides when timeline is complete

Slide: 3.2i

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
None - audio only Base layer shows		None - audio only Base layer shows	When you exaggerate, you lose the ability to be honest. Others might not take you and your complaints seriously. Exaggerating also engages your strong emotions, limiting your ability to be neutral.	[Type of interaction] This is an audio only layer. [Player navigation buttons] Slide layer automatically hides when timeline is complete

Slide: 3.2j

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
None - audio only Base layer shows		None - audio only Base layer shows	Your perceptions of a situation are just that - perceptions. They are your brain making sense of reality, not reality itself. The other person involved in a conflict has their own perceptions based on the reality that they are experiencing. Rarely is one person 100% the owner of truth.	[Type of interaction] This is an audio only layer. [Player navigation buttons] Slide layer automatically hides when timeline is complete

Slide: 3.2k

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
None - audio only Base layer shows		None - audio only Base layer shows	When your strong emotions are engaged, you limit your ability to listen closely, perceive the situation honestly, and think clearly.	[Type of interaction] This is an audio only layer. [Player navigation buttons] Slide layer automatically hides when timeline is complete

Slide: 3.2L

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
None - audio only Base layer shows		None - audio only Base layer shows	It takes a lot of courage to do the hard things, but when we do them, we generally find we are equal to the challenge.	[Type of interaction] This is an audio only layer. [Player navigation buttons] Slide layer automatically hides when timeline is complete

Slide: 3.2m				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
None - audio only Base layer shows		None - audio only Base layer shows	Approaching conflicts with a sense of openness and humor can go a long way to diffusing a conflict.	[Type of interaction] This is an audio only layer. [Player navigation buttons] Slide layer automatically hides when timeline is complete

Slide: 3.3 / Knowledge Check 2				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**

| [Description of visuals] The KC will take up most of the screen. [Layout of slide] The background will be taken up entirely with the photo of tug of war. It will be covered with a translucent off-white rectangle, outlined in maroon, so that only the edges of the photo show around the slide. Title centered on top of page in maroon. Question left aligned in light blue in larger letters than answers. The same graph as found in slide 2.6 baselayer will be on the screen, taking up about ¾ - ⅘ of the screen. Titles of the conflict styles will be covered over with a circle that is the same color as the background circle. These will act as drop locations. Along the right hand side of the screen, Drop Titles will be arranged vertically, alphabetically. These will be the drop items. Each drop item will be in an off-white square, outlined in indigo, with maroon text in Fjalla One. | | [Title] Knowledge Check 2 Learning Objective 4: Summarize effective thinking and communication strategies to use in the workplace [Question] Drop the type of conflict response on the right onto the graph to show the value that someone displaying that tactic might place on the relationship & the outcome of the conflict. [Drop Items] Competition Avoidance Accommodation Compromise Collaboration [Directions] Select the checkmark at the bottom right to submit your answer. | Let's check your understanding so far with a second practice question. Drop the type of conflict response on the right onto the graph to show the value that someone displaying that tactic might place on the relationship & the outcome of the conflict. Select the checkmark at the bottom right to submit your answer. | [Type of interaction] This is a Drag and Drop Knowledge Check. Learners will drag the label on the right side of the screen to the correct location on the graph. [Form View settings] Feedback by question No shuffle No results slide Two attempts Score by question [Player navigation buttons] Learner will click the submit checkmark in the player navigation when complete which will take them to the success/failure/try again layers. [Animations] No animations |

Slide: 3.3a				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
A red X with a circle around it, with the word "Incorrect" below it. Built in pop up square with text telling the learner that it is not correct and they should try again.		That is incorrect. Please try again. [Button] Try Again	None	Click the Try Again button to retake the quiz.

Built in "Try Again" button				

Slide: 3.3b				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
A photo of someone thinking or working, takes up the entire background.

Two translucent rectangles are centered on the screen. The top rectangle has a red circle with a white X in it with the word "Incorrect" next to it.

Under that is a translucent white rectangle with the feedback in it.

A custom "Continue" button will be at the bottom right of the screen. | | Incorrect

You did not select the correct response. Collaboration places high value on both the relationship and the outcome and is the response associated with the best outcomes. Competition and accommodation both value one dimension over another. Avoidance values neither. Compromise values both the relationship and outcome equally, but not as highly as those who engage in collaboration.

[Button]
Continue | None | Click the continue button to proceed. |

Slide: 3.3c				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
A photo of glasses, representing perspectives, takes up the entire background.

Two translucent rectangles are centered on the screen. The | | Correct!

That's right! You selected the correct response. Collaboration places high value on both the | None | Click the continue button to proceed. |

top rectangle has a green success check mark with a circle around it with the word "Correct" next to it. Under that is a translucent white rectangle with the feedback in it. A custom "Continue" button will be at the bottom right of the screen.		relationship and the outcome and is the response associated with the best outcomes. Competition and accommodation both value one dimension over another. Avoidance values neither. Compromise values both the relationship and outcome equally, but not as highly as those who engage in collaboration. [Button] Continue		

Scene 4: Communicating Around Conflict

Slide: 4.1 / Active Listening

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Description of visuals] Image of two people having a discussion on left 2/3 of slide; one is actively engaged in listening. [Description of assets] Four icons will appear toward the end of the timeline. Icons should be placed near the listener's eyes, mouth, torso, and arm. Icons will be an off-white circle with an "i" in a circle layered over it. [Layout of slide] Title in the top left of the screen. Bullet points will come in one at a time timed with VO audio.		[Title] What are clues that show this person is listening actively? [Directions] Click on four physical signs that the listener is engaging in active listening. [Text Title - bold and underlined] When you are listening: [Bullet points] - Face the person speaking	One of the most important things we do when resolving a conflict is to practice active listening techniques. Active listeners:: - Face the person - Do not interrupt - Make eye contact to show connection and focus - Listen without jumping to conclusions - Ask relevant, open-ended questions to clarify what the speaker says or help them elaborate their point - Paraphrase and summarize what the speaker said so that they can clarify or correct if necessary, and	[Type of interaction] This is a Hotspot interaction where the learner will click icons / hover states to get to the layers. [Player navigation buttons] Next button is hidden until all layers are visited. [Animations] Directions and icons fade in (0.75 seconds) timed with VO introducing directions. Transparent shapes are created with state changes that allow wheel animations (highlight yellow circle) to come on for 1.0 seconds as the VO says the following: "face the speaker" - wheel animation / circle the listener's torso "do not interrupt" - wheel animation / circle the listener's mouth

Directions will appear above the back of the speaker's head timed in with VO. Timed with VO audio, a yellow highlighting circle with circle four physical signs of active listening: eye contact (circle eyes), not interrupting (circle mouth), facing the speaker (circle the whole torso), and non-verbal body language (circle the hand open and pointing to the speaker).		- Do not interrupt - Make eye contact - Listen without judgment - Ask open-ended questions - Paraphrase and summarize - Use verbal and non-verbal language	- Use both verbal and non-verbal body language. Non-verbal signals include: leaning forward slightly, nodding, tilting of the head, holding arms naturally open, and leaning toward the speaker. Verbal signals might include saying, "yes," or "uh-huh," periodically. Implementing active listening techniques is key to successful conversations. Select the parts of the image that illustrate four clues that the listener is engaging in active listening.	"make eye contact" - wheel animation / circle the listener's eyes "listen without judgment - wheel animation / circle the listener's ear "use verbal and non-verbal langauge - wheel animation / circle the listener's arm/hand Text fades in (0.75 seconds) timed with VO and then remains on screen. [Navigation restrictions / Learner use restrictions] Learner is restricted from clicking until the timeline is complete for the base layer.

Slide: 4.1a

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer remains visible Small pop up appears with text, off white background, indigo text.		[Pop-up] **Facing the Speaker** The listener is facing the speaker at a slight angle which conveys attention and openness.	None	This is a pop up text box layer. [Player navigation buttons] Allowed to click on other layers so that the learner can click on other icons. Next button appears when all layers have been visited.

Slide: 4.1b

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer remains visible Small pop up appears with text, off white background, indigo text.		[Pop-up] **Not Speaking** The listener is not speaking while the speaker is sharing.	None	This is a pop up text box layer. [Player navigation buttons] Allowed to click on other layers so that the learner can click on other icons. Next button appears when all layers have been visited.

Slide: 4.1c				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Base layer remains visible Small pop up appears with text, off white background, indigo text.		[Pop-up] **Eye Contact** The listener is making eye contact with the speaker.	None	This is a pop up text box layer. [Player navigation buttons] Allowed to click on other layers so that the learner can click on other icons. Next button appears when all layers have been visited.

Slide: 4.1d				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Base layer remains visible Small pop up appears with text, off white background, indigo text.		[Pop-up] **Non-verbal body language** The listener is tilting her head, holding her arms naturally open, and leaning toward the speaker - all signs that she is	None	This is a pop up text box layer. [Player navigation buttons] Allowed to click on other layers so that the learner can click on other icons.

		listening intently.		Next button appears when all layers have been visited.

Slide: 4.2 / Body Language

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Description of visuals] Three conference table icons on the bottom of the screen. One is maroon and labeled as "Negative Body Language," one is indigo and labeled as "Neutral Body Language," and the last is green and labeled as "Positive Body Language [Description of assets] To the top center left (under the title) are multiple (11) characters. Set them to show one at a time. Their full bodies should be on the screen; all should be wearing business clothing. Choose a pose that illustrates the following emotional state for each. Dave - Neutral (neutral face, holding a folder or laptop) Nicole - Negative (arms crossed over chest, looking angry or disappointed) Renita - Positive (holding hands at hips, smiling) Al - Positive (hands by sides, smiling) Christy - Negative (pointing, seeming to yell) Brian - Positive (hand in pocket, smiling) Jonathon - Negative (arms crossed at chest, eye roll) Marie - Neutral (arms at sides, neutral face) Atsumi - Negative (on phone, looking frustrated) Harriet - Positive (smiling, holding folder) Alberto - Negative (holding hands out as if frustrated, head cocked, angry expression) Each character will have a hover state where they get much larger on the screen so that the learner can see them more clearly. They will also have a correct drop state with a green check mark and an incorrect		[Title] Understanding Body Language [Directions 1] Study each person's body language to decide if they are displaying positive, negative, or neutral expressions. Drag each person to the meeting table that matches their expression. [Directions 2] Select the checkmark at the bottom right to submit your answer. [Table Designations] **Negative** Body Language [negative should be bold and in red] **Neutral** Body	Your non-verbal body language gives those around you clues about your mental state. Much of the time, we're not aware of the messages our body is sending others, but it is a vital part of every conversation. Look at the body language and facial expressions of the people on the screen. Then, decide if they are showing positive, negative, or neutral body language. Drag each character to the meeting table that matches their expression. When you are finished, select the checkmark at the	[Type of interaction] This is a Drag and Drop interaction. Learners will drag the character to the meeting tables "Negative Body Language," "Neutral Body Language," and "Positive Body Language." [Form View settings] Feedback by question No shuffle No results slide One attempt (not a KC) Score by question [Player navigation buttons] The submit button will appear when the last drag item has been dropped. Next button is disabled for this slide. [Animations] Directions will fade in (0.75 seconds) and then remain on screen. [Order / timeline] Characters will appear one at a time; the next character will not appear until the prior character has been dropped.

drop state with a red X to indicate to the learner that they have chosen correctly. [Layout of slide] Title text is in maroon at the top left of the screen. Background is plain off white. Directions 1 are in an indigo box at the top right of the screen. Directions 2 are directly below the text box in indigo. The words "negative," "neutral," and "positive" are bold and slightly larger than the rest of the label for the tables, as well as in the same color as the table they are labeling.		Language [neutral should be bold] **Positive** Body Language [positive should be bold and green]	bottom right to submit your answer.	[State changes] Each character will have a normal state, a hover state, a correct dropped state, and an incorrect dropped state. The normal state will appear at the top of the screen and be fairly small. The hover state will be large and take up all vertical space on the slide. The incorrect dropped state will have a red X on it. The correct dropped state will have a green check mark on it. [Navigation restrictions / Learner use restrictions] Learners will be restricted from clicking until the timeline on the base layer has completed.

Slide: 4.2a				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
It starts out with the built in "correct" slide with a green correct arrow in a circle with the word, "Correct" underneath it. The text reads, "That's right!" The screen then fades to three images that take up the entire screen timed with VO discussing body language, facial expressions, and tone of voice. The first will represent body language (wood human figure), the second facial expressions (person with a distinct facial expression), and the third represents tone of voice and will have a person who is implied to be speaking.		[Button] Continue [Correct Screen] Correct That's right! [Text] Relaxed Arms at Side Straight Back Relaxed Shoulders Facing the Speaker	Body language, facial expressions, and tone of voice play an enormous role in how people understand one another. Even if the words themselves convey one message, non-verbal language can tell others that the speaker doesn't actually believe the words. Using Neutral body language allows someone to convey their meaning without	[Type of interaction] This is a viewing-only slide layer. [Player navigation buttons] The next /submit buttons are disabled for this layer. [Animations] Text and images fade in and out (0.75 seconds in 0.5 seconds out) - all timed with audio. [Order / timeline] Standard built in "Correct" screen stays on screen for 3.0 seconds. The screen then fades (0.5 sec) to three images that take up the entire screen timed with VO discussing body

Those photos fade out and a photo fades in showing non-verbal communication that is clear (a thumbs down) timed with the VO "even if the words convey one message..." Timed with VO "using neutral body language," the second image fades out and three characters (Aliyah - Corporate, Antonio, Amira) with the top 2/3 of their bodies showing fade in, equally spaced across the screen. Each are showing neutral body language. Text fades in and out above the characters timed with VO. "Relaxed" "Arms at Side" "Straight Back" "Relaxed Shoulders" "Facing the Speaker" Timed with VO, "Even when we feel big emotions, it's important..." the three characters fade out and another character fades in, centered on screen. He should be in a pose that shows that he is upset. As VO says, "we are in control of our own behavior," the character fades into a different state where he is showing neutral body language. As VO nears the end, "It is a sign of maturity and strength..." fade out and into an image of people meeting together showing positive body language. Custom "Continue" button and directions fade in as the timeline nears completion.		[Directions] Select the "Continue" button when you are ready to proceed.	emotions clouding the message. Someone with neutral body language is in a relaxed body position with arms at their sides, a straight back, and relaxed shoulders, facing the other person. Even when we feel big emotions, it's important to remember that we are in control of our own behavior. Everyone has strong emotions sometimes. It is a sign of maturity and strength when we develop strategies to deal with our emotions in healthy, beneficial ways without damaging our relationships. Select the "Continue" button when you are ready to proceed.	language, facial expressions, and tone of voice. The first will represent body language (wood human figure), the second facial expressions (person with a distinct facial expression), and the third represents tone of voice and will have a person who is implied to be speaking. Those photos fade out (0.5 seconds) and a photo fades in (0.5 seconds) showing non-verbal communication that is clear (a thumbs down) timed with the VO "even if the words convey one message..." Timed with VO "using neutral body language," the second image fades out (0.5 seconds) and three characters (Aliyah - Corporate, Antonio, Amira) with the top 2/3 of their bodies showing fade in (0.5 seconds), equally spaced across the screen. Each are showing neutral body language. Text fades in and out above the characters timed with VO. "Relaxed" "Arms at Side" "Straight Back" "Relaxed Shoulders" "Facing the Speaker" Timed with VO, "Even when we feel big emotions, it's important..." the three characters fade out (0.5 seconds) and another character fades in (0.5 seconds), centered on screen. He should be in a pose that shows that he is upset. As VO says, "we are in control of our own behavior," the character fades (0.5 sec) into a different state where he is showing neutral body language. As VO nears the end, "It is a sign of maturity and strength..." fade out and into an image of people meeting together showing positive body language. Custom "Continue" button and directions fade in as the timeline nears completion.

				[Triggers] Continue button takes the learner to the next slide.

Slide: 4.2b

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Standard built in box with a red X in a circle at the top and the word, "Incorrect," under it. Continue button at the bottom of the box.		[Title] Try again. Try again. Look at the person's facial expression and arms to help you distinguish their emotional state. [Button] Continue	None	Built in "Continue button"

Slide: 4.3 / 5 Step Approach to Difficult Conversations

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Description of visuals] Flow chart image of the five steps of a difficult conversation on left of screen (created in Canva) takes up approximately ¼ of the slide. About 1/3 of the way from the left side of the slide, a slider		[Title] 5 Step Approach to Difficult Conversations [State 1: Directions] Drag the conversation icon along the slider to explore the five steps to successfully navigating difficult conversations. [State 2: Step 1] Step 1: Prepare	Starting a difficult conversation can be daunting, and lead to avoidance. But, with a plan in mind, it can be much easier to enter into the discussion and address the hard-to-talk-about topics.	[Type of interaction] This is a slider interaction. The learner will drag the conversation icon along the vertical slider to visit the other layers. Each layer is audio only. The text is NOT included in the layers. [Player navigation buttons] Next button is hidden until all layers have been visited.

will be oriented vertically with six stops. [Layout of slide] Off white background Title in maroon in top left of screen Timed with VO, each step will be circled and highlighted in yellow as it is mentioned. A text box will take up a large portion of the screen to the right of the slider. The text box will start with directions and then undergo state changes to display the remainder of the text for each step. Directions 2 will fade in at the bottom right when all layers have been visited.		Write down your ideas and thoughts. Consider your goal. What is the best case scenario for you? For the other person? For the organization? For our clients? Can you challenge any facts, assumptions, and events that have led you to your perceptions? Be curious about the other person's feelings, perspective, experiences, and thoughts. Choose a neutral time and place to meet with the other person. [State 3: Step 2] Step 2: Clarify the purpose Listen carefully with a sense of curiosity and an open mind. Communicate assumptions and perceptions. Focus on the experience you are having. Assess the situation. Remain in control of your emotional behavior. [State 4: Step 3] Step 3: Establish Common Goals Brainstorm possible solutions. Accept the need for compromise. Determine the barriers to the common goal. [State 5: Step 4] Step 4: Create a Resolution Plan Choose a fair solution. Determine the responsibilities of each party. Decide on a timeline. [State 6: Step 5] Step 5: Reflect Do you feel proud of how you managed the conversation? Do you feel differently now about the person or the problem?	The five steps in having a difficult conversation are: 1) Prepare 2) Clarify 3) Establish a common goal 4) Decide on a resolution plan, and 5) Reflect Drag the conversation icon along the slider to explore these steps in more depth.	[Animations] Text and graphics fade in (0.75 seconds) and remain on slide. A transparent shape covers each circle of the graphic with a state change that allows a highlight of the step to appear timed with VO. Each wheel animation (1.5 seconds) will appear when the VO says that steps and then return to a normal state as the VO moves to mention the next step. Directions 2 fades onto the screen when all layers have been visited. [Triggers] Each step on the slider will create a state change for the text box on screen as well as trigger the audio only layers. [State changes] The text box has state changes that are tied to the movement of the slider. The state change shows the text associated with each step. Note the state changes (above in animations section) that allow the wheel animation / highlight to occur. [Navigation restrictions / Learner use restrictions] The learner is restricted from dragging the slider until the timeline has finished for this base layer.

		What do you wish you had done differently? Did you meet the goals you had for the conversation? [Directions 2] Select the "Next" button when you are ready to proceed.		

Slide: 4.3a				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Base layer is visible, this is an audio only layer.		None - this is an audio-only layer.	Step 1: Prepare Write down your ideas and thoughts. Consider your goal. What is the best case scenario for you? For the other person? For the organization? For our clients? Can you challenge any facts, assumptions, and events that have led you to your perceptions? Be curious about the other person's feelings, perspective, experiences, and thoughts. Choose a neutral time and place to meet with the other person.	Learner is restricted from dragging the slider until the audio has completed. Learner can then drag the slider to the next stop and trigger the audio only layer and the state change for the text box. The next button will appear when all layers have been visited.

Slide: 4.3b				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Base layer is visible, this is an audio only layer.		None - this is an audio-only layer.	Step 2: Clarify the purpose Listen carefully with a sense of curiosity and an open mind.	Learner is restricted from dragging the slider until the audio has completed. Learner can then drag the slider to the next stop and

| | | | Communicate assumptions and perceptions. Focus on the experience you are having. Assess the situation. Remain in control of your emotional behavior. | trigger the audio only layer and the state change for the text box.

The next button will appear when all layers have been visited. |

Slide: 4.3c

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer is visible, this is an audio only layer.		None - this is an audio-only layer.	Step 3: Establish Common Goals Brainstorm possible solutions. Accept the need for compromise. Determine the barriers to the common goal.	Learner is restricted from dragging the slider until the audio has completed. Learner can then drag the slider to the next stop and trigger the audio only layer and the state change for the text box. The next button will appear when all layers have been visited.

Slide: 4.3d

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer is visible, this is an audio only layer.		None - this is an audio-only layer.	Step 4: Create a Resolution Plan Choose a fair solution. Determine the responsibilities of each party. Decide on a timeline.	Learner is restricted from dragging the slider until the audio has completed. Learner can then drag the slider to the next stop and trigger the audio only layer and the state change for the text box. The next button will appear when all layers have

				been visited.

Slide: 4.3e				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Base layer is visible, this is an audio only layer.		None - this is an audio-only layer.	Step 5: Reflect Do you feel proud of how you managed the conversation? Do you feel differently now about the person or the problem? What do you wish you had done differently? Did you meet the goals you had for the conversation?	Learner is restricted from dragging the slider until the audio has completed. Learner can then drag the slider to the next stop and trigger the audio only layer and the state change for the text box. The next button will appear when all layers have been visited.

Slide: 4.4 / What to Do When You're in the Wrong				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Title in a translucent offwhite rectangle at the top left of the screen [Description of visuals] The slide is divided vertically into six rectangles with different images that represent each section within each rectangle. A transparent rectangle over the six images will act as a button to go to each layer. The six sections are: Take Responsibility (hands holding a key)		[Title] When You Are in the Wrong [Layer Titles] Take Responsibility Listen Apologize Be Kind Repair Acknowledge Growth ["Layer" State Changes]	Everyone has the right to be wrong and to make mistakes. Mistakes are part of being human, but not one we generally like. So, when we realize that we're in the wrong, it's important to do what we can to make it right so that we can move on.	[Type of interaction] This is a click to reveal interaction. Learners click on a transparent rectangle that covers one of the six images to go to the associated layer. [Player navigation buttons] Next button is hidden until all layers have been visited. [Animations] Images and text fade in (0.75 seconds).

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Listen (person with hand to ear, showing listening) Apologize (sticky notes with "I am sorry" written on them) Be Kind (hands all together) Repair (a person repairing a small item) Acknowledge Growth (a plant growing) Each rectangle is outlined in maroon. At the bottom of each rectangle is a translucent indigo rectangle with the title of the layer (above) in it in off-white. Each rectangle has the normal state that it begins in (transparent), a hover state (translucent maroon), and a visited state where a text box appears with the bullets associated with the audio for that layer. Small rounded rectangle appears in the center of the image rectangle with text in it. Text is indigo with bold and maroon highlights for key words. This text box should remain on screen after audio is complete (Do this with a state change). Directions will appear on bottom of screen and fade on when all layers have been visited.		[Take Responsibility Bullets] - Take responsibility - Explain - Acknowledge consequences [Listen Bullets] - Listen without defensiveness - Work to understand [Apologize Bullets] - Say that you're genuinely sorry - Identify the specific action [Be Kind Bullets] - Be fair - Be kind to yourself [Repair Bullets] - Actions to repair - Acknowledge that not all may be able to be repaired [Acknowledge Growth Bullets] - Identify what you have learned - Describe how you will behave differently in the future [Directions] Select "Next" when you are ready to go on.	Select each photo to learn more about effective apologies.	Directions will appear on bottom of screen and fade on when all layers have been visited. [State changes] Each rectangle has a hover state that is a translucent maroon shape. They also have a visited state that has the text associated with the layers on it. Layers are audio only. The text that appears with each layer is actually a state change of the transparent rectangle so that it will remain on the screen as the learner proceeds through the layers. [Navigation restrictions / Learner use restrictions] Transparent shape covers the buttons until the audio is complete. Learners should be able to click on any rectangle in any order. Restrict audio from playing twice.

Slide: 4.4a				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer visible Audio only on layer.		None - this is an audio-only layer.	Take responsibility Explain, but don't make excuses Acknowledge that the mistake had consequences, if it did	Audio only. Layer should automatically close when audio has finished. Next button appears when all layers have been visited.

Slide: 4.4b				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Base layer visible Audio only on layer.		None - this is an audio-only layer.	Listen without defensiveness Work to understand what the speaker shares	Audio only. Layer should automatically close when audio has finished. Next button appears when all layers have been visited.

Slide: 4.4c				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Base layer visible Audio only on layer.		None - this is an audio-only layer.	Apologize sincerely by using the words, "I am sorry" and name the specific action or behavior that caused harm Do not apologize by saying "I'm sorry if you were offended." Consider the reasons why someone was upset and apologize for the role you played. Acknowledging our behavior shows that we are taking responsibility for our actions and not blaming the other person.	Audio only. Layer should automatically close when audio has finished. Next button appears when all layers have been visited.

Slide: 4.4d				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**

Base layer visible		None - this is an audio-only layer.	Be fair to the other person. Acknowledge their humanity and try to see their perspective. Similarly, be kind to yourself. By apologizing, we show maturity and grace.	Audio only. Layer should automatically close when audio has finished.
Audio only on layer.				Next button appears when all layers have been visited.

Slide: 4.4e				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Base layer visible		None - this is an audio-only layer.	Tell the other person what you are doing to fix the mistake	Audio only. Layer should automatically close when audio has finished.
Audio only on layer.			Acknowledge that some aspects may not be able to be repaired	Next button appears when all layers have been visited.

Slide: 4.4f				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Base layer visible		None - this is an audio-only layer.	Acknowledge growth. What have you learned about yourself and how you will behave differently in the future	Audio only. Layer should automatically close when audio has finished.
Audio only on layer.				Next button appears when all layers have been visited.

Slide: 4.5 / Knowledge Check 3				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**

Same visual display as KC1 The background will be taken up entirely with the photo of tug of war. It will be covered with a translucent off-white rectangle, outlined in maroon, so that only the edges of the photo show around the slide. Title centered on top of page in maroon. Question left aligned in light blue in larger letters than answers. This is a matching KC.		[Title] Knowledge Check 3 Learning Objective 4: Summarize effective thinking and communication strategies to use in the workplace [Question] Match the body language on the left with the message that it sends to others on the right. [Choices] Facing the speaker [interest and engagement] Arms by your sides [neutral emotional state] Scowling [Hostility] Leaning backward, looking at phone [disinterest] [Matches] Interest and engagement Neutral emotional state Hostility Disinterest [Directions] Select the checkmark at the bottom right to submit your answer.	Let's check your understanding with one more practice question. Match the body language on the left with the message that it sends to others on the right. Select the checkmark at the bottom right to submit your answer.	[Type of interaction] This is a matching graded question. Learner will drag the objects on the right to match with the objects on the left. [Form View settings] Feedback by question No results slide Score by question 2 attempts [Player navigation buttons] Learner will click the submit checkmark in the player navigation when complete which will take them to the success/failure/try again layers. [Animations] No animations

Slide: 4.5a

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
A red X with a circle around it, with the word "Incorrect" below it. Built in pop up square with text telling the learner that it is not correct and they should try again.		That is incorrect. Please try again. [Button] Try Again	None	Click the Try Again button to retake the quiz.

Built in "Try Again" button				

Slide: 4.5b

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
A collage of body language picture takes up the entire background. Two translucent rectangles are centered on the screen. The top rectangle has a red circle with a white X in it with the word "Incorrect" next to it. Under that is a translucent white rectangle with the feedback in it. A custom "Continue" button will be at the bottom right of the screen.		Incorrect You did not select the correct response. To project neutral emotions, keep your arms by your sides with an open posture. To show engagement and interest, lean forward, make eye contact and face the speaker. [Button] Continue	None	Click the continue button to proceed.

Slide: 4.5c

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
A collage of body language picture takes up the entire background. Two translucent rectangles are centered on the screen. The top rectangle has a green success check mark with a circle around it with the word "Correct" next to it. Under that is a translucent white rectangle with the feedback in it.		Correct! That's right! To project neutral emotions, keep your arms by your sides with an open posture. To show engagement and interest, lean forward, make eye contact, and face the speaker. [Button] Continue	None	Click the continue button to proceed.

A custom "Continue" button will be at the bottom right of the screen.				

Scene 5: Summary

Slide: 5.1 / Summary

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Same look at Slide 1.3, Learning Objectives. [Layout of slide] Title will be centered in the slide in large maroon font. The subtitle will be in light blue, left aligned. Background will be off white. The text will come in timed with the VO and fade off so that each LO is highlighted when narration is happening and then disappears.		[Title] Summary [Subtitle] In this course, you learned: 1) Having difficult conversations is beneficial because it provides clarity, creates a positive environment, promotes creative problem solving, and growth. 2) Workplace conflict can be caused by personality conflicts, workplace structure, or communication failures which can be amplified by differences in identity. 3) Workplace misconduct is inappropriate behavior that impacts the environment, colleagues, or individual work and is distinct from conflict which is a breakdown of communication. 4) Effective thinking and communication strategies include framing conflict positively, using neutral non-verbal body language, active listening strategies, the five step communication system, and taking responsibility when in the wrong. Select "Next" to continue.	In this course, you learned: 1) Having difficult conversations is beneficial because it provides clarity, creates a positive environment, promotes creative problem solving, and growth. 2) Workplace conflict can be caused by personality conflicts, workplace structure, or communication failures which can be amplified by differences in identity. 3) Workplace misconduct is inappropriate behavior that impacts the environment, colleagues, or individual work and is distinct from conflict which is a breakdown of communication. 4) Effective thinking and communication strategies include understanding our natural conflict response, framing conflict constructively, using active listening and neutral non-verbal body language, implementing the five step conflict resolution plan, and taking responsibility when in the wrong. Select "Next" to continue.	[Type of interaction] This is a view-only slide. [Player navigation buttons] Next button is hidden until the end of timeline. [Animations] Text will fade in (0.75 seconds) timed with VO and then fade off screen, so that the next LO can fade on screen.

Scene 6: Quiz & Results

Slide: 6.1 / Quiz				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
The two color callouts from the welcome page are on the top left of the screen with the title "Quiz" in off-white in the center of the callouts. The background of the slide shows an office environment with two people talking to one another. Directions are in an off-white box, written in indigo, with an indigo outline at the top right-center of the screen, above the heads of the people talking in the image. Custom "Start Quiz" button with an off-white background, rounded edges, indigo text, and maroon outline.		[Title] Quiz [Directions] You have reached the end of the course. Now, it is time to show what you learned. This quiz contains six questions. You must achieve a score of five out of six (83%) in order to pass. Select the Start Quiz button when you are ready to begin.	You have reached the end of the course. Now, it is time to show what you learned. This quiz contains six questions. You must achieve a score of five out of six (83%) in order to pass. You will have as many attempts as needed to pass the quiz. Select the Start Quiz button when you are ready to begin.	[Type of interaction] This is a view-only introduction slide. [Player navigation buttons] Player navigation buttons will be hidden on this slide. A custom button will act as a trigger to take the learner to the first quiz question, 3.2. [Animations] Text, images, and buttons will fade in. [Order / timeline] All assets will appear on the screen at the start of the timeline.

Slide: 6.2 [Hidden from menu]				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Indigo banner with Title (Quiz Question 1) written in white (or off-white) on top left		[Title] Quiz Question 1 (Learning Objective 1) [Question] Adrian and Olivia are two individuals on the same design team.	Which of the following would be an important reason to engage in a	[Type of interaction] This is a graded multiple choice quiz question, linked to the results slide. Learner will select an answer and then click the submit button.

Quiz question written in larger font, similar to the KC in light blue. The background will be taken up entirely with the photo of tug of war. It will be covered with a translucent off-white rectangle, outlined in maroon, so that only the edges of the photo show around the slide. Indigo banner with Title (Quiz Question 1) written in white (or off-white) on top left Quiz question written in larger font, similar to the KC in light blue. At the bottom of the page will be a translucent maroon rectangle with an icon of a speaker and sound coming from it on the left of the rectangle and the text "Play question audio" on the right of it. It will act as a trigger to play the narration when clicked.		Olivia feels that Adrian has been encroaching on her role with the client on a project. Which of the following could be benefits that follow after Olivia discusses the situation with Adrian? Select four choices. [Answers] - **Growth for both members of the team [Correct]** - **Greater clarity about the roles and responsibilities of each team member [Correct]** - **A more positive environment stemming from improved trust and respect between Adrian and Olivia [correct]** - **Enhanced creative problem solving on the project [Correct]** - Increased conflict on the team - Complete agreement moving forward - An instant solution to their challenge [Directions] Select the checkmark at the bottom right to submit your answer. [Button] Play question audio	difficult conversation with a colleague? Select the checkmark at the bottom right to submit your answer.	[Form View settings] No feedback Shuffle answers Linked to results slide, 3.8 Score by question 1 attempt [Player navigation buttons] Submit button will take the learner to the next quiz question. [Triggers] Play question audio button will play the audio for the question. Play media "Audio 1" when user clicks Play button.

Slide: 6.2a

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer shows Rounded rectangle in off white with maroon outline and indigo text gives		Engaging in open communication about difficult topics leads to increased clarity, which is the foundation of teamwork, a positive environment where perspectives and experience are valued, enhanced creative problem solving,	None	[Type of interaction] This is a passive viewing review slide layer. Disable the audio from playing twice.

learner feedback.		and growth.		

Slide: 6.3 [Hidden from menu]

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Indigo banner with Title (Quiz Question 1) written in white (or off-white) on top left Quiz question written in larger font, similar to the KC in light blue. The background will be taken up entirely with the photo of tug of war. It will be covered with a translucent off-white rectangle, outlined in maroon, so that only the edges of the photo show around the slide. Indigo banner with Title (Quiz Question 1) written in white (or off-white) on top left Quiz question written in larger font, similar to the KC in light blue. At the bottom of the page will be a translucent maroon rectangle with an icon of a speaker and sound coming from it on the left of the rectangle and the text "Play question audio" on the right of it. It will act as a trigger to play the narration when clicked.		[Title] Quiz Question 2 (Learning Objective 4) [Question] Is the following statement True or False? When you are in the wrong, it is usually beneficial to ignore the problem until the other person forgets about it. [Answers] - True - **False [Correct]** [Directions] Select the checkmark at the bottom right to submit your answer. [Button] Play question audio	Is the following statement True or False? When you are in the wrong, it is usually beneficial to ignore the problem until the other person forgets about it. Select the checkmark at the bottom right to submit your answer.	[Type of interaction] This is a graded multiple choice quiz question, linked to the results slide. Learner will select an answer and then click the submit button. [Form View settings] No feedback Shuffle answers Linked to results slide, 3.8 Score by question 1 attempt [Player navigation buttons] Submit button will take the learner to the next quiz question. [Triggers] Play question audio button will play the audio for the question. Play media "Audio 1" when user clicks Play button.

Slide: 6.3a					
Visual Display	**Images**	**Slide Text**		**Narration / Voice Over**	**Animation / Interaction**
Base layer shows Rounded rectangle in off white with maroon outline and indigo text gives learner feedback.		Although it can be awkward or uncomfortable, when we approach other people with courage and respect, it allows growth. Apologizing and working to right the wrong are important for the relationship to move forward with trust.		None	[Type of interaction] This is a passive viewing review slide layer. Disable the audio from playing twice.

Slide: 6.4 [Hidden from menu]				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Indigo banner with Title (Quiz Question 1) written in white (or off-white) on top left Quiz question written in larger font, similar to the KC in light blue. The background will be taken up entirely with the photo of tug of war. It will be covered with a translucent off-white rectangle, outlined in maroon, so that only the edges of the photo show around the slide. Indigo banner with Title (Quiz Question 1) written in white (or off-white) on top left Quiz question written in larger font, similar to the KC in light blue. At the bottom of the page will be a translucent maroon		[Title] Quiz Question 3 (Learning Objective 4) [Question] Which of the following characterize non-verbal body language that demonstrates active listening? Select as many as are true. [Answers] - Interrupting to ask questions - **Eye Contact [Correct]** - Arms crossed across the chest - **Facing the person speaking [Correct]** [Directions] Select the checkmark at the bottom right to submit your answer.	Which of the following characterize body language showing active listening? Check as many as are true. Select the checkmark at the bottom right to submit your answer.	[Type of interaction] This is a graded multiple choice quiz question, linked to the results slide. Learner will select an answer and then click the submit button. [Form View settings] No feedback Shuffle answers Linked to results slide, 3.8 Score by question 1 attempt [Player navigation buttons] Submit button will take the learner to the next quiz question. [Triggers] Play question audio button will play the audio for the question.

| rectangle with an icon of a speaker and sound coming from it on the left of the rectangle and the text "Play question audio" on the right of it. It will act as a trigger to play the narration when clicked. | | [Button]
Play question audio | | Play media "Audio 1" when the user clicks the Play button. |

Slide: 6.4a				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Base layer shows Rounded rectangle in off white with maroon outline and indigo text gives learner feedback.		While asking questions for clarification is important, it is important to let the speaker speak without interruption. Eye contact and facing the speaker with open body language is important to show that you are an active listener.	None	[Type of interaction] This is a passive viewing review slide layer. Disable the audio from playing twice.

Slide: 6.5 [Hidden from menu]				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Indigo banner with Title (Quiz Question 1) written in white (or off-white) on top left Quiz question written in larger font, similar to the KC in light blue. The background will be taken up entirely with the photo of tug of war. It will be covered with a translucent off-white rectangle, outlined in maroon, so that only the edges of the photo show around the slide. Indigo banner with Title (Quiz Question 1)		[Title] Quiz Question 4 (Learning Objective 4) [Question] On the left are the five steps to successfully navigating a difficult conversation with a coworker. On the right is a flow chart that shows the order of these steps. Drag the label on the left to the correct location on the right. [Drop down menus for answers.] [Answers]	On the left are the five steps to successfully navigating a difficult conversation with a coworker. On the right is a flow chart that shows the order of these steps. Drag the label on the left to the correct location	[Type of interaction] This is a graded free form drag and drop interaction, linked to the results slide. Learner will drag the labels onto their correct location on the flow chart. [Form View settings] No feedback Linked to results slide, 3.8 Score by question 1 attempt [Player navigation buttons]

written in white (or off-white) on top left Quiz question written in larger font, similar to the KC in light blue. This will take up the left ⅔ of the screen under the banner and to the left of the flow chart. At the bottom of the page will be a translucent maroon rectangle with an icon of a speaker and sound coming from it on the left of the rectangle and the text "Play question audio" on the right of it. It will act as a trigger to play the narration when clicked. On the right of the screen will be an unlabeled flow chart, similar to that in slide 4.3. This will take up nearly the entire vertical height of the slide. Between the question and the directions and audio button are five rectangles labeled with the words, "Clarify Purpose," "Prepared," "Resolution Plan," "Common Goals," and "Reflect." These will be drag items for the flow chart.		- Preparation - Clarifying the purpose of the meeting - Identifying common goals - Creating a resolution plan -Reflecting on the conversation [Directions] Select the checkmark at the bottom right to submit your answer. [Button] Play question audio	on the right. Select the checkmark at the bottom right to submit your answer.	Submit button will take the learner to the next quiz question. [Triggers] Play question audio button will play the audio for the question. Play media "Audio 1" when the user clicks the Play button. Put a transparent circle over each of the numbered circles on the flowchart that acts as a drop location for the drag and drop.

Slide: 6.5a

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Base layer shows Rounded rectangle in off white with maroon outline and indigo text gives learner feedback.		The five steps of navigating difficult conversations are: preparation, clarifying the purpose of the meeting, identifying common goals, creating a resolution plan, and reflection.	None	[Type of interaction] This is a passive viewing review slide layer. Disable the audio from playing twice.

Slide: 6.6 [Hidden from menu]

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Indigo banner with Title (Quiz Question 1) written in white (or off-white) on top left Quiz question written in larger font, similar to the KC in light blue. The background will be taken up entirely with the photo of tug of war. It will be covered with a translucent off-white rectangle, outlined in maroon, so that only the edges of the photo show around the slide. Indigo banner with Title (Quiz Question 1) written in white (or off-white) on top left Quiz question written in larger font, similar to the KC in light blue. At the bottom of the page will be a translucent maroon rectangle with an icon of a speaker and sound coming from it on the left of the rectangle and the text "Play question audio" on the right of it. It will act as a trigger to play the narration when clicked.		[Title] Quiz Question 5 (Learning Objective 2) [Question] Caroline and Marcos are from different departments that have recently merged. Caroline is responsible for sending Marcos her finished work so that he can take the next step in the project. However, she was late giving him the last four projects which has caused tension and delays for the team. She does high quality work but does not seem hurried by the deadlines. Which of the following could be underlying causes of this conflict? Select four choices. [Answers] - Lack of appreciation -**Differences in values or beliefs regarding time [correct]** - **Lack of clearly defined expectations [correct]** - **Differences in work styles [correct]** - **Organizational change or restructuring [correct]** - Lack of interest in her work - Lack of honesty [Directions] Select the checkmark at the bottom right to submit your answer.	Caroline and Marcos are from different departments that have recently merged. Caroline is responsible for sending Marcos her finished work so that he can take the next step in the project. However, she was late giving him the last four projects which has caused tension and delays for the team. She does high quality work but does not seem hurried by the deadlines. Which of the following could be underlying causes of this conflict? Select four choices. Select the checkmark at the bottom right to submit your answer.	[Type of interaction] This is a graded multiple choice quiz question, linked to the results slide. Learner will select an answer and then click the submit button. [Form View settings] No feedback Shuffle answers Linked to results slide, 3.8 Score by question 1 attempt [Player navigation buttons] Submit button will take the learner to the next quiz question. [Triggers] Play question audio button will play the audio for the question. Play media "Audio 1" when user clicks Play button.

		[Button] Play question audio		

Slide: 6.6a				
Visual Display	**Images**	**Slide Text**	**Narration /VO**	**Animation / Interaction**
Base layer shows Rounded rectangle in off white with maroon outline and indigo text gives learner feedback.		Conflicts can be caused by many things, and can be amplified by differences in identity. In this situation, differences in work styles and values and beliefs regarding time, organizational change, and a lack of clearly defined expectations likely contribute to the conflict.	None	[Type of interaction] This is a passive viewing review slide layer. Disable the audio from playing twice.

Slide: 6.7 [Hidden from menu]				
Visual Display	**Images**	**Slide Text**	**Narration / Voice Over**	**Animation / Interaction**
Indigo banner with Title (Quiz Question 1) written in white (or off-white) on top left Quiz question written in larger font, similar to the KC in light blue. The background will be taken up entirely with the photo of tug of war. It will be covered with a translucent off-white rectangle, outlined in maroon, so that only the edges of the photo show around the slide. Indigo banner with Title (Quiz Question 1) written in white (or off-white) on top left Quiz question written in larger font, similar to the KC in		[Title] Quiz Question 6 (Learning Objective 3) [Question] What is the definition of workplace misconduct? [Answers] - Any conflict between two colleagues - **Behavior that impacts the environment, colleagues, or an individual's work [Correct]** - Acceptable under certain circumstances - Behavior that increases productivity in the workplace	What is the definition of workplace misconduct? Select the checkmark at the bottom right to submit your answer.	[Type of interaction] This is a graded multiple choice quiz question, linked to the results slide. Learner will select an answer and then click the submit button. [Form View settings] No feedback Shuffle answers Linked to results slide, 3.8 Score by question 1 attempt [Player navigation buttons] Submit button will take the learner to the next quiz question.

| light blue.

At the bottom of the page will be a translucent maroon rectangle with an icon of a speaker and sound coming from it on the left of the rectangle and the text "Play question audio" on the right of it. It will act as a trigger to play the narration when clicked. | | [Directions] Select the checkmark at the bottom right to submit your answer.

[Button] Play question audio | | Play question audio button will play the audio for the question. Play media "Audio 1" when user clicks Play button. |

Slide: 6.7a

Visual Display	Images	Slide Text	Narration /VO	Animation / Interaction
Base layer shows

Rounded rectangle in off white with maroon outline and indigo text gives learner feedback. | | Misconduct is any behavior that impacts the environment, colleagues, or an individual's work and is not tolerated for any reason at Impact Solutions. Conflicts are a normal part of working with others; misconduct is not. If you are affected by workplace misconduct, inform your supervisor immediately. | None | [Type of interaction] This is a passive viewing review slide layer.

Disable the audio from playing twice. |

Slide: 6.8 Results [Hidden from menu]

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Results slide

Gives score in percent only and shows the percent needed to pass.

Custom buttons to "Review Quiz," or "Continue." Player navigation buttons are disabled. | | [Title] Results | None | Player navigation buttons are disabled.

Learner will not actually see this base layer - they will proceed to 3.8a if they achieved 80% or higher on the quiz and 3.8b if they scored lower than 80%. |

Slide: 6.8a

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Green success check mark next to "Congratulations, you passed!" White background Gives score in percent only and shows the percent needed to pass. Custom buttons to "Review Quiz," or "Continue." Player navigation buttons are disabled.		Congratulations, you passed! Your score: __% Passing score: 80% [Buttons] Review Quiz Continue	Congratulations, you have passed the quiz. Your score is shown on the screen. Select the "Review Quiz" button to review the quiz, or the "Continue" button to go on.	Player navigation buttons are disabled. Custom buttons will take learners to the appropriate slide: - Review Quiz button brings them to the review layers of the quiz questions. - Continue button brings them to slide 4.1

Slide: 6.8b

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
[Buttons] Custom "Review Quiz" and "Retry Quiz" buttons White background White X in a red circle indicating that the learner did not pass. Gives score in percent only and shows the percent needed to pass.		Sorry, you didn't pass. Please try again by clicking the "Retry Quiz" button. You can also click "Review Quiz" to have the questions explained before you begin. Your score: __% Passing score: 80% [Buttons]	Sorry, you didn't pass. Please try again by selecting the "Retry Quiz" button. You can also select "Review Quiz" to have the questions explained before you begin.	Player navigation buttons are disabled. Custom buttons will take learners to the appropriate slide: - Review Quiz button brings them to the review layers of the quiz questions. - Retake quiz button resets the quiz scores and returns them to 3.2.

		Review Quiz Retry Quiz		

Slide: 7.1 / Congratulations

Visual Display	Images	Slide Text	Narration / Voice Over	Animation / Interaction
Same picture as the first picture on the welcome slide but taken from a different angle of two people meeting takes up the entire slide. Title is copied and pasted from first slide; off-white text on two theme colored call-out bubbles is between the two speakers. Above the course title, there is an off-white text box with "Congratulations! You have completed:" in theme colors.		Congratulations! You have completed: Navigating Difficult Conversations in the Workplace [button] Exit Course	Congratulations! You have completed the course, "Navigating Difficult Conversations in the Workplace." Over the next week, make a plan to talk with someone in your workplace about a conflict you've had. In the next module , you'll have an opportunity to practice these conversations before taking on your own. Select the "Exit Course" button to submit your completion information.	Custom button to exit course, player navigation buttons disabled. Images and text fade in (0.75 seconds) and remain on screen.