

Module Title: A Manager's Guide to Providing Effective Feedback

Target Audience: Assistant Managers at Top Shelf Books that have various levels of experience in their role. The Assistant Managers have been in their role anywhere from 3-8 months. Three of the learners have 3-6 months of experience being an Assistant Manager at other retail stores. Two of the learners have no prior experience being an Assistant Manager and this is their first time being in an Assistant Manager role. Two men (One is African American and one is Hispanic). Three women (One is African American, one is White, and one is Hispanic). Their ages range from 26-35.

Learning Objectives:

Terminal LOs:

1. Implement active listening skills during 1:1s with employees
2. Use the Situation, Behavior, and Impact method when providing feedback to employees
3. Provide ongoing support to employees

Enabling LOs:

1. Explain active listening techniques
2. Understand the Situation, Behavior, and Impact method
3. Understand how to provide ongoing support to employees

Seat Time: 15 Minutes

Outline:

- Welcome / Navigation
- Workplace Scenario
- Pre-Assessment
- Learning Objectives
- Components of Active Listening
- Knowledge Check
- Situation, Behavior, and Impact Method
- Ongoing Feedback Support/Cadence
- Summary
- Assessment
- Congratulations

Font:

- Montserrat (body and headings)
- Font Size: Headings (24). Subtitles (20 Bolded). Body (16)

Color Palette: 

Directions:

Please review all fields. To leave feedback, please add a comment or track suggestion within the document text. Please ensure that your comments provide actionable feedback that can be implemented, aiming to ensure that the module is comprehensive and accurate.

Ex: Instead of writing, “This is confusing,” please write, “This would be clearer if it said: _____,” (and suggest language that works better).

Please complete the review within the next 7 business days.

Global Comments:

- Slide dimensions are 16:9 ratio with slide size (960x540)
- All slides and layers will show a top and bottom border using the color palette above; slide title is in the top border
- Use Modern Player in Storyline
- Use custom color scheme for shapes throughout; white font on colored background
- Text in [brackets] should not appear on the slide [or be recorded in voiceover (VO)]
- Seekbar is visible and controllable for learner on all slides and layers; Menu is “free” in the Player properties; option to adjust playback speed is available on all slides
- Slide numbers with letters (ex: 1.7a) indicate layers for corresponding slide number

Slide: 1.1 - Menu Title: <i>Welcome</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
No top/bottom border Background image: Photographic image of a bookstore Course title set in semitransparent pentagon shape overlaying the background image Custom Start and Navigation buttons	[Slide Title] A Manager's Guide to Providing Effective Feedback [Buttons] Start Navigation	Welcome to A Manager's Guide to Providing Effective Feedback eLearning course. In this course, you will learn how to provide effective feedback to your employees and how to support those employees in the workplace. If you are familiar with the course navigation player, click the Start button to begin. If you would like some guidance with navigating the course, click the Navigation button. When you're ready, let's get started.	The course title set in the transparent shape will fly in from the left at the start of the slide. The Start and Navigation buttons will fade in timed with the VO reference. The Start button will jump to slide 1.3. The Navigation button will jump to the next slide (slide 1.2)

Slide: 1.2 - Menu Title: <i>Navigation</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Player shows Menu on the left Background image: Photographic image of someone typing on a computer; centered on slide Icons are placed above each player feature	[Slide Title] Navigation	Please take a moment to review the course player so you feel comfortable navigating through the course. If you know your way around, you may proceed to the next slide. If you'd like to go backward or forward in the course, click the previous or next buttons. View the course in full screen mode by clicking the square icon. To adjust the volume, click the volume	Icons will fade in timed with their reference in the audio. A caption bubble with a 1 sentence description of each player feature appears when the learner hovers over each icon.

		icon. Click the replay button to see the entire slide again or adjust the seekbar at any time to review a portion of the slide. You can also pause the player. Click the same button again to resume play. Revisit a slide by using the menu on the left. Click the next button now to begin the course.	
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Slide: 1.3 - Menu Title: <i>Workplace Scenario</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Background Image: Same bookstore image as the Welcome slide This slide begins with an avatar of Sarah (Manager) on the left side of the slide and Aliyah (employee) on the right side of the slide facing each other in the center of the slide. Caption bubbles (speech bubbles) track their conversation on screen. As Sarah and Aliyah converse, the caption shape will remain between them. Sarah's avatar has 3 poses: Neutral, Talking, and Reacting Positively Aliyah's avatar has 3 poses: Neutral, Reacting Positively, and Listening Negatively	[Slide Title] Workplace Scenario [Sarah Caption] <i>[Aliyah's avatar is named Taylor in this course]</i> Hi Taylor. Can we chat for a moment? [Taylor Caption] Of course, Sarah. What's up? [Sarah Caption] I've noticed that there have been a few instances where tasks aren't getting completed on time. I wanted to talk to you about it because I know you're involved in these specific areas. [Taylor Caption] Oh, I wasn't aware. Can you give me some examples? [Sarah Caption]	[Sarah] [1] Hi Taylor. Can we chat for a moment? [Taylor] [2] Of course, Sarah. What's up? [Sarah] [3] I've noticed that there have been a few instances where tasks aren't getting completed on time. [4] I wanted to talk to you about it because I know you're involved in these specific areas. [Taylor] [5] Oh, I wasn't aware. Can you give me some examples? [Sarah] [6] I don't have any examples at the moment. [7] But if you could just be more mindful about completing your assigned tasks on time, that will be helpful.	The thought and caption text will be displayed on the slide timed with the VO audio. Caption bubbles track their conversation, with slide text fading in and out on the timeline, timed with the VO. Sarah changes from neutral to talking timed with her second speech bubble. Sarah changes from talking to reacting positively timed with her last speech bubble. Aliyah changes from neutral to reacting positively timed with her first speech bubble. Aliyah changes from reacting positively to listening negatively timed with her second speech bubble. Aliyah changes from listening negatively to neutral timed with her third speech bubble and remains this way for the rest of

	I don't have any examples at the moment. But if you could just be more mindful about completing your assigned tasks on time, that will be helpful. [Taylor Caption] Okay. I'll try to work on that. It's just hard to balance everything, especially during the evening when we get a rush of customers. [Sarah Caption] The evenings are typically our busiest time of the day. Just make sure you're completing your tasks before the evening rush begins. [Taylor Caption] Okay. I'll try to do better. [Sarah Caption] Thanks, Taylor.	[Taylor] [8] Okay. I'll try to work on that. [9] It's just hard to balance everything, especially during the evening when we get a rush of customers. [Sarah] [10] The evenings are typically our busiest time of the day. [11] Just make sure you're completing your tasks before the evening rush begins. [Taylor] [12] Okay. I'll try to do better. [Sarah] [13] Thanks, Taylor.	the slide. The slide auto advances to the next slide when the timeline ends. The Next button will be hidden on this slide.
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Slide: 1.4 - Menu Title: <i>Pre-Assessment [Hidden from Menu]</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Large rectangle is centered on the slide and holds the pre-assessment question, directions, and answer choices. The slide background is white. The rectangle should use palette	[Slide Title] Pre-Assessment [Pre-Assessment Question] What should Sarah have done differently?	[Narrator] Think about Sarah's approach to providing feedback to Taylor. What should Taylor have done differently for the conversation to have been more effective?	Rectangle with pre-assessment question, directions, and answer choices. Learners are restricted from clicking on the answer choices

colors. The answer choices appear below the question in rectangles with solid fill behind them and are aligned left to right.	[Directions] Select the answer that you think is best. [Left Answer Choice - Correct] Had specific examples of instances when Taylor had not completed her tasks so Taylor would be aware of how she can improve. [Middle Answer Choice - Incorrect] Ended the conversation by letting Taylor know she's here if she needs anything so Taylor will feel supported at work. [Right Answer Choice - Incorrect] Provide another piece of negative feedback so Taylor would be aware that Sarah is paying attention to her work around the store.	Click on the answer that you think is best. [Narrator - Left Audio] Yes! Without specific examples, it will be hard for Taylor to know what to correct in the workplace if she's not entirely sure what she's doing wrong. [Narrator - Middle Audio] Not quite. Sarah didn't display clear signs of support during the conversation, so ending it by saying she's here if Taylor needs anything doesn't fully align with what was said during the conversation. [Narrator - Right Audio] Not quite. Providing more negative feedback to Taylor could potentially discourage her and cause her to feel unmotivated to complete her tasks.	until the Question and Directions VO completes. Learners can click on any answer choice rectangle. Each rectangle with text has a hover state. Each answer choice triggers a different VO response depending on the answer chosen. Learners can freely click among the answer choices to get feedback until they select the correct answer. Audio should not overlap, meaning if the learner clicks on one answer choice and the audio starts playing, it should stop if they click on another answer choice. When the audio completes on the CORRECT answer (left), this slide will auto-advance to Slide 1.5. The Next button will be hidden on this slide.
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Slide: 1.5 - Menu Title: <i>Learning Objectives</i>			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same office space as slide 1.3 Sarah avatar is on the left side of the slide and is facing the learner.	[Slide Title] Learning Objectives [Sarah Caption]	[Sarah] [1] Let's go through this module together and learn effective ways to provide feedback.	Sarah avatar begins in an excited pose facing the learner When VO starts saying the first

She has two poses: excited and talking with an extended arm gesturing to the right. The learning objectives text will appear in three rectangles taking up the right side of the slide. The rectangle should use palette colors.	Let's go through this module together and learn effective ways to provide feedback. By the time we're finished, we'll be able to do the following... [Learning Objective] Implement active listening skills during one on ones with employees Use the Situation, Behavior, and Impact method when providing feedback to employees Provide ongoing support to employees	[2] By the time we're finished, we'll be able to do the following.... [3] Implement active listening skills during one on ones with employees [4] Use the Situation, Behavior, and Impact method when providing feedback to employees [5] And provide ongoing support to employees	Learning Objective, Sarah avatar changes to talking with extended arm gesturing to the right On the right side of the screen, the learning objectives text will fade in timed with the VO audio. The Next button will be hidden on this slide until the timeline ends.
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Slide: 1.6 - Menu Title: <i>What is Active Listening?</i>			LO: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Large rectangle takes up $\frac{3}{4}$ of the slide. A video of someone demonstrating active listening is in the center of the rectangle. The slide background is white. Three horizontal rectangles take up the remaining space to the right of the large rectangle and are arranged vertically. Definitions of active listening appear in each rectangle. The rectangles should use palette colors.	[Slide Title] What is Active Listening? Listening and responding to improve mutual understanding Processing and seeking to understand the intent behind a person's words Being present, listening to understand, and showing active interest	[Narrator] [1] Active listening is a communication skill that goes beyond just hearing the words that a person speaks. It's a way of listening and responding to another person that improves mutual understanding. Active listening requires you to process and seek to understand the meaning and intent behind the words a person speaks. It's about being present, listening to understand, and showing	Each active listening definition fades in timed with the VO audio The video in the center of the large rectangle is on a loop The Next button will be hidden on this slide until the timeline ends.

		active interest and engagement in dialogue.	
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Slide: 1.7 - Menu Title: <i>Active Listening Benefits</i>			LO: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Nearly the entire slide is taken up by an accordion interaction. Five tabs displaying the tab titles take up about 1/4 of the accordion area, and are shown vertically, leaving the remainder space for content to show within the accordion frame. The closed accordion will show on the screen to start. Place an image of two people where one is talking and the other is listening inside the area that is the “cover” of the closed accordion. When the learner clicks on each tab, it will pop to its open position and display the information for that tab. Each tab should be a different palette color. The layer associated with each tab (the “open” section of each accordion area) should have the same background palette color as the tab for that section	[Slide Title] Benefits of Active Listening [Numbered Tabs] 1. Build Trust 2. Resolve Conflict 3. Broaden Knowledge 4. Anticipate Problems 5. Promote Collaboration [Subtitle, shown on closed accordion] Benefits of Active Listening [Directions, shown on closed accordion] Select each tab to learn more.	[Narrator] Active listening is an important tool to foster positive change in the workplace. There are several key benefits to practicing this skill. Select each tab to learn more about each benefit.	The directions text will fade in timed with the VO reference. The learner will be able to click on tabs, which will open the accordion and show the corresponding slide layer. When the learner clicks on each tab, the accordion can “pop” open to the corresponding layer. Each layer will show the accordion in the open position and have content related to the tab title. The tabs are restricted to the learner until the Narrator VO ends. Once the tabs are released, the learner will be able to click on them in any order, but when they select each one, the other tabs are disabled until the audio completes on the one they selected. The Next button will be hidden until all 5 of the tabs have been selected and all 5 layers have been viewed.

			When the learner clicks on the Next button, it will jump to Slide 1.8
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Slide: 1.7a - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Unique image related to tab content shown on left side within open accordion. Text is to the right of the image. Subtitle displayed within the open section of accordion. Bullet points listed below.	[Subtitle] Build Trust - Easier to create relationships based on trust and loyalty - Helps the other person feel comfortable - Boosts level of engagement	[Narrator] When a person feels listened to, it is easier to create a relationship based on trust and loyalty. Active listening allows us to showcase compassion, making the other person more comfortable sharing their vulnerabilities. In the workplace, building trust between team members helps establish healthier working relationships and boosts levels of engagement.	

Slide: 1.7b - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Unique image related to tab content shown on left side within open accordion. Text is to the right of the image. Subtitle displayed within the open section of accordion. Bullet points listed below.	[Subtitle] Resolve Conflict - See other perspectives - Understand alternative viewpoints - Identify areas of agreement	[Narrator] Sometimes, we become so attached to our own beliefs that it is difficult to see other people's perspectives. Active listening gives the opportunity to understand alternative viewpoints and identify possible areas of agreement to move forward towards resolving conflict. When neither party is	

		listening, there is a greater risk of misunderstanding.	
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Slide: 1.7c - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Unique image related to tab content shown on left side within open accordion. Text is to the right of the image. Subtitle displayed within the open section of accordion. Bullet points listed below.	[Subtitle] Broaden Knowledge - Promote understanding and learning - More in-depth approach when planning for improvement	[Narrator] Maintaining a good level of interest in the topic of the conversation can promote understanding and learning of a variety of subjects. In the workplace, it allows us to have a more in-depth approach when trying to assimilate more details about a topic or when planning a strategy for organizational improvement.	

Slide: 1.7d - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Unique image related to tab content shown on left side within open accordion. Text is to the right of the image. Subtitle displayed within the open section of accordion. Bullet points listed below.	[Subtitle] Anticipate Problems - Identify problems not evident on the surface - Limit the chances of errors	[Narrator] When we make an effort to understand the speaker's message correctly, we are in a better position to identify problems that are not immediately evident on the surface and devise a strategy to address them promptly. This can also limit the chance of errors occurring in the workplace, as we make sure we are not missing important information.	

Slide: 1.7e - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Unique image related to tab content shown on left side within open accordion. Text is to the right of the image. Subtitle displayed within the open section of accordion. Bullet points listed below.	[Subtitle] Promote Collaboration • Adopt a more empathetic attitude • Create a positive environment • Improve teams' collaboration skills	[Narrator] Using validating words and feedback when listening to others' experiences allows us to adopt a more empathetic attitude. It also helps create a positive environment at work by encouraging open communication between colleagues and improving teams' collaboration skills.	

Slide: 1.8 - Menu Title: <i>Active Listening Techniques</i>			LO: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Directions appear below the top border. Large rectangle below the directions using a color from the color palette. This slide background is white. 7 rectangles arranged horizontally and take up the majority of the space in the large rectangle. Each rectangle has a unique icon placed above it. The icon relates to the label of the rectangle.	[Slide Title] Active Listening Techniques [Directions] Click each button to learn about 7 active listening techniques. Click Next when you are finished. [Rectangle Labels] Be Fully Present Non Verbal Cues Keep Eye Contact Open-Ended Questions Summary	[Narrator] The word active implies that you are taking some type of action when listening to others. This involves the use of certain strategies or techniques. Click each button to learn about 7 active listening techniques. Click Next when you are finished.	The directions fade in timed with the VO reference. This is a pop-up interaction and learners are able to click on each button to take them to a layer. Each button has a hover state. The buttons will have visited states so when the learner returns to the base layer, it is clear which button they've already viewed. The buttons are restricted to the learner until the Narrator VO ends. Once the buttons are

	Be Patient Withhold Judgment		released, the learner will be able to click on them in any order. The Next button is hidden until all 7 buttons have been visited.
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Slide: 1.8a - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Sarah avatar is on the left side of the slide in a listening pose. There's a rectangle to the right of her using a color from the color palette. Place a smaller rectangle within that one using a darker color from the color palette. The bigger rectangle is serving as a border for the smaller rectangle. All slide text related to the information on this slide appears within the smaller rectangle. Subtitle is displayed prominently with bullet points below. The custom border from the base layer is the only thing visible on this layer.	[Subtitle] Be Fully Present - Concentrate on what's being said - Listen with your senses Examples: - Put away your cell phone - Ignore distractions - Avoid daydreaming - Shut down internal dialogue	[Narrator] Being fully present in a conversation enables you to concentrate on what is being said. Being present involves listening with all your senses and giving your full attention to the speaker. To use this active listening technique effectively, put away your cell phone, ignore distractions, avoid daydreaming, and shut down your internal dialogue. Place your focus on your conversation partner and let everything else slip away.	Slide text fades in timed with the VO reference. Learner must click an X icon in the top right corner of the smaller rectangle to exit to the base layer.

Slide: 1.8b - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Sarah Avatar is on the left side of the slide in a listening pose. There's a rectangle to the right of her using a color from the color palette. Place a smaller rectangle within that one using a darker color from the color palette. The bigger rectangle is serving as a border for the smaller rectangle. All slide text related to the information on this slide appears within the smaller rectangle. Subtitle is displayed prominently with bullet points below. The custom border from the base layer is the only thing visible on this layer.	[Subtitle] Non Verbal Cues 65% of a person's communication is unspoken - Use open, non-threatening body language Examples: - Not folding your arms - Smile while listening - Lean in and nod when appropriate - Pay attention to your facial expressions	[Narrator] As much as 65% of a person's communication is unspoken and can tell you a lot about what a person is trying to say. During active listening, try to use open, non-threatening body language. This involves not folding your arms, smiling while listening, leaning in, and nodding at key junctures. It can also be helpful to pay attention to your facial expressions when actively listening so that you don't convey any type of negative response.	Slide text fades in timed with the VO reference. Learner must click an X icon in the top right corner of the smaller rectangle to exit to the base layer.
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Slide: 1.8c - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Sarah Avatar is on the left side of the slide in a listening pose. There's a rectangle to the right of her using a color from the color palette. Place a smaller rectangle within that one using a darker color from the color palette. The bigger rectangle is serving as a border for the smaller rectangle. All slide text related to the information on this slide appears within the smaller rectangle.	[Subtitle] Keep Eye Contact - Shows you are present and listening - Do not use too much eye contact - Follow the 50/70 rule - Maintain eye contact for 50-70% of the time spent listening - Hold the eye contact for four to	[Narrator] Making eye contact shows the other person that you are present and listening to what they are saying. At the same time, try not to use too much eye contact where the conversation feels weird. To keep this from happening, follow the 50/70 rule. This involves maintaining eye contact for 50% to 70% of the time spent listening, holding the contact for four to five seconds before briefly looking away.	Slide text fades in timed with the VO reference. Learner must click an X icon in the top right corner of the smaller rectangle to exit to the base layer.

Subtitle is displayed prominently with bullet points below. The custom border from the base layer is the only thing visible on this layer.	five seconds before briefly looking away		
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Slide: 1.8d - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Sarah Avatar is on the left side of the slide in a listening pose. There's a rectangle to the right of her using a color from the color palette. Place a smaller rectangle within that one using a darker color from the color palette. The bigger rectangle is serving as a border for the smaller rectangle. All slide text related to the information on this slide appears within the smaller rectangle. Subtitle is displayed prominently with bullet points below. The custom border from the base layer is the only thing visible on this layer.	[Subtitle] Ask Open-Ended Questions • Signals genuine interest • Enables you to better understand the employee • Encourages thoughtful, expansive responses Examples: • Can you tell me a bit more about that? • How do you think you could have responded differently? • What did you think about that?	[Narrator] Asking open-ended questions signals genuine interest, making the employee feel valued and enables you to better understand them. Open-ended questions also encourage thoughtful, expansive responses. The key is to have a framework of curiosity about the other person. Examples of open-ended questions you may use when actively listening include: Can you tell me a bit more about that? How do you think you could have responded differently? What did you think about that?	Slide text fades in timed with the VO reference. Learner must click an X icon in the top right corner of the smaller rectangle to exit to the base layer.

Slide: 1.8e - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Sarah Avatar is on the left side of the slide in a listening pose. There's a rectangle to the right of her using a color from the color palette. Place a smaller rectangle within that one using a darker color from the color palette. The bigger rectangle is serving as a border for the smaller rectangle. All slide text related to the information on this slide appears within the smaller rectangle. Subtitle is displayed prominently with bullet points below. The custom border from the base layer is the only thing visible on this layer.	[Subtitle] Summarize What You Hear • Tell the employee what you heard • Ensure you have captured their thoughts, ideas, and/or emotions accurately • Helps them feel validated and understood • Ask for clarification if needed	[Narrator] After the employee has spoken, tell them what you heard. This active listening technique ensures that you've captured their thoughts, ideas, and/or emotions accurately. It also helps them feel validated and understood while keeping any potential miscommunication to a minimum. If you'd like to better understand something the employee has said, ask for clarification. But don't focus so much on insignificant details that you miss the big picture.	Slide text fades in timed with the VO reference. Learner must click an X icon in the top right corner of the smaller rectangle to exit to the base layer.
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Slide: 1.8f - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Sarah Avatar is on the left side of the slide in a listening pose. There's a rectangle to the right of her using a color from the color palette. Place a smaller rectangle within that one using a darker color from the color palette. The bigger rectangle is serving as a border for the smaller rectangle. All slide text related to the information on this slide appears within the smaller rectangle.	[Subtitle] Be Patient • Allows the employee to speak without interruption • Do not fill silence with your own thoughts • Listen to understand, not to respond	[Narrator] Patience is an important active listening technique because it allows the employee to speak without interruption. It gives them the time to say what they are thinking without you having to try to finish their sentence for them. Do not try to fill periods of silence with your own thoughts or stories. You should listen to understand, not to respond. That is, don't prepare a reply while the other person is still speaking.	Slide text fades in timed with the VO reference. Learner must click an X icon in the top right corner of the smaller rectangle to exit to the base layer.

Subtitle is displayed prominently with bullet points below. The custom border from the base layer is the only thing visible on this layer.			
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Slide: 1.8g - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Sarah Avatar is on the left side of the slide in a listening pose. There's a rectangle to the right of her using a color from the color palette. Place a smaller rectangle within that one using a darker color from the color palette. The bigger rectangle is serving as a border for the smaller rectangle. All slide text related to the information on this slide appears within the smaller rectangle. Subtitle is displayed prominently with bullet points below. The custom border from the base layer is the only thing visible on this layer.	[Subtitle] Withhold Judgment - Remain neutral and non-judgmental in your responses - Makes the conversation a safe zone Examples: - Express empathy for the person or the situation - Learn more by asking questions - Recognize when you may have judgmental thoughts	[Narrator] Remain neutral and non-judgmental in your responses to enable the employee to feel comfortable with sharing their thoughts. It makes the conversation a safe zone where they can trust that they won't be shamed, criticized, blamed, or otherwise negatively received. Ways to be less judgmental when listening include: Expressing empathy for the person or their situation Learning more by asking questions Recognizing when you may be judging the other person, then stopping these thoughts	Slide text fades in timed with the VO reference. Learner must click an X icon in the top right corner of the smaller rectangle to exit to the base layer.

Slide: 1.9 - Menu Title: <i>Knowledge Check</i>			LO: 1
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Background is a solid palette color. Sarah is on the left side of the slide in a listening pose. There's enough space to allow for the drag and drop items to be on her right side.	[Slide Title] Knowledge Check [Directions] Drag each active listening benefit to the appropriate active listening technique. [Drag items; answers provided in brackets, not to be included in slide text] • Maintain eye contact [Shows you are present and listening] • Ask Open-Ended Questions [Encourages thoughtful, expansive responses] • Summarize [Helps the employee feel understood and heard] • Be Patient [Allows the employee to speak without interruption] • Withhold Judgment [Makes the conversation a safe zone]	[Narrator] Help Sarah review the benefits of practicing active listening. Drag each active listening benefit to the appropriate active listening technique. Click the Submit button when you're finished.	Allow 2 attempts in the form settings. When the learner clicks Submit, it will show either the correct or try again feedback layer on the first attempt. After the second attempt, the learner will see either the correct or incorrect layer.
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Slide: 1.9a - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Sarah is still on the left side of the slide, but now she's in an excited pose. The Sarah on the base layer is hidden.	[Narrator Text] Correct! Knowing the importance of each active listening technique will help you implement this skill	[Narrator] Correct! Knowing the importance of each active listening technique will help you implement this skill	The Continue button jumps to slide 1.10

The narrator text is placed below the top border. Custom Continue button with Continue slide text.	when providing feedback to employees. [Directions] Continue [Button] Continue	when providing feedback to employees. Click Continue to learn about a simple method you can use to provide effective feedback.	
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Slide: 1.9b - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Sarah remains on the left side of the slide in a listening pose. The correct answers are showing to the right of Sarah The narrator text is placed below the top border. Custom Continue button with Continue slide text.	[Narrator Text] Review the correct answers below. Knowing the importance of each active listening technique will help you implement this skill when providing feedback to employees. [Directions] Continue [Button] Continue	[Narrator] Not quite! Review the correct answers below. Knowing the importance of each active listening technique will help you implement this skill when providing feedback to employees. When you're ready, click Continue to learn about a simple method you can use to provide effective feedback.	The Continue button jumps to slide 1.10

Slide: 1.9c - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Sarah is still on the left side of the slide, but now she's in an upset pose. The Sarah on the base layer is hidden. The narrator text is placed below the top border.	[Narrator Text] Not quite. Click Try Again to see if you can align the benefits of each active listening technique correctly. [Directions]	[Narrator] Not quite. Click Try Again to see if you can align the benefit of each active listening technique correctly.	The Try Again button returns the learner to the base layer.

Custom Try Again button with Try Again slide text.	Try Again [Button] Try Again		
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Slide: 1.10 - Menu Title: <i>Situation, Behavior, and Impact Method</i>			LO: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The background color is a solid color from the color palette. Sarah avatar is on the left side of the slide in a listening pose and facing to the right. Sarah will change from listening to gesturing to the right once the directions are said. Direction slide text appears below the title bar. There are three tabs arranged horizontally and shown below the directions. The three tabs each have a different color from the palette. Most of the slide is blank below the tabs and to the right of Sarah, leaving space for content on layers.	[Slide Title] Situation, Behavior, and Impact Method [Directions] Click each tab to learn more. [Tab Titles] Situation Behavior Impact	[Narrator] The Situation, Behavior, and Impact method, or the SBI method, is a simple structure that you can use to deliver precise, clear, and specific feedback. It helps to avoid assumptions or biases from entering the conversation and encourages employees to reflect and improve their behavior. Click each tab to learn more.	This is a click to reveal interaction and the learner is able to click on the three tabs. Each tab has a hover state. The buttons are restricted to the learner until the Narrator VO ends. Once the buttons are released, the learner will be able to click on them in any order. When they select each button, the other two are disabled until the audio completes on the one they selected. Each tab fades in timed with the VO reference. Once the VO says “Click each tab to learn more.”, Sarah avatar transitions to facing the learning and gesturing to the right. The directions fade in timed with the VO reference. Next button is hidden until the timeline completes on all 3 layers

Slide: 1.10a - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
A large rectangle matches the color of the “Situation” tab and sits right below the tabs. All slide text related to information on this slide appears within the rectangle. The base layer is visible on this layer, so it appears that this layer is part of the base layer.	[Text inside Rectangle] - Outline the situation - Gives the employee a specific reference point - Example: “During Tuesday morning’s meeting, when you gave your presentation...” - Avoid vague terms	[Narrator] Outline the situation you’re referring to so that the context is clear and specific. When and where did you observe the situation? This gives the employee a specific reference point. For example, you can say, “During Tuesday morning’s meeting, when you gave your presentation.” Avoid vague terms like “in that meeting last week” or “the other day”	This layer corresponds with the “Situation” tab. Slide text fades in with bullet points timed with the VO reference.

Slide: 1.10b - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
A large rectangle matches the color of the “Behavior” tab and sits right below the tabs. All slide text related to information on this slide appears within the rectangle. The base layer is visible on this layer, so it appears that this layer is part of the base layer.	[Text inside Rectangle] - Describe the specific behaviors - Example: “During Tuesday morning’s meeting, when you gave your presentation, I noticed that you weren’t able to answer questions about two of your slides.” - Avoid making assumptions or subjective judgments - Avoid relying on hearsay	[Narrator] Describe the specific behaviors that you want to address. Only communicate the behaviors that you have observed directly. For example: “During Tuesday morning’s meeting, when you gave your presentation, I noticed that you weren’t able to answer questions about two of your slides.” Avoid making assumptions or	This layer corresponds with the “Behavior” tab. Slide text fades in with bullet points timed with the VO reference.

		subjective judgments about someone's behaviors. Also avoid relying on hearsay. Assumptions and hearsay could undermine your feedback and may even jeopardize the relationship you have with the employee.	
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Slide: 1.10c - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
A large rectangle matches the color of the "Impact" tab and sits right below the tabs. All slide text related to information on this slide appears within the rectangle. The base layer is visible on this layer, so it appears that this layer is part of the base layer.	[Text inside Rectangle] • Use subjective statements to describe the impact • Example: "During Tuesday morning's meeting, when you gave your presentation, I noticed that you weren't able to answer questions about two of your slides. The entire leadership was there and I'm concerned it may have affected the reputation of our team" • Emphasize the importance of finding positive solutions	[Narrator] Use subjective statements to describe how the person's behavior impacted you, the team, or the organization. Use words like "I" or "we" to make the point. For example, you could say: "During Tuesday morning's meeting, when you gave your presentation, I noticed that you weren't able to answer questions about two of your slides. The entire leadership team was there and I'm concerned it may have affected the reputation of our team." Emphasize the importance of finding positive solutions and not playing the "blame game."	This layer corresponds with the "Impact" tab. Slide text fades in with bullet points timed with the VO reference.

Slide: 1.11 - Menu Title: <i>Provide Balanced Feedback</i>			LO: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

The slide is framed with a rectangle and all the assets are placed within the rectangle. The slide background is white. Sarah avatar appears on the right side of the slide facing the left in a listening pose. Two large rectangles are stacked vertically to the left of Sarah. One is labeled Positive Feedback and the other is labeled Negative Feedback.	[Slide Title] Provide Balanced Feedback [Directions] Select each card to read more about positive and negative feedback [Positive Feedback Card Front] Positive Feedback [Positive Feedback Card Back] - Builds confidence and reinforces good behavior - Too Much Positive Feedback - unrealistic view of performance level [Negative Feedback Card Front] Negative Feedback [Negative Feedback Card Back] - Provides suggestions for improvements - Too Much Negative Feedback - employees can feel overwhelmed and lose confidence	[Narrator] Feedback to employees is information regarding their performance and information they can act on. Providing balanced feedback means saying what is being done well and what can be improved. Feedback that is honest and balanced can build employees' skills and confidence at the same time. Select each card to read more about positive and negative feedback.	The directions fade in timed with the VO reference. The cards are restricted to the learner until the Narrator VO ends. Once the cards are released, the learner will be able to click on them in any order. The learner can click on each rectangle, and it will reveal the bulleted list of examples relating to that category. The Next button is hidden until both rectangles have been visited.
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Slide: 1.12 - Menu Title: <i>3:1 Ratio</i>			LO: 2
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The background is a solid color from the color palette and takes up a little over half of the slide. The remaining space on the slide will be taken up by unique images based on the slide text.	[Slide Title] Use the 3:1 Approach [Slide Text] Offer 3 encouraging comments for every constructive criticism	[Narrator] When providing feedback to employees, aim for a 3 to 1 ratio of praise to criticism. This means offering three encouraging comments for every constructive criticism. This approach will build	The Next button is hidden until the timeline ends on the slide. Slide text fades in timed with the VO reference. Have one image showing at the

Have one image for the beginning of the slide, one image for Be Specific, one image for Praise Effort, and one image for Be Genuine.	Be Specific - Explain what the employee did well - Specific praise is more meaningful Praise Effort - Focus on the employee's actions - Hard work doesn't go unnoticed Be Genuine - Make eye contact and be enthusiastic - Shows your praise is sincere	the employee's confidence and self-esteem in the workplace. Be Specific - Explain what the employee did well. Don't just say "good job." Specific praise is more meaningful. Praise Effort - Focus on the employee's actions. This will show the employee that their hard work doesn't go unnoticed. Be Genuine - Make eye contact, smile, and be enthusiastic. This will show that your praise is sincere.	beginning of the slide. Fade in another image timed with the Be Specific VO reference. Fade in another image timed with the Praise Effort VO reference. Fade in another image timed with the Praise Effort VO reference.
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Slide: 1.13 - Menu Title: <i>Provide Ongoing Support</i>			LO: 3
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The slide is framed with a rectangle and all the assets are placed within the rectangle. The slide background is white. Sarah avatar appears on the right side of the slide facing the left in a listening pose. Sarah faces the learner and gestures to the left once the directions fade in. One icon representing a folder/providing documents. One icon representing a calendar/schedule.	[Slide Title] Provide Ongoing Support [Directions] Click each icon to learn how to provide ongoing support to employees.	[Narrator] Providing ongoing support and feedback to your employees is essential for development. It fosters a positive and collaborative work culture. However, support and feedback should not be one-time events. They require consistent strategies to be impactful and meaningful. Click each icon to learn how to provide ongoing support to employees.	This is a pop-up interaction and learners are able to click on each icon to take them to a layer. The icons are restricted to the learner until the Narrator VO ends. Once the icons are released, the learner will be able to click on them in any order. Directions fade in timed with the VO reference. The Next button is hidden until both icons have been visited.

Slide: 1.13a - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The layer is framed with a rectangle and all the assets are placed within the rectangle. Subtitle displayed prominently with bullet points listed below. The custom border from the base layer is the only thing visible on this layer.	[Subtitle] Provide Further Education if Needed • Provide any necessary documentation • Schedule a follow-up meeting to check-in with how the employee is handling similar situations • Schedule a training session if the issue persists	[Narrator] Provide any necessary documentation to your employee to aid in their development. Check-in with the employee to see how they're handling similar situations and if they are showing improvement. If the issue persists, schedule a training session to help the employee gain the knowledge needed for the role.	Bullet points are timed with the VO reference.

Slide: 1.13b - Menu Title:			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
The layer is framed with a rectangle and all the assets are placed within the rectangle. Subtitle displayed prominently with bullet points listed below. The custom border from the base layer is the only thing visible on this layer.	[Subtitle] Develop a Feedback Cadence • Create a schedule for how often feedback will be provided • Sporadic feedback can feel like a punishment • Consistent feedback can feel actionable	[Narrator] It's important to create a schedule for how often feedback will be provided. This shows your team that you care about their well-being and development. When feedback is sporadic, it can feel like a punishment or a formality. However, when feedback is consistent, it can feel actionable for the employees.	Bullet points are timed with the VO reference.

Slide: 1.14 - Menu Title: <i>Summary</i>			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:

Same office space as slide 1.3 Sarah avatar is on the right side of the slide and is facing the learner in an excited pose. The learning objectives will appear on the left half of the slide, to the left of Sarah's avatar. The objectives text will appear in the same style as the rectangles in slide 1.5. Custom Take the Quiz button.	[Slide Title] Summary [Sarah Caption] [Wow! We've learned a lot!] Now it's time to take an assessment. There are 5 questions and you must earn 80% to pass. Once you've passed the assessment, you should feel confident to do the following... [Learning Objective] Implement active listening skills during one on ones with employees Use the Situation, Behavior, and Impact method when providing feedback to employees Provide ongoing support to employees [Button] Take the Quiz]	[Sarah Audio] [1] Wow! We've learned a lot! [2] Now it's time to take an assessment. [3] There are 5 questions and you must earn 80% to pass. [4] Once you've passed the assessment, you should feel confident to do the following... [5] Implement active listening skills during one on ones with employees [6] Use the Situation, Behavior, and Impact method when providing feedback to employees [7] And provide ongoing support to employees [Narrator Audio] When you're ready, click on the "take the quiz" button.	On the left side of the screen, the learning objectives text will fade in timed with the VO audio. The Take the Quiz Button fades in timed with the VO. The Next button is hidden on this slide. When the learner clicks the Take the Quiz button, advance to Slide 1.15.
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Slide: 1.15 - Menu Title: <i>[All Assessment slide titles should be hidden from the menu]</i>			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
All 5 assessment question slides should have the same layout and formatting. The slide uses a color from the	[Slide Title] Assessment [Directions] Select all that apply and click	N/A	Score by question with 1 attempt for each quiz question as the learner progresses through the quiz. They will be able to Retake the entire quiz at the end if they

palette as a solid background. The directions appear below the title bar. The question text appears larger than the answer options, which are displayed below the question.	Submit. [Question] You need to have a conversation with Taylor about an error she made during her shift. During the conversation, how can you show active listening skills? [Answer Choices] 1. Summarize what she said [CORRECT ANSWER] 2. Ask clarifying questions [CORRECT ANSWER] 3. Sit with your arms crossed 4. Make eye contact with her [CORRECT ANSWER]		do not pass. Results slide 1.20; graded quiz slide – multiple choice. When the learner clicks Submit, submit the question and advance to the next slide. The learner should not get <i>immediate</i> feedback with Correct or Incorrect feedback layers. They should answer all of the questions sequentially FIRST in the graded assessment, then receive their score on the Results page. If they do not pass, they can come back and review the quiz.
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Slide: 1.15a - Menu Title:			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
[Custom Review Layer] Bar (rectangle) using color from palette shows at the bottom of the slide with feedback text in it. Base layer showing the assessment question is visible with the correct answer indicated.	[Feedback] Sitting with your arms crossed is a closed off body posture position. This can make Taylor feel as if you're not having an open mind as she's speaking and not actively listening to what she's saying.	N/A	Learner can click Next to advance through the review feedback.

Slide: 1.16 - Menu Title: <i>[Hidden from Menu]</i>			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for Slides 1.15, 1.16, 1.17, 1.18, and 1.19.	[Slide Title] Assessment [Directions] Select the best answer choice and click Submit [Question] You're about to provide feedback to Taylor on a situation where she provided incorrect information to a customer. You want to make sure the feedback is specific and sticks to the facts. How do you use the SBI method to provide feedback? [Answer Choices] 1. A customer called about incorrect information you gave them the other day about the refund policy. You told them the refund policy is 60 days, but that's wrong. Make sure you're giving out the correct information in the future. 2. A customer called about the refund policy you told them yesterday. You said the refund policy is 60 days, but it's actually 30 days. The customer is very upset. In the future, please be sure to say the correct policy. [CORRECT ANSWER]	N/A	Same settings for Slides 1.15, 1.16, 1.17, 1.18, and 1.19.

	3. A customer called to complain about information they received about the refund policy. Someone told them the refund policy is 60 days. I feel like the complaint was about you, so make sure you have the correct information. 4. You told a customer the wrong refund policy. You said the refund policy is 60 days after the purchase. The customer is upset and is writing a negative review of the store. Please don't say the wrong information in the future.		
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Slide: 1.16a - Menu Title:			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for Slides 1.15a, 1.16a, 1.17a, 1.18a, and 1.19a.	[Feedback] Describing the situation, describing the behavior, and providing the impact of the behavior will help you avoid vague or judgmental statements.	N/A	Same direction for Slides 1.15a, 1.16a, 1.17a, 1.18a, and 1.19a.

Slide: 1.17 - Menu Title: <i>[Hidden from Menu]</i>			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for Slides 1.15, 1.16, 1.17, 1.18, and 1.19.	[Slide Title] Assessment	N/A	Same settings for Slides 1.15, 1.16, 1.17, 1.18, and 1.19.

[Directions]

Select the best answer choice
and click Submit

[Question]

While meeting with Taylor, you've
been using the SBI method to
provide feedback. You notice
she's getting defensive because
the feedback you just provided is
negative. Using the 3:1 ratio, what
should you say to help prevent
Taylor from being defensive?

[Answer Choices]

1. I noticed you're getting a
bit defensive with the
feedback I'm providing. I'll
give you 3 minutes to
process everything.
2. I hope the feedback I just
provided is helpful. Can
you tell me 3 things you've
learned from this
situation?
3. I want to make sure you
understand the feedback I
just provided. I have 3
questions for you to
answer to make sure you
were listening.
4. **With that situation aside,
I notice you've done a
really great job at
keeping the bookshelves
restocked. I also noticed
that you volunteered to
stay late to help close
the store. And the front**

	window display case looks good. Great job! [CORRECT ANSWER]		
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Slide: 1.17a - Menu Title:			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for Slides 1.15a, 1.16a, 1.17a, 1.18a, and 1.19a.	[Feedback] Providing three pieces of positive feedback for every negative piece of feedback will help prevent Taylor from becoming defensive and unmotivated to improve her performance.	N/A	Same direction for Slides 1.15a, 1.16a, 1.17a, 1.18a, and 1.19a.

Slide: 1.18 - Menu Title: <i>[Hidden from Menu]</i>			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for Slides 1.15, 1.16, 1.17, 1.18, and 1.19.	[Slide Title] Assessment [Directions] Select all that apply and click Submit. [Question] You've expressed to Taylor that she has to be more familiar with the refund policy to prevent saying incorrect information to customers. What will you do to support Taylor in learning this information? [Answer Choices] 1. Provide Taylor with the	N/A	Same settings for Slides 1.15, 1.16, 1.17, 1.18, and 1.19.

	refund policy document [CORRECT ANSWER] 2. Schedule a follow-up meeting to check-in with how Taylor is handling similar situations [CORRECT ANSWER] 3. Schedule a training session for Taylor if the problem persists [CORRECT ANSWER] 4. Randomly quiz Taylor on the refund policy one day during her shift.		
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Slide: 1.18a - Menu Title:			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for Slides 1.15a, 1.16a, 1.17a, 1.18a, and 1.19a.	[Feedback] Having multiple ways to support Taylor will show that you're committed to her knowledge in this area.	N/A	Same direction for Slides 1.15a, 1.16a, 1.17a, 1.18a, and 1.19a.

Slide: 1.19 - Menu Title: <i>[Hidden from Menu]</i>			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for Slides 1.15, 1.16, 1.17, 1.18, and 1.19.	[Slide Title] Assessment [Directions] Select the best answer choice and click Submit.	N/A	Same settings for Slides 1.15, 1.16, 1.17, 1.18, and 1.19.

	[Question] You're wrapping up the meeting with Taylor and you tell her that you want to make sure she's showing improvement based on the feedback that was provided. What do you do before ending the meeting? 1. Schedule a biweekly recurring meeting with Taylor [CORRECT ANSWER] 2. Ask Taylor to email you next week with any improvements she's made 3. Schedule a meeting with Taylor for the next day to see if she's made improvements 4. Ask Taylor to tell you the next time a similar incident happens		
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Slide: 1.19a - Menu Title:			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same visual layout for Slides 1.15a, 1.16a, 1.17a, 1.18a, and 1.19a.	[Feedback] When feedback is provided in a sporadic way, it can feel like a formality or a punishment. Having a schedule for when to provide feedback will help any feedback feel actionable.	N/A	Same direction for Slides 1.15a, 1.16a, 1.17a, 1.18a, and 1.19a.

Slide: 1.20 - Menu Title: <i>Results [Hidden from Menu]</i>			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same color as the background for the assessment slide is shown here	[Slide Title] Quiz Results Your Score: XX% Passing Score: 80%	<i>[Narration only on layers]</i>	Use a Result slide to show Success layer 1.20a when timeline starts if results are equal to or greater than the passing score. Show Failure layer 1.20b when timeline starts if results are less than passing score. Base layer will be visible (show through) from Success or Failure slide layers. Results variable reference shows the percent score only. Do not show the points variable reference. Built in graded quiz variable reference displays learner score where XX appears on slide.

Slide: 1.20a - Menu Title:			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Sarah avatar appears excited Green checkmark next to slide text	Congratulations, you passed. [Buttons] Continue Review Quiz	[Narrator] Thank you for taking the quiz. Congratulations! You passed. You can review your results by clicking on the review quiz button. If you are satisfied with your results and ready to move	Review button: shows correct/incorrect response when reviewing. Continue button: jumps to slide 1.21

		on, please click on the continue button.	
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Slide: 1.20b - Menu Title:			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Sarah avatar appears disappointed. Red "X" next to slide text.	You did not pass [Buttons] Review Quiz Retry Quiz	[Narrator] Thank you for taking the quiz. Unfortunately, you did not pass. You can review your results by clicking on the review quiz button. When you are ready to try again, please click on the retake quiz button.	Retake button: resets results slide and jumps to Slide 1.15 Review button: shows correct/incorrect response when reviewing After the learner clicks the Review button and flips through each slide to review answers, the feedback that shows will be customized using the Review layer.

Slide: 1.21 - Menu Title: <i>Congratulations</i>			LO:
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same background image as the welcome slide Sarah avatar is on the left side of the slide in an excited pose. Slide text is in a semi transparent rectangle on the right side of the slide. Custom End Course button	[Slide Title] Congratulations You completed the course! [Button] End Course	[Narrator] Congratulations on completing A Manager's Guide to Providing Effective Feedback eLearning course. Now you have the knowledge you need to ensure that the feedback you provide to your employees helps improve their performance. Your employees will appreciate the intentionality and you'll see the	End Course button fades in timed with the VO reference.

		benefits as you continue to develop your leadership skills. Click End Course to exit the course.	
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