

# MANAGE LIKE A PRO SCRIPT

## PROJECT SCRIPT

**CLIENT NAME:** EAST BRIDGE UNIVERSITY    **PROJECT NAME:** MANAGE LIKE A PRO

### CHARACTER:

- **Course Trainer:**
  - Joy
- **Team Member:**
  - Michelle P.
  
- **Text to Speech:**

CHARACTERS	WORD COUNT	EST. READ TIME	WORD PER PERIOD
Joy	4311	28 min 44 secs	2.5
Michelle P.	141	56 secs	2.5

**TOTAL WORD COUNT:** 4452

**READ TIME:** 29 MINS 40 SECS

**AVERAGE WORD PER PERIOD:** 2.5

### SCENE 01: INTRODUCTION:

WORD COUNT: 182	ESTIMATED READ TIME: 1 MIN 12 SECS	AVERAGE WORD PER PERIOD: 2.5
SLIDE NO.	FILE REFERENCE	SCRIPT
<b>Slide-1.1</b> <i>Welcome Page</i> <input checked="" type="checkbox"/> Section <input type="checkbox"/> Lesson <input type="checkbox"/> Quiz	<a href="#">01-Welcome_Page.mp3</a>	<b>Joy:</b> Manage Like a Pro: Cultivating a Collaborative Workspace

## MANAGE LIKE A PRO SCRIPT

<p style="text-align: center;"><b>Slide-1.2</b> <i>Trainer Introduction</i></p> <p><input checked="" type="checkbox"/> Section <input type="checkbox"/> Lesson <input type="checkbox"/> Quiz</p>	<p style="text-align: center;"><a href="#">02-Enter_Name.mp3</a></p>	<p><b>Joy:</b> Hi there! I'm Joy, a personnel manager. I'm so happy to have you here today! If you need any help, let me know! Before we start, let's have a look at the course controls. In the bottom-left corner, you will find the navigation tools. These buttons will allow you to move forward, backward, and return home.</p>
<p style="text-align: center;"><b>Slide-1.3</b> <i>Course Introduction</i></p> <p><input checked="" type="checkbox"/> Section <input type="checkbox"/> Lesson <input type="checkbox"/> Quiz</p>	<p style="text-align: center;"><a href="#">03-Trainer Introduction.mp3</a></p>	<p><b>Joy:</b> You've been working as the head of the Digital Scholarship Service unit at a university. You are two weeks into a cross-organizational project for a new web service with your team. So far, the project is experiencing delays; the work produced by individual team members does not work together, and as a result, team members are not as productive and demoralized.</p>
<p style="text-align: center;"><b>Slide-1.4</b> <i>Task Instructions</i></p> <p><input checked="" type="checkbox"/> Section <input type="checkbox"/> Lesson <input type="checkbox"/> Quiz</p>	<p style="text-align: center;"><a href="#">04-Course Introduction.mp3</a></p>	<p><b>Joy:</b> Your subordinates on the team will evaluate their experience with you through an employee opinion survey. I will also review your handling of the team with a performance review! At the end of your training, you will receive an employee performance appraisal based on your overall performance.</p> <p>That's all for now! Get settled and let's get started!</p>

### SCENE 02: COURSE LAUNCH

WORD COUNT: 342	ESTIMATED READ TIME: 2 MIN 16 SECS	AVERAGE WORD PER PERIOD: 2.5
SLIDE NO.	FILE REFERENCE	SCRIPT
Slide-2.4	<a href="#">05-Workspace Instructions.mp3</a>	<b>Joy:</b>

## MANAGE LIKE A PRO SCRIPT

<p><i>Workspace Instructions</i> (Overlay)</p> <p><input checked="" type="checkbox"/> Section  <input type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>		<p>Welcome to your workspace portal! There are three tasks to complete on your to do list. To complete the course, you must finish all three tasks! Pay attention to your "To Do List" clipboard to track your progress. You can click on any of the three tasks to begin! You'll return to this page after you complete a section.</p> <p>Do you want to extend your learning? Optimize your training with "Helpful Articles!" This is located under "Messages."</p>
<p><b>Slide-2.4</b> <i>Collaborative Leadership: 80:20 Ratio</i> (Overlay)</p> <p><input type="checkbox"/> Section  <input checked="" type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>		<p><b>Joy:</b> Collaborative Leadership: The 80:20 Ratio Leaders can also be guilty of controlling or hogging talk time in a conversation. Here's a tool you can start using today to ensure that you don't fall into the same trap. Implement a leader's guidance to facilitation ratio as a guideline for balance between structure and interaction. How much time will you spend guiding the conversation? How much time will you spend facilitating a collaborative discussion? For instance, you can try the 80:20 ratio, use 20% of the meet time for guidance (i.e., agenda, updates, answering questions, and keeping the group on track) and 80% for facilitation (i.e., asking questions, stimulating interactions, soliciting participation, actively listening etc.). Find the best ratio for your work environment!</p>
<p><b>Slide-2.4</b> <i>Collaborative Leadership: Upward Feedback</i> (Overlay)</p> <p><input type="checkbox"/> Section  <input checked="" type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>		<p><b>Joy:</b> Collaborative Leadership: Upward Feedback Surveys are a great way to gauge employee satisfaction! Surveys allow businesses to collect honest and unfiltered feedback, opinions, and responses. Companies can use survey data to improve various areas of businesses. Survey feedback can validate, invalidate, and/or elicit organizational discussions, and guide business decisions.</p>

## MANAGE LIKE A PRO SCRIPT

		<p>Here are some steps you can take to optimize your surveys:</p> <ol style="list-style-type: none"> <li>1. identify one or two issues</li> <li>2. create a one to three question survey</li> <li>4. incorporate a comment section</li> <li>5. decide in advance what actions you plan to take in response to the feedback (e.g., "if the average score is three, then we'll _____ to address _____").</li> </ol> <p>Compliment your quantitative data with qualitative data. Comment sections are important because they allow companies to better understand the reasoning behind survey scores. This provides a greater depth of knowledge and awareness about department or company issues.</p>
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### SCENE 03: THE TEXT: *EMPATHY AND ACTIVE LISTENING*

WORD COUNT: 544	ESTIMATED READ TIME: 3 MINS 37 SECS	AVERAGE WORD PER PERIOD: 2.5
SLIDE NO.	FILE REFERENCE	SCRIPT
<p style="text-align: center;"><b>Slide-3.1</b></p> <p style="text-align: center;"><i>The Text: Empathy and Active Listening Scenario</i></p> <p style="text-align: center;"><i>pt. 1</i></p> <p><input type="checkbox"/> Section</p> <p><input type="checkbox"/> Lesson</p> <p><input checked="" type="checkbox"/> Quiz</p>	<p><a href="#">07-Scenario-1-Question.mp3</a></p>	<p><b>Michelle P.:</b></p> <p>Hi %uName%. I am happy to help you with some of the load for the new service we're offering, but I hesitate to be the point person on this project. We're so early on with this new service. There are few but significant unknowns. I don't feel my being a point person would be best for this project.</p> <p>How would you respond?</p>
	<p><a href="#">08-Scenario-1_Response-A.mp3</a></p>	<p><b>User Choice A:</b></p> <p>Hi Michelle. I am happy to help you with some of the load for the new service we're offering, but I hesitate to be the point person on this project. We're so early on with this new</p>

## MANAGE LIKE A PRO SCRIPT

		<p>service. There are few but significant unknowns. I don't feel my being a point person would be best for this project.</p>
	<p><a href="#">09-Scenario_1_Response.B.mp3</a></p>	<p><b>User Choice B:</b> Hi Michelle. Thank you for reaching out to me about your concerns. I understand your hesitancy about being a point person. This is a bigger project. I want you to know that I feel very confident in your ability to do this, and I am here to support you along the way! With that said, please tell me about the “few but significant unknowns.” What do you mean exactly?</p>
	<p><a href="#">10-Scenario_1_Response.C.mp3</a></p>	<p><b>User Choice C:</b> Hi Michelle. You're right, there are some project unknowns since it is a new service we're offering. I appreciate your willingness to take on some of the load for this project but dividing this into pieces may create more complexity. How might I make it feel safe for you to take on this responsibility?</p>
<p><b>Slide-3.2</b> <i>The Text: Empathy and Active Listening Scenario pt. 1</i> <i>A Feedback</i></p> <p><input type="checkbox"/> Section <input checked="" type="checkbox"/> Lesson <input type="checkbox"/> Quiz</p>	<p><a href="#">11-Scenario-1-Feedback-A.mp3</a></p>	<p><b>Joy:</b> A very strong response! Nice job for attempting to acknowledge your subordinate's concerns. Your response shows empathy, which helps promote healthy relationships. You were encouraging when you brought up their strengths. You also asked a brilliant question and extended your support! It is good practice to be understanding and respectful but firm with your subordinates and peers. This helps maintain work relationships and prevents 'reverse delegation.' Having said that, your point person mentioned that there were “few but significant unknowns” with the new service. You needed to investigate that. Don't take everything your subordinates or peers say at face value.</p>

## MANAGE LIKE A PRO SCRIPT

		<p>Make sure you're paraphrasing or restating and asking probing questions.</p>
<p><b>Slide-3.3</b>  <i>The Text: Empathy and Active Listening Scenario pt. 1</i>  <b>B Feedback</b></p> <p><input type="checkbox"/> Section  <input checked="" type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>	<p><a href="#">12-Scenario-1-Feedback-B.mp3</a></p>	<p><b>Joy:</b>          Excellent work! You acknowledged and validated your subordinate's hesitancy about being a point person. Empathy helps promote healthy relationships. This is especially important when a team is dealing with low morale. You were also encouraging when you mentioned your faith in their ability and extended your support. In addition, you asked probing questions. You can't take everything your subordinates or peers say at face value. The "few but significant unknowns" needed investigation, especially since it was preventing your assigned point person from accepting the position. This is an opportunity to gather intel on potential project issues, better understand your subordinate, or better understand your team. Take these opportunities for clarity or data collection when possible. Great job!</p>
<p><b>Slide-3.4</b>  <i>The Text: Empathy and Active Listening Scenario pt. 1</i>  <b>C Feedback</b></p> <p><input type="checkbox"/> Section  <input checked="" type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>	<p><a href="#">13-Scenario-1-Feedback-C.mp3</a></p>	<p><b>Joy:</b>          Not bad! You recognized their willingness to contribute to the project. You were also respectfully firm about them taking on the delegated tasks. This is good practice in preventing 'reverse delegation.' With that said, there are areas for improvement. You acknowledged the challenging situation, but not their feelings or concerns. This may communicate apathy or inconsiderateness and may feed into low morale. Let's try to be a bit more empathetic by trying to see it from their perspective. Developing your 'perspective taking' skills will help combat apathetic communication. Follow these steps when you're</p>

## MANAGE LIKE A PRO SCRIPT

		<p>experiencing conflict: 1) momentarily set aside your thoughts, feelings, motives, and intentions; 2) consider the thoughts, feelings, motivations, and intentions of others; 3) decide whether you should change your behavior or stance based on the exchange or information, and 4) make necessary changes.</p>
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### SCENE 04: THE TEXT: *DELEGATION*

WORD COUNT: 985	ESTIMATED READ TIME: 6 MINS 34 SECS	AVERAGE WORD PER PERIOD: 2.5
SLIDE NO.	FILE REFERENCE	SCRIPT
<p style="text-align: center;"><b>Slide-4.1</b></p> <p style="text-align: center;"><i>The Text: Delegation</i> <i>Scenario pt. 2</i></p> <p><input type="checkbox"/> Section <input type="checkbox"/> Lesson <input checked="" type="checkbox"/> Quiz</p>	<p><a href="#">14-Scenario-2-Question-2.mp3</a></p>	<p><b>Michelle P:</b></p> <p>I'm not familiar with the new service tech and there are a lot of policies that have yet to be decided. I feel like I'd end up going back to you for every decision, delaying progress. I'm not clear on our policies and I'm not a tech expert and feel that Peter is more equipped as our go-to IT guy, and because of that, I feel I cannot manage the expectations of the client and the Associate Director, let alone properly address their questions.</p> <p>How would you respond?</p>
	<p><a href="#">15-Scenario-2-Response-A.mp3</a></p>	<p><b>User Choice A:</b></p> <p>I hear what you're saying. The policies are not completely worked out. The fact of the matter is, we need all hands on deck with this project. We're running a little behind and it's important that there's a team effort if we hope to meet our deadline. You're hardworking and very capable! I think this a</p>

## MANAGE LIKE A PRO SCRIPT

		great opportunity for you to show that you can lead. I am here to support you. My door is always open.
	<a href="#">16-Scenario-2-Response-B.mp3</a>	<b>User Choice B:</b> Ah, I see your point. It's extremely important that you have the most accurate information and knowledge regarding the tech and policies so that you can communicate, manage, and address concerns of the client and Associate Director in a timely manner. Reliability and efficiency are crucial for our unit! Here's what I'll do: I'll take point on this project, as I can address questions and concerns more quickly and make the final decisions on the project. I'll have you take point on another project in the future.
	<a href="#">17-Scenario-2-Response-C.mp3</a>	<b>User Choice C:</b> Ah, I see what you're saying! You make some valid points! It is important that you have the accurate information and knowledge regarding the tech and policies so that you can communicate, manage, and address concerns of the client and Associate Director. Here's what we'll do: I'll iron out the policies with my peers ASAP and then you and I will meet afterward to discuss and review to make sure you understand them. I'll have you work with our tech expert. You can learn a bit from him and still refer the client and Associate Director to the tech expert to address questions that may arise. In the meantime, I'll take point on this position and hand it off to you after you learn the policies. After that, you'll have the authority to make final decisions about this project concerning this position from there on. How does that sound?

## MANAGE LIKE A PRO SCRIPT

<p><b>Slide-4.2</b>  <i>The Text: Delegation pt.                  2 Employee Opinion                  Survey A</i></p> <p><input checked="" type="checkbox"/> Section  <input type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>	<p><a href="#">18-Scenario-2-EOS-GOOD.mp3</a></p>	<p><b>Michelle P:</b>                  %uName% is not very considerate of employee concerns. They are goal-focused and not much else seems to matter.</p>
<p><b>Slide-4.3</b>  <i>The Text: Delegation pt.                  2 Employee Opinion                  Survey B</i></p> <p><input type="checkbox"/> Section  <input checked="" type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>	<p><a href="#">19-Scenario-2-EOS-BAD.mp3</a></p>	<p><b>Michelle P:</b>                  I feel like not all delegated tasks are necessary for skill development.</p>
<p><b>Slide-4.4</b>  <i>The Text: Delegation pt.                  2 Employee Opinion                  Survey C</i></p> <p><input type="checkbox"/> Section  <input checked="" type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>	<p><a href="#">20-Scenario-2-EOS-AVG.mp3</a></p>	<p><b>Michelle P:</b>                  %uName% is very encouraging and is considerate of me. %uName% is also very flexible and has faith in my ability to take on responsibility!</p>
<p><b>Slide-4.5</b>  <i>The Text: Delegation pt.                  2 Feedback A</i></p> <p><input type="checkbox"/> Section  <input checked="" type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>	<p><a href="#">21-Scenario-3-Feedback-A.mp3</a></p>	<p><b>Joy:</b>                  It is important that your team understand the realities of the project and development. In addition, you were pointedly firm in holding your ground on your subordinate taking up the responsibility as a point person. This is good practice in preventing 'reverse delegation.' There are some good things in your response; however, not delegating is just as important as delegating. You did not address your</p>

## MANAGE LIKE A PRO SCRIPT

		<p>subordinate’s concerns about the tech. There’s a lack of education regarding the technology for this service. Could Michelle work with Peter, the tech expert on this project? Would Peter be more appropriate to address questions and concerns regarding technology? Also, Michelle made a valid point about policy. Policies and procedures provide a roadmap for daily operations. It also helps streamline project processes. Understanding the policies seems crucial for decision-making. Does Michelle have the authority to make final decisions regarding this project? Having that authority with responsibility may help her work more efficiently.</p> <p>Here are some questions you can ask yourself to determine the best time to delegate:</p> <ul style="list-style-type: none"> <li>• Is there more than one right way to do things? Yes? Delegate.</li> <li>• Is the employee learning necessary skills? Yes? Delegate.</li> <li>• Is the task a part of your current job? No? Delegate.</li> <li>• Do you have time to touch base on this project with your subordinate? Yes? Delegate.</li> <li>• Does the task put your subordinate in an unusual power dynamic with another supervisor? If so, have a discussion with your subordinate before assigning a task and determine whether delegation is appropriate based on the previous questions.</li> </ul>
<p style="text-align: center;"><b>Slide-4.6</b>  <i>The Text: Delegation pt.                  2 Feedback B</i></p> <p><input type="checkbox"/> Section  <input checked="" type="checkbox"/> Lesson</p>	<p style="text-align: center;"><a href="#">22-Scenario-3-Feedback-B.mp3</a></p>	<p><b>Joy:</b>                  Not bad! A good response! Your willingness to be flexible in your delegation is admirable. This response was considerate and respectful; however, is important to avoid ‘reverse delegation.’ The task is now back in your hands. Here are</p>

## MANAGE LIKE A PRO SCRIPT

<input type="checkbox"/> Quiz		<p>some questions you can ask to improve your response to this type of situation:</p> <ul style="list-style-type: none"> <li>• Is there more than one right way to do things? Yes? Delegate.</li> <li>• Is the employee learning necessary skills? Yes? Delegate.</li> <li>• Is the task a part of your current job? No? Delegate.</li> <li>• Do you have time to touch base on this project with your subordinate? Yes? Delegate.</li> <li>• Does the task put your subordinate in an unusual power dynamic with another supervisor? If so, have a discussion with your subordinate before assigning a task and determine whether delegation is appropriate based on the previous questions.</li> </ul>
<p style="text-align: center;"><b>Slide-4.7</b> <i>The Text: Delegation pt. 2 Feedback C</i></p> <input type="checkbox"/> Section <input checked="" type="checkbox"/> Lesson <input type="checkbox"/> Quiz	<p style="text-align: center;"><a href="#">23-Scenario-3-Feedback-C.mp3</a></p>	<p><b>Joy:</b> Excellent work! Flexible delegation is important! You realized that there was more than one right way to delegate by adjusting the timing. You gave them authority with responsibility by communicating that they can make final decisions after the handoff. This response was considerate, respectful, and but held firm in that they would take on the responsibility as a point person.</p> <p>Here are some other things to consider; your subordinates may feel uncomfortable working alongside another supervisor as an equal, as it presents an unusual power dynamic. In addition, not having sufficient experience or knowledge and authority may exacerbate feelings of inadequacy, as no one enjoys feeling incompetent. So, it's wonderful that you allowed your subordinate more time to</p>

## MANAGE LIKE A PRO SCRIPT

		learn and gave them authority in their position. Keep up the good work.
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### SCENE 05: GROUP MEETING: COLLABORATIVE LEADERSHIP (PROCEDURAL STATEMENTS)

WORD COUNT: 496	ESTIMATED READ TIME: 3 MINS 18 SECS	AVERAGE WORD PER PERIOD: 2.5
SLIDE NO.	FILE REFERENCE	SCRIPT
<p style="text-align: center;"><b>Slide-5.1</b> <i>Group Meeting: Collaborative Leadership (Procedural Statements)</i></p> <p><input type="checkbox"/> Section <input type="checkbox"/> Lesson <input checked="" type="checkbox"/> Quiz</p>	<p><a href="#">24-Scenario-3-Question-3.mp3</a></p>	<p>You are two weeks into a cross-organizational project for a new web service with your team. So far, the project is experiencing delays; the work produced by individual team members does not work together, and as a result, team members are not as productive and demoralized. How do you want to begin this meeting?</p>
	<p><a href="#">25-Scenario-3-Response-A.mp3</a></p>	<p><b>User Choice A:</b> Hello everyone! Thank you for joining our meet here today. It looks like everyone is here, so let's jump into it. We've run into some issues with components of the project not fitting together, so I want to go around and hear from everybody about their tasks and the issues they've run into.</p>
	<p><a href="#">26-Scenario-3-Response-B.mp3</a></p>	<p><b>User Choice B:</b> Hello everyone! Thank you for joining our meet here today. It looks like everyone is here, so let's start. I want to take about 7 minutes to share some project updates and answer questions. We've run into some issues with components of the project not fitting together, but I want to give everyone a chance to speak here first, so let's start with our content</p>

## MANAGE LIKE A PRO SCRIPT

		<p>expert. Sophie, go ahead. Let us know what issues you are experiencing.</p>
	<p><a href="#">27-Scenario-3-Response-C.mp3</a></p>	<p><b>User Choice C:</b> Hello everyone! Thank you for joining our meet here today. It looks like everyone is here, so let's start. Alright, so we're a couple of weeks into our project now and we've run into some issues with components of the project not fitting together. I'm going to take about 7 minutes to share some project updates and answer questions. Let's spend 10-12 minutes with clarifying the actual issues, 15 minutes brainstorming, and then another 5 to 7 minutes selecting the best option.</p>
<p style="text-align: center;"><b>Slide-5.2</b> <i>Group Meeting: Collaborative Leadership (Procedural Statements) A Feedback</i></p> <p><input type="checkbox"/> Section <input checked="" type="checkbox"/> Lesson <input type="checkbox"/> Quiz</p>	<p><a href="#">28-Scenario-3-Feedback-A.mp3</a></p>	<p><b>Joy:</b> Nice, getting straight to the problem! You jumped into the meeting wanting to address project issues. No one likes to sit through unnecessarily long meetings. Having said that, there is a more effective way to begin your meetings:</p> <ol style="list-style-type: none"> <li>1. Begin your meetings with a procedural statement, discussion outline (e.g., "I want to take 5 minutes to discuss the agenda for today and update everyone on the project. Let's spend 10-12 minutes with clarifying the actual issues. Let's take 15 minutes for brainstorming, and another 5 to 7 minutes selecting the best option").</li> <li>2. Identify the problem.</li> <li>3. Generate some practical solutions.</li> <li>4. Select the best solution.</li> </ol> <p>This simple procedure makes meetings more effective and allows you to keep track of forward progress in the discussion. It clearly communicates the flow and duration of</p>

## MANAGE LIKE A PRO SCRIPT

		<p>the meeting and prepares the team for the brainstorming and solution making aspects of the meeting.</p>
<p style="text-align: center;"><b>Slide-5.3</b>  <i>Group Meeting:  Collaborative Leadership  (Procedural Statements)  B Feedback</i></p> <p><input type="checkbox"/> Section  <input checked="" type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>	<p style="text-align: center;"><a href="#">29-Scenario-3-Feedback-B.mp3</a></p>	<p><b>Joy:</b>  You were on the right track! You jumped into the meeting wanting to address project issues. No one likes to sit through unnecessarily long meetings. Also, you did a good job soliciting responses from your team! You have a collaborative mindset. Collaborative leadership helps cultivate employee passion, productivity, participation, employee satisfaction, and goodwill. With that said, there is a more effective way to begin a meeting:</p> <ol style="list-style-type: none"> <li>1. Begin your meetings with a procedural statement, a discussion outline (e.g., “Let’s spend 10-12 minutes with clarifying the actual issues. Let’s take 15 minutes for brainstorming, and another 5 to 7 minutes selecting the best option”).</li> <li>2. Identify the problem.</li> <li>3. Generate some practical solutions.</li> <li>4. Select the best solution.</li> </ol> <p>This simple procedure makes meetings more effective and allows you to keep track of forward progress in the discussion. It clearly communicates the flow and duration of the meeting and prepares the team for the brainstorming and solution making aspects of the meeting.</p>
<p style="text-align: center;"><b>Slide-5.4</b>  <i>Group Meeting:  Collaborative Leadership  (Procedural Statements)  C Feedback</i></p>	<p style="text-align: center;"><a href="#">30-Scenario-3-Feedback-C.mp3</a></p>	<p><b>Joy:</b>  Fantastic work! This is the approach of an effective group leader. You outlined the guidelines of the discussion with a simple yet effective procedural statement. This helps you keep track of forward progress in the discussion. It clearly</p>

## MANAGE LIKE A PRO SCRIPT

<input type="checkbox"/> Section <input checked="" type="checkbox"/> Lesson <input type="checkbox"/> Quiz		communicates the flow and duration of the meeting and prepares the team for the brainstorming and solution making aspects of the meeting. Keep up the good work!
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### SCENE 06: GROUP MEETING: COLLABORATIVE LEADERSHIP (LEADERSHIP ROLES)

WORD COUNT: 507	ESTIMATED READ TIME: 3 MIN(S) 22 SEC(S)	AVERAGE WORD PER PERIOD: 2.5
SLIDE NO.	FILE REFERENCE	SCRIPT
<b>Slide-6.1</b> <i>Group Meeting:            Collaborative Leadership            (Leadership Roles)</i> <input type="checkbox"/> Section <input type="checkbox"/> Lesson <input checked="" type="checkbox"/> Quiz	<a href="#">31-Scenario-4-Question-4.mp3</a>	<b>Question:</b> Your team seems hesitant about getting into the project issues. How do you get them talking?
	<a href="#">32-Scenario-4-Response-A.mp3</a>	<b>User Choice A:</b> Let's start with the Research Commons Support course engagement level. Right now, the course level is three and we want to bring it to level four. Peter, what resources do we have at our disposal and how soon can we implement them?
	<a href="#">33-Scenario-4-Response-B.mp3</a>	<b>User Choice B:</b> Let's start with the Research Commons Support course engagement level. Who wants to go first?
	<a href="#">34-Scenario-4-Response-C.mp3</a>	<b>User Choice C:</b> Let's start with the Research Commons Support course engagement level. What are the challenges content and tech wise? Sophie? Peter?

## MANAGE LIKE A PRO SCRIPT

<p style="text-align: center;"><b>Slide-6.2</b>  <i>Group Meeting:</i>  <i>Collaborative Leadership</i>  <i>(Leadership Roles)</i>  <i>A Feedback</i></p> <p><input type="checkbox"/> Section  <input checked="" type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>	<p style="text-align: center;"><a href="#">35-Scenario-4-Feedback-A.mp3</a></p>	<p><b>Joy:</b>  Terrific job initiating a topic of discussion and soliciting input from your team! As a leader, you'll have to take on different roles:</p> <ul style="list-style-type: none"> <li>• initiating - idea pitching</li> <li>• soliciting - opinions, perspectives, input</li> <li>• coordinating - helping team members see connections and relationships</li> <li>• orienting - clarifying, synthesizing, and summarizing</li> <li>• encouraging - affirming team member participation, skills, successes (e.g., "That's a great point." "Thanks for bringing that up.").</li> <li>• harmonizing - make connections and reduce tension</li> <li>• gatekeeping - create space for everyone to speak and contribute (e.g., "We heard from a few people. Let's hear some new voices now." "(name here), you looked like you were going to say something.").</li> </ul> <p>These roles help you bring balance to your team's discussion.</p>
<p style="text-align: center;"><b>Slide-6.3</b>  <i>Group Meeting:</i>  <i>Collaborative Leadership</i>  <i>(Leadership Roles)</i>  <i>B Feedback</i></p> <p><input type="checkbox"/> Section  <input checked="" type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>	<p style="text-align: center;"><a href="#">36-Scenario-4-Feedback-B.mp3</a></p>	<p><b>Joy:</b>  You were on the right path trying to solicit input from your team. As a leader, you'll have to take on different roles, 'solicitor' being one of them:</p> <ul style="list-style-type: none"> <li>• initiating - idea pitching</li> <li>• soliciting - opinions, perspectives, input</li> <li>• coordinating - helping team members see connections and relationships</li> <li>• orienting - clarifying, synthesizing, and summarizing</li> <li>• encouraging - affirming team member participation, skills, successes (e.g., "That's a great point." "Thanks for bringing that up.").</li> </ul>

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		<ul style="list-style-type: none"> <li>• harmonizing - make connections and reduce tension</li> <li>• gatekeeping - create space for everyone to speak and contribute (e.g., "We heard from a few people. Let's hear some new voices now." "(name here), you looked like you were going to say something.").</li> </ul> <p>These roles help you bring balance to your team's discussion. To improve your soliciting skills, try initiating a topic and then solicit a specific individual.</p>
<p style="text-align: center;"><b>Slide-6.4</b>  <i>Group Meeting:  Collaborative Leadership  (Leadership Roles)  C Feedback</i></p> <p><input type="checkbox"/> Section  <input checked="" type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>	<p><a href="#">37-Scenario-4-Feedback-C.mp3</a></p>	<p><b>Joy:</b>  You were on the right path trying to solicit input from your team. You also pitched two points of discussion. As a leader, you'll have to take on different roles, 'solicitor' and 'initiator' being two of them:</p> <ul style="list-style-type: none"> <li>• initiating - idea pitching</li> <li>• soliciting - opinions, perspectives, input</li> <li>• coordinating - helping team members see connections and relationships</li> <li>• orienting - clarifying, synthesizing, and summarizing</li> <li>• encouraging - affirming team member participation, skills, successes (e.g., "That's a great point." "Thanks for bringing that up.").</li> <li>• harmonizing - make connections and reduce tension</li> <li>• gatekeeping - create space for everyone to speak and contribute (e.g., "We heard from a few people. Let's hear some new voices now." "(name here), you looked like you were going to say something.").</li> </ul> <p>These roles help you bring balance to your team's discussion. To improve your soliciting skills, try soliciting a specific individual.</p>

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### SCENE 07: GROUP MEETINGS: COLLABORATIVE LEADERSHIP (80:20 RATIO)

WORD COUNT: 398	ESTIMATED READ TIME: 2 MIN(S) 39 SECS	AVERAGE WORD PER PERIOD: 2.5
SLIDE NO.	FILE REFERENCE	SCRIPT
<p style="text-align: center;"><b>Slide-7.1</b> <i>Group Meeting: Collaborative Leadership (80:20 Ratio)</i></p> <p><input type="checkbox"/> Section <input type="checkbox"/> Lesson <input checked="" type="checkbox"/> Quiz</p>	<a href="#">38-Scenario-5-Question-5.mp3</a>	<p><b>Joy:</b> Sophie W., the content expert, has been talking for about seven minutes now. What do you say to facilitate a more balanced conversation?</p>
	<a href="#">39-Scenario-5-Response-A.mp3</a>	<p><b>User Choice A:</b> Maybe we pause there for a second to discuss. Does anyone else have input on this?</p>
	<a href="#">40-Scenario-5-Response-B.mp3</a>	<p><b>User Choice B:</b> Sophie let's pause right there for a moment. I want to get some input from others for the next few minutes and we'll end with you before we move on to brainstorming. Pam, did you want to add something?</p>
	<a href="#">41-Scenario-5-Response-C.mp3</a>	<p><b>User Choice C:</b> Let me pause you right there. Peter, did you want to add something?</p>
<p style="text-align: center;"><b>Slide-7.2</b> <i>Group Meeting: Collaborative Leadership (80:20 Ratio)</i> <i>Employee Opinion Survey A</i></p> <p><input type="checkbox"/> Section <input checked="" type="checkbox"/> Lesson</p>	<a href="#">42-Scenario-5-EOS-BAD.mp3</a>	<p>Meetings are not productive and %uName% doesn't seem to have the leadership skills to head a meeting or keep projects on track.</p>

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<input type="checkbox"/> Quiz		
<p style="text-align: center;"><b>Slide-7.3</b></p> <p style="text-align: center;"><i>Group Meeting: Collaborative Leadership (80:20 Ratio)</i></p> <p><i>Employee Opinion Survey B</i></p> <input type="checkbox"/> Section <input checked="" type="checkbox"/> Lesson <input type="checkbox"/> Quiz	<a href="#">43-Scenario-5-EOS-GOOD.mp3</a>	<p>%uName% is great at leading projects; however, they encourage employee autonomy and facilitating opportunities for everyone to contribute.</p>
<p style="text-align: center;"><b>Slide-7.4</b></p> <p style="text-align: center;"><i>Group Meeting: Collaborative Leadership (80:20 Ratio)</i></p> <p><i>Employee Opinion Survey C</i></p> <input type="checkbox"/> Section <input checked="" type="checkbox"/> Lesson <input type="checkbox"/> Quiz	<a href="#">44-Scenario-5-EOS-AVG.mp3</a>	<p>I sometimes feel like our meetings are not very productive. %uName% tries to keep the meetings on track, but it takes too long to define root project issues and some members are more outspoken than others.</p>
<p style="text-align: center;"><b>Slide-7.5</b></p> <p style="text-align: center;"><i>Group Meeting: Collaborative Leadership (80:20 Ratio)</i></p> <p style="text-align: center;"><i>Survey A Feedback</i></p> <input type="checkbox"/> Section <input checked="" type="checkbox"/> Lesson <input type="checkbox"/> Quiz	<a href="#">45-Scenario-5-Feedback-A.mp3</a>	<p><b>Joy:</b> You're headed in the right direction; you politely interrupted a team member to make room for others. You can improve this interaction by singling out a team member. Some of your members may be more reserved and reluctant to initiate in a discussion and it's your job to facilitate space for everyone, gatekeeping. Remember, you have several roles as a leader, and you'll have to code switch depending on the situation.</p>

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<p style="text-align: center;"><b>Slide-7.7</b></p> <p style="text-align: center;"><i>Group Meeting: Collaborative Leadership (80:20 Ratio)</i></p> <p style="text-align: center;"><i>Survey B Feedback</i></p> <p><input type="checkbox"/> Section <input checked="" type="checkbox"/> Lesson <input type="checkbox"/> Quiz</p>	<p><a href="#">46-Scenario-5-Feedback-B.mp3</a></p>	<p><b>Joy:</b> Superb work! You politely interrupted a team member to make room for others and you singled out an individual to facilitate space for them. Nice gatekeeping! You also incorporated a procedural statement, setting guidelines for the flow and nature of the conversation.</p>
<p style="text-align: center;"><b>Slide-7.8</b></p> <p style="text-align: center;"><i>Group Meeting: Collaborative Leadership (80:20 Ratio)</i></p> <p style="text-align: center;"><i>Survey C Feedback</i></p> <p><input type="checkbox"/> Section <input checked="" type="checkbox"/> Lesson <input type="checkbox"/> Quiz</p>	<p><a href="#">47-Scenario-5-Feedback-C.mp3</a></p>	<p><b>Joy:</b> Great job! You politely interrupted a team member to make room for others and you singled out an individual to facilitate space for them. Nice gatekeeping! Some of your members may be more reserved and reluctant to initiate in a discussion, so good work there. To make this interaction even better, try incorporating a simple procedural statement to set guidelines for the flow and nature of the conversation. For example, you could say “Let me pause you right there. I want to get some new voices in here and I want to come back to you for the last two minutes before we move on to the next thing. (Name here) did you want to add something?” This response facilitates space for others, sets guidelines for the rest of the conversation, and reaffirms the importance of your talkative team member’s contribution.</p>

### SCENE 08: MEETINGS: UPWARD FEEDBACK

<b>WORD COUNT: 998</b>	<b>ESTIMATED READ TIME: 6 MIN(S) 39 SECS</b>	<b>AVERAGE WORD PER PERIOD: 2.5</b>
<b>SLIDE NO.</b>	<b>FILE REFERENCE</b>	<b>SCRIPT</b>

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<p style="text-align: center;"><b>Slide-8.1</b> <i>Meetings: Upward Feedback</i></p> <p><input type="checkbox"/> Section <input type="checkbox"/> Lesson <input checked="" type="checkbox"/> Quiz</p>	<p style="text-align: center;"><a href="#">48-Scenario-6-Question-6.mp3</a></p>	<p><b>Question:</b> There are supposed to be two presentations today, an interactive learning video and a visual mockup of the interactive prototype. The course developer’s (UI/UX designer) visual mockup is up first, however, the prototype is not ready. This is not the first time a team member has fallen behind on work. You want to better understand their obstacles. How do you handle this situation?</p>
	<p style="text-align: center;"><a href="#">49-Scenario-6-Response-A.mp3</a></p>	<p><b>User Choice A:</b> “Hello everyone! Thank you for joining our meet here today! I’m going to take five minutes to go over today’s agenda, make some announcements, and quickly answer a few questions. After that, we’ll take about fifteen minutes to view Sophie and Michelle’s presentation, discuss, and ask questions. And we’ll use the last ten minutes for individual task updates. [one minute later] and that’ll sum up today’s agenda. Announcements! I am going to schedule one-on-one meetings starting Friday morning. I will send out a schedule and instructions, so you’re aware of your slot and know what to prepare...”</p>
	<p style="text-align: center;"><a href="#">50-Scenario-6-Response-B.mp3</a></p>	<p><b>User Choice B:</b> Hello everyone! Thank you for joining our meet here today! I’m going to take five minutes to go over today’s agenda, make some announcements, and quickly answer a few questions. After that, we’ll take about fifteen minutes to view Sophie and Michelle’s presentation, discuss, and ask questions. And we’ll use the last ten minutes for individual task updates. [one minute later] and that’ll sum up today’s agenda. Before we get to the questions, I want to reiterate that I am aware of the challenges of this project, and I want to remind everyone of our open-door policy and encourage you to take advantage of that if you need to talk. I’m here...”</p>

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	<a href="#">51-Scenario-6-Response-C.mp3</a>	<p><b>User Choice C:</b> Thank you for joining our meet here today! I'm going to take five minutes to go over today's agenda, make some announcements, and quickly answer a few questions. After that, we'll take about fifteen minutes to view Sophie and Michelle's presentation, discuss, and ask questions. And we'll use the last ten minutes for individual task updates. [one minute later] and that'll sum up today's agenda. Before we get to the questions, I want to reiterate that I am aware of the challenges of this project, and I want to remind everyone of our suggestion box and encourage you to take advantage of that if you have ideas that you believe will benefit our department. Your input is invaluable here...</p>
<p><b>Slide-8.2</b> <i>Group Meeting: Collaborative Leadership (Upward Feedback)</i> <i>Employee Opinion Survey A</i></p> <p><input type="checkbox"/> Section <input checked="" type="checkbox"/> Lesson <input type="checkbox"/> Quiz</p>	<a href="#">52-Scenario-6-EOS-GOOD.mp3</a>	<p>%uName% invests in improving their leadership skills and cares about employee feedback.</p>
<p><b>Slide-8.3</b> <i>Group Meeting: Collaborative Leadership (Upward Feedback)</i> <i>Employee Opinion Survey B</i></p> <p><input type="checkbox"/> Section <input checked="" type="checkbox"/> Lesson <input type="checkbox"/> Quiz</p>	<a href="#">53-Scenario-6-EOS-AVG.mp3</a>	<p>%uName% seems very sincere in improving their leadership skills and creating a more collaborative space; however, I'm not sure if they're skilled enough as a manager to head those efforts.</p>

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<p><b>Slide-8.4</b>  <i>Group Meeting:  Collaborative Leadership  (Upward Feedback)  Employee Opinion Survey A</i></p> <p><input type="checkbox"/> Section  <input checked="" type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>	<p><a href="#">54-Scenario-6-EOS-BAD.mp3</a></p>	<p>There are ways to make suggestions and provide feedback, but I feel those avenues are ineffective and there is rarely in follow-up.</p>
<p><b>Slide-8.5</b>  <i>Meetings: Upward  Feedback A</i></p> <p><input type="checkbox"/> Section  <input checked="" type="checkbox"/> Lesson  <input type="checkbox"/> Quiz</p>	<p><a href="#">55-Scenario-6-Feedback-A.mp3</a></p>	<p><b>Joy:</b>  Terrific work! The most effective communication happens face-to-face. Not only is there an opportunity for more effective communication, but one-on-one meetings offer opportunities for leadership development. Leaders can leverage these meetings for data collection. Good intel is invaluable in good decision making. Here are some steps you can take to optimize your one-on-one meetings:</p> <ul style="list-style-type: none"> <li>• commit to regularly scheduling one-on-one meetings</li> <li>• prepare yourself and your subordinates for the meeting in advance with questions, concerns, and feedback (e.g., "How are things going for you on the team? What are some of your concerns regarding the team? What can we do to address these issues?")</li> <li>• use 25-30% of the meeting for leader feedback (e.g., "I want to improve my leadership skills, what areas of improvement can you identify for me?")</li> <li>• take feedback notes</li> <li>• follow up</li> </ul>

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<p><b>Slide-8.6</b> <i>Meetings: Upward Feedback B</i></p> <p><input type="checkbox"/> Section <input checked="" type="checkbox"/> Lesson <input type="checkbox"/> Quiz</p>	<p><a href="#">56-Scenario-6-Feedback-B.mp3</a></p>	<p><b>Joy:</b> Not bad! Great job with your procedural statements. Open-door policies can be beneficial; however, there are a lot of downsides:</p> <ul style="list-style-type: none"><li>• some employees may be too afraid to speak up</li><li>• open-door policies puts the burden of initiation on the employee</li><li>• open-door policies may disrupt supervisors and negatively impact productivity</li><li>• may blur boundaries (e.g., supervisors become therapists)</li><li>• may undermine mediation efforts (e.g., employees bypass mediation for a chat with the boss)</li></ul> <p>The most effective communication happens face-to-face. Not only is there an opportunity for more effective communication, but one-on-one meetings offer opportunities for leadership development. Leaders can leverage these meetings for data collection. Good intel is invaluable in good decision making. Here are some steps you can take to optimize your one-on-one meetings:</p> <ul style="list-style-type: none"><li>• commit to regularly scheduling one-on-one meetings</li><li>• prepare yourself and your subordinates for the meeting in advance with questions, concerns, and feedback (e.g., "How are things going for you on the team? What are some of your concerns regarding the team? What can we do to address these issues?")</li><li>• use 25-30% of the meeting for leader feedback (e.g., "I want to improve my leadership skills, what areas of improvement can you identify for me?")</li><li>• take feedback notes</li></ul>
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		<ul style="list-style-type: none"> <li>• follow up</li> </ul>
<p style="text-align: center;"><b>Slide-8.47</b> <i>Meetings: Upward Feedback C</i></p> <p><input type="checkbox"/> Section <input checked="" type="checkbox"/> Lesson <input type="checkbox"/> Quiz</p>	<p><a href="#">57-Scenario-6-Feedback-C.mp3</a></p>	<p><b>Joy:</b> Not bad! Great job with your procedural statements. Suggestion boxes are not very effective in improving the workplace environment or engaging employees. There are a lot of downsides:</p> <ul style="list-style-type: none"> <li>• doesn't promote engagement</li> <li>• most employees don't take it seriously</li> <li>• no employee recognition or reward involved</li> <li>• doesn't change behavior</li> <li>• doesn't offer a structure for identifying ideas, idea implementation, or broadcasting</li> </ul> <p>The most effective communication happens face-to-face. Not only is there an opportunity for more effective communication, but one-on-one meetings offer opportunities for leadership development. Leaders can leverage these meetings for data collection. Good intel is invaluable in good decision making. Here are some steps you can take to optimize your one-on-one meetings:</p> <ul style="list-style-type: none"> <li>• commit to regularly scheduling one-on-one meetings</li> <li>• prepare yourself and your subordinates for the meeting in advance with questions, concerns, and feedback (e.g., "How are things going for you on the team? What are some of your concerns regarding the team? What can we do to address these issues?")</li> </ul>

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		<ul style="list-style-type: none"><li>• use 25-30% of the meeting for leader feedback (e.g., “I want to improve my leadership skills, what areas of improvement can you identify for me?”)</li><li>• take feedback notes</li><li>• follow up</li></ul>
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