

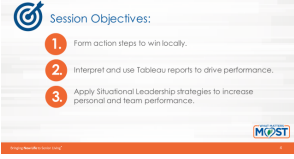


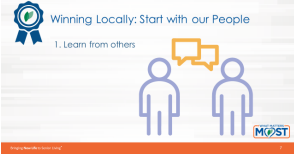






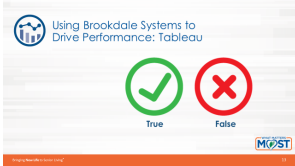
SLIDE	SCRIPT: OPS Functional Breakout
<p>01:00-01:03 minutes</p> 	<p>NOTE: Presenter says words in <b>BOLD</b> font. <i>Italicized words are actions the presenter does.</i></p> <p>Presenter: Mary Sue Patchett  <i>ENTRANCE: Tap-Tap-CLAP (“We Will Rock You” clapping supported by DOC teams)</i></p> <p>Presenter: Mary Sue Patchett  <i>Welcome and opening remarks.</i></p> <p>SAY: <b>We are BROOKDALE! Turn to the person next to you, if you don’t know them introduce yourself or say hello, and share three ways YOU are Brookdale!</b></p> <p><b>You’ll have 1 minute. Ready go!</b> <i>Pause for people to share.</i>  <b>Shout out some of the ways you are Brookdale.</b>  <b>We are Brookdale. We are</b> <i>[insert a few things you heard people say.]</i>  <b>Thank you for your commitment to help us do what matters most.</b></p>
	<p>[NOTE: THIS SLIDE HAS ANIMATIONS]</p> <p><b>Earlier today you saw this formula. The formula can serve as a guide to align our work today to our vision for tomorrow.</b></p> <p>DO: <i>Explain the formula.</i></p>
<p>01:03-01:08</p> 	<p>Supplies: You’ll need a scribe, flip chart, and marker; and one index card per person. The scribe will record answers that people share.</p> <p>SAY: <b>Before we get started, let’s recap what you learned in the Ops General Session. Here’s what I’d like you to do.</b></p> <p><b>On page 2 of your handout, write:</b>  <b>3 things you learned, 2 things you’ll do, and 1 question you have.</b> <i>Hold up an index card. Instruct people to use the index cards for this question.</i></p> <p><b>If you took notes during the general session, feel free to take a look at them. You’ll have about 4 minutes to answer these questions.</b></p> <p>DO: <i>After 4 minutes, sound the attention getting device and have people turn their attention back to you. Ask 2-3 willing volunteers to share their answers to one of the three prompts. As people share, repeat back what they said and have your scribe record their answers on the flip chart.</i></p> <p><i>Thank people for sharing. Add any additional key information to the list that you would like highlight from the Ops General Session.</i></p> <p><i>Direct people to place their index cards in the center of the table. DVPs will pick them up.</i></p> <p><u><i>Once index cards are collected, place them in a basket. They will be used during the fireside chat.</i></u></p>
<p>01:08-01:09</p>	<p>Presenter: Mary Sue Patchett</p> <p>SAY: <b>Let’s take a look at how we’ll spend our afternoon together.</b>  <b>We’re on page one of your handout.</b>  <b>In Part 1, we’ll form action steps to win locally.</b></p>


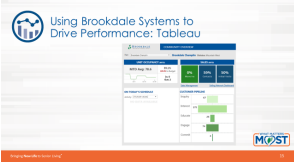
 <p><b>Session Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Form action steps to win locally.</li> <li>2. Interpret and use Tableau reports to drive performance.</li> <li>3. Apply Situational Leadership strategies to increase personal and team performance.</li> </ol> <p>MG/ST</p>	<p><b>Interpreting and using Tableau reports to drive performance will be our focus in Part 2.</b></p> <p><b>In Part 3, we'll apply Situational Leadership strategies to increase personal and team performance.</b></p> <p><b>And finally, in Part 4, we'll gather 'round for a fireside chat.</b></p> <p><b>Throughout our time together, we'll stop periodically for you to record specific action steps based on what you've experienced and learned. As you form those steps, be specific and include a deadline. What gets written down gets done!</b></p>
<p>01:09-01:12</p>  <p><b>TAD Update</b></p> <p>Operations restructure has been effective at protecting the core from the disruption of asset disposals, improving the span of control for continuing communities, and reducing G&amp;A costs.</p> <p>MG/ST</p>	<p><b>SAY: As we explore winning locally, part of our focus includes a TAD update. Turn to page 3 in your handouts.</b></p> <p><b>Our ongoing Field restructure of the district teams of Ops, Sales, and Clinical continues as in the past quarter we have identified communities with Ventas and WellTower that will transition.</b></p> <p><b>From May to August 1 close to another 100 communities transitioned out of our Geographic divisions either to new owners/managers outside of Brookdale or to our Transformation Asset Division bringing our average span of control down to 1:10.</b></p> <p><b>In the next few months, we'll continue to scale down district teams for appropriate G&amp;A.</b></p>
<p>01:12-01:14</p>  <p><b>Winning Locally: Start with our People</b></p> <p>Winning locally is...</p> <p>MG/ST</p>	<p><b>Presenter: Donna Flaata</b></p> <p><i>DO: Introduce yourself and your role at Brookdale.</i></p> <p><b>SAY: When you think of winning locally, what comes to mind? Let's find out. At your tables, take turns completing this sentence. Winning locally is... For example, winning locally is constantly recruiting new associates. The person at your table with the birthday closest to today will go first and then continue clockwise around the table.</b></p> <p><b>You have about 20 seconds each to share your answers. I'll let you know when it's time for the next person at your table to begin. Listen for this sound.</b></p> <p><i>DO: Sound the attention getting device every 20 seconds and let the next person at the table know they should be begin talking. Continue this process until everyone has shared their answer.</i></p> <p><b>Shout out some of your answers. "Winning locally is..."</b></p> <p><i>DO: Repeat back what people say and have your scribe write their answers on a page of the flip chart.</i></p> <p><b>Winning locally is all of those things, and more. Let's look at three tangible steps we can take to win locally. First, we can learn from others.</b></p>
<p>01:14-01:22</p>	<p><b>Presenter: Donna Flaata</b></p> <p><b>SAY: We're on page 4 of your handouts.</b></p> <p><b>Winning locally is a challenge for all of us. How do we do it? I'd like to tell you a true story. (story 3 minutes)</b></p> <p><b>As you listen, write down key actions taken to win locally.</b></p> <p><i>DO: After telling your story, have people get with a partner and share the</i></p>



	<p><i>actions people took to win locally.</i></p> <p><i>Allow 3 minutes for people to work with their partner.</i></p> <p><i>Call time and then ask a few willing people to share their answers with the larger group. Encourage people to add to each other's answers by saying, "Yes, and" and adding onto what the previous respondent said.</i></p> <p><i>Repeat back what people share and have your scribe record the answers.</i></p> <p><b>SAY: Look at this list. What new ideas might you try? What items on this list affirm what you are already doing? Make note of them. Share this information with the person next to you.</b></p>
<p>01:22-01:33</p> 	<p>Presenter: Josh Rivera</p> <p><i>DO: Introduce yourself and your role at Brookdale.</i></p> <p><b>SAY: In addition to learning from others, we can hire and retain the right talent.</b></p> <p><i>Tell your story of hiring and retaining the right talent. (story 2 minutes)</i></p> <p><b>ASK: What are some things our team did well to win locally? How might those actions apply to your communities?</b></p> <p><i>DO: Choose a few willing volunteers to share their answers. Repeat back what the respondents say so everyone in the room can hear.</i></p> <p><b>SAY: Let's take a look at 3 things you can do to hire and retain talent.</b></p> <p><b>1. Keep a list of your next hires -- The best athletic directors in college sports keep a list of the most qualified coaches they'd want to hire if they lost their current coach. The best owners of professional sports franchises keep a list of up-and-coming assistant coaches, or coaches at the college level, who have the skills to lead their professional teams. As a leader in your division, who are the people in your districts or regions who have the ability to move to the next level? Do you have a list of names you can reach for when you have an opening?</b></p> <p><b>In your notes, start your list right now.</b></p> <p><b>2. Identify special projects -- Are you looking for opportunities to increase the responsibilities of your high potential associates, or give them special projects to work on so they can grow their skills? Often the best way to keep someone in a job where they're D-4 -- high competence &amp; high commitment -- is to find something new to challenge them. What are the projects that need help in your area?</b></p> <p><b>In your notes, write down the projects where you need help. What names immediately come to mind as you write these?</b></p> <p><b>3. Hiring Ahead – We recently started a program to "hire ahead" a pool of executive directors who can be on the bench, fully trained and ready to step into a community as soon as an opening occurs. What if our communities did the same thing for Dining Services Directors or Care Associates or whatever position you find yourself frequently filling? What if we lowered our "time to fill" from one month to less than one week? Write down the</b></p>



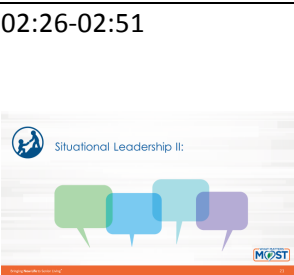
	<p>names of some communities that could serve as a training ground for "hired ahead" associates.</p>
	<p>Presenter: Josh Rivera  SAY: <b>We can also on-board EDs well.</b>  <b>Turn to page 5.</b>  <b>Take a look at these statistics from CLO Media.</b>  <b>Companies recognized as "best-in-class" for onboarding experienced (on average):</b>  <b>A 100 percent improvement in the retention of new hires</b>  <b>A 60 percent reduction in time-to-productivity for new hires; and</b>  <b>A 57 percent increase in completion rates for on-boarding tasks.</b>  <i>Citation: © 2018 - Chief Learning Officer – CLO Media. All rights reserved.</i></p>
<p>01:33-01:36</p> 	<p>Presenter: Josh Rivera  SAY: <b>On boarding is key to leaders' success. Take a look at the chart on page 6 of your handout.</b>  <b>At Brookdale, on-boarding EDs is a 12-week program for new EDs, AEDs, and HCAs, with five components.</b>  <b>eLearning - 135+ courses, depending on the state; includes Associate Foundations orientation if new to Brookdale.</b>  <b>ED Partner - new EDs should spend two weeks in their partner's community.</b>  <b>ED Webinars - Five webinars aligned to the Brookdale Leadership Philosophy, led by ED &amp; Financial Learning Specialists:</b></p> <ol style="list-style-type: none"> <li><b>Mission/Servant Leadership</b></li> <li><b>Attract, Develop, &amp; Grow Great Talent</b></li> <li><b>Using Brookdale Systems to Win Locally</b></li> <li><b>Understanding Your Community Metrics</b></li> <li><b>Making Accurate Decisions, Getting the Best Results</b></li> </ol> <p><b>Financial Report Review - The division Financial Learning Specialist schedules a one-on-one session with the new ED to review their first month's financial reports.</b>  <b>ED Finance &amp; Operations Workshop - a two-day event led by the ED &amp; Financial Learning Specialists, hosted at a Brookdale community. Guest speakers include Regional HR Business Partners, Legal Trainers, and Resident &amp; Family Engagement leadership.</b></p>
<p>01:36-01:42</p> 	<p>Presenter: Josh Rivera  SAY: <b>On-boarding EDs strategically benefits us significantly. It results in</b></p> <ul style="list-style-type: none"> <li><b>Increased REVPar</b></li> <li><b>Increased occupancy</b></li> <li><b>Increase NPS</b></li> </ul> <p><b>Take a look at the list on page 7 of your handouts.</b>  <b>To jumpstart your ED onboarding process, do the following:</b></p> <ul style="list-style-type: none"> <li><b>Implement a "Red Carpet Experience" for new EDs</b></li> <li><b>Make a laptop and other resources available on first day</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Schedule the new EDs first two weeks in the ED Partner's community</b></li> <li>• <b>Provide access to all appropriate Brookdale systems on Day One: MySpend, Tableau, etc.</b></li> </ul> <p><b>Review this list and put a checkmark next to what you're already doing while onboarding new EDs and underline new ideas you'll implement in the next month.</b></p> <p><i>Pause for a minute.</i></p> <p><b>What other actions would you add to this list?</b></p> <p><i>Take a few responses from the participants. Mention that if people hear an idea they like, they should write it down.</i></p> <p><b>We know this process works. So try it! Tell the person next to you what you're going to try when you get home.</b></p>
01:42-01:50	<p>Presenter: Donna Flaata</p> <p>SAY: <b>To wrap up Part 1, let's formulate a few concrete actions steps. What new steps will you take to win locally? Write them down on the bottom of page 7. Then get up and find someone at another table and take turns sharing your winning actions. Write down any new actions you want to add to your list.</b></p> <p>DO: <i>Allow 4 minutes for people to write and then about 3 minutes for people to share.</i></p>
01:50-01:56	<p>Presenters: Brianne Uggetti and Lori Morton</p> <p>DO: <i>Introduce yourselves and share your role at Brookdale.</i></p> <p>[NOTE: Having people move around stimulates brain activity and helps people focus.]</p> <p>SAY: <b>Let's begin Part 2: Using Brookdale Systems to Drive Performance with a fun game of Tableau True or False.</b></p> <p>DO: <i>Tell participants you're going to play a game of True or False. Designate one side of the room true and the other false. Draw an imaginary line between the two walls. Tell participants you'll read a statement about Tableau and they'll have to determine if it is true or false and stand near the appropriate wall. Once people are standing near either wall, they'll find one another person nearby and explain their answer. If people are unsure of their answer, they can stand in the center of the room between the two walls. After people have shared, tell the group the correct answer and explain your answer.</i></p> <p><b>Tableau True/False: Choose 3-4</b></p> <ul style="list-style-type: none"> <li>• <b>Community Overview in Tableau can be used prior to community visits, focus calls and reviewing CAP plans to help identify opportunities and celebrate successes</b></li> <li>• <b>Your projected CMIP payment can be found on Tableau.</b></li> <li>• <b>You can find Occupancy by Product Type and Rate per Unit via Tableau reports.</b></li> <li>• <b>State Survey results in Tableau help identify clinical opportunities for a specific community.</b></li> </ul>

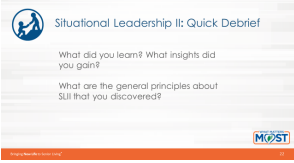


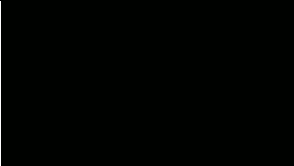
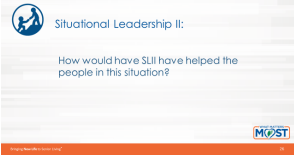




	<ul style="list-style-type: none"> <li>• <b>Service Alignment Dashboards identify associates who have accumulated overtime this month.</b></li> <li>• <b>Direct Debit numbers are available on the Community Overview Dashboard.</b></li> <li>• <b>You are able to view the last time assignment plans were updated and ran in Tableau.</b></li> </ul> <p><i>Continue the same format for the other 4 questions. Thank people for playing the game and have them return to their seats.</i></p>
<p>01:56-02:09</p> 	<p>Presenters: Brianne Uggetti and Lori Morton</p> <p><b>SAY: Tableau helps us win locally by identifying our areas of success and areas that need improvement our communities.</b></p> <p><b>Take a look at the dashboard on the screen. It's from Brookdale Champlain.</b></p>
	<p>Presenters: Brianne Uggetti and Lori Morton</p> <p><b>SAY: Turn in your handouts to page 8 where you'll find a copy of the dashboard from Brookdale Champlain.</b></p> <p><b>Review their dashboard report and circle three areas to address. For each area, list at least two actions on the CAPS form on the next page.</b></p> <p><b>When you're finished, get up and find a partner. Share your work with each other.</b></p> <p><b>What areas would you address and what actions would you take?</b></p> <p><b>Each person will have 4 minutes to talk.</b></p> <p><i>DO: Sound the attention getting device at four minutes and let people know they have four minutes left. After 8 minutes, sound the attention getting device again and have people return to their seats.</i></p> <p><i>Once people are seated, invite a few willing volunteers to share their answers. Be sure to repeat back what they say so everyone in the room can hear their answers and insights.</i></p> <p><i>Then offer your suggestions. Begin with "You might also try..."</i></p> <p><b>SAY: To help you complete your Community Action Plans, try these tips and tricks:</b></p> <ol style="list-style-type: none"> <li>1. <b>Utilize Community Overview in Tableau to identify opportunities.</b></li> <li>2. <b>Should be owned by the Executive Director and completely collaborative by the community team.</b></li> <li>3. <b>It is not a To Do List for the community.</b></li> <li>4. <b>Identify specific person who is responsible for the goal.</b></li> <li>5. <b>Ensure goals are set up accurately (refer to SLII)</b></li> </ol> <p><b>Specific</b>  <b>What exactly is the goal or task and what does a good job look like?</b></p> <p><b>Motivating</b>  <b>Is the team excited and interested in this goal?</b></p> <p><b>Attainable</b></p>

	<p><b>Is the goal realistic and achievable?</b></p> <p><b>Relevant</b></p> <p><b>Is the goal important and aligned with organization goal?</b></p> <p><b>Trackable</b></p> <p><b>Is there a way to track progress? Are there measures?</b></p> <p><i>As you wrap up, intentionally reinforce and reiterate how EVERYONE should be using the CAPS in their districts, regions, and divisions to drive “Winning Locally.”</i></p>
<p>02:09-02:14</p>  <p>The slide titled "Tableau: Action Steps" asks participants to describe their greatest insight about Tableau and how they will leverage that knowledge to drive success or win locally. It features a graphic of a person running up a blue staircase with an orange arrow pointing up, and the MGOST logo in the bottom right corner.</p>	<p>Presenters: Brianne Uggetti and Lori Morton</p> <p>SAY: <b>It’s time to wrap up Part 2 with more action steps. We’re on page 10 of your handouts.</b></p> <ul style="list-style-type: none"> <li>• <b>Describe the greatest insight you had about Tableau.</b></li> <li>• <b>How will you leverage that knowledge to drive success and win locally?</b></li> </ul> <p><b>Take about 4 minutes to plan your next steps with Tableau.</b></p>
<p>02:14-02:21</p>	<p>Presenter: Randy Cyphers</p> <p>DO: <i>Introduce yourselves and mention your role at Brookdale.</i></p> <p>SAY: <b>Let’s dive into Part 3: Situational Leadership II with a quick assessment. It’s not scientific, but it will give us a good baseline for our work together today.</b></p> <p>DO: <i>Point out the four corners of the room. Designate the corners 25%, 50%, 75%, and 100% respectively. On go, have participants get up and stand in the corner that most represents the percentage of associates that regularly use SLII to communicate with them.</i></p> <p><i>When people arrive at the corners, have them find ONE other person and share a story about how their associates have used SLII.</i></p> <p><i>Take feedback and explain the goal of this section is to help leaders and their associates better apply SLII in daily work. Everyone will be able to move at least one corner higher than where they already are!</i></p>
<p>02:21-02:26</p>  <p>The slide titled "Why Situational Leadership II?" lists three purposes: 1. Learn to use language of leadership, 2. Increase the quality and quantity of conversations, and 3. Develop others' self-reliance. It features a graphic of three green boxes and the MGOST logo in the bottom right corner.</p>	<p>Presenter: Randy Cyphers</p> <p>SAY: <b>First, Situational Leadership® II is a language for leading both yourself and those you lead. It’s much more effective and efficient to communicate when you both speak the same language.</b></p> <p><b>The second purpose of SLII is to increase the quality and quantity of conversations you have with the people you lead (and influence).</b></p> <p><b>The third purpose of SLII is to help others develop their self-reliant problem solving skills.</b></p> <p><b>By working with a Situational Leader, individuals develop competence, which increases their confidence and willingness to take responsibility for decision making.</b></p>

 <p>The slide titled "Three Skills of a Situational Leader" lists three skills: 1. Goal Setting (aligning on what needs to be done, when), 2. Diagnosing (collaboratively assessing an individual's competence and commitment on a specific goal or task), and 3. Matching (using a variety of leadership styles, comfortably, to provide individuals with what they need). The slide also includes the text "Alignment" and the MGST logo.</p>	<p>Presenter: Randy Cyphers  <b>SAY: The Three Skills of a Situational Leader are:</b>  <b>Goal Setting—Aligning on what needs to be done, when</b>  <b>Diagnosing—Collaboratively assessing an individual's competence and commitment on a specific goal or task</b>  <b>Matching—Using a variety of leadership styles, comfortably, to provide individuals with what they need (on specific goals and tasks)</b></p>
 <p>The slide titled "Six SLII Conversations" shows six types of conversations: One on One Conversations (Team Member Led), Style 3 Conversations, Style 2 Conversations, Alignment Conversations, Style 4 Conversations, and Style 1 Conversations (Leader-Led). The slide also includes the MGST logo.</p>	<p>Presenter: Randy Cyphers  <b>SAY: Six SLII conversations that Situational Leaders use frequently are:</b>  <b>Alignment Conversations—which are usually leader-led, and help the leader and team member to get on the same page around goals, development levels, and leadership styles</b>  <b>Style 1 Conversations—in which the leader provides direction</b>  <b>Style 2 Conversations—in which the leader provides coaching</b>  <b>Style 3 Conversations—in which the leader provides support</b>  <b>Style 4 Conversations—in which the leader delegates</b>  <b>One on One Conversations—which are led by individual contributors (team members or direct reports). In these conversations, team members speak up and ask for the direction and support they need, when they need it. One on One Conversations help leaders to calibrate their leadership style response to the situation—to the topics the direct reports want to talk about.</b>  <b>In all six of these conversations, leaders partner with the individuals they lead. Partnering means getting agreement and permission to use the leadership style that the person needs in the moment.</b>  <b>The ability to have these types of conversations is dependent upon actually KNOWING your team. It requires you to be sensitive to their needs, both personally AND professionally, but also knowing how to be direct and prescriptive when the situation calls for it.</b>  <b>Look at these conversations and tell the person across from you which of these will be the first conversation you have when you get home and why?</b></p>
<p>02:26-02:51</p>  <p>The slide titled "Situational Leadership II:" shows four colored speech bubbles (green, blue, light blue, purple) and the MGST logo.</p>	<p>Presenter: Craig Dugan  <b>DO: Introduce yourself and your role at Brookdale.</b>  <b>SAY: Let's put Situational Leadership II into practice.</b>  <b>DO: Divide the room into three sections. Have people remember their sections because each section will be assigned a specific scenario to evaluate.</b>  <b>SAY: Now, at your tables please form groups of four.</b>  <b>Great. Please turn to pages 12-15 in your handouts where you'll find four SLII scenarios.</b>  <b>Here's what you'll do:</b>  <b>In your group of four, select one person to read the scenario out loud to your team. As a team, determine the goal or task in the situation, diagnose the development level, and choose the correct leadership style response. Let's try the first scenario together.</b>  <b>DO: Read the first scenario and the answers directly from the handout.</b>  <b>Give groups of four about 4-5 minutes to diagnose the situation and</b></p>



	<p><i>determine the leadership style response.</i></p> <p>NOTE: Use your SLII ANSWER KEY to debrief scenarios 1-4.</p> <p><i>After four minutes, poll the room. Have people raise their hand if they chose each answer. Choose someone to share the rationale for their answer each time. Then share the correct answer below and the rationale behind it. Affirm people for their participation.</i></p> <p><i>Assign one of the remaining scenarios to each of the sections i.e. Scenario 2 to Section 1, Scenario 3 to Section 2, and Scenario 4 to Section 3.</i></p> <p><i>Allow groups about 5 minutes to collaborate.</i></p> <p><i>After 5 minutes, sound the attention getting device and have people turn their attention to you.</i></p> <p><i>Review each section’s designated scenario (only) and ask for 2-3 willing volunteers to share their answers with the larger group. Be sure each person shares the rationale for their answer. Then give the correct answer for that scenario. If appropriate, share the rationale behind the incorrect answers.</i></p>
<p>02:51-02:59</p> 	<p>Presenter: Craig Dugan</p> <p>SAY: <b>Think about the diagnosing and matching experience you just finished. What did you learn? What insights did you gain? What are the general principles about SLII that you discovered?</b></p>
<p>02:59-03:00</p> 	<p>Presenter: Craig Dugan</p> <p>DO: <i>Announce the break, refreshments, and the start time of the next part of the Ops Functional Breakout.</i></p>
<p>03:30-03:36</p> 	<p>Presenter: Ray Leisure</p> <p>DO: <i>Introduce yourself and your role at Brookdale.</i></p> <p>SAY: <b>Welcome back!</b></p> <p><b>Before our break, you wrote down general principles and insights about SLII you discovered during the scenario exercises.</b></p> <p><b>Watch this video clip from Apollo 13. As you watch, think about how those principles and insights might have helped this situation.</b></p>
	<p>DO: <i>Click to play the video clip.</i></p>
	<p>Presenter: Ray Leisure</p> <p>ASK: <b>How would SLII have helped the people in this situation?</b></p> <p>DO: <i>Take a few responses from willing participants. Repeat back each answer so the entire room can hear it.</i></p> <p>SAY: <b>SLII is a practical leadership tool that can be used in ANY situation.</b></p>

<p>03:36-03:43</p> 	<p>Presenter: Beth Mell Harris  DO: <i>Introduce yourself and mention your role at Brookdale.</i>  SAY: <b>Let's dive into more practical application of SLII. To do that, we're going to have a little competition. Divide your table into two teams. Every team needs a name. Take 90 seconds to come up with a name for your team. Bonus points if you can come up with a team cheer. 😊</b>  DO: <i>Allow about 2 minutes for table groups to name their team.</i>  SAY: <b>Shout out your team's name.</b>  DO: <i>Allow time for people to shout.</i>  SAY: <b>It sounds like we have a creative and competitive group of people in this room! It's time for the SLII Team Challenge</b>  DO: <i>Hold up a copy of the SLII Team Challenge. Grab your SLII Team Challenge handout.</i>  <b>Here's what you'll do.</b>  DO: <i>Read the directions from the handout and then walk through your example.</i></p>
<p>03:43-04:03</p>	<p>Tell teams to be able to defend their answers!  Allow about 20 minutes for the team challenge. This time includes teams sharing their challenges with each other and comparing answers.</p>
<p>04:03-04:09</p>	<p>Presenter: Beth Mell Harris  SAY: <b>Please turn to page 16 in your handouts.</b>  ASK:  <b>What new skills and knowledge did you acquire?</b>  <b>What would you do differently next time?</b>  <b>What did you learn about your leadership style that will be helpful later?</b>  <b>What's next? How can you use these insights and increased knowledge in your role?</b>  <b>You'll have 6 minutes to answer these questions.</b>  Allow about five minutes for people to complete these action steps.  Then sound the attention getting device and have people return their attention to you.</p>
<p>04:09-04:30</p> 	<p>PRESENTER: Mary Sue Patchett  DO: <i>Click to start fire.</i>  SAY: <b>It's time for our fireside chat.</b> Tell a quick story about a fireside chat you had.  DO: <i>Distribute S'MORES candy to each table.</i>  <b>During a fireside chat, people are comfortable and cozy. Most often they feel free to share what's on their hearts or what matters most. They ponder burning questions, ask for insights, and perhaps seek clarification.</b>  <b>What have you been eager to ask but haven't had the opportunity to ask it?</b>  <b>This is your moment to ask [introduce leaders at the table] your burning</b></p>

	<p>questions. Let's jumpstart our conversation with a few of your questions from the 3-2-1 opening activity.</p> <p>DO: <i>Before a panelist answers question, repeat the question to ensure that all the participants can hear it.</i></p> <p>[PHIL: Logistics—who will monitor or moderate questions]</p>
<p>04:30-04:34</p> 	<p>Presenter: Mary Sue Patchett</p> <p>SAY: <b>We started our time together by examining a winning formula to deliver what matters most.</b></p> <p><b>The formula is...read from slide.</b></p> <p><b>Everything you've learned and committed to do today including:</b></p> <p><i>DVP SHOUTS from somewhere in the room holding up a sign: forming action steps to win locally,</i></p> <p><i>DVP SHOUTS from somewhere in the room holding up a sign: interpreting and using Tableau reports to drive performance,</i></p> <p><b>MSP SAYS: and applying</b></p> <p><i>DVP SHOUTS from somewhere in the room holding up a sign: Situational Leadership strategies to increase personal and team performance</i></p> <p><b>Back to MSP equips you to follow and use this formula for profitable revenue growth.</b></p> <p><b>The formula does something else. This winning formula and your commitment to execute it unites all of us—everyone in this room and the other breakout rooms, people in the corporate offices, and in our communities—around a common goal—to do what matters most in the lives of our residents, our associates, and our shareholders.</b></p>
<p>04:34-4:35</p>	<p>Presenter: Mary Sue Patchett</p> <p>SAY: <b>We Are Brookdale.</b></p> <p>DO: <i>DVPs begin clapping Tap-Tap-CLAP ("We Will Rock You" clapping supported by DOC teams)</i></p> <p>CLAP AND SAY: <b>We are, we are, Brookdale. We are, we are, Brookdale.</b></p> <p><i>Have people continue chant as they exit.</i></p>
	