

Design Document for

Leadership Skills for Future Leaders

By Orsolya Kereszty

link for the Alignment Chart: <https://www.orsolyakereszty.com/projects/uw-stout/>

Purpose of the Course The client is the Quantitative Research Department of a Commercial Bank with 500+ employees worldwide.

The top and mid-level managers in the Quantitative Research Department expressed the need for training based on their previous and current experience. They believe that the bank's expectations for future managers are not clear and well-articulated. Bank management concluded that leadership development is crucial and decided to offer training to improve those skills. The human resources (HR) department will be responsible for the training. The company is in a new phase of development, in which change is promoted at different levels; leadership development is one of them. There are defined performance problems and needs: the expectations for future leaders are not clear, and there is insufficient support at the individual and organizational levels. The focus is on the opportunity for potential leaders to expand and fulfill the requirements as leaders.

The training is intended to set up a coaching and (reverse) mentoring program that will cover all of those leadership traits and help participants chart a path to success.

Audience Description	<p>The target audience is the employees of the Quantitative Research Unit. The first cohort will include potential future top and middle-level leaders worldwide (selection based on feedback provided by management).</p> <p>General group characteristics include:</p> <ul style="list-style-type: none"> a. gender: 75% male, 25% female b. education: 60% PhD, 40% MA c. age: 15% 20-30 yrs., 55% 31-40 yrs., 15% 41-50 yrs., and 15% 51-70 yrs. <ul style="list-style-type: none"> 1. Specific entry qualifications include computer skills mastery at 100%. 2. Learning styles mean how individuals approach learning tasks and process information. Adult learners prefer visuals and audio and learning in smaller segments. 3. Personal and social characteristics of adult learners include more precise expectations of leaders, internal motivation. 4. The group is culturally diverse, including learners from all over the world.
Major Course Objectives (Terminal)	<ul style="list-style-type: none"> 1. Learners will understand the use of brief coaching and corporate mentoring. 2. Learners will create a personalized plan for leadership development. 3. Learners will participate in a coaching and (reverse) mentoring program.

Course Enabling Objectives	<ol style="list-style-type: none"> 1. Learners will understand the use of brief coaching and mentoring. <ol style="list-style-type: none"> a. Describe 3 different approaches to brief coaching and mentoring in the context of leadership development. b. Identify 5 examples why and how brief coaching and mentoring will be a useful tool for own personal growth. 2. Learners will create a personalized plan for leadership development. <ol style="list-style-type: none"> a. Describe at least 3 modes how brief coaching and mentoring will support their own leadership development. b. Apply at least 3 techniques and methods intended to use in the personalized plan. 3. Learners will participate in a coaching and (reverse) mentoring program. <ol style="list-style-type: none"> a. Explain the basics of reverse mentoring theory and methodology. b. Demonstrate ability to use reverse mentoring in pairs.
RLO Enabling Objective	Describe 3 different approaches to brief coaching and mentoring in the context of leadership development.
Learning Assessment for Course	There is no formal assessment at the end. The goal is to launch a 6-months coaching and reverse mentoring program at the company.
Learning Assessment for RLO	<p>Describe 3 different approaches to brief coaching and mentoring in the context of leadership development.</p> <ul style="list-style-type: none"> • Quiz questions where learners have to decide (completed: yes/no) Can retake as many times as they want.

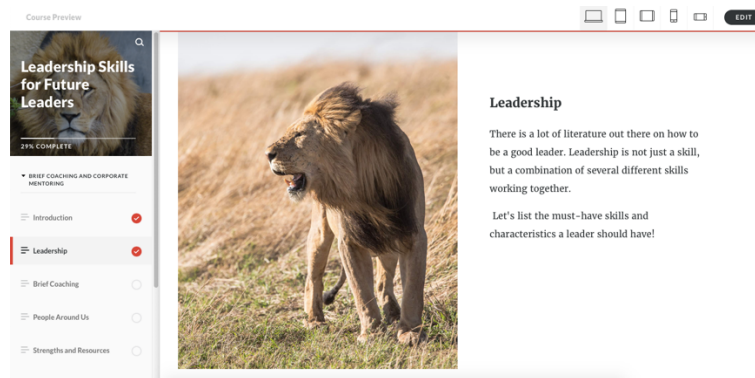
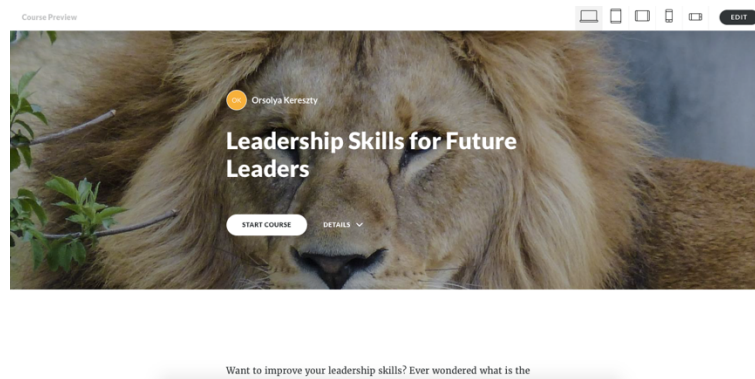
Instructional Delivery method for Course (overall)	Commercial Bank is a global company with offices worldwide. In response to that geographic spread, a one-day virtual instructor-led workshop will be designed and delivered.
Instructional Strategy for RLO	<p>Describe 3 different approaches to brief coaching and mentoring in the context of leadership development.</p> <ol style="list-style-type: none"> 1. Presentation: text overview of brief coaching and mentoring 2. Video: about coaching 3. Flipcards 4. Assessment: Quiz about coaching and mentoring (can retake as many times as they want)
Media	<ul style="list-style-type: none"> • Text • Flipcards • Video • Tabs • Quiz • Images
508 Accommodations	I will make sure that the units include the script and the narrated files as well.

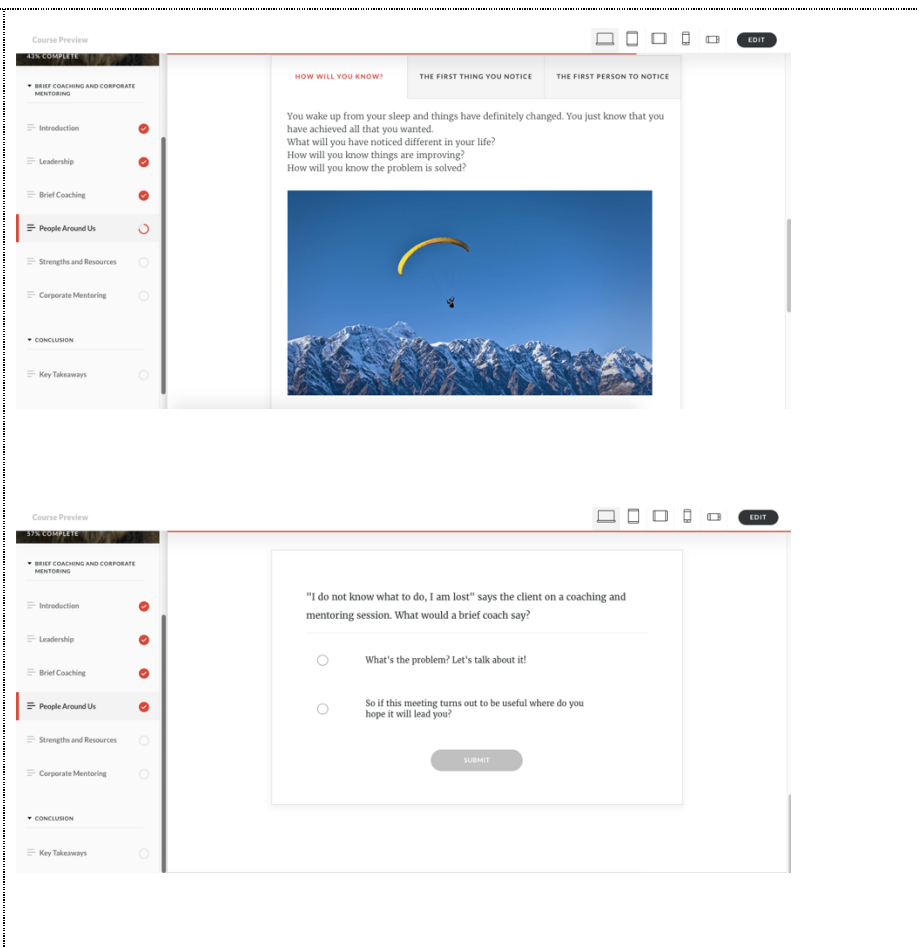
Course Structure Description	<p>This is a 1-day workshop with 3 modules. The RLO will be the first module of the workshop. The overall goal is to create and launch a 6-months coaching and reverse mentoring program at the company.</p> <p>Module 1. Understanding the use of coaching and mentoring</p> <ul style="list-style-type: none"> • Unit 1. Introduction • Unit 2. Brief Coaching and Corporate Mentoring • Unit 3. Brief coaching and Corporate Mentoring for Professional Growth <p>Module 2. Creating a personalized plan for leadership development.</p> <ul style="list-style-type: none"> • Unit 4. Coaching and Mentoring in Leadership Development • Unit 5. Creating the Personalized Growth Plan <p>Module 3. Participating in coaching and reverse mentoring program</p> <ul style="list-style-type: none"> • Unit 6. Introduction into Reverse Mentoring • Unit 7. Reverse Mentoring Simulation • Unit 8. The 6-months plan for the coaching and (reverse) mentoring project
Seat Time of Course	10 hours/1 day
Seat Time of RLO	40-60 mins

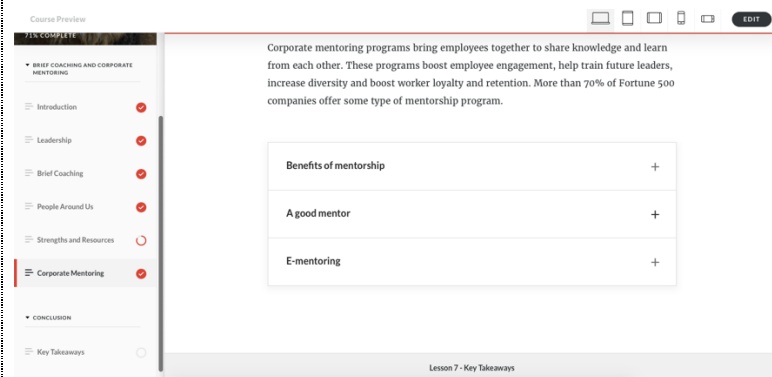
RLO Outline	<ul style="list-style-type: none"> • Pre-workshop test for learners (about coaching, mentoring and personal experiences, expectations and questions) <p>Topic 1.: Brief Coaching</p> <ul style="list-style-type: none"> • different types of coaching, individual and group coaching • self-coaching techniques • organizational support for coaching, coaching for leadership • brief coaching techniques <p>Topic 2: Corporate Mentoring</p> <ul style="list-style-type: none"> • different types of mentoring • peer and group mentoring • reverse mentoring • organizational support for mentoring, mentoring for leadership <p>Topic 3: Leadership styles</p> <ul style="list-style-type: none"> • defining leadership, leadership styles • leadership development <p>Quiz</p> <p>Summary</p>
RLO Flowchart	https://drive.google.com/file/d/1p_OlXpQbRrPGpBBLl4VLaVGa5c-PmuV_/view?usp=sharing
Screens/Pages in RLO	30-40 scenes

Knowledge Checks or Other Assessments or Practices for RLO	<p><u> 3 </u> Dichotomous (T/F, Y/N, etc.)</p> <p><u> </u> Multiple Choice</p> <p><u> </u> Multiple Select</p> <p><u> </u> Drag and Drop</p> <p><u> </u> Custom – describe; if appropriate, supply flowchart in an Appendix and reference it here.</p> <p><u> </u> Other – describe</p>
Rollovers/click events	<p><u> </u> Rollovers</p> <p><u> 4 </u> Click Events</p>
RLO Navigation	<ul style="list-style-type: none"> • Clear navigation on the first page with explanations • Numbered pages • Navigation buttons between the units (arrows)

Screen Layouts for RLO







**Development Tools
for RLO**

Articulate Rise
PowerPoint: Storyboard
Images: stock images

Ownership

Instructional designer will develop the initial course. The course is being developed for Commercial Bank.

**Development Time of
RLO**

3 weeks

**Support requirements
for RLO and course**

SME, project manager, instructor
computers and access to internet

**Project
Sign-off [optional]**

Please sign below indicating agreement with the proposed course plan and approving start-up of the storyboard and development phases.

Instructional Designer

Date

Project Manager/Sponsor

Date

QUIZ Describe 3 different approaches to coaching in the context of leadership development.

1. Brief coaching relies on the client's resources and the future.

true-false

Feedback:

true: It is true. Brief coaching relies on the client resources and how those resources could be mobilized in the future.

false: It is true. Brief coaching does not focus on the problem and on the past, it concentrates on what the client is capable of doing.

2. Reverse mentoring is a method/approach that turns the mentoring process upside down.

true-false

Feedback:

true: It is true. Reverse mentoring turns the so-called traditional mentoring process upside down and this way re-structures rigid power relations.

false: It is true. Reverse mentoring is the mentoring process done from a different angle, basically turning the mentoring process upside down.

3. What are the 5 basic leadership skills?

multiple answers

critical thinking
constant learning
taking initiative
listening effectively
motivating
arguing
coaching

Feedback:

critical thinking (Yes. Being aware of potential problems and preventing them is one.)

constant learning (Yes. Lifelong learning and constantly testing one's knowledge is definitely a sign of being a good leader)

taking initiative (Yes. Stepping outside the box and challenging oneself is definitely a leadership skill.)

listening effectively (Yes. A leader must listen to others, otherwise no information is exchanged.)

motivating (Yes. A leader has to be a role model and has to be able to motivate their team.)
arguing (No. Arguing for the sake of argument is not a leadership skill.)
coaching (No. Not all leaders are coaches. Sometimes a coach is hired.)

4. Reverse mentoring can be successfully used for sensitivity training.
true-false

Feedback:

true: It is true. Sensitivity training includes working with one's beliefs, values and prejudices. Being able to listen to another point of view is crucial for the process.

false: It is true. Sensitivity training and technology education are two fields that work really well with reverse mentoring.

5. A good leader is only open for feedback on designated days.
true-false

Feedback:

true: It is false. A good leader should be approachable and open for feedback anytime.

false: It is false. A good leader value feedback anytime.