Instructional Design Document

PROJECT FUTURE LEADERS

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Executive Summary

Commercial Bank intends to create a mentoring program and a virtual instructor-led training (VILT) course for the young managers (later also referred to as future protégés) of the Quantitative Research Unit. Turnover has been high among the young managers in the Quantitative Research Unit, most of whom are dissatisfied with the promotions and support the company is providing. The managers in the Quantitative Research Department have expressed the need for training based on their previous and current experience. They believe that the bank's expectations for future managers are unclear and poorly articulated. Bank management decided to offer a mentoring program to improve those skills. The human resources (HR) department will be responsible for the project.

Purpose of the Course

The purpose of this training is to prepare future protégés for participation in the mentoring program. The goal is to increase satisfaction and sense of support among managers by:

- Creating a mentoring program that supports young managers at the company
- Creating a mentoring program that is based on the needs and expectations of the young managers
- Engaging young managers to participate in the mentoring program as protégés
- Creating a supportive atmosphere at the company with the mentoring program
- Matching volunteering young managers with experienced mentors
- Creating supportive collaborative knowledge sharing occasions

Project Deliverables

The following items will be developed as a result of the completion of this project:

1. A VILT course for the future protégés of the Quantitative Research Unit, which will involve:
- developing job-aids,
- presentation materials,
- a participant guide,
- and a facilitator guide.
   The in-person training will be delivered to current managers on scheduled date(s).

2. A mentoring program policy manual will be developed that targets leadership.

Cost with Timeline

DELIVERABLE #1- MENTORING PROGRAM POLICY MANUAL	DATE	ESTIMATED COST
Needs analysis	1 week	8,000
Qualitative interviews	1 week	4,000
Obtain final stakeholder approval for training materials	1 week	0
Design mentoring program policy manual	3 weeks	72,000
Addition of graphic design to the policy manual	2 weeks	6,000
Printing and binding materials completion	1 weeks	7,260
Stakeholder approval for policy manual prototype	1 week	0
Fix defects in final draft	1 week	6,000
Corporate mentoring research	1 week	6,000
Delivery of policy manual	due 3 months after project initiation date	0
		Total: 109,260

DELIVERABLE #2- VIRTUAL INSTRUCTOR-LED TRAINING	DATE	ESTIMATED COST
Needs analysis	2 weeks	8,000
Qualitative interviews	1 week	4,000
Obtain final stakeholder approval for training materials	1 week	0
Develop in person training program	3 weeks	90,000
Addition of graphic design to training materials	3 weeks	18,000
Stakeholder approval for training prototype	1 week	0
Best practices research	5 days	4,000
Printing and binding materials completion	1 weeks	14,520
Fix defects in final draft	1 week	9,000
Deliver in-person training (takes place 3 months after project initiation date)	80 hours of instructional time	16,000
		Total: 163,520

Learning Requirements

Audience Profile

TARGET AUDIENCE

- Primary: Managers of the Quantitative Research Unit
- Secondary: Supervisors of the managers in the Quantitative Research Unit

SUMMARY

The target audience is the managers of the Quantitative Research Unit. The first cohort will include future top- and middle-level leaders worldwide (selection based on feedback provided by management).

The survey will include all managers of the Quantitative Research department.

1. General group characteristics

2. Specific entry qualifications

3. Personal and social characteristics of adult learners

4. Diversity

Learning Environment

Learners will complete the training during business hours. The difference in time zones will be considered when planning synchronous training. The learning environment will need the following:

- Computers for the participants
- Access to shared collaborative online spaces

Course Objectives

Problem Analysis

Performance Issue No.	Current State (As-Is)	Implications of the As-Is.	End Goal (To-Be)	Vision for Bridging the Gap (How)
1	Inadequate/inefficient coaching and mentoring opportunities for managers.	Managers do not have a clear vision about leadership expectations.	All managers have a clear mindset about leadership and promotion expectations. All managers have access to mentoring opportunities.	Conduct a needs analysis to determine deficits to develop training around. Provide eLearning and in-person training opportunities regularly throughout the year. Provide job aids and short video animations if necessary.

2	Managers dissatisfaction resulting in low morale and retention because of lack of support at the company.	High turnover of managers. More than half of the managers were dissatisfied with their jobs and were considering leaving.	Reduce turnover by supporting managers career development. Improve managers satisfaction with mentoring.	Conduct an analysis to determine all factors affecting turnover. Conduct anonymous survey with managers to get feedback about areas of concern. Introduce incentive program based on company loyalty (time at the company) Establish mentoring/coaching program. Provide more job aids and supports.

Learning Objectives

I. Terminal Objective: When discussing mentoring, learners will be able to identify the main concepts of mentoring: *mentor* and *protégé* with 90% accuracy.

Enabling Objectives:

1. Define what mentoring is.
2. Identify five characteristics of a good mentor and a good protégé.

II. Terminal Objective: Given a set of scenarios, managers will be able utilize the 7 most important characteristics of mentoring (out of 10).

Enabling Objectives:

1. Utilize the main phases, benefits, milestones, and goals of the mentoring program.
2. Apply mentoring techniques in a company scenario.

Participants described a lack of transparent communication and support regarding leadership roles and promotion at the company. This VILT course aims to introduce a mentoring program that will address these issues, and hopefully increase managers satisfaction and improve retention rates. It also aims to prepare managers as future protégés for their roles (there will be a separate training for future potential mentors).

The end task is to simulate a mentoring scenario in which each participant has the opportunity to try both roles.

The training takes into consideration the different needs, experiences, and previous knowledge of the participants by encouraging pair work and group work in the collaborative space.

Each session encourages collaborative, problem-based work among the participants, aligned with the objectives and the assessment ideas.

I.   Terminal Objective: When discussing mentoring, learners will be able to identify the main concepts of mentoring: *mentor* and *protégé* with 90% accuracy.

Enabling Objectives	Assessment Idea	Activity
Define what mentoring, mentor and protégé is.	Group discussion and quiz.	Short video, groupwork: Start with the shared sentence and finish it. What is mentoring?
Identify five characteristics of a good mentor and a good protégé.	Pair discussion and feedback. Completed: yes/no	Pair work: What makes a good mentor and a good protégé? Let's collect the most important characteristics and discuss them in pairs. Followed by a group discussion: 5-5 most important characteristics of a good mentor and a good protégé.

II.   Terminal Objective: Given a set of scenarios, managers will be able utilize the 7 most important characteristics of mentoring (out of 10).

Enabling Objectives	Assessment Idea	Activity
Utilize the main phases, benefits, milestones, and goals of the mentoring program.	Quiz. Completed: yes/no	Video animation about the mentoring program, then individual work: Match the phases to the descriptions.
Apply mentoring techniques in a company scenario.	Role-play with checklist that lists the 10 most important characteristics of mentoring (participants should use 7 during role-play). Completed: yes/no	Video, role-play demonstration, and feedback from peers.

Assessment Strategy

Assessment Summary

Learners will take part in a simulation that will present them with performance-based scenarios. Throughout the training, there will be several knowledge checks. These include the following:

- Exit tickets/quizzes
- Group and pair discussion
- Role-playing activities

Formative

- Quality checklist to be used to evaluate each deliverable

- Pre-training survey to ensure that the course addresses learner needs

- Training manuals to be peer-reviewed by three team members

- Face-to-face training to be peer-reviewed by three team members

- Learning objectives matrix to act as a checklist for the training

Summative

- Smile sheets throughout the training

- End-of-training evaluation

Confirmative

- Feedback survey from managers who participated in training

- Six-month check-in with interviews/surveys/questionnaires

Course Structure

SESSION ONE

ACTIVITY	TIME
Greeting and Introduction	10 mins
Icebreaker	10 mins
Video presentation about different methods and techniques of mentoring (one-on-one, peer, group, reverse, flash, e-mentoring), with instructor's guide and questions. Then group discussion.	35 mins
Pair work Participants open the Participant's Guide to the selected page and read the first sentence. Then they develop a broader and more detailed definition of mentoring. Pairs share the final definition with the group.	35 mins
Quiz	10 mins
BREAK	**15 mins**
Participants read the infographic in the Participant's Guide about the roles of mentors and protégés. Then they reflect on the roles: they share ideas, raise questions, and share experiences.	25 mins
Short animation video about the roles, rules, expectations of mentoring and the mentoring program at the company.	10 mins

Pair work Collect the most important 5-5 characteristics of a mentor and a protégé. What are the characteristics one should avoid?	30 mins
Groupwork Evaluation and Discussion	20 mins
Wrap-up	10 mins
TOTAL	**3 hrs 30 mins**

SESSION TWO

ACTIVITY	TIME
Review Participant's Guide: Comic about mentoring	15 mins
Presentation: The mentoring program	20 mins
Groupwork Brainstorming: What are the main challenges of the mentoring program at the company? Collect some ideas and reflect on them.	20 mins
Video animation: Infographic about the main phases of the mentoring program, and the brief outline of the mentoring program Share reflections, concerns, and expectations in pairs, then with the group	25 mins
BREAK	**15 mins**
Quiz about the mentoring program	15 mins
Instructor presentation about role-play	10 mins
Pair work Role-play: Participants take turns. Everyone has a chance to try both roles, then share reflections and give feedback. Participants check the "Building Relationship with Communication" infographic checklist in the Participant guide about the 10 most	40 mins

important rules. They are encouraged to use 7 out of 10 during role-play.

Scenario 1: The protégé explains a problem, while the mentor demonstrates poor listening skills. (No active listening, no feedback, several roadblocks during communication, no encouragement) Then they reflect on the following:

- How can you as a protégé respond in this situation?
- How do you feel as a protégé?
- How do you think the mentoring relationship develops?
- What is your responsibility as a protégé here?
- How can you manage this situation?
- What are the key take-aways from this situation?

Scenario 2. The protégé explains a problem, while the mentor demonstrates good listening skills. Then reflect on the following:

- How can you as a protégé respond in this situation?
- How do you feel as a protégé?
- How do you think the mentoring relationship develops?
- What is your responsibility as a protégé here?

Group discussion Main reflections and takeaways from the role-plays.	20 mins
Participant questions (if any)	15 mins
Main takeaways from the course, conclusion	15 mins
TOTAL	**3 hrs 30mins**

Development Tools

PPT: for most of the brainstorming activities, facilitator's presentations, and the summaries at the end of each session

Canva: Participant's Guide, infographic handouts for the course, some of the facilitator's presentations

VYOND: animation videos

Project Name:

Project Manager:

Start date:

Completion Date:

Project Duration:

Sponsor:

Project Goals

Project Deliverables

Departments Affected

Clients

……………………… Project Manager   ………………….. Date

……………………… Sponsor   ………………….. Date