**Assignment 1 – Prospectus – J. McLane**

**Design Goal**: The design goal is to instruct managers on how to motivate and help their employees performance improve through a coaching workshop. Currently, managers are managing their employees work but not managing how employees work. By enabling managers to ask the right questions to guide their employees on what is important to them and how they can be more effective and efficient in their role, we can hopefully address performance and motivation issues without always defaulting to training on skills and competencies that may not correctly address performance of employees.

**Design Type**: This instructional technology will be an instructor led in person course with role playing exercises that are recorded, elearning problem-based scenarios as a quiz to establish pre and post training knowledge, and quick guides to reference throughout the training and beyond. The instructor led portion will lay the domain knowledge; what is coaching, how and when to use coaching, and identifying when to coach and when to train. The recorded role plays will be used during the live course as a practice for learners. These will be comprised of real-world coaching problems derived from anonymous HR examples. The learner will take an elearning quiz to establish pre and post knowledge measurement. The quick guides will be a one-page documents outlining the important points to remember when coaching employees that can use during and post training as a reference.

**Learning Objective(s):** The instructional technology proposed will enable managers to:

1. **Outline** the 5 steps to achieving peak performance and **explain** their importance in the coaching process.
2. **Categorize** which employees are stars, steadies, and strugglers and **choose** the appropriate coaching style for each.
3. Using the quick guides, **conduct** a successful coaching session for each direct report, **create** a follow up strategy and **discuss** feedback with the employees.

**Difficulties**:
One of the major difficulties of advising managers to coach is time and leadership support. While we want managers to be invested in coaching their employees, having leadership support will hopefully motivate managers. Additionally, if we can determine a way to measure the benefits of coaching, hopefully motivate them as they can see an increase in job satisfaction and motivation.

Some of the challenges to consider include:

1. The number of direct reports a manager has. It may be easier for a manager that has 3 direct reports to implement a coaching strategy than a manager that has 10. Understanding the time commitment and some strategies to coach a larger group of employees should be addressed.

2. Convincing managers that conducting coaching meetings is beneficial and will actually be time well spent. Manages already have a ton of meeting and asking them to have one more if they don't perceive the benefit could be challenging to get them to adopt.

3. Measuring performance improvement based on coaching will require some time to gather data over time and frequent checks in from either employee feedback or surveys. These can sometimes be construed as an evaluation of performance and not as a way to benchmark if an initiative is working.

4. Establishing an executive sponsor that not only utilizes coaching in their management practices but also expects it from their managers. Without establishing a culture that supports coaching may impact adoption.

5. Communicating to employees about why they are being coached. Messaging around the coaching process, what it is, what is its intended purpose and why it is being adopted may help employees be more willing to participate in coaching sessions.

**What's Been Done** (What is currently out there? What are some interface ideas that are prevalent? Good and bad? Pros and cons?)

1. Many courses already exist to be bought off the shelf or have an instructor come on sight to conduct and usually cost a lot of money that may not be in the budget. Additionally, an outside individual may not understand the internal culture and employees.

2. Several software companies are already implementing ways for employees to record a role play that their manager can critic and review. This is an interesting idea as this may be able to be used as scaffolding for the managers as they begin to coach their employees after the training.

3. As millennials are becoming the majority in the workforce, many are self-servicing when it comes to training, but they desire to be coached and so more and more companies are training their managers on coaching and its importance.

**What's Been Said** (Based on our readings and our class discussions, what are some ideas about what people have said? What do we need to keep in the back of our minds as we go about designing?)

1. Motivation and the effort to solve a problem (Jonassen 2011). There are three primary difference that mediate the ability of learners to solve ill-structured problems; prior domain knowledge, prior experience in solving similar problems and cognitive skills.

2. The content and instructor need to be engaging and motivating. Students motivation to learn is an acquired competence developed though general experience but stimulate most directly through modeling, communication of expectations, and direct instruction or socialization of others. (Mart 2011)

3. Chunk the didactic content. (Mart 2011). Lectures can be too long and fail to encourage reflective thinking, provided limited feedback and were not appropriate for hands on training.

4. Jeremy Harmer proposes the 5 A's; activity, agency, affect, adaptation, attitude. Keeping these in mind for the session and instructor can facilitate an engaging session. (Mart 2011)

5. Incorporating metacognitive questions into the training. These questions around planning, monitoring and evaluating have been show that questioning facilitates the problem-solving process and outcomes. (Jonassen 2011)

6. Paying attention to adult learners' identities. Workers' identities are carried from previous working/learning experiences and directly impact upon future choices and actions in the workplace (Hodkinson et at., 2004 as cited by Wojecki).

**Wild Ideas (How can we design in a way that is really innovative?)**

1. Learners should be able to practice through real-life examples and with ill structured problems employees may come to them with, by implementing role plays and recordings a manager can see not only their responses but their body language and tone being used giving additional insight into their communication style.

2. Providing practice through elearning scenarios, will enable the manager to practice on their own long after the course if over.

3. We can create an anonymous discussion board for managers to join and get additional guidance on coaching from their peers. Managers can join this group once they have completed the course. This can be moderated by the HR director.

**References**

Jonassen, D. (2011). Learning to Solve Problems: A Handbook for Designing Problem---Solving Learning Environments (1st ed.). Routledge.

Mart, C.T. (2011). "How to Sustain Students' Motivation in a Learning Environment." 1-15.

Wojecki, A. "What's identify got to do with it, anyway?" Constructing adult learner identities in the workplace. Studies in the Education of Adults. 2007;39(2):168-182.