

Objectives

First, I determined the terminal and enabling objectives, paying special attention to choosing diverse and measurable action verbs. Second, I determined how those activities described in the objectives could be assessed. I found this phase particularly important, especially thinking about the assessment type and method before making decisions about instructional strategies and activities. This helps to structure the whole process since it provides a clear framework for selecting and implementing activities and media tools.

When thinking about the assessment, I also imagined what types of activities I would use to frame the last phase of this process. However, I decided on the activities after the assessment type for each enabling objective was clear. I paid attention to the three rules of the Universal Design for Learning, namely engagement, representation, and action/expression, making sure that the workshop represented a variety of activities, assessments, and media tools to engage the learner in multiple ways.

Problem identification

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.

Delivery

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.

1. Terminal objective: Understand the use of coaching and mentoring

Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
Describe 3 different approaches to coaching and mentoring in the context of leadership development	Class discussion and quiz	Presentation	Quiz about different approaches to coaching and mentoring in the context of leadership development	Class discussion: in groups describe 3 different approaches to coaching and mentoring. (open questions)
Identify 5 examples why and how coaching and mentoring will be a useful tool for own personal growth	Pair discussion and feedback. Learners will develop a reflective online journal post identifying the 5 examples. Complete yes/no	Video	Pair discussion: in groups of 3-4 share views about one's examples	Reflective post in journal and replying to at least one peer

2. Terminal objective: Create personalized plan for leadership development

Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
Describe at least 3 modes how coaching and mentoring will support their own leadership development	Pair discussion and feedback. Learners will develop a reflective online journal post identifying the 3 modes. Complete: yes/no	Video	Pair discussion: discuss and reflect how coaching and mentoring will support their own leadership development	Pair discussion: review another learner's plan
Apply at least 3 techniques and methods intended to use in the personalized plan	Pair discussion and feedback. Learners will identify 3 techniques they intend to use in the plan. Complete yes/no	Video	Group discussion: students discuss the 3 methods and give feedback.	Pair discussion: reflect on the 3 techniques and methods. Give feedback to at least one other learner.

3. Terminal objective: Participate in coaching and reverse mentoring program

Enabling Objectives	Assessment Idea	Absorb Activity	Do Activity	Connect Activity
Explain the basics of reverse mentoring theory and methodology	Class discussion and quiz	Presentation	Quiz	Group discussion: create a mindmap about reverse mentoring and possible challenges
Demonstrate ability to use reverse mentoring in pairs	Learners simulate reverse mentoring in pairs Complete: yes/no	Video	Pair work: practices reverse mentoring for 15-20 minutes and give feedback	Short reflective paper about one's experience.