

# Instructional Design Document

## Leadership

© Preston Taylor Stone

### Internal Navigation

[Introduction](#)

[Learning Objectives](#)

[Learner Analysis](#)

[Content Outline](#)

[Module 1](#) “Effective Communication Skills”

[Module 2](#) “Motivation and Morale”

[Module 3](#) “Delegation Skills”

[Module 4](#) “Performance Management”

[Assessment Strategies](#)

[Potential KPIs](#)

[Instructional Materials](#)

[Delivery Methods](#)

[Project Timeline](#)

[Roles and Responsibilities](#)

[Evaluation Plan](#)

[Budget](#)

## **Introduction:**

The purpose of this leadership training program is to develop the leadership skills of managers and supervisors in the company. The program will focus on communication, motivation, delegation, and performance management. The target audience for this program is mid-level managers and supervisors who oversee teams and projects.

## **Learning Objectives:**

- Develop effective communication skills to better understand and connect with team members.
- Enhance motivation and morale through effective feedback and recognition.
- Build delegation skills to effectively assign tasks and responsibilities to team members.
- Develop performance management skills to provide constructive feedback and support.

## **Learner Analysis:**

The target audience for this training program consists of mid-level managers and supervisors who have at least one year of experience in a leadership position. These individuals are responsible for overseeing teams and projects and have some experience in managing people.

## **Content Outline:**

### **Module 1, Effective Communication Skills**

Lesson 1: Active listening.

- Learning Objectives:
  - Understand the principles and benefits of active listening in enhancing communication and building relationships with team members.
  - Identify the key components of active listening, including giving full attention, demonstrating understanding, and providing feedback.
  - Develop skills in paraphrasing, summarizing, and asking open-ended questions to clarify information and demonstrate understanding.
  - Apply active listening skills in various communication situations, including one-on-one meetings, team meetings, and conflict resolution.

- Instructional Strategies:
  - A. Scenario-Based Learning Exercises:
    1. You are a team leader conducting a one-on-one meeting with an employee who has been underperforming. The employee feels misunderstood and frustrated, and you sense that he is not being completely honest with you. Use active listening skills to understand the employee's perspective and encourage him to open up.
    2. You are facilitating a team meeting where a few members are not contributing and others are dominating the conversation. Use active listening skills to encourage all members to participate equally and effectively.
  - B. Relevant Video Demonstration Idea: A team leader conducting a one-on-one meeting with an employee who is expressing frustration about a project. The team leader uses active listening skills to understand the employee's perspective and work collaboratively to resolve the issue.
  - C. Interactive Assessment Exercises:
    1. A quiz on the key components of active listening, including giving full attention, demonstrating understanding, and providing feedback.
    2. A role-playing exercise where learners practice active listening skills in various communication situations, such as one-on-one meetings, team meetings, and conflict resolution. Learners receive feedback from peers on their active listening skills.

## Lesson 2: Constructive feedback.

- Learning Objectives:
  - Understand the principles and benefits of providing constructive feedback to team members.
  - Identify the key components of constructive feedback, including being specific, timely, and respectful.
  - Develop skills in giving constructive feedback that focuses on behavior and results and provides clear direction for improvement.
  - Apply best practices for providing constructive feedback in various communication situations, including performance reviews, one-on-one meetings, and team meetings.
- Instructional Strategies:
  - A. Real-Life Case Studies:
    1. John has been working on a project for a few weeks and has been delivering subpar work. You, as his manager, need to

give him constructive feedback on how he can improve his performance without demotivating him.

2. Your colleague has been consistently late for team meetings, which has been impacting the progress of the project. You need to provide them with constructive feedback on the importance of punctuality and the impact it has on the team's productivity.

B. Interactive Assessments:

1. A role-play exercise where learners are given a scenario to provide constructive feedback to a team member. The feedback is then assessed on whether it is specific, timely, and respectful.
2. A quiz that assesses learners on their understanding of the key components of constructive feedback.

C. Peer-to-Peer Feedback Exercises:

1. Pair learners up and have them practice providing constructive feedback to each other using the key components and best practices discussed in the lesson. They can then provide feedback to each other on how they can improve their feedback-giving skills.
2. Have learners form groups and review a case study where a manager provided constructive feedback to an employee. Each group can discuss the feedback and provide their own opinions on what worked well and what could have been done better.

### Lesson 3: Emotional intelligence.

- Learning Objectives:
  - Understand the principles and benefits of emotional intelligence in enhancing communication and building relationships with team members.
  - Identify the key components of emotional intelligence, including self-awareness, self-regulation, social awareness, and relationship management.
  - Develop skills in identifying and managing one's own emotions, as well as recognizing and responding to the emotions of others.
  - Apply emotional intelligence skills in various communication situations, including managing conflicts, providing feedback, and delivering difficult messages.
- Instructional Strategies:
  - A. Real-life case studies:
    1. Sarah is a team leader who has a hard time connecting with her team members. One of her team members, John, is

frequently late to meetings and turns in work late. After speaking with John about his performance, he becomes defensive and upset. Sarah uses her emotional intelligence skills to recognize John's emotions and provide constructive feedback that focuses on his behavior and provides clear direction for improvement.

2. David is a project manager who struggles with managing conflicts among team members. During a meeting, two team members begin to argue, and the situation quickly escalates. David uses his emotional intelligence skills to de-escalate the situation and guide the team toward a resolution.

B. Interactive assessments:

1. Quiz: Ask learners to identify the different components of emotional intelligence, including self-awareness, self-regulation, social awareness, and relationship management.
2. Role-playing: Provide learners with a scenario where they need to use their emotional intelligence skills to manage a conflict. Have learners act out the scenario and provide feedback to each other on how they handled the situation.

C. Peer-to-peer feedback exercises:

1. Feedback groups: Divide learners into small groups and have them practice giving constructive feedback to each other. Encourage learners to use the key components of constructive feedback, including being specific, timely, and respectful.
2. Group reflection: After completing a role-playing exercise, have learners reflect on their performance and provide feedback to each other on how they could have used their emotional intelligence skills more effectively. Encourage learners to provide specific examples and suggestions for improvement.

## Module 2, Motivation and Morale

### Lesson 1: Motivation theory

- Learning Objectives:
  - Understand the key principles and theories of motivation, including intrinsic and extrinsic motivation, Maslow's hierarchy of needs, and self-determination theory.
  - Identify the factors that influence motivation and engagement, such as autonomy, mastery, and purpose.

- Apply motivation theory to leadership practices, including empowering team members, providing opportunities for growth and development, and setting meaningful goals.
- Develop skills in providing constructive feedback that motivates team members to achieve their goals and reach their full potential.
- Instructional Strategies:
  - A. Real-Life Case Studies:
    1. A company has a team of employees who have been working on a project for six months. However, the project is still not completed, and the team is showing signs of demotivation. As a manager, how can you use motivation theory to help your team regain their motivation and complete the project successfully?
    2. A sales team is struggling to meet their targets, and team members seem demotivated. How can you apply motivation theory to encourage team members to improve their performance and achieve their targets?
  - B. Group discussions:
    1. What are some factors that can influence motivation and engagement in the workplace?
    2. Can you think of a time when you were particularly motivated in your work? What factors contributed to your motivation?
  - C. Goal-setting exercises:
    1. Identify a personal or professional goal that you want to achieve, and break it down into smaller, achievable steps. Discuss the steps with a partner or small group.
    2. Choose a team goal, and work with your team to create a plan for achieving it. Include specific actions, timelines, and measures of success.

## Lesson 2: Recognition and rewards

- Learning Objectives:
  - Understand the importance of recognition and rewards in motivating and engaging team members.
  - Identify the different types of recognition and rewards, including monetary and non-monetary rewards.
  - Apply best practices for providing recognition and rewards, including making them timely, specific, and meaningful.
  - Develop skills in creating a recognition and rewards program that aligns with organizational goals and values.
- Instructional Strategies:

- A. Real-Life Case Study: "Employee Recognition Program" – The case study presents a scenario in which an organization has recently implemented a new employee recognition program. The program includes both monetary and non-monetary rewards for employees who demonstrate outstanding performance. However, the program has not been well-received by some employees, who feel that it is unfair and does not adequately recognize their contributions. The case study asks learners to identify the strengths and weaknesses of the program, and to suggest improvements that would make it more effective.
- B. Interactive Exercise: "Types of Recognition and Rewards" – This exercise presents learners with a list of different types of recognition and rewards, such as bonuses, promotions, public praise, and flexible work hours. Learners are asked to categorize each type of recognition and reward as either monetary or non-monetary, and to provide examples of each type. The exercise helps learners to understand the different types of recognition and rewards that are available, and to identify which types are most effective for motivating and engaging team members.
- C. Role-Playing Exercise: "Recognition and Rewards Scenarios" – In this exercise, learners are divided into small groups and presented with a series of scenarios related to recognition and rewards. For example, one scenario might involve a team member who has consistently performed well but has not received any recognition or rewards. Another scenario might involve a team member who has received recognition and rewards but feels that they are not meaningful or relevant to their work. Learners are asked to role-play the scenarios and practice providing recognition and rewards that are timely, specific, and meaningful. The exercise helps learners to apply best practices for providing recognition and rewards in a realistic and interactive setting.

### Lesson 3: Managing difficult conversations.

- Learning Objectives:
  - Develop skills in initiating and conducting difficult conversations with team members, including conversations about poor performance or behavior.
  - Apply best practices for providing constructive feedback that is specific, actionable, and respectful.
  - Develop skills in active listening and managing emotions during difficult conversations.

- Create an action plan for managing difficult conversations, including preparing for the conversation, setting the tone, and following up afterward.
- Instructional Strategies:
  - A. Real-Life Case Study:
    1. Scenario: A team leader has noticed that one of their team members, who is normally a high performer, has been falling behind on their work and missing deadlines. The team leader has scheduled a one-on-one meeting with the team member to discuss the issue.
    2. Case Study Questions:
      - a. What are the key issues that the team leader needs to address in this conversation?
      - b. How can the team leader prepare for this conversation to ensure that it is productive and respectful?
      - c. What are some best practices for providing constructive feedback during this conversation?
  - B. Role-Playing Exercise:
    1. Scenario: You are a manager who needs to have a difficult conversation with an employee who has been consistently underperforming. Your goal is to help the employee improve their performance while also maintaining a positive working relationship.
    2. Role-Playing Exercise Questions:
      - a. How will you begin the conversation?
      - b. How will you provide specific, actionable, and respectful feedback?
      - c. How will you manage your own emotions during the conversation?
      - d. How will you listen actively and respond to the employee's reactions and concerns?
      - e. How will you create an action plan with the employee to help them improve their performance?

### Module 3, Delegation Skills

#### Lesson 1: Delegation theory.

- Learning Objectives:
  - Understand the principles and benefits of delegation in enhancing team performance and individual growth.
  - Identify the different levels of delegation and the tasks and responsibilities that can be delegated.



- Develop skills in choosing the right tasks to delegate based on team members' skills, knowledge, and experience.
- Apply best practices for effective delegation, including setting clear expectations, providing adequate resources, and monitoring progress.
- Identify potential obstacles to delegation and develop strategies for overcoming them.
- Instructional Strategies:
  - A. Real-Life Case Studies:
    1. Linda is a busy manager who has a lot of responsibilities and limited time. She wants to delegate some of her work to her team members to free up some time to focus on more important tasks. However, she is worried that her team members may not be ready to take on the additional responsibilities. How can Linda overcome this fear and effectively delegate tasks to her team members?
    2. John is a new employee who recently joined the company. He is eager to learn new skills and take on new responsibilities, but he feels overwhelmed by the amount of work he has to do. How can John communicate his interest in taking on more responsibilities and help his manager identify tasks that are suitable for his level of experience?
  - B. Role-Playing Exercises
    1. “Choosing the Right Tasks to Delegate” – In this role-playing exercise, participants will be given a list of tasks and will have to choose which tasks they should delegate and to whom. They will have to consider the skills, experience, and workload of their team members to make the best decision.
    2. “Delegating a Task” – In this role-playing exercise, participants will have to delegate a task to one of their team members. They will have to set clear expectations, provide adequate resources, and monitor the progress of the task. They will also have to overcome any obstacles that may arise during the delegation process, such as resistance from the team member or lack of resources.

## Lesson 2: Assigning tasks and responsibilities.

- Learning Objectives:
  - Develop skills in assigning tasks and responsibilities to team members in a fair and effective manner.
  - Apply best practices for setting clear goals, timelines, and expectations for assigned tasks.

- Develop skills in providing team members with the necessary resources and support to successfully complete assigned tasks.
- Develop skills in monitoring progress and providing feedback and coaching as needed.
- Identify potential obstacles to effective task assignment and develop strategies for overcoming them.
- Instructional Strategies:
  - A. Scenario-based learning: You are a project manager and have just received a new project. Your team is composed of a mix of experienced and less experienced members. Develop a plan for assigning tasks and responsibilities to the team members that will ensure they are fairly distributed and that everyone has the opportunity to grow their skills. Apply the best practices for setting clear goals, timelines, and expectations for the assigned tasks, and provide the necessary resources and support to successfully complete the tasks. Monitor progress and provide feedback and coaching as needed.
  - B. Interactive simulation: Create a simulated work environment where learners can practice assigning tasks and responsibilities to team members. The simulation should provide realistic scenarios where learners can apply the best practices for setting clear goals, timelines, and expectations, and provide the necessary resources and support. The simulation should also allow learners to monitor progress and provide feedback and coaching as needed.
  - C. Peer-to-peer feedback exercise: Have learners pair up and take turns assigning tasks and responsibilities to each other. The assigner should apply the best practices for setting clear goals, timelines, and expectations and provide the necessary resources and support. The assignee should practice monitoring progress and providing feedback and coaching as needed. After the exercise, learners should provide feedback to each other on their strengths and areas for improvement in assigning tasks and responsibilities.

### Lesson 3: Coaching and mentoring.

- Learning Objectives:
  - Understand the principles and benefits of coaching and mentoring in enhancing team performance and individual growth.
  - Develop skills in providing effective feedback and guidance to team members to help them achieve their goals and reach their full potential.

- Apply best practices for coaching and mentoring, including setting clear goals, providing constructive feedback, and identifying opportunities for growth and development.
- Develop skills in adapting coaching and mentoring styles to meet the needs of different team members.
- Identify potential obstacles to coaching and mentoring and develop strategies for overcoming them.
- Instructional Strategies:
  - A. Scenario 1: The team member who needs a confidence boost
    - 1. Scenario: One of your team members has been struggling with low confidence and has been making more mistakes than usual. They come to you asking for help and guidance on how to improve.
    - 2. Simulation: In this simulation, participants would practice coaching and mentoring this team member to help them regain confidence and improve their performance. They could practice using different coaching and mentoring techniques, such as active listening, providing constructive feedback, and setting clear goals.
  - B. Scenario 2: The team member who is resistant to change
    - 1. Scenario: One of your team members is resistant to change and has been struggling to adapt to new processes and procedures. This resistance is starting to impact the team's overall performance.
    - 2. Simulation: In this simulation, participants would practice coaching and mentoring this team member to help them overcome their resistance to change and become more adaptable. They could practice using different coaching and mentoring techniques, such as asking open-ended questions, providing positive reinforcement, and setting up a plan to help the team member overcome their resistance.
  - C. Scenario 3: The team member who is looking to grow and develop.
    - 1. Scenario: One of your team members is eager to grow and develop their skills and has come to you for guidance and support.
    - 2. Simulation: In this simulation, participants would practice coaching and mentoring this team member to help them identify their areas of strength and areas for improvement, set clear goals for their growth and development, and provide feedback and support to help them achieve their goals. Participants could practice using different coaching and mentoring techniques, such as providing constructive

feedback, setting SMART goals, and offering ongoing support and encouragement.

## Module 4, Performance Management

### Lesson 1: Providing constructive feedback.

- Learning Objectives:
  - Understand the importance of providing constructive feedback to team members in enhancing performance and achieving organizational goals.
  - Identify the key components of constructive feedback, including specificity, timeliness, actionability, and respectfulness.
  - Develop skills in giving feedback that focuses on observable behaviors and results, and avoids criticism or personal attacks.
  - Apply best practices for providing constructive feedback, including the "sandwich" approach and active listening.
  - Develop skills in receiving feedback constructively and applying it to improve performance.
  - Create an action plan for integrating constructive feedback into performance management processes, including regular check-ins and goal-setting.
- Instructional Strategies:
  - A. Real-life case study: Sarah is a manager at a marketing agency, and she needs to provide feedback to one of her team members, Alex, about his recent project. Sarah notices that Alex's work has been declining in quality and productivity over the past few weeks, and she wants to help him get back on track. How can Sarah provide Alex with constructive feedback that focuses on behavior and results?
  - B. Best practice example: One best practice for providing constructive feedback is the "sandwich" approach, which involves starting with a positive comment, then providing constructive criticism, and ending with another positive comment. This helps ensure that the feedback is well-received and does not feel overly critical.
  - C. Personal reflection activity: Think of a time when you received feedback that you felt was not constructive. What was the feedback, and why did you feel that it was not constructive? How could the feedback have been delivered in a more constructive way?
  - D. Role-playing exercise: Pair up with another learner and practice providing constructive feedback to each other. One person can act as the manager, and the other person can act as the team member. After providing the feedback, switch roles and repeat the exercise.

## Lesson 2: Setting and achieving goals.

- Learning Objectives:
  - Understand the importance of setting clear and measurable goals in achieving success.
  - Identify the key components of effective goal-setting, including specificity, measurability, relevance, attainability, and time-bound nature.
  - Apply the SMART framework to develop goals that are specific, measurable, achievable, relevant, and time-bound.
  - Create an action plan for achieving goals, including identifying potential obstacles and developing strategies for overcoming them.
  - Assess progress toward goals and adjust plans as necessary to ensure success.
- Instructional Strategies:
  - A. Real-life case study: Michael is a team lead at a software development company, and he needs to set goals for his team for the next quarter. He wants the goals to be specific, measurable, attainable, relevant, and time-bound. How can Michael ensure that the goals he sets for his team meet these criteria?
  - B. Best practice example: One best practice for setting and achieving goals is to use the SMART framework, which stands for Specific, Measurable, Achievable, Relevant, and Time-bound. This helps ensure that goals are well-defined and achievable within a specific time frame.
  - C. Personal reflection activity: Think of a goal that you recently set for yourself. Did it meet the SMART criteria? If not, how could you revise the goal to make it more specific, measurable, attainable, relevant, and time-bound?
  - D. Role-playing exercise: Pair up with another learner and practice setting SMART goals together. One person can act as the team lead, and the other person can act as the team member. After setting the goals, switch roles and repeat the exercise.

## Lesson 3: Managing underperformance.

- Learning Objectives:
  - Identify the reasons why employees may underperform and the impact that underperformance can have on the team and organization.
  - Develop skills in identifying underperformance and initiating conversations with employees about areas for improvement.
  - Apply best practices for providing constructive feedback that is specific, actionable, and respectful.

- Develop skills in developing and implementing improvement plans, including identifying performance goals and strategies for achieving them.
- Develop skills in managing underperformance in a timely, respectful, and effective manner, including taking disciplinary action if necessary.
- Instructional Strategies:
  - A. Real-life case study: Julia is a manager at a retail store, and one of her team members, Mark, has been consistently underperforming. Julia needs to manage Mark's underperformance in a respectful, timely, and effective manner. How can Julia approach this situation?
  - B. Best practice example: One best practice for managing underperformance is to have a clear and open communication with the employee about the expectations and standards of their role, and to collaboratively develop a plan to address any underperformance.
  - C. Personal reflection activity: Think of a time when you were responsible for managing an employee's underperformance. How did you approach the situation, and what were the outcomes? What could you have done differently to improve the situation?
  - D. Role-playing exercise: Pair up with another learner and practice managing underperformance together. One person can act as the manager, and the other person can act as the underperforming team member. After the exercise, switch roles and repeat the exercise.

### **Assessment Strategies:**

Formative assessments will be conducted throughout the training program to measure learner progress and understanding. Summative assessments will be conducted at the end of the program to measure overall program effectiveness.

Sample cumulative quiz:

1. Which of the following is an example of effective communication?
  - a) Only providing feedback when it's negative
  - b) Interrupting others while they are speaking
  - c) Listening actively and asking open-ended questions
  - d) Ignoring nonverbal cues during a conversation
2. Which of the following is an example of an extrinsic motivator?
  - a) Feeling a sense of accomplishment after completing a task

- b) Enjoying the process of learning a new skill
  - c) Receiving a monetary bonus for meeting a performance target
  - d) Feeling proud of one's own achievements
3. Which of the following is a best practice for delegation?
- a) Assigning tasks to team members without their input
  - b) Setting unrealistic goals and timelines for completion
  - c) Providing resources and support to ensure successful completion of the task
  - d) Micromanaging and controlling every step of the process
4. Which of the following is a key component of performance management?
- a) Only providing feedback when it's negative
  - b) Focusing on individual achievements instead of team goals
  - c) Setting clear expectations and providing constructive feedback
  - d) Ignoring poor performance or behavior
5. Which of the following is an example of a non-monetary reward?
- a) A bonus for meeting performance targets
  - b) A promotion to a higher position
  - c) Public recognition for a job well done
  - d) Additional vacation time

### **Potential KPIs:**

#### **Module 1: Effective Communication Skills**

- Completion rate of the module and its lessons
- Scores on assessments that measure the development of active listening, constructive feedback, and emotional intelligence skills
- Feedback from learners about the usefulness and practicality of the content

#### **Module 2: Motivation and Morale**

- Completion rate of the module and its lessons
- Scores on assessments that measure the development of motivation theory, recognition and rewards, and managing difficult conversations skills
- Changes in employee engagement, retention, and job satisfaction levels

### Module 3: Delegation Skills

- Completion rate of the module and its lessons
- Scores on assessments that measure the development of delegation theory, assigning tasks and responsibilities, and coaching and mentoring skills
- Changes in employee performance and productivity levels

### Module 4: Performance Management

- Completion rate of the module and its lessons
- Scores on assessments that measure the development of providing constructive feedback, setting and achieving goals, and managing underperformance skills
- Changes in employee performance and productivity levels, and reduction in employee turnover rates

### Instructional Materials:

- Instructor guides and participant manuals
- Presentation slides
- Case studies and simulations
- Role-play scenarios
- E-learning modules

### Delivery Methods:

The program will be delivered in a blended learning format, consisting of both in-person instructor-led training sessions and self-paced e-learning modules.

### Project Timeline:

The program will be completed over a period of 10 weeks, with the following milestones:

- Week 1-3: Development of instructional materials
- Week 4-10: E-learning modules (self-paced) alternating with in-person assessment and evaluation \*two sessions per week\*

### Roles and Responsibilities:

- Project Sponsor: Provides funding and support for the program
- Instructional Designer: Develops instructional materials and assessments
- Trainer: Delivers instructor-led training sessions and provides coaching and support



- Learners: Attend training sessions, complete e-learning modules, and participate in assessments

### **Evaluation Plan:**

The effectiveness of the training program will be evaluated through a variety of measures, including pre- and post-training assessments, feedback from trainers and learners, and assessment of changes in workplace behavior.

### **Budget:**

The estimated cost for this leadership training program is \$1000 USD per learner, which includes development and delivery of instructional materials, instructor fees, and assessment costs.