

DEVELOPING YOUR DIRECT REPORTS



INSTRUCTOR GUIDE

1/2-DAY COURSE

HRDQ

DEVELOPING YOUR DIRECT REPORTS

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PREVIEW

Instructional Design and Learning Philosophy

We are committed to providing the best core-skills content possible for instructor-led training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject matter experts (SMEs)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives provide effective tools for managing, monitoring, and evaluating training.
- Meaningful connections between the topic and students' past, present, and future.
- Appropriate organization of essential ideas helps students focus on what they need to know in order to learn.
- Modeling techniques demonstrate useful behaviors and problem-solving skills.
- Active application, the cornerstone to learning, helps students immediately apply what they have learned to a real-life situation.
- Consistent instructions and design help students learn and retain new information.
- Accelerated learning techniques create interactive, hands-on involvement to accommodate different learning styles.

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course to appeal to all learning styles and ensure that the ideas and information will be retained.

Instructional Design and Learning Philosophy (cont.)

Customizing Your Program

There are two ways you can customize this program: 1) Customize the content and 2) customize the format.

Customizing the content is easy. The Instructor Guide and Participant Guide are created in Word, so you can simply modify the content just as you would any Word document. Some common reasons for customizing content include:

- Changing examples to fit your industry or work environment
- Modifying content to match work rules and procedures
- Adding, deleting, or rearranging content to meet training time constraints

The other way to customize the program is to change the formatting. Typically, organizations will do this to add their corporate logo and/or colors, or it may just be an issue of personal preference. Again, treat the Instructor Guide and/or Participant Guide as you would any Word document. The styles used in this document are labeled HRDQ in the Quick Styles tab. For additional help using Word, consult the Microsoft website.

Preparing for the Training

As you know, preparation is the key to conducting an effective training session. Here are some issues to consider:

Logistics

- Advertise the training with enough advance notice that participants can block it out on their calendars. Consider contacting potential participants' managers to encourage their attendance.
- Send a confirmation notice before the training session reminding participants of the date, time, and location.
- Room setup: Ideally, use round tables to facilitate partner and small-group interaction.

Equipment and Supplies

In order for the training to go smoothly, have these supplies and equipment on hand:

- Name tags
- Flip chart and markers, tape
- Laptop with projector (for the PowerPoint)
- Timer or watch
- Pads of sticky notes
- Beverages and snacks (optional)
- Water for yourself and the participants

Course Activities

Module One: Understanding Development

Type of Activity	Segment
	Course Objectives
	Development Coaching vs. Performance Management
	Strengths-Based Focus
	Employee-Directed Development



Reading



Written Exercise



Facilitation



Group Activity

Module Two: Awareness and Assessment

	Using Assessment to Advance Goals
	Employee Reflection Process
	Strengths Assessment

Module Three: Conducting a Development Discussion

	Pre-Conversation Preparation
	Setting the Stage
	Where Are You Now?

Course Activities (cont.)

Type of Activity	Segment
------------------	---------

Module Three: Conducting a Development Discussion (cont.)



Practice



Where Do You Want to Be?



How Will You Get There?



Positive Coaching Behaviors



Reading



Written Exercise

Module Four: Paths to Development



Training



On-the-Job Training or Shadowing



Facilitation



Job Rotation and Cross-Training



Group Activity



Job Enrichment



Self-Directed Learning




Mentoring

Course Activities (cont.)

Type of Activity	Segment
------------------	---------


Module Four: Paths to Development (cont.)

	Delegation
---	------------




Reading

Module Five: Creating an Individual Development Plan

	Components of an Individual Development Plan
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Written Exercise

	IDP Practice
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Facilitation



Group Activity

PREVIEW

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Module One



Understanding Development

Course Objectives

Successful completion of this course will increase your knowledge and ability to:

- ◇ Recognize the difference between performance management and development coaching.
- ◇ Implement a strengths-based approach to development.
- ◇ Provide employees with the tools to assess their strengths and development needs.
- ◇ Conduct a positive development discussion.
- ◇ Identify a variety of paths to development.
- ◇ Create an effective individual development plan.

PREVIEW

Trainer Notes

5 minutes

Introduce yourself and provide a brief background if participants don't know you. Go over logistics (schedule, breaks, restrooms, etc.) and any ground rules for the day. Typical ground rules include no electronics in use, show respect for every participant, participate fully, no dominating or interrupting, etc.

Review the course objectives with participants.

Developing Your Direct Reports

Course Objectives

- Recognize the difference between performance management and development coaching.
- Implement a strengths-based approach to development.
- Provide employees with the tools to assess their strengths and development needs.
- Conduct a positive development discussion.
- Identify a variety of paths to development.
- Create an effective individual development plan.

Development Coaching vs. Performance Management

Performance Management	Development Coaching
Focuses on correcting performance issues and tying employee performance to business results	Focuses on employee development
Looks at the past and present performance	Focuses on the future and long-term goals
Conducted annually, ideally with frequent feedback throughout the year	Conducted quarterly, separately from performance management, with frequent feedback throughout the year
Uses competencies to assess how performance is achieved	Uses strengths and skills to develop comprehensive development plan

"The task of the leader is to get his people from where they are to where they have not been."
Henry A. Kissinger

Trainer Notes

5 minutes

Context of this program: Developing your direct reports involves more than an annual performance appraisal. That is performance management. Performance management is critical to the success of the organization and should not be neglected. However, development coaching is important to the vitality of the employee and requires a separate focus. The chart explains some of the major differences.

Strengths-Based Focus

Traditional development plans often focus on an employee's weaknesses and trying to improve them. Recent studies have found that capitalizing on strengths while managing weaknesses leads to better performance and happier employees.

Why focus on strengths?

- ◇ Leveraging strengths is more efficient and takes less effort than trying to change a weakness.
- ◇ Strengths-based work is stimulating and not tedious.
- ◇ Allowing an employee to use his or her unique strengths to achieve specified outcomes provides him or her the greatest amount of autonomy, which contributes to job satisfaction.
- ◇ High performance can be achieved in a number of different ways. You don't have to make all high-performing employees identical in terms of their skill sets. In fact, the diversity of talents will enhance the overall performance of the organization.

Manage weaknesses

- ◇ An underperformer probably has strengths that don't match his or her current role or isn't being allowed to use his or her talents. Finding this person's unique talents could make him or her a valuable contributor in another position.
- ◇ You can often use your talent to overcome a weakness. Example: If time management is a weakness and influencing others is a strength, then you could persuade others to hold you accountable when you're late or risk missing a deadline.

"Strength is achieved by developing our strengths, not by eliminating our weaknesses."

*Marilyn vos Savant,
American journalist*

Trainer Notes

10 minutes

Several studies over the past few years have found that developing an employee's strengths, rather than trying to eliminate the employee's weaknesses, results in better performance. The most well-known study, conducted by Marcus Buckingham and Curt Coffman of the Gallup Organization, became the basis for a series of best-selling books: First, Break All the Rules; Now, Discover Your Strengths; and Strength Finder 2.0. They surveyed over one million employees and 80,000 managers and found that the best managers don't help people eliminate their weaknesses. Instead, they help their employees find and use their unique talents.

Activity: Have participants think of one weakness they have and a talent they have that they could use to manage their weakness. Share with a partner. Debrief by asking volunteers to share their answers.



Employee-Directed Development

Characteristics of effective development goals

- ◇ Compelling
- ◇ Attainable
- ◇ Consistent with organization's vision, values, or purpose

Employee-defined outcomes

- ◇ Allow the employee to define his or her development goals.
- ◇ Encourage the employee to take responsibility, increase his or her self-awareness, and become more self-reliant.

Your role

- ◇ Support and encourage the employee's self-directed development efforts.
- ◇ Actively look for and plan appropriate development activities.
- ◇ Provide ongoing feedback.

PREVIEW

"I believe the real difference between success and failure in a corporation can be very often traced to the question of how well the organization brings out the great energies and talents of its people."

*Thomas J. Watson Jr.,
A Business and Its Beliefs (1963)*

Trainer Notes

5 minutes

Compelling goals: The employee should feel passionate (or at least excited) about achieving the development goal.

Attainable: The goals should be challenging, but not impossible.

Consistent with organization's vision, values, or purpose: Although the goal is employee-centered (about the employee), the employee is still at the organization to serve the organization and further its success; therefore, any development goal the employee has should also serve or support the organization.

Intuitively, you know that when people take ownership of their goals (rather than being told what their goals should be), they are more successful in achieving them.

Therefore, employee development will be more successful when the employee defines his or her goals. You can direct or guide them if they are way off base.

Employee-Directed Development

Characteristics of effective development goals



- Compelling
- Attainable
- Consistent with vision, values and purpose

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President
R.C. Rulka Consulting, LLC

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James T. Puett
Manager, Leadership and Organizational Development
Healthways Human Resources

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HRDQ is a trusted developer of soft-skills learning solutions that help improve the performance of individuals, teams, and organizations. We offer a wide range of resources and services, from ready-to-train assessments and hands-on games to facilitator certification, custom development, and more. Our primary audience includes corporate trainers, human resource professionals, educational institutions, and independent consultants who look to us for research-based solutions to develop key skills, such as leadership, communication, coaching, and team building.

At HRDQ, we believe an experiential approach is the best catalyst for adult learning. Our unique Experiential Learning Model has been the core of what we do for more than 30 years. Combining the best of organizational learning theory and proven facilitation methods with an appreciation for adult learning styles, our philosophy initiates and inspires.

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