Leadership Development Program

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**Leadership Development Program**

# Executive Summary

 Within the realms of an organization, it is impossible to achieve goals and objectives without bringing all the employees on the same platform of "adjacent ideologies". Being a leader, one of the basic obligations that are required of an employee is to facilitate employees and stakeholders in terms of organizational goals. A culture is termed as one of the major elements that can highlight and assert the importance of “understanding employees” that cannot be achieved without communication. Culture performs a two-way process, either it acts as a tool to increase and enhance organizational development or it mitigates the organizational achievement by posing certain hindrances of understanding, quality and quantity learning along work. The exchange of ideas is not only an abstract concept, but it is a clear and practical manifestation of workplace ethics. Communication is not only the code for the sharing of ideas, but it also heeds to both qualitative and quantitative learning. It is significant to note that learning is an automatic process that initiates with exposure and demonstration.

In accordance with request of CEO to design a “Coaching Skills for manager course”, it is necessary to adhere to “academic platform” that can help to incorporate leadership attributes accompanied by positive ambitions of qualitative and quantitative learning. In order to incorporate the required goals of learning, positivity, and adequate communication, it is necessary to initiate the concept of "Culture Change". The underlying strategies of the report refer to the following

* Incorporating organizational culture
* Implication and entailment of adequate leadership skills
* Provision of leadership attributes
* Inferring both, quantitative and qualitative learning.

10 managers were chosen who were performing managerial roles in different departments of the organization and were asked to participate in the coaching. The aim of such participation is to make managers comprehensible towards complex organizational activities, taking into account the stance of cooperation and leadership abilities. Side by side, qualitative and quantitative learning skills would be imparted, coaching would allow these managers to transfer learning through both direct and direct channels and bring a “culture change” in the organization. Some potential outcomes of coaching would be, “leadership attributes”, “better communication”, “qualitative and quantitative learning” and positive attitude towards change.

# Background and Analysis of Business Need

 Business is equally hard and easy, taking into account that it is one of the most competitive timelines of their world. It would not be wrong to say that business is all about an underlying competition regarding innovation, technology, asset and the analysis of consumers in terms of adequate upgradations. There are two aspects of business, either an analysis of employees could be made or an integral approach could be imparted that could include diverse employees. It is not easy and possible to incorporate similar culture because diversity has become a potent part of organizational behaviour. (Northouse, et, al. 2018).

 In order to formulate a design "Coaching Skills for Managers Course”, it is important to note that there are four major stages to be considered, Investigation, Design, Implementation and Evaluation.

## Analysis

Human Resource Management Needs Investigation plays a major role in the investigation of the needs of employers and employees. This investigation is necessary to ensure that all needs are identified so that development can be incorporated. There are different methods of obtaining an analysis of the required needs; comprehensive interviews would be taken by using a template that can allow gathering certain comprehensive details. Interviewing ten managers of organization and the analysis of the views that each individual hold in terms of development and coaching in an organization. It serves as one of the major elements in Human Resource Development Needs Investigation. After the accumulation of results from the interviews, SWOT analysis would be made, taking into account that the core areas of research would be assessed and analyzed.

* Managers felt that there is a lack of resources that can impact learning and developmental opportunities
* Managers are of the view that there is a dire need of coaching kit and coaching staff that can actively participate in culture change
* Managers think that they feel alienated and void of a communicative environment
* The implication of findings from HRDNI and other areas of concern highlight gaps that managers are facing in acquiring leadership skills that can facilitate communication and coaching of direct reports.



# Overview of the intervention

 An overview of intervention can be asserted by step by step approach to the analysis plan. Adhering to the design stage, it can be concluded that constructive alignment can be achieved by developing learning process that can directly approach learning outcomes, proposed objectives and the assessment of needs that should be considered while designing a successful leadership plan. The aim of interventions is to impart required knowledge, abilities and skills. In terms of goals, the intervention would inculcate better communication skills that can allow employees to participate. Employees would acquire leadership attributes that will encourage them to negotiate collective strategies that can facilitate qualitative and quantitative learning. Successful interventions will lead to the implication of human resources, taking into account that internal factors can facilitate the transfer of knowledge and coaching. (An, et, al. 2019).

## Theoretical implication

 In order to achieve cultural change, “Action Learning Theory” can be used. It refers to the implication of setting that can allow both organizations and individual to improve their stance of practices. There are different strategies to incorporate active learning in an organization such as, “working in groups”, “transitional groups” and “formulation of learning sets”. All these activities require active participation from employees adhering to the mitigation of barriers that are posing threats to success. (White, et, al. 2019. It is important to note that incorporation of culture change can be implemented by practising any of these activities. As it is a major project with critical problems that need to be resolved, it is asserting that employees will ask to formulate action and solve problems by the utilization of cultural shift. It refers to the analysis of those shifts of culture in which learning and development would be fostered. Employees would be asked to incorporate all relevant skills that could help to support a solution and intervene in a particular resolution.

Action learning is a great stance to incorporate communication because all the trainees are required to take part in the discussions regarding problem, its solution and the analysis of facts and figures that could address the problem at first hand. It is affirmative that communication is required to address the stance of problem leading to the implication of cultural shift that could address a problem from a different perspective. Leadership attributes are also a byproduct of action learning, taking into account that it allows employees to incorporate win-win strategy. (Sidwell, et, al. 2019). It not only allows employees to adhere to a core standard of professionalism, but insight is also provided to the problems that are faced by a majority of people. (Komives, et, al. 2016). .It is significant to note that action learning incorporates leadership skills that allow employees to assist others and help them perform their task with full ability and confidence. Side by side, employees are exposed to a differencing setting that infers them to retrieve both qualitative and quantitative knowledge that can assist in caching others. By-product learning not only increases knowledge it also stresses innovation and novelty.

The proposed program will proceed in synchronization with a formal setting such as an address by the CEO of an organization. CEO will make employees clear about the aims of the program, taking into account that he will highlight the factors that are necessary for bringing the required change. The narration of HRDNI results will help the employees to understand current happenings and current status of the organization. It is significant to note that the analysis of HRNI will allow the employees to understand future goals of organization adhering to the analysis of culture change taking into account role that is required from others, side by side a discussion would be made with participants.

Proper proceeding of the session will involve certain actions. In the first place, the participants will be classified into five learning sets, one of the strategies of action learning. It refers to the participation of two groups from the five sets, addressing the challenge of working on the project, “culture change”. The aim of the project is to allow the participants to undergo an analysis and identify major drivers of negative culture along with an analysis of the possible solution. it is highlighted that there are different groups who are actually engaged, side by side there would be an analysis of action learning strategies, meant to address the current scenario. There would be splits in the action plans and the duration of plans, concerning major skills that are developed by the cooperation of people who are working together, side the employees will come to learn a number of things from each other. (Frich, et, al. 2015).

The second step of the session will allow different participants to come in contact with the CEO, at different intervals. This will lead to a varied response and a different approach towards the analysis of the employees in accordance with a particulate setting. It is significant to note that this aspect will allow the individual to reflect back taking into account an analysis of the program in terms of individual actions.

In accordance with, Frinch, (2015), it has been highlighted that in order to be great manager, an individual should have the attributes that could reflect management taking into account that he should have the ability to create a positive relationship with others. Adhering to mutual goals that can help to build long terms practices that could impact the organization as well as the individual goals will be incorporated. It is significant to note that the aim of “development plan” is to impart a practical essence to all these attributes. These skills and attributes will be developed as a byproduct adhering to the long terms goals of the session. Such attributes include better communication skills, adhering to leadership qualities, business analysis and the accumulation of diversity accompanied by practicality. (Lacerenza, et, al. 2018).

 It is significant to note that as long as employees are directed to negotiate and meet with each other, there would be positive enforcement to the communication skills taking into account that employees would like their idea and view in terms of problem. The analysis of the problem from an individualistic point of view will allow an individual to incorporate leadership goals and attributes. The section of individualistic and human development will allow an individual to assert certain models and theoretical framework so as to ensure practicality. A common instance of this fact can be found in the utilization of GROW model and role plays to highlight that all learned attributes will be transferable and supportive in achieving the desired goals. It would not be wrong to say that the GROW model is a direct approach that can appeal the realms of the workplace in the form of adequate and central cultural change. (Smylie et, al. 2018).



 In order to understand the impact of diversity within the workplace, it is necessary to highlight facts and figures that can impart positivity. Inclusion is one such concept taking into account that it is a vital element to provide a conducive environment to people. It helps individuals to feel valued and contribute to major part of the workplace. In order to support session on diversity, it is necessary to incorporate and address different biases and cultures that can lead managers to find their own mistakes and make efforts to overcome them, affirming and paving way for better and positive organizational culture. (Lucas, et, al. 2018).

At the end of the program, the sets initially formed will present their findings taking into account the skills and attributes that they have learnt over time. A positive conclusion will allow employees to know such actions that have contributed to a cultural shift in an organization. In a simplified form, it is the analysis of the code of conduct that can allow employees to bring positive cultural change. The use of Leadership Development Program will facilitate the inclusion of such items such as, coaching, action learning program, learning and developing the mindset, shift in prevalent culture and get actual transfer of learning to the workplace. (Chang, et, al. 2019).

# Learning Theory

“Action learning theory” will be used to incorporate culture change. Lucas, (2017) has defined this theory as a strategy that is unstructured in nature and it emphasizes the question and needs to implement whatever is learned”. The basic notion of this theory is further expanded, referring to the action learning theory as a facilitator that can facilitate the transfer of learning by using group sets to work and practice problem-solving issues and current projects that are relevant to an organization. (Hopkins, et, al. 2018).

It is significant to note that action learning theory brings facilitators and working groups together in order to support unstructured states in the early stages of learning. In accordance with the aim of LDP, managers are challenged with a complex situation having ideas, discussions and challenges as drivers of learning opportunities, taking into account that they can improve organizational performance and bring cultural change. These sets are then used as a tool to enhance learning and adhere to complex issues by using certain strategies such as, challenges addressing, set groups, discussions, panel collaborations and the other collective approaches that could facilitate learning. (Tingle, et, al. 2019).



Learning Development plan is more like an experimental platform for managers through which critical thinking is used to explore issues and reflect on certain solutions to current and relevant issues. It is significant to note that the goals of cultural changes are retrieved by adhering to the practical and emotional support of both facilitators and peers. Learning Development plan concludes with the cohesion of certain constructive alignment between learning strategies, learners and learning objectives of an organization that are achieved with the formulation of core groups of managers that are competing to bring change by keeping long terms goals in the foresight (Rudnick, et, al. 2019).

##  Structural Learning

Structural learning is defined as another learning approach that can incorporate certain skills among adults. Structural learning is designed by using “instructional method” taking not account that instructional material comprises of the code of conduct that is to be taught to the students. It is significant to note that instructional material and structural learning is more career and work oriented, that is the reason such learning is called structural leaning and adult learning. It is based on the core concepts of problem-solving, adhering to extrinsic and intrinsic awards. Structural learning is accompanied by certain evident rules that can impart clear direction regarding work. Each of the rules is a direction that could facilitate the clear picture of the task, side by side structural leaning helps to increase the efficiency of workers within an organization. (Smith, et, al. 2019)

# Evaluation of the Developmental Interventions

Evaluation is one of the crucial steps in determining the strengths and weaknesses of a certain learning intervention. It is a scale that can measure the impact of any newly learnt knowledge, attitudes and skills. Evaluation is the direct use of feedback, taking into account that it improves future curriculum and analysis of the structure in terms of stakeholders either external or internal. Many of the organizations find evaluation as something that is complex, taking into account certain factors such as taxing, time and the systematic approach. (Hampton, et, al. 2019).

In the context of the Learning Development Program formulated by HR developer, there would be seven learning sets that will continue for the time span of about five months. The curriculum for the coaching plan has already been designed, it will offer an avenue in which participants will address organizational issues and certain complex projects with the help of activities, action learning, role plays and reflection based evaluation. (Zare et, al. 2019). It is significant that all the participants will be made to take an active part so that learning development program can be successfully implemented. It is important to note that choice of participants would be diverse so that a wide range of departments can be engaged, and made to change attitude towards knowledge and skills, adhering to a holistic understanding of organizational operations. (Smylie et, al. 2018).

## Kirkpatrick Model

In order to evaluate Learning Development Program, the Kirkpatrick model is considered as the most appropriate choice. This model is simple with a practical framework that is applicable to a number of industries and training interventions. (Zare et, al. 2019). Kirkpatrick model comprises of certain sequential multi-level frameworks that can offer guidance for the evaluation by defining evaluation criteria through four different paradigms such as, learning, behaviours, results and reaction. It is important to note that the model is a holistic approach that can offer contextualized and fixed feedback to determine if LDP is serving a purpose and is it financially justified. (Komives, et, al. 2016).

## Evaluation Levels

There are four levels that are associated with the evaluation of Learning Development Program. Level 1 highlights qualitative data that is collected by the end of learning set by using research tool such as questionnaires. It will provide quick and certain feedback regarding course content and techniques of learning. (Majee, et, al. 2018).

Level 1 refers to the evaluation of qualitative data that is collected from pre and post-training skill tests along with certain objective tests. It requires participants to complete written and skill-based assessment that could identify skills, attitude and current knowledge of the participants. It is important to note that Level 2 requires a more detailed and time-consuming analysis that is cost effective. Level 3 is considered as one of the most difficult states to evaluate because of the complexity of data collection taking into account that the validity of data can be a true stance of effective training. It involves certain techniques such as training performance appraisals that an asses a change in the workplace. HR will conduct certain online surveys that can engage different department manager for independent analysis and observation of behavioural change in the workplace. (Ilie, et, al. 2017). Level 4 is considered as one of the most difficult section to evaluate taking into account external factors such as complexity of data analysis and time constraints. It requires a combination of several techniques that can collectively be used to evaluate an organizational change. This incorporates certain measures of business analysis that can help to evaluate changes in terms of organizational functions such as profit, cost-benefit analysis and absenteeism, taking into account that it is a direct approach to investigate LDP. (Lindebaum, 2018).

# Transfer of learning

Transfer of learning highlights that during training session, all knowledge is not transferred to the workplace, in fact, it is encapsulated in the learning situation. According to research, only 10-20% learning is transferred, taking into account that organizational training is not actually fully maximized, learning transfer is considered as one of the successful paradigms that facilitate an effective and continuous application of what is learned by an individual during job tenure. (Zare et, al. 2019). Transfer of learning is not only a critical stance to maximize the training environment, in fact, it is a cognitive and behavioural change that can improve the performance of employees and result in an empowered culture. (Mulatu, et, al. 2018).

## Factors

There are a number of factors that can have an influence on the transfer of learning. These factors can be categorised as,

### Employee characteristics

It refers to the traits of an employee such as motivation, self-efficacy and a perceived usefulness of the ranking.

### Training design

It refers to the opportunity of behavioural modelling, adhering to workplace application, secession and goal setting.

### Work Environment

It refers to the e-learning transfer were a workplace act as a platform of manager and peer support, time to learn and implication of opportunities to apply to learn.

 An analysis of these factors highlight that all external factors collectively form learning principles such as meaning full transfer and learning theories such as social learning and experimentation. The theoretical framework has lamented that action learning is an effective paradigm of leaning. Research asserts that if participants are given the time and opportunity for the implication of new skills in the context of workplace learning transfer is enhanced. (Zare et, al. 2019). Action learning sets formulate peer support that incorporates mutual goals, accompanied by sharing concerns and quick feedback. In the final program session, action learning set will; deliver a presentation that can infer how learned experiences can be practice accompanied by a reflection. (Zare et, al. 2019). The CEO will discuss and address HRDNI results that aim at engaging participants from the beginning, adhering to the feedback that highlights a problem and a relative solution. It is significant to know that expectation time will be assigned for learning from CEO.

The session will end with a casual session that can enable participants to build positive and cooperative relationships with each other. A questionnaire will be distributed for participation on a personal level, taking into account that individual development areas would be defined. All participants will be taking part in the coaching session originated by CEO in order to discuss challenges and reflection. It is significant to note, the strategies to be used by an organization should rely on the strong basis of self-efficacy. It is important to note that employees should be made to work in accordance the peer support. It is asserted that the aim of session 3 is to focus on the utilization of the GROW model and significance of role plays. Role play is one of the basic strategies of learning transfer because it imparts critical thinking and critical reflection. Side by side, the GROW model allows the enhancement of knowledge transfer to the workplace. In a nutshell, it is asserted that program evaluation is a code of learning transfer that will focus on learned behaviours and infer opportunities by adhering to the screening of job behaviour.

# Cost and Project Benefits

Usually, the cost is management in terms of the return of investment to the organisation that is in the form of currency. it is one of the basic accessories to cost the leadership training program, taking into account that it would be a coaching of managers. It is a stance that can employ both financial benefits along with other goals that are not easily measured much like intellectual capital, company culture and job satisfaction. It is significant to note, despite the high indirect cost to the leadership development programs can infer responsibilities that could be part of the program at several stages. (Zare et, al. 2019). Removing the CEO from his day to day responsibilities outweighs the cost, making it an integral part of the program's success. Another indirect cost is ten managers, being away from their working schedule. Side by side, managers will be engaged in training that will ultimately benefit the company. (Gelbhart, et, al. 2019).

A cost of an external trainer would be a direct consumption. The trainer would cast a great project benefit because it will be an increased intervention of learning towards the organization. An internal organizational training lineage would be started, that will not only benefit the managers but the company as a whole. It is significant to note that the cost would be kept at a minimum combination of both learning sessions and a range of training that is to be delivered. There are several other benefits, taking into account that certain core skills would be formulated that could facilitate skills required to incorporate effective coaching in the workplace. There would be an increased retention rate that could restore cultural values taking into account that a leadership pipeline would be formulated that could facilitate both employee and the employers. There is a higher ratio of “indirect” cost of leadership that is associated with this program, taking into account the fact that there is both direct and indirect ratio of cost that is aimed at asserting that although there would be an increased stance of “absence”, it will also lead to an increased ratio of profit. (Sosik, et, al. 2018).

 The cost of evaluation would be assessed on four major paradigms; implementation refers to the implication of the set rules, adhering to the stance of sustenance of organizational culture. Investigation refers to the analysis of the cost and economic paradigm that could contribute to the organisational setting and future goals. Design refers to the actual outline of the organization, adhering to the framework of cultural attributes, it also refers to the analysis of economic designs. Evaluation is a comparative study of the costs, referring to the consumed resources and the outcome that is left behind.

After ensuring the analysis of the resources such as investment of time and money, it could be analyzed that all stages should be accompanied by the subject evaluation. SWOT analysis is also one of the major tools that can be incorporated taking into account other relevant learning interventions. In a nutshell, the overall cost could be $ 30, 155 which refers to an investment of about $3,100 per participants.

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# Appendix 1

**Leadership Development Program**

|  |  |  |
| --- | --- | --- |
| Session | Action Learning Set | Time |
| Session I  | Cultural Project will be discussed, orientation by CEO. | 8 Hours |
| Session II  | Adherence to “Communication and leadership skills”. Analysis of perosality traits Reading certain flashcards | 8 hours |
| Session III | Coaching at internal venue. Helping and cooperating in achieving goals and enlightenment to GROW model | 8 Hours |
| Session IV | Analysis of coaching effforts, group discussions and discussion of possible challenges that an employee can face.All these activities will be held at an internal venue. | 4 hours  |
| Session V | Employyes and organizational outcome. Incorportaing coacjhingmehodology that can inculcate values and discussion of organizational diversity. | 4 Hours |
| Session VI | Conclusion of training session. Speech by CEO at an eternal avenue. A casual lunch as well as giving certificates to employees who participated.  | 4 Hours |

# Appendix II

**Single Session Plan**

**Session I**

**Leraning Objectives**

* Fcailitating communication
* Incorportaing culture
* Inferring adequate and friendly artnosphere
* Employee management

**Resources**

Power point Presenattion

Youtube Videos

Note Pads

|  |  |  |
| --- | --- | --- |
| Time  | Topics for discussion | Action |
| 09:00 – 09:30 | Intrduction  |  |
| 09:30 -10:00 | Organization | What is an organizationAttributes of a good organization |
| 10:30 – 11:00 | Break for tea |  |
| 11:00 - 11:45 | Employees and Culture | Status of employeesCultiural coaching,Difference between coaching, traiing and mentoring |
| 11:45 – 12:15 | Motivation | Using motivational video, employees will be taught about tsregth of hardwork <https://www.youtube.com/watch?v=d9gwmyPMByM> |
| 12:15 - 01:00 | Lunch Break |  |
| 01:00 – 01:45 | Cultural Theories and Implication | Action Leraning |
| 01:45- 03:00 | Cultural Complications | How employes can address cultural complicationsHow cultural complications affect organizational attitude(Using Flash-cards) |
| 03:00 - 04:00 | Winding up and Evaluation | Reviews will be taken regarding today’s session, there would be a short recap. |