

ADDIE Model Project:

Building Your Team's Capacity Through Transformational Coaching

1. Analysis Phase:

a. Audience:

This project targets a primary audience of managers. It is also beneficial to a dean or director who coaches a cohort of facilitators in a K-12 environment.

b. Learning Style:

This lesson is intended to be used as a form of blended learning. It includes the use of a course, interactive scenarios, and a corresponding activity. The managers first go through with the lesson alone and build up their knowledge individually. At the end of the lesson, the learner will use the new learning to categorize their employees.

c. Physical Environment:

The environment in which the managers go through the course may be chosen by the administrator of the course. The course can be completed in the office or remotely with a computer.

d. Instructional Objectives:

- i. Learners will be able to compare their coaching style against transformational coaching.
- ii. Learners will be able to use data and plan a transformational coaching conversation.

e. Pre-Existing Knowledge:

There is a certain amount of knowledge that the learner will have to already know in order to complete the deliverable after completion of the course. This knowledge includes:

1. Observations of behaviors from the individuals in their department
2. Basic knowledge of how to use the computer and access the internet

Timeline: 30 minutes

2. Design Phase

a. Concept Statement

The point and purpose of the course is to prepare the managers to be able to successfully implement the transformational coaching protocol from Elena Aguilar to increase capacity and improve data.

b. Rationale for Sequence

The sequence of instruction is based on Gagne's Nine Events of Instruction, as well as the logical progression of the skill utilized during the implementation of a Transformational Coach-based intervention.

3. Development

Advanced Organizer

1. Introduction and Induction: Present Transformational Coaching YouTube Video. Brief discussion (Purpose and Model). Pre-lesson survey .
2. Learning Activities: For each task view scenario, have a brief assessment, then guided practice.

Sequence of Objectives:

Self Rating (Task 1)

Transformational Coaching Model (Task 2)

Planning the Conversation (Task 3)

3. Extended Learning: 5 min review and details of action steps at the end of the course.
4. Post- Lesson Survey

EVENT	INSTRUCTIONAL DESIGNER PERSPECTIVE	LEARNER PERSPECTIVE
1	Gain attention of the students	Focus my attention on the learning task
2	Inform students of the objectives	Tell me why I'm here and what I'll learn
3	Stimulate recall of prior learning	Give me context
4	Present the content	Tell me what I need to know or do
5	Provide learning guidance	Show me how to do it
6	Elicit performance	Let me try it myself
7	Provide feedback	Tell me how I'm doing
8	Assess performance	Hold me accountable for learning
9	Enhance retention and transfer to the job	Help me turn my learning into real-world results

[Gagne's 9 events of instruction](#)