Team Building & Coaching

Daniel Kelley

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A final project presented to the faculty of the
Instructional Design Master’s Degree Program
University of Massachusetts at Boston

Team Building & Coaching
(Supervisory Program Designed for 1848 Bank)

Submitted by
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in partial fulfillment for the requirement of the degree
MASTER OF EDUCATION

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Approved by Dr. Carol Ann Sharicz, Faculty
Abstract

A supervisor’s ability to make proper hires and coach existing employees is related to the creation of a pipeline of future supervisors. As corporations grow, so does its personnel. As the personnel grows, so does the need for more leaders that can appropriately manage personnel without human resource intervention. This paper discusses the need for an internally designed program created to help existing supervisors build a bench of future company leaders. Background information of the company is discussed along with the importance of staff development in achieving its mission. A literature review was performed to determine the benefits of an internally designed program. An internal employee survey was also conducted to determine if there is a need. It is determined that an internally designed program for leadership is beneficial if designed properly. It is also determined that existing employees feel that they would benefit from such a program. The impact that Covid-19 had on the research and analysis is included. The paper concludes with sample materials for the program and includes an online classroom outline. Evaluation for the program at all levels is proposed. The appendices contain samples of the training materials proposed for the Team Building & Coaching program.

Key Words: Corporate Leadership, Coaching, Hiring, Internal training program
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Background Information

1848 Bank has experienced steady growth over the last five years. The bank currently employs over five hundred people. One hundred sixty employees have a title of manager or supervisor. The supervisor and manager titles differ between departments. Some managers/supervisors are responsible for people, others are responsible for processes and others are responsible for both. Currently, there is no mandatory coaching or leadership training for existing or new managers/supervisors. Mandatory training is reserved for regulatory and new hire practices. The bank does offer a weeklong program titled Boss Basics. This program is intended for employees who have been identified to have leadership potential. The goal of this program is to build a pipeline of employees that may be entering a supervisory role in the future. Boss Basics was created after many of the existing managers/supervisors entered their roles. The existing managers/supervisors are not required to attend this workshop, but they are expected to identify employees that may benefit from attending. Enrollment into the Boss Basics program has slowed over the last year and employee relation and performance issues have increased.

Company Mission & Vision

1848 Bank’s mission and vision statements are found in the employee handbook. The bank’s vision is “to be the most trusted, responsive provider of personal and commercial financial services in Greater Boston and beyond, known for exceptional customer experiences, solid financial performance, workforce development and community leadership” (Eighteen Forty-Eight Bank, 2020, p. 1). The mission is to “deliver valued financial services to satisfy
lifetime needs by building relationships based on trust, efficiency and friendly service” (Eighteen Forty-Eight Bank, 2020, p. 1).

The Employee handbook includes an explanation of the role that training plays in helping the bank achieve its mission. According to the handbook, “to achieve our goals, we need the combined effort of a team that is well trained and motivated to provide service with enthusiasm” (Eighteen Forty-Eight Bank, 2020, p. 1).

**Stakeholders**

The stakeholders for a company-wide training program are the Chief Operating Officer (COO), The Senior Vice President (SVP) of Human Resources and the First Vice President of Human Resources.

**Analysis Plan**

A literature review of current coaching practices and coaching culture was performed to determine if an internal program on team building and coaching would be beneficial to 1848 bank. Research was also performed to uncover best practices for the development and evaluation of internal coaching and leadership programs. Lastly, interviews with identified stakeholders and surveys for existing managing supervisors were developed to uncover any current practices.
Literature Review

According to Rocke & Donde (2008) programs designed for internal coaching are beneficial to organizations if they are designed properly using some type of systems model approach and are focused on areas such as on-boarding, skills development and transition management. Internal coaching programs are also more effective and budget friendly than hiring outside coaches. Bozer et al. (2014) echoed the importance of utilizing a systems model when developing coaching programs. They suggested that programs should be based on behavioral objectives and have clear guidelines.

Along with utilizing a systems approach to the development of an internal coaching program, pre-training motivation of potential participants should be considered as it is linked to achievement of the behavioral objectives. The more motivated a potential training participant is the more likely they are to achieve a behavioral goal (Bozer et al., 2014). The ability of a potential participant to accept feedback should also be considered as it is critical to becoming a successful coach. Bozer et al. (2013) suggested that the more open a coachee is to feedback, the better of a coach they will be.

An internal program focused on coaching also may go further than strengthening the bottom line. Boyatzis et al. (as cited in Rocke & Donde, 2008) propose that effective internal coaching has the psychological benefit of reducing “power stress” which could lead to several physical issues experienced by the coach. They stated that “leaders may better sustain themselves by balancing potentially stressful effects of exercising leadership with the ameliorative effects of coaching the development of others” (Boyatzis et al., 2006, p. 8).
Pace (2012) agreed that an internal leadership program is profitable. She discussed the results of a survey performed by Bersin & Associates. Bersin (as cited in Pace, 2012) suggested “that organizations that are effective at teaching coaching are 26 percent more effective at holding costs than their competitors” (Pace, 2012, p. 16).

Crether et al. (2011) suggest that leadership programs should be based around the practice of relative experiences or experiential learning. They state the “experiential learning engages participants in problem solving, critical thinking and self-reflection based upon in-context experiences relevant to themselves” (Crether et al., 2011, p. 311). They also recommended that workshops should be one to two days in length, have web-based support, utilize online modules and be evaluated using surveys to measure success.

A focus should also be placed on a person’s ability to be a mentor and be mentored. Yukl (as cited in Lawal et al., 2016) suggested that organizations that have implemented quality mentorship programs benefit from having experienced leaders who are willing to share their knowledge with less experienced leaders and that coaching is a form of mentorship.

**Stakeholder Interviews**

Interview questions to determine whether a program for team building and coaching would be beneficial for the bank were developed. Interview questions were based on key concepts discovered in the literature. The goal was to uncover how the stakeholders view current company hiring and coaching practices (Appendix A).
Online Survey for Managing Supervisor Distribution List

A request to distribute an online survey to managing supervisors was made to the stakeholders. The goal of this survey is to discover any current coaching and hiring methods that are currently in practice (Appendix B).

The survey consisted of questions based on interpretation of the bank’s hiring and coaching practices. Concepts from the bank’s current Boss Basics program were used as a starting point for question creation.

Questions from the book *Evaluating Training Programs* were also used. In their book, Kirkpatrick and Kirkpatrick (2006) provided a case study on the implementation of a leadership program for a large company and how it was evaluated. Their work proved relevant to this particular needs assessment as many of the same behaviors and practices were in question.

Impact of Covid-19

A public health crisis forced the bank into its business continuity procedure. As a result, all in-person training activity and hiring was postponed indefinitely. Covid-19 resulted in the encouragement of social distancing practices to be employed across the country. This made interviews with stakeholders difficult as their primary function became to keep the bank operating and ensure the safety of employees and customers. Stakeholders did not have the time for an interview and could not approve the survey created for managing supervisors.
In order to collect information, word was given to stakeholders that fourteen managing supervisors would be given the survey. Although stakeholders were notified, formal permission was never given. The employees surveyed consisted of the following managing supervisor titles:

- Five Branch Managers
- Three Assistant Branch Managers
- Two Teller Supervisors
- One First Vice President
- One Vice President
- One Assistant Vice President
- One Company Officer

All employees were told that this survey is for a school project, they do not have to respond, and all responses are anonymous.

**Analysis Report**

An internally designed program on team building and coaching that is focused on leadership and coaching skills is beneficial to 1848 Bank. Not only is it profitable, it may lead to a happier and less stressed workforce that works to build a more harmonious culture based on the coaching and growth of existing employees.

**Literature Review Findings**

A systems approach, like ADDIE or Dick & Carey, must be utilized in the development of such a program as it will ensure that clear behavioral goals are created, and all modules will be aligned with them.
Focus should be placed on the pre-training motivation of potential learners. A mandatory status for this program may prove to be harmful to achieving learning objectives because the motivation will be “you have to go.” The best learners will be the ones internally motivated to attend. Senior management should recognize these individuals and celebrate their initiative. Awards or small perks may be helpful but, again, focus must be placed on those who want to attend.

The program will benefit from not being fully classroom style training. Use of an online style classroom does not currently exist at 1848 Bank. The research shows that learners in supervisory roles learned more in a blended style of learning. A classroom style workshop should be no longer than two days.

This potential program would benefit from some type of online learning. The concepts and modules may be placed in a learning management system and discussion boards can be utilized to build personal interactions with other learners. The two-day classroom style workshop should be used for skills practice with other learners, subject matter experts and facilitators.

**Online Survey Findings**

An online survey was distributed to employees that are in a supervisory role which serves as the target audience for the potential program. While some of these existing supervisors feel confident in their abilities, the majority feel as though there is room for improvement, especially in the areas of hiring and interviewing. Participants appeared to be a little more confident in their ability to coach corporate sales goals and provide feedback. This may be due to most goals being numbers based. However; focus is not being placed on professional development which is evidenced by inconsistent responses to the questions on one-on-one meetings and divided
confidence in setting goals with employees. Managing supervisors should not only coach their staff to achieve the numbers goal but should also coach for the professional and personal growth of their employees. It is this type of coaching that we should focus on as it may lead to future company leaders, more harmonious teams and less need for HR intervention (Appendix C).

Problem Statement

1848 Bank does not offer training on team building and coaching for its existing employees that are in managerial or supervisory roles. Employee relation and performance issues have increased along with the growth of the bank. The target audience feels that there is room for improvement in key areas of the supervisory function such as hiring and coaching.

Proposed Solution

The proposed solution to the problem statement is the design of a program based on team building and coaching for employees in a supervisory role. The Dick & Carey model of design would help in the creation of a blended learning approach to delivery. Various content for learning modules will be placed into a learning management system and facilitated by a trainer designated by Human Resources. A two-day workshop to practice hiring and coaching skills will also be developed and facilitated by the designated trainer and a Human Resource subject matter expert (SME). This classroom style workshop will be created around the hiring and coaching process of a created job description and resumes. This will provide the learners with the experiential learning suggested in the literature review.

Instructional Goal

Existing supervisors will build a bench for future leadership through team building and coaching.
Performance Objectives

Upon completion of the team building and coaching program for supervisors; participants should be able to:

- Review resumes and select a candidate to interview, given a fictional job description and three fictional resumes.
- Create five behavioral interview questions given an interview question checklist and the bank’s five core competencies, then utilize them in a role-play interview with their selected job candidate.
- Introduce the concept of coaching, create a professional growth goal, implement a coaching schedule, provide positive feedback and provide constructive criticism when given the Annual Appraisal form for a non-officer and a sample employee description.
- Handle a policy-based violation scenario by preparing and delivering a job performance warning.
- Complete the bank’s termination form when given a scenario based on continued policy violations.
- Differentiate between situations that can be handled in office and situations that must be escalated to Human Resources when given employee relation scenarios.

Instructional Strategy

Using a blended learning approach to delivery, participants will engage with the facilitator and other learners through a learning management system. Participants will be guided through modules on team building, coaching and managing human resources. Learners will be
evaluated on their level of participation and the understanding of the material through assessment delivered through the learning management system. Students’ responses will be tracked by the facilitator to evaluate the learners’ level of engagement.

Learners will also attend a two-day workshop in which they will be given created scenarios, job descriptions and resumes and practice what they have learned in simulated, on-the-job scenarios. A human resource SME will attend both days of the workshop and give insights and feedback to the learners. Rubrics and checklists will be created to evaluate the performance of each learner participating in the various workshop activities. The learners will leave the workshop with their completed rubrics and should use it to construct their own coaching methods when faced with situations on the job.

**Modules for Online Learning**

The team building and coaching program will consist of four units, broken down into separate modules. All units and modules must align with the performance objectives and the instructional goal. Materials on the topics of team building, coaching and managing human resources will have to be developed for consumption of learning in an online format.

Learners will be able to interact with one another and the facilitator through various channels like discussion boards, group chat or web meetings. This method of delivery will allow existing supervisors to digest the materials at their own pace and still be allowed to ask questions to one another and the facilitator. A syllabus will need to be created to keep learners on pace with the material. This will also allow for the two-day in-person workshop to be used for hands-on experiential practice with the concepts delivered in the modules.
Evaluation for knowledge can be measured at this level through quizzes, discussion board posts and assignments. A syllabus will have to be developed to inform learners of the grading criteria.

**Team building unit.**

The team building unit will describe the overall process for interviewing and hiring a candidate for an open position. This unit will include the following topics:

- Reviewing resumes based on job descriptions.
- Constructing behavioral interview questions based on the bank’s core competencies and Equal Employment Opportunity Commission’s regulatory practices.
- The 1848 Bank’s interview process.

**Coaching unit.**

The coaching unit will describe the importance of coaching in the professional growth of employees and building a coaching culture. This unit will include the following topics:

- Introduction to the coaching process.
- Developing and setting goals that are specific, measurable, attainable, relevant and time bound for themselves and employees.
- The bank’s annual appraisal process.
- The bank’s progressive discipline process.

**Managing human resources unit.**

This unit will describe the various human resource practices that supervisors are responsible for adhering to. This unit should include interaction with a human resources SME.
This person will be better suited to answer any regulatory or legal questions learners may have. It would also allow the learners to interact with the SME before the two-day in-person workshop.

Topics in this unit should include:

- Laws related to employee practices.
- Partnering with HR to define leaves of absences.
- Report workplace accidents.
- Discussion of the Employee Assistance Program.
- Partnering with HR to resolve potential employee relation issues.

**Two-Day in Person Workshop**

A two-day in-person workshop will be utilized to further explore the experiential learning component of this program. It will also increase learner interaction as they will be in person. In this workshop, learners will participate in the practice, role play and the assessment of the performance objectives by demonstrating their knowledge in on-the-job scenarios. This workshop will be led by the facilitator and a HR SME, both of whom will use rubrics for each assignment to measure the level of participant understanding. Learners will get on-the-spot instruction from the SME as well as individual rubrics to bring back and discuss with their supervisors. If the attending supervisors use this tool for improvement with the immediate supervisor, it may lead to increased levels of communication across all bank departments.
Instructional Materials

The Covid-19 pandemic made it impossible to meet with SMEs and stakeholders on a consistent basis. The materials included in the appendices serve as the foundation for the program and will be utilized when 1848 Bank is able to operate at its normal capacity and the SMEs will be able to offer their insights and expertise.

The following sections describe portions of various modules that will be used as the skeleton for the online learning environment as well as practice materials that will be used in the in-person workshop.

Course Syllabus

The Team Building & Coaching program will be the first bank program to utilize a blended learning approach and will be new for many of the participants. Therefore, it is critical that participants are given clear instruction by means of a course syllabus (Appendix D). This will be the first 1848 Bank training program to use a course syllabus. A review of it will be included on the introductory section of the online portion of the program. The syllabus included is a proposed sample and will need stakeholder approval.

The syllabus will provide participants with an overview of the course, the learning objectives, instructor and tech support contact information, helpful resources and a weekly schedule of topics and assignments.
Online Materials

1848 Bank will have to decide on a delivery method for online learning. A purchase and install of a learning management system may have to be initiated. A project plan will have to be created for the installation and approval of the software (Appendix E).

The online component was designed to have participants engage with their instructors and one another from their own workplaces. The majority of participants work a Monday through Friday schedule and will be expected to dedicate at least an hour a day to reading or watching the materials, creating discussion board posts and completing a weekly quiz. The time frame for participants to complete the online portion of program is estimated to be five weeks. As this method of facilitating and learning will be new to most participants, the first week is dedicated to navigating and participating in an online environment. Participants will be instructed on how to find help and resources should they need it. This introductory week will mimic the flow of the rest of the online learning. Participants will be instructed to follow the syllabus to stay on track with the program.

Each week of the following four weeks will introduce participants to a different team building or coaching topic. There will be a mixture of articles, videos and slide presentations from SMEs and the instructor to supplement participant learning. The successful completion of each weekly module should lead to a more engaging in-person workshop in which participants will utilize actual bank forms to perform some of the more difficult functions of leading a team.

The online material overview (Appendix E) serves as the bones of the program. In order for this to be ready for implementation, the input of SMEs and stakeholders will be needed. SME input will also be needed for the completion and organization of the online learning modules.
In-person Workshop Materials

The in-person workshop will serve as the completion method for the program. Participants will use what they have learned from the online portion to participate in the life cycle of an employee. There will be a subject matter expert on hand for each of the two days. Working with the representative from training, they will be able to provide on-the-spot feedback for all practices that take place in the workshop.

**resume review activity.**

The in-person workshop begins with an activity on reviewing resumes and selecting a candidate for a job interview (Appendix F). The activity is based on a scenario in which the participant will have to review a position summary, review three created resumes, determine which candidate best matches the position summary, create behavioral interview questions and then role play an interview with a colleague.

**resume activity scenario.**

The scenario for the activity is based on the hiring of a teller. This particular position was selected as it is the most common job role Bank attempts to fill. The Team Building and Coaching program is opened to all departments of the bank, certain participants may not ever have to review and interview for this role. However, the position summary is clear enough for any person in a supervisory role to review. Even though hiring for an open position will be unique to each participant, a basic role will serve as a good practice for participants to transfer to other roles in the bank.
**Position Summary.**

The position summary (Appendix F) is taken from an actual 1848 Bank job posting. This summary serves as an example of what a potential candidate will see should they seek a job opportunity through the bank’s website. This will allow for participants to identify skills that will be needed for an actual teller position in the bank. The summary will need to be reviewed regularly to ensure that participants are practicing with the most up to date skill set.

**Sample Resumes.**

The resumes included in Appendix F are examples of how a created resume will look for the Team Building & Coaching program. The three included in this project are fictitious and not approved by stakeholders. It will be proposed and requested to use real resumes that human resources received for previous teller job openings. Names and contact info will have to be changed to protect the privacy of the previous applicants. If we are not able to utilize actual resumes, then SME input will be critical in creating fictitious applicants. The SMEs will be able to give examples of strong and weak resumes to use in the creation of job applicants.

Appendix F contains resumes for individuals seeking the job of a teller. The participants of the program will have to review each resume and determine which one they feel would best fit the position summary. The resumes included in this project do not have a right or wrong answer. Participants can select any applicant they deem appropriate. They will have to defend their reasoning in the participant response section.
**participant response.**

Participants will use this section to defend their job applicant selection. They should be able to state their reasoning in the space provided. They will then have to create five behavioral questions that will be used in a role-played interview with their selected applicant. An interview question job aid (Appendix F) will be provided to each participant to help them in the creation of their questions. The job aid was previously approved by Human Resources for a previous workshop and will help to ensure all questions are based on 1848 Bank policy.

**interview role play.**

Upon completion of the participant response section, participants will then be broken up into groups of two for a job interview role play. The training and HR rep will listen in on each role play and use the rubric (Appendix F) to help provide feedback to each participant. The instructions included explain that each participant should get a chance to play the role of the interviewing manager. Time should be given for each participant to review the selected characters resume in order to get into the character of each interviewee.

After the role-play has been conducted and instructor feedback has been given, participants will be allowed a few minutes to reflect on the process in the provided space of the activity sheet. A group debrief will follow in which participants will be given ample time to share their stories and ask questions directly to the HR representative.

**interview role play rubric.**

A proposed rubric is included (Appendix F) as a means for the instructors and SMEs to evaluate the role play and questions created by the participants. The rubric requires input and
approval from the stakeholders. Their input is critical to determine the criteria for a successful interview role play.

**progressive discipline activity.**

The progressive discipline activity (Appendix G) is designed to walk participants through the 1848 Bank process for various level warnings. Participants will work along with the HR representative to determine if a policy violation warrants a warning to be issued. Participants will then complete the 1848 Bank job performance warning and deliver it in a role play with a colleague. The job performance warning is a private document and not included in this project.

**progressive discipline scenario.**

The scenario for this activity (Appendix G) is designed around a dress code violation. This particular violation was created to be appropriate for each department of the bank, and it routinely occurs. Participants are instructed to read the scenario and then determine if this warrants a job performance warning to be issued. They are provided space on the worksheet to include their thoughts. A group discussion will follow to ensure there are no questions.

Participants will then complete the job performance warning form, not included, and prepare to deliver it in a role play. A review of the warning form will be conducted before the role play to ensure that all sections are completed to bank standards.

**job performance warning role play.**

As in the previous section on conducting an interview, participants will use the same method of delivery. The instructor must ensure that they practice with a different colleague than in the last activity. After one participant delivers the warning, they should switch roles and play
the part of the non-supervisor. The training and HR representative will listen in on each role play and use the rubric (Appendix G) to provide feedback to each participant.

Upon completion of this role play, a group discussion should be utilized to ask for participant feedback and answer any questions. This discussion will also provide a chance for participants to reflect on the disciplinary process and communicate any concerns to the HR representative.

*job performance warning role play rubric.*

A proposed rubric is included (Appendix G) as a means for the instructors and SMEs to evaluate the role play. The rubric requires input and approval from the stakeholders. Their input is critical to determine the criteria for a successful job performance warning role play.

*annual appraisal activity.*

The annual appraisal activity (Appendix H) will use the bank’s appraisal form to evaluate, grade and set a goal for the employee created for the progressive discipline activity. The annual appraisal form is a private document and not included in this project.

Participants will work with the HR representative to determine if the above-mentioned employee has displayed appropriate professional behavior in the workplace. Participants will then complete the professionalism section of the appraisal form and share their thoughts with the group. This section asks for supervisors to create a goal for the employee. Participants will each create a goal for the employee and share with the HR rep for feedback.
termination activity.

The termination activity (Appendix I), for this project, is designed around the completion of the bank’s termination form. The activity is based on a scenario that has not received stakeholder approval. This activity will need to be revisited with stakeholders to determine if an actual termination scenario will prove to be beneficial for this activity. A roleplay of the termination activity was proposed but not approved. It is based on the varying authorities and experience of the participants.

Using the provided scenario, participants will work with the HR representative to complete the termination to bank standards. They will then be given time to reflect on the process, ask questions and state their concerns. This particular activity may require extra time to address questions and concerns as the subject matter could be sensitive to some. This is especially important to consider in light of the impact that Covid-19 may have on the workforce.

Leader’s Guide

A leader’s guide and answer keys for the facilitator and HR representative will need to be created. The purpose of the guide will be to keep the workshop on pace to be practiced, completed and evaluated in a two-day time period. It should include prompting questions to help participants engage in conversation, instructions for class preparation and a checklist for printed materials.
These materials were not created for the project as stakeholder and SME meetings were cancelled due to Covid-19 social distancing measures. These materials will need to be completed before a pilot group is considered and scheduled.

**Implementation Plan**

Upon approval of the Team Building & Coaching program, a project plan may have to be created for the purchase and install of a learning management system, a pilot team selected, a pilot program run, and time allotted for improvements. These next steps are all dependent on sufficient input on the materials from SMEs and stakeholders. Without that feedback and input, this project will remain a proposal.

**Pilot Proposal**

The Team Building & Coaching program is open to all bank employees in a supervisory role, therefore the pilot team should consist of a variety of supervisors. An email will be sent to senior management with a request for employees to participate along with an overview of the program, the time frame and the objectives. Based on their feedback, we will reach out to the selected employees and request their participation in the pilot program.

1848 Bank requests that an introductory in-person meeting be scheduled with stakeholders, SMEs and the pilot team as a means of training them to be pilot participants. This serves as an opportunity for the training and development team to answer questions and concerns as they arise and also may get participants motivated to provide feedback.

A survey will be created for the pilot and sent out to participants after the completion of the pilot. As in all other bank surveys, all responses are anonymous and encourage honest
feedback. Participants will also be instructed to include any edits and feedback directly on the training material which will be collected with the completion of each module. On-the-spot verbal feedback is always encouraged in pilot groups. Ground rules that promote communication and participation will be created to ensure all pilot participants are clear on expectations.

**Evaluation Plan**

A program on team building & coaching can be measured at four levels: participant reaction, learning, behavior and results (Kirkpatrick, 2006). 1848 Bank tends to evaluate no more than participant reaction but has recently implemented a system for evaluating learning into a new hire program. The bank will benefit from a more complex system of evaluation for this proposed program.

**Evaluating learner reaction.**

1848 Bank distributes an online survey at the completion of each learning event. This is a standard survey used by the training department and is sent out within a week after the completion of a class. Participants are informed that their response is optional and anonymous. Information collected from the surveys is used in improving current programs, evaluating skill set of the facilitator and to gather input for the creation of future training programs.

**Evaluating Knowledge.**

Knowledge can be measured in multiple ways for this proposed program. Tests can be distributed and graded through the learning management system, the facilitator can track participation through group discussion boards or conference calls and performance in the classroom workshop can be evaluated using created rubrics.
Evaluating behavior.

In the case study discussed by Kirkpatrick and Kirkpatrick (2006), the process of evaluating behavior was a two-part process. Supervisors were given a self-assessment of their own skills and their staff was given a similar assessment on their supervisors. A few months after the supervisors participated in a leadership workshop, the same assessment was re-distributed, and they were reviewed for changes in the behavior of the supervisor (Kirkpatrick & Kirkpatrick, 2006). 1848 Bank should allow for the creation of a similar assessment and distribute it in the same way. Proper review would allow for stakeholders to track any improvements or digressions in supervisory behavior.

Evaluating results.

Results can be tracked through the bank’s weekly employee activity report. This report lists all promotions, terminations and job changes across the company. A successful program on team building and coaching should show less terminations and more internal promotions for the staff members of the supervisors that completed the program.

The 1848 Bank open job requisition report may also be utilized to evaluate results. This report lists all open jobs within the company. A successful program should show less need to fill open positions at higher levels because more employees will be promoted internally. It will also show that hiring practices have improved by displaying the amount of employee retention.

The bank may also benefit from an increased level of communication between all departments. Coaching requires clear communication to be successful. If a coaching culture is embraced, it may strengthen the company’s communication practices.
References


Appendix A

Stakeholder Interview Questions

1. How do you define coaching?

2. Are managers/supervisors held accountable for coaching their staff? If yes, in what way?

3. Does the bank have a standard coaching process?

4. Has there been any outside or external training on coaching and hiring?

5. Do we provide training on coaching or the hiring process?

6. Where do our interview questions come from? Who generates them?

7. Have you noticed any patterns regarding employee relation issues? If so, have you questioned the supervisor’s ability to coach or inquire into their hiring practices?

8. What is the most common reason for terminations or why do people leave the bank?

9. Do you believe we have a culture of coaching? Why or why not?

10. Do you think that a program on coaching and team building will help to establish a coaching culture and strengthen the skill set of people in leadership roles?

11. What would this potential program look like?

12. May I survey the employees in the Managing Supervisors distribution list?
Appendix B

Online Survey for Managing Supervisors

Team Building & Coaching Survey

1. Have you received formal training for hiring/interview practices and coaching?

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<tr>
<th>Don't know or Not applicable</th>
<th>No</th>
<th>Yes</th>
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If yes, please specify:


2. How would you describe your ability to review resumes and select appropriate candidates for job interviews?

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<thead>
<tr>
<th>Don't know or Not applicable</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Strong</th>
<th>Very Strong</th>
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3. How would you describe your ability to create and ask behavioral interview questions to potential new hires?

<table>
<thead>
<tr>
<th>Don't know or Not applicable</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Strong</th>
<th>Very Strong</th>
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4. Do you consider your current team dynamics (example: Personality, experience and professional goals) when selecting candidates to interview for a job opening?

<table>
<thead>
<tr>
<th>Don't know or Not applicable</th>
<th>No</th>
<th>Occasionally</th>
<th>Yes</th>
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5. How would you describe your current hiring practices?

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<thead>
<tr>
<th>Don't know or Not applicable</th>
<th>Needs Improvement</th>
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<th>Strong</th>
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6. How would you describe your ability to assess the development goals of your employees? (Example: Skills, Knowledge & Professional Growth)

<table>
<thead>
<tr>
<th>Don't know or Not applicable</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Strong</th>
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Please explain if none of these describe you:


7. How is your ability to provide direction? (Example: Setting clear goals, training, defining bank standards, etc.)

<table>
<thead>
<tr>
<th>Don't know or Not applicable</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Strong</th>
<th>Very Strong</th>
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Please explain if none of these describe you:


8. How is your ability to provide support? (Example: praising, trusting your employees, explaining why, listening, allowing mistakes, encouraging, etc.)

<table>
<thead>
<tr>
<th>Don't know or Not applicable</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Strong</th>
<th>Very Strong</th>
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Please explain if none of these describe you:


9. Describe your listening skills:

<table>
<thead>
<tr>
<th>Don't know or Not applicable</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Strong</th>
<th>Very Strong</th>
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Please explain if none of these describe you:


10. How would you describe your ability to communicate information in a clear and specific manner?

<table>
<thead>
<tr>
<th>Don't know or Not applicable</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Strong</th>
<th>Very Strong</th>
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</tbody>
</table>

Please explain if none of these describe you:


11. How are your skills with creating clear goals with your employees?

<table>
<thead>
<tr>
<th>Don't know or Not applicable</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Strong</th>
<th>Very Strong</th>
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Please explain if none of these describe you:


12. How would you describe your ability to provide timely, significant, and specific POSITIVE feedback?

<table>
<thead>
<tr>
<th>Don't know or Not applicable</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Strong</th>
<th>Very Strong</th>
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</table>

Please explain if none of these describe you:


13. How would you describe your ability to provide timely, significant, and specific CONSTRUCTIVE feedback?

<table>
<thead>
<tr>
<th>Don't know or Not applicable</th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Strong</th>
<th>Very Strong</th>
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</tbody>
</table>

Please explain if none of these describe you:

14. How often do you provide recognition for employee accomplishments?

<table>
<thead>
<tr>
<th>Don’t know or Not applicable</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Weekly</th>
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<tr>
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</table>

Please explain if none of these describe you:

15. How often do you have one on one meetings with your employees?

<table>
<thead>
<tr>
<th>Don’t know or Not applicable</th>
<th>Never</th>
<th>Sometimes</th>
<th>Quarterly</th>
<th>Monthly</th>
</tr>
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</tbody>
</table>

Please explain if none of these describe you:
Appendix C

Online Survey Results

Have you received formal training for hiring/interview practices and coaching?

Answered: 6   Skipped: 0

2.3★ average rating 1.0 weighted average

How would you describe your ability to review resumes and select appropriate candidates for job interviews?

Answered: 6   Skipped: 0

3.2★ average rating 1.0 weighted average
How would you describe your ability to create and ask behavioral interview questions to potential new hires?

<table>
<thead>
<tr>
<th></th>
<th>DON'T KNOW OR NOT APPLICABLE</th>
<th>NEEDS IMPROVEMENT</th>
<th>AVERAGE</th>
<th>STRONG</th>
<th>VERY STRONG</th>
<th>TOTAL</th>
<th>WEIGHTED AVERAGE</th>
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</thead>
<tbody>
<tr>
<td>- s</td>
<td>0.00%</td>
<td>66.67%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>16.67%</td>
<td>6</td>
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</table>

Do you consider your current team dynamics (example: Personality, experience and professional goals) when selecting candidates to interview for a job opening?

<table>
<thead>
<tr>
<th></th>
<th>DON'T KNOW OR NOT APPLICABLE</th>
<th>NO</th>
<th>OCCASIONALLY</th>
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</thead>
<tbody>
<tr>
<td>- s</td>
<td>0.00%</td>
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<td>33.33%</td>
<td>66.67%</td>
<td>6</td>
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</tr>
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</table>
How would you describe your current hiring practices?

Answered: 5  Skipped: 1

2.8 ★ average rating
1.0 weighted average

<table>
<thead>
<tr>
<th></th>
<th>DON'T KNOW OR NOT APPLICABLE</th>
<th>NEEDS IMPROVEMENT</th>
<th>AVERAGE</th>
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<th>VERY STRONG</th>
<th>TOTAL</th>
<th>WEIGHTED AVERAGE</th>
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<td>D</td>
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<td>60.00%</td>
<td>20.00%</td>
<td>0.00%</td>
<td>20.00%</td>
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</table>

How would you describe your ability to assess the development goals of your employees? (Example: Skills, Knowledge & Professional Growth)

Answered: 6  Skipped: 0

3.3 ★ average rating
1.0 weighted average

<table>
<thead>
<tr>
<th></th>
<th>DON'T KNOW OR NOT APPLICABLE</th>
<th>NEEDS IMPROVEMENT</th>
<th>AVERAGE</th>
<th>STRONG</th>
<th>VERY STRONG</th>
<th>TOTAL</th>
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<tr>
<td>D</td>
<td>0.00%</td>
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<td>16.67%</td>
<td>33.33%</td>
<td>16.67%</td>
<td>6</td>
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</tr>
</tbody>
</table>
How is your ability to provide direction? (Example: Setting clear goals, training, defining bank standards, etc.)

Answered: 6    Skipped: 0

3.8★
average rating

1.0★
weighted average

How is your ability to provide support? (Example: praising, trusting your employees, explaining why, listening, allowing mistakes, encouraging, etc.)

Answered: 6    Skipped: 0

4.0★
average rating

1.0★
weighted average
Describe your listening skills:

Answered: 6  Skipped: 0

4.0★★ average rating  1.0 average weighted average

<table>
<thead>
<tr>
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<td>Needs Improvement</td>
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</tr>
<tr>
<td>Average</td>
<td>3</td>
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<tr>
<td>Strong</td>
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<td>Very Strong</td>
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<tr>
<td>Total</td>
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<tr>
<td>Weighted Average</td>
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</table>

Comments (0)

How would you describe your ability to communicate information in a clear and specific manner?

Answered: 6  Skipped: 0

4.0★★ average rating  1.0 average weighted average

<table>
<thead>
<tr>
<th>Rating Level</th>
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<tbody>
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<td>Average</td>
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<td>Strong</td>
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<tr>
<td>Very Strong</td>
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<tr>
<td>Total</td>
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<tr>
<td>Weighted Average</td>
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Comments (0)
How are your skills with creating clear goals with your employees?

Answered: 6   Skipped: 0

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
<th>Total</th>
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<tr>
<td>Needs Improvement</td>
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</tr>
<tr>
<td>Average</td>
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<td>0</td>
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<tr>
<td>Strong</td>
<td>33.33%</td>
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</tr>
<tr>
<td>Very Strong</td>
<td>33.33%</td>
<td>2</td>
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<tr>
<td>Total</td>
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<td>Weighted Average</td>
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Comments (0)

How would you describe your ability to provide timely, significant, and specific POSITIVE feedback?

Answered: 6   Skipped: 0

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
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<tr>
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<tr>
<td>Needs Improvement</td>
<td>16.67%</td>
<td>1</td>
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<tr>
<td>Average</td>
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<td>2</td>
</tr>
<tr>
<td>Strong</td>
<td>16.67%</td>
<td>1</td>
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<td>Very Strong</td>
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<td>Total</td>
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<td>Weighted Average</td>
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</table>

Comments (0)
How would you describe your ability to provide timely, significant, and specific CONSTRUCTIVE feedback?

Answered: 6  Skipped: 0

3.7 ★ average rating

1.0 weighted average

How often do you provide recognition for employee accomplishments?

Answered: 6  Skipped: 0

4.0 ★ average rating

1.0 weighted average
How often do you have one on one meetings with your employees?

Answered: 5  Skipped: 1

3.2 ★
average rating

1.0
weighted average

<table>
<thead>
<tr>
<th>DON'T KNOW OR NOT APPLICABLE</th>
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<th>SOMETIMES</th>
<th>QUARTERLY</th>
<th>MONTHLY</th>
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</table>

Comments (1)
Appendix D

Course Syllabus

Team Building & Coaching (Sample of Possible Syllabus)

Instructor  
Dan Kelley  
Phone  
*8545  
Email  
Daniel.kelley003@umb.edu  
Office Location  
Lynnfield  
Office Hours  
Mon-Fri  
9:00am-4:00pm

Course Overview

Team Building & Coaching is a five week and two-day course based on the “life cycle” of an employee. The course will take supervisors through the processes of hiring, coaching, discipline and termination in a blended learning setting with your bank peers. The goal of this class is to help build a pipeline of future bank leaders through learning and improving upon our own supervisory skills.

This class will be supported by various HR representatives that will be available to answer any and all questions that you may have. It is intended for anyone currently in a supervisory role. This class is open to any department of the bank and is not retail specific. Class size is capped at 10 participants and you must have the approval of your immediate supervisor and HR if you wish to participate.

Course Objectives

Upon completion of the team building and coaching program for supervisors, participants should be able to:

- Review resumes and select a candidate to interview, given a fictional job description and three fictional resumes.
- Create five behavioral interview questions given an interview question checklist and the bank’s five core competencies, then utilize them in a role-play interview with their selected job candidate.
- Introduce the concept of coaching, create a professional growth goal, implement a coaching schedule, provide positive feedback and provide constructive criticism when given the Annual Appraisal form for a non-officer and a sample employee description.
- Handle a policy-based violation scenario by preparing and delivering a job performance warning.
- Complete the bank’s termination form when given a scenario based on continued policy violations.
- Differentiate between situations that can be handled in office and situations that must be escalated to Human Resources when given employee relation scenarios.
Required Text
All text will be provided by the training team.

Course Materials
You will need the following materials to participate fully in this class:
• Computer with access to internet and company intranet.
• Headphones or speakers.

Resources
Should you need assistance at any time, the following resources are available to you:
• Training Team: *8545 Training@bank.com
• IT: *100 IT@bank.com
• Human Resources: *101 HR@bank.com

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to blended learning &amp; Overview</td>
<td>Participants will be introduced to blended learning and be given an overview on course navigation. Participants will engage with each other and the facilitator through a discussion board post based on self-introductions.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Team Building</td>
<td>Participants will discuss our hiring process with a HR representative. Participants will practice creating behavioral interview questions that are in compliance with bank and federal guidelines.</td>
</tr>
<tr>
<td>Week 3</td>
<td>Leading a Diverse Team</td>
<td>The importance of knowing your staff and ways to motivate are discussed this week. An in-</td>
</tr>
<tr>
<td>Week</td>
<td>Subject</td>
<td>Practice</td>
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<tr>
<td></td>
<td></td>
<td>depth looks at the “make-up” of the bank will be brought into focus. Participants will need to</td>
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<td></td>
<td></td>
<td>come up with strategies for leading a team made up of people with varying backgrounds. A focus on</td>
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<td></td>
<td></td>
<td>the ethical standards will be discussed along with its emphasis on fair and honest communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>practices.</td>
</tr>
<tr>
<td>Week 4</td>
<td>Coaching</td>
<td>The importance of a yearlong coaching process is discussed. Focus is placed on the importance of</td>
</tr>
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<td></td>
<td></td>
<td>coaching for proper appraisals and in the disciplinary process.</td>
</tr>
<tr>
<td>Week 5</td>
<td>Managing Human Resources</td>
<td>An in-depth discussion with HR on the supervisory role in managing human resources. Focus will</td>
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<td></td>
<td></td>
<td>be placed on managing employee relation issues as well as federal regulations that must be</td>
</tr>
<tr>
<td></td>
<td></td>
<td>followed. ADA and FMLA will be discussed at a very high level.</td>
</tr>
<tr>
<td>Week 6 (2-day in person</td>
<td>Practice</td>
<td>The final two days are spent with training and HR putting the following lessons into practice.</td>
</tr>
<tr>
<td>workshop)</td>
<td></td>
<td>Participants will use bank forms to perform a job interview, issue a job performance warning,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>complete an annual appraisal and complete a termination form.</td>
</tr>
</tbody>
</table>
Course Rules:

The following guidelines will allow for successful participation and completion of the class:

- Read or watch all assigned material by Wednesday of the week assigned.
- Dedicate at least one hour a day to participate in the program.
- Your individual discussion board post must be completed by end of the day Wednesday.
- Thursday and Friday are used for responding to at least two other discussion board posts of your colleagues.
- Complete any quiz or assignments by end of day Friday.
- Utilize the open discussion board for any course questions.
- Be respectful at all times.
- Have fun!

Additional Information

Schedule and assignments are subject to change based upon HR and training schedule. Reach out to Dan Kelley (*8545) if you are having any difficulty with assignments or feel that you need assistance with any part of this class.
Appendix E
Online Class Room Experience

- Introduction
  - About the Course
  - Meet your Instructor
  - Course Rules and Navigation
  - Discussion: Know your Class Mates

- Team Building
  - Introduction
  - Reviewing Resumes
  - Conducting a Job Interview
  - Making a Job Offer
  - On-boarding Process
  - Team Building Discussion
  - Team Building: Quiz

- Leading a Diverse Team
  - Introduction-2
  - Workplace Diversity
  - Communication
  - Team Motivation
  - Ethics
  - Discussion: Importance of Diversity
  - Leading a Diverse Team: Quiz
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Introduction-3</td>
</tr>
<tr>
<td>Creating and Setting Goals</td>
</tr>
<tr>
<td>Providing Feedback</td>
</tr>
<tr>
<td>Progressive Discipline</td>
</tr>
<tr>
<td>Annual Appraisal</td>
</tr>
<tr>
<td>Discussion: Coaching</td>
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<tr>
<td>Coaching Quiz 0 pts</td>
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</table>

<table>
<thead>
<tr>
<th>Managing Human Resources</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Your Role in Managing HR</td>
</tr>
<tr>
<td>Employee Relations</td>
</tr>
<tr>
<td>Discussion: Managing HR</td>
</tr>
<tr>
<td>Coaching: Managing HR 0 pts</td>
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</table>
Appendix F

Resume Review Activity

Scenario:
Using the job description below, review the following resumes and determine which candidate you feel will be the best fit for the job. Use the space provided to explain your reasoning and be prepared to share your thoughts with the class.

Teller

POSITION SUMMARY

Promote positive customer relationships by performing various duties necessary to complete branch customers' transactions and cross sell Bank products and services. Establish new accounts, products, and services for new and existing customers as needed. Represent the bank to customers with courtesy, friendliness and assurance. Ensure compliance with Federal and state laws and regulations in addition to Bank standard operating policies and procedures. Avoid violations, minimize risk and protect the bank.

ESSENTIAL RESPONSIBILITIES

- Process branch customers’ transactions; receiving and verifying deposits; mortgage and loan payments; disbursement of funds by withdrawal; cashing checks, strictly according to Bank policy and procedure, promoting positive customer relations by servicing the customer according to 1848 Bank’s corporate and division and office standards.
- Assist customers in proper completion of account transactions and paperwork; review documents for accuracy and completeness. Prepare other negotiable items requested by customers such as; Bank checks; money orders; etc., within limits of authority.
- Access customer account records using the Bank’s teller software applications to respond to customer inquiries regarding accounts and transactions. Verify transactions and account balances and ensure that transactions are in compliance with Bank policy, state and federal regulations such as Reg CC, Reg DD, and Bank Secrecy Act (BSA). Understand and exercise customer identification procedures (CIP). Complete Office of Foreign Asset Control (OFAC) verifications. Recognize when Currency Transaction Reports (CTRs) are to be completed and filed. Refer unusual questions and account activity to supervisor.
- Explain and refer other Bank products and services to customers to build multiple relationships and reach referral success goal monthly. Participate in product promotions by supporting office displays, presenting product information to customers, wearing promotional materials and providing other active support.
• Handle all cash under daily control, and maintain cash limits, accurately and strictly according to Bank policy and procedure. Accurately balance each day’s transactions and verify cash totals in order to complete daily settlement to verify accuracy of all work.
• Maintain a thorough knowledge of bank products and services, standards and procedures through attendance at meetings, completion of training and participation in promotional events. Perform Sales & Service Representative responsibilities as needed or directed.
• Perform additional related duties as needed or assigned such as balancing automated teller machine; preparing night deposit bags; operating drive-up window; filing and scanning records; proper and safe procedural response to robberies and acting in the capacity of a Senior Teller with the required training.

QUALIFICATIONS
• High school diploma or equivalent
• 6+ months previous work experience, especially in customer service

SKILLS
• Excellent customer service skills
• Ability to operate PC and peripheral equipment
• Ability to accurately process bank transactions including but not limited to cash deposits, withdrawals and transfers
• The ability to count money accurately and distinguish denominations
• Skilled in exchanging information through verbal or written cues
• Ability to resolve difficult or challenging customer issues

PREFERENCES
• Education pertaining to studies that include banking fundamentals and accounting
• 6+ months cash handling and sales experience
• Multilingual capabilities, multicultural perspective

May be exposed to, or the victim of bank robbery.

Position Type
Full-Time/Regular
MICHAEL MONEY

MMONEY11234@SAMPLE.COM

617-555-4321

OBJECTIVE
To further my career in customer service through utilizing my experience in retail and cash handling.

SKILLS
My skills include Cash Handling, Proficient in using a PC, Cross selling and Mathematics.

EXPERIENCE

SHIFT LEADER, BOSTON HOCKEY RINKS
06/01/2019-Present
Organizing and filling cash drawers and managing vault. Making overnight deposits, Scheduling Staff for weekend shifts, handling customer service issues as they arise. I was promoted to shift leader after a week by cross selling sodas with hot dogs at the concession stand.

EDUCATION

HIGHSCHOOL DIPLOMA- 2019
School
I was in advanced placement math classes throughout high school. I was part of the National Honor Society, Captain on the Golf team and graduated 3rd in my class.

VOLUNTEER EXPERIENCE OR LEADERSHIP

I volunteer monthly at the local food bank and read to children at the library a few times a year.
MOLLY CURRENCY

Experienced banker hoping to continue my growth in the financial field with aspirations of moving up the corporate ladder to branch management.

EXPERIENCE

JANUARY 01, 2017 – PRESENT
TELLER, SUPER CREDIT UNION
Describe your responsibilities and achievements in terms of impact and results. Use examples, but keep it short.

MARCH 31, 2016 – DECEMBER 31, 2016
CASHIER, COLLEGE BOOK STORE
Describe your responsibilities and achievements in terms of impact and results. Use examples, but keep it short.

EDUCATION

MAY, 2016
BACHELOR’S, REVERE STATE COLLEGE

JUNE 2012
HIGH SCHOOL DIPLOMA, SMALL TOWN PREP
- Drama Club President
- Computer Club Member

SKILLS

- Ability to accurately process bank transactions including but not limited to cash deposits, withdrawals and transfers
- Cash counting
- Strong communication skills
- Fluent in English, German and Spanish.

ACTIVITIES

In my spare time I enjoy creating my own computer programs that are used by various non-profits in my home town. I have a passion for teaching and technology. I enjoy social media management, meeting new people and expanding my comfort professional comfort zones.
SALLY HOUGHTON

OBJECTIVE
To pursue a career in customer service and finance.

EXPERIENCE
BABYSITTER
July 2, 2019-Present
Caring for 2 children ages 5 & 6. Summertime job while the children are out of school. This is my first job and only work experience.

SKILLS
Smart phone
Social media user
Ability to operate PC
Communication skills
Your Response:

Which candidate do you feel best fits the job description and why? What are some things you considered when making your decision? Use the space below to write your thoughts:

Create five behavioral questions to ask your potential job candidate in an interview:

1.
2.
3.
4.
5.
Creating Interview Questions: Job Aid

1. I will be an expert on the banking and professional services I provide my customers and colleagues, and on products for which I make referrals.
2. I work hard in support of our customers, colleagues, managers and shareholders because we all deserve and benefit from everyone’s best efforts.
3. I own each and every customer’s needs until I fulfill them, or until another more appropriate expert receives ownership.
4. I collaborate by freely offering my own ideas, by welcoming and honoring the ideas of others, by being thoughtful in discussions and by working in the fields rather than in the silos.
5. Because I can confidently do so, I am a champion of the bank as a place to do business and work.

Potential Interview Question:

<table>
<thead>
<tr>
<th>Is my question open ended?</th>
<th>What part of the job description is in question?</th>
<th>Which principle(s) is my question related to?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


**Interview (Role Play)**

Work with a partner to role play the job interview. Give your partner a few minutes to read the resume that you selected. After you have finished, switch roles. Your partner will then interview you. Use the following rubric to provide feedback to your partner. Use the space below to reflect on your thoughts and feelings of the interview process:

Reflection:
# Interview Rubric (Proposal)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate selection</td>
<td>Participant was not able to explain reason for selecting candidate for a job interview.</td>
<td>Participant was able to articulate their thought process in selecting a candidate for an interview and provided a logical explanation of their choice.</td>
<td>Participant was able to articulate their thought process in selecting a candidate for an interview and provided a logical explanation of their choice.Participant also volunteered information about how this could apply to their current role at the bank.</td>
</tr>
<tr>
<td>Interview questions</td>
<td>Participant created interview questions that were not based on the bank’s core competencies.</td>
<td>Participant created interview questions that were based on the bank’s core competencies.</td>
<td>Participant created interview questions that were based on the bank’s core competencies and compliant with EEOC and HR standards.</td>
</tr>
<tr>
<td>Professional demeanor during delivery</td>
<td>Participant did not demonstrate a professional tone or demeanor during role play.</td>
<td>Participant was poised and articulate during role play. They conducted the interview in a professional manner.</td>
<td>Participant conducted the interview in a professional manner. They were able to come to a reasonable decision on the job offer based on the job candidate’s responses given in the role play.</td>
</tr>
</tbody>
</table>

Instructor’s Comments:
Appendix G

Progressive Discipline Scenario and Activity

Meg Curver has been with the bank for over 10 years. You noticed recently that she has started wearing sneakers to work and not changing into appropriate footwear as outlined in the employee dress code. You spoke with her and determined that this is not a medical issue. You instructed her to wear appropriate footwear and sent out an email to the entire department which included the company dress code. Meg has continued to wear sneakers to work. Do you feel that a warning should be issued to Meg? Write your reasoning in the space provided:

Complete the Job Performance warning for the scenario above. Be ready to discuss your work with the group:
Appendix H

Job Performance Warning (Role Play)

Work with a partner to role play the job performance warning conversation. After you have finished, switch roles. Your partner will then be the supervisor and you will play the part of Meg. Use the following rubric to provide feedback to your partner. Use the space below to reflect on your thoughts and feelings of the job performance warning process:
### Job Performance Warning Rubric (Proposal)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of performance issue</td>
<td>Participant was not able to determine a performance issue.</td>
<td>Participant clearly stated the performance issue and articulated it in a professional manner.</td>
<td>Participant was able to state the performance issue, explain the “big picture scenario” and provided an action plan for correction.</td>
</tr>
<tr>
<td>Completed Job Performance Warning</td>
<td>Participant was not able to complete the form.</td>
<td>Participant completed the form with some assistance from instructors.</td>
<td>Participant completed the form and created action plan and methods of control for listed employee.</td>
</tr>
<tr>
<td>Professional demeanor during delivery</td>
<td>Participant did not demonstrate a professional tone or demeanor during role play.</td>
<td>Participant was poised and articulate during role play. They conducted the discipline conversation in a professional manner.</td>
<td>Participant conducted the interview in a professional manner. They were able to offer viable solutions to correct the offending employee’s behavior and requested input from the offending employee for correcting their own behavior.</td>
</tr>
</tbody>
</table>

Instructors Comments:
Appendix I

Annual Appraisal Activity

Scenario: Using the example of Meg Curver in the previous activity, complete the “Professionalism” section of the annual appraisal. Make sure to explain your reasoning for your number grade. After determining the number grade, create a goal for Meg to work towards next year. Be ready to discuss your reasoning and goal with the group:
Appendix J

Termination Activity

Scenario: You have discovered that Emily is selling customer and bank information on the dark web. After discussions with HR, it has been determined that Emily’s employment must be terminated. Complete the termination form for Emily. Be ready to discuss the document with the group: