

Leading High Performance One Day

Duration:

Course Objective

To provide participants with a deeper understanding of leadership and its principles, practices, tools and techniques.

Participants will understand how leadership behaviours have a direct impact on individual, team and organisational performance. By using Blanchard's Situational Leadership II ®, they will evaluate their own leadership behaviours, and understand how their preferred leadership style(s) should be adapted to the specific situation.

The second half of the day will focus on how leadership and management combine to influence performance. Participants will be able to understand and apply a fair and consistent approach to driving individual and team performance using a range of key leadership tools.

By the end of this workshop, participants will be able to

- 🎯 Recognise the accountability inherent in their leadership role
- 🎯 Understand the need to develop people to a point at which the leader is no longer required
- 🎯 Create a team or organisational culture by setting effective behavioural guidelines
- 🎯 Recognise and apply a range of effective leadership styles
- 🎯 Self-evaluate their leadership behaviours and recognise their preferences
- 🎯 Vary levels of direction and support to maximise individual and team productivity
- 🎯 Utilise a range of leadership and development tools and recognise how they fit into the principles of Situational Leadership II (SLII)
- 🎯 Recognise the need for regular, honest 1:1 feedback

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- 🌟 Lead performance in a fair and consistent way
 - 🌟 Diagnose and deal with underperformance
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Course Elements

Defining Leadership

In this opening session we will review the differences between management and leadership and ensure that participants understand how strong leadership, and its associated behaviours, are not confined to the traditional line-management role. It has never been more important for the strong leader's influence to extend throughout the organisation and beyond.

Ground Rules

Ground rules for the programme will be established. Participants will 'sign-up' to the behaviours that these ground rules require. We then extend the use of ground rules into the team environment and challenge participants on the behavioural standards they have set with their teams. i.e. how clear are your people on your expectations? Participants will understand how these behavioural expectations define the team culture and therefore the importance of defining that 'culture' before setting the expectations.

Blanchard's Situational Leadership® II

In this session the participants will explore their individual 'Situational Leadership' preference. They will investigate the theory of Blanchard's Situational Leadership® II and the four distinct development stages that Blanchard states individuals go through as they develop their ability to complete new tasks before examining the leadership factors that are required to develop people

effectively and consider some of the common challenges that situational leaders face.

Participants will also learn how to interpret behaviours in terms of the levels of commitment and competence being demonstrated. In doing so, they will then recognise how to closely match levels of direction and support to motivate and develop people, as well as understanding the impact of mis-matching leadership styles.

Developing your people

In this session we examine the full range development tools available to the leader. These are positioned in terms of the level of direction and support that each delivers. This session further deepens their understanding of SLII® and ensures that leadership behaviours are carefully positioned into the model. We will review the appropriate application of a range of key leadership tools including training, feedback, coaching, delegation and mentoring.

Performance management vs leading performance

The traditional view of performance management is that it is a management practice used solely to address underperformance. The concept of leading performance demonstrates an holistic approach to driving individual and team performance. Not only does it address underperformance but it also incorporates leadership interventions that recognise and reward high performance with succession planning and development at its heart.

The Performance Cycle

Understanding the function and importance of each of the elements in the performance cycle is critical to its successful execution. In this session, the participants will investigate all of the elements of the performance cycle including understanding business targets and goals, setting objectives, observation and feedback, and conducting reviews. Participants will also recognise the importance of time management in ensuring that they schedule time for these critical leadership interventions.

Assessing Performance

The participants will begin this session examining four different performance types. They will investigate the behaviour these four different types demonstrate, their impact on others and how much time leaders will need to spend with them. The participants will then design individual strategies for dealing effectively with each of the performance types drawing on the tools from the previous sessions.

Dealing with underperformance

Diagnosing the cause or causes of underperformance is clearly vital in understanding what strategies to adopt to tackle the issues. Recognising these issues early will ensure remedial action is kept to a minimum and that issues do not escalate to formal disciplinary procedures. Participants are asked to reflect on 7 key questions when dealing with underperformance which force the leader to examine their own influence on the performance levels.

Action Planning

In order that the participants maintain the momentum gained from the training back at work, time is allocated during the course to review the key points and ask the participants to create and commit to a workable action plan. This becomes a working document that should be referred to and built upon whenever possible.