**Leading High Performance**

**Course Outline**

**Leading High Performance** encourages experienced people managers to expand their toolkit and enhance their expertise in getting the best from others. The programme is designed to deliver the latest thinking in a practical and thought-provoking structure using material that will particularly focus on creating meaningful behavioural change within their teams and the wider University.

This programme will be delivered through interactive workshops across **three half-day modules to be held over an 8-month period complemented by curated self-directed learning.**

**Course Objectives**

The accelerating level of research into, and understanding of, high performance means that many techniques that were considered best practise over the last 10 years have given way to a more sophisticated understanding of how to develop productivity through self-sufficiency and genuine empowerment in the workforce. This programme will raise the performance of individuals and teams through increased leadership capability, by:

* Externally benchmarking the skilful leadership of people, including clients and stakeholders, to drive better results
* Developing an understanding of the latest thinking, tools and techniques for leading and managing people effectively
* Developing networks and greater peer to peer support and sharing

**Course Structure**

**Module 1: Focusing on self**

Attendees will develop techniques for improved adaptability and emotional intelligence. Using the Strengths Deployment Inventory (SDI) model, attendees will learn to focus on motivators to improve influence and communication, by reviewing individual motivation and action planning for improving motivation within your team. Attendees will build understanding of the IQ / EQ / CQ triad (Intelligence, Emotional and Cultural Quotient) and learn to apply the noticing technique to manage underperformance.

**Module 2: Focus on others**

This module looks at ways of implementing neuroscience-led coaching techniques to enhance performance and how application of the Brain Dominance model and ‘nudge’ influencing can improve communication and encourage behavioural change.

**Module 3: Focus on context**

This modules enables attendees to take a ‘systems thinking’ approach to better understand the University’s context and conduct a PEST analysis to identify the external drivers of change. They will also review employee engagement and the psychological contract within the context of positive change management and how to use John Kotter’s model of change to minimise anxiety during organisational change.