Leading High Performance Teams

Program Highlights:
In today’s competitive environment you can’t afford not to have high performing teams! Leaders learn to diagnose behaviors and conditions that limit team performance. They are equipped to assess team strength and weakness, as well as to use coaching and reinforcing skills to be a catalyst for high performance and continuous improvement.

Certification:
3.5 CEUs toward HRCI℠, SPHR℠, PHR℠, and GPHR℠ certifications.

Next Steps:
Related Courses:
  - Adaptive Leadership
  - Building an Environment of Trust
  - Influential Leadership
  - Launching a Successful Team
  - Working as a High-Performing Team

Benefits:
- Focus their team’s efforts on high-priority actions that directly support the organization’s goals and strategies.
- Enhance their team effectiveness by identifying and eliminating conditions that are preventing them from achieving high levels of performance.
- Accomplish and surpass team and organizational goals and objectives.
- Create an environment in which team members are moved to strive harder to realize the potential of the team.
- Accomplish more by capitalizing on the unique talents of each individual team member.

To learn more visit LFCCworkforce.com or call 540-868-7021
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<tr>
<th>UNIT</th>
<th>DESCRIPTION</th>
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<tr>
<td>UNIT 1: The Path to High Performance</td>
<td>• Learners are introduced to the Team Performance Factors and discuss the characteristics of high-performing teams. The role of the leader in boosting team performance is emphasized. Learners use the Team Performance Factors to diagnose what is limiting team growth.</td>
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<td>UNIT 2: Diagnosing Limiters</td>
<td>• Learners discuss the team chartering process as a critical foundation for high-performing teams. First, using a case study, they identify the limiters in play for a performance factor. Then they use this understanding to diagnose limiters for their own team.</td>
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<td>UNIT 3: Leading the Transition to High Performance</td>
<td>• The Application Guide (detailed below) is introduced to help learners address team performance factors. Learners review an action planner for the case study team and then return to their own team situations, using the tools to plan their transition to high performance.</td>
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<td>UNIT 4: Leading Virtual Teams</td>
<td>• After reviewing a definition of Virtual Teams, learners participate in an activity to identify challenges of leading a virtual team and ways to overcome issues of distance, organizational boundaries or time.</td>
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<td>UNIT 5: Summary</td>
<td>• The key learning points are summarized and learners prepare to implement their action plan with their team.</td>
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<td>UNIT 6: Application Guide</td>
<td>• Each learner receives a guide that provides ideas, in the form of transition plans, for addressing team success factors that have been identified as areas for improvement. The plan provides brief information about preparation and instructions for leading the discussion with the team.</td>
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