Investors in Excellence – Effective Human Resources

Title of Proposed Programme	ME and Higher Performance Teams (ME = My Excellence)
Programme Content	**Aim of course** To explore working effectively, efficiently and excellently with colleagues as a core function of quality leadership and management. **Introduction** Being able to optimally perform begins with understanding self and what makes us give of our best. Working effectively, efficiently and excellently with colleagues is a core function of quality leadership and management. When each person comes together in a team or a group, it is the responsibility of the team leader to exercise quality leadership and each team member to practise exemplary followership. Each team member should be a responsible owner of their area of work and aim to engage, empower and energise self. The leader's role is to equally engage, empower and energise the team through effective facilitating, overseeing, communicating, teamworking and managing conflict. This includes engendering the best team ethos, not always easy, and selecting the right people for the right roles. The main activity of the team and its members is project management and each team player becoming strategic leaders in their own right, problem-solving and decision-making to fulfil the requirements and needs of the project and the organisation. A HPW is one of the most effective approaches to optimal organisational performance improvement. **Learning Outcomes** This course enables participants to: • Explore some of the concepts, models and factors applicable to higher performing teams. • Self-management of work and understanding the obstacles to effective working with colleagues. • Identify and practise effective teamwork and the importance of strategic leadership, quality leadership and committed followership. • Examine the different roles of team members and review some of the more effective roles of modern teamwork. **Learning Objectives** **1.0 Types of teams** This module focuses on the dynamics involved when individual workers come together in a team or group, and although referred

to as a team and members as team players, there are differences and difficulties which need to be identified, addressed and managed.

1.1 To explore excellence working in project teams
1.2 To study excellence working in operational teams.
1.3 To understand the importance of self-management and teamworking.
1.3.1 To research leading self and effective teamworking.
1.3.2 To assess the advantages of self-management.
1.3.3 To identify the obstacles of self-management and teamworking.
1.4 To examine communities of interest and best practices.
1.4.1 To introduce the centre of excellence concept.
1.5 To evaluate learning so far.

2.0 Working remotely and virtual teams
2.1 To effectively apply learning and development in work.

3.0 Effective team development
3.1 To introduce DOTCOM or Developing One Team and Communication.
3.1.1 Storming.
3.1.2 Forming.
3.1.3 Norming.
3.1.4 Performing.
3.1.5 Adjourning.
3.2 To evaluate team development.
3.2.1 4W Programme Work, Workforce, Workplace, Wellbeing
3.2.2 To examine the S-shaped curve of team development.
3.2.3 To research the factors of team performance.
3.2.3 To understand the Truckman model.

4.0 Team roles
4.1 To introduce new ways to teamworking excellently: Captain, Coach, Right-hand, Left-hand.
4.2 To explore the team roles of Champion, Tank Commander, Housekeeper, Lemon Squeezer.
4.3 To understand teamworking as Leader, Keeper, Controller, Pacesetter (including timekeeper and navigator roles).

5.0 Team values
5.1 To explore effective decision-making skills.
5.2 To explore effective problem-solving skills.
5.3 To assess the importance of self and mutual trust in teams.
5.4 To assess the importance of self and mutual integrity in teams.
5.5 To assess the importance of self and mutual openness in teams.

	6.0 Team rules 6.1 To explore team plays. 6.2 To appraise the importance of game plans. 6.3 To understand why excellent teams always play by the rules.
Course delivery method	Delivery in a classroom or training room setting. IiE Facilitator led. Learner takes responsibility of managing an Exemplar project, self-managing progress and output, supported normally at distance and reviewed remotely by IiE Coach to identify and maximise outcomes. Office 365 survey captures evaluation and endorses learning outcomes.
Duration	The Programme is designed to be delivered in a classroom or training room setting over 3 days, 6 modules with each module lasting 3 hours. 1 day per week.
What are the perceived business benefits of the proposed training and what are the outcomes for the business	A journey to self-awareness allows the learner to participate in a blended learning approach and to go away in confidence to lead others. To grow in knowledge and to apply new and innovative techniques to deliver a business-focused improvement project in their own area of their business. To set personal and business focused targets, evaluating success in consultation with their business leaders and to optimise performance from their teams. Experience shows a project of this nature returns threefold benefit in personal growth, actual performance and financial return. Optimal team performance improvement could be as high as 280%. A culture of excellence and One Team mindset is begun within the workplace which is quickly infectious.
Target group of participants/Who should attend	Group sizes of 16 ideal. Any team member desiring to improve their performance and that of their team and wish to reach the standard of becoming an Excellence Champion. Those new to project management. Furthermore, participants on the journey to becoming an Excellence Champion will each complete an Exemplar Project based on improving one thing in how they work.
Is there opportunity for delivery to be flexible dependent upon the needs of individual learner/employer	Participants are strongly encouraged to make full use of the supplied Excellence Portfolio, into which work, reflections and valuable articles can be dragged and dropped. Learner peer groups can learn and share together in the workplace or engage with others sharing a common improvement language.

	Engage in best practice forum in-company or in wider peer groups. Virtual or face to face.
	The 6-module course can be delivered over 6 half days if required but not so cost effective for the project. This may suit the learner better if they are in a senior leadership/executive role.
	If completed online on average takes 45 hours.