Coaching for Great Performance

The Coaching for Great Performance Project requires learners to:

- Reflect on their own performance and develop an on-going learning plan for themselves.

- Implement regular one-on-one coaching meetings with all their team-members.

- Kick-start the coaching process by using the GROW model to coach them to set SMART goals and run formal Performance Reviews which start the Personal Development planning cycle anew.

Planning for Success

The Planning for Success Project requires learners to:

- Analyse the Organisational Design of their business and their team in the operational context and trading environment of their industry.

- Complete a SWOT Analysis for their area of responsibility.

- Identify the root cause of selected weaknesses and think critically and creatively to develop a solution and a team work plan.

- Develop the first of their Quarterly Action Plans for their area of responsibility including stretch business goals and Personal Development Plans for each of their team members.

GREEN CROSS HEALTH

Green Cross Health Academy

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STELLAR *Leadership*
Green Cross Health Academy

The Green Cross Health Academy

GREEN CROSS HEALTH

NZ Certificate in Business Level 4
How it works...

This Award winning *Programme takes 12 months to complete and revolves around learners completing one project per quarter.

Each project activity builds on the knowledge and experience gained from the ones before, with the final project seeing learners deliver a strategic and operational business plan for their area of responsibility.

The project cycle kicks off with research, analysis and learning online followed by an implementation focused planning workshop.

By the end of the face to face time, our leaders are equipped with action plans and implementation tools (in digitally interactive or paper formats), and ready to implement their improvement plan. After they have completed this step, they record the outcomes and evaluate the success of their initiative. Finally, they share their experiences and project notes with their regional manager in one-on-one coaching sessions until they are ready to be formally assessed and signed off for that stage.

The program resource binder has a month-by-month completion schedule built in to keep participants on-track

Core Components

What Makes a Stellar Leader?
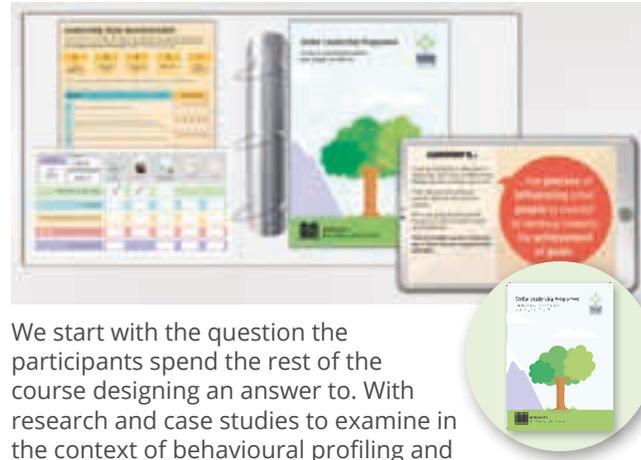
We start with the question the participants spend the rest of the course designing an answer to. With research and case studies to examine in the context of behavioural profiling and the learning stages model, this section is as much about participants developing a picture of their own strengths and weaknesses as it is about understanding their staff members. Our objective here is to enable people to look beyond challenging behaviour, instead recognising and leveraging the positive intent driving it.

Clear Thinking

The Clear-Thinking Project requires learners to:

- Document business goals.

- Apply time management skills to manage the increased workload due to project responsibilities.

- Start the process of creating Personal Development Plans by collaborating with individual team-members

to create 'Team-Player Profiles' that accurately reflect their strengths and weaknesses and their behavioural preferences and triggers.

- Set team members up for success by delegating effectively using the planning checklist provided.

Communicating Effectively with Your Team
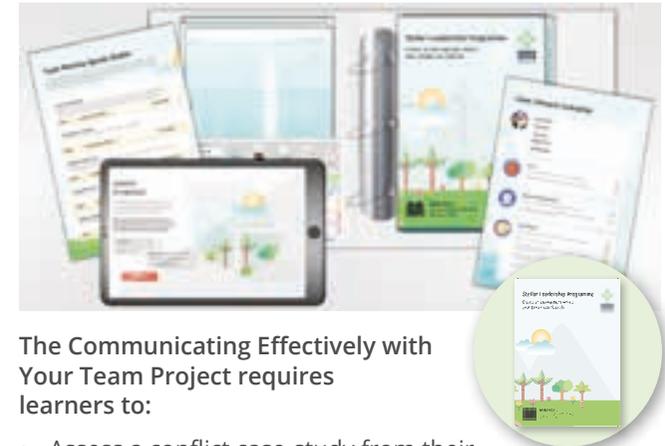
The Communicating Effectively with Your Team Project requires learners to:

- Assess a conflict case-study from their own experience and implement strategies to keep calm and objective when navigating conflict situations.

- Regularly give praise and offer meaningful feedback to their team-members.

- Assess which stage of the Team Life-cycle their team is in and apply relevant interventions from a tailored selection to advance their team to the next stage.

- Run a strategic team building activity. Options are provided, but learners are also free to choose their own activity.

- Lead the team to success by achieving a specific business objective. Options are provided, but learners are also free to set their own objective.