



# THE HIGH-PERFORMANCE LEADER



# TODAY'S LEARNING OUTCOMES

- Recognise the difference between performance and high performance, and explain what this means for their team.
- Practise simple ways to learn faster at work, especially when things feel uncomfortable.
- Identify their own leadership strengths and gaps, and choose one behaviour to improve.
- Balance delivery with learning, and take one practical action to do both better.
- Commit to a clear next step they will take after the workshop.

# Level 5 High Performance Workshops

Eight rail-focused workshops. Unlimited leadership potential.



## Turn Potential Into Performance

### | Personal and Professional Development

This workshop equips rail leaders to build productive relationships across teams, depots, and the wider industry. Participants will learn to create genuine connections that go beyond surface-level networking, maintain relationships during service disruptions and competing priorities, navigate difficult conversations, and foster trust across diverse operational teams—from frontline staff to senior leadership.



## Build Relationships That Deliver Value

### | Professional Relationships

This workshop helps rail leaders build lasting capabilities and create a development pathway that drives both personal and operational performance. Participants will learn to align personal development with the demands of 24/7 rail operations to enhance their leadership effectiveness—whether managing depot teams, coordinating network control, or leading safety-critical operations.



## Make Communication Count

### | Communications

This workshop helps rail leaders link daily operations to measurable results. Participants will learn to streamline processes, coordinate complex operations more effectively, allocate resources efficiently, and gain better visibility of performance and risks – tackling the operational inefficiencies that impact service reliability.



## Link Activity To Results

### | Operational Planning and Management

This workshop equips rail leaders to communicate effectively across complex, multi-layered teams and entities. Participants will learn to ensure messages are understood and acted on, adapt their approach for diverse audiences, build confidence in high-stakes presentations, and influence without formal authority – overcoming the common pitfalls of miscommunication and message dilution.

# Level 5 High Performance Workshops

Eight rail-focused workshops. Unlimited leadership potential.



## Turn Ideas Into Outcomes

### | Project Leadership

This workshop develops leaders to deliver results efficiently within tight budgets and resource constraints. Participants will learn to prioritise and align workloads across teams, and find innovative solutions when funding limitations or infrastructure constraints require alternative approaches – critical skills for maintaining performance in today’s challenging rail environment.



## Deliver Resource Solutions

### | Resourceful Leadership

This workshop equips rail leaders to deliver projects effectively from concept to completion, turning ideas into tangible improvements across the network. Participants will learn to maintain project momentum during service constraints, prevent scope creep, clarify team roles across multiple contractors and departments, and maintain safety and quality standards under tight deadlines.



## Move Forward and Remove Barriers

### | Decision-making

This workshop supports leaders to build and retain high-performing teams. Participants will learn to drive consistent performance across disciplines, and retain talent by creating clear development pathways, establish accountability without micromanaging, and strengthen team dynamics that directly impact service delivery and morale – particularly important in rail’s 24/7 operation with distributed teams.



## Lead Talent and High-Performing Teams

### | Talent and Teams

This workshop supports rail leaders in making timely, confident decisions during and day-to-day operations and during disruptions to performance. Participants will learn to cut through complexity, gather the right stakeholder input, apply consistent decision-making under pressure, and communicate their rationale clearly to secure buy-in from teams, passengers, and stakeholders – essential for leading in rail’s fast-paced, safety-critical environment.

Performance

VS

High Performance

- a. How would you describe the environment/how does it feel for the team?
- b. What do you see and hear from the team?
- c. What do the team see and hear from you?
- d. What's the impact?

# LEARNING TO LEARNING

Inspired by Erika Andersen's work, the four attributes of effective learning are **Aspiration, Self-Awareness, Curiosity, and Vulnerability.**

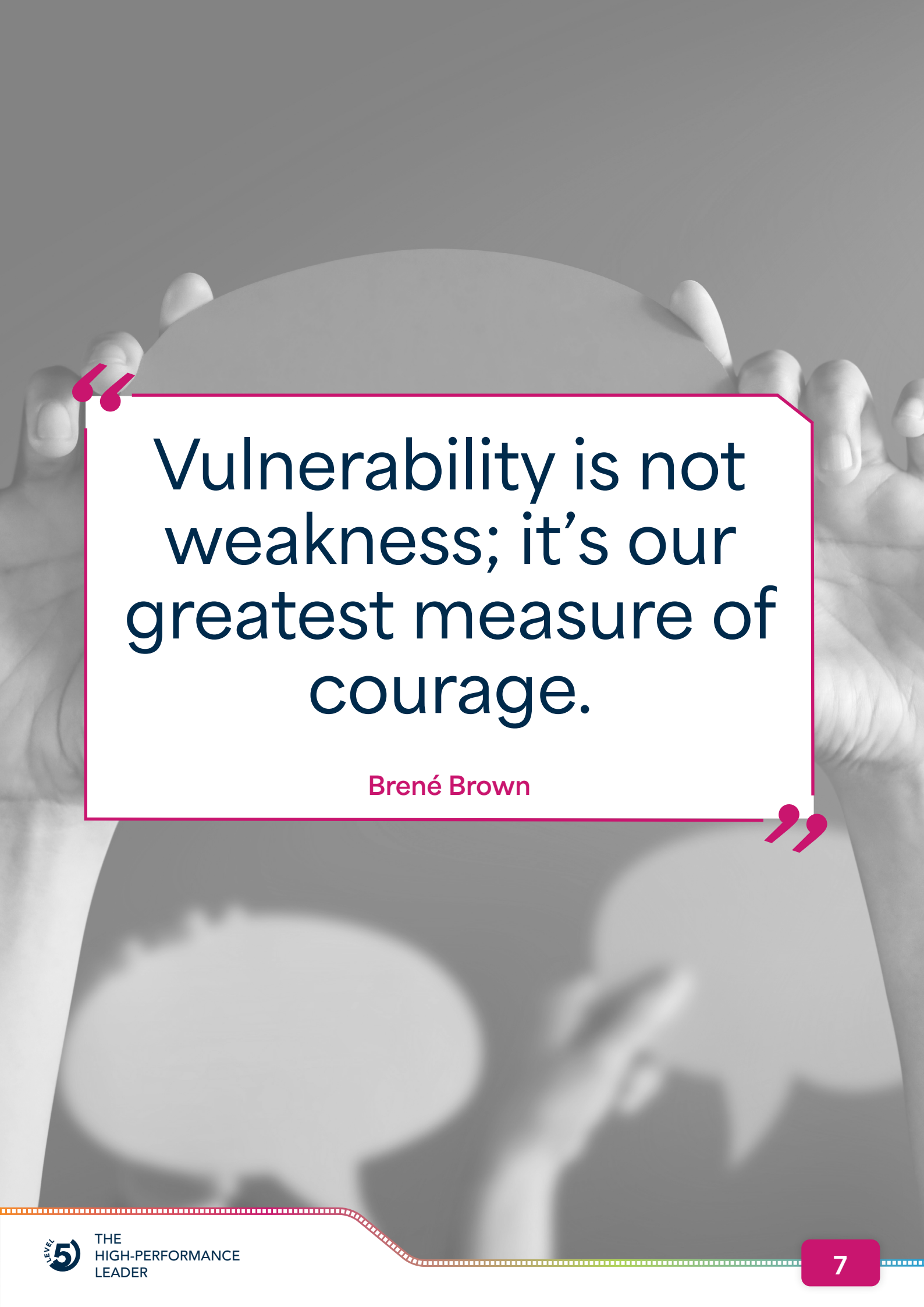
**Aspiration** - Inspired by Erika Andersen's work, the four attributes of effective learning are Aspiration, Self-Awareness, Curiosity, and Vulnerability.

**Self-awareness** - Seeing yourself honestly, including your strengths, blind spots and impact on others. This helps you focus on the right things, not just the easy ones.

**Curiosity** - Asking good questions instead of jumping to solutions. It means staying open, exploring different perspectives, and not assuming you already know.

**Vulnerability** - Being willing to not have the answers and to be bad at something before you get better. This creates real learning, trust, and growth for you and others.





Vulnerability is not  
weakness; it's our  
greatest measure of  
courage.

Brené Brown

# LEARNING TO LEARNING CONTINUED...

## Aspiration:

What made you WANT to learn it?

What was at stake if I didn't learn it?

## Self-awareness:

Where am I genuinely strong as a leader?

What am I avoiding? What are others seeing that I'm not?

## Curiosity:

What would 'being more curious' look like for me?

## Vulnerability:

Think about the last time you or your team tried something new and weren't very good at it. What happened?

# PERFORMANCE VS LEARNING

**All Delivery. No Learning**

**The sweet spot where high performance lives**

**All Learning. No Delivery**

# 4 SCENARIOS

## SCENARIO 1: The deadline and the junior

Your team is two weeks away from a critical client deadline. The project has high visibility with senior leadership. You've assigned a key deliverable to a junior team member who's been asking for more responsibility. They're three days in and you can already see the work isn't at the standard needed. They're making repeated mistakes, mixing up requirements, missing details, redoing sections. If this continues, you'll miss the deadline. You could take the work back and do it yourself in half the time. This was supposed to be their development opportunity. The client expects quality. Your boss expects delivery. The junior team member is trying hard and clearly learning as they go.

## SCENARIO 2: The burnout performer

One of your top performers has delivered exceptional results for the last 18 months. They consistently hit targets, go above and beyond, and make your team look good. In the last few weeks, you've noticed signs of strain. They're working late every night. They've cancelled their leave twice. They're snapping at colleagues in meetings. Their work is still excellent, but the cracks are showing. You have another big deliverable coming up in a month and you need them on it. If you pull them off to "rest," the team will struggle to deliver. If you keep them going, you risk losing them entirely, to burnout, to resignation, or to making a major mistake under pressure.


# 4 SCENARIOS

## SCENARIO 3: The post failure scrutiny

Your team just missed a major milestone. The project failed to deliver on time, the client is unhappy, and executive scrutiny has increased significantly. You're now in weekly check-ins with senior leadership who want to see progress, fast. Your team is demoralised. They know they got it wrong but aren't entirely sure why. Some are blaming external factors. Some are blaming each other. Everyone is working harder, heads down, trying to recover. But no one has stopped to actually learn from what went wrong. You have a choice: push hard for quick wins to rebuild confidence with leadership, or slow down and do a proper debrief to understand what broke and how to prevent it happening again. Leadership wants results. Your team needs to learn.

## SCENARIO 4: New process, peak season

Your organisation is rolling out a new system and process that affects how your team works. It's a significant change, new tools, new workflows, new reporting structures. The rollout is happening in three weeks. The problem? Those three weeks happen to be your team's busiest period of the year. Everyone is already stretched. Targets are high. Customers expect flawless delivery. The new system is supposed to make things more efficient in the long run, in the short term it means learning curves, mistakes, slower workflows, and frustrated team members who don't have time to "figure it out." You could delay adopting the new process until after peak season and keep delivering the way you always have. Or you could implement it now, accept the initial performance dip, and get your team through the learning curve while the stakes are highest.

A pair of hands is shown holding a white card with a red border. The card contains a quote in dark blue text. The background is a blurred image of a person's hands holding a similar card.

We are what we  
repeatedly do.  
Excellence, then,  
is not an act, but a  
habit.

Aristotle

# PERFORMANCE VS LEARNING CONTINUED...

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## Section 1:

If your only goal was results this week, what would the leader do?

- 2 leadership moves.
- 1 likely unintended consequence

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## Section 2:

Same scenario, new lens:

What does the sweet spot (combining both result and learning opportunities) look like in this scenario?

- 2 leader behaviours.
- 1 sentence: *"In this situation, great leadership looks and sounds like..."*

# SCHRODERS HIGH PERFORMANCE

**THINK**

**INVOLVE**

**INSPIRE**

**DO**

# SCHRODERS HIGH PERFORMANCE – 11 BEHAVIOURS

1. **Curious and Forward Looking:** Information gathering and sharing



2. **Innovates:** Understanding insights and being creative



3. **Agile Thinking:** Evaluating options or possibilities



4. **Influences and Connects:** Persuading and influencing others



5. **Builds Resilience:** Displaying self-confidence and building positivity



6. **Engaging Communicator:** Effective and engaging communication that stands out



7. **Builds Trust:** Interacting with openness and respect



8. **Collaborates and Includes:** Brings people together and is truly inclusive



9. **Grows Capability:** Developing self and others



10. **Delivers and Empowers:** Planning, co-ordinating and delegating



11. **Improves Performance:** Setting goals and monitoring performance to create valuable insights



# MY ACTION PLAN


## Priority 1:

- If I were operating at high performance in this area, what would I be doing consistently?
- Where am I really operating under pressure?
- What will I start, stop, or continue?
- What will my team and others experience differently?

# MY ACTION PLAN

## Priority 2:

- If I were operating at high performance in this area, what would I be doing consistently?
- Where am I really operating under pressure?
- What will I start, stop, or continue?
- What will my team and others experience differently?



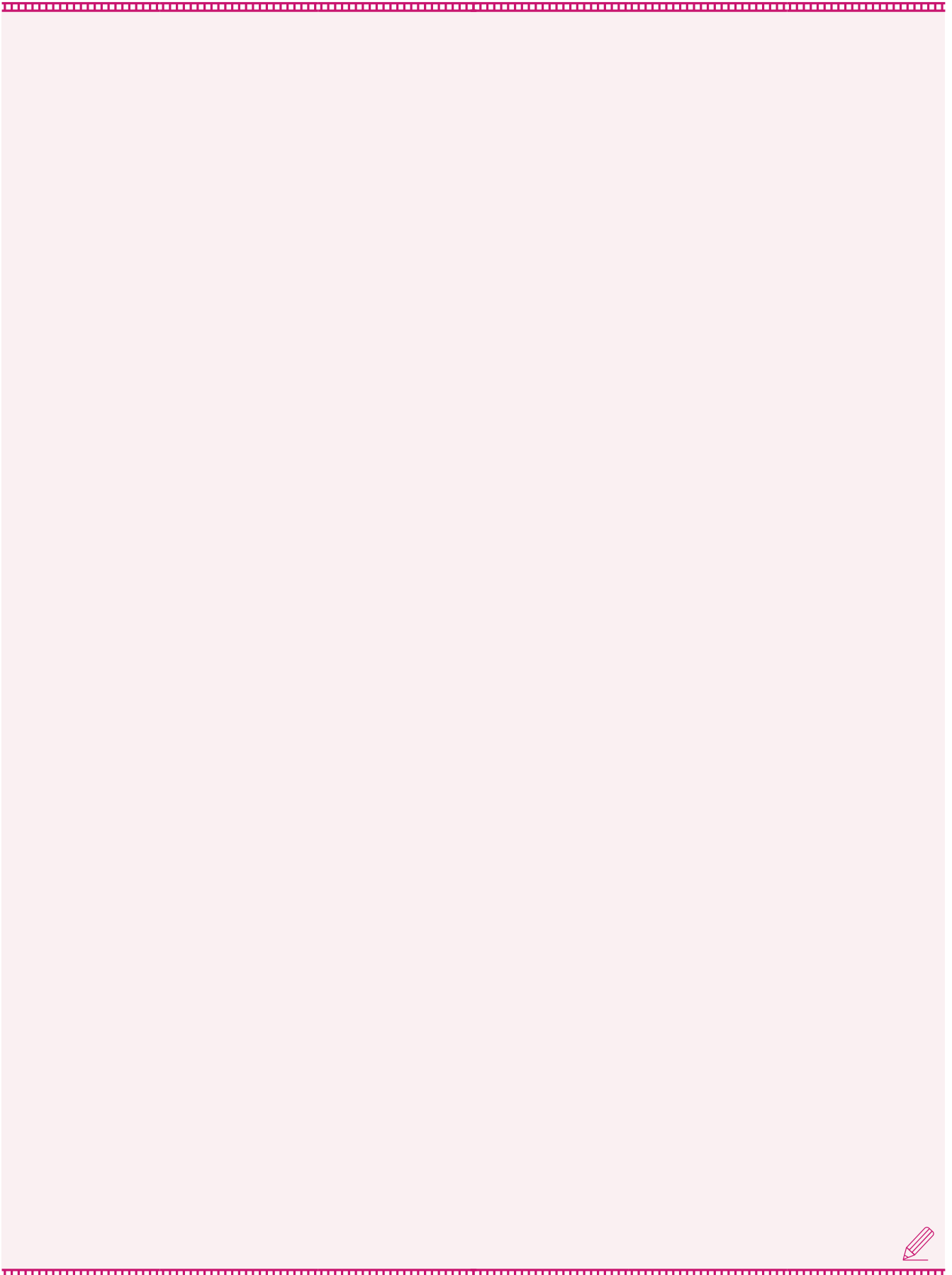
“  
What got you  
here won't get  
you there.  
”

Marshall Goldsmith



THE  
HIGH-PERFORMANCE  
LEADER

# THOUGHTS, IDEAS AND INSIGHTS



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