



Nine Steps to Winning Leadership

Name: Date:

Score the overall performance of 3 members of your team on a scale of 1-10 (10: outstanding, 1: adequate.)

If you have more than three team members to evaluate, conduct this exercise for them after today's program.

Member #1 Name Score

Member #2 Name Score

Member #3 Name Score

Add each member's score, then divide by number of members. _____

What are you not on track to be absolutely outstanding at a level 10 as soon as you would like to be?

What strategy, activity, process, conversation or relationship would you benefit from upgrading.

If you are having trouble, the best place to look is to answer the question, "What causes me the most pain?"

Commitment #1: Know Your Job

Name of the team member you will help (coach)

Step 1: The COACH asks:

- What is the question or issue on which you want a breakthrough?
- What is the greatest challenge you face or opportunity you are not leveraging?

Step 2: The STUDENT formulates a question beginning with “How can I... or How can we...”

(ie. How can I coach my team member to better know their job and leverage their skills and strengths?)

Examples of skills:

- Planning
- Organizing
- Coaching
- Persuading
- Directing
- Instructing
- Trouble-shooting
- Motivating
- Innovating
- Analyzing

Step 3: The STUDENT gives an evaluation of the current situation, person, team or performance in question on a 1-10 scale: 10 being outstanding, 1 being inadequate.

Step 4: The STUDENT tells an actual story, with detailed descriptions and examples, of an individual incident that conveys the picture of the issue being explored.

Step 5: The COACH asks “What would a 10 performance look like?” The STUDENT describes their vision of outstanding performance.

Step 6: The COACH asks “How can we/you get to a 10?” listens, then asks questions to challenge assumptions, explore the dynamics of the situation, identify beliefs, and obtain relevant information and point out “What’s wrong with this picture?”

Step 7: Both partners brainstorm an action plan and identify the person or team who will be responsible for implementation.

Step 8: The COACH asks for the initiation date, completion date or timeline for the plan and the person or team leader who will be held accountable.

Step 9: Both partners share their insights and discoveries.

Commitment #2: Do What You're Asked To Do

Step 1: The COACH asks:

- **What is the question or issue on which you want a breakthrough?**
- **What is the greatest challenge you face or opportunity you are not leveraging?**

**Step 2: The STUDENT formulates a question beginning with
“How can I... or How can we...”**

Step 3: The STUDENT gives an evaluation of the situation, person, team, or performance in question on a 1-10 scale: 10 being outstanding, 1 being inadequate.

Step 4: The STUDENT tells an actual story, with detailed descriptions and examples, of an individual incident that conveys the picture of the issue being explored.

Step 5: The COACH asks “What would a 10 performance look like?” STUDENT describes their vision of outstanding performance.

Step 6: The COACH asks “How can we/you get to a 10?” Listens, then asks questions to challenge assumptions, explore the dynamics of the situation, identify beliefs, and obtain relevant information and point out “What’s wrong with this picture?”

Step 7: Both partners brainstorm an action plan and identify the person or team who will be responsible for implementation.

Step 8: The COACH asks for the initiation date, completion date or timeline for the plan and the person or team leader who will be held accountable.

Step 9: Both partners share their insights and discoveries.

Commitment #3: Make People Look Good

Step 1: The COACH asks:

- What is the question or issue for which you want a breakthrough?
- What is the greatest challenge you are facing or opportunity you are not leveraging?

Step 2: The STUDENT formulates a question beginning with “How can I... or How can we...”

Step 3: The STUDENT gives an evaluation of the situation, person, team, or performance in question on a 1-10 scale: 10 being outstanding, 1 being inadequate.

Step 4: The STUDENT tells an actual story, with a detailed descriptions and examples, of an individual incident that conveys the picture of the issue being explored.

Step 5: The COACH asks “What would a 10 performance look like?” STUDENT describes their vision of outstanding performance.

Step 6: The COACH asks “How can we/you get to a 10?” Listens, then asks questions to challenge assumptions, explore the dynamics of the situation, identify beliefs, and obtain relevant information and point out “What’s wrong with this picture?”

Step 7: Both partners brainstorm an action plan and identify the person or team who will be responsible for implementation.

Step 8: The COACH asks for the initiation date, completion date or timeline for the plan and the person or team leader who will be held accountable.

Step 9: Both partners share their insights and discoveries.

Commitment #4: Protect Others

Step 1: The COACH asks:

- What is the question or issue on which you want a breakthrough?
- What is the greatest challenge you face or opportunity you are not leveraging?

Step 2: The STUDENT formulates a question beginning with “How can I... or How can we...”

Step 3: The STUDENT gives an evaluation of the situation, person, team, or performance in question on a 1-10 scale: 10 being outstanding, 1 being inadequate.

Step 4: The STUDENT tells an actual story, with detailed descriptions and examples, of an individual incident that conveys the picture of the issue being explored.

Step 5: The COACH asks “What would a 10 performance look like?” STUDENT describes their vision of outstanding performance.

Step 6: The COACH asks “How can we/you get to a 10?” Listens, then asks questions to challenge assumptions, explore the dynamics of the situation, identify beliefs, and obtain relevant information and point out “What’s wrong with this picture?”

Step 7: Both partners brainstorm an action plan and identify the person or team who will be responsible for implementation.

Step 8: The COACH asks for the initiation date, completion date or timeline for the plan and the person or team leader who will be held accountable.

Step 9: Both partners share their insights and discoveries.

Congratulations, you’re on your way to being a level 10 leader!

What was the most valuable belief shift and/or discovery you made today?

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