



RESOURCES, TIPS, AND STRATEGIES TO
ACCOMPANY THE BOOK, WINNING WELL

WINNING WELL

TOOL KIT

Karin Hurt | David Dye



**“WINNING WELL
MEANS THAT YOU
SUSTAIN EXCELLENT
PERFORMANCE OVER
TIME. THE REAL
COMPETITION ISN'T
THE DEPARTMENT
ACROSS THE BUILDING
OR THE ORGANIZATION
ACROSS TOWN. YOUR
COMPETITION IS
MEDIOCRITY.”**

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WELCOME

Welcome to the *Winning Well Tool Kit!*

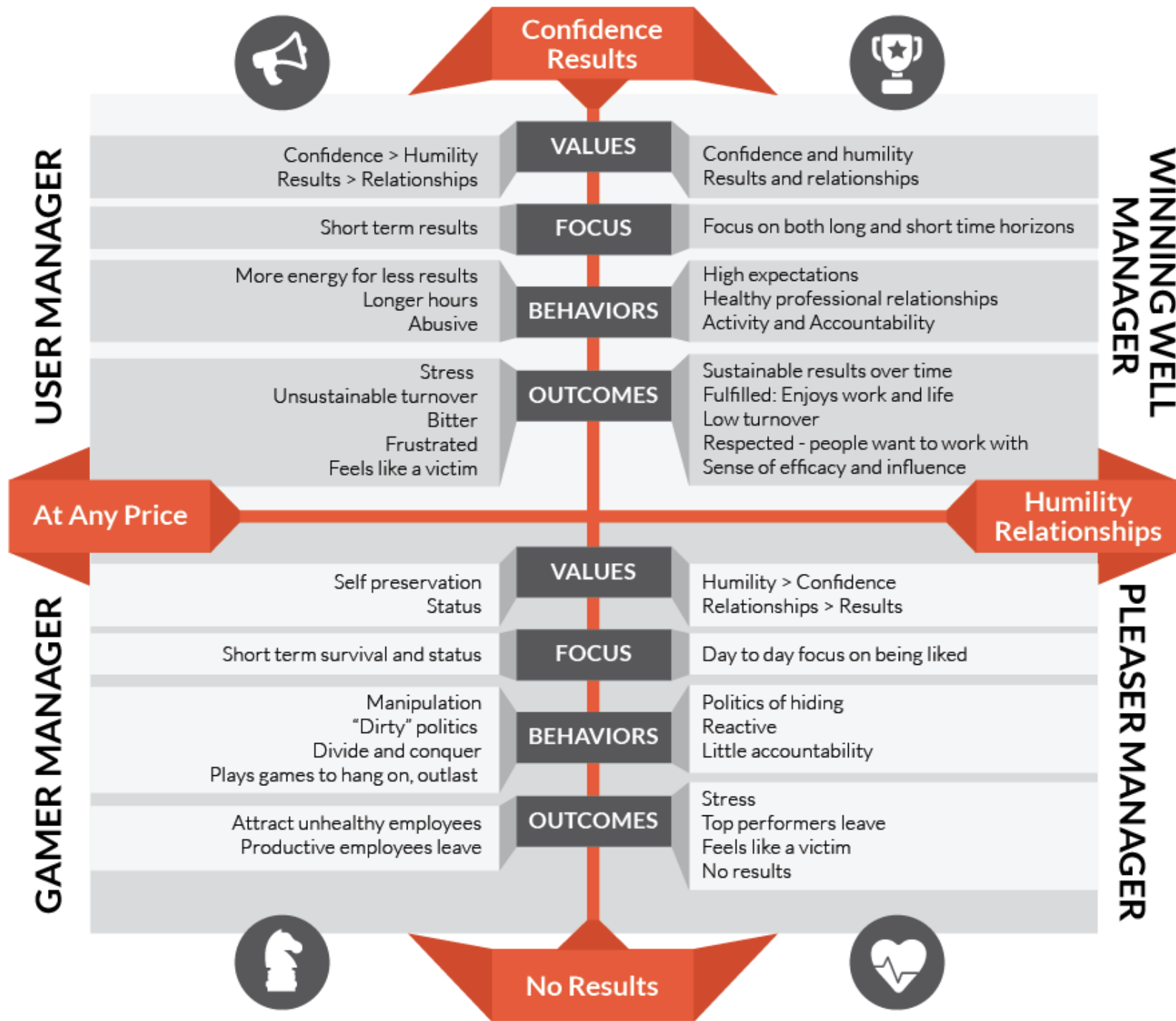
These resources are meant to accompany the book *Winning Well: A Manager's Guide to Getting Results Without Losing Your Soul!* If you've found your way to these resources, but don't have the book, you'll want to get it right away:

Get *Winning Well* Now:



We wish you all the best on your *Winning Well* journey and we'd love to know how you're doing. As you use the resources, tips, and strategies we share, take a moment to let us know how you're using these tools and the results you've seen! Email us at: authors@winningwellbook.com

— *Karin Hurt & David Dye*



CHECK FOR UNDERSTANDING EXERCISE *From Chapter 4*

The foundation of your management success is built on mutual commitments that are clear, shared and understood by everyone. In our experience, 90% of the performance problems managers encounter result from a lack of clarity around these mutual commitments and expectations. Ensure that commitments and expectations are clear with these exercises:

A Commitments Audit

Ask your team members:

Objectives

- What does success for our organization look like?
- For our team?
- For your role?

Activities

- What are the key behaviors and activities our organization must undertake to succeed?
- What are the key behaviors and activities our team must undertake to succeed?
- What are your key behaviors and activities

As you have these conversations, look for differences:

- Between what you believe the answers to be and what they say.
- In how different team members answer these questions.

To ensure mutual understanding us a 'Check for Understanding'. Examples:

- "Let's make sure we're on the same page, who can share what does success look like for this project?"
- "We've discussed three key actions over the next week. Who can tell us number one? Two? Three?"
- "Let's do a quick check for understanding – what is our priority for the next quarter? What are the key performance indicators to get us there?"

As people share answers, take time to address any areas that are unclear. Ask again until everyone is able to articulate the same understanding.

EXPECTATIONS MATRIX

To further clarify and facilitate discussions around mutual expectations, consider using this expectations matrix. Where you and employee (or two employees with one another) have expectations that aren't met, or receive something one person doesn't expect, have a discussion to clarify your mutual commitments to one another.

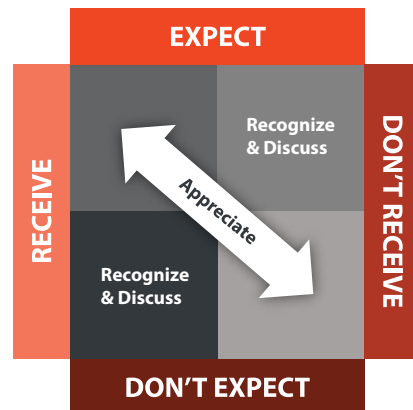
What I receive that I expect:

What I don't expect and don't receive:

What I receive and don't expect (could be good or problematic):

What I expect and don't receive:

How We Make It Better:



WINNING WELL MEETING CHECKLIST

From Chapters 5 & 6

1. Who will attend (is this the most productive use of their time?)

2. What is the purpose of the meeting?

- a. Information
- b. Make a Decision / Solve a Problem
- c. Strategy

3. Before Meeting:

- a. Invitations
- b. Agenda
- c. Materials to review

4. At Start of Meeting:

- a. State: Purpose of meeting
- b. For decision-making meetings:
 - i. Where are we going? OR _____
 - ii. How will we get there? _____
- c. Who owns the decision?
 - i. Single person _____
 - ii. Team vote _____
 - iii. Team consensus _____
- d. Time frame

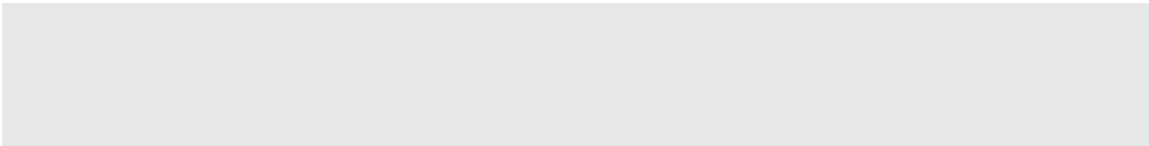
CHECKLIST CONTINUED...

From Chapters 5 & 6

5. During meeting:

- a. Stay focused on agenda
- b. Assign distractions to the parking lot with a person responsible to 'care for' that item
- c. Invite input from everyone
- d. Make decision

6. End of meeting: Winning Well Formula – Who will do what, by when, and how will we know?



ACCOUNTABILITY, COMPETENCE, AND CONFIDENCE

From Chapter 7



As you look at people's performance, keep in mind their levels of competence and confidence. Your approach will depend on how much competence they display and how much confidence they have in themselves and their skills.

When an employee has low confidence, but demonstrates that they know what they're doing (high competence), encourage that person.

For employees with both low competence and low confidence, they most likely need you to teach them, provide them training, and show them how to do what they need to do.

For an employee who is confident, but lacks performance, coaching can help them tap into and develop the skills they need to succeed.

Finally, when an employee is both competent and confident in what they're doing, you can challenge them with higher levels of achievement, new tasks, or new opportunities.

INSPIRE ACCOUNTABILITY METHOD

Your overall goals in these conversations are to: 1) Draw attention to the performance issues. 2) Have a mutual discussion that results in: 3) Commitment to new behavior.

I Initiate

Initiate the conversation in a respectful manner. Traditional feedback models always start with “asking for permission.” Most of the time that’s an awesome start. Sometimes, though, the conversation isn’t optional. You may need to be more direct, eg: “I need to talk with you today. Is this a convenient time?” Initiate accountability conversations as close to the moment of concern as possible. Don’t wait three days to address something that happened this morning. Take care of it at the first possible opportunity.

N Notice

Share your concern or observation.

“I’ve noticed there are paint drips on the floor when you leave a job.”

“In listening to your calls, I’ve noticed you don’t connect with the customer.”

“I noticed that you arrived late this morning.”

S Specific Support

Provide specific, supporting evidence you can see.

“In the last two homes you painted, there was splatters on the hardwood in the dining room and on the rug in the baby’s room.”

“When the customer told you they were calling to disconnect because their spouse had died, you didn’t express any empathy. You said that you would be happy to disconnect the line.”

“The meeting started was scheduled for 9:00 and you arrived at 9:30.”

P Probe

After you present the situation, the employee needs a chance to talk. Ask a question in a neutral, curious tone to allow them to share any relevant information.

Generally, “What happened?” is adequate and allows them to share information or to own the situation.

“What happened in those rooms?” “What happened on that call?”

“What happened that you were late?”

Occasionally there will be an understandable reason for the poor performance. For example, they may have been late due to a car accident. If so, be sure they’re okay and don’t carry the conversation any further.

I Invite

Once they've had a chance to share their thoughts, invite them to solve the problem. Start with a review of the expectations, then ask them for their thoughts on how to resolve the issue. Usually, this will be straightforward, eg: "I'll use a drop cloth and do a final inspection before leaving the property."

If they can't come up with an effective solution, now you can provide specific suggestions on how the employee could improve.

"Please put down a drop cloth every time you paint. You should also use masking tape to protect drips on the molding."

"I suggest you take a moment to listen to what the customer is really saying, ask yourself what emotion they've shared, pause and use an empathy statement before you jump right into action."

"Give yourself thirty minutes for a client call before your next appointment."

Sometimes, you may discover that they need more training. For instance, Tito had been late to a team meeting. In the "Probe" stage, it came out that Tito had to pass by the CEO's office on the way to the meeting. Tito had responsibility for a project of special concern to the CEO and would get pulled into conversation because he didn't know how to say no. In these situations, clarify the expectation and give them the tools to meet it. For example, "When the CEO asks if you have a minute, you might tell her that you're on your way to a meeting and ask would she mind if you came back to brief her at 10:00 am. Let's practice..."

R Review

Ask one or two open ended questions to check for understand and one closed ended question to secure commitment.

"How would your results be better if you did that every time?"

"What concerns do you have about this approach?"

"Is this your commitment going forward?"

Ask them to review their specific commitment: "Would you please recap what you will do next time?"

E Enforce

Enforce the behavior and why it's important, while reinforcing your confidence that they can do this.

"Clean homes and use of a drop cloth are fundamental requirements of this job. In order for you to continue in this position you need to do a quality job."

"I'll check back with you on your next three calls and look for those empathy statements and customer connection."

"I'll see you at 9:00 am for the next meeting. You are an important member of the team and we don't make the best decisions without you."

You might conclude with:

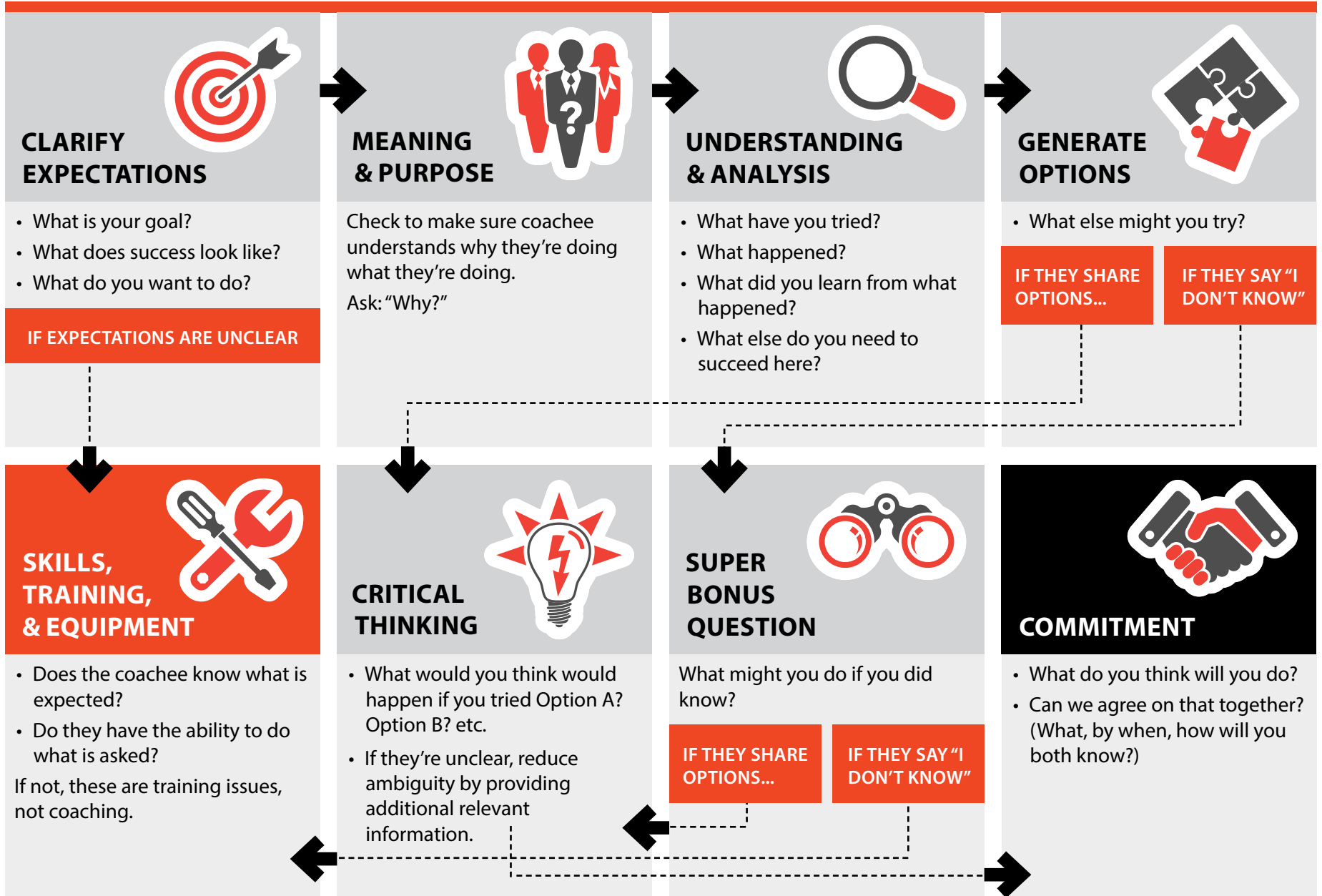
"I have every confidence you can do this well."

"I appreciate you taking the time to make this happen." "Thank you for your work and commitment."

When behavior doesn't change, the feedback is too vague or the conversation goes so long, the employee often forgets what they need to do. Work to INSPIRE specific behavior change with brief accountability conversations.

COACHING CONVERSATIONS

From Chapter 14



A reflection of what you TRULY believe as a leader

In the first section, please write down what you value most deeply.

Examples:

- Integrity
- Candor
- Honesty

In the second section, fill out your Operating principles. These are your big rules you strive to lead by. These can be aspirational, we know you won't always live up to them, but it's important to know what you're going for.

Examples:

- Develop strong peer relationships
- Get to know each of my team members as people (e.g what they like to do for fun, spouses names etc)
- Stay calm under pressure
- Communicate important messages 5 times, 5 different ways

And in the third section, take some times to write down what you hope to accomplish as a result of taking this course.

Examples:

- My team will handle conflict more productively Our quality results will improve by 10%
- Our meetings will be shorter and more productive My employee survey results will improve

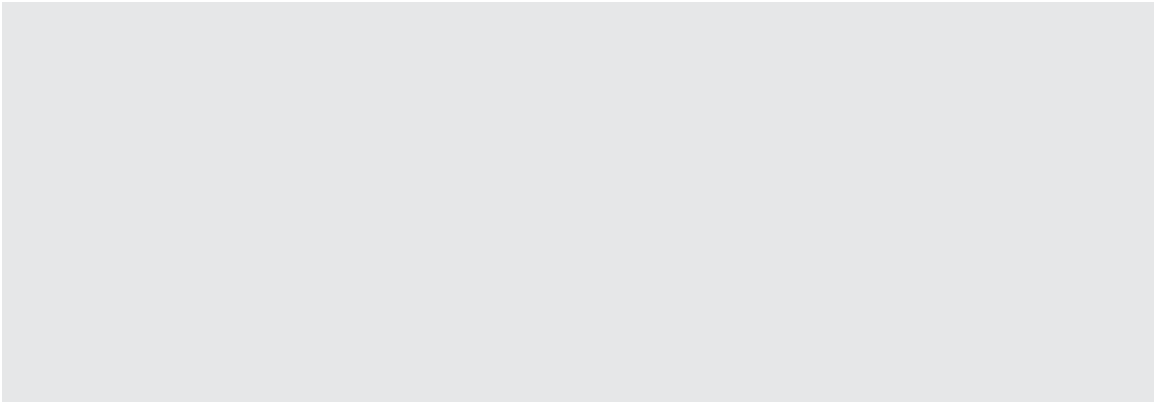
Once you're done, put your credo someplace where you can revisit it regularly. Ideally, you'd even share it with your team, and ask for their help in being the leader you want to be-- giving you feedback when you're not following your own operating principles.

LEADERSHIP CREDO CONTINUED...

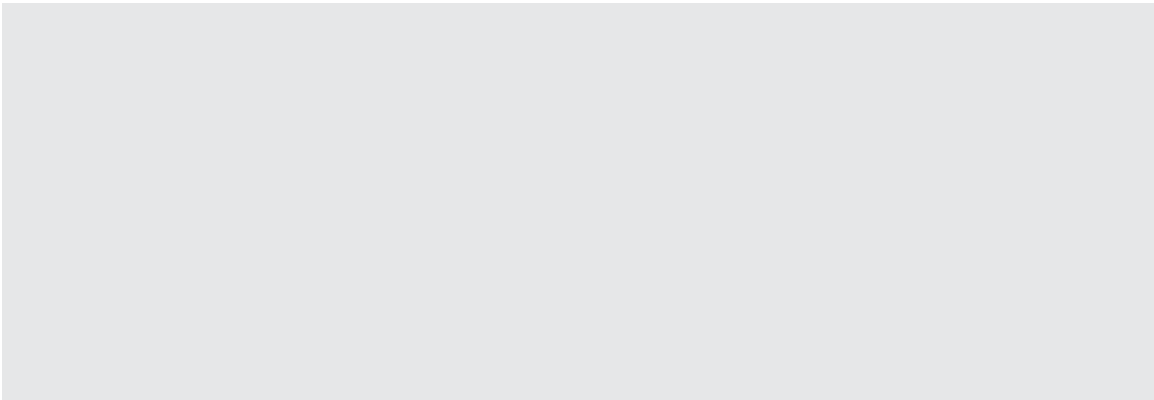
From Chapter 21

Feel free to use this tool with your team as well. Have them fill out their values, operating principles and goals. It can be a terrific conversation starter for a team meeting.

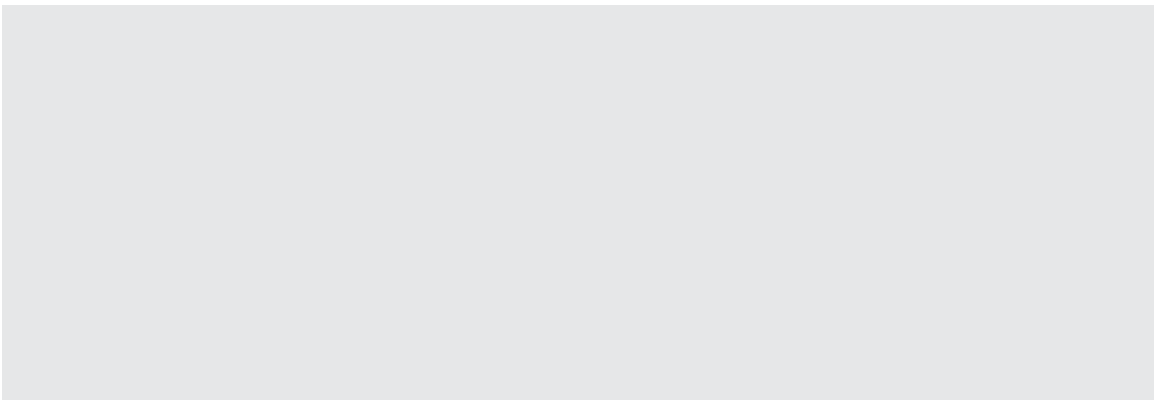
Section One:



Section Two:



Section Three:

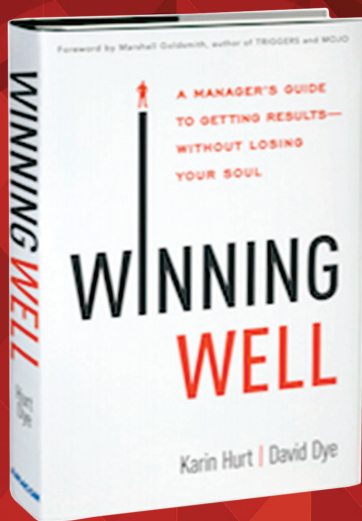


BUILDING A BETTER RELATIONSHIP WITH YOUR BOSS

From Chapter 22

REAL Focus Areas	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
RESULTS					
Our work together leads to breakthrough results					
I feel supported by you in overcoming mistakes and setbacks					
You are committed to helping me achieve my professional and career goals					
Results Total					
ENERGY					
You help me tap into my gifts and strengths					
I'm energized by our interactions					
You support my healthy work-life balance and need for rest and renewal					
Energy Total					
AUTHENTICITY					
You do what you say you will					
I trust you to tell me the truth					
I feel comfortable being myself around you					
Authenticity Total					
LEARNING					
You provide me regular feedback to help me improve					
You support me in my development					
You challenge me to improve					
Learning Total					
OVERALL					

COMPREHENSIVE, PRACTICAL, REAL-WORLD LEADERSHIP TRAINING THAT WORKS



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