

PREVIEW GUIDE



The Accountability Toolkit Government Version

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Program Applications

The toolkit includes 35 carefully selected segments from CRM's best-selling video programs that illustrate both positive and negative examples of accountability.

These video segments are organized in **nine categories**:

- Take ownership and keep commitments
- Be proactive
- Communicate with clarity and set measurable goals
- Be ethical
- Be a problem-solver
- Serve the public professionally
- Don't be afraid to speak up
- Accept feedback and learn from mistakes
- Supervise and manage an accountable workforce

The Summary Table included on page 6, and the Overviews section (page 11) are organized in these same categories.

Use the **Toolkit** segments singly, by category or in creative combinations that cross categories. Incorporate video segments and discussion questions into **formal or informal** learning experiences at staff meetings, targeted training on accountability issues, or as components in a series of sessions.

The Toolkit Package

CRM Learning's **Accountability Toolkit, Government Version** includes this Leader's Guide, a DVD, and a CD-ROM.

- This **Leader's Guide** provides an introduction to the *Toolkit*, suggestions for its use, discussion questions, and tables to help identify which segments are most appropriate for your planned training sessions.
- The **DVD** menu system allows you to quickly move from one video segment to another or from one category to another, depending on the structure of your training session, your available training time, and your participants' needs.
- The CD-ROM includes the video clips in .mpg format for insertion into slides, the Leader's Guide PDF file, and instructions for **inserting clips into Power Point** and e-learning programs.

How to Use the Accountability Toolkit, Government Version

Step 1: Clarify the session purpose.

- *Do you have a changing mix of employees - new employees and veteran employees? Use the **Toolkit** to ensure everyone is “on the same page” and receives the same training.*
- *Have you observed a pattern of errors or missteps that need to be addressed? Use the **Toolkit** to get your team moving in the right direction again.*
- *Do you want to increase your team's level of expertise in handling more difficult problems or customer service challenges? Use the **Toolkit** to get them started on a more intense focus on workplace accountability.*

Step 2: Locate and review clips.

The Summary Table (page **Error! Bookmark not defined.**) lists the Toolkit video segments, organized by main topic area.

As a one-time preparation step, review the entire DVD to learn what's available and what's possible, based on the clips provided. Total viewing time is only 47 minutes. Use the summary table (page 6) to make note of segments to apply to both your initial project and possible future activities.

If you're pressed for time, simply review the categories to select those that seem appropriate for your current project. Since the clips are all about accountability, your project may benefit from using clips from more than one category.

Step 3: Plan your session.

- View the segments you've selected and review the discussion questions.
- Sequence your selected clips in the most appropriate order.
- As time permits, add take-away exercises to deepen learner's experience with the content. The scenarios have direct workplace applicability, so you can build your own exercises around the content and questions.

Step 4

Conduct your session!

Step 5

Follow up. At your next staff meeting or lunch and learn, discuss the concepts you've covered in previous sessions to reinforce the training. The short, engaging stories presented in the clips are memorable. Your group will easily be able to recall them and refer back to their learning points.

COMMUNICATE WITH CLARITY & SET MEASURABLE GOALS

Getting to the right result requires clear agreements and understanding of expectations and instructions. Accountability for results begins with clear directions, and places responsibility on both parties to agree on what must be done and when. Additionally, specific, measurable goals are the key to being able to gauge your success and hold yourself and others accountable.



Clip 1

A mission statement is a communication tool that clarifies why your agency exists and is the foundation for setting measurable goals – goals that meet your agency's purpose. It reminds internal participants of their agency's direction and guides their strategy. And, it explains the group's purpose and activities to people outside the organization. After reading a mission statement, citizens, customers and others should have a good idea of what they can - and cannot - expect when dealing with your agency.

1. What is the value of a mission statement? How can a clear departmental mission statement help you complete a project?
2. If you feel mission statements don't have real value, what other methods of communication would help get this type of information across to those people your department serves?
3. Collect mission statements from other departments or agencies. Are they clear? Do they speak to results and differentiate the organization from others? From reading these statements, do you get an understanding of what you can expect in the way of products or services from that group?
4. If your organization has a mission statement, how does it help you? Does it need to be more specific, more clear? If you were an outsider, what would it tell you? Does it provide too much, too little or about the right amount of information and direction? Does your mission statement guide your agency's accountability efforts? How?



Clip 2

Giving clear instructions to someone makes all the difference in getting the right results, on time. When giving or receiving instructions, responsibility rests with **both** people. The person giving directions has the responsibility to be clear. The person on the receiving end has the responsibility to ask questions and not proceed until unclear points have been resolved.

1. "Just make it look better" does not answer the designer's key questions: "What are your goals? What needs to change?" What does this short exchange tell you about both the supervisor and the designer?
2. Much of delegation involves CLARITY. Discuss the following statement: "Being unclear is a way of avoiding your own responsibility for a project." Do you agree or disagree?
3. If someone were to tell you to "Spend some time but not too much time" on a project, how would you know how much time to spend? Develop three follow up questions to respond to this unclear instruction.



Clip 3

Coaching a coworker on a new skill is the perfect time to communicate with clarity. Getting the right results depends on thorough preparation, and being sure you deliver a clear message that is received by the person you are coaching. Training and coaching are also the best times to communicate team goals and the “whys” behind them.

1. How are your organization's goals and attitudes "taught" to new employees? Are these methods formal, or left to less formal means?
2. What was the coach (Hal) doing well in this scenario? How clear was he as he taught the new procedures to his coworker? What attitudes were reinforced in their coaching session?
3. How did Hal ensure that the guy he was coaching wasn't confused? An accountable communicator makes sure that they're being clear AND that the other person understands and can ask questions.
4. Thinking back to your orientation or training in your organization, how were you instructed on attitude - the approaches to take with customers and other important job-related mindsets (safety for example)?



Clip 4

When supervisors delegate an assignment, they share accountability for the results with the person they entrust it to. When requirements, constraints, questions and needs are anticipated and discussed upfront, the employee has a far greater chance of success. Both parties benefit.

In this scene, Maggie communicates with great detail about what she expects of Chris, and sets measurable

goals for him to achieve.

1. How do you think Chris felt at the end of this meeting with Maggie? Could Maggie have been any clearer about the task? Do you think Chris has any doubts about what to do, his authority, or his timeline?
2. During this short conversation, the supervisor asks Chris a number of questions. Can you recall one or two of the questions or suggestions you liked....ones that typically don't come up in delegation discussions you may have experienced?
3. When you communicate with coworkers about things that need to be done, do you go into as much detail as Maggie did with Chris? What type of assignments lend themselves to this level of clarity? When is it OK to discuss a task in less detail?
4. Discussion Questions for Supervisors: In what ways did the supervisor demonstrate strong support for Chris? What do supervisors fear about delegating important assignments to their teams, even when they know their team members are capable?

ACCEPT FEEDBACK AND LEARN FROM MISTAKES

Learning and “resetting” happen quickly and frequently in an accountable environment. Listen to feedback, consider, choose to adjust, and move on!



Clip 1

Taking responsibility for your actions means learning from them. This short clip demonstrates two sides of learning accountability: her coworkers give constructive feedback, and Katie avoids defensiveness when receiving the feedback.

1. When someone takes pride in their work, it's difficult to stay open-minded and non-defensive when peers or supervisors share their feedback. What helps you stay open to this form of learning?
2. How are Katie's coworkers demonstrating accountability to their agency and to the project?
3. How are Katie's coworkers demonstrating accountability to her?



Clip 2

Receiving feedback that things aren't going well – and talking through mutual needs and concerns – can be uncomfortable. However, it's well worth the effort, because it sets a tone of cooperation and fosters discussion of solutions.

In this scene, Robert and Ellen work through a long-standing conflict over her late submission of reports and his nagging to get them on time.

1. Both Robert and Ellen manage to mostly avoid defensiveness, and keep the conversation constructive. How can a team member set this tone? What did Robert do that kept Ellen from feeling attacked? How did he make sure her side of the issue was heard?
2. What's the best way to start a conversation like the one we just saw? What's the worst way?
3. How will giving feedback to a co-worker affect your relationship with them?



Clip 3

Even with careful planning, mistakes happen. People forget parts of instructions, jump the gun or act beyond their authority. Feedback is needed. In an environment where everyone is accountable, correction comes quickly and fairly. Little time is lost with blame, deflection and defensiveness, and lessons are learned and not made again.

1. What might have motivated Chris to take premature action with the chart, including hiring a designer? In giving corrective feedback to an employee like Chris, what's most important?
2. Maggie and Chris both handle the situation well. What might have happened if Chris had become defensive, or if Maggie had come down harder on him? How did Maggie demonstrate accountability?
3. Maggie does a good job of explaining why Chris' mistakes were mistakes. This keeps the learning level high. Think of feedback you've given recently. Did it call for learning, and if so, what did you do or say to make sure that happened?

Materials Included With *The Accountability Toolkit*

Designed specifically for government training, this Toolkit contains 35 unique video clips that fall within 9 categories of personal responsibility and accountability. It only includes clips that are set in a government agency or take place in a "generic work environment" that could easily be a government agency or government-run facility. The clips are provided on DVD and CD-ROM so that you can play them right off the DVD or use the CD-ROM to embed them into a PowerPoint Presentation.

The 9 categories covered are:

- Take Ownership and Keep Commitments
- Be Proactive
- Communicate With Clarity and Set Measurable Goals
- Be Ethical
- Be a Problem-Solver
- Serve the Public Professionally
- Don't Be Afraid to Speak Up
- Accept Feedback and Learn From Mistakes
- Supervising and Managing An Accountable Workforce

- ◆ The **DVD** is chaptered by category and each contains the associated video clips, ranging in running time between 20 seconds and 4 minutes. The video clips play without narration so the trainer can use them to highlight many different behaviors and make varied points to a training audience. The clips are chosen to help demonstrate what it looks like when people hold themselves, each other, and the organization accountable for keeping commitments and achieving results.
- ◆ The **CD-ROM** contains the video clips in .mpg format for importing into a PowerPoint Presentation. This allows the trainer to customize their presentation and use the video clips to enhance their organization's unique needs with teaching aspects of accountability. A Flash tutorial and instructions on how to import the CD's video clips into PowerPoint is also provided.
- ◆ The **Leader's Guide** is provided as a PDF on the CD-ROM. The Leader's Guide contains discussion questions for each video clip that will help stimulate further discussion and learning. The Guide also includes reference tables that help you select clips by skill points and a bibliography of the CRM Learning videos the clips were taken from.

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