

PREVIEW GUIDE

(sample pages from Leader's Guide)



Accountability That Works!

Table of Contents:

| | |
|---------------------------------------|----------|
| Sample pages from Leader's Guide..... | pgs. 2-8 |
| Program information | pg. 9 |

ACTIVITY 1: WHAT HAPPENED? (15 MINUTES)**NOTE:**

The *What's Going On?* case study is designed to start discussion about the concepts of responsibility, empowerment and accountability, without relying too heavily on those terms or working with more precise definitions that will be provided later in the workshop.

The case study demonstrates judgment errors on both the manager's and the senior planner's part, including giving assignments "on-the-fly," and making assumptions about how a work product will be presented or used.

The discussion will give you a chance to gauge the participants' understanding and feelings about accountability prior to beginning the main portion of the workshop.

SAY:

Refer back to the case study on WORKBOOK PAGE 2 and complete—on your own—the questions on WORKBOOK PAGE 3.

Answer the questions as if you are the senior planner who has been asked to prepare a few notes.

Allow 6–7 minutes for this activity.

For each of the questions on WORKBOOK PAGE 3, ask one of the participants to share their responses.

After the introductions and responses, thank the participants for sharing and SAY:

Workplace life is unpredictable. The demands and the opportunities are not always clearly defined.

This case demonstrates the “cost” of poor communication about a project.

The case raises questions about responsibility, empowerment, and accountability. What actions were expected? What part of the result could the senior planner have influenced? Who was accountable for the awkwardness and poor impression created at the Monday morning meeting?

Connect the ideas to this workshop.

SAY:

Today’s workshop focuses on our thinking or mindsets at the individual level. We’re looking at how we think about:

- *Responsibility - how we accept assignments and challenges*
- *Empowerment - how we approach taking action to complete the task and solving problems, and*
- *Accountability - how we accept the results of our actions.*

We make these personal choices at every stage of every project.

The ideas we’re discussing today apply to a full range of projects—from small assignments through major programs.

ACTIVITY 1

CASE STUDY: WHAT'S GOING ON?

You've been a senior planner in the Planning department of your organization for the past three years. Stanton, one of the newer managers in your group, stops you in the hallway on a Friday afternoon, obviously on the way to another meeting. "I'm glad I ran into you!"

Now, you haven't worked with Stanton before. But you do know he has developed a reputation for creative thinking, and appears to be a rising star in the organization. You've observed him in several meetings and have admired his very informal style; quite a contrast to other managers in the group and a refreshing change.

Stanton asks if you wouldn't mind putting together a few notes on your ideas for the Alpha Project. "I'll be out of town next week. Can we get together first thing the following Monday morning, say, 9:00?" Stanton is ten feet past you before you can stammer, "Sure, I guess so."

You put together three pages of your own thoughts, based on observations and a small amount of data you've been able to gather from company records. "Not bad...pretty creative if I say so myself," you're thinking on the way to Stanton's office at slightly past the appointed time, Monday morning a week later.

Your word-processed notes include a few handwritten comments in the margins, added at the last minute...actually, at 9:05. You've also included a rough, handdrawn sketch resembling a process diagram. (It was very preliminary and you didn't want to send it through the Graphics department.)

As you are shown into Stanton's office, you're more than mildly surprised to see four other managers sitting at his conference table. They have extended their own weekly meeting with Stanton and are waiting — so it seems — to review your ideas. As you begin to "present" them, you pick up subtle signals that they are less than impressed with your efforts.

Stanton's assistant hurriedly leaves the room to make four extra copies of your notes.

ACTIVITY 1: WHAT'S GOING ON?

Answer the following questions as if you are the senior planner who has been asked to prepare a few notes for Stanton's meeting.

| | |
|--|--------------|
| How do you feel as you enter the room and are greeted by the group? | |
| What are your first comments to the managers seated at Stanton's conference table? | |
| What was your mindset as you took on the project that contributed to the results you wound up with? | |
| Do you feel you carried out your assignment? | |
| What two things was Stanton expecting? How was he disappointed? | 1) 2) |
| What two things do you wish Stanton had done differently? | 1) 2) |
| What, if anything, would you do differently, given the same assignment — offered in the same manner? | |

Activity 8: Accountability (20 Minutes)

Direct participants to WORKBOOK PAGE 12 to answer questions about the interaction between manager Charlene, and her subordinate manager, Tony, as they discuss Tony's less-than-successful software release.

When they complete the questions on WORKBOOK PAGE 12, hold a brief discussion around the last question: Who was accountable for the problems with the software release?

- In reality, they all were accountable! (Allow a few minutes to discuss this point.)
- QC was accountable for finding the “bugs” in the software.
- Tony was accountable for delivery of a bug-free product by overseeing all the teams working on the development of the software.
- Charlene was accountable for making sure the overall project was accomplished.

**SLIDE #11: Accountability**

PROVIDE more information about Accountability by discussing the following points.

- Accountability is a personal willingness - after the fact - to answer for the results of your behaviors and actions, regardless of how things turn out.
- **Look back at the agreement** to make sure you completed each step, and to understand and fix any problems.
 - The task
 - The owner
 - The desired results
 - The deadline
- **When outcomes are successful**, we deserve the credit and get to **celebrate our achievement**.

- **When outcomes are unsuccessful**, we **avoid placing blame** on others. We take responsibility for fixing the problem and learning from the experience.
- Look back at the project to **learn from what happened**. Think about:
 - What you did
 - What you learned
 - What you will do to rectify the situation or fix the problem
 - What you will do differently on a similar, future assignment
- Accepting accountability moves us from a “victim” mindset towards one of accountability. Taking an **accountability mindset** gives us a sense of control over the direction of the project.

GUIDELINES FOR MANAGERS AND PEERS



Now that we have reviewed what's involved in holding ourselves accountable, let's examine effective ways to hold others accountable for their results. Participants can take notes on WORKBOOK PAGE 13.

SAY:

Our earlier discussions and activities have discussed the power of ownership, the importance of clear agreements, and ways to build our sense of empowerment.

As the project or assignment concludes, results are evaluated. When things have gone well, it's the manager's role to give credit and acknowledgement to the owner. When results have not met expectations, the value of accountability—as this program defines it—also comes into play.

*What makes it challenging to hold someone else accountable?
What can you do or say to best preserve working relationships and progress towards a successful conclusion?*

ACTIVITY 8: ACCOUNTABILITY

Tony and Charlene Discuss the Software Release

| | Agree | Disagree |
|---|-------|----------|
| Tony did not connect his responsibility for this project with his accountability for its results. | A | D |
| Charlene and Tony appear to have communicated well during the project. | A | D |
| The Quality Control Department was responsible for debugging the software program. | A | D |
| Tony and Charlene are both responsible, empowered and accountable for learning from the errors they made. | A | D |
| Who was really accountable for the problems that occurred? | | |

ABOUT ACCOUNTABILITY

- Accountability is a personal willingness — after the fact — to answer for the results of your behaviors and actions, regardless of how things turn out.
- **Look back at the agreement** to make sure you completed each step, and to understand and fix any problems.
 - The task
 - The owner
 - The desired results
 - The deadline
- **When outcomes are successful**, we deserve the credit and get to **celebrate our achievement**.
- **When outcomes are unsuccessful**, we **avoid placing blame** on others. We take responsibility for fixing the problem and learning from the experience.

Materials Included with *Accountability That Works!*

The workshop designed to accompany the video-based program is a flexible, yet comprehensive ½-day training design. The workshop kit includes all the materials you'll need to run the program:

- ◆ The **DVD** of *Accountability That Works!* provide the theory and examples to illustrate the workshop topics. The fictional vignettes are provided two ways: nonstop, and stop-n-start.
- ◆ The **Leader's Guide** provides step-by-step instructions for introducing activities, leading discussions, and making transitions between the video, group discussions, and exercises. Two complete training designs are included: one for showing the video nonstop, and one for showing the video stop-n-start to allow for activities and discussions in between video segments. Both training designs offer optional activities and discussions to help you shorten or lengthen your workshop, as desired.
- ◆ The **Participant Workbook** contains the worksheets for the suggested exercises in the Leader's Guide. Also, the majority of the information contained in the PowerPoint slides is reproduced in the Participant Workbook so participants spend less time taking notes. 10 Workbooks are included with each kit.
- ◆ A **CD-ROM** contains both **PowerPoint® slides**, and 4 **Booster Shots™** follow-up emails. The PowerPoint® presentation can be used to highlight key discussion points and activity instructions during the training session. Your CD-ROM also has a Booster Shots™ folder with three brief PowerPoint shows (that launch and run automatically) to use for workshop follow-up and reinforcement. Each Booster Shot includes slides with key points from the video, and the facilitator should email one Booster Shot per week to all participants for 3 weeks after running the session. Regular Booster Shots will help everyone focus on and practice the skills to become accountable employees.
- ◆ **Reminder Cards** are distributed to participants at the workshop's conclusion for their use following the session. 10 Reminder Cards are included with each kit.
- ◆ **Pin-on Buttons** are provided as a fun reminder to participants of the workshop's key phrases. 5 "I Own It" and 5 "No-Blame" buttons included with each kit.

For more information...

...about Performance Resources' award-winning videos and other training products, or for pricing information on this product, please call **1-800-263-3399** or visit us at **www.owenstewart.com**.



OWEN-STEWART PERFORMANCE RESOURCES INC.

163 North Port Road, Port Perry, ON L9L 1B2

Toll Free: 1-800-263-3399 • Fax: (905) 985-6100

E-mail: sales@owenstewart.com • Website: www.owenstewart.com
