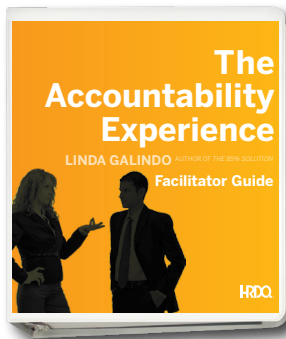


# The Accountability Experience



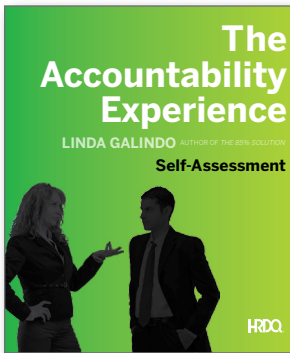
Info Kit

# Product Components



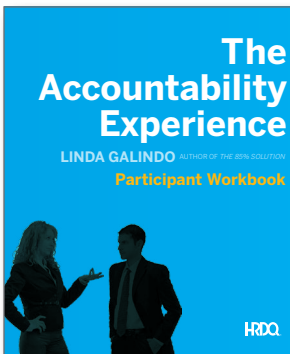
## Facilitator Set

This detailed and step-by-step guide for planning and delivering a powerful learning experience gives you everything needed to facilitate a full day workshop. Background information, assessment instructions, scripts, discussion questions, activities, a USB drive containing a PowerPoint presentation with video clips, poster, and samples of the assessment, wallet card and participant workbook.



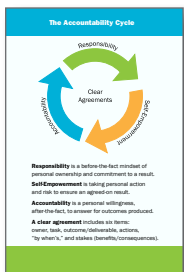
## Self-Assessment

A seventy-three question self-administered assessment designed to elevate awareness of key concepts and surface opportunities for enhanced levels of accountability. Order one per participant.



## Participant Workbook

A comprehensive takeaway that includes critical content, worksheets, and forms used during the workshop, as well as additional tools for on-the-job use. Order one per participant.



## Wallet Card

A reminder card for participants that outlines the key takeaways from the workshop to help them strengthen their commitment to accountability.

Start today! Contact our Customer Service Team at  
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# **The Accountability Experience™**

LINDA GALINDO

**Facilitator's Guide**

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**HRDQ®**

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## About the Author

# Workshop Timing Worksheet

Workshop Element	Timing	Start/End Time
<b>MODULE 1: Preliminaries</b> Welcome to <i>The Accountability Experience</i> Participant Introductions Preliminaries	<b>45 minutes</b> 15 minutes 10 minutes 20 minutes	
<b>MODULE 2: Building the Accountability Case</b> Success or Failure Clueless Creating Quality? Break The New Math of Accountability	<b>80 minutes (including break)</b> 10 minutes 15 minutes 25 minutes 15 minutes 15 minutes	
<b>MODULE 3: The Accountability Cycle</b> Accountability Cycle Overview Review Accountability Assessment	<b>45 minutes</b> 15 minutes 30 minutes	
<b>MODULE 4: A Focus on Responsibility</b> Carl and Aaron's Agreement Clear Agreement Form The Problem with "We" Calendaring Declining an Agreement The Power of Clear Agreements Lunch	<b>120 minutes (including lunch)</b> 10 minutes 20 minutes 10 minutes 5 minutes 10 minutes 5 minutes 60 minutes	
<b>MODULE 5: A Focus on Self-Empowerment</b> Empowerment Outage Turning Empowerment Up Renegotiating an Agreement Break Renegotiating an Agreement: Getting Started	<b>80 minutes (including break)</b> 10 minutes 20 minutes 15 minutes 15 minutes 20 minutes	

# Module 1: Preliminaries

## (45 minutes)

*Facilitator Note: Arrange for Slide 1, Welcome to The Accountability Experience, to be shown when participants enter the training room.*

---

### Welcome to *The Accountability Experience* (15 minutes)



SHOW Slide 1, *Welcome to The Accountability Experience*

**SAY** Welcome to The Accountability Experience.

*Facilitator Note: Introduce yourself and provide a brief description of your background as it relates to your qualifications to facilitate this workshop.*

**SAY** Today we'll be addressing the topic of accountability.

**ASK** How many of you can feel yourselves reaching for the aspirin at the mention of the word accountability?

*Facilitator Note: Raise your own hand to model the type of participation desired.*

**SAY** It's understandable that many of us would have that reaction given how the word—and the concept—are so frequently misunderstood and misused in organizations today.

Let's peek in on a few organizations that may be misusing the concept of accountability.



SHOW Slide 2, *Defining Accountability*, and launch video segment: *Defining Accountability*.



REFER TO Chart 1, *Word Association*, and capture participant responses to the following question.

**ASK** In these organizations, what other words might be substituted for accountability”?

*Possible Responses:*

- *Blame*
- *Fault*
- *Red tape*

# Module 4: A Focus on Responsibility

## (120 minutes, including 60-minute lunch)

---

### Carl and Aaron's Agreement (10 minutes)



*REFER TO Chart 3, The Accountability Cycle, pointing to Clear Agreements at the center.*

**SAY** At the center of the responsibility, self-empowerment, accountability cycle is clear agreements. You can't take responsibility, empower yourself to act, or assume accountability for those actions if you have not established clear agreements with others. Clear agreements allow you to make the most of your 100 percent.

Let's contrast two situations that really make this point. Carl, a supervisor, asks one of his employees, Aaron, to take on a task.



*Have participants turn in their workbooks to page 27, Video: Carl, Aaron, and Clear Agreements.*

**SAY** You'll see two very different approaches to the conversation, back to back. As you watch, compare the two situations, using the questions in the workbook.

*Facilitator Note: Read the two workbook questions aloud to the group.*

**SAY** After we watch the video, we'll discuss the two questions. So feel free to take notes in the space provided.



*SHOW Slide 9, All Clear?, and launch video segment: All Clear?*

**ASK** How was the second conversation different from the first?

*Possible Responses:*

- *The second time, the agreement was crystal-clear.*
- *Carl seemed more engaged and committed to the outcome.*
- *Aaron appeared more energized and committed to the task.*
- *The rest of the team seemed interested rather than skeptical.*



SHOW Slide 17, *Holding Tony Accountable*, and launch video segment 6: *Holding Tony Accountable*.

**ASK** What was effective about the approach Charlene took this time with Tony?

*Acknowledge all responses.*

**SAY** This conversation was much more productive. Charlene held Tony accountable in a way that allowed him to hear and benefit from the message. Tony did not become defensive, and they were able to jointly problem-solve for the future.

---

## Preparing to Hold Others Accountable (10 minutes)

**SAY** Conversations like this rarely happen spontaneously. Preparation is required to ensure successful outcomes.



Have participants turn in their workbooks to page 52, *Holding Others Accountable—Directions*, and page 54, *Holding Others Accountable—Sample Preparation Worksheet*.

**SAY** These pages provide an outline or plan you can follow when you need to hold someone accountable for an unmet agreement. The Sample Preparation Worksheet is an example of how one might complete the worksheet in preparation for effectively holding someone accountable.

Read the explanatory material; and in just a few minutes, you'll have an opportunity to practice this important skill.

*Allow 4 minutes for individual work.*

**SAY** The workbook text refers to having a “you-ectomy.”

One of the most powerful shifts we can choose to make in our language is from “you” statements to “I” statements.

**ASK** What makes “I” statements so much more effective than “you” statements?

*Possible Responses:*

- “I” statements are accountable because they demonstrate ownership.
- “You” statements often imply blame or a “should.”
- “I” statements are easier for the other person to hear and minimize defensiveness.



## Workshop Overview

The pace of change in organizations today is unprecedented. Responding to customer and stakeholder demands and economic and marketplace conditions quickly is key to success and, in some cases, survival. Executives develop elaborate strategies only to be disappointed by the gap between expectation and delivery.

At the same time, employees inside organizations are feeling the heat to deliver on higher expectations in the same or shorter timeframes. People struggle to move on commitments made. Stress, burnout, and disengagement are commonplace topics of conversation.

Something has to be done differently . . . but what? Extensive workplace studies show that in organizations in which there is crystal-clear clarity about what's expected to happen, how, and by when, employee engagement catapults and so do business results. The paradigm of training supervisors and managers to be better delegators, although important, needs to shift to encouraging individual accountability at all levels.

Individuals who see themselves as accountable seek out clarity through making and negotiating clear agreements with others. Accountable individuals feel more in control of outcomes and as a result are less stressed and more productive. Key work relationships improve. The gap between expectations and what's delivered starts to shrink.

In this workshop, learners will discover the powerful personal and organizational benefits of individual accountability and the strategies to make it happen.

# Video Clip Synopses

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## Clip 1: Defining Accountability (Slide 2)

In these three quick scenes, we see some examples of common negative connotations associated with the meaning of accountability: blame (a factory manager wanting a scapegoat for the “screw up”), being accountable only when it’s convenient (woman who takes responsibility for the new terminal, but not for her department’s canceled order nightmare), and paperwork/red tape (the hospital administrator who wants to begin a new “accountability and cost-containment program”).

---

## Clip 2: All Clear? (Slide 9)

The first clip in this pair of segments shows supervisor Carl asking for help on an inventory problem, with little clarity and definition. It’s no wonder that team members seem reluctant to take on the troubleshooting assignment.

In the second video clip, Carl’s directions are clearer. Because he takes the time and makes the effort to bring his group “on board,” it’s easier to enlist Aaron’s help. Aaron knows what is needed and what he will and will not be held responsible for. Carl and Aaron both conclude the exchange feeling clear about what will result.

---

## Clip 3: “We” Syndrome (Slide 10)

During meetings, suggestions are often couched in we should’s, we could’s, and we will’s. In this scene, we see these “we’s,” followed by the team leader asking for personal responsibility for specific tasks from the team members.

---

## Clip 4: Carmen’s Empowerment Outage (Slide 13)

In this scene, we see nurse Nancy asking fellow nurse Carmen about her progress on looking into a patient infection trend she’d agreed to investigate. Carmen comes up with excuses why she hasn’t completed the task, explaining that she began to look into it, but got hung up when she realized she didn’t have the authority she needed to access patient records.

**The  
Accountability  
Experience™**

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**Participant Workbook**

**HRDQ®**

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## Clueless—Background

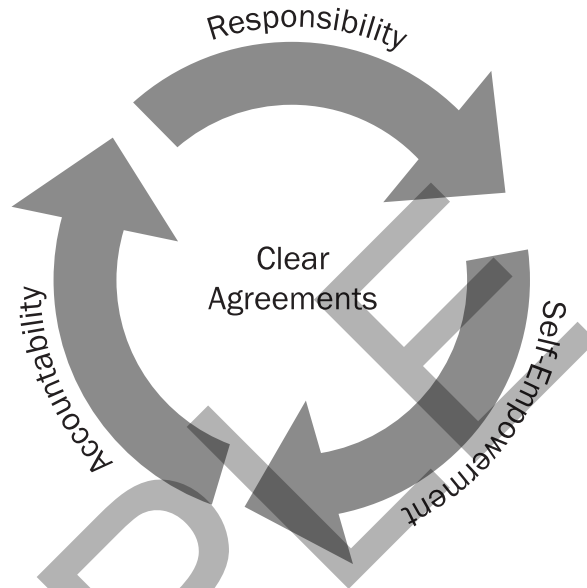
Ann has asked John to come in for his yearly review. She is reasonably sure that John thinks the review will be positive, but she is disappointed in his performance. He lacks initiative and problem-solving skills. He does only what he is asked to do. His co-workers complain that he is unwilling to do anything that he thinks is outside of his job description. Although he takes great pride in the fact that what he does is perfect, he takes too long on things that don't need to be perfect. He doesn't prioritize or understand relative importance.

In the review, Ann expresses dissatisfaction and tells John that he is not motivated. He acts hurt and defensive, and is non-communicative. She tells John that she is only giving him 50 percent of the normal raise and wants to review his situation in six months.

For the next few days, John mopes around. Although no real progress is made, he does continue to come in on time and handle his basic responsibilities. Ann continues to be unhappy with John's lack of initiative and responsiveness, but after six months she approves the rest of his raise.

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## Defining Terms



### The Accountability Cycle

**Responsibility** is a before-the-fact mindset of personal ownership and commitment to a result.

Less Responsible Language	Language of Responsibility
We should . . .	I can . . .
Someone ought to . . .	I will . . .
Why don't you . . .	I'll own it.

**Self-Empowerment** is taking personal action and risk to ensure an agreed-on result.

Less Empowered Language	Language of Empowerment
They wouldn't let me . . .	I need to get some clarity about this.
Yeah, but . . .	Can you help me figure out how to . . . ?
I tried . . .	I'll ask for assistance.

**Accountability** is a personal willingness, after the fact, to answer for outcomes produced.

Less Accountable Language	Language of Accountability
He should have . . .	Next time I will . . .
If only they had . . .	I could have . . .
But she didn't . . .	I've learned that . . .

---

## Your Clear Agreement with Yourself

Review your workbook, assessment results, notes you've taken, and charts around the room. Consider what you've learned and what you want to accomplish as a result of today's workshop. Use this modified version of the Clear Agreement Form to take responsibility for getting the most from this learning experience.

---

### Clear Agreement Form

<p>1. What is the learning <b>OUTCOME</b> I am taking ownership of?</p>	<hr/> <hr/> <hr/>
<p>2. What <b>ACTIONS</b> will I take to accomplish this objective? Consider:</p> <ul style="list-style-type: none"><li>■ Others involved?</li><li>■ Authority needed?</li><li>■ Assistance needed?</li><li>■ Resources needed?</li></ul>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. What are the <b>BY WHEN's</b>? What are the deadlines for accomplishing this objective?</p>	<hr/> <hr/> <hr/>
<p>4. What are the <b>STAKES</b> associated with <b>accomplishing</b> or not accomplishing this objective?</p>	<hr/> <hr/> <hr/> <hr/>