

Instructors Guide



Foundations for Accountability, Ethics and Values.

—By Ted Garnett

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Published by: Edge Training Systems, Inc., 491 Southlake Boulevard, Richmond, VA 23236
800-476-1405, www.edgetraining.com

No Excuses: Foundations for Accountability, Ethics and Values Instructor's Guide

Purpose: This course is designed to help participants explore the tools they need to not only hold themselves to high standards but also influence their peers and the people they lead.

Audience: This class is designed for employees at all levels of development.

Class Size: Approximately 12 to 24 participants.

Prerequisite Materials: None.

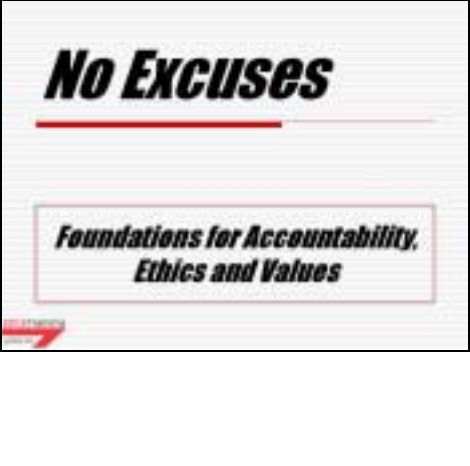


Materials/ Equipment: The following materials are recommended for this course:



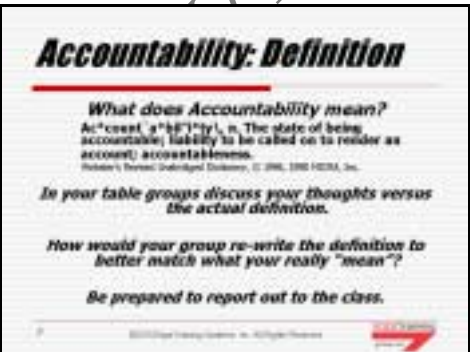
- Edge No Excuses Video
- Flipchart stand and paper or dry erase board
- Tent cards or name tags
- Edge No Excuses Participant Workbook
- PowerPoint & Projector

Organization: The instructor's guide is designed to be used with the supporting Participant Coursebook.



Duration: 2 to 4 hours.




The exercises in this Course Book are designed to allow the instructor to tailor the curriculum to fit specific class needs. Some exercises teach the same skills in slightly different ways. Depending on time allotment and participant needs, instructors may wish to omit certain exercises. Additionally certain exercises can be expanded to include individual, partner, small group or whole class options.

Slide 1		<p>Welcome the group to the Accountability No Excuses workshop.</p> <p>Say: We are going to look at common barriers to effective accountability and an approach to improve accountability in our teams/organization.</p> <p>Have participants sign in using the edge workshop sign in form. Introduce the materials.</p> <p>2 minutes, Opening Slide</p>
Slide 2		<p>Review this slide as a guide or agenda.</p> <p>2 minutes, Page 1</p>
Slide 3		<p>Course Objectives</p> <p>Review these objectives focusing on using practical application throughout the course to better hone in on developing accountability at every level.</p> <p>2 minutes, Page 2</p>

Slide 4	 <p>Accountability: A Current Crisis</p> <ul style="list-style-type: none"> ○ Crisis in our organizations ○ Crisis in our homes ○ Crisis in our country 	<p>Say: Why do we need to improve Accountability?</p> <p>Allow for group discussion as to where they see accountability break downs both inside the organization and outside in society.</p> <p>Then show this slide and bring some of your own examples from each of the three areas and state that we need to go from where we are now to somewhere better and we only do that by changing the prior (bad) approach we previously used to some better approach that gets results!</p> <p>5 minutes, Page 3</p>
Slide 5	 <p>What Does Accountability Mean?</p> <p><i>In your table groups brainstorm what the word "accountability" means to you?</i></p> <p>Be Prepared To Report Out To The Group</p>	<p>Allow about 5-10 minutes for this activity, the purpose is to get participants to understand that the definition of the word doesn't really match what we MEAN when we say the word.</p> <p>Giving an account, by definition is accountability, however most of the time this would hardly satisfy what people mean when they say "accountability."</p> <p>Have the table groups pick a team spokesman and write their ideas on the white board and let them explain them.</p> <p>10 minutes, Page 4</p>
Slide 6	 <p>Accountability: Definition</p> <p>What does Accountability mean? Ac*count, a*bil*ity, n. The state of being accountable; liability to be called on to render an account; accountability. <small>Webster's Thesauri: Unabridged Dictionary, © 1986, 1988 HOLT, Inc.</small></p> <p><i>In your table groups discuss your thoughts versus the actual definition.</i></p> <p><i>How would your group re-write the definition to better match what you really "mean"?</i></p> <p><i>Be prepared to report out to the class.</i></p>	<p>Share this formal definition with them and ask them to compare in a table discussion this formal definition with what they said the word MEANS TO THEM! Allow a few minutes of discussion and then bring the group together to share answers to these two questions in a group discussion.</p> <p>7 minutes, Page 5</p>

Slide 7	<p><i>Accountability Into Execution</i></p> <hr/> <p><i>What do we REALLY mean by Accountability?</i></p> <p>Ac'count'a'b'l'ity. (uh-koun-tuh-lyso-shuhn) An approach where no party involved will allow their own behavior and choices to benefit themselves at the unwilling expense of others.</p>	<p>Share this definition as one potential option to what we really mean when we say accountability. Ask the group to critique this definition and give examples of behavior that would violate this definition...there is no real right or wrong answer, the goal is to get them thinking that we must get BETTER at accountability and come to some approach that will allow for follow through and results.</p> <p>5 minutes, Page 5</p>
Slide 8	<p><i>How is It Going In Our Organization?</i></p> <hr/> <p><i>If we asked our employees "How does Accountability happen around here?" what do you think they'd say?</i></p>	<p>Powerful question: The best use of this question is to actually go out and ask 10 people in the organization at various levels to answer it and then bring those answers back to share with the participants. Does the ground truth match the perception of the participants? Were the answers similar or different and by what magnitude? Was the overall consensus that we are good at accountability or not?</p> <p>5 minutes, Page 6</p>
Slide 9	<p><i>Common Approach = Bad Outcomes</i></p> <hr/> <p><i>Common Approach</i></p> <ul style="list-style-type: none"> ✓ Starts with Downward, or Manager accountability first. ✓ Assumes lots about the other person rather than discussing it with them. ✓ Comes at it as all negative, not much positive. ✓ Has no process, lacks objectivity and preparation. ✓ Is to do accountability like a hammer, to someone! 	<p>Say: Here is the common approach to the process of accountability... which has led most organizations historically to poor outcomes. Is there anything in the current approach at our organization that you'd add to this in terms of our historic approach?</p> <p>3 minutes</p>

<p>Slide 10</p>	 <p>Effective Accountability</p> <p>Common Approach to Accountability</p> <ul style="list-style-type: none"> ✓ Downward Accountability is the 1st only step. ✓ Self Accountability is rare or not apparent. ✓ Peer to Peer Accountability is mostly avoided. <p>AccountaCution = Accountability Into Execution</p> <ul style="list-style-type: none"> ✓ Self Accountability is always the 1st step and obvious. ✓ Peer to Peer Accountability discussion is a 2nd option. ✓ Downward Accountability is a 3rd option, a last resort. 	<p>Say: Historically the common approach is to run to the supervisor or manager as a first attempt at accountability. This creates a bunch of negative outcomes and doesn't usually get the problem solved. In order to get Accountability into Execution we find a process that starts with self and works towards that supervisor, manager, authority as a last resort is the process that gets the best results! The ultimate goal no matter how severe the final outcome might need to be, is to do Accountability WITH those around us, not TO them...no excuses on either side, just focus on the results and follow through with execution!</p> <p>Now that we've looked at accountability, what how does ethics tie in? What is ethics? What is Business Ethics...again at your table discuss your definition of "ethics" and let's discuss it? Then show the next slide...</p> <p>2 minutes</p>
<p>Slide 11</p>	 <p>What Is Ethics?</p> <ul style="list-style-type: none"> • Ethics can be understood as sets of formal and informal standards of conduct that people use to guide their behavior. • These standards are based in part on principles derived from core values such as honesty, respect and trust. 	<p>Ask the group on this slide how this matches with what they said in their groups for an Ethics Definition? Then pose the question, "WHO determines what's ethical?" Can something be ethical but illegal or can a behavior be unethical but legal?</p> <p>In the discussion ask the group if there is any difference in their mind between just defining the word ethics and BUSINESS ethics? Is there a different set of standards to hold public versus private companies? What about financial companies versus service sector? What about public versus private?</p> <p>5 minute discussion, Page 7</p>


Slide 12		<p>So if this is a basic definition of business ethics...who enforces these standards of conduct? What makes them REAL?</p> <p>On a flip chart have the group call out business ethics traits... characteristics of ethical behavior that you'd expect in business or from "ethical" businesses and "ethical" business people.</p> <p>5 minutes</p>
Slide 13		<p>Compare this list to the one that the group brainstormed. Bring up concepts like "green" initiatives and the difference between dumping chemicals into the river versus deciding to use recycled tires to pave your parking lot. Where does money factor in, cost, price, and legal consequences in decisions to be "green?"</p> <p>3 minutes</p>
Slide 14		<p>Again, pose the question, if ethics is broadly understood at best...what makes it real. Tell them, Enron had an ethics policy... so what? The conclusion you are looking for here is that without some form of accountability, ethics and anything else in life is merely optional...like asphalt paving the parking lot versus recycled tires. What about the concept of the new "strategic walk away" being implemented by mortgage holders when they are underwater and decide to just give the property back to the bank...was their mortgage simply a business deal underwater or is there any ethical expectation to a commitment you make a signature guarantee on and what accountability is there to those ethics...if the property was worth 3X in 5 years, has anybody ever called the bank and said "hey in this business deal we did, it worked out well and I'm going to triple your interest that I pay since it's gone so well!" If it's a business deal you share in upside and downside together...if it's a commitment, then it's bound by ethics regardless of the up or downside outcomes...right? Discuss.</p> <p>5 minutes</p>

Slide 15	<p><u>What is Corporate Responsibility?</u></p> <p><i>How should we deal with non-compliance?</i></p> <p><i>Who is responsible and how will accountability work?</i></p>	<p>Pose these questions to further point out the need to have accountability discussions and have them WELL...with outcomes and results...not just talks and empty policies. Peer to Peer means eye to eye we solve these things before they become unethical breaches of personal commitment contracts!</p> <p>1 minutes, Page 8</p>
Slide 16	<p><u>No Excuses</u></p> <p><i>As you watch the video, take note of the situations and the different approaches being implemented within each situation.</i></p> <p><i>It's most effective to note anything that seems similar to situations that might present themselves in your own organization!</i></p>	<p>Video Accountability No Excuses Ask Participants to take notes</p> <p>They are looking for the change effort needed to go from the old un-accountable approach to the better accountability with results approach.</p> <p>24 minutes, Page 9</p>
Slide 17	<p><u>Steps to Effective Accountability</u></p> <ol style="list-style-type: none"> 1. <i>Examine or Establish Relationship</i> 2. <i>Self Accountability (do it with not to!)</i> 3. <i>Peer to Peer Accountability (have the talk)</i> 4. <i>Downward Accountability (+ & - consequences)</i> 	<p>Briefly explain the 4 steps in Effective Accountability.</p> <p>We will get more detail in the next few slides. Have participants take notes in their course book.</p> <p>3 minutes, Page 10</p>
Slide 18	<p><u>Prime the Pump</u></p> <p><i>Healthy Relationships are the basis for Effective Accountability. Prime the pump or no water. This is the foundation to build any accountability process on!</i></p> <p>Healthy Relationships: Time → Relationship → Trust = Best Opportunity for Great Outcomes!</p>	<p>Cover the material on PRIME THE PUMP in the materials on Page x and have them work on the 4 quadrant exercise and conduct the discussion about the elements of good relationships, make a list of those traits on the board as they brainstorm them.</p> <p>Have the group fill out the examples for each quadrant...good answers would include QUAD 1 Best Friend QUAD 2 Parent QUAD 3 Stranger on the street QUAD 4 Police Officer (too often also our supervisors and managers)</p> <p>5 minutes, Page 11</p>

Slide 19

Prime the Pump

Healthy Relationships are the basis for Effective Accountability. Prime the pump or no water. This is the foundation to build any accountability process on!



Healthy Relationships:
Time → Relationship → Trust =
Best Opportunity for Great Outcomes!



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Explain the first step in the accountability process is to examine the relationship status with those you need to hold accountable. The focus is on APPROPRIATE relationship. This doesn't mean they are buddy buddy all the time, just like it doesn't mean they have a strictly non-personal relationship but rather something in between depending on the nature of the position and the results the people involved need to get.

Say: When it comes to results and great outcomes, who do you get great results or great outcomes with in your life? Those you have poor relationships with? Of course not, you get great results when you have a basis of an appropriate "good" relationship. Now how many people do you get great outcomes with that you don't trust? Okay so trust is what you invest to get great outcomes, but how many people do you trust that you don't know very well? So you have to develop an appropriate relationship to get to know enough about them that you can trust them to invest that in getting results. How many people do you have a good relationship with that you don't spend any time with? Ultimately you invest some time to get relationship built, invest that relationship knowledge to get trust built and you invest that trust to get results or outcomes of any kind.

Allow the group to participate as you go through the questions above.

5 minutes

<p>Slide 20</p>		<p>This is an overview of the process starting with Self 1st at the bottom, just above relationship, and building towards the last resort of Downward Accountability.</p> <p>Review this briefly and say: Once we've made sure we have the right relationship platform with somebody in order to get great results it's time to start with OURSELF!</p> <p>Work through the discussion questions on Page 12 of the workbook on SELF ACCOUNTABILITY.</p> <p>12 minutes, Page 12</p>
<p>Slide 21</p>		<p>Still on the SELF ACCOUNTABILITY page 12, ask the group to review this list of self accountability checklist items.</p> <p>Say: Review this list and the last time you saw accountability go poorly, whether you were involved or just observed it, which one or two of these might have helped the situation if the people involved would have started with self accountability? Now share those with the person next to you and see if you picked the same or different items?</p> <p>Ask if anybody had a match with their partner and which one it was? Then make the point that they are all important and their relative importance will be in relation to the specific situation. However number 8 may be the absolute KEY. This is the one that you want to focus on every time so that we don't chase the wrong things during the accountability discussion. In order to solve it, we need to have clear thoughts on the CRITERIA that would solve this problem.</p> <p>The bottom line is that if many of these things are done at a self accountability level we may solve the problem without even involving others. However if we do need to have an accountability discussion, called a PEER TO PEER ACCOUNTABILITY discussion, then we are ready and have entered into the process of doing accountability WITH those around us by starting with self first!</p> <p>7 minutes</p>

<p>Slide 22</p>		<p>Continuing on we are moving up to the PEER TO PEER accountability discussion. Cover the overview information at the top of the page on the PEER TO PEER ACCOUNTABILITY CPR page 13. The focus here is to ensure a discussion focused on the right outcomes. This is the MEAT of the accountability process</p> <p>Indicate that to have a healthy peer to peer accountability discussion we'll use a 3 step process CPR or Clarify, Present and finally make a FIT Request for a solution!</p> <p>2 minutes, Page 13</p>
<p>Slide 23</p>		<p>Have them brainstorm as a group what key points you could make in beginning to enter into the accountability discussion? Take notes on the board of their answers. Clarify is about clarifying that you are here to do it WITH them, not TO them!</p> <p>Three key answers you are looking for (if they don't give something close to these then add them)</p> <p>We both own it, I know I own some of it that's why I am here to work on this WITH you</p> <p>We have Common Ground/Mutual Benefits to obtain by working this out, otherwise why would depend on each other at all?</p> <p>Relationship Is Important, I want the relationship to be healthy and for us to work well together both short and long term</p> <p>5 minutes</p>

Slide 24

Peer to Peer Accountability CPR

Present...is about presenting how expectations do or do not match reality. WHAT not WHY!

Let's rule out expectations management as a root cause for accountability failures by presenting WITH each other our understanding of what's happening/happened versus what we expected.

24

Now that you've clarified that you are here to work with them and you have common interests and mutual purpose/benefits to working this out move to the P in CPR which is Present.


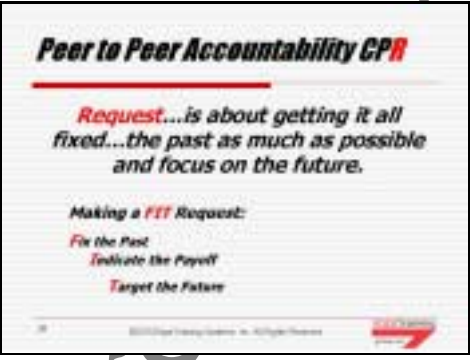

PRESENT if focused on presenting expectations versus reality, not emotions or excuses. We need to establish that we both understood the expectations and then what do we understand and agree actually happened...REGARDLESS of why, just what!

Cover the points listed on this slide by adding any context relevant to your level of participants. An example of one thing that might be presented in this step is below...

I'd like us to discuss what we each thought was suppose to happen and what we should do about it going forward. Then I think we can look ahead to better outcomes in the future. What was your understanding of the expectations compared to how things are currently shaping up?

Put the group into triads (if you have an extra person, just have one extra observer at a table). One role is Jeff, One role is Jeff's supervisor, One role is the observer. There is no right or wrong way for this to go, because they are making it up so encourage them with that up front but try to be realistic...neither party should just lay down, and neither party should act totally belligerent, just somewhere in between. Only the observer should look at the following page once they are assigned that role and fill in the notes for what they observe. Give them 4 minutes to role play, the Supervisor is attempting to PRESENT EXPECTATIONS VERSUS REALITY AND DEAL WITH ANY RESPONSES FROM JEFF. Then take 10 minutes to debrief the class taking input from the observers in the room and the notes they'll share.

15 minutes, Role Play Page 14

<p>Slide 25</p>		<p>Cover this slide at whatever point it comes up in the role play debrief with the observers.</p> <p>One possible suggestion would be the supervisor might say something like...</p> <p>I'd like us to discuss what we each thought was suppose to happen and what we should do about it going forward. Then I think we can look ahead to better outcomes in the future. What was your understanding of the expectations compared to how things are currently shaping up?</p> <p>When covering expectations, how should Mary address her expectations with Carlos about the video system? He feels it's just going to rot in the warehouse, nobody will buy it, nobody is getting hurt, it's not going to influence his decision, so what's the harm. How should Mary present the ethical issue with Carlos when his point is, it won't hurt anybody for me to take the discounted system?</p> <p>2 minutes</p>
<p>Slide 26</p>		<p>Cover the overview of the REQUEST part of CPR on page 16.</p> <p>Have each person individually fill in the boxes on Fix, Indicate the Payoff, and Target the Future for the Jeff situation.</p> <p>Give them 4 minutes to do this, then discuss answers from volunteers for an additional 4 minutes</p> <p>10 minutes, Page 16</p>
<p>Slide 27</p>		<p>Say: The fix must first address the past, if there is anything needed. Then talk about the PAYOFF SPECIFICALLY if possible both for repairing the past and getting the future on track, and then the FUTURE FIX that's needed going forward. CONSIDER: What would a judge expect? AND your criteria from question 8 Self Accountability Checklist "Write three sentences that if they came true would solve it for you. Be SPECIFIC about the criteria, you'll need this later! What do you NEED to FIX it. "</p> <p>2 minutes</p>

Slide 28



Say: Now we are at the last resort...the tip of the pyramid where hopefully the fewest accountability situations will need to end up if we've done a good job at all the lower levels. Now we might need to get some **DOWNWARD ACCOUNTABILITY** in place. We've got the right relationship, we've started with self, and we've had a peer to peer accountability discussion with CPR and FIT and for some reason the other person still isn't willing to fix the problem in a way that meets our mutually beneficial criteria necessary to move forward.

Sometimes that happens, and now we need to decide how worth it to us it might be to go get downward accountability in place.

In the video, Earl had to transition his team from the unaccountable to the new accountable approach. Did he do a good job of setting up accountability **WITH** them at their level as if he was a peer **BEFORE** he had to come **AT** them as a boss? Ask the group if they thought Earl was too much on the peer level, or not enough and too quick to move to the downward/boss level? As a boss you are likely going to **BE** the downward accountability option if the face to face discussions don't go well. Ask the group what might be the benefit of approaching things like Earl did...as a counselor or coach or "peer"...what benefits does that provide if and when you **DO** have to become the boss and enact negative consequences and judgment? What might be the risk to approaching things at a "peer" level **WITH** somebody before you go to the downward boss approach?

Slide 29

Downward Accountability

Focus on What's Next if we Can't Fix it Together?

Ask: Relationship? Common Ground?

Tell: What you feel will happen next.

Present a Choice: Consequence/Choice

Fix it now with the criteria discussed or go to get outside council = Downward judgment.

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Cover the information on DOWNWARD ACCOUNTABILITY at the top of the page.

Facilitate the DISCUSSION regarding the three boys and Grandma's response regarding "don't be a tattletale". Have the table groups discuss each question at their tables then bring the group back together for a group discussion.

Pages 17 and 18

The key here is: Downward accountability involves difficulty or some level of pain and there will be VARIOUS PERSPECTIVES on it no matter what option you choose so you have to be prepared.

FOCUS: The question about what's next if we cannot fix it together is worth a discussion. How will it go at thanksgiving if two family members we sue each other? How will it go at work if we take it to the boss (same thing as suing in many ways!). Is it worth it? Sometimes it is, sometimes it's not. Have we exhausted every option to be self accountable and to clarify expectations for the future to avoid problems continuing?

Have them do the Carlos and Mary Exercise on the following page. Facilitate the discussion focusing on how it might not be a great idea to throw options for opinion and emotion into the process like Mary attempted to do...it worked, but it was risky!

Pages 19

Discuss as a group the tie between Ethics and Accountability...Enron did have an ethics policy ...so what?

Page 20

Finally have them re-do the Carlos and Mary situation to see if they've learned how to make a FIT Request for a solution.

Page 21

Slide 30



Cover the information on DOWNWARD ACCOUNTABILITY at the top of the page and have them individually brainstorm both columns then ask for input from the group and make the columns on the board.


FOCUS: A short term negative consequence is tough, long term it's WORSE to NOT bring consequences.

If it ultimately does not make sense to take it to a 3rd party AUTHORITY/Judge of some kind ...there are at least two options that may be available that will bring negative consequences.

1) Delay the amount of time you spend with this person in the future or even at all. It's not a great option to eliminate a relationship, and if you work together sometimes it's not even possible, but if you cannot see getting judgment from a boss or other authority as a good option (sometimes it's just not) then limiting the relationship or eliminating it altogether may be the best option to avoid future damage from accountability failures.

2) Selective Elimination refers to just eliminating a portion of the relationship (ex: With my neighbor who borrowed and never returned my drill...I might still want to have an over the fence positive relationship without taking him to small claims court to sue for the drill, however I may selectively eliminate the portion of our relationship that has anything to do with lending him tools in the future ... keeping the rest of the relationship in tact. Again with somebody you work with, selective elimination or time delay may need to be real specific if even an option at all, but it is an alternative to going to the "judge".

5 minutes, Page 22

<p>Slide 31</p>	 <p>The Leadership Challenge</p> <p><i>Where do we go...from here?</i></p> <p><i>What's Keeping Your Team From Effective Accountability?</i></p>	<p>Close by asking each participant to answer this question: "What's keeping your team from effective accountability?" Have them use it as a discussion question once they get together as a team back in their area and teach/use the tools in the process to work on one thing that would improve accountability into execution!</p> <p>Page 23</p> <p>There are optional case studies and a CPR action plan for setting up the accountability discussion in the workbook.</p> <p>Page 24 and 25</p>
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