Welcome to

Accountability

©NETg, *Accountability*

Learning Objectives

- To understand how building relationships that support maximum accountability is beneficial to the organization and to the individual
- To establish positive expectations and rapport through the use of active listening skills
- To learn tips and tools to improve communication and create win-win relationships

Agenda

Introduction	30 minutes
Module 1: Accountability and Your Staff	100 minutes
Break	10 minutes
Module 2: Leadership Skills for Accountability	100 minutes
Lunch Break	30 minutes
Module 3: Communication Tools for Accountability	90 minutes
Break	10 minutes
Module 4: Skill Development	65 minutes
Conclusion	15 minutes

Getting Work Done Through Others

- *Manager* means *delegator*
- Ownership affects performance

Pacing Technique

- Pacing is mirroring the other person's:
  - Pace or speed
  - Volume
  - Emotions
  - Facial expressions
  - Gestures/movements
  - Body positions/postures
- Pacing increases comfort level
- Mirroring is not mimicking

Activity: Improving Listening Skills

- Form three groups
- Receive a scenario
- Discuss the scenario and how you might respond (10 min.)
- Share responses with the whole class
- Evaluate group's response using pp. 19–20 in the workbook

Active Listening

- Level One: Attentiveness
- Level Two: Door Openers
- Level Three: Restatement of Content and Feelings

Relationship Contracts

- What the employee will do
- How the performance will be evaluated
- What rewards will be available

Effective Contracts

- Mutual agreement
- Mutual benefit
- Mutual ability
- Legality

What Makes an Effective Manager?

Effective managers get things done by:

- Involving employees
- Helping define goals/action plans
- Supporting and encouraging
- Rewarding
- Listening and motivating
- Following up

SMARTS Goals

- **S**imple and specific
- **M**easurable
- **A**chievable
- **R**esults
- **T**ime limit
- **S**hared

Activity: Case Study

- Form groups of 4 or 5
- Rate Marvin's delegation skills (p. 40); compare author's answers
- Read the "Preparing to Delegate" steps (pp. 41–44)
- Complete the practice response for your assigned step (10 min.)
- Groups share responses with the whole class

Recovering and Learning from Mistakes

- Create the right environment
- Communicate the right message

Coaching Through Mistakes

- **Step 1:** *Demonstrate respect, care, reassurance*
- **Step 2:** *Share one of your own mistakes*
- **Step 3:** *Ask one question and listen*
- **Step 4:** *Ask another question and listen*
- **Step 5:** *Ask a final question and listen*

Activity: Follow the Leader

- Form groups of three
- Select:
  - A manager
  - An employee
  - An observer
- Receive a scenario
- Manager and employee have a discussion based on the scenario; observer takes notes (3–5 min.)
- Give one another feedback within the group (3 min.)
- Change roles and repeat with a new scenario until all members have played "manager"

Giving Feedback

1. Manager reviews self—what went well/could have been done differently
2. Employee shares own feelings about the interaction
3. Observer shares constructive feedback on what "Manager" did well/could have done differently

Four Personality Types

- Directing/Guiding
- Supporting/Caring
- Analytical
- Expressive

Directing/Guiding Personality Type

- Operate at a fast pace
- Have an authoritative/commanding style
- Believe everyone should share their standards
- Are not comfortable with emotional interaction
- Focus on action, results, the bottom line
- Tend to look serious, use powerful gestures

Supporting/Caring Personality Type

- Have a slower pace
- Often have a warm, nurturing style
- Value relationships
- Are thoughtful and giving
- Smile a lot, look friendly, touch others
- Speak slowly in a warm tone

Analytical Personality Type

- Have a slower pace
- Often have a formal, logical style
- Are uncomfortable with emotion
- Like to talk about facts, figures, timelines, concepts
- Show fewer facial expressions
- Speak in a careful, measured pace

Expressive Personality Type

- Have a fast pace
- Are emotional, energetic, animated
- Value excitement, fun, creativity
- Enjoy being different
- Like to be with other people
- Like things to be lively and fast-paced
- Thrive on attention
- Speak rapidly with a lot of emotion

Behavior Types

- **Nonassertive:** *"I'm not OK; you're OK"*
- **Aggressive:** *"I'm OK; you're not OK"*
- **Assertive:** *"I'm OK; you're OK"*

Case Study: Accountability Through Communication

- Form groups of 4 or 5
- Read the case study (pp. 66–67); answer the questions (10 min.)
- Groups share responses with whole class

Caring Confrontation Formula

1. Identify the behavior
2. Identify the tangible effects
3. Identify your own feelings
4. Identify the change you desire

Activity: Confrontation Preparation

- Find a partner
- Think of a person with whom you've had unsatisfactory encounters
- Write a brief description of that situation (p. 74)
- Complete the worksheet on page 81
- Share your situations and plans
- Discuss each situation, including positive and constructive feedback

Relationship Audits

- Develop open, trusting relationships
- Denial doesn’t work
- Not a performance review
- Make sure skills are developed

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Activity: You Make the Call

- Form groups of 4 or 5
- Receive a handout with possible workplace situations
- Read and discuss which "tool" is required in each situation
- Reconvene and review answers with whole class