

LEADER AS TEACHER

FACILITATOR GUIDE: BUILDING TEAM ACCOUNTABILITY

Purpose

Apply best practices of accountability to the way we lead, to hold ourselves and our team members accountable. Norm on what accountability means for our teams and develop an action plan that builds trust and creates sustained accountability.

Session Logistics

Session length: 60 minutes

Space needs:

- Easel pads or white board
- Markers
- Projector for PowerPoint presentation
- Room for small group discussions

Copies needed (1 per participant):

- Action Plan handout
- Accountability Assessment

Scribe: At the beginning of the session, identify a scribe to document commitments and key discussion items

Preparation

- Read [LAT - Facilitation Guide](#)
- Read LAT - Accountability Facilitation Guide (this document)
- Review the [LAT – Building Accountability PowerPoint](#) content and the content in this guide. Revise the content and discussion items as needed to address the specific skills and behaviors needed. Depending on your team members' roles and experience, you may make the questions more challenging or simplify them.
- Send the team the [LAT - Accountability Assessment](#) to complete as pre-work to the session.

- Draft message to the team:

Please take 10 minutes before our Accountability session on [DATE/ TIME] to complete the attached [Accountability Assessment](#). The assessment outlines several best practices to build and maintain accountability. As you review the practices, rate how well our team does that practice today and how important you think it is. Also note any examples of how we do (or don't) do that today.

Make sure you bring the completed assessment to our session. Thank you in advance!

LEADER AS TEACHER

FACILITATOR GUIDE: BUILDING TEAM ACCOUNTABILITY

Your Role as a Facilitator

Your primary goal as a facilitator is to create an environment that fosters learning, discussion and to keep the work flowing and on track. Guide your team to identify how they will lead and what they will do as a result of this session

To assist you in accomplishing that goal, this guide is designed with an easy to use format. On the left, you'll see your instructions as the facilitator, and on the right, you'll see a snapshot of the corresponding slide or handout. Follow the guide along with the PowerPoint to lead your team through the session.

Slide Number: Slide Content		
SAY:	Provides verbiage you can use to present the material	
DO:	Describes any activities or actions you should take	
ASK:	Provides discussion-prompting or comprehension-check questions.	

Session Agenda

1. Session Purpose
2. Accountability Overview
3. Accountability Assessment
4. Building Accountability
5. Resources
6. Next Steps

LEADER AS TEACHER

FACILITATOR GUIDE: BUILDING TEAM ACCOUNTABILITY

Session Content

Title Slide: Leader as Teacher: Accountability		
SAY:	<p>Welcome to this session, where we'll talk about how to increase and improve the accountability in our business unit. By the end of our time together, we will have created an action plan.</p> <p>[List any applicable examples of recent situations where accountability was high or low].</p> <p>For issues come up that are not directly related to the topic, we will keep track of them on the "parking lot". Whoever brings up the issue or question is responsible for writing it down.</p>	
DO:	<p>Point out parking lot.</p>	

Slide 2: Purpose		
SAY:	<p>The focus for this time together is on how we, as a leadership group, will align in how we ensure our team is set up for high accountability.</p> <p>Leading and acting consistently will support trust and alignment on our priorities. Much of the content and conversation will be based on the assessment that we completed in advance.</p> <p>This is a time for us to be open and vulnerable. Holding people accountable can be tough and we need to support each other.</p>	
ASK:	<ul style="list-style-type: none">• Did everyone complete the Accountability Assessment?	
DO:	<ul style="list-style-type: none">• Hand out copies of the Accountability Assessment to anyone who did not complete it before the session (or forgot to bring it it).	

LEADER AS TEACHER

FACILITATOR GUIDE: BUILDING TEAM ACCOUNTABILITY

Slide 3: Agenda		<p>Agenda</p> <ul style="list-style-type: none"> >Accountability Overview >Accountability Assessment >Building Accountability >Resources >Next Steps 
SAY:	Here are the key topics we will discuss and base our actions on. By the end of the session, we will have specific actions to take with our teams.	
DO:	Read through slide items.	
ASK:	Do you have any questions?	Fairview

Slide 4: Accountability: What is it?		<p>Accountability: What is it?</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; background-color: #333; color: white; text-align: center;"> What does accountability sound like?  </div> <div style="border: 1px solid black; padding: 5px; background-color: #333; color: white; text-align: center;"> What does accountability look like?  </div> </div>
SAY:	Let's start by norming on what accountability means to us.	
ASK:	<p>What does accountability sound like?</p> <p>[If the team has a difficult time, here are possible responses:</p> <ul style="list-style-type: none"> • I think there is a problem • I made a mistake. That was my fault/mistake • I'll re-work it to fix it • I'll let others who are impacted know] <p>What does accountability look like?</p> <p>[If the team has a difficult time, here are possible responses:</p> <ul style="list-style-type: none"> • Suggesting solutions • Taking action to put solution in place • Acknowledges the outcome / impact • Sharing information with others 	
DO:	Have scribe document the answers that are provided.	Fairview

Slide 5: Accountability: What is it?		<p>Accountability is...</p> <p>...an attitude of continually asking "what else can I do to rise above my circumstances and achieve the results I desire?"</p> <p>... to See It, Own It, Solve It, and Do It.</p> <p>— THE OZ PRINCIPLE, CONNORS AND SMITH</p>
SAY:	[Read the slide].	
ASK:	<p>What jumps out at you about this definition?</p> <p><i>Possible responses:</i></p> <ul style="list-style-type: none"> • <i>Attitude.... A personal choice - "What else can I do to rise above my circumstances and achieve the results I desire?"</i> • <i>Rise above - a level of ownership</i> • <i>Desired results - embraces both current and future efforts.</i> 	
		Fairview

LEADER AS TEACHER

FACILITATOR GUIDE: BUILDING TEAM ACCOUNTABILITY

<p>Slide 6: Above / Below the Line</p>		
<p>SAY:</p>	<p>Here is a model of accountability that we use at Fairview. We are going to spend time talking about it and where we are as individuals and as a team.</p> <p>When we're above the line, we:</p> <ul style="list-style-type: none"> • See and accept reality • Own circumstances and results • Solve – create solutions and use foresight to determine worst possible scenario that can happen – so we can plan for it. • Do –apply the solution, understanding the immediate circumstance and future accomplishments <p>When we're below the line, we:</p> <ul style="list-style-type: none"> • Feel like a victim - we might cover by saying, “it’s not my job”, feel totally powerless with no control, just tell me what you want me to do and I’ll do it. • Find someone to blame, to say “It’s your fault.” Labeling, dehumanizing, other people are bad and wrong, emphasizing the worst in others. • Helpless – feeling like there’s nothing I can do. Nothing will help. 	
<p>ASK:</p>	<p>How do you react? We all go below the line sometimes – which behavior do you tend to use? What do we tend to do as a team?</p>	
<p>SAY:</p>	<ul style="list-style-type: none"> • Remember, this is a safe place to be vulnerable. Everyone goes “below” the line sometimes. It is what we do about it that matters. • [Share what your default mechanism is]. 	
<p>ASK:</p>	<p>What are some tactics we can take to be accountable, when we see ourselves and each other going “low”?</p>	
<p>DO:</p>	<p>Have scribe capture the ideas on a flip-chart / board.</p>	

LEADER AS TEACHER

FACILITATOR GUIDE: BUILDING TEAM ACCOUNTABILITY

Slide 7: Accountability Assessment - 1

SAY: Now, please get out the accountability assessment you took.

Let's share how we rated each best practice in terms of how well we do it today and its importance.

DO:

- Go quickly through the list and have participants share their scores.
- Note the ones that have the greatest deviation in either column (in place or importance)
- As needed, ask for examples to help the groups stay aligned in meaning.

Accountability Assessment

Do we / our team members ...	The practice is demonstrated	The practice is important	Tactics / Ideas
Define clear results - Everyone knows what they are working for and how their job serves the company forward.			
Focus on Outcomes, not Activity - We want people thinking about if they achieved the result and caring just as the measure. Versus a task oriented mindset leads people to believe that if they've completed all their tasks, they've done what they're supposed to do, whether or not the result was achieved.			
Choose to make a positive contribution - Personal accountability is choosing to make a positive contribution to matter who we are or what our role is in the organization.			
Ask the right questions - The only we frame questions can impact how we approach challenging situations to help hold ourselves accountable to better outcomes. Do we seek to understand first? Do we ask open-ended questions?			

Slide 8: Accountability Assessment - 2

DO: Continue to go through the assessment.

Alternative option for a larger group (20+) to help with time:

- Have each person share their Top 3 (vs. scores for all items) in terms of importance and if we have it in place today

ASK:

- Overall, how accountable are our teams?
- What are our strengths?
- What are our opportunities?
- What examples resonated the most?
- Are there any other practices that we want to call out, that weren't on this assessment?

Accountability Assessment

Do we / our team members ...	The practice is demonstrated	The practice is important	Tactics / Ideas
Face problems head on - Don't complain, blame or make excuses. Do you see people owning their problems?			
Have clearly defined roles - People struggle to be accountable when roles and processes are ambiguous.			
Have a sense of ownership for team process / results - Team members have the obligation to seek information, give and receive feedback and point out problems (with the intent to solve) at any time.			
Team members have decision making authority - Most problems have multiple right answers, so give people the freedom and control they need to make decisions.			
Treat problems like gold - We take initiative to solve problems and learn from our mistakes, in order to improve the next time.			
Seek feedback - People seek feedback because they know it is intended to add to their knowledge and make the work better.			

Slide 9: Building Team Accountability

DO:

- Have the team break into small groups (3-5 people)
- Divide the 10 accountability practices among the teams.

SAY:

- In your small groups, identify 1-3 tactics or activities that would help us to put that best practice in place, in our team.
- Write them on the action plan.
- For example, a tactic for "Seek feedback" could be that we'll each reach out to our team members and ask for what they think we should keep, start and stop doing as their leader.

Building Team Accountability Action Plan

Do we / our team members ...	Action(s) we can take:
Define clear results	
Focus on Outcomes, not Activity	
Choose to make a positive contribution	
Ask the right questions	
Face problems head on	
Have clearly defined roles	
Have a sense of ownership for team process / results	
Have decision making authority	
Treat problems like gold	
Seek feedback	

LEADER AS TEACHER

FACILITATOR GUIDE: BUILDING TEAM ACCOUNTABILITY

Slide 10: Committing to Accountability		
SAY:	<p>Accountability is empowering. It is about setting ourselves up to See, Own, Solve, and Do.</p> <p>From the list of actions we just created, let's decide which ones we want to commit to doing as we leave this session.</p>	
DO:	<p>Lead a discussion about the actions the small teams identified and identify the top 5-6 actions that will have the most impact. [Not all items on the action plan need to have action items. Focus on the most important actions based on the assessments completed].</p> <p>Have the scribe write the items on the action plan.</p>	
ASK:	<ul style="list-style-type: none"> • How does everyone feel about these? • Any concerns about committing to do these? • How will we hold each other accountable to these actions? What will our follow up with each other look like? 	

Slide 11: Accountability Resources		
SAY:	<ul style="list-style-type: none"> • Here are additional resources that are available. • Remember that OD &L is available for consults if we want more assistance. 	
ASK:	<p>What questions or comments to you have?</p>	

Slide 12: Next Steps		
SAY:	<p>Thank you for the dialogue and energy!</p> <p><i>Share a few thoughts about the discussion and key a-ha's for you.</i></p> <p>I will send out the PowerPoint and finalized action plan after this meeting.</p>	

LEADER AS TEACHER

FACILITATOR GUIDE: BUILDING TEAM ACCOUNTABILITY

Post Session

- Send out PowerPoint and action plan.
- Put accountability check in on team and 1:1 agendas.
- Gather feedback from your direct reports and their teams related to the accountability actions being used and develop additional action items as needed.
- For additional resources or consultation, contact ODL@Fairview.org.