Who Are "They" Anyway?

A TALE OF

ACHIEVING

SUCCESS AT WORK

THROUGH

PERSONAL

ACCOUNTABILITY

Leader's Guide

Video Training Program
By BJ Gallagher

**Facilitator
Guide**

Welcome to *Who Are 'They' Anyway?*

This facilitation guide has been developed to help you teach an effective workshop on personal accountability, entitled *Who Are 'They' Anyway?*

This guide is divided into timetable pages, instruction and content pages. The guide will indicate when you should distribute the relevant handouts to participants.

As you read the instructions, you can personalize the content with stories and examples from your experience. You are a valuable resource for participants. The training designs here are focused on the content in the 12-minute movie but we encourage you to add your own program material to enhance the effectiveness of the learning.

Included here are two sample workshops: **Personality Accountability and Dealing with Change** which runs about three and a half hours. The second workshop is **Personal Accountability and Teamwork** which runs about two hours.

Included in your training package is a copy of the book **Who Are 'They' Anyway? and** one copy of **"Mem-cards"**-- handy desk reference tools also designed to maximize the learning for each participant provided by the video workshop. We highly recommend providing copies of the book and the cards for each participant.

**WORKPLACE
PUBLISHING**

Table of Contents

WORKPLACE PUBLISHING

Background and Introduction

Facilitator Guide

Do you hear people in your organization always talking and complaining about "them"?

Are both employees and managers caught up in finger-pointing and defensiveness, saying "they" are the problem?

Have you ever noticed how almost everybody blames "them" when something goes wrong?

Have you ever wondered who "they" or "them" really are?

Here's the scenario in many organizations: Employees blame management for their problems; managers are frustrated and blame employees for not taking initiative; and departments blame each other. "They never listen;" "they spend all the money while we make it;" "they never tell us what's going on;" "they think they can get away with that?" Grumbling and complaining provide the soundtrack for the daily drama that gets enacted in businesses large and small. And *everyone* thinks it's some *else's* job to do something!

Things fall between the cracks; orders don't get processed; deliveries are late; paperwork slows to a crawl; quality suffers; complaints increase but never get addressed; the buck gets passed endlessly from department to department; and the ultimate losers are the organization's customers.

Do any of those things ever happen in your organization? Hopefully it is not too late to find out . . . just who are "they" anyway? For when we find the answer to that question, we'll find the answer to our problems.

The "Who Are 'They' Anyway?" video, along with the accompanying Facilitator's Guide, are designed to help you and your organization make the shift from looking for "them" to blame to realizing that there IS no "them" and beginning to accept personal accountability. The training designs, participant handouts, group discussion questions, and individual exercises are all aimed at providing a powerful catalyst to **turn "whiners" into "winners"!**

WORKPLACE PUBLISHING

Background (Continued)

A few years ago, *Time* magazine ran a cover story about America becoming "a nation of whiners and cry-babies." What the editors were pointing out in their story was the lamentable trend toward widespread "victim-thinking" and a corresponding lack of personal accountability in both personal and public life. Since businesses and organizations are populated by the same people who make up larger society, it is not surprising that we would see similar trends in the work place.

How often have we heard a front-line service provider say helplessly, "I'm sorry, there's nothing I can do … they won't let me . . . it's company policy"? And how often do we overhear employees complaining bitterly to one another about "them" in some other department? And when was the last time a customer got passed around from person to person to person in an organization – with a chorus of "Oh, you need to talk to 'them'?" Unfortunately, these things happen far too often in organizations of all types — even the organizations WE work in!

"Who's responsible?" The typical answer is, "they" are! But just who are "they," anyway?

It would be all-too-easy to lay responsibility on the desks of senior management — after all, *they* set the tone for everyone else, right? If an organization's culture is characterized by chronic whining and victim-thinking, it must be the fault of the leaders, according to this line of thought.

But tempting as it might be to follow this "leadership rationale" — it's a cop-out. By blaming leaders for everything, we are implying that employees are not adults who can think for themselves and make decisions about how they respond to situations at work. Blaming leaders suggests that employees are just automatons, saying "They made me do it."

Not that the role of the leader is not important — it is. But asserting that everything that's wrong with an organization is the fault of its leader(s) is simply another way of blaming "them" without ever stopping to think about who "they" are. And it ignores the fact that employees at all levels in an organization are ADULTS — adults who are capable of thinking, reasoning, solving problems, taking initiative, getting information, risking making a mistake, being creative and resourceful, communicating, and dealing with difficult situations.

Others might be tempted to lay responsibility on the shoulders of employees — "What's wrong with those people, anyway?" we ask each other in frustration. "All *they* do is whine and complain about how awful things are — why won't they take the initiative to make things better?" Implicit in this thinking is the conviction that: Something must be wrong with **'THEM.'**

Background (Continued)

Organizations who subscribe to this line of thinking are on an endless search for "magic bullets" to "fix **them**." New initiatives, new incentives, slogans, buttons, banners, posters, team meetings, pep rallies, and an endless parade of training programs — many of these are the "straws" that organizations grasp at in a futile attempt to "light a fire under their employees" and snap **them** out of their funk.

No question that these efforts are all launched with the best of intentions — clearly, organizations are *trying* to do the right thing. The problem is, employees are smart. Employees *know* that management is trying to "fix" them — and human beings *resist* being fixed! Trying to "fix" *anyone* else is simply another version of looking for **them** to blame — it is the version that says. "THEY are anybody else but me!"

The *true* answer to the question **"Who's responsible?"** is . . . not **THEM** … **but ME!**

I am responsible for my day-to-day duties on the job. I am responsible for keeping my boss informed. I am responsible for working effectively with others on my team. I am accountable for the results I produce, or fail to produce. I am in charge of my own career and my own future. I am responsible for seeking out the information I need to solve a problem. It is my job to make sure my employees have the tools and resources they need to do what I expect them to do. It is my job to clarify what others expect of me. I am accountable when something goes wrong. I can be counted on to follow through on commitments I make. I make sure that the results I produce are the very best that I can. I let people know when I need support or help from them to do my job effectively. I provide suggestions for improvement whenever I see a problem. I continuously look for ways to do my job better and faster. Quality is my job. I am responsible for being a good role model for others. It is my job to help others at work who might be struggling. I take the initiative to cross-functional lines and work with other departments to solve problems. I am responsible for finding meaning and satisfaction in my work and in my life.

In truth, responsibility is a *choice.* Each day, each hour, each moment, I make a *choice* about whether I am going to be responsible for my job and my life, or whether I am going to abdicate responsibility and look for "them" to blame instead. No one makes that choice for me — I do it myself. Consciously or unconsciously, *I* am the one who does the choosing. **No one can *make* me be responsible — *only I can choose it.***

Background (Continued)

PERSONAL ACCOUNTABILITY MEANS THAT I AM...

1. Being proactive rather than reactive.

2. Maintaining a high level of consciousness, focus, and purpose.

3. Taking responsibility for every choice, decision, and action without blaming or finding excuses.

4. Being fully accountable for all promises and commitments I make.

5. Being clear on what is and is not within my control and/or influence.

6. Being task-focused rather than focused on making myself look good.

7. Being results-focused rather than turf-protecting.

8. Being able to bounce back from defeat, setbacks, or adversity and continue moving toward goals, rather than surrendering to despair.

9. Demonstrating an unmistakable commitment to facing reality, whether pleasant or unpleasant.

10. Being a powerful role model and a living example of personal accountability in action (rather than preaching and finger-wagging at others).

*Adapted from *Taking Responsibility*, by Nathaniel Branden (Fireside; N.Y. 1996)

WORKPLACE PUBLISHING

Facilitator Guide

SYNOPSIS OF THE VIDEO

BJ Gallagher is a consultant and author of the book, ***Who Are 'They' Anyway?*** The idea for her book came from working with organizations of all types – big corporations, non-profit organizations, small businesses, universities, hospitals, manufacturing companies as well as service industries. She heard the same refrain again and again – people complaining about "they" and "them." She began to wonder, "Just who are *they*, anyway?"

As the video opens, BJ outlines the problem and describes the consequences for both individuals and organizations. She encourages the viewer to reflect on his or her own work group, team, or department. What kind of language do they hear people around them using? Are they using the language of ***Whiners*** or the language of ***Winners***? The quickest way to get a handle on the extent of "victim thinking" in a group of people is to listen to their language.

BJ then asks the viewer to consider the possibility that he or she might be part of the problem as well! Most of us like to think that "they" are the problem people and that there's nothing wrong with us – but if that were true, then how is it that other people think the problem lies with us, not them?! Funny, isn't it, how everyone thinks that someone else is the problem? *The truth is, it is only when I acknowledge that I am part of the problem that I can begin to become part of the solution.*

Short clips of animation punctuate the video and illustrate the points made in BJ's presentation. The viewer takes a short on-screen quiz to build awareness of the critical role that personal accountability plays in our job satisfaction, career success, and personal happiness.

The video concludes by emphasizing what each person can do to re-claim his or her own personal power by becoming accountable … and count-on-able.

WORKPLACE PUBLISHING

HOW TO USE THIS VIDEO

- Training Seminars

   "Who Are 'They' Anyway?" video can play a powerful part in seminars and workshops on a variety of topics — leadership and management development, team building, conflict resolution, change management, among others. The issue of personal accountability is critical to the empowerment of individuals in their day-to-day jobs — it is just as critical for the success of the organization as a whole.

   "Who Are 'They' Anyway?" video can be used as a meeting opener at the beginning of a seminar, to establish an expectation that *everyone* is responsible for contributing to their department's or organization's effectiveness. The video can also be used sometime during the seminar, to provide a foundation for small group discussions and/or experiential exercises. One could also show the video toward the end of a seminar to summarize and reiterate points made by the trainer during the session.

   The video makes important points in a charming, entertaining way — the animation lending a light touch to a serious topic. It provides an opportunity for everyone to see that we have *all* been guilty of blaming "them" at one time or another — and it gives us a chance to laugh at ourselves while we learn several important lessons about personal responsibility and accountability.

- **Meetings**

   The video is a perfect opener for meetings of all types for people at all levels in an organization — executive meetings, staff meetings, management meetings, shift meetings, board meetings, union meetings, interdepartmental meetings, etc. It emphasizes a critically important point for viewers — that searching for *solutions* is a good use of time and energy, while searching for *them* is fruitless and ultimately destructive. As a meeting opener, **"Who Are 'They' Anyway?"** sets the tone for the discussion to follow, reminding everyone that individual as well as shared accountability will go a long way toward helping the group deal with whatever issues are at hand.

WORKPLACE PUBLISHING

Facilitator Guide

• Problem Solving

"Who Are 'They' Anyway?" video is also an excellent meeting opener for groups that come together for the specific purpose of solving problems. It helps keep the group focused on the task of finding solutions, and directs their attention toward a common goal — organizational success. The video reminds the group of the dangers of slipping into the all-too-human tendency of look for "them" to blame in an attempt to escape culpability, or to make oneself look good. The video does an excellent job in setting the right tone for a problem-solving meeting.

• Quality Improvement Programs

One of the key messages of the video is that quality improves when departments work together on finding solutions to problems — rather than fighting across turf lines to establish blame and fault. It's always easy to bad-mouth other departments and to complain about another group of employees, or management. It is a sign of true maturity, integrity, and personal accountability to take the initiative to work collaboratively *with* another department, in search of a "win/win" solution. This builds strong positive relationships across functional lines, and builds a solid foundation for future cooperation and collaboration. **"Who Are 'They' Anyway?"** video is a valuable addition to discussions of quality improvement, whether it be quality *product* or quality *service*.

What follows are two sample training designs for use of the video in workshops dealing with (#1) change readiness, and (#2) teamwork.

WORKPLACE PUBLISHING

Workshop Design

What Materials Will I Need?

- Facilitator guide

- One participant handout package per person. This packet contains one set of handouts. You may reproduce the handouts. It's our recommendation that you distribute the handouts during the appropriate exercise to prevent participants from filling out the survey out of sequence.

- One package of Post-it® Notes per participant

- Box of Sharpies

- Flipchart Markers

What Equipment Do I Need?

- Flipcharts, as many as you feel necessary

- Television monitor and DVD player or VCR

- Power Point Projector IF REQUIRED

How Can I Prepare?

- Make sure you have enough materials for all the participants.

- Set up the room (or rooms if you have a break-out room).

- Check the equipment.

- Review the facilitator guide.

- Familiarize yourself with any content you find difficult to cover.

- Watch the *Who Are 'They' Anyway?* video again. Note the behaviors that you will be modeling for the group.

- Cue up the video and adjust the sound so that you can hear it at the back of the room.

What Can I Do if the Group Deviates from Schedule?

- Is the group is going too fast? Are people disclosing too little about themselves? Are people nervous and, as a consequence, superficial? If this is the case, try to help stimulate conversation and involve reticent members.

- If the group is running late, are some members straying from the topic at hand? What can you do to encourage people to stay on track? Use the parking lot technique with members who stray often but have good insights. Create a flipchart that says "Parking Lot" at the top. Write relevant ideas on this page and cover them at a later time.

- Are you talking too much? Are you watching the clock and encouraging members to wrap up discussions?

- If you stray too much from the schedule, eliminate an exercise or two. Consider shortening lunch. Ask the group members what they would like to do. Some participants may be willing to stay later.

Notes

Just Who Are "They" Anyway?

". . . marketing blames R&D for designing products or features the customer doesn't need instead of the ones marketing knows the customer wants; sales attacks marketing for such inadequate support as ill-conceived brochures or mis-targeted commercials; manufacturing accuses sales of signing off on poor forecasts that cause either too many back orders or too much inventory; R&D points the finger at manufacturing for not resolving manufacturability problems on the factory floor; vice presidents heap scorn on directors for not taking more responsibility, while directors chide vice presidents for either not providing sufficient guidelines or not letting go. Around and around it goes, a merry-go-round of accusations that does nothing to solve an organization's problems."

• *The Oz Principle*,
by Roger Connors, Tom Smith &
Craig Hickman

(Prentice Hall; 1994)

Workshop Planner

Facilitator Guide

Contact Name and Title _____

Date and Time of Workshop_____   **Telephone**_____

Address_____   **Email or Fax**_____

Room Number_____   **Directions**_____

List of participants

	Notified	Accepted		Notified	Accepted
_____	☐	☐	_____	☐	☐
_____	☐	☐	_____	☐	☐
_____	☐	☐	_____	☐	☐
_____	☐	☐	_____	☐	☐
_____	☐	☐	_____	☐	☐
_____	☐	☐	_____	☐	☐
_____	☐	☐	_____	☐	☐

Have you:

☐ Reserved the room
☐ Reviewed the agenda
☐ Sent a workshop packet
☐ Verified the number of participants
☐ Considered the seating protocol
☐ Requested the right number of chairs
☐ Requested the right number of tables
☐ Produced name tents
☐ Considered lighting
☐ Implemented distraction safeguards
☐ Located the nearest telephone
☐ Considered ventilation
☐ Planned refreshments

Packed extra supplies:
☐ Markers, colored pens
☐ Flipcharts
☐ Post-it® pads

Equipment:
_____
_____
_____
_____

Handouts and other items:
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

WORKPLACE PUBLISHING

13

Notes

Training Design #1

PERSONAL ACCOUNTABILITY AND DEALING WITH CHANGE

A FOUR-HOUR VIDEO SEMINAR/WORKSHOP

Agenda

Notes

Personal Accountability and Dealing with Change

Personal
Accountability
and Dealing
with Change

**Introduction
and Overview**

10-20 minutes

LEARNING OBJECTIVES:
1. To engage participants in seeing the positive aspects of organizational change and appreciate the ways they can personally benefit from change.
2. To help participants shift from an attitude of fear and/or resistance to an attitude of "can-do" and resourcefulness.
3. To increase employee participation, initiative, innovation, and creativity in implementing change.

MATERIALS NEEDED:
"Who Are 'They' Anyway?" DVD or VHS media, DVD/VHS player, enough flip chart stands and pads so that each table of participants has its own, two more flip charts stands and pads for facilitator, markers, name tags, enough copies of participant handouts (from this guide) for all participants.

SEATING ARRANGEMENT:
If at all possible, seat participants at round tables, with 4-8 people at each table. Square or rectangular tables are OK, too — as long as people can break into small groups easily.

I. **Introduction and Overview (10-20 min.)**
    • Instructor introduces self

    • Explain purpose of seminar:

    "To help equip participants to deal with change effectively — to be proactive in finding ways to make change work for them, rather than against them."

    • Emphasize that this session is interactive, with lots of opportunities to participate. The more people put into the seminar, the more they will get out of it.

    • Emphasize that in this session, not only will participants learn a few things from the facilitator, they will learn even more from *each other*.
    • Have participants introduce themselves

    • **Optional:** *Establish norms of confidentiality of group discussion, if it is a relevant issue for your group.*

Personal Accountability and Dealing with Change (Continued)

Personality
Accountability
and Dealing
with Change

Section II

Changes
Affecting our
Organizations

30 minutes

II. Changes Affecting Our Organization (30 min.)

• Break large group into small groups (table teams) and ask each group to list the changes currently affecting their organization. Give each table a broad category to consider. (i.e., #1 Changes in Technology; #2 Changes in Our Customers; #3 Changes in Our Competition; #4 Changes in the Economy; #5 Changes in the Political Climate or Regulatory Environment; #6 Changes *Inside* Our Organization; etc.) Have each group list as many changes in their category that they can think of. Tell them not to get bogged down in *discussing* — just list. Give them 5-10 min. for this.

• Now have someone from each table report out and go over their group's list for the benefit of the large group. As each team reports out, ask the big group if there are additional things they think should be added to the list. (If yes, simply add them on the appropriate chart.)

• Discuss each list briefly as each table finishes its report. Thank each group for their work before moving on to the next group.

• When all the groups have finished, summarize the general change trends they've outlined.

• Conclude with observation that change has become a permanent way of life in *all* organizations these days! No one is exempt from dealing with change. It's everywhere.

• Compliment the group — clearly they must already be pretty good at dealing with change, or they wouldn't be sitting in this room today. We are all survivors of change — we've weathered the storms pretty well so far. What we're doing today is looking at ways we move beyond simply surviving, and see if we can find ways to *thrive* on change!

III.   Do People Like Change? (15 min.)

Lecturette: Ask the group for a show of hands . . . "How many of you believe that "People don't like change?"
Point out that this is widely accepted as a truism.
• Then suggest to the group that this is only *half-true!*
As the group "How many of you have decided to change something, anything, in your life in the past year? It may have been only a small change, or maybe a big change — but it was a change. (i.e., go back to school; make a new friend; change hairstyle; change your route home from work; change cars; change your favorite restaurant; etc.)"

• The point is, we all make changes in our lives all the time — big changes, little changes — and it's usually no big deal. In fact, we often *like* the changes we make of our own volition — we *like* the changes that WE initiate! But we don't like change that THEY impose on us.
• Sometimes, we even like the changes so much; we may even try to enroll our friends in joining us in these changes! (i.e., try a new restaurant; join a running club; quit smoking; etc.) And how do our friends respond? Sometimes they join us enthusiastically; other times they resist. WHY?

• Suggest to the group that what makes the difference is *two* primary things:
1.) How much we feel like we *own* the change — i.e., initiate, decide, participate, have control in the matter of change, and
2.) What's in it for us? Do we perceive any personal benefit to ourselves in the change? (or do we see a potential loss, more hassle, more work, some discomfort, etc.?)

• The basic question human beings always ask when confronted with change, or a new situation, is "WIIFM?" — What's In It For Me?

• Summarize: So we see that "people don't like change" is only *partially* true. People usually DO like change when *we* initiate it. People often *don't* like change if it's someone else's idea (and we don't see any personal benefit) OR when change is *forced* upon us by others.
That's when the "THEY problem" really rears its head – when "they" are trying to force change upon us.
The REAL issue is that "People don't like feeling out of control, helpless, vulnerable."

WORKPLACE PUBLISHING

**IV.   How Do People Typically Respond to Organizational Change?
     (20 min.)**

Lecturette: (Adapted from Scott and Jaffe book on change.)
• People typically go through four stages in responding to organizational change that they did *not* initiate. (Change in organizations is usually initiated by senior management and is implemented top-down.)

• First reaction is the Denial stage. We hear people say things like: "No, that isn't what that memo said." "There must be some mistake." "This can't be happening."

• Time passes and the second reaction is the stage of Confusion, Anger, Resistance, Anxiety, Resentment, and Frustration. We hear people say things like: "This is stupid. It'll never work." "The old way was so much easier. Why did they have to go and change it?" "Management is jerks." "Just wait it out — this too shall pass." "I won't change and they can't make me." "Things were better the old way."

• More time passes, and many people "hit bottom" and realize that this change is going to happen with them or without them. They move into phase 3, Exploration and Experimentation. We hear people say: "Well, maybe it isn't so bad after all." "I better get with the program." "Hey, this might actually work."

• And finally, they move to stage 4, New Commitment. WE hear people say: "Good thing we made this change. This puts us in a much better position." "Wow, this is much easier that I thought it would be." "We should have done this a long time ago!"

• Some people move through the stages of change quickly — others seem to take forever! And *some* seem to get stuck in phase 2 — Resistance. Do any of you know people like this? Yes, we all do. We know people who *breeze* through change, and others who seem to get *stuck* at the bottom of the change curve and never get out!

• Let's take a break and come back and see how this plays out in a typical organization.

(BREAK — 15 MIN.)

TIMETABLE

Personality
Accountability
and Dealing
With Change

Section V

"Who Are 'They'
Anyway?" Video

45 minutes

V. "Who Are "They" Anyway?" video and discussion (45 min.)

- Introduce the video by suggesting that "*They*" may not necessarily be a proble*m in your* organization — but it *is* typical of many organizations today. Let's take a look and see what's going on . . .

- Pass out the Accountability Quotient handout. This handout is for sefl-awareness and is debriefed during the video. Show video.

- Debrief video: Lead a large group discussion, including the following questions:

1. Did any of the language in the video sound familiar to   you? Do you hear whiners, or winners, in *your* organization? (*No names, please!)*
2. Why do some people blame "them"? What do people get out of it? (i.e., they get to feel righteous in their victimhood; don't have to make tough decisions; etc.) List the group's answers on a flip chart.
3. What does it *cost* individuals to avoid accountability? (i.e., Empowerment; self-esteem; career opportunities; job and life fulfillment; the respect of others; etc.) List their answers on flip chart.
4. What does it cost the *organization* when people avoid accountability? (i.e., Decisions don't get made; problems go unaddressed; innovation dies; teamwork is non-existent; the organization's future is threatened; etc.) List answers on flip chart.
5. "How much do people in *your* organization take initiative and responsibility?"

   Use Handout: "Do People in Your Organization Exercise Initiative and Responsibility? (You will find this handout on the CD-ROM and enclosed as a hardcopy with your program and for your reference in the last three pages of this guide.). Have people answer the questions quickly; don't think too much; your first response is probably the most accurate. Your responses are confidential — you won't be asked to turn this in. (It takes 5-8 minutes to administer and score the quiz.)
   Ask the group for a quick show of hands — write results on flip chart.

   1. Did anyone answer NO to all ten questions?
      Congratulations!! – must be a great place to work!

   2. How about the rest of you? (Write numbers on flip chart)
      How many people gave your organization a LOW score?
      How many people gave your organization a MEDIUM score?
      How many people gave your organization a HIGH score?

Well, we don't want to compound things by *blaming* people for playing the blame game! What we want to do is look at our *own* role in our organizations — especially with regard to CHANGE. How do we choose constructive responses to change and perhaps help others do so too?

WORKPLACE
PUBLISHING

TIMETABLE

**Personality
Accountability
and Dealing
with Change**

Section VII

**Choosing
Personal
Accountability**

30 minutes

VII.   Choosing Personal Accountability (30 min.)

Use the handout "How Accountable and Responsible Are You?" (You will find this handout on the CD-ROM and enclosed as a hardcopy with your program and for your reference in the last three pages of this guide.).

•   We just finished taking a quick look at your organization — let's narrow the focus to *you* personally.

•   Fill out this quiz quickly — honestly — it's confidential — no one will see it but you. This time it's not YES or NO, it's on a scale of 1 to 5, 1= almost never, 5= almost always.

•   (It takes 5-10 minutes to fill out and score the quiz.)

•   OK, Once again, let's see a quick show of hands — this time we'll start with the HIGH scores - (Write numbers on flip chart)
        How many people gave yourself a HIGH score?
        How many people gave yourself a MEDIUM score?
        How many people gave yourself a LOW score?

(Note to facilitator: *It is possible that most people will want to see themselves as Accountable, and will rate themselves fairly HIGH on this quiz.)*

•   Lead discussion of the results of their scores.

•   Depending on group results, say: It looks like we have a very responsible, accountable group here. Agree?

•   Now, let's compare our scores from both quizzes —

(Put the two flip charts side by side, clearly indicating numbers of high, medium, and low scores.)

WORKPLACE PUBLISHING

Are there *discrepancies* here?

1. How many people rated your organization LOW on accountability, but rated *yourself* HIGH on accountability? If so, what do you make of that? (Discuss with group)

2. Is it possible that it's easier to see when *others* are not being accountable — but we don't see *ourselves* when WE are not being accountable? (discuss with group; get their responses)

3. On the other hand, how many of you had *consistent* scores on the two quizzes? (discuss with group)

• So**, what's the bottom line here?**

1. Blaming THEM is a CHOICE people make — and very often it has become a HABIT. People have been placing blame on "them" so long; it's become a way of life, almost.

2.Personal Accountability is *also* **a CHOICE — and it too becomes a HABIT.**

• **In short, as human beings, we CHOOSE how we   respond to situations in life, and situations at   work. We CHOOSE how we are going to respond to   CHANGE.**

(Refer to the point in the video when BJ talked about the three sections of the arrow – the point, the feathers, and the shaft.)

• People who choose to play the blame game are choosing to be "victims" of life, and victims of change in their organizations!

• People who choose to be personally accountable for their lives are also making a choice — a choice to be *proactive* in dealing with change.

• This isn't a *moral* issue — it's simply a *choice* of how one responds to organizational life and to change.

• It's a HABIT, and habits can be learned!

WORKPLACE PUBLISHING

VIII. Conclusion (10-15 min.)

• Ask the entire group to consider the following question and give you their responses. (chart their answers on a flip chart.)
"What do YOU personally have to gain by choosing to become more accountable in dealing with change in your organization?"

Discuss their answers briefly.
Summarize the discussion results.
Thank the group for their participation.
End seminar.

WORKPLACE PUBLISHING

Notes

Notes

Training Design #2

PERSONAL ACCOUNTABILITY AND TEAMWORK

A TWO-HOUR VIDEO SEMINAR/WORKSHOP

Agenda

1.5 to 2 hours approximately

FOR PREVIEW ONLY

WORKPLACE PUBLISHING

Notes

PERSONAL ACCOUNTABILITY AND TEAMWORK

Personal
Accountability
and Teamwork

1.5 to 2
hours

TIME REQUIRED: 1.5 to 2 hours

LEARNING OBJECTIVES:

•   To show participants how blaming "them" affects teamwork, hurting both the team and the individuals in it.
•   To help participants shift from an attitude of *blame-finding* to an attitude of *solution-finding*.
•   To increase employee participation, initiative, innovation, an creativity when working in teams.
•   To help team leaders make their own teams more effective.

MATERIALS NEEDED:

"Who Are They Anyway?" video, VCR and TV monitor, 6-8 flip chart stands and pads, markers, name tags, enough copies of participant handouts (from this guide) for all participants, a long rope and blindfolds for the team exercise (or supplies for your own team exercise).

SEATING ARRANGEMENT:
If at all possible, seat participants at round tables, with 4-8 people at each table. Square or rectangular tables are OK, too — as long as people can move around and break into small groups easily.

WORKPLACE PUBLISHING

TIMETABLE

**Personal
Accountability
and Teamwork**

Section I

**Introduction
and Overview**

10-20 minutes

Section II

**Characteristics
of Effective
Teams**

30 minutes

I.   Introduction and Overview (10-20 min.)

• Instructor introduces self

• Explain purpose of seminar:
   "To help equip each participant to appreciate the importance of his or her own participation in team performance."

• Emphasize that this session is interactive, with lots of opportunities to participate. The more people put into the seminar, the more everyone will get out of it.

• Emphasize that in this session, not only will participants learn a few things from the facilitator, everyone will learn even more from *each other*.

• Have participants introduce themselves

II.   Characteristics of Effective Teams (30 min.)

• Break large group into two sub-groups. Ask both groups to reflect on their own experiences working on teams, both past and present.

• Ask one group to list the characteristics of *effective, productive teams.*

• Ask the other group to list the characteristics of *ineffective, unproductive teams.*

• You can have them list their results on flip charts as they proceed with their discussions, if you like. Give them ten minutes to discuss. Then ask a person from each group to report out the results of their group's discussions.

• Lead a large-group discussion based on the two groups' findings. Explore the importance of *external factors* (i.e., a clear goal or objective; sufficient time and budget to accomplish its goal; top management support; etc.) **versus** the importance of *internal factors* (i.e., skill level of team members; strong team leadership; good communication; no hidden agendas; etc.) *Both* are important, of course, but point out those good internal factors can often compensate for less-than-optimum external

**WORKPLACE
PUBLISHING**

III.   Teamwork Experiment (30 min.)

• Give the group a team exercise to complete. You can use the one suggested here, use one of your own favorites, or develop one especially for your group. Experiential team exercises work especially well. The team exercise should take no more than 15 - 20 minutes.

• Rope Square Team Exercise: (You'll need one long, sturdy rope and enough blindfolds for all participants.) Find a wide open space for your group to work in — a space with no furniture to bump into. Have participants line up side by side, preferably against a wall if there is one. Lay the rope out in a straight line in front of the participants' feet. Give each participant a blindfold and ask them to blindfold themselves. When they have done so, give them the rest of their instructions: They are to bend over carefully, pick up the rope in both hands, stand back up, and then the group is to form a perfect square with the rope. Everyone is to keep both hands on the rope at all times! Tell them they have plenty of time to do accomplish their task. When the group members all agree that they think they have their square, then they should lay the rope down carefully on the floor in this square formation — then step back, remove their blindfolds, and inspect their results. If you have a very large group, you can have two or more groups, each with their own rope, do this exercise simultaneously. Then they can compare each group's results.

• Debrief the Rope Square Exercise, asking the group the following questions: (list their responses on flip charts)

1. What *behaviors* helped the team accomplish its goal?

2. What *behaviors* hindered the team in accomplishing its goal? What things got in the way of good teamwork?

3. What did you notice about your *own* behavior and feelings during the team exercise? (i.e., were you frustrated? Did you jump in and take a leadership role? Did you wait for someone else to take the lead? Did you each contribute your best ideas? Did you hold back? *Why did you act as you did?*)

4. Who is accountable for the team's success? Who is responsible for doing something about a team problem, or if the team seems to be going astray?

5. What did you *personally* do to help your team accomplish its goal?

6. What do you wish you had done differently?

TIMETABLE

Personal
Accountability
and Team-
work

Section V

Who Are 'They'
Anyway? Video
and Discussion

20 Minutes

IV. *Who Are 'They' Anyway?* **Video and discussion (20 min.)**

• Introduce the video by saying:
"Let's sit in on a discussion about "them" and "us" . . ."

• Pass out the Accountability Quotient handout. This handout is for sefl-awareness and is debriefed during the video. Show video.

• Debrief video: Reinforce the role of executives and managers in being accountable themselves, *and* in holding others accountable. Emphasize the role of employees in being accountable for their *own* behavior, results, problem-solving, and innovation. *(You can draw on material from the essay found earlier in this guide for this part of your discussion.)*

• Summarize discussion and transition to next activity.

V. **The Blame Game and Teamwork (30 min.)**

• Administer the quiz "Do People in Your Organization Exercise Initiative and Accountability?" (You will find this handout on the CD-ROM and enclosed as a hardcopy with your program and for your reference in the last three pages of this guide.).

Have people answer the questions quickly; don't think too much; your first response is probably the most accurate. Your responses are confidential — you won't be asked to turn this in.

(It takes 5-8 minutes to administer and score the quiz.)

• When they're finished, ask the group for a quick show of hands — (write results on flip chart).

1.   Did anyone answer NO to all ten questions?
       Congratulations!! – Must be a great place to work!

2. How about the rest of you?

3. How many people gave your organization a LOW score?

4. How many people gave your organization a MEDIUM score?

5. How many people gave your organization a HIGH score?

• Discuss results

Divide the class in half.

Ask one group to consider the question: "What does blaming "them" cost *individuals* who play it?"

Ask the second group to consider the question: "What does blaming "them" cost the *rest of the team*?"

Ask them to record the results of their discussions on a flip chart.

• Have both groups report out the results of their discussions.

• Lead a large group discussion and summarize.

TIMETABLE

Personal
Accountability
and Teamwork

Section IV

Your Role in
Building
Accountability

30 minutes

VI.   YOUR Role in Building Accountability (30 min.)

• Let's see what role YOU play with your co-workers and teammates in building a culture of accountability.

• Use handout quiz "How Accountable and Responsible Are You?"
(You will find this handout on the CD-ROM and enclosed as a hardcopy with your program and for your reference in the last three pages of this guide.).
Fill out this quiz quickly — honestly — it's confidential — no one will see it but you. This time it's not YES or NO, it's on a scale of 1 to 5, 1= almost never, 5= almost always.

(Takes 5-10 minutes to fill out and score the quiz.)

• OK, Once again, let's see a quick show of hands — this time we'll start with the HIGH scores - (Write numbers on flip chart)

        How many people gave yourself a HIGH score?
        How many people gave yourself a MEDIUM score?
        How many people gave yourself a LOW score?
(Note to facilitator: *It is possible that most people will want to see themselves as Accountable, and will rate themselves fairly HIGH on this quiz.)*

• Lead discussion of the results of their scores.

Depending on group results, say: It looks like we have a very responsible, accountable group here. Agree?

• Now, let's compare our scores from both quizzes —
(Put the two flip charts side by side, clearly indicating numbers of high, medium, and low scores.)
Are there *discrepancies* here?

1. How many people rated your organization LOW on accountability, but rated *yourself* HIGH on accountability? If so, what do you make of that? (discuss with group)

2. Is it possible that it's easier to see when *others* are not being accountable — but we don't see *ourselves* when WE avoiding

WORKPLACE PUBLISHING

accountability? (discuss with group; get their responses)
3. On the other hand, how many of you had *consistent* scores on the two quizzes? (discuss with group)

• So, **what's the bottom line here?**

1.Blaming "them" is a CHOICE people make — and very often it's become a HABIT to them. They've been placing blame on others so long; it's become a way of life, almost.

2.Personal Accountability is *also* a CHOICE — and it too becomes a HABIT.

• **In short, as human beings, we CHOOSE how we respond to situations in life, and situations at work. We CHOOSE how we are going to respond when we are working in teams.**

VII. Conclusion (10-15 min.)

• So, what does it mean to be an accountable team player?

• Break the class into two sub-groups one last time, and ask them to consider the following questions:

• Group#1: "What do YOU personally have to gain by choosing to be a *fully accountable team player* in your department or organization?"

• Group #2: "What does your *team* have to gain from your accountability?

• Give the groups just five minutes to discuss their questions.

• Have each group report out, and you record their answers on flip charts in front of the entire group.

• Discuss their answers briefly, and then summarize the discussion results.

• Thank the group for their participation.

• **End workshop.**
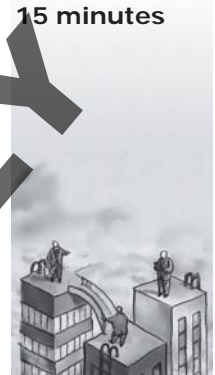
Notes

Notes

ABOUT THE AUTHOR . . .

BJ Gallagher is a well-known author, speaker, trainer and consultant, with expertise in teambuilding, personal accountability, diversity, customer service, leadership development, and skills for career success. She is the co-author of the international best-seller *A PEACOCK IN THE LAND OF PENGUINS: A Fable about Creativity and Courage* (Berrett-Koehler; S.F.; 2001), which is currently published in nineteen languages worldwide, and has been adapted into a best-selling animated training video, "A Peacock in the Land of Penguins." BJ Gallagher is also an accomplished screenwriter and producer — her most recent projects are "The Blame Game" and "A Complaint Is A Gift."

Ms. Gallagher's impressive client list includes: DaimlerChrysler, Farm Credit Services of America, Raytheon, Nissan, John Deere Credit Canada, Volkswagen, Southern California Edison, The Los Angeles Times, Phoenix Newspapers Inc., the American Press Institute, Butterworth Hospital, the City of Santa Monica, and the American Lung Association, among others.

BIBLIOGRAPHY

Bellman, Geoff, *Getting Things Done When You Are Not in Charge* (Berrett-Koehler; S.F.) 1992.

Block, Peter, *The Empowered Manager* (Jossey-Bass; S.F.) 19__?

Block, Peter, *Stewardship: Choosing Service Over Self Interest* (Berrett-Koehler; S.F.) 1993.

Blanchard, Ken, John Carlos, & Alan Randolph, *Empowerment Takes More Than a Minute* (Berrett-Koehler; S.F.) 1996.

Branden, Nathaniel, *Taking Responsibility: Self-Reliance and the Accountable Life* (Fireside/Simon & Schuster; N.Y.) 1996.

Byham, William with Jeff Cox, *Zapp! The Lightning of Empowerment* (Fawcett Columbine; N.Y.) 1988.

Chaleff, Ira, *The Courageous Follower* (Berrett-Koehler; S.F.) 1995.

Chandler, Steve, *100 Ways to Motivate Yourself* (Career Press; N.J.) 1996.

Connors, Roger, Tom Smith, and Craig Hickman, *The Oz Principle* (Prentice Hall; N.J.) 1994.

Covey, Stephen, *The Seven Habits of Highly Effective People* (Fireside/Simon & Schuster; N.Y.) 1991.

Deaton, Dennis, *The Book on Mind Management* (MMI Publishing; Mesa, Arizona) 1994.

Frankl, Victor, *Man's Search for Meaning* (Beacon Press; Boston)   1992.

Hakim, Cliff, *We Are All Self Employed* (Berrett-Koehler; S.F.) 1994.

Gallagher Hateley, BJ and Warren H. Schmidt, *A Peacock in the Land of Penguins* (Berrett-Koehler; S.F.) 1997.

Kaufman, Barry Neil, *Happiness is a Choice* (Fawcett Columbine; N.Y.) 1991.

Lynch, Dudley and Paul Kordis, *Strategy of the Dolphin* (Fawcett; N.Y.) 1988.

Scott, Cynthia and Dennis Jaffe, *Managing Personal Change* (Crisp Publications; Menlo Park, Calif.) 1989.
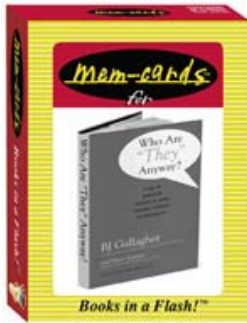
Who Are "They" Anyway? - Mem-Cards

Are you looking for an interesting and effective way to reinforce training after your seminar participants are back on the job--something that reminds them in a simple way how to be accountable for their work and their careers? Mem-Cards provide a summary of the key learning points from the book and the video, *WHO ARE "THEY" ANYWAY?* You can design learning activities using the Mem-Cards in your training workshops; you can also give each of your seminar participants a deck of Mem-Cards as a reward/reinforcement at the conclusion of your workshops. Mem-Cards are the flash cards of the future... designed to help people become more accountable, in a flash.

Mem-Cards are $9 per deck, with quantity discounts available.
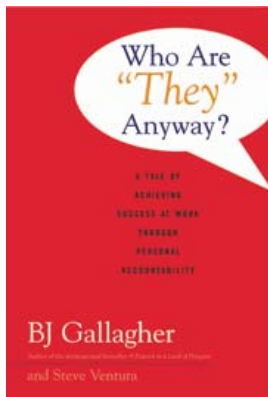
Every team, every organization, every group has problems. Every individual has problems, too. Often we search for the right person(s) to solve those problems. The question is, Where and how do we find them ... who are "they" anyway? Both practical and inspirational, Who Are "They" Anyway? will lead you on a personal quest in search of someone who can fix what's wrong, deal with difficult people, and take charge of addressing individual and organizational problems. The results may surprise you.

This book is a powerful message of both encouragement and empowerment — one that can have enormous personal and organizational payoffs.

$14.95 each quantity discounts available

Call your distributor to order