

## BOOK REVIEW

*The Oz Principle*

by Roger Connors, Tom Smith and Craig Hickman



Connors, Smith and Hickman rely on the journey of self-awareness and discovery presented in the classic “Wizard of Oz” to outline how individuals and organizations benefit from a culture of accountability. Their philosophy supports individuals and organizations in overcoming adverse situations and breaking through poor performance issues to reach desired results. The authors reveal how a lack of personal accountability contributes to ineffective performance at both the individual and organizational level, and suggest the road to accountability is ultimately a function of accepting responsibility for your actions, past, present and future. The book interweaves self-tests and checklists to help get you and your organization on the road to a culture of accountability.

### Steps to Accountability, according to *The Oz Principle*

- See It: Acknowledge the Problem
- Own It: Take Responsibility for the Problem and its Consequences
- Solve It: Create Solutions to Solve the Problem
- Do It: Apply the Solutions

## SAY / DO SCORE

We all have individuals in our lives that say they will do something and then don't do it. In fact, we keep a running tally in our heads – of “go to people” and who most likely will not follow through. The tendency is to ask those that follow through to do and those that don't follow through to... well probably we avoid them.

One manager refers to this as the SAY/DO Score. This particular manager tells all of his employees their SAY/DO Score. If they say they will do something --- and they do it – they have a High Score. If they say they will do something and don't do it – they get a Low Score. Over time each employee “develops” his/her score.

### What is your SAY/DO Score for the past year?

#### Why did you give yourself that score?

- What is the SAY / DO Score for each of your direct reports for the past year?
- Why did they receive that score?
- As their leader how can you coach them to increase their score?



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## ACCOUNTABILITY

### FROM THE PRESIDENT'S DESK

Suzanne M. Miklos, Ph.D.

Some development programs are like a leaky garden hose. When the hose is at full function, the pressure results in water coming out the other end, however lost momentum from leaky spots along the way reduces the impact on the garden – a.k.a. the organization. Because the ROI of development programs has been difficult to measure, there are many situations in which attendance, along with a few notable case studies, becomes the proof. For example, we have seen groups where attendance was good and the action plans were filled out, but a significant percentage of leaders were not completing development plans in a way that resulted in their observable growth.

In the past, we may have been satisfied with having a handful of high performers out of a program. The stars had the motivation and self-directed styles to ensure that they succeeded. They instinctively gravitate to career boosters and take the time to fix leaks in their own development plan. Resources are requested and feedback is pursued.

Leaders are in short supply and development programs must be effective. A few star performers are not enough. There are a number of ways to ensure the leaks are plugged and programs result in the maximum output of talent.

#### Selection Criteria:

Development assumes some level of talent and motivation. Leadership development is not a “last chance” activity.

#### Assessment:

Accurate self-awareness is a major requirement for effective leaders. People don't know what they don't know about themselves. Lack of confidence, arrogance

and an inability to read the social climate of the organization all require a realistic understanding of self and others. Assessment centers and 360-degree feedback are two effective ways to improve self-awareness.

#### Follow-Up:

Leverage technology and repeated measurement to pursue visibility and accountability. Balance classes with other points of contact, action learning and mentors to keep it visible.

#### Connections:

Ensure leadership development programs hook into succession planning, performance management and second order performance measures such as culture surveys and customer satisfaction scores.

#### Individualized Support:

People know their business but not always how to develop talent. Identify projects that lead to learning. Learning activities and readings can be leveraged into on-line resource guides.



## THE STEPS TO FOSTERING ACCOUNTABILITY....

### Define High Performance

Prevent problems by communicating your expectations!

1. Clarify Work Roles
2. Set the Standards for Success
3. Communicate Expectations

### Draw-up A Work Plan

Work plans are necessary to getting it done!

4. Specify Work Assignments
5. Make an Action Plan
6. Provide Needed Resources

### Determine Follow-Up Needs

Help employees stay on track to meeting performance targets!

7. Monitor and Document Performance
8. Give Frequent Feedback
9. Troubleshoot and Redirect

### Performance

10. Evaluate Performance
11. Reward High Performance



## SUPERVISOR'S CORNER

Jody Wheaton, M.S., PHR

### Attribution Errors

Everyday there are successes and failures in the workplace. Unfortunately, we often make attribution errors by attributing the cause of successes and failures in a biased manner - sometimes in our favor, sometimes not. Supervisors must overcome attribution errors to successfully manage relationships within and across departments.

### Self-Serving Bias

Self-serving bias is a common attribution error whereby we explain our own behavior in a self-serving way. We tend to attribute our success to our own skills and qualities, but attribute our failures to external causes and other factors beyond our control.



My Success



My Failure

### Fundamental Attribution Error

The fundamental attribution error concerns how we explain others' behavior. We tend to attribute success to external causes such as luck and situational factors, but attribute failure to skills and style.



Others' Success



Others' Failure

### Supervisor Tips to Overcoming Attribution Errors

Supervisors can avoid committing attribution errors and improve relationships by following these tips:

- Ask about others' jobs, jargon and goals. Ask questions to better understand other perspectives
- Build deeper relationships through inter-departmental teambuilding
- Seek feedback from other departments and incorporate it in decision-making
- Check to make sure you are considering both style and situational factors when explaining performance to avoid making attribution errors

## SUPPORTING ACCOUNTABILITY IN ORGANIZATIONAL SURVEY WORK: A CASE STUDY

Beth Linderbaum, Ph.D.

How many of you have been in an organization where the survey results are sitting on the shelf collecting dust? When organizations fall short in following-up on survey results, employee trust is violated and ROI is left unrealized. To avoid these common pitfalls, consider the following case study. In a large manufacturing firm, a cascaded approach was used to engage every level of the organization in a dialogue around data. This approach involved the following steps:

### Step 1 – Initial Feedback on Results:

Delivered organizational results to the executive team, manager team and all employees (in that order) within the first 2 to 4 weeks after survey delivery.

### Step 2 – One-on-One Feedback:

A coach was assigned for each manager to work with throughout the process. Managers received reports containing their department data and coaching tips on how to interpret the data and follow-up.

### Step 3a – Facilitated Department Level Meetings:

Each manager presented department level results to their department, providing data on key items of interest. The coach helped facilitate these meetings to support productive dialogue. Managers asked for reactions and additional input, and concluded the meeting by describing the next step in the process -- putting together an action plan based on the group's discussion.

### Step 3b – Facilitated Executive Level Meetings:

The executive team met to discuss survey data and identify where executive level ownership was required. Priorities for follow-up were agreed upon.

### Step 4 – Action Plans:

The executive team presented their action plan to the managers. Managers then developed action plans for their respective departments and presented those action plans to employees at department meetings. All action plans were collected for the executive team to review and provide additional support where needed.



### Step 5 – On-going Follow-Up:

Coaches made contact with managers on a quarterly basis to monitor progress on action plans. The support provided to managers took many different forms. In some cases, support provided mini-surveys to monitor progress and in other cases, support resulted in facilitated group meetings around ongoing issues or problems.

Overall, the results of this process were powerful. From the 2005 to the 2007 survey there were a number of positive changes in areas such as supervisor satisfaction, communication within departments, quality and efficiency and teamwork. These changes were reflected in the business results.



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