GETTING THINGS DONE!

INSTRUCTOR GUIDE

1-DAY COURSE

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HRDQ®

Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SMEs)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- **Learning objectives** provide effective tools for managing, monitoring, and evaluating training
- **Meaningful connections** between the topic and students' past, present, and future
- **Appropriate organization** of essential ideas helps students to focus on what they need to know in order to learn
- **Modeling techniques** demonstrate useful behaviors and problem-solving skills
- **Active application**, the cornerstone to learning, helps students immediately apply what they have learned to a real-life situation
- **Consistent** instructions and design help students learn and retain new information
- **Accelerated learning techniques** create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course to appeal to all learning styles and ensure that the ideas and information will be retained.

Course Activities

Course Introduction

Type of Activity	Segment	Time
	Course Objectives	5 minutes
	Who Is This For?	5 minutes
	What's YOUR Situation?	20 minutes

Chapter One: Stuck in the Middle!

Type of Activity	Segment	Time
	Introduction	10 minutes
	The Case for Change	5 minutes
	Thinking It Through and Getting the Buy-In You Need	5 minutes
	Taking Decisive Action: Delivering on Your Commitments	5 minutes

Self-Assessment

Reading

Facilitator-Led Activity

Group Activity

Lecture

Course Activities, continued

Self-Assessment

Reading

Facilitator-Led Activity

Group Activity

Lecture

Chapter One: Stuck in the Middle!, Continued

Type of Activity	Segment	Time
	Getting Unstuck: Roadblocks to Success	15 minutes

Chapter Two: Direction

Type of Activity	Segment	Time
	Introduction	5 minutes
	Self-Assessment: What's your Direction?	10 minutes
	Characteristics of Clear Direction	10 minutes
	Enabling Clear Direction	15 minutes
	Tools for Action: Envisioning the Future	20 minutes

Course Activities, continued

Chapter Three: Priorities

Type of Activity	Segment	Time
	Introduction	5 minutes
	Self-Assessment: What are your Priorities?	10 minutes
	Characteristics of Urgent Priorities	10 minutes
	Establishing Clear Priorities	15 minutes
	Tools for Action: Prioritizing with "Sticky Dots"	20 minutes

Self-Assessment

Reading

Facilitator-Led Activity

Group Activity

Lecture

Course Activities, continued

Chapter Four: Planning

Self-Assessment

Reading

Facilitator-Led Activity

Group Activity

Lecture

Type of Activity	Segment	Time
	Introduction	5 minutes
	Self-Assessment: Are You Planning?	10 minutes
	Characteristics of Successful Planning	10 minutes
	Planning for Success	15 minutes
	Tools for Action: Mapping Out Milestones	20 minutes

Course Activities, continued

Chapter Five: Engagement

Type of Activity	Segment	Time
	Introduction	5 minutes
	Self-Assessment: Are you Engaged?	10 minutes
	Characteristics of Healthy Engagement	10 minutes
	Getting Engaged	15 minutes
	Tools for Action: Radio WIIFM, "What's In It for Me?"	20 minutes

Self-Assessment

Reading

Facilitator-Led Activity

Group Activity

Lecture

Course Activities, continued

Chapter Six: Execution

Self-Assessment

Reading

Facilitator-Led Activity

Group Activity

Lecture

Type of Activity	Segment	Time
	Introduction	5 minutes
	Self-Assessment: Can you Execute?	10 minutes
	Characteristics of Flawless Execution	10 minutes
	Planning for Success	15 minutes
	Tools for Action: Mapping Out Milestones	20 minutes

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Course Activities, continued

Chapter Seven: Accountability

Type of Activity	Segment	Time
	Introduction	5 minutes
	Self-Assessment: Who's Accountable?	10 minutes
	Characteristics of Shared Accountability	10 minutes
	Knowing Who Is Accountable for What Performance	15 minutes
	Tools for Action: Creating the Scorecard	20 minutes

Self-Assessment

Reading

Facilitator-Led Activity

Group Activity

Lecture

Course Activities, continued

Chapter Eight: Getting It Done!

Type of Activity	Segment	Time
	Getting Things Done: Phases of Action	10 minutes
	Getting Things Done: Course Review	10 minutes

Self-Assessment

Reading

Facilitator-Led Activity

Group Activity

Lecture

Contents

Chapter Eight: Getting It Done!

Appendix

Course Introduction

Course Objectives

Successful completion of this course will increase your knowledge and ability to:

> Implement your project, team and individual tasks
>
> Understand the *direction* in which you and your coworkers are headed
>
> Establish the *priorities* that will drive success
>
> Build *plans* that produce actionable outcomes
>
> Motivate yourself and others to be enthused and *engaged*
>
> *Execute* your tasks
>
> Be held *accountable* to clearly defined results

Who is this for?

Getting Things Done is designed for:

> Members of project teams
>
> Organization change agents
>
> Special task force members
>
> High-level individual contributors

These individuals need to be able to rapidly, effectively and efficiently implement critical, time-bound work goals to a successful, measurable conclusion.

Lecture: Welcome everyone to *Getting Things Done.* Spend a few minutes going over both the course objectives and the intended course audience.

Lecture: Spend a few minutes going over the topics you will study and the course and the various activities the participants will experience to learn the material.

What's YOUR Situation?

Tell us about the specific situation you want to work on. Read over the list below and circle the project or task that best describes what you want to get done.

Develop/deliver a new training program
Design/implement an organizational change
Introduce a new technology
Introduce a new product or service
Implement a performance management system
Create a compelling communication plan
Work across organizational boundaries
Other_____

After you have determined the project/tasks you want to focus on in the program, list the three greatest challenges to your success in the space below.

_____

_____

_____

_____

_____

_____

Chapter **One**

STUCK IN THE MIDDLE!

Introduction

Write down what it *looks like* when you implement a major project or task successfully.

_____

_____

_____

_____

_____

Write down your *personal reaction* to completing a major project or task successfully.

_____

_____

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_____

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The Case for Change

"I'm not the boss, so how do I get it done?" Sound familiar? Many of us have had the experience of either developing or being given a well-thought-out plan or set of tasks or performance objectives, only to have the implementation fall flat. Often, handing off a project to mid-level managers and individual contributors leaves them between the "rock" of executive vision and the "hard place" of employee action. Managers and employees stuck in the middle between *knowing* what they have to do and *getting* their people to do it often face the greatest challenges of their careers—especially when the "what" is to get their organization, project or team to go in a new direction.

> "*Organizations that successfully make strategy happen have galvanized their mid-level managers and employees to carry out the "heavy lifting" of the executive vision.*"
>
> -Right Management Associates: *"Creating Value through Mergers & Acquisitions"*

Direction, *Priorities*, and *Planning* help you get things done by focusing on thinking it through. *Engagement*, *Execution* and *Accountability* help you get things done by focusing on taking action. When you align the tangible outcomes of each of these behaviors, you will GET THINGS DONE!

Thinking it Through	Taking Action
Direction	Engagement
Priorities	Execution
Planning	Accountability

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Thinking It Through and Getting the Buy-In You Need

Thinking it through refers to the ideas and reasons for making changes to processes, structure, projects and tasks.

Business best practices indicate that well-thought-out change plans provide you with a concrete picture of how your organization's products, processes, and/or services will look at some future date. The vision of the change is so clear that you could literally, if asked, sketch it out on a paper napkin. Your sense of urgency about moving ahead is so great that you are bursting to communicate it to others, and your tasks are clearly prioritized. At a high level of authority, you have mapped out your general timeframes, budget and personnel requirements, and analyzed any threats that might impede your progress.

Signs that you, your project team, and/or your task group members may not be thinking it through are:

-you may be "fuzzy" on the future;

-you only have vague senses of where to go and what to do next; or

-management may come across as "I'll know it when I see it" concerning expectations.

As a result, you may be complacent about the need to change. Indeed, you may deny that any change is necessary, as "everything seems OK." There may be little concrete data on budgets, resources, or any other analysis that would drive and support a change.

In order to *get the buy-in* you need to get things done successfully, you need to have direction, priorities, and plans that are complete, clear and communicated. Chapters 2 through 4 of *Getting Things Done* will help to facilitate your success.

Taking Decisive Action: Delivering on Your Commitments

Taking decisive action refers to the feelings, practices, and metrics for making changes to processes, structures, projects, and tasks.

Business best practices indicate that not only should you be a zealot for the changes you want to make, you should also have the kind of infectious enthusiasm that gets everyone to champion your cause and get engaged. You should know exactly who needs to be on your team to win, what they need to do, and how to play. You should have a "deep bench." All of the players should know how they are doing, when and where they need to change midcourse. Everyone should know how they are performing—there should be no surprises.

Signs that you and/or your project, team or task members may not be taking decisive action are:

- you do not feel sincere about the changes you and your organization need to make;

- you may be hedging your bets against your own success; or

- you're not sure how to "keep score" of your goals, and who exactly is accountable for what.

As a result, you may take a "decide and announce" approach to action, fail to include key stakeholders in your decisions, or leave it up to others to figure things out, in effect distancing yourself from your tasks. Performance assessments may appear ad hoc, unfair, or both.

To *deliver on your commitments*, you need to be personally engaged and able to execute plans effectively, and you need have clear accountability for actions. Chapters 5 through 7 of *Getting Things Done* will facilitate your success.

Lecture: This section goes into an overview of the ideas in the chapter, and gives behavioral examples of how to get employees to take decisive action and make decisions on a project or task. The goal is to generate the second of two key success factors of successful implementation: to get a level of **commitment** from team members and stakeholders as you complete your project/task. Without commitment, no amount of vision, planning or influencing will ensure success. Time and again, it has been proven that measurable, accountable progress that is visible to all is necessary for success.

Most managers and employees know this, at least intuitively. *Getting Things Done*, specifically the sections on Engagement, Execution and Accountability, demonstrates the learnable behaviors that participants and their team members and stakeholders can use to ensure delivery on commitments.

Facilitated Discussion: In this section, have participants reflect on the projects/tasks they identified earlier in the course. Specifically, they are to follow the instructions on this page and think of knowledge- or information-related barriers to success, along with any corrective action they could, in hindsight, have taken.

Similarly, participants are to refer to the projects/tasks they identified earlier and think of the actions, or observable behaviors, that inhibited success and any corrective action they could have taken.

It is important that participants keep in mind their real-world experiences of what worked and what got in the way of success on their past projects/tasks. As the course instructor, you will want to refer to these experiences and examples throughout the course.
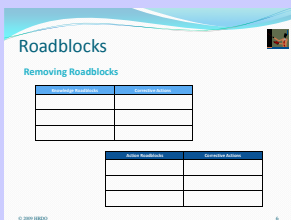
Getting Unstuck: Roadblocks to Success

Instructions: In the spaces below, write down the "knowledge roadblocks" to your success: the information, facts and data you need to know—but don't yet have—to be successful. Then write in the corresponding actions you are going to take to secure the knowledge.

Knowledge Roadblocks	Corrective Actions

Instructions: In the spaces below, write down the "action roadblocks" to your success: the timeframes, relationships and roles you need to know—but don't yet—to take concrete steps forward. Then write in the corresponding actions you are going to take to secure the knowledge.

Action Roadblocks	Corrective Actions

"For you as a leader, moving from the concept to the critical details is a long journey."

-Bossidy and Charan, *Execution: The Discipline of Getting Things Done.*