

STEP UP: GETTING WORK DONE

Facilitator's Guide



1. Overview

STEP UP is an eight-course Pre-Supervisory Curriculum designed to help you build foundational skills and understanding needed to lead yourself and others. By the end of your participation, you'll have a deeper understanding of how to leverage your strengths to increase your effectiveness in the workplace, and discover additional ways to take charge of your career at Penn.

2. STEP UP Program Objectives

By the end of this program, you will be able to:

- Demonstrate how to lead self and lead others
- Leverage your unique strengths
- Recognize your role in creating an inclusive work community
- Take charge of your career at Penn
- Improve your professional network at Penn
- Describe best practices for planning, organizing and delegating work
- Apply best practices for contributing to and managing teams
- Demonstrate greater flexibility, resilience and adaptability
- Take your communications skills to the next level
- Manage your relationships at Penn
- Enhance your workplace credibility

3. Today's Objectives – Getting Work Done

By the end of class today, you will be able to:

- Understand how to increase your productivity
- Increase your emotional intelligence
- Recognize when and what to delegate
- Create your ideal workflow management system
- Recognize and mitigate threats to your productivity

4. Pre-Class Checklist

Logistics

- Room set-up – Tables with 4-5 people; number of tables dependent on enrollment
- Participant sign-in sheet

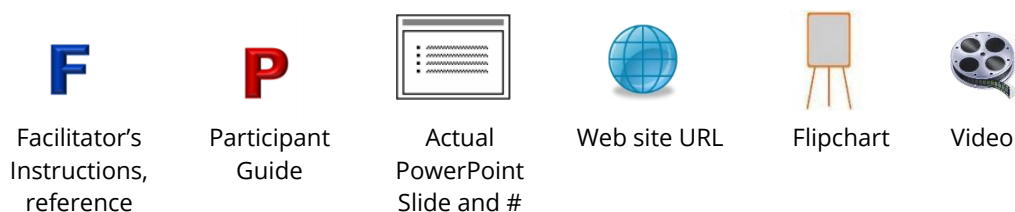
Materials

- PowerPoint Presentation
- 4 Flip Charts (for activities)
- Video (links in PowerPoint slides)
- Participant Guide and Handouts

Equipment

- PC, overhead projector, wireless remote

Icon Key



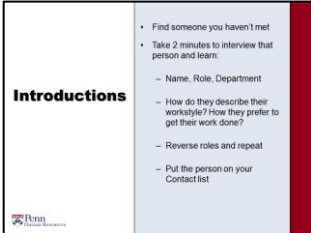

5. Agenda at a Glance


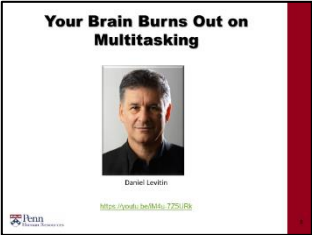

Duration: 3 Classroom Hours

Topic		Block Time	Facilitator/ Speaker
1	Opening: Welcome, Overview and Objectives	5 min	
2	Introductions	10 min	
3	Optimizing STEP UP	10 min	
4	My Typical Working Day	15 min	
5	Increasing Your Productivity	5 min	
	Break	10 min	
6	Self-Awareness	20 min	
7	Awareness of Others	10 min	
8	Execution	35 min	
9	Delegating	15 min	
10	Threats to Productivity	25 min	
11	Action Planning, Networking, Next Steps	20 min	

6. Facilitator's Notes

1	Opening: Welcome, Overview and Objectives	
5 minutes	<p>Slides 1-4</p> <p>WELCOME participants and Introduce Yourself (briefly share your background and your passion for delivering learning/training)</p> <p>INTRODUCE the STEP UP Program; review:</p> <ul style="list-style-type: none"> • STEP UP Objectives • Participation Roadmap • Today's Objective 	<p>Slides 1-4</p> <div data-bbox="1260 447 1568 678"> </div> <div data-bbox="1260 720 1568 951"> </div> <div data-bbox="1260 993 1568 1224"> </div> <div data-bbox="1260 1266 1568 1497"> </div>

2	Introductions	
10 minutes	<p>Slide 5</p> <p>Purpose: Participant introductions; encourage networking</p> <p>Flow:</p> <ul style="list-style-type: none"> • Give directions for activity • Conduct activity • Debrief <p>Key talking points:</p> <ul style="list-style-type: none"> • Stress the importance of Networking in each session of STEP UP. Building relationships and connections across campus. Networking is critical for leaders' success. <p>Networking Sheet: Handout list of today's participants with contact info (name, title, dept., campus location, biz phone number, email, etc.)</p>	<p>Slide 5</p> 
3	Optimizing STEP UP	
10 minutes	<p>Slide 6</p> <p>Purpose: Optimizing STEP UP</p> <p>Flow:</p> <ul style="list-style-type: none"> • Give directions: Answer the questions in the participant guide - "Recognize and Value" • Conduct activity • Debrief <p>Key talking points:</p> <ul style="list-style-type: none"> • Wherever you are in your strengths related to getting work done, you can always be learning and developing • Fully utilizing your strengths can help you get work done more efficiently/effectively and enhance your contribution to your team, department and workplace 	<p>Slide 6</p> 

4	My Typical Working Day	
15 minutes	<p>Slide 7</p> <p>Purpose: Demo the challenge of managing priorities</p> <p>ACTIVITY – WITH BALLS.</p> <p>Just when you think that things are going smoothly...a crisis erupts. Priorities change and the scramble is on. Sound familiar?</p> <p>Flow:</p> <ul style="list-style-type: none"> • I need five volunteers. • Stand close together in a circle. • In a moment, I will introduce a ball to the group. Pass this ball around to each other – keep passing it around when I give it to you. • Let's begin! <p>Talking points:</p> <ul style="list-style-type: none"> • What a beautiful day. You have it all planned out. You are going to get so much done. • Ball 1: Your VP wants the statistics for the past 6 months. • Ball 2: Uh oh. Your co-worker called in sick so you have to cover her appointments today. • Ball 3: Your child's school left you a message saying that she is sick and to arrange someone to pick her up. You call your sister. • Ball 4: Bob from the next office stops by and sits down and begins to tell you about his gardening projects. • Ball 5: You just realized that you need to set up a meeting about a report you need. • Ball 6: Your Outlook reminds you in 15 minutes you have a meeting across campus. <p>[Thank volunteers; they can be seated.]</p> <p>Debrief:</p> <ul style="list-style-type: none"> • How did that feel? Both volunteers and the observers? <p>Slide 8</p> <p>Play video and transition to next slide for discussion</p> <p>Time: 2 min, 46 sec</p>	<p>Slides 7-8</p>    <p>Time: 2 min, 46 sec</p>

Slide 9

Purpose: Debrief video and demo how the brain doesn't multitask

ACTIVITY:

Flow:


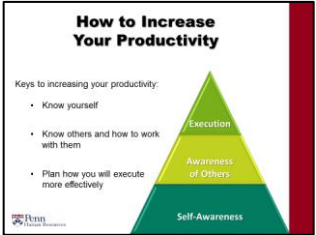
- Give directions for activity
- Conduct activity
- Debrief/discuss

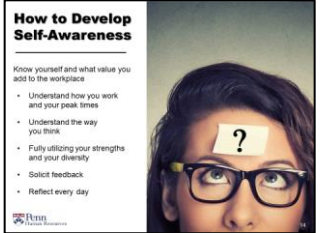
Talking points:

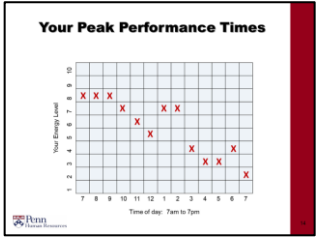

- We don't actually perform two tasks – our brains switch back and forth.
- **Let's try a small experiment:**
 - Draw two horizontal lines on a piece of paper.
 - Now, have someone time you as you carry out the two tasks that follow:
 - On the first line, write: Multitask or switchtask
 - On the second line: write out the numbers 1–22 sequentially, like those below:
 - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20 21 22
- How much time did it take to do the two tasks? Usually it's about 20 seconds.
- **Now, let's multitask.**
 - Draw two more horizontal lines. Again, have someone time you,
 - Write a letter on one line, and then a number on the line below
 - Then the next letter in the sentence on the upper line, and then the next number in the sequence, changing from line to line.
 - In other words, you write the letter "M" and then the number "1" and then the letter "u" and then the number "2" and so on, until you complete both lines.
 - **M u.....**
 - **1 2.....**
- I'll bet your time is double or more what it was on the first round.
- You also may have made some errors and you were probably frustrated since you had to "rethink" what the next letter would be and then the next number.

Slide 9

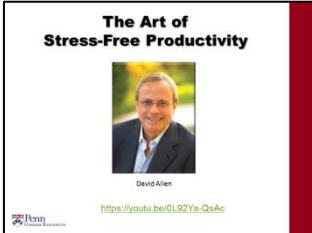

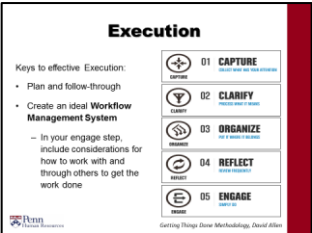
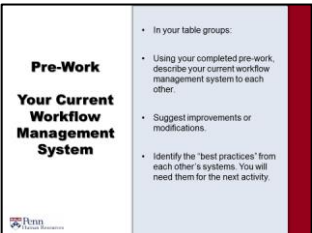
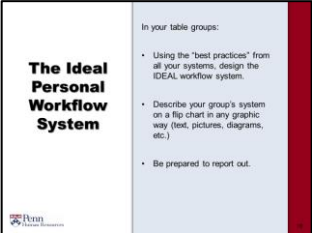


5	Increasing Your Productivity	
	<p>Slide 11</p> <p>Purpose: Learning to increase your productivity – “work smarter, not harder”</p> <p>Flow:</p> <ul style="list-style-type: none"> • Quick review and discussion <p>Talking points:</p> <ul style="list-style-type: none"> • As we’ve seen Multi-tasking or switch-tasking is not the way to “Get Work Done” • Instead focus on increasing your productivity. • Ask them: If someone asked you how to improve their productivity – what would you recommend that they do? • Let’s talk about how to Boost Productivity whether you are working individually or with others. <p>Slide 12</p> <p>Purpose: Learning to increase productivity – what to focus on</p> <p>Flow:</p> <ul style="list-style-type: none"> • Review slide content <p>Talking points:</p> <ul style="list-style-type: none"> • It’s important to approach work mindfully; be present and understand yourself and other you work with. • Get to know your colleagues/team members • Remember in Communicating we learned communication styles; be sure to flex your communication style. This can increase your productivity and the productivity of others as you avoid communication misunderstandings • You are accountable for your productivity and it’s critical that you execute well and get work done efficiently, effectively and on time. 	<p>Slides 11-12</p>  
10 minutes	Break	

6	Self-Awareness	
20 minutes	<p>Slide 13</p> <p>Purpose: Developing greater understanding of self and importance in the workplace</p> <p>Flow:</p> <ul style="list-style-type: none"> • Review content • Identify peak performance times (use the page in the Participant Guide) <p>Talking points:</p> <ul style="list-style-type: none"> • Self-awareness is one's ability to have a clear understanding of his or her personality, range of emotions, motivations, beliefs, values, thoughts, weaknesses and strengths. • Self-awareness also helps a person to recognize other people's perception of them. • Self-Awareness is foundational in increasing your productivity. <p>Facilitator this extra info is to prepare you; not to be read verbatim to the participants</p> <ul style="list-style-type: none"> • Here are some ways to develop your self-awareness: <ul style="list-style-type: none"> – <u>Understand the way you think</u>: When you become conscious of your cognitive processes, you can better manage the way you emote. The slightest off-putting thought can aggravate to negative effects that may prove burdensome to your productivity and performance. By practicing self-awareness, you prevent yourself from reacting inordinately to any situation. – <u>Solicit feedback</u>: You can easily solicit feedback in informal settings, e.g. when you are talking with manager or colleagues about how you perform and behave. – <u>Reflect every day</u>: Set aside time once a day to be alone and take stock of your performance and interactions with others. Also, do regular project post-mortem evaluations. – Learn to discern between healthy self-awareness and self-consciousness that borders on paranoia. Also, take note that self-awareness is less being self-centered than taking genuine interest in the organization as a whole. 	<p>Slides 13-14</p>  <p>How to Develop Self-Awareness</p> <p>Know yourself and what value you add to the workplace</p> <ul style="list-style-type: none"> • Understand how you work and your peak times • Understand the way you think • Fully utilizing your strengths and your diversity • Solicit feedback • Reflect every day <p><small>© 2015 Pearson Education, Inc.</small></p>

	<p>Slide 14</p> <p>Purpose: Self Awareness – Understanding your Peak Performance Times</p> <p>Flow:</p> <ul style="list-style-type: none"> Review content Have participants identify peak performance times (use the page in the Participant Guide) <p>Talking points:</p> <ul style="list-style-type: none"> <u>Understand how you work, your peak times:</u> Be conscious of your workstyle preferences, what motivates you, and your peak times for work. Try to schedule your work during your peak times. What type of environment do you need for peak performance Let's identify your peak performance times (use Participant Guide page) 	
7	Awareness of Others	
10 minutes	<p>Slide 15</p> <p>Purpose: Increasing awareness of others</p> <p>Flow:</p> <ul style="list-style-type: none"> Review content <p>Talking points:</p> <ul style="list-style-type: none"> Facilitator: Although the focus is not EQ, define the concept briefly for those who don't know it. <ul style="list-style-type: none"> EQ – emotional intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically Awareness of others is as important as self-awareness. To be a true success we must possess masterful people skills. <p>Facilitator this extra info is to prepare you; not to be read verbatim to the participants</p> <ul style="list-style-type: none"> 4 Ways to use EQ to boost productivity: <ul style="list-style-type: none"> <u>Care About People:</u> Caring is a simple thing to do, but not always expressed or genuine in its delivery or tone. We need to balance what the job/project requires with the human spirit. Make the extra effort to say thank you and be consistent about it. Show that you care about people. This gesture is more powerful than you might think in enabling you work with 	<p>Slides 15</p> 

	<p>other more productively and achieve your goals and objectives.</p> <ul style="list-style-type: none">– <u>Embrace Differences to Make a Big Difference</u>: People want to be authentic and appreciate those who embrace their differences. Be more sensitive about how to leverage differences in people to assemble great teams and assign unique talents and abilities to certain situations. Be smart and look for common ground within the differences between people. Don't view differences as a melting pot, but rather as a mosaic of opportunities.– <u>Help Others Experience Significance</u>: Don't get caught up in expecting others to be more like you– but rather supporting people so they feel as if they are creating an impact, that they can make a mark for themselves and those around them.– <u>Be Accountable for your contributions</u>: This means you must hold yourself equally accountable and enforce the same rules of engagement that you expect from others. Accountability defines one's real intentions. The more accountable you are, the more you can be trusted.	
--	---	--

8	Execution	
35 Minutes	Slide 16 VIDEO Video is 6 min, 5 seconds	Slides 16-23
	Slide 17 Purpose: How to execute effectively; Workflow management system Flow: <ul style="list-style-type: none">Review contentDiscuss Talking points: <ul style="list-style-type: none">Now that we've increased our self-awareness and awareness of others, let's talk about enhancing your execution by reviewing your Workflow Management System.	  6 mins, 5 seconds
	Slide 18 Purpose: Review Pre-work Flow: <ul style="list-style-type: none">Review activity directionsGroup discussion of pre-workIf they didn't complete, that's okay; refer to it in the Participant Guide Talking points: <ul style="list-style-type: none">Review the definition of a systemIn your groups, describe your current personal workflow management system – how you get work done day to day.Then, provide feedback to each other; discuss improvements or modifications to your current system.Identify the “best practices” from the whole group's systems.	
	Slide 19 Purpose: Creating an Ideal Workflow Management System Flow: <ul style="list-style-type: none">Group activityGive directions	
		

Talking points:

- Now that you all know about each other's systems, develop an IDEAL workflow management system to get the most work done.
- Review directions.
- You will have to individually come up with your own system, one that works best. Don't forget, in the Engage Stage, to consider others you need to work with or through to get work done. Also, think of this:
 - Determine your system once – get it organized and then you will never have to think about it again!
- What questions do you have about this activity?
- Ask for volunteers to present their workflow system.

Slide 20

Purpose: Learning to get things (distractions) off your mind

Flow:

- Class activity

Talking points:

- Let's try to unclutter our mind! There is a lot of "stuff" in there – stuff is anything you've allowed into your psychological or physical world that doesn't belong where it is.
- Write down everything in your mind now: that project you were just given, what's bugging you, what distracts you, what interests you, what in some way consumes a large part of your consciousness right now. Just dump out ideas as fast as you can!!
 - Examples:
 - I need to buy milk.
 - I need to set up a meeting with Tammy
 - I need to write my self-appraisal
- Next, write down the VERY NEXT physical action required to move the thought, situation forward. JUST THE NEXT STEP.
 - What visible action would you take?
 - Stop at Wawa on the way home
 - Send Tammy a meeting invitation on Outlook
 - Label a folder self-appraisal

Brain Dump	
Thoughts or Task	Next Action Step

© 2011 Pearson Education, Inc.

Slide 21

Purpose: Debrief

Flow:

- Discussion

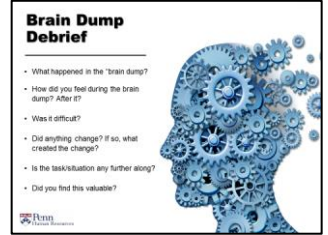
Talking points:

- How did it feel?
- What is the value? (Feeling in control, relief, made me more motivated to start it.)
- Were there any feelings of stress?
- Did writing down the next action step help? How?
- If anything positive happened in the “brain dump: exercise think about this:
 - What changed, what happened to create that improved condition?
 - The situation is no further along
 - It is not finished in the least

Optional Info - Facilitator this extra info is to prepare you; not to be read verbatim to the participants

- You probably acquired a clearer definition of the desired outcome and the next step required.
- You didn't do very much – **you just thought about it.**
- Many just have a resistance to just starting something. (Procrastination)
- If something's on your mind, until it has been clarified and next action steps decided it will remain there until your brain is full confused and stressed.
- Get it out of your head, it doesn't belong there.
- It belongs in one of your collection tools, buckets, ready to be acted upon.

The key is not to manage time (over which you have little control), but to manage your actions. You can't take action until you have identified it.



Slide 22

Purpose: Action plan for tomorrow – utilize the learning immediately

Flow:

Individual activity

Talking points:

- Who uses the “good old” TO DO list? I do!
- This is the extent to the typical “TO DO list” – not very inspiring – where is the priority?
- Let me show you a better one!
- [REFER to the two-sided copy in their handouts that they can make copies from; also, page 9 of their participant guide.]
- This is a great way to prioritize your tasks daily:
 - 1 big thing (my problem is that I usually have 3 big things!)
 - 3 medium things
 - 5 little things
- Fill out this TO DO list based on the work you have to do tomorrow.

Slide 23

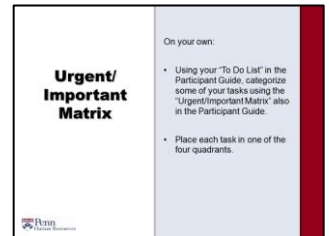
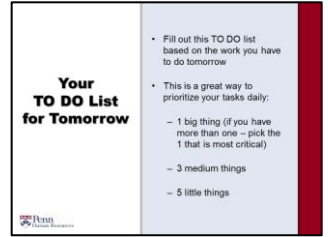
Optional Activity: [If you have time, this gives the participants another way to prioritize.]


Flow:

- Review directions

Talking points:

- After the activity:
 - Tell me how that works for you?
 - What did you like about it?
 - Dislike?



9	Delegating	
15 minutes	<p>Slide 24</p> <p>Purpose: Learning to delegate without authority</p> <p>Flow:</p> <p>Review content</p> <p>Talking points:</p> <ul style="list-style-type: none"> It's possible to get results from people who don't report to you; influence colleagues in differing roles or generations; and lead initiatives without being the boss. <p>Facilitator this extra info is to prepare you; not to be read verbatim to the participants</p> <ul style="list-style-type: none"> Lateral Leadership: <ol style="list-style-type: none"> Networking: Cultivate a broad network of relationships with the people inside and outside your company whose support you need to carry out your initiatives. If networking doesn't come naturally to you, create a personal discipline through which to acquire this capability. Conger maintains that "certain people are portals to other people—they can connect you to more and bigger networks. You need to build relationships with these individuals in particular." Constructive persuasion and negotiation: Too many managers, Conger says, wrongly view persuasion and negotiation as tools for manipulation. But conducted with an eye toward mutual benefit, they can vastly enhance your influence. To make persuasion and negotiation constructive rather than manipulative, view the person you're dealing with as a peer instead of a "target." Take courses and read books on these subjects to hone your skills. And find a seasoned colleague within the company who can serve as a confidant and brainstorming partner. Consultation: Take time to visit the people whose buy-in you need. Ask their opinions about the initiative you're championing. Get their ideas as well as their reactions to your ideas. Coalition building. It's a fact of human nature that several people who are collectively advocating an idea exert more influence than a lone proponent. For this reason, coalition building plays a vital role in lateral leadership. By building coalitions, Conger explains, you gather influential people together to form "a single body of authority." To assemble a powerful coalition, begin by asking yourself who's most likely to be affected by the change you're 	<p>Slides 24-26</p> 

proposing. Whose “blessing” do you need—whether in the form of political support or access to important resources or individuals? Whose buy-in is crucial to your initiative’s success?

HBR Article – Exerting Influence without Authority

Slide 25

Purpose: Why delegate

Flow:

- Briefly review slide content

Talking points:

- It’s important to review your tasks or project and decide how to “get them done”
- By delegating you can get things done faster and more efficiently

Slide 26

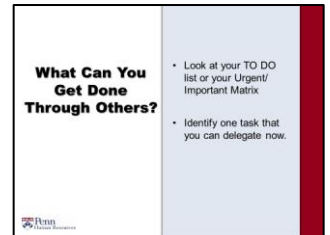
Purpose: Learning to delegate


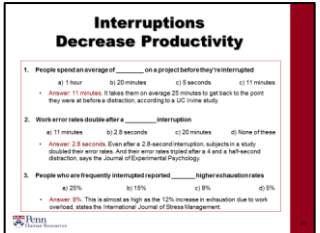

Flow:

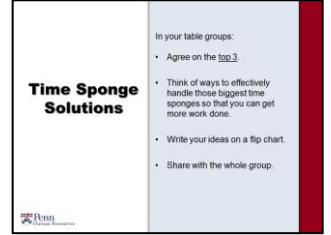

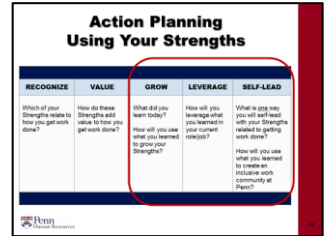
- Individual activity
- Discussion

Talking points:

- Let’s talk about delegating
- How did that go?
- Did you have a hard time identifying what you can delegate?
- How comfortable are you with delegating?
- When you delegate, do you remain attached to the task/project? Do you have a hard time letting go and letting the other person do the work the way that they “do work”?



10	Threats to Productivity	
25 minutes	<p>Slides 27</p> <p>Section header</p> <p>Slide 28</p> <p>Purpose: Increase productivity – a few facts about interruptions</p> <p>Flow:</p> <ul style="list-style-type: none"> Do the quiz with the class and discuss <p>Talking points:</p> <ul style="list-style-type: none"> Let's talk about how to identify "Threats to your productivity" and determining how to eliminate them. Consider your PACE – differences between recovery time from interruptions: <ul style="list-style-type: none"> Reds and Blues may find distractions easier to handle than greens and yellows, who will find distractions disruptive; they will have a harder time recovering than reds and blues. When working with others on a project or task there will be necessary interruptions that you have to manage. You need to hear their need or request, deal with it immediately if it's urgent; if it's not urgent give them a time when you will follow-up with them. Before you interrupt someone's work determine if your need is urgent or can wait until they are available; if it can wait, can you send an email and not interrupt them? <p>Slide 29</p> <p>Purpose: Increasing productivity</p> <p>Flow:</p> <ul style="list-style-type: none"> Individual Activity <p>Talking points:</p> <ul style="list-style-type: none"> Time Sponge-- thing that others do or that happen in the work environment that break your focus and steal your time. Just as we saw in the juggling activity, no amount of planning your day can make it go as you so carefully planned. What you can do is get some control on how you deal with these breaks in your day. Let's first identify how your time is taken from you. We need to know the source of the drain of time and energy in order to do something about them. Take a few minutes now to write down your biggest time sponges at work. 	<p>Slides 37-42</p>   

	<p>Slide 30</p> <p>Purpose: Identifying things that steal your time; decrease productivity</p> <p>Flow:</p> <ul style="list-style-type: none"> • Group Activity • Participants flip chart their ideas • Have a person from each group report out what they wrote • Discuss <p>Talking points:</p> <ul style="list-style-type: none"> • In this next part, we will work in our table groups to solve some of your biggest time sponges. • Let's take a look at your top 3 sponges and your recommended solutions 	
11	Action Planning, Networking, Next Steps	
20 minutes	<p>Slide 31</p> <p>Section header</p> <p>Slide 32</p> <p>Purpose: Action Planning with Strengths</p> <p>Flow:</p> <ul style="list-style-type: none"> • Use pages in participant guide – answer questions (Grow, Leverage, Lead) • Give them time to think and answer • Lead a hearty discussion about today's learning and their entire action plan from Recognized to Self-Lead <p>Talking points:</p> <ul style="list-style-type: none"> • Today we've learned about getting work done and how to increase your productivity • Important to plan for your success and development • Take some time to think about each question; then answer • Lead discussion – ask for volunteers to share • Talk about their Strengths and how use and develop 	<p>Slides 31-35</p>  

Slide 33

Review briefly

Slide 34

Review Next Steps

Slide 35

Purpose: Thank you

Flow:

- Close the session
- Encourage registration
- Close

Talking points:

- It's been an absolute pleasure working with you today
- Thank you for attending
- Be sure to register for your next session – space is limited

Post-Work Assignment

1. **Build Your Network:**
 - Goal: Meet with 1-2 classmates a month for coffee or lunch



2. **Teach Back:**
 - Ask your manager if you can share key learnings at a team or department meeting



STEP UP
University of Utah
Professional Development

Next Steps

- Practice:
 - Be intentional about applying what you have learned and sharing with co-workers.
- Action Plan – Optimizing STEP UP:
 - Rate yourself monthly. On a scale of 1-10 how did are you doing on your Action Plan?
 - Set goals to improve



STEP UP
University of Utah
Professional Development

Thank You For Participating



**Be sure to register
For your next STEP UP Session**

STEP UP
University of Utah
Professional Development