

A course in Leadership Development

March 2016

Course Objectives:

- 1) Identify:
 - a. Benefits of effective delegation
 - b. Barriers to effective delegation
- 2) Describe the principles of delegation
- 3) Prevent reverse delegation

Delegation

The sharing of authority, responsibility and accountability between two or more people.

Situational Leadership

Situational Leadership is a model developed by author Ken Blanchard and Dr. Paul Hersey which promotes matching a range of management styles to a range of employee development levels.

Development Level . . . in the specific situation!

A measure of an individual's degree of competence and level of commitment to complete a task . . . in the specific situation!

Competence: a function of an individual's knowledge and skills

Commitment: a function of an individual's confidence and motivation

Four Development Levels:

(D-1) Enthusiastic Beginner:	Low Competence	High Commitment
(D-2) Disillusioned Learner:	Some Competence	Low Commitment
(D-1) Reluctant Contributor:	High Competence	Variable Commitment
(D-1) Peak Performer:	High Competence	High Commitment

Leadership Styles . . . in the specific situation!

A range of responses designed to elicit the highest productivity from each employee. Responses result from applying a balance of directive and supportive behaviors that meet the employee's needs within the context of a task . . . *in the specific situation!*

Directive Behavior: one-way communication, close supervision, feedback, control; specifically instructing an employee what to do, how to do it, and by when to have it done

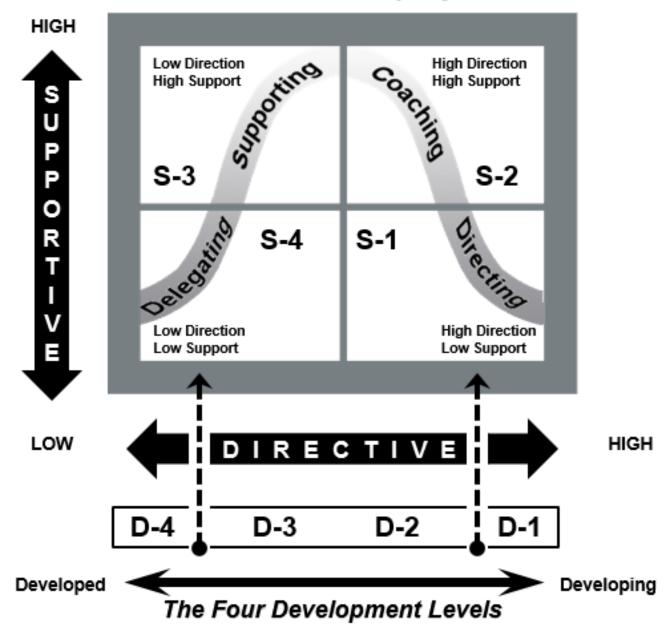
Supportive Behavior: two-way communication, listening, explaining decisions, facilitating involvement in decision-making, encouraging, offering praise

Four Leadership Styles:

(S-1) Directing:	High Direction	Low Support
(S-2) Coaching:	High Direction	High Support
(S-3) Supporting:	Low Direction	High Support
(S-4) Delegating:	Low Direction	Low Support

Situational Leadership

The Four Leadership Styles



Three Aspects of Delegation:

The sharing of authority, responsibility and accountability between two or more people.

a) Authority:

The right to make decisions and take action

b) Responsibility:

The obligation to make decisions and take action

c) Accountability:

The requirement to answer for results

Relationship of Delegation to Leadership:

- Leadership is the process of influencing others toward the accomplishment of organizational goals.
- Leadership requires the development of employees in order to help them maximize their potential.

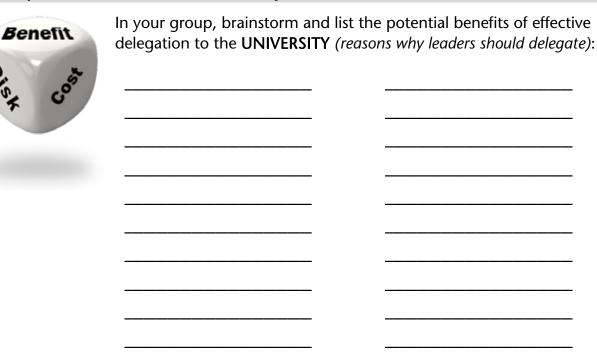


Benefits and Barriers of Delegation

On the following pages, identify the benefits of delegation to the University, to the supervisor, and to the employee (*why leaders <u>should</u> delegate*). Additionally, identify potential barriers to delegation (*why leaders are unwilling to delegate*).

Benefits and Barriers of Delegation

Group 1: Benefits to the University



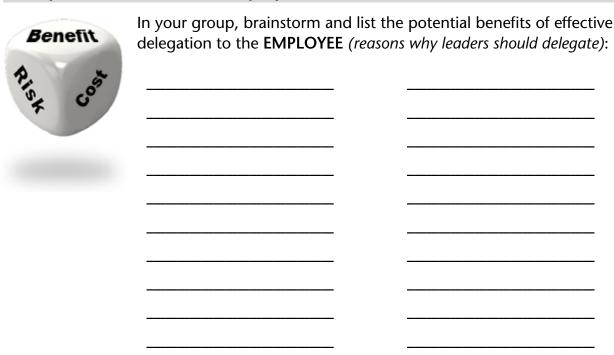
Group 2: Benefits to the Supervisor



In your group, brainstorm and list the potential benefits of effective delegation to the **SUPERVISOR** (*reasons why leaders should delegate*):

Successful Delegation March 2016

Group 3: Benefits to the Employee



Group 4: Barriers to Delegation



In your group, brainstorm and list the potential barriers (reasons leaders are unwilling to delegate):

9 Principles of Delegation



1) Delegate the right task

a) Do Delegate:



- Any routine task
- A task you've been putting off
- A task you've been wrestling with without success
- A task you dislike which would be "fun" for someone else
- An unexpected, unplanned requirement
- b) Don't delegate:



- Supervisor/Employee responsibilities
- Confidential tasks
- High-risk tasks
- The vital few

- c) Getting started
 - List all tasks you perform
 - Evaluate each task for potential delegation, using criteria above
 - Select one or two tasks with which to try the delegating processes

2) Delegate to the Right Person

- Employee must be competent
- Employee must be ready
- Self-confidence is critical
- Credibility is needed

3) Clearly Define the Responsibility

- a) Define the task
 - What?
 - How much?
 - How well?
 - By when?
 - Where?
 - With whom?
- b) Provide necessary information
- c) Provide necessary training

4) Delegate adequate authority

- a) Amount of authority must match amount of responsibility
- b) Notify others if appropriate
- c) Define the limits of authority (how much?)
 - Take action only after clearing with supervisor
 - Take action and report results to supervisor
 - Take action

5) Get agreement

- a) Provide opportunity for acceptance or rejection
- b) Cannot **force** acceptance
- c) Employee should want the assignment

6) Demand accountability

- a) Employee should have to answer for results
- b) Be clear that you will evaluate final results against the established criteria

7) Establish feedback mechanisms

- a. Determine milestone dates to assess progress
- b. Determine mode whether feedback will be face-to-face or written
- c. Feedback frequency depends on:
 - Complexity
 - Importance

- Immediacy
- Employee
- d) Strike a balance

8) Provide for emergencies: keep an open door

- a) Back off leave employee alone
- b) Allow opportunity for self-correction
- c) Be willing to tolerate different approaches
- d) Let go but don't drop-out keep an open door

9) Reward accomplishments

- a) Provide positive reinforcement while task is in progress
- b) Reward final product if it meets criteria
- c) Provide constructive feedback on deficiencies
- d) Solicit feedback from employee also

Evaluating the Delegation Process

Consider each principle-based question below. For each scenario, place a check-mark in the appropriate box if your response to the question is "Yes".

Delegation Principle		Video Scenario			
		#1	#2	#3	#4
1)	Did the supervisor delegate an appropriate task?				
2)	2) Did the supervisor delegate to the right person?				
3a) Was the task clearly defined?					
3b) Were expected results clearly defined?					
3c)	Did the employee receive enough information to be able to complete the task?				
3d) Was a due date specified?					
4a) Was authority level clearly specified?					
4b)	Was authority level enough for the assignment?				
5)	Was the employee offered an opportunity to accept or reject the assignment?				
6)	Was it clear that the employee would be held accountable for final results?				
7)	Did the supervisor provide for feedback?				
8)	Did the supervisor keep an open door?				
9)	Was there adequate suggestion of meaningful reward?				

Preventing Reverse Delegation

When a supervisor accepts responsibility for a task which rightfully belongs to an employee.

Consequences:

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Three Steps to Employee Empowerment

1) Ask for a brief description of the problem.

The goal is to encourage your employee to logically think through the issue, instead of just reacting to the crisis.

Ask the employee to generate some alternatives with or without your help.
Follow through by helping the employee list the benefits and disadvantages of each.

The goal is to guide the employee through the process of analyzing each alternative.

3) Ask the employee to recommend the best solution, and probe to find out the reason behind this selection.

Summary

- Remember your primary responsibility is to make sure the work gets done – not to do it all yourself!
- ✓ Delegation is a shared opportunity for you and the employee:
 - You have more time to focus on critical issues that will move the department forward.
 - The employee can grow and develop through accepting and completing higher order tasks.
- Remember the Principles of Delegation. Consciously consider each one when preparing to delegate.
- ✓ Reap the benefits of effective delegation.