
DELEGATING FOR GROWTH



INSTRUCTOR GUIDE

1/2-DAY COURSE

HRDQ

DELEGATING FOR GROWTH

Copyright © 2010 by HRDQ

Phone: (800) 633-4533

Fax: (800) 633-3683

HRDQ.com

No part of this publication may be reproduced or transmitted in any form or by any means except as permitted under HRDQ's End User License Agreement (a copy of which can be found at HRDQ.com/legal), and the 1976 United States Copyright Act (17 U.S.C.) sections 107 and/or 108. Inclusion in any publication, whether for commercial or non-commercial purposes, is prohibited. Requests for permission to reproduce or reuse this content outside the terms of the End User License Agreement, should be addressed to permissions@hrdq.com or (610) 279-2002

For additional Reproducible Program Library licenses please contact the HRDQ Client Solutions Team at (800) 633-4533

The material in this publication is provided "as is." HRDQ disclaims any warranties, expressed or implied, regarding its accuracy or reliability, and assumes no responsibility for errors or omissions. To the extent permissible by law, HRDQ accepts no liability for any injuries or damages caused by acting upon or using the content contained in this publication.

ISBN 978-1-58854-600-5

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

Module One: The Purpose of Delegation

Type of Activity	Segment
------------------	---------



Course Objectives



Reading



Your Attitude Toward Delegation



Written Exercise



Why Delegate?



Characteristics of Positive Delegation



Facilitation



Barriers to Delegation

Module Two: Preparing Yourself and Your Employees for Delegation



Deciding What to Delegate



Group Activity



Matching People and Projects



Delegation Don'ts

Course Activities (cont.)

Module Three: The Steps of Delegation

Type of Activity	Segment
	Begin with the End in Mind
	Identify Boundaries
	Establish Communication Expectations
	Provide Support
	Anticipate problems
	Review Work
	Activity: Sharing Expectations



Reading



Written Exercise



Facilitation



Group Activity

Module Four: Mistakes, Missteps and Failures

	Letting Employees Make Mistakes
	Help Employees Learn from Mistakes
	After Action Review

Contents

Module One: The Purpose of Delegation	1
Course Objectives.....	2
Your Attitude Toward Delegation	3
Why Delegate?	4
Characteristics of Positive Delegation	5
Barriers to Delegation	6
Module Two: Preparing for Delegation.....	7
Deciding What to Delegate	8
Matching People and Projects	9
Delegation Don'ts.....	11
Module Three: The Steps of Delegation.....	12
Begin with the End in Mind.....	13
Identify Boundaries	14
Establish Communication Expectations	15
Provide Support	16
Anticipate Problems	17
Review Work.....	18
Module Four: Mistakes, Missteps and Failures	20
Letting Employees Make Mistakes.....	21
Help Employees Learn from Mistakes.....	22
Appendix	24
Action plan	25
Course review	26
Suggested resource list	28
Course evaluation	29

Module One



THE PURPOSE OF DELEGATION

Course Objectives

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

- ◇ Recognize delegation as a tool for employee growth (not just as a way to lighten your own workload)
- ◇ Prepare yourself to delegate effectively
- ◇ Assess your employees to determine their delegation needs
- ◇ Match employees and projects appropriately
- ◇ Identify barriers to delegation and overcome them
- ◇ Apply the steps to delegating effectively
- ◇ Handle mistakes, missteps and failures as learning opportunities

Trainer Notes

5 minutes

Introduce yourself and provide a brief background if participants don't know you. Go over logistics (schedule, breaks, restrooms, etc.) and any ground rules for the day. Typical ground rules include no electronics in use, show respect for every participant, participate fully, no dominating or interrupting, etc.

Review the course objectives with participants.

Delegating for Growth

Course Objectives

- Recognize delegation as a tool for employee growth
- Prepare yourself to delegate effectively
- Assess your employees to determine their delegation needs
- Match employees and projects appropriately
- Identify barriers to delegation and overcome them
- Apply the steps to delegating effectively
- Handle mistakes, missteps and failures as learning opportunities

Your Attitude Toward Delegation

Instructions: Read each statement and choose the answer that most closely matches your current attitude and approach toward delegation.

	Almost always	Sometimes	Never
1. I delegate on a regular basis, not just when I'm overloaded.			
2. I delegate to the one or two people I know will do a good job.			
3. I ensure that employees have all the necessary resources (time, budget, equipment, training, etc.)			
4. I worry that an employee may be more competent at a task than I am.			
5. I am prepared to accept responsibility for any complaints.			
6. I worry that the employee won't give the task or project the same attention I would and won't do as good a job.			
7. I believe the benefits of delegating outweigh the extra time it may take for me to start the delegation process and for the employee to complete it.			
8. I feel guilty about delegating tasks to busy employees.			
9. I see delegation as an opportunity to develop all team members.			
10. I assume employees know when they've completed the task successfully.			

Trainer Notes

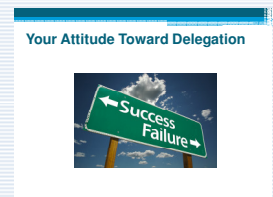
5 minutes

Self-assessment: Allow several minutes for participants to complete the self-assessment.

Ideally, the odd numbers would be answered "almost always" and the even numbers would be answered "never."

Debrief by asking participants in what aspects they are struggling and where they are successful.

You can also use this as an ice-breaker and have participants share with a partner or in a small group.



Why Delegate?

True delegation means giving up a little of what you would like to hold onto (some measure of control) while keeping what you might prefer to give up (accountability).

To help yourself

- ◇ Improve your own productivity
- ◇ Build your skills as a manager
- ◇ Provide an opportunity to work on projects that add value to the organization and increase your own potential for promotion

To help your employees

- ◇ Empower employees and make them more valuable
- ◇ Increase their competence and confidence
- ◇ Build a stronger overall team

To help the organization

- ◇ Increase overall productivity and effectiveness of the organization by increasing effectiveness of individuals
- ◇ Build collaboration, cooperation and personal responsibility throughout the organization
- ◇ Groom successors and aid in succession planning

Trainer Notes

5 minutes

Most people know that delegation is a good idea. This page spells out specific reasons in three different areas—to help the manager, the employees and the organization.

Ask participants to share the reasons that are most meaningful to them.



Characteristics of Positive Delegation

Both the manager and the employee should believe:

- ◇ That employee can perform the task (has the ability, or the ability to learn how)
- ◇ That employee will make the effort required to perform the task
- ◇ That employee will feel the task is meaningful (even if not their favorite thing)—supports the organization, or the employee’s values (or both), etc.
- ◇ That no outside obstacles will prevent them from performing the task

“An empowered organization is one in which individuals have the knowledge, skill, desire and opportunity to personally succeed in a way that leads to collective organizational success.”

Stephen Covey

Trainer Notes

5 minutes

Delegation should be a positive experience for the manager, the employee and the organization. Yes, mistakes will happen. But keeping a focus on the believe that it is worthwhile and beneficial (see previous page), the manager’s and employee’s attitudes should reflect the points on this page.

Barriers to Delegation

Which of the following describes you?

- ◇ “I can do it myself better and faster.”
- ◇ “What if I’m not needed?”
- ◇ “What if they do it better than me?”
- ◇ “I can’t give up control over the final product.”
- ◇ “What if they don’t do it right?”
- ◇ “People will think I’m just trying to lighten my workload.”

Activity

Instructions: Replace each barrier statement with positive self-talk.

Barrier Statement	Positive Self-Talk
“I can do it myself better and faster.”	“In the long run, I will create more time for myself and my employees will have more skills and value.”
“What if I’m not needed?”	“I will pursue new projects that add value to the organization.”
“What if they do it better than me?”	“I will focus on projects that take advantage of my natural strengths.”
“I can’t give up control over the final product.”	“I’m only letting go of the process, I’ll still establish guidelines for the result.”
“What if they don’t do it right?”	“My way is not the only way.”
“People will think I’m just trying to lighten my workload.”	“I delegate continuously and not just when I’m overwhelmed.”

Trainer Notes

15 minutes

If we all know that delegation is a good idea, why do we resist it? Review the most common excuses listed.

Activity: Have participants work with a partner or in small groups and come up with positive self-talk to overcome the barrier statements listed.

“I can do it better and faster.” This is short-sighted.

Delegation will produce big benefits in the long run.

“What if I’m no longer needed?” Use your freed up time to pursue new, innovative projects that will add value to the organization.

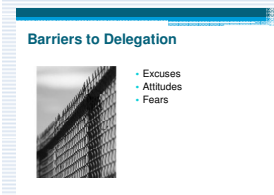
“What if they do it better?”

Then you can focus your time and talents in areas that are your natural strengths.

“I can’t give up power and control.” It can be difficult to let go; however, remember you can and should establish guidelines over the result. Just let go of the process.

“What if they don’t do it right?” What you really mean is, “What if they don’t do it my way?” Realize that your way is not the only way to achieve the result.

“People will think I’m just trying to lighten my workload.” If you are truly delegating and not dumping, people will not view it that way.








Reproducible Training Library



DELIVERING HIGH-QUALITY, CUSTOMIZED TRAINING HAS NEVER BEEN SIMPLER.

The Reproducible Training Library offers a full suite of training solutions, in three formats:

-  Instructor-led Classroom programs with reproducible instructor and participant guides
-  Self-study e-Learning with freely distributable self-study module in Microsoft PowerPoint© format
-  e-Books in freely distributable pocket book Microsoft Word© format

All formats can be easily customized so it's your training, your way. Why spend the time when we've done the work for you?

Get started today!

Download the Info Kit hrdqstore.com/rtl-info or call our Customer Service Team at **800-633-4533**

ABOUT US

HRDQ is a trusted developer of soft-skills learning solutions that help improve the performance of individuals, teams, and organizations. We offer a wide range of resources and services, from ready-to-train assessments and hands-on games to facilitator certification, custom development, and more. Our primary audience includes corporate trainers, human resource professionals, educational institutions, and independent consultants who look to us for research-based solutions to develop key skills, such as leadership, communication, coaching, and team building.

At HRDQ, we believe an experiential approach is the best catalyst for adult learning. Our unique Experiential Learning Model has been the core of what we do for more than 30 years. Combining the best of organizational learning theory and proven facilitation methods with an appreciation for adult learning styles, our philosophy initiates and inspires.

**DOWNLOADABLE,
CUSTOMIZABLE, REPRODUCIBLE
& AFFORDABLE**

For more information or to place an order, please call or visit us at:

HRDQSTORE.COM | 800-633-4533