



IO2. Task 2.2

Work slowly, work better

Training toolbox

Avoiding delegation





NAME OF THE TOOL: Professional delegator

ORGANIZATION AND COUNTRY: I&F (Ireland)

Online Face to face

Overview (What I am going to learn?):

Participants will learn how to become delegators and they will understand the importance of delegation within any working position.

Objective (What am I going to learn it for?):

The aim of this activity is to starting managing the own pace towards delegation, reflecting on the daily activities and learning how to prioritise them in order to be able to delegate.

Materials:

Pen or pencil and paper (or Word document in the case of virtual mode)

Time:

30 minutes approx.

Target group:

Leaders and employees of a company, especially in SMEs

Instructions for facilitators

This activity has two parts: one is individual and the other is a group activity, where participants will be able to apply their own cases to a real scenario.

Tasks and procedure

1. Individual part (10 min)

a. The facilitator will give each participant an index card as follows

List of tasks	Priority tasks	Tasks to be delegated
•	1 st	
•	2 nd	
•	3 rd	





b. Each participant should fill in the first column individually in 5 minutes, taking some time to reflect on what tasks he/she normally does in a day. In the case of a multi-tasking job, the trainer will ask the participant to imagine a "typical day".

c. After 5 minutes, participants proceed to fill in the second column of the worksheet, sorting the activities in the previous column and putting them in order (1 being the most prioritised activity). The trainer will explain that they should prioritise their responsibilities. They have 2-3 minutes to do this.

d. Finally, participants will complete the third column, marking with an X those activities that they can delegate to others. They are given 2 minutes to do so. They can follow multiple criteria. Either because they are not so relevant tasks, or because their complexity requires them to rely on other team members and have the help of multiple minds.

2. Group part (20 min)

a. Participants will form groups of 3 to 4 people (3 people minimum; it is not advisable to do it in pairs, although it all depends on the number of participants).

b. The trainer will assign one member of the team the role of leader. The rest will be workers. They will imagine that they all form a company.

c. The leader of the hypothetical company will review those tasks on his or her list that he or she can delegate. He/she then distributes them among the workers. For this **first round**, the trainer will not give advice on how to delegate.

d. In the **second round**, the leader will delegate the activities to his workers without imposing time pressures and thanking them for their cooperation.

e. In the **third round**, the leader will have to delegate his or her priority activities. He/she is faced with working as a team and giving up those tasks that he/she is best at. He has to trust his staff and the ability of others to deal with the same responsibilities.

f. In the **fourth and final round**, the workers give **feedback** to the leader.

Questions for the facilitator to pose in order to generate debate among participants:

- What kind of treatment they received from the leader?
 - Did they feel pressured?
 - Did the leader explain how to do the task?
 - Did the delegator set a deadline and checkpoints?
 - Did the delegator encourage the employee to ask questions?





3. Rotation (6-7 min per person approx.)

Those who were once leaders will now be workers. Each leader will have written their own activities on their index cards and it is important for each participant to learn that depending on the profession and speciality, the way of delegating may vary.

Adaptation to online implementation

This dynamic can also be adapted to online. The facilitator and participants will need a computer, internet connection and a platform such as Zoom, Webex or Google Meet to run the session. Although face-to-face feedback is preferable, the online mode of this dynamic is well suited to the hybrid working environments that are increasingly common in almost all companies. Leaders and workers must also be able to delegate via a screen.

Connection with the skill

It is very important that employers and employees understand the benefits of delegating since it strengthens trust in all work teams and helps to create synergies between colleagues, as well as reducing stress and motivating employees.

Conclusion and evaluation

At the end of this activity, participants will have done a reflection exercise on the hierarchy of the activities they usually do in a day, as well as learn to rank them in order to establish priorities and be able to delegate objectively, differentiating between those that we can do and those that can be shared with other colleagues.

Resources

Training Course Material (n.d). Delegation Skill practice exercise. Retrieved from <https://www.trainingcoursematerial.com/free-games-activities/time-management-activities/delegation-skill-practice-exercise>





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