



IO2. Task 2.2

Work slowly, work better

Training toolbox

Avoiding delegation





NAME OF THE TOOL: Support and track

ORGANIZATION AND COUNTRY: I&F (Ireland)

Online Face to face

Overview (What I am going to learn?):

Participants will learn how to become good delegators by supporting delegates and tracking their progress. They will also reflect on the importance of leading by example and being involved in the tasks they delegate.

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

The aim of this activity is for participants to realise that, as Steve Jobs said, a leader cannot mandate productivity, but rather provide his workers with the tools to let them become their best.

Materials:

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

Time:

40 minutes approx.

Target group:

Leaders and employees of a company, especially in SMEs

Instructions for facilitators

This activity has a worksheet that can be printed out and given to each participant. It can also serve as a catalytic model for participants to be inspired to create a new worksheet adapted to their individual cases.

Tasks and procedure

1. Group formation and establishment of the company (10 min approx.)

Participants will form groups of 5-6 people. Each group is free to choose a leader. It is important that this happens naturally and not by random assignment because the activity requires the leader to perform the qualities of his or her position.

In case two or more members of the same group want to be leaders, the facilitator will motivate them to reach a consensus or rearrange the other teams.





Team members will pool a business idea, defining what their fictitious company consists of and assigning roles to each component. These can be general ideas, such as "we are a medium-sized company in the service sector and our business is based on selling travel packages". Job titles can be specific, such as "finance director", or departmental, such as "the marketing department".

Knowing what role each member plays is essential for the leader to delegate tasks in a coherent way, knowing what each member can contribute to the final objective.

You can't ask an accountant to create a social media marketing campaign.

2. Following up with delegates (10 min)

In this part, the groups will work directly on the printed sheet previously distributed.

Date	Assignment (short description)	Delegatee #	Due date	Done date
Delegatee key (#)				
1:				
2:				
3:				
4:				
5:				

a. The leader of each group will assign a number to each of his "employees" and write their names in the "Delegate key" section to know to whom he assigns each of the tasks.

b. Then they will fill in the first four columns by writing:

- 1) Date of assignment of each task (they can base this activity on real cases)
- 2) Description of the task (written in short form, without the details of the task)





- 3) Check the number of the delegate to whom the task is assigned and write it
- 4) Fill in the deadline for completion of the assignment.

3. "Work in progress". Role-playing (20 approx.)

Each member should review their assigned tasks, as well as the deadline for submitting them. The important thing is for each member to reflect on the responsibility that the leader has given them and to discuss with the other members the distribution of the work and the feasibility of meeting the deadlines.

For this purpose, the group will discuss the following questions:

- **Is my workload equivalent or similar to that of the other colleagues?**
 - **Can I really deliver my assignment on time?**
- **Will I need the help of another partner to complete it? Or, conversely, will another colleague need my help?**
- **As for the leader, how well has he/she explained the tasks he/she has delegated and what is expected of each task?**
- **Has he or she set out to help us all with whatever we need or find more complicated?**

As not everyone submits tasks on time, the table includes another column to give the leader room to write down the actual date when the activity was completed.

Following is an example of a completed form:

Date	Delegation/Assignment	Delegation #						Due Date	Done Date
		1	2	3	4	5	6		
1/10	Ask Terry to help Omar with stats.	X						1/12	1/12
1/10	Ask Bev to give Tu any help he needs.	X						1/12	1/12
1/11	Report on outcome of City Council meeting.				X			1/15	1/15
1/12	Rewrite filing procedures.		X					1/19	
1/12	Get bids on whiteboards.						X	2/1	
1/13	Conduct emergency procedures drill.			X				1/25	

Delegatee Key:

1: Myself 2: Omar 3: Gale 4: Frankie 5: Tu 6: Rebecca





Adaptation to online implementation

This activity 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 dialogue is preferable, the online mode of this dynamic is well suited to the current hybrid working environments. Leaders must also be able to delegate via a screen and track the work progress from workers.

Connection with the skill

It is very important that delegators and delegates understand the benefits of tracking the work progress of the whole team since it contributes to reach the common objectives of the company. Furthermore, delegators should include themselves in the follow-up of tasks because they are the example and the guide for those workers and colleagues to whom they delegate. They must also provide them with support in achieving their assignments.

Conclusion and evaluation

At the end of this activity, participants will have learnt the good impact that a correct follow-up of tasks within a company can have. Leaders will have become aware of the importance of distributing tasks correctly, as well as of including themselves as a team member who also needs to be followed up.

Resources

Baer, J. (1999). You Can't Do It All: Effective Delegation for Supervisors. Training Solutions. Retrieved from <https://www.trainingsolutions.com/pdf/delegation.pdf>





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