PROGRAM OVERVIEW

About the Training Program

Managing has been defined as getting others to do what needs to be done. Managers often ask, “Why don’t my direct reports do what they are supposed to do?” Unfortunately, many answer, “They just aren’t cut out for the job. I’ll have to do it myself.” Yet, rather than blaming others there may be something faulty with the process of delegating the assignments. In delegations that have gone wrong, the delegator usually has omitted one or two critical steps. Clear guidelines on how to delegate effectively can increase the success of delegation and build confidence for both managers and direct reports.

This training program is intended for first-line supervisors and managers who have had experiences delegating assignments or responsibilities to their direct reports. It teaches eight steps that enable supervisors and managers to delegate effectively. Program participants also assess their attitudes and current practices as delegators and, through experiential activities, explore how to communicate effectively.

Training Objectives

Participants will have the following opportunities:

- To assess themselves as delegators of responsibility;
- To increase awareness of key delegation communication skills;
- To learn eight important ingredients of effective delegation; and
- To practice effective delegation.

Designed by A. Barry MacMillan
## PROGRAM OUTLINE

<table>
<thead>
<tr>
<th>Activity Time Method Forms Used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Opening Activities</strong></td>
</tr>
<tr>
<td>A. Introduction</td>
</tr>
<tr>
<td>B. Partner Chats About Delegation</td>
</tr>
<tr>
<td>C. An Overview of Delegation Theory</td>
</tr>
<tr>
<td>D. Why Are We Here?</td>
</tr>
<tr>
<td><strong>II. Assessing Yourself as a Delegator</strong></td>
</tr>
<tr>
<td>A. How Well Do You Delegate?</td>
</tr>
<tr>
<td>B. Your Delegation Profile</td>
</tr>
<tr>
<td>C. What Has Gone Wrong in the Past?</td>
</tr>
<tr>
<td><strong>III. Communication Is the Key</strong></td>
</tr>
<tr>
<td>A. Giving Complete Information</td>
</tr>
<tr>
<td>B. Obtaining Feedback</td>
</tr>
<tr>
<td>C. Ensuring Understanding</td>
</tr>
<tr>
<td><strong>IV. What Should Delegation Include?</strong></td>
</tr>
<tr>
<td>A. The Eight Ingredients of Effective Delegation</td>
</tr>
<tr>
<td>B. Developing a Checklist of Delegation Behaviors</td>
</tr>
<tr>
<td>C. Practicing Effective Delegation</td>
</tr>
<tr>
<td><strong>V. Closing Activities</strong></td>
</tr>
<tr>
<td>A. On-the-Job Delegators</td>
</tr>
<tr>
<td>B. It Is Spelled D-E-L-E-G-A-T-E</td>
</tr>
</tbody>
</table>
I. Opening Activities

A. Introduction (Presentation)

1. Have the participants introduce themselves and briefly introduce yourself.

2. Explain that delegation, in this program, will mean the act of giving assignments to direct reports with the intention of giving them some area of responsibility and control in completing these assignments. Furthermore, the tasks given to direct reports may enlarge the scope of an employee’s current job.

3. Review the objectives:
   - To assess yourself as a delegator;
   - To increase awareness of key delegation communication skills;
   - To learn eight important ingredients in the delegation process; and
   - To practice delegation skills.

B. Partner Chats About Delegation (Dyadic Discussion)

1. Pair up the participants and ask the pairs to share with one another the “benefits” derived from delegating to their direct reports some tasks and assignments that the participants might ordinarily do themselves.

2. Canvas the pairs for benefits they exchanged and list them on newsprint.

3. Ask the participants to form new pairs. Encourage the new pairs to discuss their moments of reluctance to delegate tasks and assignments to their direct reports.

4. Canvas the pairs this time for reasons for their reluctance and list them on newsprint. Refer to these reasons as the “barriers” to delegation.

5. Ask the participants to form new pairs once again. Have them discuss whether they feel that the advantages of delegating (the benefits) outweigh the disadvantages (the barriers).

6. Reconvene the total group. Using the “call-on-the-next-speaker format,” in which a volunteer expresses his or her feelings and then picks the next volunteer, invite the participants to express their feelings about delegation.
C. An Overview of Delegation Theory (Read-and-Discuss Groups; Materials: Form A)

1. Distribute copies of Form A. Invite the participants to read it.

2. Ask the following discussion questions:
   - How well do the “common reasons for not delegating” presented in Form A capture your concerns about delegating?
   - What are your reactions to the statement: “... a manager who does not delegate is not managing.”
   - Besides the example given about poor delegating (“Copy this product fact sheet . . .”), what other examples of inappropriate delegating approaches can you think of?
   - Which of the seven points that you should keep in mind when delegating do you find especially helpful?

3. Ask the participants to form trios and have them discuss these questions.

4. Reconvene the total group. Ask them for their responses to these discussion questions.

D. Why Are We Here? (Subgroup Discussion)

1. Divide the participants into subgroups of four to six members each. Have all subgroups discuss the following questions: “What do they want to get out of this session? What concerns do they have about today’s session?” Ask subgroup members to finish the following statement: “If there were one thing that would be valuable today, it would be ______.”

2. Ask the participants to assign someone in each subgroup to take notes.

3. Request that the note-taker give his or her notes to another subgroup member who will provide feedback to the total group. Explain that you will allow only one response per subgroup for each question, so the note-taker should provide the top response for each question. Proceed around the room until all subgroups have given their top responses.

4. Note the responses that will be addressed by the workshop. [Some of the points may not be covered during the day; you should point out that what is covered may help the participants in these other areas.]
II. Assessing Yourself as a Delegator

A. How Well Do You Delegate? (Questionnaire; Materials: Form B)

1. Distribute copies of Form B. Ask the participants to complete the questionnaire.

2. Explain to the participants that the questionnaire is a self-assessment tool and will be shared in pairs. Invite them to look over their responses and ask them to form candid pictures of themselves.

3. Pair up the participants and ask them to share with one another their assessments based on the questionnaire.

4. Invite a few participants to share with the total group some of their strengths and areas needing improvement regarding delegation.

B. Your Delegation Profile (Writing Task; Materials: Form C)

1. Distribute copies of Form C. Give the following instructions:

   “Enter as many tasks as you can that would fit under each column. First make a list of the things you have already delegated. Then think of all the tasks you currently do yourself and decide which are candidates for the three remaining columns.”

2. Arrange the participants into subgroups of four to six members each and ask all subgroups to discuss their profiles with one another.

3. Canvass the total group and establish a list of possible new delegation opportunities.

C. What Has Gone Wrong in the Past? (Dyadic Discussion; Materials: Form D)

1. Explain that, in this section, the participants will have the opportunity of applying the concepts of this training program to the real world.

2. Distribute copies of Form D and ask the participants to fill it out, adding any details they feel are important. Point out that the situations should be ones in which the delegation “went bad” or did not work for some reason.

3. Create trios or quartets and ask them to share some of their situations with one another.

4. Canvass the total group for some reasons why its delegations “went wrong.”

5. Explain that these situations will be used later as a basis for case study/role plays that have more effective outcomes.
III. Communication Is the Key

A. Giving Complete Information (Experiential Activity)

1. Explain to the participants that delegations often go wrong because of miscommunication. Point out that one way a manager can lessen miscommunication is to think through what information is needed to help a delegate understand the assignment being given to him or her.

2. Indicate that the following activity is designed to sensitize the participants to the need for adequate guidance.

3. Divide the participants into teams of four members each. Ask all team members to assume the role of delegatees.

4. Present yourself as their manager and give them the following assignment:

   “Our client, The Express Service Company, has asked us to develop a company logo. I’d like you to come up with a visual icon that can be placed to the left of its name whenever it appears in its print advertising. I want this logo to somehow communicate the idea that The Express Service Company provides quick, reliable delivery of all the packages they transport.”

5. Ask all teams to discuss what information and further guidance they need to meet the manager’s expectations of them. Urge them to consider a wide range of information, not just background information about the client but also information about the manager’s desires regarding the logo itself and any other desires he or she might have that the teams might need to know in order to complete the assignment. Some sample questions might be: “What size should the logo be?” “Do you want the logo to be subtle or eye catching?” “How much time should I spend on this assignment away from my other duties?” “When is it due?”

6. Reconvene the total group. Ask: “From the sensitivity you developed from being placed in the role of the delegatee, what would you need to think about if you were the manager in this situation and were giving sufficient instructions to a delegatee?”

7. Discuss the implications of this activity. Point out how much we, as managers, might take for granted when delegating an assignment.

B. Obtaining Feedback (Role Play; Materials: Form E)

1. Briefly talk about the importance of obtaining feedback from those you delegate to in order to reduce miscommunication. What is their understanding of the project/assignment? How do you know that they understand what is important to you?
What is their understanding of the deadline? Point out that managers and supervisors can easily fall into the trap of asking questions that elicit only “yes” and “no” responses, which may give a false sense of understanding. Sometimes the pat question you should ask is, “Tell me what you heard.” This is OK, but not very creative.

2. Distribute copies of Form E to the participants. Divide them into pairs and have the pair members read aloud the two dialogues, with one person being the delegator and the other person being the delegatee.

3. Invite pair members to analyze the differences between the two dialogues.

4. Reconvene the total group and discuss the implications of the activity. Ask the participants to explain which dialogue was clearer and why. Point out the importance of two-way communication in the delegating process.

■ C. Ensuring Understanding (Problem-Solving Activity)

1. Divide the participants into three subgroups. Choose one of the following situations to give to each subgroup as a delegation assignment or develop some assignments that are more appropriate to your participants.

   - Complete a budget report for the next staff meeting.
   - Develop a training program for the office phone system.
   - Plan a meeting to review year-to-date progress.

2. Ask the subgroup members to assume they are delegating the assignment to a direct report. First have them flesh out some details about their assignment. Second, invite them to generate questions that they would ask the direct report to ensure understanding. Make sure the questions are open-ended rather than “yes or no” questions.

3. After approximately ten minutes, reconvene the total group. Canvass the group for questions and list them on newsprint.

4. For future reference, have the participants note the questions they particularly like.

■ IV. What Should Delegation Include?

■ A. The Eight Ingredients of Effective Delegation (Lecturette; Materials: Form F)

1. Provide copies of Form F for note-taking. Explain that the form is an “incomplete” handout that the participants should complete during the lecturette.
2. Present the following eight ingredients of effective delegation. If you like, ask the participants to define the terms or fill in the blanks. Acknowledge their good ideas and then add the words listed here if not offered.

- **Directions**—Explain carefully the task or assignment you want undertaken.
- **Rationale**—Provide reasons for the job and explain how important it is.
- **Outcomes**—Describe the outcomes you expect.
- **Authority**—Define the range of decision making and responsibility that is allowed without need for prior approvals.
- **Deadline**—Agree on when the assignment will be completed.
- **Feedback**—Ask for his or her understanding of the assignment. Get responses.
- **Controls/follow-up**—Provide a schedule of milepost meetings for review, process, and progress.
- **Support**—Indicate administrative backup and moral support available to the direct report. Inform him or her you are available if there are any questions.

■ **B. Developing a Checklist of Delegation Behaviors (Writing Task)**

1. Ask the participants to reexamine their responses to Form C, the Delegation Profile.

2. Ask them to look over the things they have already delegated and the things they might wish to delegate in the near future. Using the eight ingredients presented in the lecturette, have the participants decide which of the ingredients are critical to their own situations. Invite them to change any of the terms used in Form F to ones that better “speak to them.” Then invite them to develop their own personalized checklists of effective delegation behaviors.

3. Request that the participants use the checklist in thinking through how they would plan to delegate a new area of responsibility to their direct reports or to improve the way in which they guide an existing area of delegated responsibility. Urge them to take notes as they do this.

■ **C. Practicing Effective Delegation (Skill Practice)**

1. Divide the participants into trios. Ask each participant to share with his or her partners the delegation situation he or she described on Form D.

2. Have one trio member assume the role of the manager, another the role of the delegatee, and another the role of the observer. Encourage the person in the “manager” role to practice the checklist of delegation behaviors established in the last activity.
3. If time permits, ask each trio to create a skit demonstrating effective delegation, using one of the three situations practiced by the pair. Invite them to perform the skit in front of the total group. If time is limited, invite a limited number of trios to perform their skits.

■ **V. Closing Activities**

■ **A. On-the-Job Delegators (Guided Imagery)**

1. Share with the participants the hope that this training program will make them more effective on-the-job delegators. Indicate that you would like to give them an opportunity to think about that prospect before they leave. State the following to the participants:

   “Take a few moments to relax and get comfortable in your seat. If you would like, take some deep breaths to help you feel increasingly relaxed. (Pause) Imagine you are back at work. See yourself in your office. You are about to delegate an assignment to one of your direct reports. Picture that person in your mind. (Pause) Now think through how you want to convey the assignment to him or her. (Pause) How do you think that person will respond? (Pause) How would you like to get feedback from that person about the delegated assignment? (Pause) Do you feel more confident about yourself as a delegator than when you began this program? Do you have any final questions or concerns? (Pause) Find a way to resolve your questions or concerns, then return to the room.

2. Obtain feedback from the guided imagery experience. Ask for feelings of renewed confidence, final questions, or concerns.


1. Distribute copies of Form G. Ask the participants to complete the form.

2. Invite them to share their associations to the word *delegate*. Applaud their efforts.

3. Thank the participants for their participation.
THE ART OF DELEGATION
FORM A

Delegation Theory

Delegation is accomplishing organizational purposes through the proper deployment of people. Defined in this way, delegation is nearly synonymous with leadership. In fact, delegation involves skills that are requisite qualities of leaders. Setting goals, coaching, and recognizing performance are all elements of the delegation process and are essential attributes of leaders. Similarly, the aims of the delegation process and leadership are similar: to accomplish organizational ends while enhancing the abilities, confidence, and initiative of one’s staff.

The benefits of delegation outweigh the potential drawbacks, yet many managers are hesitant to delegate in spite of the fact that most tasks can be delegated. Only responsibilities that demand personal attention, such as handling a performance problem, or duties inherent in the manager’s job should not be delegated.

There are a myriad of reasons that managers use to justify not delegating. Few are legitimate reasons, and the usual consequence is impaired managerial functioning. Common reasons for not delegating include the following:
• Insufficient time;
• The perception that the job is too important to take risks;
• The manager’s belief that he or she can do the job best;
• The fact that the manager enjoys doing certain jobs;
• A lack of confidence in subordinates;
• The desire to maintain control;
• Fear that a subordinate might do the job better than the manager; and
• Concern that the manager’s boss will think that the manager is not working.

It is important to note that the extent to which delegation occurs reflects a manager’s personality and sense of personal competence as well as his or her sense of subordinates’ competence. Also, a manager who does not delegate is not managing.

There is one additional reason that managers do not delegate; they may not know how. The process requires planning and patience; and, in general, it works best when the manager employs a participatory-management style. Consider the following two approaches to delegating the same task:

1. The manager communicates to the subordinate a need to inform the company’s field sales staff about a new product by swing, “Copy this product fact sheet onto company...

letterhead and mail it to our two thousand sales personnel by next Friday.”

2. The manager informs the subordinate what needs to be accomplished (notifying field sales personnel of a new product) and asks the subordinate to think about how this task could best be achieved. After the subordinate devises a plan, the manager and subordinate discuss it.

In the first example, the “delegation” offers the subordinate no room for growth or self-direction; the instructions are offensive in that they treat the subordinate as someone incapable of independent thought. In the second example, the subordinate’s plan might offer no more than the obvious: copying the product fact sheet and doing a mass mailing. However, the climate engendered by the second example is qualitatively different from the one created in the first example; it includes the element of respect. The subordinate is trusted to develop a plan of his or her own.

The irony of a delegation process like the one in the second example is that the manager as well as the subordinate frequently learns from it. For example, the employee might know that the corporate magazine will be issued in time to include an announcement of the new product. This might be an alternative method of approaching the task that the manager had never considered.

When delegating, there are several important points to keep in mind:

1. Unless the manager can visualize and articulate what he or she wants in terms of results, the process will fail.

2. The manager must stretch the capabilities of his or her staff; repeatedly assigning the same jobs to the same people because they do them well does not foster development within the manager’s unit.

3. The manager must let the chosen subordinate know how the assigned task fits into the unit’s major objectives and to what extent the subordinate is empowered to act in the unit’s behalf. Without this information, it is difficult for the subordinate to operate independently.

4. The delegation should never be revoked. Doing so undermines what a manager wishes to establish” initiative.

5. The manager should never accept unfinished or unsatisfactory work. Such acceptance communicates tolerance of low standards.

6. Completed work should be evaluated against the results that the manager wanted to achieve, not against the way in which the manager would have achieved them.

7. A satisfactory outcome should be recognized. Many delegations fail because hard work goes unappreciated and forgotten. At the very least, a successfully completed task should be rewarded with the chance to be given another challenging task at a future date.
How Well Do I Delegate?

For each question, check the most appropriate answer. Please be honest with yourself.

1. I have to take work home or work late.
   a. Almost every night.
   b. More often than not.
   c. Occasionally.
   d. Almost never.

2. Do I spend more time working on details than on planning and supervising?
   a. I spend almost all my time working on details.
   b. Working on details takes up somewhat more time than planning and supervising.
   c. I spend relatively less time working on details than on planning and supervising.
   d. I spend almost all my time planning and supervising.

3. In projects that I delegate, I overrule or reverse decisions made by my direct reports.
   a. Almost never.
   b. Occasionally.
   c. Quite a bit.
   d. Almost always.

4. I desert direct reports or revoke their authority before they finish a project.
   a. Almost never.
   b. Occasionally.
   c. Quite a bit.
   d. Almost always.

5. I am interrupted by direct reports who come to me for advice, for decisions, or with questions.
   a. Almost never.
   b. Occasionally.
   c. Quite a bit.
   d. Almost always.
6. Do I have unfinished jobs accumulating and difficulty meeting deadlines?
   a. Yes, it is an overwhelming problem.
   b. A significant problem but not overwhelming.
   c. Moderately true.
   d. No problem here.

7. Do I specify the results I expect from a delegated project or do I specify the tasks to be done?
   a. Almost always I ask for a result.
   b. More often than not I ask for a result.
   c. More often than not I specify the tasks to be done.
   d. Almost always I specify the tasks to be done.

8. Do my direct reports take the initiative in expanding their authority with delegated projects or do they wait for me to initiate all assignments?
   a. Direct reports constantly seek ways to expand their authority.
   b. Direct reports are relatively aggressive in expanding their authority.
   c. Direct reports self-initiate occasionally, but more often than not, they wait for me to initiate delegations.
   d. Direct reports wait for me to initiate all assignments.

9. I am irritable, tired, or worried because of job pressure.
   a. Never or very seldom.
   b. Occasionally.
   c. Quite a bit.
   d. Almost always.

10. When problems arise in a project I have delegated, I ask for my subordinates’ ideas.
    a. Almost always.
    b. More often than not, although occasionally I will handle problems my own way without seeking direct reports’ ideas.
    c. Occasionally, although more often than not, I will handle problems my own way without seeking direct reports’ ideas.
    d. Almost never.
### Delegation Profile

<table>
<thead>
<tr>
<th>Things I Have Already Delegated</th>
<th>Things I Could Delegate</th>
<th>Things I Am Uncertain About Delegating</th>
<th>Things I Cannot Delegate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
THE ART OF DELEGATION
FORM D

Think of a Time in the Past

Goals include the following:

• To recall a situation in the past where, in hindsight, a delegation did not go right.
• To help you focus on a real-life situation during the day and to help apply delegation techniques in the future.
• To form the basis for a role-playing activity later in today’s session.

Describe in brief phrases a delegation situation where you were the delegator—the person doing the delegating—that did not go as well as you had hoped. If you cannot think of a situation in which you were the delegator, try to remember one where you were the delegatee—the one receiving the assignment.

Your job/position in the situation was to _________________________________________

You delegated the job to (his or her job/position) ________________________________

In a few words, what were the responsibilities you were delegating? ________________
______________________________________________________________________________

What were the outcomes you anticipated? ________________________________________

What were the actual outcomes? _________________________________________________

List other key details not included in the above questions.
THE ART OF DELEGATION
FORM E

Obtaining Feedback

Read the following dialogues between Olive, the store manager, and Felix, the store clerk in the menswear department.

Postholiday Inventory Control—Take One

Olive: Well, Felix, how did you like your first holiday season in the retail business?
Felix: I didn’t realize that my feet could hurt so much and that I could still smile.
Olive: I know, but you have what it takes to go far in this business.
Felix: Really?
Olive: Yep, now after the holiday season, we need to do an inventory check for the main office. This helps us to compare what we report went out the door and what is left on the shelf. This forms the basis for next year’s orders for this store and also helps to compare this store with others. As you can figure, it’s best to have very little on the shelves, with most of it sold and out the door. Make sense?
Felix: Yeah, I can imagine.
Olive: So let’s get started. I want you to do the socks, underwear, and novelty items—the hardest ones in the store because of the number of styles, sizes, and colors. Plus the size of the items are small so that a count can be difficult to do. Some are hidden under others on the shelves, and sometimes the drawers can hold up to 150 pairs of socks in sizes 9–13, brown. Also, the little boxes of the novelty items are everywhere. Do you understand me so far?
Felix: Yeah.
Olive: Anyway, here are our report forms. We are going to go to automation next year, but for now we still have these forms. You can see them throughout the store hanging off the shelves. On them are the styles, sizes, and colors that we need for you to count very accurately. Got that?
Felix: Yes.
Olive: Good! Now let’s take this one. You’ll note that it calls for argyle socks—green, red and tan—the three major colors in this line. Oh, one line in three colors can be done on one sheet, unless the item cannot fit on one sheet. Then you may find several sheets attached—or if we have several seasons involved here.
Felix: Seasons?
Olive: You know that the first number on the tag indicates which year and season it was delivered to the store. OK?
Felix: Oh, right.
Olive: Anyway, just do hash marks next to the item. Or, if there are only a few items, write the number here. Keep going up and down the line until all the sheets are done. Put the completed sheets in the box over by the door. This should take you three hours. And please be super careful with the count. Do you have any questions?

Felix: No.

Olive: Great! I know you have a future in this business. Let me know if you have problems.

Postholiday Inventory Control—Take Two

Olive: So, Felix, how did you like your first holiday season behind the counter?
Felix: I didn’t know my feet could hurt so badly and I could still smile.
Olive: You did a great job—and I know what you mean about your feet. Now one thing we need to do before we close out the books on the holiday is an inventory. Have you ever done one before?
Felix: I don’t think so.
Olive: It’s not too hard. It just takes concentration and attention to detail. Now, we’ve gone through the store and hung the inventory tags on the shelves and in the drawers. These tags are where you note the amounts of the merchandise, styles, seasons, and other details. Let’s go through one.

Felix: Seasons?
Olive: Oh, that’s the first number on the tag that indicates the season and the year the merchandise came into the store—right here.
Felix: Oh. So this one came this year, and #1? Winter?
Olive: Right on the year, but the #1 season is spring, #2 is summer, #3 is . . . ?
Felix: Fall, and #4 is winter.
Olive: Right. Now let’s take the sock display. There are many socks here and they may or may not be in the right place. So to begin, do a quick sort to make sure everything is in the right place, and then start on a color or style. This inventory tag would be for these argyles. Three colors are in the sheet because there are not many pairs left. So given that so far, how would you start on the socks?

Felix: Well, I’d probably start from left to right, and check to see if everything was in the right bin—all brown, green, knee-hi, tube, athletic socks are together, and so on. .

Olive: Good.
Felix: Then I’d start back here with the argyles. On this sheet there are all three colors, because there aren’t many left. Boy, it scares me to think how many pairs of argyles there are out there being worn with tasseled loafers.

Olive: I know, but it is a fashion statement. Good so far, Felix. Now you make hash marks after each, in this case, color, of the item. Then write the total on the far right. Some items have different descriptions on the
forms, like, say, knee-hi socks versus regular length, but the same manufacturer, style, and color. Those may have individual inventory sheets depending on . . . what?

Felix: Ah, the number of items?

Olive: Right. Great. Now this area is the most difficult to do because of the sheer number of items and different categories, so I’ve done a few to give you a better idea. The key here and everywhere is accuracy because we base next year’s purchases on this year’s. So what’s the key feature to the inventory?

Felix: Accuracy.

Olive: Right. Now here’s one inventory sheet done on the Silver-Heel sock line—Executive Knee length. Why don’t you go over the sheet and tell me what I did?

Felix: Well here is the description of the Executive Knee Silver-Heel, the color, black—boy, there’s a lot here . . . 72 pairs!

Olive: Yes, I guess these are seen as boring and make no fashion statement at all—until those guys who are wearing argyles cross their legs, if you know what I mean. The knee length always makes a smooth line and covers—well, you know. Go on.

Felix: You made hash marks and the number here, and then went on to the next color.

Olive: Great. Now do you think you can continue on the socks?

Felix: I think so. But are you going to be around?

Olive: Right over there. Call if you have problems or questions. Oh, when you’re done with a style and are sure there are no more of that type of sock hidden in corners and displays, place the completed sheet in the box near the escalators. Now let me be sure I went over the key points. How are you going to start?

Felix: By checking if everything is in the right place.

Olive: And then?

Felix: Start from the left in this case, count by category or class, hash marks, the number on the left of the inventory sheet.

Olive: And if you run into any problems?

Felix: I’ll give a holler.
THE ART OF DELEGATION

FORM F

Eight Ingredients of Effective Delegation

1. DIRECTIONS
   Explain

2. Provide reasons for the assignment.

3. OUTCOMES

4. Define the range of decision making and responsibility.

5. DEADLINE

6. Ask for their understanding of the job.

7. CONTROLS/FOLLOW-UP

8. Indicate that there is administrative backup and moral support available.
THE ART OF DELEGATION
FORM G

It’s Spelled D-E-L-E-G-A-T-E

For each letter in delegate (yep, there are three E’s), write a verb, adjective, or noun that you now associate with the art of delegating.

D

E

L

E

G

A

T

E