Course Objectives

Situational Leadership/Delegation and Empowerment

- Discuss the Situational Leadership model as it applies to your role as a supervisor.
- Identify the benefits of delegating to the individual, the supervisor and the organization.
- Determine what types of tasks and responsibilities can be delegated.
Situational Leadership

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**Situational Leadership**
- A situational leader varies the amount of direction and support a person needs based on the task being performed.
- Ken Blanchard and Paul Hershey created a model for Situational Leadership.

**SITUATIONAL LEADERSHIP**
Match your supervisor style to the level of worker development
- Identify worker's developmental level
- Match supervisor style to that level
- As worker developmental level changes, supervisor moves to matching leader style

**Development**
- Ability / Mastery
- Experience or education specific to task
- Problem-solving
- Responsibility
- Meeting deadlines
- Willingness / Motivation
- Desire to be responsible
- High but realistic goals
- Independence
- Persistence
- Work attitude
D1 Unable and Unwilling. The worker is unable because they can’t perform the task and unwilling because they don’t fully understand what the task entails.

D2 Unable and Willing. The worker is still unable to complete the task, but now understands the task and is willing to try.

D3 Able and Unwilling. The worker is capable of completing the task but is unwilling due to a lack of confidence or commitment.

D4 Able and Willing. The worker is able to complete the task independently and is motivated to do so.

Can you think of an employee who fits into each of these developmental levels? State what you know about the employee that lets you know this is where he/she fits. What has your reaction to the developmental level of this employee been in the past?:

D1

D2

D3

D4
What About Your Staff?

? Can you think of an employee who fits into each of these developmental levels?

? State what you know about the employee that lets you know this is where he/she fits.

? What has your reaction to the developmental level of this employee been in the past?
Situational Leadership

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**LEADERSHIP BEHAVIOR**

**TASK**
The amount of direction the supervisor gives regarding the job function

**RELATIONSHIP**
The amount of emotional support the supervisor gives, including communication (one way or two way)

**SITUATIONAL LEADERSHIP**

**LEADER STYLE**

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Task</th>
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<tbody>
<tr>
<td>LOW</td>
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<td>LOW</td>
<td>HIGH</td>
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<td>HIGH</td>
<td>LOW</td>
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<td>HIGH</td>
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**SITUATIONAL LEADERSHIP**

**LEADER STYLE**

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Task</th>
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<tbody>
<tr>
<td>D4</td>
<td>D4</td>
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<td>D4</td>
<td>D2</td>
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<td>D3</td>
<td>D2</td>
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<td>D1</td>
<td>D1</td>
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</tbody>
</table>

Notes
Each quadrant shows the level of task and relationship behavior for the leadership style appropriate to that worker developmental level.

S1, in the lower right quadrant, is high in task and low in relationship. This style matches Developmental level (D1) in the same quadrant. The supervisor is high in task because the worker doesn’t know how to do the task and needs instruction; low in communication (one way communication) because the supervisor tells the worker how to perform the task. This supervisor style is Directing.

S2, in the upper right quadrant, is still high in task and also high in relationship. This style matches D2 in the same quadrant. The supervisor is high in task because the worker is not yet fully competent in the task; high in communication (two-way communication) because they ask the worker what they think they might do, then validating, modifying or correcting. This style is Coaching.

S3, in the upper left quadrant, is low in task and high in relationship. This style matches D3 in the same quadrant. The supervisor is low in task because the worker is competent in the task; high in communication because they offer the worker emotional support through two way communication (hearing how the worker will carry out the task, praising past performance, discussing resistance.) This style is Supporting.

S4, in the lower left quadrant, is low in task the and low in relationship. This style matches D4 in the same quadrant. The supervisor is low in task because the worker is competent in the task; low in communication because the worker is motivated and takes responsibility and will approach the supervisor if consultation is needed. This style is Delegating.
You Be the Expert!

1. Apply the leadership style to the task of staff documentation (either investigation report or documenting a case conference).

2. Use your notes and participant guide information to assist you.

3. List 3-5 specific steps for teaching/leading a staff of the assigned developmental level to proper documentation.

4. List the 3-5 steps on a flip chart and post on the wall.

5. Prepare to share with the class.

6. Allow 10-15 minutes for preparation and 2-3 minutes for each group to report.
1. Refer participants to PG x, *Bringing It Home!*

2. Make a list of your employees.

3. Beside each name identify their developmental level.

4. In a third column record the type of supervision you have been providing: S1 to S4.

5. In the final column, record the type of supervision you should be providing: S1 to S4. Why?

6. Does your Myers Brigg Profile affect what you have been providing? What challenges will it present for you in the new type you will be providing?

<table>
<thead>
<tr>
<th>Employee Name</th>
<th>Developmental Level</th>
<th>Providing Now</th>
<th>Should Provide</th>
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Notes

Situational Leadership

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Six Conditions for Empowerment in Organizational Development

- integrity
- maturity
- abundance mentality
- communication
- organization
- synergistic problem-solving

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Benefits of Delegation

- Frees time to supervise
- Offers cross-training opportunities
- Instills a sense of ownership
- Demonstrates trust in one's competency
- Builds a team
- Encourages creativity
- Empowers staff
This evaluation instrument will assist you in discovering any attitudes you may have which may be hindering your ability to delegate. Take a few moments to respond to the following questions by checking the box that most clearly describes the degree to which the statement is true for you.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>I must know every detail about the work in my office so I can instantly answer any question my manager may have for me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I expect near perfection from myself at all times.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I don’t spend enough time on my day-to-day goal setting or the supervision of my staff.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>No one can do the job as well as I can.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>My staff is already overworked, I can’t give them more work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
<td>6</td>
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<tr>
<td>My manager won’t think I’m working hard enough if I don’t work at least x hours a day (insert any number 9 or larger).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I never go leave the office for lunch—there’s too much to do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>If I delegate then my manager will think I’m less valuable.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I must supervise every step of the work done by my team.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Every decision someone on my staff makes must be approved by me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I take work home with me (or go into the office) every weekend.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>I can’t take a vacation because there is too much work to do and it will just make that much more work for me to do when I return.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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</table>

High numbers indicate attitudes that block effective delegation. Low numbers show greater willingness to delegate. Knowing the attitudes that are blocking you from delegating is the first step to improving your delegation skills.
Delegation

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### Elements of Courage Necessary for Delegation:
- Patience
- Self-control
- Faith in the potential of others
- Respect for individual differences
- Responsibility given
- Responsibility received

### Key Elements of Delegation
- **Resources:** The person to whom work is delegated must have access to the resources necessary for successful completion of the task or project.
- **Authority:** The person must be clear on the level of authority they have related to the task.

### Steps in Delegation
- **Describe the project or task.**
- **Describe the desired end result.**
- **Explain the purpose of the task.**
- **Discuss Resources.**
- **Confirm understanding of the project or task.**
- **Ask for ideas.**
- **Establish check ins and feedback methods.**
Steps for Delegating

Describe the Project or Task:
Be specific. Describe SMART tasks: Specific, Measurable, Attainable, Relevant, Time-bound.

Describe the Desired End Result:
The person to whom you are delegating must have a clear picture of what successful achievement of the project or task should look like.

Explain the Purpose of the Task:
Let the person know why the task needs to be done. It is difficult to be motivated or to think of effective procedures when you don’t understand why a task needs to be done. On the other hand, assuming responsibility, even for a mundane task, can be rewarding when one understands its importance.

Discuss Resources:
Let the person know what resourced are at his or her disposal. Can he engage the assistance of others? Are there helpful readings? If you are just beginning to delegate to this person, you may need to provide significant guidance regarding resources. In the case of people with whom you have more experience, you may want to ask them what resources they will require.

Confirm Understanding of the Project or Task:
One of the most common means of determining understanding is asking the person to repeat his or her understanding of the responsibilities being assumed as well as any deadlines.

Ask for Ideas:
Let your staff be creative. Realize they may come up with a better way of doing something. For example, maybe a task involves a computer program that the employee is much more proficient with than you are. In this case, the employee may come up with a different approach to the project that may turn out to be a better way. Encouraging creativity boosts motivation and instills ownership of the results.

Establish Check-in and Feedback Methods:
Be specific about frequency and means of feedback—e.g., “Email me everyday with an update on this”, “Let’s meet every Monday morning for a few minutes to see where you are and if you have any questions.” If the person is inexperienced, feedback should be frequent and specific. As someone earns more autonomy, the check-ins can be less frequent.
1. Rank order from 1 to 7 the steps for delegating based on what is hardest for you and what is easiest.

2. 1 = easiest 7= hardest

3. Find someone in the room who has your number 7 as their number 1.

4. You may link up in groups of 2 or 3.

5. Ask the individual why that step is easiest for them and ideas they might have to help you with it.

6. Round Two: Find someone who has your number 1 as their number 7. Repeat.