Supervising Excellence

Part II/Module Eleven

22-Jun-06

Supervising For Excellence

Trainer Guide

Florida Department of Children & Families
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Situational Leadership/Delegation and Empowerment

Utilizing Delegation to Empower Your Team

Objectives - Display PPT 66

- 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.

Presentation ~ Situational Leadership
Display PPT 67-70 PG 3-4

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 Hersey created a model for Situational Leadership.

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

WILLINGNESS/Motivation
- meeting deadlines
- desire to be responsible
- high but realistic goals
- independence
- persistence
- work attitude

Worker Development

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<tr>
<th>Level</th>
<th>D4</th>
<th>D3</th>
<th>D2</th>
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Materials
- PPT 66-80
- Flipchart
- Markers

3 hours
Discussion ~ What are your employee’s levels?

1. Refer participants to PG 5 and facilitate the following discussion.

   ? 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?

2. Debrief by asking individuals to share their experiences.

Presentation ~ Situational Leadership

Display PPT 71-74

? Which are you more comfortable with? Task direction, or relational support?

? Which do you provide more of to your staff?
Activity ~ You Be the Expert!

1. Refer participants to PG 8, *You Be the Expert!*
2. Instruct the participants to work with the people at their table.
3. Assign a leadership style to each table.
4. Apply the leadership style to the task of staff documentation (either investigation report or documenting a case conference).
5. Use your notes and participant guide information to assist you.
6. List 3-5 specific steps for teaching/leading a staff of the assigned developmental level to proper documentation.
7. List the 3-5 steps on a flip chart and post on the wall.
8. Prepare to share with the class.
9. Allow 10-15 minutes for preparation and 2-3 minutes for each group to report.

Activity ~ What do you do?

? What do you do if the employee doesn’t progress to a higher level?
   ➔ Clearly state expectations
   ➔ Provide effective feedback
   ➔ Coach
   ➔ Document and Deal with substandard performance.

Activity ~ Bringing It Home!

1. Refer participants to PG 9, *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?

Presentation ~ Delegation and Empowerment

Display PPT 75-76

Six Conditions for Empowerment in Organizational Development

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

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

Facilitate a group discussion on each of the listed conditions.

Six Conditions for Empowerment:

1. integrity: making and keeping commitments to oneself and to others

2. maturity: balancing the courage to express one’s ideas with the consideration for other’s perspectives and ideas

3. abundance mentality: an assumption that there is plenty of unlimited potential for third alternative problem solving

4. communication: the ability to deeply understand and by understood by others

5. organization: the ability to plan, act, and do

6. synergistic problem-solving: the ability to arrive at third alternative solutions

Discuss resistance to delegation.

⇒ Time limitations

⇒ Lack of trust in competence of others
? Ask participants to identify the benefit they think is most important. *(To get people moving, you can post each benefit around the room and have people go stand by the one they think is most important.)*  

? Ask them to share why they chose their benefits as being most important.

**Activity ~ Delegation Assessment**

1. Refer participants to PG 11, *Delegation Assessment*
2. Allow a few minutes for the participants assess their delegation attitudes.
3. Instruct everyone to choose a partner to discuss their assessment results.
4. Discuss the assessment tool and the attitudes that will prevent a supervisor from using delegation as an effective tool with his staff.
5. Debrief by asking:
   
   ? Did you score higher or lower than you expected?

**Presentation ~ Delegation**

*Display PPT 77-80*

- **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.
Use the D3 employees for short term delegations, Use the D4 employees for longer terms, while you are on vacation, etc.

- Identify those items they can make decisions on, those that need your agreement.

- Don’t set up your employees to fail.

- When you leave out the “big picture”; the employee may feel dumped on.

- Refer participants to PG 13, *Steps for Delegating*.

### Activity ~ Rank Order

1. Refer to PG 14, *Rank Order*.

2. Rank order from 1 to 7 the steps for delegating based on what is hardest for you and what is easiest.

3. 1 = easiest 7= hardest

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

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

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

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

8. Debrief this activity by facilitating a group discussion, have participants share their experiences from the activity.
Summary

The keys to effective delegation are:

- Assess employee readiness
- Determine appropriate Leadership Style
- Clearly communicate tasks (use SMART tasks!)
- Monitor and provide feedback