

STUDENT EMPLOYMENT ESSENTIALS: DELEGATION SKILLS (2/22)

What is delegation?

- Passing along tasks to someone else
- The authority to do them
- The responsibility

What are the benefits of delegation?

- Delegator has time for higher level tasks
- More gets done
- Efficiency
- Time management
- Teamwork
- Redundancy
- Develops strengths
- Utilizing strengths
- Fresh, innovative approaches

What are the risks of delegation?

- Not done or done well
- Miscommunications
- Takes time to resolve errors and complications
- Investing too much time
- Managing oversight
- Messier, higher chances of mistakes

Phases of Delegation:

- **Evaluation**
 - *How do you find out what your student workers can do?*
 - Interview
 - Resume
 - Observation
 - Ask them
 - Experiment
 - Talk to references
 - Work alongside them
 - Assessment
 - *How do you match tasks with student workers?*
 - Compare tasks with students

- Find out about student interests
 - Level of responsibility required
- **Handover**
 - *How do you get ready for the handover meeting?*
 - Collect all information required
 - Spell out procedure
 - Flagging, follow up items
 - Work samples - completed work
 - Clear timeline
 - Training requirements
 - Other available resources
 - Physical resources (space, equipment)
 - Notify colleagues
 - *What should happen in the handover meeting?*
 - Encourage questions
 - Provide clear expectations
 - Check for comprehension
 - Let them know how you'll be available
 - Levels of autonomy
- **Support**
 - *What should you do to support your student worker after the handover?*
 - Check in with them
 - Provide positive and constructive feedback
 - Being available
 - Regular reports on progress
 - Milestones in the project
 - Provide context and big picture
- **Debrief**
 - *What should you do with your student worker after the task has been completed?*
 - Provide positive and constructive feedback
 - Ask for feedback from student
 - Show them final outcome
 - Thanks
 - Did you like it? What was your favorite?
 - What did you learn?

Reasons They're Not Doing What They're Supposed To:

- They think something is more important - (14 votes)
- There is no negative consequence to them for not doing it - (11 votes)
- They don't know why they should do it - (8 votes)
- Personal limits (capacity) - (8 votes)
- They think their way is better - (6 votes)
- They think they're doing it, but they are not - (6 votes)
- They don't know how to do it - (5 votes)
- They don't know what they're supposed to do - (4 votes)
- There are obstacles beyond their control - (3 votes)
- There is no negative consequence to them for doing it - (1 vote)
- Personal problems - (1 vote)
- Fear - (1 vote)

Personal Limits:

- Misjudge the amount of time to complete task
 - Incomplete tasks
 - Crammed completion of task
- Loss of attention to detail

Strategies:

- Make personal connection
- Refer students for other resources
- Partner them with other student workers
- Develop peer mentors within student workers
- Give them a purpose
- Give them context to their work
- Ask them where the confusion is
- Develop a new or different way to communicate
- Create a checklist
- Outline expectations
- Consequences?
- Meet re: expectations
- Discuss with our supervisor
- Reemphasize expectations
- Reevaluate / review / alterations to work assignment
- Have them tell us what they need
- Clear job guidelines
- Emphasize / highlight importance

- Find out if they have any obstacles