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