

So one of the greatest tools you have at your disposal to work on developing your employees is the concept of delegating and assigning work to them to help them grow.

It's really hard for most of us to do.

The reason we became supervisors is because we are really good at the technical stuff, whether it is the biology, or engineering, or in my case the training.

It's hard to give that stuff up, that's what we really liked.

In many cases we haven't built the trust up yet with the staff to know they're going to be able to do it just as well as we would do it, because you know we would do it perfect.

But we want to work on developing our employees and building on their strengths and their interests.

Now one caution, we need to make sure that any work we assign is within their PD. There is this concept of equitable work assignments.

The key for employees when we are delegating to them is we need to make sure they understand what is going on, what the expectations are, what the outcomes that we are looking for, and the time frames we need these things done in.

So when thinking about delegating, what are some factors that you consider?

One of the key factors has to be who has the time to actually do it.

We don't want to keep burdening the same people with all of the stuff just because they do it well doesn't mean we give it to them every time.

So who has time available?

Also, what are their knowledge -- what knowledge do

they have, what are their skills?

Can they do it really well?

Another key concept is the level of motivation.

When we are talking about motivation, we are talking about how confident are they that they can do it and how committed are they to getting it done.

Looking at for the goal, the task or the job.

Another factor we consider is experience.

Is this employee good at this?

Have they done things like this in the past?

If they have, maybe we assign it to them.

Maybe they haven't done it before but it could be a really good developmental opportunity.

Those are just some of the things that we think about.

Another thing is looking at what are the consequences on if they do it wrong.

So if they fail at this task, what are the repercussions for it.

So those are just some of the things we consider, but two important key factors are looking at the concept of competence and motivation.

When we are talking about competence for our purposes right here, what we're talking about are the knowledge or the skills that someone uses to accomplish a goal, a task or the overall job.

So again, competence is kind of like those KSAs around it. Can they do it or not.

The second factor we look at is motivation.

When we're talking about motivation, we're talking about how confident and how committed are they to performing the goal, the task of the overall job.

Now, I want to share with you kind of looking at competence and motivation on a matrix.

You've got low levels of competence and you've got high levels of competence, you've got low levels of motivation and high levels of motivation.

So we are going to go ahead and look at each of these quadrants.

The first one is low competence and low motivation.

Now why might people be in this quadrant?

Maybe they don't know how to do the task or maybe they did it before and now they have lost confidence in their ability to do it.

Maybe we have switched to Microsoft word 2007.

So, when those types of things happen, people tend to lose their motivation around it.

As a supervisor, some of the things in your toolbox you can do, you can work on coaching them to get them back up to speed.

You can work on providing training for them.

Sometimes it's just helping them understand what's in it for them.

Oftentimes people's motivation will be driven by how much an impact they feel they are making or are they making contributions.

Why do we want to spend time when we've got folks at this point?

First off, they are not producing as much as they

could so we want to get the person up to speed because what we can do is help increase their productivity, their competence, confidence, their motivation.

If the person doesn't get better, then our work doesn't get done.

It's going to impact not only that employee's morale but the morale of everybody who works around him and as supervisors we get to deal with performance and potentially conduct issues.

In a few minutes, the next segment in the show, Coach Bill is actually going to share with you, how do you coach people through those performance issues.

Often times performance issues exist because the person doesn't know how to do the task.

The next area, we have low competence but high motivation.

What type of person is this?

Often times they are new employees.

They are people who may be new to the organization.

Maybe they are new to where we are.

They are new to it and they don't have the competence level that we would like them to have but they're highly motivated.

Sometimes these folks don't know what they don't know.

You get the person who comes thinking they know how to do it but maybe they don't.

As a supervisor some of the challenges we face at this case is we need to make sure they understand the goals, the policies, the procedures, the priorities, the tasks that actually exist.

As supervisors we are going to be much more hands on with these types of folks.

We are also going to be very available for them.

Often times what it can mean is we help get them the training and developmental ideas.

And again, development is not just training. Maybe it's on the job.

Maybe it's pairing them up with somebody who does a really good job.

Lots of different things we have at our disposal.

So that is that particular quadrant, now the third quadrant that we're going to look at, this is the high competence and low motivation.

These are the folks who are rapidly approaching burnout.

Because they've got the skills for some reason they just choose not to follow through with them.

They may not be up to speed on the skills for a particular task or maybe they're so darn good at it, they are bored.

There's a lot of different reasons why people can be in this category.

So as supervisor, what are some of the things you can do?

First, we need to sit down and talk with that employee.

We need to find out is there something going on.

We need to ask questions, we need to listen, and we need to be able to share with them.

We might need to do some problem-solving at this time.

We also may just need to praise or encourage because again we are talking about people with high competence but low motivation.

So maybe what's been going on here is they have been doing such a good job in the past and we haven't been recognizing it.

So There is a lot of things we can do as supervisors to try and get this person's motivation level back up because they do have the skills available to them.

Now the last quadrant, the quadrant in the upper right-hand corner is high competence and high motivation.

Those are the people we strive to have all over the place.

What's the scoop with them?

These are the folks who are experts.

They are consistently competent.

We face challenges with them also, and there are things that we as supervisors need to be careful of.

First we need to not reward them with more work.

Again I said it earlier, you got people who do a good job and what do we do to reward them?

Let's give them more work.

Probably not the best approach for doing it.

We don't want them to burn out.

We need to help them find challenges.

We need to also understand what they need and what

they want.

What are some things we can do to help support that particular individual?

So, when we're talking about what we do as supervisors, supervisory behaviors related to delegation, they fall in one of two categories: they either tend to be more directive or more supportive or sometimes it's a combination of both and it depends on what's going on in a particular situation with that individual.

Now when we're talking about directing, that's where you as a supervisor are very directive.

You have set goals and objectives.

You plan and organize the work in advance.

Even identifying the job priorities and helping the employees focus on what we want them to do.

You're definitely clarifying roles, establishing time lines and you're telling the employee what and how to do things.

Now when we think about what types of employees need a more directive approach, it's definitely our employees in the lower left hand quadrant, low competence and low motivation.

They're there for some reason, we need to get them up.

Sometimes the way we get them up is by saying this is what my expectations are, this is what I want you to do and this is how I want you to do it.

Likewise when we move over on the motivation side, we now have the highly motivated, but low competence employee.

With that particular employee, a directive style is good also because what it is doing is we're helping them develop that competence.

Maybe they don't understand the time lines, maybe they don't understand the procedures or maybe they don't understand how we need to do things, what the objectives are.

By being more directive that can help with them.

Then if we look up for our high competence, low motivation employee, likewise they can use some directive behavior, too.

Because again they've got the competence but don't have the motivation.

So maybe we need to do is kind of give them that, you know -- don't want to say it, swift kick in the pants but kind of that nudge.

Sometimes using a directive style can help with that.

It doesn't always work great with that.

Again, you're going to depend on the individual and particular situation.

Now the other approach we can use it supporting.

When we use supporting behavior we are interacting with the employees to develop initiative, attitude, good feelings about what they're doing.

Some of the things we do as supervisors at this point, we listen to their problems.

We need to encourage them, we need to praise them, we need to ask for suggestions and inputs.

So again, it's very conversational, the supportive and it's definitely working with them to figure those things out.

We need to disclose information to them about our self, we need to model risk taking and maybe we need to help with team building at this point.

So when we're looking at what quadrants relate to supportive behaviors, it's definitely the high competence, high motivation quadrant.

But you know what, depending on the situation it's something that we can definitely use in all four of the different quadrants.

We have covered a lot of information up to this point.

What do we do with it now?

Around delegation, we have three key delegation skills.

The first is you as a supervisor need to determine the competence and motivation of the individual employee.

Then once you have done that, you also as the supervisor need to flex your delegation styles to find the right balance.

How much supporting am I doing?

How much directing am I doing?

It's really up to you in figuring it out at the situation and in working with your employee to help determine their need for direction and support.

It's all about balance here, folks.

So again, kind of to sum up what we've got, we're looking at competence and motivation of the employee and depending upon where they fall in that quadrant model we want to use either directive or more supporting behavior.

One of the things we're providing for you is if you

go to the website after the broadcast is done, there's a short document that gives you some tips to use in each of the four different quadrants.

Hope the information was useful and helpful for you.

Again, it's about delegation and really what the key to delegation is, it is assigning work to your employees to help them develop and help meet mission requirements.

Thank you very much.