

A Workshop on

*Delegating in Order to
Find and Protect
Instructional
Leadership Time*

Delegation for School Leadership



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Notes Page: Why is Delegation Important?



Worksheet: The Big Rocks

Directions: Jot down some notes in the chart below as the facilitator tells the story of the Big Rocks.

Questions	Thoughts
What are the big rocks for principals? For SAMs?	
What are your expectations for using time well?	
What sort of planning system will you use to make sure the principal gets to all his/her big rocks?	
What could/should the principal delegate to you?	
What could/should you delegate to others?	

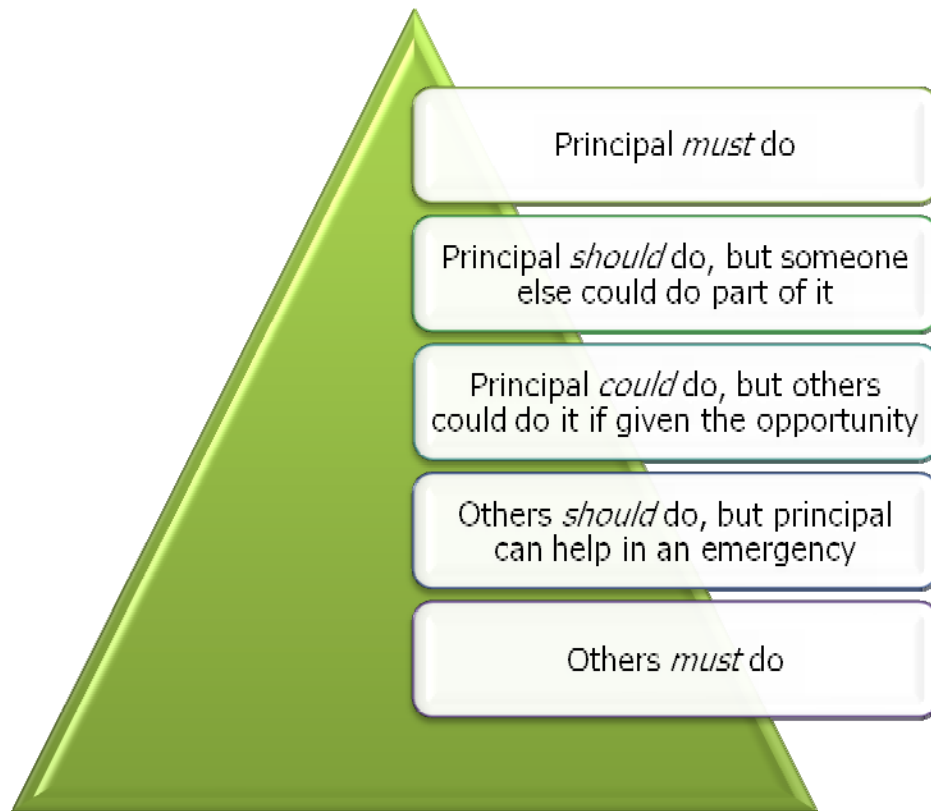
Handout: Marshall, Kim. (2008). The big rocks: Priority management for principals. *Principal Leadership*, March, 2008. <http://www.marshallmemo.com/articles/Time%20Management%20PL%20Mar%2008.pdf>



Notes Page: What To Delegate



Delegation Pyramid



Information: What to Delegate

<p>Principal <i>must</i> do</p>	<ul style="list-style-type: none"> ➤ Personnel issues ➤ Teacher evaluation ➤ Strategic decision making ➤ Student behavior management : suspension or expulsion
<p>Principal <i>should</i> do, but someone else could do part of it</p>	<ul style="list-style-type: none"> ➤ Reports, special requests (if skill level is there) ➤ Budgeting ➤ Projects with a short turnaround time
<p>Principal <i>could</i> do but others could do it if given the opportunity</p>	<ul style="list-style-type: none"> ➤ Representing school at meetings ➤ Facilitating part of a faculty meeting ➤ Functions principal dislikes (try to find someone who likes them)—this is not the same as giving people the “dirty work”
<p>Others <i>should</i> do, but principal can help in an emergency</p>	<ul style="list-style-type: none"> ➤ Routine decision making ➤ Tasks that others are more qualified for than principal is ➤ Routine student behavior management ➤ Student supervision, non instructional areas of the school* ➤ Student discipline, behavior management* ➤ Supervision of non-teaching school staff* ➤ School facilities: maintenance, scheduling, cleaning* ➤ Interaction with parents on non-instructional matters*
<p>Others <i>must</i> do</p>	<ul style="list-style-type: none"> ➤ Assignments that add variety to routine work ➤ Tasks that will increase the number of people who can perform critical assignments

* Should have a designated *first responder* (other than the principal) for these tasks.

First Responder Self Assessment

Directions: Look at the five time-intensive management tasks listed in the left column, below. In the shaded columns, indicate how often the principal personally performs each task. In the far right column, indicate the designated *first responder*, if there is one.

Next, add up your scores and look at the key below the chart. What opportunities do you have to reduce the amount of time the principal spends on these tasks?

Task	How often is the <i>principal</i> the first responder?				Name of the Designated First Responder
	Never (3)	Rarely (2)	Sometimes (1)	Usually (0)	
Student supervision, non instructional areas of the school					
Student discipline, behavior management					
Supervision of non-teaching school staff					
School facilities: maintenance, scheduling, cleaning					
Interaction with parents on non-instructional matters					

Total points = _____

13-15 points Best! You are right where you need to be as SAM/Principal team.

9-12 points Good! You are making progress.

0-8 points Oh no! Rethink who is the first responder for these time-intensive management tasks.

Exercise: What to Delegate



Who Should Do It?	Examples	Who Decides?
Principal <i>must</i> do		
Principal <i>should</i> do, but someone else could do part of it		
Principal <i>could</i> do but others could do it if given the opportunity		
Others <i>should</i> do, but principal can help in an emergency		
Others <i>must</i> do		

Notes Page: How To Delegate



Information: Five Steps to Successful Delegation

Step One: Planning

1. Analyze tasks and identify one that would provide the principal with more time for instructional leadership. It is also helpful to consider whether completing the task will benefit the employee to whom it is delegated.
2. Determine goal(s).
3. Visualize results.
4. Consider needs (materials, policies, coaching, resources, etc.)
5. Determine time frame.
6. Choose the right person. Know workers' skills and capacities; tap each one's special creativity. Consider rotating tasks to keep staff motivated. Don't always give one person the "hard" stuff.
7. Decide if any others need to be involved.
8. Decide how to gain commitment.
9. Solicit input from faculty and staff by asking, "How can we manage this?"

Step Two: Engaging

10. Present big picture.
11. Gain commitment.
12. Communicate the goal(s).
13. Communicate the expected results.
14. Give pertinent information, such as deadlines.
15. As needed, teach the person how to perform the task. Include explanation, demonstration, and "teach back," as needed.
16. Ask for a plan of action.
17. Check for understanding and provide a chance for person to ask questions.
18. Arrange for a meeting to see how it is going.

Step Three: Collaborating

19. Review the goal and expected result.
20. Discuss the plan and ways to overcome any possible obstacles.
21. Communicate boundaries.
22. Discuss how/when monitoring will be done.
23. Schedule coaching sessions, if needed.
24. Establish milestone meetings.

Step Four: Supporting

25. Allow the employee the freedom to practice and get up to speed.
26. Check progress. Follow up in a positive manner.
27. Evaluate the need for coaching or other support.
28. Discuss obstacles and solutions.
29. Offer encouragement and support.
30. Create a relaxed and efficient environment. People make mistakes and produce less when supervision is too close and constant or too distant.
31. Be realistic and respectful of time involved.

Step Five: Appreciating

32. Show genuine interest in the results.
33. Give people every opportunity to do a good job and when they do, follow up with compliments. Give credit when credit is due.
34. Do not accept unfinished, inaccurate, or substandard work.
35. Accept your own accountability for unsatisfactory results.
36. Review the delegation process to see what could have been done better. Welcome suggestions and complaints.

Exercise: Five Steps to Successful Delegation

Directions: The principal is working on spending less time on bus and cafeteria supervision. The principal has decided to delegate this to various other staff. With your partner, discuss what your role would be in completing each of the delegation steps listed below.

- Planning
- Engaging
- Collaborating
- Supporting
- Appreciating

Use the information on the previous two pages as a guide and a checklist.

Worksheet: Delegation Self Assessment

How does your school and your principal/SAM team rate in delegation? Use this brief self assessment. It may be completed by the principal, the SAM, and others in the school. Comparing and discussing results may produce rich conversations about ways to improve delegation in your school.

Rate each item on a 1-5 scale:

Items	Never					Always
The principal and SAM are very clear about the SAM's role in performing various tasks.	1	2	3	4	5	
The principal and SAM are very clear about the SAM's role in delegating tasks to others.	1	2	3	4	5	
The school faculty and staff understand the SAM's role in various tasks, including delegation.	1	2	3	4	5	
The principal and SAM work collaboratively on goal setting, problem solving, and productivity improvement activities.	1	2	3	4	5	
When the principal delegates work to the SAM, the SAM gets all the details needed to perform the task.	1	2	3	4	5	
When work is delegated to others, they are briefed fully on the details.	1	2	3	4	5	
At our school, we use delegation as one way to help people develop their skills.	1	2	3	4	5	
Once a task is delegated, it stays delegated. (The principal does not step back in to do it himself/herself.)	1	2	3	4	5	
When delegating work, we balance authority with need and experience.	1	2	3	4	5	
We hold employees responsible for results.	1	2	3	4	5	
We recognize and reward those who do a good job.	1	2	3	4	5	