

Delegation that Equips

1. **Define** (as precisely as possible) the *purposes, components* and *expected outcomes* of the project being delegated.
2. **Communicate** (as clearly as possible) these purposes, components and outcomes to the person. Talk through a written list or write them out as you talk. (This way he doesn't have to remember everything.)
3. **Follow-up** (on as regular a basis as possible) on the clearness of the communication before and during the project. Get together personally and talk.
 - a. Ask generally how things are going and if there is anything she needs from you in order to do the project.

If she has questions, you are providing a safe opportunity to raise them. Avoid answering any questions straight out. Think the issue through with her and have her decide what to do. At most suggest options of solutions that you have found helpful. You don't want to build a dependence on your skills by doing the thinking for her, but an independent ability to think through these issues herself.
 - b. Specifically review the progress of the agreed upon purposes, components and outcomes of the project.
 - i. Where implementation is going as desired, get all excited.
 - ii. Where implementation is not as desired, discern between differences of style and differences of substance. Ignore differences of style no matter how much they bug you; discuss together differences of substance in light of the original purpose, components and expectations.
4. **Support** (as enthusiastically as possible) during the event.
 - a. You should be his biggest cheerleader. It should be clear to everyone that you are unconditionally behind this person. Don't ever publicly distance yourself or communicate your disagreements about his performance. You chose this person, and you need to go the distance with him whatever it costs.
 - b. Don't tolerate any murmuring behind this person's back by anyone. We all see certain things better than others. It serves no constructive purpose to have people complaining or bragging about what they can see or can do that the delegated person can't yet. This well-meant arrogance can crush a learning person's confidence and morale.
5. **Evaluate** (as constructively as possible) after the event.
 - a. Ask the person to evaluate her own performance. What she did well, what she didn't do well and what she learned from the experience.
 - b. If there are good areas she didn't bring up, be sure to compliment her on them.
 - c. If there are important areas of needed improvement that she didn't bring up, select one or two key ones to discuss with her. Let the others go at this point. Pointing out every little thing she could have done better isn't helpful. Be practical and constructive in your discussion of any key areas.