



## Unit: Engaging and Empowering Others

**Skill 33: Delegating****Activity B: Keeping Track****Activity Skills:**

Small group interaction, brainstorming, listening and discussion.

**Leadership Skills:**

Understanding the basic activities needed to follow up on delegation of a task.

**Suggested Level:**

Advanced

**Time:**

30 minutes

**Supplies needed:**

- Worksheet (included)
- Pens and pencils to write

**Do Ahead:**

- Make copies of worksheet

**Source:**

Developed by:  
Logan Booth  
AmeriCorps VISTA

**BACKGROUND:**

This activity is designed around four basic tenets for following up on delegated tasks. Since delegation is all about expediency, these four tenets can be remembered as A.S.A.P. – **A**sk, **S**chedule, **A**nswer, **P**raise.

**“Ask”** - Asking involves asking the person that you are delegating to how much follow-up *they* want to have. It’s important to know this so that you don’t either leave them completely helpless or, alternatively, appear overbearing and distrustful of their performance. Also, in conjunction with the “how often” question, you should ask how comfortable the person is with the delegated assignment.

**“Schedule”** – Scheduling must always be done for a delegated assignment, to make sure that any problems can be caught well before a deadline. Scheduling should be done the moment that the task is delegated, and it should be done with respect for the delegate’s comfort level in mind.

**“Answer”** – You must always answer any questions that a delegate has. If they have not asked you any questions, make sure to ask them if they do have any questions to avoid their going ahead without perfect understanding.

**“Praise”** – We all need praise every now and then, and your delegate will be no different. Praise them in private at the very least or, if possible in public, and make sure to not wait until the job is done. If the delegate is doing a good job, praise them throughout the process.

**WHAT TO DO:**

Begin by introducing A.S.A.P. to the participants. After discussing what each letter stands for, split the participants into groups of 3-6, depending on class size. Each participant will then receive a copy of A.S.A.P. handout (included), and can discuss and record why each of the four letters is important in following up a delegated task. When group discussions are over, have a representative from each group detail what the group discussed, and, if possible, create an overall list of the points that each group brings up.

**TALK IT OVER:****Reflect:**

- Why is it important to use each step of A.S.A.P.?
- Ultimately, whose opinion of how much follow up is needed is the most important, yours or the delegates?

## Skill 33: Delegating

### Activity B: Keeping Track

**Notes:**

***Apply:***

- When you have delegated in the past, have you made sure to use all these procedures?
- Was there ever a time knowing these procedures would have helped you?
- Can you see any ways in which you will use A.S.A.P. in the future?

**BEYOND THE BOX:**

***Optional Homework:***

***Resources and Web Links:***