



**Delegation Skills:
How to Delegate and Still
Sleep Soundly at Night**

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How to Delegate so that You
Can Sleep Soundly at Night**

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I have no conflicts of interest

- Learning Objectives**
- After completion of this learning activity, the participant should be able to describe **why** delegation is essential to success as a leader
 - After completion of this learning activity, the participant should be able to determine **what** to delegate
 - After completion of this learning activity, the participant should be able to identify to **whom** to delegate
 - After completion of this learning activity, the participant should be able to describe **how** to delegate

Bibliography

The Busy Manager's Guide to Delegation
Richard A. Luecke, Perry McIntosh
American Management Association
New York, New York

Delegation and Supervision
Brian Tracy
American Management Association
New York, New York

Case Scenario

You are a new chair of a large department. You are trying to redesign your research track in your residency program. You have a strong scientific background, current NIH funding, and experience helping with designing a successful residency research track at your former department.

Approach 1: Handle it personally. After all, it's your initiative and you are perfectly qualified for the job.

Approach 2: Give the job to another experienced, accomplished, clinician scientist, who has less administrative duties than you.

Why?

- Too much to do and not enough time to do it
- You can't be an expert at everything
- As a leader, you need to focus on strategy and management
- Delegation develops your faculty

What?

- Does this task absolutely require your unique knowledge, skills, or authority?
 - Is there someone else who can, even if training is needed, do the job?
 - Hiring, firing, annual reviews of direct reports, discipline DQ require you
- How mission critical is the job?
- Will the job develop and provide satisfaction to one or more of your faculty?
 - Don't always/only delegate dirty/boring work
- Consider expense/benefit balance sheet?
 - Probability/Consequence of failure
 - Time invested versus time saved
 - One time job versus recurring

Who?

- Who has the essential skills/traits for the job?
- Who would benefit from doing/completing the job?
 - Career advancement
 - Learn the most/expand capabilities
 - Improve her/his own work environment
- Who has interest in the job?
- Who has the bandwidth?
 - Avoid giving everything to the same few people
- Who is close to the job?

How?

- Get buy in from the delegate
 - Explain the value to the institution/department/individual
- Communicate to other faculty
- Determine precisely the desired outcome (Your job)
- Precisely define the approach/means to the outcome (Primarily delegate's job)
 - Personnel, tools, resources, budget
 - Steps
 - Timeline
- Define the skill sets needed
 - Develop a training/education plan, if needed
 - Include others if necessary

How?

- Delegate whole tasks, if possible
 - Give full authority and decision making for the tasks
 - Don't undermine/micromanage
- Have well-defined and agreed upon checkpoints and a monitoring plan
 - Define intermediate deliverables with deadlines
 - Refine approach, add or take away resources
 - Provide encouragement, coaching, and constructive feedback
- Evaluate and recognize the finished product
 - Did it achieve the desired outcome(s) – Fully completed and at a high quality
 - Was it done on time and within budget
 - Does the delegate feel that they achieved the outcome and was it worthwhile
 - Give direct, specific, fact-based feedback to the delegate
 - Recognize personally and publically the accomplishments and successes

Troubleshooting

- The best person for the job says no
- A faculty, who shouldn't, says yes
- The delegate tries to hand the job back to you
- Delegate really isn't up to the job
- Primary delegate can't/won't lead
- Team can't work together

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