

# Delegation and Empowerment

Giving people the chance to excel

Eric Garner



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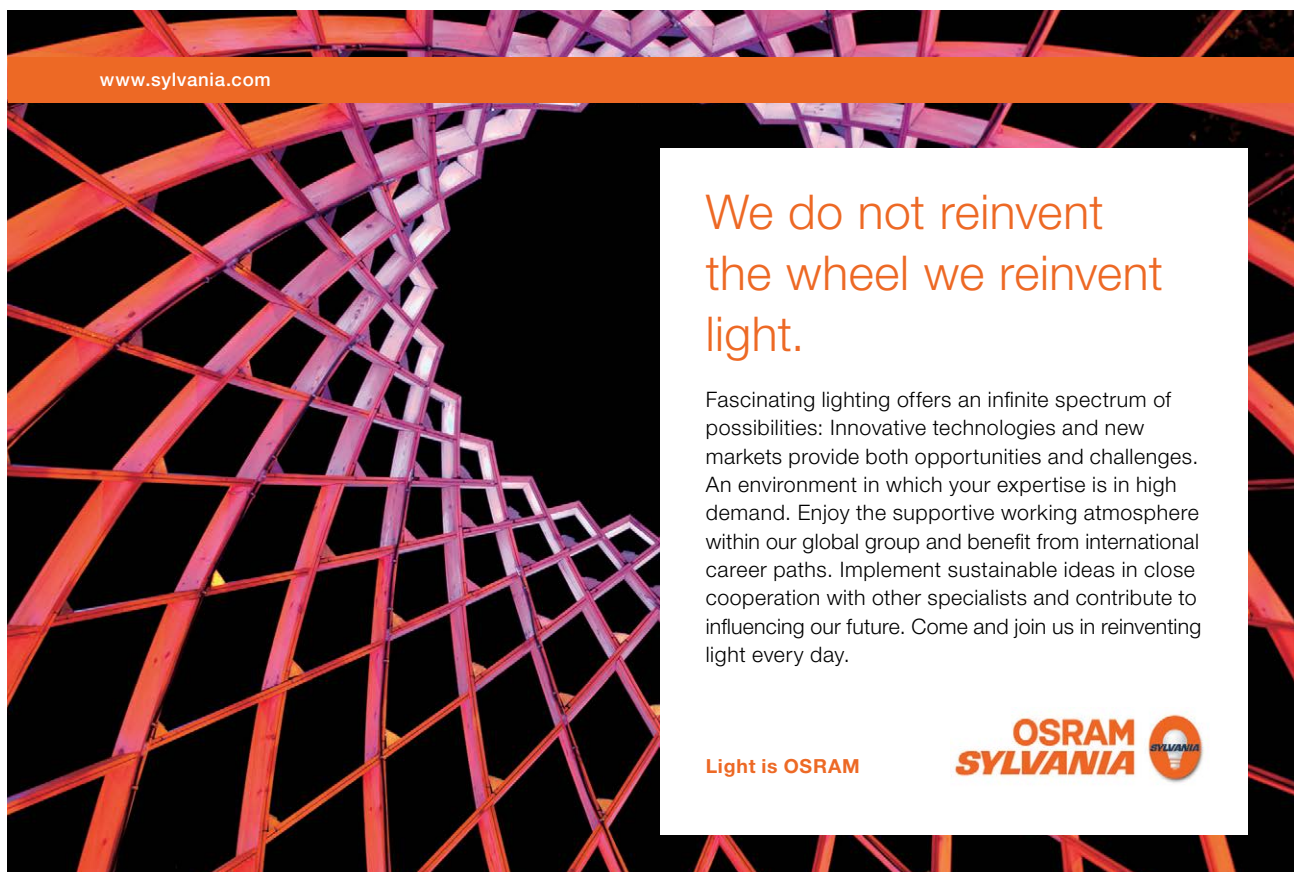
Delegation and Empowerment: Giving people the chance to excel

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# Preface

## Introduction to Delegation and Empowerment

How do you manage your staff? If you still spend a lot of your time controlling others, restraining them and restricting them, you are micro-managing what is your most valuable resource. For when you control others, not only is life harder for you, but you get much less in return than you could. In today's business world, you need to manage people in a way that releases their power, stretches their contribution, and adds to their value. You can't do this by restraining them. Nor can you do it by over-supervising their every move. You can only do it by empowering them.

In this book, we'll show you why the old industrial ways of managing no longer work. We'll explain the different ways you can delegate duties and responsibilities to others and why, when done effectively, delegation can be the best thing you ever do for your staff. We'll show you the nature of power in the modern organization and why your people have more power than ever before. This book will give you the skills to create a new kind of organization in which teams are self-empowering and individuals are self-motivating. It sounds like Utopia. It isn't. It's a recipe for survival and success.

## Profile of Author Eric Garner

Eric Garner is an experienced management trainer with a knack for bringing the best out of individuals and teams. Eric founded ManageTrainLearn in 1995 as a corporate training company in the UK specialising in the 20 skills that people need for professional and personal success today. Since 2002, as part of KSA Training Ltd, ManageTrainLearn has been a major player in the e-learning market. Eric has a simple mission: to turn ManageTrainLearn into the best company in the world for producing and delivering quality online management products.

## Profile of ManageTrainLearn

ManageTrainLearn is one of the top companies on the Internet for management training products, materials, and resources. Products range from training course plans to online courses, manuals to teambuilder exercises, mobile management apps to one-page skill summaries and a whole lot more. Whether you're a manager, trainer, or learner, you'll find just what you need at ManageTrainLearn to skyrocket your professional and personal success.

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# 1 Management, Old and New

Although management is a predominantly practical activity, it is important to know that there are theories behind the practice which suggest what works and what doesn't. Here are 5 management theories that developed in the 20th century and to various degrees still influence the way we manage today.

## 1.1 Scientific Management

The theory of scientific management was the first recognized theory of modern management. It became popular in the first decades of the 20th century principally through the writings of Henri Fayol, a mine manager in northern France. Fayol was the first writer to lay down the rules of how businesses should be managed. He created 14 principles which he believed would lead to success with scientific certainty. These principles included some of the ideas we take for granted today such as, everyone should have one boss and everyone should specialize. The ideas of Fayol were put into practice in some of the most successful enterprises in America, including the Ford motor company. Other people, like Frederick Taylor, proved that, by calculating what people could produce, management could be reduced to a measurable science. Scientific management was the ideal management theory for the late industrial age. It resulted in amazing changes in the marketplace as well as huge strides in material living standards.

## 1.2 Systematic Management

In scientific management, the role of the manager was to get as much production out of people as possible. It assumed people were only interested in making money. This definition of management's role proved too narrow for many thinkers. People like Lyndall Urwick believed that the manager had a wider responsibility for the organization as a whole. As a result systematic management was born. In systematic management, the manager's role is to manage every function he or she is responsible for and to see that they all serve the purpose of the whole business. The organization, division or team thus becomes a distinct system. In many ways it's like a human body with its different systems such as the circulatory system, the nervous system, and the respiratory system. The systematic manager has to make sure they all work well, all work together, and continue to work well for the future.

## 1.3 People Management

Around the middle part of the 20th century, the emphasis in management shifted from its earlier focus on production and productivity to people. In the 1930's and 40's, a string of experiments were carried out to discover just how you could get people to work to their best. Motivation theories became the holy grail of management. Some of the results were astonishing. Elton Mayo, for example, discovered that people would happily work harder in the most miserable of conditions if they were treated properly. Thus began a series of theories on motivation which dictated management theory from the mid-1950's onwards. People like Abraham Maslow and Frederick Herzberg changed the way managers thought about their role as people leaders and were the first to underline the importance of ideas such as teamwork, incentives, and personal motivation. Management became a task that required an understanding of people and what made them tick.

## 1.4 Contingency Management

In the last decades of the 20th century, the number of management theories burst through the roof. Whereas there had been only a handful of books on management theory in the post-World War 2 years, there now were hundreds, all proclaiming that they had the secret to what management was all about. Instead of one theory that everyone could subscribe to, now it was about adjusting your style to fit. Thus was born the idea of contingency management: if it works, run with it, if it doesn't, do something else. Managers were now expected to be able to move around the styles of management with ease: now directive and autocratic, now listening and democratic; now tough and uncompromising, now hands-off and delegating. Professor Fred Fiedler and others even devised charts to show when a manager should be directive – for example in an emergency or a crisis – and when he or she should be hands-off – for example, when the team was mature. The manager's role became more professional and more competency-based. From having started the century with certainties, the end-of-the century manager had to live with no certainties, only possibilities.

## 1.5 Managerless Management

Managerless management sounds like a contradiction in terms but it is not. It means supporting and helping the team without interfering. It means developing teams so that they can manage themselves and take their own decisions, relying on the manager only for those things that the team cannot do themselves, such as bringing in information from a wider organisational perspective. Managerless management works where teams are mature enough to take responsibility for managing themselves and each other. It requires high levels of trust by both team players and managers themselves. The skills needed are the highest level personal and interpersonal skills, such as personal awareness, assertiveness, honesty, communications, listening, and integrity. When it works, managerless management can be an inspiring way of working which acknowledges the value of everyone in the enterprise.

### 1.5.1 Managerless Management: Defining Delegation

The following are definitions of delegation:

Delegation is NOT dumping, NOT dodging, NOT ducking.

“Delegation is a process of giving jobs to others which they don't normally do in order to free the manager and develop the knowledge and skills of the team member.” (Robert Maddux)

“People have changed. They know more, they want to know more, they expect more, they want to be more, they want to fill up their lives with work that has meaning. There's no time to worry about keeping everybody in line. Control is an illusion only achieved when people are controlling themselves.” (David Firth)

### 1.5.2 Managerless Management: Defining Empowerment

To empower =  
to authorise, to allow, to imbue with power.

Empowerment is a process in which employees are given power in their jobs so that they can...

- provide better customer service
- manage new and changing situations without having to refer back to others
- take a more responsible view of their jobs
- achieve greater job satisfaction.

Empowerment can range from how an individual manager leads his or her own team to how the organisation itself sees its style and culture.

Why Empowerment?

When carried out successfully, empowerment has significant benefits for the employee, the manager and the organisation.

- employees have greater control over what they do. This can reduce levels of workplace stress, increase the contributions people make and so improve job satisfaction
- managers can get the most out of the potential of their staff by releasing the power people have to make a big difference in the way they do their jobs
- organisations can replace outdated and ineffective ways of working with empowered structures and systems that are more relevant to the needs of customers and staff.

The benefit of empowerment is that an organisation stands a better chance of surviving into the future.

Few managers today would operate in the style of the early management theories, yet many of the principles of Fayol, Taylor, and Maslow still dictate how many organizations operate today. For example, we still believe people are a productive resource, we still believe that people will not work without incentives, and we still believe that on some occasions a dictatorial style works. Today, it is more likely that as a manager, you will use and develop your own style, rather than believe in one theory that determines how you manage. For the study of management isn't just a study of theories but an ongoing study of what works and how people interact every day to achieve things together.

Many of the early theories still influence the way we manage today. For example, we still believe people are a productive resource and will not work without incentives. But things have moved on. Today, it is more likely that you will create your own style, rather than slavishly follow one theory. For the study of management isn't just a study of theories but an ongoing study of what works and how people interact every day to achieve things together.

## 1.6 Key Points

1. The 20th century witnessed a range of management philosophies from directive to democratic to delegated.
2. A delegated style of management is an adult-to-adult style.
3. The delegated style of management works best with mature and highly trained work teams.
4. The role of managers and workers undergoes a complete change of approach in a delegated style of working.
5. A delegated style of management produces learning organisations that are in states of development.
6. The logical end-result of delegating to teams is an internal system of entrepreneurs.

## 2 From Directing to Delegating

At the beginning of the 20th century, the predominant model of management was the model of direction, based on the idea that people had to be directed to perform work. By the start of the 21st century, that model had been replaced by delegating, based on the idea that people will work willingly if well-led and empowered. In this model, we'll see this change through 3 types of organisations.

### 2.1 The Ford Model of Management

The Ford motor company of the early 20th century reflected the earliest management theory, scientific management. Its management style was directive. Here are some of its features:



Organisational philosophy: Profit; capitalist; economic; workers are motivated by money only.

Management style: Management role is to control everything.

Production: Standardised; measured; repetitive; mechanistic.

Environment: Stable, predictable, monopolistic.

Workers: ...output is measurable.

Customer tie-in: Product-led, the customer is only interested in price. "You can have any colour as long as it's black" (Ford slogan)

Country of origin: USA

Organisational example: Ford, General Motors

### 2.2 Management by Control

The early Ford motor company model of management, which was appropriate to the times, was management by control. People were not seen as anything different from any other resource. They were a measurable cost. In the worst kind of control organisations, instead of developing people, you get these results:

- a) snoopervision (time clocks, hidden cameras, guards)
- b) rules not reasons
- c) excessive discipline by management and excessive grievances by employees
- d) an obsession with objectives, targets and results
- e) a desertion of employees until it all goes “pear-shaped”
- f) attention only on low or high achievers
- g) high absence and turnover rates.

### 2.3 The Volvo Model of Management

The Volvo motor company of the mid-20th century onwards reflected the shift towards motivational and people management. Its management style was democratic. Here are some of its features:

Organisational philosophy: Organisations have a social dimension; workers are organised around semi-autonomous teams.

Management style: Consultative and democratic.

Production: Standardised and measured but includes job rotation, job enrichment, the building of whole cars by teams.

Environment: Relatively stable; increasingly competitive.

Workers: ...teamwork.

Customer tie-in: Room for variation.

Country of origin: Scandinavia

Organisational example: Volvo

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## 2.4 Team Management

The following advert from Volvo in the 1990's shows the company's social approach to working:

“Henry Ford started the assembly plant. Now Volvo has stopped it. For natural reasons. Inside Volvo's latest car plant at Udevalla on Sweden's west coast is “the greatest step forward in the history of modern car production.”

The assembly line is gone; instead a small team builds a complete car. The team see themselves as a family. Their way of making cars is more natural and often more efficient than the traditional assembly line. They confirm Volvo's belief that responsibility, involvement, comradeship and joy increase work satisfaction and raise product quality.

Volvo's thinking is quite natural: build a car with commitment, pay attention to quality and the customer will soon notice the difference.”

### 2.4.1 A Volvo Advert

This is the text of a Volvo advertisement that appeared in April 1990. It summarises the team management approach to work.

“Henry Ford started the assembly plant. Now Volvo has stopped it. For natural reasons.

Inside Volvo's latest car plant at Udevalla on Sweden's west coast is “the greatest step forward in the history of modern car production.”

The assembly line is gone; instead a small team builds a complete car. The team see themselves as a family. Their way of making cars is more natural and often more efficient than the traditional assembly line. They confirm Volvo's belief that responsibility, involvement, comradeship and joy increase work satisfaction and raise product quality.

Volvo's thinking is quite natural: build a car with commitment, pay attention to quality and the customer will soon notice the difference.”

## 2.5 The Nissan Model of Management

The Nissan motor company of the late 20th/early 21st century reflects the shift from the earlier directive and democratic approaches to the delegated and empowering approach. Here are some of its features:

Organisational philosophy: Organisations exist to fulfil long-term missions for the benefit of the community.

Management style: Delegated and empowered.

Production: High use of technology. Self-managed, highly trained and educated groups.

Environment: Unstable and changing.

Workers: The difference that makes the difference.

Customer tie-in: Total quality; right first time; zero defects; quality first.

Country of origin: Japan

Organisational example: Nissan

## 2.6 Trust and Co-operation

In Japanese organisations, the “company” means “family” and employees are like children in the family. Japanese organisational charts show only collective units, not individual positions or title or names. The business goal is to survive and motivation comes from belonging to the group. Unlike the Ford model, competition is a sin and co-operation is all. Training, loyalty, sacrifice and diligence are looked on as key qualities. The following are 3 of Nissan’s General Principles which emphasise the need to:

- a) promote mutual trust and co-operation between the Company and its employees
- b) recognize that all employees, at whatever level, have a valued part to play in the success of the company
- c) seek actively the contributions of all employees in furthering these goals.

## 2.7 How Empowerment Saved Nissan

When Yutaka Kume took over Nissan in 1985, the outlook was bleak. He found what he called “an inward-looking bureaucratic culture”. Kume first modernised the facilities and then created a research and development team that was recruited from the best graduates of that year. Then he created a new kind of culture. The young group, whose average age was 28, had no fixed hours, no top official in charge, and no history of failure. What they had instead was heaps of enthusiasm. They knew they were creating a car that they themselves would want to drive. When the car they produced, the Silvia, eventually came to market, it outsold its competitors and was voted “car of the year”. Nissan, using delegation, empowerment, and self-directed teams, had triumphed.

Whatever the predominant management styles of the last 100 years, the most successful companies have been those which became experts in the predominant style. That’s why today, if you want to succeed, you have to become a skilled delegator and empowerer.

## 2.8 Key Points

1. The Industrial models of management didn’t believe in giving people power of their own.
2. In the Industrial model, people were regarded as purely resources only interested in rewards for work.
3. The team management model of Volvo saw the productive advantages of putting people into teams but still didn’t give them power.
4. Delegation and empowerment are by-products of the change from an industrial age to an information age.
5. Delegation and empowerment aim to make the fullest use of people, not just skills but also potential.
6. When people are empowered, they don’t just give part of themselves to their job; they give everything they can.



# 3 Why Delegation and Empowerment?

Delegation and empowerment are two of the most important skills of management today. They chime with what people want and expect at work. They hold the key to motivation. And, when used with skill, they create people who deliver much much more than you ever thought possible.

If you have been wondering whether you should embrace empowerment in your team or organization, here are some of the very strong reasons why you should.

## 3.1 Command-and-Tell Is Out

Until very recently, the only conceivable form of management in our organisations was a command-and-tell one. That's one where the person at the top issued all the commands and sent them down the line. This structure is no longer guaranteed to work. Why? Firstly, it is inappropriate for modern forms of business, where things move quicker than ever before. And secondly, a more aware, educated, and informed workforce won't wear it. That's why, if you're still operating under old authoritarian forms of management, time is running out for you.

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## 3.2 Competitive Advantage

Organisational survival is more dependent than ever on the customer. Around the turn of the last century, it may have been OK for Ford to say the customer could have any colour “as long as it’s black”. Not any more. Today, customers can simply go elsewhere. The fact is, that all the traditional variables of business – raw materials, systems, management – are no longer exclusive. The one thing that does mark you out, though, is the kind of experience that customers get. And that depends on how your employees behave. Shackle them by telling them they are too stupid to take their own decisions and you’ll lose whatever competitive advantage you had. Empower them and you’ll gain it for good.

## 3.3 We Are All Managers

We all lead more complicated lives than ever before. The average adult now has to manage what is in effect a dynamic business in their own domestic lives. They have mortgages to manage, money to manage, relationships to manage, children to manage, households to manage, social lives to manage. And yet, when they come to work, we often give them simple and meaningless tasks to perform. And then, as an added insult, we appoint someone over them with the implicit message that they are not up to it. Imagine the difference you would make if you simply tapped in to their home-honed managerial skills!

### 3.3.1 Global Challenge

In his book “Global Challenge”, Humphrey Walters recounts his participation in the BT Global Challenge round-the-world yacht race. Each yacht consisted of 13 volunteers and a professional skipper but Walters’ crew on Ocean Rover decided early on that they would not put all the responsibility for leadership on their skipper’s shoulders. They therefore proposed their own code of ethics and behaviour. Three of the key rules were...

1. strict punctuality. Nobody could miss their stint on watch.
2. a willingness to apologise early if anyone made a mistake
3. no gossip behind the backs of fellow crew members.

The crew all agreed to respect the rules. Ocean Rover was one of the few yachts that came home with the same crew that it started out with and also one of the happiest.

## 3.4 Team Power

It is now widely recognised that the most productive unit in the organisation is the Team. The team together can work with each other in a much more powerful way than the individual and the boss can. This is because there are no barriers of status, no distinctions of rank, and no blurring of purposes. The team can, quite simply, focus exclusively on their goal. If managed well, teams can produce ideas, opportunities to achieve and a synergy that surpasses the contributions of individuals on their own. Old “command-and-tell” approaches to people were based on managing people one-to-one; new approaches focus on the team.

### 3.4.1 Training the Team

One of the best analogies of how everyone gains when people are developed is the professional sports team, such as a football or rugby club. Most successful clubs spend huge amounts of money on developing their players. This is in order to...

- develop up-and-coming talent
- keep today's stars at peak performance
- work on practising individual and team moves
- develop the whole team as an interdependent unit
- improve team spirit as well as team skill.

“In football clubs, players are truly human assets....training and development become vital, because, if you can increase the productive potential of the asset, in a short time you not only have greater productivity but an appreciated asset in terms of capital value.” (Charles Handy)

### 3.5 Employee Expectations

Our parents' and grandparents' generation had a different view of the workplace than we do. Theirs was a “job for life” mentality in which do-as-you're-told loyalty was rewarded with a job from 15 to 65. Today's generation neither wants nor expects to spend their whole life working in one organization. When surveyed about what they want from a job, “the chance to work independently” and “the chance to learn” always come higher on the list than money and security.

#### 3.5.1 Traditional Views

Many of the traditional views of work and organisations were unquestioned for years. These are now “old” views.

- “Managers manage, workers work.”
- “I work for the organisation.”
- “I expect rewards from the organisation.”
- “I'm not there to like what I do.”
- “It's a job.”
- “You have to do what you're told.”
- “The aim of work is a job, a position, a wage, a living, a pension, a career.”

These views of work are the views of a mechanistic, industrialised and technological approach to work. They see people in a robotic, non-thinking and limiting way. While such attitudes may have been necessary in the prevailing conditions of the past, they are unlikely to be relevant to the prevailing conditions of the future.

#### 3.5.2 Outdated Models

The traditional view of command-and-control organisations has four features that are detrimental to the development of people:

1. the belief that the views of employees are of little or no importance in senior management decision-taking. All that counts is what top management can see at first hand: the behaviour and performance of other senior managers.
2. the assumption that people are like empty vessels and that to change them, all they need is a top-up of skills or information.

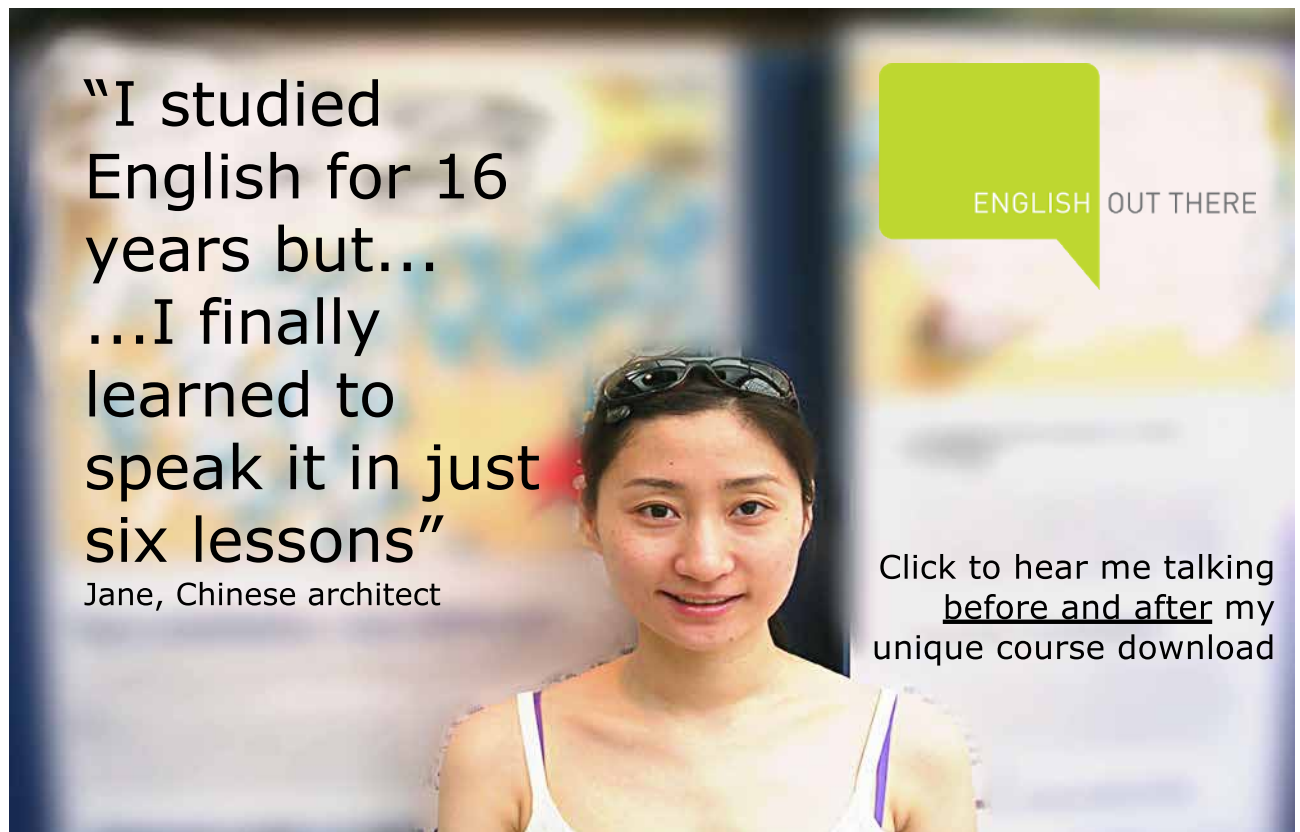
3. the idea that managers are only accountable for achieving volume, quality and financial targets, not the development of the resources.
4. the belief that the manager-employee relationship is like a customer and supplier, so that, if the manager doesn't like what he gets, he can quickly change it for something better.

### 3.5.3 Empowered Views

If we want our "old" organisations to adapt to the future, we need to change our views of work and the role of employees in the workplace.

- "We are partners in the organisation."
- "I work for me."
- "The rewards I get are down to me."
- "I own my job."
- "My contribution is unlimited."
- "The job gives me chance to grow and develop."
- "The aim of work is to serve others, to find fulfilment, to come alive."

It is widely thought that many people, if not most, are capable of views such as these and that it is down to the organisation to put in place forms of managing that can release and realise them.



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### 3.6 The Power of Information

The changes going on in our organizations and workplaces have been brought about by an unprecedented access to information. We now know what goes on in our organizations to an extent never experienced before. It is instant, constant and huge. Moreover, and most significantly, the information is no longer restricted to those in power. It is anywhere and everywhere.

### 3.7 Developing Your Best Asset

It's a modern truism to say that the best asset of an organization is its people. But it's true. This is what one director of a production organization has to say: "In the past, we employed a worker for his hands. We even called them "manual" workers. Now, with the intense competition from everywhere, we simply cannot afford to ignore the whole contribution that people can make. We need their hands, their heads, and their hearts."

There is no doubt that old hierarchical structures served industry well, even if they wasted a lot of the talent in their people. Today, however, when organizations employ people, they have to use everything that people can offer. Only empowerment and empowered forms of working can bring that about.

#### 3.7.1 Adding Value

Delegation, in the sense of management style and attitude, and empowerment, in the sense of how an organisation can change itself, offer ways to bring people into partnership with their organisations and so add value.

A study by the New Learning for Work consortium has identified seven principles by which partnership and added value can be achieved. These are...

1. listen to what people at all levels have to say
2. ensure everyone is clear on what the organisation expects of them
3. create an environment where everyone focuses on results
4. move accountability, responsibility and authority to where it can do most good
5. offer competent support
6. recognise that everyone has their own unique talents
7. back up support with encouragement and review.

### 3.8 Key Points of this Module

1. Delegation and empowerment require radically new ways of looking at people at work.
2. Empowerment recognises the fact that you cannot fully control another human being.
3. Empowerment cannot succeed as a short-term measure to get more work out of people.
4. The 21st century will be an age of people.
5. Empowerment results in people becoming responsible for their own work again.
6. In a time of rapid change, the multi-dimensional team is a more productive unit than the one-dimensional boss-and-subordinate relationship.

# 4 The Delegation Ladder

There are different levels of delegation, depending on the amount of responsibility, accountability, and authority you give to the person you delegate a task to. These levels form the “delegation ladder”. There are a number of rungs on this ladder. If you want to master the whole range of delegation options, then you need to know how to move effortlessly up and down this delegation ladder.



## 4.1 First Steps Delegation

“First Steps” Delegation is the very first kind of delegation we carry out. Imagine a parent and child doing some task in which the child asks to help. The mother or father – it could be baking a cake or cleaning the car – starts with the easiest of tasks and stays close at hand to watch every move. In the workplace, you might be a parent delegator with newcomers or those learning new tasks.

### Delegating as a Style

Whether we are aware of it or not, we may already be delegating to people as part of our personal management style.

The Delegating management style contrasts with three other management styles:

- directing: a directing or telling management style gives no room for individual deviation from an instruction.
- consulting: a consulting or discussion management style gets people’s views about an issue before taking a decision.
- problem-solving: a problem-solving or negotiating management style seeks agreement about what should be done.
- delegating: a delegating or hands-off management style passes responsibility to others for some or all aspects of the job with the full backing of the delegating manager. It is an act of trust in others.

## 4.2 Hands-off Delegation

Hands-Off Delegation is the next step up the delegation ladder and is appropriate when the delegatee wants to take more responsibility for the task and be left alone. The delegator lets them go but keeps an eye on them. It's like the child who feels confident about taking their first swimming strokes unaided. The parent or teacher moves to the side of the pool but continues to watch them closely.

## 4.3 Ambassadorial Delegation

The word “delegation” is derived from “legate”, another word for ambassador. In “ambassadorial delegation”, you are asking someone else to stand in for you. A delegate was originally the lieutenant of a Roman general who spoke on his behalf. Choosing someone to represent you has obvious advantages for you - it frees your time for more important things – and obvious advantages for your delegate who gets a taste of work outside their normal line.

### Go-fer Delegation

Ambassadorial delegation has advantages and disadvantages.

Advantages of ambassadorial delegation

It provides cover for you.

It enables you to have a deputy and stand-in.

It gives others a taste of interesting work out of their normal line.

Disadvantages of ambassadorial delegation

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If you select unfairly, you may be accused of bias: when the job is a popular one, bias of favouritism; when the job is an unpopular one, a bias of discrimination. If you fail to give clear instructions, the person may exceed their brief or not do what you want. Equally, the delegatee may not report back fully to you and keep you in the picture.

Stephen Covey calls this kind of delegation “go-fer” delegation, ie go for this and go for that.

#### 4.4 Allocating Delegation

Moving up the ladder, we come to Allocating Delegation. This is when you hand over a full task to someone with responsibility for deciding how, when, and where it will be done while you still retain responsibility for the task's completion. It is sometimes thought that the higher up the command chain you are, the more you should delegate the tasks that come across your desk. As a rule of thumb, senior managers should aim to allocate 90% of their tasks; middle managers 60%; and junior managers 30%.

##### The Reluctant Delegator

Many managers, even those who can see the benefits of passing on work to others, often hesitate to delegate. This might be for any (or all) of the following reasons:

- the delegatee won't do the job as well as me
- the delegatee will do the job as well as me, and maybe even better
- what would that leave me to do?
- I don't trust anyone with the confidentiality of the work
- I might then be in their debt
- they're not up to the job and I don't have the time to show them what to do
- I like what I do.

Any manager who thinks in these ways needs to re-assess their basic assumptions about the role and value of the people who work for them.

#### 4.5 Developmental Delegation

Developmental delegation can be by far the most valuable of the various acts of delegation. It is delegating with a long-term purpose. It grows the one resource which is limitless: your own staff. It can be undertaken as part of a formal scheme or carried out almost unseen as part of the daily acts of team leadership. In developmental delegation, you spot opportunities that will build on the strengths of your team. Often these will be opportunities where people have the natural talents to excel in the job. Your job is to match people with opportunities and then give them the space to show you what they can do.

##### Developing People

Delegation plans are likely to figure largely in personal development programmes. Many organisations now use them to plan the development of their staff's potential. They may also be devised in a less formal way because managers spot the potential “under their nose”.



The manager who delegates in order to develop others...

- gets real pleasure from seeing others grow
- believes that people want to grow
- provides room for people to grow
- sees people as unlimited potential not finite resource
- trusts others
- does not expect the job to be done the way she would do it, but doesn't mind because...
- she is prepared to learn how the job can be done differently.

## 4.6 Ownership Delegation

The penultimate step up the Delegation Ladder is Ownership Delegation where you do more than just let someone do a bit of a job or most of a job. In Ownership Delegation, you make them fully responsible, not just for the job, but for the results and outcomes. Don't do this kind of delegation until people are ready. That means until they are fully competent in the job and fully motivated to deliver an outstanding result. Then, when you give them pride of ownership, responsibility and accountability, they will not just do as good as anyone has ever done in the past, but they may astonish you with what they can add of themselves to the job. Your role is to let them.

### A Sense of Ownership

In William Kay's profile of two dozen of the UK's top chief executives, "The Bosses", Archie Norman of Asda, says managers have to create a sense of ownership amongst their staff:

"You have to get people saying to themselves: "This is my store"; and wanting to feel that working at Asda is worthwhile, that they like the people and like talking to customers. You want employees to go into the pub after work and feel good about telling people that they work at Asda."

This process is backed up by a "Tell Archie" suggestion scheme, regular feedback, morning "huddles" and monthly "circles". "We depend on the success, skills and motivation of our people at every level. We want to be exalting and celebrating the successes we have and inviting people to play their role in the company."

## 4.7 Stewardship Delegation

Stewardship delegation is the topmost rung of the Delegation Ladder. It is less of a once-off act and more of a long-term relationship. It involves passing to someone else the full responsibility for looking after an area of work, whether large or small, for a period of time. It's what monarchs throughout history have done to their first ministers and what first ministers have done to their department ministers and so on all the way down the chain. If you want to see a classic example of stewardship delegation, then go to the book of Genesis in the Old Testament and read the story of Joseph and Pharaoh, in which Pharaoh gives Joseph the responsibility for sorting out the economy of Egypt for 14 years. In this period, Joseph answers to Pharaoh for managing the 7 years of plenty and the 7 years of famine and turns Egypt into the most successful country in the Ancient World.

Delegation is at the heart of management. To some extent, it is management. When you choose the right person, the right task, and the right delegation style, and then delegate with trust and confidence, you're almost certain of success.

#### 4.8 Key Points of this Module

1. As a management style delegation is a hands-off style which passes responsibility to others.
2. Acts of delegation allow managers to concentrate on the work only they can do.
3. Don't delegate all the pleasant jobs to people you like and all the unpleasant jobs to people you dislike.
4. Some managers hesitate to delegate in case the employee does the job better than they do.
5. The decision to delegate, to whom and with what responsibility must be carefully thought through.
6. When you let people own their work, you restore pride in people's workmanship.

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# 5 Developmental Delegation

If you manage others, one of your most important roles will be to develop the resources that you have under you and that includes the people themselves. You can do this through off-the-job exercises such as training. You can also do it through on-the-job exercises such as delegation.

Here is an 8-step guide on how to develop people through delegation.

## 5.1 Let Go of Control

The control form of management does huge damage to your profitability as a business. It creates systems that snoop on people, sending them the message that they are not to be trusted. But the biggest damage that control does is to limit the contributions that people can make. Instead, when you change to delegation and empowerment, you release people and allow them to perform.

## 5.2 Kindle the Inner Spirit

The first step in developing others is the belief that everyone in the team is capable of growth and development. We demonstrate that belief by being genuinely interested in what they are doing and helping them discover ways in which they can build on their strengths. In this way, developmental opportunities open up almost by themselves. “In everyone’s life, at some time, our inner fire goes out. It is then burst into flames by an encounter with another human being. We should all be thankful for those people who re-ignite the inner spirit.” (Albert Schweitzer)

## 5.3 Work on Your Team’s Strengths

The biggest disasters in people management arise when we fail to recognize the natural abilities of our team. We then force people to do things they are not gifted at. Inevitably their performance dips and so does their confidence. However, when you give people jobs they want to do and are naturally good at, performance soars and so does their confidence. Here is a story to remind you to “play to people’s strengths”.

### 5.3.1 Rabbit Goes to School

We gain little by developing people’s weaknesses; we gain hugely by developing their strengths.

When Rabbit first went to school, he was delighted with what the instructor told him. “Rabbit, you have fine legs. You hop well, spring well and jump well. With some guidance, you can be an excellent jumper.” Rabbit loved every minute of the Hopping class and excelled.

Then the Head Teacher said: “But Rabbit, you don’t swim well or climb trees at all well. You must stop the Jumping class and concentrate on swimming and tree climbing.”

So, Rabbit left the Jumping class that he loved and went to the Swimming class and Tree climbing class that he hated.

After a while, miserable and dispirited, he begged his parents to take him out of school. “If only I’d been allowed to stay in Jumping,” he thought.

(Thanks to Donald Clifton and Paula Nelson)

## 5.4 Match Needs

The art of delegating lies in finding a match between the potential of the individual and the needs of the business. When you find that match, you hit on a win-win situation: you gain and the individual gains. By contrast, when you delegate jobs that don’t need to be done, or to people who don’t have any real interest in them, or can’t do them, or don’t want to do them, you simply de-motivate and frustrate. As a result, people become convinced they’re inadequate and lacking in any real talent.

“Don’t try and teach a pig to sing. It wastes your time and annoys the pig.” (Donald Clifton and Paula Nelson)

## 5.5 Agree a Delegation Plan

When you decide to delegate a job to someone in order to develop their strengths, it is important to create a delegation contract so that you both know what is expected of each other. This contract can include anything you want but useful areas for agreement include: time scales; levels of freedom; levels of authority; constraints; methods of working; worries; how others are affected; and informing others. You are unlikely to be able to do this without sitting down with the delegatee to agree the contract and then having regular chats as things progress. Some of the questions to be asked are:

What has to be done?

When by?

To what standard?

What resources are there?

Who can help?

Who should be contacted?

What information is needed?

What happens if I foul up?

Who else should we inform?

## 5.6 Let Them Fly

Unless your delegation contract stipulates a very tight amount of control by you, you must let the person get on with things without unnecessary interference. OK, that may sound risky. And it is. After all, the delegatee may foul up. Well, that’s a risk you have to be prepared to take, since this may be the only way they’re going to learn. But unless you let them go, they won’t be able to stretch their wings and fly. Delegation is an act of faith on the part of both you and your delegatee. “Giving people self-confidence is by far the most important thing I can do. Because then they will act.” (Jack Welch, CEO of General Electric)

There are five broad bands of control and freedom:

1. high manager control: "Look at the job and tell me what needs done. Don't do anything unless I tell you."
2. not so high manager control: "Do what needs to be done, but if there are any problem areas, see me at once."
3. a balance of control and freedom: "Do what you want in areas A and B; but don't do anything different in areas X and Y without checking with me first."
4. looser manager control: "Have a go at the job and if you need any help, come and see me."
5. high employee freedom: "Do the job as you want as long as you get the results. Experiment with new ideas. Try things out. Let's meet when you've done it and review."

## 5.7 Keep Your Eyes On

Working out how near or far you need to be in a delegating relationship is the true art of managing others. Too close and you don't give people enough freedom to take risks and learn; too far and they lose hope. One rule is to take your hands off but keep your eyes on. This relationship is similar to parents teaching their children to swim. At the start, they stand right next to them with their hands under their tummies. They never let go. Then gradually as the children begin to gain in confidence and skill, they move back. First they let one hand go. Imperceptibly. Then the other hand. Then they take a step back. Then another. And eventually they move out of reach to the side of the pool. In the end they leave the children alone and get out of the pool. But all the time, even when they appear competent, they never take their eyes off them.

### 5.7.1 Building Trust

When you want others to do work that stretches them they must have trust in you and you must have trust in them.

Don't trick people into accepting tasks by suggesting the job is much easier than it really is.

Don't hint that you'll help them when you know you can't.

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- Don't make promises in return for them doing the task.
- Don't suggest rewards might come if they won't.
- Don't use developmental delegation just to get a nasty job done.
- Don't flatter them into believing they can do a job which they need help with.

The story is told of the manager who gave delegation a try. He reluctantly agreed to pass down some of his routines to his secretary, but every night after she'd gone home, went into her drawer to check what she'd done.

## 5.8 A Delegation Checklist

Writer Jim Cathcart says there are 8 "T"'s in developmental delegation. Check you have them in place whenever you delegate tasks to your team.

1. Target: do they understand the purpose or goal?
2. Tools: do they have the tools or information to do the job?
3. Training: do they have the skills to do the job?
4. Time: do they have enough time to do, make mistakes, and learn?
5. Truth: do they know how it all fits together?
6. Tracking: do they come back to you to see how they're doing?
7. Touch: do you give support and encouragement?
8. Trust: do you trust them to get on with it?

Management guru, Peter Drucker, once said that the aim of any organisation was to enable ordinary people to do extraordinary things. When you plan people's work around developmental delegation, you do just that. You empower them to deliver something really special that enriches both you and them.

## 5.9 Key Points of this Module

1. Desertion by management, excessive supervision, rules and discipline are all features of control organisations.
2. Belief in people's potential, ongoing support and trust are all features of developmental organisations.
3. A good delegator knows each one of the team intimately.
4. We gain little by developing people's weaknesses; we gain much by developing their strengths.
5. A delegation contract clarifies the amount of freedom the delegatee has.
6. When things go wrong in the delegated tasks, don't find someone to blame, find out what happened.

# 6 The Nature of Power

According to Jeffrey Pfeffer of the Stanford Business School, power is the only way things get done in an organization. While this is undoubtedly true, today's empowered organizations have changed our whole notion about just what power is and who really has it. If you want to increase your organizational power, you can still do it in the traditional way. But there are other ways as well.

## 6.1 The Way You See Power

In the hierarchical view of organizations, there is only one way to see power and that is that power resides with those at the top. In the new empowered forms of organizations, however, there is a less defined view of power. That's because when you empower people, power can be anywhere in the organization: with those at the top, those dealing with customers, those doing a key job, those whose time has come, and so on.



### 6.1.1 The Handy-Harrison Model

In the Handy-Harrison model of organisational culture, power can be seen to rest in any, or all, of four locations...

- with owners who have ultimate power in deciding the future of the organisation but little day-to-day influencing power
- with managers who have the power to shape the style and culture of the organisation
- with employees who have the power to do a good job or bad job
- with anyone, anywhere and everywhere.

These four locations have been described as four mountain peaks, named after four Greek deities: Zeus, Apollo, Athena and Dionysus.

1. Mt Zeus: power is almighty and resides with owners who can bring the enterprise to an end if they wish.
2. Mt Apollo: power resides with managers according to status: the higher you are, the more power you have.
3. Mt Athena: power resides with those who do the job. More people have power because they are informed, responsible and have authority.
4. Mt Dionysus: power is spread around the organisation as needed. It is diffuse, constantly changing, and based on individuals taking power to themselves.

## 6.2 The Two Forms of Power

There are two kinds of organizational power: top-down and bottom-up. Top-down power is the traditional form of power and usually resides with those who have status and position. On paper, these people are the most powerful in the organization. Bottom-up power is a more interesting form of power. It can reside with anyone who has the power to make a difference. In short, it can be called “screw-up power”. While people with screw-up power have no formal position, they have an unlimited power to make a difference to how well your business performs.

## 6.3 Impression Power

The traditional form of top-down power is impression power. It depends on using the potential of power rather than the actuality of power and uses shows of force to get people to act. There are many legitimate uses of impression power, for example, if you want to sell an idea, to argue a point of view, or to motivate others to act. Those who play politics in organizations use impression power to build empires, grab the lion’s share of resources, and promote themselves.



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## 6.4 Your Power to Get Things Done

Impression power is a form of power that is based on the trappings of power, such as status, connections, and power displays. The power to get things done, however, is based on none of these. It is based on your personal qualities and skills such as persistence, determination, vision, leadership, interpersonal skills, and the ability to change. None of these depend on your position in the organization and so can be developed whatever your job or role.

## 6.5 How Power Works

In the traditional organization, power works by threat and force. In the empowered organization, power works by how much you can give away. When you give people the power to own their jobs, make decisions that affect them, and allow them to be responsible for outcomes, you do what W. Edwards Deming believed empowerment was: the power to fully do your job.

## 6.6 Daily Acts of Empowerment

The reason why empowerment has such power to change an organization is that you can do it every day in many small ways. Just taking an interest in what people do and listening to their ideas are forms of empowerment. So is praising people for results and asking them what they want of you. You can create a revolution by making empowerment a daily habit.

### 6.6.1 The Law of the Few

Malcolm Gladwell, author of “The Tipping Point”, says that change is effected best not by trying to win over the mass of people, but by capturing the key personalities who can influence others. He calls this “the law of the few”.

There are 3 types of people you need to target when undertaking a major change:

1. those with plugged-in social networks
2. those with infectious or persuasive personalities
3. those with a reputation for expertise.

When you recruit these people to the cause of change, you stand a greater chance of success.

## 6.7 Be One of the Haves

We used to think that having power and position meant being one of the “haves” while being powerless meant being one of the “have nots”. However, today’s empowered organizations have changed all that. Today, the haves are those who can acquire freedom, self-confidence and riches without depriving others of them while the have-nots are those who spread fear and dependence by making others poor. Join the ranks of the haves.

“The real “haves” are those who can acquire freedom, self-confidence and riches without depriving others of them. They acquire all of these by developing and applying their potentialities. On the other hand, the real “have nots” are those who cannot have aught except by depriving others of it. They can feel free only by diminishing the freedom of others, self-confident by spreading fear and dependence among others and rich by making others poor.” (Eric Hoffer, 1902 - 83)

Power is a curious thing. For many, it is regarded as a finite limited commodity which they have to hang on to in case it disappears or is taken from them. By contrast, today's empowered organizations prove that personal power is unlimited. In giving it away and developing it in others, you don't lose it. You actually increase it and at the same time do yourself a power of good.

## 6.8 Key Points of this Module

1. Top-down power is impression power, greater in its potential than in its use.
2. Bottom-up power is everyday power, the power to get things done, screw-up power.
3. People need permission, protection and power to act before they can feel safe with empowerment.
4. A "pocket of good practice" is a good way to introduce changes at the bottom on a trial basis.
5. No programme of change can ever work if management believe they alone have power.
6. Power is not a fixed resource; it actually increases the more it is spread around.

# 7 Empowered People

When you empower people, a remarkable change comes over your workplace. Gone are the worst aspects of disenfranchised organisations, such as blame-and-fear, bunker mentalities, and me-first thinking. In their place, comes trust, confidence, and shared and mutually-beneficial partnerships.

Here are some of the features of empowered workplaces.

## 7.1 "What Should I Know?"

You know you have an empowered organisation when the following conversation can take place:

CEO: "Hi, Bill, how are things today?"

Bill: "Fine, John, thanks. The only problem is that old machine. It's keeping us down to 3 tons a day when my customers need to take 4 tons. What should I know?"

Such an exchange can only take place when managers trust people to fully embrace their jobs, own their work, and are motivated to reach their goals.



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What if you could build your future and create the future?

One generation's transformation is the next's status quo. In the near future, people may soon think it's strange that devices ever had to be "plugged in." To obtain that status, there needs to be "The Shift".



### 7.1.1 When You Empower...

Empowerment aims to bring with it fundamental changes in the way people feel about their role in the organisation.

- instead of fear, they are given challenge
- instead of seeing learning as a chore, they see it as an adventure
- instead of being dependent on others, they become interdependent with others
- instead of fearing change, they welcome it
- instead of having little initiative, they have ideas about how things could be made better
- instead of fearing what others say about them, they go out of their way to ask others what they think
- instead of distrust and suspicion, there is trust and openness
- instead of lack of vision, there is focused purpose
- instead of scant training, there is continuous development.

## 7.2 You Can Tell...

You can tell you're in an empowered organisation when you see the following:

- a) there are no reserved car park places for executives, but there are for visiting customers
- b) you see women doing jobs they don't usually do, like driving lorries and manning security posts
- c) there are no unnecessary signs prohibiting, stopping or warning people, because they already know
- d) there are no status divisions between people such as size of desks, pile depth of carpets, and names on doors
- e) everyone wears a smile of welcome and confidence.

## 7.3 No Longer Dependent

In the corporate bureaucracies of the past, the majority of people were made to be dependent on the organisation. It was a way to keep people down and under control. In today's empowered organisations, people are no longer dependent on the organisation but interdependent with it. Together, the individual learns to develop their own role, develop their own direction, develop their own discipline, develop their own motivation, and develop their own sense of success. They've grown up.

## 7.4 "It's Our Line"

One of the things that has to go when you move to empowered systems is what people understand by a job. It's no longer what appears on the Job Description sheet but what needs to be done. Here's how one worker described the change:

"In the old days, when the line broke down, we'd all wait around doing nothing while the maintenance crew were called. When at last they arrived, we'd watch them fix it even though we knew more about the line than they did. We often knew more about the problem than they did, but because of job demarcation and differentials, we weren't supposed to say or do anything. Now we do it ourselves, because it's our line."

## 7.5 Involving People

Ed Lawler, of the University of Southern California, says that you need to put in place 6 key elements if you are to empower people. They are:

- a) involve people in the business by shifting power downwards
- b) require people to add value at all levels of the business
- c) organise around small groups of mini-businesses
- d) hold teams accountable for customer relations
- e) base rewards on how well the team does
- f) pay people according to added value.

## 7.6 Resourceful Employees Managing

The inevitable result of empowering people is the idea of self-managing teams. A self-managing team is one that directs most of its own work rather than relying on the team leader. This enables them to do what is necessary to meet the team's goals and the organisation's goals for them. Helga Drummond described this change as one from "employee resource management" via "managing employees resourcefully" to "resourceful employees managing".

### 7.6.1 Self-Managing Teams

The concept of self-managing teams is the fundamental building block of empowered organisations. A self-managing team is one that directs most of its own work rather than relying on the team leader for its day-to-day decisions. This enables them to do what they believe is necessary to meet the team's goals and the organisation's goals for them. More and more organisations are moving to some kind of self-management for their autonomous teams. Rank Xerox, for example, have converted all 2200 of their customer service staff into autonomous groups.

## 7.7 Loose and Easy

Writer Brett Arquette describes self-managing teams in the following way:

"Keep it loose and easy. Hire people who are motivated and don't require someone constantly looking over their shoulder. Hold a meeting once a week to hand out assignments and then let them get on with it. Allow them to come and go as they please, don't watch the clock. If people call in and say they will miss work, don't make it necessary for them to give a reason. You'd be surprised how much peer pressure can keep people on the straight and narrow."

There is one simple measure of empowered workplaces: how do people feel? If people don't like being empowered, it's usually because they would rather the organisation (ie management) did all the thinking for them. The truly happy and fulfilled employees are always those who are empowered.

## 7.8 Key Points of this Module

1. In an empowered organisation, challenge replaces fear and openness replaces suspicion.
2. How easily an organisation can change to an empowered culture depends on its systems and the expectations of its customers and employees.
3. Hierarchies are the natural shape for control organisations but the wrong shape for empowered ones.
4. The relationship between the mother organisation and the small empowered team is federalist because it is based on two-way trust.
5. In an empowered organisation, the manager moves from being at the top controlling, to being at the bottom supporting.
6. Empowered systems of working need to be continually changing to suit customer needs.



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# 8 Empowering Managers

The stereotypical manager in a hierarchical organisation has a quite different perception of their role than the manager in an empowered organisation. In a hierarchy, the manager sees himself as the decision-taker, the rule-giver, and the problem-solver. In an empowered set-up, all these roles can pass to the team, leaving the manager to re-assess his or her role. Here are some of the ways in which the role can change.

## 8.1 Help Others through Their Doubts

When you change from top-down control to bottom-up empowerment, whether in individual teams or in the whole organisation, you can send a shock wave through all those who were comfortable with “the old ways”. Senior managers can be seriously troubled with the re-distribution of power. Middle managers can feel their role seriously shifting. Employees may wonder if this means more work for the same pay. And customers may seriously wonder if they will get the same service as before. Managing change successfully becomes a key skill of the empowering manager.



### 8.1.1 It's So Hard

In his book “The Seven Habits of Highly Effective People”, Stephen Covey describes the experience of getting his young son, Stephen, to take responsibility for keeping their yard green and clean throughout the summer months.

Covey went to great pains to show his son what he wanted the yard to look like, with the proviso that “you’re the boss now; it’s up to you.”

The two made a deal about how the work would be done and how results would be judged. Then Covey senior left Stephen to it.

Two weeks passed. And nothing happened.

Each day, Covey looked for the results he’d been promised but to no avail. In the end, unable to leave it any longer, and tempted to return to “gofer” delegation, Covey asked to inspect the overgrown and dirty yard...

“As we started out the door, his chin began to quiver. Tears welled up in his eyes and by the time we got out to the yard, he was whimpering.

“It’s so hard, Dad!”

What’s so hard? I thought to myself. You haven’t done a single thing! But I knew what was hard - self-management, self-supervision. So I said, “Is there anything I can do to help?”

“Would you, Dad,” he sniffed. He pointed to the garbage from the barbecue. “Will you pick that stuff up? It makes me sick.”

So I did. I did exactly what he asked me to do. And that was when he signed the agreement in his heart.

It became his yard, his stewardship.

He only asked for help two or three more times that summer. He took care of that yard and kept it greener and cleaner than it had ever been under my stewardship.”

(Re-produced with permission)

## 8.2 Create the Right Environment

Alex Ferguson, manager of football team, Manchester United, recalls welcoming the French striker, Eric Cantona, to his first training session at the club in 1992. After the introductions, Cantona said to the manager, “Can I have two players?” Ferguson asked, “What for?” “To practise”. Ferguson, who ran a tightly-controlled ship, had never had such a request before, but went away, found two players and stood back and watched. After some time watching the players practise together, Ferguson turned to his coach and said, “You know, this is what management is all about, creating the right environment for them to help one another and get to the top.”

## 8.3 Make Everyone More Knowledgeable

One of the key roles of the empowering manager is to be the bridge between people in the team and between the team and people outside the team. He or she needs to be a master communicator, able to move effortlessly around all the different styles of communicating, from one-to-one motivating conversations to team talks, from listening actively to influencing and negotiating with stakeholders such as senior management.

## 8.4 Develop Talent

One of the problems with “old-style” organisations was that its focus on individuals encouraged teams to remain immature and not grow. Hence, teams had no clear identity, people could circumvent the team and go straight to the manager, and team conflicts festered because nobody would do anything about them. In empowered organisations, teams get to grow up. They have more power, have a strong sense of “who we are”, and have the mandate to resolve conflict themselves. Jack Welch, when CEO of General Electric, did exactly that with his team of top managers. “My main job was developing talent. I was a gardener providing water and other nourishment to our top 750 people.”



## 8.5 Be Like a Bee with Pollen

The film-maker Walt Disney was once asked by a little boy touring his studios, “Do you draw Mickey Mouse?” “No, I don’t,” he replied. “Then do you think up all the jokes?” “No, I don’t,” he replied. “So, Mr Disney, what do you do?” asked the boy. After a moment’s thought, Disney replied, “Well, sometimes I think of myself as a little bee. I go from one area of the studio to another and gather pollen and sort of stimulate everyone. Yes, I’m a bee with pollen.”

## 8.6 From Cop to Coach

Management guru, Tom Peters, coined the phrase “from cop to coach” to describe the new role of the empowering manager. The change is...

- from nay-sayer to yea-sayer
- from rule-enforcing cop to rule-breaking coach
- from restrainer to helper
- from work scheduler to work co-ordinator
- from controller to releaser
- from transmitter of management messages to seller of team ideas
- from one of them to one of us.



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## 8.7 Let Them Manage, You Must Lead

In reality, the empowering manager is a contradiction in terms. For when your team is managing, you are not. The reality of the empowering manager is that he or she is a leader, not a manager. Leadership means getting results through people and that is where the focus of “the empowering manager” lies: breathing life into the vision of “why we’re working here”; creating a climate in which others are prepared to take risks; and in the process creating more leaders in the team.

The role of the empowering manager requires a new way of looking at what “management” means. It can mean new skills, new assumptions about people, and a whole new way of looking at work.

## 8.8 Key Points of this Module

1. An empowered organisation implies a different power culture from a traditional hierarchical organisation.
2. Senior managers have to accept uncertainty and ambiguity as normal in an empowered culture.
3. What employees want from their managers are invariably the characteristics of an empowering manager who helps not one who directs.
4. If knowledge is power, then everyone should become more knowledgeable.
5. In self-managed teams, the onus is on the team to keep the manager informed.
6. In an empowered atmosphere, the manager’s role becomes a positive encouraging one, not a negative restraining one.

# 9 DIY Empowerment

If we rely on our organisations to empower us, then we'll never fully attain the freedom or power to do what we are capable of. The power always rests with others. To be fully empowered, and add value to what we do, we must empower ourselves through self-reliance, self-motivation, self-discipline, and self-direction. It means turning any job we do into a chance to grow. It means Do-It-Yourself Empowerment.

Here are some of the ways to empower yourself.

## 9.1 Break Free From the Chains of Others

In his book, "The Success Factor", Dr Harry Stanton says that, to be truly self-reliant, we need to break free from 6 kinds of chains that tie us to others. These are:

- a) the morality of others, eg "you must..."; and "you should..."
- b) others' idea of what success is, eg in material success and status
- c) the identity that others want to give you
- d) other people's ideas of what it takes to be happy
- e) your place in the pecking order
- f) how you should behave.

## 9.2 Never Wait For "Them"

If we wait for others to help us succeed, we could be waiting for a long time. Never rely on others for the breaks you need to get where you want. Set your own path and follow it regardless of what others say or do. "The best motivation is self-motivation. The guy says, "I wish someone would come along and turn me on". What if they don't show up? You've got to have a better plan for your life." (Jim Rohn)

## 9.3 Change Your Perceptions

Self-empowered individuals have a positive view of work and its challenges. They don't allow themselves to be swayed by others into negative stereotypes but see work as the springboard to achieve everything they want. These are some of the changes in perception required:

- a) From work as "a 9 to 5 kind of dying" to work as "a chance to excel"
- b) From work as "a chore, a must, a have-to" to work as "a preference, a liking, a love"
- c) From work as "doing it, but being somewhere else" to work as "total flow and absorption".

## 9.4 Own the Job

If you owned your own business, you would plan it, work at it, invest everything you could in it, develop it, be proud of it, nurture it, and enjoy every second in it. With a change of focus, you can do the same for any job you do. "Make every decision as if you owned the whole company." (Robert Townend)

### 9.4.1 A Taste of Discretion

Peter Grazier tells the story of his visit to a grocery store to buy some wholesome biscuits, (he was on a diet at the time).

He asked the young man behind the counter for the wholewheat variety but his gaze was irresistibly drawn to a range of chocolate chip biscuits. The young man noticed his interest and asked him if he would like to try one. Thinking more of his waistline than his taste buds, Peter declined.

The young man noticed Peter's hesitation and obvious interest so repeated the offer. Peter was sorely tempted but, after a brief struggle in his mind, said a final "No, thanks" and ordered the wholemeal biscuits instead.

When he got home and opened the bag, Peter found, alongside the wholemeal biscuits he'd ordered, two of the mouthwatering chocolate chip biscuits he'd wanted to try.

That's empowered service.

## 9.5 Be the Best

The self-empowered individual is someone who knows his or her own strengths, finds a place where he or she can exercise these strengths for their own and others' benefit, and then works tirelessly to be the best. It doesn't matter whether they are at the top or bottom of the organisational ladder.

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“If a man is called on to be a streetsweeper, he should sweep streets even as Michaelangelo painted, or Beethoven played music, or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause to say, here lived a great streetsweeper who did his job well.” (Martin Luther King)

## 9.6 Add Value

You can add value to your job in any number of ways. Here are 7:

1. find the best method. Added value = greater productivity.
2. find profitable connections. Added value =  $2 + 2 = 5$ , synergy.
3. find more chances to succeed. Added value = winning at the game.
4. find a way to produce outstanding quality. Added value = customer delight.
5. find new ways to do things. Added value = innovation.
6. find the quickest, safest, most reliable method. Added value = efficiency.
7. find the simplest way to work. Added value = smooth, stress-free working.

## 9.7 Zen It

When we “zen” our jobs, we do them for the sake of doing them, not for what they lead to. The word “zen” means we are totally absorbed in the present, concentrating on the job in hand. In their book, “Thank God, It’s Monday”, Charles Cameron and Suzanne Ellusor describe seeing a Zen monk sweeping snow from the steps of a Buddhist temple even though it was still snowing. It didn’t matter that he wouldn’t clear all the snow. It was enough to be doing it.

## 9.8 Shine Your Light

When we work with a sense of inner empowerment, something magical happens to us. We are able to let our own light shine.

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. We were born to make manifest the glory of God that is within us. It’s not just in some of us; it’s in everyone. And, as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.” (Marianne Williamson from “A Return to Love”)

In the Industrial-age organisations of the past, where power rested with those with power, giving away some or all of that power was impossible to imagine. Today, it is not just a reality and necessity for successful organisations; it is also a reality and necessity for successful individuals.

## 9.9 Key Points

1. You don’t have to wait for managers and others to empower you; you can do it for yourself.
2. We empower ourselves when we no longer rely on what others think or say or do.
3. We cannot rely on others to do our self-empowerment for us.
4. Commitment plus skill equals excellence.
5. Do-it-yourself empowerment results when you see your job as your own business.
6. When organisations encourage their staff to go on education programmes, they consistently get better performance.

# 10 The 21st Century Manager

If you're a manager working in a business that wants to become successful in the 21st century, then you need to embrace the 8 archetypal roles of the New-Age Manager.

## 10.1 Prophet

The new-age manager stands out from others by their ability to see possibilities that others don't see. He or she doesn't just have a goal for the team to reach, but a vision of something exciting and unique.

“Some people see things as they are and ask “Why?” I see things that are not and never were and ask “Why not?”” (George Bernard Shaw)

## 10.2 Partner

The days when the manager was someone who stood above the workforce and worked in a separate part of the business have long gone. Today, the manager is a key player in the team, a part of it as well as apart from it. He or she is a key partner serving the team and in turn being served by it.

“The thing that lies at the foundation of positive change, the way I see it, is service to a fellow human being.” (Lech Walesa)

## 10.3 Performer

The new-age manager gets results. This is because he or she works with the team, knows what they want, and has the skills to communicate their vision to others. The workplace becomes a dynamic and exciting place to be. And everyone performs out of their skin.

“If you want to stand out, don't be different, be outstanding.” (Meredith West)

## 10.4 Poet

It may sound strange to talk about the manager as a poet but as an articulator of the deeper meaning of the values of the workplace and a communicator of emotions as well as information, this is what he or she is.

“He who is certain he knows the end of things when he is only beginning them is either extremely wise or extremely foolish. No matter which is true, he is certainly an unhappy man for he has put a knife in the heart of wonder.” (Tad Williams)

## 10.5 Philosopher

The reason why the modern manager is a philosopher is that he or she needs a much wider perspective on the workplace than their predecessors did. They need to see much deeper purposes in work than just a way to make a profit or earn money. They need to see the value of service and the value of personal and team development. In short, the new-age manager has to know the spiritual meaning of work.

“The first responsibility of a leader is to define reality. The last is to say thank you.” (Max DePree)

## 10.6 Pioneer

The one thing that new-age managers have to live with that their forefathers didn't is constant change. They have to create and tear down, build and destroy. They have to set themselves on one course only to make a sharp U-turn and do something else when conditions dictate. The modern manager is like the frontiersman or woman of old, seeking new lands and new adventures every day.

"You have to leave the city of your comfort and go into the wilderness of your intuition. What you discover will be wonderful. You'll discover yourself." (Alan Alda)

## 10.7 Persuader

One thing that hasn't changed from the past is the key role that managers play in communicating with others. In fact, they have to be even better at communicating than ever. They need to be articulate as well as silent. They need to coach as well as be coached. They need to speak to people's minds as well as to their hearts. If the ability to make a case was a crucial skill of old, then in the future one of the most valuable skills will be the skill to persuade.

"Nothing is so potent as the silent influence of a good example." (James Kent)

## 10.8 Pilgrim

In the stories of the past, one of the heroic archetypes was the figure of the pilgrim who goes on a journey to discover treasures and ends up discovering himself. That's an apt way to describe the new-age manager. He or she is an adventurer who goes into the unknown, a dream-seeker, a wanderer for whom the journey will always be more important than the destination.

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“You cannot be wimpy out there on the dream-seeking trail. Dare to break through the barriers, to find your own path.”  
(Les Brown)

The 21st century manager is someone who has left behind the characteristics of the boss and owner. He or she is someone who leads, inspires, motivates, sets an example, empowers, and creates vision. These skills no longer require just the ability to get things done but also the skills to create new possibilities and pathways.

## 10.9 Key Points of this Module

1. Delegation and empowerment result in a paradigm shift in the way you see the role of manager.
2. In the Information Age, the role of manager has shifted from controller with answers to facilitator with questions.
3. The new kind of manager has a less defined role than in the past.
4. The new-age manager works with, and through people.
5. Managers are also leaders.
6. The new style of manager inspires others through their acts of trust and empowerment.



# 11 Web Resources on Delegation and Empowerment

The following instantly-accessible website resources provide more in-depth information on some of the tips, techniques, and features in this book.

Take the free e-course on Delegation and Empowerment from ManageTrainLearn [here](#):

[http://www.managetrainlearn.com/products-info/delegating\\_the\\_e-course/](http://www.managetrainlearn.com/products-info/delegating_the_e-course/)

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<http://www.managetrainlearn.com/product-info/mtl-e-manuals-delegation-and-empowerment/>

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