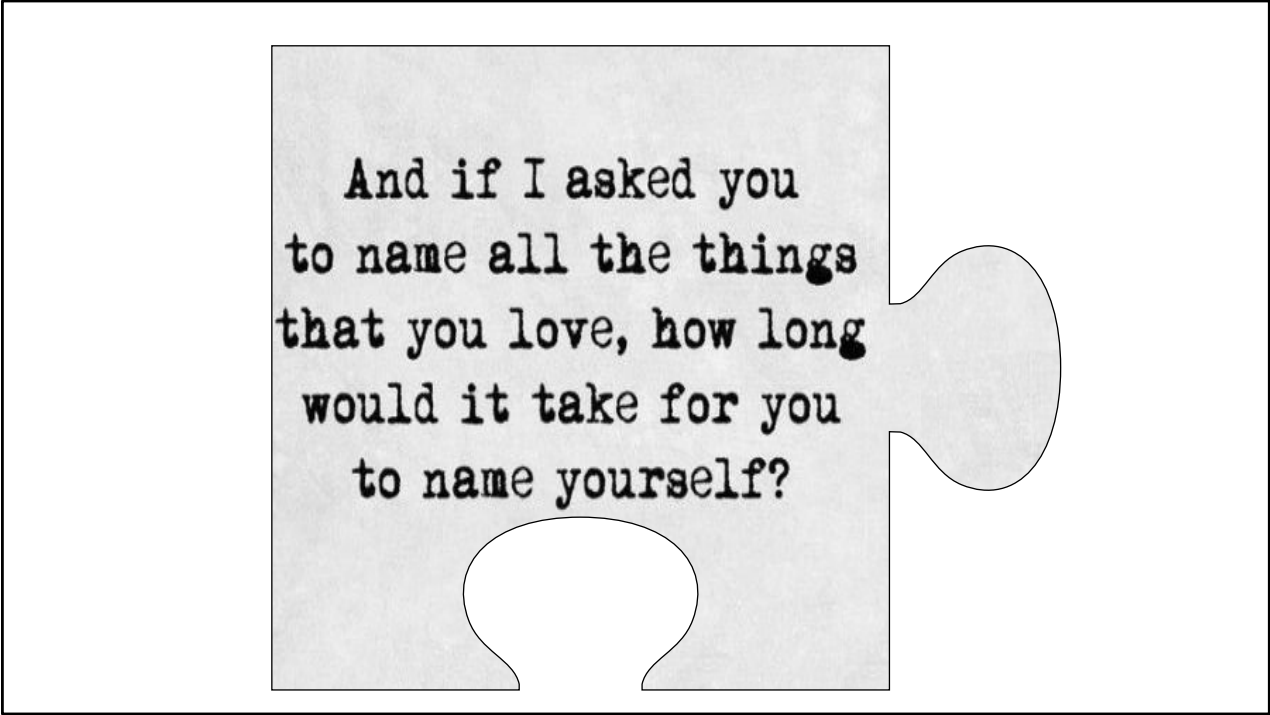# The Care and Feeding of Leaders

Today we will look at some of the most important contributions and characteristics of great administrative leadership for choruses in Sweet Adelines.

And if I asked you
to name all the things
that you love, how long
would it take for you
to name yourself?

First Take Care of YOU!

Put on your own oxygen mask first

Your energy is precious – spend it wisely …

…and find your best way to replenish it

If it doesn't feel right, don't do it!

If you haven't taken care of your own needs you can't take care of anyone else's.

Identify what is important and focus your energy on those things. Guard against taking ownership of other's problems. Instead, support them in seeking resolution on their own behalf - they will gain more from that process than from having a 'hero' doing it for them – and you will preserve your energy!

Identify where your energy comes from – do you need time alone? Does going for a run or visiting an art exhibit fuel your soul? Set time aside intentionally for energy building activities

Doing something that is against your beliefs and core values is unproductive and more importantly, self-destructive. You have the right (and a responsibility to yourself) to remove yourself from situations that just don't feel right
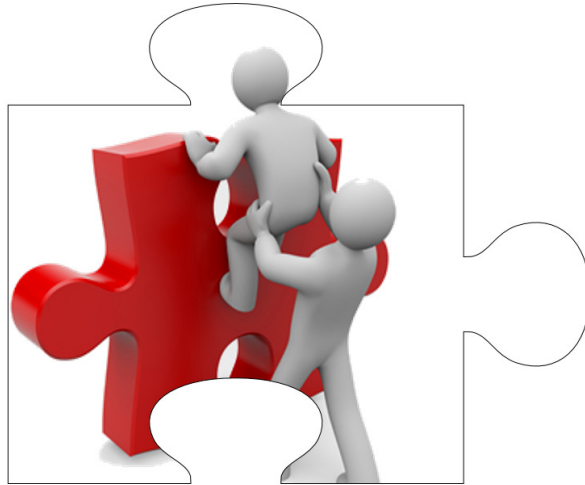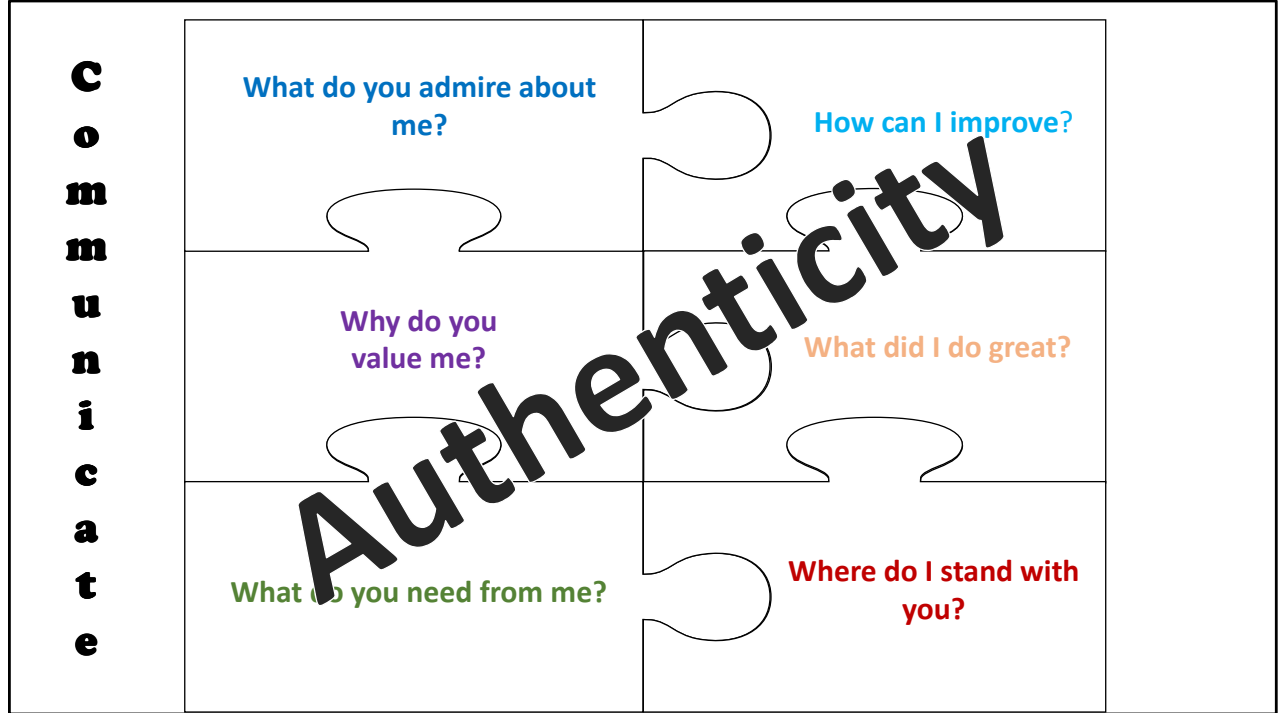
Activity

Think about something that is an energy drain for you. Can you avoid it or spend less time on it?
Think about something that is a powerful energy source for you. Do you set aside time specifically for it?

Now Take Care of Them!

Communicate (vertical, left side)

What do you admire about me?

How can I improve?

Why do you value me?

What did I do great?

What do you need from me?

Where do I stand with you?

Authenticity

Communicate often and openly with people. We often assume people know what we think and how we feel about them, especially when it comes to appreciation!

Be authentic and specific. Don't say something you don't mean – the human brain is extremely adept at subconsciously picking up insincerity. Specific communication has more impact than general. 'You did a great job emceeing' is different than 'The way you delivered your lines set up every song so perfectly.' It shows more thought on your part and provides more meaningful feedback for reinforcement.
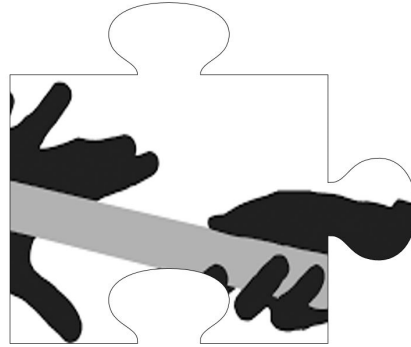
We tend to be more general with praise than with criticism. 'You did a great job emceeing, but you didn't' have the script for the second half as well prepared as the first half.' Be as specific with praise as with criticism!
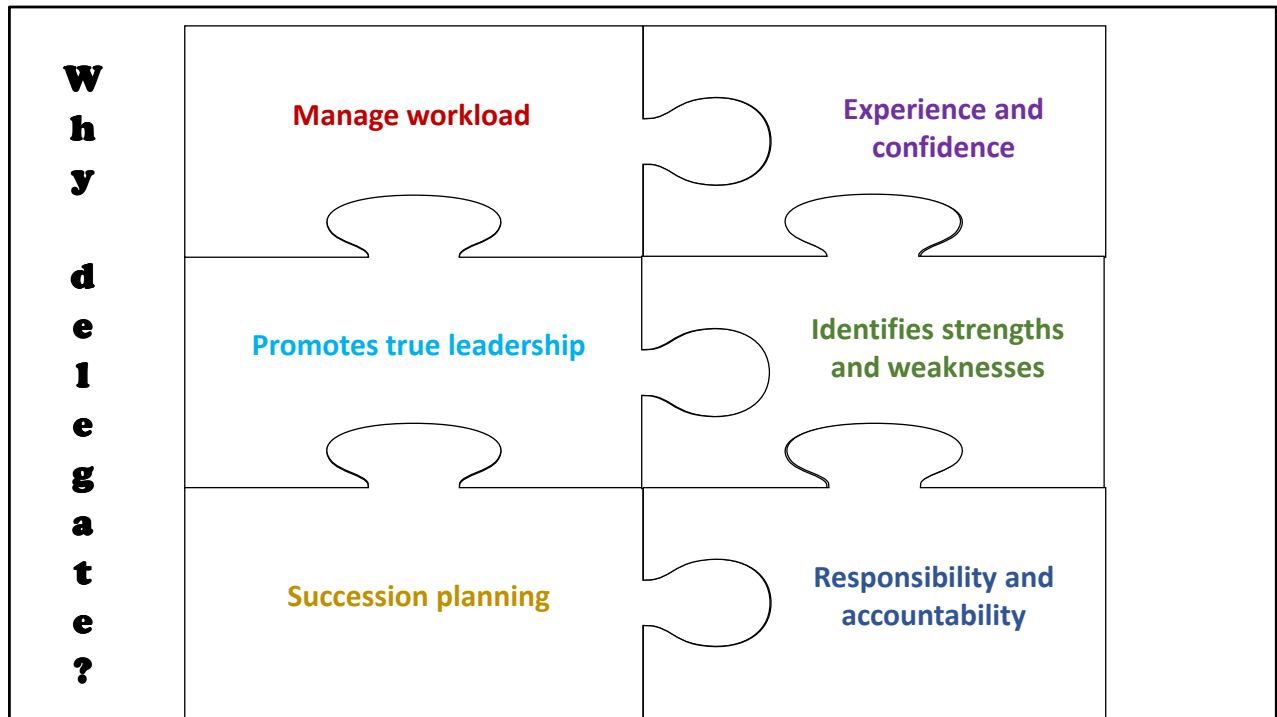
Activity

Think about a moment that someone said something that made you feel valued and supported. Do you have a way to keep that moment at hand for when you need encouragement.
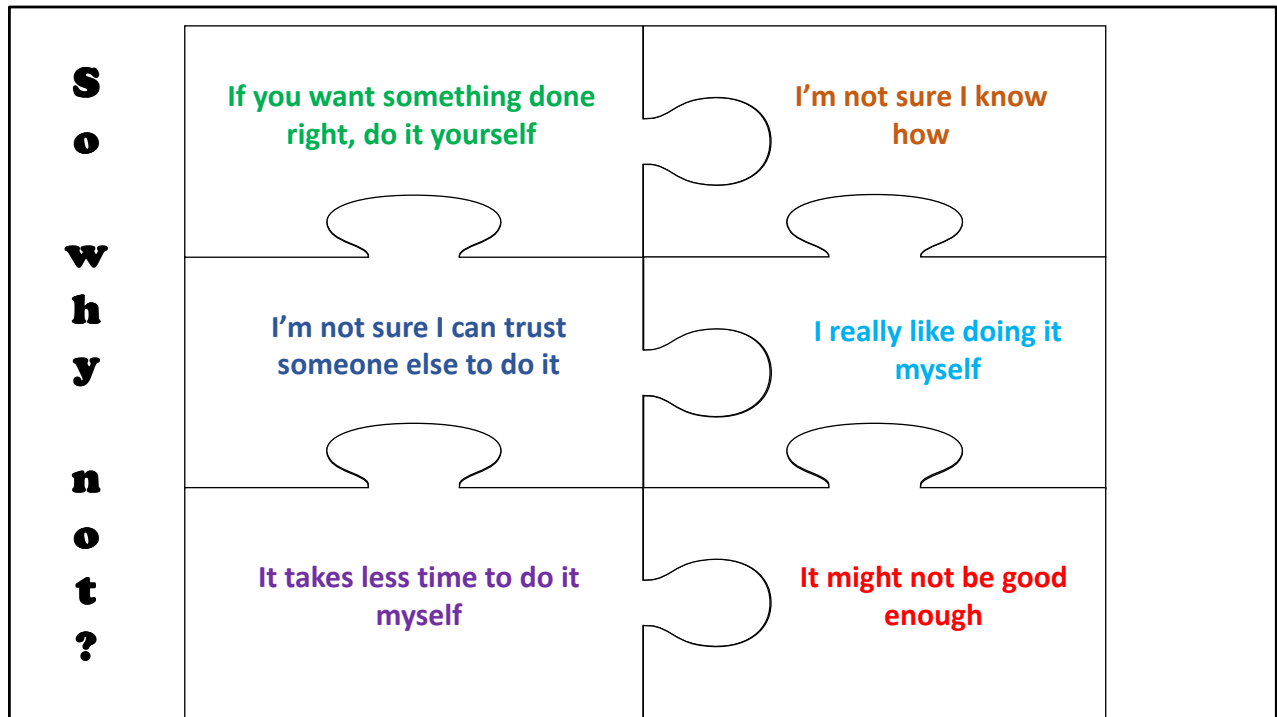
Delegation –
the best of both Worlds!

Why delegate?

Manage workload	Experience and confidence
Promotes true leadership	Identifies strengths and weaknesses
Succession planning	Responsibility and accountability

Delegation is a great tool to help get work done and share the load.

Delegation is also very powerful in building organizational leadership capacity. People can identify where they excel, what excites and motivates them, and determine what type of leadership roles best fit them. Careful delegation help with the creation of leadership development plans that can encourage leaders to achieve the level of leadership to which they aspire.

So why don't we delegate?

Great achievers have often developed processes that they know work, and they can be challenged to watch someone else do it differently and trust that there will be success.

Delegation is a skill that requires time and practice to build and apply effectively. There are elements of trust and risk involved that can be obstacles to letting go enough to delegate.

The concept of 'good enough' can be a difficult one for high achievers to grasp, and to accept. If the true requirements of a situation are fully understood though, understanding this concept can be powerfully freeing and focus limited time and energy on the most critical aspects of the situation.

Activity

Thin about a reason that keeps you from delegating.
Strategize how you can move past that.

The Steps of Delegation

- Agree to Commitments
- Set expectations
- Identify who will do it
- Define the skills or gifts required
- Define what needs to be done

Each step of delegation is important, and it is important to understand the dependencies among them. The visual on this slide reflects those dependencies – all of the steps on the 'ladder' are dependent on the ones below them.

Define what needs to be done

How 'big' is it (volume of work and importance)?

When does it have to be done?

Is it an established task or a new one?

Define the Skills or Gifts Required

What skills or gifts are necessary?

How well-developed do the gifts need to be?

Is there training, guidance or mentorship required?

Identify Who Will Do It?

Who has proven skills or gifts?

Who has potential skills or gifts?

What kind of orientation or training is needed?

Set Expectations

Is the required outcome clear to everyone?

Are outcomes defined and understood?

What type of reporting or monitoring is needed?

The Five Levels

1. Do exactly as I say
   - process is defined
   - successful outcome is highly likely
   - measure is easy to establish and evaluate

When to use:
When there is a low risk if the task is not completed
When a person doesn't have a lot of time but wants to help

e.g. Taking attendance at rehearsal

Who to ask?
Someone who is just starting to take on roles in the chorus
Someone who doesn't have a lot of time but wants to help
Someone who likes to follow well-established and clear instructions

The Trust factor:
This is a trust-building level. Evidence of trustworthiness is easy to observe and track, and the high likelihood of success makes it a great first step in that direction

The Five Levels

2. Do research and get back to me for a decision
     - focus is on information gathering
     - defining scope of work is important
     - harder to measure success

When to use:
When research needs to be done before a decision is made
When analysis is not required or will be done by someone else

e.g. research the benefits and costs of different software for chorus communications

Who to ask:
Someone who likes to work alone
Someone who is good at gathering data and organizing it

The trust factor:
This level is another trust-building level. There is a little more trust is required here as at this level, you allow the person to define their own way of gathering data.

The Five Levels

3. Do research and make recommendations
    - alternative and pros and cons presented
    - recommendations for decision making provided
    - decision remains with delegator

When to use:
When research and analysis need to be done
When the decision will still be made by someone else (typically the delegator)

e.g. research the benefits and costs of different software for chorus communications AND provide a recommendation on which to implement

Who to ask:
Someone who likes to work alone
Someone who is good at gathering AND analyzing data
Someone who is good at identifying and documenting pros and cons

The trust factor:
At this level, established trust come mores into play. The person is trusted not just with the task but with providing analysis that requires an understanding and appreciation for the mission, vision and strategic priorities of the organization.

The Five Levels

4. Make a decision and tell me what you did
   - authority for decision making transferred
   - delegator kept informed
   - high level of trust required

When to use:
When the decision does not need to be made by the delegator but by the person being delegated
When the delegator wants to be kept informed of decisions so they can be considered with the bigger picture

e.g. section leaders tasked with creating section unity

Who to ask:
Someone who has a proven track record
Someone who has a strong understanding of and alignment with the overall mission and vision

The trust factor:
At this level, there is a high level of trust. The person is trusted to make decisions that will support and align with the overall vision. There is a trust that if issues or problems are encountered that impact the direction or desired outcome, it will be brought to the attention of the delegator for further direction.

The Five Levels

5. Make whatever decision you think best
    - delegator hands off completely
    - delegator supports the decision made
    - highest level of trust required

When to use:
When decisions and actions will need to move forward in the absence of the delegator.

e.g. Competition Coordinator on contest weekend

Who to ask:
Someone who has a good track record organizing, motivating and delegating to others
Someone who has a strong understanding of and proven alignment with the overall mission and vision
Someone with a proven track record of sound judgment and decision making ability

The trust factor:
This is the highest level of trust, where the delegator has past experience and strong reasoning on which to base her trust. The delegator may want an update of how things turned out or lessons learned or other type of feedback, but it is after the fact. Decision-making and action happen without the delegator's input during the process.

Activity

Identify a task that you will delegate.
Define the level of delegation and the
characteristics of your ideal delegate