Recognizing the Need For, Impacts and Benefits of

Effective Delegation in the Work Place

CASSANDRA C. SMITH

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Lawrence Technological University
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Dr. Thomas Marx

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14. ABSTRACT

Effective delegation is an essential component of a manager‟s job. It is a critical leadership skill for improving the efficiency and motivation of supervisors and employees (Heller, 1998). This study examines delegation practices by senior leaders at the Tank - Automotive and Armaments Command (TACOM) Life Cycle Management Command (LCMC). A significant part of the project examined why leaders do not delegate and the extent to which these factors exist within the TACOM LCMC community. The research is important because it underscores and reinforces the critical role delegation plays in the success of organizations (Khandwalla, 2004). The findings are based on surveying civilian (GS-14/ NH 04 and above to include Senior Executive Service members), and military leaders (O5, Lieutenant Colonel, and above, to include General Officers). The methodology used to collect data for this research was mixed methodology consisting of both quantitative and qualitative approaches. The data were collected through a survey sent to 710 GS-14/NH 04 and higher, and active duty Officers O5 and above, at the TACOM LCMC through web-based Survey Monkey software. The main findings from the research were 70% of senior leaders responded that they routinely delegate and 20% responding that they delegate often. The remaining 10% was split among ?sometimes‟, ?rarely‟, and ?not at all‟. The factor rated highest by senior leaders when considering delegating responsibilities was that the responsibility fell within the employee‟s job duties. When leaders choose not to delegate, key reasons cited were too much up front work, prior bad experience, guilt of increasing subordinates workload, and too much monitoring required. Only ?bad experience‟ showed a statistical difference between those leaders having 31-45 direct reporting employees, and those with over 45 direct reports. The research findings also show that the method of delegation (e-mail, telephone, face to face and 3rd party stakeholder) does not have a statistically significant impact on leaders‟ motivation to delegate.

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Abstract

Effective delegation is an essential component of a manager‟s job. It is a critical leadership skill

for improving the efficiency and motivation of supervisors and employees (Heller, 1998). This

study examines delegation practices by senior leaders at the Tank - Automotive and Armaments

Command (TACOM) Life Cycle Management Command (LCMC). A significant part of the

project examined why leaders do not delegate and the extent to which these factors exist within

the TACOM LCMC community. The research is important because it underscores and

reinforces the critical role delegation plays in the success of organizations (Khandwalla, 2004).

The findings are based on surveying civilian (GS-14/ NH 04 and above to include Senior

Executive Service members), and military leaders (O5, Lieutenant Colonel, and above, to include

General Officers). The methodology used to collect data for this research was mixed

methodology consisting of both quantitative and qualitative approaches. The data were

collected through a survey sent to 710 GS-14/NH 04 and higher, and active duty Officers O5 and

above, at the TACOM LCMC through web-based Survey Monkey software. The main findings

from the research were 70% of senior leaders responded that they routinely delegate and 20%

responding that they delegate often. The remaining 10% was split among „sometimes‟, „rarely‟,

and „not at all‟. The factor rated highest by senior leaders when considering delegating

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choose not to delegate, key reasons cited were too much up front work, prior bad experience,

guilt of increasing subordinates workload, and too much monitoring required. Only „bad

experience‟ showed a statistical difference between those leaders having 31-45 direct reporting

employees, and those with over 45 direct reports. The research findings also show that the

method of delegation (e-mail, telephone, face to face and 3rd party stakeholder) does not have a

statistically significant impact on leaders" motivation to delegate.

Chapter 1 – Introduction

Organizations are dynamic, complex entities.   A crucial aspect of how successful they are in executing their missions and objectives is how effectively responsibilities and tasks are delegated. A senior leader˝s time is a precious commodity that is to be wisely invested in managerial activities that she is uniquely suited to accomplish (Hughes, 2012). In a large majority of organizations, it is not possible or practical for a sole individual to carry out all necessary activities to create, sustain and grow a viable enterprise. Thus, delegation is a critical leadership skill (Gazda, 2002). This reality applies to profit making, charitable, military and governmental institutions.   Moreover, the wireless revolution and permeation of information technology in the last 15 years have made business interaction and communications fast, continual, and seemingly less intrusive in daily living. With advances in internet speed, remote and mobile web access, and smart phones, there is a tendency for significant segments of the work force, and senior leaders in particular, to work seamlessly from scheduled work hours to leisure, non-duty time.   This leads to, perhaps, a subconscious practice of increasing individual workloads, and failing to recognize the need and benefits of depending on others in the work place. It is therefore vital that responsibilities are delegated to minimize the leader being overrun with ever growing tasks that are better suited for those with more specialized skills at lower organizational levels.

In a time of reduced resources and increased spans of control, it is necessary for leaders to effectively delegate responsibility to their subordinates. As the business world continues to become more complex and competitive, demands on managers˝ skill and time are increasing and varied. Senior leaders must empower employees and hold them more accountable. They must be able to maximize employees˝ knowledge and experience to get the desired results (Gazda,

2002). The extent to which this is accomplished is correlated to overall organizational well-being and success. Broadly, delegation is "the act of authorizing to act as representative or agent for another" (Mish, 2008).   More pragmatically, delegation can be viewed as giving others the authority to carry out an assignment with expected results mutually understood while maintaining the responsibility yourself. It means having sufficient faith in others to let them do important work for you (Chapman, 1993). Delegation is not just giving tasks to others that you would rather not do.

Why does what is broadly accepted as common business practice deserve closer examination?   Delegation should challenge subordinates, help them learn new skills, and build their confidence to realize their full potential while allowing senior principals to focus on issues they can do best.   A critical element of senior leaders" and managers" responsibilities is decision making. The higher the level of management, the greater the number of decisions they make. In addition, the intricacy and consequences of the decision made increase significantly (Adler, 2008). This further underscores the need to delegate so senior leaders can focus on their critical decision-making responsibilities. Research further shows that delegating is even more problematic for managers when it cuts across functional areas or involves the senior"s special information that she views as inherently unique to her position (Ghumro, Mangi, & Soomro, 2011). When the manager"s workload is streamlined, delegation benefits the staff as well. Members grow in confidence, stress levels decrease across the work force, and work place motivation increases (Heller, 1998). Delegation provides an employee the opportunity to exercise self-direction and control which signals to the employee that he is seen by the supervisor to be able, competent, organizationally important, and satisfies a legitimate need (Ghumro, Mangi, & Soomro, 2011).

Background

Expanding objectives and pressures to do more with less require leaders to assess who is best to carry out specific activities, allowing the manager to focus on more strategic and suitable matters.   Due to the pace required to respond to Warfighter needs and the growth of missions within defense acquisition, it is common place to find U.S. Army Tank-Automotive and Armaments Command (TACOM) Life Cycle Management Command (LCMC) upper level leaders increasingly in quick reaction mode, constantly „putting out fires‟ just to move on to the next one.   They routinely find themselves negotiating competing priorities with overlapping and constricted deadlines.   Individual or aggregate performance in any organization depends not only on one‟s own behavior, but also on the response of co-workers and work teams (Sharma, Kaur, 2008).   This is why deliberate delegation from the superior and the response from immediate subordinates must both be considered to gage the overall impacts on the organization.

When it comes to delegating, extensive research conclusively proves that the largest barrier to effective delegations is the manager himself (Hasan, 2007). Senior leaders have learned the importance of thinking of the functional Division, Program Office, or specific team‟s broader organization capabilities. Building and improving on this "requires a new frame of reference for many individuals, especially those whose past success resulted primarily from personal achievement in interpersonally competitive situations" (Hughes, 2012). This is why the study‟s focus is on high-grade civilian personnel NH-04/ GS-14 and military ranked O5 (Lieutenant Colonel) and higher. There can be some differences in these groups in leadership experience and subordinates, but at this level, delegation is an inherent and important part of their respective job responsibilities. It is easy to agree with the need to delegate, but very challenging to put into effective practice.   Most supervisors realize they need to delegate, most think they delegate well, but few actually do (Urbaniak, 2011).

Cornerstones of delegation involve responsibility, authority and accountability. Determining

what and how much to delegate are key considerations. The delegation process is adjusted

according to the nature and complexity of the work and by the type of person completing the

work (Ghumro, Mangi, & Soomro, 2011). The process also involves assessing employees"

strengths, weaknesses, abilities and interests to determine which subordinate is best suited to

complete a task or project. When you delegate, responsibility and authority are shared with

others, and the superior holds them accountable for results (Hasan, 2007).   Since accountability

is at the very heart of delegation, it must be strictly defined so there is no doubt where

boundaries lie and what is covered (Heller, 1998).

Problem Statement

Many managers are reluctant and do not sufficiently or appropriately delegate to

subordinates. Delegation requires managerial skills and intent, which are necessary so the

manager can multiply his strength through others (Ghumro, Mangi, & Soomro, 2011).

Delegating is one of the most important skills used by successful managers and often overlooked

by over taxed managers and leaders (Harvard Business School, 2008). It is important that proper

delegation is practiced to reap maximum benefit of the individuals, the organization and to meet

established goals.   In fact, developing subordinates is one of the most important duties that a

manager has. Skillfully apportioning responsibility to less experienced workers is a means to

achieve this end. By not allocating responsibility to subordinates, managers are not contributing

fully to mission and goal achievement. Below is an abbreviated list of common warning signs

that more effective delegation is needed (Luecke, 2009). Answering affirmative to any of these

is an indicator that not enough is being delegated.

- Your inbox is constantly full
- You find yourself doing many or most of the same tasks you did prior to becoming a senior leader or manager
- Subordinates frequently come to you for clarification or guidance
- Direct reports don"t feel adequately prepared to execute assigned tasks
- Managers in your peer group are consistently less busy than yourself
- Morale is low, personnel turnover is rising
- You second guess subordinates decisions and personally redo their assignments
- Deadlines are missed

Purpose of this Study

The purpose of this study is to determine the extent to which leaders at TACOM delegate, and the reasons they do not delegate responsibilities to subordinates. The study also explores the effects of delegation on senior leaders" motivation.

Research Questions

1. To what extent do leaders at TACOM delegate responsibilities to subordinates?
2. What factors are considered when senior leaders delegate responsibilities to subordinates?
3. What are the key reasons leaders do not delegate?

Research Hypotheses

H1: There is no difference in the reasons TACOM leaders choose not to delegate based on their number of direct reports.

H2: There is no difference in employee motivation due to the methods used to delegate.

H3:   There is no difference in senior leaders" motivation based on the extent to which

they delegate.

Significance of this Research

This study will provide information and insight to heads of TACOM"s organizations of a

crucial leadership and management responsibility. It can lead to increased emphasis at the

highest levels within the Command on how current delegation practices impact organizational

accomplishment, personnel development and overall employee motivation. Recognizing and

embracing the need to delegate increased responsibility in a more effective manner will enhance

job ownership and improve employee motivation. The study will also help leaders do their jobs

more effectively, allowing them to determine and focus on work only they can accomplish.

Objectives and Outcomes

It is necessary for the greater benefit of the TACOM enterprise that both leaders and

subordinates recognize the process and effects of properly delegating responsibilities. The

outcome of this review is to enhance understanding of how leaders delegate and the reasons they

do not delegate so modification to delegation practices can be considered and benefits can be

realized.   This paper will serve as a practical reference on the importance of delegation in

accomplishing work through others. It will reveal how well delegation is being handled.

Overview of the Research Methodology

This research employed a mixed methodology approach using surveys to collect data. The

survey contained a series of multiple choice questions and an open ended question. Electronic

distribution via Survey Monkey was made to 710 TACOM associates, both civilian and military,

within the PEOs, TCC, TARDEC and the ILSC, civilian grades GS-14/NH04 and above , and

military officers with rank of O5 (Lieutenant Colonel) and above. A pilot survey was distributed

to improve clarity of questions, survey logic and to make general improvements. The resulting

survey instrument consisted of 20 questions in 3 sections, requiring a total of 31 responses. The

opening section had 8 questions that captured demographic data on respondents. The second

part of the survey probed into specific delegation practices and rationales. There was a final

open ended question that solicited overall assessments on how delegation practices were

employed in their work environment. All Lawrence Technological University Institutional

Review Board (IRB) procedures and approvals were obtained as required for administration of

the survey instrument.

Chapter 2 – Literature Review

Introduction

This chapter explores the literature related to senior leaders" delegation of tasks and responsibilities to subordinates, and the impact of delegation on employee motivation. A substantial amount of research has been conducted in the area of delegation, predominately under a broader best practices management umbrella. Journal articles, peer reviewed research, books and websites relating to delegation are abundant. Delegation has broad meaning, even within similar work units. To provide appropriate context for the paper, the definition of delegation will be addressed as used in the research.

Even in the most basic organizations, it is not feasible for a single person to carry out all the tasks necessary to accomplish goals in a timely fashion. Work must be allocated and accomplished by others throughout the organization. The purpose of this study is to determine the extent to which leaders at TACOM delegate, and the reasons they do not delegate tasks to subordinates. The study also explores the effects of delegation on employee motivation. Delegation is a skilled practice of engaging and sharing with others work and decisions the leader or manager would have to otherwise carryout herself (Ghumro, Mangi, & Soomro, 2011). It is a deliberate, planned and organized sharing of responsibility (Heller, 1998). There were no research findings, statistics or conclusions encountered that suggested delegation, when skillfully executed, did not result in positive results for worker and the organization. Realized benefits can include

- employee development
- creativity
- confidence
- trust
- motivation
- morale

- accessing employee strengths and weaknesses
- strengthening the organizational

Figure 1 is a Tannenbaum and Schmidt model depicting a continuum of management delegation relative to subordinate freedom (leadership model - tannenbaum and schmidt continuum management theory). By design, delegation shifts decision-making authority from one organizational level to a lower level (Hasan, 2007). As indicated, as the senior leader delegates increasing responsibilities with associated authority to the individual, subordinate freedom in decision making increases. This relationship of mangers relinquishing responsibility and authority, and subordinates simultaneously gaining increased ownership is central to effective delegation.
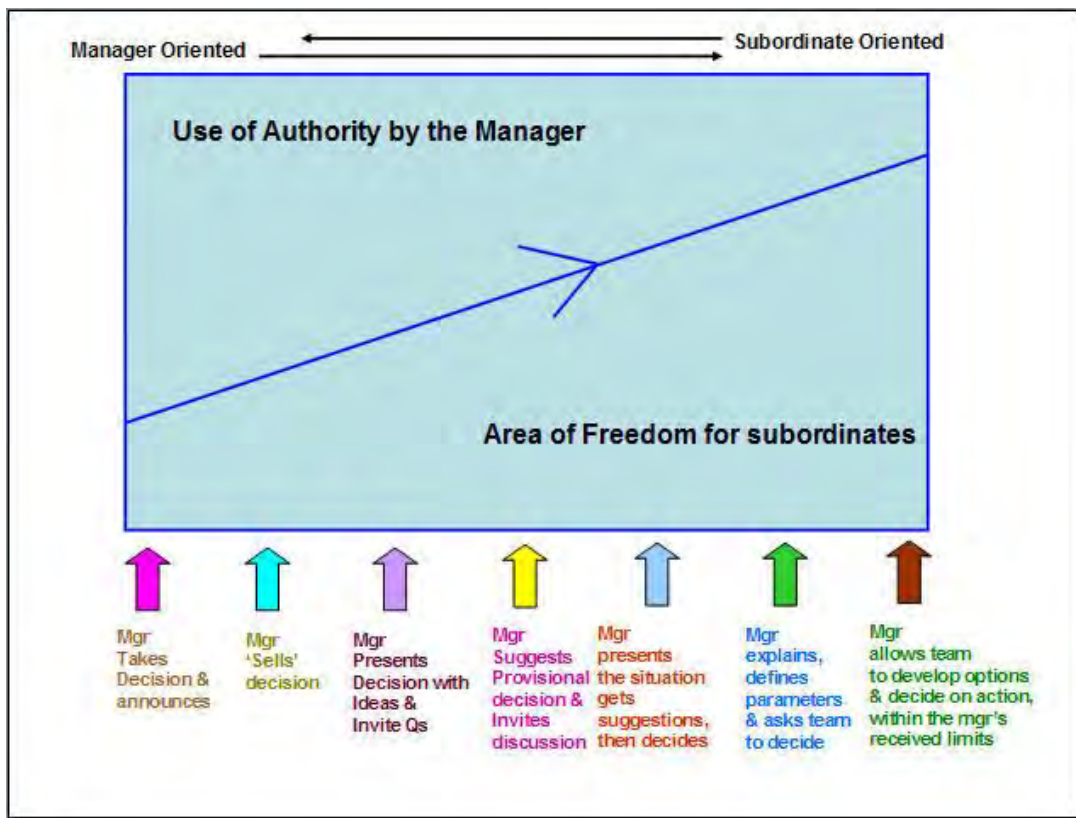

Figure 1. Tannenbaum and Schmidt Continuum Delegation Model.

Autonomy and control are the two core tenants of delegation. When choosing to delegate, you

are assessing whether a specific individual is fully capable of performing the task within

resources available (Heller, 1998). Once the decision to delegate is made, the leadership

challenge is to balance independence and monitoring to optimize employee sense of contribution

and organizational health and efficiency. Each balance is unique, dependent upon the

assignment and the delegate.   An effective manager must monitor a delegated project, retain

ultimate responsibility while allowing the delegate autonomy (Heller, 1998).   Unfortunately,

many managers are tightfisted in providing necessary authority and decision-making power

(Luecke, 2009).   There is concern or insecurity in loss of control or diminishing their

organizational power (Luecke, 2009). There is a tendency when an obstacle is encountered for

the leader to rush in, rescue the project before any damage is incurred.   This temptation to take

back elements or the entire project should be resisted.   Tom Peters, author of „Thriving on

Chaos", emphasizes effective delegation means „Really Letting Go" with infrequent formal

reporting, physical separation, and most significant, psychological distancing (Peters, 1987).

    The large qualifier to ensure stellar subordinate performance when letting go involves two

counterweights.   First, there must be high standards that are established and understood by the

employee. The boss must have personally demonstrated these standards and communicated

them to the subordinate and organization at large. Secondly, the vision and objective must be

clearly understood and unambiguous.   When delegating responsibility, it should be described in

detail, defining necessary parameters and establishing performance standards.   The critical

thing for the manager to remember is the ultimate responsibility lies with him.

Background

An important area to clarify is what is meant by delegation as utilized in this paper. Often delegation is incorrectly used synonymously with empowerment. Delegation implies that the supervisor or manager retains ultimate authority, control and responsibility (Harvard Business School, 2008). To transfer all these elements to the employee amounts to abdication. By contrast, empowerment shifts responsibility and power to the employee. The newly empowered individual has authority to determine the means and takes responsibility for results (Harvard Business School, 2008). Delegation is formally defined as a person acting for another; to appoint as one's representative; to assign responsibility or authority (Mish, 2008). Within this paper, these constructs are viewed as significant, purposeful activities carried out by the subordinates at various levels within an organization. Delegation involves working with an employee to set goals, grant adequate responsibility and authority to accomplish them, often entailing:

1. Significant freedom to decide how the goal will be achieved

Literature surveyed consistently emphasized leaving the „how" to accomplish the task or exercise to the person with whom the task was delegated. The focus should be on the objective or what is to be done. This is a core opportunity for subordinates to develop and hone creativity and decision making skills. Leaders need to provide subordinates a degree of autonomy in carrying out their new responsibilities, and this includes the freedom to make certain kinds of mistakes, important sources of development (Hughes, 2012).

2. Being an available resource to assist in achieving the goals

It is critical that the superior communicates from the beginning that she will be available to

provide guidance and council if asked.   Caution should be exercised that this does not morph into a partnering exercise to carry out the assigned responsibility. In addition, reverse delegation where the superior takes the task back is a situation to be avoided.

3. Assessing quality of the effort and achievement of goals

Once the delegated responsibility is completed, assessment of the effort and results is to be conducted. Any criticism should be done in private, but any success should be publicly credited.

Delegation Process

Delegation is a structured, sequential process. In The Ingredients of a Good Leader by Alan Andolsen, he asserts that one of the first objectives a leader must accomplish is achieving a true balance between individual efforts and teamwork of the staff as a whole (Andolsen, 2008). A systematic approach from task election to providing feedback to the subordinate is necessary. Delegating in a deliberate and planned manner will result in maximum benefit to the leader, subordinate and organization. *Figure 2* outlines the process framework that should be followed in conducting effective and skillful delegation.

```
┌─────────────────┐
│ Determine and   │
│ sort tasks for  │
│ delegation      │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│ Determine the   │
│ right delegate  │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│ Define the scope│
│ of the          │
│ responsibility  │
└─────────────────┘
         │
         ▼
┌─────────────────┐
│ Support         │
│ associate and   │
│ monitor progress│
└─────────────────┘
         │
         ▼
┌─────────────────┐
│ Review and      │
│ assess results  │
└─────────────────┘
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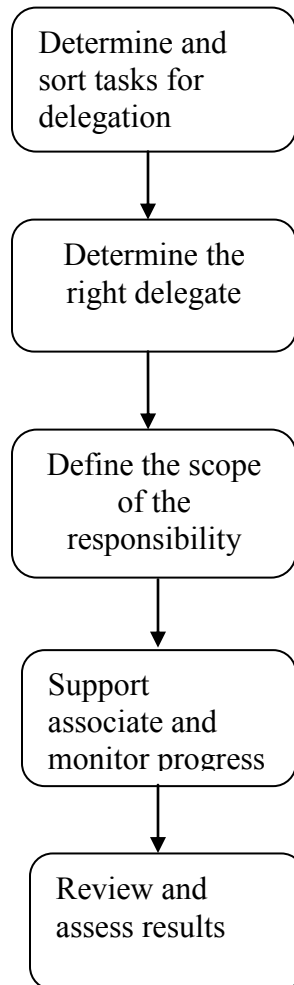*Figure 2.* Delegation Process Model.

At the conclusion of the delegation process depicted above, the supervisor, however, has ultimate

responsibility for achievement of the goals. Delegation is not used as a means to conduct

routine, non-work related errands on behalf of a superior, manager, executive or anyone in a

position of authority.   Although there are recognized distinctions among tasks and

responsibilities, in this work they are used to denote meaningful, significant departmental

undertakings that require decision making, competence and skill.

Publications on delegation practices were encountered from many parts of the world, to

include the US, Canada, Europe and India to cite a few places.   Effective delegation is globally

recognized as a necessary practice for any successful organization.   Smart delegation saves time,

develops people, one"s self, grooms succession and motivates (businessballs.com, 2012).

Delegation is deeply rooted in the essential purpose of management, which is to produce

results through people (Luecke, 2009). Delegation can play significant roles in any or all of the

five management areas of planning, organizing, commanding, coordinating and controlling.

Delegation should be integrated across all these areas to have broad and lasting impact on

organizational effectiveness.   There is also under-recognition how delegation can facilitate

career progression and that skill is required to properly delegate.

The literature has shown that leaders and supervisors often think they are effectively

delegating but are not (Harvard Business School, 2008). Managers often find delegation of any

kind difficult. Barriers precluding delegation can have roots in negative feelings of insecurity

and mistrust (Heller, 1998). Consensus of why supervisors don"t delegate to the extent that they

could fall into five basic camps (Urbaniak, 2011; Harvard Business School, 2008):

1. Little or no faith in subordinates

Success potential in the supervisor"s associates is viewed as limited so challenging and

difficult assignments are avoided. Contributing to this may involve a prior bad experience or

unrealistic standards and timelines dictated by the superior. However, most often under

delegating comes from a lack of confidence or trust in employees, resulting in their meager

performance, becoming a self-fulfilling prophecy phenomenon.

2.   Inadequate time management

Taking a few minutes now to save many hours in the future often escapes managers and

leaders alike. They lack the discipline to expend time now to delegate to capable

subordinates even though it creates opportunities for them to focus on more significant,

higher value matters. Delegation is a key planning tool that is under utilized to maximize

work place efficiencies.

3.   Desire for personal credit

Leaders and supervisors that lack self-confidence or seek self- fulfillment typically want to

do important or significant work themselves so personal credit is attributed to them by their

superiors.   There is a real failure on the part of the leader to recognize increased efficiencies

at a more senior level by appropriately delegating.

4.   Fear of supervisory reprisal

Delegating necessarily means taking risks that less than stellar work will reflect poorly on the

delegate. Your professional and personal reputation is on the line.

5.   Role Conflict

Delegating can spur a kind of identity crisis for managers.   There will be a necessary shift

from specialist to that of a generalist. Specific job specialties tend to recede in the

background as more senior leadership positions are assumed. To effectively delegate, you

have to give up skills from which you may have built a hard earned reputation. Becoming a

skillful delegator means learning a whole new job.

The other important aspect to delve into is how skillful delegation impacts the workforce. A

sense of contribution and achievement are central to job and career satisfaction. Delegation is a

conduit to this end. Moreover, self-confidence will grow and employees will be more motivated

(Dao, 2004). Literature is consistent on the benefits for employees and senior leaders. Benefits

whether financial or non-financial create motivation and commitment among employees

(Ghumro, Mangi, & Soomro, 2011).

Chapter 3 – Research Methodology

Introduction

This chapter of the research paper describes the methodology employed to gather and analyze data used to answer the research questions and test the hypothesis first introduced in Chapter 2.   There are three broad approaches used in formal research: quantitative, qualitative and mixed (Marx, 2011). Quantitative involves collection of data that can be measured or correlated to numeric values. The data are used to test hypotheses, theories or relationships between or among surveyed groups.   Conclusions or inferences about the population can be drawn from the sample data. The qualitative approach is often used for case studies, in-depth analysis or unique problems that do not lend themselves to repetitive analysis. This method can rely on interviews and open-ended survey questions.   The benefit of open-ended questions is that it provides a less rigid and broader range of engagement and comments relating to the issue that more narrowly drafted questions would not capture.   The last type of methodology, called mixed methods, employs a combination of quantitative and qualitative methods.   This research project made use of the mixed approach, heavily slanted toward quantitative.

Purpose, Research Questions and Hypothesis

The purpose of this study is to determine the extent to which leaders at TACOM delegate, and the reasons they do not delegate responsibilities to subordinates. The study also explores the effects of delegation on employee and senior leader motivation. The critical questions raised by the research are

(1) To what extent do leaders at TACOM delegate responsibilities to subordinates?

(2) What factors are considered when senior leaders delegate responsibilities to

subordinates?

(3) What are the key reasons leaders do not delegate?

Hypothesis to examine:

H1: There is no difference in the reasons TACOM leaders choose not to delegate based

on their number of direct reports.

H2: There is no difference in employee motivation due to the methods used to delegate.

H3:   There is no difference in senior leaders" motivation based on the extent to which

they delegate.

The research hypotheses above are depicted in *Figure 3. Research hypotheses* H1 *and* H2
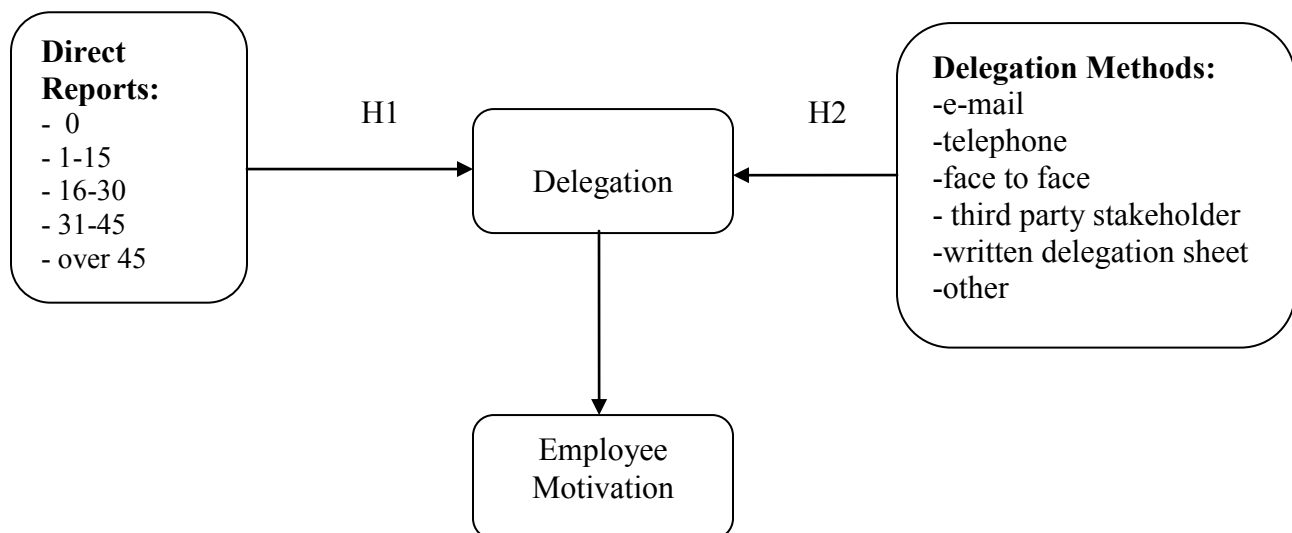
framework

Figure 3. Research hypotheses H1 and H2 framework.
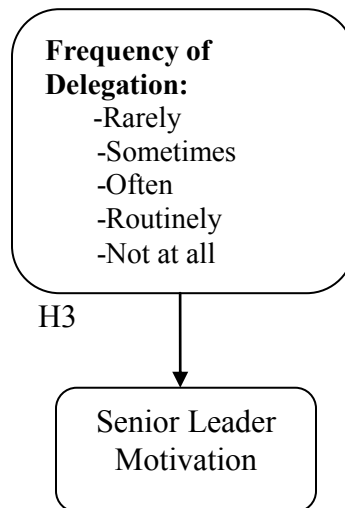
Figure 4. Research hypothesis H3 framework.

By investigating these areas, the various functional organizations within the TACOM LCMC enterprise can assess if outcomes of delegation are being fully realized or if the matter warrants greater examination by senior leaders.

Research Design

The research for this paper employs mixed methods, heavily skewed to the quantitative approach. The decision to use this approach is based on the findings from the literature review and the desired statistical and comparative analysis. This approach will more conclusively answer the research questions and hypothesis. The open-ended question will provide additional insights into leaders" thoughts and attitudes regarding delegation of responsibility.

Survey Instrument

The survey instrument seeks to discern factors considered when senior leaders choose not to delegate. The survey audience was civilian NH-04/GS-14 and above to include Senior Executive Service members, and military officers with rank O5 (Lieutenant Colonel) and above to include

General Officer. Development of the survey questions was heavily influenced by results of the literature review. All questions were posed in an objective manner so as not to introduce leading or prejudicial answers. Those participating in the survey were completely anonymous.   The survey was administered through Survey Monkey using TACOM Outlook e-mail. This was thought to encourage greater participation due to the author having a „.mil‟e-mail extension. All completed surveys were collected via Survey Monkey. An automatic counter within the survey software updated the number of returned surveys doing the two week period the survey was active.

   The survey instrument consisted of three primary areas: demographic, delegation influences and practices, and an open ended question. No demarcation was used between sections. There were 20 numbered questions, the first being the Informed Consent Letter as required by the IRB in the form of „I agree‟ or „I do not agree‟ to complete the survey.   Excluding the initial consent question, 29 responses were required. Questions relating to delegation factors and considerations not to delegate, utilized the 5 point Likert scale.   The front end segment of the survey was designed to capture demographic information from respondents. Nine questions comprised this part of the instrument. These data are used to ascertain how delegation practices, methods and attitudes vary across various demographic elements.

   The next five questions addressed frequency in delegation, factors influencing delegation, delegation methods and reasons for not delegating.   The objective was to capture the current methods and considerations in delegating to subordinates. The remaining set of questions sought survey takers‟ thoughts on what and how responsibilities are delegated.   An open-ended question also addressed employee motivation based on the answers to these questions.   A free response question on overall delegation effectiveness concluded the survey. As mentioned

above, Lawrence Technological University requires all research involving human participants

conducted through its establishment to obtain approval from the Institutional Review Board

(IRB).   This body ensures that Government guidelines to respect, protect the well-being and

rights of participants are fulfilled.   The Consent Agreement and survey instrument are found at

Appendix A. The IRB approval is at Appendix B.

Survey Participants

Targeted participants for the survey were civilian GS-14/ NH-04 and above, and military

personnel O5 and above at the TACOM LCMC.   These groups were selected due to the grade

held, with delegation authority inherently apart of their job duties.   Names of employees

meeting this specified grade requirements were requested from various organizations. A total of

710 TACOM associates were sent survey requests. Organizations involved were the TACOM

Command Group, Program Executive Office- Ground Combat Systems (PEO-GCS), Program

Executive Office - Combat Support and Combat Service Support (PEO CS & CSS), Program

Executive Office for Integration (PEO-I) , Tank-Automotive Research, Development, and

Engineering Center (TARDEC), TACOM Integrated Logistics Support Center and TACOM

Contracting Center.

Beyond grade criteria, there was no consideration given to functional area in terms of

preferred survey instrument distribution. Because of the small population of the targeted „high-

grade‟pool, there was no attempt to narrow the population to a smaller subgroup.   The useable

net response count was 169 surveys, representing a 23.8 % response rate.

Pilot Study Procedure

A pilot study was conducted in two phases. The first was to gain preliminary feedback from both Lawrence Technological University and Defense Acquisition University (DAU) professors. They provided recommendation on structure, content, objectivity of the questions, and consistency with research intent. Once recommended changes were incorporated, the revised instrument was sent to 26 current 2011-2012 SSCF Fellows for general review and further clarity of questions and logic. They provided comments on functionality of survey response „radio buttons‟ to ensure the desired selection could be made. Several changes addressed phrasing or word choice to eliminate ambiguity in the question, such as the use of the term „direct reports‟ in lieu of „associates‟. Typographical errors were also corrected. All comments were considered and changes made as necessary.

Analytical Techniques

Results and data analysis resulting from the survey were quantitatively and qualitatively assessed. All hypotheses were tested at the 95% confidence level using analysis of variance (ANOVA). The Excel statistical data package was utilized to conduct the hypothesis testing. Basic descriptive statistics include frequency and per cents of total for each question with the exception of the open-ended item. The responses to the open-ended question were categorized by theme and summarized in Chapter 4, Findings, of this report.

Summary

This chapter described the methodology for collecting and analyzing quantitative and qualitative data in determining why senior leaders choose not to delegate responsibilities and impacts on employees‟ and leaders‟ motivation. This approach, called mixed methodology, was used to collect and analyze data for the specified research questions and for the hypotheses to

determine significant differences of delegations practices within the TACOM LCMC. An

overview of the survey instrument¨s content, structure, participant population, and administration

were discussed. A review of the pilot survey and its use were also provided.

Chapter 4 – Findings

Introduction

  The purpose of this study is to determine the extent to which senior leaders at TACOM

delegate, and the reasons they do not delegate responsibilities to subordinates. The study also

explores if leaders‟ frequency of delegation affects their motivation.   This chapter contains

research findings and analysis of the results. Descriptive statistics, hypothesis testing, regression

analysis and qualitative results are reported.   Basic descriptive statistics are presented up front to

provide the reader demographic context of survey participants. This includes gender,

governmental status (civilian or military), current position, organizations supported, years of

continuous service and age.

Population and Sample Size

  The research surveyed senior leaders at the TACOM LCMC in civilian grades NH-04/ GS

14 and above to include Senior Executive Service members, and military officers with rank O5

(Lieutenant Colonel) and higher to include General Officers.   These groups have authority to

delegate responsibilities as deemed necessary and beneficial to the organization and mission

based on the senior positions they hold.   The specific organizations administered surveys were

  1. TACOM Command Group

  2. Program Executive Office Ground Combat Systems (PEO GCS)

  3. Program Executive Office Combat Support and Combat Service Support (PEO CS &
  CSS)

  4. Program Executive Office for Integration (PEO-I)

  5. Tank-Automotive Research, Development and Engineering Center (TARDEC)

  6. Integrated Logistics Support Center (ILSC)

  7. TACOM Contracting Center (TCC)

A survey instrument through the Survey Monkey website was administered to 710 persons matching the grade and rank criterion cited above. Although 197 surveys were returned yielding a 27.7% return, due to failure to complete the survey or specified mandatory questions, 169 surveys comprised the net useable sample resulting in a return rate of 23.8%.

Descriptive Statistics

Gender

As depicted in *Figure 5*, females returned 50 completed surveys, comprising 30% of the total responses. Males returned 119 instruments, comprising 70% of the total.
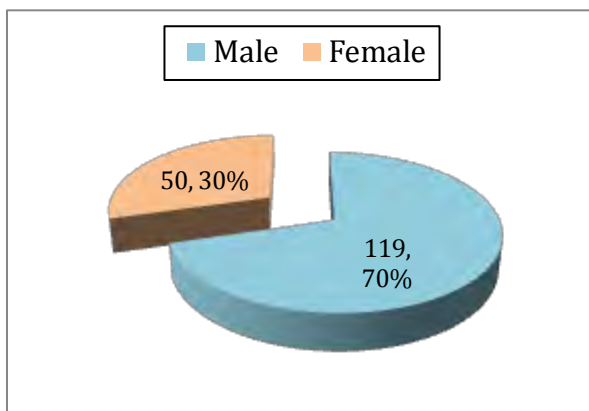
Figure 5. Respondents by gender.

Governmental Status

The number of respondents by civilian and military personnel were 164 (97%) and 5 (3%), respectively, as shown in *Figure* 6. Civilians, by far, were the vast majority of survey

participants, consistent with the proportion of civilian and military personnel assigned to the

command.
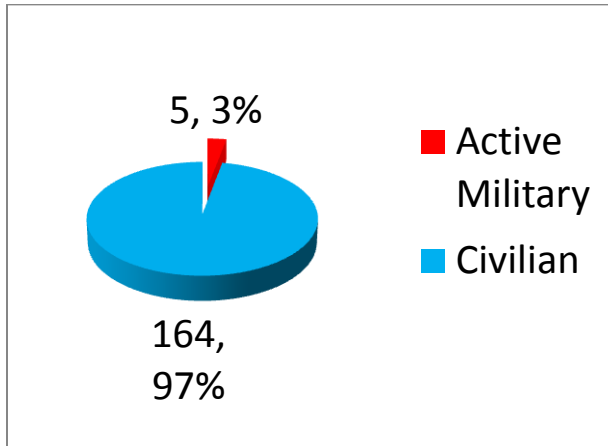
Figure 6. Civilian and military survey respondents.

Current Position

Figure 7 shows the categories of those responding to the survey by their current position. With

48 persons identifying themselves as Manager, this was the single largest segment of senior

leaders participating in the survey. Director was the second largest group with 43 responses.

Respondents by position
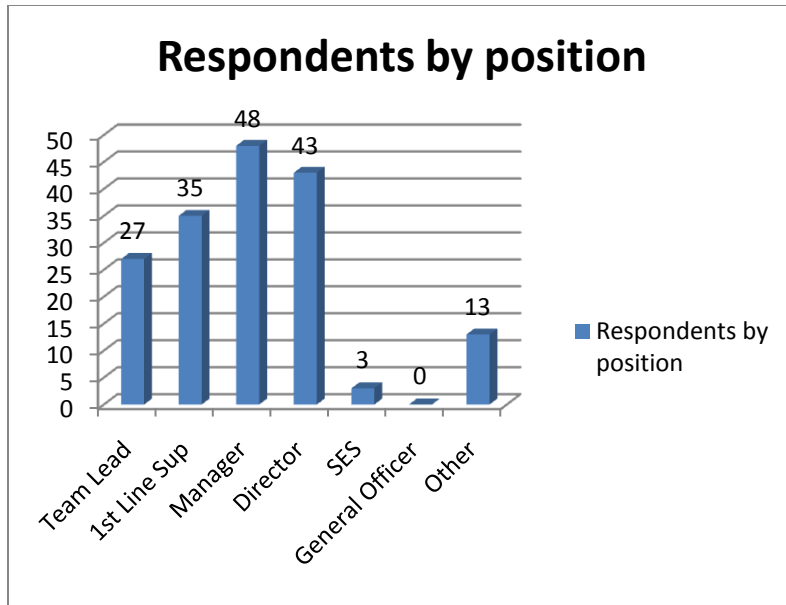
Figure 7. Respondents by current position held.

Supported Organization(s)

Figure 8 below depicts TACOM organizations supported by survey respondents. In the associated survey question, selection of more than one organization was permitted to accurately reflect that an employee can simultaneously support more than one functional group. The most heavily supported organizations are PEO CS & CSS with 61, followed by PEO GCS with 52 respondents.
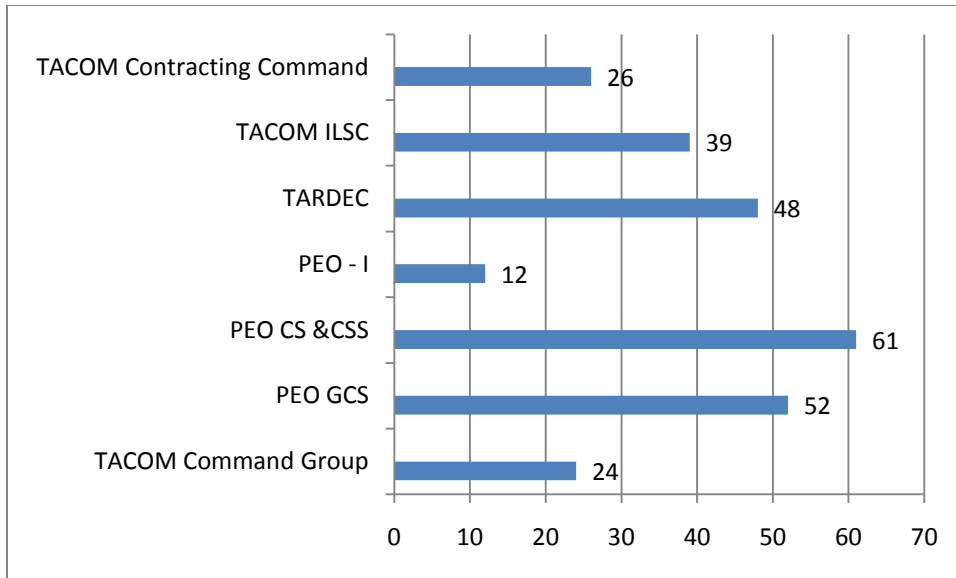
Figure 8. Organizations supported by respondents.

Figures 8 and 9 show survey respondents˝ years of continuous service and age. The largest groups responding by years of services were those with 26 – 30 years and those with more than 30 years of service. These two groups tied with 31% each. By age, the largest groups were 51-55 years old (29%) and over 55 years of age (26%).
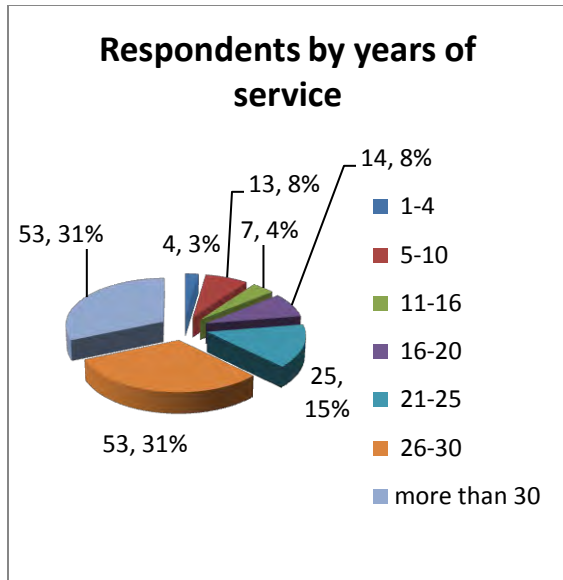
Figure 9. Respondents by years of service.
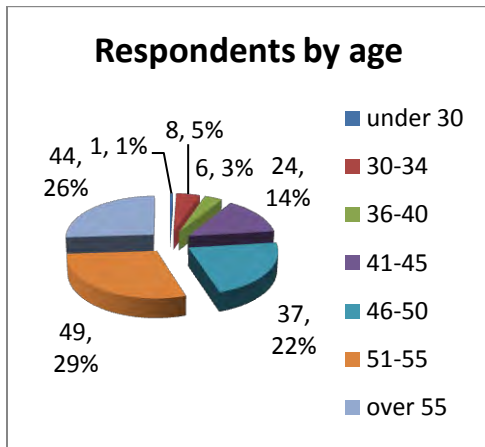
Figure 10.   Respondents by age.

Research Questions

Each of the three research questions are addressed in this section.

Research Question 1:

The first research question is: To what extent do leaders at TACOM delegate responsibilities to subordinates.   The results below in *Figure 11* show that 70% of senior leader respondents routinely delegate, with 20% responding they delegate often. „Sometimes‟ garnered 5%, with „sometimes‟ and „rarely‟ at 3% and 2%, respectively.
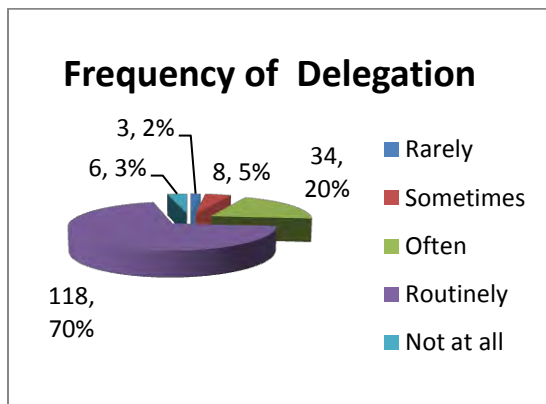
Figure 11. Frequency of delegation.

Research Question 2:

The second research question asks: What factors are considered when senior leaders delegate responsibilities to subordinates.

As shown in *Figure 12*, survey results reflect that 80% (5/6) of the factors were rated as having very high influence or high influence. The factor „responsibility falls within the employees‟ job duties‟, was the only factor where the majority, 87, of respondents indicated it had very high influence.

The factors identified below were rated as having „high influence‟ when delegating:

- o   Broaden employees‟ experience
- o   Employees have shown desire for increased responsibility
- o   Employees known expertise
- o   Better utilize employees
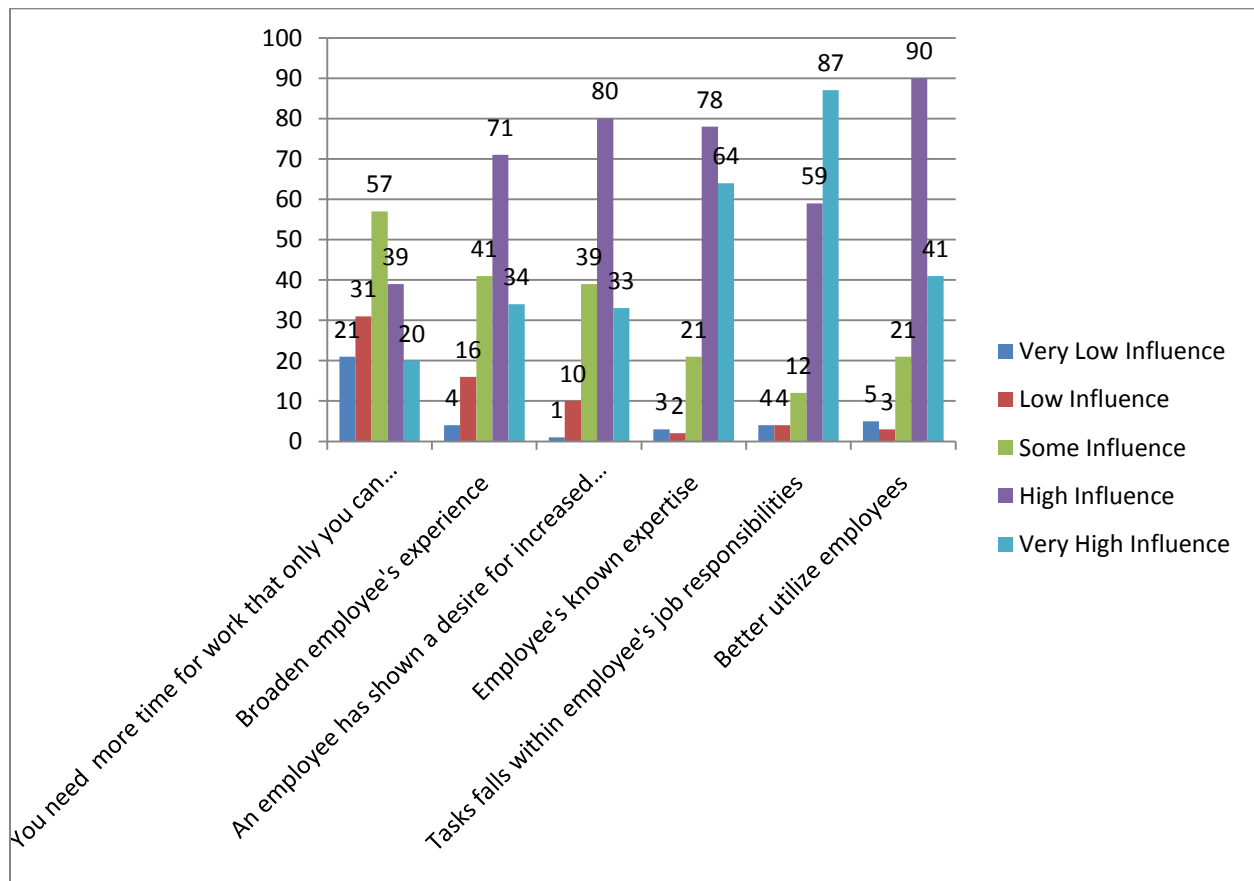
Figure 12. Influence of delegation factors.

Research Question 3:

The third research question asked: What are the key reasons leaders do not delegate.

For each factor included on the survey for not delegating, *Figure 13* below shows how many

respondents rated that reason relative to the degree of influence not to delegate.
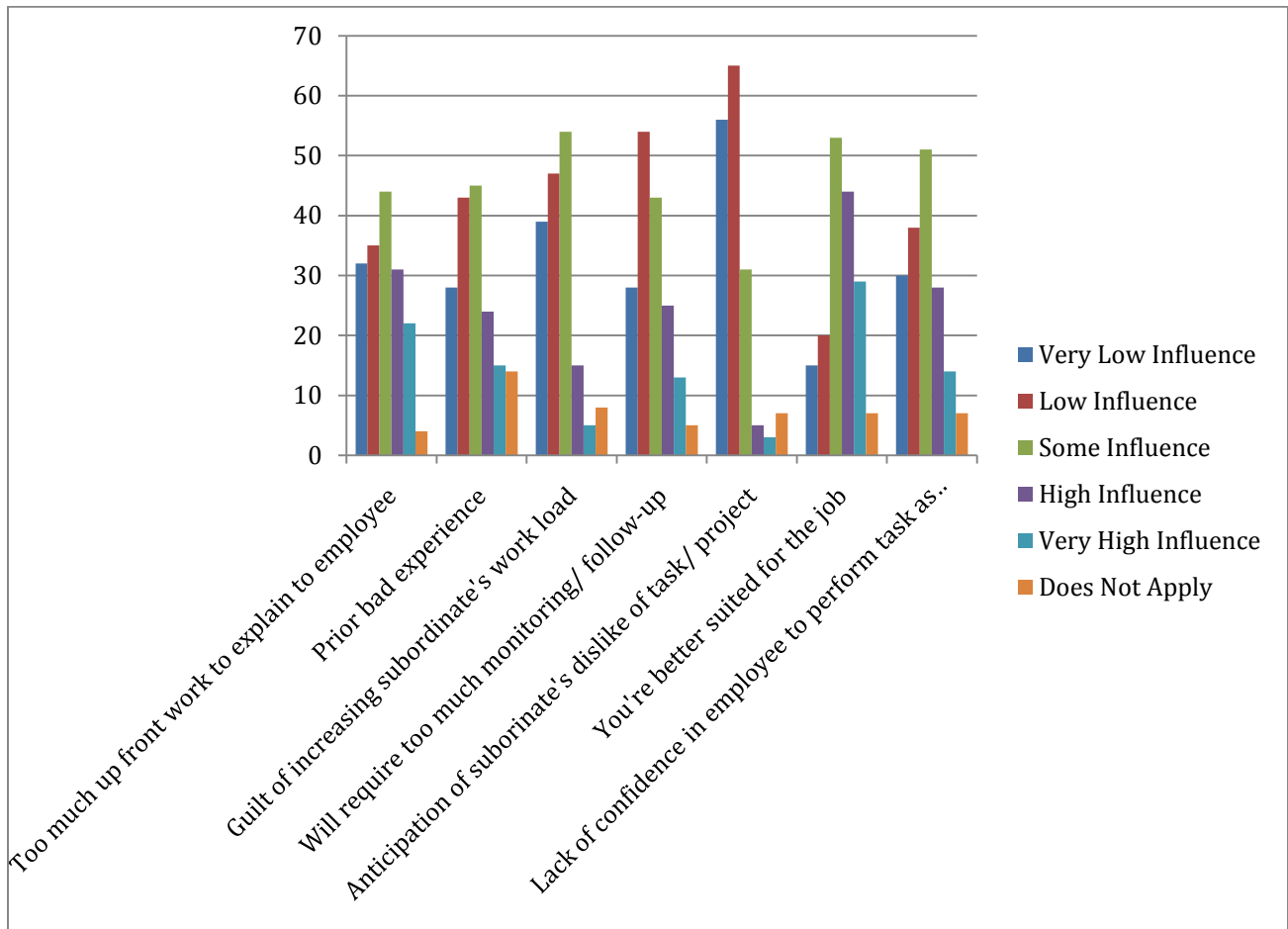
Figure 13.   Factors for not delegating.

The options for influence ranged from „very low" to „very high" and „does not apply".   The most

frequent response for five of the seven factors was „some influence" with two of the factors rated

as having low influence.

Hypothesis Testing

Findings for the three research hypothesis are discussed below. The analysis of variance calculated (ANOVA) values are found at Appendix C.

Hypothesis 1: There is no difference in the reasons TACOM leaders choose not to delegate based on their number of direct reports.

   This hypothesis involved analyzing the reasons leaders choose not to delegate based on their number of direct reporting subordinates. Since this exercise compared more than two sample means, an Analysis of Variance (ANOVA) was conducted to determine if there were any statistical differences among the groups.   A summary of the results is shown in *Table 1*. It contains mean response values by number of direct reports for each of the 7 factors for choosing not to delegate. The numerical results represent arithmetic averages derived from participant survey responses using the following scale.

>   1 - Very low influence
>   2 - Low influence
>   3 - Some influence
>   4 - High influence
>   5 - Very high influence
>   6 - Does not apply

Subgroup →	1	2	3	4	5			
Non-Delegation Factor	0 Direct Reports	1-15 Direct Reports	16-30 Direct Reports	31-45 Direct Reports	Over 45 Direct Reports	F-value	P-value	Accept / Reject Ho
Too much up front work	3.117	2.969	2.857	2.636	2.785	0.2744	0.8941	Accept H_o
Bad Experience	3.5	2.865	2.821	2.272	3.933	3.140	0.0160*	Reject H_o
Increasing Subordinates‟Work Load	2.333	2.531	2.535	2.272	3.133	1.035	0.3903	Accept H_o
Too much monitoring	2.833	2.742	2.821	2.363	2.714	0.2834	0.8884	Accept H_o
Subordinates Dislike of responsibility	2.277	2.0618	2.178	1.909	2.538	0.6113	0.6550	Accept H_o
Boss is Better Suited	3	3.546	3.357	3.363	3.428	0.7396	0.5662	Accept H_o
Lack of Confidence	3.333	2.742	3.071	2.6	3	1.045	0.3856	Accept H_o

Table 1. Mean values of reasons not to delegate based on number of direct reports.

The only non-delegation factor that demonstrates a statistical difference is the asterisked item, Bad Experience, with a p-value of $<.05$. This means that the null hypothesis is rejected, and there is a statistical difference in the reasons TACOM leaders choose not to delegate based on their number of direct reports, due to prior bad experience. To further delineate where the

differences lie within the direct report subgroups for the „Prior Bad Experience" factor, a Tukey

statistical test was conducted with summary results tabulated in *Table 2*.

Sub-groups	1	2	3	4	5
1	0				
2	.634	0			
3	.679	.0445	0		
4	1.23	.593	.548	0	
5	.433	1.067	1.112	1.661*	0

Table 2. Tukey test results.

Since 1.661 is greater than the comparative calculated Tukey value of 1.351, it is concluded that

the difference lies between subgroup 5 of over 45 direct reports, and subgroup 4 of 31-45 direct

reports.   The calculation for the comparative value is at Appendix B (to be added).

Hypothesis 2: There is no difference in employee motivation due to the methods used to

delegate.

Table 3 below summarizes the average satisfaction scores based on the method used to

delegate. Due to the small number of respondents in third party stake holder and written

delegation sheet, these groups were combined.

Method	e-mail	Telephone	Face to Face	Other	F-Value	P-value	Accept or Reject Ho
Score	2.57	2.40	2.56	2.61	0.2336	0.8727	Accept

Table 3. Mean score of job satisfaction based on delegation method.

With a p value of 0.8727, we fail to reject the null hypothesis and conclude there is no statistical difference in satisfaction among methods used to delegate responsibilities to subordinates.

Hypothesis 3

The third hypothesis stated, there is no difference in senior leaders" motivation based on the extent to which they delegate. A linear regression was run on survey question 11, „With what frequency do you typically assign work or delegate tasks to immediate subordinates (direct reports)?", and question 19, „based on your responses to the previous two questions (what tasks [responsibilities] are delegated and how they are delegated)", to what extent are you more or less motivated in your current position?". The objective was to determine if there was correlation between the two responses. Summary results are presented in *Table 4*.

Observations	Multiple R	R square	Y-intercept	Slope	P-value
169	0.048	.00238	3.780	-0.0354	0.528

Table 4. Linear regression of leaders" motivation based on delegation frequency.

With a p value of 0.528, the null hypothesis is accepted and we conclude there is no difference in senior leaders" motivation based on delegation frequency to their subordinates. The scatter plot

and best fit line in *Figure 14* show a near horizontal line, which is consistent with this finding

that there is no significant motivation realized by the senior leader with respect to frequency of

delegating.
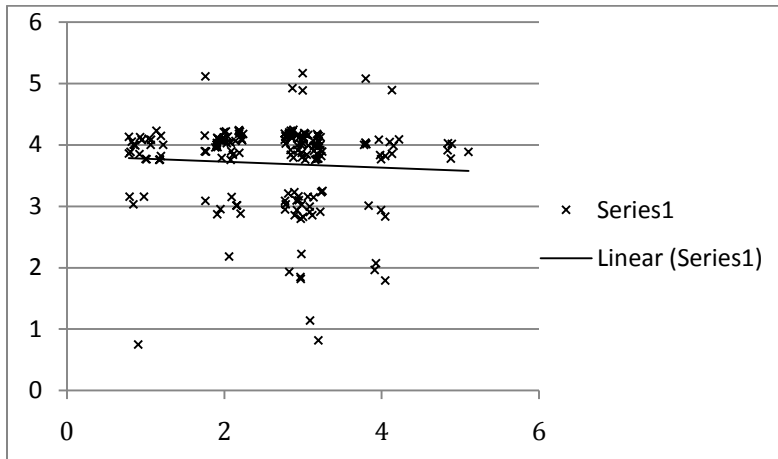
Figure 14. Linear regression of frequency (1-5) vs motivation (1-5).

Open-Ended Question

   A single, open-ended question (19) was included on the survey.   Respondents were given the

opportunity to describe their aggregate view of delegation effectiveness in the execution of their

duties.   A total of 105 comments were provided. There were no responses suggesting that

delegation was not a necessary part of leadership. Remarks, however, fell into five central

themes: Trust needed with employee; Delegation working ok; Task ambiguity, particularly

when higher headquarters are involved; Use of delegation for employee development and

Inadequate time to complete assignment.   *Table 4* shows a break out of the number of responses

by these themes.

Theme	Trust needed with employee	Delegation Working OK	Task Ambiguity	Develop employee	Inadequate time	Total
Number of comments	38	34	12	11	10	105

Table 5. Open-ended question, overall delegation effectiveness.

Approximately 36% (38/105) of comments indicated that development of trust in the

employee and confidence in subordinates" capabilities are important in effective delegating.

Another perspective on trust was that there is too much oversight and not enough trust, so there

is no real confidence being developed in the superior/ subordinate relationship.

Thirty-two per cent of comments (34/105) assessed delegation as being conducted effectively

within their organizations. A dozen comments were categorized as indicating that ambiguities in

tasks from higher headquarters in terms of intent and what is being requested requires

significant research and is de-motivating and time consuming. There is inadequate filtering or

context provided for what is being requested.

Ten percent (11/105) of comments specifically mentioned development of employees as a

deliberate reason for delegating. Almost all responses in this group indicated that delegation

presents opportunity to provide employees with developmental managerial and leadership experience.   The literature indicated that delegation is particularly challenging for leaders in cross functional delegation. Inadequate time to properly addressed delegated responsibility accounted for 9.5% (10/ 105) of comments to the open-ended question.

Summary of Results

Results reported in this survey are overwhelmingly based on civilian experience.   Of the methods (e-mail , telephone, face to face, third party, written work sheet, other) used to delegate responsibility, none of them showed statistical significant difference in term of impact on employee motivation. When considering factors why senior leaders choose not to delegate, prior bad experience in delegating was the factor that showed a statistical difference with respect to other factors. Further analysis showed that this difference lies between those within subgroups with 31- 45 direct reports and those with over 45 direct reports. There was no demonstrated correlation between senior leader motivation based on the extent (frequency) that they delegate to subordinates.

The open-ended question was generally favorable with how delegation was working in organizations. Most comments support the use of delegation as a necessary and effective management tool. Concerns with barriers to effective delegation involved trust that needed developing between the superior and subordinate to feel confident in delegating responsibility and resolving ambiguities in the delegation what is expected of the subordinate.

Chapter 5- Conclusions and Recommendations

Introduction

   This research objective is to determine the extent to which senior leaders at TACOM

delegate, and the reasons they do not delegate. The study also explores the effects of delegation

practices on senior leaders" motivation.   The study focused on senior leaders GS-14/ NH04 and

above, and military officers O5 (Lieutenant Colonel) and above.   The survey was administered

to these groups within the TACOM Command Group, Program Executive Office for Ground

Combat Systems (PEO GCS), Program Executive Office for Combat Support and Combat

Service Support (PEO CS & CSS), Program Executive Office for Integration (PEO-I), Tank-

Automotive Research, Development and Engineering Center (TARDEC), Integrated Logistics

Support Center (ILSC) and TACOM Contracting Center (TCC). The survey was sent to 710

individuals. Of the one hundred sixty-nine (169) useable surveys, 23.8% were used to compile

research findings and conduct analysis.

   This chapter interprets the results for each of the research questions and hypothesis

presented in chapter 4. Implications for senior leadership and the practice of delegation at the

Detroit Arsenal are discussed.

Discussion of Results

Research Question 1:

To what extent do leaders at TACOM delegate responsibilities to subordinates?

  Ninety-seven percent of respondents indicated that they delegate, albeit with varying

frequency.   The literature highlights that effective delegation is to a large extent ignored by most

managers and executives. TACOM"s results are inconsistent with the literature in this regard.

Only 3% of the respondents indicated that they did not delegate at all. As found in the literature review, the crucial matter is not just the act of delegation, but doing so in an effective and skillful manner. There needs to be increased emphasis from senior leaders that this is an important distinction. Caution should be exercised in interpreting the high TACOM reporting of delegation as an indication that all is well with this important leadership function. TACOM would greatly benefit if superiors emphasized that delegation should be exercised thoughtfully and methodically. Training courses or seminars that focus on the importance of delegation and its effectiveness are widely available and could be pursued to enhance and sharpen skills in the delegation process.

Research Question 2:

What factors are considered when senior leaders delegate responsibilities to subordinates?

Of the six choices on the survey for this question, the only factor that rated „very high" when considering delegating responsibilities to subordinates was that the responsibility fell within the employees" job duties.   This infers senior leaders are concentrated on getting the most functionally competent and experienced team members to address an issue as expeditiously as possible. This is consistent with leaders also reporting „employees known expertise" having „high influence" when deciding to delegate.   This strongly suggests that senior leaders look for subject matter experts when delegating. Delegation should also be used to broaden or cross-train associates outside the functional area by pairing with SMEs to provide career enhancing developmental experience. There was also „high influence" ratings to better utilize the employee. Executive leaders should take significant note of this finding. There should be an emphasis at the most senior levels that development of personnel is a most important management responsibility.

Research Question 3:

What are the key reasons leaders do not delegate?

Top reasons selected that leaders do not delegate included too much up front work, prior bad experience, guilt of increasing workload, requires too much monitoring and follow-up, and the leaders are better suited for the job. Leaders assessing they are better suited for the job is one of the most frequent reasons for not delegating according to the literature review. The literature stated underlying reasons for this could be due to fear of losing control and wanting to ensure visibility. What is clear is that senior leaders are often reluctant to appropriately turn over the reins to others. TACOM leaders must be conscience of this finding to be more purposeful about pushing down responsibility and authority. Failure to do this can have ill effects. One repercussion is employees will be discouraged by not finding responsibilities that stretch and broaden capabilities. This ties into the findings in the preceding research question. Another is that associates will look outside the current department for professional fulfillment and challenge, leaving the exited organization with the task of backfilling personnel.

Hypothesis H1:

H1: There is no difference in the reasons TACOM leaders choose not to delegate based on their number of direct reports.

With the exception of „Bad Experience", there was no statistical difference based on the number of direct reports. The one difference noted within „Bad Experience" was within those with direct reports of 31- 45 and those with over 45 direct reports. One implication of this finding is that

senior leaders with 45 or more subordinates have had more historical opportunities to exercise

delegation practices with mixed results and therefore tend to withdraw from these engagements.

Hypothesis H2:

   H2: There is no difference in employee motivation due to the methods used to delegate.

   There was no literature found that addressed the impacts of the medium used to delegate

responsibility on employee motivation or satisfaction. Analysis done on data from responses

suggest that the method of delegation whether via e-mail, telephone, face to face or other, does

not impact motivation to accomplish the delegated work. This implies that at TACOM, all

mediums are acceptable and training should be conducted to make sure these methods are used

in the most effective way possible. Literature sources consistently emphasized that

communication concerning the scope, degree of responsibility, authority and expected outcomes

are imperative to achieving desired results. Responses to the open ended echoed this sentiment

for having clear guidance and expected outcomes.

Hypothesis H3:

  H3:   There is no difference in senior leaders" motivation based on the extent to which they

 delegate to subordinates.

   The results obtained show that the frequency that leaders delegate does not significantly

impact their motivation in their current position. This could imply that the more leaders delegate

to free their time to address more strategic issues, the more motivated they are, or perhaps they

are not less motivated if delegation occurs more frequently. This means that TACOM should

encourage more delegation to achieve higher value goals by senior leaders without decreasing their own motivation in their jobs.

Implications for Further Research

After the significant review of literature on delegation effectiveness, it is clear that there is much to be gained by both the individual and the organization not simply to disperse and apportion responsibility, but to delegate effectively. Additional investigation could be initiated to better determine and understand to what extent the workforce assesses this delegation effectiveness. There is a large pool or potential survey participants in these groups. A follow on research pursuit also could focus the study on TACOM employees in civilian mid-grade, NH-03/ GS12/ 13 and military officers O4 (Majors), to determine their perceptions of delegation practices. Efforts to quantify their assessments and reconcile with these findings would provide a more comprehensive look at the issue of delegation in the work place. A comparison could then be made on similarities and differences between the two studies and an action plan developed to address differences. A survey instrument could also make greater use of open-ended or free response questions to gain more in depth understanding on any perceived delegation practices shortcomings. The inclusion of interviews for expanded understanding of past experiences and barriers to delegation is also recommended.

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APPENDIX A: Informed Consent and Survey Instrument

1. INFORMED CONSENT COVER LETTER As an adult 18 years of age or older, I agree to participate in this research about Delegation effectiveness at TACOM. The research is being conducted by Defense Acquisition University Senior Service College and Department of Management, Lawrence Technological University. I understand that my participation is entirely voluntary. I can withdraw my consent at any time. By agreeing to participate in this study, I indicate that I understand the following:

1. The purpose of this research is to solicit high-grade personnel on leadership in the area of effective work delegation/ tasks allocation practices. Should I choose to participate in the survey, I may benefit because leadership at TACOM will be better enlightened and informed to lead in the 21st century.

2. If I choose to participate in this research, I will be asked to complete an online questionnaire. The questionnaire will include items relating to Leadership skills. The questionnaire will take approximately 10 minutes to complete.

3. There will be no incentive for participation.

4. All items in the questionnaire are important for analysis, and my data will be more meaningful if all questions are answered. However, I do not have to answer any question that I prefer not to answer. I can discontinue my participation in the investigation at any time without penalty by exiting out of the survey.

5. This research will not expose me to any discomfort, or stress beyond that which might normally occur during a typical day. There are no right or wrong answers; thus, I need not be concerned about selecting a correct answer.

6. There are no known risks associated with my participation in this study.

7. Data collected will be handled in a confidential manner.

The purpose of this research has been explained and my participation is entirely voluntary. I understand that the research entails no known risks and that by completing this survey, I am agreeing to participate in this research project.

YOU MAY PRINT THIS PAGE FOR YOUR RECORDS.

Research at Lawrence Technological University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to Dr. Matthew Cole, Chairperson of the Institutional Review Board, at irb@ltu.edu, Lawrence Technological University, 21000 West Ten Mile Road, Southfield, MI 48075, (248) 204-3541.

○   I agree to complete the survey

○   I don't agree to complete the survey

*
2. What is your current position?

○   Team Lead

○   First Line Supervisor

○   Manager (you rate supervisors)

○   Director (you rate supervisors)

○   Senior Executive Service

○   General Officer

○   other

*
3. What is your gender?

○   Male

○   Female

*
4. What is your age group?

○   under 30   ○   46-50

○   30-35   ○   51-55

○   36-40   ○   over 55

○   41-45

*
5. Are you active military or civilian?

○   Civilian

○   Active military

*
6. How many years of continuous federal civilian or military service do you have?

○ 1-4   ○ 21-25

○ 5-10   ○ 26-30

○ 11-15   ○ more than 30

○ 16-20

*

7. How many direct report associates do you have currently?

○ 0

○ 1-15

○ 16-30

○ 31-45

○ over 45

8. What organizations do you directly support?

☐ TACOM Command Group

☐ PEO GCS

☐ PEO CS&CSS

☐ PEO I

☐ TARDEC

☐ TACOM ILSC

☐ TACOM Contracting Center

*

9. What is your highest educational level?

○ High school

○ Some college

○ Undergraduate degree

○ Master's

○ College credit beyond Master's

○ Doctorate

*

10. What civilian grade or military rank do you currently hold?

○ NH-4/ GS 14, Team Lead/ non-supervisory   ○ DE-4/ GS 15, Supervisory

○ NH-4/ GS 14, Supervisory   ○ Senior Executive Service

○ NH-4/ GS 15, Supervisory   ○ O5

○ DB-4/ GS 14, Team Lead   ○ O6

○ DB-4/ GS 15, Supervisory   ○ General Officer

○ DE-4/ GS 14, Team Lead   ○ Other

*

11. With what frequency do you typically assign work or delegate tasks to immediate subordinates (direct reports)?

○ rarely

○ sometimes

○ often

○ routinely

○ not at all

*

12. Please rate the following factors' influence on your decision to delegate. 1 has very low influence, 5 has very high influence.

	1.Very low influence	2.Low influence	3.Some influence	4.High influence	5.Very high influence
You need more time for work that only you can do	○ *Please rate the following factors' influence on your decision to delegate. 1 has very low influence, 5 has very high influence. You need more time for work that only you can do 1.Very low influence	○ You need more time for work that only you can do 2.Low influence	○ You need more time for work that only you can do 3.Some influence	○ You need more time for work that only you can do 4.High influence	○ You need more time for work that only you can do 5.Very high influence
Broaden employee's experience	○ Broaden employee's experience 1.Very low influence	○ Broaden employee's experience 2.Low influence	○ Broaden employee's experience 3.Some influence	○ Broaden employee's experience 4.High influence	○ Broaden employee's experience 5.Very high influence
An employee has shown a desire for	○ An employee has	○ An employee has	○ An employee has	○ An employee has	○ An employee has

increased assignments or responsibility	shown a desire for increased assignments or responsibility 1.Very low influence	shown a desire for increased assignments or responsibility 2.Low influence	shown a desire for increased assignments or responsibility 3.Some influence	shown a desire for increased assignments or responsibility 4.High influence	shown a desire for increased assignments or responsibility 5.Very high influence
Employee's known expertise	○ Employee's known expertise 1.Very low influence	Employee's known expertise 2.Low influence	Employee's known expertise 3.Some influence	Employee's known expertise 4.High influence	Employee's known expertise 5.Very high influence
Tasks falls within employee's job responsibilities	○ Tasks falls within employee's job responsibilities 1.Very low influence	○ Tasks falls within employee's job responsibilities 2.Low influence	○ Tasks falls within employee's job responsibilities 3.Some influence	○ Tasks falls within employee's job responsibilities 4.High influence	○ Tasks falls within employee's job responsibilities 5.Very high influence
Better utilize employees	○ Better utilize employees 1.Very low influence	○ Better utilize employees 2.Low influence	○ Better utilize employees 3.Some influence	○ Better utilize employees 4.High influence	○ Better utilize employees 5.Very high influence

13. What methods do you typically use to delegate tasks or projects? Check primary methods only.

☐ e-mail

☐ Telephone

☐ Face to Face

☐ Via a third party stakeholder

☐ Written 'work delegation' sheet or other written standardized method

☐ Other

*

14. What is your estimate of how much overtime you typically work per week, including weekends?

○ 0-3 hours

○ 4-7 hours

○ 8-10 hours

○   over 10 hours

*

15. Consider tasks that you choose not to delegate; then please rate the following factors from 1 - 5 on why you choose not to delegate. 1 has very low influence, 5 has very high influence. Choice 6 is the item does not apply.

	1. Very low influence	2. Low influence	3. Some influence	4. High influence	5. Very high influence	6. Does not apply
Too much up front work to explain to employee	○ *Consider tasks that you choose not to delegate; then please rate the following factors from 1 - 5 on why you choose not to delegate. 1 has very low influence, 5 has very high influence. Choice 6 is the item does not apply. Too much up front work to explain to employee 1. Very low influence	○ Too much up front work to explain to employee 2. Low influence	○ Too much up front work to explain to employee 3. Some influence	○ Too much up front work to explain to employee 4. High influence	○ Too much up front work to explain to employee 5. Very high influence	○ Too much up front work to explain to employee 6. Does not apply
Prior bad experience	○ Prior bad experience 1. Very low influence	○ Prior bad experience 2. Low influence	○ Prior bad experience 3. Some influence	○ Prior bad experience 4. High influence	○ Prior bad experience 5. Very high influence	○ Prior bad experience 6. Does not apply
Guilt of increasing subordinate's work load	○ Guilt of increasing subordinate's	○ Guilt of increasing subordinate's	○ Guilt of increasing subordinate's	○ Guilt of increasing subordinate's	○ Guilt of increasing subordinate's	○ Guilt of increasing subordinate's

	work load 1. Very low influence	work load 2. Low influence	work load 3. Some influence	work load 4. High influence	work load 5. Very high influence	work load 6. Does not apply
Will require too much monitoring/ follow-up	○ Will require too much monitoring/ follow-up 1. Very low influence	○ Will require too much monitoring/ follow-up 2. Low influence	○ Will require too much monitoring/ follow-up 3. Some influence	○ Will require too much monitoring/ follow-up 4. High influence	○ Will require too much monitoring/ follow-up 5. Very high influence	○ Will require too much monitoring/ follow-up 6. Does not apply
Anticipation of subordinate's dislike of task/ project	○ Anticipation of subordinate's dislike of task/ project 1. Very low influence	○ Anticipation of subordinate's dislike of task/ project 2. Low influence	○ Anticipation of subordinate's dislike of task/ project 3. Some influence	○ Anticipation of subordinate's dislike of task/ project 4. High influence	○ Anticipation of subordinate's dislike of task/ project 5. Very high influence	○ Anticipation of subordinate's dislike of task/ project 6. Does not apply
You're better suited for the job	○ You're better suited for the job 1. Very low influence	○ You're better suited for the job 2. Low influence	○ You're better suited for the job 3. Some influence	○ You're better suited for the job 4. High influence	○ You're better suited for the job 5. Very high influence	○ You're better suited for the job 6. Does not apply
Lack of confidence in employee to perform task as needed	○ Lack of confidence in employee to perform task as needed 1. Very low influence	○ Lack of confidence in employee to perform task as needed 2. Low influence	○ Lack of confidence in employee to perform task as needed 3. Some influence	○ Lack of confidence in employee to perform task as needed 4. High influence	○ Lack of confidence in employee to perform task as needed 5. Very high influence	○ Lack of confidence in employee to perform task as needed 6. Does not apply

*

16. Based on your position and level of responsibility, what changes do you think you should make in delegating?

○   Significantly more should be delegated   ○   Slightly less should be delegated

○   Slightly more should be delegated   ○   Significantly less should be delegated

○   No change

*

17. How would you rate your overall satisfaction with what assignments/ tasks are delegated to you?

○ Very satisfied

○ Somewhat Satisfied

○ Neutral

○ Somewhat dissatisfied

○ Very dissatisfied

*

18. How would you rate your overall satisfaction in HOW assignments/ tasks are delegated to you?

○ Very satisfied

○ Somewhat satisfied

○ Neutral

○ Somewhat dissatisfied

○ Very dissatisfied

*

19. Based on your responses to the previous two questions (what tasks are delegated and how tasks are delegated), to what extent are you more or less motivated in your current position?

○ Significantly more motivated

○ Slightly more motivated

○ No change

○ Slightly less motivated

○ Significantly less motivated

20. Please briefly describe the overall effectiveness of delegation/ tasks allocation in the execution of your duties.

.

APPENDIX B: Institutional Review Board Approval

From: **Matthew Cole [mcole@ltu.edu]**
Sent: **Wednesday, November 30, 2011 11:27 AM**
To: **Smith, Cassandra; Thomas Marx**
Cc: **Chelf, Kurt;** irb@ltu.edu
Subject: **RE: IRB application**

Dear Cassandra,

I have reviewed your application to the Lawrence Tech Institutional Review Board
for your thesis "Recognizing the Need For and Factors Why Managers Do Not
Delegate in the Work Place" and have reviewed the surveymonkey link that contains
the survey and voluntary informed consent. I am happy to say that your research
has been approved for a period of one year, 10/11/2011-10/11-2012. Please contact
the IRB if you require and extension, or if you make any changes to your research
that impact the participants.

Please do not hesitate to contact me if you have any questions.

Sincerely, Matthew Cole

_____
Matthew Cole, Ph.D.
IRB Chair
Lawrence Technological University
o. 248.204.3541   f. 248.204.3518
http://vfacstaff.ltu.edu/mcole

APPENDIX C: Hypotheses 1 and 2 ANOVA

Hypothesis 1
ANOVA: Single Factor   **Bad Experience**

SUMMARY

Groups	Count	Sum	Average	Variance
0 DR	18	63	3.5	2.735294
1- 15 DR	97	278	2.865979	1.638101
16-30 DR	28	79	2.821429	2.892857
31-46 DR	11	25	2.272727	1.218182
45 over DR	15	59	3.933333	3.209524

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	25.96672	4	6.49168	3.140703	0.016075	2.426775
Within Groups	338.98	164	2.066951			
Total	364.9467	168				

Hypothesis 2
ANOVA: Single Factor   **Delegation Method**

SUMMARY

Groups	Count	Sum	Average	Variance
e-mail	150	385	2.566667	1.388143
telephone	35	84	2.4	1.188235
face to face	158	405	2.563291	1.304886
other	18	47	2.611111	1.075163

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.923739	3	0.307913	0.233695	0.87288	2.629917
Within Groups	470.3782	357	1.317586			
Total	471.3019	360				

APPENDIX D: Tukey Test Calculation

Tukey distance, $d_t = q_t *$ SQRT [(MSE/min(n_1,n_2,n_3,n_4…)], where MSE is Mean Square Error

P, number of subgroups = 5

q_t = 3.116 from Table 6.11(Kiemele, 2000)

MSE = 2.066951 from ANOVA table (Kiemele, 2000)

$d_t = q_t$ * SQRT (2.006951)/ 11)

d_t =3.116*SQRT(2.066951/11)= 1.3507

Glossary of Acronyms and Terms

DAU……………….…Defense Acquisition University

GS…….…...................General Schedule

H_0 …………………..Null Hypothesis

H_1..Alternate Hypothesis

ILSC……………….…Integrated Logistics Support Center

IRB…………………Institutional Review Board

LCMC……….............Life Cycle Management Command

LTU………………...Lawrence Technological University

MSE……………….....Mean Square Error

PEO……………….….Program Executive Office

PEO CS & CSS…........Program Executive Office Combat Support & Combat Service Support

PEO GCS…………..Program Executive Office Ground Combat Systems

SQRT……………….Square Root

SSCF……………….....Senior Service College Fellowship

TACOM…….….……Tank Automotive and Armaments Command

TARDEC…………....Tank Automotive Research, Development, and Engineering Center

TCC ………………....TACOM Contracting Command