

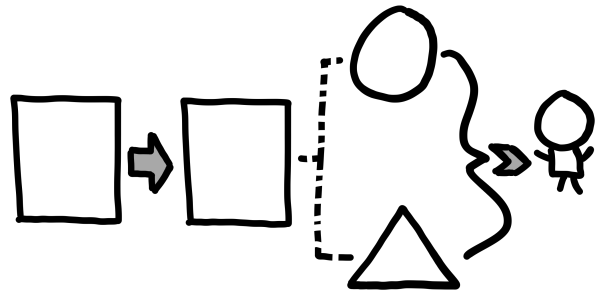
MAKE YOURSELF CLEAR

Assignments for Learning

When you lead like a teacher, you not only receive the information and output you need, but also, you stimulate growth in the person producing that information and output.

One of Steve's managers runs a weekly meeting with a leadership team. At many of these meetings, he asks the participants to "report out succinctly" to the rest of the group. He insists that everyone in the room participates, frowning on the casual "I have nothing to report" response. When asked about why, he explains that reporting succinctly forces people to think very deeply about the work that they are doing.

If you are going to report "at the right level" and with enough, but not too much, detail, you have to take the time to reflect on your work, to synthesize what you're learning, to identify trends and themes, and to communicate in a manner that others can understand you well enough that they can then act on the information.



Think about the last three assignments you have delegated. Were they designed to promote both output (for you, the assignor) and learning (for your report, the assignee)? If not, what might you do differently next time?

NOTES: