

Leadership Skills for Supervisors

Defining Leadership

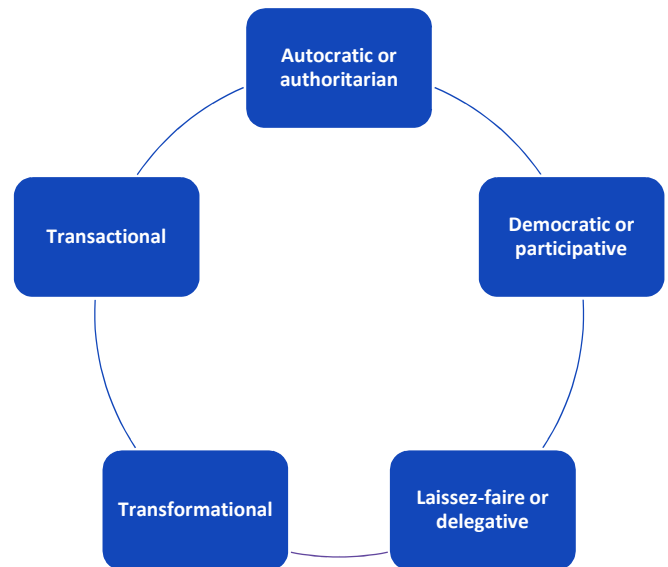
Good supervisors practice good leadership and communication skills. When they must use their formal authority, they do not make a show of it.

Good supervisors do:

- Give orders clearly, calmly, and with confidence.
- Not accuse until they are sure of their facts.
- Listen to what their employees have to say.
- Tell it like it is, without losing their temper or their self-control.
- Show appreciation when work has been well done.
- Remain firm, fair, and friendly.

It is important to note that no one style is successful all the time. This depends on personalities and circumstances. The key is to understand the various styles, to be flexible and to adapt to situations

because advantages and disadvantages exist for each approach. Some of the leadership models include:



Checklist for Success

A successful leader:

- Gives clear work instructions.
- Praises others when they deserve it.
- Is willing to take time to listen to others.
- Is calm and cool.
- Projects confidence and self-assurance.
- Has appropriate technical knowledge of the work being supervised.
- Understands the problems the group encounters.
- Gains the group's respect.
- Treats everyone fairly.
- Demands good work from everyone.
- Gains people's trust.
- Goes to bat for the group.
- Does not act superior to employees.
- Is easy to talk to.

Techniques for Resolving Conflict

1. Remove all masks
2. Identify the real problem
3. Give up a must-win attitude
4. Develop several possible solutions
5. Evaluate options and select a solution
6. Communicate in a manner certain to be received
7. Acknowledge and preserve the value in the relationship

Understanding Your Comfort Zone

We all have a comfort and ease with one style, but there are times when staff performance, our own confidence, or a crisis, demands that we behave differently. When new people join the team, they understandably will need a level of **direction** that can be quite high and will leave little time for supporting people. As they gain skill and confidence, the leader can progress to a **coaching** style where they are still directing tasks but also able to offer additional support. As the employee makes progress, the leader provides more support and less hands-on direction until the direct report has the ability to accept delegated tasks.

This process can be cyclical. For example, a team that you can easily delegate to might go through a significant change or have a new system being implemented. You might have to start again with directing behavior before moving on to coaching,

supporting, and then a return to delegating. We also might encounter structures that do not allow us to delegate, which can be a tough job for someone who is a capable and effective delegator.



Framing “I” Messages

Step	Goal	Example
Step 1	Non-judgmentally describe a specific behavior of the other person.	When you...
Step 2	Describe as specifically as possible the effect or practical problems this behavior is causing in your life.	The effects are...
Step 3	Describe how you feel as a result, without using the expression, “You make me...”	I feel...
Step 4	You describe what you want, preferably after you give the other person a chance to state what he or she thinks might be done.	I prefer/would like...