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LEADERSHIP AND ITS IMPACT ON SUPERVISION
BEING AN EFFECTIVE SUPERVISOR; LEARNED BEHAVIOR OR INNATE
CHARACTERISTIC

by

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B.A., University of Illinois-Chicago, 2000

A Research Paper
Submitted in Partial Fulfillment of the Requirements for the
Master of Science Degree

College of Education and Human Services
in the Graduate School
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RESEARCH PAPER APPROVAL

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A Research Paper Submitted in Partial

Fulfillment of the Requirements

for the Degree of

Master of Science

in the field of Rehabilitation Administration and Services

Approved by:

Dr. Carl Flowers, Chair

Graduate School

Southern Illinois University Carbondale

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AN ABSTRACT OF THE RESEARCH PAPER OF

Catherine Campbell, for the Master of Science degree in Rehabilitation Administration, presented on 13, April 2011 at Southern Illinois University Carbondale.

TITLE: The Impact of Leadership on Supervision: Being an Effective Supervisor; Learned Behavior or Innate Characteristic

MAJOR PROFESSOR: Dr. Carl Flowers

The purpose of this research is to examine how an individual's leadership style directly influences their ability to effectively supervise their employees. It further continues to look into various views as to whether or not leaders are born to lead, or if it is a skill that can be developed and enhanced over a period of time by individuals who have the drive and desire to be successful in leadership roles.

DEDICATION

This paper is dedicated to the memory of my loving mother Doris Arlene Reed-Campbell who played an instrumental part in my personal, professional, and educational development. Thank you for demonstrating by example and instilling in me the genuine concept of what a true leader should be.

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CHAPTER 1

When we are born, there are some things that we do by instinct, and there are some things that we have to learn to do. As a newborn our innate impulses are what cause us to cry, suck from a bottle, blink, and kick. We learn our alphabets and numbers, to tie our shoes, write our name, and color within the lines. There are many things that we think that we aren't capable of doing that we eventually succeed in after practicing over a period of time. It is a natural phenomenon for children to look to the adults in their surrounding environment as leaders that they may one day choose to emulate. In some instances, many children have a misconception of what it means to serve as a leader. They often only see the leader as a person who is the boss, someone who is in charge, or first. In school, many children have the desire to be the 'line leader' or the individual who stands in the capacity of the teacher and writes names when the teacher has to leave the classroom. These small roles as well as adult influences help to develop a child's personality and in turn further lead to the development of their leadership abilities. From a very young age, children are influenced by human characteristics and behaviors that help to shape and develop their concept of 'good and bad,' and 'right and wrong.' There are some individuals that feel that children display leadership qualities at a young age. Even though this may be the case, is it truly safe to imply that the child was born to lead, or are they displaying characteristics that they have picked up on at a rather rapid pace? There are two types of individuals in this world; individuals who choose to lead, and individuals who choose to follow. Not everyone has the skill level, knowledge, or even the desire to become a leader, but individuals who have the aspiration, willingness to overcome obstacles, and enthusiasm may prove to be capable of becoming an effective leader without having the 'natural born' instinct. In order to be

effective in a supervisory capacity, it is important for individuals to develop and put into practice various skills and abilities that will help to enhance their ability to be successful in leadership roles.

There is much confusion as to what the term 'supervision' truly entails. Many people believe it only applies to people who oversee the productivity and development of entry-level workers; however, supervision is the activity carried out by supervisors to oversee the productivity and progress of employees who report directly to the supervisors (Staker, n.d.). The term 'supervisor' typically refers to one's immediate superior in the workplace, that is, the person to whom you report directly to in an organization. For example, a top manager would generally supervise an employee who is a middle manager, a middle manager would supervise a first-line manager and a first-line manager would supervise a worker (Staker, n.d.). Supervisors typically are responsible for their direct employees' progress and productivity in the organization.

Supervision often includes conducting basic management skills, organizing teams, noticing the need for and designing new job roles in the group, hiring new employees, training new employees, managing employee performance, and ensuring conformance to personnel policies and other internal regulations (Robbins & De Cenzo, 2001). Supervising others can indeed be quite a complicated and tedious process. It takes a tremendous amount of effort and drive in order to be considered effective as a supervisor. Effective supervision not only involves getting others to perform in a desirable manner, it also entails mentoring, coaching, monitoring, leading, as well as the utilizing employees and other resources to accomplish a common goal. Supervisors also have the responsibility for implementing essential administrative functions such as staffing, planning, organizing, directing, and

controlling. Most supervisors spend a vast majority of their time directing and controlling as opposed to planning and organizing. This can be quite difficult, especially for new supervisors who are thrust into supervisory positions without having full knowledge of what their employer's expectations (Yukl, 1981). In many cases, employees are usually promoted to supervisory positions based on their competency level and performance in nonsupervisory positions (Schnake, 1987). Supervisors, who are promoted from nonsupervisory positions, may also have a difficult time because of the high level of expectations desired based partly by their performance on the nonsupervisory level.

As a supervisor, it is important to establish an exchange between the supervisor and employee. This exchange is commonly referred to as the Leader-Member Exchange (LMX). Within the LMX, the supervisor is considered to be the 'leader' and the employee is referred to as the 'member' (Papa, Thomas, & Spiker, 2008). The quality of the relationship that exists between the supervisor and each individual employee varies. A supervisor is expected to approach situations with various employees differently based on the type of rapport that exists between them. LMX is a descriptive theory that suggests that it is essential to identify the existence of in-groups and out-groups within a group or organization. Many employees generally have the desire to be members of the in-group because these individuals are looked upon in a more favorable light. Members in this group are often given more responsibility, more willing to perform extra work and assume added responsibilities, are generally harder workers, display more commitment, and the supervisor can often depend on them to perform unstructured tasks (Truckenbrodt, 2000). On the other hand, out-group members generally only perform what is required of them, and there is usually a limited amount of reciprocal trust, support, and rewards from the supervisor (Deluga, 1998). Papa et al. (2008) suggests

that “one of the greatest features of the leader-member exchange theory is its clear association with a wide range of desirable outcomes, in terms of individual attitudes and behaviors” (p. 265). The LMX theory proves to be noteworthy because it shows how important communication is when it comes to leadership. The LMX theory is also unique because it’s the only leadership approach that makes the concept of the dyadic relationship the centerpiece of the leadership process (Papa et al., 2008). Overall, it is the quality of the relationship that matters most when individuals are engaged in getting extraordinary things done.

Supervisors have a responsibility to upper management as well as their employees. Their responsibility to management is to work to ensure effective and efficient task performance. As far as responsibility to employees, supervisors are expected to maintain a suitable working environment, foster healthy working relationships, and provide challenging tasks in an effort to satisfy the need for personal growth amongst employees (Schnake, 1987). Supervisors' actions speak volumes, and modern supervisors are moving away from the traditional method of making all decisions, giving orders and commands, and planning the work of their employees. The focal point of supervision places more of an emphasis on mentoring, coaching, counseling, nurturing, and guiding in a manner that will help to meet the individual as well as the collective needs of the employee. It is nearly an effortless process to influence your team to accomplish diverse tasks that you wish for them to achieve when the team knows that the supervisor is on board as well. Effective supervisors set the standard for their employees and lead by example. In some instances, they refuse to allow members to perform assignments they are not willing to carry out themselves. When employees detect this quality from a supervisor, they are often more likely to develop a level

of trust and respect and generally are more likely to perform tasks that will help the team to succeed. Supervisors who are leaders often are the first to make moves, and their deep commitment to their values and beliefs can often be translated through their daily actions. However a supervisor's skillfulness in influencing others is mostly determined by the formal authority inherent in their position (Robbins & De Cenzo, 2001). Truckenbrodt (2000) suggests that "supervisors are agents for change and act as role models and positive influences on their subordinates" (p. 241). The success and value of a supervisor is often determined by their effectiveness in facilitating teams as well as how they contribute as a member of the team.

CHAPTER 2

Leadership and its Impact on Supervision

The manner in which an individual leads has a direct influence on how that person may operate in a supervisory capacity. All leaders have the potential to be good supervisors; however, not all supervisors are guaranteed to be effective as leaders. Collins (2001) suggests that effective leaders “catalyze commitment to and vigorous pursuit of a clear and compelling vision, stimulating a higher performance standard” (p. 22). There are a variety of factors that influence an individual’s decision to follow a leader. In most situations, people have the desire to be directed by those that they respect and those who have a comprehensible sense of direction. Respect is not something that is immediately given to persons in leadership roles. Individuals who have a sense of ethics in many instances have a greater opportunity to gain and maintain a level of respect from their followers. Leaders who are clear, concise, and capable of conveying a strong future vision will ultimately achieve a great sense of direction.

When a person is deciding whether or not they respect you as a leader, greater emphasis is placed on their observations as opposed to your personal attributes in an effort to determine the “true person”. Employees take time to examine the behavior of the supervisor in an attempt to find out if the individual is an honorable and trusted leader or a self-serving person who misuses authority to be looked upon favorably and get promoted. Self-serving leaders are not as effective because their employees only obey them, not follow them. They succeed in many areas because they present a good image to their superiors at the expense of their workers. Blank (2001) suggests that;

Leading is not an innate function of the leader alone or independent of the followers. To be a leader it is contingent upon the follower's assessment of the leader, the follower's interpretation of the leader's direction, and the interaction between the leader and follower. Followers are the leader's allies whose support, in effect, "makes" the leader. If no one follows, there is no leader (p. 8).

Northouse (2007) defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal" (p.75). This process is executed by encouraging others to achieve goals, and provides direction to organizations in a manner that makes it more cohesive and rational. In a nut shell, leadership can be defined as the use of power and influence to accomplish a task (Schnake, 1987) through the creation and sharing of a clear vision that others are willing to follow. "Being a leader is precisely that simple, and it is also that difficult" (Bennis, n.d.). Leadership is an identifiable set of skills and abilities that are available to all of us. Good leaders are made not born. Greer & Plunkett (2000) points out that "leadership is an art that can be acquired and developed by anyone with the motivation to do so." (p. 157). Good leaders develop through a never ending process of self-study, education, training, and experience (Jago, 1982).

A supervisor will, in many instances, be in acceptance of the status quo, whereas a true leader will look at the status quo as being a challenge to be conquered. A leader comes to the forefront in case of crisis, and is able to think and act in creative ways in difficult situations. In essence, effective leaders generally make a conscious effort not to appear to be dictators or tyrants, but use persuasive tactics to gain desired results from their followers. Individuals, who merely supervise, focus more on desired results and, in some instances, have little concern about obtaining acceptance from their subordinates. There

are a variety of individual attributes that distinguishes the differences between supervisors and leaders. Table 1 illustrates and provides a sense of the differences that exist in relation to being a leader as opposed to being a supervisor/manager.

Table 1 Leader versus Supervisor/Manager Differences

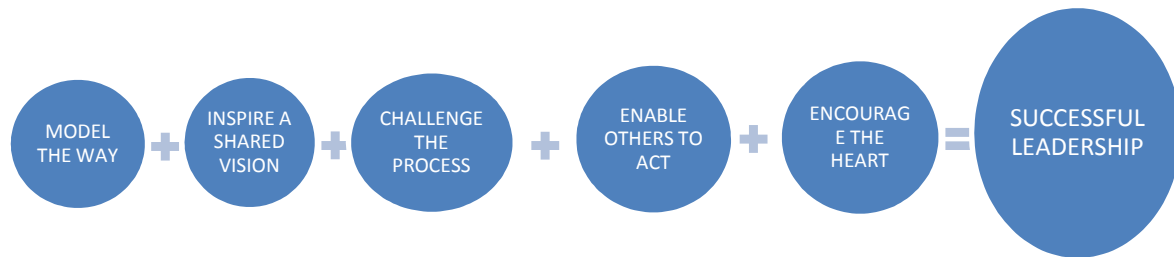
SUBJECT	LEADER	SUPERVISOR/MANAGER
Essence	Change	Stability
Focus	Leading people	Managing work
Have	Followers	Subordinates
Truth	Seeks	Establishes
Dynamic	Proactive	Reactive
Concern	What is right	Being right
Conflict	Uses	Avoids
Direction	New roads	Existing roads
Wants	Achievement	Results
Risk	Takes	Minimizes
Credit	Gives	Takes
Seeks	Vision	Objectives
Approach	Sets direction	Plans detail
Decision	Facilitates	Makes
Power	Personal charisma	Formal authority
Appeal to	Heart	Head
Energy	Passion	Control

http://changingminds.org/disciplines/leadership/articles/manager_leader.htm

If we take a look at some of the most prominent American leaders such as Abraham Lincoln, Dr. Martin Luther King Jr., Oprah Winfrey, Bill Gates, and President Barack Obama, all of them have one thing in common: the power of influence. Influential leaders demonstrate the ability to utilize their influences to produce desired effects without the need for exertion of force. Influential leadership is a type that followers appreciate because it results in them having a willingness to follow as opposed to following because they assume they have to. Being an effective leader is not a task that can be taught. It is something that follows as result of one's personality and can be improved upon through mentoring and coaching. Individuals, who have the desire and willpower, can become effective leaders. Kouzes and Posner identify in figure 1.0 the five methods that help to lead to successful leadership. Kouzes & Posner (2007, p. 26) identifies and gives a synopsis of the practices that serve as the basic foundation of successful leadership:

- **Model the way** - When the process gets tough, get your hands dirty. A boss demonstrates by example that it can be done.
- **Inspire a shared vision** - Next, share your vision in words that can be understood by your followers.
- **Challenge the process** - First, find a process that you believe needs to be improved the most.
- **Enable others to act** - Give them the tools and methods to solve the problem.
- **Encourage the heart**- Share the glory with your followers' hearts, while keeping the pains within your own.

Figure 1.0 Illustrates Kouzes & Posner's pathway to effective leadership



Robbins & De Cenzo (2001) describes six traits that can be used to distinguish the differences between a leader and a non-leader: drive, the ability as well as the desire to influence others, honesty and moral character, self-confidence, intelligence, and relevant knowledge. Even though these traits are important characteristics of a leader, possession of one or more of these traits does not guarantee effective leadership. The aforementioned traits combined with obtaining respect and building trust are some of the components that should be observed in an effective leader. Leadership goals can be achieved by practicing openness, being fair, speaking your feelings, being honest, displaying consistency, fulfilling your promises, and maintaining and demonstrating confidence (Kouzes & Posner, 2007). While leadership is learned, the skills and knowledge possessed by the leader can be influenced by his or her attributes or traits, such as beliefs, values, ethics, and character. Knowledge and skills contribute directly to the process of leadership, while the other attributes give the leader certain characteristics that make him or her unique.

Bass' (1990) theory of leadership states that there are three basic ways to explain how people become leaders. The first theory, the Trait Theory, implies that individuals are not necessarily born to lead, but may exhibit personality traits that may guide them naturally into leadership roles. The Great Events Theory suggests that a situation or event that may

cause a person to rise to the occasion, which may result in the display of extraordinary leadership qualities in an ordinary person. Bass' contributions to leadership helped to develop the third theory what is today referred to as Bass' Transformational Leadership Theory. This theory proposes that "transformational leaders are people with a vision who demonstrate the ability to accomplish greatness, are capable of obtaining results through the injection of energy and enthusiasm, and are generally trusted, respected, and admired by their followers" (pp. 23-25). This theory is the most widely accepted today and serves as the basis for this guide.

Bass (1985) believed that transformational leaders help to change the value of employees, which, in turn, increases the motivational drive of individuals to perform in a manner that exceeds standards. Bass (1990) also suggested that there are four different components of transformational leadership: Intellectual Stimulation, Individualized Consideration, Inspirational Motivation, and Idealized Influence. Leaders who display *Intellectual Stimulation* styles are often more active as an advisor, facilitator, and catalyst for finding solutions to individual problems. This type of leader is one that usually challenges the status quo, and encourages followers to explore new ways of doing things and to learn new opportunities (Bass, 1990). *Individualized Consideration* suggests that transformational leadership also involves recognition of differences within individuals and managing work despite the differences, providing support and encouragement, and enhancing individual development (Bass, 1990). In order to foster supportive relationships, it is imperative for transformational leaders to keep the lines of communication open so that followers feel free to contribute ideas, and so leaders can recognize those contributions. The *Inspirational Motivating* style suggests that

transformational leaders have a clear vision that they are able to articulate to followers. These leaders are also able to help followers experience the same amount of passion and motivation necessary to fulfill these goals (Bass, 1990). *Idealized Influence* is underwritten by the philosophy that it is easier for leaders to influence followers when they practice what they preach. This style of leadership proposes that transformational leaders serve as role models for followers because they are perceived as being an individual who possesses high organizational values. Being that followers generally trust and respect the leader, they may often choose to emulate the leader and internalize their ideals (Bass, 1990). Smart leaders are mindful of their approach, request feedback from followers, and are aware that when it comes to influencing others learning is an unremitting process. Requesting feedback helps leaders to gain awareness of how others feel about the way that they relate to them. “Supervision and management involves getting people to do what needs to be done. Leadership involves getting people to want to do what needs to be done. “Supervisors and managers push whereas leaders pull. Supervisors and managers command whereas leaders communicate” (Bennis, 2007, p. 4).

Role of Supervision and Leadership in Staff Development

The manner in which leaders supervise their employees plays an important part in their professional growth. It is not only their responsibility to lead employees, it is also important for supervisors to serve as mentors and coaches in an effort to enhance employee performance and development. As a mentor, supervisors are looked upon as role models who are responsible for guiding employees toward the achievement of their professional goals. Mentors in most cases display more experience, skills, or knowledge than employees that they are attempting to mentor. Coaches, on the other hand, are responsible for teaching

and directing employees through encouragement and advice. Pemberton (2006) describes coaching as a “means of using your daily interactions with staff in a more purposeful way” (p. 9). Coaching is a valuable management tool that encourages employees to think and make their own decisions. It facilitates diversity by giving employees the opportunity to accomplish outcomes in a manner that works best for them, and provides opportunity for the emergence of essential competency issues.

Even though the processes of mentoring and coaching are similar in many respects, there are three key differences that exist which may directly influence selecting the most effective method to use. As opposed to mentors, it is not necessary for coaches to be specialists in areas in which the employee needs support. Coaches are active listeners and strive to pull out answers as opposed to offering advice. Mentors generally are experts in the area in which they are offering advice and support, and have relevant knowledge and experiences. Effective mentors often display skills in management of relationships as well as the communication process.

The focus of coaching is to establish and enhance work-related skills and knowledge, which are often performance related. It concentrates on specific issues (goals) with clear outcomes. It is the coaches' role to enable the individuals to find answers within themselves and is dependent upon each individual's motivation to succeed. Although many managers do not use or understand the coaching method, it is one of the most effective management tools (Brockbank & McGill, 2006). Coaching is a powerful tool that helps to establish relationships, empower people, encourage thinking and in the end helps the manager to attain desired results (Passmore, 2009).

Mentoring relationships focus more on developing individual and work-related capability and talent. Even though there is a concrete structure with mentoring relationships, the outcomes are not as apparent as they are for coaching. The mentor role entails teaching, guidance, counseling, appraisal, as well as providing support and direction to the employee as part of a development path (Bolton, 1980; Shelton, 1981). The coaching process usually involves a set timeframe in which identified goals should be accomplished. In many cases, individuals will seek support from the same coach for assistance with various issues.

Mentoring relationships however, can continue for extended periods of time and progress usually occurs through various stages, and career changes. As a supervisor, and especially a leader, it is important to choose the appropriate method based on the situation. The more an individual practices adopting a particular style, the easier it is to know when it is appropriate.

There are two unique categories of behaviors that leaders may exhibit: initiating structure behaviors, and consideration behaviors (Boje, 2000). Individuals displaying initiating structure behaviors typically try to provide structure to employees' work habits. In doing so, this type of leader places emphasis on the output/quality of work and sets high performance standards or goals. They generally set schedules and time frames for work to be accomplished, assign specific tasks to certain employees, and provide information and guidance on how they wish for the tasks to be performed. Supervisors demonstrating these characteristics have high expectations when it comes to employee performance and encourage them to perform up to or above their maximal level of potential. They criticize poor levels of performance and usually make decisions without obtaining input from employees. Individuals who display consideration behaviors typically provide assistance to employees and focus on mutual trust and respect in relationships. Individuals that possess

these characteristics generally encourage employees to participate in decisions that affect their jobs and allow employees to perform their jobs at a level at which they feel comfortable. They have a friendly and approachable demeanor, and strive to treat employees as equals. They have very little difficulty complimenting employees in the presence of others; rewarding employees for good work performance, and make sincere efforts to resolve conflict among employees in an effort to maintain a pleasant working environment. They also keep employees informed about the state of the organization, and encourage employees to communicate openly about problems (Schnake, 1987).

Leadership Styles and Techniques

There are several different types of leadership styles. The most common styles are the Laissez-Faire, Authoritarian, and Democratic (Bass, 1990). It is the responsibility of the individual supervisor to find the most appropriate style or combination of styles that works best for them. Even though one may find comfort in a specific style, as a supervisor they must demonstrate the ability to change their approach based on the situation as well as display openness to utilizing various other techniques.

Laissez-faire leadership style places no emphasis on any of the bases of power and is often referred to as the “hands-off” style. This approach is one in which the supervisor rejects control and allows the employees to have authority over decision making and group processes with minimal direction (Bass, 1990). In some instances, the leader may remain available for problem solving or consultation. Even though this type of leadership style gives the leader more opportunities to perform other tasks, it gives employees an opportunity to use their own initiative and judgment, and helps to foster the development of employees. The

flipside of this type of leadership style is that it may establish an atmosphere where apathy and distrust exists among employees who exhibit low needs for autonomy.

The Authoritarian style of leadership, which is often considered to be the classical approach, places emphasis on legitimate word and coercive power. In this approach, the leader is usually highly efficient and exercises strong command and control over decision-making (Kouzes & Pozner, 2007). In most circumstances this type of leader does not obtain input from employees when making decisions, and employees are expected to obey orders without receiving any explanations. The motivation environment is produced by creating a structured set of rewards and punishments. Even though this method saves time, and often provides quick results, it may also result in a negative effect for individuals who require a high need for recognition (Brockbank & McGill, 2006).

Democratic leaders focus more on mentoring and coaching their followers instead of being in complete control of activities. This type of leader typically delegates responsibilities, seeks input from, and shares authority with followers. They generally attempt to avoid conflict, and are naturally concerned with creating an atmosphere that fosters warm, open, interpersonal relationships.

Transformational versus Transactual Leadership

The purpose of transformational leadership is to encourage and motivate followers to share the values and vision of the leader. Transformational leadership encourages accomplishment of high collective principles through a sense of purpose and a universal mission and vision (Bass, 1990). Leaders have opportunities to engage with followers, but from higher levels of morality. Transformational leaders enhance the understanding of what is right, good, significant, and attractive to followers. They also help to uplift the followers'

needs for achievement and self-actualization when they work to establish a higher moral maturity, and when they shift followers to go beyond their self-interests for the good of the organization.

Transformational leadership focuses on values such as integrity and fairness. This is manifested through the genuine concern leaders have for their followers, and the followers giving their trust in return. Leaders encourage followers to support their vision through the sharing of ideas, imagination, talents, and labor to reach agreement and attain virtuous goals for the good of the leaders, followers, and the organization. The true transformational leader who is seeking the greatest good for the greatest number and is concerned about doing what is right and honest is likely to avoid stretching the truth, and genuinely cares about the desires, needs, and individual development of their followers. They observe and have authentic concern for the responsibility for their organization's development and impact on society. Transformational leaders acquire follower trust by maintaining their integrity and commitment, by being fair in their treatment of followers, and by representing their faith in followers by empowering them. When organizational participants are empowered to act as effective leaders and followers based on core values and a unifying purpose, the potential for unprecedented advances and exceptional outcomes are greatly enhanced. Transformational leaders emphasize higher motive development, and arouse followers' motivation and positive emotions by means of creating and representing an inspiring vision of the future (Bass, 1985).

Transactional leaders usually guide or motivate followers in the direction of their goals by clarifying role and task requirements (Robbins & De Cenzo, 2001). Transactional leadership, for the most part, is somewhat of a give and take process. It represents the

exchanges in which the leader and the follower influence one another reciprocally so that each derives something of value. The core of transactional leadership lies within the belief that the leader who ultimately has power and control over his followers, provides specific benefits or incentives contingent upon the individual's ability to accomplish assigned tasks (Boje, 2000). Consequently, it is the notion that if employees perform as expected they will be rewarded, and if they don't either they will forfeit their reward or be punished. Bass (1990) points out the relationship between transactional and transformational leadership by suggesting that "the best leadership is both transformational and transactional" (p. 8). Consequently, the best leaders in history, such as Roosevelt and Lenin, recognized that strong leadership does not come in a single form. Instead, each form complements the other and each situation might call for a different approach (Boje, 2000).

Effective Delegation

The seal of good supervision is effective delegation. Delegation is when supervisors grant responsibility and authority to employees in an effort to complete assigned tasks (Pemberton, 2006). Successful delegation helps to shape people into individuals who are eventually more fulfilled and productive. Swinton (2010) suggests "if a supervisor strives to achieve a balanced work life, it is important to have good skills in delegation" (para. 3). Managers become more fulfilled and productive as well as they learn to depend on their employees. Delegating tasks often gives supervisors more freedom to attend to more strategic issues (Pemberton, 2006).

Some of the most effective supervisors are the ones that are clear about their limitations and have confidence in both their ability to delegate, as well as their followers. There are some basic approaches to delegation that, with practice, become the backbone of

effective supervision and development. Swinton (2010) identifies in the Table 2, the seven steps in mastering delegation. These steps can help to insure that the delegation process will yield desirable results for the manager and the recipient of delegated tasks.

Table 2 Swinton's Seven Steps to Effective Delegation

Steps to Effective Delegation	
1. No Manager Is An Island	Even though others may have a different approach or standards, you're setting yourself up to fail if you think you have to do EVERYTHING yourself. Accept that there is a shared responsibility for getting things done.
2. Delegate, Don't Abdicate.	Remember if things go wrong, it's ultimately your fault! Assess the risk of failure BEFORE you decide to delegate a task, and manage any risk appropriately.
3. Crystal Clear Tasks	If you can't define the task to be delegated, it isn't ready for delegation. Good tasks to delegate are; Specific, Measurable, Achievable, Realistic and Time bound.... or in other words "SMART" tasks.
4. Tools To Do The Job.	In effective delegation, it's as important that you select the right person to do the task. Some people could do the task with minimal assistance, whereas others may need a bit of direction and coaching. As you decide who should undertake the task, assess their skill level and will and change your approach accordingly.
5. I Say "Tomayto", You Say "Tomaato"	You know what you want to delegate, and to whom, now it's time to communicate what needs to be done. Take some time to check understanding of the delegated task, including details such as how to get from A to B, resources required, checkpoints and deadlines.
6. Give Them Enough Rope	There is a spectrum of freedom in decision-making and action taking that you need to consider before, and during, the delegation process. Again your approach depends on the risk of failure, your trust in the person and their ability to do the task.
7. How Was It For You?	Effective delegation is about sharing workload, with the added bonus of developing skills and responsibility in others. Maximize the learning experience by taking time for shared reflection of the task once it's completed – what worked, what didn't work and what would you do differently next time? Often the learning is two-way, with you gaining insight into your delegation skills.

Horton (1992) also suggests various steps that can be utilized in an effort to simplify and lead to an effective delegation process. Delegation is an issue facing managers more and more as personnel budgets are tightened but demands on managers' time and expertise are growing (Pemberton 2006). Delegating is not a sign of limitation or failure to meet expectations but a

sign of a confident and secure manager who can draw upon the talent within their organization (Robbins & De Cenzo, 2001, pp. 80-85).

Table 3 Horton's Delegation Process

Horton's Delegation Process
<p>1. Delegate the whole task to one person.</p> <p>This gives the person the responsibility and increases their motivation.</p>
<p>2. Select the right person.</p> <p>Assess the skills and capabilities of subordinates and assign the task to the most appropriate one.</p>
<p>3. Clearly specify your preferred results.</p> <p>Give information on what, why, when, who, where and how. Write this information down.</p>
<p>4. Delegate responsibility and authority</p> <p>Assign the task, not the method to accomplish it. Let the subordinate complete the task in the manner they choose, as long as the results are what the supervisor specifies. Let the employee have strong input as to the completion date of the project. Note that you may not even know how to complete the task yourself - this is often the case with higher levels of management.</p>
<p>5. Ask the employee to summarize back to you.</p> <p>Ask to hear their impressions of the project and the results that you prefer.</p>
<p>6. Get ongoing non-intrusive feedback about progress on the project.</p> <p>This is a good reason to continue to get weekly, written status reports from all direct reports. Reports should cover what they did last week, plan to do next week and any potential issues. Regular staff meetings provide this ongoing feedback, as well.</p>
<p>7. Maintain open lines of communication.</p> <p>Don't hover over the subordinate, but sense what they're doing and support their checking in with you along the way.</p>
<p>8. If you're not satisfied with the progress, don't immediately take the project back. Continue to work with the employee and ensure they perceive the project as their responsibility.</p>
<p>9. Evaluate and reward performance.</p> <p>Evaluate results, not methods. Address insufficient performance and reward successes (including the manager's).</p>

Is Leadership Learned?

There has been a substantial amount of controversy surrounding whether or not effective leaders are born to be leaders. Some individuals have the presumption that leadership is a process that cannot be learned and that there are only a select few individuals who have been granted the opportunity to be successful in leadership capacities. No one

person is born a leader; people are labeled natural born leaders because they effortlessly, spontaneously, consistently, and frequently demonstrate the specific skills that cause others to willingly follow (Blank, 2001, p. 96). One of the most dangerous leadership myths is that leaders are born and that there is a genetic factor to leadership (Blank, 2001). Kouzes and Posner (2007, p. 341) suggests that the notion that leadership is reserved for only a very few is reinforced every time someone asks “are leaders born or made?” It is indeed obvious that all leaders are born, but the question still remains as to whether or not some leaders are born to be leaders. Kouzes & Posner (2007) suggest that “it is pure myth that only a lucky few can ever understand the intricacies of leadership. Leadership is not a gene, and it’s not a secret code that can’t be deciphered by ordinary people” (p. 338). Leadership is not a subject that can be taught in a couple of sessions, it is a skill that can be developed and perfected with experience, and acquired through a process called life.

According to Blank (2001), no one is born a leader. Everyone, however, has the natural born capacity to lead. We label people natural born leaders because they consistently and frequently model qualities that inspire others to commit to their direction. Leadership in essence is a group of skills that can be developed and utilized by each and every one of us in an effort to become more effective leaders. The desire to be an effective leader comes from within. Those that have the motivation, willingness and drive to succeed in leadership roles are usually capable of enhancing, and strengthening, and eventually achieving the skill level that they desire.

CHAPTER 3

DISCUSSION

The ability to lead is an important element in effective supervision. As a supervisor, it is vital to be able to convince your employees to follow your lead. People generally are more likely to be influenced by those that they have high level of regard for. Ultimately, it is desirable for supervisors to establish a quality LMX with all of their employees thus creating an atmosphere where the out-group at some point, becomes nonexistent. Although trainings on leadership, conferences, and seminars, may prove to be beneficial in providing individuals with the necessary tools that help to enhance their leadership abilities, hands on experience is a key factor leading to successful leadership and eventually, successful supervision. Being a leader is not something that can be taught, it is a never ending learning process that is improved upon over time, and with experience. It is available to any individual who wants to be successful in leadership roles. The supervisor must be willing to work with their employees in an effort to drive the organizational mission by leading, mentoring, coaching, and persuading others to remain significant team members in an effort to obtain and maintain desired outcomes.

As administrators in the field of human services, it is imperative to realize that our decisions may not always be the best or most effective decisions. In order for a supervisor to be effective as a leader, they must first have a will to learn, be open-minded, and prepared to accept new challenges. Good leaders have the capability to think outside of the box, display a sense of commitment, and do not have difficulty recognizing and accepting their mistakes. Supervisors play an important role in the professional development of their employees. They have the responsibility for taking on a variety of diverse functions, many of which include

the role of an administrator, teacher/educator, consultant, counselor, and leader (Atkinson, 1997).

The manner in which leadership influences the way in which one supervises has always been of personal interest to me. Growing up, I always displayed curiosity as to whether or not the natural born leader truly existed. During my years in management, I have seen my fair share of leaders both good and bad. After reading books and articles on the subject and actually witnessing individuals transform from the unsuccessful employee with poor leadership abilities into the influential executive of a fortune 500 company, I have come to the conclusion that leadership and supervisory skills are available to everyone and can be improved upon with experience.

Having had the opportunity to serve in a variety of leadership positions throughout my high school, college, and professional career, it is my belief that those experiences helped to shape me into the supervisor that I am today. I have learned throughout my tenure as a supervisor to spotlight the individual strengths of employees instead of continuously focusing on their areas of deficiency. The supervisor is ultimately the link that exists between the organizational vision and the individuals that work to drive that mission. Leadership, in essence, is the underlying foundation of supervision and the two of them operate hand in hand. Effectiveness is only determined by the amount of effort one puts into it.

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