**Leaders, Managers, Supervisors Skills Spreadsheet**

Leaders

Traits: effective communication, strategic vision, trust, use of influence to overcome barriers

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|   | Names  |   |   |   |   |
| Leader skills  | ie: Lynn  |   |   |   |   |
|  Develop and articulate a vision | A black check mark on a white background  Description automatically generated |   |   |   |   |
| Establish direction |   |   |   |   |   |
| Develop change strategies | A black background with a black square  Description automatically generated with medium confidence |   |   |   |   |
| Focus on outward areas and risk |   |   |   |   |   |
| Do the right things, inspire, create  | A black check mark on a white background  Description automatically generated |   |   |   |   |
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Managers

Traits: effective communication, ability to delegate, empowering, results-oriented

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|   | Names  |   |   |   |   |
| Manager skills  | ie: Lynn  |   |   |   |   |
| Execute plans looking for areas of improvement via detailed processes and procedures | A black check mark on a white background  Description automatically generated |   |   |   |   |
| Focus inward on issues in the organization and process for managing change and solving problems  |  |   |   |   |   |
| Use authority, avoid conflicts, and act within risks set |   |   |   |   |   |
| Achieve organizational key results  | A black check mark on a white background  Description automatically generated |   |   |   |   |
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Supervisors

Traits: effective communication, empathy, conflict resolution, time management

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|   | Names  |   |   |   |   |
| Supervisor skills  | ie: Lynn  |   |   |   |   |
| Written and Verbal Communication | A black check mark on a white background  Description automatically generated |   |   |   |   |
|  Decision-making |   |   |   |   |   |
|  Interpersonal skills |  |   |   |   |   |
| Adaptability |   |   |   |   |   |
| Time Management | A black check mark on a white background  Description automatically generated |   |   |   |   |
| Conflict resolution |   |   |   |   |
| Willingness to learn |   |   |   |   |   |
|  |   |   |   |   |   |