Two things are certain in the world of child welfare: change and conflict. Change and conflict are often perceived negatively. However, it is often how supervisors lead and manage these situations that result in either positive or negative experiences for staff.

Over the next two days, supervisors will learn how to use change and conflict as opportunities for growth that will ultimately help themselves and their staff better serve children and families.

Day One
- Introduction
- Understanding Change
- Supervision Strategies for Preparing, Implementing, and Sustaining Change
- Wrap-Up

Day Two
- Reactive Change
- Understanding Conflict
- Supervision Strategies to Manage Conflict
- Addressing Conflict
- Closing
What needs to change is our thinking about change. Change is not an occasional disruption, but the very essence of the job. Setting goals, establishing processes to reach them, carrying out those processes, and learning from them - this is the life of a child welfare supervisor.

All management is the management of change.

Think of a major change that happened to you as a caseworker. Describe the situation briefly.

What direct impact did the change have on you?

How did you first learn about the change? Describe how you initially reacted.

How did your feelings and perceptions change over time? What triggered your new viewpoint?

Think about how you feel about the change now. Describe the process and the outcome again, but this time from your current vantage point. Note how you reacted then, compared with how you do now. What do you attribute this difference to?
Always remember what change felt like as a caseworker. Use these feelings to empathize and connect with your staff as you lead change.

Supervisors have many roles in leading change...

The Vision Keeper
The Teacher and Coach
The Culture Builder
The Communicator
The Change Creator
The Middle (Wo)Man

...and other roles include:

Tolerance for Ambiguity Quiz
People resist change because...

Resistance to change looks like...

When staff resist change, it makes me feel...

To better support staff during change, uncover the reason(s) for resistance. The presence of resistance may suggest something could be done to improve how the change is being implemented.
### Change Agent
- Jumps on board with the change right away
- Is open to new ideas
- Brings new innovations to the unit
- Responds quickly with strategies to implement the change

### Change Skeptic
- Learns from and follows trusted peers
- May be skeptical of the new practice and operate under the assumption that "this too shall pass"
- Analyzes benefits and/or consequences of the change
- Prefers not to change, but with enough information and time will adapt

### Change Critic
- Persistently reluctant to adopt change
- Criticizes change and can become disruptive to the process
- At times may offer a perspective that has yet to be considered and provide valuable feedback and opinions
- Has a low tolerance for risk
- May openly resist change by displaying unwanted behaviors or "suffer silently"
The Change Curve
the progression of feelings a person may experience during change from initiation to its fruition
Prepare for Change

✓ Generate a need for change
✓ Create a vision
✓ Assess the impact
✓ Map the journey

Don't skip this step!
This step:
- Ensures change is well-thought out
- Generates buy-in from staff
- Gathers ideas from staff
- Considers potential barriers
Generate a Need for Change

Change is already difficult, but without a felt need to change, it becomes even harder.

To encourage change, make sure your staff have a clear and valid reason. These motivators can be different for each person.

**Why Staff May Not Feel the Need to Change**

- Feedback is overly positive, rarely constructive
- No visible crisis
- Low standards for performance
- Low confrontation culture
- Denial of problems
- Too focused on certain goals, not a broad perspective

**Supervisors Can:**

- Identify potential threats or challenges to show what could happen if change doesn’t occur
- Examine areas of poor performance and look for opportunities that should or could be, improved
- Start an honest discussion and give dynamic and convincing reasons to get people talking and thinking about change
Create a Vision for Change

During times of change, staff can feel lost. Having and communicating a clear vision is important to understanding the desired outcome of the change. It provides staff with a picture of the future.

A Good Vision

- Clarifies the general direction for change
- Motivates people to move in the right direction
- Coordinates the actions of many people
- Is ambitious enough to force people out of their comfort zone
- Aims to provide better services

Supervisors Can:

- Create a list of values central to the change
- Develop a clear vision that directs, aligns, and inspires action
- Describe the vision in less than five words
- Ensure others can describe the vision
- Practice your “vision speech”
Assess the Impact

Change doesn’t happen in isolation. Typically, many other systems, people, procedures, etc., are affected by one change.

An impact analysis is a structured approach to looking at all the potential negative kinds of impact a change could have before it begins, removing them if possible, and then evaluating whether a change should move ahead. This will make your journey a little easier.

Assess how the change affects these areas:

<table>
<thead>
<tr>
<th>PLACE</th>
<th>PEOPLE</th>
<th>POLICIES AND PROCEDURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact on current agency/unit structure</td>
<td>Impact on everyone touched by the change</td>
<td>Impact on current work policies/rules/expectations</td>
</tr>
<tr>
<td>Technology considerations</td>
<td>Knowledge and/or skill needs</td>
<td>Obstacles to workflow</td>
</tr>
<tr>
<td>Logistical issues</td>
<td>Buy-in</td>
<td></td>
</tr>
</tbody>
</table>

To conduct an impact analysis:

1. Brainstorm all of the ways the change could positively and negatively impact things within the three areas.
2. Assess all of the impacts and decide if the change is worth moving forward. If the answer is “yes”:
   1. Generate a list of ways to manage or mitigate the consequences
   2. Develop a contingency strategy to manage negative consequences should they arise

<table>
<thead>
<tr>
<th>PLACE</th>
<th>+ Impact</th>
<th>- Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>+ Impact</th>
<th>- Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POLICIES AND PROCEDURES</th>
<th>+ Impact</th>
<th>- Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Map the Journey

The journey to change is a bumpy one, so be clear on how the change should be carried out. If there isn’t a clear road map, then decision-paralysis may occur. Lay out a clear path to success, and articulate the behaviors you want to see and the steps to achieve them.

Don’t forget to be clear about what to do when obstacles arise. Even minor challenges can stop a change in its tracks, so discuss what staff should do in these situations.

Communicate Often

Communication about change needs to happen early and often! Try to influence the hearts (emotions) of staff as well as their minds. In other words, don’t just tell them “how” or “what” to do, but connect the change to something deeper and more intrinsically motivating.

A common mistake when communicating about change occurs when a supervisor (or small group) wrestles with an idea for a period of time, but when it is presented to staff they are expected to “just get it.” This won’t happen. Staff need time to process the change. Remember the first two phases of The Change Curve!

When communicating, try:

- Keeping it simple and clear
- Creating a verbal picture - use metaphors, analogies, and examples
- Using multiple forms of communication
- Repeating, repeating, repeating
- Listening and addressing concerns openly and honestly
- Creating messages that win people over
Prepare for Change

✓ Generate a need for change
✓ Create a vision
✓ Assess the impact
✓ Map the journey

Implement Change

✓ Communicate often
✓ Lead staff
✓ Train and coach as needed
✓ Monitor the plan
✓ Evaluate the effectiveness of the change
Each staff person is different in his/her development and feelings toward change. Therefore, the amount of support and instruction needed during times of change will vary by individual.
Prepare for Change

- Generate a need for change
- Create a vision
- Assess the impact
- Map the journey

Implement Change

- Communicate often
- Lead staff
- Train and coach as needed
- Monitor the plan
- Evaluate the effectiveness of the change

Sustain Change

- Create small, ongoing wins
- Maintain focus until new habits are fully formed
7 **Create Small, Ongoing Wins**

Nothing motivates people more than success, so give staff a taste of victory early in the change process. Within a short time frame have some "quick wins" your staff can see. Without this, critics and skeptics might hurt the progress.

**To create immediate wins:**
- Identify actions that can be implemented without help from any strong critics of the change
- Avoid choosing targets that will take an extensive amount of work
- Reward staff who help meet the targets
- Locate "bright spots" and replicate them

8 **Maintain Focus Until New Habits are Fully Formed**

Although generating small wins is an effective strategy to motivate people to change, don’t declare victory too soon. Real, lasting change is made when new habits are fully formed. To sustain change, it should become an integral part of the work.

**To create lasting change:**
- Analyze what went right and what needs to improve after each step
- Continue setting small goals to build momentum
- Adopt a mindset of continuous improvement
- Create habit-building triggers
- Discuss progress often
- Include the ideals and values of a culture of learning when hiring and training new staff
- Recognize members of the unit for their accomplishments and good practice
- Remind staff of success that comes as the result of the change - this creates a culture that is open to future changes
CPOE Item:

1. **Generate a Need for Change**
   To encourage change, everyone must feel the need for it, so generate a list of compelling reasons and/or rationales for change. How will you communicate these to staff?

2. **Create a Vision**
   Create a clear picture of what the change would look like when complete. Help staff understand what they are being asked to do.

3. **Assess the Impact**
   Identify and consider all potential obstacles and barriers. What are potential concerns related to Place, People, and Policies and Procedures for your change?
Map the Journey

It's time to make the change vision a reality: behaviors you want to see and the steps to achieve them. Include an evaluation strategy.

Communicate

Needs to happen often! Think about how you'll influence hearts as well as minds.
Lead Staff

Each staff person has his/her own set of strengths and challenges. It’s important to consider how you’ll support those differences in times of change.

Change Agents:

Change Skeptics:

Change Critics:

Sustain Change

For lasting change, create short-term wins for your team. Think of ways to build habits and keep the focus on the change until it's part of the unit culture.
Conflict at work will happen.... and it should.

Conflict generates change and newer and better ways of doing things. Outcomes of effectively managed conflict can be transformative and result in positive experiences for you and your staff.

Benefits of Conflict

Stages of Conflict: 7 predictable stages that many, but not all conflict situations follow

It's important for you to recognize the stages of conflict. Especially in its earlier stages so you can intervene before it surfaces.
Sources of Conflict: Four primary sources of conflict. Rarely however, does conflict fall into just one category

You must know the root cause of conflict to address it properly.

**Relationship**
A personal disagreement or clash of personalities

**Task**
Disagreement over the intended goal of a task or project

**Process**
Disagreement over how to carry out a task or project

**Status**
Disagreement over who’s in charge, who gets credit for the work, or someone’s standing in a group

Self-Reflection: Current Conflict

<table>
<thead>
<tr>
<th>Describe the Situation</th>
<th>Current Stage</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

23
Supervisor Skill: Emotional Intelligence (EI)

EI is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. EI also considers your perception of others. When you understand how others feel, it allows you to manage relationships more effectively.

5 Elements of Emotional Intelligence

- Self-Awareness
- Self-Regulation
- Motivation
- Empathy
- Social Skills

Building my Emotional Intelligence: What are my Triggers?

1.

2.

3.

Knowing your CONFLICT ATTITUDE is important to self-awareness. Generally, people fall somewhere on a continuum from:

CONFLICT AVOIDER  CONFLICT SEEKER
Self-Reflection: Conflict Attitude

What is your current attitude about conflict?

Did you always have this attitude, or has it changed over time?

In the past, have you been rewarded or punished for having this attitude? If so, how?

How does culture play into your attitude?

What is the norm in your agency? Do you have the typical or opposite approach?

How does your conflict attitude affect your supervision? What about this attitude could make conflict challenging for you?
Communication Styles

Communication is a powerful tool, essential for leading change and managing conflict. Your preferred communication style is how you prefer to give and receive information.

There is no right or wrong style. You must recognize your own style and how it impacts interactions with staff. You must understand how your communication is perceived by others, particularly those whose style is different from yours.

Style Flexing

A strategy supervisors use to match the communication needs of the person to whom they are speaking.

People tend to communicate least effectively with those whose communication styles are diagonally opposite theirs. However, supervisors who understand communication styles can modify their style to enhance interactions with staff and others who have different communication styles.

Communicating with others who have different styles requires patience, a willingness to listen, and lots of practice.

Have a conversation with each of your staff members, or have them take the Communication Style Assessment to identify their preferred communication style.
| 1.__ Competitive | 1.__ Tries new ideas | 1.__ Will power | 1.__ Daring |
| 2.__ Joyful | 2.__ Optimistic | 2.__ Open-minded | 2.__ Expressive |
| 3.__ Considerate | 3.__ Wants to please | 3.__ Cheerful | 3.__ Satisfied |
| 4.__ Harmonious | 4.__ Respectful | 4.__ Obilling | 4.__ Diplomatic |
| 1.__ Powerful | 1.__ Restless | 1.__ Unconquerable | 1.__ Self-reliant |
| 2.__ Good mixer | 2.__ Popular | 2.__ Playful | 2.__ Fun-loving |
| 3.__ Easy on others | 3.__ Neighborly | 3.__ Obedient | 3.__ Patient |
| 4.__ Organized | 4.__ Abides by rules | 4.__ Fussy | 4.__ Soft-spoken |
| 1.__ Bold | 1.__ Outspoken | 1.__ Brave | 1.__ Nervy |
| 2.__ Charming | 2.__ Companionable | 2.__ Inspiring | 2.__ Jovial |
| 3.__ Loyal | 3.__ Restrained | 3.__ Submissive | 3.__ Even-tempered |
| 4.__ Easily led | 4.__ Accurate | 4.__ Timid | 4.__ Precise |
| 1.__ Stubborn | 1.__ Decisive | 1.__ Positive | 1.__ Takes risks |
| 2.__ Attractive | 2.__ Talkative | 2.__ Trusting | 2.__ Warm |
| 3.__ Sweet | 3.__ Controlled | 3.__ Contented | 3.__ Willing to help |
| 4.__ Avoids | 4.__ Conventional | 4.__ Peaceful | 4.__ Not extreme |
| 1.__ Argumentative | 1.__ Original | 1.__ Positive | 1.__ Persistent |
| 2.__ Lighthearted | 2.__ Persuasive | 2.__ Convincing | 2.__ Lively |
| 3.__ Nonchalant | 3.__ Gentle | 3.__ Good-natured | 3.__ Generous |
| 4.__ Adaptable | 4.__ Humble | 4.__ Cautious | 4.__ Well-disciplined |
| 1.__ Forceful | 1.__ Assertive | 1.__ Aggressive | 1.__ Eager |
| 2.__ Admirable | 2.__ Confident | 2.__ Life of the party | 2.__ High-spirited |
| 3.__ Kind | 3.__ Sympathetic | 3.__ Easily fooled | 3.__ Willing |
| 4.__ Non-resisting | 4.__ Tolerant | 4.__ Uncertain | 4.__ Agreeable |
## Scoring Guide for the Communication Style Assessment

1. Count the number “1s” that you checked. Write the total in the empty square at the bottom of column number one. Then do the same with numbers 2, 3, and 4.

2. In the first column, draw a line through the number within the column that corresponds with your total number of “1s.” Then, beginning at the bottom of that column, shade in the column up to your end line. Do the same with numbers 2, 3, and 4.

3. The column in which your shading is tallest is your predominant work style. Your backup work style is the column in which your shading is second tallest.

### Scoring Key

- 1 = Directive
- 2 = Emotive
- 3 = Supportive
- 4 = Reflective

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
</tbody>
</table>

### Scoring Key

1. 1 = Directive
2. 2 = Emotive
3. 3 = Supportive
4. 4 = Reflective
The Emotive Style

Supervisors Whose Dominant Style is Emotive:

- Engage in action-oriented behavior as they talk (e.g., may talk rapidly, appear to be constantly on the go, and use vigorous hand gestures to express their views)
- Prefer informality and like to be on a first-name basis
- Tend to share personal views openly
- Possess a natural persuasiveness and can be dramatic and forceful when trying to convince others of their views
- Communicate in colorful, highly individual ways, often using words and analogies
- Have a short attention span
- Think out loud (talk to themselves)
- Thrive on chaos with concentrated bursts of energy (a deadline means “I need to get started!”)
- Are skilled at non-verbal communication
- Hate details (like manuals and rules) but like gadgets
- Answer emails as soon as they’re written
- May appear flighty, unfocused, or illogical to others
- Openly express opinions, which may be perceived as overly forceful and uncomfortable to more reserved thinkers

Strength: naturally intuitive and convincing

Fear: being controlled

TO FLEX TO THE EMOTIVE STYLE

- Take time to build a personal, as well as a professional, relationship
- Leave time for relating and socializing
- Display interest in their ideas, interests, and experiences
- Do not place too much emphasis on details
The Directive Style

Supervisors Whose Dominant Style is Directive:

- Project a serious attitude, use firm gestures, and speak in determined voice tones
- Project an all-business, no nonsense approach when communicating
- Express strong opinions
- Project the image of someone who wants to take control of a given situation
- Is task-oriented
- Communicate logically and cognitively, often without considering the interpersonal and social needs of others
- Is uncomfortable being informal with co-workers
- Is unimpressed by titles - only competence
- Challenge ideas but don’t mean it personally
- Define self by the task
- Doesn’t like to deal with emotions/emotional people
- Write emails that are to the point
- May be perceived as autocratic, dictatorial, devoid of sensitivity or concern, indifferent because they may not project warmth or interpersonal niceties

Strength: they get the job done

Fear: others seeing them as not competent

TO FLEX TO THE DIRECTIVE STYLE

- Be specific, brief, and to the point
- Use time efficiently
- Present facts logically, and be prepared to provide answers to specific questions
- If you disagree, take issue with the facts, not the person
The Reflective Style

Supervisors Whose Dominant Style is Reflective:

- Consider all information fully and thoughtfully before expressing an opinion or coming to a decision
- Do not seem to be in a hurry
- Exhibit emotional control
- Express their opinions in a formal and deliberate manner
- Prefer orderliness and often display other compulsive traits (e.g., preferring elaborate detail and organization)
- Appreciate agendas
- Love details (including manuals and rules)
- Love lists and predictability (keep a meticulous calendar)
- Hate to be late or lost
- Save emails with the “keep as new” button
- Appear preoccupied and, at times, unresponsive, withdrawn, stalling, being unwilling or unable to act, or resistant to dialogue with others

Strength: the ability and commitment to get a job done correctly

Fear: being out of control

TO FLEX TO THE REFLECTIVE STYLE

- Appeal to the person’s orderly, systematic approach to life
- Be well organized
- Approach in a straightforward, direct manner
- Get down to business quickly
- Be as accurate and realistic as possible
The Supportive Style

Supervisors Whose Dominant Style is Supportive:

- Tend to listen attentively, which is a unique advantage in many work situations
- Avoid using power, instead rely on friendly persuasion to convince people of their view
- Prefer to display warmth and cooperation in communications
- Express opinions in a thoughtful and deliberate way, with considerable attention to the manner in which they are expressing them
- Appear to be low-key in decision-making because they often prefer and encourage consensus or group decisions
- Believe relationships are key, tasks are secondary
- Is often the agency’s “Dear Abby”
- Has food or candy in a welcoming office
- Doesn’t have a good filter to know who to trust and can sometimes get burned
- Send emails that are personal and lovely letters
- May be seen as “wishy-washy” or unable/unwilling to take a stand or express a firm opinion

Strength: very people oriented
Fear: people will see them as unkind

TO FLEX TO THE SUPPORTIVE STYLE

- Show a sincere interest in the other person
- Take time to identify areas of common interest
- Patiently draw out personal goals and views
- Listen and be responsive to the person’s needs
- Present your views in a quiet, non-threatening manner
- Do not be pushy
Develop Your Communication Skills Beyond the Classroom

What is Motivational Interviewing?

Using Motivational Interviewing in Everyday Practice Distance Learning Course

Seven Active Listening Skills

Strengths-Based Communication

Communicate with Caution
OPTIONS FOR ADDRESSING CONFLICT

ADDRESS INDIRECTLY

ADDRESS DIRECTLY
Guide to Addressing Conflict Directly

1: The Preparation and Reflection Phase

➤ Practice emotional intelligence and take a moment for self reflection.

➤ Describe the conflict from your perspective. What may be the perspective of your counterpart?

➤ How is your attitude towards conflict impacting this situation? Your counterpart’s attitude towards conflict?

➤ Could this conversation trigger an emotional response? If so, identify potential triggers and think about how you could respond in a productive manner.

➤ Identify the source of conflict (relationship, task, process, and/or status).

➤ Articulate why directly addressing the conflict is the best option for moving forward.

➤ Identify a goal for the conversation.

➤ List key points and/or considerations you want to remember during the conversation.

2: The Conversation Phase

➤ Have the conversation.

➤ Come to a resolution or decide the best way to move forward.

3: The Follow-Up Phase

➤ Carry out the agreement(s) made as a part of the resolution.

➤ Mend the relationship, if needed.
1: The Preparation and Reflection Phase

- Describe the conflict from your perspective and the perspective of your staff.

- How is your attitude towards conflict impacting this situation? Your staff's attitude towards conflict?

- List potential emotional triggers and how you would respond in a productive way.

- What is the source of conflict (relationship, task, process, and/or status) and current stage?

- Describe why directly addressing the conflict is the best option for moving forward.

- What is your desired outcome for the conversation?

- List key points and/or things to consider that you want to remember during the conversation.
**Additional Resources**

<table>
<thead>
<tr>
<th>Strengths-Based Improvement Planning</th>
<th>Ohio Office of Families and Children CQI Webpage</th>
<th>Communication Style Assessment</th>
<th>Recommended Reading List</th>
</tr>
</thead>
</table>

**Supervisor Core Module 3 PowerPoint**

**OCWTP's Supervisor Station**

**Communication Survival Skills**

**The Supervisor as a Mediator**

**QR Code Links**

- Tolerance for Ambiguity Quiz (page 2) - http://qrs.ly/bf71a57
- Readiness for Change Questions (page 3) - http://qrs.ly/9o77pjq
- Change Planning Template (page 19) - http://qrs.ly/6n781o2
- What is Motivational Interviewing? (page 33) - http://qrs.ly/ma77q06
- Using Motivational Interviewing in Everyday Practice Distance Learning Course (page 33) - http://qrs.ly/v777qqd
- Seven Active Listening Skills (page 33) - http://qrs.ly/o877qf5
- Strengths-Based Communication (page 33) - http://qrs.ly/ry77qz6
- Communicate with Caution (page 33) - http://qrs.ly/ga77qw6
- Strengths-Based Improvement Planning (page 38) - http://qrs.ly/4q77r77
- Communication Style Assessment (page 38) – http://qrs.ly/qx78cal
- Supervisor Core Module 3 PowerPoint (page 38) – http://qrs.ly/ne7dg2r
- The Supervisor as a Mediator (page 38) – http://qrs.ly/4477puv
- Recommended Reading List (page 38) – http://qrs.ly/167easb
- OCWTP's Supervisor Station (page 38) - http://qrs.ly/h47dkm8
There is a set of fundamental supervision and management knowledge and skills needed in order to be an effective supervisor. Whether on the job for two months or several years, these concepts should be regularly reviewed by a supervisor and his/her manager to achieve a high level of supervision.

**How to use Training Transfer Indicator’s (TTI’s):** Following Supervisor Core Module 3, use the TTIs during supervision with your direct supervisor to discuss what you learned and to assess your understanding of the knowledge and skills taught in this module. The TTI’s will help you further develop your skills in these fundamental areas.

<table>
<thead>
<tr>
<th>Training Transfer Indicators</th>
<th>Plan for Further Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic: Change</strong></td>
<td></td>
</tr>
<tr>
<td>Describe what the statement “all management is the management of change” means for your work?</td>
<td></td>
</tr>
<tr>
<td>List four reasons why staff may resist change.</td>
<td></td>
</tr>
<tr>
<td>Describe ways to engage a staff person who is a change agent in change. A change skeptic? A change critic?</td>
<td></td>
</tr>
<tr>
<td>Describe one supervision strategy you would use to prepare for change. To implement change? To sustain change?</td>
<td></td>
</tr>
<tr>
<td>Topic: Conflict</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Describe how emotional intelligence is an important supervisory skill when managing conflict.</td>
<td></td>
</tr>
<tr>
<td>List the four communication styles and the characteristics of each.</td>
<td></td>
</tr>
<tr>
<td>Provide an example of how you would flex your communication style to meet the needs of your staff.</td>
<td></td>
</tr>
<tr>
<td>What are the four main strategies for addressing conflict?</td>
<td></td>
</tr>
<tr>
<td>Describe the three phases of directly addressing conflict.</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Comments:**