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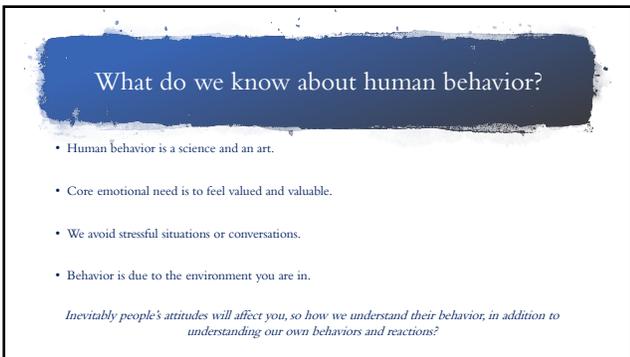
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### Emotional Awareness

- One's psychological make-up, their "temperament", "style", or "type", influences one's judgment and establishes one's relationship to the world.
- Research shows:
  - That recognition of one's preferred behavior and preferred environment influences the challenges one accepts and the decisions one is most likely to make.
  - That positive transfer occurs when learning in one context improves performance in another context.
- Learning, leadership, conflict resolution and communication are natural extensions of personality and emotional awareness.

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### Emotional Awareness

- Know yourself! This helps you maintain your own personal power
  - Increase your self-awareness.
  - Know your triggers.
  - Know your vulnerability, then you can improve your response.

*Personal mastery is: "Learning to expand our personal capacity to create the results we most desire, and creating an organizational environment which encourages all its members" (Jones & Hartley, 2013, p. 460).*

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# DISC

The "Four Temperament" Model of Human Behavior

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## DISC

- Developed by William Marston- a lawyer and physiological psychologist in the 1920's and 1930's.
- Most widely used assessment used by business organizations.
- Proven to be reliable and consistent.
- Easy to administer and interpret.

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Task Oriented  
Or  
People Oriented

**Task oriented:** Want to make tangible progress on projects

- Dominators & Conscientious

**People oriented:** Focus on the relationship between people

- Influencers & Steady

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Reserved  
Or  
Outgoing

**Reserved :** Keep to themselves, private, thoughtful, will not take risks.

**Outgoing:** Forthcoming, takes initiative, extroverted.

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Internalizing  
Or  
Externalizing  
Processor

**Internalizing:** Will process information quietly and completely before speaking.

**Externalizing:** Needs to talk outside of their own mind to work through ideas.

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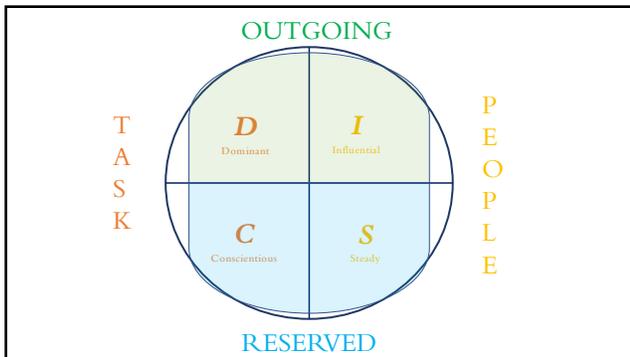
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DISC type	Description
<b>Dominant</b> (Direct, Driver, Demanding, Determined, Decisive, Doer)	Independent, persistent, direct. Energetic, busy, fearless. Focus on own goals rather than people.
<b>Influential</b> (Inducement, Inspiring, Impressive, Interacting, Interesting)	Social, persuasive, friendly. Energetic, busy, optimistic, distractible. Imaginative, focus on the new and future. Poor time managers. Focused on people than tasks.
<b>Steady</b> (Submissive, Stable, Supportive, Shy, Status quo, Specialist)	Consistent, like stability. Accommodating, peace-seeking. Like helping and supporting others. Good listeners and counselors. Close relationships with few friends.
<b>Conscientious</b> (Cautious, Compliant, Correct, Calculating, Concerned, Careful, Contemplative)	Slow and critical thinker, perfectionist. Logical, fact-based, organized, follows rules. Don't show feelings. Private. Few, but good friends.

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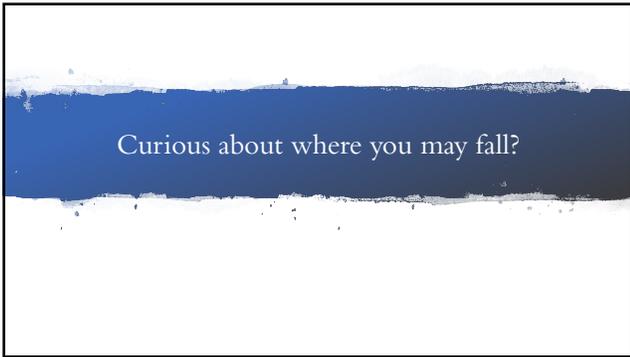
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LEFT	RIGHT
You generally approach situations with a task and detail-oriented approach.	You generally approach situations with a people and relationship focused approach.
You are generally more active, fast paced and bold in approaching new problems.	You are generally more thoughtful, moderate paced and careful in approaching new problems.

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Dominant

**Environmental Preferences**

- Freedom
- Authority
- Varied Activity
- Difficult assignments
- Opportunity for advancement

**Opportunities for Growth**

- Relaxation is not a crime
- Some controls are necessary
- Everyone has a boss
- Verbalizing conclusions helps others understand them better

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Interacting  
with  
D

**MOTIVATIONS**

- Challenge
- Choices
- Control

**COMMUNICATION STYLE: ASK, "WHAT" ?S**

- Provide direct answers.
- Stick to business.
- Stress goals.

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Influential

**Environmental Preferences**

- Prestige.
- Friendly relationships.
- Opportunities to influence others.
- Opportunities to inspire others.
- Chance to verbalize ideas.

**Opportunities for Growth**

- Time must be managed.
- Listening is important.
- Tasks must be completed.
- Accountability is imperative.

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Interacting  
with  
I

**MOTIVATIONS**

- Recognition
- Approval
- Popularity

**COMMUNICATION STYLE: ASK, "WHO" ?S**

- Is a democratic leader and friend.
- Provides recognition of abilities.
- Creates an atmosphere of excitement.

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Steady

*Environmental Preferences*

- An area of specialization.
- Stability of situation.
- Consistent, familiar environment.

*Opportunities for Growth*

- Change provides opportunity.
- Discipline is good.
- It is all right to say "No"!

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Interacting  
with  
S

*MOTIVATIONS*

- Security
- Appreciation
- Assurance

*COMMUNICATION STYLE: ASK, "HOW: ?'S*

- Be relaxed and amiable.
- Allow time to adjust to change in plans.
- Allow people to work at their own pace.
- Clearly define goals and means of reaching them.

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Conscientious

*Environmental Preferences*

- Sufficient time and resources to accomplish tasks.
- Assignments that require planning and precision.
- Limited risks.
- Team participation.

*Opportunities for Growth*

- Total support is not always necessary.
- Thorough explanation is not always possible.
- Deadlines must be met.
- Taking a calculated risk can be profitable.
- There are varying degrees of excellence.

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Interacting  
with  
C

**MOTIVATIONS**

- Quality answers
- Excellence
- Value

**COMMUNICATION STYLE: ASK, "WHY" ?**

- Be straightforward, do not adlib.
- Be detail-oriented.

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Supervisees'  
Perception on  
Supervisors'  
Personality Traits

**Agreeableness:**

- Orients to fostering well being.

**Extraversion:**

- Creates a warm environment.
- Transformational leadership.
- *\*Avoid being too bold in conversations!*

**Openness to experience:**

- Become receptive to input from others.

**Conscientiousness:**

- Natural leaders and can create an ethical environment.
- *\*Avoid micromanaging!*

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When identifying "difficult" people...

Do not label people as "difficult" or assume their intentions.

Avoid Biases

- **Confirmation Biases:** only look at information to support our ideas.
- **Stereotypes:** Judging someone based on minimal facts, creates "us" vs. "them" mentality.
- **Fundamental attribution error:** deeming that something is innately wrong with them when they behave a way, but when we have similar behaviors we deem it due to the situation or context.

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## “Difficult” People

- Focus on behaviors as tactics
  - It can be a life-long personality pattern of thinking, feeling, and acting.
  - May be starved for empathy, attention and respect.
  - May have alienated everyone around them.
  - May use conflict as a way to get attention.

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CHILDREN'S  
BEHAVIOUR  
IS NOT GOOD OR BAD.  
IT'S JUST  
HOW THEY SHOW  
US THEIR EMOTIONAL  
AND DEVELOPMENTAL  
NEEDS.

WWW.THEJANEEVANS.COM

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## *Conflict Resolution*

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In the workplace..

85% dealt with conflict in some way.

29% dealt with conflict frequently.

In the US, about 2.8 hrs. a week are spent on managing conflict.

Cherwin, A.R., & Lerner, A.C. (2013). Conflict management: Difficult conversations with difficult people. *Clinics in Colon and Rectal Surgery*, 26(6), 209-264. <https://doi.org/10.1055/s-0033-136728>. ISSN 1531-6943.

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CR

1. Task conflict
2. Relationship conflict

Conflict comes from:

- From misperceived cues.
- A lack of clarity with expectations.
- Lack of clear jurisdiction.
- Personality differences.
- Changes in jurisdiction.

Employees say it comes from:

- Personality clashes.
- Stress.
- Heavy workloads.
- Lack of honesty/openness.
- Lack of role clarity.

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CR

*"Conflict is a process that begins when one party perceives that the other has negatively affected, or is about to negatively affect something that he or she cares about" (Mukherjee & Upadhyay, 2019, p. 203.)*

Conflict is neither good nor bad....  
The way in which a conflict is approached determines whether it is constructive or destructive.

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**Conflict Resolution Styles**

- Avoidance*  
Actively deciding to not engage
- Accommodating*  
Do not have own needs met
- Competing*  
Forceful, assertive
- Compromising*  
Negotiation
- Collaborating*  
Focused on finding a solution

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**CR**

- High construal abstract thinking (focus on the "why") is linked to preference for cooperation.
  - This was mediated by perspective taking and empathic concern.
- Low construal thinking (focuses on the "how") is linked to preference for competition.
  - This was mediated by impulsivity and aggression.
- Conflict Resolution leads to positive emotions
  - Found electrophysiological evidence to show that conflict resolution can cause positive emotions.

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**Before dealing with conflict**

1. Do you address the conflict?
2. Determine exact nature of the conflict.
3. Understand your own perspective.
4. Understand own emotional reactions.
5. Create a safe environment.
6. Set ground rules and obtain agreement.
7. Rehearse in advance.

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### 4 main listening skills in CR

- 1. Ask
- 2. Mirror
- 3. Paraphrase
- 4. Prime

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### Valued CR Model

- 1. Scoping:  
Understand what is happening, from each person's perspective on the conflict and what is important to them.
- 2. Define the problem.
- 3. Brainstorm solutions.
- 4. Create an action plan.
- 5. Reflect how to prevent conflict in the future.
- 6. Have a follow-up plan.

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### Conflict competence

*"...the ability to develop and use cognitive, emotional, and behavioral skills that enhance productive outcomes of conflict while reducing the likelihood of escalation or harm." (Overton & Lowry, 2013, p. 260)*

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**Active Listening and Communication**

- Positive listening skills:
  - Visual/eye contact, vocal qualities, verbal tracking, attentive and authentic body language.
- Mirroring
- Clarifying questions
- Paraphrasing

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**What would you do?**

You have a parent who every time you call, with news about their child's progress, they seem to overlook everything you have said respond with an "okay" and then go on to tell you all the behaviors that happened this week with their child and begin listing back to you all the problems they see that their child still needs to work on. How do you respond?

"How are YOU doing??" What is the need of the parent?

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Listening or problem solving?

Listening:

- Is this a problem that needs to be listened to, or needs a solution?
- Some situations just can't be solved- and that's okay.

Problem solving: Don't focus on who is "right" focus on collaboration.

1. Issues that are pet peeves
2. Issues that can wait
3. Issues that must be prioritized

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Mindful Communication

- Good communication: Clarity, neutrality, temperance
- Use "I Statements".  
I feel \_\_\_\_ when you \_\_\_\_.
- Use "AND" not "BUT"
  - Take's people off the defensive, allows for flexible thinking.
- *Saying, "I understand," usually makes things worse.* Instead, say, "Tell me more so I can understand better."

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Empathy

FEELING WITH PEOPLE

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## EMPATHY

- The ability to share your *understanding* of a person's experience and *reflect* that understanding to another to foster connection. The ability to feel what they may be feeling *by stepping into their experience*, although you have not experienced it yourself.
- NOT SYMPATHY: Sympathy conveys understanding because you have been in a similar situation.

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## Characteristics of Empathy

1. Perspective taking- understanding someone else's perspective as their truth.
2. Staying out of judgment- No "Should", "Could", "Good vs Bad".
3. Recognizing emotion in other people.
4. Communicating that emotion to them.

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We think we listen, but very rarely do we listen with real understanding, true empathy. Yet listening, of this very special kind, is one of the most potent forces for change that I know.

Carl Rogers  
PICTUREQUOTES.COM

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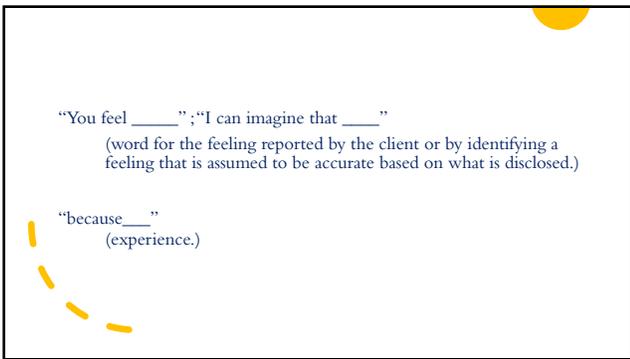
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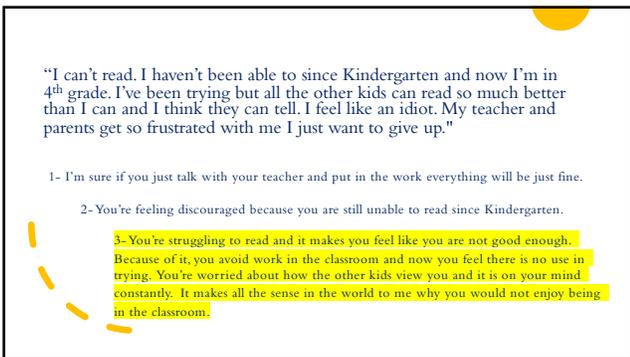
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35 y/o single parent

"I'm really frustrated with the school my child attends because they think all of his problems are about me."

You're angry because you feel the school is blaming all of the problems your child is having on you.

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12 y/o boy whose mother and stepfather are constantly arguing.

"I'm sick and tired of my mom and stepdad fighting all the time. They don't really care about me or my sister, they're just determined to win a fight".

You're sad because you don't feel your mother and stepfather care about you. All they seem interested in is arguing with each other.

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16 y/o

"I am not doing very well in school, but honestly trying hard"

You must be proud of yourself for trying hard, and you should feel good that you are doing your best.

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## Anger Management

*"Speak when you are angry and you will make the best speech you will ever regret."*

*—Ambrose Bierce*

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## Anger Iceberg



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And what about when we internalize our emotions?

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**Distorted Thinking Styles**

<p><b>All or nothing thinking</b></p> <p>Something is either black or white. There is no middle ground.</p> <p>Either I'm a perfect student or I'm not.</p>	<p><b>Over-generalizing</b></p> <p>Making a generalization based on a single incident and being overly aware of the link between incidents.</p>
<p><b>Mental filter</b></p> <p>Only seeing either the positive or negative aspect of an event.</p> <p>Noticing my failure but not seeing my successes.</p>	<p><b>Discounting the positive</b></p> <p>Discounting the good things that have happened and focusing only on the negative reason or outcome.</p> <p>That doesn't count.</p>
<p><b>Jumping to conclusions</b></p> <p>There are three key types of jumping to conclusions:</p> <ul style="list-style-type: none"> <li><b>Fortune telling</b> (predicting the future)</li> <li><b>Mind reading</b> (guessing what other people are thinking)</li> <li><b>Personalizing</b> (assuming the fault)</li> </ul> <p>2 + 2 = 5</p>	<p><b>Magnification (catastrophizing) &amp; minimization</b></p> <p>Blowing things out of proportion.</p> <p>Minimizing the importance of an event, something that is a mistake, less important.</p>
<p><b>Emotional reasoning</b></p> <p>Assuming that because we feel a certain way, that we think or act that way.</p> <p>I feel embarrassed, so I must be an idiot.</p>	<p><b>should</b></p> <p>Using critical words like "should," "must," or "ought" can make the things we do not have already done.</p> <p>I <b>should</b> be studying, so I must have already failed.</p>
<p><b>Labeling</b></p> <p>Assigning labels to ourselves or other people.</p> <p>I'm a loser.</p> <p>I'm a terrible student. They'll laugh at me!</p>	<p><b>Personalization</b></p> <p>Blaming yourself or taking responsibility for events, even when you aren't sure you're at fault.</p> <p>It's my fault that I'm late.</p> <p>Commonly blaming other people for something that was your fault.</p> <p><b>"this is my fault"</b></p>

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**Dealing with Distortions**

*Lens of realistic optimism*  
Is this helpful to me?

*Reverse lens*  
View it through the person who triggered you.

*The long lens*  
How can this help me grow?

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**Self-Care**

- If you sigh at the end of the day, you have not taken enough time for you throughout the day!
- Mindfulness
- Play music... if you can
- Change Temperatures
- Go for a walk
- Deep Breaths

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What would you do?

You're in a meeting and you have a coworker who tends to be more outgoing, assertive, and speaks over others. You begin to share an idea, but you are cut off and are over corrected with your coworker's point of view. You feel dismissed and invalidated. This has happened frequently in the past. How do you respond?

Pause. Do not get defensive or take it personally. This says more about your coworker's personality type than whether you are right or wrong. Remember to understand the behavior. What is their need? Meet it. Reflect back their statements, mirror, paraphrase, then restate ideas.

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## Meetings

- Designate and know the goal of the meeting.
- Have an agenda with an allotted, set time for the meeting.
- Plan who/how the meeting will be documented.
- Decide who is going to say what.
- Have a plan to address potential pitfalls.
- Pick seating mindfully.
- Know what you can give to the family.
- Know how to close the meeting.

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## Parents

- Need to understand their emotions, feelings, understanding, perception and opinion before diving into a difficult conversation.
- 1/5 rule of positivity.
- Always have the parent speak first- Find sources of agreement.
- Clarify and restate your intentions.
  - Say "I can see how you took what I said that way. That wasn't what I meant. Let's try this again."
- You are not the EXPERT, the PARENT is.

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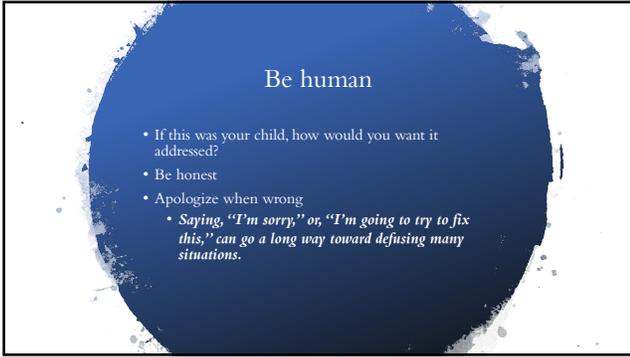
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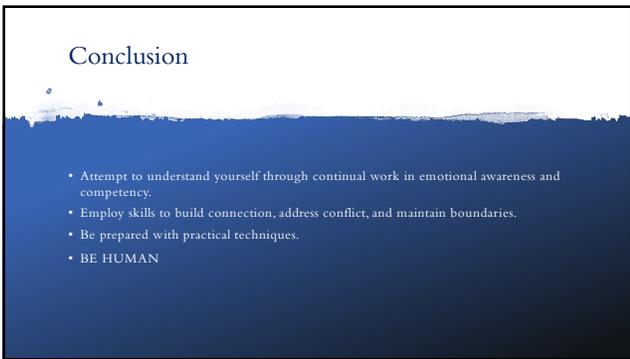
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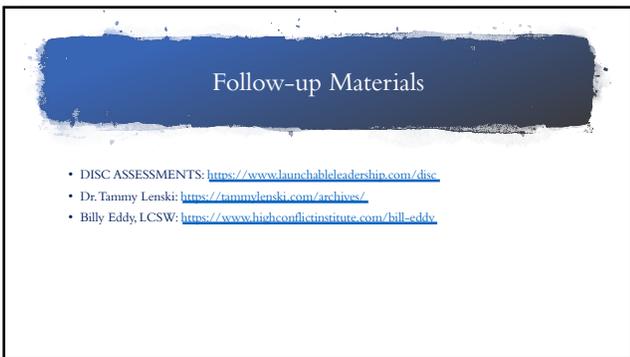
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### DISC MINI-ASSESSMENT

**a Preliminary Assessment to Identify your DISC Behaviors**

Successful leaders throughout history have one thing in common—they know themselves. This means they do not underestimate what they can do, they do not overestimate their abilities, and they know their own limitations. More importantly, by understanding themselves, they are able to develop plans to overcome their shortcomings and take full advantage of their strengths to ensure their communication and relationships with others.

DISC is the ideal tool to use in the workplace. It enables leaders and teams to identify their individual performance risks. The DISC Mini-Assessment is a simple, conversational language of behavior – DISC™ – so that what you do is who you are.

Please follow the instructions carefully and do not overthink your responses. It is best to follow your initial choice and then return to the end section.

Please prepare 10-15 minutes of uninterrupted time to complete all 25 sections. Each section consists of 4 words to choose. Selection of the word/behavior that best describes you by checking the box to the left of each item from words/behaviors. Complete all the sections before returning to the summary results.

If you are unsure of what a word means, you can search for that definition on page 4. Again, do not over-think the "right" answer, go with your gut and move on.

Keywords:  
 Section 1  
 Calculating  
 Detail  
 Logical

**REMEMBER:**  
 This is NOT a test  
 There is no right or wrong  
 This is only an identifier of your behavior style  
 Relax and go at your own pace

Select two of the words/behaviors that best describe you by checking in the box of only two words in each section. You may view the final definitions on page 4, but do not continue until the page is complete.

Section 1  
 Analytical  
 Detail  
 Logical  
 Systematic

Section 2  
 Analytical  
 Detail  
 Logical  
 Systematic

Section 3  
 Analytical  
 Detail  
 Logical  
 Systematic

Section 4  
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### Appendix E: Self-Assessment of Competencies in Supervision

Name: \_\_\_\_\_  
 Setting: \_\_\_\_\_  
 Date Completed: \_\_\_\_\_

**Rating Scale**

Rating	1	2	3
Not Met	Not Met	Partially Met	Completely Met

**Supervision Process and Clinical Reasoning**

Competency	1	2	3
1. Supervision process and clinical reasoning			
2. Assessment and evaluation			
3. Planning and implementation			
4. Evaluation and reflection			
5. Professionalism and ethics			
6. Communication and collaboration			
7. Leadership and management			
8. Cultural competence			
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10. Critical thinking and problem-solving			
11. Data-driven decision making			
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