Transfer of Learning: Critical Analysis for APS Supervisors

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APSWI
Adult Protective Services Workforce Innovations

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Transfer of Learning: Critical Analysis for APS Supervisors

Objective:

This Transfer of Learning (TOL) is intended to supplement, not replace, the **Critical Analysis for APS Supervisors** Instructor-Led Training (ILT). Skills that were introduced to participants in the ILT will be further explored and practiced through the activities in this TOL to allow participants to:

- **Summarize the five skills of Critical Analysis**
- **Analyze and apply the Critical Analysis elements to a personal Self-Assessment**
- **Formulate a personal Critical Analysis Goal Planning Worksheet**
- **Apply the SARAH Model to understand emotional responses to change and strengthen emotional intelligence skills**

How to Use:

APS Supervisors who have completed the Critical Analysis for APS Supervisors ILT can complete these TOL activities independently or with support from their direct supervisor. Activities include personal reflections, examples of self-assessment, and a goal planning worksheet. APS Supervisors should consider using the tool continuously to strengthen skills in areas of ICETE.

Content Warning:

We recognize that APS work is both challenging and rewarding and APS professionals are whole human beings who have their own experiences before and during APS work. Questions and discussion may activate feelings based on personal or professional experiences, including vicarious or secondary trauma and we encourage everyone to do what they need to do in order to safely engage in this transfer of learning.

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Critical Analysis

Review the Five Critical Analysis Skills

The ILT presented five critical analysis skills and emphasized that it can be used as a structure to inform decision making, support and guide staff, and develop your professional skills. The five skills are: Information Seeking, Consider Multiple Solutions, Emotional Intelligence, Tolerate Ambiguity, and Effective Communication (ICETE).

Critical Analysis Skills	Definition and Examples
Information Seeking	Making decisions with as much information as possible: • asking clarifying or additional questions, • consulting with experts/colleagues, • reviewing policy, procedures, regulations, and past practice • researching definitions (i.e. Medical or legal terminology) • utilizing knowledge/skills/experience
Considers Multiple Solutions	Adopting a flexible mindset and being open to trying different approaches and ideas. Understands that what works in one situation may not work in another.
Emotional Intelligence	Understanding and applying a high level of Self-Awareness, Self-Regulation, and Interpersonal Skills: • How you are perceived by others • Knowing when you need a break • Observing other's demeanor in response to you and adapting

Tolerates Ambiguity	Ability to cope with unclear tasks, goals, or communication by adapting to change, and using problem-solving skills to: • Define the situation • Identify outcomes • Plan for alternatives
Effectively Communicates	Understanding verbal, non-verbal, and written communication and employing: • Active Listening, • Giving and Receiving feedback, • Empathy • Respectfulness

The "ICETE" acronym was created by Valerie Smith, LCSW, 2024. CONSULTING, ADVOCACY, AND THERAPEUTIC SERVICES, LLC, based on the work of Goleman, D. (2004); Hitchcock, D. (2017); Mathias, J. (2015).

Critical Analysis Self-Assessment

Reflect on strengths and areas of growth by completing the Self-Assessment

In the ILT, participants practiced using ICETE in a variety of scenarios relevant to the role of an APS Supervisor. There are two Critical Analysis Tools; a Self-Assessment and a Goal Planning Worksheet that will help support the application of the skills gained from the ILT. These tools are meant to be used continuously to support the use of critical analysis.

The **Personal Critical Analysis Self-Assessment** is designed to identify areas to build your strengths in ICETE skills. To use the self-assessment tool:

1) Review each section of the ICETE skills in the left side columns.
2) Reflect on your current skills, comfort level, or areas of interest for professional development.
3) Review each sub-category listed below the element.
4) Make a checkmark that reflects your area in the corresponding rows and columns titled "area of strength" or "area of growth"
5) Spend some time to self-reflect on areas of strength and areas of growth.

I = Information Seeking:

Application	Strength	Growth
Asking clarifying or additional questions		
Consulting with experts/colleagues		
Reviewing policy, procedures, regulations, and past practices		
Researching definitions (i.e., Medical or legal terminology		
Utilizing knowledge/skills/experience		

C = Considering Multiple Solutions:

Application	Strength	Growth
Adopting a flexible mindset		
Being open to trying different approaches and ideas		
Understanding that what works in one situation may not work in all situations		

E = Emotional Intelligence:

Application	Strength	Growth
Knowing how you are perceived by others		
Knowing when you need a break		
Observing other's demeanor in response to you and adapting		

T = Tolerate Ambiguity:

Application	Strength	Growth
Identify the outcomes		
Plan for alternatives		

E = Effective Communication:

Application	Strength	Growth
Understanding verbal, non-verbal, and written communication and employing active listening		
Giving and receiving feedback		

Apply the Self-Assessment to Goal Planning

Applying the Self-Assessment to the Goal Planning Worksheet

The Personal Critical Analysis Goal Planning Worksheet is designed as a template for you to set goals to practice using ICETE or build strength in critical analysis, applying it in different situations.

Based on your responses from the Personal Critical Analysis Self-Assessment, select an area of growth related to the elements of ICETE. It is recommended to work on one area/goal at a time, so you don't get overwhelmed.

Complete the Personal Critical Analysis Goal Planning worksheet, with your area of growth, starting in the left side column and move across horizontally to the right to complete the column. This is how you will build skills or strengthen areas for professional development. An example is provided if you need some help thinking of or identifying goals or action steps.

Below are instructions for how to use each column in the worksheet:

- ICETE Element: Choose one element you want to strengthen. It may be an area of growth from your Self-Assessment or a skill you want to refine.
- Identify action steps: List 1–3 small, realistic actions you can take to build this skill. Think of behaviors you can practice during supervision, team meetings, case staffing, or daily tasks.
- Track your journey (by date or event): Use this column to record when you practiced the action step or when you noticed progress. You can include dates, specific interactions, or moments when you applied the skill.
- Build skills by using growth mindset or other concepts from the training: Note what helped you improve. This might include reframing your thinking, using a Growth Mindset phrase, asking for feedback, or applying a strategy from the ILT or this TOL.
- Practice: Implement action steps.Describe how you applied the action step in real situations. This helps you connect learning to your daily work and notice patterns over time.
- Reward Yourself: Identify a small, meaningful way to acknowledge your progress. This can be something simple like taking a walk, enjoying a break, or sharing your success with a trusted colleague.

The goal planning worksheet is designed to be used more than once. It helps you track your progress, reflect on what you're learning, and identify new areas of growth. Once you feel you have accomplished your goal for one ICETE element, you can return to the worksheet and begin again with a new focus area. You can also revisit the Self-Assessment at any time to see how your skills have changed.

You are welcome to share your worksheet with your supervisor during one-on-one meetings if you feel comfortable. It can be a helpful tool for identifying professional development goals and supporting ongoing growth. See the example worksheet after the blank one for more inspiration.

Personal Critical Analysis Goal Planning Worksheet

ICETE Element	Identify Action Steps	Track your journey – by date or event	Build Skills – Using Growth Mindset or other concepts from the training	Practice – Implement Action Steps	Reward yourself!
Information Seeking					
Consider multiple solutions					
Emotional Intelligence					
Tolerate Ambiguity					
Effective Communication					

EXAMPLE: Personal Critical Analysis Goal Planning Worksheet

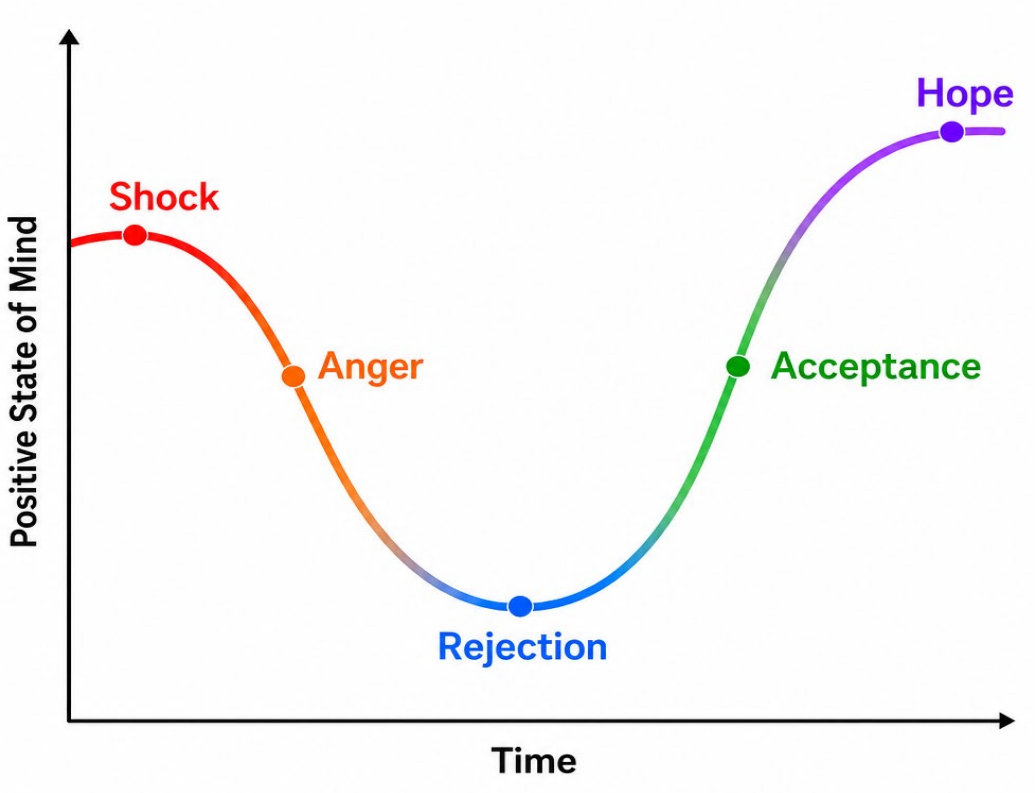
ICETE Element	Identify Steps	Track Your Journey	Build Skills	Practice	Reward yourself!
Information Seeking: *Example – Area for growth is asking clarifying questions*	*Observe how others obtain information, the sources, and how they use it.* *Look for opportunities to ask questions or consider other sources*	*At next supervision meeting, observe the communication styles.* *Identify how other people ask for more details about certain topics.* *Consider nonverbal communication*	*Observe how the questions were asked (i.e. open-ended, leading) and the responses.* *Practice asking open ended questions*	*Develop a clarifying question and ask it at the next meeting. After the meeting ask for feedback.*	*Remind yourself that ICETE skill-building takes time and practice. Take a walk outside on your lunch break.*
Tolerate Ambiguity: *Example – Ability to cope with unclear tasks, goals, or communication by adopting change*	*Reflect on your responses to unclear tasks or adapting to change.* *Take training on developing a growth mindset.*	*Create an ICETE journal and enter ideas and self-reflection about how it feels to tolerate ambiguity and apply growth mindset techniques*	*Incorporate a growth mindset into psychological ownership of work*	*Practice using growth mindset terminology, such as "I don't know what my boss's expectations are about the new project yet, but I will do my best and adjust as needed."*	*Share your journey and progress with a trusted colleague, celebrate by taking a coffee break.*

Emotional Intelligence: Managing Through Change

The SARAH Model: Applying Emotional Intelligence During Change

APS Supervisors regularly navigate changes like new policies, shifting expectations, staffing transitions, or updated systems. Change can activate strong emotions for both supervisors and staff. The **SARAH Model** provides a simple way to understand and normalize these emotional responses. The SARAH Model, adapted from the work of Elisabeth Kübler-Ross, is an acronym describing five common emotional stages people may experience during organizational change, these include:

- Shock – "This is unexpected."
- Anger – "I don't like this."
- Rejection – "This won't work."
- Acceptance – "I can work with this."
- Hope – "I see the benefits now."



Based on: [Insight Spotter, "5 Emotions of the SARAH Model"]

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The model is inverted bell curve that starts high on the left side with Shock, and slopes down with Anger, and then to the lowest point, Rejection, before it starts sloping up to Acceptance and the highest stage on the right with Hope.

Understanding that staff may go through these feelings during the change process is an opportunity for supervisors to use interpersonal skills to offer support and engage with them. The SARAH model could even be explained to the team or staff, so they can identify and manage the possible feelings they may experience. Most importantly, including the team in the change process is a key to success. Find the champions and those who are interested in supporting the change and encourage them to support others.

Reflection Activity:

Think of a work-related change you experienced such as a new process, supervisor, system, or shift in expectations. Choose one example to focus on. Consider the SARAH stages (Shock, Anger, Rejection, Acceptance, Hope). Reflect on which stages you experienced during this change. You may have moved through several stages or stayed in one longer than others. Then, use the following prompts to explore how emotional intelligence showed up for you:

- Self-Awareness: Which stage felt most challenging? What thoughts, emotions, or physical reactions did you notice?
- Self-Regulation: What helped you stay grounded, regain balance, or move forward?
- Interpersonal Skills: How did your reactions affect others? What support did you need—or wish you had—from your supervisor or peers?

Next, choose one ICETE element and describe how it could support you the next time you experience change. Examples:

- Information Seeking: "I will ask clarifying questions earlier so I don't stay in Shock or Rejection."
- Considering Multiple Solutions: "I will explore different approaches instead of assuming the change is negative."
- Effective Communication: "I will share concerns respectfully rather than withdrawing."

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