

Maintaining Effective Relations with your Supervisor

Part 4 – Barrier Blasting: Identifying and Overcoming Barriers to Relationship Repair

For those who have completed Parts 1-4 of the Maintaining Effective Relations with your Supervisor microlearning series, this module is intended to be a self-paced unit that you can work through as you have time and as you are ready. Completion of this module is not necessary to continue in the Maintaining Effective Relations microlearning series. You can still benefit greatly from the subsequent modules even if you set this unit aside to complete later or decide that it is not right for you at this time. Alternatively, you may choose to begin this module and proceed with the microlearning sessions as well, completing both concurrently. Either way, this module is here for you to complete if and when you feel you have the capacity.

Instructions for accessing the module

1. Log in to [Waterloo Learn](#)
2. Select "Self-Registration" (top middle of the LEARN homepage)
3. Search through the listings for the training title, "**Barrier Blasting: Identifying and Overcoming Barriers to Relationship Repair**" and select it.
4. Select "Register"
5. The module will then be available to start
6. If you experience difficulties, contact l3long@uwaterloo.ca for assistance

Invitation to participate in the Transformation Through Writing: Overcoming Barriers to Relationship Repair pilot study

You are invited to participate in a pilot study to assess whether the online Barrier Blasting LEARN module can effectively help participants identify and address barriers that are preventing them from repairing strained relationships. This study will provide preliminary data on the feasibility of using a similar module more broadly within our programming. The study will also assess whether audio and video options can be used effectively as alternatives to writing in order to make the module more accessible. Besides being used to inform future programming for the Conflict Management and Human Rights Office, this study will be used as the basis for Lynn Long's master's thesis investigating whether Lengelle and Meijer's Transformation Through Writing model can be used to help graduate students identify and overcome barriers to relationship repair.

If you volunteer as a participant in this study, your identity associated with your information will be kept anonymous. If you wish to participate, complete the following steps:

1. Complete the [Feedback Survey](#)
and/or
2. Schedule a virtual one-on-one interview by emailing Lynn Long at l3long@uwaterloo.ca

We would like to assure you that this study has been reviewed and received ethics clearance through a University of Waterloo Research Ethics Board (REB # 44079). If you have questions for the Board contact the Office of Research Ethics, at 1-519-888-4567 ext. 36005 or reb@uwaterloo.ca

This study has also been reviewed and received ethics clearance through the Athabasca University Research Ethics Board. If you have questions for the Board, contact 1-780-213-2033 or rebsec@athabascau.ca

If you have any questions about this study or would like additional information to assist you in reaching a decision about participation, please feel free to contact l3long@uwaterloo.ca.

Sincerely,
Lynn Long

References and Further Reading

Kellogg, R. T. (1984). *Psychology of writing*. ProQuest Ebook Central <https://ebookcentral.proquest.com>

- Kellogg (1984) describes the human mind's need to engage in narrative sense-making, a concept foundational to the TTW.

Law, B. (2010). *A career-learning theory*. Retrieved from ww.hihohiho.com/newthinking/cloriginal.pdf.

- Law (2010) compares and contrasts career learning theories as he develops his own theory, one which informed the development of the TTW model.

Law, B. (2013). *bill law's three-scene storyboarding*. Storyboarding stockroom. Retrieved May 26, 2022, from <http://www.hihohiho.com/storyboarding/sbstockroom.html>

- Law discusses the use of storyboarding to develop a visual narrative for the purpose of career learning and career identity development.

Lengelle, R. (2021). *Writing the Self and Bereavement: dialogical means and markers of moving through grief*. In H. Dix (Ed), *Career Construction Theory and Life Writing: Narrative and Autobiographical Thinking Across the Professions*. Routledge.

- Lengelle (2021) uses the TTW as a tool for meaning making-making during the grieving process

Lengelle, R., & Meijers, F. (2009). *Mystery to mastery: An exploration of what happens in the black box of writing and healing*. *Journal of Poetry Therapy*, 22(2), 57–75.

<https://doi.org/10.1080/08893670903072935>

- In this article, the TTW model is used to explain how expressive and reflective writing can promote physical and emotional healing. The process of transitioning from a painful first story to a more life-giving second story is described as consisting of four cognitive stages: sensing; sifting; focusing; and understanding. The process is illustrated using a case study and the underlying neurobiological and neuropsychological research is explored.

Meijers, F., & Lengelle, R. (2012). *Narratives at work: the development of career identity*. *British Journal of Guidance & Counselling*, 40(2), 157–176. <https://doi.org/10.1080/03069885.2012.665159>

- Using a case study, Meijers and Lengelle (2012) demonstrate how narratives created through expressive and reflective writing may foster career learning in response to a challenging or traumatic experience. Based on the TTW model, the process outlined includes four cognitive stages: sensing, sifting, focusing, and understanding and facilitates both internal (with oneself) and external (with relevant others) dialogue.

Meijers, F., & Wardekker, W. (2003). *Career learning in a changing world: the role of emotions*.

International Journal for the Advancement of Counselling, 24(3), 149–167.

<https://doi.org/10.1023/A:1022970404517>

- In this pre-TTW paper, Meijers and Wardekker (2003) discuss the need to address emotional barriers that can impact career learning and development of a career identity. They propose a model for doing so, a model which informed the development of the TTW model.