

EDITORIAL

SUPERVISOR AS A CHANGE AGENT

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Interestingly the only constant we always come across is change. The 'change supervisor's capabilities' have a major role in victory of the program, and on the extent of probable unwanted side-effects.¹ It is necessary to win the support and commitment of the trainees. This acceptance depends extensively on high competency² as well as soft skills, including communication skills, the capability to appreciate and to take into thought the views and suspicions of others. The role of a supervisor is to provide directions and motivation, and as a final step be able to implement plans.³

The responsibility on the part of supervisor is huge and the first step is to identify misconceptions of the team members and confront them with strong scientific evidence to clarify their them.⁴ The objective of these activities will be to win the support of the chairman and familiarize the rest of the members with the basic ideology and bring them on the same page. All the group associates have to be treated as adult learners involving them in the whole process and also giving them some autonomy.⁵ Lateral thinking which is a prerequisite for change is only possible when views of all the stake holders are taken into consideration.

The supervisor as a leader if fails to gain the faith of the group associates, the whole application would be endangered and the review progression may complete, but with unlimited threat of subsequent product that would be a methodical catastrophe.^{4,5} In case of conflicts, the supervisor must consider other perspectives and should go for a win-win situation instead of opting for a 'win-lose' mindset which would work against the change and ultimately be disastrous.⁴

Without a deep logic of perseverance, it's challenging to connect the energy, passion, assurance, and persistence needed to prosper in challenging situations. Supervisors should develop an interest in standing out expecting themselves and others to live up to rather inflexible morals, and their aptitude to understand with others and to understand those who hold views that conflict with their own is fairly limited.

Research supports the standing of effective educational/academic leadership in promoting educational development. However, the factors that give rise to academic leadership are under-explored. Literature can be searched in the context of change, leadership, curricular change, educational leadership

and attributes of a team participant.⁶ The 'change leader's capabilities' have a major role in success or failure of the project, and on the extent of potential unwanted side-effects.

To supervise trainees, one should be able to lead them and have them understand doing things. This is based on personal qualities, charisma and numerous other leadership merits. The supervisor works in situations which involve authority, leadership, meeting goals and encounters. The effective supervisor has to be emotionally stable with full self-control so that he may face various situations assuredly and efficaciously.⁷

Supervisor must have the ability to come up with fresh reactions to circumstances. Mental agility, learning habits and self-knowledge are some of the important attributes supervisor should learn to become good leaders. It is necessary for the change agents/supervisors to win the support and commitment of the team members. Supervisors should use all the armamentarium of leadership to conquer the situation in favor of positive and progressive change.

By increasing the urgency people start telling each other 'let's go, we need to change things'. They start building the guiding team. Now this group is powerful enough to guide a big change. The guiding team develops the right vision and strategy for the change effort. People begin to buy in the change which is reflected in their behaviors. Through empowered action more learners feel able to act and do act on the vision. Momentum builds up as trainees try to fulfill the vision, while fewer and fewer resist change. Supervisors make wave after wave of changes until the vision is fulfilled. New and winning behavior continues despite the pull of tradition perspectives. The 'gravitational pull' of conservative approaches is huge and proportionate but persistent force is required to break the barriers. The proportionate force cannot be generated without developing 'muscles' which is essential for the supervisors to act as change agents. This translates into a change that is firm and constant.⁸

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