



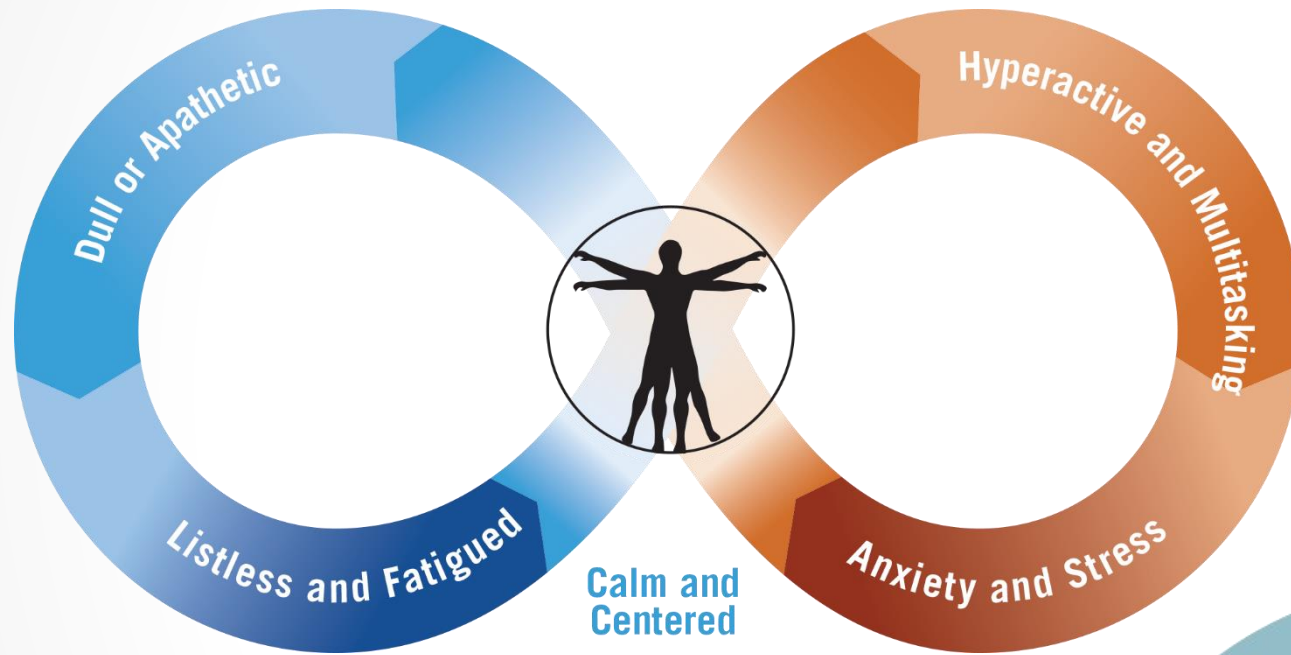
**safeguarding** supervision  
DAY 2 – am

RUBY PARRY

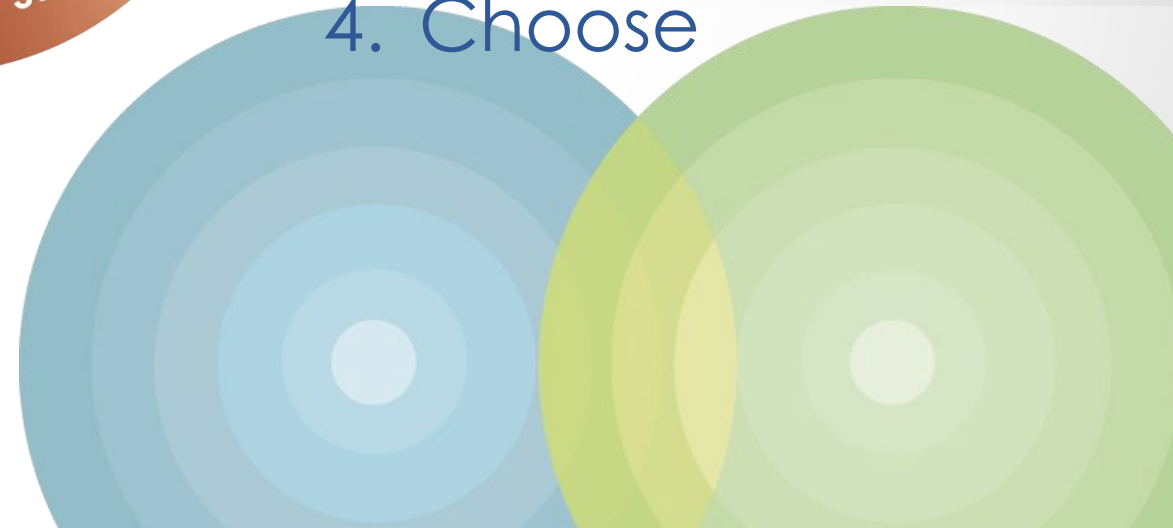
# Morrison's 4 x 4 x 4 model



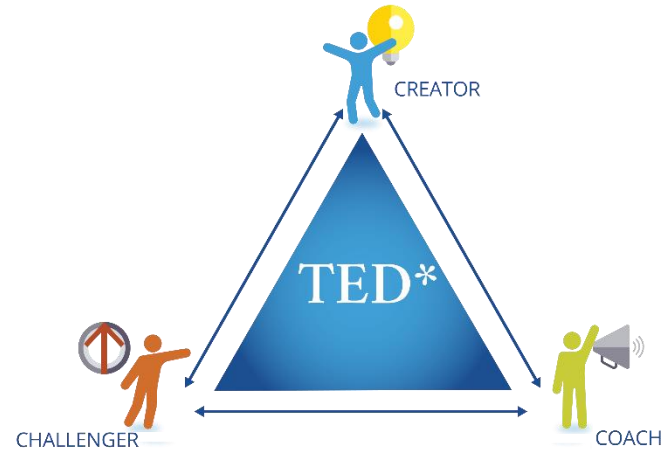
# TED\* Pause Practice



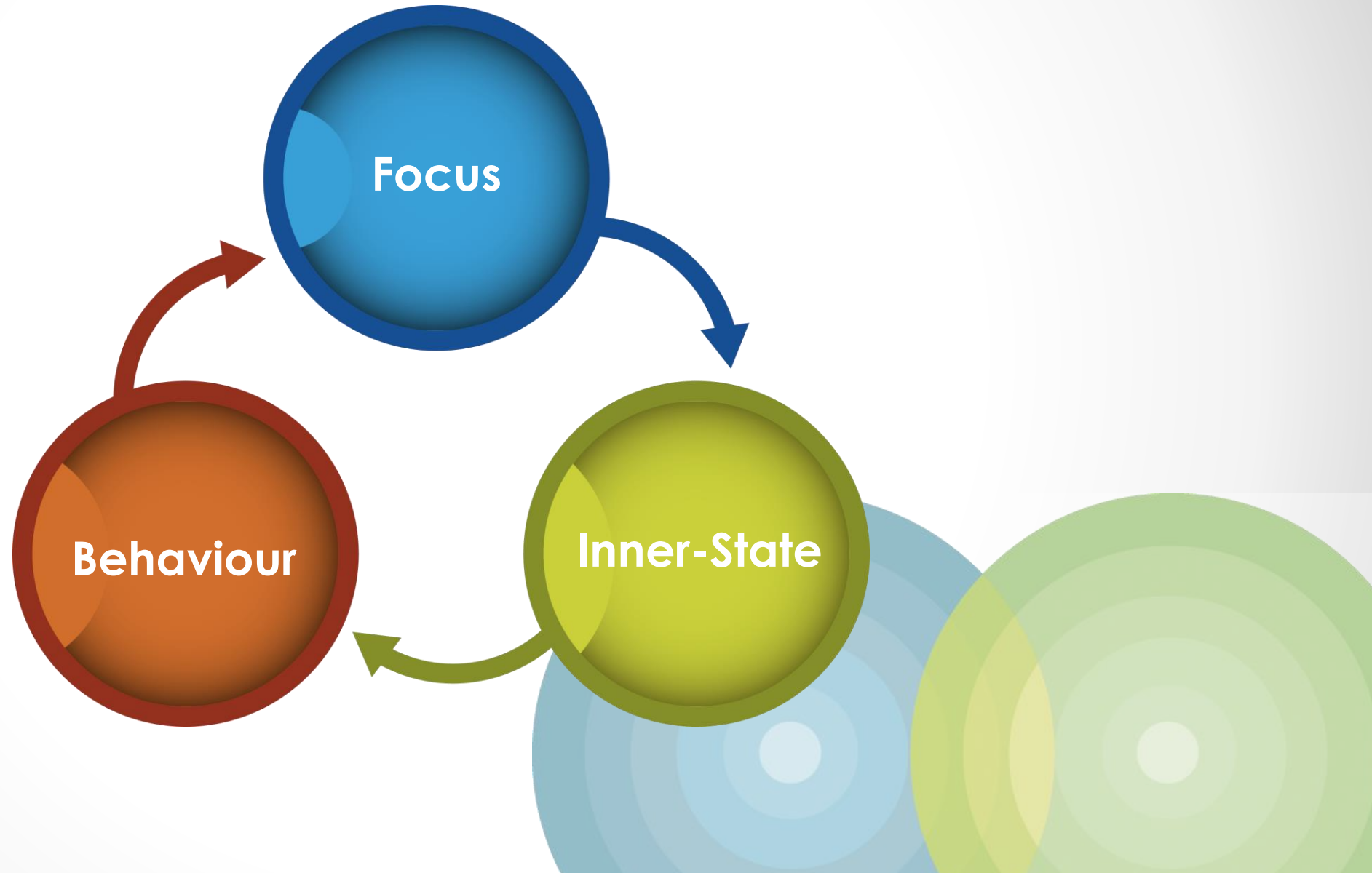
1. Pause
2. Ground
3. Center
4. Choose



# Above the Waterline



# The FISBE Mental Model

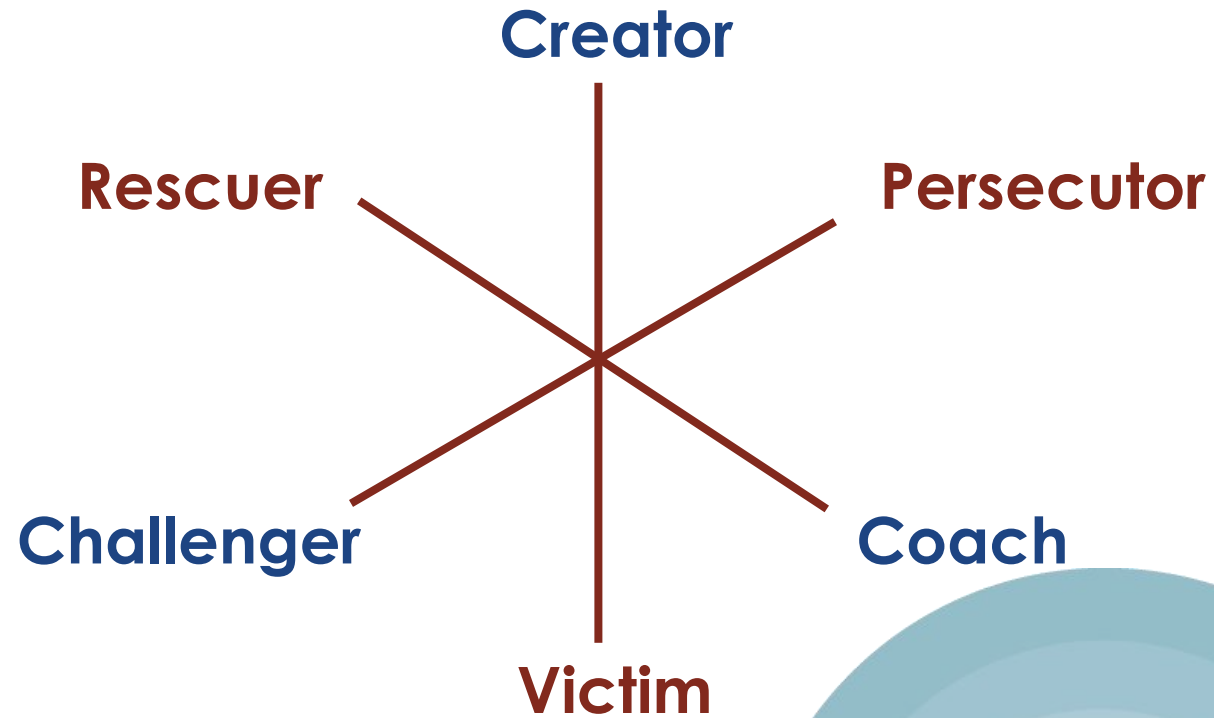


# Primary Orientations



Adapted from Bob Anderson—*The Leadership Circle*. [www.theleadershipcircle.com](http://www.theleadershipcircle.com) Used with permission.

# DDT and TED\* Roles



# Shifts Happen at Two Levels

**Internal:** within yourself; how you “meet” your experience


**External:** your relationship to others; how you interact with others

**We cannot force others to *make shifts happen* in their own lives!**



# To make a shift you have to recognize your **Reactive Triggers**

## **These may be:**

- Part of the environment or physical space (a stuffy room, noisy background).
  - Part of the situation (time constraints, challenging tasks).
  - Derived from another person (strained collaborations, aggressive attitudes, unrealistic expectations from your manager or Board).
- 

# Reactive Strategies

**Reactive *Strategies* may be:**

- Withdrawing and going silent.
- Speeding up efforts when faced with a Reactive Trigger.
- Stalling.
- Procrastinating.



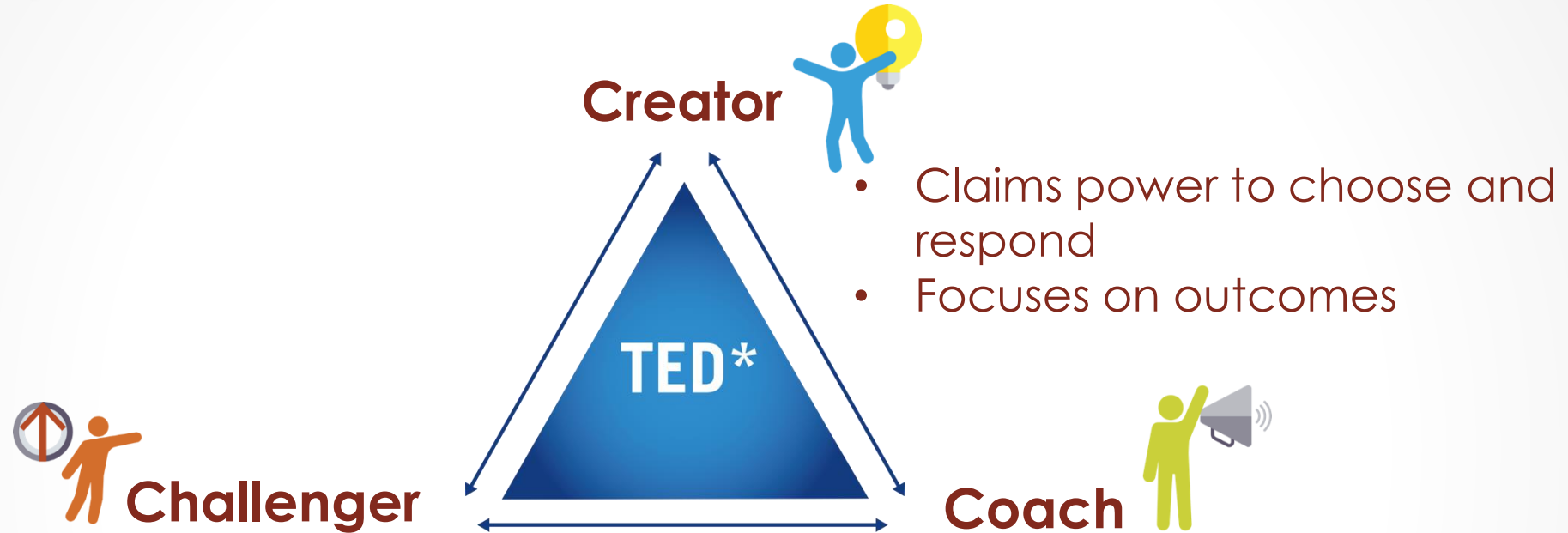
# Reactive Triggers Exercise

- List at least 3 of your reactive triggers.
- Identify the strategies you use to deal with that trigger.

## What is the commitment behind the complaint?

- Look at your reactive triggers and identify what it is that **you care about** that has caused you to be triggered. What strategies do you then adopt?
- Discuss in groups!

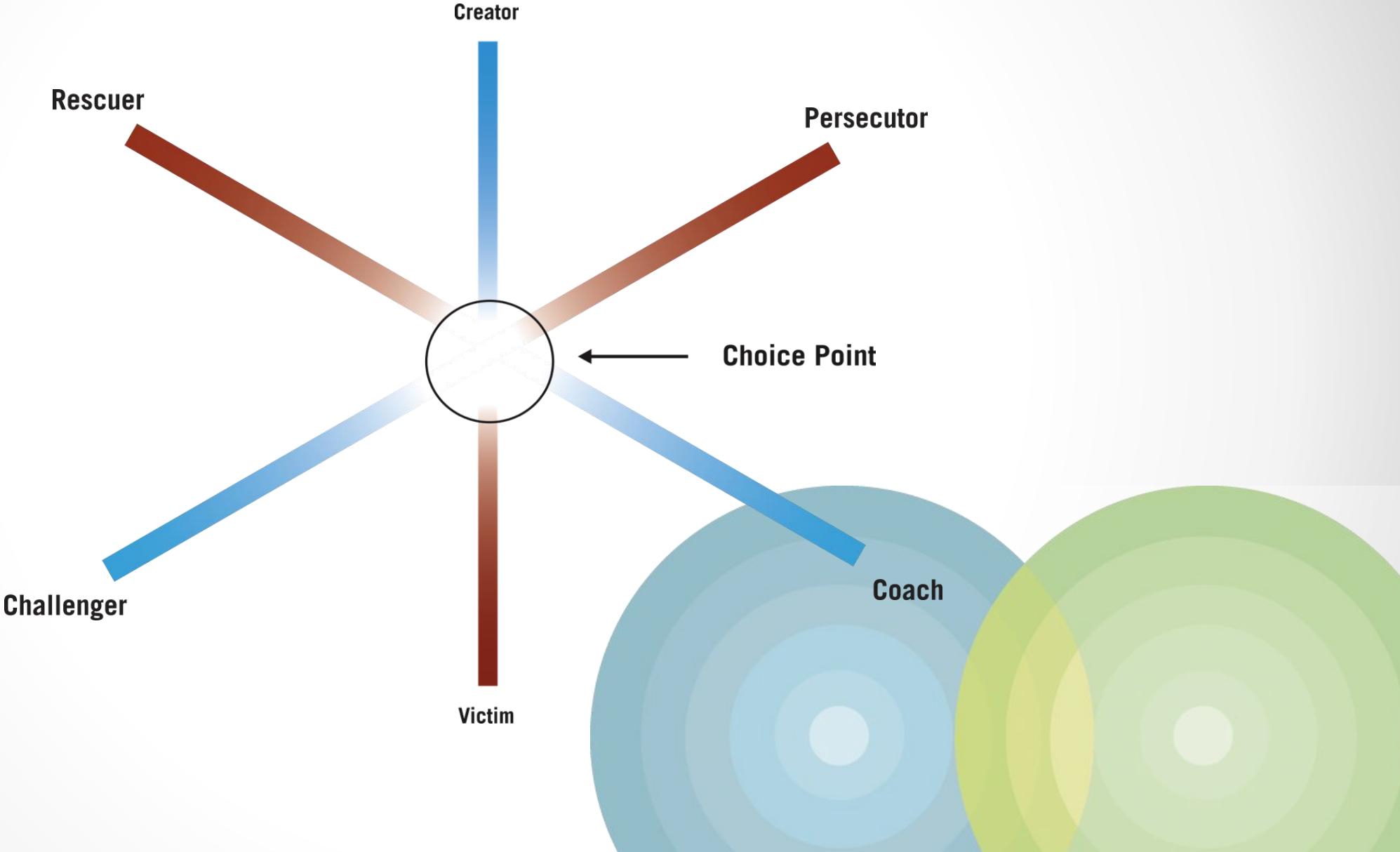
# TED\* (THE EMPOWERMENT DYNAMIC)®



- Calls forth learning and growth
- Provokes/evokes action
- Conscious/constructive
- Unconscious/deconstructive

- Supports and assists
- Facilitates clarity by asking questions
- Listens deeply with curiosity

# Making Shifts Happen: Choice Points



# Facilitating the Shift



## Internal:

- What do I want?
- How do I choose to respond?
- What is my responsibility?

## External:

- What is the *dream denied/thwarted*?
- What do you/they *really* want?
- Reframe the “problem” that feeds the Victim perspective into an “outcome” so the Creator can begin to move toward.
- **Shift from *hopelessness* to *possibility*.**
- **Move from *reacting* to *choosing*.**

# Facilitating the Shift



## Internal:

- How do I take responsibility for my self-care?
- How can I appreciate myself more fully?
- What support do I need?

## External:

- How are you seeing the other—as a problem to fix or as ultimately capable and resourceful?
- What questions could you ask to clarify an outcome, current reality, or generate possible Baby Steps?
- **Shift from *fixing* to *letting go*.**
- **Move from *telling* to *asking*.**

# Facilitating the Shift

**Challenger**



**Persecutor**

## **Internal:**

- What has this person, condition, or situation come into my life to teach me?
- How can I grow and develop?

## **External:**

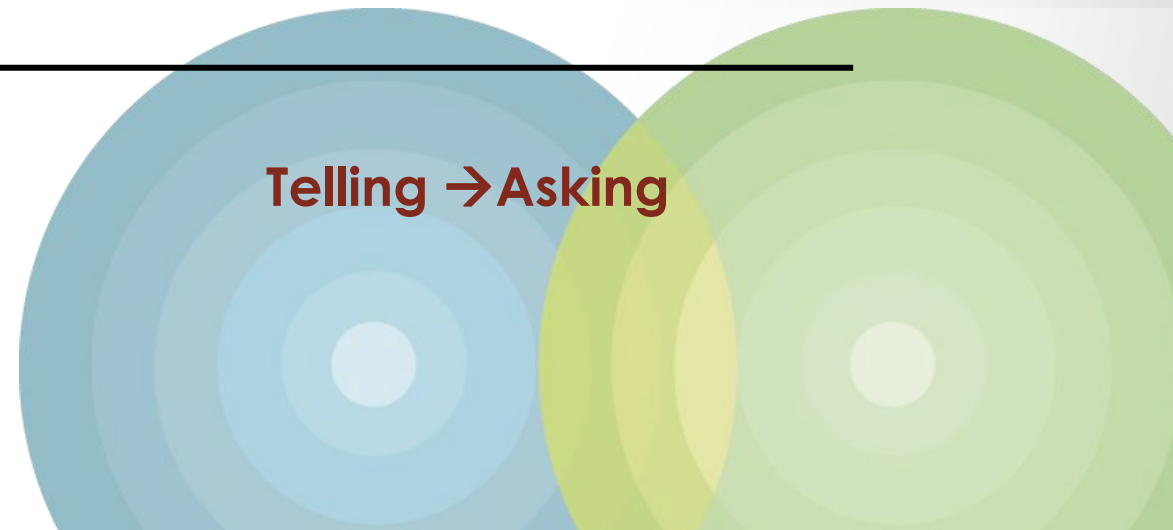
- What is your intention?





# “Making Shifts Happen” Summary

	<u>Central Question</u>	<u>Essential Shift</u>
Creator ↑ Victim	What do I want?	Reacting → Choosing
Challenger ↑ Persecutor	What is my intention?	Putting down → Building up/Learning
Coach ↑ Rescuer	How am I seeing the other?	Telling → Asking



# Making shifts happen

- Consider either a scenario you or one the group identifies as being a common DDT trigger
- Use the model to consider how you might shift the situation by asking –
  - How do I see the other person?
  - What is my intention?
  - What do I WANT as an outcome?



# Tackling **unhealthy processes**

- Don't disqualify your gut feelings.
- Remember we all get caught up in such processes.
- Analyse what's going on.
- Develop a strategy to interrupt it.
- Acknowledge space for feelings.
- Use open questioning
- Think TED\*!
- Use of good clear contracts.



# Break

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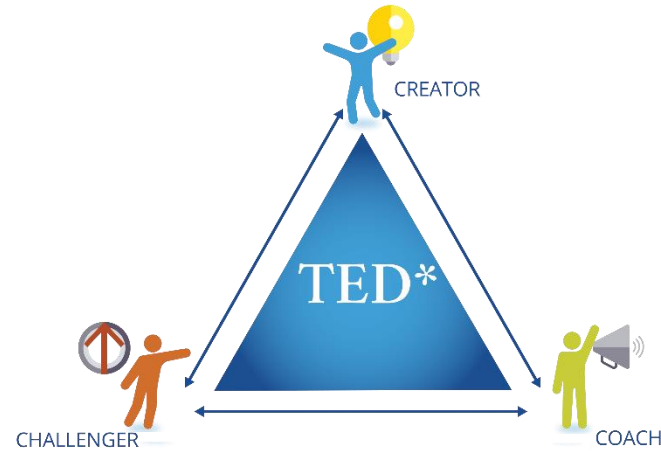
15 minutes please!

# THE 3 VITAL QUESTIONS™

1. WHERE ARE YOU PUTTING YOUR *FOCUS*?
  - Are you focused on problems or outcomes?
2. HOW ARE YOU *RELATING*?
  - How are relating to others, your experience, and yourself?
3. WHAT *ACTIONS* ARE YOU TAKING?
  - Are you merely reacting to the problems of the moment or taking creative action (including problem-solving) in service to outcomes?



# OfSTED / CQC - Above the Waterline?



# Morrison's 4 x 4 x 4 model

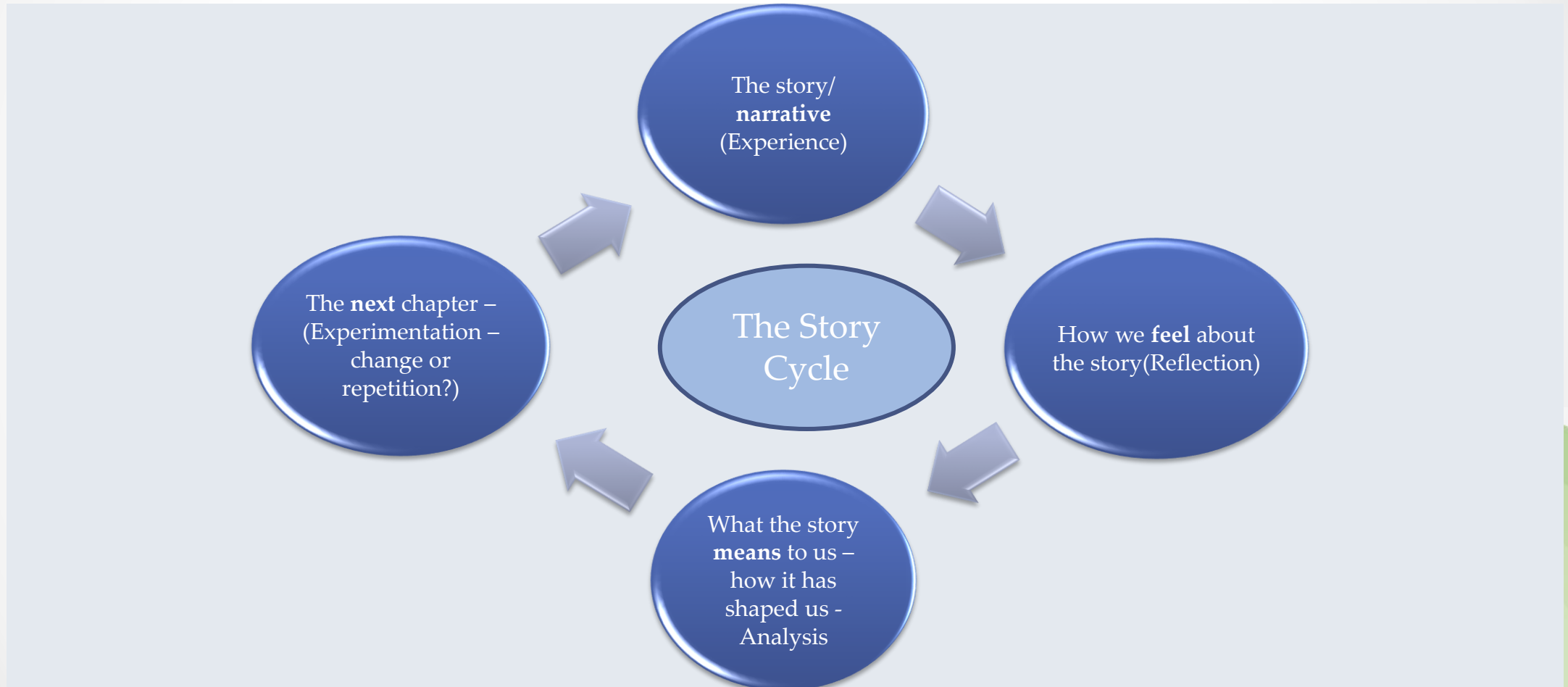


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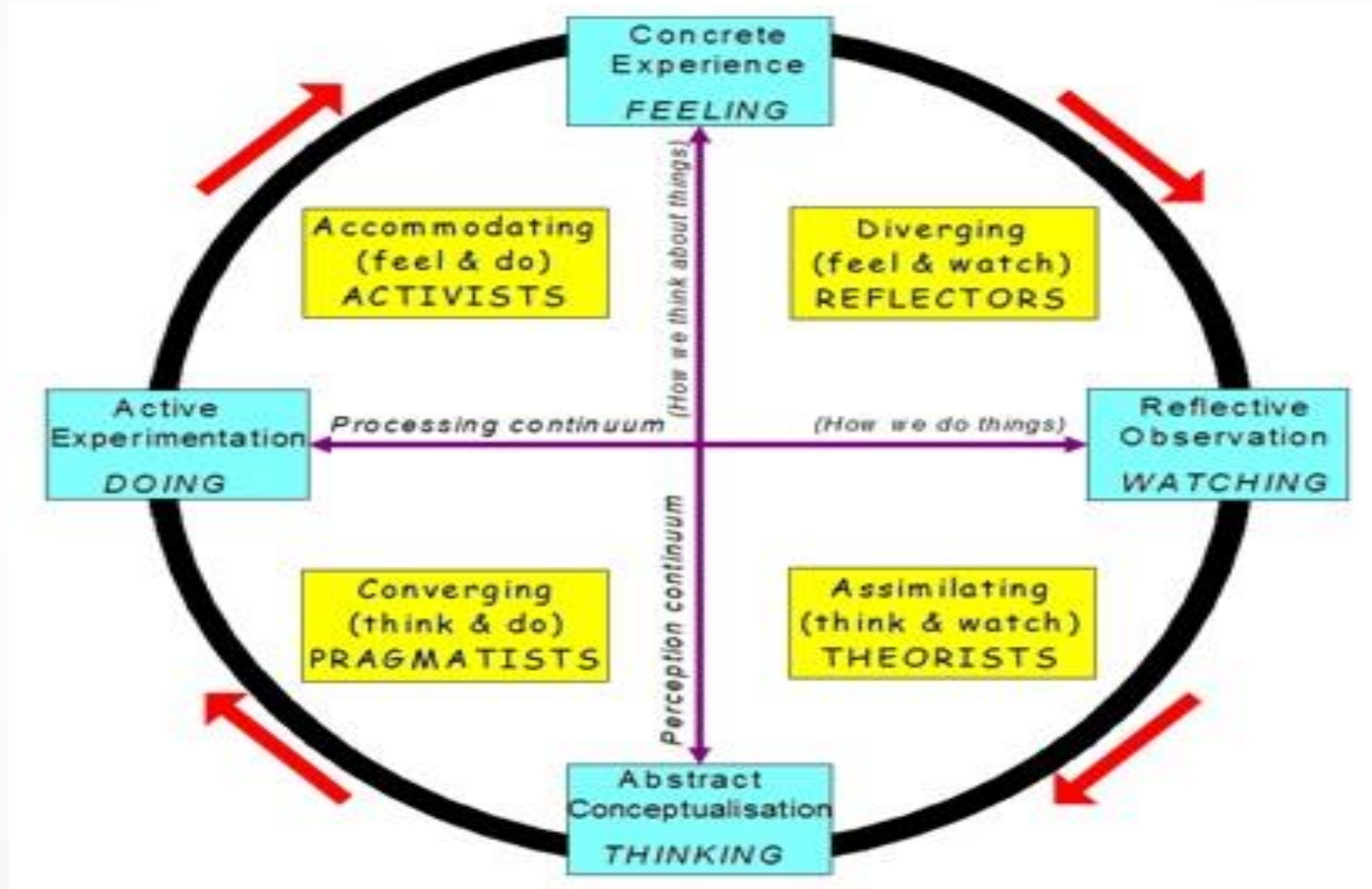




# KOLB'S LEARNING CYCLE AND MORRISON'S STORY CYCLE – GAMES AND DRAMA IN ACTION...



# Honey and Mumford's learning styles



# What is your learning style?

<https://www.mint-hr.com/mumford.html>.

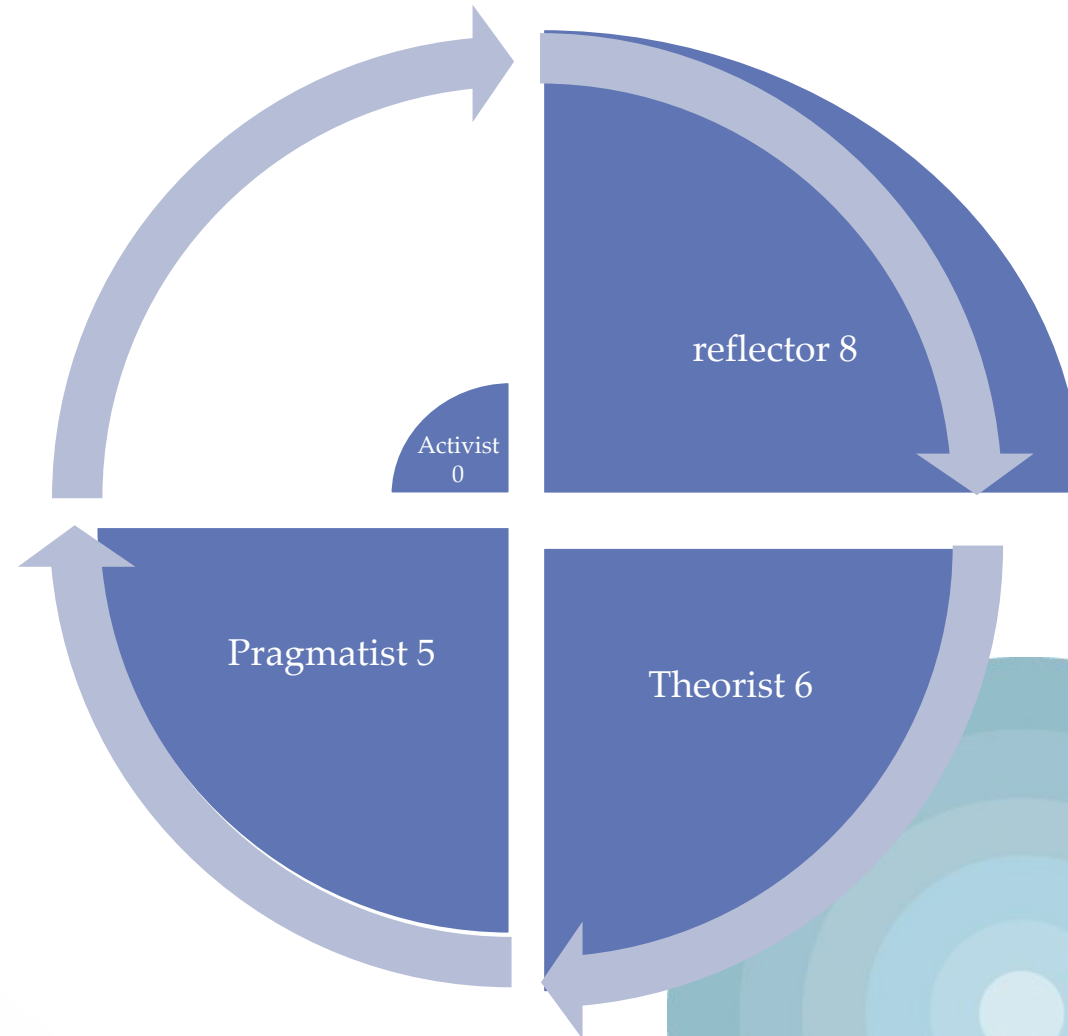


# What is your learning style?

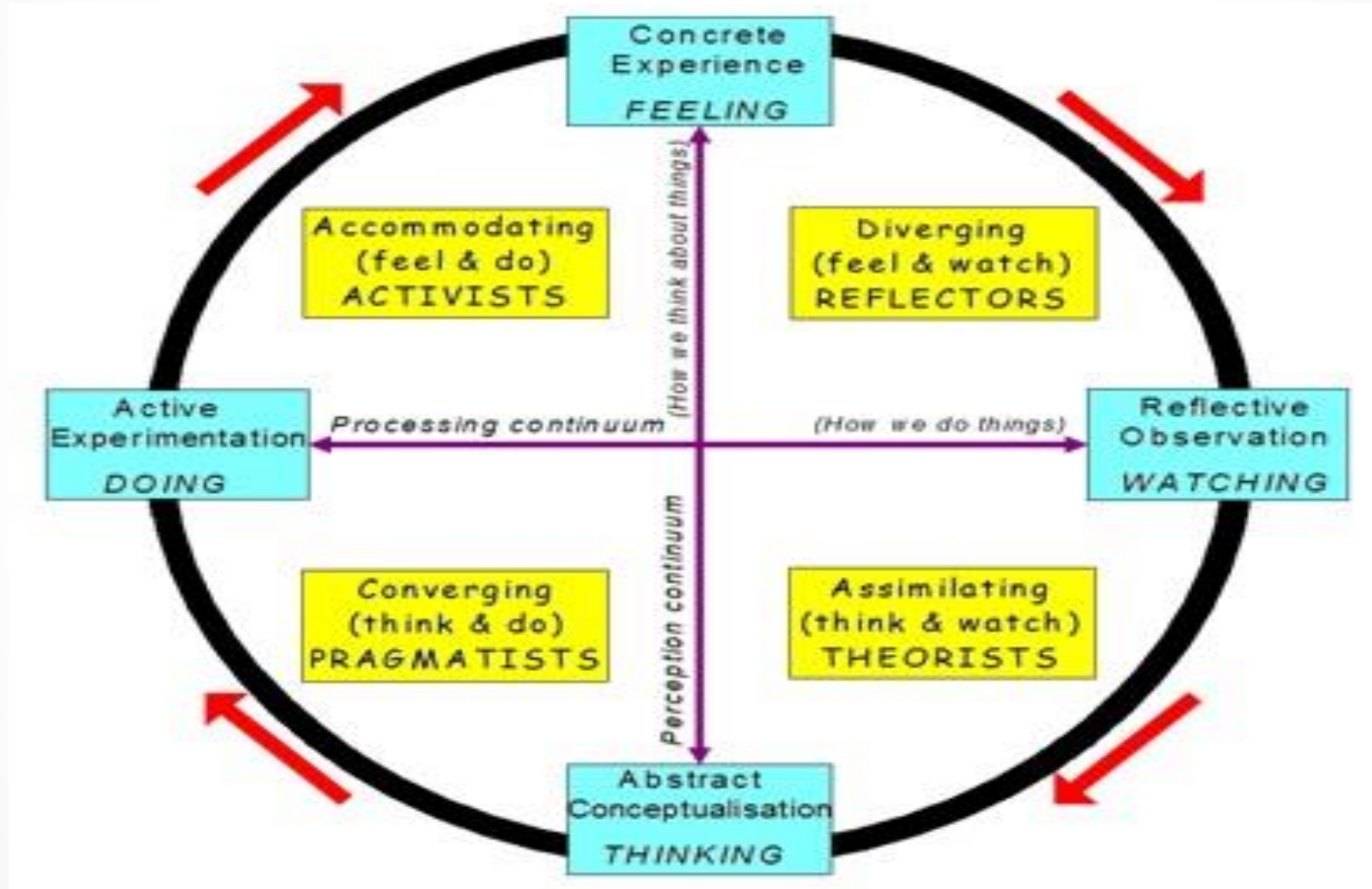
- Share your top 2
- What do you think are the advantages and disadvantages of these for the people you supervise?



# Group learning styles summary



# 'stuck' behaviour



# Learning styles – ‘stuck behaviour’

- Refer to the handout– the ‘behaviour of people stuck in the learning cycle’
- Identify a person you supervise, or a colleague whose behaviour appears in one of the ‘stuck’ descriptions – try to relate to your understanding of drama and how this might help to
- Discuss with your group and agree how you might work better with this person



# Tackling **unhealthy processes**

- Don't disqualify your gut feelings.
  - Remember we all get caught up in such processes.
  - Analyse what's going on
  - . Develop a strategy to interrupt DDT
- Acknowledge space for feelings.
  - Use open questioning
  - Think TED\*!
  - Use of good clear contract and agenda.



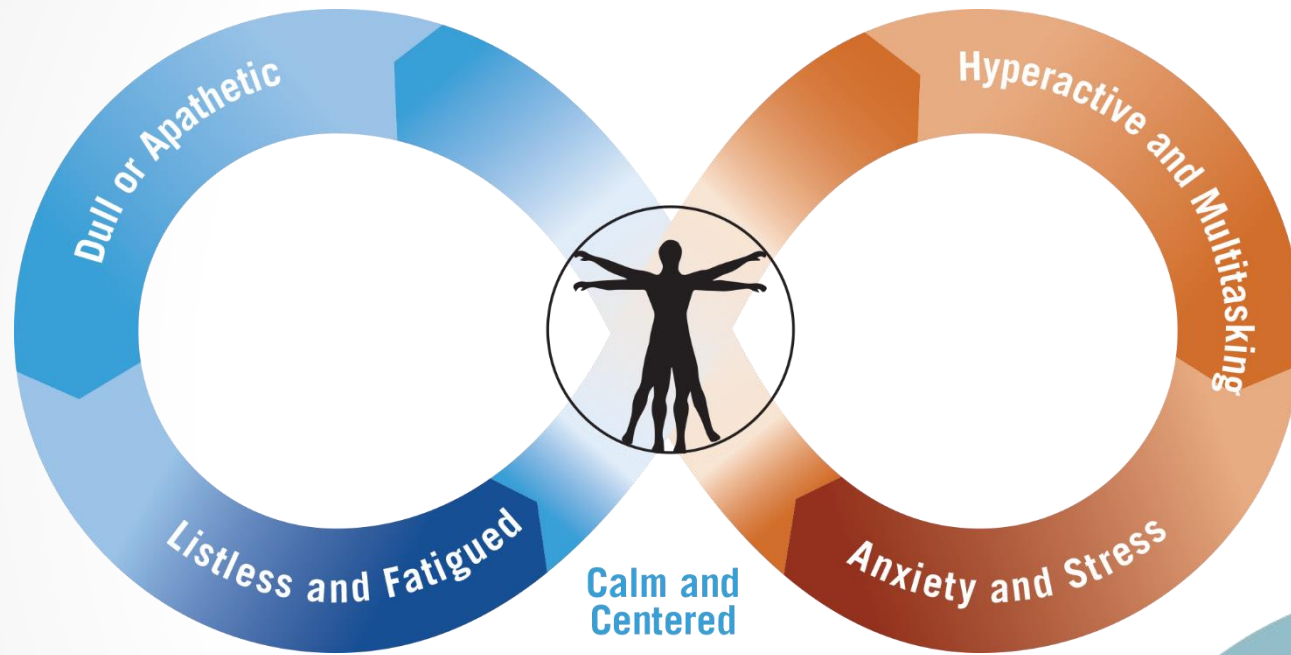


# Supervision Agenda..

- Set the context – timing etc.
- Agree the agenda – both sides – what outcome do you want?
- Go over any actions from last time – including any advice or actions outside of supervision
- Work through agenda –
  - Individual case discussion
  - Safeguarding concerns
  - Any performance issues
  - Training and development needs
- Agreed actions
- Details of next supervision



# TED\* Pause Practice



1. Pause
2. Ground
3. Center
4. Choose

