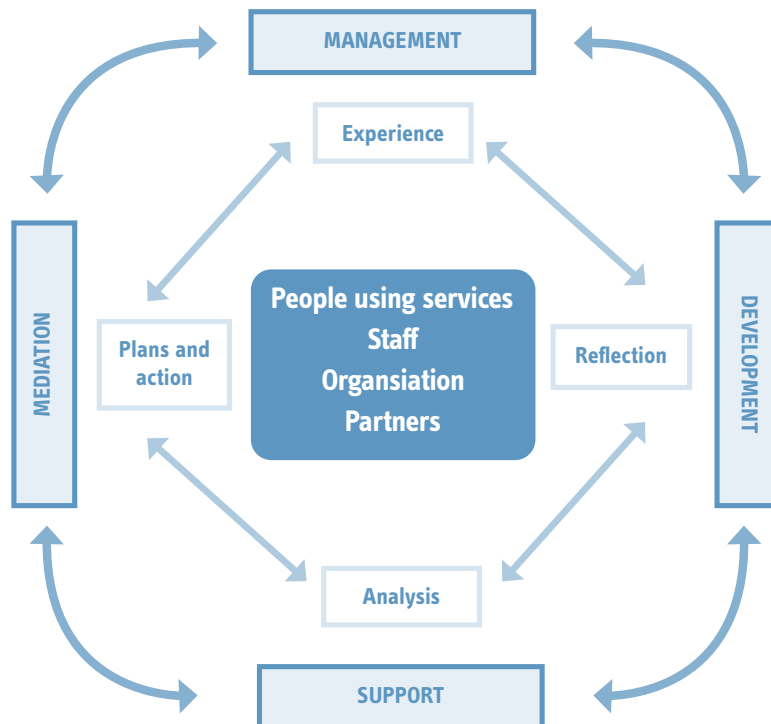


Supporting individuals, teams and organisations

Tool: The 4x4x4 model during the pandemic

The 4 x 4 x 4 model of supervision (Morrison 2005)



The 4 x 4 x 4 model during the pandemic

The four functions of supervision

- > Personal support (*support function*)
- > Competent, accountable practice (*management function*)
- > Engaging the individual with the organisation (*mediation function*)
- > Continuing professional development (*development function*)

Responding to the immediate Coronavirus crisis prompts a shift of emphasis towards the *support function* of supervision – helping supervisees to manage stress, anxiety and uncertainty - whilst the *development function* is likely to take more of a lead in the repair phase (medium term response), which will in turn inform longer term adjustments in the recovery phase of the crisis.

The *mediation function* requires our immediate attention to ongoing collaboration and mutual support between health and social care services and wider community support services, alongside mediation between the profession and the government in the light of new directives presenting new challenges to the value base of social work.

Central to the *management function* during the immediate response phase is ensuring the social worker understands his/her role through the crisis, analysis and recording of professional judgements, and allocation of an appropriate workload. The management function with regard to review processes moves into the medium and longer term in accordance with Care Act easements, with supervision providing a safe place for reflection on the ethics of current guidance.

The four functions checklist

You can use this activity to identify immediate, medium-term (repair phase) and longer-term (recovery phase) tasks, making brief notes or just a tick in the main column to help you to prioritise.

The support function checklist

	Immediate tasks	Repair phase	Recovery
Monitor the overall health and emotional wellbeing of supervisees especially with regard to the effects of stress			
Create a safe place for supervisees to look at their practice and its impact on them as a person			
Debrief and give permission to talk about feelings			
Help explore emotional blocks to their work			
Clarify the boundaries between support, counselling and consultation			
Explore discrimination issues in a safe setting			
Support supervisees who experience any form of abuse or discrimination from colleagues, service users or others			
Clarify when the supervisee should be advised to seek external counselling (and any relationship this has with performance monitoring)			

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The management function checklist

	Immediate tasks	Repair phase	Recovery
Policies and procedures are understood and appropriately followed			
The supervisee understands their role and responsibilities at the current time			
An appropriate workload is allocated			
The purpose of supervision is clear			
The supervisee is clear as to the limits and use of their personal, organisational and statutory authority			
Work is reviewed regularly in accordance with organisational and legal requirements			
The basis of decisions and professional judgements are clear, and made explicit in the organisation's records			
Records are maintained according to the organisation's policies			
The supervisee knows when to consult			
Time management expectations are clear			
The supervisee understands the functions of partner agencies, and their role and responsibilities in working with them			
The overall quality of performance is assessed in relation to the Professional Capabilities Framework and where relevant the PQ Standards for Practice Supervisors			

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The mediation function checklist

	Immediate tasks	Repair phase	Recovery
Briefs more senior management about gaps in or issues with resourcing			
Allocates resources in the most efficient way			
Represents staff needs to senior management			
Negotiates and clarifies the team's role and responsibilities			
Initiates, clarifies and contributes to policy formulation			
Consults and briefs staff about organisational developments and information			
Acts as an advocate between supervisee or team and other parts of the organisation			
Helps supervisees resolve difficulties in workplace or partner relationships			
Represents or accompanies staff in work with other agencies			
Involves staff in decision-making			
Deals sensitively but clearly with any complaints about staff			
Assists and coaches staff where appropriate through complaints procedures			

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The development function checklist

	Immediate tasks	Repair phase	Recovery
Supports the development of the worker's professional competence, skills, knowledge and understanding			
Develops understanding of the worker's value base in relation to race, gender etc and exploring its impact on their work			
Assesses the supervisee's learning and development needs and how these can be met			
Facilitates the supervisee's capacity to set own professional goals and learn from difficulties, engaging in professional development			
Provides access to professional consultation in areas outside of the supervisor's knowledge and expertise			
Facilitates the supervisee's ability to reflect on their work and interactions with adults, carers, colleagues and partner agencies			
Provides regular and constructive feedback to the supervisee on all aspects of their performance			
Seeks feedback from the supervisee and encourage learning from each other			

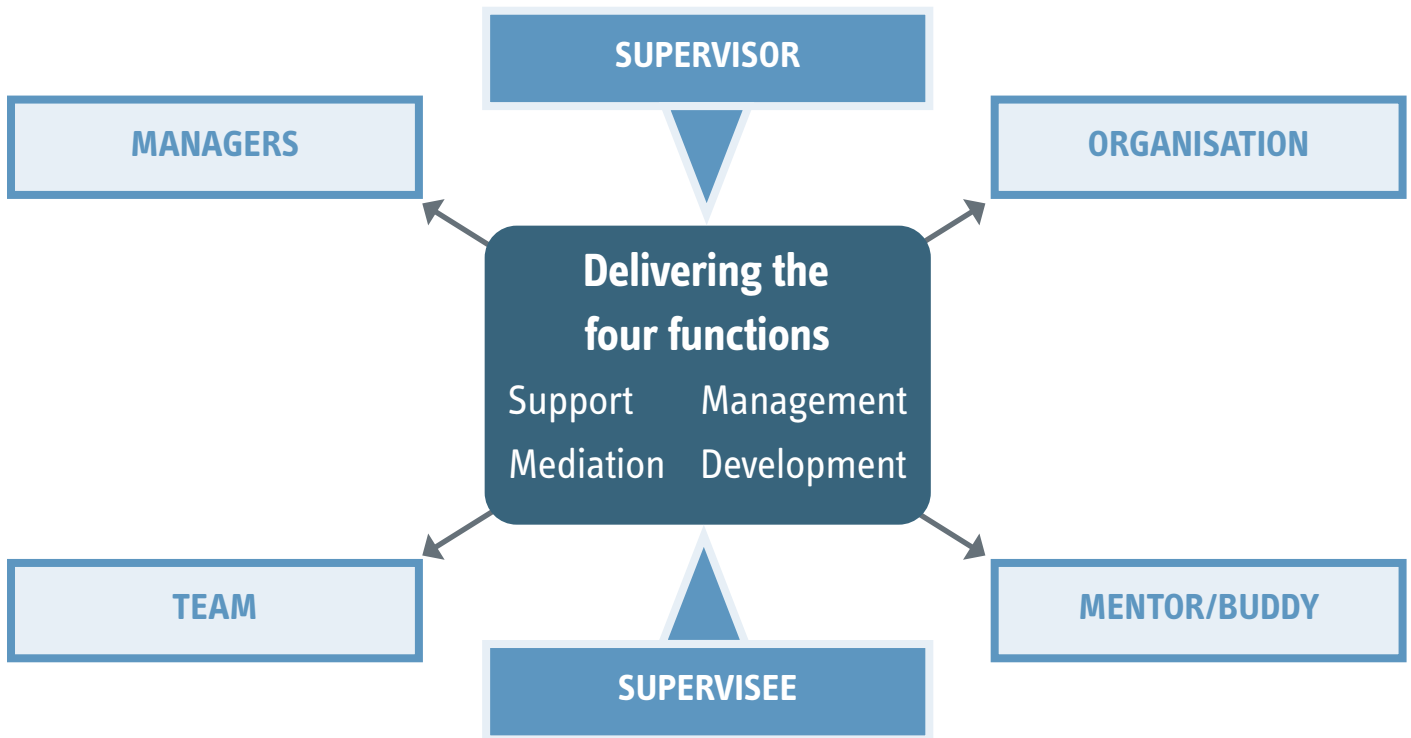
Adapted from Tony Morrison and Jane Wonnacott (2011)

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Sharing the load

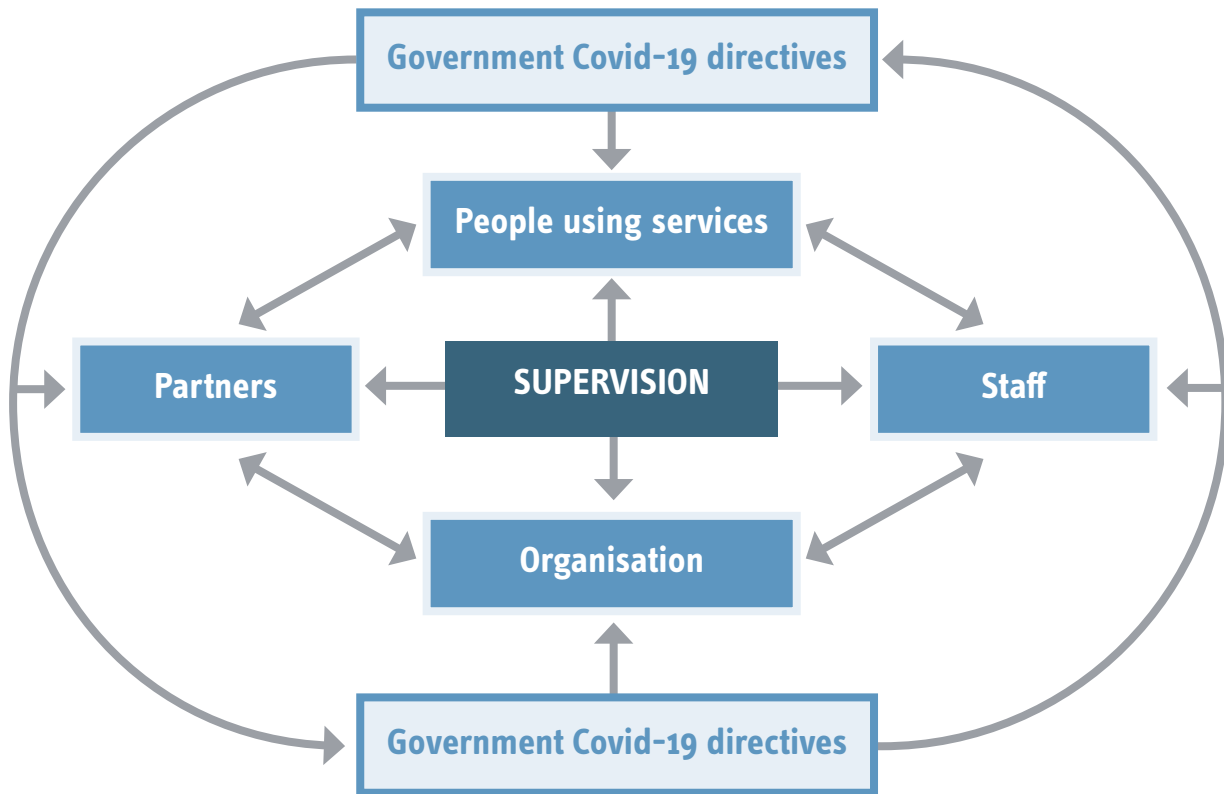
“An individual supervisor cannot hope to meet all the needs of a supervisee, not just in terms of time, but also in terms of the range of skills, role models, styles and knowledge that supervisees may need.”

(Morrison and Wonnacott, 2001:37)



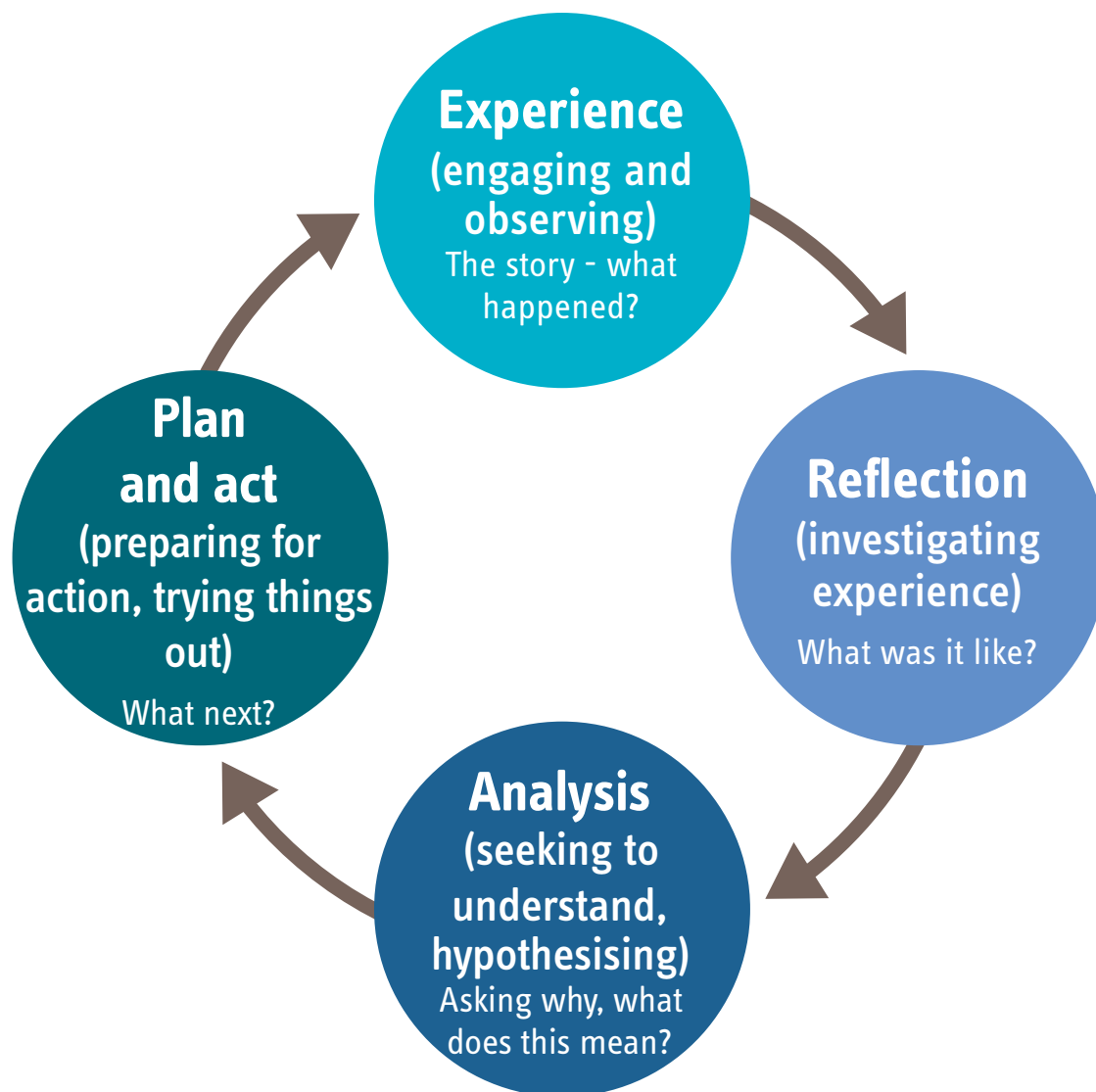
The four stakeholders in supervision

- > People using services
- > Staff
- > The organisation
- > Partners



“Supervision both links and influences its stakeholders.” (Morrison and Wonnacott, 2011:39)

The four stages of the supervision cycle



Kolb's reflective cycle

Questions around the supervision cycle can be used to support critical reflection and analysis in immediate decision-making in a number of ways - for example, during a 5 minute phone consultation or ad hoc supervision in the corridor - as well as within more structured 1:1 supervision supported by practice tools to guide critical reflection on ethical dilemmas, or in team or group supervision.

Tool 8: Reflective Cycle

Tool 13: Using law, theory and research in a reflective discussion

Tool 6: Ethics and values discussion

Tool 9: Group reflection

The need to process our own feelings during the pandemic, the impact on wellbeing and how our own feelings of anxiety, fear, grief and loss may be influencing practice decisions is heightened, alongside intensified compassion and concern for others at high risk of infection needing support services, our colleagues and family members. Working through each of the four stages of the reflective cycle in supervision offers an opportunity to process such feelings and manage uncertainty in the decision-making process based on the information so far available.