**Lesson Plan**

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| **Time** | **Aim** | **Key Messages** | **Content / Tutor information** | **Resources & Exercises** |
|  | Welcome & Introductions  Create a positive environment for learning |  | Introductions and exploration of participant aims and objectives – what do participants want to get out of this session  Encourage questions, debate, and challenge. Be inclusive | * Slide 1 |
|  | Provide a Programme overview and summarise the aims of module 1 – compassion and leadership | This programme comprises 4 modules and a learning pathway to help consolidate compassionate behaviours.  This is one module of the programme aimed at understanding what is meant by compassionate leadership and why it matters in health and care.  Aims of this module:   * What is compassionate leadership and how does this align with own values * Why compassionate behaviours matters: The workforce crises and the evidence base * The four elements of compassion * the national resources and tools available to enhance collaboration and sharing of knowledge | This learning journey needs to be experiential so people can connect, or it loses impact.  Many of the initial exercises are designed to encourage self-reflection and understanding of self.  As tutor you require authenticity and model compassionate leadership. | * Slide 2 |
|  | To understand what is compassion? | **Exercise 1** | Working in pairs participants are asked to explain what their understanding of compassion is and an example of compassion they have witnessed or experienced. Allow 3 minutes each​  Seek feedback and note/summarise key themes emerging | * Slide 3 * Exercise 1 |
|  | Explore personal values and how these values link with compassionate leadership values and principles ​  ​ | **Exercise 2**: Connecting with own values and the values you would like to see in colleagues/managers | ​In pair/groups, ask participants think about their own values then discuss in groups/tables.  Provide exercise sheet for noting values - top 3 values will be fine. ​  Encourage reflections  Then ask in pairs/groups to consider the values they would like to see in managers and colleagues. Provide exercise sheet for noting.  Thank participants to engaging and sharing their values ​  ​  NOTE: Many of the values voiced will be able to be linked back to compassionate leadership behaviours and principles. connect these themes throughout the module. | * Slide 4 * Exercise 2 |
|  | To understand how lack of compassion can adversely impact the workplace | Highlight the consequences when compassionate leadership compassionate/good work is missing.  If we have working environments where there is high sickness absence, high turnover and high stress levels, it leads to damaging consequences for staff health, on staff performance, on the quality of care provided and in acute settings on patient mortality rates. ​ |  | * Slide 5 |
|  | To understand the impact to the workplace when compassionate behaviours are missing / present ​ | **Exercise 3 –** a good day in work  Explore what is happening when individuals are experiencing a good day in work or a bad day in work. Draw out the behaviours and themes | In groups, tables, or split the room in half, ask the following questions:​  **Group 1**: think of a great day in work. Discuss in pairs, or tables what was going on that day? Why was it a god day? What interactions were happening? What were you seeing/experiencing etc  ​  **Group 2**: think of a bad day in work. Discuss in pairs, or tables what was going on that day? Why was it a bad day? What interactions were happening? What were you seeing/experiencing etc ​  Refer back to values from the previous exercise and draw parallels when values are compromised how that affects behaviours.  ​  ​  Optional: Link to iceberg and how the values, beliefs , experiences, situations etc that are not visible shape the behaviours that are visible​ | * Slide 6 * Exercise 3 |
|  | To define compassion | Provide definition of compassion:  “a sensitivity to suffering in self and others, with a commitment to try to alleviate and prevent it”​  ​  Gilbert, 2017 | Refer back to a good day at work – reference some of the experiences the group described when there was no sensitivity to your workload, no commitment to change or help to alleviate the issue  etc  ​ | * Slide 7 |
|  | To Understand what we mean by compassionate leadership in health and care | Play video on slide 8 where Professor Michael West describes compassionate leadership in health and care | Ensure video and sound is tested  After video explain we’ll break some of the information down | * Slide 8 * Video 1 |
|  | To understand the 4 elements of compassion | Explain the 4 elements of compassionate behaviours:   1. Attending 2. Understanding 3. Empathising 4. Helping | Exercise - Consolidate this theory with a practical exercise in pairs:  **Practice of attending** – listening attentively while partner describes the most difficult aspects of their work ​  **Practice reflective listening for understanding** – partner describes a difficult aspect of their work and listener summarises their understanding. This is to the satisfaction of the person describing the difficulty.​  **Practise empathising** - how does it feel to be marginalised or different?  Reinforce that **helping or taking action** is the 4th component. Without acting nothing changes. Ask pairs/groups to reflect what action they would have found helpful based on the exercise of describing difficult aspects of work?  Ask group to consider where they spend the most time in the compassionate behaviour compass and what parts of the compass they need to improve? Run **mentimeter** or **slido** for this. | * Slide 9 * Exercise 4 |
|  | Summarise the key themes of compassionate leadership | Compassionate Leadership is:   * an action NOT a position at the top of an organisation * about shared leadership – everyone is a leader individual and team * about inclusion valuing equity and diversity, removing barriers and boundaries * about creating effective teams who feel safe and empowered to make improvements * about self-compassion and promoting health and well being | Refer back to a bad / good day in work. Are these principles experienced/visible/lived in your teams? | * Slide 10 |
|  | To understand the current context in Health and Care | The crises in Health and Care:   * Vacancies in health care and global competition​ * Increasing and unsustainably high levels staff stress​ * Intention to quit and retention​ * Demands on services - Complexity, ageing population, health inequalities ​ * Need to transform models and systems of health and care -more collective and community power. Prevention | Tutor to reflect that much of the data is from NHS England and the longitudinal data they have from annual staff surveys.  This year NHs Wales will be using a similar question back to gather intelligence to inform workforce planning, capacity, etc .  Tutor to use local knowledge and context, organisational data, surveys, vacancy rates, sickness absence rates and sickness data i.e. stress levels, and other workforce demographics | * Slide 11 |
|  | Understand the evidence base for compassionate leadership | Highlight some of the research:  The Faculty of Medical Leadership & Management, Centre for creative Leadership and The Kings Fund undertook a significant literature review to distil from evidence the core component of effective leadership. The following themes emerged:   * Compelling visions and strategic narrative * Clear objectives * People management and staff engagement * Learning, innovation and quality improvement * Team working   This led to synthesising the leadership behaviours and competences.  Further work by Professor Michael West and The Kings Fund clearly linked strong relationships between staff satisfaction and patient satisfaction - the more positive staff are about their working conditions; the more positive patients are about the care they receive.  Reference M West Book, the Global; Compassion Coalition [Homepage - Global Compassion Coalition](https://www.globalcompassioncoalition.org/)  Reference Compassionomics where clinical trial were undertaken – slide 12 summarises | Tutor to share the key messages from the evidence base along with the clinical evidence for compassionate leadership taken from ‘Compassionomics.  This moves into the next Ted Video of Steven Trzeciak | * Slide 12 - 13 |
|  | Understand the value chain of compassionate leadership | Evidence suggests compassionate leadership leads to improved staff satisfaction and engagement – when staff are engaged patient satisfaction and care quality is higher,  However poor leadership leads to work overload and high stress in staff which leads to high work pressure and less compassion for patients. High staff stress leads to poorer care quality, finances etc | Tutor can relate this back to the discussions about poor working environments and lack of compassionate leadership  There are a range of case studies that can be linked here …. | * Slide 14 |
|  | To explore what makes a compassionate workplace | Exercise to explore what makes a compassionate workplace | Exercise 5 – what makes a compassionate workplace?  In groups or pairs, discuss what is needed to create a compassionate workplace or what is missing in your workplace | * Slide 15 * Exercise 5 |
|  | To understand the components of a compassionate workplace | To create a compassionate workplace, we need the following elements:   * Compassionate leadership * Compassionate Teams * Compassionate Cultures * Compassionate Structures * Compassionate policies and procedures * Compassionate systems | Tutor to explain what is being progressed nationally to achieve compassionate NHS Wales workplace and what is available to support organisations and teams   * Compassionate leadership – new leadership programmes, resources & tools on Gwella etc as per slide 17 | * Slide 16 - 17 |
|  | To understand the purpose of the Compassionate Leadership Principles for health and Care in Wales | Exercise purpose is to create an appreciation of the compassionate leadership Principles through appreciative dialogue | Exercise 6 – creating a compassionate workplace  In pairs/groups – ask participants discuss and write down some statements that would describe the working environment they would want to experience every day in work  Ask for some reflections/ statements | * Slide 18 * Exercise 6 |
|  | Provide an awareness of the Compassionate Leadership Principles for health and care in Wales | Share the 7 compassionate leadership principles and how health and wellbeing and self-compassion wraps around the principles | Tutor to explain that this document is interactive and clicking on each Principle will provide exercises, case studies, tools, resources etc to help embed that Principle in the workplace.  Tutor also to explain that all leadership development programmes are underpinned by these Principles and our CEO and Executive Director Success Profile is also underpinned by Compassionate leadership behaviours.  More and more interviews now have questions relating to how you would demonstrate compassionate leadership in X role. | * Slide 19 |
|  | Understanding Self Compassion | Create an understanding of self-compassion and self-awareness. How do you apply the compassionate compass to yourself?  Encourage participants to think about how they treat themselves? Do they show compassion for self? Is their inner narrative compassionate? Compassion for others starts with self-compassion. | Exercise to provoke thinking - Ask participants to think about the person they have had the longest relationship with – ask for reflections  That person is you .. so ask them how is that relationship going? Do you have fun? Are you curious? Are you happy? Are you judgemental? Are you Anxious? Are you self-critical?  Explore the language you use .. how are you talking to yourself? What is your inner dialogue? How are you getting the work life balance needed? Where are your moments of joy? Do you congratulate yourself when you have done something well?  Ask how people press the ‘reset button’? | * Slide 20 * Exercise 7 |
|  | How to access further resources | Provide an overview of [Gwella@HEIW](https://nhswalesleadershipportal.heiw.wales/) so participants know they can access a range of open access resources tools webinars and materials |  | * Slide 21 |
|  | Reflections and next steps | Self-reflection and action planning   * What has struck a chord with you today?​ * ​What action will you take back in the workplace?​ * ​What further support do you require? | Tutor to provide some time for reflection on the three questions.  Tutor to explain about modules 2, 3 and 4 and how to access. | * Slide 22 |