**Lesson Plan**

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| **Time** | **Aim** | **Key Messages** | **Content / Tutor information** | **Resources & Processes** |
|  | 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 2 – Leading compassionate team and inter-team working | This is module 2 (of 4) and part of a learning a learning pathway to help understand the role of compassionate leadership and help develop and consolidate compassionate behaviours in health and care staff.  Aims of this module:   * Why team and inter-team working is vital in health and care * The 5 elements of team psychological safety and the role of compassionate leadership in sustaining them * the key principles for working with other teams and organisations * National tools and resources to enhance knowledge of team working and create effective teams | Many of the exercises are designed to encourage appreciate enquiry / group discussion and understanding of the impact of effective teamworking in health and care systems.  As tutor you require authenticity and to model compassionate leadership. | * Slide 2 |
|  | To understand what makes an effective and inclusive team | **Exercise 1 – Individual / Pairs** | Reflect on the most effective team you have worked in and the least effective team. What are the key characteristics of effective teams? Share in small groups and summarise key themes for feedback in plenary noting / summarising key themes emerging | * Slide 3 * Exercise sheet 1 |
|  | Explore the need for team working ​ | * A need for belonging * Support from colleagues enables people to thrive in their work * Exclusion, discriminations, bullying, incivility and chronic conflict have the opposite effect | ​The need for belonging reflects our human desire to feel and be connected to others - to feel included, values, respected and supported in teams and organisations and to care and be cared for in those contexts.  There is abundant evidence to show that support from colleagues enables people to thieve in their work, helps them cope with difficult work experiences, and buffers them from the wider organisational factors that cause irritation and stress.  Exclusion, discriminations, bullying, incivility and chronic conflict have the opposite effect. The support of health and social care colleagues for each other in teams has been movingly evident during the pandemic enabling most to cope successfully in very challenging times | * Slide 4 |
|  | Summarise the positive impact of compassionate and inclusive teams | Highlight the positive impacts of good team working summarised on the slide which is evidence based.  ​Option - Refer to module 1 or insert this slide   * Compassionate leadership = staff satisfaction, engagement * Staff engagement = patient satisfaction, care quality * Poor leadership = work overload, high staff stress * High work pressure = less compassion for patients * High staff stress = poorer care quality and finances etc.     Reference M West Quote on slide 6 | Provide a summary of some of the evidence of the positive impact of good teamwork. Detail and references can be found on notes of slide 5.   * T & 6eam working in healthcare is associated positively with a range of patient outcomes and echoes' previous review conclusions that that good team working reduced errors in patient care and improved quality * A review of team working in intensive care settings concluded that working in teams can significantly reduce the level of errors and promote learning and quality improvement in intensive care units * There is evidence that poor team working leads to medical errors, while good team working prevents them. Researchers have found that medical errors were often a result of poor teamwork and status hierarchies with reluctance by lower level; team members to challenge the decisions of more senior team members | * Slide 5 & 6 |
|  | What are effective Teams? | Explore the characteristics of effective teams | * 40% of NHS E staff working in the acute sector work in real teams. It will be really interesting to see how this compares to NHS Wales after the Staff survey in September 2023. * Across the UK, between 50-60% work in pseudo teams – that means teams with no clear shared objectives, teams that do not meet regularly to review performance and improvements * Real and effective teams have climates of psychological safety, shared team leadership, take time to review and improve and work cooperatively across boundaries with other teams and departments. What is the climate of your team? this will be explores in a later slide. * Shared leadership is prominent in real teams   Psychological safety ensures inclusion, care and value for team members | * Slide 7 |
|  | Define the features of real high performing teams | **Exercise 2 - Individual** | **Real high performing teams**   * Individually, ask participants to review the dimensions of real high performing teams then apply the questions to their own team rating 1 to 5 (5 being high)​. * Ask participants to identify one thing they could do to help meet one of the dimensions | * Slide 8 * Exercise sheet 2 |
|  | Explore the characteristics of effective teams | Summarise the 5 characteristics of effective teams from the slide | Refer to bullets and notes on slide 9 to context:   * Usually no more than 8-10 people * Have 5-6 clear shared goals * Have data or information that ensures helpful feedback in relation to their progress in achieving their goals and objectives * Team member are clear about their roles in the team * The team climate is characterised by positive emotions and a sense of psychological safety | * Slide 9 |
|  | The benefits of a ‘home’ team | Use open question to explore how many of the group work in teams with differing membership depending on shifts? Explore what the disadvantages of this are?  Explore the benefits of belonging to a home team as listed on slide.  Explore how to achieve the benefits if people do not belong to a home team | Belonging to a home team enables:   * Involvement in quality improvement initiatives * A sense of belonging and social support * A space to discuss challenges, difficulties and frustrations * Opportunity for appreciation and recognition * Clarification of roles and responsibilities * Peer coaching and mentoring * Professional development * Leadership Development and teamwork training | * Slide 10 |
|  | The 5 Principles for working effectively with other teams and organisations | Review 5 principles on slide 11   1. Shared vision 2. Shared long-term goals 3. Frequent positive contact 4. Constructive controversy 5. Mutual support | * Working un teams is vital for health and social care quality but there is also good evidence that those working in supportive ‘real teams’ with good team leadership, have significantly lower levels of stress than dysfunctional or ‘pseudo’ team in health and social care      * The more people working in ‘real teams; in a healthcare organisation, the lower levels of stress, errors, injury, harassment, bullying and violence against staff, staff absenteeism, (in the acute sector) patient mortality, and higher levels of patient satisfaction. * The quality of teamworking and inter-team working in the UK is often poor. The basic mechanisms of effective team working are often not in place in our organisations, even through there is extensive international research that consistently identifies what is required to have effective teams in health and social care * Successive enquiries into failings in healthcare nationally and internationally identify culture and teams work as fundamental to success | * Slide 11 |
|  | Review team climate | **Exercise 3** – Individual exercise | **How is your team climate?**  Individual exercise –  participants to read the 4 statements form slide (or exercise sheet) and rate their team out of 5 (5 being good)  Ask for one thing that could be done to improve their team climate.  Discuss in plenary and explore ideas | * Slide 12 * Exercise sheet 3 |
|  | Understand what is meant by psychological safety within teams | **Exercise 4** – Group Exercise | **Psychological safety**  In groups or pairs, discuss what you think are the elements that nurture psychological safety in teams? Provide the exercise sheet for participants to record their thoughts.  Explore in plenary. | * Slide 13 * Exercise sheet 4 |
|  | Understand the 5 elements that nurture psychological safety | Review the elements displayed on slide 14:   * Shared vision, values and objectives * Reflexivity, learning and innovation * Frequent, positive contact * Valuing diversity, difference and positive conflict * Mutual support, compassion and humility | Refer to the detailed noted associated with slide 14. some key point include:     * **Shared vision** - Compassionate leadership is focused on ensuring a clear shared vision of working to provide high-quality care and support to those we serve. When a team has a clear shared vision of its purpose, team members are united around an inspiring direction for their work * **Reflexivity, learning and innovation** – compassionate leadership will help create psychologically safe teams by encouraging members to:   + Share learning, including about errors and near misses   + Avoid unnecessary blaming   + Improve the quality of their work through regular reviews of working methods   + Develop and implement ideas to improve quality   + Support others in implementing ideas for new and improved ways of working * **Frequent, positive contact** – compassionate leadership in teams involves being present with those we lead and helping them be present with each other. Team members feel safer with each other when they meet, interact, chart, share coffee or lunch together and simply engage. Face to face is the richest form of human contact. * **Valuing diversity, difference and positive conflict**- Teams composed of people with differing professional and demographic backgrounds and diverse knowledge, skills, experience and abilities are more likely to develop and implement quality improvements or new ways of doing things. This is because they bring usefully differing perspectives on the issues to the group. But generally high diversity leads to team innovation only when the team feels psychologically safe * **Mutual support, compassion and humility** – the need for belonging reflects our desire to feel and be connected to others – to feel valued, respected and supported in teams and organisations and to care and be cared for in these contexts. It is met by working in nurturing teams and in cultures and climates that reinforce the sense of relatedness.   *Additional resources available on resource sheet:*  [Going Dutch in West Suffolk: learning from the Buurtzorg model of care | The King's Fund (kingsfund.org.uk)](https://www.kingsfund.org.uk/blog/2019/09/buurtzorg-model-of-care)  [The Fearless Organization](https://fearlessorganization.com/) | * Slide 14 |
|  | Explore the 5 dysfunctions of a team – Patrick Lencioni | Review the slide and highlight the 5 dysfunctions of a team by Patrick Lencioni | Explore how psychological safety is required for:   * Trust, respect, acceptance, vulnerability, needs, competence, strengths to be exposed   Open, candid dialogue and constructive conflict   * Decision making and commitment * Responsibility, initiative and accountability * Team goals   *Additional resources available on resource sheet:*  [How to manage conflict with kindness and compassion](https://www.youtube.com/watch?v=MnaLS7OE2pk) | * Slide 15 |
|  | Explore the compassionate leadership principles for health and care in Wales | Explore how the compassionate leadership principles create a route map for creating effective team cultures and climates | Discuss the compassionate leadership Principles and how these principles provide psychological safety and effective teams bringing together previous slides on effective teams.  Tutor to highlight how to access the Compassionate Leadership interactive Principles on Gwella which provides access to resources, case studies and toolkits | * Slide 16 |
|  | Agree action required to embed compassionate Leadership Principles | **Exercise 5 -** Individual Exercise | **How will you embed one or more of the Compassionate Leadership Principles within your team**  Individual work - Ask participants to record on the exercise sheet how they can embed or support the embedding of one of more principles in their team.  Explore responses in plenary. | * Slide 17 * Exercise 5 |
|  | Understand how to access further resources | Explore the team resources available on Gwella | Tutor to navigate to the HEIW free open access leadership portal [Gwella](https://nhswalesleadershipportal.heiw.wales/) and highlight the following:   * Compassionate leadership resources * Team resources and Co-Lead re sources * Self-assessments and 360 degree assessments * how to access leadership development programmes | * Slide 18 & 19 (screen shots) * [Gwella](https://nhswalesleadershipportal.heiw.wales/) |
|  | Reflections and next steps | Participants to reflect on module and plan actions that can be taken on return to the workplace | Reflections and next steps – explore with participants:   * What has struck a chord with you today? * What action will you take back in the workplace to become an effective team? * What further support do you require? | * Slide 20 |