

# Mentoring in Midwifery

## Facilitators Guide

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## Introduction to this Guide

This guide introduces you to the Mentoring in Midwifery Program (MiM) and gives an overview of the aim, vision and model used in the program. The model is made up of a number of phases and there are a series of workshops that support each phase. The plans for each workshop are detailed in this document and accompanying tools and resources can be found in the Resource Book.

For copies of the inquiry tools used throughout the program please refer to the resource book. Further details about the background to the program, the underpinning frameworks and evaluation please refer to the [Nursing and Midwifery website](#).

Section 1 – Introduction to Mentoring in Midwifery Program

Section 2 – Appreciative Inquiry approach to facilitation

Section 3 – Facilitator plans for workshops/mentor and mentee sessions

Section 4 – Additional plans for MiM facilitators for facilitating learning and sharing events and engaging in in practice work.

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# Introduction to the Mentoring in Midwifery Program (MiM)

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The MiM Program has been developed by NSW Health (Nursing and Midwifery Office), and is a collaboration with Professor Belinda Dewar and Dr Edel Roddy (Wee Culture Ltd., Scotland).

## Vision for the Mentoring in Midwifery Program

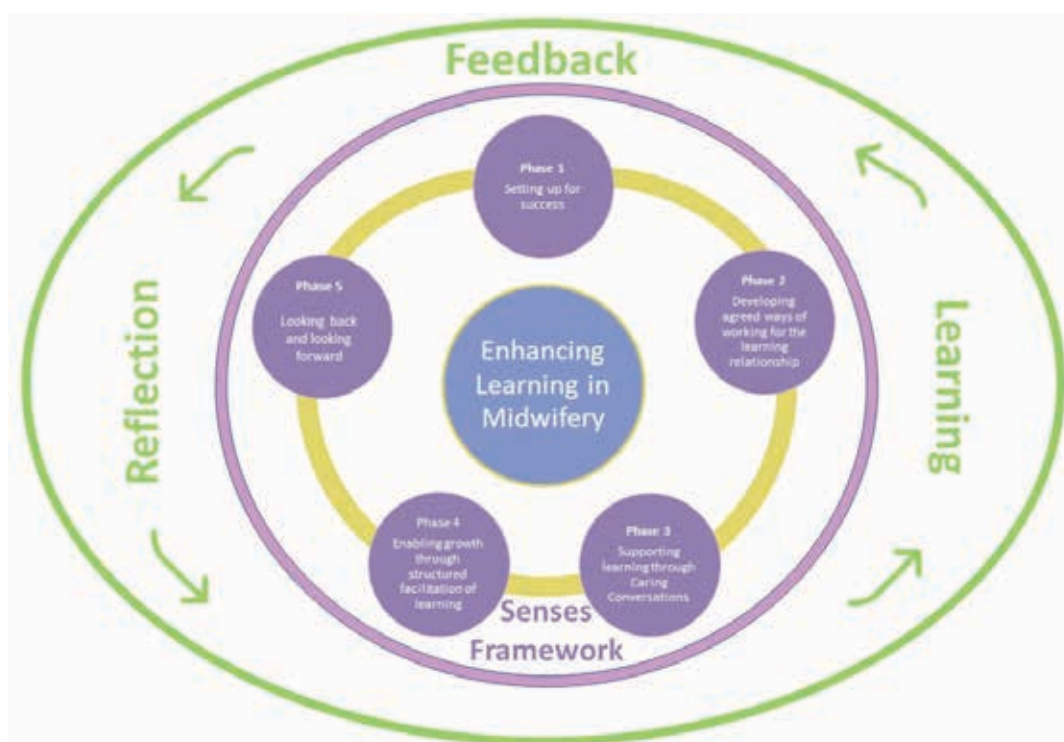
Our vision is to develop and implement an innovative, sustainable mentoring program that can be embedded into midwifery practice. This program will be transferable across all midwifery training and clinical facilities to become a normal part of midwifery culture in NSW. This program will support the midwifery profession develop leadership at all levels and help in the retention of a strong, confident and skilled midwifery workforce.

## Aim of the Mentoring in Midwifery Program

The overall aim of this program is to develop a reciprocal learning relationship that expands opportunities for connection, learning and growth for midwives and midwifery students.

## Mentoring in Midwifery Program Model

The program is designed around a number of phases aimed at enhancing learning in midwifery through a relationship centred approach. Processes for continuous reflection, learning and feedback are woven into the program. The intended outcome is that mentors and mentees experience a sense of safety, belonging, achievement, significance, purpose and continuity (Senses Framework).



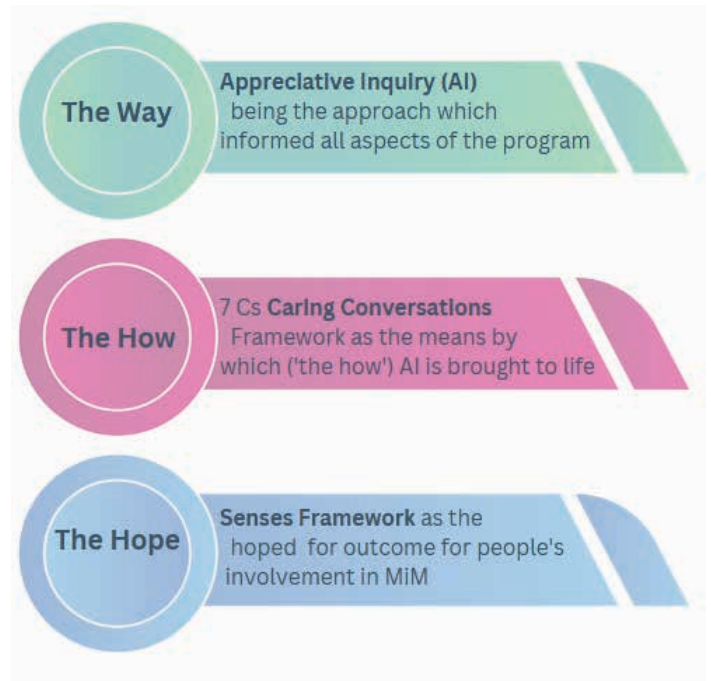
## Underpinning Frameworks

3 Frameworks underpin the MiM program; Appreciative Inquiry, Caring Conversations and Senses Framework. Each of these frameworks are inextricably linked within the program design and content. The frameworks all share similar understandings of what it is to be human, what helps relationships to flourish and how continual learning from day-to-day experiences can be realised. These frameworks are discussed in the overarching program guide.

In Table 1.0 you will see an outline of the foci for each of the 5 phases of the program: these form the basis for the mentor-mentee conversations.

Phases 1-3 are designed to take place in the first 3 meetings between the mentor and mentee, Phase 4 is ongoing with mentor and mentee collaboratively deciding on focus of the conversations, and Phase 5 takes place when the MiM mentoring relationship comes to an end.

Appreciative Inquiry and Caring Conversations are woven throughout these 3 key elements. Creative tools and resources, such as Emotional Touchpoints, Visual Inquiry, In the Know, Reflections and Ripples are used to support conversations that encourage and sustain genuine curiosity for selves and others, deepen inquiry, explore values, articulate that which is rarely said, and acknowledge and express emotion.



**Table 1.0 Phases of Mentoring in Midwifery Model**

Phase	Focus	Key Focus
1	Setting up for success	<ul style="list-style-type: none"> <li>• Getting to know each other</li> <li>• Exploring the mentorship relationship</li> <li>• Exploring our strengths and qualities</li> <li>• Reflection on how we feel about our work so far together</li> </ul>
2	Developing Agreed Ways of Working for the learning relationship	<ul style="list-style-type: none"> <li>• Working with the Senses Framework to explore how we feel about each of the senses and what would enhance these for our working relationship together</li> <li>• Developing a shared understanding of what would help the senses to be achieved for us both in the learning relationship</li> <li>• Exploring what we know and getting to know about giving and receiving feedback</li> </ul>
3	Supporting learning through Caring Conversations	<ul style="list-style-type: none"> <li>• A focus on developing our curiosity, celebrating and connecting emotionally to support learning in action</li> <li>• Developing further Caring Conversations skills and use of inquiry tools to explore particular topics/issues/ celebrations and curiosities</li> </ul>
4	Enabling growth through structured facilitation of learning	<p>Introducing the options for focused learning discussions and experimenting with these focused approaches.</p> <ul style="list-style-type: none"> <li>• Option 1: Reflections and Ripples– primarily individual mentee reflection and learning about a particular curiosity from their practice.</li> <li>• Option 2: LIFE sessions/stories with legs – collaborative learning about a particular practice, story for exploration could be brought by either mentee or mentor.</li> <li>• Option 3: Conversation Cues (Sense-Making) Discussion Cards (from ESME) – collaborative learning about a broader topic.</li> </ul>
5	Looking back and looking forward	<ul style="list-style-type: none"> <li>• Reflecting on the experience of working together</li> <li>• Exploring what we value in supporting learning in the workplace</li> <li>• Discussing what might support us to continue to develop and grow</li> </ul>



## Overview of Mentor-Mentee Sessions

Mentors are introduced to the MiM program over the course of 7 sessions. Each of these sessions correspond with the proposed structure for their conversations with their mentees i.e. mentors are introduced to Session 1 by the MiM Facilitator who then use a similar structure when meeting with their mentee in Session 1.

### Session 1: Setting up for success

Introduction to model and frameworks for learning and developing our relationships.

#### Key elements

- Getting to know each other
- Exploring the mentorship relationship
- Exploring our strengths and qualities
- Reflection on how we feel about our work so far together

### Session 2: Developing agreed Ways of Working for the learning relationship

Introducing the Senses Framework as a framework to consider how we would like to work together and what we would like to aspire to in our learning relationship.

#### Key elements

- Working with the Senses Framework to explore how we feel about each of the senses and what would enhance these for our working relationship together
- Developing a shared understanding of what would help the senses to be achieved for us both in the learning relationship
- Exploring what we know and getting to know about giving and receiving feedback

### Session 3: Supporting learning through Caring Conversations

Introducing the Caring Conversations framework.

#### Key elements

- A focus on developing our curiosity, celebrating and connecting emotionally to support learning in action.

### Session 4: Enabling growth through structured facilitation of learning (Part 1)

Consolidating the learning about facilitating learning discussions in the mentoring relationship

#### Key elements

- Developing further Caring Conversations skills and use of inquiry tools to explore particular topics/ issues/ celebrations and curiosities.

### Session 5: Enabling growth through structured facilitation of learning (Part 2)

Introducing the options for focused learning discussions and experimenting with these focused approaches.

#### Key elements

Each of the 3 options has a different framework to explore individual and collaborative learning.

- Option 1: LIFE Session/Stories with Legs – collaborative learning about a particular practice, story for exploration could be brought by either mentee or mentor.
- Option 2: Reflections and Ripples– primarily individual mentee reflection and learning about a particular curiosity from their practice.
- Option 3: Conversation Cues (Sense-Making) Discussion Cards.
- (from ESME) – collaborative learning about a broader topic.

Option 1 is explored in Session 5, with options 2 and 3 explored in Session 6.

## Session 6: Enabling growth through structured facilitation of learning (Part 3)

Introducing the options for focused learning discussions and experimenting with these focused approaches.

### *Key elements*

Focus in this session is on exploring option 2 – Reflections and Ripples and option 3 Conversation Cues (Sense-Making) Discussion Cards.

- Option 2: Reflections and Ripples– primarily individual mentee reflection and learning about a particular curiosity from their practice.
- Option 3: Conversation Cues (Sense-Making) Discussion Cards (from ESME) – collaborative learning about a broader topic.

## Session 7: Looking back and looking forward

Reflecting on our journey and exploring together what we value to support us to continue to develop and grow.

### *Key elements*

- Reflecting on the experience of working together
- Exploring what we value in supporting learning in the workplace.
- Discussing what might support us to continue to develop and grow.

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# Appreciative Inquiry Approach to Facilitation Using Caring Conversations

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The Mentoring in Midwifery Program and the underpinning frameworks are brought to life through a series of workshops and a range of inquiry tools. The workshops and inquiry tools/resources help to:

- Develop relationships
- Stretch our curiosity muscles
- Develop our learning
- Engage in discussions about what matters and what is possible

We know that midwives are very skilled and committed at building relationships with other midwives and midwifery students and working with them to grow and learn together. The workshops and associated resources/inquiry tools are very much about valuing the ‘familiar’ i.e., what you currently know about learning in the workplace and what is important to people. So, these workshop facilitator lesson plans and inquiry tools are about starting with the familiar and then trying something just a little bit different or helping to make what we do everyday (that people value) more deliberate. This then gives rise to building on the familiar, to keep things fresh and interesting for everyone.

At the heart of facilitation of these sessions with an Appreciative Inquiry approach are the Caring Conversations and associated inquiry tools (see MiM Resource Book for inquiry tools).

## Caring Conversations Re-Cap

The Caring Conversations framework developed by Dewar (2017) is the HOW of Appreciative Inquiry and

relationship centred practice where we work together to encourage and sustain genuine curiosity for ourselves and others, deepen inquiry, explore values, articulate tacit (hidden/not yet conscious) knowledge, and acknowledge and express emotion without dispute or judgement. It also supports a different attitude to risk-taking, devising new approaches to problems and expanding curiosity about what is possible. Ultimately, it enables people to acknowledge achievements, encourage better listening and make room for more contributions to enhance quality of learning and development for all.

## Caring Conversations for Facilitating Learning

Facilitating the workshops and using the inquiry tools with an Appreciative Inquiry approach may feel new to you. Outlined below are key points in relation to using Caring Conversations in your learning discussions.

The table below gives an overview of how the Caring Conversations and the 7 C’s (the core framework that brings Appreciative Inquiry to life) relate to facilitation of learning. It might be helpful to use this to reflect on your facilitation development during the program.

# CARING CONVERSATIONS FRAMEWORK

## **CELEBRATING**

Noticing when someone says or does something that moves you, and taking the time to let them know what exactly it was that made an impact, however small.

## **BECOMING COURAGEOUS**

Reminding ourselves of what we do know (or feels solid) to support us in situations that feel uneasy or unknown.

## **CONNECTING EMOTIONALLY**

Giving due credit to our own and others' emotions, and holding back from moving on too quickly from what is being felt.

## **BECOMING CURIOUS**

Being committed to wondering & exploring with others, that goes beyond collecting information or a quick quest for the facts.

## **CONSIDERING OTHER PERSPECTIVES**

Stretching our ideas about the people we could involve, and the methods we might use, to gather different perspectives and opinions.

## **COLLABORATING**

Creating a sense of being in it together, through believing the best of others, and bringing the best of ourselves

## **COMPROMISING**

Being willing to make some adjustments, that might go beyond the obvious options, to open up room to find a way forward together.

**Table 2.0 Caring Conversations for Facilitating Learning**

<b>7 C's of Caring Conversations</b>	<b>The C's and Learning</b>
<p><b>Becoming Courageous</b></p> <p>Reminding ourselves of what we do know (or feels solid) to support us with the things that feel uneasy or unknown.</p>	<p>Being prepared to try something different, with the possibility of making a few mistakes along the way.</p> <p>Taking chances and going with the flow which may mean adapting the plan.</p> <p>Trusting that new insights and learning will emerge, through trusting both the individual and collective strengths of those involved in the learning conversation.</p>
<p><b>Collaborating</b></p> <p>Creating a sense of being in it together, through believing the best of others, and bringing the best of ourselves.</p>	<p>Starting off with the mindset of believing that each of us has a desire to do the best we can when working together.</p> <p>Being open to the possibility of reaching a better solution than any of the original solutions.</p> <p>Creating a feeling of in this together. Attributes seem to include a lightness, helping another not to feel silly and give things a go, saying we don't know together, finding a way together, being generous in what we give and what we receive, asking curious questions, expressing how we feel.</p>
<p><b>Celebrating</b></p> <p>Noticing when someone says or does something, however small, that moves you and taking the time to let them know what exactly it was that made an impact.</p>	<p>Searching for the positive and the strengths in other perspectives.</p> <p>Noticing what moves/ interests/ energises you, becoming attuned to what each of these experiences feel like for you.</p> <p>Saying out loud to yourself or to others, the things that have touched you/what you value, in the moment or soon after, in a way that feels natural for you.</p>
<p><b>Considering Other Perspectives</b></p> <p>Stretching our ideas about the people we could involve, and the methods we might use, to gather different perspectives and opinions.</p>	<p>Holding our own opinions and perspectives a little more lightly. Asking ourselves the question 'how can we carry on listening when we think we are right or already know the answer?'</p> <p>Noticing and considering the different perspectives, we have within ourselves – what the heart is saying and what the head is saying.</p> <p>Focusing on seeking out and celebrating diversity, rather than considering other perspectives to see who has the answer or which perspective fits best.</p> <p>Being mindful of the perspectives and experiences of those 'not in the room' while not using this to detract from really hearing what matters to those present in the conversation.</p>

## 7 C's of Caring Conversations

## The C's and Learning

### Becoming Curious

Being committed to wondering and exploring with others, that goes beyond collecting information or a quick quest for the facts.

Being prepared to try something different, with the possibility of making a few mistakes along the way.

Taking chances and going with the flow which may mean adapting the plan.

Trusting that new insights and learning will emerge, through trusting both the individual and collective strengths of those involved in the learning conversation.

### Connecting Emotionally

Giving due credit to our own and others' emotions, and holding back from moving on too quickly from what is being felt.

Attending to safety and creating the conditions for people/self to express feelings authentically.

Acknowledging and exploring feelings and being aware of responses that comes from a place of judgement, rescuing, not believing, brushing over or fixing.

Using 'windows of opportunity' to create openings for people to discuss emotional and personal issues in the context of ordinary conversations.

### Compromising

Being up for making some adjustments, that might go beyond the obvious options, to open room to find a way forward together.

Asking key questions to get at the meaning behind what matters to others, rather than assuming the meaning. For example: how do you feel about....? And or what is it you like or value about....?

Discovering the meaning behind what matters to create something new together rather than feeling people may end up worse off/you are giving up on something.

## Practical Pointers about Facilitation

- 1) Be as open and curious as possible – the resources have been developed and refined over many years. We are always open to developing it further. Nothing is ever final or set in stone.
- 2) When using a resource, try to take a turn first to model the process.
- 3) Give clear instructions for each activity – often you may need to repeat this or have it up as a flip chart note or slide.
- 4) Model what type of contribution you hope for in an activity – is it a ‘silent’ round where people share their responses with active listening only rather than questions or comments from the group, or is it an activity where there is more discussion and interaction? Decisions framing the type of process will depend on a few things including time available and safety of the group. People need to know in advance whether you will be having further discussions and reflections on what is said. See next section for more information.
- 5) Reinforce at many points throughout the mentoring formal sessions that everything we do in the room together can be tried out in practice to support learning in the workplace and mentoring in the moment.
- 6) Regularly reflect on the process of doing the activity.
- 7) Regularly revisit and review the Agreed Ways of Working.
- 8) If your approach of giving things a go does not seem to land well, it can take skill and courage to try something a little different.
- 9) If you make a wee mistake, say so – share. This can help role model the important aspect of sharing humility, openness, giving things a go even if it is not all perfect; good learning can come from mistakes.
- 10) Have your appreciative noticing antennae out as much as you can. In other words, be on the lookout

for and notice an Action, Experience, Interaction or Outcome that moves U or creates curiosity within you. You may find it helpful to jot these down.

- 11) Celebrate that the purpose of the inquiry tools is to facilitate questions that we may not normally ask and to make more conscious those things previously hidden, to promote... new learning, insights, possibilities, and curiosities.
- 12) Notice how things land with others – the level of engagement etc. Check in and ask people curious questions such as:
  - i. What would help you to contribute?
  - ii. In what way could I give instructions to make things clearer?
  - iii. What are you valuing so far in your experience?

## Silent round vs Open discussion

A note about inviting people to share in turn during the sessions. Throughout all of the sessions we invite people to share in turn responses to different activities. There are times that it is useful to conduct these rounds as ‘silent rounds’. What we mean by this is that, while each person shares in turn, the other person/people listen intently to what is being shared, but do not verbally comment and discuss. The rationale for this approach of a silent round is:

- To focus on listening and staying with the person who is sharing.
- The freedom and potential feeling of safety for the person who is sharing that they will be heard but there will not be discussion, debate, opinions or questions asked of them.
- Equality in the process – we are not prioritising discussing some people’s contributions and not others.
- To safeguard time as required. While further discussion can be insightful and generative, it can also lead to conversations getting off-course and time taken away from the focus of the session.



## A Note about Using the Inquiry Tools and Resources

In each of the sessions you will be invited to use particular tools and resources to enhance conversations, engagement, reflection and learning in the moment.

The purpose of these resources is to build on the:

- strong relationships you're already growing
- great conversations you're already having
- lovely information you're already gathering
- quirky and curious questions you're already asking
- sometimes) hidden things you're already noticing
- reflecting you're already doing
- powerful stories you're already sharing
- learning you're already spreading
- new and different things you're already trying ... and to see what else might be possible.

## Preparing to Use the Resources

There is no pressure to be all polished or perfect when trying out the resources. We predict that trying out these different methods will lead to some great hits, where it is obvious there has been connection, reflection, and learning. And there may be some misses- where doing something a bit different doesn't work out quite how you had hoped. We believe it is important to have a chance to speak with others about these experiences, where you feel supported to share about the courage it took to try something out, and how it felt when it didn't quite work. We'd also suggest that if you think something hasn't quite worked don't give up, rather try again, modifying it a little to see what happens.

The 7 C's of the Caring Conversations Framework have been used to offer some thoughts and suggestions about what might help when giving things a go.

**Celebrate** – that you are up for giving the resources a go, and remembering that you already do lots that helps you to get to know others and develop strong connections for learning. It's definitely not about having to use the resources 'perfectly', there may be 'wee mistakes' as you get used to using them, and that making wee mistakes together can also build authentic relationships.

**Becoming Courageous** – it might feel a bit different to try out using these resources, so it might be worth thinking about what would help you to give them a go. If you were to give one of them a go, what's the worst that could happen?

**Becoming Curious** – at the heart of these resources is the idea of being curious; that there is always more to discover about the people in our work environments. As well as asking questions, you might also:

- Be really listening to pick up what the other person wants you to understand.
- Ask others for their ideas because you feel okay with not having all the answers.
- Be open to the idea of changing your mind or thinking differently about something.

**Connecting Emotionally** – these resources have been created to get to the 'heart of the matter' quite quickly. As well as hearing about how others are feeling, they are also a way of sharing how you are feeling, if you would like to. It may also be useful to notice how you feel about the resources; is there something in particular you are passionate or curious about in terms of getting to know each other to develop learning relationships?

**Considering Other Perspectives** – when you use these resources you may find that people who don't usually speak up, do so. People might share feelings or perspectives that they hadn't shared before- how would you feel about this?

**Collaborating** – if you were to give these resources a go, what would help you to feel you were in it together? It might mean sharing with the other person that this is new to you.

**Compromising** – part of compromising can be about 'letting go'- is there anything you would like to let go of in terms of using these resources. For example, letting go of:

- Having to do it perfectly.
- Everyone having to love them before it's okay to use them.
- Having a set idea of what you will achieve if you use them.
- Feeling you need to come up with solutions or answers if people share problems or dilemmas.

## Facilitation Plans for the Workshops/Mentor-Mentee Sessions

What follows are the facilitator lesson plans and resources for the 7 sessions that align to the different phases in the Mentoring in Midwifery Program. As outlined earlier, these 7 sessions are first offered to the mentors in their mentor workshops, the mentors then use the content and methods with their mentees.

### Setting the Scene

The Nursing and Midwifery Office developed a poem, presented as a short film 'I Used to ... and Now I', about the student midwife and midwife experience of learning together that sums up the data generated from the ESME project. Facilitators of the Mentoring in Midwifery Program found sharing this film with people who are embarking on the program either as mentees, mentors or managers supporting the program, helpful. The film provided insight, sparked energy, and created hope for what the Mentoring in Midwifery Program could potentially achieve.

We suggest the film is shown prior to the program or at the start of the program with encouragement to explore:

- Something you liked about the film
- One thing you are curious about
- One new insight that created a spark in you

The film can be accessed at <https://www.health.nsw.gov.au/nursing/culture/Pages/student-midwives-experiences.aspx>.

## Facilitation Plan Session 1 – Setting up for Success

The facilitation plans for each session are a guide. Mentors are trained in the program as a group while the mentors will generally use the format one-on-one with their mentee. As a result, the timings will be different.

The focus for this session is:

Begin to get to know each other as people, our experiences of learning relationships, and our strengths and qualities we bring to this relationship.

### Key Elements

- Getting to know each other
- Exploring the mentorship relationship
- Exploring our strengths and qualities
- Reflection on how we feel about our work so far together

### Resources Required

- A Moment
- A Pause
- All About Me
- Emotion words
- Notebook for mentoring relationship (where each are encouraged to jot down responses to activity, learnings, thoughts etc)
- QUESST Cards
- The Well – for a learning relationship
- Visual Inquiry (Images)

### Prior to the session

Send out the All About Me resource so people have a chance to reflect on this and fill it in before the session.

## Facilitation Plan: Session 1

TIME	TOPIC	ACTIVITY	NOTES
0930-0945	<b>Welcome Introductions and getting to know each other</b>	<p>Resource: All About Me</p> <p>Beginning to learn a bit about each other using the 'All About Me resource'.</p> <p>Prior to the session send out the 'All About Me' resource to the mentor/mentee. This will give each of you time to consider responses.</p> <p>Take it in turn to share responses to the questions together. You may choose one or two each.</p> <p>An important consideration when using this tool, is that those responding are aware that they aren't required to respond to any prompt that they don't feel comfortable in sharing about.</p>	<p>When beginning the discussion, it can be helpful in building the relationship, if you go first and share some of your responses to the prompts.</p> <p>The emphasis in this discussion is about listening rather than coming up with commentary about what each person has said.</p> <p>In this session we ask people to choose 2 prompts from the All About Me resource to share something about themselves.</p>
0945-0950	<b>Taking a Moment</b>	<p>Resource: process pause prompts called A Moment.</p> <p>Introduce the idea of 'taking a moment' throughout the sessions.</p> <p>Read out the prompts:</p> <ul style="list-style-type: none"> <li>• Checking I've understood</li> <li>• Sharing from the heart</li> <li>• Valuing what's here etc.</li> </ul> <p>These 'moments' can be threaded through all of the sessions.</p> <p>As facilitator of the conversation try to model doing this a few times to encourage others to do so too.</p>	<p>This resource can serve as a visible stimulus to create permission and impetus for people to take a moment, and use one of the prompts outlined below to share something that they are experiencing, feeling or thinking in that moment. Taking 'a moment' can enhance people's ability to connect with the C's of: becoming curious, connecting emotionally and celebrating in themselves, and then share from this place with the other person.</p> <p>These 'moments' may then lead to new momentum and movement in the conversation.</p>

## Facilitation Plan: Session 1 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
0950-1005	Exploring the mentorship relationship using visual inquiry	<p>Resource: Visual Inquiry (Images)</p> <ul style="list-style-type: none"> <li>a) Pick an image(s) that you are drawn to that says something about you as a person.</li> <li>b) Pick an image that says something about how you feel about learning together.</li> </ul> <p>Let people know that they are invited to share their image and why they picked it.</p> <p>Short responses from facilitators/mentors where appropriate to acknowledge sharing, remembering that this is a brief round.</p> <p>Brief check on process, especially (slow) pacing and potential value of use of images.</p> <p>If there is time use the WELL resource together to explore something you have valued in previous learning relationships.</p>	<p>The use of the Visual Inquiry method can help to build connection between people, as they share in real and meaningful ways, while staying safe and only sharing what they feel comfortable with. Other benefits to using this method are that the images can evoke ideas, thoughts and feelings that the person participating was previously unaware of themselves.</p> <p>When inviting people to pick an image you may need to repeat the inquiry questions – pick an image that sums up how you are feeling about working together to enhance our learning?</p> <p>If they don't feel able to pick an image let them know this is ok.</p> <p>You as facilitator/mentor go first to share your response to the question with your image.</p> <p>You may further discuss your responses together. For example, if they say they are nervous – you may ask them if they know what might help them to feel less nervous.</p> <p>Building on what we already know we value can help us to shape the way things could be going forward.</p>

## Facilitation Plan: Session 1 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
10.05-10.20	Exploring our strengths and qualities	<p>Resource: QUeST cards</p> <p>Read through the qualities and strengths in the QUeST resource.</p> <p>Invite people to share about one or more of the following:</p> <ul style="list-style-type: none"> <li>• A quality or strength you see in yourself</li> <li>• A quality or strength you would like to develop further in yourself</li> <li>• Qualities or strengths you see in me/ others who are part of the discussion</li> </ul>	<p>It may be helpful to write on a flip chart/paper the instructions.</p> <p>Model the process by going first.</p> <p>The quality cards highlight peoples' strengths – this goes beyond the usual strengths of hard-working, good time management, etc. identifying strengths that the person may not know they had. It may also open up the door to people sharing what strengths they value in you.</p>
10.20-10.30	Reflection on how we are feeling at the end of the session	<p>Resource – Emotion words</p> <p>Invite people to select some emotion words that sum up your experience of our session together.</p> <p>Each share these words and why you feel that way.</p> <p>This can be facilitated as a silent round when in a group situation.</p> <p>In a one to one conversation you may want to explore a bit further with each other.</p> <p>Before end of session share the All About Me (Part 2) Working with Others and ask people to reflect on the prompts prior to the next session</p>	<p>Emotion Words are a list of 'positive' and 'negative' emotion words that can be used to help people to share about their experience. The Emotion Words tool can be used independently to, or as part of, the Emotional Touchpoint method. Inviting someone to share about their experience/ perspective/ hopes using emotion words can open up the level of depth and detail at which the person shares. Quite often the words help the person quickly talk about what is at 'the heart of the matter' for them.</p> <p>When the person shares on a positive emotion try to ask what helped them to feel that way.</p> <p>If a negative point is raised try to ask the person what they would think may help to improve the experience or ask them if they can recount a time when things did work well. You may also ask them how they would like to feel and ask them to pick an emotion that sums this up.</p> <p>This resource may be used as part of the Agreed Ways of Working process in Session 2</p>

# Facilitation Plan Session 2 – Developing Agreed Ways of Working for the Learning Relationship

The focus for this session:

Introduce the Senses Framework as a framework to aspire to in our learning relationship.

### Key Elements

- Work with the Senses Framework to explore how we feel about each of the senses and what would enhance these for our working relationship together
- Work with the Senses Framework to explore our approach to feedback
- Developing a shared understanding of what would help the senses to be achieved for us both in the learning relationship.

### Resources Required

- Agreed Ways of Working Together resource
- In the Know....focus on feedback
- Instant Delights
- Margaret Wheatley Poem Turning to One Another (available from internet)
- Positive Inquiry Tool
- Senses Framework

## Facilitation Plan: Session 2

TIME	TOPIC	ACTIVITY	NOTES
0930-0940	<p><b>Opening round –</b></p> <p><b>a) to make connection and</b></p> <p><b>b) notice positive experiences and share what we care about and value</b></p>	<p>Resource: Instant Delights</p> <p>Have a copy of the Instant Delights card which gives examples.</p> <p>Introduce the idea of an ‘Instant Delight’ as being something that can be quite small and everyday that brings energy, lightness, or delight for them.</p> <p>Share your reason for using the tool. This may include: as a way of helping us get to know one another/ build connection/ start the meeting on a positive note.</p> <p>Invite people to share one-by-one what their Instant Delight is.</p> <p>This can be introduced as a ‘silent round’.</p>	<p>Asking people to stop and think about something which helps them to feel good can be a source of energy and connection. It also links with the Grounding Statement within Appreciative Inquiry that ‘what we choose to focus on grows and expands’. By choosing to focus on things that help us to feel good we are creating the conditions for that to expand in our lives, and in our teams. There is also value in consciously noticing the ‘delights’ for which we are grateful; being mindful of noticing these positive elements in life is like a muscle that benefits from being exercised and Instant Delights can help with that. The value then of sharing these ‘delight filled things’ out loud is that it brings them to mind for ourselves, while also helping to build connections with others.</p> <p>Model the process by going first and sharing your Instant Delight.</p>

## Facilitation Plan: Session 2 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
0940-10.00	<b>Introduction to the Senses Framework</b>	<p>Resource: Copy of Senses Framework</p> <p>Provide background narrative about where this framework originated from and how it was further developed within the midwifery context as part of the ESME project in NSW.</p>	<p>First developed by Professor Mike Nolan the Senses Framework is designed to enhance relationship centred practice for enriched care and learning environments. It pays attention to all in the relationship, not just the learner or the client or family. To achieve good relationships and quality of experience for all it suggests that we need to consider what gives each of us a sense of security, belonging, continuity, purpose, achievement and significance.</p>
10.00-10.15	<b>Developing our Agreed Ways of Working (AWoW) together</b>	<p>Resource: Agreed Ways of Working Collective Recipe inc. All About Me Working with Others</p> <p>The AWW Collective Recipe resource may help people to identify aspects that are important to you in working together. Emphasise that they don't need to address all of the prompts.</p> <p>Place the resource so that all can see the prompts. Remind people they may think of something important that is not on the resource and to use the blank space to share this.</p> <p>Invite people to incorporate any reflections they had from the All About Me Working with Others resource that was shared at the end of Session 1. Aspects in this can help to consider what matters to people when working together.</p> <p>Invite each person to consider what would help them to feel safe, stretched, valued and heard in the meetings/sessions. What would help each of us to participate in a way that feels comfortable?</p> <p>Please see AWW Collective Recipe for step-by-step process on using this resource.</p>	<p>In the case of group and paired conversations, such as at meetings, it is good practice, where possible, to have a brief discussion at the start of the conversation about what will help you and others to feel safe, and comfortable to participate in the conversation. This can form agreed ways of working (AWW) that can be continually updated if people are working together over a number of meetings/sessions.</p> <p>Continue to co-create and collaborate on Agreed Ways of Working over the next year. Reinforce this is a live document that we will add to as we go along – modelling everything is emergent.</p> <p>Introduce the AI principle of being experts of our own experience.</p> <p>Explore meaning, dig deeper, ensure buy-in, not set in stone – will add to these agreed ways of working and develop it over the program.</p> <p>Encourage discussions about what we would want to be doing together if this agreed way of working was happening? (i.e. celebration, and if this is not happening – curious questions etc).</p>



## Facilitation Plan: Session 2 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
10.15-10.20	A Pause Resource	<p>Resource: A Pause</p> <p>A Pause resource supports reflective discussions on the process of using an AI tool or resource.</p> <p>Similar to the A Moment resource, the A Pause resource can be woven into a number of moments throughout a workshop to check in with mentors how they feel about using the resource being explored.</p> <p>Have a copy of the resource document for everyone to see. Invite people to reflect on the process of the last activity i.e. AWW Collective Recipe and see if there are any of the prompts that stand out for them.</p> <p>Depending on time available, it may be 1 or 2 people or the whole group who share.</p> <p>This can then lead to a wider discussion around how they envisage using the resource with their mentees.</p>	<p>This resource is for use with mentors. In sessions with mentees the A Moment resource could be introduced at this point.</p>
10.20-10.35	Exploring what we know about the process of giving and receiving feedback	<p>Resource: In the Know</p> <p>Have a copy of the In the Know resource to hand. Ask people to consider their 'In the Know' about the process of giving and receiving feedback.</p> <p>Invite them to share:</p> <p>One thing they are proud or excited to know about the process of giving and receiving feedback.</p> <p>One thing they are getting to know about the process of giving and receiving feedback.</p> <p>And</p> <p>One thing they do not know yet about the process of giving and receiving feedback.</p> <p>Each share in turn.</p>	<p>In the Know is an inquiry tool designed to help open up conversations that celebrate what people currently know, and creates space for them to share about the things that they're getting to know or don't yet know. Providing people with a prompt to talk about what they're getting to know or don't yet know can help to create safety and permission to express uncertainties and ask for support.</p> <p>Model the process by beginning the round yourself. It might be as the facilitator/mentor you choose something that you don't know yet to give others confidence to share that not knowing is ok.</p>



## Facilitation Plan: Session 2 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
10.35-10.50	Using the Senses Framework to develop processes of giving and receiving feedback	<p>Resource: Senses Framework</p> <p>To use the Senses Framework to think about what matters to each of us in being able to give and receive feedback, and how we can practise this on an ongoing basis.</p> <p>Invite people to take a look, particularly at the Senses:</p> <p><u>Security</u></p> <p>What would help you to feel safe to give feedback to another?</p> <p>What would help you to feel safe to receive feedback from another?</p> <p><u>Achievement</u></p> <p>When you have experienced a sense of achievement following feedback from another, what was it that helped this to feel authentic, real, helpful, motivating etc?</p>	Emphasise that many of the resources we have developed and that are included in this program encourage the ongoing process of giving and receiving feedback. For example, Emotion Words, Positive Inquiry Tool, The Well, QUeST cards.
10.50-10.55	Summing up the essence of the program	<p>Resource: Margaret Wheatley poem</p> <p>Read the poem out to the group and ask- what stood out for you in the poem?</p>	Margaret Wheatley's poem Turning to One Another is based on the power of the conversation itself. She believes that conversations can slow us down to a pace that encourages thinking, so that we can become wise and courageous actors in our world.

## Facilitation Plan: Session 2 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
10.55-11.00	Close using Positive Inquiry Tool	<p>Resource: Positive Inquiry Tool</p> <p>Check out round that invites comments from the session/meeting.</p> <p>Flipchart the two questions from the positive inquiry tool or have the tool on the table/floor:</p> <ul style="list-style-type: none"> <li>• What worked well today?</li> <li>• What could we do together (tomorrow/ in the future) to make our experience even better?</li> </ul> <p>Provide examples:</p> <p>I really valued working in small groups for some of the time as this helped me to contribute.</p> <p>I would like to have some quiet time for self-reflection and stock taking.</p>	<p>Note the 2 Questions.</p> <p>One question is asking what worked well while the other question is designed to look for possibilities together. The use of language in the second question conveys that people are ‘experts of their own experience’, and that it is through working together that new possibilities can be explored and brought in to being. Note– the question does not ask ‘What are the problems or issues’. If we were to ask after the problems, people tend to give a list of things. Asking people ‘what could we do together to make the experience better?’ invites people to help to co-create the solutions, thereby implying a shared responsibility in this – i.e. it’s about what we can both do together to make the experience better.</p>

# Facilitation Plan Session 3 – Supporting learning through Caring Conversations

The focus for this session is:

Introducing the Caring Conversations framework

## Key Elements

- Explore in particular the C's of becoming curious, connecting emotionally and celebrating to support learning in action
- Discuss how the use of Caring Conversations can help the learning process
- Practise using the framework for learning discussions

## Resources Required

- A Pause
- AEIOU of Being on the Lookout (emphasis on in the moment celebrating)
- Caring Conversations Framework – straplines
- Caring Conversations Reflective Questions
- Collaborative Sense-Making prompt – Hallelujah and Previously Hidden
- Emotion Touchpoint pack
- JADED resource (Emphasis on curiosity)

## Facilitation Plan: Session 3

TIME	TOPIC	ACTIVITY	NOTES
0930-0935	Opening Round	<p>Resource: Trauma/Tricky, Trivia and Joy.</p> <p>Introduce that the aim of this activity is to continue to get to know something that matters to each of us and to help us to 'park' things so we can be present with the group.</p> <p>Each person is asked to convey briefly an event or incident, one of which could be termed a trauma or something tricky, another a trivia, while the last is a joy of something experienced.</p> <p>Each member of the group/pair takes a turn in describing their events, including the facilitator/mentor who may start the process to begin with.</p>	<p>Note this is a silent round with no comments made by others in the group/pair. This helps to keep a level of safety in what you share. There can be comfort in knowing that you can say out loud what you like and there will not be further discussion.</p> <p>It would be up to the person who has shared if they want to carry on sharing more about their trauma trivia or joy outside of the session e.g. at coffee breaks.</p> <p>If working in a pair you may ask if the person would like to talk any more about any of what they shared.</p>

## Facilitation Plan: Session 3

TIME	TOPIC	ACTIVITY	NOTES
0935-0950	<p><b>Introduce straplines (overarching meaning) of each of the C's and Reflective Questions for becoming curious, connecting emotionally and celebrating.</b></p>	<p>Resource:</p> <p>Caring Conversations frame-work and; Caring Conversations Reflective Questions</p> <p>Introduce the Caring Conversations Framework</p> <p>The framework suggests that, in order to create an enriched learning environment where the senses are met, people work to develop interactions whereby there is a focus on Becoming Courageous, Celebrating, Connecting Emotionally, Becoming Curious, Collaborating, Considering Other Perspectives, and Compromising.</p> <p>Invite people to consider the straplines for 3 of the C's- Celebrate, becoming Curious and Connecting emotionally and accompanying reflective questions. Working in pairs, each pick one question from each of the 3 C's Reflective Questions and discuss responses together.</p> <p><b>Celebrating</b></p> <p><b>Noticing when someone says or does something, however small, that moves you, and taking the time to let them know what exactly it was that made an impact.</b></p> <p>What compliment could I give myself about what I do well?</p> <p>Who brings out the best in me?</p> <p>When others give me compliments it really helps when they...</p>	<p>We have found that the framework helps to encourage and sustain genuine curiosity for ourselves and others, deepen inquiry, explore values, articulate knowledge that is not yet conscious, and acknowledge and express emotion without dispute or judgement. It also supports a different attitude to risk-taking and devising new approaches to problems. Ultimately, it enables people to acknowledge achievements, encourage better listening and make room for more contributions to enhance quality of life for all.</p>

TIME	TOPIC	ACTIVITY	NOTES
		<p><b>Becoming Curious</b></p> <p><b>Being committed to wondering and exploring with others, that goes beyond collecting information or a quick quest for the facts</b></p> <p>What might help me to stay listening when I want to go on talking or already feel I know the answer?</p> <p>When I realise I have made an assumption I would like to...</p> <p>What helps me to consider different views/feelings?</p> <p><b>Connecting emotionally</b></p> <p><b>Giving due credit to our own and others' emotions, and holding back from moving on too quickly from what is being felt.</b></p> <p>The emotion I would like to feel more of the time is....</p> <p>What helps me to ask others about how they feel and listen in a way that does not try to fix things is.....</p> <p>Check in and ask:</p> <p>Was there any new learning or discoveries made from having the conversation and reflecting on the 3 C's?</p>	

## Facilitation Plan: Session 3

TIME	TOPIC	ACTIVITY	NOTES
0950-0955	A Pause	To reflect on last activity. Use A Pause resource as in Session 2.	A Moment resource could be used at this point, instead of A Pause, if context is mentor-mentee conversations
0955-1005	On becoming curious Introducing the concept of a JADED response and looking to enhance curiosity in the conversation	Resource: JADED Introduce the JADED resource Give an example from your own experience where you felt you had been JADED in your response. And /or share the example using the JADED resource guidance sheet. Think about a time when you felt you responded in a JADED way. Were you Judging, Assuming, Defending, Explaining, Debating? Ask one person to volunteer to share their example. Can you press the pause button and turn to curiosity? Group/individual co-create possible questions to ask or interactions that enhance curiosity to respond to example shared.	The JADED resource is intended to raise awareness as to how we can respond to a particular situation/interaction when we feel a little stretched in our response. Possible ways of responding could be judging, assuming, defending, explaining and debating. These are natural responses that we all use. The resource invites us to recognise when this is happening and to consider what might happen/what questions we asked if we turned to curiosity?
10.05-1010	Celebrating	<b>Resource: AEIOU of Being on the Lookout</b> Introduce the AEIOU of Being on the Lookout Ask the group/individual to consider something that happened at work last week: An Action, Experience, Interaction or Outcome that moves you or creates curiosity. Share your responses together. Ask briefly what they may think about notching up in themselves as a result of doing this activity. Reflect on how this resource might be used going forward in day to day practice.	Important dimension in Discover phase of AI to find out what is happening but may not be conscious and therefore not said out loud. This resource can discover beautiful aspects of practice that are not in people's con-ciousness yet.

TIME	TOPIC	ACTIVITY	NOTES
10.10-10.25	Connecting emotionally	<p><b>Resource: Emotional Touchpoints (ET)</b></p> <p>Introduction to emotional touchpoints (give examples of when used and outcomes of this approach)</p> <p>Look at the sample touchpoints in the resource book and ask mentee if they would like to choose one to focus on today that seems real and relevant for them and they would like to talk about.</p> <p>Then ask them to pick from the positive and negative words how that experience felt for them. Ask why they felt that way. (for more details refer to description of this activity in resource book).</p> <p>What did they notice about process of ET?</p> <p>What 7 Cs did they notice they were using?</p>	<p>Emotional Touchpoints can help us to learn about the experience of another in a structured way. In the context of this program we suggest that this is an important way to share how we feel about different experiences - be this being on the mentorship program or learning in the workplace.</p> <p>You may use this resource at several sessions. For example, to reflect together on our learning relationship or to explore particular experiences such as: working in the team, achieving my objectives, relationships with women I care for.</p> <p>The use of the positive and negative emotion words help people to say out loud in a safe, structured and balanced way how they feel and how they would like to feel.</p> <p>People who have used this process are surprised how much can be shared in such a short time, how quickly it gets to the heart of the matter and when doing this the person feels heard.</p> <p>Encourage them to read the section in resource book and access film. Provide link.</p>
1025-1030	Closing round	<p><b>Resource: Collaborative Sense Making Tool</b></p> <p>Invite people to consider their responses to the 2 prompts from the Collaborative Sense Making resource: Previously hidden prompt and Hallelujah prompt – and share in turn.</p>	<p>The Collaborative Sense Making Tool resource helps us to reflect back on an experience. This could be at the end of a session or at the beginning to reflect back on the last session. They are a series of prompts that support us to say something that stood out for each of us in the experience. They include prompts and imagery such as: Previously Hidden and Hallelujah. It therefore gives voice to emotion, curiosities and celebrations which are core aspects of the Caring Conversations framework.</p>

# Facilitation Plan Session 4 – Enabling growth through structured facilitation of learning Part 1

This session is designed to consolidate learning so far in promoting learning conversations in the Mentoring in Midwifery Program using existing knowledge of the Caring Conversations framework and inquiry tools. The mentor has worked with the mentee to set up for success by getting to know each other, to learn what the other values, and identify ways in which they would like to work together. In addition, they have focused on using different inquiry tools to bring the Caring Conversations for learning to life.

Further learning sessions with the mentor and mentee continue for the rest of the 12 month program. These sessions focus on enabling growth and focus on specific topics, celebrations, challenges or curiosities that the mentee would like to explore.

The focus for this session is:

Consolidate the learning about facilitating learning discussions in the mentoring relationship.

## Key Elements

- Consider the range of options brought to a learning session
- Develop further Caring Conversations skills and use of inquiry tools to explore particular topics/issues/celebrations and curiosities

## Resources Required

- Trauma-Tricky/Trivia/Joy
- Caring Conversations Straplines
- AI Grounding Statements
- AEIOU of Being on the Lookout

## Options:

- Collaborative Sense Making Tool
- QUeST
- Visual Inquiry Images

## Facilitation Plan: Session 4

TIME	TOPIC	ACTIVITY	NOTES
0930-0935	Opening round	<b>Resource: Trauma/Tricky, Trivia and Joy</b> Each person shares their response to some or all of these prompts in this activity as an opening round.	Please see earlier notes about purpose and 'how to' of this activity as an opening round. Although you are not explicitly asking them to share the response to each of these prompts in relation to work – it may be that this happens and can sometimes therefore give an opening or clue to what the person would like to focus on in the learning session.
0935-0940	The core of Caring Conversations to the learning relationship.	<b>Resource: Caring Conversations Strapline</b> Review together the Caring Conversations straplines and consider together those that you might want to pay particular attention to.	



## Facilitation Plan: Session 4 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
0940-0950	Generating key focus for learning session	<p><b>Resource: AEIOU of Being on the Lookout</b></p> <p>Invite people to think about an action, experience, interaction or outcome that moved U and/or creates a curiosity within you that you are eager to explore and learn more from.</p> <p>This can be a positive or more tricky experience in the workplace.</p> <p>If in a group, each take it in turn to share briefly this experience.</p> <p>If in a mentor/mentee pair, the mentee is invited to share a number of experiences briefly. This is a silent round.</p>	<p>There may be a number of options the person would like to share. Ask them to mention each briefly – not giving the whole detail.</p>
0950-1020	Exploring the topic using Caring Conversations and inquiry tools	<p><b>Resource: Caring Conversations Straplines</b></p> <p>If working in a group, ask if one person would like to take part in further exploring their issues through Caring Conversations.</p> <p>If working in a pair, invite the mentee to decide on which topics mentioned in the conversation above they would like to focus on at this session.</p> <p>Explain the timing around this piece:</p> <p>(i) 5 mins to hear a more detailed account of what they would like to focus on.</p> <p>(ii) 20 mins of exploration through Caring Conversations and using specific inquiry tools that are familiar.</p> <p>(iii) 5 mins to close and ask the mentee/volunteer from the group what has been the key learning and any new thoughts, actions that they would like to say out loud.</p> <p>Alternatively,</p> <p>(i) Invite the mentee to give a fuller account of what they would like to explore. (No more than 5 mins)</p>	<p>The learning conversation is aimed at forefronting inquiry by generating questions about and amongst ourselves, rather than eliciting factual information about the topic or encouraging us to label or talk about people who are not there.</p> <p>Have the Caring Conversations framework to help guide your Questions.</p> <p>Use inquiry tools if appropriate to help responses. When considering tools consider:</p> <p>To what extent is the tool focusing on what works well and why, what is valued and what matters? To what extent does the tool help us to see old things in new ways? If it is focused on the negative, how can we reframe it to ask positive focused questions?</p>

## Facilitation Plan: Session 4 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
		<p>Reminding the mentee of the grounding statement in AI of ‘we cannot change others only ourselves but in doing so others may respond differently’.</p> <p>Therefore the focus of the interaction and learning session will be focusing on the person sharing their story rather than other people in their scenario.</p> <p>(ii) Following the fuller description about what they would like to explore, ask them what they would particularly like help or support with?</p> <p>Follow this with a question to explore how they feel about the issue (whether this is something that has worked well or something that is more negative). The emotion words or images may help them to do this. It may also be helpful to promote ‘doing with rather than on’ if you are able to share how you feel about hearing their story.</p> <p>The remaining portion of the 20 minutes would take the form of listening intently and using the Caring Conversations framework to guide the formation of questions to ask.</p> <p>A possible structure could be:</p> <ol style="list-style-type: none"> <li>Using selected Collaborative Sense-Making prompts to explore the story further (see example of prompts in the Resource Book. Ask them to use the prompts to share a bit more about their thoughts/feelings/curiosities about their story.</li> </ol>	<p>The aim is not to go into advice giving mode. It is to help the person explore the issue in more depth and to ask questions that will help them to come up with their own solutions that are more likely to matter to them.</p> <p>The learning conversation is aimed at forefronting inquiry by generating questions about and amongst ourselves, rather than eliciting factual information about the topic or encouraging us to label or talk about people who are not there.</p> <p>Have the Caring Conversations framework to help guide your questions.</p> <p>Use inquiry tools if appropriate to help responses. When considering tools consider:</p> <p>To what extent is the tool focusing on what works well and why, what is valued and what matters? To what extent does the tool help us to see old things in new ways? If it is focused on the negative, how can we reframe it to ask positive focused questions?</p> <p>The aim is not to go into advice giving mode. It is to help the person explore the issue in more depth and to ask questions that will help them to come up with their own solutions that are more likely to matter to them.</p> <p>This ‘advice giving’ can be hidden in questions such as,</p>

## Facilitation Plan: Session 4 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
		<p>2. Using the QUeST tool to identify qualities they already have that they can bring to this situation and a quality that may help them to move forward.</p> <p>3. Using Visual Inquiry Images ask them to pick an image that says how would they like things to be and how they would like to be going forward with their situation/story.</p> <p>(ii) 5 minutes to bring the conversation to a close by asking the mentee/volunteer from the group about any key learning or new thoughts, or actions that have arisen for them from the conversation that they would like to say out loud.</p>	<p>Do you not think?</p> <p>Had you thought about? Have you tried?</p> <p>If you do find yourself going into advice mode – ask a question at the end of this statement of advice such as how is what I have suggested or said landed with you and bring the discussion back to them.</p>
1020-1030	Closing round	Select an inquiry tool yourself that would be appropriate for this closing round	

# Facilitation Plan Session 5 – Enabling growth through structured facilitation of learning Part 2

The focus of this session:

## Key Elements

- 3 options of a structured approach to learning that each have a different framework to explore individual and collaborative learning.

The resources for working through this session, and Session 6, are divided into 3 different options that the mentor and mentee can choose to use at any given session. It is anticipated that the focus for a mentor session in practice between the mentor and mentee will be on one of these. It is proposed that you focus on LIFE Session as Session 5 and Reflections and Ripples as Session 6 to give them a go. At subsequent sessions after the options have been tried out – the mentor and mentee can decide beforehand which option they want to use.

1. LIFE (Learning and Innovating from everyday experience) Session/ Stories with Legs – used when the mentee or mentor would like to bring a story or snippet to the learning relationship. The emphasis is on each partner in the relationship exploring the story systematically together. Each partner emerges from the discussion with key aspects to take forward.
2. Reflection and Ripples – primarily individual mentee reflection and learning about a particular curiosity from their practice. The mentee brings the story from practice (story about a celebration, challenge or curiosity). The mentee may have also begun reflection using the Reflections and Ripples framework. Focus is on using the reflective prompts in learning discussion with the mentor. (Whilst there is likely to be collaborative learning, the focus here is on mentee learning).
3. Conversation Cues (Sense-Making) Discussion Cards – used when the mentee and mentor decide that a broader discussion on key topics rather than reflection on actual events is a preference.

**Note:** When the Mentor Midwife is doing these sessions in practice with the mentee, it is ideal if they introduce 1 option to practise at each session. Once the mentor and mentee have had experience using the 3 options, they can then proceed over further sessions by choosing in advance which option they would like to use.

## Resources Required

- A snippet or story from a previous workshop or one that someone has generated in their own workplace and sent in advance of the session.
- LIFE session guidelines, a story/snippet and template for recording
- Stories have Legs or LIFE Session Flash Cards (See Resource Book for list of LIFE Session questions).
- A timer to time the rounds, if needed.

## Facilitation Plan: Session 5

TIME	TOPIC	ACTIVITY	NOTES
09.30-09.40	Opening Round: sharing a bit about ourselves and whats front of mind using Trauma/ Tricky, Trivia Joy.	<p>Trauma/Tricky, Trivia and Joy.</p> <p>The aim of this activity is to continue to get to know something that matters to each of us and to help us to 'park' things that might be on our minds that we don't want to take into the session but want to share so we can be present with the group.</p> <p>Each person is asked to convey briefly an event or incident, one of which could be termed a trauma (or something tricky), another a trivia and one a joy that has happened to them.</p> <p>Each person takes a turn in describing their events.</p> <p>This is a silent round.</p>	<p>Note this is a silent round with no comments made by others in the group. This helps to keep a level of safety in what you share. There can be comfort in knowing that you can say out loud what you like and there will not be further discussion.</p> <p>It would be up to the person who has shared if they want to carry on sharing more about their trauma/tricky trivia or joy outside of the session e.g. at coffee breaks.</p>
09.40 – 10.20	Introducing LIFE (Learning and Innovating from Everyday Experience) Session methodology to use story as an impetus for learning and developing practice together.	<p><b>Resource: LIFE Session Booklet, a story or snippet from practice (one per person) LIFE Session Flash Cards or /Stories with Legs resource.</b></p> <p>Introduce purpose of the LIFE sessions.</p> <p>LIFE Sessions aim to take stories from everyday practice and promote discussions that help people to use the story as a prompt to collaboratively talk about what there is to celebrate in the story, what are we curious about and what are the ideals and practical ideas that can be taken forward to benefit staff, women and families.</p> <p>Activity is to model LIFE session using a snippet or story from previous workshops or from work-based activity that participants have done and sent prior to the session. Contact each other before the session to identify who is bringing the snippet or story from practice and print copies of this.</p>	<p>A key role of the person guiding the conversation using the resource is to help people to stay focused on responding to the questions, based on what they have heard in the story. People often become inspired to take the conversation in other directions, and come up with new questions and thoughts that go beyond the story itself.</p>

## Facilitation Plan: Session 5 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
		<p>Before starting the session ask that someone takes some notes about re-sponses using the template.</p> <ul style="list-style-type: none"> <li>• Have a copy/copies of the LIFE Session questions laid out so that people can see it.</li> <li>• Read the story aloud yourself or invite someone else to read it.</li> <li>• If possible, have a copy of the story for each person to be able to read themselves.</li> <li>• Introduce the first question by reading out ‘What was there to celebrate in the story?’ or for a story that is about a concern/complaint or adverse event use ‘What stood out for you in the story?’</li> <li>• Offer your response to this question first, to model keeping responses short and focused on the snippet.</li> <li>• Establish how much time is available for the LIFE session, and determine from this how long can be allocated to each question- let participants know how much time will be given per question and that this will be timed.</li> <li>• Invite each person to respond to the first question without further discussion at this stage as to what each other have said.</li> <li>• Move onto next round with the 2nd question- again with minimal discussion.</li> <li>• Following the 2nd question and before moving to 3rd question you or the mentee may summarise the discussion so far.</li> </ul>	

## Facilitation Plan: Session 5 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
		<ul style="list-style-type: none"> <li>For the 3rd question it is important to state – <b>based on the discussion so far</b> How would you like things to be going forward?</li> <li>Following the final question – if you have time you may want to explore together the specifics of the thing you would like to ask, do, think more about, and if there is any further support needed to take this forward.</li> <li>There is the option of an additional question that for all participants to consider; what one thing would you like to tell people about the LIFE session today?’</li> </ul>	
10.20-10.30	Reflections on session and, introduction to reflection and ripples for next session and close	<p>Resource: Emotion Words and Reflections and Ripples booklet.</p> <p>Invitation to each select an Emotion Word that sums up the experience of the session today.</p> <p>Ask the mentee / each person in the group to complete the Reflections and Ripples document prior to the next session.</p>	

# Facilitation Plan Session 6 – Enabling growth through structured facilitation of learning Part 3:

The focus for this session:

Prior to this session invite the mentee/participants in the group to begin to reflect on a story from practice using the Reflection and Ripples resource.

Continue the exploration of options for structured approaches to the mentor/mentee conversations.

### Resources Required

- Reflection and Ripples booklet

- Conversation Cues (Sense-Making) Discussion Cards
- Senses Rating Scales

### Key Elements

- Option 2: Reflection and Ripples- primarily individual mentee reflection and learning about a particular curiosity from their practice.
- Option 3: Conversation Cues (Sense-Making) Discussion Cards- collaborative learning about a broader topic.

## Facilitation Plan: Session 6

TIME	TOPIC	ACTIVITY	NOTES
0930-0940	Opening Round: sharing a bit about ourselves and what's front of mind using Trauma/Tricky, Trivia Joy.	<p><b>Resource: Trauma/Tricky, Trivia and Joy</b></p> <p>The aim of this activity is to continue to get to know something that matters to each of us and to help us to 'park' things that might be on our minds that we don't want to take into the session but want to share so we can be present with the group.</p> <p>Each person is asked to convey briefly an event or incident, one of which could be termed a trauma, another a trivia and one a joy that has happened to them.</p> <p>Each person takes a turn in describing their events.</p>	<p>Note this is a silent round with no comments made by others in the group. This helps to keep a level of safety in what you share. There can be comfort in knowing that you can say out loud what you like and there will not be further discussion.</p> <p>It would be up to the person who has shared if they want to carry on sharing more about their trauma/tricky, trivia or joy outside of the session e.g. at coffee breaks.</p>
09.40-10.10	Introducing Reflections and Ripples as a tool for reflection and learning	<p><b>Resource: Reflections and Ripples booklet.</b></p> <p>Introduce purpose of Reflection and Ripples.</p> <p>Reflections and Ripples is a creative and provocative framework for reflection and learning. The purpose of the Reflections and Ripples resource is to provide a template which can be used to help people to reflect on and capture their learning.</p>	<p>Using the Reflections and Ripples resource involves taking a 'story' from everyday life in the care setting. A story could be any snippet of something that happened or something that someone said that the staff member now wants to reflect on in more detail. A story could be: Example 1: When Jean is on shift with me, I feel calmer and more confident. I think this helps the women too. Example 2: A woman I was supporting became quite distressed when the emergency buzzer went off and the whole team charged into the room.</p>



## Facilitation Plan: Session 6 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
		<p>The ripples then come when this learning is taken further, to create an impact beyond the original story - this ripple could be for the mentee and/or the mentor and potentially to others beyond this relationship.</p> <p>Reflection and Ripples – used when the mentee wishes to reflect on something prior/during the session. The mentee brings the story from practice (story about a celebration, challenge or curiosity) to the learning discussion with the mentor. (Whilst there is likely to be collaborative learning the focus here is on mentee learning).</p> <p>Discussion focuses on a number of the reflective prompts.</p> <p>For the session:</p> <p>Invite the mentee to share their story/ happening and discuss responses to prompts.</p> <p>Together work through a number of the prompts of your choosing to reflect on the story/happening.</p> <p>Reflect on process and share highlights of insights.</p>	<p>Reflections and Ripples uses song-titles as prompts to help people to think more about the story. Examples of the song titles are: Hello, The Sweetest Thing, Let it Go and Imagine. Under each of the song titles are sentence starters to help the reflective process; examples of these sentence starters include: I was buzzing to tell others... through this experience I've learned that I ....what its making me think is....</p>
10.10-10.20	<p><b>Introducing the rename</b></p> <p><b>Conversation Cues (Sense-Making) Discussion Cards</b></p>	<p>Resource: Conversation Cues (Sense-Making) Discussion Cards.</p> <p>Introduce the discussion cards.</p> <p>Choose one of the discussion cards to focus on in this session.</p> <p>Read the card together and consider the questions. Share in turn responses and engage in further discussions if appropriate.</p>	<p>These discussion cards are designed to stimulate fresh and diverse conversations. Each card has a topic (conversation cue) which is drawn from data collected in the ESME (Exploring Student Midwives Experiences) Study. The topic is presented alongside a prompt, prompts include 'Hot Topic' and 'Recurring Theme'.</p>

## Facilitation Plan: Session 6 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
10.20-10.30	Closing Round	<p><b>Resources: Senses Framework Rating Scales</b></p> <p>Invite people to look at the Senses Framework Rating Scales in their resource book.</p> <p>Each of you spend a couple of minutes plotting where you feel the sense is for you in relation to working together.</p> <p>Invite each person to share some of the senses, share where they rated themselves and what helps the sense to be achieved in this group/relationship.</p>	<p>The Senses Rating Scales could be used as a regular check-in/out at mentor mentee meetings.</p>

# Facilitation Plan Session 7 – Looking back and looking forward

The focus for this session:

Reflect on our journey and explore together what we value to support us to continue to develop and grow. This session would take place towards the end of the 12 month program.

## Key Elements

- Reflecting on the experience of working together
- Exploring what we value in supporting learning in the workplace

## Resources Required

- Copy of Caring Conversations Questionnaire
- Emotion Words
- Instructions for Pantoum poem
- QUESST cards

## Other Materials

- Flip chart paper
- Glue
- Instructions for Pantoum poem
- Magazines
- Paper and pens
- Phone as timer

## Facilitation Plan: Session 7

TIME	TOPIC	ACTIVITY	NOTES
09.30-09.35	Opening round	Resource: Emotion Words See outline of this activity above.	
09.35-09.45	Reflecting on learning relationship journey through the program using Caring Conversations Questionnaire	<b>Resource: Caring Conversations Questionnaire</b> Share with people the purpose of the activity is to support them to reflect on their Caring Conversations to support learning Invite them to complete the questionnaire. This can be sent ahead of the workshop or mentor session if desired. Invite them to complete the questionnaire. Following completion of the questionnaire, invite them to consider one aspect that they felt they do quite well and are proud of (rated themselves higher for) and one aspect that they would like to notch up. Invite each in turn to share these 2 reflections.	

## Facilitation Plan: Session 7 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
09.45-10.15	<b>Developing a Pantoum poem to reflect back on our journey together</b>	<p>Resource: Pantoum poem in-structions, paper, pens, timer.</p> <p>Introduce the activity.</p> <p>Introduce the Questions/topic to write about.</p> <p>Each to write about:</p> <p><b>Your learning during our time together over the past 12 months</b></p> <p>Put timer on for 6 mins and let everyone know when this goes off we will stop writing.</p> <p>Encourage free writing, don't worry about full sentences or spelling mishaps.</p> <p>Follow the guidelines for writing the poem in the Resource Book</p> <p>When complete, each person read out the poem and have short discussion about the process of writing this.</p>	<p>Pantoum poems can be used to help people to reflect and represent their thoughts, feelings and ideas about a concept or experience.</p> <p>It can also challenge ideas around what it is to be creative as some people may initially respond to the idea by saying 'they could never write a poem' and end up being surprised and pleased when they do.</p>
10.15 – 10.45	<b>Looking forward to consider what we hope for in the future to continue to learn and grow</b>	<p>Explain the purpose of the activity and why the use of collage and magazines.</p> <p>Spend some time each on your own thinking about moving forward with your learning and development.</p> <p>Look through the magazines and tear out some of the images and words that connect with what you might like to say about this - moving forward with your learning and development.</p> <p>Stick your magazine entries on a flip chart/or large piece of paper on the table.</p> <p>Take it in turn to talk through key elements of your collage.</p>	<p>Looking into the future can sometimes be difficult to envision as it is based on hopes and not something that has necessarily happened yet. Making a collage using magazines can be helpful.</p> <p>Collage is playful and collaborative. Also, it helps us to work with metaphor and provocative language (key principles of Appreciative Inquiry) that gets messages across (journalistic style in papers and magazines often says in very few words what we want people to grasp).</p>

## Facilitation Plan: Session 7 (cont.)

TIME	TOPIC	ACTIVITY	NOTES
10.45-11.00	Closing round	<p>Resource: QUeST Cards</p> <p>Using the QUeST cards that illustrate strengths and qualities each take it in turn to identify 2- 4 strengths you see in the other person that have really stood out for you.</p> <p>If working in a group, ask each person to do this in relation to the person on their right.</p>	

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# Exploring and Sharing the Learning

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03

## Facilitating Community of Practice Sessions

Community of Practice sessions will take place at regular intervals throughout the program.

The sessions will be offered by the Nursing and Midwifery Office, or locally by a MiM Facilitator or Practice Development support.

The specific structure of this is under review but a template could include:

- Opening round – using one of the tools to facilitate a session that helps people to connect and set the scene for the session.
- A round that invites people to share something they have tried out and the learning and impact that resulted.
- A Moment resource – to give opportunity for curious questions to be raised and discussed.
- Spark conversation card discussions – for focused discussions around exploring and enhancing facilitation skills.
- Closing round- as per opening round, using different resources, rotating who leads this round.

## The Gathering Event

### Purpose

To share more widely, celebrations and curiosities about the MiM program. Gathering events to engage others, not necessarily directly involved in the program, could happen at various points across the local areas and can be an important aspect of sustainability of MiM going forward.

The hope is that the gathering would help to:

Share and influence a diverse range of people not directly involved in MiM by having a ‘gathering’ that moves beyond information giving to something:

- that touches hearts and minds and sparks interest and intrigue, and investment
- is powerful and experiential
- that shares evidence of learning and impact
- that may garner tangible support
- that promotes generativity - new ideas/thoughts and ripples going forward.

Strategies we may use to bring these hopes forward include:

- Experiencing inquiry tools, frameworks or other elements of the program rather than merely being told the facts and information about the program. This can help to move the conversation beyond ‘convincing by telling’ towards people having their own insights into how the MiM approach could be of significant value.
- Story-telling and discussions about experiences and/or impact of MiM.
- Positive provocation and curious questions to provide opportunities for the group to consider other perspectives and generate new thinking and ideas through use of inquiry tools such as Collaborative Sense Making prompts.

### Preparing for the session

- Decide on how long the session could run that is practical and feasible – an hour would be a minimum – longer would enable further discussion and future thinking.
- Consider inviting around 10 people, from a variety of roles – for example midwives, midwifery leads, clinical educators.
- Book a room
- Send out flyer/invitation
- Prepare resources to be used to include:

‘A Moment’

2 stories of experiences and impact of program and enough copies for each person to have one (see ‘sample stories’)

Blu-tac for sticking brick

CALL to interACTION – 1 per person.

Collaborative Sense Making prompts 3 copies of each (Hallelujah, Previously Hidden, Hot Topic and Spreadable)

Copies of the brick image to build our wall of intent

In the Know, Images

Overview/model of MiM program

- Set up room with seating in a circle if possible

## Facilitator Plan

TIME	ACTIVITY AND PURPOSE	FACILITATOR NOTES
0900-0910	Welcome and Overview of session. Opening round. In the Know about MIM.	<p>Place 2 copies of the In the Know resource so others can see and model going first. Ask people to pick one of the prompts out of the 3 to share. It can be helpful if the facilitator takes a turn first to choose the one thing I don't know yet... to share your own vulnerability and create an atmosphere of learning together.</p> <p>If time permits, check in with people to find out how they felt about using In the Know resource and where they might find themselves using this in their own work.</p>
0910-0920	Overview of MIM program- to give brief overview of aim and elements of program.	<p>Have the model of the MiM program to hand and go through the different components as well as highlighting the overall aim of the program.</p> <p><b>Aim:</b> To develop a reciprocal learning relationship that expands opportunities for connection, learning and growth for midwives and midwifery students.</p>
0920-0925	Checking in with people using the 'A Moment' resource.	<p>Provide an opportunity to pause and for people to select a prompt from the A Moment resource to respond to what they have heard so far e.g.</p> <p>Checking I have understood, sharing from the heart. You may want to share first.</p>
0925-0945	Sharing stories about experience and impact of MiM and using Collaborative Sense Making prompts to discuss.	<p>Have 2 stories prepared and printed off so each person has a copy. Read the first story out.</p> <p>Round 1 – Invite them to work in groups of 3 to respond to the story using the prompts of Hallelujah and Previously Hidden i.e. what was a Hallelujah element in the story for them, and were there elements in the story which uncovered something that had been previously hidden for them i.e. that they weren't previously aware of (5 mins)</p> <p>Then as whole group invite people to share the essence of what they discussed (5 mins).</p> <p>Round 2 – Invite them to work in groups of 3 to respond to the second story with the prompts Hot Topic and Spreadable (5 mins) i.e. what hot topics emerged from the story, and what elements of the story felt spreadable i.e. could be shared with others, go wider. Then as whole group invite people to share the essence of what they discussed (5 mins).</p>



## Facilitator Plan (cont.)

TIME	ACTIVITY AND PURPOSE	FACILITATOR NOTES
<b>0945-0955</b>	Hopes for the future of MiM: Visual inquiry – pick an image that says something about your hopes for the future of MiM.	As a round invite each person in turn to share the image they chose and why they picked this.
<b>0955-1000</b>	Next steps for you  Closing round: What one thing are you going to think more about, ask or do as a result of being part of this session today	Invite people to write their ‘one thing’ on the page of bricks provided and to stick on ‘wall of intent’ in the room. Each share in turn their ‘one thing’. Take photo of the bricks as you may want to follow up with people later to see how they have got on.  Invite them to take their brick away with them.  Have copies of CALL to interACTION for people to take away, to think more about the conversations they would like to have with others about MiM

## Sample Stories

Examples of Stories of experiences and impact of MiM

### Story 1

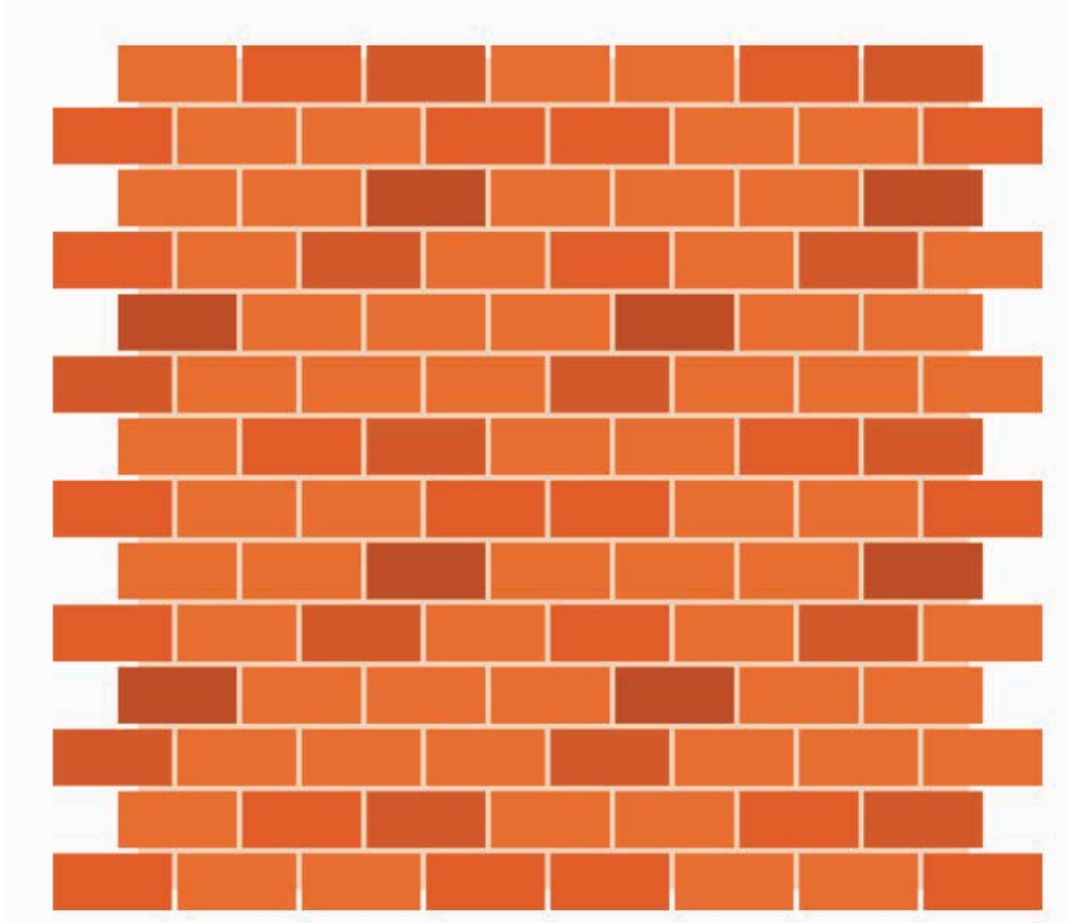
Little antennae’s are popping up from mentors and mentees. Seeing a possibility to grow, connect, and change culture for the better. It’s so sweet! An example of this is when a mentor shared with me how the mentee found the “visual inquiry” helpful, and said she is going through so many emotions as a student so she doesn’t know what is exactly going on for her. By being able to identify visually where she is at, she feels more grounded. The mentor reflected that at this moment, she moved from the perception that “this is all fluffy, touchy feely stuff”, to the realisation that this program has unlimited potential to help our students and the culture of midwifery as a whole- she said “it’s revolutionary!”

### Story 2

It’s been amazing being part of the MiM project; we have really felt included and involved in the working group. I think it has the potential to really shift the culture in midwifery which feels exciting. I am glad I have been part of it.

It has been a bit more difficult getting people on board out in our local areas. I have had people saying to me ‘oh I don’t do all that soft and fluffy stuff.’ When I hear this I feel irritated as they are not even giving this a go. I think they are stuck in their ways. I try to explain why it works and just don’t seem to get anywhere. Others say they have no time or they are doing mentoring anyway as part of their practice. There are others who are really engaged and want to learn more. I feel much more drawn towards them and feel disappointed in myself that I might try to avoid approaching those that are resistant.

## Brick for Wall of Intent



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# Guidance for In-Practice Work

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04

Appreciative Inquiry (AI) focuses on the way in which we do our practices and can happen in day-to-day conversations as well as being an approach to specific projects, initiatives and activities.

There are aspects of the AI approach that are small and very easy to do by a wide range of people, not just those who have an in-depth knowledge of the AI approach. In this way, in-practice work can help to demystify AI and give people a tangible example, and felt experience, of AI brought to life.

In-practice engagement aims to support staff in work areas to:

- Experiment using Appreciative Inquiry and related inquiry tools in-practice with a wide range of people including staff, patients and families.

- Spot fresh opportunities where the approach and tools can be used in day-to-day practice.
- Weave the approach and tools into existing systems and processes such as appraisals, handover and patient experience initiatives.

The central focus during in-practice work is to focus on the Caring Conversations. A central premise within Caring Conversations is that they are learning conversations, where we grow in awareness about ourselves, one another and what we value and care about. The table below outlines key points to hold in awareness when using the C's to bring learning alive.

## Caring Conversations for facilitating learning during in-practice work

7 C's of Caring Conversations	The C's and Learning
<p><b>Becoming Courageous</b>                      Reminding ourselves of what we do know (or feels solid) to support us with the things that feel uneasy or unknown</p>	<p>Sharing how you feel. Being prepared to try something different, with the possibility of making a few mistakes along the way</p> <p>Taking chances and going with the flow which may mean adapting the plan</p> <p>Trusting that new insights and learning will emerge, through trusting both the individual and collective strengths of those involved in the learning conversation</p> <p>Showing a confident (rather than apologetic) tentativeness</p>
<p><b>Collaborating</b>                      Creating a sense of being in it together, through believing the best of others, and bringing the best of ourselves</p>	<p>Starting off with the mindset of believing that each of us has a desire to do the best we can when working together</p> <p>Being open to the possibility of reaching a better solution than any of the original solutions</p> <p>Creating a feeling of being in this together. Helping each other not to feel silly and to give things a go.</p> <p>Being generous in what we give and what we receive, asking curious questions.</p> <p>Sharing together when we don't know and being able to express how we feel-</p> <p>Includes all other Cs..</p> <p>Expressing clearly what we value and appreciate (as facilitators) from others in their engagement, and holding back from attaching your own meaning when people choose not to engage.</p>

## Caring Conversations for facilitating learning during in-practice work (cont.)

### 7 C's of Caring Conversations

### The C's and Learning

#### **Celebrating**

**Noticing when someone says or does something, however small, that moves you and taking the time to let them know what exactly it was that made an impact**

Searching for the positive and the strengths in other perspectives and saying these out loud and in the moment.

During in-practice work you are often a fresh pair of eyes – you may notice the smallest of happenings or things about the environment that you value or that you are curious about.

Noticing what moves/ interests/ energises you, becoming attuned to what each of these experiences feel like for you.

Saying out loud things that touched you and what you value to others/self in the moment or soon after, in a natural way that feels like 'you'.

Sharing our best thinking in the expectation that other people's reflections will improve it rather than deplete it.

#### **Considering Other Perspectives**

**Stretching our ideas about the people we could involve, and the methods we might use, to gather different perspectives and opinions**

Holding our own opinions and perspectives a little more lightly. Asking ourselves the questions 'how can we carry on listening when we think we are right or already know the answer?' 'how do I want to be when I hear a perspective that differs from mine?'

Noticing the different perspectives we have within ourselves – what the heart is saying and what the head is saying.

Focusing on seeking out and celebrating diversity, rather than considering other perspectives to see who has the answer or which perspective fits best.

Being mindful of the perspectives and experiences of those 'not in the room' while not using this to detract from really hearing what matters to those present in the conversation.

#### **Becoming Curious**

**Being committed to wondering and exploring with others, that goes beyond collecting information or a quick quest for the facts**

Considering the view that there is continual movement in people's perspectives, experiences, contexts and with this movement comes an invitation to continually check-in and find out more about where things are currently.

Listening to understand and find meaning behind what someone is saying or doing; to enlarge and expand our understanding – to connect with them, learn, grow and move forward together. It is more than a focus on understanding the situation and what happened.

Reflecting on our own position, what am I bringing into the conversation, what might I like to let go of?

Asking questions of others, especially if we think we already know the answer.

Being light, playful, humble and tentative in our curiosity rather than asking questions that feel like interrogation, inquiry, investigation.

## Caring Conversations for facilitating learning during in-practice work (cont.)

### 7 C's of Caring Conversations

### The C's and Learning

#### **Compromising** **Being up for making some adjustments, that might go beyond the obvious options, to open up room to find a way forward together**

Asking key questions to get at the meaning behind what matters to others, rather than assuming the meaning. For example: how do you feel about.... ? And or what is it you like or value about..... ?

Discovering the meaning behind what matters to create something new together rather than feeling people may end up worse off/you are giving up on something.

Conveying flexibility and adaptability in responding to the context on the day, and to what is shared with you

#### **Connecting Emotionally** **Giving due credit to our own and others' emotions, and holding back from moving on too quickly from what is being felt**

Attending to safety and creating the conditions for people/self to express feelings authentically.

Acknowledging and exploring feelings and being aware of responses that comes from a place of judgement, rescuing, not believing, brushing over or fixing.

Using 'windows of opportunity' to create openings for people to discuss emotional and personal issues in the context of ordinary conversations.

### Being Intentional in the Conversation- Planning and Preparation

The focus during in-practice work is to model and stretch the way we use the Caring Conversations in small ways that are integrated into daily practices and activities.

These conversations can be made more deliberate by using specific inquiry tools.

These conversations need to be very focused and are more than a general chat focused on relationship building.

Key points to consider in preparing for and doing in-practice work if you are a visitor to a clinical or practice area:

#### **Preparation**

- Give the manager a call beforehand to plan a visit. Offer examples of the kinds of conversations you might have. Discuss how much time you hope to be

there. This could be anything from 1 hour – half a day depending on what you both hope to achieve. Explain that you will hope to engage with a number of people during your time with them- and each engagement is likely to last 10-30 minutes depending on their availability.

- Ask that there be someone for you to work alongside.
- Ask if there are specific activities/happenings that day that you could support them to weave the inquiry tools into e.g. relatives meeting, handover, new member of staff starting.
- Ask if there is a specific aspect they would like to explore more about with patients, staff and/ or families. They may have had a recent audit that named something that could be improved and would benefit from some Appreciative Inquiry discovery work, or there may be a new organisation wide initiative that each area needs to develop e.g. wellbeing.
- Check if they would value you sending them any information beforehand such as an overview of AI or one of the short films you have access to that explains the overall approach.

- Review the Caring Conversations for learning above and reflect on how you might continue to notch these up.

### Prior to visit

- Get your 'kit' with you – Including Emotion Words, Touchpoints, In the Know, The Well, Language Posters, Positive Practice Posters, Image Cards, Picture Knowing Me, All About Me Cards, Key Jar Questions, Life Session Prompts, Templates For Recording Stories, pens
- Make a phone call to the area to check they are still able to work with you.
- Check in with yourself and what your hopes are for how you would like to be during the in-practice work.

### The visit

- Check in with your contact person to review plan for the visit – length of time, who to work with and any specific activities or happenings.
- Try to judge what might be best to do given the time you have and the context you are working in. It is possible to do a very short visit – noticing things you value – putting these up on Positive Practice board and discussing using prompts if time, gathering a few people together to ask what has worked well during the shift so far etc.
- Try to make any interventions you try out short and, if possible, weave the inquiry process and use of tools into everyday happening – e.g. talk with a patient, appreciative noticing of handover/ mealtimes, student discussion about progress and learning.
- If you have some extra time, you may like to do some discovery work, either generally or more topic specific. This data can then be used to run a LIFE session with a few people later on.
- Try to write notes and specific quotes as you go. You may be able to record some of this on Positive Practice Poster or Language Poster. You may also want to email your reflections after the event.
- Try to spot and notice everyday aspects that you could weave AI into.
- Try not to be too disappointed (or surprised) if it all does not go to plan – reflect on this and try to think what might improve this next time around.
- Make time, if possible, to reflect on the process with whoever you are working with. Saying out loud what

you and they have valued about the conversation can help this to happen again.

### Some little potential pitfalls to be aware of:

The workplace is too busy and people don't have time for the visit at the last moment:

- Ask if you can spend some time even on your own having a look around to notice things you value in the workplace. This could be to do with the environment, small things you notice without being intrusive. Pop these up on the positive practice poster and leave the team with this. Try to secure a time for another visit.
- People won't really be aware of exactly what you will be doing. They may think they have to book a room on the unit for a meeting with you or that they are on show and you are looking to observe their area for audit type purposes. Try to explain this on your pre call.
- Getting caught up in general conversations. Initial pleasantries are nice and good for relationship building but can be kept very short. The Caring Conversations approach focuses on curiosity and inquiry and also do the work of connection and relationship building.
- Being met with silence when using the tools. As always, it is important that you go first and bring yourself into the engagement. Extra important for in-practice work is to make it clear that its ok not to choose image etc. giving people option to share more broadly anything they would like to respond with.
- Having a focus on the number of people you engaged with, or looking for a big 'success' story to share from your time in-practice. If you speak to just one person, this will have brought something novel to their day that will leave its own impression and we often never know the hidden ripples that can emerge from the briefest of interactions.
- Feeling that you need to come to a neat conclusion or get the thing sorted that is troubling people. It can be powerful to model staying with the questions and the wondering, rather than jumping straight to the fixing (perhaps something you can intentionally name if what has been raised is something that would benefit from further exploration). Also if there is the option, to offer to come back and do further discovery work around the topic that has come up.



- Some people avoid you and don't want to participate in something you are trying out. Try to hold onto to the belief that someone will take part.
- In your reflection on the in-practice work, critiquing what you did and thinking I could have asked ....., X would have chased ....., This most likely could be true, as in any in-practice engagement there will be numerous possible avenues to follow. In reflecting on the experience it may be worth staying with yourself, and asking to what extent were you present, and what were the motivations and intentions behind your curiosity and use this as the basis for uncovering learning.

### Trying out some of the inquiry tools and approaches in-practice

This may include:

1. **Appreciative noticing** (pen, paper and Positive Practice Poster as well as having your appreciative antennae stretched out)

15 minutes appreciative noticing to identify the things you value in your walk about and those you are curious about. You may do a general walk about or focus on a particular event such as mealtimes/ ward round/handover. You could also focus on a specific aspect for appreciative noticing such as looking closely at documentation in care plans = what do you notice that works well, what about the language used, what would help people to look at the care plans more often.

Identify someone in the team to do this with you. Ask if there is a relative or patient who could also join you. Discuss aspects you identify.

For the positive practices or aspects of the environment, note these together on the Positive Practice poster. Try to find another time you are there to gather a number of staff around the Positive Practice poster to share what has been noted and ask the questions on the poster.

2. **Specific use of inquiry tools** (a range of tools can be used depending on what people would like to focus on or something you are curious about).
  - a. Use of image cards at handovers or huddles/ meetings to explore how staff feel about a

particular issue e.g. up and coming quality assessment. Remember to model this first.

- b. Exploration with one patient or family member in a discussion about their experience in the care setting – using image cards/ emotion words.
  - c. Discussion with any new members of staff using strength-based cards, All About Me or Emotional Touchpoints.
  - d. Discussion with small group of staff huddled around Language Poster or Positive Practice Poster – these may have been populated already.
3. **Appreciative discussions with a particular focus**
    - a. To explore results of audit/quality assessment – using images to ask staff how they feel.
    - b. To explore what matters to people about a specific topic – well-being in the workplace, working during an emergency, staff morale – again using images to ask how they feel/ what they hope for going forward in relation to the topic.
  4. **Appreciative Inquiry weaved into routine processes**
    - a. Weave one of the inquiry tools into existing process such as handover, student/staff discussion, patient admission or discharge, meetings, visiting time or mealtimes.

### A typical 2 hour in-practice session may include:

30 mins appreciative noticing and discussion and recording on Positive Practice poster.

30 min session working with one staff member or patient to explore their experiences of caring and being cared for, using for example the images or emotion words.

30 min session where you attend handover/meeting and use The WELL to explore what has gone well in the meeting or in the shift so far.



If you have longer you may want to take some of the data generated in the above to do a short on-the-hoof LIFE session with a few members of staff.

Remember that during this time you will notice other aspects to focus on e.g. use of language and may want to start or add to Language Poster.

