
NSW Health

Mentoring in Midwifery

Resource Book



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Mentoring in Midwifery Underpinning Framework

01

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.

Appreciative Inquiry Grounding Statements

What we focus on grows and expands

We are the experts of our own experience,
and one expert among many

Curious questions are an action in themselves

We can't change other people, and by changing ourselves others may
respond differently

Stories are the heart & soul of an organisation and help us to learn
what we care about

Words create worlds

We work with people rather than on people

Senses Framework

THE SENSES FRAMEWORK

Achieving an enriched caring and learning environment for midwifery students and midwives through the Senses

SENSE OF SECURITY

- a) To feel safe to raise difficulties and sensitive issues in an environment that supports and values these open conversations
- b) To be able to say what you know and what you don't know, knowing that there are people around you to help you develop your knowledge and skills

SENSE OF BELONGING

- a) To have opportunities to develop/ sustain/ enhance your relationships in the team through you & people in the team valuing and showing an interest in one another
- b) To feel you are not alone through being able to confide in people you trust
- c) To feel part of a valued group who share similar values and beliefs which connect you
- d) To feel part of a team where your contribution is recognised and celebrated

SENSE OF PURPOSE

- a) To genuinely understand what you care about, and what matters to you and motivates you in your work
- b) To feel others are actively invested in supporting you in your role now and in your continued development in the future.
- c) To work with others in developing a shared understanding of your purpose, aspirations and a clear sense of what is valued.

SENSE OF CONTINUITY

- a) To experience people being interested in making connections and links to your previous experiences that you can draw on to enhance your skills and strengths
- b) To be part of a team where there is eagerness to build on and further develop existing knowledge and practice
- c) To be supported to hone in on specific skills that you would like to continue to refine and develop

SENSE OF ACHIEVEMENT

- a) To feel positive about your contribution your ability to make the best use of your skills and experience
- b) To hear feedback from others in real-time that is meaningful to you and that helps you to grow and develop in line with your personal goals
- c) To feel safe and engaged to give feedback to others about what you have noticed and what you value
- d) To be in tune with what is practical and possible for you and others to achieve in any given situation

SENSE OF SIGNIFICANCE

- a) To experience your everyday efforts being noticed and appreciated, knowing that what you do matters
- b) To feel a consistent value being placed on learning and development; everyone being able to share their learning and having opportunities to access new learning
- c) To feel heard by others and to hear others use language that helps you to feel valued and respected
- d) To feel that you have a voice, and that your questions, thoughts and feelings are welcomed

Part of the ESME: Resources for Sense-Able Conversations Pack

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Resources and Inquiry Tools Used in MiM

02

A Moment: How, Where and When

Purpose

A Moment resource is a visual prompt which can be used to encourage people to make contributions in discussions in a relational way that might otherwise go unsaid, or be difficult to say/for others to hear.

The prompts have been selected to also promote depth in discussion, for people to share what is important to them.

How

At the beginning of the meeting introduce the purpose of the resource.

Face-to-face discussions: A print out of the resource is placed where everyone present can see it

Online discussions: A slide of the resource is shared- it can also be worth sending this resource to people before the discussion so that they can print it off for their own reference during the discussion.

The resource can be used in two ways:

Option A: Adhocly:

- Invite people to refer to the resource during the course of the meeting, if they find it useful to help them in framing a contribution

Option B: Structured round:

Incorporate space in the meeting for a structured round where people are invited, if they wish, to use the A Moment prompts to share something that is up top for them from the discussion. This can be useful to do mid-point through a meeting, or as a way of sense-checking what people are thinking and feeling during a discussion. If inviting everyone to share, it is worth clarifying beforehand how much time/space there will be to discuss points raised- or if what is raised might be carried over to future discussions.

- Let people know that if there is something they would like to share, that for them doesn't directly relate to any of the prompts, that they are welcome to share this.
- As facilitator, go first by choosing one of the prompts to share your contribution.

Where and When

- Can be used at any meeting or discussion

A moment

A Moment for ...

- Checking i've understood
- Sharing from the heart
- Valuing what's here
- Saying something that's on my mind
- Taking a risk
- Checking in with myself
- Staying on track
- Doing a Uey (U-Turn) changing direction in the conversation

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A Pause: How, Where and When

Purpose

A Pause resource has been developed to support reflective discussions on the process of using an AI tool or resource. It encourages people to consider how they might use the tool or resource in their own practice.

How

After you have introduced the AI tool or resource (for example In the Know, Emotion Words etc.) to a person/group and they have had a chance to experience it, share the A Pause resource.

Sharing the A Pause Resource:

Face-to-face discussions: Place a print out of the resource where everyone present can see it

Online discussions: Screen-share a slide of the resource - it can also be worth sending this resource to people before the discussion so that they can print it off for their own reference during the discussion.

Option A: Adhocly:

- Open up for general discussion with the group, by asking if anyone would like to share on any of the prompts

Option B: Structured Rounds:

- Ask each person in turn to share, if they wish, on one of the prompts
- Allow time to respond to any clarifying questions or curiosities that emerge in the discussion.

Where and When

- Can be used at any meeting or discussion where an AI tool or resource has been used

A Pause about ...

Something I like
about the resource

Something i'd like to
check out

How i'm feeling
about giving it a go

Something i'll hold onto
about using the resource

What the resource
might help with

Where else it might be
useful

Something i'd like to add

A Way with Words: How, Where and When

Purpose

Language posters (e.g. A Way with Words) are used as a way of capturing language that we have noticed that we value, as well as language that we would like to work with others to 'notch up' or develop further. The poster is used to support conversations where people come together to celebrate language that we would like to continue to use and use more of the time, as well as to collaboratively explore alternatives to word or phrases that don't land as well.

One example is where the term 'wanderer' was used, a member of care staff saw the person rather than a label and instead used the phrase 'a lady who likes to be on the move a lot of the time'.

How

- When creating language posters we aim to be playful and sensitive in our approach, it may be helpful to use the Caring Conversations with others when we are exploring how we might like to adapt our language to better fit with our values.
- It can be helpful when beginning to use A Way with Words tool to think about language you yourself use that you would like change.
- Gather one or two colleagues around the Way with Words poster – share the word or phrase that you would like to change.

- Explain why you would like to think of alternatives – it may be because of how you feel saying it, what others have said about how it landed with them, or because of a raised awareness of the power of language
- Ask your colleagues for their perspective
- Discuss what alternative words or phrases could be used. The aim is not necessarily to reach a consensus on one agreed alternative, more to explore a range of options with curiosity and tentativeness
- Consider if there is anyone else's perspective you might like to ask about this – for example patients, visitors, students
- Invite those who were part of the discussion, to share what was talked about with others so that the conversation around language continues

Where and When

- Noticing language during staff handovers and playing around to add to language posters (A Way with Words)
- Meetings with patients/ families and staff
- In the moment – being mindful of language during day-to-day interactions and adding examples to A Way with Word posters from these conversations

“

”

A Way with Words

We Tend to Say.

We Could Say

Words we like to hear and see used

AEIOU – Being on the Lookout: How, Where and When

Purpose

Appreciative noticing is a core aspect of Appreciative Inquiry and something that may sometimes require us to develop a bit more muscle around. We often notice a feeling first – that we liked something or valued something and may not always follow this through to articulate what it was specifically that we valued or indeed say it out loud to another in the moment.

This resource is intended to make more conscious the C of celebrate in the Caring Conversations Framework, where we are inviting people to look inwards (the feeling you have) to notice something that touched you in order to celebrate outwards (mentioning this to others/self).

How

- Print off resource and share with the people or person that you are working with.
- Invite them to consider the invitation to notice and share in turn your noticing.
- Ask further questions if there is time and if it feels appropriate to expand on the positive noticing.
- If you would like to document any of these noticing so that others can learn about what is valued it may be that you want to document these noticings on a Positive Practice Poster. This may be of particular value in a group setting such as the clinical area.

Where and When

- As part of everyday practice – for example team huddles, meetings
- To give feedback to a member of staff/ as part of an appraisal discussion

AEIOU – Being on the Lookout (Appreciative Noticing)

**A.E.I.O.U of
Being on the Lookout**



is looking out for and noticing an:
Action, Experience, Interaction or Outcome
that to U or others have valued

AEIOU – Being on the Lookout (Appreciative Noticing) (cont.)

A.E.I.O.U of Being on the Lookout



Today, can you look out for an action, experience, interaction or outcome that your or others valued?



When you spot something, can you let those involved know what it was that you valued?

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Agreed Ways of Working

Collective Recipe:

How, Where and When

Purpose

To invite participants to come up with their collective recipe (Agreed Ways of Working) for how they would like to be together as a group.

Key Points

Begin with discussion about the purpose and value of the AWW.

- How this activity connects with the Senses Framework (if Senses Framework has been previously introduced) and gives us the practical, tangible detail of how we can help these Senses come to life in how we are together.
- Connects with AI Principles
 - **Working with not on:** not telling people how they must 'behave', instead inviting people to create a commitment that matters to them
 - **Experts of our own experience:** valuing each person's own insight into what will enable their experience and participation to be at its best
- Live Document
 - Highlighting that the document remains live throughout our time together, we can re-visit, amend and add to it, as our learning about what helps us to work well together continues to emerge

How

Using this Resource with a Group

Step 1: Share 'All About Me' with Participants

Where possible, prior to workshop/discussion share All About Me "**Some of the things that matter to me when engaging with others**" and invite participants to complete it, and ask them to bring completed version to the workshop/discussion

Ask them to think about their responses to the prompts in relation to:

- (i) What they have experienced being together during previous meetings with the group they are currently working with
- (ii) Other insights/ experiences of what they have valued when engaging with others that would like to draw on

Step 2: Recipe Cards Discussion

Resources: Agreed Ways of Working Recipe Cards

Methods Sheet

Large sheet for writing up AWW

If doing this activity with a large group, or where participants have shared they value small group discussions the conversation about the recipe card the person has chosen could happen in small groups of 2-3 first, and then everyone rejoin larger group for write-up of collective recipe.

Invite participants to look at the 'Recipe Cards' and choose one of the cards which connects with something that is important to them in terms of working with the group. (They may want to refer to what they wrote in the 'All About Me' to frame their response.)

- If time is limited, you may choose to forego introducing the recipe cards and instead ask people to share on a prompts of their choosing from their All About Me sheet.

Begin writing up the AWW on large sheet of paper by drawing on something you yourself have noticed from this workshop or the previous workshop, that stands out as being important to helping the group to connect and engage well together. Model being specific about what you would be doing together if this agreed way of working was happening.

- Invite each person in turn to share, what they feel comfortable to share, about whichever prompt they have chosen.
- Based on what they have shared, write up the key point/s onto the write-up sheet of paper. Ask them to think specifically about the 'things that are important to us when working together' and ' what we will be doing to help what is important to us to come alive'.

- Invite people to refer to the Methods sheet – if they would like further ideas for the different ways (methods) in which what is important to them might come alive when working with others.
- Ask follow-up questions if needed – for example, if someone shares that showing respect to one another is important to them, ask a little more about what this could look like in the group.
- Continue until group feels that all points have been represented on write-up sheet.

Where and When

- As part of everyday practice – for example team huddles, meetings
- To give feedback to a member of staff/ as part of an appraisal discussion

Agreed Ways of Working Collective Recipe

Agreed Ways of Working- Our Recipes for How We'd Like to be Together as a Group

A Recipe for

A Recipe for

A Recipe for

A Recipe for

A Recipe for

A Recipe for

A Recipe for

A Recipe for

Agreed Ways of Working Collective Recipe (cont.)

Agreed Ways of Working- Our Recipes for How We'd Like to be Together

Feeling at Home
During our Time Together

Bringing My Best
During Our Time Together

Learning, Growing and
Stretching
During Our Time Together

Feeling Safe
During our Time Together

What I Would Value in
Others
During Our Time Together

If Trickiness Arises
During Our Time Together

Feeling Energised
During our Time Together

.....

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Agreed Ways of Working Collective Recipe- Methods we Might Want to Use:

- | | | | |
|---------------------------|---------------------|---|--------------------------|
| Appreciation | Noticing | Pausing | Expressing vulnerability |
| Taking risks | Believing the best | Keeping it Real | Trusting the process |
| Humility | Checking things out | Letting things go | Exploring alternatives |
| Giving examples | Being aware of pace | Humour | Sharing responsibility |
| Commitment | Intuition | Curiosity | Listening for longer |
| Being ok with not knowing | | Being mindful of how long I am speaking for | |
| | | | |

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Agreed Ways of Working Collective Recipe (cont.)

Agreed Ways of Working- Our Recipe for How We'd Like to be Together

Things that are important to us when working Together

What we will be doing together to help what is important to us to come alive

A couple of examples from facilitators/ mentors noticings from time together so far

All About Me – Things that Matter to Me: How, Where and When

Purpose

All About Me is a series of prompts which invites staff to consider what matters to them in work. Responding to the prompts, and discussing these responses with others creates a space for people to get to know about what makes a 'good day at work' for themselves and others. It invites a relational approach to creating a workplace culture that is welcoming, supportive and encourages people to bring out the best in themselves and others.

How

Below are two suggestions for ways in which this tool could be used, you may come up with others. 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.

Reflective Tool Before a One-to-One Discussion

Give the person a copy of All About Me before your one-to-one discussion and ask the person to reflect on those prompts that they would like to discuss further in the one-to-one discussion.

If there are particular prompts that you are interested in hearing about you may want to mention these.

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.

Group Discussion

Bring copies of the tool to the group discussion

Invite people to pick one or two that they would like to share with the group about

OR

As a group, select some prompts that you would like to talk about collectively.

Check in with people how it felt to use this resource.

Where and When

- As part of induction
- One-to-one discussions
- Team meetings

All About Me – Things that Matter to Me



Some of the things that matter to me

I feel valued at work when:

I like to work in an environment where:

If I feel a bit low the things that help me are:

I feel most energised at work when:

Things I enjoyed about other places I have worked:

It might surprise people to know how much energy or focus it takes for me to:

An everyday task at work that I find somewhat difficult is:

Something I am proud of in work is:

Something I would like to get better at is:

If somebody was speaking about me appreciatively, they might be saying:

All About Me – Working with Others: How, Where and When

Purpose

All About Me- Working with Others is a series of prompts which encourages people to consider what is important to them, and helps them bring their best, when working with others- particularly in the context of work meetings and discussions. Enhancing awareness about these topics can help enable the sense of security, belonging, achievement, significance, purpose and continuity to be realised.

How

Where possible, share the resource prior to meeting/ workshop will be discussed to enable people to have time to reflect on the prompts on their own- letting people know the purpose of the resource.

Ask them to think about their responses to the prompts in relation to:

- (i) What they have experienced being together in their current work context (if relevant)
 - (ii) Other insights/ experiences of what they have valued when engaging with others that would like to draw on
- Please see guidance for Agreed Ways of Working if using to develop Agreed Ways of Working (Ground Rules)

Group Conversation

- If group conversation, begin by going first and sharing on one of the prompts you feel comfortable to share.
- Invite others to do the same.

- Ask follow-on questions, if appropriate, to gather the detail of what the person values. For example, if someone shares that they feel most at home when engaging with others when people are being friendly and welcoming- you might then ask them to elaborate a bit more on what being ‘friendly’ and ‘welcoming’ looks like, and if they have any examples of when this has happened.
- Depending on time available, and purpose of the discussion you may wish to do a second round where people choose another prompt that they feel comfortable sharing about.
- Check in with people about how it felt to use the resource.

One-to-One Conversation

Let the other person know that they don’t need to share on all of the prompts- just those they feel drawn to saying something about

Go first, and share something about yourself in relation to the prompts,

Invite the other person to do the same, asking follow on questions as described above if needed.

Continue with conversation, using the prompts.

At end of conversation, check in with other person how it felt to use the resource, also sharing how it felt for you.

Where and When

- Team building discussions
- Supervision or mentoring conversations

All About Me – Working with Others



Some of the things that matter to me when engaging with others*

I feel most at home engaging with others when:

Something that helps me to bring my best to conversations with others:

Something others do that helps me to participate in conversations is:

If any trickiness arises, I've seen what can help is:

A key ingredient to coming away feeling energised by being part of conversations:

*For the purposes of this exercise it may be useful to reflect on your engagement with others in terms of:

- when you are working with groups (if doing this activity as part of a group workshop)
- when you are working with someone one-to-one in a work or learning environment (if doing this activity in the context of a mentoring relationship)

BeCaUSEe Quiz: How, Where and When

Purpose

BeCaUSE Quiz is a light-hearted, interactive way of opening up conversation about the intricacies of what helps being courageous to feel possible.

It is presented as a magazine-style quiz, which has a surprising/positive provocative element to the answers.

How

- Distribute one copy of the resource to each person, ensuring that it is handed out 'question side' upwards.
- Emphasise that people are asked not to turn it over.
- Introduce the purpose of the resource- emphasising the light-hearted, fun element.

- Allow 2-3 mins for people to read through the questions, and circle their answers
- Ask that everyone waits to turn over to the answers at the same time
- Once people have read the answers, open up for a discussion on how this has landed with them and what their thoughts are on being/ becoming courageous

Where and When

- As part of workshop/training that is:
 - exploring the topic of courage
 - inviting people to consider trying something new or different

BeCaUse Quiz

BECOMING COURAGEOUS IN CONVERSATION UNIVERSAL ASSESSMENT SCALE

BeCaUse Quiz

Please select your answers to the questions below and turn to next page for your results



WHEN TALKING ABOUT SENSITIVE SUBJECTS I FEEL:

- A. AT EASE
- B. ENGAGED, BUT A BIT ON EDGE
- C. A FAIR BIT NERVOUS
- D. EXTREMELY AWKWARD



MY USUAL RESPONSE WHEN ENGAGING IN A CONVERSATION WHERE I'M UNSURE OF WHAT THE OUTCOME WILL BE IS TO:

- A. DIVE RIGHT IN
- B. GET IN THE GROOVE AS TIME GOES ON
- C. STRUGGLE TO FIND MY FEET
- D. RUN A MILE FROM



I AM MOST LIKELY TO SHOW COURAGE IN MY CONVERSATIONS AT WORK WHEN:

- A. I KNOW I HAVE SUPPORT FROM OTHERS
- B. IT LINKS WITH MY VALUES & PRINCIPLES
- C. I TRUST IN THE RELATIONSHIP
- D. I ASK MYSELF 'WHAT'S THE WORST THAT COULD HAPPEN?'



BeCaUSe Quiz (cont.)

BECOMING COURAGEOUS IN CONVERSATION UNIVERSAL ASSESSMENT SCALE

BeCaUSe Quiz Results

Mostly A's: Human

Mostly B's: Human

Mostly C's: Human

Mostly D's: Human

The BeCaUSe Quiz results propose that **BeCaUSe** we're **human** that the people involved, context, timing and multiple other factors have a bearing on our capacity to be courageous in our conversations.

The term 'becoming courageous' is used in the Caring Conversations Framework to reflect the fact that courage is something we are hoping to build and is rarely something people experience all of the time. There may be certain situations where we absolutely feel able to be courageous in our conversations, others where we would like to further enhance this ability, and certain situations where we would like to think about what does feel possible when being courageous feels very risky or unsafe.

Therefore, because we're human, we adopt a reflective rather than regimented approach to bringing courage into our conversations as it isn't something that we can demand of others, or ourselves.

Boost and Bounce: How, Where and When

Purpose

Bounce and Boost are two resources developed to support reflection and conversations about confidence, and particularly ways to explore what may help a person's confidence to be enhanced. They are intended to support the person to enhance their awareness of small, manageable actions or interactions that they have found useful, or would find helpful going forward in supporting their confidence to grow.

Bounce and Boost can be used independently of one another or together.

Each of the two resources, Bounce and Boost, will be introduced separately.

BOUNCE

How

Note: if you are doing this as an activity with one or more others, you may want to allow some time for people to firstly reflect with the resource on their own initially, and then have a conversation about what has come up for them.

- Identify a topic/theme that you would like to explore in relation to your confidence levels. You may wish to focus on a topic with which you would like to enhance your confidence levels in.
- The y-axis is labelled 'low' to 'high' levels of confidence. Using a circle or other marking, draw on the graph where you would currently place your confidence levels in relation to the topic/theme you are exploring.

- Next, think about where you would like to confidence levels to move (bounce) to. The resource offers the timeframe of 4 weeks in considering where you would like your confidence levels to be - you may want to change this timeframe to one that fits best with your context.
- When you have decided where you would like your confidence levels to be, you are then invited to reflect on one thing that might help this bounce or move in confidence levels.
- Next, you are invited to consider where you would like your confidence to be (or have bounced to) in 3 months' time (again, this timeline could change to one of your choosing). And then reflect on what else might be important in helping this bounce to happen.
- If you have done this as a personal reflection activity, think about if there is anyone you would like to have a conversation with about your reflection.
- If you are doing this activity with others, you may wish to share some key points that came up for you in relation to:
 - your chosen topic
 - where your confidence currently is
 - where you would like it be in the timeframes that you have decided, and anything that might help this to happen

Where and When

- One's own reflective practice, and/or in conversation with colleagues.
- As part of an induction program
- Mentoring, supervisory or appraisal conversations.

BOOST

How

Note: Boost can be explored as a reflective activity on one's own, or in conversation with another.

- If the activity is a conversation between people, it is suggested that rather than one person asking the questions and the other responding, that the person engaging with the questions sets the pace and answers the questions in a way that works for them
- If you have already completed the Bounce resource you may want to continue exploring the same topic using the Boost resource.
- Begin with the question at the bottom of the page.
- Continue working your way up the questions, reflecting on each in turn

Where and When

Similar to the Bounce resource

- One's own reflective practice, and/or in conversation with colleagues.
- As part of an induction program
- Mentoring, supervisory or appraisal conversations.

Boost and Bounce

BOOST

What is something you might like others to do that could support your confidence to grow?

What have you learned in the past about what helps your confidence to grow?

What do you imagine it would look like if your confidence increased in this area?

What area would you like to boost your confidence in?

Boost and Bounce



Level of Confidence

Bounce

Currently

4 weeks

3 months

- Identify a topic/theme that you would like to explore in relation to your confidence levels _____
- Draw on the graph above where you would currently place your confidence levels in relation to this topic/theme
- Now consider into the future:
Where would you like your confidence levels to have bounced to in 4 weeks (you may want to change number of weeks to a timeline that works for you)
What is one thing that might help this bounce? _____
And where would you like to have bounced to in 3 months (or a timeline of your choosing)? _____
What else might be important to help this bounce to happen? _____

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Collaborative Sense Making Tool: How, Where and When

Purpose

Supporting people to make sense of stories, observations from practice and other data can be facilitated by using the Collaborative Sense-Making tool. This resource helps us to reflect on an experience. This could be at the end of a session or at the beginning to reflect 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: Diverse Views, Recurrent theme,

Almost Unmentionable, It's complicated. It gives voice to emotion, curiosities and celebrations which are core aspects of the caring conversations framework.

The tool has the potential to be used in a variety of ways including:

- As a visual tool to prompt storytelling
- As a co-analysis tool, through theming data under the headings
- As a catalyst for idea generation and discussion
- As a reflective tool to stimulate self-reflection or group reflection
- As a visual tool to prompt storytelling

How

- Present the prompts either by laying them out on a table or putting as a wall display.
- Ask people to consider the experience of, for example, caring for a woman in labour, working in the multidisciplinary team, working together in the mentoring relationship.
- Use the prompts to stimulate different aspects of their experience/story.
- Suggest that people take an instinctual approach, as there isn't a right or wrong way to decide which

comment might go beside which prompt e.g.

something that Complicated might also be Previously Hidden so the person could write the comment at either or both prompt posters

- Encourage people to visit each of the prompts a number of times, to read what others have written and see if there is anything they would like to add- this is sometimes called a Gallery Wall (depending on the size of the group the above activity may take 10-15 mins.)
- Large group: Invite people to stand by one of the collaborative sense-making prompts that they feel drawn to explore in more depth because (a) they would like to explore with others something they have written beside this prompt or (b) someone else has written something that they would like to explore further. Once people are standing beside their chosen prompt, invite each group to have a conversation where (i) each person shares why they choose that prompt (ii) anything they are curious about in relation to that prompt. After allowing 5-7 mins for this discussion (or longer if time permits) you may then wish to hear back quickly from each group a synopsis of their conversation.

Smaller group: You may decide to have a general group discussion where you invite people to share a little about what came up for them as they wrote and read the comments.

Where and When

- At the end of a shift in a team huddle or debrief session.
- Beginning or end of mentoring/supervision session to reflect on experiences.
- To reflect on stories or other data collected as part of a project.

Collaborative Sense-Making Tool

SURPRISES



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SPREADABLE



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Collaborative Sense-Making Tool

WORDS OF WISDOM



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UNFINISHED BUSINESS



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Collaborative Sense-Making Tool

RECURRING THEME



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DIVERSE VIEWS



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Collaborative Sense-Making Tool

ALMOST UNMENTIONABLE



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IT'S COMPLICATED



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Collaborative Sense-Making Tool

RISKING IT



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HALLELUJAH



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Collaborative Sense-Making Tool

PREVIOUSLY HIDDEN



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HOT TOPIC



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Caring Conversations Reflective Questions: How, Where and When

Purpose

Caring Conversations for Working in Groups is a set of reflective questions designed to stimulate enhanced awareness of self- with a particular emphasis on how you engage with others. The questions are informed by the 7 C's of Caring Conversations- Becoming Courageous, Celebrating, Connecting Emotionally, Becoming Curious, Collaborating, Considering Other Perspectives and Compromising.

How

Self Reflection

The questions have been created for people to reflect on themselves and so each person may find their own way in which to use the questions for self-reflection.

Some ideas include:

- Looking through the questions and seeing which spark your interest, that you would like to spend time considering

- Choosing one at random and noticing what emerges for you from the question,
- Selecting a question that you would like to ask yourself on a regular basis

In Pairs or Groups

Invite people to consider the Straplines for 3 of the C's celebrate, becoming curious and connecting emotionally and reflective questions.

Working in pairs each pick one question from each of the 3 C's Reflective Questions and discuss responses together.

Before closing the activity check in and ask: Was there any new learning or discoveries from having the conversation and reflecting on the 3 C's?

Where and When

- Integrated as part of ongoing personal development
- As a reflective exercise prior to supervision or appraisal conversations

Caring Conversations Reflective Questions

Caring Conversations Reflective Questions



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

- What compliment could I give myself about what I do well?
- Who brings out the best in me?
- When others give me compliments it really helps when they....

Becoming Curious

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

- What might help me to stay listening when I want to go on talking or feel I already know the answer?
- When I realise I have made an assumption I would like to...
- What helps me to consider different views/feelings?

Connecting emotionally

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

- The emotion I would like to feel more of the time is....
- Something that helps me to ask others about how they feel and listen in a way that does not try to fix things is.....

Conversation Cues – Sense Making Discussion Cards: How, Where and When

Purpose

These conversation cards are designed to stimulate fresh and diverse conversations between midwifery students, midwives, educators, and other interested team members. 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'. For example, you will see in the card below how the topic of 'everyone's part in facilitating learning is placed under the 'Hot Topic' prompt. The visuals and wording of these prompts are included to inspire people to engage in further reflections and ideas that may expand beyond what is written in the conversation cue.

How

- For the person facilitating the conversation it can be worth thinking beforehand how you will choose which card/s to discuss. Options include:
 - Pre-selecting a card and bringing this to the group
 - Pre-selecting a limited number of the cards (4-5) and placing them with the image uppermost

so that people are able to see the conversation cue in order to decide which card they would like to pick or selecting a card at random and seeing if the group would like to discuss it. If not, the card is replaced and a different one picked.

- Once everyone has had a chance to read the Conversation Cue of the card which has been selected, the discussion could be opened with the question.

'How do you feel about what you read in the conversation cue?'
- You may want to consider inviting people to do this as a round, where people one-by-one share their response, so that everyone has a chance to share their perspective before it is opened up for more general discussion.
- There is then scope to let the conversation naturally flow out of the first question, or return to the other questions listed on the card to further delve into the topic.

Where and When

- Mentoring conversations/ Exploratory discussions with midwifery students
- Team meetings

Conversation Cues- Sense Making Discussion Cards

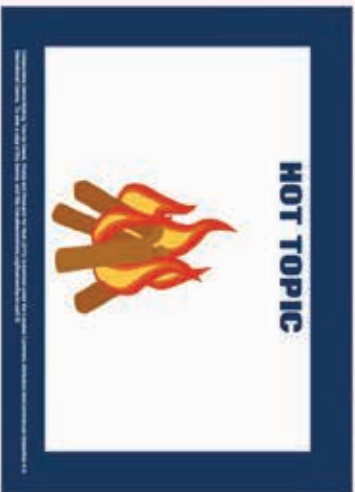


Conversation Cues- Sense Making Discussion Cards

CONVERSATION CUES

About the Sense-Making Conversation Cards

These conversation cards are designed to stimulate fresh and diverse conversations between midwifery students, midwives, educators, practice development staff and other interested team members. 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'. For example, you will see in the following cards how the topic of work/home life balance is placed under the 'Recurring Theme' prompt. The visuals and wording of these prompts are included to inspire people to engage in further reflections and ideas that may expand beyond what is written in the conversation cue.



Conversation Cues- Sense Making Discussion Cards

CONVERSATION CUES

Using the Sense-Making Conversation Cards

Once everyone has had a chance to read the Conversation Cue of the card which has been selected, the discussion could be opened with the question

'How do you feel about what you read in the conversation cue?'

You may want to consider inviting people to do this as a round, where people one-by-one share their response, so that everyone has a chance to share their perspective before it is opened up for more general discussion.

There is then scope to let the conversation naturally flow out of the first question, or return to the other questions listed on the card to further delve into the topic.

CONVERSATION CUES

About the Sense-Making Conversation Cards

On the reverse side of the card are some suggestions for questions to explore so that those participating can engage in their own sense-making of the conversation cues. Some of these might feel like standard questions, others might be surprising and others might stretch people's thinking to travel in new directions.

The invitation to those using these cards is to choose the elements presented on the cards that work for you, and to see what sense you make of the topics included.

Using the Sense-Making Conversation Cards

Ideas for when you might use these conversation cards include during tutorials and clinical supervision gatherings.

For the person facilitating the conversation it can be worth thinking beforehand how you will choose which card/s to discuss. Options include:

- Pre-selecting a card and bringing this to the group
- Pre-selecting a limited number of the cards (4-5) and placing them with the image uppermost so that people are able to see the conversation cue in order to decide which card they would like to pick.
- Selecting a card at random and seeing if the group would like to discuss it. If not, the card is replaced and a different one picked.

Conversation Cues- Sense Making Discussion Cards

CONVERSATION CUES

Using the Sense-Making Conversation Cards

Once everyone has had a chance to read the Conversation Cue of the card which has been selected, the discussion could be opened with the question

'How do you feel about what you read in the conversation cue?'

You may want to consider inviting people to do this as a round, where people one-by-one share their response, so that everyone has a chance to share their perspective before it is opened up for more general discussion.


There is then scope to let the conversation naturally flow out of the first question, or return to the other questions listed on the card to further delve into the topic.

Conversation Cues- Sense Making Discussion Cards

CONVERSATION CUES

Hot Topic- Everyone's Part in Facilitating Learning

HOT TOPIC



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Conversation Cue

Everyone has a key part to play in facilitating learning in the workplace.

Conversation Cues- Sense Making Discussion Cards

Hot Topic- Everyone's Part in Facilitating Learning

Possible Questions for Sense-Making

How do you feel about the conversation cue on the front of the card?

What have you noticed about what motivates people to want to be part of facilitating learning in the workplace?

From your own experience have you an example of where learning came from an unexpected place?

What could people be doing more of together to further build the confidence of midwives to support and nurture midwifery students?

Conversation Cues- Sense Making Discussion Cards

Recurring Theme: Work/Home Life Balance

Possible Questions for Sense-Making

How do you feel about the conversation cue on the front of the card?

What have you discovered about what is important to you in relation to work/home life balance?

For those who are juggling different responsibilities, how would you like others to acknowledge what you are balancing?

Are there ways in which learning in your work life positively contributes to your home life, and learning from your home life to your work life?

Conversation Cues- Sense Making Discussion Cards

CONVERSATION CUES

Risking It: Asking for support can feel risky



Conversation Cue

To ask for support, be it a midwifery student or midwife asking, is to risk being negatively judged as not coping or not being capable

Conversation Cues- Sense Making Discussion Cards

Risking It: Asking for support can feel risky

Possible Questions for Sense-Making

How do you feel about the conversation cue on the front of the card?

Have there been times when it felt ok to say you didn't know, or to ask for support? What helped it to feel ok on those occasions?

What do you value when others are asking you for your support?

What do you think would help it to feel part of the culture for people to ask one another for support when they are unsure or would value help?

Conversation Cues- Sense Making Discussion Cards

CONVERSATION CUES

Words of Wisdom: Simple things make a big difference

WORDS OF WISDOM



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Conversation Cue
Simple things like knowing my name, checking in with how I am doing, all make a big difference

Conversation Cues- Sense Making Discussion Cards

Words of Wisdom: Simple things make a big difference

Possible Questions for Sense-Making

How do you feel about the conversation cue on the front of the card?

What matters to you at work, however small?

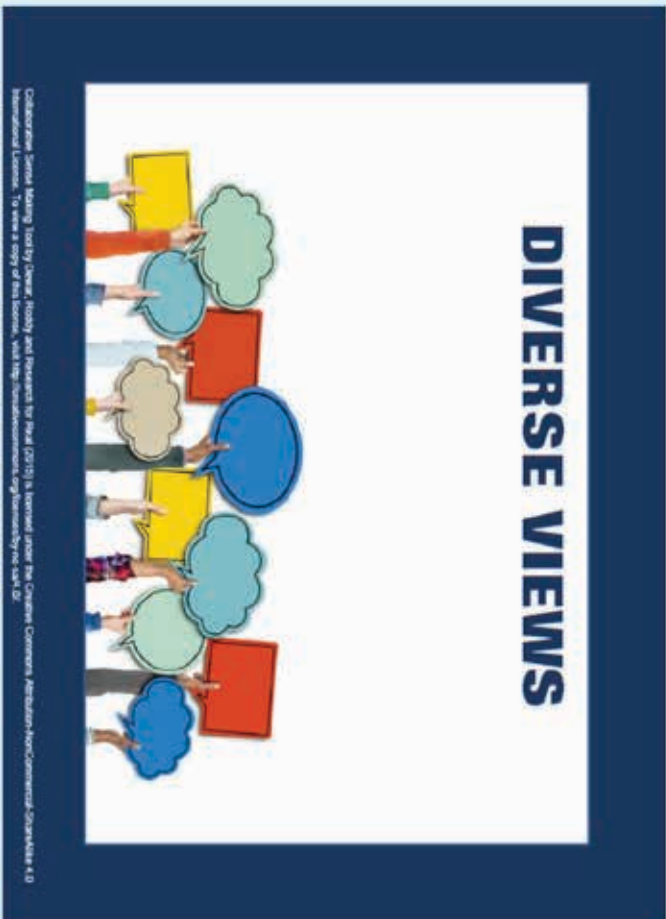
What helps you to share, and to ask others, about the simple things that matter?

Can you think of a recent example of where someone did something simple that made a big difference to you. Do you think that person knows the detail of the difference it made to you? If not, might you be able to let them know?

Conversation Cues- Sense Making Discussion Cards

CONVERSATIONS CUES

Diverse Views: The importance we give to different types of skills



Conversation Cue

On the one hand technical skills are seen as most important for student midwives and midwives to learn, and on the other hand human interaction skills are seen as core and foundational to achieving the technical skills.

Conversation Cues- Sense Making Discussion Cards

Diverse Views: The importance we give to different types of skills

Possible Questions for Sense-Making

How do you feel about the conversation cue on the front of the card?


If technical and human interaction skills were both being valued to the extent you feel they ought to be - what would this look like? What would people be saying about these different skill sets?

Whose technical and human interaction skills have you admired? What stood out for you in how they enacted these skills?

Conversation Cues- Sense Making Discussion Cards

CONVERSATION CUES

**Almost Unmentionable:
Exploring Alternatives to 'Woman-Centred Care'**



ALMOST UNMENTIONABLE

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Conversation Cue

'Woman-centred care' is a highly-regarded way of describing the care we provide. 'Relationship-centred care' is another option that recognises the role of women, students, partners and midwives in the care experience.

Conversation Cues- Sense Making Discussion Cards

**Almost Unmentionable:
Exploring Alternatives to 'Woman-Centred Care'**

Possible Questions for Sense-Making

How do you feel about the conversation cue on the front of the card?

Why might it seem 'almost unmentionable' to consider alternatives to 'woman-centred care'?

What terms or language best reflects how you experience the care and learning you are involved in?

What might help us to name 'almost unmentionable' topics we encounter in our practice?

Conversation Cues- Sense Making Discussion Cards

CONVERSATION CUES

**Previously Hidden- The Role of Language in Showing
People they Matter**

PREVIOUSLY HIDDEN



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Conversation Cue

Noticing and developing respectful language helps us show people that they matter and are valued

Conversation Cues- Sense Making Discussion Cards

**Previously Hidden- The Role of Language in Showing
People they Matter**

Possible Questions for our Sense-Making

How do you feel about the conversation cue on the front of the card?

What words do you and others use that you feel help to build relationships of respect and recognition?

Are there words and phrases that you have heard been used that you would like to see being tweaked?

If you were to invite people to work with you on re-framing words that don't sit comfortably, how would you like to be in those conversations?

Conversation Cues- Sense Making Discussion Cards

CONVERSATION CUES

It's Complicated: Do we mind the gaps between what is learnt in university and experienced in practice?



IT'S COMPLICATED

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Conversation Cue

The difference between what is learnt in university and what happens in practice is often referred to by the term 'theory-practice gap'. Questions around this gap raise the idea that it is a complicated topic.

Conversation Cues- Sense Making Discussion Cards

It's Complicated: Do we mind the gaps between what is learnt in university and experienced in practice?

Possible Questions for Sense-Making

How do you feel about the conversation cue on the front of the card?

What types of conversation about potential differences between what is learnt in university and experienced in practice, would you find most useful?


If we were to assume that differences between what is learnt in university and experienced in practice wasn't necessarily a problem to be solved, how else might we think about these differences?

Conversation Cues- Sense Making Discussion Cards

CONVERSATION CUES

Surprises: Our Ways of Supporting Students' Learning Can Become How We Support Everyone's Learning

SURPRISES



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Conversation Cue

The very things that enhance the midwifery students' experience can also enhance the midwives' experience.

Conversation Cues- Sense Making Discussion Cards

Surprises: Our Ways of Supporting Students' Learning Can Become How We Support Everyone's Learning

Possible Questions for our Sense-Making

How do you feel about the conversation cue on the front of the card?

Finding out about hopes, worries and learning might be one example of something that currently happens to support students.

What are your thoughts about us having more discussions where midwifery students' and midwives' are both finding out about each others hopes, worries and learning?

Have you other ideas about how we could apply our learning about what works well with students to how we support other staff?

Emotional Touchpoints: How, Where and When

Purpose

Using emotional touchpoints can help us to learn about the experiences of patients/clients/people who use services, families and staff. We can learn about those things that worked well for them and those that caused concern. The touchpoints help the storyteller to share their experience in a structured way. The information gleaned from the story can be used to identify small improvements that can have a huge impact on how we are with each other.

How

A touchpoint is a point in a person's experience such as 'handover', 'involvement in decisions', 'working as part of a team'.

There are also blank cards for the person you are speaking with to create their own touchpoint if there is an experience they would like to talk about that isn't already included. Also included in the pack are cards with 'positive' and 'negative' emotion words written on them. These words 'pleased', 'moved', 'angry' are used to help the storyteller.

to share their story through the lens of the emotions they experienced. Again there are blank cards should the person identify a different feeling that they would like to include.

Inviting the storyteller to take part

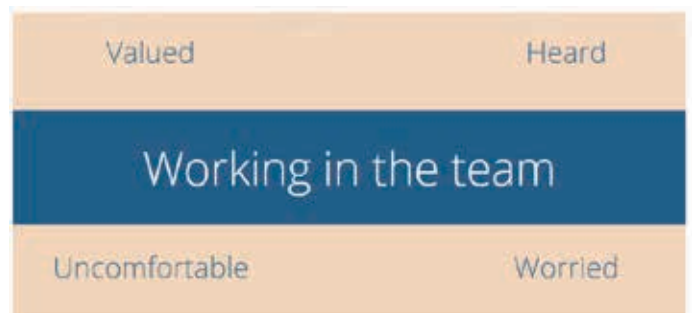
Invite the story-teller i.e. patient/client/person who uses services/family member/staff member to take part in sharing their experience by explaining the process and providing verbal and written information if appropriate.

If they are happy to take part you may also want to ask them if they are comfortable with you sharing their

experience/ story with the wider team/organisation. For those doing emotional touchpoints as part of a research study it may be necessary to obtain written consent.

Hearing the story using touchpoints

- Find a quiet area if you can in your area. Have the pack ready and paper and pen to jot down notes from the session.
- Present the range of touchpoints to the storyteller.
- Ask them to select the ones that they would like to talk about.
- If they have a point in their experience they would like to discuss and this is not presented in the touchpoints, write this on one of the blank cards.
- (You may need to guide them on the number of touchpoints selected. On average for a 20 minute discussion you may be able to discuss 3 or 4 touchpoints).
- Taking each touchpoint one at a time and ask the storyteller to select the emotion words that sum up the experience for them.



- It is helpful to invite the story teller to physically lay the words they have chosen on to the touchpoint.
- So as in the example above, if the person has selected the touchpoint, expressing my views, they may select the words – anxious, 'stuck', 'heard' and valued to describe how this felt.
- Ask the storyteller to share why they felt that way. Listen intently to try to understand their experience.

- Try not to feel you have to defend the situation, offer explanations as to why something has happened or try to provide a list of solutions. Just being able to be heard can be a useful in itself
- Try not to take negative emotions personally. It is a reflection on what has happened and how the storyteller feels, potentially opening up possibilities for an enhanced experience in the future.
- When the storyteller shares on the positive emotion try to ask what helped them to feel that way.
- When 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 pick an emotion that sums this up.
- After you have worked through all of the touchpoints in turn and in a similar way, thank the person for taking part.

After the emotional touchpoint conversation

- Type up the notes from the story as soon after the interview as possible.
- It is helpful to write the story as if the storyteller has written this e.g. I felt frustrated and surprised at visiting time. I felt frustrated because there was very rarely somebody around to talk to...
- Give the story back to the story teller and ask them if the account is accurate and if they would like to make any changes or additions.
- Check consent (if necessary in the context). Ask again if they are happy for their story to be shared with staff and others in the organisation.

Sample Touchpoints

- My learning
- Working with the team
- Working with my mentor/mentee
- Sharing my concerns
- Giving feedback
- Receiving feedback
- Balancing work/Uni/home life
- Being supervised
- Reaching my learning goals
- Getting to know the unit
- Sharing my skills and knowledge
- Caring for the Women
- Caring for Families and/or visitors
- Being on the unit when it's busy
- Going for breaks
- First day on the unit

Where and When

- Emotional touchpoints can be pre-planned or can be a resource which can be drawn on in the moment if both people feel it would be helpful to the conversation. Examples of where people have found it helpful to use this include:
 - To reflect on first day/week in new team/placement
 - During a supervision or mentoring discussion
 - To debrief on a challenging situation
- Also, it can be anytime - the important thing is that you are interested in hearing another persons story about their experience.

Emotional Touchpoints

Emotion Words

Embarrassed

Intimidated

Annoyed

Powerless

Worried

Confused

Dismissed

Watched

Unprepared

Labelled

Emotional Touchpoints

Emotion Words

Overwhelmed

Rushed

Unsupported

Stuck

Numb

A Bit Silly

Let Down

Scared

Anxious

Emotional Touchpoints

Emotion Words

Fulfilled

Acknowledged

Brave

Calm

Comfortable

Proud

Connected

Safe

Heard

Relieved

Emotional Touchpoints

Emotion Words

Privileged

Valued

Surprised

Welcomed

Moved

Motivated

Included

Reassured

Inspired

Emotion Words :

How, Where and When

Purpose

Asking people to reflect on their emotions can be a powerful and quick way to learning about others' experiences and enhancing connection. We often speak quite generally about our emotions when asked e.g., that was good, okay, fine, not so good. Specifically naming emotions such as surprised, proud, awkward, and heard may be a little different and can help us to be heard and to talk about things that did not feel wholly positive, in a supportive way. This resource is derived from a fuller exploration of learning about a person's experience through Emotional Touchpoints.

You may yourself, or have heard others, express questions or concerns about asking people to share about their emotions. The following processes and points are foundational to creating a context in which people feel safe and comfortable when using emotion words:

- The person talking about their emotions leads the conversation. They choose which emotions they would like to talk about, in which order and what they would like to share about each
- The purpose of the conversation is outlined at the beginning, and permission is sought for further sharing of what was spoken about (if relevant)
- There is a checking-in with the person who is choosing the emotion words as to what they would like to happen or support they would like if they were to express strong emotion, for example if they were to become upset.
- For the person in the listening role, it is important to have an awareness of trying to avoid words or actions designed to 'make the person feel better'. This is based on the idea that the person sharing is the expert of their own emotions. As listener, our role is not to change their emotions, rather to support them to have an experience of their emotion being heard, which may then open up new possibilities for

them in terms of what they would like to happen next

- At the end, check in with the person about how this experience was for them

How

- Explain to the person you are speaking with about the Emotion Words tool, and check in if they would like to use it for sharing about their experience.
- Ask them to pick emotion words that sum up their experience in relation to the topic you would like to hear from them about. For example:
 - Select some emotion words that sum up your experience so far in this Unit
 - Select some emotion words that sum up how you feel about your last shift
- When the storyteller shares on a positive emotion try to ask what helped them to feel that way.
- 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.
- To close the conversation, thank the person for what they have shared. Ask for their permission to share aspects of what they have spoken about (if appropriate).
- If points have been raised which require follow-up, discuss what the next steps might be.

Difference between Emotion Words and Emotional Touchpoints

Emotional Touchpoints is a structured method used to discuss a range of topics/ areas. It tends to be in the context of a structured discussion. Emotion words uses the same process which can be applied to more

impromptu discussions, where there may be one key topic/experience you wish to discuss.

Where and When

- After a meeting or a conversation
- To explore a particular topic/concept such as the mentoring relationship, the shift today, working as a team, caring for women during an emergency
- Emotion words can be used with patients, families or staff where you are asking them to share about any specific aspect of their experience.
- While these conversations may happen in the concept of a planned discussion or meeting, they may also happen in more informal ways and so it can be worth considering how the Emotion Words might be accessible to you during your day-to-day interactions.

Emotional Words

Emotion Words

Anxious	Uncomfortable	A bit silly	Relieved	Comfortable	Included
Confused	Misunderstood	Numb	Connected	Fortunate	Moved
Awkward	Flustered	Frustrated	Valued	Calm	Respected
Tired	Powerless	Let down	Heard	Trusted	Reassured
Overwhelmed	Confused	Embarrassed	Hopeful	Surprised	Confident
Unsupported	Stuck	A little irritated	Safe	Encouraged	Pleased
Fed up	Apprehensive		Supported	Excited	

Instant Delights: How, Where and When

Purpose

Instant Delights involves inviting people to share one 'thing', however small, that brings a moment of delight to their day. 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 Principle 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. A second, is the value of 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.

How

- If possible, have a copy of the Instant Delights card which gives examples, available for everyone to see.
- Introduce the idea of an 'Instant Delight' as being something that can be quite small and everyday that brings them energy, lightness, delight.

- Share your reason for using the tool, this may include: as a way of helping people get to know one another/ build connection/ start the meeting on a positive note.
- Explain that you will be inviting everyone to share one thing that brings them 'Instant Delight'.
- Model the process by going first and sharing your Instant Delight.
- Invite people to share one-by-one what their Instant Delight is.
- Check in with people how it felt to use this resource.

Where and When

- As an opening round at meetings
- As an energiser during a training session
- In casual conversation to help to get to know the other person/people

Instant Delights



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In the Know: How, Where and When

Purpose

In the Know is an inquiry tool designed to help open up conversation that celebrates 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.

How

- Decide what the focus is that you are going to ask people to reflect on.

For example: 'feeling safe at work', 'supporting new staff', or 'the policy about

- Depending on the focus you may decide that it is or isn't appropriate to have further reflection afterwards about what people have shared- its important that people know before they start sharing whether there will be this discussion or not.
- Depending on time- you might decide to ask people to just pick one of the prompts to share on, or give them a choice of sharing about 1, 2 or all 3 of the prompts. The prompts are:

1 Thing You are Proud or Excited to Know

1 Thing You are Getting to Know

1 Thing You Don't Know Yet

- As facilitator, model the process by going first and share your In the Know.
- Invite others to share one by one, reminding people that at this time they don't need to respond to what others have said.
- If it has been agreed that there will be further discussion on what people have shared invite people to respond to what they heard
- Finish by checking in with people about how they found the process
 - what they liked about sharing their In the Know
 - what they are wondering or curious about?
- Again, to help people to contribute, as facilitator you go first with what you liked or are wondering about.

Where and When

- In the Know can be used for one-to-one or group discussions.
- For example, during a supervision or mentorship conversation, team meetings, training sessions

In the Know



IN THE KNOW

I THING YOU'RE PROUD OR EXCITED TO KNOW

AND/OR

I THING YOU'RE GETTING TO KNOW

AND/OR

I THING YOU DON'T KNOW YET

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JADED: How, Where and When

JADED is a visual prompt which invites reflection on normal human responses, namely our capacity to go to a place of: Judging, Assuming, Defending, Explaining or Debating.

Below is an example scenario of how JADED might show up in a workplace interaction.

Ann has come into work, to find that a task she was expecting to be done hasn't been completed. She goes and looks for John to have a conversation with him, as he was one of the people she imagined might have done the task.

The table below uses JADED to outline some thoughts and words that both Ann and John might be experiencing in this scenario.

The above example demonstrates how interactions from a JADED place can impinge on relationships, and be ineffective at achieving people's desired outcomes.

Crucially, these JADED reactions are understood to be normal human reflexes and so the JADED tool is used to help bring awareness to these reflexes and not in anyway 'point fingers' or shame people for engaging in this way.

Three central points therefore with the JADED tool are that:

- These are normal human responses
- Being aware of these responses within ourselves opens up the possibility to pause, and make a deliberate choice around how I might proceed in the interaction
- Identifying JADED'ness in ourselves or others is an opportunity to turn towards curiosity (rather than criticising or feeding off the JADED response)

Some examples of the types of curious thoughts and questions that could inform a dialogue that moves away from JADED'ness are outlined below (bottom of page)

	Ann	John
J udging	Thoughts The team can't really be trusted to get anything done.	Thoughts Ann is someone who loves criticising people.
A ssuming	Thoughts I've shown everyone how to do the task, they know full well how to do it and are just choosing not to.	Thoughts The task is a tick-box exercise, no one except Ann really cares if its done or not
D efending	Words to John I was very clear in what I said and the guidance I left.	Words to Ann I've done the task the last three weeks, its not my fault others aren't doing it
E xplaining	Words to John Ann gives John a list of all the jobs on her to-do list and why she doesn't have time to do it.	Words to Ann John gives Ann a list of all the jobs on his to-do list and why he doesn't have time to do it
D ebating	Words to John You say you're busy but I know you'll have some time available this afternoon	Words to Ann The task is a bit pointless anyway, I don't think we should have to do it at all

How

When introducing the JADED resource to others it is extremely important that you situate these responses within yourself- acknowledging the ways in which you can be JADED. It can be useful to give short examples of each of the JADED responses that are based in your own experience.

- Share how the purpose of the JADED resource is to raise our awareness, and give a language to this normal human experience.
- Spend some time exploring how curiosity can be used as the antidote to being JADED- both when we ourselves are JADED and/or when we are perceiving that someone else is JADED.
- If introducing JADED in a workshop it is worth considering introducing it early on, this may then enhance opportunities for people to recognise within themselves if they are JADED.

Important caveat: If we experience someone as being JADED it can be tempting to use the JADED resource to point out to them what we perceive to be happening. We would caution against this, as this in itself could be us going into a ‘judging’ place. Rather than introducing the resource at this stage, we might instead try to model genuine curiosity about what is going on for the other person. There may then be a chance, at a later time if appropriate, to introduce them to the JADED resource.

Where and When

Within workshops or conversations where topics such as curiosity, relationship-building, caring conversations are being explored.

	Ann	John
Becoming curious	Thoughts The task has been done perfectly the last few weeks, I wonder what helped people to do it then	Thoughts I wonder what its like for Ann to be a manager, having to keep an eye on everything
Becoming Curious	Thoughts I wonder how people are feeling about the task	Thoughts I wonder what is important to Ann about this task
Becoming Curious	Words to John Can I check John about the guidance for this task, is there anything that would help it to be easier to use?	Words to Ann I’m not sure if you know Ann that its been me doing the task for the last few weeks, I’m wondering how we can get others in the team on board with it?
Becoming Curious	Words to John I’m wondering if we can come up with a plan together as to how we ensure what needs to get done is completed?	Words to Ann Who else can we quickly bring in to the chat?
Becoming Curious	Words to John I’m wondering if it might be useful for us to talk about this task as a team, and see if we need to make any changes?	Words to Ann I know from my previous job that there are a few different ways to approach this task, I wonder if I could share these when we meet?

Jaded

Are you

J Judging

A Assuming

D Defending

E Explaining

D Debating

... can you press pause?

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Key Card Questions: How, Where and When

Purpose

KeyCard Questions are a selection of approx. 50 cards with different questions about ourselves, our thoughts, experiences and feelings.

The purpose of using the KeyCard questions is that it is an activity that gets people sharing about a whole range of different topics, so people who don't know each other so well can build relationships and people who have known each other for ages might chat about things they hadn't talked about before.

There is no right or wrong way to interpret the question; some of them might be a bit surprising, some thought-provoking and some nicely strange.

This resource was inspired by KeyCard Questions developed by a teacher, Erin Waters, who wanted to find a way to stimulate great conversation at the family dinner table.

How

The question card sheets on the previous pages can be printed off, cut up into individual cards and placed in a bag or jar, with a large enough opening for people to place their hand in.

If using the questions for an online meeting, you might want to select a small number, between 4 and 6, and present them on a slide for people to choose from.

There is also an online interactive version available at <http://myhomelife.uws.ac.uk/scotland/interactive-online-activities/>.

- Introduce the activity, outlining the purpose for you using it, and letting people know that they won't be asked to answer any question they don't feel comfortable answering.

Paper Based and Online Versions

- Go first by picking out a question – you may choose to model that is fine to put the question back and choose a different one if you would prefer not to answer your first pick (or in the case of the online version 'spinning' again)
- Once you have a question that you are happy to respond to, model giving a brief response
- Invite people in turn to choose a question, while mentioning that there is no right or wrong way to interpret the questions

Slide of Questions

- Display the slide with the various questions on it. Let people know that if there isn't a question in the selection that they would like to respond to, that they could choose to share something else they would like to about themselves.
- As above model going first, and continue by inviting each person to respond to a question if they wish
- Once everyone has had a chance to respond to the question, check in with people how they felt about using this tool. Again, begin by sharing how the experience was for you.

Where and When

- As an opening round (ice-breaker) at the start of a meeting or workshop (where this feels relevant to the focus of the meeting or workshop i.e. relationship-building is part of the 'work' of the meeting or workshop)
- At induction as a way of getting to know new staff

Key Card Questions

Key Card Questions



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Key Card Questions

Key Card Questions

What pet hates do you have?

What do you think is one of the hardest things in life?

What wee silly things make you happy?

Who do you think has a great life?

A person that has had a big impact on you and they don't even know it!

What would be the first word that the person who knows you best would use to describe you?

What do you treasure?

It's the day of your funeral, what would you like people to be saying?

Key Card Questions

Key Card Questions

When do you feel truly comfy?

What for you is the most beautiful sound in the world?

When have you felt pleased with yourself?

What is your favourite story from your life?

Who/what has been your 'rock' in life?

What has been the best part of getting older?

What's the kindest thing anyone had said to you?

What do you find funny?

Key Card Questions

Key Card Questions

What is your priority for today?

What game from your childhood would you like children today to know?

Is there something that you know how to do, that you would like to show others?

If you could travel back in time, where would you go?

If you had a flying carpet where would you go?

Do you have a motto in life?

What characteristics did you have when you were younger that you no longer show now?

What difference would you like to make in the world?

Key Card Questions

Key Card Questions

What kind of community do you have/would you like to have?

What's been the best change in the world over the last 50 years?

Tell me about something that's important to you that you won't compromise on...

What's the funniest thing somebody did or said recently?

What are you most proud of?

What's the best way to help someone feel welcome?

What did you dream about recently?

What helps you to feel that other people are fond of you?

Key Card Questions

Key Card Questions

What's something
that is hard
for you?

What makes
your day?

Describe what its like
to feel free...

What makes
you smile?

A risk you'd like
to take is...

Is there something
you like to do, to
show people that
they're important to
you?

If a newspaper
were to write a story
about you, what
would the story be?

Who here would you
like to get to know
better?

Key Card Questions

Key Card Questions

Describe your ideal evening...

Is there anything you would like to get better at? What would help you get there?

What did you do well lately?

What helps you if you're feeling lonely?

What helps you to feel at your best?

What keeps you awake at night?

What was your first thought when you woke up this morning?

LIFE Sessions:

How, Where and When

LIFE (Learning and Innovating from Everyday Experience or Events) is a concept, developed as a culture development initiative by My Home Life Facilitators in Scotland (Sharp, Dewar, McCombie 2020). LIFE Sessions aim to take stories from everyday practice or from a specific event, 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 or, in the case of an event, what stood out for them, what are we curious about and what are the ideals and practical ideas that can be taken forward to benefit patients, colleagues and relatives who are connected with the care setting.

Purpose

LIFE sessions help us to explore more deeply the experiences and stories we encounter in everyday practice or from a specific event and use these as a prompt for further dialogue and impetus for considering new ways of working and being in our organisation.

Structure of LIFE Session

There are four questions we use in the LIFE sessions to promote learning and future development that are underpinned by these frameworks and were developed by the My Home Life team in alignment with generative questioning within Appreciative Inquiry and the Caring Conversations Framework. The framing of these helps people to notice what works well and what is valued, however small, and foregrounds curiosity and tentativeness rather than delving into detailed judgement about why something might not be as people would like it to be.

The four questions are:

1. What is there to celebrate in what you heard in the story? (to be used in an everyday experience snippet) or what stood out for you in the story? (only to be used in an event based story).
2. What are you wondering about after hearing the story?
3. What do you hope for going forward or wouldn't it be great if...?
4. What one small thing would you like to ask/ think about/ try out after discussing this story?

There is an optional fifth question which can be used, time permitting, to further explore what learning from the LIFE session might be shared more widely.

5. What one thing would you like to tell people about the LIFE session today?

Preparing for a LIFE Session

Gathering and Choosing a Story

The story discussed at a LIFE Session can be:

- a) Existing stories already collected within the organisation such as a compliment, or a complaint, or account of a specific reported event /incident.
- b) From an observation of something that happened in everyday practice
- c) A story gathered using an inquiry tool- for example Emotional Touchpoints, Positive Inquiry Tool, Positive Practice Poster

These stories might be to seek deliberate feedback from people about general experiences or they may be intentionally sought to explore a particular theme in the organisation such as patient safety, infection control, or staff morale.

You may choose to use one snippet/story or focus or gather a few snippets or story around that theme.

Stories used are concise, usually no longer than a few sentences/a paragraph long, and are called 'snippets'. In the case of a specific reported event, an excerpt from the report may be used rather than the report in its entirety. The snippets focus on a particular moment in time rather than giving a detailed background to the specific experience or event.

- Things to Keep in Mind When Writing Up a Snippet
 - Write it in first person 'I felt ...' based on what has been shared by the 'storyteller'
 - Keeping it short is good
 - Focus on key messages in what has been shared
 - Use person's own language and key phrases they use

Examples of stories

An example of a few snippets around the theme of 'first week in a new job' may be:

I feel a sense of belonging because on my first day people showed me where to put my bag and showed me around. I felt staff were warm and friendly which helped me to think I could ask if I didn't know anything.

I would like to feel safer. There was so much information when I first started, I couldn't take it all in and now I feel nervous to ask again and not knowing some things makes me feel anxious.'

An example of a story from an event/incident is: a concern a patient had while in hospital:

Inviting Participants

The structure of a LIFE Session involves a group of people coming together, for approximately 20-40 minutes, to discuss a short story from everyday life or a specific event in the care setting. The size of the group will could be anything from 2-10 people. Of note, participants do not need to have been involved in the story which will be discussed at the session.

What resources will I need for the LIFE session?



You will need:

- Copies of your snippets/story for each person
- Copies of the 4 questions which can be put on the floor or powerpoint slide if sharing screen using online platform- (questions are available on the LIFE Session Flash Cards or the Stories have Legs resource)
 - What is there to celebrate in what you heard the story? (For a story that has all negative comments use the What stood out for you in this story? – rather than what is there to celebrate?)
 - What are you wondering about after hearing the story?
 - What do you hope for going forward or wouldn't it be great if.....?
 - What one small thing would you like to ask/ think about/ try out after discussing this story?
- Resources for Capturing the notes during the session
 - Post its, Flip chart pens, blank paper and pen, Template for Recording and Learning from a Story
- Resources for Opening Rounds and Closing Rounds, if appropriate
- A phone/watch to time each part of the session to keep to time if required – this can be useful if it is a large group and/ or you need to adhere to a strict time limit.

Welcome and Introductions in Opening Round

- Explain the purpose and the process of the meeting. Outline that the session is not an investigation of what happened or an inquiry to gain more facts, and there won't be a necessity for an agreed action plan at the end of the session. Instead, it is an exploration of a story we can learn from and develop ideas, and new curiosities that can be taken forward to benefit patients, colleagues and relatives who are connected with the care setting.
- Check for participants permission to take notes of their responses (if you are capturing written notes)
- Read the snippet aloud and provide participants a copy each. After it has been read aloud, allow time for people to read it quietly themselves.

- Beginning with question 1, offer your response to the question first, to model keeping responses short and focused on the snippet, perhaps modelling something a bit edgy and not so obvious.
- Then invite each person to respond in turn doing this as a silent round i.e. people not commenting on others peoples responses
- Continue as above for the remainder of the questions
- Hold a closing round maybe using the images or emotional words and ask how his process has felt for them. You go first.
- Thank them for coming and encourage them to fulfil their 'pledge' for taking forward a small action or asking a new question.
- Write up the story and actions using the Template for Capturing and Learning (if relevant).

Where and When

- Learning conversation with mentee/ colleagues
- To maximise learning from stories collected from practice
- To collaboratively create ideas and actions for future developments
- As part of reflective learning processes after an incident/event

LIFE Sessions (Learning and Innovating from Everyday Experience)

LIFE Session

Q.1 What would you like to celebrate in what you heard in the story?

I would like to celebrate

LIFE Sessions (Learning and Innovating from Everyday Experience)

Q.1 What stood out for you in what you heard in the story?

Something that stood out for me was

LIFE Sessions (Learning and Innovating from Everyday Experience)

LIFE Session

Q.2 What are you wondering about?

From what i've heard, i'm
wondering about

LIFE Sessions (Learning and Innovating from Everyday Experience)

Q.3 Based on our discussion so far about the story,
what do you hope for going forward?

Going forward, wouldn't it be
great if

LIFE Sessions (Learning and Innovating from Everyday Experience)

LIFE Session

Q.4 What one small thing would you like to ask, do, think more about after discussing this story ?

I am going to

LIFE Sessions (Learning and Innovating from Everyday Experience)

Q.5 What one thing would you like to tell people about the LIFE Session today ?

I'd like to tell people

LIFE Sessions (Learning and Innovating from Everyday Experience)

LIFE Session

Q.4 What one small thing would you like to ask, do, think more about after discussing this story ?

I am going to

LIFE Sessions (Learning and Innovating from Everyday Experience)



Your Stories have Legs
– questions lead them in new directions –

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Positive Inquiry Tool: How, Where and When

The Positive Inquiry Tool is a set of two questions designed to initiate conversation on what is valued, which then takes a collaborative approach to thinking about how things could be further enhanced.

The two questions are:

- 'What worked well for you?'
- 'What could we do more of together to improve your experience?'

Purpose

If asking for feedback, it can be usual to orientate the conversation to asking the person about

'anything they would change'. The Positive Inquiry Tool initiates a conversation which sees 'what worked well' as an important starting point for insight and learning into what is valued. The use of language in the second question conveys that people are 'experts of their own experience'; for example, a new member of staff is the expert on what it is like to experience induction in their area. As experts of their own experience, they may have ideas for the future that are more attuned to what matters to those directly impacted by any future change, than we could have come up with on our own. Note that it does not ask what the problems or issues are, this relates to the fact that the questions we ask help to determine the response we get. If we are to ask what are 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

How


- Decide if you would like to ask the person about a certain aspect of their experience or their experience in general.
- Ask the first question. Depending on how the person shares on 'what has worked well?' you may want to invite them to give further detail about what it was they particularly valued, how it felt for them and what difference this made in order that you have a rich understanding of this aspect of their experience.
- Continue the discussion by asking them the second question:
- 'What could we do more of together to improve your experience?'. This may lead into further exploration of how they might like to be involved in any further work around this improvement.
- Before ending the discussion check with the person if you have permission to share their responses within the organisation.

Where and When

- These questions can be used to engage in conversations with a range of people in your workplace – staff, patients, relatives, and students.
- Can be useful to gain feedback during workshops/ training sessions.
- To guide supervision/mentor meetings with staff.


Positive Inquiry Tool

WHAT WORKED WELL FOR YOU?



Share with us what helped you to have a good experience.

To help you have a Caring Conversation



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WHAT COULD WE DO MORE OF TOGETHER TO IMPROVE YOUR EXPERIENCE?



Help us to understand how we could improve your experience.

To help you have a Caring Conversation



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Positive Practice Poster: How, Where and When

Purpose

In the busyness of everyday activity it can take a particular attentiveness to pick up on the positive practices that are happening. The Positive Practice Poster has been designed to help the intentional naming, celebrating and exploring of positive practices, which can then help us to learn more about what people value and care about.

How

- Gather your positive practice either from something you have noticed or heard someone say or do, or from a written source. Possible written sources include: Patient & Family Experience Feedback Forms, Compliments, Thank You Cards.
- Write up the positive practice in one of the bubbles on the Positive Practice Poster.

Pointers for Writing up the Positive Practice

- Short is sweet- Keeping what you write short (1-2 lines) can help keep the focus on the essence of the story
- The delight is in the detail- While keeping it short, also try to include some of the detail of the specific action or behaviour that was valued
- Write it as you'd say it- imagine you are telling a colleague about the positive practice and then use the same language on the poster, as how we say things out loud often captures the heart of a story best

Example: I felt moved, and learnt a lot from how A interacted with a patient who was anxious. He asked her questions so he could understand what her key concern was, rather than going straight to giving her lots of information.

First day back after sick leave and A was so supportive. She didn't push, and I felt she was a great listener and what I told her was in safe hands.

Generating Learning from the Positive Practices

- Have a further discussion about the positive practices by gathering a small group together (2-5 people) around the poster.
- Choose one positive practice to focus on.
- Use the three questions at the bottom of the poster to frame your discussion about the positive practice you have picked.
- Starting with the first question, offer your response to the question first. Then invite others who wish to, to respond.
- Continue on with the second and third questions.
- If time allows, check in with people how they found discussing the positive practice using the questions.

Where and When

- After handover or team meeting
- As a follow-on when thanking a colleague for something you are grateful for in what they said/did/how they were
- As an in-the-moment response when you see something you value

Positive Practice Poster

Positive Practice Poster

Things we value in our care setting



Choose one of the positive practices above to discuss.
What do you like about this practice?
Have you, or someone else, done something a little bit similar?
What has this discussion, about the positive practice, sparked in you?

QeST: How, Where and When

Purpose

QeST – QQualities & STrengths, is a tool for encouraging conversation about people’s qualities and strengths. The tool uses everyday language to expand our thinking about what we might name as qualities and strengths. It is informed by the principles in Appreciative Inquiry that: what we focus on grows and expands, the words we choose are important and can help shape our reality, and that new possibilities emerge when we learn more about what is currently working well.

How

- Invite people to share on one or more of the following:
 - A quality or strength you see in yourself

- A quality or strength you would like to develop further in yourself
- Qualities or strengths you see in others who are part of the discussion
- Qualities and strengths that are present in the team

- Model the process by going first yourself
- At the end of the discussion check-in with people about how they found the process of using the tool to talk about qualities and strengths

Where and When

- Appraisal, revalidation, interview.
- One-to-one discussions
- Team meetings
- Student assessment
- Mentoring and supervision conversations

QeST: Qualities and Strengths Cards



QeST: Qualities and Strengths Cards

Sharing stories	Advocating for others	Listening well	Keeping up-to-date
Making connections	Showing vulnerability	Adaptable if plans change	Having keen insights
Pausing before jumping in	Asking questions that are on the button	Knowing all the boxes that need to be ticked	Being open to changing my mind
Giving things a go	Being a mover and shaker	Including those who might get left out	Owning up to feeling out of sorts
Saying the thing that's been left unsaid	Having nifty ideas	Fessing up when I get it wrong	Asking others for help
Creating a warm feeling	Owning up to what I do well	Helping people feel heard	Remembering small details
Being ok with not knowing	Being aware of my impact on others	Holding off on making assumptions	Showing genuine curiosity

QeST: Qualities and Strengths Cards

Creating a sense of safety	Talking about sensitive subjects	Building others confidence	Noticing things that might be missed
Staying calm when things get hectic	Giving feedback that supports growth	Knowing when to stop talking	Showing quiet confidence
Being resourceful	Going left field	Gentleness	Making mischief
Being aware of how what I say lands with others	Finding ways to compromise	Showing appreciation to others	Wanting to understand other people's experiences
Being clear in what I say	Showing an eagerness to learn	Bringing some lightness	Saying something surprising
Searching out different perspectives	Putting brave pants on	Sharing how I feel	Helping others to feel special
Showing perseverance	Making time for others	Being open to hear other's concerns	

Reflections and Ripples: How, Where and When

Purpose

This resource has been developed to offer a general structure to think more deeply about our experiences at work, and how we can use these experiences to learn more about yourself and the people we work alongside including the people we care for and support, and those we work alongside.

The resource uses song titles, with accompanying prompts, as a framework to support reflection. Each song title reflects a theme or focus for reflection. Under each of the song titles are questions that are designed to explore going deeper into our everyday experiences, in order to make the most of the learning that is available for ourselves and others.

How

Where possible, share the Reflections and Ripples resource with the person/people ahead of your conversation- and offer guidance how they can use the resource to support their reflections, which they could then bring to the one-to-one or group discussion

Reflections Using the Resource

- Invite them to select an experience they would like to reflect on; this could be something quite everyday,

something that puzzled them, something they would like to celebrate or something that concerned or challenged them.

- Once they have decided which experience they will focus on invite them to write a short account of it under the 'Hello' theme. They then select which of the other themes they would like to use to reflect further on the experience.

They may want to start with one or two themes to begin with- it is not necessary to respond to all seven.

Opening Up the Conversation

- Invite the person/people to share what they feel comfortable sharing from their reflections that they have written, and check in if there is anything in particular they would like to discuss in your conversation
- Pose further curiosities to open up the conversation
- Before closing the conversation, check in with the person how it felt to use the resource and have the conversation, also sharing how the experience was for you

Where and When

- Reflective practice sessions
- Supervision or mentoring conversations

Reflections and Ripples

Reflections & Ripples



Reflecting & thinking more about our learning from everyday experiences at work which leads to **Ripples** big and small

Reflections and Ripples

About Reflections & Ripples

This resource has been developed to offer a general structure for you to think more deeply about your experiences at work, and how you can use these experiences to learn more about yourself and the people you work alongside including the people you care for and support, and those you work alongside.

For those using this resource as part of a mentoring program, the reflections you gather through using this resource can then be brought to conversations with your mentor for shared reflection and learning.

Reflections and Ripples

At the heart of **Reflections & Ripples** are the beliefs that:

- You are already reflecting, learning, creating positive ripples everyday.
- There are opportunities each day to learn something new, that we can then use to help things be even better.
- Thinking more deeply about what we did well, things that went well, new discoveries we made, things we found tricky, things that didn't go as we would have liked- helps us to be able to take learning from these experiences and use this learning to create positive outcomes in lots of different ways.
- It can be tricky to know where to start or where to go when reflecting on an experience, and that some guidance in this can be helpful at times.
- Sharing our experiences outloud, telling others about our learning using normal language is a great place to start if we want to continue to grow and develop in our work.
- Working in midwifery services is incredibly skilled work, and that sharing our experiences can be a powerful way of recognising and celebrating the whole range of skills people show everyday.

Reflections and Ripples

Keeping the Headings in our Head

This Reflections & Ripples leaflet has a number of headings, with some questions and suggestions for you to consider under each of these headings.

The headings are:

Hello

The Sweetest Thing

Bridge Over Troubled Waters

Knowing Me and Knowing You

Let it Go

Good Vibrations

Whatever Next and Imagine

Do they look familiar?

We hope that by using (well-known!?) song titles that this may help you in keeping these in your head as you go about your work. This may then support you in weaving 'on the job' reflecting as part of your everyday practice. If you don't recognise the songs- no worries- just think of each of the headings as a catchy turn of phrase.

Each song title reflects a theme or focus for reflection. Under each of the song titles you will find questions that are designed to explore how you can go deeper into your everyday experiences, in

Reflections and Ripples

order to make the most of the learning that is available for yourself and others.

The process for using the Reflections & Ripples resources is to first select an experience that you would like to reflect on.

The experience could be something quite everyday, something that puzzled you, something you would like to celebrate or something that concerned or challenged you.

Once you have decided which experience you will focus on write a short account of it under the 'Hello' theme. Then select which of the other themes you would like to use to reflect further on the experience. You might want to start with one or two themes to begin with- it is not necessary to respond to all seven.

The section below gives an overview of the song titles (themes) and offers some ideas to frame your responses.

Theme: Hello

What this theme is about: a brief description, just a few lines are enough, of what happened, that you are going to think more about.



Reflections and Ripples

Theme: The Sweetest Thing

What this theme is about: What aspects of what happened in your story were you most excited/energised/hopeful about? What hints does this give you about what is important to you?

Typical Sentences Might Begin with:

I felt..... when.....

It surprised me when... The best thing about this story was...

Something I really valued was... I was buzzing to tell others...

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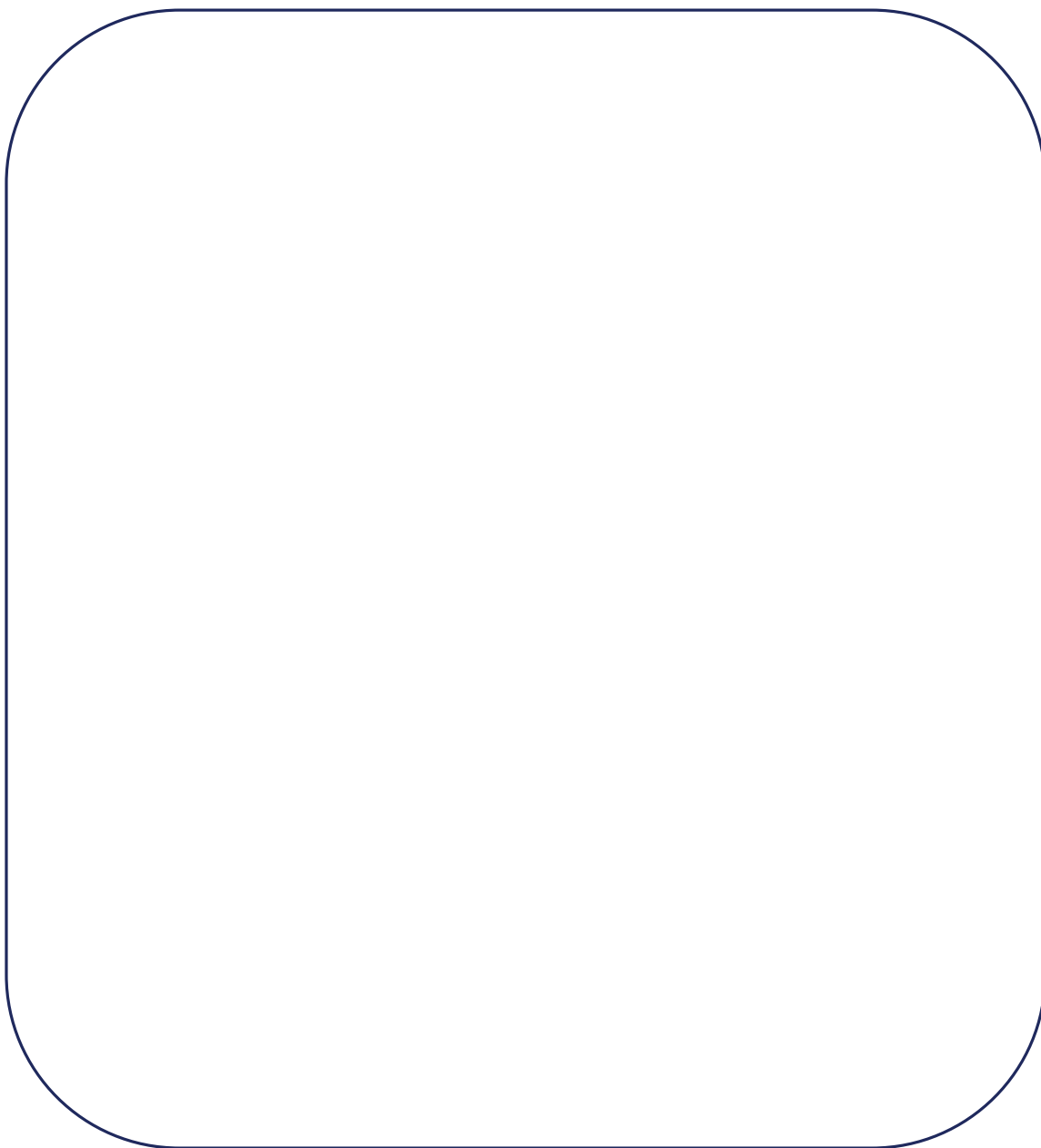
Reflections and Ripples

Theme: Bridge over Troubled Waters

What this theme is about: If there were aspects in the story that were tricky for you, what did you learn from these tricky parts?

Typical Sentences might Begin with:

I felt... What this situation showed me was... What it is making me think about is... Something I might do differently going forward...

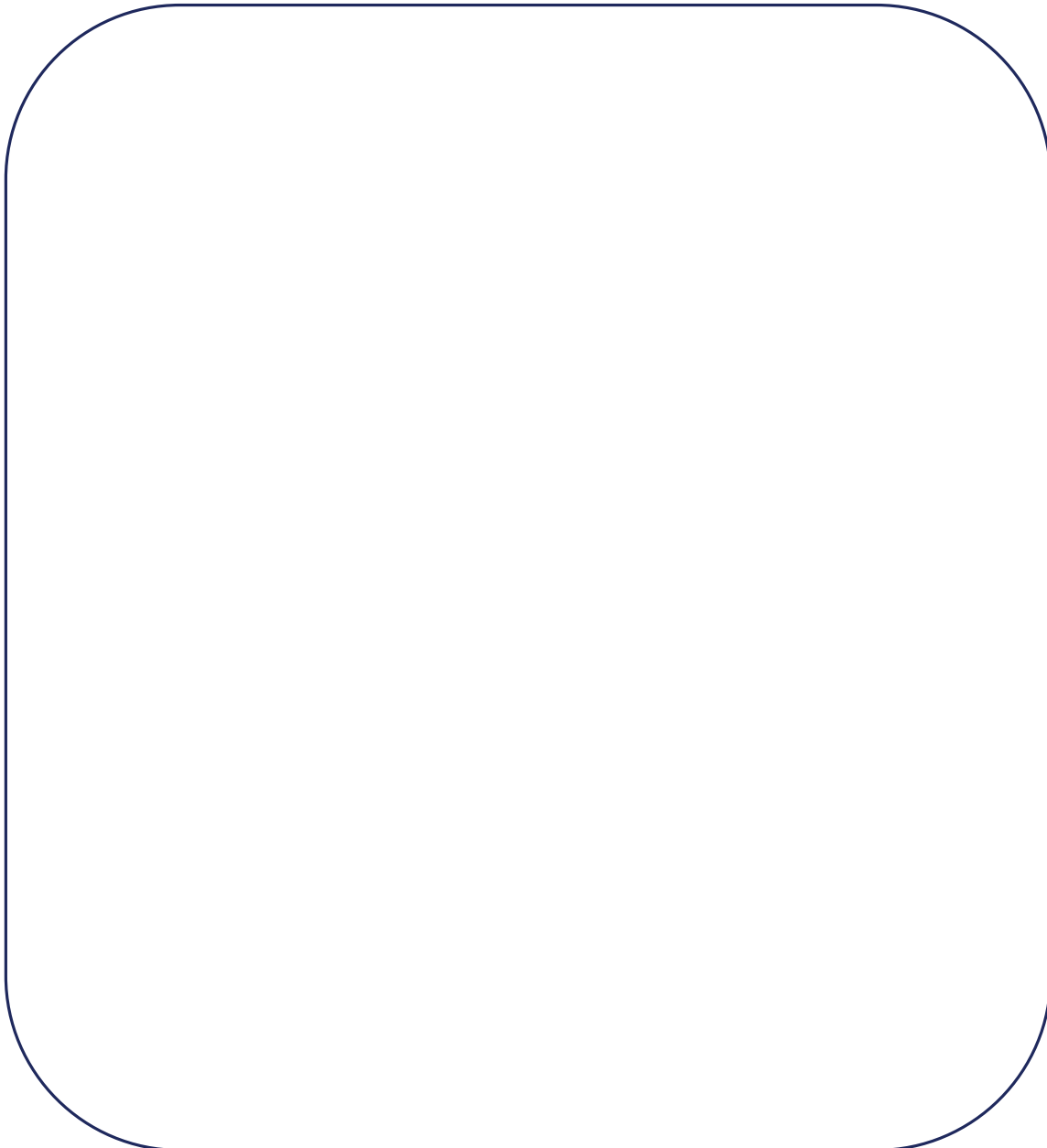
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Reflections and Ripples

Theme: Knowing Me and Knowing You

What this theme is about: What have you learned about yourself that feels important or new? What have you learned about what helps you to get to know more about others?

Typical Sentences Might be: I'm going to use what I learned about myself in this experience to... I have seen how..... is important when getting to know others. Something I do that helps me to get to know others is... Through this experience I have learned that I...

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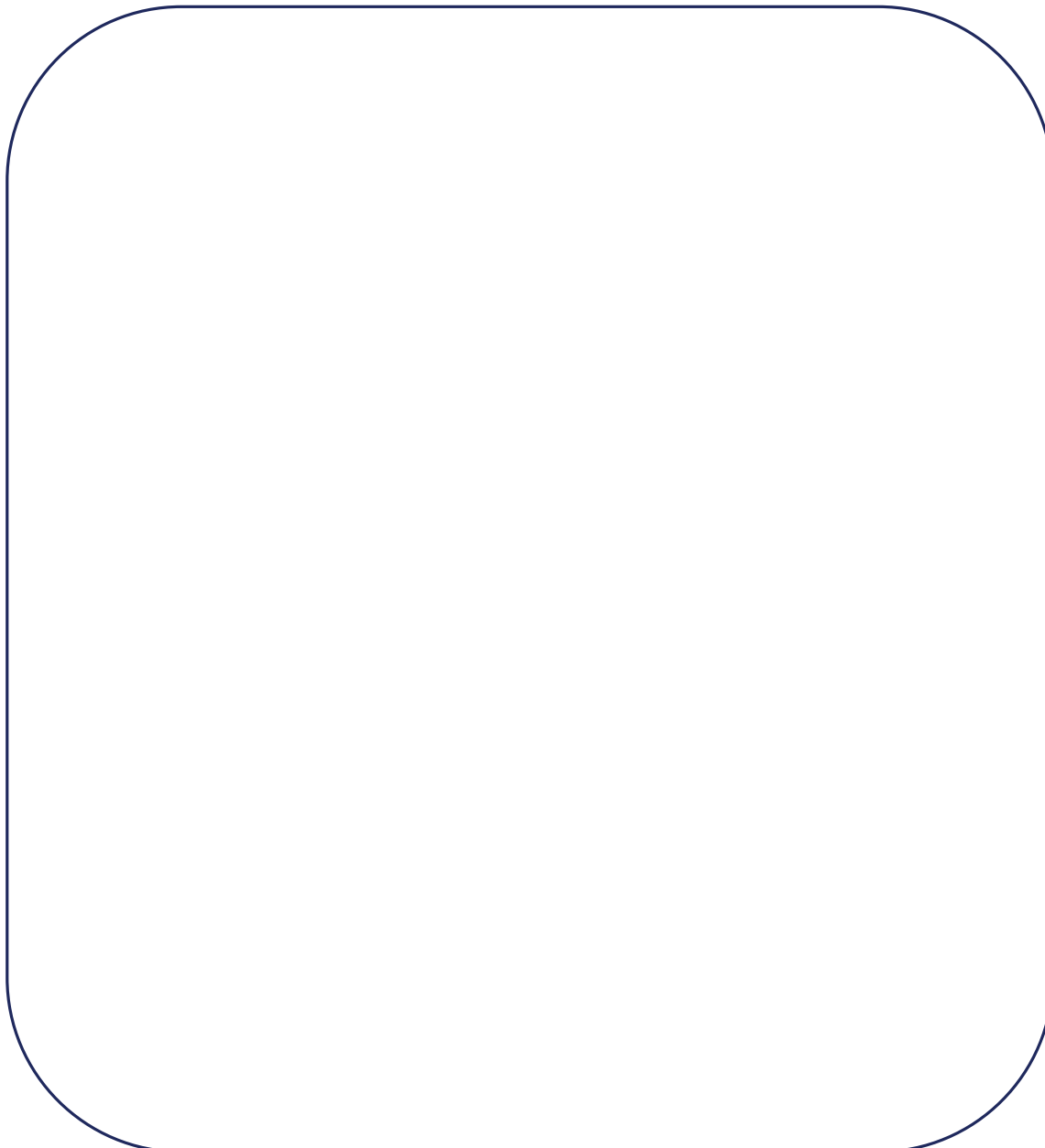
Reflections and Ripples

Theme: Let it Go

What this theme is about: Thinking about the potential learning from this story might there be anything you would like to/ or need to let go of (unlearn) in order for new learning to grow?

Typical Sentences Might Include:

An idea I'd like to leave in the past is ... I've always thought I needed to ..., now I see ... It feels exciting to turn my attention to ...
A new perspective I'm taking away is ...

A large, empty rounded rectangular box with a thin blue border, intended for the user to write their reflections and ripples.

Reflections and Ripples

Theme: Good Vibrations

What this theme is about: Were there any positive ripples (however small) from bringing your learning/insights from this experience into other situations?

Typical Sentences Might begin with:

It made a difference because... Something that happened next...

It led to me/us...

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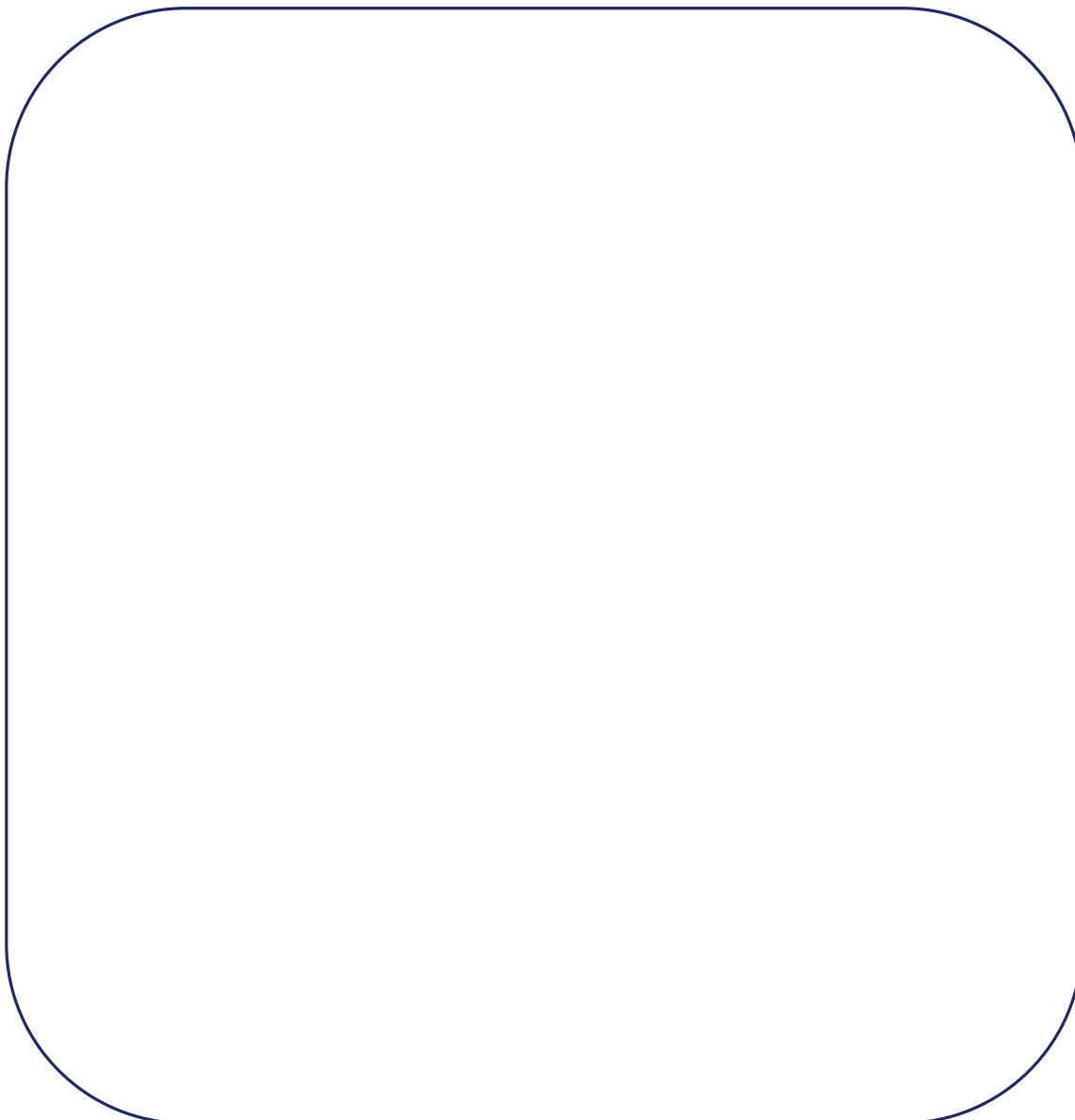
Reflections and Ripples

Theme: Whatever Next and Imagine

What this theme is about: What further actions (however small) would you like to try out, to take forward any learning or insights from this experience into your work?

Typical Sentences might Begin with:

I'm going to think more about ... I want to chat to... A small idea I've have ... I wonder could we have a go at...

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Senses Rating Scale: How, Where and When

The Senses Framework, first developed by Nolan et al (2006), was further developed in the ESME project.

The rating scales for the Senses identify core aspects of the Sense and has a rating scale of 0-5, where people are invited to consider the sense and where they feel they would score themselves in relation to the sense being enriched. 0 being that the sense is not felt strongly at the moment and 5 being that the sense feels very enriched.

Purpose

The rating scales can be a helpful way for people to consider how they feel about each of the Senses, what is helping them to experience a particular Sense and why and how a Sense might be enhanced.

How

The rating scales can be used in a number of ways and in a range of experiences. It can help people to become familiar with the meaning of each Sense as well as prompting reflection about how they are currently experiencing each Sense.

You may choose to work with one or more of the Senses.

- Place the Sense/Senses with the descriptor and rating scale so people can see it and ask a stem question(s) such as:
 - Where would you each plot on the scale your current sense of security?
 - What has helped the sense to be at that score?
 - What would help the sense to be enhanced?
 - If you have time have further discussions about the sense, for example is there anything we would like to add to the descriptor given our conversation?
- Check in at the end, how it felt to use the Senses Rating Scale, beginning by sharing how it felt for you

Where and When

- As part of a mentoring or supervision conversation
- As a way of checking in with a new group who are working together
- With patients, families, and staff to explore the sense in relation to their experience on a shift or coming into hospital
- As part of a team survey to sense check how people are feeling about these Senses

Senses Rating Scale



Senses Framework Rating Scale

Part of the
ESME: Resources for Sense-Able
Conversations Pack

Supported by the


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Senses Rating Scale

Senses Framework Rating Scale

The Senses Framework Rating Scale is a resource which can be used to explore people's current experiences in relation to the six Senses of security, belonging, continuity, purpose, significance and achievement. It can also be used to discover more about how each of these senses could be further enhanced.

Alongside each of the six Senses are some key points which may help people when reflecting on each particular Sense. These points can be expanded on and added to as people use the resource, and develop their own ideas around how they have or would like to experience that Sense.

Possible questions to use alongside this resource are -

When using the rating scale with a new colleague or student:

Using the rating scale, where would you like your Sense of Security to be ?

What would we be doing together to help achieve this?

When using the rating scale to reflect with a colleague or student on their experience of being part of the team:

How would you rate your sense of security ?

What helps you to feel a sense of security?

What would help to enhance your sense of security further?

Responses from the questions above could then be used to have further conversations about what would help the Senses to be maximised for the person, and within the team



Senses Rating Scale

Security

the senses framework

To feel safe to raise difficulties and sensitive issues in an environment that supports and values these open conversations

To be able to say what you know and what you don't know, knowing that there are people around you to help you develop your knowledge and skills

0.....1.....2.....3.....4.....5

Senses Rating Scale

belonging

the senses framework

To have opportunities to develop/ sustain/ enhance your relationships in the team through you & people in the team valuing and showing an interest in one another

To feel you are not alone through being able to confide in people you trust

To feel part of a valued group who share similar values and beliefs which connect you

To feel part of a team where your contribution is recognised and celebrated

0.....1.....2.....3.....4.....5

Continuity

the senses framework

To experience people being interested in making connections and links to your previous experiences that you can draw on to enhance your skills and strengths

To be part of a team where there is eagerness to build on and further develop existing knowledge and practice

To be supported to hone in on specific skills that you would like to continue to refine and develop



Senses Rating Scale

Senses Rating Scale



To genuinely understand what you care about, and what matters to you and motivates you in your work

To feel others are actively invested in supporting you in your role now and in your continued development in the future.

To work with others in developing a shared understanding of your purpose, aspirations and a clear sense of what is valued.

0.....1.....2.....3.....4.....5

Senses Rating Scale

Achievement

the senses framework

To feel positive about your contribution
your ability to make the best use of your
skills and experience

To feel safe and engaged to give
feedback to others about what you
have noticed and what you value

To hear feedback from others in real-
time that is meaningful to you and that
helps you to grow and develop in line
with your personal goals

To be in tune with what is practical
and possible for you and others to
achieve in any given situation



Senses Rating Scale

Significance

the senses framework

To experience your everyday efforts being noticed and appreciated, knowing that what you do matters

To feel a consistent value being placed on learning and development; everyone being able to share their learning and having opportunities to access new learning

To feel heard by others and to hear others use language that helps you to feel valued and respected

To feel that you have a voice, and that your questions, thoughts and feelings are welcomed

0.....1.....2.....3.....4.....5

Shades of Influence: How, Where and When

Purpose

Shades of Influence is a creative, visual way of helping people to name the difference or impact an experience has had on them (or they would like it to have), as well as giving language to people to name what they perceive as the influence or impact they have had (or would like to have going forward).

It uses a combination of words and colours to help people express themselves in ways that might be new or surprising to them, as it is tapping into different ways of knowing beyond solely cognitive or 'head' knowledge.

There are three stand-alone elements to the resource, with the following foci:

Reflecting on what the impact or influence once involvement in an experience/ opportunity has had on you

Reflecting on what you brought to a an experience/ opportunity you were involved in

Looking to the future, and considering what you would like your contribution to be going forward

How

Note: The palette of colours has been added at the bottom of each of the 3 resources; inviting people to reflect on what they would like to share using the palette can for some people open up fresh thoughts, new angles of insight that they may not have reached using words alone. For some, the idea of a palette

of colours may not be something they connect with to reflect on the topic they are exploring and so this should be introduced tentatively, given people to opt in or out of incorporating the colours in their response.

- Decide which of the three prompts you are going to have a conversation about
- Check in with the person about the particular experience or opportunity they are going to focus their reflection on e.g. starting in a new role
- Invite the person to follow the prompts on the resource e.g. My involvement in Being a new staff member on the unit ... has influenced my
- Point out that there is a blank square should be something that different to what is in the boxes that they would like to share
- As above, reiterate that they're free to take a 'light-touch' approach to considering what colour they associate with what it is they have shared
- Depending on the context you may want to begin sharing on something real for you using the prompts
- If time permits, there may be opportunity to ask further curious questions based on what the person has shared
- To close the conversation check-in with them how it felt to use the resource, also sharing how it was for you

Where and When

- Team meetings
- Supervision/appraisal
- Reflection after learning/development opportunity
- Project evaluation

Shades of Influence



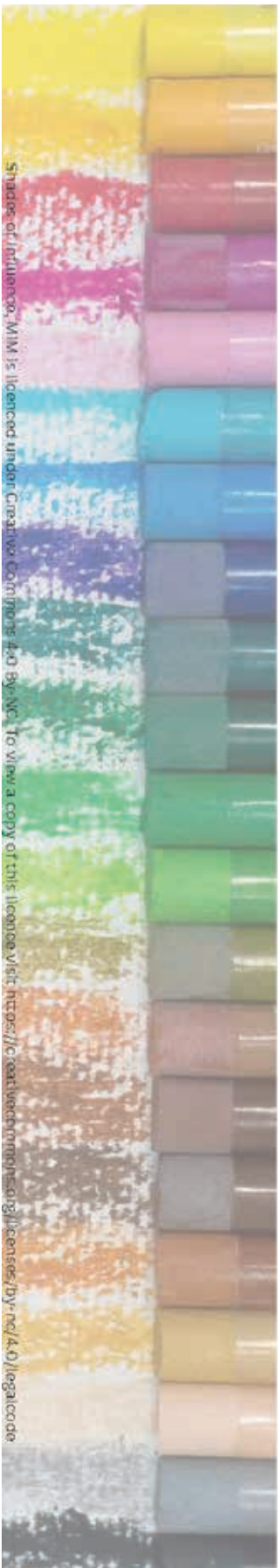
Shades of Influence

has influenced my

My involvement in

Attention to language	Ability to have my perspective heard by others	Tendency to trust	Listening style	Approach to seeking support
Self-awareness	Finding out about others hopes, strengths, concerns	Perception of self	Confidence with	Understanding of ways to engage with challenges
Understanding of culture development	Approach to sharing of learning	Relationship with certainty	Use of intuition	Curiosity about
Ability to bring others along with me	Tuning in to energy and possibility	Relationship with uncertainty	Approach to decision-making	Way of giving/receiving feedback
Courage to	Sharing vulnerability	Way of collaborating	Style of connecting	Strategic thinking
Scope to imagine new possibilities	Reflective practice	Approach to compromise	Ability to move things forward	

and the colour i associate with it is



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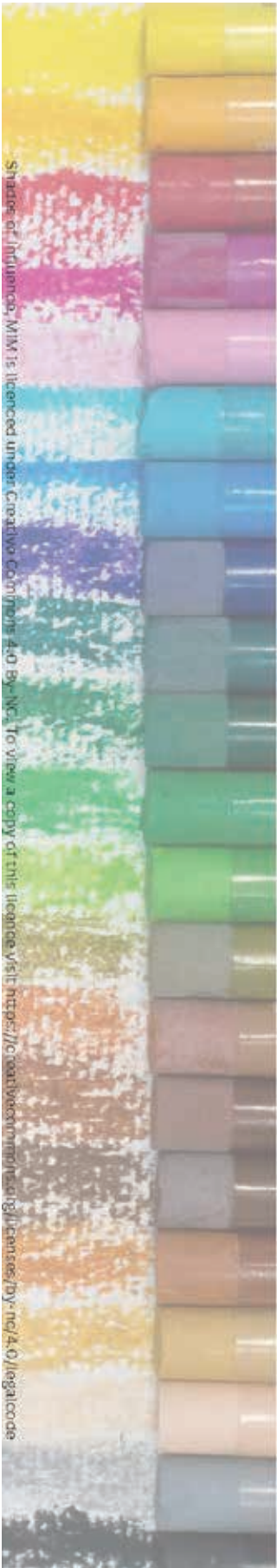
Shades of Influence

Something I have brought to

my involvement in ... is

Attention to language	Ability to have my perspective heard by others	Tendency to trust	Listening style	Approach to seeking support
Self-awareness	Finding out about others' hopes, strengths, concerns	Perception of self	Confidence with ...	Understanding of ways to engage with challenges
Understanding of culture development	Approach to sharing of learning	Relationship with certainty	Use of intuition	Curiosity about ...
Ability to bring others along with me	Tuning in to energy and possibility	Relationship with uncertainty	Approach to decision-making	Way of giving/receiving feedback
Courage to	Sharing vulnerability	Way of collaborating	Style of connecting	Strategic thinking
Scope to imagine new possibilities	Reflective practice	Approach to compromise	Ability to move things forward	

and the colour i associate with it is

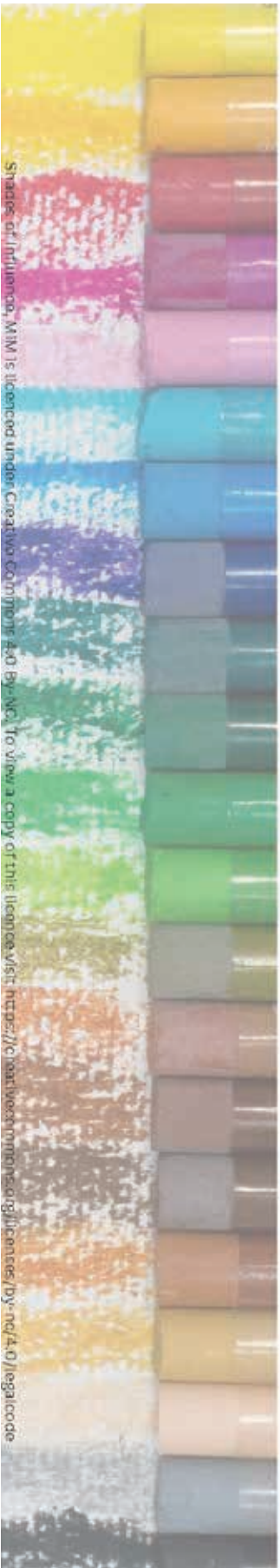


Shades of Influence

Something I would like to bring to my involvement in ... is

Attention to language	Ability to have my perspective heard by others	Tendency to trust	Listening style	Approach to seeking support
Self-awareness	Finding out about others hopes, strengths, concerns	Perception of self	Confidence with	Understanding of ways to engage with challenges
Understanding of culture development	Approach to sharing of learning	Relationship with certainty	Use of intuition	Curiosity about
Ability to bring others along with me	Turning in to energy and possibility	Relationship with uncertainty	Approach to decision-making	Way of giving/receiving feedback
Courage to	Sharing vulnerability	Way of collaborating	Style of connecting	Strategic thinking
Scope to imagine new possibilities	Reflective practice	Approach to compromise	Ability to move things forward	

and the colour i associate with it is



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Spark Cards: How, Where and When

Spark Cards are a selection of 8 different cards, that each focus on a different aspect of being a facilitator. They are designed to name some common 'hot topics' of relevance to facilitation. While developed in the context of the MiM program the topics presented may be experienced by those involved in the facilitation of other programs.

Purpose

The cards are framed around the Grounding Statements of Appreciative Inquiry (My Home Life Scotland Team, 2022), and seek to open up nuanced, practical conversations around bringing the Grounding Statements to life in our facilitation.

At the top of each of the cards is a short reflection on a particular aspect of facilitation, which is drawn from conversations with MiM facilitators. The reflection is followed by curious questions for discussion. At the bottom of the card is the AI Grounding Statement which connects with the reflection and questions.

How

Using the Spark Cards with a Group

Suggestions for Choosing which Card to Explore

- Pick a card that addresses a topic that has been raised as being of interest to the group
- Choose a card at random
- Explore the cards as part of a regular meeting and discuss each of the cards in turn, one card per meeting

Options for Discussing the Card

Option A.

When the card to be discussed has been chosen, facilitator to read out the reflection at top of the card

- Taking each question in turn, go through the questions
- As facilitator go first and offer your response to the question, and invitee each person in turn to give their response to question 1 –mentioning that people are free to say if they would prefer not to respond
- Continue with same process for questions 2, 3 and 4.
- Once the group have had chance to respond to all 4 questions open up for further discussion.

Option B.

- When the card to be discussed has been chosen, read out the reflection at top of the card
- Group have opportunity to read 4 questions, and decide as a group if there are 1 or 2 of the questions they would like to explore in more depth
- Once questions for exploration are decided, discussion is opened up for anyone who wishes to contribute

Where and When

- As part of formal or informal discussions on the experience of being a facilitator

Spark Cards



Spark Cards

Sparkling Conversation among Those
Involved in Facilitating
The MiM Program

**Linking our listening to
our curious questions**

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Because of our passion for the program, it can be easy to take the stance of 'talking at' others in a way that aims to convince them that they need to feel the same way about the program as we do.

Possible Questions for Conversation

Is there a story or example that springs to mind from reading this prompt?

What does this topic lead you to think about? Are there questions around this topic you would like to explore?

How might we apply the AI Grounding Statement of 'working with rather than on' when we find ourselves going into 'convincing' mode?

What has this conversation sparked in you?

Spark Cards

We work with rather than on people

Spark Cards



Spark Cards

Sparkling Conversation among those
Involved in Facilitating
the MiM Program

**Convictions we might hold
onto when wanting to
convince others**

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Language that lands well has been described as language that is natural, is inviting rather than bossy and captures hearts & minds .

Possible Questions for Discussion

Is there a story or example that springs to mind from reading this prompt?

What does this topic lead you to think about? Are there questions around this topic you would like to explore?

Natural, inviting rather than bossy, and captures hearts & minds are some ways of describing language that can land well. How else would you use to describe language that lands well with you?

What language, and ways of describing mentoring are landing well with you? in the MiMs program?

What has this conversation sparked in you?

Spark Cards

Words create worlds.

Spark Cards



Spark Cards

Sparkling Conversation among those
Involved in Facilitating
the MiM Program

Language that Lands Well

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Relationship-building, particularly in the early days, is a lot of the 'work' of being a MIM facilitator.

Possible Questions for Discussion

Is there a story or example that springs to mind from reading this prompt?

What does this topic lead you to think about? Are there questions around this topic you would like to explore?

How does it feel when relationship-building is going well?

What does it evoke in you when there are hiccups or hurdles when building relationships? Are there supports that would be useful in these scenarios?

What has this conversation sparked in you?

Spark Cards

What we focus on grows and expands.

Spark Cards



Spark Cards

Sparkling Conversation among those
Involved in Facilitating
the MIM Program

**In the Beginning ...was
Building Relationships**

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To be a teacher or trainer on a program can mean being the expert who holds the knowledge. Being a facilitator implies bringing forth other people's expertise, and always being up for learning yourself.

Possible Questions for Discussion

Is there a story or example that springs to mind from reading this prompt?

What does this topic lead you to think about? Are there questions around this topic you would like to explore?

Appreciative Inquiry invites us to continually be curious about our practice and where we might learn and grow. What helps you to feel ok about seeing yourself as a learner rather than having to know it all?

What has this conversation sparked in you?

Spark Cards

We are the experts of our own experience, and one expert among many.

Spark Cards



Spark Cards

Sparking Conversation among those
Involved in Facilitating
the MiM Program

Life of Learning

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Spark Cards



Spark Cards

Sparkling Conversation among those
Involved in Facilitating
the MiM Program

Pause for Curiosity

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There are so many amazing stories coming out of the MiM project. It would be great to find a way to share these with others, so that they can ripple out.

Possible Questions for Discussion

Is there a story or example that springs to mind from reading this prompt?

What does this topic lead you to think about? Are there questions around this topic you would like to explore?

Are there existing spaces & places for story-sharing in your setting? Are there new systems or processes for story-sharing that you would like to explore?

What has this conversation sparked in you?

Spark Cards

Stories are the soul of an organisation and help us to learn what we care about

Spark Cards



Spark Cards

Sparkling Conversation among those
Involved in Facilitating
the MiM Program

Spreading our Stories

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When we hear someone share about uncomfortable emotions or challenges they are experiencing, our desire can be to want to help the person to feel or think differently. It can be hard when they appear stuck in one place.

Possible Questions for Discussion

Is there a story or example that springs to mind from reading this prompt?

What does this topic lead you to think about? Are there questions around this topic you would like to explore?

When someone appears 'stuck' in how they are thinking or feeling about something, how would you like to respond?

What has this conversation sparked in you?

Spark Cards

**We can't change other people, and by
changing ourselves others may respond differently**

Spark Cards



Spark Cards

Sparking Conversation among those
Involved in Facilitating
the MIM Program

**Feeling moved when
others appear stuck**

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Holding back from jumping in and listening for that bit longer to really understand what is being said, can enable us to ask curious questions that tap into the heart of what matters to the person.

Possible Questions for Discussion

Is there a story or example that springs to mind from reading this prompt?

What does this topic lead you to think about? Are there questions around this topic you would like to explore?

Within your workshops/conversations, what have you noticed supports mentors to further develop their listening in order that they can pose curious questions?

What has this conversation sparked in you?

Spark Cards

Curious questions are an action in themselves

Spark Cards

As we go along in the program we are hearing stories and learning more about what helps the mentors & mentees connect, what tools are useful and when, as well as some 'hits & misses' in the structured and unstructured elements of the program.

One example is where we heard that a mentor and mentee connected over both being BMid midwives. We might have jumped to thinking that it would be great to have a criteria for how to match mentors and mentees that will help them connect, rather than find out more about what people value when building connection.

It makes us wonder about how we continue to bring curiosity into any decisions we make in relation to further developing the program.

Possible Questions for Discussion

Is there a story or example that springs to mind from reading this prompt?

What does this topic lead you to think about? Are there questions around this topic you would like to explore?

When you sense the need for a change to be made, what helps you to pause and turn to curiosity? What helps with the courage to bring a pause for curiosity into these conversation with others?

What has this conversation sparked in you?

Grounding Statements of Appreciative Inquiry

The Well:

How, Where and When

The Well is a tool which invites people to share 'what went well'. It is based on the principle that within every system there are things that are working well, and that celebrating and being curious about these can help what is valued to grow.

Purpose

If something goes wrong, we often invest considerable time in describing the detail of what it was that didn't go to plan; when something goes well this can sometimes be quickly brushed aside. The Well helps us to give language to specific moments, or elements within an experience that are valued so that we celebrate them by talking about them with one another. This resource is intended to amplify and give voice to the things however small that have gone well and share these verbally together. It is an act of celebration and potentially feedback to others about what you have noticed and valued.

How

- Introduce the tool – you may want to describe it as a tool that helps us to talk about things that have gone well, with particular attention on giving specific details on what was valued in the experience

- Let people know the time or situation you would like them to reflect on in terms of when something went well- for example during their current work day, last week in work, or a meeting that's just taken place.
- Take people through the tool, outlining -
- What went well: the purple boxes offering prompts about what may have gone well, with a blank box for people to add something different if they wish
- When: a short outline of what it was people were doing
- And we did it with: further prompts to convey the style or essence of what went well, again with a blank box
- Model the process by going first
- Invite people to share one-by-one
- When everyone has had an opportunity to share, check-in with people about their experience of using the tool by asking 'what they liked?' and 'anything they are wondering about?' in relation to using the tool.

Where and When

- Handovers/ team huddles
- Team Meetings
- Training and development events
- Group supervision

The Well

The Well

What went well was ...

Trickiness was avoided	The load was lightened	Calm was restored	Vulnerability was shown	New information was learned	Laughs were had
Core needs were met	Boxes were ticked	The flow between us was in-sync	Decisions were shared	Help was offered	Help was asked for
Communication was smooth	Kindness was shown	We remembered to celebrate	Brave pants were worn	Skill was recognised	Support was given
An extra mile was walked	An open conversation was had	Mistakes were named	Compromises were found	Stories were shared	Guidance was followed
The hard thing was done	Our responsiveness was sharp	Some re-jigging worked	Perspectives were sought	Information was shared clearly	Connection was made
We brought out the best in each other	We created different options	We changed our minds	We spotted a fresh opportunity	We were in it together	

... when ...

Humility	Generosity	Clarity	Awareness	Boldness
Ease	Bits of brilliance	Edginess	Humour	Tentativeness
Style	Curiosity	Whole-Heartedness	Appreciation	Know-how
Confidence	Openness	Conviction	Respect	Insight
Imagination	Honesty	Perseverance	Grace	

... and we did it with ...

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Visual Inquiry: How, Where and When

Visual Inquiry involves the use of generic images as a way to open up conversation. Research has shown that the sharing generated through the use of images can be more detailed than occurs when only verbal means are used. 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. Therefore, the learning generated can be new both for the person picking the image and those who are listening to what they share.

Purpose

Visual Inquiry can be used in the following ways:

To invite people to share how they are feeling about something that is happening

For example: Select an image which helps you share how you are feeling about your experience in hospital

To explore a concept

For example: Choose an image about what feeling part of decisions might mean to you/looks like to you?

To envision/imagine how you would like things to be

For example: Select an image which says something about how you would like recognition/valuing of your contribution at work to look

How

- Decide on what 'stem question' you will pose to those you are having the conversation with- see above for examples of stem questions
- Show the images (either on A3 sheet format or pack of image cards) to the participant/s.
- Pose the question, and invite participant/s to select an image in response to the question. Emphasise that as the person is sharing from their own perspective there can be no wrong answer.
- As facilitator, you also pick an image and go first in sharing why you picked that image.
- Invite participant/s to share why they picked the image they selected.
- If the conversation involves more than one person, invite each person in turn to share about their image.
- Once everyone has had an opportunity to share about their image, check-in with people how they found the process of using the images

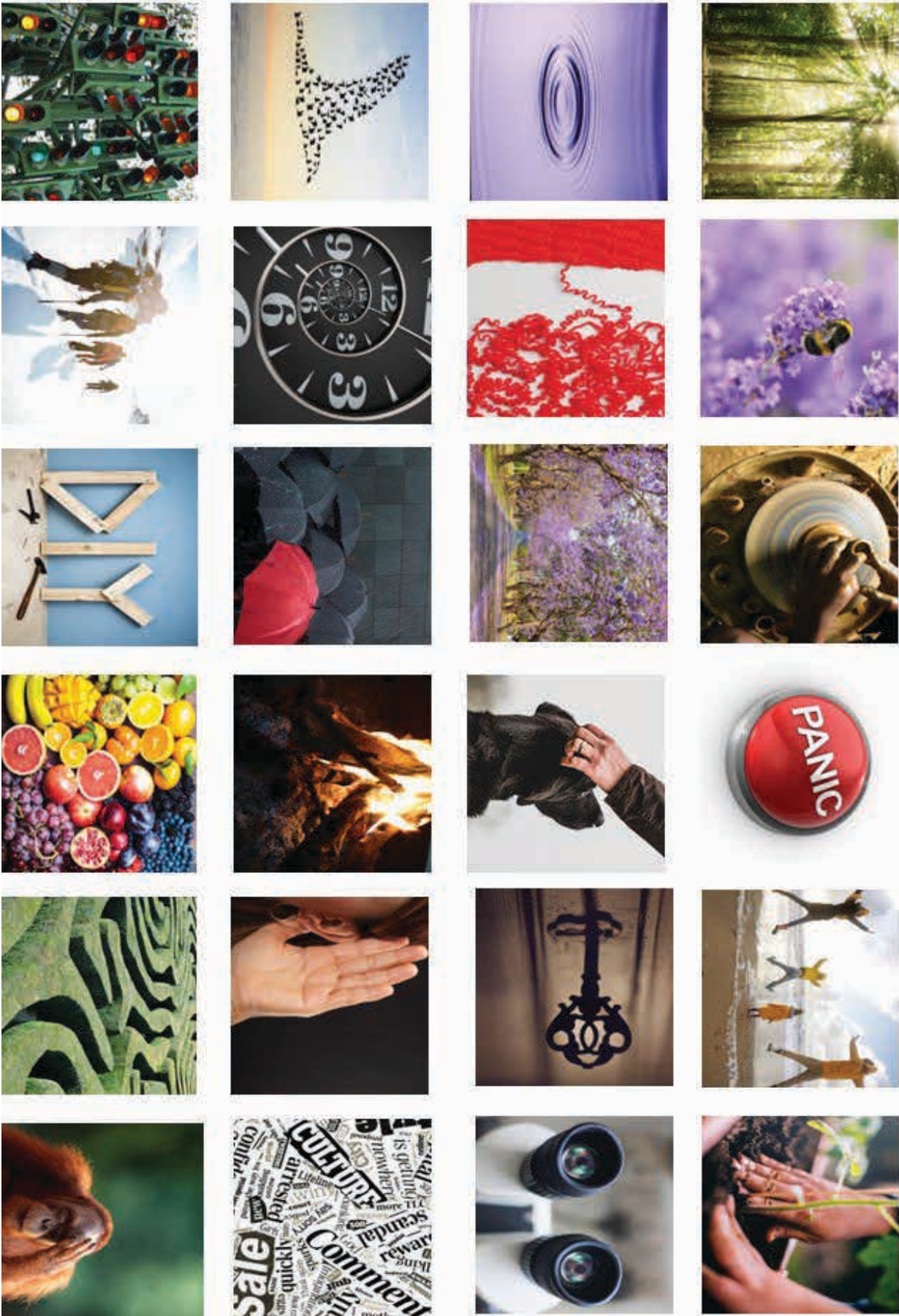
Where and When

Visual Inquiry Images can be pre-planned or can be a resource which can be drawn on in the moment if both people feel it would be helpful to the conversation.

Examples of where the images can be used include:

- During meetings with patients/families/staff
- To inquire about people's experiences
- To gather information (perspectives) to then inform project plans/ policies/ guidance documents
- Staff supervisions

Visual Inquiry (Images)



Visual Inquiry (Images)



Visual Inquiry (Images)

Where Emotions Move Us

When others express emotion, we might be moved to:

Avoidance

Changing the subject/ ignoring what was said

Telling a story

Sharing when you experienced/ felt something similar

Fixing

Offering suggestions or solutions

Disagreeing

Expressing (out loud or to yourself) that you're not sure that they need to be feeling what they say they are feeling

Acknowledging

Letting them know that you have heard what they have shared

Comforting/Reassuring

Telling them that they'll feel better soon or all will work out ok

Visual Inquiry (Images)

Where Emotions Move Us cont.

When others express emotion, we might be moved to:

Curiosity

Asking more questions about how they are feeling

Questioning

Asking lots of questions about the details of their situation

Affirming

Expressing that you completely get why they're feeling what they are feeling

Sharing the impact of what they have shared

Sharing with the person what it has been like to hear how they are feeling

Expressing Uncertainty

Sharing that you are glad to know how they feel and you're not sure how to respond

Keep Listening

Remaining quite and letting the other person speak

Visual Inquiry (Images)

Where Emotions Move Us cont.

When others express emotion, we might be moved to:

Curiosity

Asking more questions about how they are feeling

Questioning

Asking lots of questions about the details of their situation

Affirming

Expressing that you completely get why they're feeling what they are feeling

Sharing the impact of what they have shared

Sharing with the person what it has been like to hear how they are feeling

Expressing Uncertainty

Sharing that you are glad to know how they feel and you're not sure how to respond

Keep Listening

Remaining quiet and letting the other person speak

Visual Inquiry (Images)

Supporting Connection, Care and Caution When Emotions Move Us

The following exercise is designed to invite reflection on how our responses to emotion might be experienced by others. It invites us to consider how our responses can support connection, as well as elements of care or caution we could be mindful of when adopting particular responses.

Activity

Select a number of different headings from the Where Emotions Move Us list that you feel drawn to explore in more depth.

For each of the headings e.g. Curiosity, outline ways in which this (a) might support connection, and (b) any care or caution that might be needed when using this approach.

There are two examples offered below.

After you have completed the activity, reading over your responses you might want to consider:

Anything you would like hold onto in terms of supporting connection, care or caution when responding to emotion
Anything you would like to let go of, or do less often

Emotions Move Us To:	Ways in Which it Might Support Connection:	Care or Caution when Using this Approach:
Telling a story Sharing about a time when I felt/experienced something similar	May help the person feel less alone in their situation	That focus turns to me and my story, and away from the person who originally shared their story or experience
Acknowledging Letting them know that I have heard what they have said	May help the person feel that I have made space to hear what they are feeling	Benefits from being attentive to genuine listening, rather than 'going through the motions'

Where Emotions Move Us: How, Where and When

Purpose

Where Emotions Move Us is a resource which:

- a) Proposes 12 reasonably common ways in which we might be moved to respond when we hear or experience emotions in others (there no doubt are other responses that could be added, you may have some you would like to include)
- b) Offers an activity to help us delve deeper into appreciating how our responses to emotion might be experienced by others

A few beliefs about responding to emotion that this resource is rooted in are:

Always something else to learn

Engaging with emotion is run-of-the-mill when working in health & social care; honing the skill, confidence and presence to respond to the whole range of ways in which emotion is expressed, is for many of us a work in progress

Aiming for authenticity

Our authentic response, rather than a pre-scripted generic response, is often most valued

Generally its better not to generalise!

What one person values in terms of how people respond to their emotion, is not necessarily transferable to others- and so a curiosity rather than a certainty about what others might find useful from us is valuable

How

- Invite people to read through the resource by themselves
- After people have had a chance to read through them you may want to have a brief discussion on their initial reactions to the list

** If it feels appropriate you may want to raise the point that the possible responses to emotion are not placed in any particular order. There isn't a distinction between those that might be deemed the 'best' responses, and those that might seem like they are best avoided.

This is purposefully done to illustrate how all of these different options are in the mix of how us humans might respond to emotion. Naming the 'less than ideal' as normal responses, rather than ignoring or denying that they can sometimes happen, has been done to help create space for us to recognise that we are capable of any of these responses in order that we can more consciously decide how we would like to be in the presence of emotion.

- Invite people to do the 'Supporting Connection, Care and Caution when Emotions Move Us Activity', as outlined in the activity sheet, allowing approx. 7 mins.
- In pairs or as a whole group invite people to share how they felt about using the resource, and anything they are wondering about. Begin by sharing your reflections on using the resource
- An alternative or additional activity that can be used is to invite people to consider:
 - Where Emotions Move Us responses that felt familiar and/ or instinctual, and how it feels for you to respond in that way
 - Where Emotions Move Us responses that feel less familiar/ more removed from your usual way of being, and if there are any of these that you would like to feel more at home with

- Other responses not listed in the resource that you can identify in yourself or others, and anything else that came up for you while reading the list that you are curious about

Where and When

- Conversations and workshops where topics such as emotions/ psychological safety/ wellbeing/ processes for debrief are being explored.

Templates for Recording

03

Visual Inquiry (Images)

Template for Capturing a Story

Story Template

Date: __/__/__

Person story was gathered from: (Patient, family member, staff, student, volunteer) _____
(Not necessary to record the person's name)

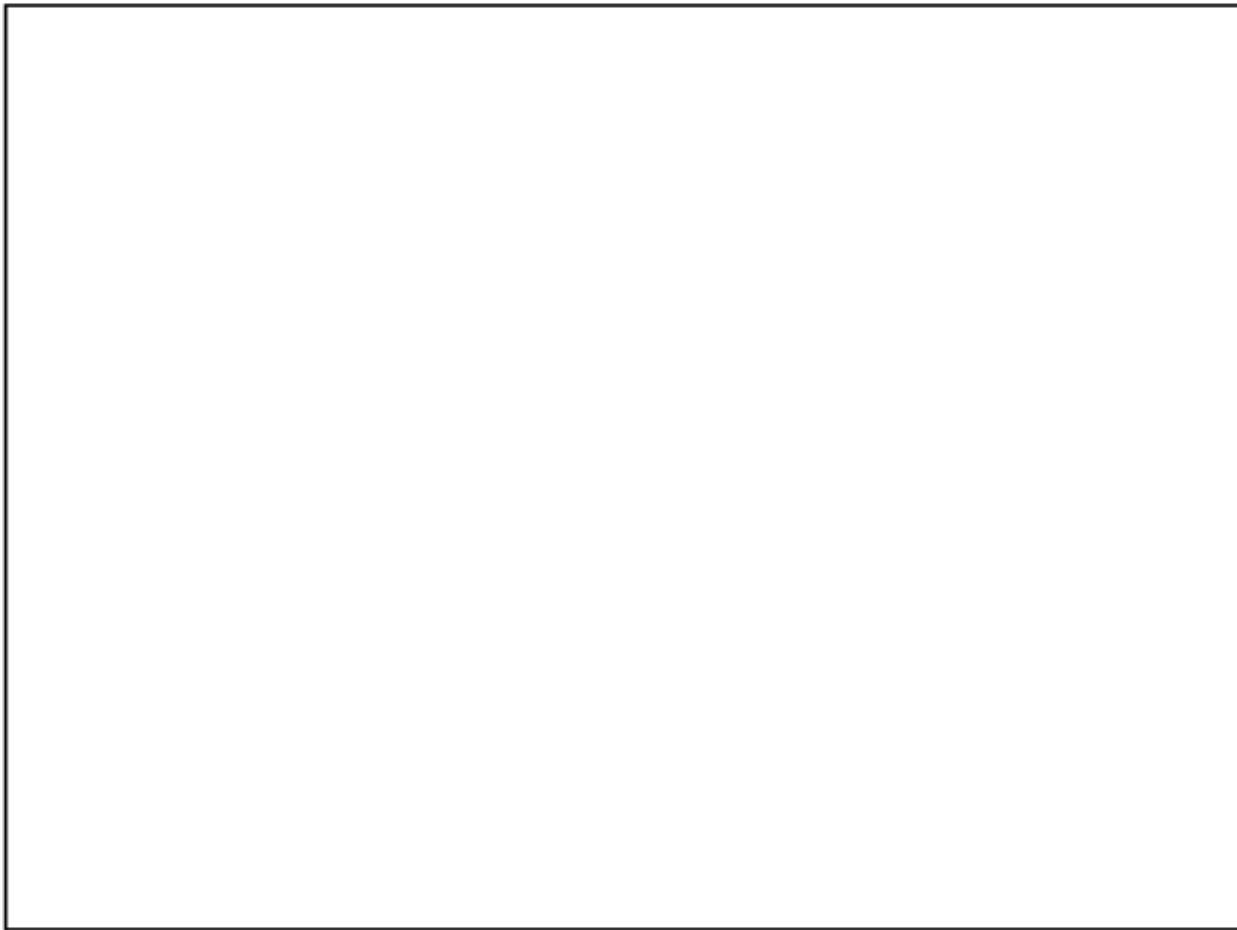
Story Prompt (e.g. emotional touchpoint, stem question for image selection, other inquiry activity) or Source of Story (e.g. report, observation)

Emotion word, image or prompt selected (if these inquiry tools were used):

Record the essence of the story- it is not essential to include all the detail. Include the person's own language where possible.

Please complete 'Permission to Share' question at bottom of page 2.

Visual Inquiry (Images)



Is the participant/s happy for the story to be shared with others in the organisation?

Yes No

If yes, please record if participant/s have made any requests regarding the sharing of the story



Template for Capturing a Story: How, Where and When

Purpose

The template for capturing a story provides a structure for the recording of a story*

It offers a standardised way to record the story, so that it can then be shared with others.

*A story is an account of a person's/people's experience or perspective. It can be as short as one or two lines. A story can be one moment in time, or one aspect, of a much wider experience or perspective.

How

Story gathered through conversation or observation (including stories collected using inquiry tools such as Emotional Touchpoints, Visual Inquiry Images).

- Complete all fields as outlined in the template.
- When recording the story some tips are to:
 - Focus on the essence of the story, it is not essential to record all the detail
 - Include the person's own language where possible
- Check with the person/people with regard to permission to share the story within the organisation, or more widely if relevant.

- Make note if they have any request attached to the sharing of the story, for example if there are some aspects of the story they are comfortable being shared, and other parts they would like to be withheld.

Story gathered using existing data

The template can also be used with existing data, in order to further explore and learn from this data, where there is permission in place to share the story.

- Check if there is any further permissions you need for the sharing of the story within the organisation (depending on the source of the data, permission to share may already be implicit).
- Decide which elements of the data you would like to focus on for further exploration and learning. It can be useful to think about what would be enough for the reader to see in order to have a sense of the essence of the story.
- Transcribe the extracts from the data to the story template.

Where and When

- With stories (data) that is collected for the purposes of wider sharing and learning

Visual Inquiry (Images)

Template for Capturing and Learning from a Story

Template for Capturing and Learning from a Story *[LIFE Session]*

Sharing the Story – think about various opportunities to share the story and discuss learning from the story with others. This could be at handover, meetings, one to one discussions, huddles etc.

LIFE Session Participants:

(Check permission for names to be included)

_____	_____								
_____	_____								
_____	_____								
_____	_____								
<i>LIFE Session</i> <i>Facilitator:</i>	<table border="1"><tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr></table>								

Summary of Story

Visual Inquiry (Images)

What is there to celebrate in the story? or What stood out for you in the story?
(if the story is about a concern/complaint or adverse event)

I would like to celebrate ... or Something that stood out for me was ...

What are you wondering/or curious about?

I am wondering about ...

Visual Inquiry (Images)

Based on hearing the story, and on our discussion so far, what do you hope for going forward?

Going forward I hope ...

In the light of our discussions and learning what one small action can you take forward tomorrow?

I am going to ...

Visual Inquiry (Images)

What one thing would you tell people about the session today?

Optional: Anything else you would like to share about the session
(for example, how people felt at the end of the session)

Are you (participants) happy for notes from this discussion to be shared with others in the organisation?

Yes No

If yes, please record if participant/s have made any requests regarding the sharing of the story

Template for Capturing and Learning from a Story: How, Where and When

Purpose

The template for exploring and learning from a story provides a structure for recording the learning generated from exploring a story.

The template follows the structure of questions asked in LIFE (Learning and Innovating from Everyday Experience) Sessions.

How

- Before beginning the LIFE session identify someone to take notes of people's responses to each of the 4 questions
- When entering people's responses into the template:
 - Focus on the essence of the responses, it is not essential to record all the detail
 - Include the person's own language where possible

- Check with the people involved in the discussion with regard to permission to share their responses within the organisation.
- Make note if they have any request attached to the sharing of their responses, for example if there are some aspects of the responses they are comfortable being shared, and other parts they would like to be withheld.

Where and When

- For use as part of the LIFE Session process.

Creative Methods for Reflection and Feedback

04

Pantoum Poem

Purpose

The Pantoum Poem is a tool that can be used to help people reflect and represent their thoughts, feelings and ideas. It contains a reflective element, through the incorporation of reflective writing time at the beginning, and also the possibility of generating new insights through the re-structuring of the order of words and phrases. The use of this poem recipe 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.

How

Reflective Writing

Introduce the theme or question on which they would like the participants to write about.

For example, what does being a leader mean to you? Or what have you valued from your experience in this program/project?

The poets are invited to write in a free way, without being concerned about grammar, spelling or making corrections. Encourage them to write as freely as they can - as this part will only be seen by yourself.

Outline that they will have 6 minutes to do the reflective writing, and that you will let them know once the 6 minutes are up.

After the six minutes are up invite the participants to re-read what they have written, and underline 6 phrases or words that stand out from what they have written, that seem surprising, that they connect with or are curious about.

The participants are then invited to give their written piece a title.

Creating the Poem

- Invite the participants to re-write the underlined words/phrases on a different page -with some space left between each line.
- Participants then tear up the page so each word/phrase/line is on a separate piece of paper.
- Ask the participants to pick one of these pieces of paper at random.
- On another separate page of paper ask them to re-write the word/phrase/line they have chosen at random- if they wish they might want to add to it or amend it slightly. They then number this Line 1.
- They repeat this process, picking another torn piece of paper at random, rewriting it on the separate page under Line 1, labelling it Line 2 and so on until they have 6 new lines written.
- Ask the participants to arrange their numbered lines in the following order:

Stanza 1

Line 1

Line 2

Line 3

Line 4

Stanza 2

Line 2

Line 5

Line 4

Line 6

Stanza 3

Line 5

Line 3

Line 6

Line 1

Once they have created their poem above, invite the participants to re-visit the title from the original written piece and use this for the poem if they wish, or create a different title.

Where and When

- Activity with patients/clients/people who use services/families and staff
- Relatives/carers meeting
- Staff meeting
- Staff invited to write poem about how work has been for them, and bring poem to supervision

Unfolding Story

Purpose

The Unfolding Story method facilitates a process for people to share thoughts, feelings and ideas that have been stimulated by prompts that are designed to be positively provocative, with a flavour of encouraging people to explore fresh or different angles that perhaps they hadn't explicitly named before.

The unfolding story relates to the fact that the story is being unfolded on a piece of paper, and also that what is written is just the beginning, the unfolding story can be the introduction of a story that continues to emerge.

How

- Pre-prepare a number of opening prompts, which participants will complete to form a full sentence. These can be tailored to whatever topic you would like the participants to write about. Please see examples under the 'Where and When'.
- Each participant starts with a blank sheet of paper.
- Introduce the Unfolding Story method, letting people that there will be 6 lines written on each page and so they are asked to write as clearly as possible, so that it can be read by others, and to write in a size that will allow six lines to fit on the page.
- Ask participants to write the topic that the story is about on the top of the page e.g. my experience of being a mentor.
- Calls out the first prompt- for example 'What lights my fire about being a mentor is (may also be useful to have this prompt on flipchart paper where possible- one prompt per page so each prompt remains a surprise)
- Ask participants to write down the words you have said for the prompt **along the bottom of the page** and then to complete the sentence with their own words
- After participants have finished writing their sentence ask them to fold a small piece of the paper upward so that their sentence is no longer visible

(reminding them that this will be repeated 5 times so to be aware of the fold not being too big).

- Invite them to pass the piece of paper to the person on their left.
- Call out the second prompt 'My sense of achievement was', asking them to write this sense
- next sentence above the fold (i.e. on the flat page not on the fold) and complete sentence with their own words.
- They again pass to the person on their left, and repeat this same process until all 6 sentences have been completed.
- To make the process more anonymous in terms of who wrote which lines, once all 6 lines have been completed invite participants to place their pieces of paper in the centre of the table, and to pull another piece of paper at random.
- Invite them to unfold their story by unfolding the piece of paper.
- Each participant then reads out the story on their piece of paper to rest of the group.
- Following this the group can have a general discussion or they may want to focus on a number of inquiry questions such as:
 - What did you connect with in what you heard?
 - Were there some common threads?
 - What are you curious about now?

Where and When

Below are some examples of how this tool could be used. It could be done as a personal reflective activity, or as a group activity as described above.

Working Together (with teams)

What lights my fire about working with this team is...

When we are all singing from the same hymn sheet our song is...

Imagine if everyone...

Something that puzzles me...

It's a bit radical but...

A really good outcome for me when working together is...

Gathering Feedback on an Experience/Event e.g. training session/team meeting

What stood out for me was...

I loved it when...

I would like to think more about...

My sense of belonging was...

I wondered if...

I'm taking away...

Co-Creating an Agenda for a Meeting

What we really need to celebrate...

Can you tell me more...

Something I'm unsure about...

I wonder if it would strengthen our team if...

Something I'd like to share is...

Could we find a way...

Caring Conversations Questionnaire MiM Program

Below there are a number of statements about the possible changes to you, or to the place in which you work that may have happened during the implementation of the Mentoring in Midwifery Program. Be as honest as you can, circling the number that best reflects your opinion in relation to each of the statements.

	Most of the time	Some of the time	Not very often	Don't know
1. I like to find out about other people's hopes, strengths, quirks, and fears				
2. I use inclusive and positive language				
3. I regularly have reflective discussions about the experience of caring and deliver-ing the service within the care setting				
4. When I learn something new in work, I think about ways in which I can share this with others				
5. I regularly notice what people do well and give praise to them about these things				
6. I regularly seek help and advice from other experts when it is required				
7. I feel confident to try out new ideas and give things a go				
8. I share bits about myself, that I feel com-fortable to share, as a way of building relationships with others at work				

	Most of the time	Some of the time	Not very often	Don't know
9. I feel comfortable to share with others how I feel, where appropriate				
10. I feel comfortable to discuss differences of opinion in an open way				
11. I feel comfortable to encourage others to talk about things that may be worrying them				
12. When people have views that contrast with my own, I try to understand why they think as they do				
13. I feel confident to negotiate what is possible when a person's aspirations may not be able to be met				

Free Text Responses

1. (a) Looking back over your responses, are there one or two strengths of yours that come to the fore?

1. (b) What have you noticed helps you to show this strength/ these strengths?

2. (a) Looking back over your responses is there something you would like to work on and develop more.

2. (b) The reason I would like to work on this is

Text and resources contained in this document have been written and created by Edel Roddy and Belinda Dewar. The contents of this guide draw and build on previous work by the My Home Life Scotland team using Appreciative Inquiry in health and social care settings, and have been enhanced through the input of MiM participants and collaborators.

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