

Leading and Facilitating the Development of Person-Centred Care and Cultures

A five day residential programme

27-31st January 2025

**Queen Elizabeth Hospital, Kings Lynn NHS Foundation Trust (QEHKL) in
collaboration with the**

**Norfolk Initiative for Coastal and Rural Health Equalities (NICHE) Anchor
Institute, University of East Anglia (UEA)**

Integrated Evaluation Report

May 2025



Picture 1: Participants, facilitators, co-facilitators and executive guests, Thursday 30th January 2025.



Final Integrated Evaluation Report: Jo Odell, Professor Sally Hardy and Professor Jonathan Webster, NICHE Anchor Institute, UEA (First draft sent for feedback March and final report published May 2025)

Leading and Facilitating the Development of Person-Centred Care and Cultures: An Integrated Evaluation Report

Executive Summary

On Monday the 27th January 2025, 19 participants and 3 co-facilitators from the Queen Elizabeth Hospital, Kings Lynn NHS Foundation Trust (QEHKL), came together with 3 lead facilitators from the NICHE Anchor Institute, UEA, to commence the above named residential programme at the Knights Hill Hotel, Kings Lynn.

The five day residential programme (See Appendix 1) was match funded by the two organisations as a collaborative venture, through the NICHE Integrated Learning Hub. This report demonstrates the integrated evaluation that draws on a variety of evidence (see section 3.0), that has been collated and analysed to demonstrate the process evaluation (journey for the participants through the programme) and the outcomes of the programme for the individual participants.

This five-day residential programme, '**Leading and Facilitating the Development of Person-Centred Care and Cultures**' is based on the principles of active learning¹ first created by the International Practice Development Collaborative (IPDC) for Practice Development Residential Schools, run Internationally (i.e., Australia, Canada, Europe, UK). The programme uses a variety of participatory and creative approaches to learning and draws on participants' own experiences of their workplace. This five day residential programme was developed based upon a successful highly evaluated inaugural NICHE residential programme facilitated in June 2023, commissioned by the Norfolk and Suffolk Mental Health NHS Foundation Trust (NSFT).

Impact for the QEHKL 19 participants and 3 cofacilitators has been captured in this evaluation report as; a significant increase in growth, learning, personal development, confidence and the creation of new connections. There is also anecdotal evidence that participants are starting to put their learning into practice on return to the workplace. Examples include participants are engaged in

- facilitating a world café with their team to understand person centredness and compassion
- facilitating shared learning exercises with their teams to visualise and understand workplace culture
- using creative exercises with their teams, such as using evoke cards and creating compassion shields

The main values that underpin this residential programme are; collaboration, inclusion and participation with a focus on person centred care, compassionate leadership and effective

¹ Dewing, J and Lynch B (2021) Being an active learner (Chapter 28) in McCormack, B., McCance, T., Bulley, C., Brown, D., McMillan, A. and Martin, S. eds., 2021. *Fundamentals of person-centred healthcare practice*. John Wiley & Sons.

workplace cultures. King et al² identified that cultures of equity and inclusion ripple out into how patients are treated, so that patients are more likely to be treated with compassion and civility.

West and Wallbank³ describe that the NHS Staff survey shows that compassionate, supportive leadership mitigates the effects of organisational change on morale, engagement and stress. The authors go on to suggest that during times of challenge and change, the priority is not just effecting changes to structures and processes but increasing the support for staff. Working in an appreciative environment (celebrations of success, expressions of gratitude, mutual support) with good teamworking and agreeable relationships between colleagues are also key factors. Moreover, the survey reveals that staff reports of equity and inclusion are also associated with higher levels of patient satisfaction.

Ongoing support on a practical level is being offered by the 3 QEKHL co-facilitators who are supporting their individual active learning group participants. Examples of this are providing drop in sessions and reflective walks. The lead facilitators are co-ordinating the programmes for a further 2 workshop days for July and December 2025, to bring all the participants together to celebrate success, reflect on learning and enable further action planning. They are providing bespoke support for the co-facilitators as requested.

² King, E.B., Dawson, J.F., West, M.A., Gilrane, V.L., Peddie, C.I. and Bastin, L., 2011. Why organizational and community diversity matter: Representativeness and the emergence of incivility and organizational performance. *Academy of Management Journal*, 54(6), pp.1103-1118.

³ West, M and Wallbank, S (March 2025) [What Does The NHS Staff Survey 2024 Really Tell Us? | The King's Fund](#)

Final Integrated Evaluation Report: Jo Odell, Professor Sally Hardy and Professor Jonathan Webster, NICHE Anchor Institute, UEA (First draft sent for feedback March and final report published May 2025)

Leading and Facilitating the Development of Person-Centred Care and Cultures: An Integrated Evaluation Report

1.0 Introduction

This five-day residential programme, '*Leading and Facilitating the Development of Person-Centred Care and Cultures*' is based on the principles of active learning⁴ first created by the International Practice Development Collaborative (IPDC) for Practice Development Residential Schools, run Internationally (i.e., Australia, Canada, Europe, UK).

The programme uses a variety of participatory and creative approaches to learning, drawing on participants' own experiences of their workplace. Active participation is facilitated through interactive workshops and an introduction to creative problem solving. The immersive active participatory approach to learning is used as a process for the development of personal and professional effectiveness. The programme is not a conventional didactic course, it is instead designed specifically to appeal to a wide variety of adult learning styles which enables personalisation to the individual participants, their teams and workplaces.

The focus for each day of this NICHE delivered programme is based on a co-design approach focusing on priorities for the host organisation and uses a co-facilitator delivery model to maximise sustainable engagement post programme completion. Using a facilitation model, both lead facilitators and co-facilitators work in pairs for the entire week, with each pair taking the lead responsibility for content delivery for one day, across the five days. This enables the programme to be co-designed and co-delivered. The five day residential programme was developed based upon a highly successful evaluated inaugural NICHE residential programme facilitated in June 2023 commissioned by the Norfolk and Suffolk Mental Health NHS Foundation Trust (NSFT)⁵.

2: The five day Residential Programme

On Monday the 27th January, 19 participants and 3 co-facilitators from the Queen Elizabeth Hospital, Kings Lynn NHS Foundation Trust (QEHKL), came together with 3 lead facilitators from the NICHE Anchor Institute, UEA, to commence this residential programme at the Knights Hill Hotel, Kings Lynn. The five day residential programme (See Appendix 1) was match funded by the two organisations as a collaborative venture, through the NICHE Integrated Learning Hub.

2.1. Facilitation team

Professor Sally Hardy, Professor Jonathan Webster and Senior Research Fellow Jo Odell were the NICHE lead facilitators, with Jo Odell taking on the overarching lead facilitator role for the 5 days. All are experienced Practice Development facilitators and grounded in the concepts

⁴ Dewing, J and Lynch B (2021) Being an active learner (Chapter 28) in McCormack, B., McCance, T., Bulley, C., Brown, D., McMillan, A. and Martin, S. eds., 2021. *Fundamentals of person-centred healthcare practice*. John Wiley & Sons.

⁵ Planting the Seeds for Change (2024), https://www.uea.ac.uk/f/185167/x/cb5aecdc09/nsft_-niche-residential-programme-web-ver-final-report.pdf

Final Integrated Evaluation Report: Jo Odell, Professor Sally Hardy and Professor Jonathan Webster, NICHE Anchor Institute, UEA (First draft sent for feedback March and final report published May 2025)

of active learning, creating safe spaces, facilitative and collective leadership and working with cultures of care. Clinical Practitioners Sarah Bedford, Codrin Buleu and Kit King, were the 3 internal co-facilitators from QEHL, who were identified as having prior experience of the Practice Development based approaches being used on the programme and agreed to participate as a learning and development opportunity.

2.2 Programme Participants

The programme participants were invited to take part by the programme commissioner, Chief Nurse, Pippa Street and were asked to submit an “expression of interest” and to obtain their line managers approval to attend. Participants were drawn from diverse influential leadership roles within QEHL, including traditional clinical and non-clinical services, who are invested in implementing strategic organisational and effective workplace cultural transformation.

2.3 Programme content

The programme content focused on the following topics as a spiral curriculum, with each day building upon learning across the five days:

- **Day one:** Co-creating a psychologically safe and compassionate learning space
- **Day two:** Exploring self, personhood, values and beliefs and person-centred care
- **Day three:** Exploring workplace culture and its impact on the experience of care
- **Day four:** Compassionate and collective leadership
- **Day five:** Celebrating learning evaluation and action planning

The days were structured to commence with a morning session focused on the specific themed topic (as identified above) led by one of the facilitator pairs. The afternoons were then set aside for participants, who were split into 3 self-nominated active learning groups, who remained together for the five days. Each active learning group worked with the same pair of facilitators every afternoon, providing the opportunity for experiencing the creation of a safe compassionate space and shared reflective conversations.

Guided reflective questions were posed based on the mornings content, with time to explore how these influenced participants individual leadership, workplace context and cultures. Time was also prioritised to explore how new insights could be used to enable informed action when participants returned to work.

The residential element of the five day programme is significant, as this emphasised a commitment to professional development and each participants’ value within their host organisation. Through shared learning, the week provided participants with an opportunity, of both time and space to be together as a group, away from the usual pattern of work and day-to-day living.

The residential week also provided time for addressing and working through complex issues, in a safe and supportive environment where knowledge, skills and expertise could be shared, and new social networks developed.

Final Integrated Evaluation Report: Jo Odell, Professor Sally Hardy and Professor Jonathan Webster, NICHE Anchor Institute, UEA (First draft sent for feedback March and final report published May 2025)

3.0 Integrated Evaluation

Day 1 of the programme was set up as a world café⁶, facilitated to enable every participant to have an introduction to the main topics for the week in a relaxed and informal way. The world cafe method is based on the concept of learning through conversations in small groups.

One of the café tables focused on participatory evaluation⁷, as a key theme explored through the whole five days. Participants were invited to think about existing evaluation methods and then given an information sheet (See Appendix 2) and asked to think about the different methods that would be used within the week. As part of the registration sheet, participants were asked to consent to the use of photographs, and to be involved in the evaluation of the week.

Evidence gathered as part of this evaluation was as follows:

- Day one, participants documented their **Hopes, Fears, and Expectations**, and contributed to a **Confidence Line**. This was revisited on day 5 to identify any immediate changes.
- At the end of each day, participants were asked to complete a short **daily evaluation** sheet to share their thoughts and feedback from the day.
- The use of **photographs** to capture meaningful moments along the way including the learning presentations.

To note: Owing to the co-created nature of the programme and working with participants in real time (as identified in Appendix 2) that it was planned to gather evidence in relation to the final learning presentations. However, this was difficult to achieve, due to the creative nature of the presentations, although photographs were taken to capture the essence of the experience. Statements of gratitude were not used at the end and instead Day 5 closed with participants sharing their personal pledges or commitments to act. These were not recorded due to the very personal nature of these pledges. However, participants recorded these privately for themselves in the form of a sealed letter that will be sent back to them at the end of May 2025.

This report shares the evaluation evidence captured, presented to emphasise and understand the personal and professional impact of the residential programme on the individual participants, their development and potential to implement/action their learning on return to their workplace contexts.

4.0 Sources of Evaluation Evidence

4.1 Hopes, Fears and Expectations: Undertaken Day 1 and Day 5

Day 1, as part of the welcome and evaluation activities, participants were invited to take some “post it” notes and record at least one hope, fear and expectation they had for the

⁶ [World Cafe Method | The World Cafe](#)

⁷ Odell, J., 2018. Reflections on developing a participatory evaluation as part of the Patients First programme. *International Practice Development Journal*, 8(2).

Final Integrated Evaluation Report: Jo Odell, Professor Sally Hardy and Professor Jonathan Webster, NICHE Anchor Institute, UEA (First draft sent for feedback March and final report published May 2025)

residential programme. These were then fixed to the appropriately labelled flip charts. It was explained that this exercise would form one of the evaluation activities for the week. On day 5 participants were asked to revisit their individual notes and write on them whether their hopes, fears and expectations had been realised.



Picture 2: Hopes, Fears and Expectations posters

4.1.1 Themes from the Hopes

Below are the main themes identified and examples of participant's quotes
(Please See Appendix 3 for access to all the participants quotes)

Day 1	Day 5
a) Personal growth and learning (n=16)	
<i>Opportunity to evolve and be curious</i>	<i>Thank you. Got it !</i>
<i>Develop a more resilient leadership style which allows me to feel more confident with team challenges</i>	<i>Yes !</i>
<i>To learn new skills and develop as a leader as I am new to post</i>	<i>Yes</i>
b) Taking learning back to practice(n=4)	
<i>Take something away that can be used</i>	<i>The experience has been inspirational and support from all will last forever</i>
<i>To be able to take learning back to use in work settings</i>	<i>I have great ideas!</i>
<i>Get into the rhythm of planning more</i>	<i>Got that rhythm now</i>
c) Creating greater connections (n = 5)	
<i>Meet new people</i>	<i>I did!</i>
<i>Connecting with colleagues</i>	<i>You did and now they are friends</i>
<i>Find out more about myself</i>	<i>I did</i>
d) Other (n=2)	
<i>That's I don't make an idiot of myself</i>	<i>Not sure but I love it!</i>

4.1.2 Themes from the Fears

Below are the main themes identified and a few quotes to illustrate (See Appendix 3 for access to all the participants quotes)

Day 1	Day 5
a) Internal concerns eg imposter syndrome and lacking confidence (n= 15)	
<i>Won't relate to other people's stresses and pressures</i>	<i>It's Okay</i>
<i>Imposter syndrome- unsure of place here</i>	<i>I'm worthy of my place</i>
<i>Becomes apparent that I really don't know what I'm doing !</i>	<i>I can do it and have the ability</i>
b) Concerns for responsibilities at work and home (n= 5)	
<i>Not keeping up with personal work commitments</i>	<i>It will pass</i>
<i>Disconnect from the team</i>	<i>Managed to totally engage</i>
<i>Worrying about work and catching up next week</i>	<i>Allow self the time</i>
c) Fear of unknown (n=5)	
<i>Struggle to translate learning into practice</i>	<i>Still unsure but have lots of support now</i>
<i>The unknown</i>	<i>Out of darkness comes light</i>
<i>Opening up to new colleagues</i>	<i>I have overcome this</i>
d)Other (n=1)	

4.1.3 Themes from the Expectations

Below are the main themes identified and a few quotes to illustrate (See Appendix 3 for access to all the participants quotes)

Day 1	Day 5
a)Personal Growth and learning (n=19)	
<i>Learn something new</i>	<i>I have learnt many things that I can take back to allow me and my team to flourish</i>
<i>Find confidence and feel freedom from stress</i>	<i>To continue my journey of self-compassion</i>
<i>I will have a better understanding of myself- how I learn, react and respond</i>	<i>To make those small steps and keep making small ripples</i>
b) A safe compassionate space (n= 6)	
<i>Open discussions. Honest discussions</i>	<i>THERE WERE!</i>
<i>Respect from everyone to listen</i>	<i>This was respected by absolutely everyone</i>
<i>That I can relax and learn</i>	<i>I have - thank you so much !</i>
c) New Connections (n=2)	
<i>To learn and connect with people</i>	<i>Nailed it!</i>
d)Other (n=1)	

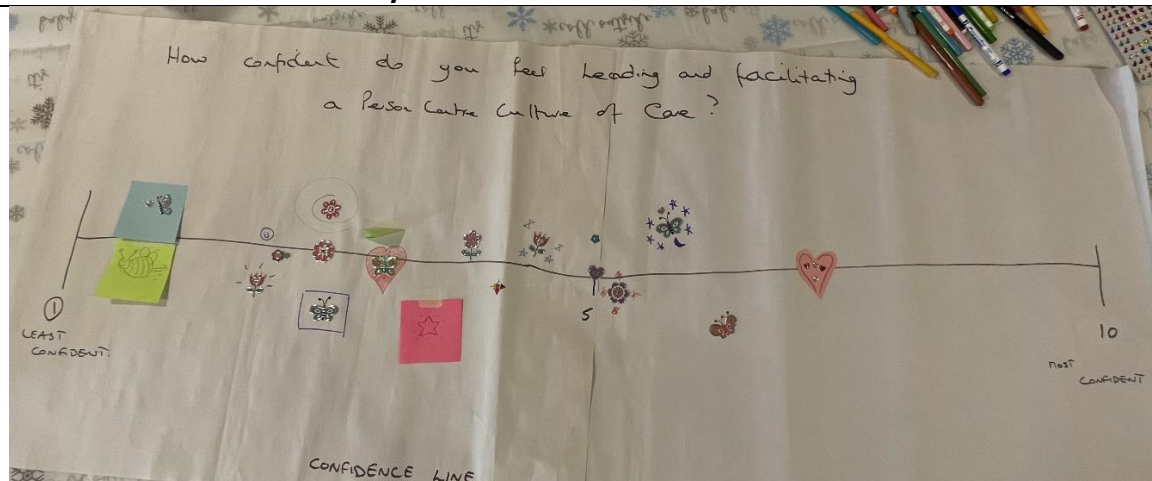
4.2. Confidence Line

Participants were asked to rate themselves on day 1, using an anonymous representation (such as a sticker, "post it" note or image), as to how confident they felt as leaders and facilitators of person centred cultures, on a scale of 1-10. 1 being least confident and 10 being most confident. On day 5 they revisited this confidence line and were asked to identify

Final Integrated Evaluation Report: Jo Odell, Professor Sally Hardy and Professor Jonathan Webster, NICHE Anchor Institute, UEA (First draft sent for feedback March and final report published May 2025)

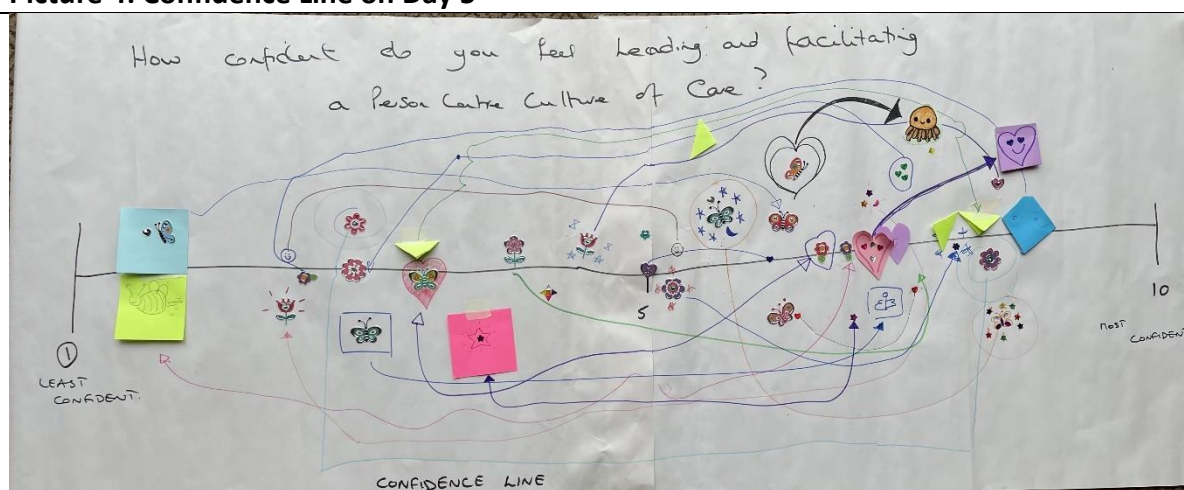
where they felt they were now, on the same confidence line, using another anonymous representation. They were then asked to connect their starting point (day 1) and their finishing point (day 5) with a line. This is shown in the pictures below.

Picture 3: Confidence line day 1



As seen in the picture above day 1 participants rated themselves from 1-7 on a scale of 1-10. 1 being least confident and 10 being most confident.

Picture 4: Confidence Line on Day 5



On day 5 participants were asked to revisit the confidence scale and place a sticker/post it or image on the poster to indicate how confident they felt at the end of the week. They were then asked to match up their score on day 1 with their score on day 5 by drawing a line between the two, so the difference could be seen.

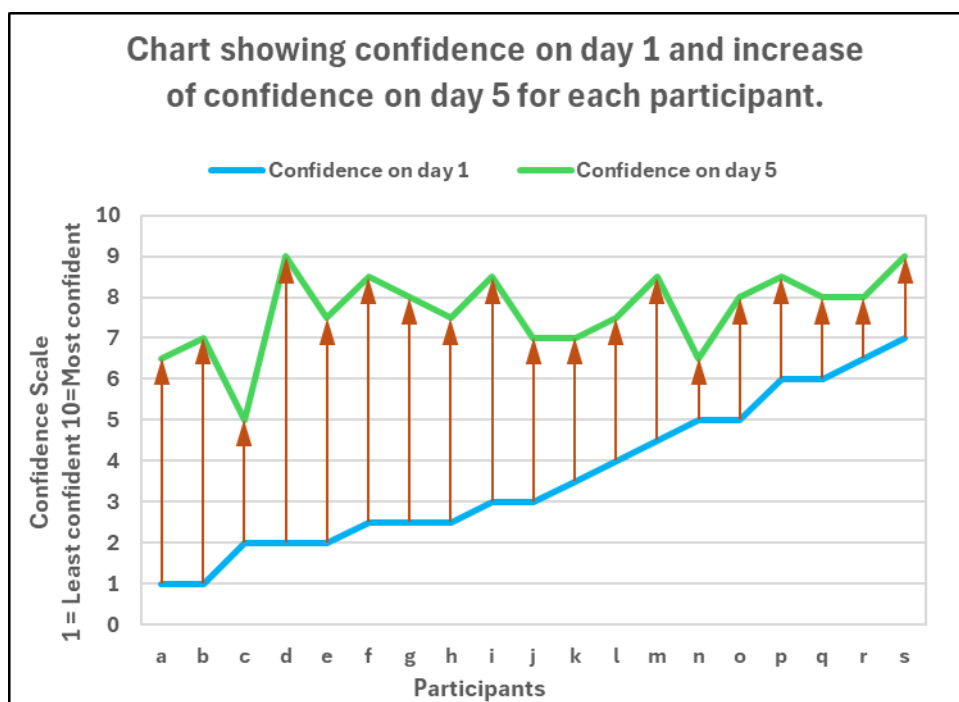
4.2.2 Comparison Results (See Appendix 4)

The individual scores from the confidence were then taken and tabulated to enable a comparison of pre and post scores and average taken. Which is showed in the table below.

Day 1	Day 5	Overall increase in confidence
On average participants rated themselves at 3.65	On average participants rated themselves at 7.65	On average overall increase in confidence was 4.02

Final Integrated Evaluation Report: Jo Odell, Professor Sally Hardy and Professor Jonathan Webster, NICHE Anchor Institute, UEA (First draft sent for feedback March and final report published May 2025)

Graph 1: How confident do you feel leading and facilitating a person centred culture. Confidence on day 1 and day 5 by individual participants. The graph below demonstrates each person increase in confidence across all the participants



4.2.3 Findings

It can be seen from the included photographs, (picture gallery) and pictures of worksheets from the residential, graph 1 above, and the tables (average improvement figures) that each participant rated themselves as increasing confidence by the end of the 5 day programme. On day 1 the majority of participants rated their confidence levels below a confidence rating of 5.

The range of increase in confidence was different per participant and the range can be seen within the graph. However, by the end of the programme everyone rated themselves at a 5 or above. On average each participant rated their increase in confidence at an average of 4 points from their starting point on day 1. This increase in confidence was also observed by the facilitators and witnessed by the visitors who joined the programme for the celebration evening on day 4 (see section 4.3 below).

4.3 Daily evaluation – feedback form (See Appendix 5 for the evaluation questions and the full feedback from participants)

At the end of each day, participants were asked and given time to complete a short daily evaluation sheet to share their thoughts and feedback from the day. On day 1 and 2 the facilitators read and themed the responses. These were shared back with the participants the following morning (day 2 and 3) under the headings of:

- What I liked

Final Integrated Evaluation Report: Jo Odell, Professor Sally Hardy and Professor Jonathan Webster, NICHE Anchor Institute, UEA (First draft sent for feedback March and final report published May 2025)

- What could be changed
- Learning from today

As part of the process of engaging participants and enabling them to play a more participatory role, they were asked if they would like to work together to read and theme the feedback from daily evaluation on day 3. A group of participants agreed to do this on the morning of day 4. As a result of this opportunity on the final day (day 5) all the participants worked together to read and theme the daily evaluation from day 4. The participants chose their own headings to feed this back to the group and can be seen in the sections below.

4.3.1 Day 1 – Themes as agreed by the facilitators (See appendix 5.1 for full feedback)

What I liked	What could be changed	Learning from today
World cafe	Hopes fears and expectations exercise	We are at the start of some thing
Getting to know each other	Do something more active after lunch	Finding my growth
Listening to peoples stories	Increase opportunity for kinaesthetic leaning	Small sprout/ being able to grow
Building relationships		Feeling less anxious
Allowing time for reflection		Feeling more calm

Some direct quotes from Q5; “Reflecting on my own journey, this is where I am at the moment and what I am learning ?”

- *Today has relieved that initial anxiety of the unknown and the guilt of being disconnected from the team for the week. Building relationships and bonding with the group during active learning has already created the psychological safe space at an early stage.*
- *I am at the start at the moment, but have an idea of where we are going*
- *A little lost and need to find my way*

4.3.2 Day 2- Themes as agreed by the facilitators (See appendix 5.2 for full feedback)

What I liked	What could be changed	Learning from today
Shield of compassion and story cube	Heron delivered in a more active way	Starting to explore self
Learning through active learning	Enjoyed the whole day	Application to practice and team context
“Me time “		Supported shared learning
Loved the creativity		Liberation and opening up/ like a bird;light bulb: feels more comfortable
Heron's six categories		

Some direct quotes from Q5; “Reflecting on my own journey, this is where I am at the moment and what I am learning ?”

- *I believe I have overcome the first hurdle to help me move forward with taking this back to my area and team*
- *I have really enjoyed today and really immersed into the experience. Loved learning about/ exploring self and the support/ relationships built in active learning*
- *So much learning- not sure where to start! A lot to digest and reflect on*

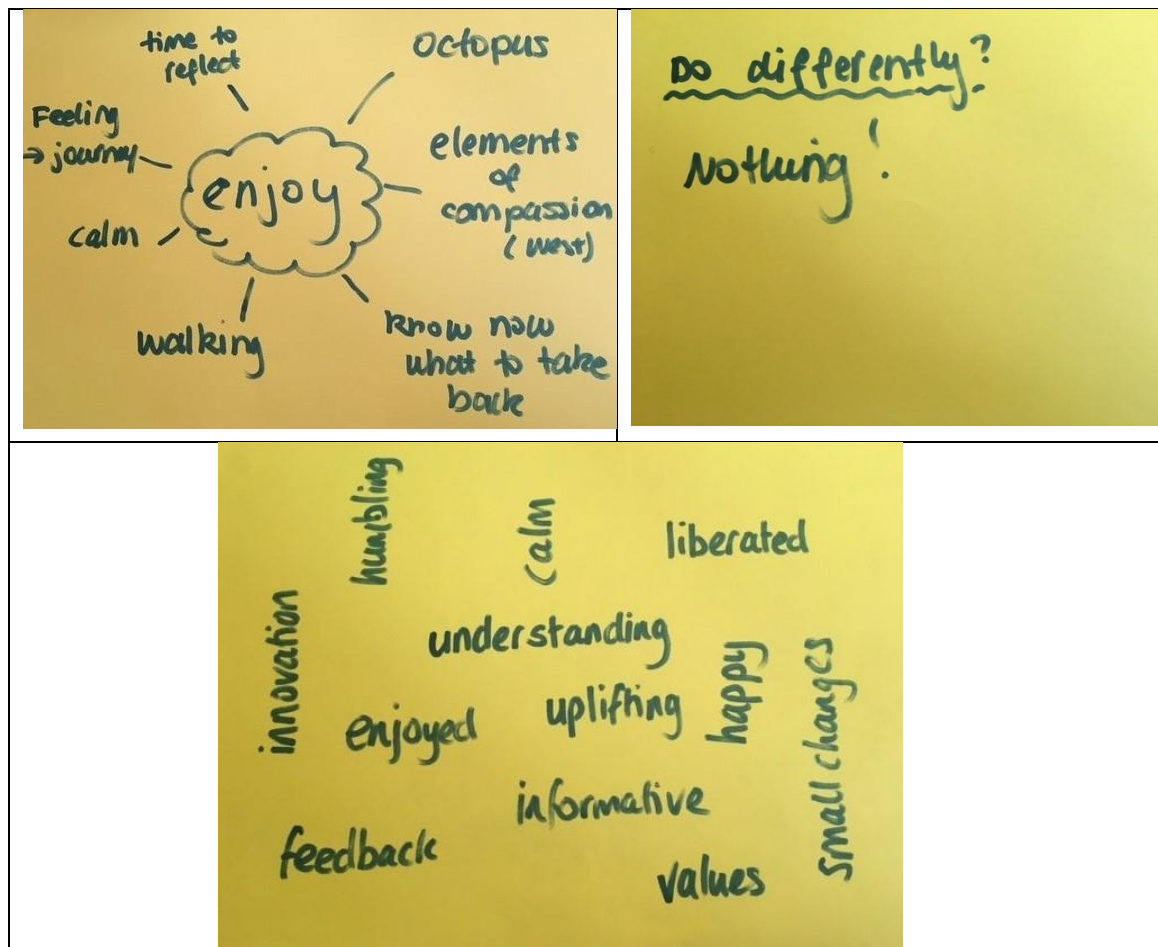
4.3.3 Day 3 :Themes as agreed by participants (See appendix 5.3 for full feedback)



Some direct quotes from Q5; “Reflecting on my own journey, this is where I am at the moment and what I am learning ?”

- *I’m learning different ways to interact with my staff which in turn will help them be better within their areas*
- *I am feeling nourished and looking forward to continuing to build a support group with people I have got to know.*
- *At the start I had no idea- now I’m ready for fourth gear !*

4.3.4 Day 4 :Themes as agreed by the participants (See appendix 5.4 for full feedback)



Some direct quotes from Q5; Reflecting on my own journey, this is where I am at the moment and what I am learning ?

- *Feel like we are a force together for positive culture change at QEH*
- *A sense of happiness, team, calm feeling uplifted*
- *Liberated!*



Feedback from external invited guests (day 4)

On the Thursday evening (day 4) a celebration meal (See picture 5 left) was held and 8 guests were invited to join with the participants to view the art installation exhibition.

The guests were selected and invited by the commissioning trust. They included the CEO, Chief Nurse, Medical Director and a Non Executive Director, plus two collaborating stakeholders from Healthwatch Norfolk and Tapping House.

The guests were asked to offer feedback to participants at the end of the evening.

These were captured on a flip chart (See Appendix 6) . Here are three of the written quotes:

- *Wow! Seen how the development of positive culture installations has transformed the team building it into the culture we aspire to. Inspirational!*
- *Be the one to throw the pebble of change and manage the ripples of growth and improvement. Well done for being brave this week. Be proud.*
- *Amazed at the energy and commitment being shown – a truly humbling and inspiring practical experience*

4.3 Expressions of Interest on application form

Each participant was invited to apply for a place on the programme. To do this they were encouraged to write a few paragraphs about why they wanted to undertake the programme, in the form of an expression of interest. (The full anonymised expressions of interest can be found in Appendix 7). Below in the table 4.5 are excerpts of what the participants wrote.

Table 4.5 Statements of intent to participate in the five day residential programme

<i>I look forward to being part of this valuable programme to support my own development, enabling me to effectively support and lead my team. My vision is to bring what I have learnt back into my leadership and utilise active learning to further encourage self-reflection and coaching across the team.</i>
<i>I would bring this learning into my daily leadership, by ensuring I actively listen and incorporate feedback into decisions wherever possible, promote collaboration, respect others' opinions and reflect on decisions and ensure that I continue to learn and adapt.</i>

<i>I will use these insights to build trust, promote innovation, and support my colleagues in their development, ultimately improving both team performance and the quality of care we deliver within the organization.</i>
<i>I feel this course will not only refine my skills but also enhance my ability to lead a culture of care that prioritizes the thoughts and feelings of every individual we work with.</i>
<i>I believe the programme will help me explore my leadership abilities on a wider scale and enhance my skills to be the best leader I can be within the organisation. The programme will also allow me to network with other colleagues in other job roles within the trust and understand more about their roles and experiences and could well learn from them.</i>
<i>I am particularly interested in how we support staff to create environments that promote psychological safety where staff feel able to raise concerns without fear and where errors are reviewed and managed through a Just Culture model.</i>
<i>I look forward to learning by exploring and contributing my own experiences in a way that doesn't often get offered within the NHS.</i>
<i>The course will enable me to gain insight into how I can develop myself, learning new skills to provide that psychological safety which teams need to be effective in the delivery of their patient care, supporting collaborative care planning and encouraging and empowering our patients to take an active role in their care.</i>
<i>I am eager to apply the knowledge and skills gained from this program to my daily leadership role, empowering my team to better serve our community and enhance the overall care experience. I look forward to the opportunity to participate in this transformative experience.</i>
<i>I believe that this residential would allow access for me to continually develop my own leadership skills which will in turn help me to consistently ensure that the team are nurtured and supported to provide the best possible care.</i>
<i>I would like a better understanding and learn new tools to help with compassionate leadership by listening, understanding and helping others as their manager. I would like to have the tools to be able to provide and assist others in analysing and evaluating information to provide a better service to our patient by helping the staff to recognise their own ability to problem solve when faced with complex issues.</i>
<i>After this course I want to support leaders within our service to be able to develop their skills, this can be done during our Team Leads meetings and looking at in house peer support and training so that this is done in a meaningful way. Which they can pass on to members of their team.</i>
<i>Ultimately, this course will enable me to create a more compassionate and effective care setting not only improve the quality of care provided but also create a more supportive and effective work environment.</i>
<i>By participating, I hope to relay new ideas to my team, using them to encourage open conversations, reflect on how we can improve, and continuously innovate. Ultimately, I will be able to foster an environment that supports staff, while also ensuring we deliver the best care possible to our patients.</i>
<i>Learning about myself, using self-reflection and discussion will enable me to understand what my strengths as a leader are, and equally if there are any areas that require further development for the benefit of my team and the organisation as a whole.</i>
<i>Following this five-day program, I aim to embed and transfer my learning back into practice by sharing my learnings with colleagues. This learning would include understanding the workplace culture, what influences it, and what factors influence culture internally and externally to be safe, proactive, and efficient.</i>
<i>Upon returning, I will apply these new skills by championing inclusive leadership, driving positive cultural change, and promoting person-centred practices across all areas of communication and engagement within the Trust.</i>

4.4 Facilitator and co- facilitator reflections on the weeks significant (unique) moments.

- The Chief Nurse inviting QEHKL leaders, as participants from a wide variety of services (including clinical and non clinical) worked well to achieve group diversity and opportunities through the weeks residential to get to know a wide variety of people they wouldn't normally work with, and understand their perspectives.
- The Chief Nurse Introduction on day 1, gave people permission to leave work and their mobile phones at the door to enable them to fully embrace the residential week learning potentials.
- An introductory session was delivered 2 weeks before the programme commencement. This enabled participants to be introduced to the interactive, creative and active learning aspects of the weeks content, which worked well to prepare participants in advance, and allay some of their initial misconceptions.
- The world café introduced on day 1 enabled a relaxed and informal atmosphere, as well as a gentle introduction to the main themes of the week
- The introduction exercise of the creative name badges worked well and was mirrored when name badges were created and presented to visitors on the Thursday evening.
- The daily content themes from the days worked well and the afternoon active learning groups were an opportunity to explore these further.
- Each active learning group was facilitated with the needs of the participants as the focus, providing a rich and varied experience for participants.
- Participants engaged well, and enthusiastically with the variety and range of learning activities, including creative arts-based installations and group presentations.
- Once people engaged with the creative activities these created high levels of enthusiasm and energy. Those of note were the culture installations (Day 3) and the learning presentations (Day 5) which were developed promptly and creatively.
- Some participants expressed being nervous about the invited trust executives coming to the celebration meal, planned on the Thursday (Day 4) evening. This was aired and the facilitators worked collaboratively to involve and prepare the participants in the rationale, and process for active engagement in delivery of this. Preparation included voting on the seating arrangements for the evening, making personalised creative name badges for the guests and a group identified for meeting and greeting the guests. Another group volunteered to act as curators, guiding guests through the creative art installation exhibition (which included examples from all the creative exercises representations created during days 1- 4). This was embraced enthusiastically by participants and the guests left some very valuable feedback.
- Inviting participants to read and theme the daily evaluations on day 4 and 5 enabled people to gain some insights into participatory evaluation, theming, and capturing overarching issues arising from a variety of experiences.
- The creation of a welcoming and attractive learning space was appreciated and welcomed by the participants. Each day the facilitators worked to create a different room layout that represented the days activities. Day 4 one of the co-facilitators

brought flowers and created small table decorations and asked the hotel staff to put on the fairy lights in the main barn which then led well into being used as part of the evenings celebration meal.

- Working with co-facilitators was highly appreciated and beneficial to the weeks learning. Preparation for one co-facilitator was foreshortened, due to an unprecedented issue of an original co-facilitator not being able to attend. Such situations are not able to be predicted, therefore agility and flexibility is required on the part of both the facilitator and co-facilitator.

4.5 Picture Gallery :

Picture collage 6: A variety of photographs from the residential week



5. Discussion

Participant's identified hopes and expectations expressed desire for personal growth and learning, having tools and resources to take back to their teams and workplaces and to create new connections. Participants feedback indicated that they thought these had been achieved.

Participants fears were mainly around lacking confidence and having "imposter syndrome". There were also concerns about 'the fear of the unknown' and about their other responsibilities at work and home. However, the majority of participants shared that they had overcome their fears by day 5, through personal growth and an increase in confidence. This was achieved by negotiated and co-created explicit ways of working to enable the creation of a compassionate safe space , which was the focus on day 1.

The evidence of a significant increase in personal growth and confidence is demonstrated in a variety of ways, though the evidence presented above. Overall, the significant increase in personal confidence across the five days was demonstrated in the confidence line, individual behaviours and expressed verbally by each participant, plus witnessed and observed by the facilitators. This change was also witnessed by the Executive guests on the Thursday night, captured in their feedback as:

- *I have been so impressed by you all*
- *You have all shone this week*
- *Amazed at the energy and commitment being shown*
- *Positive culture installations have transformed the team*

This journey of personal development was also shown across the week in the themes from the daily evaluation forms.

Day 1	Day 2	Day 3	Day 4
<i>-We are at the start of some thing</i> <i>-Finding my growth</i> <i>-Small sprout/ being able to grow</i> <i>-Feeling less anxious</i> <i>-Feeling more calm</i>	<i>-Starting to explore self</i> <i>-Application to practice and team context</i> <i>-Supported shared learning</i> <i>-Liberation and opening up/ like a bird; light bulb:</i> <i>-feels more comfortable</i>	<i>-Valued</i> <i>-Nourished</i> <i>-Motivated</i> <i>-Shared Vision</i> <i>-Immersive</i> <i>-Growth</i> <i>-Liberation</i> <i>-Safe</i> <i>-Collaboration</i>	<i>-Innovation</i> <i>-small changes</i> <i>-feedback</i> <i>-humbling</i> <i>-calm</i> <i>-understanding</i> <i>-uplifting</i> <i>-Informative</i> <i>-Values</i> <i>-Liberated</i>

There was also evidence from the daily evaluation forms of people starting to identify their next steps and actions that they would take on return to the workplace. Below are some quotes about insights , actions and changes from participants.

- *For me the understanding of what this means and the impact I can have back in the workplace is the main learning I've taken away today*
- *I'm learning different ways to interact with my staff which in turn will help them be better within their areas*
- *Combining the different frameworks, topics and looking at changes I will and can make to influence and support others*
- *I may use the "octopus" with my team. I will also be using "evoke" cards to take back learning even if its small!*
- *Learning so much about myself- how I interact, to keep quiet and listen to really hear others*
- *I am going to review how I undertake my one to ones with my team and actively seek their feedback on what they need from me.*
- *I have so much to take back into my practice. This has been a beneficial course with colleagues with other experiences that we can learn from*
- *Given me more options and ideas to help better lead my team*
- *Developing shared vision of culture. This will be something I will do with my team*

Participants individual pledges and commitments to act were recorded personally within a private letter that was sealed in an envelope, to be posted back to participants in May 2025, as a three month follow up/reminder. There will be an opportunity with a planned July date follow up workshop to further evaluate how participants are progressing with their intention to put their learning and growth into practice with their teams and in their workplaces.

The exerts from the Expressions of Interest from participants application forms very much reflect the Hopes, Fears and Expectations on day 1. Particular attention around expectations of personal learning and growth, new connections and being able to enable change at the end of the programme has been evidenced and achieved. There may be further opportunity to revisit these expressions, on the final celebration workshop day planned for December 2025. Finally, the photo-collages demonstrate how this residential programme has been a very creative and participatory week that was enjoyed by all. The facilitator and co-facilitator reflections on the significant moments, which were generalised, may also help guide and support the further development of this valuable residential programme for the future.

6.Conclusion

This report represents the evaluation evidence gathered as part of this residential programme and is presented in detail in previous pages. The impact for the participants has

Final Integrated Evaluation Report: Jo Odell, Professor Sally Hardy and Professor Jonathan Webster, NICHE Anchor Institute, UEA (First draft sent for feedback March and final report published May 2025)

been a significant increase in growth, learning, personal development, confidence and the creation of new connections. There is also anecdotal evidence that participants are starting to put their learning into practice on return to the workplace. Examples include participants

- facilitating a world café with their team to understand person centredness and compassion
- facilitating exercises with their team to visualise and understand workplace culture
- using creative exercises with their team such as using the evoke cards and creating the compassion shields

The main values that underpin this residential programme of collaboration, inclusion and participation and the focus on person centred care, compassionate leadership and effective workplace cultures are reflected by King et al⁸ (2011) who discuss that cultures of equity and inclusion ripple out into how patients are treated so that patients are more likely to be treated with compassion and civility.

At this time of significant change within both the local and national NHS settings⁹ West and Wallbank (2025) describe that the NHS Staff survey shows that compassionate, supportive leadership mitigates the effects of organisational change on morale, engagement and stress. The authors go on to suggest that during times of challenge and change, the priority is not just effecting changes to structures and processes but increasing the support for staff. Working in an appreciative environment (celebrations of success, expressions of gratitude, mutual support) with good teamworking and agreeable relationships between colleagues are also key factors. Moreover, the survey reveals that staff reports of equity and inclusion are also associated with higher levels of patient satisfaction.

7. Ongoing support over the next 12 months

Ongoing support on a practical level is being offered by the 3 QEKHL co-facilitators who are supporting their individual active learning group participants. Examples of this are providing drop in sessions and reflective walks. The lead facilitators are co-ordinating the programmes for a further 2 workshop days for July and December 2025, to bring all the participants together to celebrate success, reflect on learning and enable further action planning. They are providing bespoke support for the co-facilitators as requested

⁸ King, E.B., Dawson, J.F., West, M.A., Gilrane, V.L., Peddie, C.I. and Bastin, L., 2011. Why organizational and community diversity matter: Representativeness and the emergence of incivility and organizational performance. *Academy of Management Journal*, 54(6), pp.1103-1118.

⁹ West, M and Wallbank, S (March 2025) [What Does The NHS Staff Survey 2024 Really Tell Us? | The King's Fund](#)

Final Integrated Evaluation Report: Jo Odell, Professor Sally Hardy and Professor Jonathan Webster, NICHE Anchor Institute, UEA (First draft sent for feedback March and final report published May 2025)

Appendix 1 :Overview of the programme “Leading and Facilitating the Development of Person-Centred Care and Cultures”

	Day 1- Monday 27 th Jan	Day 2-Tuesday 28 th Jan	Day 3-Wed 29 th Jan 25	Day 4- Thursday 30 th Jan 25	Day 5- Friday 31 st Jan 25
	Creating a safe and compassionate learning space JO	Understanding self and person centredness – SH/CB	Person-centred cultures of practice- JW/SB	Compassionate and collective leadership- JO/KK	Celebrating learning, evaluation and action planning
Feedback		9-9.30 Evaluation Feedback	9-9.30 Evaluation Feedback	9-9.30 Evaluation Feedback	9-9.30 Evaluation Feedback
Am 9.00-12.30	-Welcome -Pippa Street, QEHL -Welcome activities -Creating a safe compassionate space -Introduction to themes for the week using a world café: 1)Person centredness-SH/CB 2) Cultures of Care-JW/SB 3) Compassionate leadership- JO/KS 4) Participatory evaluation -JY	-Introduction to “this is me “ -Understanding ourselves in the workplace- Shields of compassion -Person centred interventions -Person centred practice framework and how this relates to me.	-Introduction to the Guiding Lights for Effective Workplace Cultures -Visualization of existing workplace culture - What I would like a person-centred culture in my working/ practice context to be? -What have I learnt about the culture in my working/ practice context?	-Introduction -Values and beliefs re leading a person centred culture -Self assessment of leadership style -Introduction to compassionate leadership M. West -Learning and what this means for me as a leader of a person centred culture	-Celebrating learning and presenting this to the whole group -Action planning
Lunch 12.30					
1.30-4.30 pm Active learning group	<u>Active learning questions to guide the group.</u> -Introductions -How I learn -How do we want to work together as an AL Group? -create safe compassionate space -What do I bring and what I do want to take away from being part of an AL Group? -What would positive learning look like at the end of the week for you?	<u>Active learning questions to guide the group.</u> -What are the challenges of working with person hood ? -How do we achieve person centred practice in time challenged work contexts? -What values and beliefs are important to you about person centred care and person centred outcomes?	<u>Active learning questions to guide the group.</u> -How does the culture in my work/ practice context relate to my role as a leader? -How do I understand what the culture of my team is? -What do we want the culture to be? -How does my workplace culture impact on me and others? -How do I get from where we are to what we want the culture to be?	<u>Active learning questions to guide the group.</u> -What elements of compassionate leadership resonated with you ? -What can you do to develop curiosity, compassion and courage? -What tools can I use to get feedback on my leadership style from my team ? -What do you do to create safe spaces for yourself and others?	-Closing activities as whole group. Close at 3pm
4.30 Evaluation					
5pm Facilitator debrief/plan ning					
6.30/7pm Supper				Celebration meal	

Appendix 2: Evaluation Information about the evaluation of the week

Why are we evaluating together?

- We're doing this to create space for **you** to reflect and learn, so together we can transform people and practices.
- To explore, alongside you, whether there's a gap between what we say and what we actually do—and how we can address it.
- To highlight the new methods, approaches, and outcomes that you and others find meaningful and successful.

What types of evidence will we gather together?

- **Process evidence**
We want to understand and capture your journey of the residential programme through your eyes—what's working, what's not, and how it's evolving. Your reflections will shape and guide the journey.
- **Outcome evidence**
We'll work with you to recognize what success means. What does a positive outcome look like for you, and how can we measure it meaningfully?

How will we work with you to gather this evidence?

- You provided **expressions of interest** in your application to attend the programme. These will be stored safely, anonymised and then themed to represent the start of your journey.
- On day 1, we'll start by asking about your **Hopes, Fears, and Expectations**, and work with you to create a **Confidence Line**. We will revisit this on day 5 to reflect on what's changed.
- At the end of each day, we'll ask you to complete a short evaluation form to share your thoughts and feedback. The facilitators will read and theme your responses and share them back with you the next morning.
- At the end of the week, we'll invite you to share your **Learning Presentations** from the week as a group and what you'd like to take forward from this experience.
- You'll also have the opportunity to share **Statements of Gratitude** to celebrate the week's journey.
- We may take photographs to capture meaningful moments along the way.

What happens to what you share with us?

- Anything you share will be anonymized, so your identity is protected.
- We'll bring everything together in a report that reflects the week, highlights key learnings, and shares the outcomes **you've helped create**.
- This report will be shared publicly on our website and sent to Pippa Street, Director of Nursing at QEHKL, so others can benefit from the insights you've contributed.

What are we asking you to say yes to?

- Taking part in this shared evaluation process by providing daily feedback.
- Allowing us to anonymize and include your expressions of interest, feedback, learning presentations, and statements of gratitude in the report.
- Letting us capture photographs that document our shared journey.

You are central to this process. Your experiences, thoughts, and reflections are what make this evaluation meaningful. Together, we'll create something that inspires transformation for everyone involved.

Final Integrated Evaluation Report: Jo Odell, Professor Sally Hardy and Professor Jonathan Webster, NICHE Anchor Institute, UEA (First draft sent for feedback March and final report published May 2025)

Appendix 3: Hopes, Fears and Expectations in full, Day 1

3.1 Hopes

Hopes- Themes	Day 1	Day 5
Personal growth and learning	To progress and learn more about me and what makes my leadership style	
	Opportunity to evolve and be curious	Thank you. Got it !
	To get to know colleagues	
	That I leave with a sense of personal growth	
	Develop a more resilient leadership style which allows me to feel more confident with team challenges	Yes !
	I feel more confident	Yes!
	Learning about my leadership style	Yes !
	Find myself again	I did!
	To learn new ways of communicating	Yes
	Find out more about myself	I did
	Becoming more comfortable in my role as a leader	You are enough
	To learn new skills and develop as a leader as I am new to post	Yes
	Be a more confident leader	Keeping true to values of compassion
	Gain in confidence	I have !
	To be more confident	Yes !
	To get a better understanding of myself as a leader	Yes !!
	Form bonds, learn about self and others, take knowledge and skills back to work. A decent room	
Take learning back to practice	Get into the rhythm of planning more	Got that rhythm now

	To be able to take learning back to use in work settings	I have great ideas!
	Take something away that can be used	The experience has been inspirational and support from all will last forever
	Form bonds, learn about self and others, take knowledge and skills back to work. A decent room!	
Creating greater connections	Meet new people	I did!
	Connecting with colleagues	You did and now they are friends
	Find out more about myself	I did
	To make more working relationships going forward after completing this week	
	Form bonds, learn about self and others, take knowledge and skills back to work.	
Other	That's I don't make an idiot of myself	Not sure but I love it!
	To have a good week	

3.2 Fears

Fears- Themed	Day 1	Day 5
Internal concerns eg imposter syndrome and lacking confidence	Wont relate to other peoples stresses and pressures	Its Okay
	Becomes apparent that I really don't know what I'm doing !	I can do it and have the ability
	That at the end of the programme I will not be able to "open" myself to the wider group	Yes
	Feeling out of my depth/ comfort zone	Not any more
	Looking silly	
	Out of my depth	People kept me afloat

	My lack of knowledge / experience	
	To make myself look silly ! I am a shy person so this is really out of my comfort zone	Very safe space- no looking silly
	Crying a lot from the emotional release	Done it- not a fear any more
	To make a fool out of myself and to look like an imposter	
	Not measure up to others	It doesn't matter
	Imposter syndrome- unsure of place here	I'm worthy of my place
	Not clever enough	Possible not but its Ok
	Being vulnerable in front of others	Not any more
	Being judged and eating too much food.	
Concerns for responsibilities at work and home	That's I am unable to switch off and it hinders my experience	
	Not keeping up with personal work commitments	It will pass
	Disconnect from the team	Managed to totally engage
	Worrying about work and catching up next week	Allow self the time
	Home will be ok	It was and they can cope
Fear of unknown	Art	Ive faced my fears, embraced the cutting, sticking, glitter and making paper chains!
	Struggle to translate learning into practice	Still unsure but have lots of support now
	The unknown	Out of darkness comes light
	Opening up to new colleagues	I have overcome this
	The unknown	The start of my journey
Other	Being cold	

3.3 Expectations

Expectations Themes	Day 1	Day 5
A safe compassionate space	Open discussions. Honest discussions	THERE WERE!
	Respect from everyone to listen	This was respected by absolutely everyone
	To share a safe space to share concerns and feelings	Felt very safe in my active learning group with Jo and Kit
	Likely to be outside of my comfort zone but in a good way.	And how amazing did this make you feel !
	That I can relax and learn	I have thank you so much !
	Treated fairly, non judgemental, safe environment and to learn skills that will help me lead.	
Personal growth	Clear head space and have direction	Thank you !
	Find confidence and feel freedom from stress	To continue my journey of self compassion
	To be taken out of my comfort zone and to focus on me and my development	
	At the end of the 5 day programme we will have a deeper understanding of ourselves and how to apply it to work	Yes!
	Tools to continue development and growth	Elements of compassion. My journey
	Better understanding of modifying and changing my approaches	
	I will have a better understanding of myself- how I learn, react and respond	To make those small steps and keep making small ripples
	Learn new things	Yes !
	See things from different perspectives	Will do
	That I come away having met my hopes through developing more resilience	Really happy

	I feel able to grow and learn	
	To learn and connect with people	Nailed it !
	Learn something new	I have learnt many things that I can take back to allow me and my team to flourish
	Time to learn and flourish	Thank you.
	To help me as a leader to take forward my learning	I have achieved this
	To be a more compassionate leader	
	Develop my skills as a leader	
	Identify where I can make changes	Yes
	To feel more in control of how I react to situations	I think so !
New Connections	Meeting new people	
	To learn and connect with people	Nailed it!
Other	Fast paced	

Appendix 4: The Confidence Line

How confident I feel leading and facilitating a person centred culture of care. 1 being least confident and 10 being very confident. Results per participant on day 1 and day 5.

Participant	Number at start of week	Number at end of week	Total Change
A	1	6.5	5.5
B	1	7	6
C	2	5	3
D	2	9	7
E	2	7.5	5.5
F	2.5	8.5	6
G	2.5	8	5.5
H	2.5	7.5	5
I	3	8.5	5.5
J	3	7	4
K	3.5	7	3.5
L	4	7.5	3.5
M	4.5	8.5	4
N	5	6.5	1.5
O	5	8	3
P	6	8.5	2.5
Q	6	8	2
R	6.5	8	1.5
S	7	9	2
Average	3.63	7.65	4.02

Appendix 5 :Daily Evaluation with full participant feedback

5.1 Day 1 (N=20)

1.What aspect of the content from todays programme did I find the most useful
<ul style="list-style-type: none"> World café- Really insightful discussions to get to know each other. Facilitators on each table contributed to discussion, asked probing questions Building relationships, co creating safe learning environment Active learning- really excellent to talk as a group and learn from experiences Mainly getting to know the colleagues and participants of the residential training programme. I gained insight on the different roles of the participants and how significantly they in or as part of QEH team The afternoon session in the break out group with the discussions around active learning and group environment. This session put things in place from the morning session, but also provided a narrative of things I have been navigating in workplace Meeting new people, having time and space to think, not pressurised in any way , not feeling it either. Forming active learning group. Group drawing and discussion. Shared understanding that this is new to all and opportunity for development

- The world café and the first discussions in the groups
- The afternoon and everyone sharing their expectations
- Exploring participatory evaluation and compassionate leadership. It was good to see similar themes among many different teams and also understand what compassionate leadership looked like to different individuals
- Getting to know everyone. Open and honest discussions. Good day setting the scene for the rest of the week
- The active learning, bonding/ getting to know the group. Creating a safe space
- Hopes, Fears and expectation as it gave me the opportunity to put down what I felt
- The whole day, getting to know colleagues I wouldn't speak with usually. Discussing professional issues- what challenges are faced by all aspects surrounding compassion and being self-critical on own awareness
- World café section. Having the opportunity to get to know people better through a range of activities
- Active learning – smaller more focused groups pushed me to participate
- World café tables. What is compassion promoted in depth discussion
- Open discussion. Reflection. Hearing others stories
- World café and active learning group discussion as it was an opportunity for me to open, engage and actively listen to other people

2. What aspect of the day did I find the least useful and why ?

- Initial start- 4 things to do and I failed 1 of them ! I think nerves stopped the listening on my part
- Really enjoyed it all
- As it is the first day, building rapport and getting to know each other takes time. Some parts of the programme (I feel) are repetitive so I had run out of ideas as the answers I gave out are all the same.
- Hopes, Fears and Expectations- But this was only because I think I hadn't "warmed up " by then and felt harder to navigate the task. But this was probably the exact purpose of the task !
- It's a new course I'm keeping an open mind
- None
- Nothing I enjoyed it all
- Nothing I found all aspects of today interesting and thought provoking
- Evaluation cafe style- Brief discussion in the group but did not see how this was facilitated
- Doing an arty badge as I am not very arty
- Nil
- Firs activity of putting post it notes on whiteboards about expectations as this was not discussed
- The active learning section- however only because this is very alien to me and slightly out of my comfort zone
- None
- Evaluation table- still useful just not as much as the others
- Power point with the safety pizza- good idea, however straight after lunch, so I did not fully absorb
- Cannot think of anything at the moment. Each activity has its own use and purpose – more or less. (I suggest we have more activities related to kinaesthetic learning please. I am look forward to it!)

3. What if anything, is one aspect of today that has had the most significant impact on my learning ?

- Understanding different learnings and what suits my preferences
- Afternoon active learning. Stay close to curiosity and you will stay away from judgement
- The permission given at the start to not try and work as well
- The guiding lights aspect taught me well as to understanding effective workplace cultures in a more insightful way
- Avoiding judgment, curious listening- resonated as a tool. Discussion group of pulling themes together
- Deeper understanding, although not that deep yet on what is tangible culture
- Enjoyed the world café table, small group enables free discussion and opportunity to get to know cohort members
- Being given the opportunity to stop and learn and creating an environment to facilitate this
- Hearing others talking about experiences, their worries that mirror my own
- Getting into active learning groups and understanding a bit more about people as individuals
- The afternoon active learning group had the most significant impact. I am not alone with the types of struggles I face
- Active learning. The true false game was helpful to get to know each other. What does compassion look/ feel like- what is important to me ?
- Possibly about being more compassionate to staff members
- Shared learning in the afternoon. Listening to peoples experiences and understanding we are all experiencing the same issues/ concerns
- Time to talk and get to know one another . To have the safe space to grow and reflect
- Listening to others experiences of their work including the challenges they face and how they overcome these
- Discussion around types of learning, retention of learning created by these.
- Creating safe environment. Everyone being able to be open and honest
- Hearing others' stories
- Group sharing and discussion

4.What does this mean for my practice and the clinical area I lead ?

- Allowing people time, no need to fill the quietness. We lead such busy lives at work, it is a great opportunity to stop
- Empowerment of myself and my team, involving the people I work with, improve my communication to "stop fixing " and start facilitating
- I hope this will ensure I can get the most out of the week to share with the teams I lead on my return
- Being able to improve culture albeit slowly. Also being able to share my insights from the residential programme would encourage understanding of different roles. Having understanding would impact positively on teamworking and collaborating
- I am mindful of keeping an open mind, not judging but not confident in my consistency and therefore jumping too quickly to actions/conversations/generally acting too quickly. Tools of pausing and asking questions is what I aim for but not sure I do it !
- Culture is an issue- I can use this as gauge to make it more tangible for my team !
- Increased motivation, curiosity and time to refresh and return
- A person centred mindset is perfected and brought to the forefront of my mind and when returning to my team, I can empower by facilitating rather than by directing

- Hopeful it will help me be more understanding and empathetic
- Good to explore different points of view and look at different people's perspectives
- I'm starting to understand the ethos behind looking at things differently
- Helping me understand self will develop my leadership with a person centred focus. Look to utilise and adopt active learning within the team
- More interaction on a daily basis
- Hearing experiences from other people allows me to reflect on what impact I could make on my team
- I hope to become more self-aware and use this information to improve my leadership and be the best manager that I can be
- Hopefully allowing time for reflection of my own practice- which is something we rarely have time to do
- To revisit these merry go round issues that we never seem to be able to change
- Be more aware of people even in senior roles have similar worries/thoughts
- Enhanced empathy
- By each loved and positive experiences, I will be able to share the learnings to my team at work

5. Reflecting on my own journey, this is where I am at the moment and what I am learning ?

- A little lost and need to find my way
- Calm, ready to learn and excited about the days ahead. I've found the base to my growth. Thank you
- Picture of a small flower now and a larger one at end of the week
- Cocoon at the minute. Hoping to learn and be mindful of my joy towards being a butterfly some day
- Learning more about myself and thinking about teams/ service and how to put in practice when return to work
- What is going on for me? What am I going to learn. A little intrigued at the moment. More questions really ??????
- Not every silence needs to be filled. A moment for thought and active listening is important
- At the moment I am open minded and eager to learn and use this new to me learning method. I am excited about what this programme may bring
- I feel more calm and open to ways of learning. Want to grow in my role
- Open minded and curious and looking forward to getting to know everyone
- New role at work, gives me a great opportunity to put this learning into place. Excited for the next few days of learning new things !
- Today has relieved that initial anxiety of the unknown and the guilt of being disconnected from the team for the week. Building relationships and bonding with the group during active learning has already created the psychological safe space at an early stage
- I am at the start at the moment but have an idea of where we are going
- Smiley face
- Feeling content with the course objectives and less anxious than I was this time yesterday.
- Action learning to enlightenment
- Picture of sun emerging from behind the cloud
- Small sprout able to grow within the group
- Enjoying the course so far and looking forward to tomorrow
- P- participation

E- Engagement
R- Reflection
S- Self awareness
O- Opportunity
N-New perspectives and learning

5.2 Day 2 (N=19)

1.What aspect of the content from today's programme did I find the most useful

- Shields of compassion as it was able to reflect my deeper thoughts and feelings
- Group discussion in afternoon
- 8 minute rule, circle of control, Active learning, Loved the creativity
- Talking through person centred in active learning
- The active learning session this afternoon and completing the shield
- The activities were so good at focusing on myself and then using this in active learning
- Shield – found my creative side. Deeper thinking about me.
- Herons six categories of intervention as it has given me more options to use when speaking with colleagues to enable me to do more for them and to help me
- This afternoon active learning- knowing more about people and realising that I have more in common with them than I thought
- Shield and “this is me “
- “This is me” session, light bulb moment during the exercise about myself and the impact/ influence I may (or may not) have on others
- Really enjoyed “this is me “and the subsequent tasks of creating the shield and self-box. Using different mode of exploring who I am and what is important to me- very insightful
- Enjoyed the shield and cube sessions. This afternoon ALG session gave me plenty to think/reflect on.
- Shield of compassion and box. Opportunity to create and reflect on self and understanding me
- Lots of thought-provoking conversations. Ability to have me time, realising that my family is my support particularly my partner and I don't tell them enough.
- All of today. Really enjoyed the shield and box activity. Really enjoy the interactive peer groups
- Group discussion and art expression
- Deep dive into myself. Really understanding and taking time as to “who am I “ “What have I been through “ “what do I feel “ questions I do not ask myself frequently
- Active learning- sharing reflections – pulled together mornings learning. Compassion shield and cube and heron - support and help of self-awareness

2. What aspect of the day did I find the least useful and why ?

- None
- Making the box – a repeat of the shield really
- None of it – all so good
- None really as most of what we covered today I think will help going forward
- The talking exercise- for me personally I don't think I got anything out of it
- None – really enjoyed the day
- Shield of compassion; I really struggle with creativity and have really had to challenge myself- But when I realised, I could stick rather than draw it became easier

- To be honest it was all useful. I have looked at Heron interventions before but its always useful; to go over these things again
- Nothing in particular. I found it all interesting and the day passed quickly
- It was a good day all round, I think a different way of talking through facilitation styles would have been beneficial
- Nil
- Herons 6 interventions- would have preferred to practice with case review or scenarios
- All useful thank you !
- None of it

3. What if anything , is one aspect of today that has had the most significant impact on my learning ?

- Afternoon session as our group was able to open up more
- Understanding other people's perspectives and hearing ideas on how they think issues could be dealt with
- Active learning
- Compassion shield and story cube
- The active learning this afternoon- very raw and emotional for us in Jo's group!
- Active learning discussion- split into smaller groups
- Sharing current challenges, but more so other's stories
- Our reflective time
- The circle of influence- realising that more is within our influence than not
- The active learning was so valuable. Deeper understanding of self. Developed a very close bond with shared learning group
- Active learning session- Circle of Influence. Opportunity to discuss areas of influence
- Story cubes: allowed me to stop and consider who I am, where I have been and where I would like to go
- Engaging fully with active/action learning. I didn't understand what we were supposed to be doing yesterday, I felt awkward but today was much better
- The understanding and discussions in the afternoon around PCC.
- Understanding how much I could and can influence if I tried!
- I have dug deep into myself and what has led me into the path of my career
- Group discussion on person centredness
- Sphere of influence and how big it can become . Understanding limitations and potentials. Having insights of each other's significance as a team
- Taking techniques back to team- shield, ways of working in meetings, supervision time

4.What does this mean for my practice and the clinical area I lead ?

- Feel more empowered to lead the change of culture
- Small ways to value and " see the person " not the uniform
- Ability to be raw and feel the feels!
- Lots of ideas around suggestions for enhancing support I can provide teams and patients
- Spending protected time with my colleagues
- I would like to have a period of reflective time going forward as I believe this will increase working relations and productivity
- To have more faith and believe in myself
- Has given me a toolkit of resources to use in the team
- Fully exploring and embracing circles of control and influence

- I am going to be looking at ways to explore the use of active/ action learning as a technique for reflection in my team
- I have some ideas to take away and discuss on Thursday evening
- Person centred model – opportunity to transform how we interact, enhanced communication, increased team relationships and collaborative decision making
- Being brave and starting to challenge terms- open up more networks. Have difficult conversations knowing I always come from a good space
- What I can take back to my team- How I can think about empowering my team, what is and what is not in my power to change
- Self-reflection and awareness of own limitations
- Being able to understand the spheres of control, influence and the sphere that cannot be controlled at all. Therefore, in practice, It could be easier to navigate things and tasks because I know where I stand
- Framework of facilitative and authoritative questioning . Supporting teams to use techniques- taking these back to the team lead meetings, can we do them differently ?

5. Reflecting on my own journey, this is where I am at the moment and what I am learning?

- Dear SELF.
- I feel more open and comfortable to talk in the group
- Increasing my support group and circle of influence
- Realising my place/identity as a leader
- Healing and processing information to be the best version of myself
- Feeling a step further on my journey.
- What is in my control ?
- I believe I have overcome the first hurdle to help me move forward with taking this back to my area and team
- Picture of someone on a journey
- I have really enjoyed today and really immersed into the experience. Loved learning about/ exploring self and the support/ relationships built in active learning
- “ free as a bird soaring in the sky”. Today has been liberating, giving myself permission to stop, reflect, explore consider.
- Picture of person with a light bulb.
- For me the understanding of what this means and the impact I can have back in the workplace is the main learning I’ve taken away today, Picture of a lightbulb .
- Recognising strengths and barriers. Exploring what matters to me.
- Seeing more! Brain – Thinking Haha not good at drawing !
- Motivated to come along the journey
- I am more creative than I realised
- Taking the time I need.
- So much learning- not sure where to start! A lot to digest and reflect on !

5.3 Day 3 (N=20)

1.What aspect of the content from today’s programme did I find the most useful

- The installation exercise was amazing- great team
- Active learning team developing Haiku “collaboration “
- Art installation within our groups, the discussions between individuals and collaboration to achieve this

- Group collaboration effort on making the installation and how other teams interpret it vs how we perceive it. Installation on culture , worked well as a team and shared vision
- Very much enjoyed the installation activity today. Felt like all three groups engaged together the best so far
- Creating the installation and providing feedback. Realising how people interpret things so differently
- Culture discussion- sharing conversations. Working as a team with the installation. Active learning- framework we used , very practical and working together
- I have absolutely loved today and could fault anything. It has been thought provoking and emotional
- Building the installation together with my active learning group was lots of fun. It also made me feel a sense of dismay when the other groups began describing what they thought and felt about what was my reality
- I enjoyed the whole day; this is a subject my department is dealing with continuously
- The active session of building art installations as it was engaging and involving
- I liked all the day, understanding people differences in opinions and views on what we are seeing in front of us
- Trying to understand how you can change a culture or be part of it changing has been a little enigma. It's a little clearer now "the model makes sense"
- Workplace cultures and changing and improving culture is something close to my heart, so the day was very inspiring for me, thank you. The installation was the pinnacle of the day
- When we worked in our groups to make what we thought was our environment/ cultures, but when we needed to change from now to how it would work better everyone had similar ideas
- Claims, concerns and issues. Creation/ installation of workplace culture and talking a walk as head space to think the installation- building something together, feeling we are shaping the future together. Active learning
- Listening to some of the success stories and knowing we (as a trust) have so much more to celebrate than what we actually do
- Probably my best day so far. I enjoyed the artwork that the group had created, the ideas behind it and the learning we gained today

2. What aspect of the day did I find the least useful and why ?

- None of it – all so good!
- Nothing
- Nothing: the afternoon had the same vibe and everyone worked together well. The whole group felt relaxed together
- Power point- lots of reading off a screen. I prefer to put in practice using role play/ case studies
- None of it
- Absolutely nothing- everything has stimulated me
- It was all useful. I wouldn't swap, change anything. Thank you
- N/A
- The first hour was really dry- the power point- found it hard to focus and concentrate
- Nil
- Nil
- None of it- all good
- First part of day with power point, as I find this type of learning doesn't suite me but I do appreciate that other do

<ul style="list-style-type: none"> • The full power point about guiding lights- maybe explore it more actively • The talk on guiding lights could have been a bit more engaging- but a really interesting topic • None
<p>3. What if anything , is one aspect of today that has had the most significant impact on my learning ?</p>
<ul style="list-style-type: none"> • How to look at changes from my sphere of influence- positive approach • Active learning. Current workplace culture model and transformation to improved workplace culture • Claims, concerns and questions • Afternoon active learning with 3 methods to dissect our thoughts to actions • Talking about successes- amazing work going on even in difficult times • Installation activity. Wasn't looking forward to it, but very much enjoyed it and felt the teamwork! • The installation • Active learning- using the framework was great and I can see it being so useful for collaborative action planning • Building our current work culture- this is my reality • Working together with the group on the installation. Initially building the installation with all the barriers was difficult as it made me feel a bit hopeless. Everyone's enthusiasm when changing it to what we wanted it to look like was heart warming • Working as a team, creating ideas and working together • Installation- expressing feelings • The afternoon and discussion of our influences and what we can take back to our team • I am learning more about myself that I haven't had the time or space to do before-It's all starting coming together • Seeing people empowered and wanting to take the learning back to their teams. The energy in the room was fantastic • Reflecting time to process what we are learning today to give a better understanding • How others view the culture of the organisation. The plan for guests at dinner tomorrow • Shared understanding of where we are as an organisation and shared vision about where we want to be • Exploring what culture at the QEH looks like for us and being able to identify how we can support change • The artwork activity is most helpful and impactful because I get to understand the many aspects of work culture , the influences and / or control; we have, and the positive outcomes of working together
<p>4.What does this mean for my practice and the clinical area I lead ?</p>
<ul style="list-style-type: none"> • So many ideas to take back and support teams • Positive workplace culture, importance of embedding and should be consistent. Importance for individuals and teams " feeling safe and valued " • A really useful tool to use to approach issues to focus • The power of being valued. Small acts can have such a big impact and our own influence that we have • I feel like I can take some good learning away and engage with my team • Will use this on an away day

- Using the framework to ensure teams/ members are listened to an working together for solution and actions, without getting carried away
- Challenge the way I do things- give people space to explore
- Sometimes using other forms of communication can be more powerful than words alone
- I feel it has helped give me some ideas on how to address our workplace culture
- How people feel
- I feel more prepared with going back to the ward with new ideas to help change the culture
- I'm going to start with small steps and build on what I have learnt, use the "model" to map where we are as a team as a first step
- I have some ideas that I am planning to implement to improve the culture in the team. I am excited to try them
- Given time and backing to be a better me and ultimately a better service to team
- Will empower me to empower my team in shaping the future together
- I am going to use our group to lean on for extracting positive/ success stories from across the Trust in order to share this more widely
- Insight as to the issues surrounding work cultures and how it can be improved or influenced in a positive way

5. Reflecting on my own journey, this is where I am at the moment and what I am learning ?

- Started as a small flower now becoming a bunch !
- stronger team collaboration and trust demonstrated today
- Picture of sun coming out from behind cloud
- Feel motivated to ensure I make people feel valued- that is what drives me !
- Looking forward to day 4!
- Thank you.(picture of a smiley face)
- At the start I had no idea- now I'm ready for fourth gear !
- Soaring like a kite
- Open heart and mind. Learn through experiences. Challenge the status quo.
- Today has been the most beneficial to me and my department I feel
- In the process
- Picture of a smiley face
- Myself- what it means to be me- what I need to do to change to be less hard on myself – Thank you
- Liberated and empowered
- I'm learning different ways to interact with my staff which in turn will help them be better within their areas
- Yesterday I felt immersed. Today has increased the immersive feeling and the bond within our active learning group
- Continuous growth
- I am feeling nourished and looking forward to continuing to build a support group with people I have got to know
- Picture of a foot "dashing "

5.4 Day 4 (N=20)

1.What aspect of the content from today's programme did I find the most useful

- Discussion around compassionate leadership. We used elements of compassion, working together to discuss what they are, discussions of situation in the workplace
- Looking into compassionate leadership. What it looks like to attend. To understand, empathise and help from a leadership point of view
- The afternoon walk and talk session as this made us appreciate the environment and reflect. Our fairy tale book which gave us more creative input
- Togetherness is becoming quite addictive, using everyone to solve a problem. Create something is cathartic
- Today has been a gentle day; time for reflection, as well as celebration. The active learning set nourishes my soul- we have connected in such a way which is supportive and caring. A feeling not to be left behind once this week ends.
- I feel this day was fantastic and brought everything together beautifully from the week. Loved final active learning group
- Absolutely loved the group activities this morning and making our book and sharing with the group. Kit was such a good facilitator!
- Re looking at our feel/see/hear boards that we completed on Monday
- Enjoyed all of the today, discussions with other people. Really enjoyed the walk
- Being creative with workplace culture exercises
- Exploring compassionate leadership- looking inward at my leadership style and also thinking about the behaviours I can influence back at work. Creating our own "person centred workplace culture" structure
- Loved to hear M West and his suggested tools to help implement and embed compassionate leadership. The walk
- Talking through what we are taking back into work from our learning this week
- Exercise about the positive culture at work and the expression of this as a culture. Talking to people about what a great culture looks like and seeing the same words/ themes emerging
- Very interesting am session about compassionate leadership. Very much enjoyed the reflective walk too.
- Elements of compassion- I was able to relate to these but could see how small changes to how I communicate with others could make a big impact
- Creating a poster to reflect values. Poem developed from groups responses, recognising what hinders values
- Everything, another enjoyable day, Informative
- The opportunity to explore compassionate leadership and create what our values are through creating our story book. The walk and reflection this afternoon was so uplifting
- Sharing our thoughts about each other in active learning group, our leadership styles and how we have grown over the week. I enjoyed giving feedback but really value the feedback received and will cherish my 9 legged "octopus"

2. What aspect of the day did I find the least useful and why ?

- None
- None to mention
- I have loved the day- no changes necessary
- None!
- The walk in active learning really helped me feel lighter and wholesome
- None
- Nil
- Video on U tube

- N/A
- All useful- loved the day!. The music, immersive experience, the voting, continuous flexibility of speed. Absolutely amazing !
- Nothing
- None
- Nothing
- None
- Honestly none

3. What if anything , is one aspect of today that has had the most significant impact on my learning ?

- Going through the questioning of compassionate leadership
- I liked the idea of giving feedback to my peers. I had to really choose the words that best describe my peers and the journey I had with the team
- Walk and talk session in the afternoon
- The “octopus” its difficult to get feedback but I am very grateful for what everyone has said !
- Feedback “Octopus- my active learning set wrote such powerful messages , it was heartwarming. As a side note, thank you Kit for making the room soft, calm and beautiful to allow our learning to flourish
- Developing shared vision of culture. This will be something I will do with my team
- Talking together in active learning and making the most of our last session together
- Micheal West, look at Compassionate leadership
- How we are all working / striving to be in the same direction
- Going for a walk and reflecting
- Receiving feedback from members of my active learning group in the “octopus “ activity
- Ver interactive, right balance between activities and presentations. The space was well set up and shows we don’t need a lot to create a safe, welcoming and inclusive space
- Post cards to our selves
- The “octopus” of feedback in our active learning group. The leadership video
- The main activity this morning was fun and informative. I now understand what this means to me and my role/ workplace
- Realisation this is “my “ journey and this will be at my own pace. Listening to how others saw me was very humbling, especially as my view was completely the polar opposite
- “Octopus” feedback in active learning
- Realising that a lot of what has been discussed are things we already do
- Chance to walk outside and reflect
- Making our “octopus” in active learning. Being introduced to M West. I will be reading some of his work.

4.What does this mean for my practice and the clinical area I lead ?

- Question what we do, how we do it , small changes I can make ie meetings/ purpose/ways of working.
- Positive feedback impacts positively on work culture. It fosters innovation, creativity and teamwork
- Being able to lead with empathy and compassion
- I may use the “octopus” with my team. I will also be using “evoke” cards to take back learning even if its small !
- The power of compassion is immense and needs the opportunity to develop and grow

- Developing shared vision of culture. This will be something I will do with my team
- Ability to reflect with my team
- Give me more options and ideas to help better lead my team
- I have so much to take back into my practice. This has been a beneficial course with colleagues with other experiences that we can learn from
- I must now have more confidence and believe in myself to allow me to grow and develop and become the best version of myself
- I'll be more attentive to the details about the space. Little steps go a long way.
- A reminder of my sphere of influence. Hold myself to account for how I can promote person centredness
- Take my leadership on the journey it needs to nurture a positive culture in my team
- Compassionate leadership will be one of my main focus areas to start with
- Small steps
- Fostering culture of empathy, psychological safety amongst the team to improve innovation and thrive
- Help to be more positive, realise things need to do to create a more happy team.
- Allowed me to look at how I can do things differently within my team
- I am going to review how I undertake my one to ones with my team and actively seek their feedback on what they need from me.

5. Reflecting on my own journey, this is where I am at the moment and what I am learning ?

- Combining the different frameworks, topics and looking at changes I will and can make to influence and support others
- Learning to be open and honest to myself. Also accepting help because there is always help around- just need to ask for it.
- Picture of climbing steps going upwards
- Learning so much about myself- how I interact, to keep quiet and listen to really hear others
- Picture of a flower
- I feel so content personally and professionally after the week so far. Picture of a smiley face
- Journey is being followed . New paths being created.
- Support, help and reassurance
- Really appreciated the time together with all the team. Feel like we have made friends within the team
- Picture of a seed beneath the ground on Monday and starting to shoot leaves on the Thursday
- Red Kite exploring and checking what's the next step to show off his best flying skills. Thank you so much.
- Feel like we are a force together for positive culture change at QEH
- Anchor is dropped
- Picture of 4 faces going through various emotions and the last one is very smiley
- Liberated!
- Feeling content today!
- A sense of happiness, team, calm feeling uplifted
- A picture of a person walking up a hill with hearts in the air. Onwards and upwards!

Appendix 6: Feedback from the QEHKL executive guests on Thursday evening following our meal and viewing of the installation exhibition.

<i>Wow! Seen how the development of positive culture installations has transformed the team building it into the culture we aspire to. Inspirational!</i>
<i>As above- I am humbled to work with such amazing colleagues and so proud for you all to be part of team QEH. Thank you I look forward to watching your inspiring journey</i>
<i>It has been such an amazing evening, I have been so impressed by you all, it is a very lucky hospital to have such amazing people working there</i>
<i>Be the one to throw the pebble of change and manage the ripples of growth and improvement. Well done for being brave this week. Be proud.</i>
<i>You have all shone this week. Be proud and always remember to be you</i>
<i>Amazed at the energy and commitment being shown – a truly humbling and inspiring practical experience</i>
<i>You are the heart and soul; of the hospital. Your true colours come shinning through, that's why we love you. Be amazing.</i>
<i>You have added some glitter and sparkle to team QEH- it will keep shinning and help others through tough times.</i>

Appendix 7: Expressions of Interest from the Application forms for the programme (Anonymised and any identifying information removed)

<p>Leadership is a fundamental part of my role. Compassionate leadership is essential to create an environment and inclusive team culture where staff are valued, feel listened to, and supported to do their job. Being aware of 'self' and individual communication and leadership styles helps support my own development to be an effective leader. Adopting critical reflection allows me time to reflect on my own practice and leadership as an essential part of growth and self-development.</p> <p>Once of the biggest challenges as a leader is to ensure one maintains compassionate leadership even when you are experiencing your own challenges. Having personally been through this situation over the last 12 months it is so important that as a leader you maintain your own psychological safety and support mechanisms to continue effective leadership for your team. As a leader I will often have coaching conversations with staff to help them reach their own decisions as part of self-development. I look forward to being part of this valuable programme to support my own development, enabling me to effectively support and lead my team. My vision is to bring what I have learnt back into my leadership and utilise active learning to further encourage self-reflection and coaching across the team.</p>
<p>Leading and Facilitating the Development of Person-Centred Cultures of Care will help me to develop, by broadening my understanding of the human factors of my role, which will help to enhance my emotional intelligence. It will also help me develop a greater empathy and insight into the personal needs of my colleagues and allow me to align operational goals with the well-being of individuals. This would enrich my professional</p>

growth and enhance my ability to lead with compassion and vision. Undertaking this training alongside colleagues from different areas of the Trust, will help foster a collaborative relationship, whilst building a network of support for all to benefit from. I believe that a person-centred culture can instil a stronger sense of purpose and fulfilment, within the workforce, and lead to a better team vision, compassion, innovation, and growth; to be able to apply some of these principles in my area of work and to see positive results would be extremely satisfying.

I would bring this learning into my daily leadership, by ensuring I actively listen and incorporate feedback into decisions wherever possible, promote collaboration, respect others' opinions and reflect on decisions and ensure that I continue to learn and adapt.

I believe this course will greatly contribute to my personal development by enhancing my understanding of person-centred care and leadership. Through experiential and reflective learning, I will deepen my self-awareness, explore my values, and refine my leadership style. The programme's focus on psychological safety and wellbeing will equip me with practical tools to create a more supportive, compassionate workplace culture, promoting both individual and team growth. The active learning and facilitation skills gained will enable me to encourage open dialogue, foster collaboration, and co-create solutions with my team. I will use these insights to build trust, promote innovation, and support my colleagues in their development, ultimately improving both team performance and the quality of care we deliver within the organization. By applying critical reflection and active learning in my daily leadership practice, I aim to inspire a culture of continuous improvement and shared responsibility. The programme's focus on compassionate leadership aligns with my goal of leading with empathy and creating a positive environment where staff feel valued, motivated, and empowered to excel in their roles. The additional 12 months of coaching will help me to embed and sustain these changes, ensuring that the impact of this learning extends well beyond the programme itself.

I am applying for the course on person-centred cultures of care as I believe it will significantly enhance my nursing leadership skills. This course outline sits perfectly with my commitment to providing holistic care that prioritises the individual needs of patients. I would love to develop a deeper understanding of my own communication style and develop my skills around active listening which I know are essential for building trusting relationships with both patients and team members. Learning about inclusive practices will hopefully empower me to create a supportive environment where everyone feels valued and heard, ultimately improving patient outcomes and staff morale. The course will hopefully help to develop more effective conflict resolution skills, enabling me to address challenges within the teams I manage more constructively. This will help to enhance team working and ensure that our focus remains on delivering exceptional care.

By reflecting on my current leadership style, I hope to grow as a compassionate leader who inspires others to embrace person-centred values. I feel this course will not only

refine my skills but also enhance my ability to lead a culture of care that prioritizes the thoughts and feelings of every individual we work with.

This is my first job as a ward manager. Throughout my short time I have found being a leader challenging with having a new team adapt to my ideas and thoughts. I believe the programme will help me explore my leadership abilities on a wider scale and enhance my skills to be the best leader I can be within the organisation. The programme will also allow me to network with other colleagues in other job roles within the trust and understand more about their roles and experiences and could well learn from them.

I feel that the programme will take me on a journey to enhance my leadership skills. Whilst I believe my leadership skills are at a good level, there is also still room for me to grow as a leader. In order for me to develop further I believe that I need to learn more in depth and expand my knowledge in regard to the many facets of leadership.

By having the opportunity to complete the course I can hopefully use the new skills and different approaches to thinking to make more informed decisions to complex leadership related problems and challenges.

I am particularly interested in how we support staff to create environments that promote psychological safety where staff feel able to raise concerns without fear and where errors are reviewed and managed through a Just Culture model. Appreciating

that this will require a significant change in culture where, fear of blame when things go wrong has negatively impacted on transparency and openness in the NHS, I would like to learn more about exploring how workplace cultures develop and can be influenced to change.

Since transitioning to the Patient Safety Incident Response Framework, the organisation has been provided an opportunity to reimagine how we learn from patient safety incidents. There has been new opportunities to support staff to facilitate changes and improvements identified through reviews and investigations. This requires creation of an environment where staff feel empowered to support improvements whether as individuals, within their teams, or across teams. To facilitate this, leaders need to be able to listen to actively listen to staff and act in a way that supports them to facilitate change. I am hoping this course will provide some opportunities to develop these skills.

I have completed many leadership courses over the years I have worked for the NHS but realise that the landscape of the people we are working with is changing quite dramatically. I look forward to learning by exploring and contributing my own experiences in a way that doesn't often get offered within the NHS. The work I do relies on me being able to create a psychological space for all staff to work safely and be able to challenge behaviours very differently to what I was exposed too. I have worked tirelessly with the team and given them the opportunity to be part of a good culture and understand their affect on it on a daily basis. I look forward to learning more.

The opportunity to be able to attend the residential course would allow me to be able to step away from the workplace and the daily distractions to focus on how self, behaviours, experiences, beliefs and values can affect how the teams I lead, prioritise

the needs and preferences of individuals. The course will enable me to gain insight into how I can develop myself, learning new skills to provide that psychological safety which teams need to be effective in the delivery of their patient care, supporting collaborative care planning and encouraging and empowering our patients to take an active role in their care.

I would use the time of reflection and learning to 'reset' and challenge my current leadership style, thinking and self-awareness. This time of self-reflection would give me the tools to be able to integrate my learning and encourage a culture of trust, which is essential for developing an environment in which staff feel safe, which ultimately enhances the quality of care they deliver. To further support applying learning to my daily leadership I would like to take up any opportunity of further support/coaching to enable me to embed this into my daily practice by reflection and challenge.

I am particularly drawn to the program's focus on co-creating psychological safety and advancing workplace wellbeing. These are key elements I aim to integrate into my leadership approach. I aim to build a culture where compassion is central and reflected in the daily interactions within my team. West (2021) describes compassionate leadership as requiring "the courage to practice self-awareness in the moment and to identify how our relationships differ among those we lead." It extends beyond patient care to include compassion for colleagues and oneself, emphasizing the value of everyone's voice. This resonates with my belief in person-centred leadership, which values both, patient and staff well-being, and aligns perfectly with my commitment to fostering a supportive and inclusive culture within my team and organisation. I am confident the program's emphasis on critical reflection and active learning, and the opportunity to receive coaching for a further 12 months, will provide the insights necessary to translate these concepts into actionable leadership practices. I am eager to apply the knowledge and skills gained from this program to my daily leadership role, empowering my team to better serve our community and enhance the overall care experience. I look forward to the opportunity to participate in this transformative experience.

Thank you for considering my application.

This residential would enable me to time to reflect on my current practice as a leader and communicate with more established leaders within the organisation, drawing on their own experiences and how this can impact my practice going forward. Psychological safety and workplace wellbeing are themes I am passionate about developing further, I have witnessed first-hand what an impact it has on staff when they feel safe and supported in the workplace. I would like to be able to further my knowledge in this area to help improve and develop the culture within paediatrics. Being relatively new to leadership roles I would really value the approach to teaching available on this residential, being able to work collaboratively with a group of leaders I would not necessarily have encountered yet in my time at QEH. I believe that this residential would allow access for me to continually develop my own leadership skills which will in turn

help me to consistently ensure that the team are nurtured and supported to provide the best possible care.

I would like to attend the Leading and Facilitating the Development of Person-Centered Cultures of Care to enhance my clinical practice and develop my knowledge. To promote and ensure peoples preferences, needs and values are taken into consideration when making clinical decisions and to promote a care that is respectful to all, to be able to and teach other to focus on an individual's views, choices and decisions and not to make assumptions about how an individual wants to be treated.

I would like a better understanding and learn new tools to help with compassionate leadership by listening, understanding and helping others as their manager. I would like to have the tools to be able to provide and assist others in analysing and evaluating information to provide a better service to our patient by helping the staff to recognise their own ability to problem solve when faced with complex issues.

In my role I have many conversations, meetings and scenarios where I am supporting staff members to navigate the workplace. As individuals we have varying strengths, skills and styles of how this is done. This course will support me to understand more about myself and how I approach leadership and situations but will also provide an opportunity to explore the different approaches and support me to adapt to the requirements of situations as required. I think it will also challenge me to really reflect on my own personal values and beliefs and how they impact my decision making. Whilst I think I may be objective, am I really?

A reoccurring theme is supporting staff to critically reflect on situations where communication has not gone well and this course will support me to facilitate that, not just on a 1:1 but to ensure that I am supporting Team Leads to be doing this within their teams too. After this course I want to support leaders within our service to be able to develop their skills, this can be done during our Team Leads meetings and looking at in house peer support and training so that this is done in a meaningful way. Which they can pass on to members of their team.

A month ago, I received an email inviting me to a five-day course on Leading and Facilitating the Development of Person-Centred Cultures of Care. This programme, organized by our trust and NICHE, covers person-focused practices, collective leadership, and workplace wellbeing, all based on evidence and key theories.

Leadership is often defined by the ability to inspire and guide others towards achieving common goals. However, true leadership goes beyond mere direction; it involves unlocking the potential within individuals to help them become the best versions of themselves.

Through this course, I will further enhance my leadership skills. Implementing these principles require strong leadership skills and I can learn how to inspire and motivate my team and colleagues with kindness, wellness and fairness. It will also equip me with strategies for collaborative problem-solving addressing team challenges efficiently. Communication is an essential feature in building a trusting relationship and this programme will improve my acquired skills. Reflecting in my own practices and lived

experience can lead to greater self-awareness making me grow as both an individual and a professional.

In my daily practice, I will integrate this learning and leadership to reflect regularly. In taking time to muse on my experience and progress, it helps me identify areas for further growth and how far myself and my team have come. By promoting a culture of respect, dignity, and empowerment, I will instigate to my team a holistic approach of care where the emotional, social, and physical well-being of patients/clients are equally prioritized. Ultimately, this course will enable me to create a more compassionate and effective care setting not only improve the quality of care provided but also create a more supportive and effective work environment

The 'Leading and Facilitating the Development of Person-Centred Cultures of Care' course is an invaluable opportunity to grow both personally and professionally, particularly as a new Ward Manager. The hands-on, reflective nature of the programme will give me the chance to dive deeper into my leadership style, helping me to understand how to best create a supportive and psychologically safe environment for both staff and patients. The course will further help me to align my values with the principles of person-centred care, which is essential for improving the way we work and care for individuals.

The focus on compassionate and collective leadership is also particularly valuable, as I want to build a team where everyone feels empowered, respected, and part of a shared mission. The course will provide me with the latest strategies to strengthen teamwork, improve communication, and bolster inclusivity. I'm also looking forward to exploring how workplace culture impacts patient care, as understanding these dynamics in greater depth will enable me to make changes that boost both staff well-being and patients' experiences.

By participating, I hope to relay new ideas to my team, using them to encourage open conversations, reflect on how we can improve, and continuously innovate. Ultimately, I will be able to foster an environment that supports staff, while also ensuring we deliver the best care possible to our patients.

Person centred care is an approach to practice that is established through fostering meaningful relationships between care providers, service users and those who are significant to them lives. It is underpinned by values of respect for persons, individual right to self-determination. It empowers staff to engage in continuous development and quality enhancement. Leaders within a workplace, are who drive organizational values. It is these values which shape behaviours in teams. Behaviours drive the culture, and it is the culture of the workplace that determines the overall outcomes to those it serves. Within healthcare, there is strong evidence that cultures which are not person focused can lead to poor patient experience and increased mortality rates. High profile inquiries including the Mid Staffordshire report, and Morecambe Bay Inquiry have highlighted that the NHS must shift its culture from being focused on externally imposed standards and targets, to one in which NHS leaders and frontline clinical teams are committed to

improving care and putting patients' needs first, working together to access the support they need to do so.

At a local level this can be achieved through supporting education and training of staff, ensuring regular opportunities for communication and feedback from staff and patients, adequate staffing levels and skill mix robust systems in place to monitor standards of care.

Cultures whereby leaders listen to concerns, and which people are kept at the centre is one in which people feel motivated, has increased morale and job satisfaction, which in turn leads to better psychological safety and retention of staff and improved quality of care for patients.

Learning about myself, using self-reflection and discussion will enable me to understand what my strengths as a leader are, and equally if there are any areas that require further development for the benefit of my team and the organisation as a whole.

The five-day program, with its experiential and reflective nature, will facilitate my learning by allowing me to share my workplace experiences and, in turn, gain insight from the experiences of other participants. Sharing experiences in a safe environment allows for a broader, more holistic perspective on promoting patient safety, teamwork, and the empowerment of trust values in our individual work routines. Additionally, the opportunity to dedicate time to self-care and self-reflection would enhance my health, well-being, and mindfulness in both my work and personal responsibilities. I would be able to better understand myself, revisit my values in line with the trust's values, and therefore enhance my performance.

This will be my first time participating in such a unique approach, away from the routine work pattern, toward learning. I am overly excited and honoured, and I am looking forward to the many benefits the course will bring about. In light of the evolving patient care delivery, it is crucial that we stay current with pertinent research, practices, and innovations. Following this five-day program, I aim to embed and transfer my learning back into practice by sharing my learnings with colleagues. This learning would include understanding the workplace culture, what influences it, and what factors influence culture internally and externally to be safe, proactive, and efficient.

This self-development programme presents a unique and invaluable opportunity to enhance my leadership capabilities. The experiential and reflective nature of the course aligns perfectly with my role, as it emphasises personal insight, self-awareness, and innovative approaches to leadership – critical elements for effective communication and engagement in a dynamic healthcare environment. The focus on co-creating psychologically safe spaces and exploring workplace culture will directly inform how I engage with both staff and patients. By understanding the impact of workplace wellbeing and person-centred practices, I will be better equipped to foster an environment where open communication thrives, improving collaboration and the quality of care. Compassionate leadership resonates strongly with my goal of creating a supportive culture where every team member feels valued and heard, ultimately enhancing team performance.

The programme's emphasis on active learning and critical reflection will allow me to adopt more innovative communication strategies, ensuring that I can facilitate meaningful dialogue between teams, patients, and external stakeholders. Upon returning, I will apply these new skills by championing inclusive leadership, driving positive cultural change, and promoting person-centred practices across all areas of communication and engagement within the Trust. The ongoing support post-programme ensures that my learning will continue to evolve, supporting long-term growth and improvement in my leadership approach.