

Teaching Compassionate teamworking and leadership



@maggiewoods10

Our objectives for today

- Rationale for Compassionate Leadership
- Definition of Compassionate Leadership
- Tools, ideas and resources
- Your needs?



This is a Safe Space

To ensure a safe space to learn and develop in a respectful environment.

1. **Boundaries:** Not everyone will want to engage in a discussion. This is okay.
2. **Compassion:** Forgive others and yourself so that we can continue to learn about the topic at hand.
3. **Be Present.**
4. **Confidentiality:** Anything shared during the session stays in the session
5. **Listening:** It is important for everyone to be given a fair chance to be heard and listened to.
6. **Culture:** Be mindful of this and respect that people will express themselves in different ways.
7. **Respect:** Be open to challenging and being challenged in a respectful way. Remember to challenge the behaviour or belief and not the person.
8. **Tokenisation:** We recognise that people can only speak about their own lived experiences and avoid asking anyone to be a spokesperson for their race, gender, class, sexuality, neurotypicality, ability, nationality and so forth.
9. **Be Kind.**

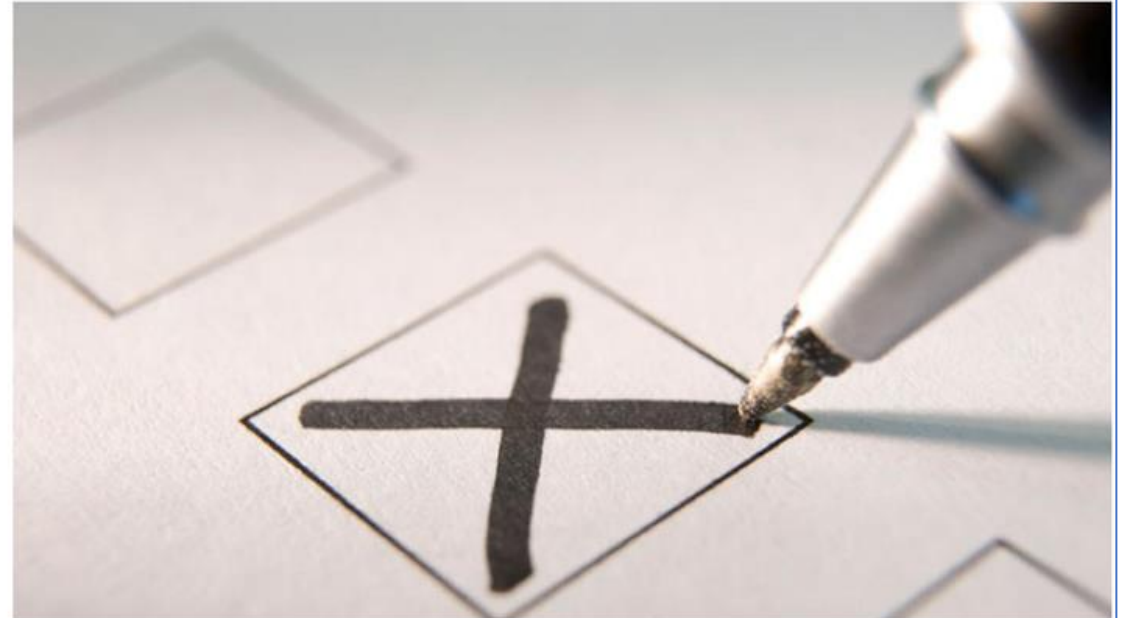
NHS Staff Survey 2022

More than a quarter of NHS staff said they had been harassed, bullied or abused at least once by patients, relatives or other members of the public over the previous year, **11%** had experienced it from managers and **19%** from other colleagues

NHS Staff Survey 2022: key findings

The results of the NHS Staff Survey 2022 are now published.

9 March 2023



The NHS National Staff Survey 2022 results, published 9 March 2023, highlight the ongoing challenges within the NHS.

1. Reports to be commissioned on how **compassionate care can best be embedded into practice and sustained through lifelong learning**, alongside commissioning reports considering the oversight of clinicians, with national agreed standards of professional behaviour and sanctions for non-compliance.
2. Reports to be commissioned on how **teamworking** in maternity and neonatal care can be improved and how this can be supported in the employment and **training of junior doctors**.

Policy paper

Government response to ‘Reading the signals: maternity and neonatal services in East Kent - the report of the independent investigation’

Updated 3 August 2023

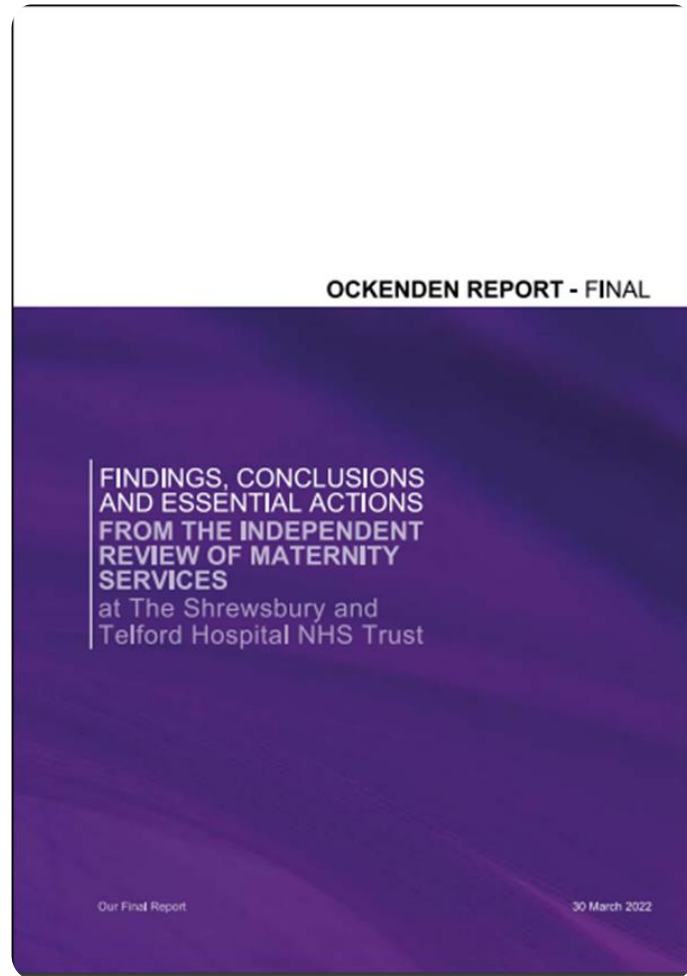
The report notes that a poor culture existed between obstetricians and midwives at the Trust, that there was a fear of speaking up about patient safety issues, a reluctance to listen to staff concerns and a bullying and blame culture when things went wrong.

Policy paper

Government response to ‘Reading the signals: maternity and neonatal services in East Kent - the report of the independent investigation’


Updated 3 August 2023

Dr Bill Kirkup CBE
Independent review into maternity and neonatal services at East Kent Hospitals University NHS Foundation Trust



Repeatedly throughout this review we have heard from parents about a lack of compassion expressed by staff either while they were still receiving care or in follow-up appointments and during complaints processes

Unacceptable behaviours between healthcare workers: just the tip of the patient safety iceberg

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Accepted 5 March 2022

Since the publication of the 1999 ‘To Err is Human’ report by the Institute of Medicine, healthcare researchers have been attentive to factors potentially associated with iatrogenic risk, or in other words medical care that exacerbates or complicates an existing patient condition. While studies have explored a variety of patient factors (eg, age and weight of neonates¹) and situational constraints (eg, staffing ratios and healthcare worker (HCW) sleep deprivation^{2,3}), the risks posed by negative interpersonal interactions in healthcare contexts remain understudied and

colleagues⁴ review, highlighting (1) the collateral effects of unacceptable HCW behaviour on witnesses and HCW teams, and (2) the effects of unacceptable behaviour directed at HCWs by patients or their families.

RELATIVE MAGNITUDE OF IMPACT

Among Guo and colleagues⁴ key findings are that unacceptable behaviours between HCWs may (1) have an adverse impact on HCW productivity (with some studies suggesting a productivity loss of between 9.5% and 22% and costing between US\$1484 and US\$11 581 per nurse per

<https://qualitysafety.bmj.com/content/quarterly/early/2022/04/14/bmjqs-2021-014157.full.pdf>

INCIVILITY

THE FACTS

WHAT HAPPENS WHEN SOMEONE IS RUDE?

80% of recipients lose time worrying about the rudeness



38% reduce the quality of their work



48% reduce their time at work



25% take it out on service users



Less effective clinicians provide poorer care

WITNESSES



20% decrease in performance



50% decrease in willingness to help others

SERVICE USERS



75% less enthusiasm for the organisation

**Incivility affects more than just the recipient
IT AFFECTS EVERYONE**

CIVILITY SAVES LIVES

The price of incivility. Porath C, Pearson C.
Harv Bus Rev. 2013 Jan-Feb;91(1-2):114-21, 146.

When we talk about incivility and disrespect, we are talking about a range of behaviours that consists of:

- overt rude or unkind behaviour, micro-behaviours and attitude for example tone of voice, raised voice, rolling eyes, sharp comments, sighing, being overtly critical
- as well as covert behaviours including for example gossiping, undermining and excluding individuals.





We are all leaders.....

And we all contribute
to the culture, as
individuals and teams

Heart

We are Compassionate

We are inclusive, promote equality and diversity and challenge discrimination.

We are kind and treat people with compassion, courtesy and respect.

Hands

We are Collaborative

We collaborate, forming effective partnerships to achieve our common goals.

We celebrate success and support our people to be the best they can be.

Head

We are Curious

We aim for the highest standards and seek to continually improve harnessing our ingenuity.

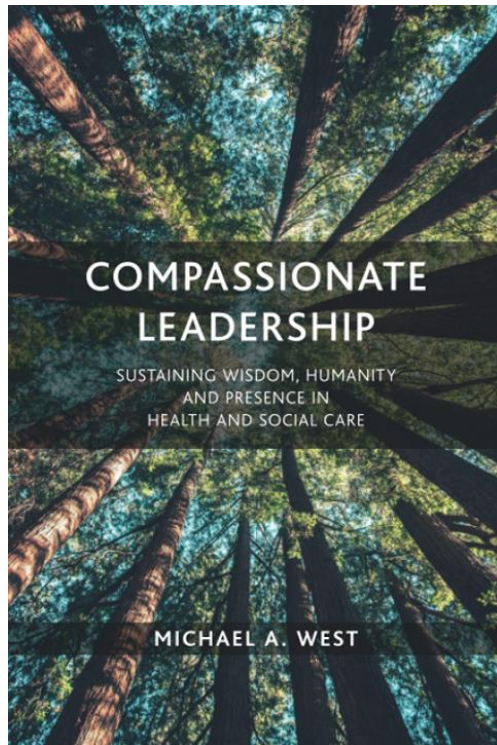
We can be trusted to do what we promise.



So what can help.....



Compassion



- Part of what makes us human
- Connects with our values and purpose



Research tells us that **inclusive and compassionate** leadership and teamworking helps create a psychologically safe workplace where staff are more likely to listen and support each other resulting in less bullying and **better (patient) outcomes** (Carter et al. 2008).

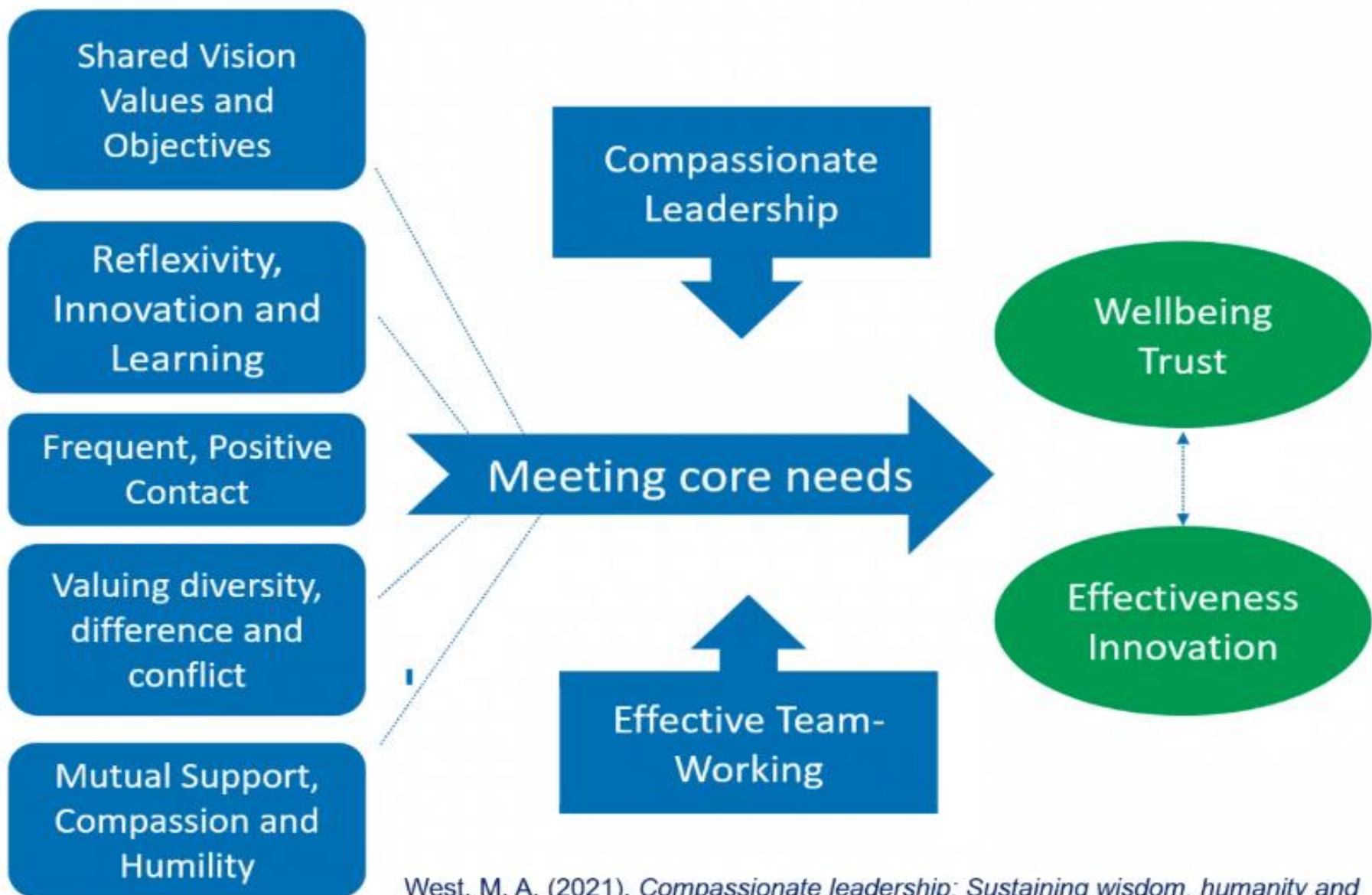
The value chain of leadership and outcomes

- Compassionate leadership → staff satisfaction, engagement
- Staff engagement → patient satisfaction, care quality
- Poor leadership → work overload, high staff stress
- High work pressure → less compassion, privacy, respect.
- High staff stress → poorer care quality and finances etc.

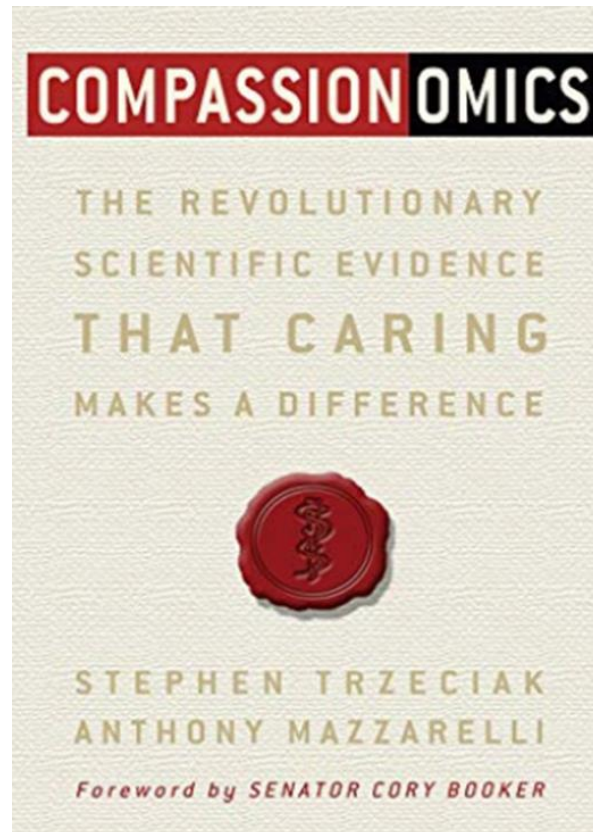


<https://www.nhsemployers.org/-/media/Employers/Publications/Research-report-Staff-experience-and-patient-outcomes.pdf>
<https://www.gov.uk/government/publications/nhs-staff-management-and-health-service-quality>
<https://www.england.nhs.uk/publication/links-between-nhs-staff-experience-and-patient-satisfaction-analysis-of-surveys-from-2014-and-2015/>

Transformed teams and organizations



West, M. A. (2021). *Compassionate leadership: Sustaining wisdom, humanity and presence in health and social care*. London: HEIW/Swirling Leaf Press.



Compassion for others has a direct impact on our own wellbeing, it triggers reward pathways in the brain that counteract the activation of stress pathways and negative emotions

Compassionate leadership involves a focus on relationships through careful;

- listening to (attending)
- understanding (shared)
- empathising
- supporting other people (helping)

Enabling those we lead to feel valued, respected and cared for, so they can reach their potential and do their best work.



Compassionate leadership involves four behaviours ([Atkins and Parker 2012](#)).



Attending

This means being present with and focusing on others – ‘listening with fascination’ ([Kline 2002](#)). Listening is probably the most important leadership skill and compassionate leaders take time to listen to the challenges, obstacles, frustrations and harms colleagues experience as well as listening to accounts of their successes and joys ([West 2021](#)).



Understanding

This involves taking time to properly explore and understand the situations people are struggling with. It implies valuing and exploring conflicting perspectives rather than leaders simply imposing their own understanding ([Gallo 2017](#)).



Empathising

This involves mirroring and feeling colleagues’ distress, frustration, joy, etc, without being overwhelmed by the emotion and becoming unable to help ([West and Chowla 2017](#)).



Helping

This involves taking thoughtful and intelligent action to support individuals and teams. Removing obstacles that get in the way of people doing their work (eg, chronic excessive workloads, conflicts between departments) and providing the resources people and services need (eg, staff, equipment, training) are the most important tasks for leaders ([McCauley and Fick-Cooper 2020](#)).

Attending



Understanding



Empathising



Helping





Time, 40 seconds to make a meaningful expression difference, compassion intervention

(Johns Hopkins University RCT Breast Cancer Patients)

Women's World Cup 2023

Wiegman's natural response after England player Lauren James's red card against Nigeria

“Unfortunately, in life and in football, you make mistakes, and this is one of those moments, and she’ll get a hug from me.”



Exercise

- Contract, share a recent success or challenge at work, 5 mins

Attending



Understanding



Empathising



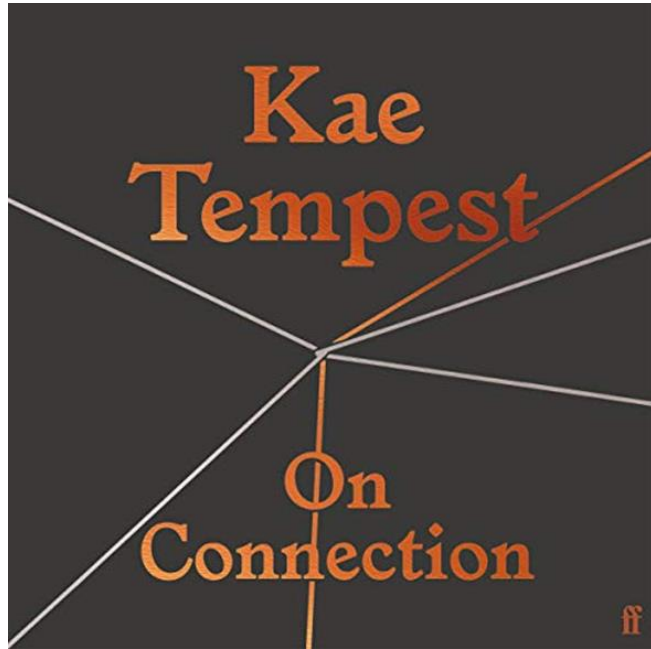
Helping



Sympathy and Empathy – Brene Brown



<https://www.youtube.com/watch?v=1Ewgu369Jw>



Empathy

Is remembering that everyone has a story. Multiple stories. And remembering to make space to hear someone else's story before immediately telling your own.



Helping

Having a difficult conversation using the POIPS framework

1

Permission

Ask to speak to your colleague in a suitable place, allowing enough time
e.g. "Can we chat for five minutes in the office?"

2

Observation

Give a factual description of the concerning behaviour, ideally behaviour **you** have witnessed
e.g. "I noticed you were sitting right next to colleagues at coffee time without a mask on"

3

Impact

Describe the impact of their behaviour on others (patients/the team/you)
e.g. "I'm concerned that this puts us all at higher risk of catching and spreading Covid-19."

4

Pause (and ask)

What do they think? Assume they were unaware of this issue.
e.g. "It is so easy to forget – you probably weren't even aware of doing this?"

5

Solutions (or suggestions)

Clearly request how you want their behaviour to change, agree the actual plan together
e.g. "We all need to stick to the guidelines. Should we talk to the whole team about staying safe during our breaks?"

Opening lines....

- "I have something I'd like to discuss with you that I think will help us work together more effectively."
- "I need your help with what just happened. Do you have a few minutes to talk?"
- "I need your help with understanding what's going on. Can we talk about it?"
- "I think we have different perceptions about _____. I'd like to hear your thinking on this."
- "I'd like to talk about _____. I think we may have different ideas on how to _____."
- "I'd like to see if we might reach a better understanding about _____. I really want to hear your feelings about this and share my perspective as well."

Changing healthcare cultures –
through collective leadership

What does compassionate and
inclusive leadership mean to
us?

Inspiration: sharing the “whys”
and the “hows” of
compassionate and inclusive
leadership

The Culture and Leadership
programme

Learning together

[Home](#) > [Changing healthcare cultures - through collective leadership](#) >
[What does compassionate and inclusive leadership mean to us?](#)

What does compassionate and inclusive leadership mean to us?

We recognise that there are a wide range of resources which describe compassionate and inclusive cultures across a range of sectors. However, it can be difficult with limited time available to find relevant resources for your needs. We've therefore collected a range of resources within these pages which we feel are a good place to start.

Compassionate and inclusive leadership by us as individuals

- [Read: Prof. Michael West and The Kings Fund, 'If it's about NHS culture, it's about leadership'](#): Writing for the King's Fund, Prof. Michael West describes the impact of individual leaders on the culture of an organisation, and the early development of our Culture and Leadership Programme.
- [Read: What are the characteristics of a compassionate leader?:](#) This short course provides a brief synopsis of how to demonstrate compassionate leadership.

Learning to Lead

A tiered approach to developing clinical leaders
in post graduate medical training



June 2023

Scan the code on your phone or tablet to access
agenda and material for the day – Faculty Day 31st
October 2023



<https://thamesvalley.hee.nhs.uk/gp-training/courses-events/>

Scan the code on your phone or tablet **to access**
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October 2023



<https://thamesvalley.hee.nhs.uk/gp-training/courses-events/>

The toolkit is broken down into three continuous and overlapping stages:



Early Years F2-CT/ST2
GP F1/2

Middle Years ST3-5
ST1-3

Later Years CT6 to 2 years post CCT
Post CCT

Learning to Lead Toolkit

The red text indicates what key stakeholders consider to be essential elements.

Speciality Induction

Suggest intervention/ activity or topic	Educational resources / support available	How this could be facilitated	Health Care Leadership Model Dimension
The importance of Leadership	Healthcare students talking about the importance of developing leadership skills and what leadership means to them here	Individuals are invited to watch the clip and then have facilitated discussions/ reflection	All
NHS Structure, understanding the Health and Care System	Watch and reflect on the Kings Fund clip here Read the NHS Constitution here Read Our Leadership Way here	Introduced by Heads of School during specialty programme induction	Connecting our Service
Compassionate Leadership	Watch Leadership in Today's NHS here Reading - Being Mortal, Atul Gawande	Individuals are invited to watch the clip and then have facilitated discussions/ reflection.	Leading with Care

Self Compassion

The starting point for developing
compassionate leadership and teams

self-compassion questionnaire,
<https://self-compassion.org/self-compassion-test/>

