

# Guiding Lights for Effective Workplace Cultures: An Evaluation Report

March 2022



## Contents

1.0	Summary .....	3
2.0	Background .....	3
3.0	Workplace Culture .....	3
4.0	Participating Organisations .....	4
4.1	Participants .....	5
5.0	The Programme.....	5
6.0	Programme Evaluation.....	7
6.1	Evaluation responses and discussion – Part 1.....	7
6.2	Evaluation responses and discussion – Part 2.....	8
7.0	Conclusion .....	11
8.0	Authors.....	11
8.1	Co-Authors.....	12
9.0	Acknowledgements.....	12
	Appendix 1 .....	13
	Appendix 2 .....	15

## **Guiding Lights for Effective Workplace Cultures Evaluation Report**

### **1.0 Summary**

This evaluation presents the outcomes from a programme of Practice Development that brought participants from community nursing and interdisciplinary teams together to explore workplace culture using the Guiding Lights for Effective Workplace Cultures Framework. Participants identified that although they faced many ‘challenges’ in their day-to-day practice, using the Guiding Lights enabled them to work with their teams both in the ‘here and now’ but equally they provided opportunities to ‘look to the future’ and new possibilities. This was fundamental to team wellbeing when the ‘context’ (at times) was so challenging linked to workload, managing vacancies and the need to constantly adapt ways of working linked to the COVID-19 pandemic

### **2.0 Background**

This Guiding Lights for Effective Workplace Cultures programme commissioned by NHS England and Improvement (NHSE/I) was jointly delivered and evaluated by The Foundation of Nursing Studies (FoNS) and the ImpACT Research Group at the University of East Anglia (UEA). The programme focussed on applying the four ‘Guiding Lights for Effective Workplace Cultures’<sup>1,2</sup> to the community (nursing and/ or interdisciplinary) team setting. The programme ran from June 2021 – November 2021 with a ‘celebration event’ planned for January/ February 2022.

The anticipated outcome of the programme was that it would enable learning about how current workplace cultures (as experienced by those participating) map against the Guiding Lights (as a framework to support practice and team development) and the steps needed to facilitate learning and effective workplace culture development at an individual, team, service and system wide level.

### **3.0 Workplace Culture**

The development of workplace cultures that are effective and person-centred forms a key focus for practice development and transformation activity. A number of high profile reports and investigations have brought to the fore its centrality to quality of care, leadership and overall workforce satisfaction. The COVID-19 pandemic has shone a light on the importance of workforce ‘wellbeing’ linked to resilience and the importance of workplace cultures that are person-centred, safe and effective. Increasingly as we consider ‘COVID Recovery’ the importance of workplace cultures that are good places to work cannot be underestimated when considering safety critical practice, workforce wellbeing, retention and recruitment.

The Guiding Lights for Effective Workplace Cultures were developed as part of a three-phase study based on the principles of appreciative inquiry and realist evaluation<sup>1</sup>:

---

<sup>1</sup> Cardiff, S., Sanders, K., Webster, J., Manley, K. (2020) Guiding Lights for effective workplace cultures that are also good places to work. *International Practice Development Journal*. Vol. 10. No. 2. pp 1-20.

<sup>2</sup> Sanders, K., Webster, J., Cardiff, S., Manley, K. (2021) Recognising and Developing Effective Workplace Cultures across Health and Social Care that are also Good Places to Work. In: *International Practice Development in Health and Social Care* (2<sup>nd</sup> edition). Manley, K., Wilson, V., Oye, C. (eds.) Wiley Blackwell: Oxford, UK. pp 205-219.

1. Collective Leadership
2. Living shared values
3. Safe, critical, creative, learning environments
4. Change for good that makes a difference

The Guiding Lights built upon the authors' experience and understanding of working with 'real world' complexity and being part of practice, team, system and regional transformation along with earlier published work on 'Effective workplace culture: the attributes, enabling factors and consequences of a new concept'<sup>3</sup>. Each Guiding Light describes what good workplace cultures are and identifies the intermediate outcomes that result for those providing and/ or experiencing care/ services (Appendix 1). Together the Guiding Lights account for the ultimate outcomes:

- Strong, high performing teams
- Staff retention and low sickness rates
- Sustained positive, improving, workplace cultures which are not dependent on specific individuals
- Building effective partnerships within and across settings

#### 4.0 Participating Organisations

Participating organisations were identified by NHSE/I Regional Teams who acted as both the local sponsor and Regional (internal) support for participants.

Region	Organisation
South West England	Somerset NHS Foundation Trust NHS Gloucestershire CCG Sirona Care & Health
South East England	Oxford Health NHS Trust Virgin Care CHS Surrey, Surrey Heartlands Health & Care
London	East London NHS Foundation Trust Hounslow and Richmond Community Healthcare NHS Trust Central London Community Healthcare NHS Trust
East of England	Hertfordshire Community Trust Cambridgeshire Community Services NHS Trust East Suffolk North Essex NHS Foundation Trust
Midlands	Derbyshire Community Health Services Birmingham Community Healthcare NHS Foundation Trust Nottinghamshire Healthcare NHS Foundation Trust
North East and Yorkshire	Sheffield Teaching Hospitals NHS Foundation Trust Locala Community Partnerships CIC Leeds Community Healthcare and Leeds GP Confederation
North West	Wirral Community Health and Care NHS Foundation Trust Bolton NHS Foundation Trust East Lancashire Hospitals NHS Trust

<sup>3</sup> Manley, K., Sanders, K., Cardiff, S., Webster, J. (2011) Effective workplace culture: the attributes, enabling factors and consequences of a new concept. International Practice Development Journal. Vol. 1. No. 2. pp 1-29.

## 4.1 Participants

21 participants were nominated by their employing organisations to join the programme. Those participating came from a variety of different community nursing and interdisciplinary teams which reflected the scope and diversity of community provision. This included:

- Primary care nursing
- Adult community nursing
- Rapid response and urgent community response
- Intensive home support services
- Children's nursing
- Child and Young People secure services

Participants ranged from AfC Band 7 – 8a and held a variety of team and clinical leadership roles within their employing organisations.

## 5.0 The Programme

The programme drew on the Practice Development principles of Collaboration, Inclusion and Participation<sup>4</sup>. The programme was commissioned by the Deputy Director for Community Nursing at NHSE/I and ran for 6 months, followed by an offer to participants to join a Community of Practice for 'Culture Change' as part of the UEA's, School of Health Sciences newly launched Collaborative Workforce Transformation Academy.

The programme coordination and governance consisted of:

- Facilitation by a Practice Development Facilitator, FoNS, and a Professor of Practice Development, ImpACT, UEA, both Registered Nurses.
- The programme was open to 3 community team leaders from each of the 7 regions of England from across a variety of community-based settings totalling 21 participants
- The participating NHS Trusts/ organisations were nominated by NHSE/I Regional Teams and participants by their employing organisation
- Each region was asked to nominate a lead that was responsible for the governance of the regional contribution to the programme including local support for participants

The programme was structured as outlined in the table below and due to the ongoing COVID-19 restrictions was delivered virtually through three workshops/webinars along with two follow-up regional support groups. Additional virtual 1:1 support was offered to all those participating by FoNS and UEA to support them and their teams if requested.

---

<sup>4</sup> Manley, K., Wilson, V., Oye, C. (2021) *International Practice Development in Health and Social Care* (2<sup>nd</sup> edition). Wiley-Blackwell: Chichester, UK.

<p><b>Half Day Workshop 1:</b> Webinar involving all participants to:</p> <ul style="list-style-type: none"> <li>• Introduce the Guiding Lights</li> <li>• Introduce Claims, Concerns and Issues (CCIs)<sup>5</sup> as a tool to develop a shared understanding of workplace culture as experienced by participants, individuals and collectively</li> <li>• Discuss issues of consent relating to participatory evaluation</li> </ul>
<p><b>1-2 Hour Regional Support Groups:</b> Facilitated sessions with community leaders in small regional groups to:</p> <ul style="list-style-type: none"> <li>• Offer follow-up support and guidance, enabling them to engage in the CCI process with their teams</li> <li>• Enable participants to reflect on their role in relation to the Guiding Lights (GLs)</li> </ul>
<p><b>Half Day Workshop 2:</b> How is care/practice measured/evaluated? This was delivered twice (with 3 regions/4 regions) to enable a group size that facilitates more detailed work</p>
<p><b>1-2 Hour Regional Support Groups:</b> Facilitated sessions with community leaders in small regional groups to offer follow-up support and guidance, helping team leaders to:</p> <ul style="list-style-type: none"> <li>• Capture the ways in which they are currently evaluating practice (against the GLs)</li> <li>• Consider the gaps in evidence</li> <li>• Explore the opportunities for enabling learning and development through evaluation</li> <li>• Reflect on their role in relation to creating learning cultures</li> </ul>
<p><b>Half Day Workshop 3:</b> Whole group focussing on sharing/planning/looking to the future to:</p> <ul style="list-style-type: none"> <li>• Celebrate and share successes</li> <li>• Capture more detailed examples of good practice relating to the GLs - what works, for whom, in what circumstances and why?</li> <li>• Plan actions/next steps for teams to support future transformation for them, their teams, services and the wider system</li> </ul>
<p><b>Crafting blended stories from practice</b> Participants were invited to work with the facilitators to co-author blended stories from practice, which profiled good practice relating to the GLs. This work involved further virtual contact individually or in small groups and email communication</p>

Attendance across all the sessions was approximately 70%, which was a positive outcome, given the challenging contextual circumstances that participants were working within. Reasons for non-attendance included:

- Sickness
- Work pressure including increased workload due to sickness and vacancies
- Unplanned clinical commitments
- Training such as flu vaccination

Feedback was sought from participants following each Workshop. Whilst not forming part of the evaluation, this feedback helped shape the following workshops to support learning and development.

<sup>5</sup> Guba, E.G. and Lincoln, Y.S. (1989) Fourth Generation Evaluation. Newbury Park, CA: Sage Publications.

## 6.0 Programme Evaluation

All participants were invited to contribute to the evaluation of the programme. Their written consent was sought in line with the Study Protocol approved by the UEA's Faculty of Medicine and Health Sciences Research Ethics Committee as a Service Evaluation. Of the 16 participants who initially consented to take part, 6 participants contributed to the final evaluation.

The evaluation consisted of two parts:

**Part 1** – Participants were asked to reflect on the following questions, which were captured on a Padlet (an online noticeboard):

1. What was good about the programme?
2. Why was this aspect of the programme good?
3. What have you taken away from the programme? Learning? Actions?
4. What would have made the programme better?

**Part 2** – Participants interviewed either individually or in a group based on their preference and availability. The following questions were posed to guide the discussion and sharing:

1. How did you approach using the Guiding Lights with your team?
2. What worked well and why in using the Guiding Lights?
3. What would you do differently and why when using the Guiding Lights?
4. Who will have benefitted and how would you know?
5. Where and what next?

### 6.1 Evaluation responses and discussion – Part 1

Participant responses on the Padlet were reviewed by the programme facilitators and a number of key themes emerged:

- The Guiding Light Framework and associated tools and methods acted as a means of **reflecting on culture and engaging teams** in discussions and action planning
- Using the Guiding Lights Framework and meeting both in Regional and National groups provided an opportunity to share with and listen to other positive and motivated community team leaders which facilitated **learning with and from others**
- The programme enabled participants to recognise that they share common goals and experience the same challenges/ issues across different organisations, services and teams which **reduced their perceived sense of isolation**
- The programme provided **time away from practice to think, reflect and plan** linked to team effectiveness, workplace culture and wellbeing
- **Facilitated an impetus and motivation** to integrate the Guiding Lights into practice and to continue their development with teams

The essence of these themes is captured in the following quotes from participants:

*'I have learnt that even when you think that there is nothing else that you can do – there is. It has given me technical skills as well as a different way to approach looking at my workplace. This has been an absolute vital part of my staff wellbeing as I couldn't find a way of taking us forward even though I knew we had to so that we could flourish again as a team. This is something that I will continue to do as part of our development together'*

*'Learning from others and hearing positive aspects and challenges of leadership across different teams and services. Seeing that we all face the same culture issues across the NHS'*

*'I feel I am more confident and engage better with the team, and am more honest with them about my own feelings when things are tough, while continuing to motivate them'*

Additionally, many participants commented about how they would have liked the programme to be longer as some were just getting started as the programme ended and others would have welcomed the opportunity to share outcomes and reflect on these with the group. For example, one participant commented:

*'I think the programme could have been longer. I have found that I have developed more of an understanding as the programme has progressed and would like more protected time to focus on this now'*

## **6.2 Evaluation responses and discussion – Part 2**

Participants were invited to share their learning and reflections from the programme. The transcripts from group and individual discussion and subsequent blended Stories from Practice (Appendix 2) were shared with participants for agreement of accuracy and approval.

### **1. How did you approach using the Guiding Lights with your team?**

Those interviewed used a variety of approaches to introduce the Guiding Lights to their teams. This included bring the Guiding Lights to team meetings, discussing with individual team members and sharing widely to enable discussion. One participant stated:

*'... I thought actually, I'm going to use the Guiding Lights at a staff meeting. I used my instant whiteboards which everybody loved, and we did Claims, Concerns and Issues from that... I can only meet face-to-face with a few people at a time, so I will use the same approach two more times to catch-up with everybody.'*

Another participant stated:

*'... we did Claims, Concerns and Issues and we came up with the question and there was a general theme running through... we thought, right ok, let's tackle that first...'*

A further participant identified:

*'We went through Claims, Concerns and Issues. It was a really positive environment for change and innovation and problem solving. The session just went really, really well and then afterwards we identified some quick wins which was a real benefit – things that we could change immediately.'*

Participants identified the difficulty of 'context' as they were working with many competing pressures and priorities on a day-to-day basis. The Guiding Lights for one participant provided 'intrigue' as to how their team would self assess themselves against the framework. What emerged was how the Guiding Lights acted as an enabler to encourage team discussion and thinking about workplace culture, sensing that they enabled people to 'look upward, outward' and to the 'future'. This felt to be fundamental to team wellbeing when the 'context' was so challenging linked to



workload, managing vacancies and the need to constantly adapt ways of working linked to the COVID-19 pandemic.

## **2. What worked well and why in using the Guiding Lights?**

As a framework, the Guiding Lights provided a structured approach to help improve understanding of workplace culture. One participant stated:

*'It gave me a more structured approach. It gave me points to think about, reflect on and how the teams are working.'*

As an enabler, the Guiding Lights supported the development of structured approaches to help team development. One participant described how as a team they had developed an action plan based on priorities that emerged using the Guiding Lights as a starting point to explore workplace culture:

*'We've actually seen some changes already... I put together an action log... that was very well received.'*

Another participant identified that:

*'... it was to make the team work better and... to involve the whole team... that went really well... people started to think, well, actually my voice is listened to, I am listened to.'*

As a framework the Guiding Lights acted as an enabler to open-up discussion about workplace culture and what mattered to staff. Some participants approached using the four Guiding Lights as a whole, others decided to focus on those that had direct relevance to their teams at that time. No one approach was 'right' or 'wrong', participants used the Guiding Lights based on their understanding of what would add most value to the teams based on where they were currently and the potential for growth and development.

## **3. What would you do differently and why when using the Guiding Lights?**

Adapting to new ways of working as a result of the COVID-19 pandemic meant that for most, bringing people together in one place was no longer possible. Working remotely provided a challenge that was recognised linked to gathering greater engagement across all levels of staff acknowledging the importance of language that was 'accessible to all'. Participants identified the need to both adapt and be creative in how they worked with their teams. One participant stated:

*'I think in an ideal world, I'd do it face-to-face, as these conversations can be quite difficult.'*

They also identified the need to help prepare individuals for the feedback received about workplace culture, when people might have different perceptions of how effective the workplace culture is. For example, one participant recognised:

*'... the band 6s weren't really prepared for some of the feedback, I think it's really important... so the next team that I went to, I've said... it's not a personal thing... we're giving them an opportunity to feedback... that is important and not everything can be perfect... so that's learning.'*

An emergent theme across all responses was the 'pressure' that teams were working under and the need to find the 'time' and 'space' to work with the Guiding Lights. However there was a sense of

optimism and commitment that this could be achieved based on the importance of effective workplace cultures to sustain staff in their work.

#### **4. Who will have benefitted and how would you know?**

Participants identified how discussion about workplace culture using the Guiding Lights as a framework had opened-up discussions across their respective teams focussed on improvement and development. For some the Guiding Lights didn't sit in a 'vacuum' rather they aligned with organisational development and strategic priorities linked to 'wellbeing' and 'effectiveness'. One participant stated:

*'There obviously has been a really positive impact on the staff and their morale as well, which obviously impacts in better communication.'*

One participant identified that they had 'definitely benefited' by having the time to focus on workplace culture which they saw in the future as benefiting their team. Participants described practical changes that had been identified and taken forward by their teams as a consequence of the Guiding Lights. These included:

- Establishing new approaches to enable **better communication** across locality based teams resulting in more support for teams across localities at weekends
- Reviewing roles, systems and processes and visiting patterns leading to **less duplication, more effective use of staff time** and patient appointments, and a **reduction in time owing**
- Supporting individual and team leadership **development and growth**
- New ways of working linked to **better outcomes for patients and staff**
- **Better understanding of team perception of workplace culture** ie what makes this a 'good' team to be in and/ or what could make it 'better'?

Additionally, the Guiding Lights have created opportunities to work through some situations that are impacting on individuals and teams. For example, through feedback from staff, one team leader has recognised the need to have a conversation with their team about people *'who doesn't do what they say they're going to do'*, enabling this to be challenged in a way that helps staff to think about their impact on others. Further, another participant discussed how the Guiding Lights had given them the confidence to have a 'difficult' conversation with a member of staff about their wellbeing. This resulted in positive actions to support that individual.

The wellbeing of staff was a priority for the participants, recognising the enduring workplace challenges, many of which they cannot influence. However, engaging with staff using the Guiding Lights seems to have had a positive impact. One participant stated:

*'... everyone's pretty tired as we move into the winter, so we just needed to reshape ourselves, regroup ourselves, which I feel that sessions have done...'*

Another commented:

*'... it makes people feel that they can have some sort of say over their working lives because so much has been taken away from them... So they have got back to taking ownership... They have felt more job satisfaction again, and therefore they're happier.'*

## **5. Where and what next?**

All those participants that took part in the evaluation identified that they were at the start of their journey with their teams and that they were committed to progressing the Guiding Lights further. One participant stated:

*'... at the beginning of every team meeting... the first item on the agenda will be the Guiding Lights, so it'll something that we can... embed into the teams, something that we will do as it will just be what we do...'*

In referring to using the Guiding Lights with one of their teams a participant stated:

*'So I now feel... I want it to work and I feel like this is just the perfect opportunity now by making a real difference...'*

The participants described how they had used the Guiding Lights as a learning opportunity with their teams. The process of learning about workplace culture and the focus on the four Guiding Lights: Collective Leadership; Living shared values; Safe, critical, creative, learning environments and Change for good that makes a difference, had provided a structure for them to work with and apply to their workplace setting. None of the participants identified that the end of the programme marked its closure, rather a start to on going development both for themselves and for their teams. It is acknowledge that long term evaluation would be required to identify large scale impact such as improvements in recruitment, retention and the NHS Staff Survey.

## **7.0 Conclusion**

The programme enabled participants to work together both nationally and regionally focussing on workplace culture, the Guiding Lights Framework acting as an enabler/ starting point for them to enter into conversation and dialogue with each other and their teams. An emergent theme throughout was the multiple challenges that participants were facing on a day-to-day basis, however consistently participants were focussed on wanting to make a difference to care and team working recognising both the importance and centrality of effective workplace cultures – the focus being very much on the 'here and now' but equally opportunities to 'look to the future' and 'new possibilities'.

A line manager shared their thoughts about a participant's growth having been part of the programme:

*'... the investment on (ed) being a part of the Guiding Light programme has been amazing, she is growing and developing new leaders and in turn I am seeing transformation in practice development and of course quality care, their (ed) growth has been a Joy to watch, she is fantastic (ed) leader to watch.'*

## **8.0 Authors**

- Dr Jonathan Webster, Professor of Practice Development and Co- Director of the ImpACT Research Group, School of Health Sciences, Faculty of Medicine, University of East Anglia. Associate Facilitator, The Foundation of Nursing Studies.
- Kate Sanders, Practice Development Facilitator, Foundation of Nursing Studies; Affiliate Member, Centre for Person-centred Practice Research, Queen Margaret University, Edinburgh.

## **8.1 Co-authors**

- Jennifer Chady, Locality Manager, Community Nursing in Residential Care Homes Team, Hertfordshire Division, Central London Community Healthcare NHS Trust
- Mandy Gundry, Clinical Lead Community and Specialist Nursing, HCRG Care Services Limited
- Kirstie Lynn, Service Manager Children's Community Specialist Nursing Service - Cambridgeshire and Peterborough Community Paediatrics – Cambridgeshire Community Services NHS Trust
- Kayleigh Mansfield, Integrated Community Team Lead for Alfreton, Ripley and Heanor (ARCH) Community Teams, Derbyshire Community Health Services, NHS Foundation Trust
- Helen Squires, Clinical Development Lead, District Nurses, North Locality, Oxford Health NHS Foundation Trust
- Lisa Stoddart, Lead Practice Nurse, Aspen Medical Practice, Gloucestershire CCG

## **9.0 Acknowledgements**

Our thanks to Hilary Garratt, Deputy CNO and Sam Sherrington, Deputy Director of Community Nursing, NHSE/I for commissioning this programme. Our thanks also, to all those participants who contributed so actively to the programme throughout.

## Appendix 1

**Table 1 – Guiding Lights for Effective Workplace Cultures**

Guiding light	Descriptor	Intermediate outcomes	Ultimate outcomes
1. Collective leadership	Contexts (with formal opportunities) that support and develop visible, authentic, credible, relational and collective leadership, enable leaders to: <ul style="list-style-type: none"> <li>• Role model trust and confidence in each other mutual respect, collaboration and participation</li> <li>• Engage in and foster dialogue</li> <li>• Balance needs with skills</li> <li>• Respectfully and constructively challenge each other</li> <li>• Focus on staff health and wellbeing</li> <li>• Build on quick wins towards sustainable change</li> </ul>	Staff: <ul style="list-style-type: none"> <li>• Feel valued, respected, listened to and heard</li> <li>• Have a sense of mutual/shared understanding</li> <li>• Are empowered to speak out and lead</li> </ul>	<ul style="list-style-type: none"> <li>• Strong, high performing teams</li> <li>• Staff retention and low sickness rates</li> <li>• Staff flourish, blossom and grow their potential</li> <li>• Quality care: person- and relationship-centred, safe and effective</li> <li>• Sustained positive, improving, workplace cultures which are not dependent on specific individuals</li> <li>• Building effective partnership within and across settings</li> </ul>
2. Living shared values	Contexts where the following is fundamental to the way things are done: <ul style="list-style-type: none"> <li>• Compassionate care</li> <li>• Positivity</li> <li>• Learning</li> <li>• Teamwork (interprofessional)</li> <li>• Celebrating change for good</li> </ul> Caring teams: <ul style="list-style-type: none"> <li>• Co-construct shared values with patients, services users, communities and staff at all levels</li> <li>• Regularly revisit values to create collective goals</li> <li>• Build person-centred relationships</li> <li>• Live their values authentically by ‘doing what they say they will do’</li> <li>• Set the mood for what good workplace cultures look and feel like</li> </ul>	Staff: <ul style="list-style-type: none"> <li>• Feel valued and supported</li> <li>• Have a voice</li> <li>• Are empowered</li> <li>• Enjoy being at work</li> <li>• Have a sense of belonging and connectedness</li> </ul> Patients, relatives and others sense: <ul style="list-style-type: none"> <li>• Enthusiastic staff</li> <li>• A warm, authentic, caring atmosphere</li> <li>• An environment that is clean, tidy and welcoming</li> </ul>	
3. Safe, critical creative, learning environments	In contexts where: <ul style="list-style-type: none"> <li>• Practice is caring, safe and effective</li> <li>• Mutual learning relationships value openness, difference, curiosity and creativity</li> <li>• There is space and structures to stop, think, reflect, share ideas, and plan together as a team</li> </ul> People: <ul style="list-style-type: none"> <li>• Feel respected, free from fear to question and explore</li> <li>• Feel supported and enabled to take risks</li> <li>• Exchange knowledge and actively notice and learn from what is working well</li> <li>• Are courageous and self-aware</li> </ul>	Staff: <ul style="list-style-type: none"> <li>• Build on what works well</li> <li>• Focus on solutions, not blame</li> </ul> Service users experience an environment that: <ul style="list-style-type: none"> <li>• Is safe (clean and tidy)</li> <li>• Values their feedback about what works and what can be improved</li> </ul>	

4. Change for good that makes a difference	<p>Contexts that focus on:</p> <ul style="list-style-type: none"> <li>• What matters to people (staff, patients and service-users) and change for good</li> <li>• Having a collective purpose</li> <li>• External influences</li> <li>• Navigating complexity</li> </ul> <p>Enable staff to:</p> <ul style="list-style-type: none"> <li>• Care for patients, service users and each other with compassion</li> <li>• Actively seeking feedback from different groups</li> <li>• Use positivity to enable innovation, feel energised and know that they can make a difference both individually and collectively</li> <li>• Work with different sources of knowledge to generate evidence both from and in practice</li> </ul>	<ul style="list-style-type: none"> <li>• Staff experience 'joy' in their work and are energised for development, innovation and changes for good</li> <li>• Staff spread what works</li> <li>• Effective service delivery with ongoing, sustained improvement and innovation</li> </ul>	
--	---	---	--

Taken from: Cardiff, S., Sanders, K., Webster, J., Manley, K. (2020) Guiding lights for effective workplace cultures that are also good places to work. *International Practice Development Journal*. Vol. 11. No. 2. Article 2.

## Appendix 2

### Guiding Lights: Blended Stories from Practice

#### Guiding Light 1: Collective Leadership

In the team we recognised some issues linked to workplace culture. As a team we used Claims, Concerns, and Issues in relation to the Guiding Lights. The session went really well; it was a very positive environment for change and innovation and problem solving. Afterwards we identified some quick wins, which was a real benefit - things that we could change immediately. An action log was developed which was shared across the team, which was very well received.

We have already had another session as a team because we didn't feel that we completely covered all of the areas that we wanted to in the Guiding Lights, and I suspect there's probably a third session to follow. The action log remains a live growing document. We've reviewed it and we're ticking off what we've done and what we haven't done, It's working really positively because of how the team are being engaged. We've made some significant changes, and it's all because the staff have, they've been given that space to actually lead, own and take forward. There is a real sense of ownership across the whole team. I think that they felt really empowered. Using Claims, Concerns and Issues is so powerful focussed on the Guiding Lights and workplace culture. I love the approach as the team are literally writing their own answers. It's brilliant!

#### Guiding Light 1: Collective Leadership

Initially I sent out the Guiding Lights framework so that people had time to have a look through and, absorb them. I started with the senior team and had a discussion with them using the Claims, Concerns and Issues. And then a lot of things happened in practice and things got put on hold for a while.

We've had a very stable team. We have staff vacancies for a period of time, which we have not been able to fill – the team I didn't recognise now compared to the team I knew before COVID. It felt like we couldn't get ourselves out of where we were. So, when we were in the deepest, darkest depths, I thought actually, I'm going to use the Guiding Lights at a staff meeting. I used my instant whiteboards, which everybody loved, and we used Claims, Concerns and Issues. And it's still ongoing because we can't meet altogether, I can only meet face-to-face with a few people at a time, so I will use the same approach two more times to catch up with everybody.

I think, what worked well was having that space, we had an hour, and giving staff the freedom to offer one positive [claim] and one concern about our workplace culture. And then we identified the issues (or questions) from that and how we were going to tackle those issues - everybody was involved. People came up to me afterwards and said that they felt that the meeting was really valuable. One person said that it was so much better than having a staff meeting where you just tell us things, which is what the last 18 months has been, pouring information.

Following the team meetings, I've found that I've not been asked to follow up on things, people are actually initiating activities for themselves and are forward planning patient care, they have got back to taking ownership. I think this contributes to job satisfaction. I think the fact that they are now doing the things that they always did, it is almost being given permission to do it. It feels that people have more job satisfaction again, and they're happier.

I know that team spirit and well-being is in a better place than it was, however we're not in a better place from the work point of view. Therefore, I'm making that assumption that the fact that we are identifying small changes, when you make small changes and then you see a result, it makes people feel that they can have a say over their working lives because so much has been taken away from them. I want to set up an action log so that we can make this process more visible.

### **Guiding Light 2: Living shared values**

Reflecting on the Guiding Lights has really helped me to lead a new team. The team originally developed as a result of the COVID pandemic, caring for all the COVID-positive patients to protect other patients and staff. It was based on staff who volunteered to join and we soon became a tight knit group. We discovered quite rapidly that we spent most of our time in care homes, and when the first outbreaks came to an end, the team wanted to keep the work going. The Guiding Lights have helped me to realise that the team has a shared vision for high quality residential home care, supporting carers to self manage, supporting patients to live well in those homes. I think that has been a massive help. They all volunteered to come into the team and all have the same drive to do well in those homes.

We have been able to use our advanced assessment skills, we've got robust processes and good inroads into multidisciplinary teams. We can see real improvements over the past year in terms of our communication, with the reduction in pressure ulcers and other areas of patient risk. I think importantly, staff attrition, one person left in the last year but has come back from their other job into a promotion.

### **Guiding Light 3: Creating Safe, Critical, Creative Learning Environments**

The Guiding Lights have given me a more structured approach. It has given me points to think about and reflect on when looking at how the teams are working. We are 'artists in fire fighting'. Having the Guiding Lights that are sitting behind me has helped me to keep coming back and thinking about workplace culture.

I first introduced the Guiding Lights at a team meeting and then we set up a paper survey asking staff to score each Guiding Light out of 10. I spoke to the senior staff to see what they felt the best approach would be. We thought we'd get more engagement if we did a survey. We felt that was the best approach and we had very good engagement. I think most staff filled it in which was really positive. The team leaders went through the surveys responses and we highlighted what was positive, but also areas for development. We then talked about it in our team leaders meeting but I don't think that they were really prepared for some of the feedback. With hindsight I should have prepared them - I think it's really important.

I have taken this learning forward when I have been working with another team. I've suggested that they can't take any of the feedback personally. I've said that it is important that we give staff an opportunity to feedback but not everything will be perfect all of the time, and there are always areas for improvement.

Using the Guiding Lights, we are hoping that by having an open conversation with staff about living shared values we can raise awareness – a space, to think about the impact of having shared values. I want it to be a really open platform, an open discussion with them so we will need to discuss how we can set some ground rules at the beginning of the meeting because you want people to be honest, but you also want everybody to be kind. Hopefully we can define the values of the team in a more structured way using the Guiding Lights.



#### **Guiding Light 4: Change for good that makes a difference**

Initially I thought that I would just work with the registered nurses but attending the workshops and chatting to my other colleagues, I decided to get the whole team involved. We have team meetings every six weeks, so I introduced the idea of the Guiding Lights framework at the beginning and we used Claims, Concerns and Issues, which was a fantastic way to start. A general theme running through, that we thought we should tackle first was how we managed our appointment book. Involving the team in this way I think went really well because people suddenly started to think, actually my voice is listened to, I am listened to. The fact that I'm having this problem with the appointment book, but this nurse is having this problem, we can bring it all together to make good changes. That worked well, that everybody was able to listen.

The changes with the appointment book have only just been made but patients will benefit because they won't turn up to non-existent appointments or have been booked in with the wrong nurse, or they won't have a huge wait, which is what the problem is. The staff, particularly the Health Care Assistants, will also benefit because they won't have to worry about running behind. This will have a knock-on effect for the shift lead as they have to pick up any problems or delays, so it's going to have a positive knock-on effect just by some simple changes.

We've also planned a meeting with the Patient Navigation team so we can talk together about the issues when appointments are booked incorrectly, so we're actually going out from my team into other teams, to different stakeholders who will hopefully benefit too.