

1 Background Reading

Why Values?

Values can be said to underpin everything we do and say in our work and life as healthcare professionals. If we lose sight of our values, we may begin to experience a loss of meaning in what we do and who we are, leading to a diminished sense of self-esteem. Our work suffers, and we begin to suffer at work and, inevitably, in our personal lives. With the demands placed on us it is easy to lose our vitality. By consciously setting out to rediscover and strengthen our values, however, we can renew our sense of purpose and revitalise confidence in our judgement. Our values, after all, are the reasons we were drawn to work in the caring professions in the first place.

Purpose of module

The purpose of this first module is to help us remember what our innermost values are and to remind us about what drew us to our work and what inspired us. There are certain core values that are relevant both to our conduct as individual moral beings and to our practice in healthcare and related professions. The spiritual approach to healthcare begins by taking time to identify and recognise these core values.

Values represent an *internal* framework that has the potential to provide meaning to our lives and the way in which we lead them. These inner beliefs can guide and enhance our thoughts, and our external actions and relationships with others. Knowing and living by our values enriches our self-development and leads to an understanding of the purpose of our lives. Values are helpful in maintaining our personal self-esteem in the face of challenge and disappointment. They are the principles by which we choose to live in the outer world.

To bring effective positive change in the way we work means first making changes within ourselves. It involves more than merely reading and talking about values. We need to consider practical ways of weaving them into the fabric of everyday action. As our values flourish, so do we.

Introduction to the *Values* module

This module helps us to identify our own personal values and those values that have particular relevance for healthcare. Central to the module is the notion that, while professional practice depends crucially upon our training, skills, attitudes and experience, the well-being of everyone involved in healthcare (practitioners and patients/clients, administrators and managers alike) can be enhanced through an explicit framework of values that forms the basis for how we view ourselves and behave towards others.

Themes of Exercises

My favourite things (1.1, 1.11)

Stopping and reflecting about the things we like is a way to identify the values that influence our personal preferences. By asking ourselves questions like, ‘What is it about a song, poem or book that I enjoy and get pleasure from?’, ‘What is it that touches me and I consider being important?’, we can get a sense of the underlying values. It can be difficult at first to find words to express these, but through reflection and discussion with others we can begin to build a vocabulary of values to bring to our exploration during the session.

What are values? (1.2)

Values can be described as *core beliefs* or *principles*. Our values form the foundation of our judgements about what is good and bad, right and wrong, what we hold to be admirable or important in life. In turn, they determine the basis of our actions, particularly those actions where other people are involved.

However, everyday language involves a great deal of shorthand, and we are used to denoting values in simple, one-word terms. For example, ‘compassion’, ‘co-operation’ and ‘peace’ seem to us to be values in the sense that they *stand for* beliefs or principles concerning, for example, the *goodness, rightfulness* or *importance* of being compassionate, co-operative or peaceful. In this sense, we can make a value out of any quality or virtue.

While values are *core beliefs*, qualities or virtues tend to describe our *actions* or *behaviour*. Sometimes, if a quality or virtue is an important feature of the way in which we lead our lives, then it can be seen to be a core value. For example, a person who decides to live their life by giving away their possessions may be said to be upholding generosity as a core value. On the other hand, a person who from time to time behaves generously is not necessarily upholding a core belief in the importance of generosity; they may be acting out of pity or some other motive.

We have tried to distinguish between the words ‘values’, ‘qualities’, ‘beliefs’ and ‘virtues’ but accept that words can have different emphases of meaning for different people, so the actual definition is not so important as getting a sense of the meaning.

A high point in my working life (1.3)

As healthcare professionals, we are all used to being highly critical of our work as a way of maintaining high standards. We are also perhaps too critical of our colleagues and ourselves. It can be refreshing to think of something we have done really well, as

considering a ‘high-point’ brings feelings of success. It is often not so much *what* we did but *how* we were at the time. It is when we have the courage to be truly ourselves that we express our special qualities and underlying values.

Values that matter most to me (1.4, 1.10)

Having begun to explore values, we will perhaps have identified 10–20, or even more. While all these values are likely to be important, some may matter more to us than others. Yet we can acknowledge that we will each have a different mixture of personal values and this is what makes us unique and special. Acting on these personal values, we will demonstrate certain qualities that are likely to be important for the delivery of healthcare and the well-being of others. This is why identifying our personal values is important, as it determines the values we bring to our work environment.

Experiencing personal values (1.5) and Rekindle the dream (1.7)

When we reflect at a deep inner level, we are more able to identify those values that regularly inform what we do. This reflection can become a meditation which connects us with our inner being. It allows us to explore whatever gives a sense of meaning and purpose to our lives – the values that underpin our individual thoughts, impulses, intentions, speech and actions. It holds the potential for a journey into who we are and the place we occupy in the scheme of things. It may also allow us to feel connected to a higher source, so that we can continually renew and refresh our values. When we act in accordance with our personal values, we act from strength in a humane and harmonious fashion. When we recognise and connect with these values, we live our lives more co-operatively and find peace and contentment.

Heroes and heroines (1.6)

There are many people we admire; individuals who inspire us and who we would wish to be like. What is it they do and say that influences us in a positive way? What are the values that they are expressing, or just seem to have in their manner? If we can develop these qualities perhaps we can be like them. In this process we may discover that we already have many of their qualities, and perhaps we have a hero or heroine within.

Values in healthcare (1.8)

Identifying group values can be a very effective way of team building; it can connect us as human beings at a level deeper than the roles we play, and help us create a

common vision for the group. Using a creative exercise is an ideal way of getting a team to see beyond their work roles, building on ideas together.

When the focus of the exercise is to have a common set of values, we can create a 'vision statement' which reflects the values that we wish to work by. It can be an inspiration for the team and those they care for. Morale in the team will improve and patients will benefit as a result.

Taking values back to work (1.9)

For us to be able to function both as individual moral beings and professional practitioners, we need to recognise that our values are an inner resource that we can access and draw upon. By identifying our values we can go on to consider how we can apply them at work when with patients and colleagues. We may hold in our mind one value, such as patience or tolerance, and observe how we can embody that value more, and what effect it has on ourselves and others. The values we demonstrate are likely to be important for the delivery of healthcare and the well-being of others. This is why identifying and giving priority to values in our work environment is important.

2 The Facilitator's Guide to Module 1

Session I: Inner values

Aim

- To provide an opportunity for participants to explore and experience their personal values

Process

In this session you will lead participants in an exploration of the concept of values, providing them with an opportunity to identify their own personal values. Identifying and feeling comfortable with our personal values and the qualities that express them can lead to a greater sense of purpose and meaning in living and working.

Through exploratory exercises in pairs, participants begin to identify their personal values, first by reflecting on their favourite songs, poems, paintings etc, then by discussing personal values in pairs. Further reflections on memorable experiences at work and looking at the values that matter most to them pave the way for participants to experience their personal values at a deep level through meditation.

Session II: Values at work

Aims

- To provide participants with the opportunity to explore, experience and develop work-based values
- To identify ways of integrating these values into their practice

Process

This session focuses on the recognition of the values and qualities that healthcare practitioners bring to their work and on the way in which they can be expressed.

The session begins with participants identifying the values of someone who has inspired them in their work, followed by an exercise in which they are encouraged to create their ideal working environment, through guided visualisation. Participants then work together in groups to identify values important to healthcare and to express these, in a creative way, as a values statement for their work. Action planning and a closure exercise focus on looking at ways of expressing important values at home and work.

Programme/plan for Module 1 *Values*

<i>Introduction</i>		30 minutes
SESSION I	<i>Inner values</i>	
Exercise 1.1	My favourite things	20 minutes
Exercise 1.2	What are values?	35 minutes
<i>Movement exercise</i>		5 minutes
<i>Break</i>		20 minutes
Exercise 1.3	A high point in my working life	30 minutes
Exercise 1.4	Values that matter most to me	20 minutes
Exercise 1.5	Experiencing personal values	20 minutes
<i>Lunch break</i>		
SESSION II	<i>Values at work</i>	
Exercise 1.6	Heroes and heroines	20 minutes
Exercise 1.7	Rekindle the dream	20 minutes
Exercise 1.8	Values in healthcare	60 minutes
<i>Movement exercise</i>		5 minutes
<i>Break</i>		15 minutes
<i>Session review</i>		10 minutes
<i>Action planning</i>		
Exercise 1.9	Taking values back to work	30 minutes
<i>Evaluation</i>		10 minutes
<i>Closure</i>		
Exercise 1.10	Living values	10 minutes
Total time		6 hours

Follow-on/homework

Exercise 1.11	Being creative with values	1 hour
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Materials



- Paper and pens
- Flipchart and marker pens
- CD player/tape recorder (optional)

Session I

- Worksheet 1.1 My favourite things
- Handout 1.4 List of values
- CD track no. 1 Experiencing personal values (or relaxing background music)
- Sticky notes or small pieces of paper and pins/tape – 3 sheets per participant

Session II

- Worksheet 1.7 Rekindle the dream
- Worksheet 1.9 Taking values back to work
- CD track no. 2 Rekindle the dream (or relaxing background music)
- Values cards (see **Part 5: Additional Resources**)
- Pinboard and pins or Blu Tack to display work
- Poster-size paper or flipchart paper
- Coloured pens or paints
- Old magazines and/or collage materials
- Glue sticks and scissors

Follow-on/homework

- Worksheet 1.11 Being creative with values (A) Reflections
- Worksheet 1.11 Being creative with values (B) A reflective poem
- CD/tape of relaxing background music (optional)
- Paper or coloured card, and pens
- Flipchart

Preparation

- I Read the introductory notes at the beginning of the session/s so that you are familiar with the way in which the theme is being introduced and explored. Review the list of references and resources for this module in **Part 5: Additional Resources** and reflect on your own experiences.

- 2 Familiarise yourself with the main learning tools which are being used in the session (see **Part 4: Spiritual Tools**).
- 3 Read through the session guidelines and look at the suggested session programme which will incorporate:
 - Session introduction
 - Exercises
 - Movement breaks
 - Breaks
 - Session review
 - Action planning
 - Evaluation
 - Closure

Plan each part of the session and timings in detail, using the session notes, **Part 2: Guidance for Facilitators** and the optional exercises in **Part 5: Additional Resources** for more detailed suggestions.

- 4 Photocopy any handouts and exercise sheets, and make sure that you have any other equipment listed under *Materials*.

3 Introducing the Module



30 minutes

Run through your planned introductory session which may include:

Quiet time

Introductions/optional warm-up exercise

Overview of session

- Theme of session
- Aims and learning outcomes
- Programme/plan for the session
- Practical considerations
- Any questions

Setting the tone

- Ground rules/principles
- Participants' expectations

See **Part 2: Guidance for Facilitators** for further guidance on introducing the session.

4 The Exercises

Session I: Inner values

Exercise 1.1

My favourite things



Process:

Reflection



20 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ understand ways in which values can be identified through personal preferences.

Materials



- Worksheet 1.1 My favourite things
- Flipchart and marker pens

Facilitating the exercise



1 Give out **Worksheet 1.1 My favourite things** and explain to participants that they will be reflecting on some questions and then sharing with a partner, as follows.

- “ For each question you will have a chance to give a response. Approach the questions in a relaxed way, allowing your choices to be spontaneous rather than considered. Don't worry if you can't think of anything to write now; you can reflect on it later if need be. ”

Allow 10 minutes.



- 2 Ask participants to join up with a partner and share their responses to the questions on the worksheet. Allow 5 minutes for this.

**Feedback
5 minutes**



In the main group, ask participants to share some of their responses. List the values they mention on a flipchart and display for the rest of the session.

Exercise 1.2

What are values?



Process:

Discussion in pairs



35 minutes

Learning outcomes

At the end of this exercise participants should be able to:

- ✓ understand more clearly what is meant by the term 'values'
- ✓ identify some of their personal values.

Materials



- Paper and pens
- Flipchart with the following questions written on it:
 - *What do you both understand by the term 'values'?*
 - *What particular values do you hold to be important in your own life?*
- Marker pens

Facilitating the exercise



- 1 Run through the learning outcomes for this exercise explaining that understanding what we mean by the term 'values' helps us to clarify what our personal values are.
- 2 Ask participants to get into pairs, and lead the exercise as follows, reminding them when it is time to move on to the next part of the exercise:
 - “ Sit with your partner and introduce yourselves – saying a little about yourselves generally.”
 - Allow 5 minutes.
- 3 Move participants on to the main exercise, displaying the pre-prepared flipchart:

“Now have a discussion with your partner on what you both understand by the term ‘values’, and what particular values you hold to be important in your own life.

After some discussion you may like to write down what you agree by the term ‘values’ and some of your own, personal values.”

Allow 10 minutes.

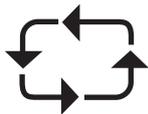


4 Ask participants to move into the final stage of the exercise:

“Turn to another pair and compare your definitions and lists of values.”

Allow 5 minutes.

**Feedback
15 minutes**



Start by asking for examples of personal values and make a list on the flipchart. Use the remaining time to explore what participants understood by the term ‘values’; use the **Background Reading** paper as a benchmark for discussing their definitions.



Movement exercise

 **5 minutes**



Break

 **20 minutes**

Exercise 1.3

A high point in my working life



Process:

Appreciation and listening



30 minutes

Learning outcomes

At the end of this exercise participants should be able to:

- ✓ identify values which underpin fulfilling work experiences
- ✓ recognise how values can be expressed in work.

Materials



- Paper and pens
- Flipchart and marker pens

Facilitating the exercise



1 Introduce the exercise as follows:

“ Sit with a partner but initially reflect on your own...

Look back on your working life and reflect on a 'high point', a time when you worked at your best, a time that was significant or meaningful for you, when you felt most alive, creative or effective.”

Allow a couple of minutes for this.



2 Introduce the next step of the exercise as follows:

“ Now, share the story of the 'high point' you identified with your partner. What made it a successful or memorable experience? What felt truly special about it? Take it in turns to interview, for about 5 minutes each.”

Allow 10 minutes in total.

3 Move participants on to the next stage of the exercise:

“Next describe to each other the values you saw in your partner’s story, and then choose three values that you both felt to be important and note them down.”

Allow 5 minutes.

**Feedback
10 minutes**



Gather the main group back together.

Ask participants for values that they felt were most important and list these on a flipchart. You could spend a few minutes comparing it with the flipchart list generated in Exercise 1.2.

Participants may wish to share their stories with the main group. If anyone chooses not to share their story, this choice should be respected.

Exercise 1.4

Values that matter most to me



Process:

Reflection



20 minutes

Learning outcomes

At the end of this exercise participants should be able to:

- ✓ identify their most important personal values
- ✓ recognise how values can be expressed through people's personal qualities.

Materials



- Handout 1.4 List of values
- Sticky notes or small pieces of paper and pins/tape (3 small sheets per person)

Facilitating the exercise



- 1 Distribute copies of **Handout 1.4 List of values** and 'Post-it' sheets (3 per person).
- 2 Ask individuals to reflect on the discussions they have had in the previous exercises and, using the list as an additional source of ideas, identify three values which matter most to them. They should write each of the values on a 'Post-it' pad (ie one per sheet).

Allow 5 minutes before moving on.

- 3 Ask everyone to stick their sheets up on a wall or board.

- 4 When they are all displayed, invite the group to suggest which ones could be clustered together as being the same or similar. Move the sheets around as they suggest similarities and identify some of the most popular ones.

Allow 5 minutes before moving into feedback.



Feedback

5–10 minutes



Choose one or two of the most commonly mentioned values and discuss how people might express these values in their personal qualities. Which of these values might be particularly important for the well-being of others and the delivery of healthcare?

Exercise 1.5

Experiencing personal values



Process:

Meditation



20 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ experience their core values through meditation.

Materials



- CD track no. 1 Experiencing personal values (or relaxing background music)
- CD player/tape recorder (optional)
- Paper and pens

Facilitating the exercise

Let participants know that they will now have the opportunity to experience the 3 core values they identified in the previous exercise at a deeper, inner level.

- 1 Invite people to sit comfortably and to relax. Encourage participants to sit upright, their hands held loosely in their laps, legs uncrossed and feet placed firmly on the floor.
- 2 Play **CD track no. 1 Experiencing personal values**, or read the following text to the group (read slowly and clearly in a gentle voice pausing at ellipses (...) to allow time for reflection), playing background music if you wish.

“Sit comfortably on your seat... allow your body to relax. Let your feet rest on the floor and your hands rest on your lap. You can close your eyes or keep them open. Gently focus your awareness on your body and breathing... Take a deep breath... let go of any tension as you breathe out... repeat this... then allow your breathing to settle into its own rhythm... gently in... and gently out.

As you focus on yourself, begin to feel more relaxed... your thoughts slow down... they become calm.

In your mind allow an image or feeling of your deepest inner values to arise. Focus on one value. Does an image, colour, sound or phrase come to mind associated with that value? Take time to really experience it... What is it like to be that value? **(long pause)**

Choose another value... experience it as deeply as you can. Does an image, colour, sound or phrase come to mind associated with that value? What is it like to be that value? **(long pause)**

In your own time move to a third value... get a sense of what it is like to be that value **(long pause)**.

Now remember the three values, experiencing each in turn **(long pause)**.

Gradually, become more aware of your body... sitting on a chair in this room... feel your feet on the ground... begin to wriggle your toes and fingers... and when you are ready, open your eyes... Have a stretch and shake, so you feel fully aware.”

Feedback
5–10 minutes



Participants may wish to sit quietly or share how they felt, depending on whether they have practised any similar meditative exercise before. If anyone had an image, colour or phrase that arose for them they might like to share it with the group, or simply write it down or draw it for themselves.



Lunch break

Session II: Values at work

Exercise 1.6

Heroes and heroines



Process:

Reflection



20 minutes

Learning outcomes

At the end of this exercise participants should be able to:

- ✓ describe the values of someone who has inspired them and influenced their work in a positive way
- ✓ illustrate the ways in which values are demonstrated through behaviour and actions.

Materials



- Paper and pens
- Flipchart with the following questions written on it:
 - *Who has inspired you and influenced your work in a positive way?*
 - *What values do/did they demonstrate in the way they carry out their work?*

and marker pen

Facilitating the exercise

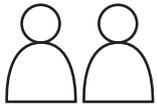


- 1 Ask participants to find a partner to share some reflections with.
- 2 Lead the exercise as follows:

“First of all, on your own, think of someone who has inspired you and influenced your work in a positive way. For example, it could be a colleague, manager or friend, or a public or historical figure.

Write down their name on a piece of paper and the values they demonstrate in the way in which they carry out their work.”

Allow 5 minutes before moving on to the next step.



3 Invite participants to share their reflections with their partner.
Allow a further 5 minutes.

Feedback
10 minutes



Ask participants to name their person (if they wish to) and the values they have identified in this person, while you record them on a flipchart. Invite participants to share and discuss ways in which these people demonstrate particular values through their behaviour and actions.

Exercise 1.7

Rekindle the dream



Process:

Visualisation



20 minutes

Learning outcome

At the end of this exercise participants should be able to:

- ✓ visualise their ideal values-based work environment.

Materials



- Worksheet 1.7 Rekindle the dream
- CD track no. 2 Rekindle the dream (or tape/CD of relaxation music)
- Tape recorder/CD player

Facilitating the exercise

1 Introduce the visualisation as follows:

“I think most of us have a dream of how we would want things to be at work. That dream may be part of the reason we choose to work where we do. For a few moments, you will be led into a visualisation to rekindle that dream and see what you come up with. It may resemble your current place of work or it may be different.”

2 Ask participants to follow the words in their imagination and be as relaxed and creative as they feel possible.

3 Play the **CD track no. 2 Rekindle the dream** or read the following words, playing background music if you wish (speak clearly and in a gentle tone, pausing at ellipses (...)) to allow time for reflection).

“Sit comfortably on your seat... allow your body to relax. Let your feet rest on the floor and your hands rest on your lap. You may wish to close your eyes. Gently focus your awareness on your body and breathing... notice your breathing and follow the flow of your breath. After some moments, you may notice your breath calming down. Let your body relax.

As you relax, imagine a large bubble softly floating down next to you... This bubble has a door, and on the door there is a sign which reads, 'Step inside, and the bubble will float you to the workplace of your dreams'.

Step inside the bubble... the bubble begins to float... It floats above this building and begins to travel... Enjoy the scenery below you... Gradually, the bubble reaches the workplace of your dreams and starts to descend... As the bubble gently lands on the ground, you see the building where you work. You notice the plants outside and the shape of the building... You slowly walk up the path, noticing how you feel...

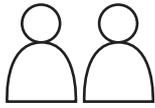
It is early in the morning and a few staff are arriving... you watch what they are doing... and how they interact with each other. As you enter the building, you catch the expressions and feelings of your colleagues as they say good morning... You start the day, getting a sense of everyone's attitude as they work.

You walk around the building, noticing the spaces, colours and light... this is how you would really like it to be. You go to the place where you usually work and observe the changes and the way people are behaving... your colleagues, patients and everyone involved in patient care... What does it look like...? What is the atmosphere like...? You watch people work together... and with you during the day... What is the feeling at your workplace and how do you feel?

Picture the rest of the day in your mind... **(pause for 20 seconds)**.

When you are ready, say good-bye... and step into the bubble that is waiting for you... The bubble floats up above the building... and begins to bring you back here...

You are back here now and as you feel yourself sitting in your seat the bubble disappears... and you bring your attention back to this room.”



- 4 Invite participants to form pairs, and distribute **Worksheet 1.7 Rekindle the dream**. Ask them to share their experiences from the visualisation, using the prompt questions on the sheet.

Allow participants to have free expression in their descriptions but also encourage them to identify the underlying values and how these were expressed in the environment and in people's attitudes and behaviour.

Allow 10 minutes for this final stage.

Exercise 1.8

Values in healthcare



Process:

Creativity



60 minutes

Learning outcomes

At the end of this exercise participants should be able to:

- ✓ describe core values which are important to healthcare
- ✓ create a values statement for work
- ✓ identify ways in which core values can be expressed at work.

Materials



- Poster-size paper or flipchart paper
- Coloured pens or paints
- Old magazines and/or collage materials
- Gluesticks and scissors
- Pinboard and pins (or wall surface and Blu Tack) to display finished work

Facilitating the exercise



- 1 Invite participants to form small groups of four. If you are facilitating one or more work teams, participants may wish to work in their team/s.
- 2 Ask groups to spend the first few minutes discussing which values they feel are most important in healthcare today and to agree on two or three 'top' values.
Allow up to 5 minutes before moving on.
- 3 Next, encourage each group to produce a values statement (sometimes called a *vision statement*) and ask them to write it down.

This is an opportunity for participants to create a values statement for the group, team, their unit or hospital. For example, one general practice group used this exercise to make a statement on their headed notepaper, 'The friendly, caring practice'.

Allow up to 10 minutes for this part of the exercise.

- 4 Now ask each group to work together on representing their values statement as a painting or collage. Provide them with large paper, paints and/or collage materials and a surface to work on.

Allow up to 35 minutes.

Feedback 10 minutes



- 1 Ask each group to briefly show their work and explain how they represented their chosen values.
- 2 Invite a brief discussion about how each value might be expressed in their healthcare practice. Encourage them to share examples from their own experience.

Helpful hints

Participants will already have identified important personal values in Session I. Although personal and professional values may differ, it may be helpful to discuss whether participants' personal values do play an equally important part in their professional lives.



Movement exercise



5 minutes



Break



15 minutes

5 Session Review



10 minutes

Guidance notes

- 1 Briefly review the session by displaying the session aims, learning outcomes and session programme. Remind participants of the activities they have undertaken.
- 2 Pick out any highlights, referring to materials that participants have produced and which you have displayed.
- 3 Hand out the **Background Reading** paper for participants to take away, pointing out any references and resources for this module, should they wish to explore the theme in more depth.

See **Part 2: Guidance for Facilitators** for further guidance.

6 Action Planning

See **Part 2: Guidance for Facilitators** and **Part 5: Additional Resources** for information and guidance on action planning. Below is a suggested action planning exercise.

Exercise 1.9

Taking values back to work



30 minutes

Learning outcomes

At the end of this exercise participants should be able to:

- ✓ select values which can be integrated into different aspects of working life
- ✓ describe practical ways of expressing these values.

Materials



- Worksheet 1.9 Taking values back to work
- Paper and pens

Facilitating the exercise



- 1 Distribute **Worksheet 1.9 Taking values back to work** to participants and ask them to choose a value for each work situation, looking back at the values they have identified during the module.
- 2 Then invite them to consider some practical ways in which they might express these values through their own behaviour and any changes they could make, for example, to the physical environment, administrative systems etc.

Allow 20 minutes to complete the worksheet and a further 10 minutes for feedback and sharing.

Helpful hints Participants may wish to undertake this action planning in their work teams, if appropriate.

Participants could also look at incorporating ideas which arose during Exercise 1.7 Rekindle the dream.

7 Evaluation

 10 minutes



Materials

- Copies of evaluation *pro forma* (if being used)
- Pens

Guidance notes

Run through your planned evaluation activity (see **Part 2: Guidance for Facilitators** and **Part 5: Additional Resources** for information and guidance on evaluation).

As an alternative or additional activity, you may also want to give out a more formal evaluation form at this point for participants to complete now or return by a given date.

Remember to plan in some time as soon as possible after the session to complete your own evaluation of how you think the session went.

8 Closure

Lead the group in your planned closure activity (see **Part 2: Guidance for Facilitators** and **Part 5: Additional Resources** for information and guidance on closures), or use the suggested activity below.

Exercise 1.10

Living values



5–10 minutes

Learning outcome

- At the end of this exercise participants should be able to:
- ✓ choose further qualities/virtues that can be integrated into all aspects of life

Materials



- Values cards (see **Part 5: Additional Resources**)
- Paper and pens for participants
- Relaxing background music on tape/CD (optional)

Facilitating the exercise



- 1 Lay the values cards out in the centre of the group in a fan shape, perhaps around a candle or flower. Play some relaxing music if you wish.
- 2 Ask each participant to choose two values that are important to them as follows:
 - “ Become very still and quiet and ask yourself:
 - Which two values are important to you? Write them on a piece of paper.
 - What action could you take personally to start to live these values? Decide on one action for each value, first at home then at work. Write the actions down against each of the two values.”

Helpful hints Take the opportunity to emphasise that this session has been about acknowledging our own personal values. Each time we remember our values, we make them more powerful.

Participants could also draw on the values they generated in the previous exercises in this session.

9 Follow-on/homework

Exercise 1.11

Being creative with values



Process:

Creativity & Reflection



1 hour

Learning outcome

At the end of this exercise participants should be able to:

- ✓ experience values using reflection and creativity.

Materials



- Worksheet 1.11 Being creative with values (A) Reflections (3 sheets)
- Worksheet 1.11 Being creative with values (B) A reflective poem
- Paper and pens
- Flipchart and marker pens
- Tape recorder/CD player and tapes/CDs (optional)

Facilitating the exercise



- 1 Divide the group into pairs and ask each pair to team up with another, so that they form groups of four.
- 2 Ask the group to choose a value from those they have identified during the module – a value they think is important in healthcare and one they would like to reflect on.
- 3 Explain that this is a reflective exercise which is in two parts. In Part A participants will work alone, reflecting on a number of images and scenes which capture the essence of the underlying value, and then sharing it in pairs. You might like to play some relaxing background music.



Part A: Reflections (30 minutes)

1 Distribute **Worksheet 1.11 (A): Reflections** which contains three separate sheets: **Images**, **Snapshot of the past** and **Snapshot of the future**. For each sheet, follow the four steps below, reminding participants to reflect on their own and jot down words or phrases which come to mind on the relevant part of the worksheet.

- Read aloud through the sheet, pausing after each question.
- Allow a few minutes for participants to complete their notes.
- Invite individuals to share their responses briefly in pairs.
- After a few minutes, move on to the next sheet, until all three have been addressed.



Encourage participants to give spontaneous responses rather than to spend too long deliberating.

Allow 20 minutes in total for this part of the exercise.



2 Ask each group to share their individual images, assigning one member to write them on a flipchart.

Allow 10 minutes before moving on to Part B.

Part B: A reflective poem (20 minutes)

Distribute **Worksheet 1.11 (B): A reflective poem** and ask the small groups to continue working together on the task described.

After 20 minutes, move into feedback.

Helpful hints Refer to the creativity tool in **Part 4: Spiritual Tools**.

Be confident in running this second part of the exercise; it has been done by many workers who initially thought they were not creative. You don't need to tell them that the task is to write a poem, but just let it emerge from the process...

The success of the poem-generating exercise depends on accepting that there are no 'right words' or 'wrong words'. Participants should say whatever comes into their heads without judgement or editing; it should be spontaneous and quick!

If you want to give the groups some inspiration, or if a group can't seem to get going, read out the examples below written by groups on the value of honesty:

“ HONESTY

Honesty was the look in his eyes in a moment of silence.

Honesty is a plain, solid, average-sized oak tree.

Honesty is an ordinary green apple.

Honesty is rolling green hills on a cloudy day.

A bed in a hospital. White sheets, steel bowls.

Her words were honest, hard earned in the dying embers of her life.

She asked my forgiveness for her years of judgement

The burden of my confusion slipped away

And love suffused us both.

Conflict at work

Now my name is missing from the board for the work of that week

And I decide to be egoless about it.

Freedom.

Honesty is to climb to the top of the Himalayan mountains,
To leave my past behind.

Dishonesty is to stay in the valley with too much luggage
Including sweet memories.

An old man with cancer. Nobody speaking of cancer or death

Everyone fearful of hurting the other

Until suddenly Honesty enters the sick room

Suddenly Love is given a chance.”

**Feedback
10 minutes**



Bring everyone back together. Invite each small group to read their poem aloud, one after the other, in order to create a continuous poem. This is a contemplative exercise – that is, participants should either sit in silence or with quiet background music, and reflect as the words are read out. Encourage participants to avoid ‘explaining’, asking for explanations, interpreting or querying someone else’s experience.

Handout 1.4

List of values

Acceptance

Balance

Centredness

Commitment

Co-operation

Creativity

Dignity

Flexibility

Generosity

Honesty

Humility

Integrity

Listening

Loyalty

Optimism

Peace

Practicality

Respect

Simplicity

Trust

Appreciation

Benevolence

Clarity

Compassion

Courage

Dependability

Enthusiasm

Forgiveness

Gratitude

Hope

Humour

Kindness

Love

Openness

Patience

Positivity

Reflection

Responsibility

Tolerance

Wisdom

Worksheet 1.7

Rekindle the dream

In pairs, share your experience. This may include:

What was the environment like?

How did you feel?

What were the other people like?

What were their attitudes?

How did they behave (verbal and non verbal)?

What did you enjoy about the staff, colleagues and patients/clients?

What were the underlying values being expressed in this work environment?

Worksheet 1.9

Taking values back to work

Choose a value which you will take back to work for each situation below. Note down some practical ways in which you could express this value through your own behaviour, and any changes you might make, for example, in the physical environment, administrative systems, etc.

1 *Which value will I use with patients/clients?*

How?

2 *Which value will help with my manager/colleagues?*

How?

3 *Which value will inspire me throughout my working day?*

How?

Worksheet 1.11

Being creative with values (A) Reflections

Images

Think of your chosen value

*Imagine that it is a **flower** or **plant** – describe it*

*Imagine that it is a **fruit** – describe it*

*Imagine that it is a **sculpture** – describe it*

*Imagine that it is a **landscape** – describe it*

*Imagine that it is a **person** – describe her or him*

Worksheet 1.11 (continued)

Being creative with values (A) Reflections

Snapshot of the past

Your chosen value

Let your mind go back to the very first time that you became aware of this value

Where were you? In a room? In an open space?

What did the place look like?

What could you hear, smell, touch?

Who else was there?

What was happening?

What was the moment of understanding?

Can you paint the picture in words?

Worksheet 1.11 (continued)

Being creative with values (A) Reflections

Snapshot of the future

Your chosen value

Imagine a short scene in which the value comes into play.

Where are you?

Who else is there?

What is happening?

Is there a moment of understanding?

How do you feel inside?

Does it change anything for you?

Worksheet 1.11

Being creative with values (B) A reflective poem

As a group, write a four-line poem or four short sentences or phrases which communicate your images of the group's chosen core value.

The aim is to write a short four-line poem that may not have any rhyme or reason (ie it doesn't have to make literal sense; it can be metaphorical).

You can work from the words you have already written; you can change them, re-order them, add to them or start afresh.

Write the group's poem on paper or flipchart.