



Co-Lead

ABOUT THIS MODULE



BUILDING TRUST



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What is the goal of this module?

This module will help teams to create an environment where people can share their concerns and trust other team members to support them in their work. They will identify the strong areas of the team and build mechanisms of mutual support. The goal is for team members to feel more supported in times of difficulty, and to foster a climate of trust to facilitate people in being open about errors or mistakes.

What is the collective leadership focus of this module?

- **Cooperation and coordination between members**
- **Engagement of all team members**

What areas of team behaviour does this module focus on?

- **Enhanced collaboration**
- **Coordination and effective team working**
- **Cooperation between team members**

Who is this module for?

All team members. Every individual can play a role in building a climate of trust within the team.

What is the patient safety impact of this module?

Mutual trust helps teams to work effectively and communicate in an open, respectful manner. This is a cornerstone of high-quality teamworking and supports the delivery of safest possible care.¹

References

1. Weller J, Boyd M, Cumin D. Teams, tribes and patient safety: overcoming barriers to effective teamwork in healthcare. *Postgrad Med J.* 2014 Mar;90(1061):149-54.





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SESSION OUTLINE



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SESSION OVERVIEW

- Purpose:** To get to know team members better and create an environment where people can share their concerns and trust other team members to support them in their work.
- Timing:** 60 min.
- Setup:** Information > Group exercise > Facilitated discussion > Feedback
- Outcomes:** Getting to know your team members, sharing ambitions and stories. Identifying the strong and weak points of the team and building in mechanisms to support each other and feel supported in difficult times. A climate of openness and trust should facilitate people in admitting errors or mistakes
- Facilitators:** 1-2 team members to facilitate; 1 team member to act as flipchart scribe to record ideas, discussion points, and outputs.

ADVANCE PREPARATION

- Equipment:** Flipcharts, markers, pens, paper, post-it notes.
- Materials:** Printed picture cards, one for each team member (see additional materials), list of questions written out on individual pieces of paper. One question per piece, with several copies of each question.
- Room:** Configure for round table discussion or small groups for larger teams
- Attendees:** If some team members cannot attend due to geographic location, teleconference facilities may be arranged. This should include sharing of the session materials by email.
- Discussions:** In advance, facilitators should think about their own strengths that make them good team members and also areas where they are not so good. This will enable them to start the discussion if others are reticent.
- All members of the team play a role in feeding back from discussion in pairs. All members should contribute to group discussion. Engaging in this process as a team will enable individuals to understand and support each other, identifying individual strengths and how these might be combined to improve the overall functioning of the team.





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START OF SESSION

1) Introduction (1 min.)

Outline the aim and goals of the session: To use discussion and exercises to get to know team members better and create an environment where people can share their concerns and trust other team members to support them in their work. After the session, the team will have a better understanding of their combined strengths and the areas that they might develop further for better support.

2) Getting to know each other (20 min.)

Use of questions to stimulate sharing of information.

Scatter the pre-prepared questions on the table and ask each member to pick up 2 questions.

Do not share your questions with the group: Everyone should get up from the table and attempt to mingle and discreetly ask people their questions, noting down the answers as they go (without identifying the person who supplied the answer). The object of the exercise is to get as many people as possible to answer your questions, while providing your answers to other people's questions.

After 10 minutes all the questions and answers are placed in front of the facilitators on the table. The facilitators read out the answers to question 1, one at a time. The team then has to guess which team member supplied each answer. Do this in turn for all 6 questions.

List of questions:

1. If you didn't have to sleep, what would you do with the extra time?
2. What hobby would you get into if time and money weren't an issue?
3. Are you usually early or late?
4. What job would you be terrible at?
5. When was the last time you changed your opinion/belief about something major?
6. Who inspires you to be better?

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3) Team as a combination of individual strengths (30 min.)

Split the group into pairs. Ask each pair to discuss the following 2 questions?

1. What are my strengths when it comes to working in a team?
2. What areas could the team develop further?

Prepare 2 flip charts and label one Team Strengths and the other Team Development Areas. After 10 minutes ask each pair to feedback and note the strengths and Areas for Development on the flipcharts as they are doing so.

In a group ask for ideas on how the team can use its strengths to work better together. Note the ideas on a flip chart.

Then move on to the areas for development, again asking the group to contribute ideas on how these might be addressed. Try to encourage people to build on each other's ideas rather than creating lists.

Conclude the exercise by getting agreement on a priority list of three areas the team needs to work on.



4) Trusting team member instructions (10 min.)

Take the pack of picture cards. Ask each person to discretely pick one from the deck without others seeing what it is and keep it face down. Split the group in pairs, making sure that everyone partners with a new person, and get them to sit back to back in different parts of the room.

In each pair, they should take it in turns to provide instructions for the other person to draw what is on their card, giving as much detail as possible to get an accurate reproduction, but without naming the object. Each person should have no more than 3 minutes to draw. Bring the group back together and lay all cards on the table with the corresponding pictures beside them. Ask people what they have learnt from the exercise.

Debrief: There are some great artists and some great communicators but without the combined efforts of both it is difficult to replicate the picture. In healthcare it is not enough to just be great at what you do. You need to be able to communicate and accept help from others.

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5) Close of session (5 min.)

Give general feedback on the session, thank everyone for attending, and let people know when the next intervention session is and what the theme of that will be.

Note: If trust is very low in the team currently, it may be beneficial to run a second session focusing on stories of breaches of trust and how this impacts on individuals. How do you rebuild trust when it has been broken? What would it take for the person whose trust has been broken to regain that trust?





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OUTCOMES TEMPLATE



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TEAM STRENGTHS	TEAM DEVELOPMENT AREAS	WHAT WE ARE WORKING ON



ADDITIONAL MATERIALS



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