



Waardigheid
en trots *in de regio*

Train the trainer Team reflection manual

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Introduction

In front of you is the train the trainer manual for the Team Reflection training course. Team reflection is an approach to effectively support care staff while working in situations that cause stress, such as extreme crowding, dealing with unclear circumstances and, of course, impactful incidents like the corona outbreak.

The approach is based on the way Defence pays attention after missions to the reactions in employees that can occur during and after a stressful period, such as after the MH17 disaster. This has been translated into an approach that works in healthcare.

It is nice and meaningful that your organisation will use this approach with the teams that need it so much right now, and that you will be the trainer for the teams. The training course is structured in such a way that you or your colleague can get straight to work giving the training course and guiding the teams. This manual explains the training step-by-step.

The training includes the following materials:

- This train the trainer manual
- A powerpoint presentation with the structure of the training in slides
- A workbook for staff with in-depth knowledge and the opportunity to write down their experiences and feelings.

Reading guide

The manual is structured as follows:

- First, you will get background information on what team reflection entails and what is required for the training.
- You will then receive information about the structure of the training and practical information about the training itself.
- Afterwards, you will get an overview of the slides with the notes. With this, you can give the training to employees.
- With the overview of the response from the pilot, you will have additional material at hand that you may be able to use during the training.
- In the appendices you will find more background information (theoretical building blocks) that you may be able to use during the training. You will also find information about the process surrounding the training and the evaluation form.

Good luck with team reflection training!

What is team reflection?

Within nursing home care, team reflection is an intervention where, under expert guidance, a conversation is held within a care team about what stressful working conditions mean for care workers. The reason for this is the corona outbreak in nursing homes and the workload and stress this causes care workers. How can we ensure that employees keep it up and do not drop out halfway through? The aim of team reflection, therefore, is to help each other cope with this period in a healthy way and to reduce drop-out/sickness after staff have worked intensively and under stressful conditions for months with residents with corona. In a broader perspective, it gives the opportunity to prevent or reduce absenteeism and turnover.

Defence approach as a basis

Team reflection is modelled partly on the defence debriefing approach. In defence, there is a lot of experience in dealing with stress. After missions, there is always a focus on the reactions that can occur during and after a stressful period. Think, for example, of the MH-17 disaster. At its core, under expert guidance, teams consciously create space to share experiences with each other. With an emphasis on discussing, normalising and openly sharing what is being experienced. A key pillar is the buddy approach: employees form pairs or trios who help each other cope with the stress by having recurring conversations and paying extra attention to each other.

The basis of team reflection

The basis of team reflection consists of three parts. This is also the basis of the training.

1. Engaging with each other:
 - Sharing openly and without blame what you are experiencing and what it does to you. Everyone has their own story. We discuss these with respect for differences.
2. What is stress and how does it actually work?
 - Explaining stress, what it does to you and that it is normal an abnormal situation.
3. Buddy approach:
 - Getting started with a buddy interview.
 - Agree how the team will take this up.

The common thread of team reflection is talking about emotions that are not easily discussed in the day-to-day practice of work. This explicitly includes space for individual experiences. Everything said is equally important. Everyone has experiences they want to share. Team reflection includes a workbook with background information. In it, employees can write down their experiences and feelings.

What is required for team reflection?

A key takeaway: 'Corona is not normal'

Employees experience stress in their work, for example, because of corona or other impactful situations that arise. If they recognise stress symptoms in themselves, it does not mean that there is something crazy going on with them, but it mostly says something about how abnormal the situation is at the moment. As a trainer, it is important that you reassure employees about this: they are showing a normal reaction in an abnormal situation. However, it is very important for employees to make these complaints

recognise them in themselves and also to acknowledge them honestly. After all, it is not the case that 'things will work themselves out'. It requires the right attention to deal with it actively and alertly. By encouraging employees to take extra good care of themselves and their colleagues, they help each other recover. By supporting and positively motivating each other to take the right action, they recover together from the impact the situation is having on team members.

Open and relaxed atmosphere

Make sure team reflection takes place in an open and relaxed atmosphere. The setting should give rise to relatively easy conversations about difficult situations and moments. The intention is emphatically not to bring up moments with the risk of reliving them. The conversation should be about what the situation did to the employees and what they can do together to deal with it as effectively as possible. Here are some tips and recommendations to encourage and maintain that open and relaxed atmosphere:

- Tables aside and chairs in a circle.
- As a trainer, provide energy, the necessary light-heartedness and at the same time, of course, the right attention to the comments and signals from the group.
- Emotions are part and parcel of a team discussion like this. As a trainer, you naturally react sensitively to this, but also for this: it is normal if a conversation like this affects a participant. Often the conversation can then continue as normal. Sometimes a participant may want to leave the conversation for a while. This is possible, of course.
- You provide the team reflection in pairs, together with a co-supervisor.
 - Because there are 2 of you, you can respond effectively if someone gets so emotional that they want to leave the group for a while. You then split up. One stays with the group. The other can pay attention to the person's emotion.
 - One of you leads the programme. The other is an eye and ear for the more organisation-related signals and makes sure they are heard and fed back while maintaining the safety of the setting. So, for example, no feedback of comments that can be traced back to an individual.
- Only the team is at the team reflection. The manager is preferably only present at the kick-off and closing. Not at the team reflection itself. Not because the manager should not hear what is discussed, but to get the team working together to help each other deal with a stressful period. It is a positive choice to do so without a manager, so that we can be sure that the conversation is not back to the day-to-day and thus really about the issues we want to discuss.

The training itself

The training consists of two meetings, with an interval of 2-3 months. This also depends on the need or desire of the participating team. An ideal group size is 10 - 15 participants. Teams of a larger size are divided into several groups. We call these training sessions:

- Team reflection 1 (TR-1)
- Team reflection 2 (TR-2)

The first meeting covers three hours and includes the following components:

- Opening by director/manager.
- Introduction trainer/coach and brief explanation of programme.
- Open question to the group: what do you think about us sitting together like this today? Depending on the responses and openness; with a lot of response we 'weave' the continuation of the content into the conversation, with little response we use the continuation more as an 'agenda'.
- Explaining what stress is, what it does to you, its manifestations and the differences it creates between people.
- How does that work for you? Discuss the characteristics you recognise in yourself. Translate them into concrete actions you can take to deal with them effectively.
- Discuss buddy approach. At the end of TR-1, staff members create buddy groups who, in the intervening period, have a structural discussion with each other about what they are experiencing. This involves having the check conversation and exchanging stories and advice: what does stress and workload with them and how can they deal with it effectively? This way, employees can 'lean on' each other, learn from each other and reinforce each other so that they learn to deal effectively with stressful situations. This can be done in various ways, partly depending on what has already been done in this area. So join an existing buddy structure or agree with each other on how to give shape to a buddy structure.

The second meeting (after 2-3 months) is designed to secure the process. Thus, during TR-2, as a trainer, you can help with the issues the team is running into (practically and substantively) to as a team to take up and secure these reflection conversations with each other. TR-2 includes the following components:

- Looking back over the past few months. Group discussion about the hectic pace experienced and what it does to everyone;
- Looking back on the buddy discussions of the past months. If necessary, adjust the agreements with each other;
- Discussing needs and ideas regarding further securing team reflection.

During the process, there is room for deepening when signals call for more attention.

These are fed back anonymously and aggregated to the organisation (including HRM and management) so that the organisation can follow up. There is also a safety net for those

people who need more attention. In doing so, we use the infrastructure that is already in place. There are several initiatives such as 'Strong in your work', 'Help the heroes', Project 'challenge 3 support' or 'Don't forget yourself'. There are also own initiatives emerging within care organisations. We see that care employees still make (too) little use of them. There is coordination with HR of care organisations to ensure that employees get their questions to the right place in time.

TR-1 programme - practical information

From the next page, you will see the slides that belong to the team reflection training. You use these to give the training. For each slide, read the corresponding explanation/instruction.

For the training course, you will need a beamer, a screen and a laptop for the presentation, as well as a flipchart and markers.

Download the [accompanying presentation to the this training](#).

- Prepare by going through the training in its entirety once.
- You will also need an internet connection for the video at slide 10.
- See if the link on slide 10 works if you open it from within the presentation or else get it ready in another tab.

TR-1 takes about 3 hours. The overall timeline of the training is as

follows: Hour 1

First 15 minutes: slides 1 - 3

From minute 15 - 30: slides 4 - 6

From minute 30 - 45: discuss slides 7 - 8 + examples from group

From minute 45 - 60: discuss slide 9 + examples from group

<< If all goes well, you now have about an hour on it. Time for PAUSE (20 minutes)>>

Hour 2

From minute 20 - 40: discuss slide 10 (film)+ recognisability

From minute 40 - 50; slide 11 buddy talk battery

From minute 50 - 10: explain behaviour-thoughts-feelings (this takes 20 minutes; so you go from hour 2 to hour 3)

Hour 3

From minute 10 - 20; buddy talk stress complaints and measures

From minute 20 - 40: discuss examples of measures and slide 12 (13, 14, 15)

From minute 40 - 60; slide 16 agree on how buddy talks will take place in practice, slide 17 conclude and evaluate



The team reflection starts with a word of welcome from management. In the pilot, we worked with several working formats:

- Word of welcome by director, possibly via online connection.
- Word of welcome by immediate supervisor, possibly via online connection.
- Pre-recorded video with word of welcome. Make sure the content is up to date. There have been many changes in recent months. Make sure the video is in line with the current current situation.
- A combination of the above.

As a trainer, you agree in advance with the manager how the welcome speech will take place. You also invite the manager to be present at the conclusion. Then he/she can hear first-hand how the team has experienced the team reflection and see whether and how it should be followed up in, for example, the regular consultation.



You can fill in this slide yourself and it is meant to introduce yourself using some pictures. You tell something about:

- Your business background. Explaining why you have the right background to guide this team reflection.
- Yourself as a person. Think about topics such as where you live, family situation, pets, etc. Use one or two photos to frame this.
- The way you process stress. This will probably be a link to your hobbies: sports, music, being creative, socialising, walking the dog, etc. Again, use one or two photos to frame that. Coping with stress is one of the topics of the team reflection. Here you show in advance how you do that. What your outlets are. 'Today we are going to talk about stress and coping with stress. These are examples of things that are very important for me to be able to get rid of stress.'



You make a tour of the participants to get an idea of how they are sitting and what expectations they have come with.

'Now to you. I am curious to see how you are sitting. I ask you to take out page 4 of the workbook. Think about this question for a moment: how are you sitting here? Then write down in 2 or 3 short sentences or keywords how you are sitting here at the moment. Your answer is always good, as long as you answer honestly. In addition to asking how you're sitting here in terms of feelings, I'd like to hear from you later on with what expectations you stepped in here.'

Answers you can expect:

- Relaxed, open and without expectation. I'll let it come to me.
- Tense. I'm afraid we are going to stir up all sorts of things again.
 - You can respond to this as follows: it's not about bringing up all kinds of intense moments again. What matters is the impact it had on you. And we discuss how to deal with it effectively together.
- I'm here because I have to be.
 - To this you can respond as follows: ask what we can do so that it is worth coming. Having to do something is always annoying. You are there now anyway. How can we make it meaningful for you?

After the round, you indicate that you have heard some differences: 'Differences are important today. Because we are going to talk about how everyone experiences and acts on the situation differently. We can already see that in answering this question.'



04

De basis van teamreflectie

1. Met elkaar in gesprek gaan:
 - open en zonder verwijt delen van ervaringen, situaties, belevingen en emoties. Met respect voor de verschillen
2. Wat is stress en hoe werkt het eigenlijk:
 - wat het met je doet en wat normaal is in een abnormale situatie
3. Buddy-aanpak bespreken

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These are the topics for today.

1. Engaging with each other.

Important is the bullet immediately below it. Namely 'open and without blame' and 'respecting differences'. Everyone's situation is different. Every day, you are faced with many small and sometimes bigger dilemmas. You then have to weigh up and decide on the spot.

- a. To wear or not to wear a face mask when you need to quickly cross the corridor and you don't have one in your pocket.
- b. Some are more strict with everything than the rules prescribe. The other, on the contrary, is looser with it because they find it excessive in that particular situation.
- c. Think back to March. One probably adhered very strictly to protocols and another might have put an arm around the resident.
- d. Dealing with family also probably led to some differences here and there.

What matters to me today is not who did or did not do the best. Everyone has always made choices from the best of intentions. But it is important to know about each other's differences and to talk about them openly. Then you understand each other better and you can understand each other's approach and talk openly about it. So without recrimination and with respect for the differences.

2. What is stress and how does it actually work?

During the conversation we have together, I explain a few things about stress. How to recognise it and what you can do to deal with it effectively for yourself and to support each other in this.

3. Buddy approach

One of the ways to support each other in this is to discuss this on a structural basis in pairs or groups of three. Taking a break from the hectic day-to-day business to really take the time to check up on each other. How things are really going, I mean. Are you doing better than last month or do you have less energy? Why is that? What can you do about it? How can I help you as a buddy?



Doel

Wij horen en zien dat er enorm veel op jullie af komt. Dat was al zo voor de corona-crisis en die crisis komt daar nog eens bovenop.

Wij willen jullie helpen om te herkennen wat dat met je doet, hoe je daar mee om kan gaan en om met elkaar een systeem te bedenken waarin je elkaar hier beter in kan ondersteunen.

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05

The aim of the team reflection is to be able to better support each other as a team when working under stressful conditions. This will benefit your health and prevent failure in the longer term.




Zorg tijdens en na missies

Actief dienend personeel krijgt geneeskundige zorg van Defensie. Dat geldt dus ook voor uitgezonden militairen. Voor en na een missie krijgt elke militair extra geneeskundige en psychische aandacht (preventie en nazorg).

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06

The programme is modelled on the approach in defence. That programme has three components:

1. Information beforehand so you know what stress is and how it can get a grip on you.
2. Buddy approach to make sure you look out for each other.
3. Conversations afterwards about what you went through, what the impact is on you and what you can do to deal with it as effectively as possible.



'We heard the answers from each other at the beginning when we took a tour. Back then, I indicated that different answers were given and that precisely discussing those differences is one of today's topics. In that context, I always like to show the following picture:'



'It's an old picture. Probably many of you already know this picture. A few others may not yet. Who doesn't know it? What do you see? What age is the woman? You may be 10 years off. Who sees something else? Also a woman, but how old is she?

I use this picture as a metaphor. We look at the same picture, but see something different. If you project that onto the current stressful situation, you can imagine that you are all working more or less in the same situation with each other, but all have a different picture of it. Consider the following example:

It's a difference whether your partner says to you, 'I'm heartily proud of you. You're doing such a good job! You are just one of the few left that the residents have contact with. Put it on!' or that your partner says, "Sweetheart, I don't trust it. I don't think it's safe for you and me if you work there'. And when you live alone, without a partner, you always have to figure out for yourself what you think of the situation and may not be able to soundboard as easily. Three different examples of working in the same situation. And I imagine those differences lead to different reactions to

the stress caused by that situation. Apart from the fact that you are all different in personality as well. Everyone reacts differently.'



Look together at page 8 of the workbook. It briefly describes what stress is. Everyone reacts differently. One person may have a shorter fuse, another may become quieter or busier than usual. You may not notice anything in yet another person, but they may sleep worse. Stress is a natural reaction to get ready to face or overcome the threat. Heart rate goes up, blood pressure rises. Muscles tighten. Roughly speaking, the reaction is to fight or flee. How do you react in such a situation? On page 10 of your workbook, write down some examples of how you react to stress.

Try categorising them as fight or flight.

If all goes well, you now have about an hour on it. Time for PAUSE (20minutes)



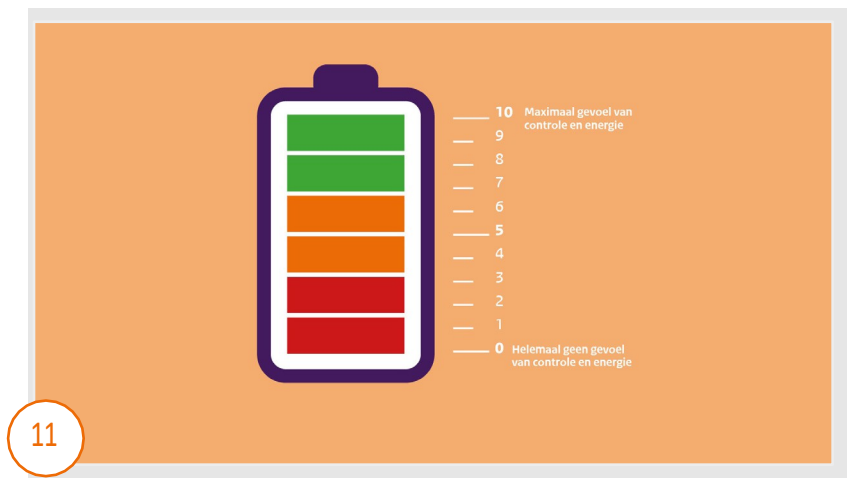
In the slide, there is a link on the screen to a video on YouTube.

<https://www.youtube.com/watch?v=ek6WtrhDLp8>

'This video comes from Jitske Kramer. She explains using the anthropological phenomenon of

(culture shock) out that we are actually all in a collective culture shock. First I ask you to watch the video.' After watching the video together, you ask employees what they recognise and what they don't.

The comment is often made here that the 'honeymoon phase' is not recognised. Logical, team members have been thrown in the deep end with corona right away; working with a virus about which there was little knowledge in March, new rules and protocols every day, shortages of protective materials.



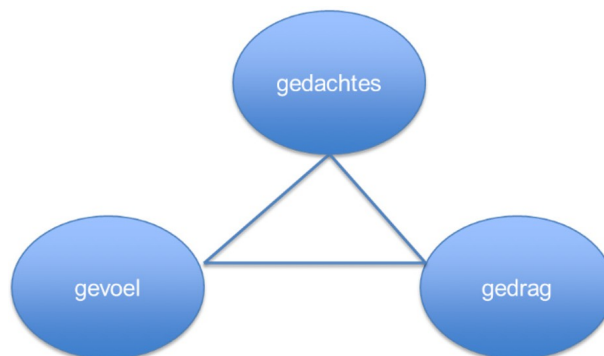
'In the video just now, you can see the energy going up and down. You probably recognise this in yourself. In one phase you have more energy and another moment the battery is really drained by the abnormal conditions you have to work in. Here, too, there are differences. One gets in a stressful situation a lot of energy, seems impossible to break down and then becomes very tired weeks or sometimes months later, for example on holiday. Another, on the other hand, gets very tired when there is a lot of stress, hardly manages to get out of bed in the morning and then springs back up after a few weeks, for example. On holiday, for example.

I'd like to ask you to indicate on page 18 how that course of your energy went for you. Then we will discuss that in small groups (two or three people).'

You now immediately ask team members to split up into groups of two or three and have the conversation with each other for about 10 minutes about energy level and flow in the past time. Then make a circle. Have everyone very briefly state how their score is now and how it was a few months ago.

Explanation on flipchart:

On the flipchart, I draw the following:



'Feelings, thoughts and behaviour are connected. If you don't feel good, it often leads to negative thoughts (about yourself, about others, about the situation) and that can lead to behaviour to do or not do certain things. For example: if your head is busy and all sorts of tasks still need to be completed, you may decide not to go to sports training. This in turn makes you feel guilty and leads to negative thoughts. In this way, these three elements reinforce each other'.

Feeling

You don't have much influence on 'feeling' in a direct sense. You can hardly say, 'and now I feel good again'.

Thoughts

On 'thoughts' you likewise have little influence. They are mostly automatic. However, you can teach yourself to recognise what positive thoughts are and what negative thoughts are. Just the conscious awareness of negative and positive thoughts can help stop the grinding in your head for a while. Furthermore, it is very useful to talk about this - like the little conversation you just had about the battery - with others. In talking to another person, you come up with different thoughts that you didn't have yourself before. That can help you look at your situation just from a different perspective.

Behaviour

You do have an influence on your behaviour. If you know what is important for you to feel good about, if you know what gives you energy, then you can make sure you do that. And that you consciously make time for that makes. Often, this is a bit of a chicken-or-egg story; you are tired and so you don't take time for your hobby, but your hobby often gives you energy. By not going because you are tired, the consequence is that you will only get more tired in the long run, because you don't relax enough. You can break through this by consciously taking time out for those activities that give you energy. Then you feel better again, with the result that you look back with pride and encourage yourself to keep doing it. In this way, behaviour, feelings and thoughts also reinforce each other, but now in the right direction.

Now another hour and 10 minutes has gone by about

Another buddy meeting

'We are going to have another buddy conversation like we just did about battery. Now it's about stress complaints you recognise in yourself. Look at the list on page 20 in your workbook and tick which complaints you recognise. It's a list we copied from Defence.

Again: I don't think it's crazy if you recognise several, or even many, complaints, given the abnormal situation you work in.

However, it is important to recognise these symptoms in yourself and be honest with yourself about them. Then you can do something to prevent them from getting worse or lasting too long.

Take out the list of complaints and measures on pages 19 and 20. Review it and discuss it in your buddy group. Again, a 10-minute conversation. Make sure you all take your turn listening and telling.'

After the 10 minutes, make a tour of the groups to hear briefly from everyone the most important measure for coping with stress. You leave the discussion of the complaints in the buddy groups and do not need to be shared in plenary.

Continued powerpoint presentation

12

Slaap
'Slapen is het nieuwe fitness'

Gezond leven
'Wat goed is voor je lijf, is goed voor je hoofd'

Sociale steun en ontspanning
'Support uit je omgeving, delen van je verhalen en doen wat je leuk vindt'

13

14

15

In the booklet, pages 11 to 16 contain important tips to help you deal with stress effectively. If there is still time, you can review them with the group together (see slide 13, 14, 15). If there is no more time, refer to the tips in the workbook.



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Buddy gesprekken:

- Scores van de batterij bespreken
- Welke klachten herken je (pg 20)
- Wat ben je anders gaan doen?
- Waar kan je buddy je mee helpen?

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'Just now we had two short buddy talks. As you noticed, it doesn't even take you that much time. I would like to arrange with you how you can have these buddy conversations with each other. Today we are sitting together and it is easy to organise. We are going to see each other again, so then we can do this again. In the meantime and after next time, I won't be there and you will have to organise this yourselves. How are we going to do that? Some suggestions as emerged from pilot (two options):

1. Permanent buddies and then agree on a number of calls per period. For example, at least Make 4 calls until the follow-up meeting (which is therefore about 3 months later).
2. During monthly meetings, make time to have short buddy conversations as we did in this team reflection (conversation battery and conversation stress complaints/measures).

As an aid, you will find in your booklet, starting on page 23, several times the guideline for the buddy discussions. You can use it all the time.



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**Dank je wel, blijf gezond
en houd je goed**

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Concluding team reflection. 'Thank you for your participation and openness. Get started with the workbook and buddy discussions, it is important to really make time for this. Then we will see each other again in a few weeks at TR-2. In the meantime, should you experience any problems or would like a

conversation, then raise the alarm with your supervisor or with me.'

It is important to have a good understanding of what team reflection can mean for the organisation now and in the future. Therefore, the trainer/coach is supposed to complete a short questionnaire after each session, partly based on the evaluation of the session participants. Participants also complete an evaluation form.

In the annex you will find an example of an evaluation form. If necessary, you can adapt it to your situation. Ask the participants to fill in the evaluation. It is a structured set of questions. In addition, it is always interesting to ask for a first reaction right at the end of the training.

Examples of responses from the pilot

A previous pilot shows that team reflection fits well with the needs of care workers

- Initially, it is a valve for built-up tension. Opening this valve already removes a lot of (sickening) stress.
- Team reflection is not a meeting but primarily a time to discuss "how are we getting along?". This provides an opportunity to discuss and clear things up properly.
- Emotions run high. Normalising the complaints brings relaxation in the group and on a personal level.
- Many of the participating care workers may carry a 'sickening' burden to a greater or lesser extent. Team reflection in the form of psychoeducation leads to insights and effective reflection on yourself and each other. And to courses of action to deal with this better.
- Participants experience the time to be able to pay attention to each other but also that it is in a nice (external) space with lunch, as a token of appreciation and feel taken seriously.
- Many of the participants indicate that this form of team reflection would have been good for the corona crisis as well. This is also reflected in the high scores of team reflection as a whole.

Some responses we heard more often from different teams. It is good to know those. They are listed below. That helps you get an idea of how teams experience team reflection. Below that are some examples brought up in several teams. When the conversation in a team does not 'naturally' get going, as a trainer it helps to bring up some of these examples to get the conversation going. You can then say, "I can imagine...." Or "I sometimes hear in other teams.....Do you recognise that too?"

Responses to the team reflection

- It sat higher than expected. Over the past few months, I have been more stressed than I thought.
- Everyone got to speak. Very important and valuable.
- A very meaningful meeting.

- I really got something out of it.
- It's really too simple for words, but this is exactly what we needed. All that coaching I did would not have been necessary if we had done this earlier.
- We get a chance to really talk to each other here.

Commonly mentioned situations that evoked stress

- In March, the rules changed every day. That was very difficult work.
- My lunch went back home with me for days on end. At work, it was extremely busy and then straight home again in a hurry, because all sorts of things had to be arranged there too.
- I had a lot of fear that I would be the one to bring the virus in.
- When I had to put on those protective clothes again after a few weeks, I started trembling.
- I felt guilty towards residents during the lockdown because I did get to go back to my family in the evening.
- Residents compared the lockdown to the war. There were some who said they found this worse than the war: 'in the war you still had each other'. That loneliness, I really couldn't stand that.
- We had to use rules that I find downright inhuman.

TR-2 programme

Team reflection-2 is the follow-up. After about three months, you meet again with the team for a second team reflection. This one is shorter than the first and takes two hours. At the time of writing the materials, we have not yet had a TR-2 meeting. So we do not yet have a view of a 'best practice' and have not yet been able to learn from experiences. We can hopefully add these later.

Purpose of TR-2 is:

- It is repetition of TR-1. Another moment to reflect together on experiences and the impact it has on team cooperation. TR-2 is also a good time to buddy-talk with each other again as was done in TR-1.
- Looking back on the progress of the buddy talks. How did it go in the meantime? Did you manage to have the buddy talks? What do you need to continue doing this or to start doing this more than you managed in the meantime?
- Re-arrange buddy talks.

After TR-2, it is important to make contact with the manager to discuss together what is needed to really secure the buddy talks in the organisation.

Good luck with the team reflection training!

Annex 1: Theoretical building blocks

In this appendix, we give you some more background information on the theoretical basis of team reflection and on Defence's debriefing approach. We also give you some additional models to use during the training.

Social learning theory

Core to the approach is founded on Albert Bandura's 'social learning theory'. This means that we focus mainly on addressing the learning process between employees in the team. Learning from each other and with each other. Two concepts are of special importance here; peer support and self-efficacy.

These are also found in the approach to debriefing in defence.

Peer support refers to our goal of having people especially support each other within the team. Sometimes you can give a shoulder and other times you can lean on one. You learn from each other's experiences and competences to deal effectively with stressful situations.

This also requires self-efficacy, namely the motivation and confidence that complex issues and challenges can be met mainly by oneself. Admittedly supported by the collegial context, but thus based on the idea of self-direction and organisation. Employees with high self-efficacy focus on their strengths and recover faster from setbacks.

Key aspects from Defence's debriefing approach

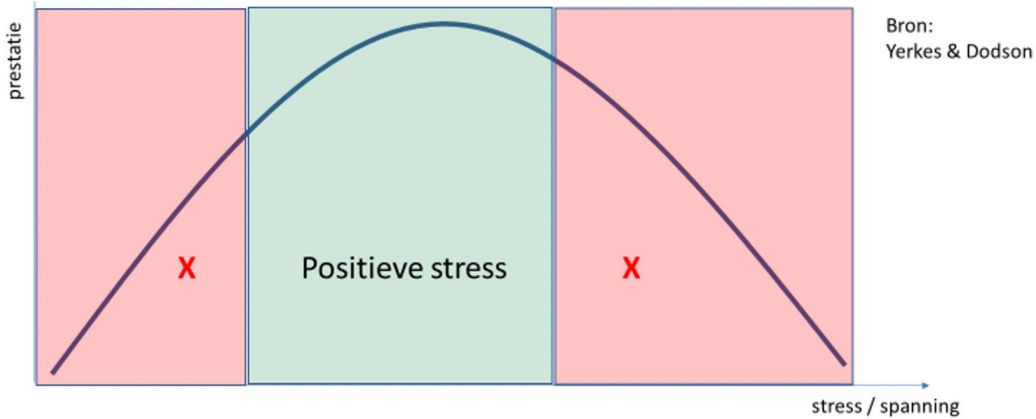
- Preparation for stressful situations through psychoeducation. Prior explanation of stress and how it can manifest itself, so you can better recognise the stressful situation in yourself and others when it plays out and to what extent.
- Afterwards, following a stressful situation, make space to discuss with each other the impact of the stressful situation and help each other take appropriate action.
- Stepped care. Support and help 'as light as possible and as heavy as needed'. In addition, always look for ways to keep everyone involved. For example, giving someone with mental health problems alternative tasks, so that they remain involved and continue to make a valuable contribution.

Examples of models that can be used to supplement

Circle of influence vs circle of commitment. (S. Covey)

You can use this if there are a lot of comments about 'the organisation', about what is not being done properly. You can use it to lead the group back, as it were, to the part they themselves have a grip on as team members. In terms of 'energy and the battery' from page 17 of the participants' workbook, you indicate that talking about what 'the organisation' is not doing well leads to a loss of energy. You avoid that by finding where you have a grip, where your influence is. The situation is as it is. All you can do is deal effectively with that piece you have influence over.

Positive stress curve (Yerkes and Dodson)

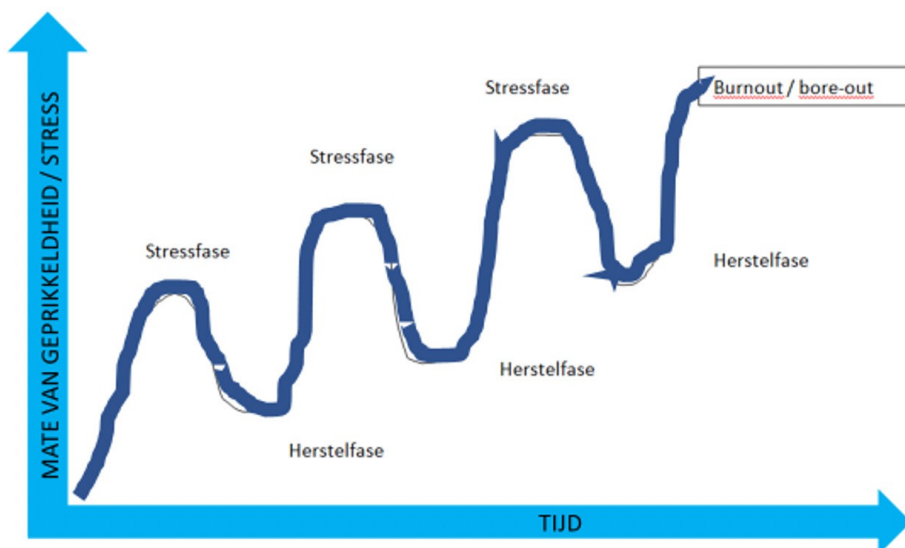


Stress is niet slecht voor je.

Te veel en te lang wel! Richt je op managen van je stress en niet op elimineren er van

Stress or better tension is necessary to get the best out of yourself. It is important to recognise when you have too much of it and therefore when it is getting in your way and bothering you. Then it is important to pay attention to it and take time to relax.

Importance of recovery after stress phase



If you don't get enough relaxation, stress gradually accumulates. The picture above shows this. If you don't recover sufficiently from stress and the next stress experience comes on top, you eventually burn out.

Annex 2: Approach with train the trainer option

Nursing homes can organise the trainings in various ways. This tool with the train the trainer manual and materials aims for the organisation to run in-house, with an internal 'in-house' trainer. However, an external trainer can also be chosen. For an in-house training, several professionals from the organisation can participate, such as a psychologist, a spiritual carer and/or a team coach. With this 'team reflection' tool and the accompanying materials, any organisation can get started on its own.

Roles in the process

If you are going to organise the training as an organisation yourself, you will need the following roles in the process:

- Project leader within the organisation
- Team manager/direct supervisor
- Co-supervisor/internal trainer
- Trainer/coach

Project leader (PL) within the organisation (e.g. someone from the HR/ health management or policy department) takes care of:

- recruiting the co-supervisor.
- planning.
- communication to the teams (possibly via the team manager).
- organising the introduction at the start of team reflection by director/management;
- reserving a suitable room and associated facilities (beamer/screen).
- organising catering (coffee/tea, lunch/tart?). Appearance should make visible that attention has been paid to the team and team reflection.
- ensuring the presence of a director/manager at the start of the first team reflection training session to provide the kick-off (they will not otherwise remain present at the training session itself).

Team manager/direct supervisor of the team:

- handles communication to the team (with help and input from project leader and trainer/coach).
- Is present at the start and at the end of the team reflection. Receives people at the start together with the trainer/coach and is there at the end to get an impression of how the employees experienced the team reflection.

Co-supervisor - internal trainer (e.g. team manager, vitality coach, psychologist, mental health professional) is:

- The link between the team reflection and the organisation. Catches culture-related and organisational issues that emerge from the team reflection.
- the safety net in case of (potentially) intense sadness, anxiety or even panic in one of the team members. If this happens during training, trainer/coach and co-supervisor can divide attention

between team and individual(s) who need extra attention at that moment.

Trainer/coach

- Provides team reflection. Is trained to lead/supervise this team reflection.
- is aware in advance (from contact with supervisor) of situation in the team and what has happened in the past period.

Traits of trainer/coach

Based on the initial experience of the training sessions, a number of requirements have been described. The trainer/coach:

1. Possesses strong conversational skills to properly lead a group discussion with such sensitivity and emotional charge.
2. Has the ability to actually be empathetically present and listen carefully.
3. provides a safe setting and keeps the focus on talking about participants' experiences.
4. Has an antenna for signals about the culture within the organisation, which are important to pass back to project leader and/or supervisor.
5. Preferably has experience in healthcare.
6. Has experience working with many diverse groups.
7. knows the dynamics of the culture and the way healthcare institutions are organised.
8. Has space in his/her diary to start up quickly.

In the train the trainer programme, coaches can be either internal colleagues or external coaches. This overview of characteristics is important for the best possible assurance, without having to make concessions on quality. There is also the possibility of making use of intervision: especially for internal coaches, it is important that they can reflect well on themselves and are able to guide their own colleagues well.

Annex 3: Evaluation form

This is a sample evaluation form.

Thank you for participating in the Team Reflection training. We would like to learn from your experiences of this team reflection. What goes well we would like to keep and expand and what can be improved we would like to adjust. Therefore, we ask you to fill in the questions below for us.

1 is the lowest score (strongly disagree)

10 is the highest score (strongly agree)

What did you find most valuable?

	Red			Yellow		Green				
I have a positive perception of the team reflection. I really benefited from this.	1	2	3	4	5	6	7	8	9	10
We had an open conversation today as a team about what we are experiencing. This helps us as a team.	1	2	3	4	5	6	7	8	9	10
	Red			Yellow		Green				
Explaining stress has given me a better understanding of what the situation does to myself and others.	1	2	3	4	5	6	7	8	9	10
The tips and advice are useful and applicable for me.	1	2	3	4	5	6	7	8	9	10
The buddy approach is going to help me and my colleagues.	1	2	3	4	5	6	7	8	9	10
	Red			Yellow		Green				
The communication and invitation prior to today were clear and helpful.	1	2	3	4	5	6	7	8	9	10
The venue and facilities are well cared for. Attention has been paid.	1	2	3	4	5	6	7	8	9	10

The trainers conveyed the content to us in a clear manner and answered our questions satisfactorily.	1	2	3	4	5	6	7	8	9	10
The trainers have a positive contribution to the team reflection atmosphere.	1	2	3	4	5	6	7	8	9	10
I would recommend this team reflection to fellow teams.	1	2	3	4	5	6	7	8	9	10
My 'rating' for the team reflection as a whole.	1	2	3	4	5	6	7	8	9	10

What did you find most valuable?

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What can make team reflection better?

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Do you need further aftercare for yourself?

If so, please leave your details here so we can reach you:

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Other comments:

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Colophon

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