

CULTURE toolkit



TOOLKIT AS A RESOURCE

The Culture Coach Toolkit offers practical guidance and strategies for fostering positive workplace culture.

ROLE OF THE CULTURE COACH

Culture Coaches facilitate change by aligning teams with values and enhancing communication and wellbeing.

IMPACT ON HEALTH SETTINGS

Culture Coaches play a critical role in health settings, improving collaboration and patient outcomes through trust.

CONTINUOUS LEARNING AND REFLECTION

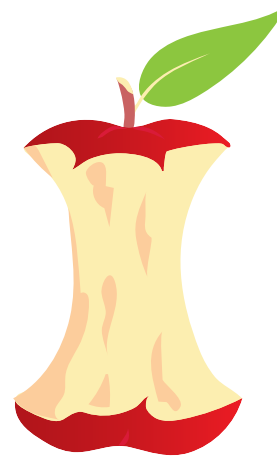
Ongoing learning and reflection ensure cultural improvements are sustainable and integrated into daily practice.

C U L T U R E

Culture is all about creation, learning,
thriving, and coming together

Create
Understand
Learn
Thrive
Unify
Recognise
Explore





CULTURE COACHES - CORE PURPOSE

Culture Coaches support the ongoing development and embedding of positive behaviours, values, and leadership practices in perinatal settings. They act as visible role models, enablers of change, and sources of peer support across multidisciplinary teams.

CULTURE COACHES - ROLE OUTLINE

Culture Coaches are trained team members who play a key role in fostering and sustaining positive workplace culture and leadership within healthcare services. Their purpose is to champion inclusive, compassionate, and psychologically safe environments that support both staff wellbeing and high-quality care for families.



CULTURE COACH SKILLS SESSIONS



CORE COMMUNICATION AND FACILITATION SKILLS

Developing the essential abilities to communicate clearly, guide group discussions effectively, and enable productive collaboration.



UNDERSTANDING WORKPLACE CULTURE AND HUMAN BEHAVIOUR

Exploring how people think, act, and interact at work, and how these patterns shape organisational culture.



ACTIVE LISTENING AND EMPATHETIC COMMUNICATION

Strengthening the capacity to truly hear others' perspectives and respond with understanding, care, and emotional intelligence.



VISIBLE LEADERSHIP AND ROLE MODELLING

Demonstrating leadership through consistent, transparent actions that set the tone for desired behaviours.



DIFFICULT CONVERSATIONS AND COMPASSIONATE CHALLENGE

Building confidence to address sensitive issues openly while balancing honesty with kindness.



STORYTELLING FOR CULTURAL CHANGE

Using meaningful narratives to inspire people, share purpose, and shape collective understanding during change.



PSYCHOLOGICAL SAFETY, BUILDING TRUST AND JOY AT WORK

Creating an environment where people feel safe to speak up, take risks, and learn without fear of judgement or repercussions.



EMBEDDING AND SUSTAINING CULTURE CHANGE

Establishing long-term practices and systems that ensure cultural shifts take root and continue to thrive.

[Sign up for the FREE Culture Coach Skills course here](#)

NOTE TAKING

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TOOLS



TAKE AWAY TOOL 1

GROUND RULES FOR INCLUSIVE MEETINGS

Use these to set the tone in meetings, workshops, or team discussions.

- One voice at a time
- Use clear language
- Speak from “I” statements
- Curiosity over assumption
- Embrace silence - it’s thinking time
- No fixing, Just listening (in sensitive moments)
- Assume positive intent, name real impact

COMMON FACILITATION PITFALLS & FIXES

PITFALL	WHAT IT SOUNDS LIKE	TRY INSTEAD
Dominating	Talking 80% of the time	Ask open-ended questions and pause
Rescuing silence	Jumping in when no one answers immediately	Allow 8–10 seconds of quiet
Leading questions	Don’t you think that’s true?	What’s your take on that?

KEY INCLUSIVE PHRASES TO TRY

SITUATION	SAMPLE PHRASE
One voice dominates	“Let’s make space for others - who haven’t we heard from yet?”
Quiet participants	“Would anyone who hasn’t spoken like to share a thought?”
Interruptions	“Let’s pause - I’d like to hear [Name] finish their point.”
Disagreement	“Can we explore both views a little more before deciding?”
Silence after a question	“Take a breath - no rush. Silence is welcome here.”
Group tension	“Let’s name the tension. How are we each feeling about this?”
Supporting inclusion	“I want to check in - does anyone feel unheard right now?”

TAKE AWAY TOOL 2

5 LEVELS OF LISTENING BY STEVEN COVEY

"Most people do not listen with the intent to understand; they listen with the intent to reply."



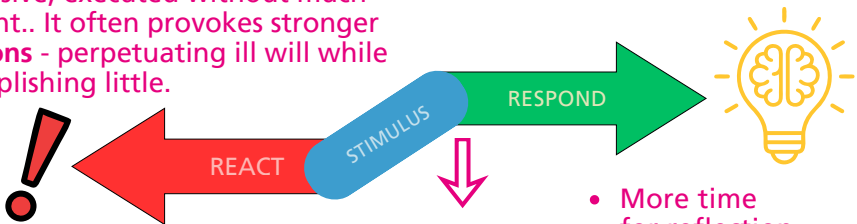
EMPATHY VS SYMPATHY "I feel how you feel" "I know how you feel"

Aspect	Empathy	Sympathy
Definition	The ability to understand and feel what another person is experiencing from their perspective.	Feeling sorry for someone's situation, often from a distance, without necessarily understanding their emotions.
Focus	Person-centred - about them.	Self-centred - about your reaction to their suffering.
Connection	Builds closeness, trust, and emotional safety.	Can create distance or make the patient feel pitied.
Listening Style	Deep, active listening - seeks to understand without fixing or minimising.	Superficial listening - quick to respond, often with clichés.
Intent	To acknowledge and validate.	To console or fix.
Example of language	"That sounds incredibly difficult. I can only imagine how that	"Oh no, that's terrible. I feel so bad for you."

REACT VS RESPOND

A **reaction** is usually quick, tense and aggressive, executed without much thought.. It often provokes stronger **reactions** - perpetuating ill will while accomplishing little.

A **response** is thought out, calm and non-threatening.



- In the moment; triggered
- Fight or flight
- Can feel uncontrollable
- No regard for long-term impact
- Often regretted

There is a space between stimulus & response
..In that space is our power to choose our response.
In our response lies our growth and our freedom.
Viktor Frankl

- More time for reflection
- Intentional
- Weighs alternatives
- Less charged
- Considers others &/or possible outcomes

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LISTENING HABITS OF SELF ASSESSMENT

- Rating scale for listening habits **Listening Skills Test / Quiz | Psychology Today**

[Access with this link](#)

TAKE AWAY TOOL 3

DIFFICULT CONVERSATION PLANNER



Difficult conversation planner

Whilst preparation won't guarantee that a difficult conversation goes perfectly, it gives you an opportunity to organise your thoughts and plan your approach.

What is your goal or objective?	
What's the reason for the conversation?	
What is the outcome from the conversation?	
What do I hope will come from it?	
What is the one message I want the other person to be able to repeat back to me at the end of the conversation?	
When to have the meeting?	
Where will I have the meeting, so I don't get disturbed?	
What time is best?	
Things to consider?	
How will I start the conversation? State the purpose of the meeting.	
What concerns do you have?	
What questions can I ask to get their perspective?	
What are some simple solutions I can suggest?	
Use 'I' statements and be specific	
What information might I be missing? What do I need to learn in this conversation?	
What do I know about how they respond to feedback or conflict?	
How can I make this feel like a dialogue, not a confrontation?	



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Full
document
available
here

FEEDBACK FRAMEWORK CARD

Situation – Describe the context

Behaviour – Describe the specific behaviour

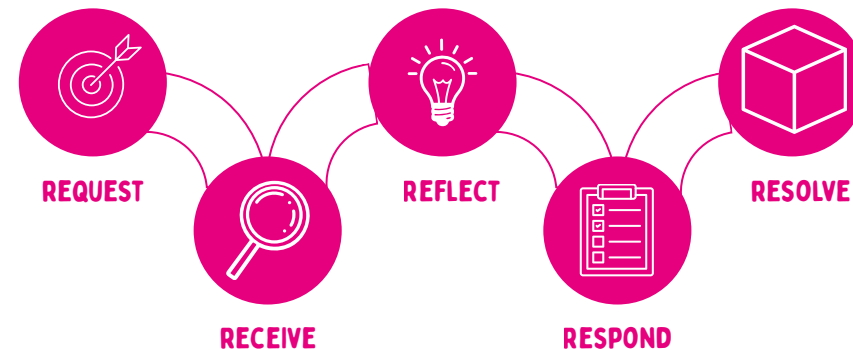
Impact – Share how it affected you or others

Example:

"In yesterday's meeting (S), when you interrupted me (B), I felt dismissed and unheard (I)."

Can be used as a reference before feedback conversations.

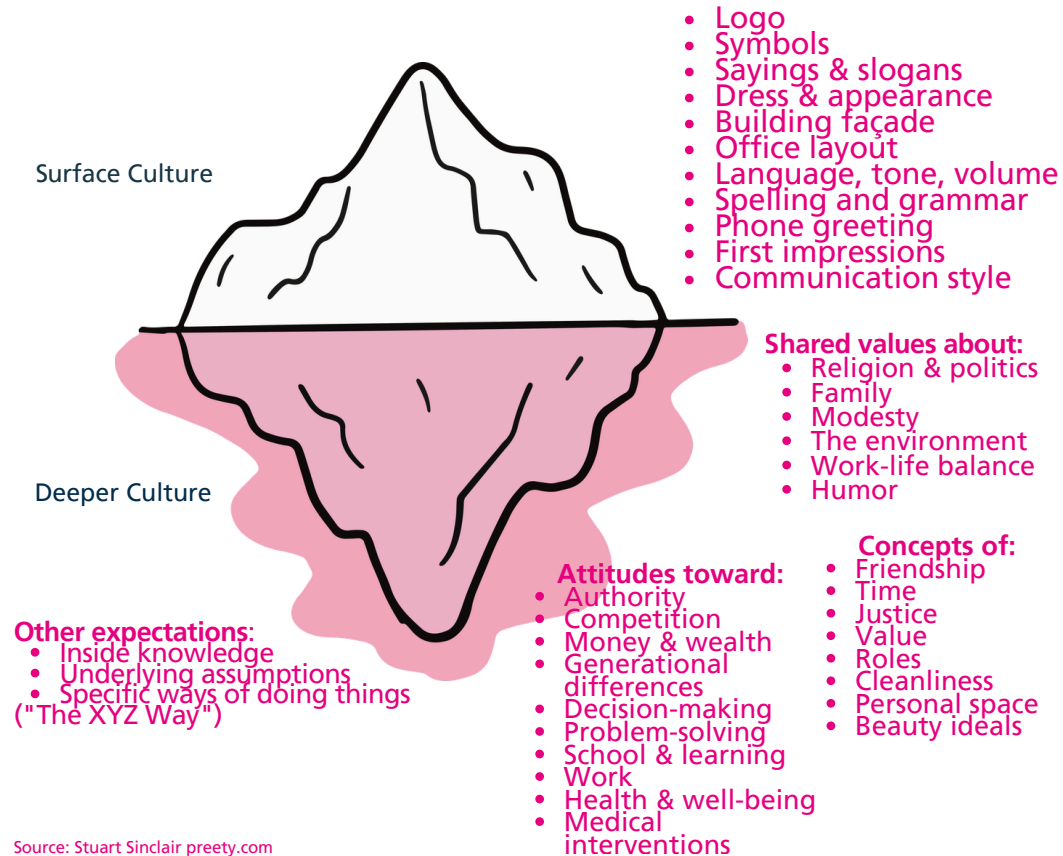
THE 5 R'S OF FEEDBACK



Source: www.fearlessculture.design

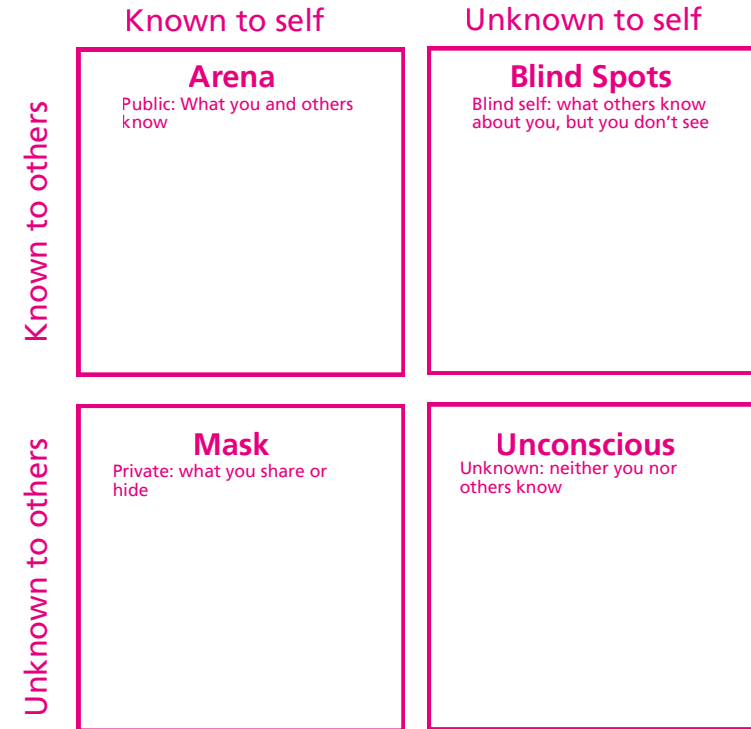
TAKE AWAY TOOL 4

ICEBERG MODEL ACTIVITY



Source: Stuart Sinclair preety.com

JOHARI WINDOW



Source: LaConte Consulting 2018 laconteconsulting.com

TAKE AWAY TOOL 5

JOY IN WORK EXERCISE

EXERCISE 1. TAKE 5 MINUTES TO REFLECT INDIVIDUALLY ON WHAT MATTERS TO YOU IN YOUR WORK

Prompts: What makes a good day? What makes you proud at work? Do you feel like you are making a difference? What makes you smile or gives you a sense of happiness?

EXERCISE 2. IN PAIRS, OR SMALL GROUPS, SHARE YOUR REFLECTIONS ON WHAT MATTERS TO YOU AND TOGETHER DISCUSS ANY IMPEDIMENTS THAT GET IN THE WAY OF YOU HAVING (MORE) JOY IN WORK? (10 MINS)

Prompts: What is stopping joy? What are the barriers? What would you like to do more of / stop doing / or change about the way we do something?

EXERCISE 3. REMOVING OUR PEBBLES (10 MINS)

A. What individual action can you take to tackle the pebble?

Feeling creative? Why not decorate a pebble to remind you of the action you are pledging to take?

TAKE AWAY TOOL 6

Authenticity & Consistency in Leadership

Why does authenticity & consistency matter?

Authentic leaders inspire trust and foster meaningful relationships. Consistency in behaviour and values builds credibility and stability within teams.

Exercise: Values Alignment Check

1. List your top 3 personal values.
2. Reflect on how your daily actions align with these values.
3. Identify any gaps or areas for improvement.
4. Share your reflections with a peer or mentor.

Notes / Reflections:

Reflection Prompts

- When do I feel most authentic in my leadership?
- Are there situations where I compromise my values?
- How do I ensure consistency in my decisions and actions?
- What feedback have I received about my authenticity?

Notes / Reflections:

Authenticity & Consistency in Leadership

Action Planning

Based on your reflections, write down 2-3 actions you will take to strengthen your authenticity and consistency as a leader.

Notes / Reflections:

TAKE AWAY TOOL 7

CREATING A VISION FOR YOUR CHANGE GUIDE

[Access the guide here](#)

Creating a vision for your change

ACT Academy, NHS Improvement



TheKingsFund

Center for Creative Leadership

collaboration trust respect innovation courage compassion

NHS
Improvement

Culture and leadership
programme

[Return to previously viewed page](#)

The role of a vision

In this short guide to creating a vision we focus on three questions:

1. What do we mean by a vision?
2. Why is a vision important?
3. How do we create a vision?

A vision can be defined as 'a picture that brings to life an attractive future state for the organisation or the outcome of a change'.

This simple definition tells you a lot about visions.

- They look into the future.
- They have both a descriptive and motivational role.
- They seek to define the endpoint of a change process but not the actions required to reach that endpoint.

As an attractive picture of the future, a vision is important in a variety of ways.

- It provides a foundation for planning our actions, helping us to understand the gap between the present and the desired future state.
- It helps people to understand what the change process will look and feel like, making it more real for them.
- Its attractiveness encourages commitment to the new future.

A vision is therefore much more than just a strapline or goal and performs a vital role in the process of engaging others and shaping the change programme.

How to create a vision

Just as important as the vision is the process used to create it.

'Visioning' (as the process rather than the output) is a way of getting multiple people involved in shaping the future. As people feel more ownership of something if they have helped create it, the visioning process is a way of building commitment. It also means that the vision can be built on the local knowledge and expertise held by a broad group of people.

Visioning is based around three main stages:

1. Those leading the change set parameters or boundaries for the vision.
2. They then support a group, representing those with a stake in the future, to create the main features of the vision.
3. The vision (as an output) is then shared and discussed with as many people as possible and interpreted locally.

NOTE TAKING

[illegible]



TO BE LIST

Helps you stay intentional about how you want to behave and the impact you want to have, rather than focusing solely on tasks.



GRATITUDE PRACTICE

Shifts attention towards what is working well, which can improve mood and perspective over time.



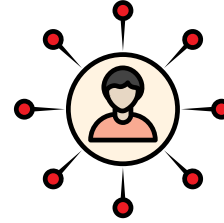
PERSONALITY STYLE AWARENESS (INSIGHTS DISCOVERY)

Supports more effective communication by helping you recognise and adapt to different working and communication preferences.



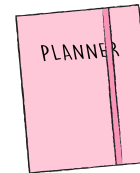
POSITIVE EVENTS LOG

Helps counterbalance the brain's bias towards negative experiences by recording moments of progress or achievement.



CIRCLE OF CONTROL/INFLUENCE /CONCERN

Reduces unnecessary stress by encouraging you to focus your energy on things you can directly affect.



IF-THEN PLANNING

Strengthens your ability to handle challenging situations by deciding in advance how you will respond.



JOURNALING

Provides a structured way to process thoughts and emotions, making it easier to think clearly and spot patterns.



PRE-MORTEM

Reduces avoidable problems by anticipating what could go wrong and preparing sensible responses ahead of time.

WELLBEING & ENERGY TOOLS

ENERGY DRAINERS/SUSTAINERS EXERCISE

Helps you understand which activities or interactions increase or reduce your energy so you can plan your day more effectively.

MINDFULNESS (5-4-3-2-1)

Brings your attention back to the present, which can reduce mental overload and steady your focus.



DIARY SCANNING FOR DEPLETION

Enables you to anticipate demanding periods and balance them with time for recovery.

SUSTAINER ACTIVITIES (MICRO-BREAKS, MUSIC, WALKING, PETS, ETC.)

Supports steadier energy and clearer thinking by adding short, restorative moments into your routine.

BREATHING TECHNIQUES (4-1-4-1, 4-7-8)

Calms the body and mind by slowing breathing and helping regulate your stress response.

CONNECTION & CULTURE TOOLS

CONNECTION BEFORE CONTENT

Helps create a more open and constructive conversation by building rapport before focusing on tasks or decisions.

STORY SHARING

Strengthens understanding and trust by allowing people to relate to one another through personal experience.

TRUST-BUILDING BEHAVIOURS

Improves working relationships by showing consistency, honesty, and respect in everyday interactions.

PSYCHOLOGICAL SAFETY PRINCIPLES

Enables people to contribute more freely by ensuring they feel able to ask questions, express concerns, and acknowledge mistakes without embarrassment or risk.



NOTE TAKING

RESOURCES



TOOLS FOR MEASURING AND CHECKING CULTURE



PSYCHOLOGICAL SAFETY PULSE

What it checks:	How:	Example items:
Speaking up	3–5 questions,	"I feel safe to ask
Feeling supported	quarterly or monthly	for help when I need it."
Emotional safety	Anonymous	
	Trend-focused, not scores	"It's okay to express uncertainty in this team."

QUALITATIVE METHODS

- **Focus Groups and Interviews:** In-person discussions with a cross-section of employees can provide deep, nuanced insights into employee experiences and perceptions that surveys might miss. External facilitators are often recommended to ensure impartiality.
- **Observation:** Observing daily interactions, meetings, and informal conversations can reveal the actual, lived culture and normal behaviour within the organisation.
- **Exit Interviews:** Gathering feedback from departing employees can provide candid insights into cultural weak spots, as employees may be more honest when they no longer fear retribution.
- **Reviewing Stories and Narratives:** Analysing the anecdotes and "legends" that employees repeatedly tell can provide clues to the underlying values and assumptions of the workplace culture.

QUANTITATIVE METRICS AND KPIs

- **Employee Net Promoter Score (eNPS):** This metric measures how likely employees are to recommend the organisation as a place to work, serving as a baseline indicator of overall satisfaction and culture.
- **Turnover and Absenteeism Rates:** High rates can indicate underlying cultural problems, such as burnout or a toxic environment.
- **Productivity Metrics:** Analysing whether teams are consistently under-delivering against KPIs can prompt investigations into low morale or a lack of necessary tools/support, which are cultural issues.
- **Internal Promotion Rate:** A high rate indicates a culture that values and invests in employee development and growth.
- **Employee Feedback Frequency and Participation Rates:** High participation in surveys and feedback sessions indicates that employees feel valued and heard, suggesting a healthy communication culture.

WHAT IT IS:
THE NHS STAFF SURVEY IS A MANDATORY, LARGE-SCALE SURVEY COMPLETED BY STAFF ACROSS TRUSTS IN ENGLAND. IT INCLUDES ITEMS ON CULTURE, LEADERSHIP, MORALE, INCLUSION, PSYCHOLOGICAL SAFETY, AND EXPERIENCE OF FAIR TREATMENT.

Why it's relevant:

- Standardised across the NHS - great for benchmarking year-on-year.
- Endorsed for clinical governance and CQC reporting.
- Covers culture-related domains such as fairness, voice, support, and well-being.

NHS NATIONAL STAFF SURVEY



TEMPERATURE CHECK TOOL



Like I normally do



happy



sad



anxious



tired

The Temperature Check Tool is a simple but powerful way to gauge how participants are feeling at the start of a meeting. By inviting people to choose an emoji that reflects their current mood. Whether they feel normal, happy, sad, anxious, or tired. Facilitators can quickly understand the emotional climate of the room. This helps tailor the conversation, offer support where needed, and set a more empathetic tone. Teams can easily integrate this tool into their own meetings by displaying the icons at the start, asking for quick responses verbally or in chat, and using the insight to guide engagement and discussion effectively.

CHECK IN CONVERSATION TEMPLATES

Check-In Conversation

Purpose: Build trust, surface blockers, support growth.

Opening

"What's been taking up most of your energy this week?"

Work & Progress

"What's going well right now?"

"Where are you feeling stuck or slowed down?"

Support & Growth

"What support would make the biggest difference?"

"What's one skill or area you'd like to develop next?"

Close

"What's one priority before we meet again?"

"Anything else you want me to know?"

DIFFICULT CONVERSATION GUIDE

Difficult Conversation Guide

Purpose: Address issues clearly while maintaining respect.

State the facts:

- "I want to talk about [specific behaviour/situation]."

Describe impact:

- "The impact I'm seeing is [effect on team/work]."

Invite perspective:

- "How does this look from your side?"

Co-create next steps:

- "What could we try differently going forward?"

Confirm next steps.

TEAM CHECK-IN TEMPLATES

24

Weekly Team Check-In

Each person answers:

- **Best:** One win from the week
- **Next:** What the focus is for next week
- **Help:** Any help needed



ENERGISERS TO SUPPORT ENGAGEMENT

Engaged participants enable greater collaboration for improvement.

ENTHUSIASM		HUMAN CONNECTION	SELF- REFLECTION	PSYCHOLOGICAL SAFETY
NONE		NONE	NONE	NONE
Anticipation question (30), If you were to write a book (30), Gift to the room (36)		What do you want from the session? (31), If you were to write a book (30), Gift to the room (36)	Anticipation question (30), If you were to write a book (30), Gift to the room (36)	What do you want from the session? (31), Creating safe spaces (31), Gift to the room (36)
To dunk or not to dunk (27), Quick online energisers (37), Quick in person energisers (38)		To dunk or not to dunk (27), Alphabet (32), Show your Cup (32), Quick online energisers (37), Quick in person energisers (38)	Alphabet (32), Quick online energisers (37), Quick in person energisers (38)	MINIMAL
Energy in the room (34), Time to pause (36), Rate how you feel today (27-28), Complete the sentence (39)		MINIMAL	MINIMAL	
MINIMAL		Getting to know each other (29), Energy in the room (34), What's my role? (35), Inspiration cards (35), Time to pause (36), Rate how you feel today (27-28), Complete the sentence (39)	Rate how you feel today (27-28), Complete the sentence (39)	SOME
Community harmony scarf (36), Pick a spoon (27)		SOME	SOME	
Level of preparation NONE MINIMAL SOME		Community harmony scarf (36), Famous duos (32), Bring an object (33), Magic waiting room (33), Four corners (39), Favourite biscuit (39)	Pick a spoon (27), Bring an object (33)	ENERGISERS INDEX

TO DUNK OR NOT TO DUNK, THAT IS THE QUESTION!

A fun energising activity which invites people to share whether they dunk or do not dunk a biscuit in their tea/coffee.

(Dunk or dip means to submerge the biscuit in a drink e.g.tea or coffee).



HOW ARE YOU FEELING TODAY?



PICK A SPOON

Gather a selection of spoons and ladles of different sizes.

Invite people to select a spoon which reflects how they feel today, where the larger the spoon, the more energetic they feel.

People select a spoon and hold it up, BUT do not explain why they selected that spoon, simply share using non-verbal communication how they are feeling.

This offers members of the group space to reflect on how they are feeling and for the person leading the room to have a sense of the energy in the room which may inform other activities if the energy is low. This works best in person.

ON THIS SHEEP - SCALE HOW DO YOU FEEL TODAY?



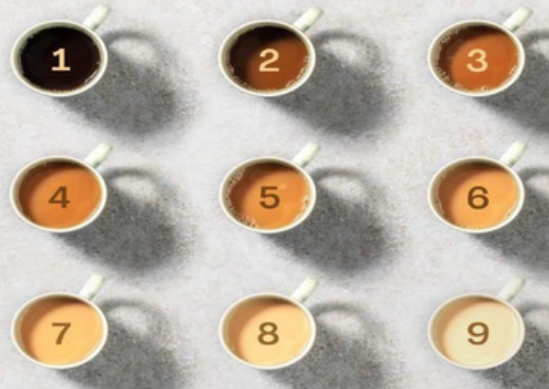
**HOW DO YOU
FEEL TODAY?**



WHICH BUTTERFLY ARE YOU?



Which tea strength are you?



**WHICH TEA
STRENGTH
ARE YOU?**

GETTING TO KNOW EACH OTHER THROUGH OUR NAME

Describe the activity and why we are doing it: namely, invite each participant in turn to tell a story about any part of their name (first name, last name, middle name, nickname).

Explain they can share as much or little as they are comfortable with.

Pose some questions to spark what story they may want to share.

- How was your name chosen?
- Were you named after someone?
- Does it have any cultural or historical meaning?
- Is there a story or experience related to your name you would like to share?

Let them know they have 2 minutes to share.

If people are going into a breakout room ask that someone be assigned as timer, note taker, and person who will share back.



WHAT ARE YOU LOOKING FORWARD TO?

Invite people to share something they are looking forward to. This reminds them of something they are anticipating as well as sharing their ideas with others.

We live in challenging times and some people may feel they have nothing to look forward to. Offering suggestions of simple pleasures may help e.g. a nice cup of tea.

I am looking forward to.....

You may want to spend a further few minutes in open discussion about the comments in the chat box or what people shared if this was a face-to-face event.

If a large gathering, you may ask people to put their answers on a flip chart before the session begins and use it as an energiser by sharing what people have written.



IF YOU WERE TO WRITE A BOOK, WHAT WOULD IT BE ABOUT AND WHY?

Purpose:

To learn more about your colleagues.
To build knowledge about other people's strengths, talents, skills (and sometime quirks), what interests them and excites them.
To use this as a point of connection down the line.

Steps:

Go round the physical or virtual room and ask colleagues to share. As facilitator you can share first or last depending upon the dynamics of the group and how much initiation they might need.





ONE WORD TO DESCRIBE WHAT YOU WANT FROM THIS MEETING

Purpose:

- Create connection between different attendees (meetings between 8 and 15 people).
- Clarify why they are at a meeting.
- Forge more collaboration as well as appreciate alternative perspectives better.

Steps:

- Go round the physical or virtual room and ask colleagues to share. As facilitator you can share first or last depending upon the dynamics of the group and how much initiation they might need.



CREATING PSYCHOLOGICALLY SAFE SPACES

In the chat box invite people to complete the following sentence. If you are using this in person, invite people to put their sentences on a post it and add to a pre prepared flip chart which has the following partial sentence already written.

The values I think would help create a safer space to share includes.....

These values can even be captured and referenced or added to if it's a group which meets often. You may want to spend a further few minutes in open discussion about the comments in the chat box.

ALPHABET

Part 1: Pick a letter in the alphabet (random).

Part 2: Choose an emotion word to describe how you feel about the session today using the letter you picked.



FAMOUS DUOS

Prior to the session prepare a series of pairs e.g. salt and pepper. During the session give the following instruction. This activity works better in person.

Each of you will have 1 half of a pair
You have 5 minutes to find your other half - some are easier than others!

Once you've found your match, please:

- Introduce yourself, including what team you are from.
- Share if, and how, you know of your pair (or not!).
- Tell each other how you commuted to this session today.



SHOW YOUR CUP

This works better in a virtual environment.

Everybody just holds up their mug, cup or drinking container and then any unusual ones can be picked out. A nice way to see how people might have different tastes.



BRING AN OBJECT

Bring an object to use as a prop to help support an idea or theme. E.g. bring an object which symbolises your network and share with the group the reason for your choice.



MAGIC WAITING ROOM

Purpose:

Create a better welcome experience to virtual meetings.

Steps:

- Establish breakout waiting rooms and allocate people as they join the meeting.
- Assign a team member to each breakout room to be the host and to greet people by name as they join.
- Invite people as they join to turn on camera and microphone to say hello.
- Introduce people as they join to attendees.
- Give time to connect with them as they all settle into the online space.
- Call the group to order in time for the official whole-group 'Hello and Welcome'.

THE BATTERY DUDE AND BATTERY EXERCISE

This is a simple tool where people can share where their personal battery levels are at today.

You can use a Mentimeter/zoom poll so people can feel safe to share anonymously.

You can then ask people to share what drains their battery and what tops it back up again.

This can be done by sharing ideas in the chat or open discussion.

These materials can be downloaded from www.copescotland.com



SOME IDEAS TO BOOST ENERGY

Taking the temperature of the Network is a very simple visual tool which can be used each time your network meet to check in with the energy in the room. You could use Mentimeter as a fun way to do this anonymously and in a more interactive way. If the energy of the network is flat, then invite suggestions from members around what would help raise the energy. This is why it is helpful to do the battery exercise first as it helps explore where the networks energy goes and how to top it back up again.

Some ideas to boost the Network's energy

Have fun.

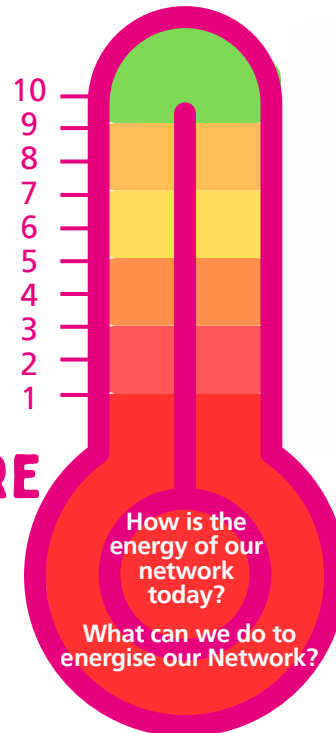
- Keep it authentic.
- Celebrate success.
- Be fair and inclusive.
- Communicate effectively.
- Be curious about differing viewpoints.

Make time to unwind.

- Seek understanding not blame when things don't go to plan.
- Appreciate each other.
- Create space to build healthy relationships.
- Create a psychologically safe space.

CHECKING THE TEMPERATURE IN THE ROOM

How energised is our network today?



BEING MINDFUL OF OUR NETWORKS' ENERGY LEVELS - THE BATTERY EXERCISE

1. Break into groups of around 4-6 each group has a large sheet of paper and pens.
2. Take a couple of minutes before starting for group members to introduce each other in case they have not met before. To begin each individual group member writes one thing which they feel drains the networks energy (2min)
3. The group then discuss together the ideas already on the paper and any other ideas they identify which also drains the networks' energy and add that to the sheet of paper. (10min)
4. Don't worry if to begin with the paper looks pretty messy, for now it's about capturing ideas.
5. Bring all the groups back together to share what was on their pieces of paper. If you are doing this online, you may have chosen to use Jamboards or some other online resource.
6. Collectively identify themes across all sheets of paper which drain the networks energy and start a fresh sheet of paper with a battery in the middle and what drains our energy to the right of the battery. You may identify main headings and subheadings as shared in the example on this poster.

Repeat the exercise starting at step 3 but this time the focus is what energises the network. When this is finished you will now have one poster with a battery in the middle and on one side what drains the networks' energy and on the other what recharges the networks' energy. This now provides a tool for network members to explore ways to save energy and to top it back up. Capture this for future reference and when the energy of the network drops use it to re-energise the network and its members.

WHAT'S MY ROLE?

This is a simple tool to help manage our expectations of ourselves and each other, by sharing the role we see ourselves in today at this gathering.

You can use a Mentimeter / Zoom poll so people can feel safe to share anonymously.

While not identifying individuals, you may choose to reflect with the group about the results. If the meeting had planned for follow up actions but there are no stewards/co-creators, then the tone of the meeting may be less focused on a push for action and more on working towards collective action and responsibility.

These materials can be downloaded from www.copescotland.com



STEWARDSHIP
I will take responsibility.

WHICH ROLE BEST REFLECTS WHERE YOU ARE AT THIS MOMENT IN TIME?

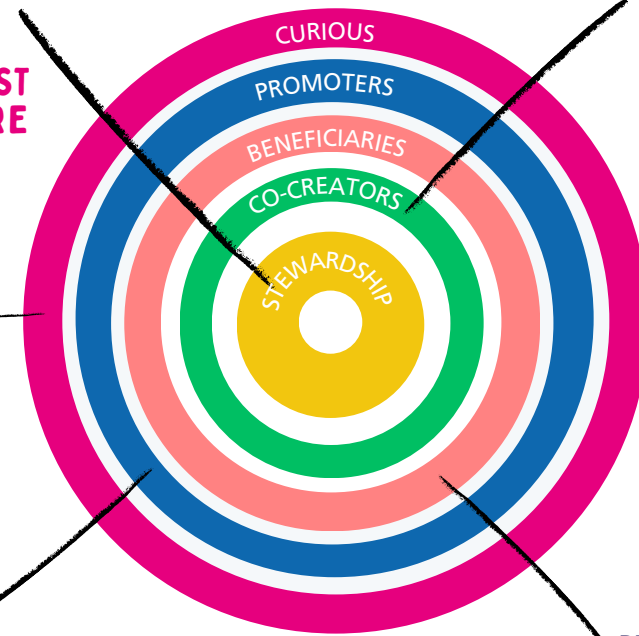
CURIOUS
I may be interested to know more.

PROMOTERS
I will share it so others benefit.

Nurturing Network Weaving in Scotland
Inspired by June Holley networkweaver.com
Produced by COPE Scotland

CO-CREATORS
I will help if you ask me to do something.

BENEFICIARIES
I will use it.



INSPIRATION CARDS

There are many variations of this, choose one which works for your group. This example relates to inspiration for confidence in future collective endeavours.

Invite people to pick a card from the pack if in person, or from ones on the screen if online and share what inspiration they may take from it for what the group are seeking to achieve.

THE COMMUNITY HARMONY SCARF

The idea of the scarf is to have specific sections, comprised of ribbons of 1 meter long which are woven together, and that section is given a specific focus e.g. for those who care for others, for those who inspire.

This may be a longer activity for your group and would best be done in person where a theme for your section is agreed, and each member brings a ribbon/chooses from ribbons provided and dedicates the ribbon to a person or an idea. This is also a great way to upcycle old ribbons and when the section is complete display it as a reminder of the ideas which have been woven together.



GIFT TO THE ROOM

The contributor experienced this at a 2-day applied suicide intervention skills training workshop ran by Living Works and thought it was a great way to create a safe space and connect.

Invite people to offer a gift to the room. If this is a larger meeting it maybe you choose to go in to breakout rooms. Invite people to introduce themselves to each other and then offer a gift to the room e.g. a book, author, film, gardening tip, something which may offer others joy or inspiration.

In addition to inspiring others, it can remind contributors of gifts to give themselves.



TIME TO PAUSE

Often people are rushing from one thing to the next with no room to pause. Starting a session with a simple breathing exercise or other idea to help bring people into the moment can offer space to refocus and more able to bring attention to the session ahead.

There are many ideas to choose from. This is one audio podcast which may be of interest.

<https://www.copescotland.com/resources/learning-to-hit-the-pause-button>





- [illegible]



QUICK IN-PERSON ENERGISERS

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- 1.Name and Action:** Have participants stand in a circle and introduce themselves with their name and an action that represents them (e.g., "Hi, I'm Krishna," while miming a jump shot). The next person repeats the previous names and actions before adding their own, creating a memory challenge.
- 2.Human Bingo:** Create bingo cards with different characteristics or experiences (e.g., "Has travelled to more than five countries," "Can play a musical instrument"). Participants mingle to find people who match each description and fill their card.
- 3.Story Cubes:** Use story cubes or dice with images on them to inspire creativity. Each participant rolls the dice and creates a short story based on the images. This can be a fun way to stimulate imagination and storytelling skills.
- 4.Speed Networking:** Arrange participants in two lines facing each other. Give them 1-2 minutes to introduce themselves and discuss a topic before one-line shifts to create new pairs. This helps participants make quick connections and learn about each other.
- 5.Ball Toss:** Have participants stand in a circle and toss a ball to each other. The person catching the ball must answer a question posed by the thrower. This activity is dynamic and helps participants focus and engage.
- 6.Silent Line-Up:** Ask participants to line up in order based on criteria like birth month or height without speaking. This encourages non-verbal communication and teamwork.
- 7.Card selection and sharing thoughts:** There are many variations of these, some people have collected their own card deck to use. People are invited to pick a card which speaks to them, if their first choice is chosen then to select another, the cards are spread out on a table/floor where this is safe and practical to do so. People can choose to share why that card spoke to them.

COMPLETE THE SENTENCE

Facilitator reads out each of the beginning sentences and participants are encouraged to share the first thing that springs to mind rather than spending time thinking it through e.g.

If only...

It makes me...

I have to...

When all is said and done...

Type in chat or onto a shared space (e.g. whiteboard). People may put funny, work-related, home-related thoughts

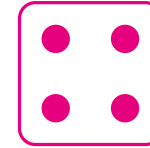
Facilitator encouraged to mention a few as they appear and perhaps summarise range of feelings, scenarios that people are sharing and to be mindful of this when participating in the session.



FAVOURITE BISCUIT

Favourite Biscuit: Participants introduce themselves and share their favourite biscuit – or chocolate, or sandwich filling.

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FOUR CORNERS

Ask participants a question and depending on their answer ask them to move to the corner of the room that best describes them (each corner will have an answer signposted).

When in their four groups ask participants to introduce themselves and share some of the reasons that they chose this corner.

Examples of questions:

- If you could be a superhero would you be Wonder Woman, Spiderman, Batman, Superman?
- If you had the day to yourself, would you sleep, watch Netflix, shop, read?
- Would you choose a beach, hiking, water sports or city-based holiday?

NOTE TAKING

[illegible]

1. What gives me energy is?
<i>Learning new things, seeing theories in action and collaborative working. Honesty (for both good and bad comments)</i>
1. What depletes me is?
<i>Meetings for meeting sake and a thousand words when ten will do</i>
1. What drives you nuts?
<i>Mainly the changing of the goals with no explanation/warning and a lack of feedback (both positive and negative).</i>
1. What qualities do you particularly value in people who work with you
<i>Honesty, a willingness to accept others ideas and thoughts and provide appropriate feedback</i>
1. The best way for people to communicate and engage with me is?
<i>In person or via telephone/Teams call</i>
1. What are some things that people might misunderstand about you that you should clarify?
<i>I sometimes come across as casual and that I don't care, but that's my way of handling situations and I promise you I do care</i>
1. My most underused asset or skill is?
<i>I believe my stakeholder engagement is my best skill, so this could be used more</i>

OD USER MANUAL

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The Personal User Manual Passport is a simple tool designed to help colleagues understand one another's working preferences, motivations, and communication styles. By capturing what energises someone, what they find challenging, how they prefer to interact, and what others might easily misunderstand about them, the form acts as a practical guide to building stronger, more empathetic working relationships. Rather than leaving team dynamics to guesswork, the Passport creates transparency and encourages individuals to share what helps them thrive at work.

Sharing this form across the organisation supports the growth of a healthy, inclusive culture where people feel seen, understood, and able to bring their full selves to their roles. It turns individual differences into sources of insight rather than tension, ultimately strengthening collaboration and organisational effectiveness.

[Full document available on this link](#)

POSITIVE POSTCARDS



POSITIVE POSTCARDS



POSITIVE POSTCARDS



Dear

We think **you** are
BRILLIANT! because:

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From:

Date:



Dear

We think **you** are
BRILLIANT! because:

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From:

Date:



Dear

We think **you** are
BRILLIANT! because:

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From:

Date:



Dear

We think **you** are
BRILLIANT! because:

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From:

Date:

[Free
templates
through this
link](#)

THANK YOU!

For being a part of the Perinatal Culture and Leadership programme,

We hope that you find the resources and tools in this toolkit useful.

Best wishes,

Alma Gallagher and Kay Khan
Health Innovation East Midlands

CONTACT

Health Innovation East Midlands

e: emahsndelivery@nottingham.ac.uk

w: healthinnovation-em.org.uk





Dear

We think **you** are
BRILLIANT! because:

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From:

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Date:.....



Dear

We think **you** are
BRILLIANT! because:

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Date:.....



Dear

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Dear

We think **you** are
BRILLIANT! because:

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From:

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Date:.....

NOTE TAKING

A series of eight horizontal, wavy dashed lines in a dark pink color, designed for note-taking. The lines are evenly spaced and span the width of the page, providing a guide for writing without being strictly linear.