

Schwartz Facilitator Training Day 2

Nimble Author Course




Downloaded: 17/10/2022 11:51

Course structure

- Welcome
- Welcome
- Rounds in a pandemic
- Navigating your way
- Changing pace
- What to remember when waking
- Resonance
- Course outline
- Online modules
- Take breaks
- What you already know
- Glossary
- Glossary
- **Module 1: Revisiting the model**
 - Module 1
 - Aims of Module One
 - Your reflection
 - Preparing the panel recap
 - Reflecting on experience
 - The six stages
 - Recap: core facilitation skills
 - Facilitation techniques
 - Skills and responsibilities
 - End of Module 1
- **Module 2: Meaning, challenge and changes**
 - Module 2
 - Aims of Module 2
 - Organisational context
 - Organisational context exercise
 - "It won't work"
 - Surfacing meaning
 - Surfacing meaning
 - Surfacing meaning
 - Managing challenge
 - Challenge responses
 - Other ways...
 - Help

- Video
- Changing gear
- Examples
- Reflection
- **Module 3: Sustainability**
 - Module 3
 - Aims of Module 3
 - Sustainability
 - Lack of support from org
 - Time commitment
 - No admin support
 - Difficulty recruiting panellists
 - Task
 - Difficulty recruiting panel
 - Difficulty recruiting audience
 - Continued
 - Question
 - Your mentor
 - Stay connected
 - End of module 3

Course branding

Background:	shutterstock_119980675
Logo:	Screen Shot 2020-12-01 at 09
Primary colour:	#3DBDD7 
Accent colour:	#575756 
Background colour:	#undefined 



Welcome to Schwartz Rounds Facilitator Training
Day 2



This course is designed for those Schwartz Rounds facilitators who are ready to deepen their skills and knowledge to enable Schwartz Rounds to remain relevant, effective and embedded within their organisation.

This eLearning aims to deliver theoretical content about Rounds and should be undertaken in preparation for the experiential zoom training that will follow.

Schwartz Rounds in a pandemic...

Fundamental to the ethos of Schwartz Rounds is the notion of connecting together as human beings. The COVID-19 pandemic has restricted our ability to interact and connect and we find ourselves reaching for new ways of communicating with each other.



Whilst we are mindful that something as human as Schwartz Rounds training, a forum where we share stories of our emotional experience of care, being conducted online, seems strange and contradictory, we also recognise the importance of helping to put in place interventions to reduce the underlying sense of isolation and uncertainty that so many staff are experiencing. It is therefore a priority for us to help you to embed Schwartz Rounds as quickly as possible, once you feel the time is right.



Navigating your way

Use the navigation buttons provided on either side of the screen to go backwards and forwards between learning slides.

Use the panel on the left (drawn out by the three lines button in the top left) for a view of the course outline.

The light blue banner at the top of your screen indicates your progress throughout the course.

You can exit the course by clicking the button on the left with the arrow within the box.

Your progress will be saved automatically.



Keep an eye out for buttons or drop downs that require a click to show additional information

Changing pace

You may remember from your Day 1 eLearning that we thought a little about being heard. Being a good facilitator demands **good listening, curiosity, attention, and the ability to control and moderate the discussion.**

Also crucial to being a good facilitator is being able to **change and hold a different pace.** Schwartz Rounds offer a valuable and rare space to begin to slow down.



People **value** having the space to slow down, to be heard and to connect. In sharing and hearing stories, you are helping to set the tone determining the quality of the conversation. This includes the quality of both the listening and the speaking and the silence.

In changing our pace we can begin to find the space to **understand and reframe our experience.**

In the absence of real people to run - and participate in - this part of the training with you, we are keen to start the training with something human - in the form of a poem. In our attempt to introduce something to these slides that isn't purely functional.



What to remember when waking - *by David Whyte*

In that first hardly noticed moment in which you wake,
coming back to this life from the other
more secret, moveable and frighteningly honest world
where everything began,
there is a small opening into the new day
which closes the moment you begin your plans.
What you can plan is too small for you to live.
What you can live wholeheartedly will make plans enough
for the vitality hidden in your sleep.
To be human is to become visible
while carrying what is hidden as a gift to others.
To remember the other world in this world
is to live in your true inheritance.
You are not a troubled guest on this earth,
you are not an accident amidst other accidents
you were invited from another and greater night
than the one from which you have just emerged.
Now, looking through the slanting light of the morning window
toward the mountain presence of everything that can be
what urgency calls you to your one love?
What shape waits in the seed of you

what shape waits in the seed of you

to grow and spread its branches

against a future sky?

Is it waiting in the fertile sea?

In the trees beyond the house?

In the life you can imagine for yourself?

In the open and lovely white page on the writing desk?

Does the poem say anything that resonates with you in the way reflections within a Schwartz Round might?

✓ Submit



For us, it is the power of the line: *'To be human is to become visible while carrying what is hidden as a gift to others.'* Followed by the invitation to think about *'What shape waits in the seed of you to grow and spread its branches against a future sky?'*

There are 3 **e-learning modules** that you will need to complete

1. Revisiting the Schwartz Model
2. Meaning, Challenge and Changes
3. Sustainability



To become fully trained you are required to:

1. Complete these 3 modules of Day 2 training
2. Attend the experiential session on zoom

Online modules



The online modules are set out sequentially, so please click through all of the sections and when you reach the end return to the main menu.

Videos



Exercises



Remember to take breaks

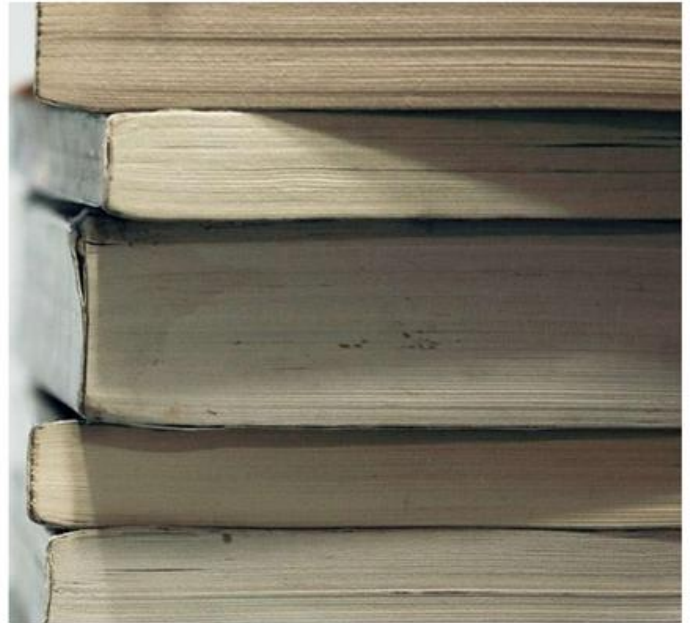
It's important to **take regular breaks** during study of any kind. Studies show that taking regular breaks improves concentration and knowledge retention.



Don't worry. Your position in the course will be saved - ready to continue when you come back.

So far...

Day 2 training, in both the theory and the practice, is best approached when you have had the chance to facilitate at least 3 Schwartz Rounds. These modules, and the subsequent experiential training session, are most fruitful when you are able to bring to it some of your experience facilitating and sustaining Rounds in your organisation.



Glossary

We created this glossary to help you enhance your knowledge on running Schwartz Rounds in your organisation. You can get back to it anytime throughout this training course when something unclear or needs more explanation.

Part 1

Schwartz Rounds "Rounds"	▼
Team Time	▼
Pop-up Rounds	▼
Stages of a Schwartz Round	▼
The Point of Care Foundation (PoCF)	▼
Mentor	▼
Facilitators	▼
Clinical Lead	▼
Schwartz Round Administrator	▼

Glossary

Part 2

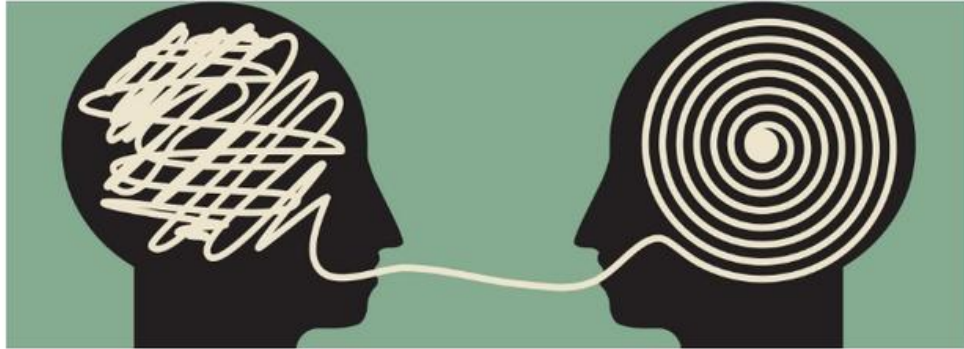
Schwartz Round Steering Group	▼
Schwartz Community	▼
Panel	▼
Panelist	▼
Panel preparation	▼
Psychological safety (within Schwartz Rounds context)	▼
Counter cultural intervention (within Schwartz Rounds context)	▼
Organisational intervention (within Schwartz Rounds context)	▼
Schwartz Community Events	▼

Module 1: Revisiting the model



Aims of Module 1

Estimated time < 1 hour



1. To revisit the core elements of the Schwartz model
2. To reflect on your experience of facilitating and sustaining Rounds so far

Your reflection



By now you should have facilitated a few Schwartz Rounds. What are your main reflections on the challenges and rewards of running Rounds?

✓ Submit

Preparing the panel revisited

In Day 1 we discussed how to prepare the panel by:

- Listening out for the **person in the professional**
- Listening out for the **emotional impact** of their experience
- **Shaping the story** so that it has a focus and enables a different kind of conversation



We discussed the benefits of prep, including:

- Helping panellists to **feel more prepared** for the emotions that may arise during the Round
- Helping panellists to **practice a new way of talking**
- Helping panellists to **place themselves back** into the center of their narrative
- **Adjusting stories** if certain parts feel too difficult to share with the group
- Identifying risks and **creating safety** for individuals and the organisation. Knowing **panellists' anxieties** will help to keep them as safe as possible in an exposing situation
- Facilitators will be able to **anticipate themes**, which can be used to guide the discussion
- **Managing time** to keep stories to 5 minutes

Reflecting on experience

What has interested you about panel preparation? Can you think of ways the prepared stories have changed/impacted the process of the Rounds? What would you have done differently in panel prep?

✓ Submit



The stages of a Schwartz Round

Also covered in Day one were the **six stages of the Round**. This will be familiar to you - but it is important, for the safety and efficacy of the Rounds, that the Schwartz model does not drift. Below is a brief reminder of the stages...

The six stages of a Round

The Round has distinct stages which helps the facilitators to manage a complex process in a structured way. Sticking to the structure and format demonstrates a clear message to the audience.



Sometimes, when sites have been running Rounds for a while - the model can start to drift. **Remember, your mentor is there to help with the integrity of the model - do consult them where necessary.**

Recap: Core facilitation skills

- Actively **listening** for emotive reflections
- Keeping **themes** in mind
- Checking for **meaning** and drawing out meaning
- The ability to **challenge**, e.g. steer the discussion away from strong pulls to problem solving
- Tolerating **uncertainty** and contradiction
- Sticking with **silence**



Can you think of examples when you have done these things? Have you found challenge there?

✓ Submit

For me, what is particularly challenging is the 5th bullet: **tolerating uncertainty and contradiction**. However, it is an important skill to allow for space in Rounds for differences in feeling/opinion. *"I am struck that our three panellists reflect similar feelings on the topic...but I was wondering if there was anyone in the audience who perhaps was feeling differently?"*

Similarly, it can often feel intimidating if someone responds in opposition to the panel stories. But it is important to validate and feel confident with differences of feeling. *"I am struck at how while we can all be in the same storm...we are often in different boats"* One person's experience of an event will often feel differently to another. Does anyone else feel

Recap: Facilitation techniques

Check for meaning (e.g. is what you're saying...?)

Summarise every so often (e.g. 'so far it feels like there are themes of...')

Reflect (e.g. it sounds like people feel angry about this...')

Validate (e.g. it must be difficult when people feel...')

Keep the **macro level in mind**, thinking about the wider organisation and culture as well as the individual comments

Deepening the discussion. **Question the questioner** - 'I wonder how you came to that question?' Share your own emotion 'As you were talking, I found myself feeling...'

Make links / return to themes (e.g. so is this feeling of ... emerging again?' 'I just want to go back to...')

What skills have you found most difficult to implement when facilitating Rounds? What would you like to continue working on?

✓ Submit

What skills and responsibilities are needed from the entire facilitator team?

Confidence to manage **clear boundaries** and redirect contributions made from the floor, including senior staff, as necessary

An insight into the **structure and culture** of the organisation - particularly relating to the prevalent narratives at different levels

To feel **comfortable with silence and uncertainty**

To **close the Round on time** and check in with panellists following the end of the Round

To be able to ensure the key features of the Schwartz model are followed in each Round - **maintaining containment and safety** for both the panel and the attendees



To **clarify** the purpose and ground rules at each Round and to **moderate** participant contributions during the Round to ensure safety and maximise reflection and resonance

To confidently **manage** problem solving and areas of challenge



To help panellists **prepare and hone** their stories

To draw on **personal experience** and **demonstrate a reflective stance**

Naturally **curious, neutral and compassionate**

A good understanding of **group dynamics**

Remember: the Point of Care Foundation are keen to support you, your co-facilitators and your steering group to make Rounds the best that they can be. Do get in touch with your mentor/PoCF for steering group booster training if you think that would be of help.

End of Module 1



Module 2: Meaning, challenge and changes



Aims of Module 2

Estimated time < 1.5 hours

To learn about organisational context and the three core facilitation skills in more depth:

1. Surfacing meaning
2. Managing challenge
3. Changing gear



Understanding your organisational context

...and its relevance to Schwartz Rounds



This section is aimed to help people in Schwartz teams to understand how Rounds are positioned within the wider context of their organisations. Understanding the identity of an organisation can help to recognise potential barriers to the implementation of Rounds as well as ways to strengthen them.

On this slide you will find a map of organisational layers and some guidance on how to understand the narratives of each of the layers, in order to better confront the barriers to Schwartz Rounds and also think about how you can plan and facilitate your Rounds to be as relevant and as meaningful as possible.



Please download this file to find the organisational context mapping exercise (image below for guidance)



Understanding your organisational context

This document is designed to help people in Schwartz teams to understand how Rounds are positioned within the wider context of their organisations. Understanding the identity of an organisation can help to recognise possible barriers to the implementation of Rounds as well as strengths that can be used to promote them. We suggest that you work through this with help from your mentor.



It can be helpful to work through these with your steering group and mentor. Can you note down the typology of your organisation/board/directorates/teams using the diagram? Have a think about these layers and in each layer write down three words to describe them. e.g. for a particular frontline staff team you may use the words "undervalued/hidden ; overstretched ; tight-knit" What could this mean for Schwartz Rounds? Could you position Rounds to frontline staff as a space where they can be heard/seen and offer a different pace

Surfacing meaning

As seen in the previous slide, the narratives that exist in your organisation will infiltrate and dictate the way in which the Schwartz Rounds are positioned and how the discussions within them will run.

Sometimes, as a facilitator, it will be your role to guide and direct the discussion to explore these narratives, or engage in considering alternative narratives that may be being felt across the organisation and perhaps elsewhere are not being heard.

We call this "surfacing meaning": finding ways to bring about and understand the deeper meaning behind the audience contributions within the context of the organisational culture.



Surfacing meaning

When people offer contributions during the Round, facilitators will look to draw out **themes and meaning**. This includes the meaning of **individuals**, **teams** and across the **organisation**.

You will find there are times when contributions from the audience are meaningful but abstracted from experience or personal perspective.

There are things you can do as a facilitator to deepen the discussion.

As you are listening, you may ask yourself:

- What are they trying to say?
- What do I feel about what they are saying?
- How does this link to other themes that have come up?



Sometimes meaning is clear and other times **it will need surfacing** with questions and reflections.



Click on each of the boxes below to learn how they can be **useful as tools** for surfacing meaning.

"Does your question link to an experience of your own?"



"Are you able to say a little more about this?"



"As you were talking, I found myself feeling sad. Am I right in thinking you were sad about this too?"



"I wonder if the silence shows..."



"I can see lots of agreement from around the room, I wonder if there are any different opinions?"



"A lot has been said, I am wondering what has not been said"



Surfacing meaning continued...

"Don't we have a policy for that?"



"I had no idea how upset other staff were by this case"



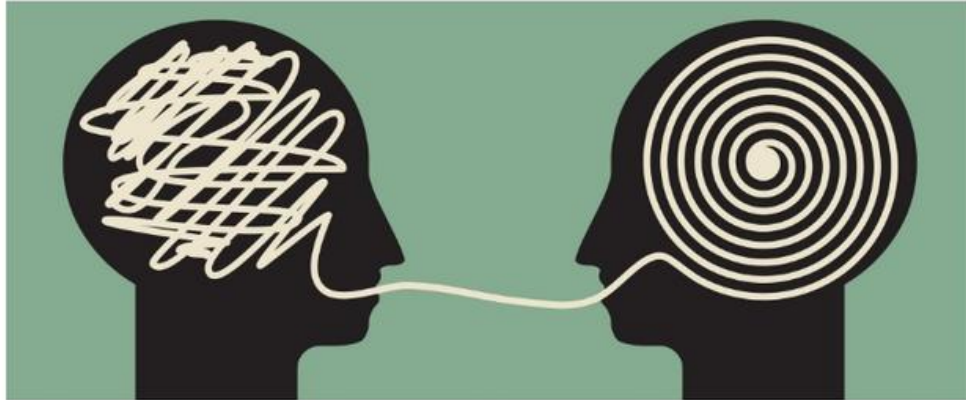
"It is important to maintain boundaries with patients, in order to do the job"



I don't think your manager should have asked you to do that - do you feel that you got enough support?"



Managing challenge



! In Day 1 we briefly discussed ways to manage problem solving as well as other challenges such as: running out of time; conflicting opinions; and going off topic. If you want to remind yourself of this content, do go back to the Day 1 modules.

Facilitators and panellists may also encounter direct challenges from the audience. The facilitators will need to decide whether to actively intervene by closing down that line of discussion or exploring the meaning behind the challenge.

As facilitators listen to challenging contributions, they might think to themselves:

Who or what is the challenge targeted at?

Is it an attack?

Is it an avoidance of the issue?

Is it an expression of underlying frustration/anger/helplessness?

Possible responses

A comment is made which is a criticism of a participant or a panellist



All reflections are being directed to one or two of the panel and the other(s) are not receiving any recognition, and thus possible validation.



An audience member says something that compromises confidentiality





Other ways to manage challenge...

I wonder if we could bring this back to the staff experience...

One of the things we have to contend with is the fact that we can't solve every problem...

We don't have much time left, so I am going to move us on...

Thank you. Perhaps this isn't the right forum for your question, but we could think about...

I can see there are differences of opinion in the room...

Thank you... an interesting point... (and then move conversation on)

Can you note down the most challenging moments in Rounds you have facilitated? How did you manage it? What would you do differently?

✓ Submit

What else can help?

Confidence. The confidence of the facilitator and clinical lead will grow over time. Be prepared to draw a particular line of questioning or discussion to a close if necessary.

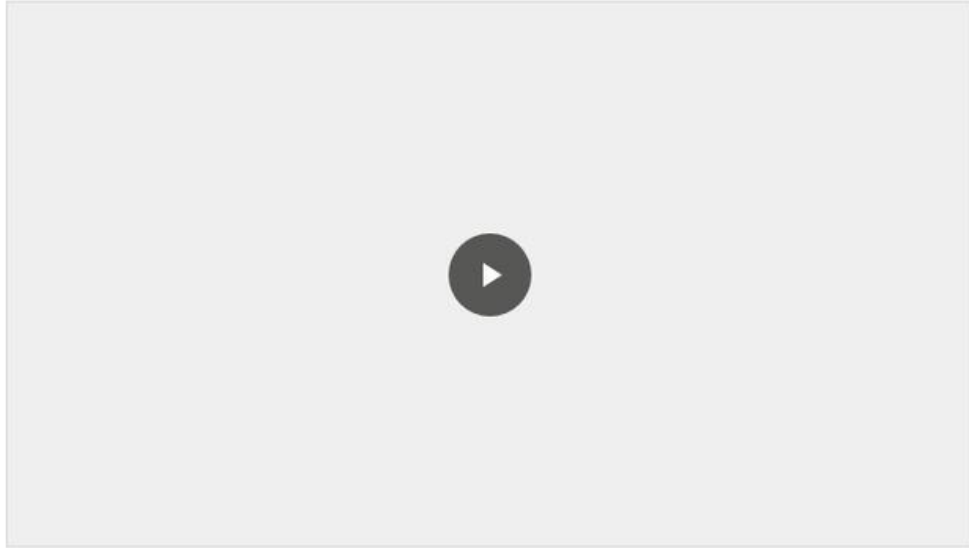
A good relationship with the steering group. They can help you to anticipate and mitigate challenge; think through the political context; and remain neutral supporters in the audience during the Round

A good relationship with your mentor. Your mentor can help you think through the management of the group process and offer advice on responding to challenges that arise.

Be kind to yourself. Remember that emotional responses to discussions are to be expected. Practice allows for some comfort to be felt with these.



Managing problem solving and challenge



Changing gear

There will be points during the Round where a gear change is needed. This simply means **a change in direction of the discussion.**

When might you need a gear change?

- When it seems as if the focus of the discussion has been exhausted/fully covered
- When you feel there is avoidance in the group. This may manifest as people making light of a serious topic or not naming the real issue
- When it feels there is a 'stuck silence' (as opposed to a reflective one)



Examples of ways to change gear

The discussion has lost momentum and there to seems to be a 'stuck silence' ▼

Someone talked about feeling disgusted by a patient with a bad wound. There is some laughter from the audience and the storyteller too, as their description was quite graphic ▼

The discussion seems to keep reverting to a particular aspect of the story, preventing the exploration of new themes. ▼



Other ways to change the direction of the discussion...

You could offer a personal experience or anecdote to help feed the discussion, giving further permission and language to those in the audience

You could bring out themes that had previously emerged from panel preparation that have yet to come up in discussion. "I was struck when we were preparing the stories...that this theme of [...] came up often. I wonder if this feeling resonated with anyone else?"

Have there been times in your Rounds when you have re-focused discussion or moved things on? How did you do it?

✓ Submit

Summary of module 2...

As a facilitator you will use **three core skills** during the Round:

1. **Surfacing meaning** - drawing out themes for discussion
2. **Managing challenge** - making sure the Round stays reflective and safe by managing difficult contributions
3. **Changing gear** - changing the direction of the Round to continue/ or deepen the discussion

How do you intend to use the learning from this module to develop your facilitation skills?

✓ Submit

Module 3: Sustainability

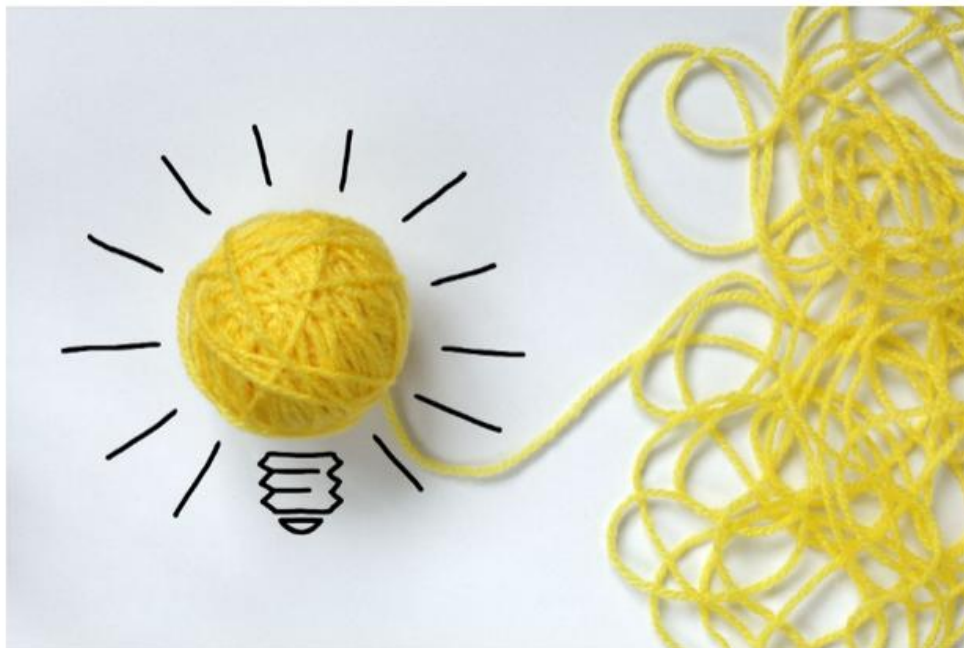


Aims of Module 3

To provide practical solutions to obstacles that can impact on sustainability of Rounds

Estimated time < 1.5 hours





We will now look through a number of issues that can make sustaining Schwartz Rounds difficult and describe practical ways to help manage these.



Please note: in thinking about solutions to challenges in sustainability the role of, and support from, your steering group is **crucial**. Please get in touch with your dedicated mentor (or the team at Point of Care) for help with re-energising your steering group.

A lack of support from the organisation

Keep a **record of attendance** rates and **feedback** from attendees and panellists. Provide the Board with an **annual report on the Rounds** highlighting successes, organisational impact and the resources needed for continued success.

If possible, supplement this with a presentation to the Board that includes Round stories related to organisational priorities.

Look into the **governance arrangements** for Schwartz Rounds. Suggest the Rounds are overseen by a committee that is ultimately answerable to the Board. If support for the Rounds is floundering the respective committee will have leverage with senior management to put in place more top level support. The committee should be mindful of the **pledged resource** made to the Point of Care Foundation from the CEO on the onset of Rounds.

Are you getting the support you require? Note down here any concerns you have. Have any members of the senior management attended your Rounds?

✓ Submit



Hold an **annual focus group** formed of steering group members, previous panellists and other interested stakeholders, to explore perceived benefits of the Rounds. Discuss the organisational themes and issues raised, identify new topics, panellists and champions for the coming year.

Write up this meeting with quotes to present at senior management/ board level

Liaise with the Point of Care Foundation to **leverage organisational support**, for example, we can provide a letter to the CEO outlining the contractual obligations of the Board and the resources needed to run effective Rounds.

Consider a **relaunch** of the Rounds if organisational support has fallen completely flat.

Invite **executive staff onto the panel**

The time commitment involved

If you are expected to do Schwartz Rounds on top of your existing work, it might be worth trying to **get time written into your job description**. The Point of Care Foundation can support you by confirming the estimated amount of time various roles take.

You could try running **8 Rounds** per year rather than 9-12 to ease pressure.



Evaluate whether the right people are in these roles if time commitment appears too burdensome. Create a larger pool of facilitators and leads if feasible.



NB: with each year of membership you gain free training places

If facilitators leave their roles, arrange a comprehensive handover and ensure the new facilitator has a chance to co-facilitate before the previous facilitator leaves

Estimate the average time you spend preparing and running Rounds each month. Is it difficult to find the time?

✓ Submit

No administrative support



Having an administrator is an important part of the Schwartz model and Rounds are unlikely to run smoothly without one. Finding an administrator who will take **ownership of the Rounds** is crucial for sustainability. Just as for the facilitator role, it may help to have some **time allocation** as a formal part of the administrator role.

Involve your administrator as an **early member of the panel** - people who have done this find the administrator feels much more ownership and commitment to the role.

Making the administration role more varied can help with **engagement and recruitment** to the role, e.g. producing Rounds reports and being involved with the communications and advertising of the Rounds.

We can write a **standard letter of support on request**, which outlines the requirement for administration.



We also run Schwartz Rounds administrator training. Do get in touch with the Schwartz team at Point of Care for more details.

Difficulty recruiting panellists

Plan a Round programme for the upcoming year to allow time for story collection and to approach people way in advance

Delegate each calendar month **to one specialty/department** of your organisation, with one steering group member given responsibility to identify a case from that specialty

Have a **'back up' Round** if possible, where members of the steering group may be willing to present on a topic, e.g a person I will never forget.

Have 'topics' as a **standard agenda item** at steering groups and review current organisational issues and well known cases.

Take some time with your steering group to think about the hidden areas/stories in your organisation. Which voices are missing from Rounds? Connect with those areas directly, inviting them to tell their stories.

What strategies have you used/ have worked to resource panellists?

✓ Submit



Task

Whose voices are you managing to engage in Rounds. Are there any that are being missed?

✓ Submit





Difficulty recruiting panellists continued...

Within Rounds, **note when audience members' contributions suggest they may have a story to tell** and approach them afterwards. You can also ask for offers of stories at the end of each Round.

Provide a **briefing note** for panellists so they understand what they are being asked to do and appreciate that it will not take much time.

Sometimes you can **ask previous panellists** to come back and present a different story. Previous panellists might also be prepared to speak to prospective panellists about the experience and invite them to share their story next time. Most find it an extremely worthwhile experience and can be the best people to encourage nervous or reluctant panellists.

Difficulty recruiting audience members

All Rounds have been **CPD accredited** by CPDUK, which can be an incentive.

Ask the comms team to **add Schwartz Rounds to the weekly message from the CEO** or other internal communication.

Ensure there is **clarity and commitment from managers** to allow staff to attend in work time. This may need to be formally articulated somewhere.

Consider **moving the Rounds** to different areas in the organisation. Or running them online. It can help to **move the timings too**.



On busy wards/departments where it is particularly hard to release staff to attend perhaps a **rota system** can be introduced where a small number of staff are encouraged to attend each month.

Conduct **'Pop up Rounds' or 'Team Time'** in order to give these groups a taste of what Schwartz Rounds involve and feel like.



Difficulty recruiting audience members continued

Vary the time of the Rounds. Some sites have tried breakfast or tea time Rounds, where you can also provide sustenance. (if not virtual).

It is important to **monitor the range of professional groups** attending - you can do this from the feedback forms and the data should be considered regularly by the steering group. Compare the groups attending against a map of all professional groups across the organisation. If there are noticeable gaps in attendance consider presenting at the relevant team/division meetings or recruiting a senior manager from that section of the organisations on to the steering group.

Consider **holding demonstration Rounds** with an invited audience made of staff groups who are proving particularly difficult to get along.

Ask steering group members to do **brief presentations** on Schwartz Rounds at meetings they regularly attend.

Review Schwartz topics to extend their breadth, depth and reach into the organisation.

Identify panellists who will bring their friends into the audience and raise curiosity and interest in the Rounds.



[Download topics list here](#)



Please note: a few of the suggestions are related specifically to clinical settings. Please do get in touch to discuss adapting for other sessions

Question



What obstacles to Rounds do you anticipate in the long-term? How might you tackle these obstacles? Is there anything you can do now as a preventative measure?

✓ Submit

Sustainability and your mentor...

The role of the mentor is to help **assist with the specific challenges** you are facing to the sustainability of Rounds on site.

Explore with your mentor **how they can help** you overcome some of the challenges you, and the steering group, are facing.

The role of the mentor is to provide external support to any **bespoke challenges** you are facing to sustainability or facilitation. Please do use them as a resource. They are often the deciding difference between Rounds keeping going and being forced to stop.



If you are currently unsure of who your mentor is please do contact us at The Point of Care Foundation so we can connect you.

Stay connected...

Additional resources and the Schwartz Community

The Schwartz Rounds organisational guide: offers solutions to sustainability and useful tips for facilitation challenges. [*See the PoCF website](#) *

The Point of Care Foundation Resource library: we have curated a large collection of resources, based on input and learning from the Schwartz community, to support you. These include digital stories, the evidence base for making the case to your executive board, facilitation tip videos and much more.

Schwartz Community learning and networking events: The Point of Care Foundation are keen to continue to invest in the shared learning and networking of the Schwartz Community. Keep an eye on the dates for upcoming national, and local, community events on our [Twitter](#) and [website](#).

Twitter: [@PointofCareFdn](#) ; [@Aggie_Rice](#) ; [@FarhanaNargis](#) ; [@DavidJPoCF](#) ; [#SchwartzRounds](#)

End of Module 3 and end of online training

Thank you for your attention and engagement.

Looking forward to seeing you soon for the experiential training session. Do bring notes you have made in this training with you to the session.

All the very best.

