



Stress Management Society  
from distress to de-stress



International  
**Wellbeing** Insights  
People, Culture & Wellbeing

# Managers Managing Wellbeing

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**DRAGADOS**



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# WELCOME

Stress is the driving force that keeps us on our toes and ensures that we push to be the best we can be. However that is only valid up to a certain point. If we have too much stress and endless wear and tear, it can drive us into physical, mental and emotional exhaustion.

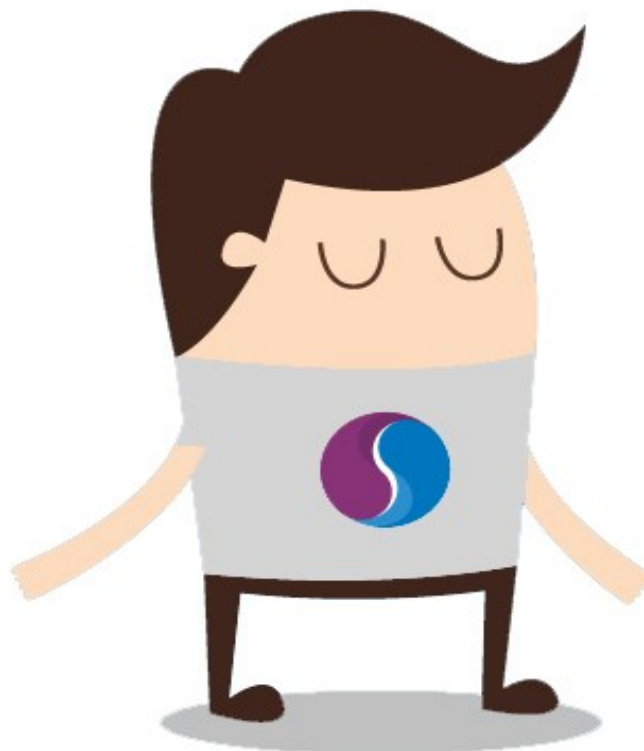
Certainly we can't avoid the problem. Situations arise on a day-to-day basis, which make physical, mental and emotional demands on us. There may be decisions that need to be made, deadlines that need to be met, and lessons to be learned.

Unreasonable stress affects one in five of the working population and after acute medical conditions it is the most common cause of long term sickness absence from work (CIPD Absence Management 2014).

Stress undoubtedly makes people ill. It is now known to contribute to heart disease, hypertension and high blood pressure, it affects the immune system, is linked to strokes, IBS (Irritable Bowel Syndrome), ulcers, diabetes, muscle and joint pain, miscarriage, allergies, alopecia and even premature tooth loss.

Therefore it is imperative to strike the right balance. As individuals, we must take stock of all aspects of our life and situations and learn to cope better.

Treat it early, and your prospects are good. Ignore the problem, and there is a risk that 'burnout' may become a permanent state of affairs.



# IS STRESS GOOD OR BAD? THE PERFORMANCE ZONE

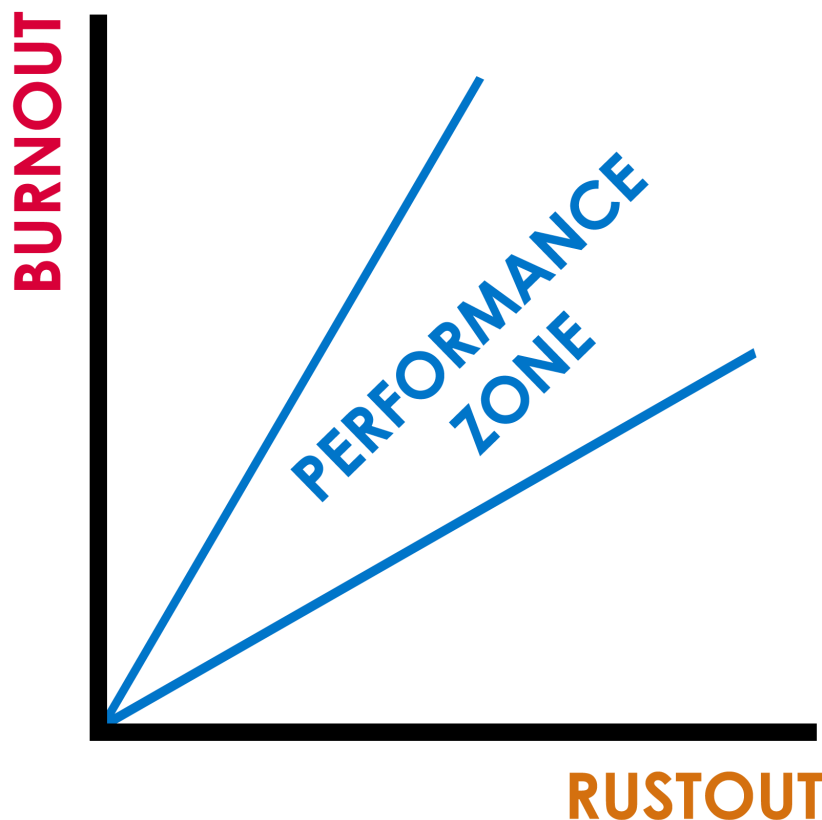
Manageable levels of stress are not a problem, a stress-free environment is not the ultimate goal - we need pressure in our lives in order to perform. The issue is long stages of inactivity causing distress from stagnation or prolonged exposure to high levels without a rest or reset period.

The Performance Zone is the area that drives optimal performance, whether applied to sports, work or even driving. Burnout and Rustout present in different ways but are both as traumatic to experience.

When our stress levels move beyond the Performance Zone and edge towards Burnout we will struggle; problem solving, lateral thinking and creative thinking diminish. We are unable to think clearly and make good decisions, and can become reactive, angry and sometimes even aggressive.

Below the Performance Zone is Rustout where we may find ourselves unable to motivate ourselves; energy and enthusiasm will be low and we will be bored sluggish and lethargic.

Make yourself familiar with the signs when your stress levels move above or below the Performance Zone so that you can reign them back in or raise them up accordingly.



# STRESS EVALUATION EXERCISE

Before we begin looking at stress, it may be helpful for you to think about how it affects your life as well as that of your team –we will then share this with a partner.

## 1. What does stress mean....?

For YOU Personally:

---

For Your Team:

---

## 2. What is the cause?

For YOU Personally:

---

For Your Team:

---

## 3. What are the affects...?

### A. Physically?

For YOU Personally:

---

For Your Team:

---

For YOU Personally:

---

For Your Team:

---

### C. Emotionally?

For YOU Personally:

---

For Your Team:

---

## 4. How often does it affect...?

Personally:

---

As a Team:

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## 5. How have you been dealing with it until now?

Personally:

---

As a Team:

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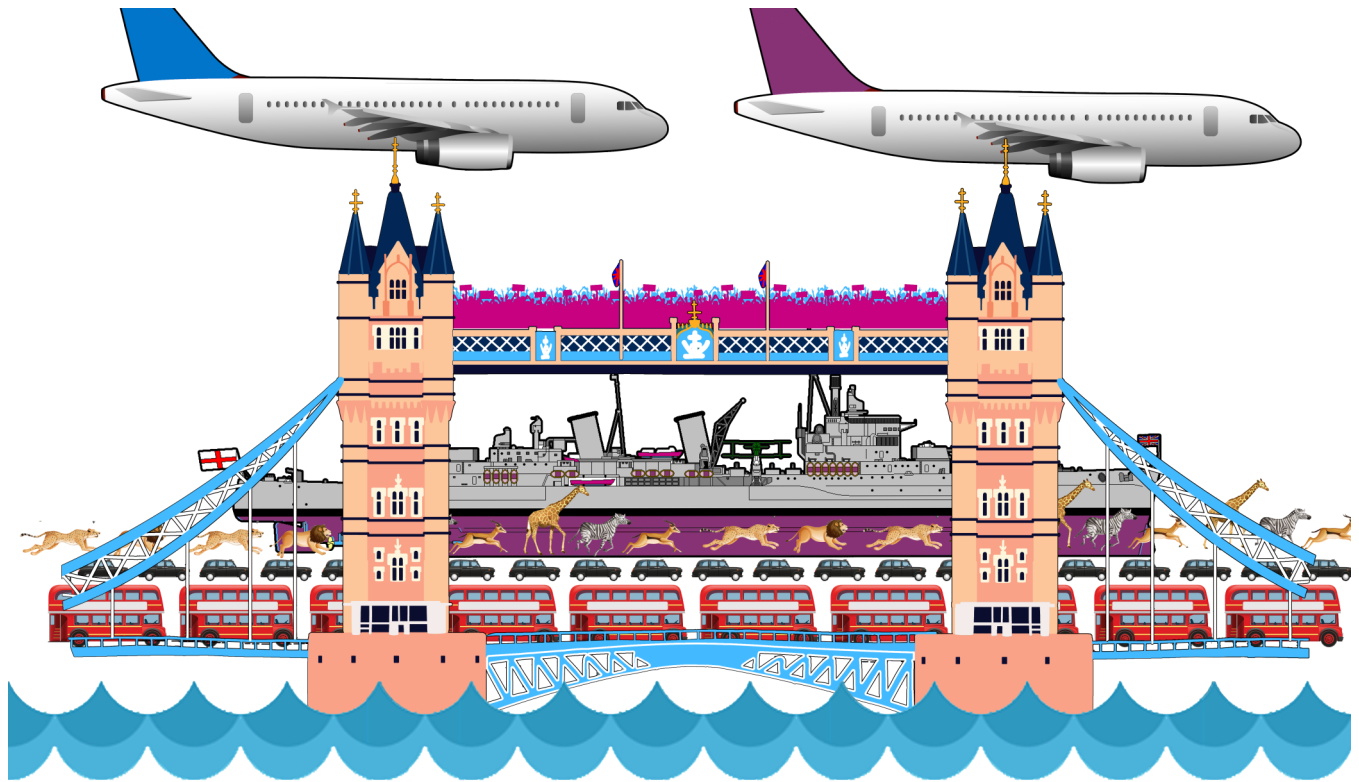
## 6. How could you deal with it instead?

Personally:

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As a Team:

# THE BRIDGE ANALOGY



The Health & Safety Executive defines stress as ‘the adverse reaction people have to excessive pressures or other types of demand placed on them’.

This links very closely to one of our definitions of stress; a condition or feeling experienced when a person perceives that:

**“DEMANDS EXCEED THE PERSONAL AND SOCIAL RESOURCES  
THE INDIVIDUAL IS ABLE TO MOBILISE.”**

The International Wellbeing Insights uses ‘The Bridge’ analogy to approach the topic of mental health, wellbeing and stress. When a Bridge is carrying too much weight, it will eventually collapse. It is possible to see the warning signs before this happens, ‘The Bridge’ would bow, buckle and creak.

The same principle can be applied to human beings, with excessive demands and challenges placed on our bridges. There may be early warning signs. However stress can creep up on some of us, resulting in an unexpected breakdown.

‘The Bridge’ analogy can also be applied to a team or organisation as a whole by looking for more general signs such as team deadlines not being met or a decrease in team morale.

# THE BRIDGE AT TEAM AND ORGANISATIONAL LEVELS

## HOW TO SPOT STRESS AT WORK

If you consider yourself stressed at work, it is important to do something. It is not worth risking your health just because of your job. After all, no-one at the end of their life ever said “I wish I’d worked harder”.

If you work with other people, learn to recognise the symptoms of stress in others and if necessary refer the problem upwards to someone who can deal with it. Not only is it the ethical thing to do, to help a colleague, but it will also benefit you too, improving your working environment.

## CERTAIN FACTORS MAY INDICATE A POTENTIAL PROBLEM

- **AN INCREASE IN SICK LEAVE**
- **PRESENTEEISM (ATTENDING WORK WHILE SICK)**
- **ARGUMENTS AND DISPUTES BETWEEN PEOPLE**
- **A TENDENCY TO WORK LATE AND NOT TAKE BREAKS**
- **A LOSS OF SENSE OF HUMOUR, REPLACED BY IRRITABILITY**
- **A TENDENCY TO SUFFER FROM HEADACHES, NAUSEA, ACHES AND PAINS,**
- **TIREDDNESS AND POOR SLEEPING PATTERNS**
- **A DECREASE IN WORK STANDARDS**
- **INDECISIVENESS AND POOR JUDGEMENT**
- **A PROBLEM WITH DRINKING OR DRUG TAKING**

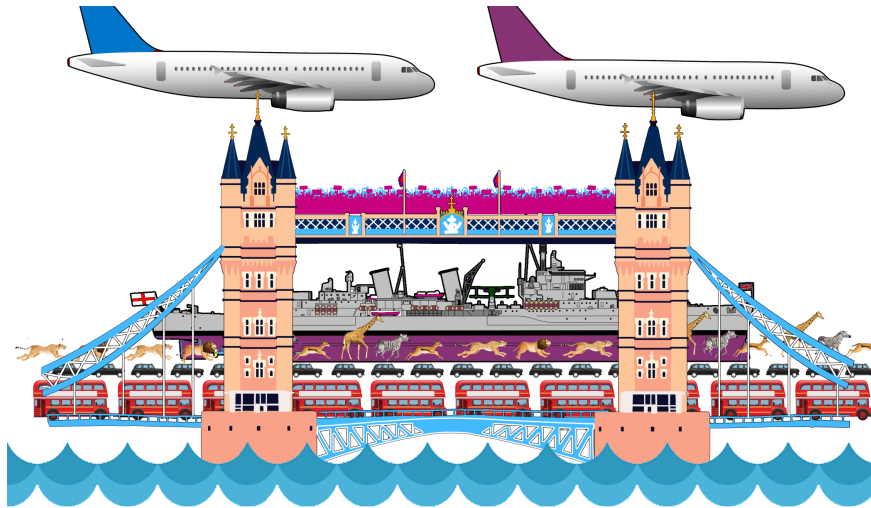
## ADVICE FOR MANAGERS

If you are trying to help someone who you think is suffering from stress, remember that a person in this position is in full ‘fight, flight or freeze’ mode. They will be unable to deal with the problem on their own.

In fact, they may strenuously deny they have a problem at all and be very sceptical about offers of help. And if you are the person’s manager, you may be causing the stress yourself.

Therefore involve your staff in discussions about stress and ask for openness with you about problems. You can gauge a lot in a relaxed environment by asking a simple question – “What are the three ‘best’ and three ‘worst’ aspects of your job?” But tread carefully. Talk to your HR department or follow good practice guidelines about the best way of approaching the problem. Or talk to a professional organisation such as the Stress Management Society.

# WHAT'S ON YOUR BRIDGE?

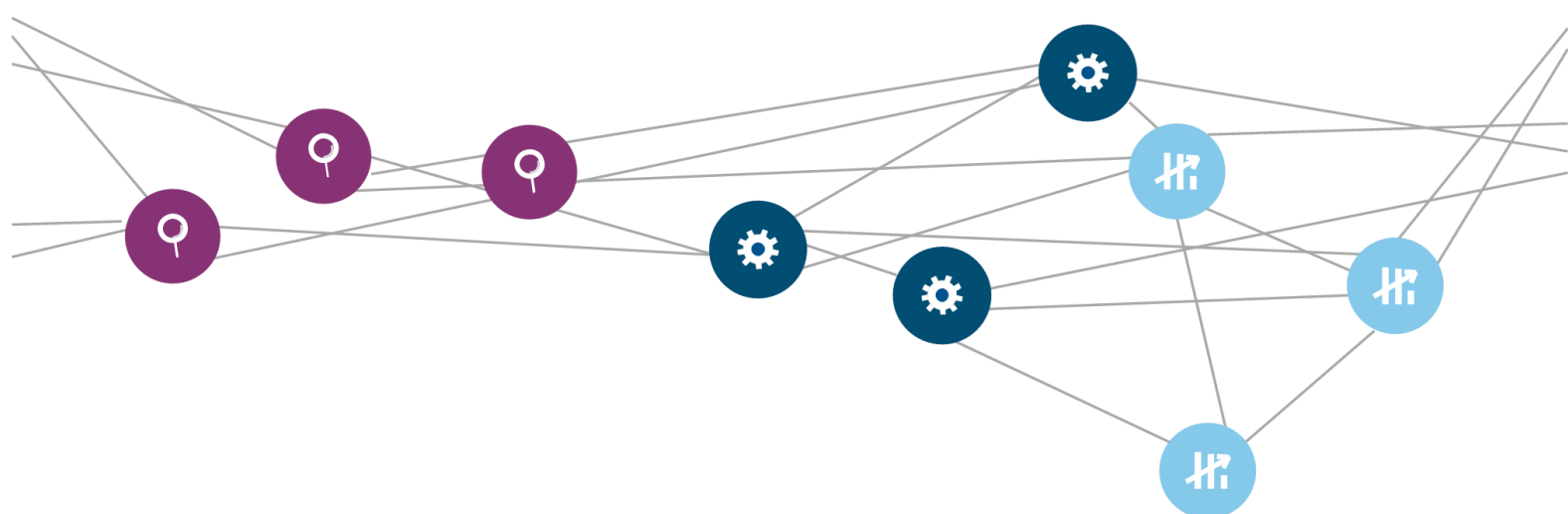
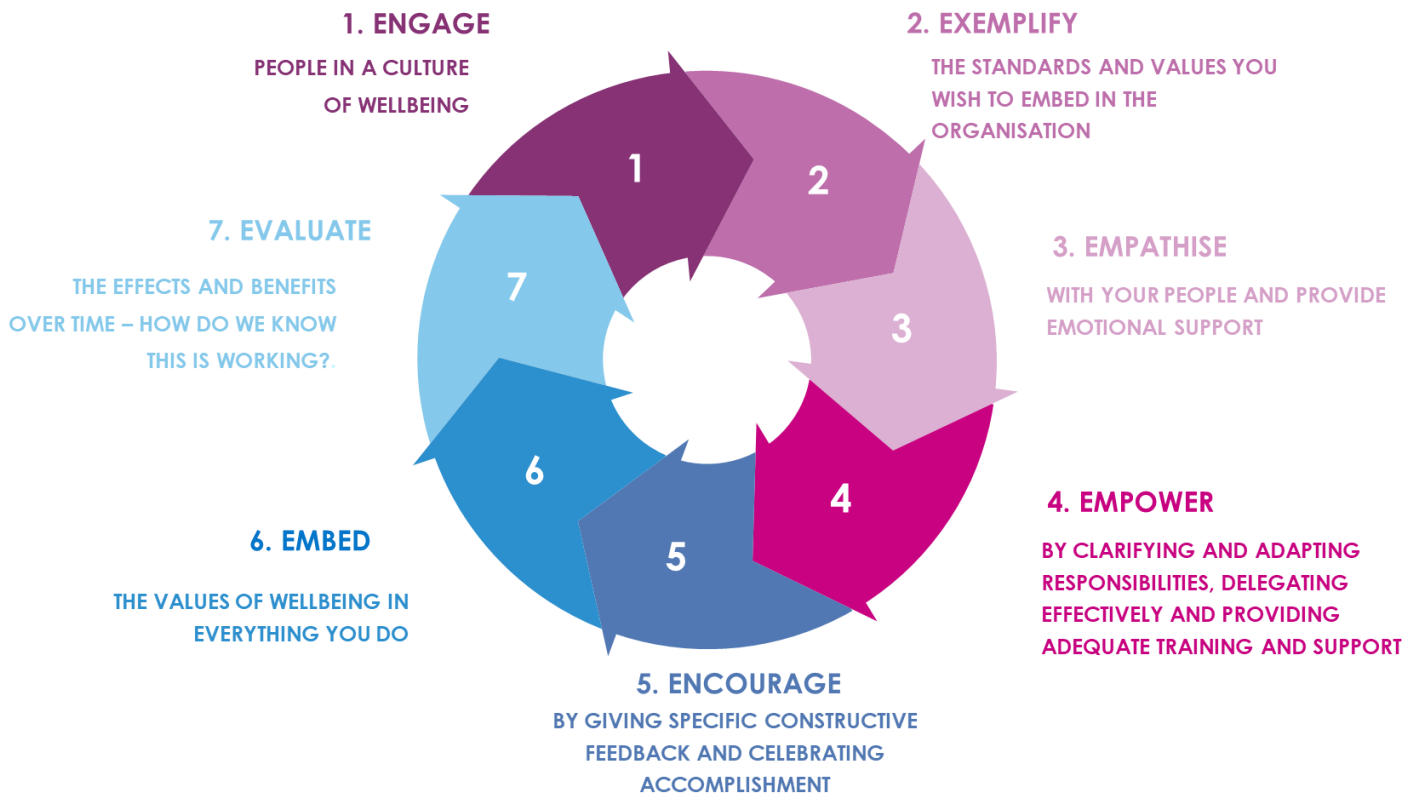


1. **WE DON'T HAVE A WORK BRIDGE AND PERSONAL BRIDGE, IT ALL GOES TO THE SAME PLACE AND WE TEND TO CARRY IT AROUND WITH US. TAKE A MOMENT TO THINK ABOUT WHAT IS ON YOUR TEAM'S BRIDGE.**

- 
2. **WHAT ARE THE SIGNS AND SYMPTOMS THAT YOU DISPLAY WHEN YOUR TEAM'S BRIDGE IS BOWING AND BUCKLING.**
-

# THE 7 Es FRAMEWORK:

## PROACTIVE MEASURES TO MINIMISE RISK AND CREATE A CULTURE OF WELLBEING



# THE 7 Es FRAMEWORK TO CREATE A CULTURE OF WELLBEING

## ENGAGE

Engaging staff means interacting with them so they have the opportunity to raise any challenges and concerns. It also means reaching out to encourage positive or constructive feedback and positive communication.

A study by researchers at Kingston University found evidence that engaged employees perform better than non-engaged staff, that they take less sick days and are less likely to leave their employer. The author of said study also distinguishes between three types of staff engagement:

### INTELLECTUAL ENGAGEMENT (IQ: *INTELLECTUAL INTELLIGENCE*)

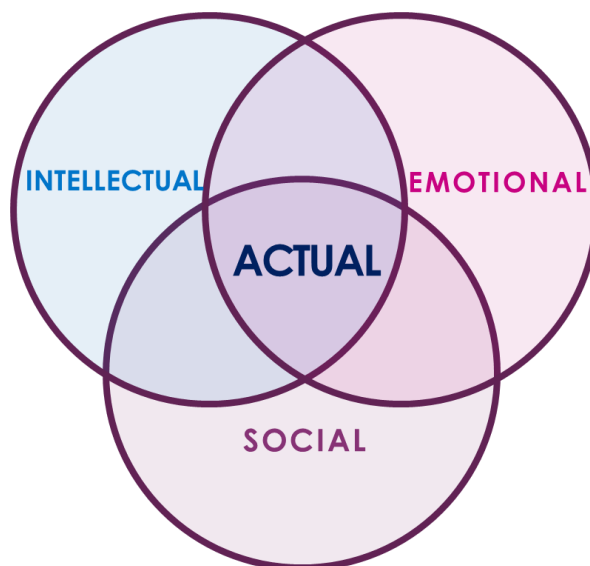
The extent to which individuals are absorbed in their work and think about ways performance can be improved.

### EMOTIONAL ENGAGEMENT (EQ: *EMOTIONAL INTELLIGENCE*)

The extent to which people feel positive, emotional connections to their work experience and therefore with the company.

### SOCIAL ENGAGEMENT (SQ: *SOCIAL INTELLIGENCE*)

The extent to which employees talk to colleagues about work-related improvements and change, but also nonwork-related topics to connect and create a sense of community.



### Examples:

- Keep staff informed regarding large company decisions and changes
- Let yourself be seen, take time out whenever possible to walk around the office to catch up with individuals.
- Annual appraisals: where are their strengths working? When are they overplayed?
- Regular non-work based activities to give staff the opportunity to interact with yourself and each other in an informal environment
- Short team huddle (informal meeting) where each team member can discuss their weekends and what they need to do that week
- Regular team meetings (monthly catch-up if possible). Giving staff the opportunity to have their say
- BEWARE OVER-ENGAGEMENT: do not take over your staffs calendars with constant meetings. A 'meetings culture' will take staff away from the main objectives of their role.

# THE 7 Es FRAMEWORK TO CREATE A CULTURE OF WELLBEING

## WHAT CAN YOU DO TO MORE EFFECTIVELY AND MORE REGULARLY ENGAGE YOUR TEAM?

### INTELLECTUALLY

How to engage individuals so they become excited by their work and think about ways experience and performance can be improved

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### EMOTIONALLY

How to engage individuals so they feel positive emotional connections to their work experience and therefore with the company

---

### SOCIALLY

How to engage individuals in both work AND non-work related topics to create connections., a sense of team spirit and group accomplishment

## INTELLECTUAL ENGAGEMENT

The extent that individuals are absorbed in their work and think about ways performance

- Giving team new tasks to learn or exchange task between them in order to keep them always learning and in the loop.
- I will try to set aside a set amount of time each month to focus on procedure updates and Document Control Surveillance
- Provide the team with access to task specific/ technical information to improve their ability to manage their works and resolve difficult issues (which they often encounter)
- I will create an open forum, with accounts team to find ways to improve payment process.
- Assign tasks and problems to resolve
- Help Understanding the project giving regular updates
- More communication and leadership from myself. Without trying to micromanage. And get them to work on personal development items.
- Give site Engineers more exposure to design, one of the more difficult attributes to gain for chartership as a site engineer and they are always grateful.
- For Section and Sub-agents giving them sub-packages to complete, increasing exposure
- Ensuring CPD training is followed through from requested in annual reviews
- Ensure conversations with the team are not all work related.
- Spend time with other Teams to gain knowledge of the wider business and its functions (also helps Social / Emotional)
- Training is the biggest improvement area
- Opportunity to better themselves
- Mentoring. Match work to aspirations
- Training - PDR Process
- Knowledge share. Learning from others. Time to learn
- Promotion
- Realistic and clear set of achievable objectives that everyone understands
- Reference materials - learning hub
- Attend design review - a holistic view of the project
- Praise. Support from the team. Keeping team informed
- Adequate training. Actively enable CPD in line with role / work
- Visibility / communication of work across the group, sharing what each other are doing and sharing ideas and listening to each other
- Giving Ownership / responsibility, clear division of responsibility - task
- Identifying strengths / weaknesses - creating an environment where its okay to own up to mistakes and seeing 'opportunity' for improvement

# REAL EXAMPLES OF ENGAGEMENT ACTIONS

## EMOTIONAL ENGAGEMENT

The extent to which people feel positive emotional connections to their work experience and therefore with the company

- Highlight the good work done by the team and the efforts done WFH
- I will try my best to make sure my team feel like an important part of the project, and that I take the time to enquire about their personal experience on a regular basis
- Remembering birthdays and sending surprise gifts to team members
- Encourage informal banter on topics outside work
- More recognition for the good effort/ valuable input
- I will celebrate bi-monthly a breakfast meeting with each team of commercial dept to share latest good experiences in the project
- Get more understanding of personal problems related to work and how they are dealing with the workload. Interests and challenges
- Having more informal conversations
- Remembering birthdays (life items), recognising mood, motivations
- Take time to understand their problems and see what can be accommodated.
- Plan work events not around the pub, engaging the whole team.
- Ensure conversations with the team are not all work related.
- Awareness of personal landmarks
- Maintain contact. Another communication method than email
- ACTUALLY seeing the project delivered
- Shared working space
- ASK what your team ACTUALLY need!
- Family engagement and activities; work incentive/perks ie shares and milestone; product promotion ie celebrate and advertise the work we do.
- Understand what the emotional needs of the team are, by discussing with them, brainstorm, engagement session. When someone gives good input, celebrate that publicly
- Make a personal connection with them, understand how they think and feel
- One-to-one discussions, e.g. discuss work, follow by non-work / personal discussion
- Engage with new team members from the outset, welcoming
- Personalising, humility and sharing a bit of yourself – open up. Help them know what you are like as a person (leading to trust and mutual understanding?)
- Understand in a team member what they see as ‘weaknesses’(?), areas for development
- People see the (positive) outcomes of the work that they do, how they contributed to a successful outcome
- Acknowledgement of the positive things, what we are grateful for in the workplace, and personally?
- Team can trust you to do what you commit to, don't let people down. Say what you are going to do, commit to achievable actions, then do it.
- Know about personal events, birthdays, anniversaries etc.

## SOCIAL ENGAGEMENT

The extent to which employees talk to colleagues about non-work related topics to create connections, but also work related improvements and change

- **One to one meetings and group meetings and try to build a "family" whether we're in the office or not**
- **Daily catchups (non work related) - WhatsApp. Social events (drinks/ lunch etc) when we return to office, online if we don't**
- **Encourage planning of social events and sharing discussions on the social activities carried out within our respective bubbles**
- **I will join the out of office social evenings**
- **Go out for social events (after-work)**
- **Eventually this will be Project socials – Darts/Ping-Pong/Bowling. With my team and offer of a drink after work.**
- **For now this will be a 2 weekly game session where we have a short game where we can all get involved to.**
- **Plan more events, at weekends with the whole team and maybe an event.**
- **What did we used to and what could we do instead?**
- **WhatsApp**
- **Coffee breaks**
- **Social element into meetings**
- **Common days in the office**
- **Random calls to other teams**
- **Out of work events**
- **New starters involved on the site, with parts of projects**
- **Photos of the system: who is my manager? What do they look like?**
- **Break the silo mentality - inter-disciplinary meetings**
- **Creation of an overview of each team member (in and out of work interests / hobbies) to give to new starters**
- **More common days in office**
- **Break out areas in all office spaces, and encourage their use**
- **Subsidise office social events**
- **Engage with team to understand what they want**
- **Social groups in WhatsApp**
- **Common training courses to facilitate social engagement**
- **Cameras on and pictures in profiles**
- **Reward and recognition**
- **Team challenges; steps, weight loss, fitness, book reading**

# THE 7 Es FRAMEWORK TO CREATE A CULTURE OF WELLBEING

## EXEMPLIFY

Setting the standard among staff to prevent a “do as I say, not as I do” culture. This idea can take staff back to their childhoods of having double standards among them and their parents; running the risk of creating a Parent/Child dynamic.

## BE THE CHANGE

## BE THE FIRST

## VALUES & STANDARDS

### Examples

- Taking at least 20minutes away from your desk for lunch, and not eating lunch at your desk
- Don't contact team members after office hours, or set a time limit e.g. no emails after 8.00pm if your office hours finish at 6.00pm
- Be the one to initiate a small social event such as drinks on a Friday after your team finishes work
- Don't contact team members when you're on annual leave, and don't try and contact other staff members when they are on annual leave too
- Speaking to staff with the respect and tone that you would expect others to speak to you in

WHAT ARE THE VALUES AND STANDARDS THAT WE WANT TO SEE IN OUR TEAMS AND THE ORGANISATION AS A WHOLE?

HOW CAN YOU EXEMPLIFY THE STANDARDS THAT YOU WISH TO SET: IN WORK/LIFE BALANCE AND WELLBEING IN GENERAL?

# IMPROVING COMMUNICATION

The **Transactional Analysis (TA)** is a theory of popular psychology based on the idea that one's behaviour and social relationships reflect an interchange between parental (critical and nurturing), adult (rational), and childlike (intuitive

and dependent) aspects of personality established early in life.

Transactional Analysis allows us to better understand how we communicate with others and how other people respond to us.

## PARENT

### ("exteropsyché")

A state of the ego, in which people behave, feel and think in response to an unconscious mimicking of how their parents (or other parental figures) acted, or how they interpreted their parents' actions. For example, a person may shout at someone out of frustration because they learned from an influential figure in their childhood that this was an effective way of relating with others.

## ADULT

### ("neopsyché")

A state of the ego, which is like a computer processing information and making predictions absent of major emotions that could affect its operation. Learning to strengthen the Adult is a goal of TA. While a person is in the Adult ego state, he/she is directed towards an objective appraisal of reality.

## CHILD

### ("archaeopsyché")

A state of the ego, in which people behave, feel and think similarly to how they did in childhood. For example, a person who receives a poor evaluation at work may respond by looking at the floor and pout as they used to when scolded as a child. Conversely, a person who receives a good evaluation may respond with overexcitement. The Child is a source of emotions, creation, recreation, spontaneity and intimacy.

# TRANSACTIONAL ANALYSIS EXERCISE

**IT'S FRIDAY, YOU'RE DUE TO BE OFF ON ANNUAL LEAVE - THIS HAS BEEN BOOKED FOR MONTHS.**

**THERE IS A REALLY IMPORTANT, TIME SENSITIVE, CLIENT DEADLINE AND ALL HANDS ARE NEEDED ON DECK. SUDDENLY, YOUR MANAGER SAYS THAT YOU CAN NO LONGER HAVE THE TIME OFF.**

**HOW WOULD A 'PARENT' EGO TYPE RESPOND TO THIS SITUATION?**

**WHAT WOULD A LIKELY OUTCOME BE?**

---

**HOW WOULD A 'CHILD' EGO TYPE RESPOND TO THIS SITUATION?**

**WHAT WOULD A LIKELY OUTCOME BE?**

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**HOW WOULD AN 'ADULT' EGO TYPE RESPOND TO THIS SITUATION?**

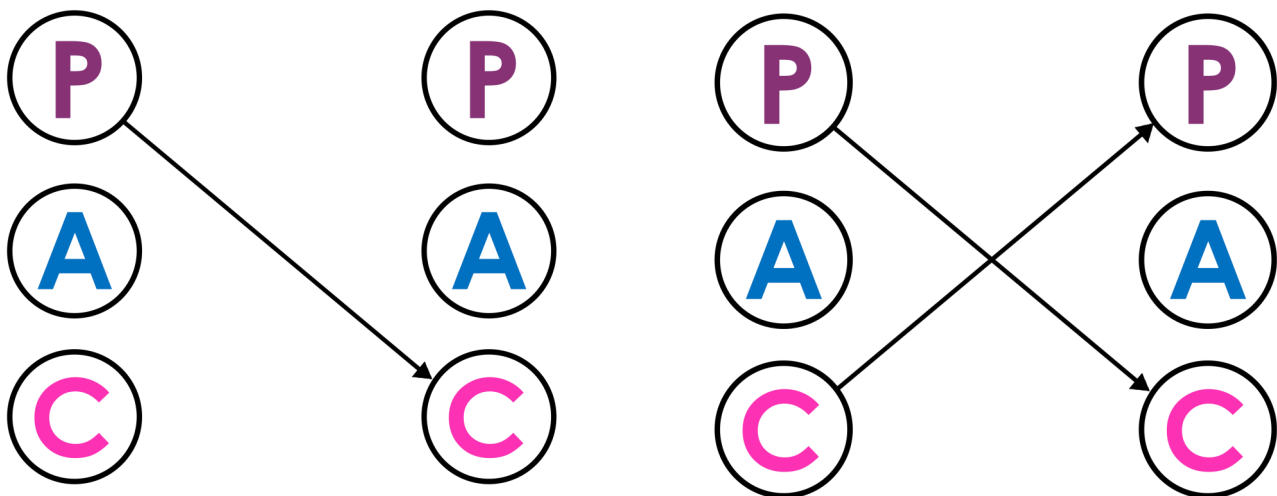
**WHAT WOULD A LIKELY OUTCOME BE?**

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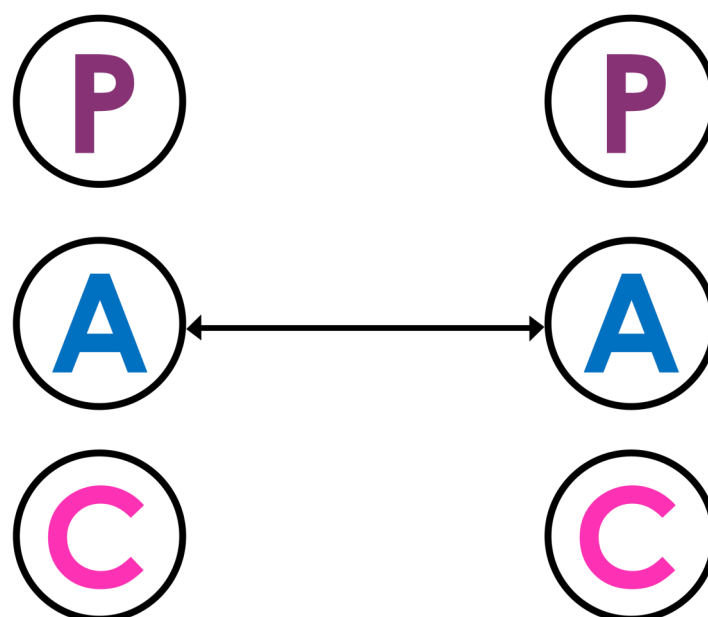
# TRANSACTIONAL ANALYSIS

## IMPROVING COMMUNICATION

WE CAN APPLY TRANSACTIONAL ANALYSIS TO THE WORK ENVIRONMENT BY OBSERVING HOW TEAM MEMBERS RESPOND TO EACH OTHER. A PERSON WITH 'PARENT EGO-TYPE' BEHAVIOUR OFTEN PROMPTS OTHERS TO REACT FROM A 'CHILD EGO' STATE AND VICE-VERSA.



COMMUNICATION CAN BECOME MORE EFFECTIVE, ESPECIALLY WHEN UNDER PRESSURE OR AT TIMES OF HIGH STRESS, WHEN YOU MAINTAIN AN ADULT EGO STATE, NO MATTER WHICH EGO STATE YOUR COUNTERPART FALLS INTO.



# TRANSACTIONAL ANALYSIS EXERCISE



**YOU WALK IN TO THE KITCHEN AND TWO PEOPLE ARE FIGHTING OVER THE LAST ORANGE IN THE FRUIT BOWL. THIS IS IMPORTANT TO THEM; THEY BOTH REALLY, REALLY WANT IT!**

**HOW DO YOU RESPOND TO THIS SITUATION?**

**WHAT WOULD A LIKELY OUTCOME BE?**

# WIN/WIN PROCESS

## FOUR STEP PROCESS:

### 1. SEE THE PROBLEM FROM ANOTHER POINT OF VIEW

Empathise with the parties involved

### 2. IDENTIFY THE KEY ISSUES AND CONCERNS

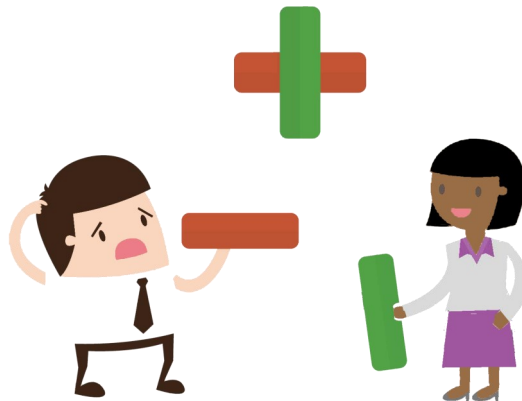
What does everyone actually want?

### 3. WHAT WOULD MAKE A FULLY ACCEPTABLE SOLUTION?

What does success look like?

### 4. IDENTIFY NEW OPTIONS TO ACHIEVE THOSE RESULTS

How can we get there?



## SAME SCENARIO:

**YOU WALK IN TO THE KITCHEN AND TWO PEOPLE ARE FIGHTING OVER THE LAST ORANGE IN THE FRUIT BOWL. THIS IS VERY IMPORTANT TO THEM; THEY BOTH REALLY, REALLY WANT IT!**

**HOW WOULD YOU DEAL WITH THE SCENARIO NOW?**

# ASSERTIVE COMMUNICATION

ASSERTIVE COMMUNICATION CAN BE H.A.R.D.

**H**ONEST  
**A**PPROPRIATE  
**R**ESPECTFUL  
**D**IRECT

PASSIVE		PASSIVE/AGGRESSIVE		AGGRESSIVE	
N	HONEST	N	HONEST	Y	HONEST
Y	APPROPRIATE	N	APPROPRIATE	N	APPROPRIATE
Y	RESPECTFUL	N	RESPECTFUL	N	RESPECTFUL
N	DIRECT	N	DIRECT	Y	DIRECT

PASSIVE (NON-ASSERTIVE)	PASSIVE AGGRESSIVE (INDIRECT RUDENESS)	AGGRESSIVE (RUDE)
<ul style="list-style-type: none"> <li>• Avoid expressing their ideas or feelings</li> <li>• Over-asking for permission or clearance</li> <li>• More listening than talking</li> <li>• Deflated tone and body language</li> <li>• Apologetic, over self-deprecating, could even start a sentence with "Sorry...", "I'm probably wrong..."</li> <li>• Fail to express their feelings, needs, or opinions</li> <li>• Tend to speak softly or apologetically</li> <li>• Exhibit poor eye contact and slumped body posture</li> </ul>	<ul style="list-style-type: none"> <li>• Indirectly express their ideas or feelings</li> <li>• Resents or outright opposes the instructions of others, though they may still do what they're told</li> <li>• Delays finishing a task that someone else requested or makes intentional mistakes</li> <li>• Has a sarcastic or argumentative attitude</li> <li>• Routinely complains about feeling underappreciated to the wrong people</li> <li>• Withholds information</li> <li>• Criticises/Gossips about others</li> <li>• Can play 'the victim'</li> <li>• Pretending not to know about a work deadline where a co-worker is counting on them and not getting the work done</li> <li>• Backing out commitments last minute</li> <li>• Social or Professional exclusion - intentionally leaving people out events or meetings</li> </ul>	<ul style="list-style-type: none"> <li>• One-upmanship, point scoring and put-downs</li> <li>• Pursue their own wants and needs in a fashion detrimental to others</li> <li>• Verbally (and/or physically) abusive</li> <li>• Try to dominate, can invade personal space or encroach boundaries</li> <li>• Use humiliation to control</li> <li>• Criticise, blame, or attack</li> <li>• Be very impulsive</li> <li>• Have low frustration tolerance</li> <li>• Speak in a loud, demanding, and overbearing voice</li> <li>• Act threateningly and rudely</li> <li>• Do not listen well</li> <li>• Interrupt frequently</li> <li>• Use "you" statements</li> </ul>

# ASSERTIVE COMMUNICATION

ASSERTIVE COMMUNICATION IS H.A.R.D.

**H**ONEST

**A**PPROPRIATE

**R**ESPECTFUL

**D**IRECT

## ASSERTIVE COMMUNICATION STYLE

**Y**

**HONEST**

**Y**

**APPROPRIATE**

**Y**

**RESPECTFUL**

**Y**

**DIRECT**

- **LISTENS WITHOUT INTERRUPTION**
- **STANDS UP FOR THEIR RIGHTS BY CLEARLY STATING NEEDS AND WANTS IN A FACTUAL MANNER**
- **KEEPS A GOOD DEGREE OF EYE CONTACT**
- **USES THE APPROPRIATE SPEAKING VOLUME**
- **USES CONFIDENT BODY LANGUAGE**
- **USES "I..." STATEMENTS**
- **COMMUNICATES RESPECT FOR OTHERS**
- **FEELS IN CONTROL OF SELF**
- **SPEAKS IN A CALM AND CLEAR TONE OF VOICE**
- **HAS A RELAXED BODY POSTURE**
- **FEELS CONNECTED TO OTHERS**
- **IS ACCOUNTABLE FOR THEIR OWN MISTAKES**
- **TAKES RESPONSIBILITY TO MAKE AMENDS**
- **DOES NOT ALLOW OTHERS TO ABUSE OR MANIPULATE THEM**
- **CAN GIVE AN OPINION OR SAY HOW THEY FEEL**
- **CAN ASK FOR WHAT THEY WANT OR NEED**
- **CAN DISAGREE RESPECTFULLY**
- **CAN OFFER IDEAS AND SUGGESTIONS**
- **CAN SAY NO WITHOUT FEELING GUILTY**
- **CAN SPEAK UP FOR SOMEONE ELSE WHEN APPROPRIATE**

# ABC REQUEST FORMULA

Assertiveness is communicating and expressing your own thoughts, feelings, and opinions in a way that makes your views and needs clearly understood by others, whilst remaining in the 'Adult' and not dismissing the other person's thoughts, feelings, or opinions.

A	B	C	REQUEST
'I...' STATEMENT	NAME THEIR BEHAVIOUR	SPECIFIC EXAMPLE	PROPOSE AN OUTCOME
I felt supported and acknowledged	when you recognised my effort whilst giving me feedback	yesterday morning	and I would like you to use that approach with me again in the future
I felt angry and humiliated	when you criticised me	in front of the children on Monday	and I would like you to discuss things with me in private in a respectful manner in the future
I feel worried	if you don't call me	when you work away	and I would like you to call or text to let me know you arrived safely
I was late and felt disappointed	because you used all of the petrol	after you used my car on Wednesday	and I would like you to leave enough for me from now on
I feel unappreciated and demotivated	if you don't say thank you	when I help you	I would like you to do this because it is important to me and I want to keep helping you
I feel loved	when you hug me	when you come home	Let's do more of that!

Think of your own tricky scenario; how could you use the formula to communicate your needs in an Honest, Appropriate, Respectful and Direct way?

A	B	C	REQUEST
I...STATEMENT	NAME THEIR BEHAVIOUR	SPECIFIC EXAMPLE	PROPOSE AN OUTCOME

# LEARNING TO SAY 'NO'

## IT IS O.K. TO SAY NO IF YOU HAVE TO

### KEEP IT SIMPLE

IF YOU WANT TO SAY NO, YOU CAN BE FIRM AND DIRECT. USE PHRASES SUCH AS "THANKS FOR COMING TO ME BUT I'M AFRAID IT'S NOT CONVENIENT RIGHT NOW" OR "I'M SORRY BUT I CAN'T HELP THIS EVENING."

TRY TO BE STRONG IN YOUR BODY LANGUAGE AND DON'T OVER-APOLOGISE. REMEMBER, YOU DON'T HAVE TO ASK FOR PERMISSION TO SAY 'NO'

### BUY YOURSELF SOME TIME

INTERRUPT THE 'YES' CYCLE, USING PHRASES LIKE "I WILL CHECK MY AVAILABILITY", 'IF YOU NEED AN ANSWER NOW, THE ANSWER IS NO' THEN CONSIDER YOUR OPTIONS. HAVING THOUGHT IT THROUGH AT YOUR LEISURE, YOU'LL BE ABLE TO SAY NO WITH GREATER CONFIDENCE.

### A 'NO' IS A REFUSAL NOT A REJECTION

REMEMBER YOU'RE TURNING DOWN A REQUEST, NOT A PERSON. PEOPLE USUALLY WILL UNDERSTAND THAT IT IS YOUR RIGHT TO SAY NO, JUST AS IT IS THEIR RIGHT TO ASK THE FAVOUR.

### DON'T FEEL GUILTY FOR SAYING NO

IT IS IMPORTANT FOR THEM TO HEAR NO FROM TIME TO TIME SO THAT THEY DEVELOP A SENSE OF SELF-CONTROL. IT IS HARD TO NEGOTIATE ADULT LIFE WITHOUT THIS IMPORTANT SKILL. RATHER THAN CAVE IN TO THEIR PROTESTS, LET THEM KNOW WHO IS IN CHARGE BY SETTING BOUNDARIES.

### BE TRUE TO YOUR OWN VALUES

BE CLEAR AND HONEST WITH YOURSELF ABOUT WHAT YOU TRULY WANT. GET TO KNOW YOURSELF BETTER AND EXAMINE WHAT YOU REALLY WANT FROM LIFE.

## N.O. SPELLS 'NO'...OR DOES IT?

### CONSIDER A COMPROMISE

ONLY DO SO IF YOU WANT TO AGREE WITH THE REQUEST BUT HAVE LIMITED TIME OR ABILITY TO DO SO. SUGGEST WAYS FORWARD TO SUIT BOTH OF YOU.

# N.O. NEGOTIATION OPPORTUNITY

AVOID COMPROMISING IF YOU REALLY WANT OR NEED TO SAY NO.

**AN IRRESPONSIBLE 'YES' IS WORSE THAN A RESPONSIBLE NO!**

# THE 7 Es FRAMEWORK TO CREATE A CULTURE OF WELLBEING

## EMPATHISE

### SYMPATHY:

FEELINGS OF PITY AND SORROW FOR SOMEONE ELSE'S MISFORTUNE

### EMPATHY:

THE ABILITY TO UNDERSTAND AND SHARE THE FEELINGS OF ANOTHER

AS A MANAGER IT IS IMPORTANT TO PROVIDE EMOTIONAL SUPPORT. IT ALLOWS STAFF TO FEEL SAFE WITH THEIR FAILURES AND NOT FEEL THEY ARE BLAMED FOR THEM AND ENCOURAGES MANAGEMENT TO UNDERSTAND THE CAUSE OF POOR PERFORMANCE

## RECOGNISE

BE AWARE OF DIFFERENCES BETWEEN THE INDIVIDUALS IN YOUR TEAM AND APPRECIATE THEM. EMBRACE THE TRAITS THAT THE INDIVIDUALS HAVE E.G. APPROACH AN INTROVERT DIFFERENTLY TO AN EXTROVERT TO GAIN THE BEST RESPONSE FROM THEM.

## ASK BETTER QUESTIONS

BETTER UNDERSTAND THE INDIVIDUALS IN YOUR TEAM E.G. "DO YOU PREFER STRUCTURE OR FLEXIBILITY"?

## LISTEN FOR LONGER

RESIST THE URGE TO JUMP IN; HEAR THE TEAM. CREATE OPPORTUNITIES FOR STAFF TO TELL YOU THEIR OPINIONS AND FEELINGS WITHOUT JUDGING OR INTERRUPTING THEM

HOW CAN EMPATHISING WITH STAFF HELP US BECOME A BETTER MANAGER?

WHAT ARE WAYS IN WHICH YOU CAN SHOW EMPATHY TOWARDS YOUR PEOPLE?

# THE WELLBEING PASSPORT

<b>NAME</b>		<b>BEST CONTACT NUMBER</b>	
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## EMERGENCY CONTACT DETAILS

## PRE-EXISTING MEDICAL CONDITIONS (OPTIONAL)

Please state any medical details/conditions which you would like us to be aware of (e.g. depression, anxiety). Any information you provide is voluntary, you are not required to disclose anything that you don't want to.

Please keep this section private

<b>1. WHAT PEOPLE LIKE AND ADMIRE ABOUT ME</b>	<b>2. FACTS ABOUT ME</b>
<b>3. WHAT IS IMPORTANT TO ME</b>	<b>4. SIGNS &amp; SYMPTOMS</b>
E.g. Values & Standards	E.g. What to look out for if I need help, the things I won't say

## 5. WHAT I NEED FROM YOU: HOW TO BEST SUPPORT ME AT WORK

E.g. What I need from you to perform at my best. How best to approach me

## SUPPORT RESOURCES

### EMPLOYEE ASSISTANCE PROGRAMME HELPLINE AND COUNSELLING: CARE FIRST

Care First provides free and confidential, support and advice from information specialists regarding any work or personal life stresses. They also provide access to qualified counsellors for short term counselling on your terms. This may be a one off call, regular over the phone chats, or face to face sessions.

- Available 24/7 365 days a year
- Call 0800 174319
- [www.carefirst-lifestyle.co.uk](http://www.carefirst-lifestyle.co.uk)

### HUB OF HOPE

- <https://hubofhope.co.uk/>

### SHOUT

- <https://www.giveusashout.org/>
- Get 24/7 help from their team of Crisis Volunteers
- Text Shout to 85258

### MIND

- Supported online community where you can safely share and be heard, as well as listen to others: <http://www.mind.org.uk/information-support/support-community-elefriends/>
- Mind info-line: 0300 123 3393
- Text: 86463
- [www.mind.org.uk/](http://www.mind.org.uk/)
- [info@mind.org.uk](mailto:info@mind.org.uk)

### SAMARITANS

- 08457 90 90 90\* (UK) \*Calls will cost 2p per minute plus your telephone company's access charge
- 116 123 (free to call) (ROI)
- Text: 07725 909090
- [jo@samaritans.org](mailto:jo@samaritans.org)
- [www.samaritans.org/](http://www.samaritans.org/)

# THE 7 Es FRAMEWORK TO CREATE A CULTURE OF WELLBEING

## EMPOWER

Empower your staff by providing the necessary knowledge and skills to enable staff to solve their problems themselves. Empowering staff can also mean decentralizing management by devolving power to lower management and giving more authority and decision-making power to staff.

OPPORTUNITY

LICENCE TO DO

SKILLING UP

CONFIDENCE

### Examples

- ANNUAL APPRAISAL (ALSO A PART OF ENGAGEMENT)
- RESPONSIBILITY FOR PROBLEM SOLVING
- EXTERNAL STAFF TRAINING GIVES STAFF TIME OUT OF WORK TO ATTEND RELEVANT TRAINING THAT WILL HELP THEM WORK MORE EFFECTIVELY AND EFFICIENTLY
- INTERNAL STAFF TRAINING GIVES STAFF TIME OUT OF WORK TO UNDERSTAND THE ORGANISATION'S PROCESSES AND TO REDUCE A MANAGER'S INVOLVEMENT IN THEIR STAFF'S DUTIES

WHAT TOOLS DO YOU NEED TO GIVE YOUR TEAM MEMBERS TO BE LESS RELIANT ON YOU AS A MANAGER AND EMPOWER THEM INSTEAD?

# THE 7 Es FRAMEWORK TO CREATE A CULTURE OF WELLBEING

## PRACTICAL EXAMPLES

- PROVIDING OPPORTUNITY, LICENCE TO DO, ALLOWING THEM TO MAKE DECISIONS/ DEVELOP
- COMMUNICATE THAT MISTAKES CAN AND DO HAPPEN, WE LEARN AND GROW FROM THEM - BUT SLOPPY WORK IS UNACCEPTABLE
- GIVE THEM MORE RESPONSIBILITY OR SMALL SECTIONS TO MANAGE THEN WORK UP TO LARGER SECTIONS
- ONCE YOU HAVE CONFIDENCE ALLOW THEM TO MAKE DECISIONS ON YOUR BEHALF, REVIEW WITH THEM AND GO THROUGH THE DECISION MAKING PROCESS.
- COMMUNICATE WITH THE TEAM THE WIDER PICTURE SO THEY KNOW WHEN WORKING ON A SPECIFIC TASK WHAT IT RELATES TO SO IT FEELS LESS ISOLATED
- NOT TO ENFORCE ON PEOPLE YOUR OPINION OR WORK STYLE AND ALLOW THEM TO WORK THINGS OUT THEMSELVES THE WAY THEY WANT
- ALLOW THEM TO TAKE THE LEAD. ON MEETINGS, TRAINING, MANAGEMENT OF TASKS. ENSURE THEY ARE SUFFICIENTLY TRAINED ETC.
- MONITOR HOW MANY LARGE CHUNKS OF WORK THEY ARE ASKING ME FOR ASSISTANCE ON.
- GIVING MORE RESPONSIBILITIES - INCREASE TOLERANCES
- DON'T SOLVE ALL PROBLEMS FOR THE TEAM - TELL THEM OUTRIGHT!
- I WILL NOT INTERFERE IN THE DECISION MAKING PROCESS. EACH LEVEL TO MAKE ITS OWN DECISIONS, WE WILL REVIEW AT THE APPROPRIATE TIME.
- THE TIME RELATED TO SOLVE OTHER MEMBER OF THE TEAMS PROBLEMS ALLOWS EACH LEVEL TO BE MORE EFFICIENT IN THEIR OWN RESPONSIBILITIES. TIME SAVING FOR THE NEXT LEVEL.
- ATTEND HIGH LEVEL MEETINGS ETC
- I WILL AIM TO INCREASE THE AMOUNT OF INTERNAL TRAINING AND KNOWLEDGE TRANSFER FROM MYSELF TO MY TEAM
- SET UP A REGULAR GROUP MEETING FOR TEAM – EACH SESSION FOCUSING ON A DIFFERENT ASPECT OF THE JOB...PRESENTED BY THEM BASED ON THEIR UNDERSTANDING
- TALKING WITH THEM HIGHLIGHTING THEIR BEST SKILLS AND WORK DONE— WHERE THERE STRENGTHS ARE, WHERE THEY ARE 'OVERPLAYED'

# MONKEY MANAGEMENT

In 1974, William Oncken, Jr. and Donald L. Wass published an article in Harvard Business Review that referred to unsolved problems as ‘monkeys’ and the problem of managers unwittingly reducing their effectiveness by taking ownership of monkeys that rightfully need to stay with the employee.

**Monkey management has 5 stages:**

## 1 DON'T BREED MONKEYS

When an employee presents you with a problem, clarify what your employee expects. In a highly functional manager/employee relationship, the employee may just want to be heard and feel understood. After some empathetic listening, simply asking the employee “What do you need from me?” can often result in “Nothing, I just needed someone to talk to. Thanks for listening.”

## 2 IDENTIFY THE MONKEY

If someone comes to you with a solution, make sure you know what the problem is. If the discussion begins with a solution, ask “What problem are we trying to solve?”

## 3 FEED OR SHOOT THE MONKEY

Decide if the problem should be solved or dismissed. Together the manager and the employee decide to work on a solution or decide not address it at all. Clearly stating “I agree that is an issue, but because of (.....), it is not a priority at this time,” is better than an ambiguous acknowledgement.

## 4 DON'T TAKE THE MONKEY

Clearly communicate that the problem and its solution belong with the employee. A good starting position is “I could take this problem, but it would be better for you to handle this. Let's look at how.”

## 5 SCHEDULE THE NEXT MONKEY FEEDING TIME

Schedule the management of the problem. Set aside a specific time to address the problem, its solution, and progress until completion – “Tuesday at 2:00pm” is a good approach. “Let's talk later,” is not good. As long as the problem remains unsolved, end each scheduled discussion with a clear and scheduled next step.

*(Source: Life Cycle Institute)*

# MONKEY MANAGEMENT

## What factors are critical for its success?

- Recognition that a problem is being delegated upward
- An understanding by the manager that his or her job is to get problems solved, not solve problems
- Employees who are both willing and able to solve problems

## Benefits of proper monkey management include:

- Effective use of a manager's time
- Increased employee problem-solving skills
- Increased organisational problem-solving capacity
- Greater employee job satisfaction

(Source: Life Cycle Institute)

## Openable door policy

Open door and closed door policies both have their benefits, however, making yourself available 24/7 can be detrimental to completing your own duties, and completely removing staff's ability to approach you can lead to errors and a breakdown of interpersonal relationships. An openable door means being approachable on your own terms, such as setting specific times in the week that staff can book time in with you to discuss any challenges they are having.



## HOW CAN YOU USE MONKEY MANAGEMENT TO MINIMISE MICRO-MANAGEMENT AND EMPOWER YOUR PEOPLE?

# THE 7 Es FRAMEWORK TO CREATE A CULTURE OF WELLBEING

## ENCOURAGE

ENCOURAGING INDIVIDUALS MEANS MORE THAN JUST PRAISING THEM WHEN THEY DO WELL. IT'S ABOUT KNOWING HOW TO INTERACT WITH STAFF ON BOTH AN INDIVIDUAL AND A TEAM LEVEL TO HELP THEM CREATE A HAPPY AND EFFICIENT ENVIRONMENT FOR THEMSELVES.

### APPROPRIATE & SPECIFIC PRAISE RECOGNITION GRATITUDE MOTIVATION & INCENTIVE

#### EXAMPLES

- A SIMPLE “WELL DONE” WHEN A STAFF MEMBER HAS DONE SOMETHING WELL (QUITE OFTEN FORGOTTEN DURING TIMES OF PRESSURE)
- ASK STAFF TO INDIVIDUALLY RANK A LIST OF THINGS THAT MOTIVATE THEM FROM MOST TO LEAST IMPORTANT  
E.G. CHALLENGING WORK, MONEY, OPPORTUNITY FOR ADVANCEMENT ETC. UNDERSTANDING WHAT MOTIVATES INDIVIDUALS GIVES YOU THE ABILITY TO ENCOURAGE THEM IN A WAY THAT SUITS THEM BEST.
- REWARD BOTH EFFORT AND SUCCESS. SOME EMPLOYEES WILL COME UP WITH GREAT IDEAS THAT MAY NOT HAVE WORKED OUT. LACK OF SUCCESS DOESN'T MEAN ANY LESS EFFORT WAS PUT INTO THE IDEA.
- ALWAYS DO YOUR BEST TO KEEP THE TEAM EQUAL IN THEIR VOICES E.G. ACTIVELY INVOLVING QUIETER STAFF MEMBERS IN MEETINGS AND CONVERSATIONS, ALLOWING THEM TO SEE THAT THEIR VIEW COUNTS.
- POINTING OUT THE POSITIVES TO STAFF IF THEY DON'T DO AS WELL AS EXPECTED. DON'T DWELL ON WHAT WENT WRONG, SPEAK TO THEM ABOUT WHAT THEY CAN LEARN FROM THE SITUATION SO PREVENT IT FROM HAPPENING AGAIN
- TEAM INCENTIVES IF THEY HIT/EXCEED TARGETS SUCH AS AN EXPENSES PAID MEAL OR TRIP.
- EMPLOYEE OF THE MONTH/QUARTER AWARDS: AN ANONYMOUS TEAM VOTE AVOIDS ANY ACCUSATIONS OF FAVOURITISM
- FINANCIAL REWARDS (DIRECTLY INVOLVING MONETARY REWARDS) OR NON-FINANCIAL REWARDS (STILL MAY COST THE COMPANY MONEY, BUT ARE TARGETED AT PROVIDING PSYCHOLOGICAL BENEFITS).

#### WILMOTT DIXON

LOYALTY IS REWARDED WITH A LEARNING FUND OF £750 PER HEAD SO WORKERS CAN TRY SOMETHING NEW, SUCH AS LEARNING A LANGUAGE OR TAKING SINGING LESSONS. THESE INITIATIVES CONTRIBUTE TO THE FIRM WINNING THE SUNDAY TIMES SPECIAL AWARD FOR DISCOVERING POTENTIAL 75% OF THEIR PEOPLE VALUE THE OPPORTUNITIES TO LEARN AND GROW

# THE 7 Es FRAMEWORK TO CREATE A CULTURE OF WELLBEING

## PRACTICAL EXAMPLES

- HAMPERS
- ACKNOWLEDGMENT FROM MANAGER, DIRECTOR, PARTNER
- TROPHY
- NEWSLETTER
- GET OUT OF JAIL FREE CARD FROM SOME OBLIGATION.
- TOURNAMENT OF EMPLOYEES FROM EACH TEAM FOR EMPLOYEE OF THE MONTH/QUARTER, NOMINATIONS FROM WITHIN TEAM
- ENCOURAGE TEAM TO PERFORM WELL NOT JUST NOW BUT TO SECURE FUTURE PROJECTS AND PROMOTIONS
- ONGOING MONITORING AND COMMUNICATIONS WITH TEAM TO ENSURE THEY KNOW WHEN THEY ARE DOING WELL. AND PROMOTE THEM LOOKING INTO THE FUTURE.
- PERSONAL RECOGNITION FOR ACHIEVEMENTS WITHIN THE TEAM
- RECOGNISE GOOD WORK AND EFFORTS
- I WILL LEAD BY EXAMPLE. EMBEDDING MYSELF ALL IDEAS I AM SHARING ABOVE WITH THEM AND KEEP FOCUS ON THEM EVERY TIME I AM WITH THE TEAM (REPEATING AND REPEATING) AND GIVING POSITIVE FEEDBACK WHEN THEY EMBED THEM TOO
- AS TIME GOES BY THE TEAM IS TAKING LEADERSHIP AND DEPENDING LESS ON YOU TO ARRANGE MEETINGS, EVENTS, SHARING IDEAS AND ATTENDING MORE WITHOUT ME CHALLENGING THEM
- ENSURE RECOGNITION IS GIVEN FOR EVERY MILESTONE ACHIEVED.
- APPRECIATE THE HARD WORK THAT HAS BEEN PUT INTO MEETING DEADLINES AND PROVIDING ACCURATE OUTPUTS
- AVOID THE "MISSING TILE THEORY" BECAUSE THE WIDER PROJECT OFTEN FOCUS ON WHAT IS MISSING IN THE PROGRAMME AND THE TEAM MEMBERS HARDLY GET CREDIT FOR WHAT THEY DO.
- MY INTENTION IS TO HOST MORE REGULAR MEETINGS AND MORE TARGETED RECOGNITION FOR

HOW CAN YOU MORE REGULARLY REWARD AND RECOGNISE YOUR TEAM?

# THE 7 Es FRAMEWORK TO CREATE A CULTURE OF WELLBEING

## EMBED

INSTILLING WELLBEING VALUES IN EVERYTHING YOU DO. CREATE POLICIES AND INFRASTRUCTURES TO MAKE SUSTAINABLE CHANGE POSSIBLE.

## HAVING A PLAN

## CARRYING IT OUT EVERYDAY

## ENCOURAGING OTHERS

## MAKE IT THE CULTURE

- WHAT ARE YOU GOING TO TAKEAWAY FROM THIS?
- WHAT ARE THE QUICK WINS?
- WHAT ARE THE LONGER TERM GOALS?

### EXAMPLES

- CREATE A WELLBEING POLICY AND MAKE SURE IT IS IMPLEMENTED
- DON'T LET STANDARDS AND POLICIES SLIP OVER TIME AND HAVE A PERIODICAL REVIEW OF THE POLICY TO REMIND YOURSELF AND OTHER STAFF ABOUT WHAT IS EXPECTED OF THEM TO KEEP WELLBEING STANDARDS HIGH.

WHICH SKILLS, ACTIONS & PRACTICES ARE YOU GOING TO USE BOTH FOR YOURSELF AND FOR YOUR TEAMS?

- FROM INTERNATIONAL WELLBEING INSIGHTS?
- FROM ANY OF THE GOOD PRACTICE YOU HAVE WITNESSED?
- FROM ANYTHING THAT YOU USED TO DO (BUT STOPPED DOING) THAT WORKED?

HOW CAN YOU (AND YOUR TEAM) EMBED THESE ACTIONS IN TO PRACTICE?

# THE 7 Es FRAMEWORK TO CREATE A CULTURE OF WELLBEING

## EVALUATE

Assessing the effects and benefits of the framework over time.

### 3 SOURCES OF DATA

#### 1. ANECDOTAL: NEGATIVE CHANGES IN THE INDIVIDUAL

Your perceptions are important. This includes seeing or hearing negative changes and whether those changes persist over time.

- Personal Observation
- Instinct & Intuition
- Thoughts & Feelings
- Memories & Reflection

#### 2. QUANTITATIVE: NUMERICAL INFORMATION RELATED TO THE IMPACT OF STRESS ON THE TEAM/INDIVIDUAL

Looking at whether there are measurable effects such as changes in efficiency or absence

- Facts, Figures & Numbers
- Percentages, Sizes & Dimensions
- Stats, Trends & Benchmarks
- Frequency

#### 3. QUALITATIVE: NON-NUMERICAL INFORMATION

Others' perceptions are also important so make sure to explore how other people describe their experience. Data like this can come from chance remarks, one-to-ones or perhaps most importantly from team meetings.

- Detail, Theories & Reasons
- Characteristics & Context
- Helps Form Hypotheses
- Meetings, Interviews & Focus Groups

HOW CAN WE EVALUATE PROGRESS IN THE AREAS YOU WISH TO IMPROVE?

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HOW DO YOU KNOW YOU HAVE ACHIEVED SUCCESS?

---

# MY ACTION PLAN — 30 DAY CHALLENGE

## S.M.A.R.T.O

- SPECIFIC** WELL-DEFINED AND CLEAR
- MEASURABLE** KNOW IF THE GOAL IS OBTAINABLE AND HOW FAR AWAY COMPLETION IS  
FIND OUT WHEN YOU HAVE ACHIEVED YOUR GOAL
- ACHIEVABLE** AGREEMENT ON WHAT THE GOAL SHOULD BE AND IF IT IS REALISTIC
- REALISTIC** WITHIN THE AVAILABILITY OF RESOURCES, KNOWLEDGE AND TIME
- TIME-BASED** ENOUGH TIME TO ACHIEVE THE GOAL, NOT TOO MUCH TIME WHICH CAN AFFECT PERFORMANCE
- ...AND MUST HAVE
- OWNERSHIP** WHO IS DOING THIS?

THE 30-DAY CHALLENGE WILL MAXIMISE YOUR CHANCES OF TURNING USEFUL KNOWLEDGE AND TECHNIQUES INTO POSITIVE BEHAVIOURAL CHANGE.

IT TAKES 30 DAYS TO TURN ACTIONS INTO HABITS, WHICH IS WHY THIS IS A MONTH-LONG PROGRAMME

**ACTIONS**

**30 DAYS**

**BUDDY SYSTEM**

**FEEDBACK**

THE 30 DAY CHALLENGE IS AN OPPORTUNITY FOR YOU TO HAVE ACCOUNTABILITY AND SUPPORT FROM YOUR BUDDY TO PROGRESS AGAINST YOUR 7 Es ACTION PLAN

# MY ACTION PLAN - 30 DAY CHALLENGE

## Action Point 1: ENGAGE

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## Action Point 2: EXEMPLIFY

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## Action Point 3: EMPATHISE

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## Action Point 4: EMPOWER

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## Action Point 5: ENCOURAGE

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## Action Point 6: EMBED

---

## Action Point 7: EVALUATE

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Who will you make yourself accountable to over the next 30 days?

---

How will you stay in touch? How many times over the next 30 days?

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# ABOUT INTERNATIONAL WELLBEING INSIGHTS

Stress is a much used (and abused) term these days. You frequently hear people say “I’m stressed” or “I’m depressed”, yet there is still much confusion about what these terms actually mean and how best to tackle them. This is where we can help. We are the UK’s leading authority on stress management issues, which is why you will regularly hear us talking about this topic in the media.

The International Wellbeing Insights is a non-profit organisation dedicated to leading effective universal change by maximising your resilience, happiness, productivity and success with our passionate approach to reducing stress and promoting wellbeing. Our extensive knowledge of stress and wellbeing and our cutting edge interventions have made us the primary organisation dealing with work-related stress reduction and wellbeing promotion in the UK since 2003.

For years, we’ve been empowering individuals to take charge of their wellbeing through our workshops, guides and regular updates. We also act as a trusted advisor for many companies such as British Airways, Allianz and Shell, guiding them through the mental wellbeing solution maze.

For more information or to book a workshop or a coaching session see [www.stress.org.uk](http://www.stress.org.uk), call 0203 142 8650 or email [info@stress.org.uk](mailto:info@stress.org.uk)

If you want to promote wellbeing in your company using branded stress management products, go to [www.stress.org.uk](http://www.stress.org.uk).



# NOTES

A large rectangular area defined by a dashed purple border, intended for taking notes.



We provide a range of services across the UK and internationally. We are always happy to discuss how we can support you.

*We look forward to supporting your wellbeing journey.*

**Find Us Here:**

The Lighthouse  
Suite S, Quay West  
Salamander Quay  
Harefield, Middlesex

**Call Us On:**

Switchboard: +44 (0) 203 142 8650

**Email Us On:**

[info@stress.org.uk](mailto:info@stress.org.uk)

**Visit Us On:**

[www.stress.org.uk](http://www.stress.org.uk)  
[www.wellbeing.work](http://www.wellbeing.work)

**We have supported many organisations, including:**

