Stress Management Society
from distress to de-stress

International
Wellbeing Insights
People, Culture & Wellbeing

# Managing Workplace Wellbeing Masterclass


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Education Support

Stress Management Society
from distress to de-stress

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People, Culture & Wellbeing

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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.

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# UNDERSTANDING MENTAL HEALTH

## COST OF POOR MENTAL HEALTH IN EDUCATION

**TEACHING IS ONE OF THE MOST STRESSFUL PROFESSIONS IN THE UK**

- **HIGH LEVELS OF STRESS AND BURNOUT**

**75% OF HAVE EXPERIENCED WORK-RELATED STRESS IN THE PAST TWO YEARS**

**54% CONSIDERED LEAVING THE PROFESSION AS A RESULT OF STRESS**
**(EDUCATION SUPPORT PARTNERSHIP)**

**80% FEEL THEIR JOB HAS HAD A NEGATIVE IMPACT ON THEIR MENTAL HEALTH**

- **60% EXPERIENCING SYMPTOMS OF ANXIETY**
- **41% EXPERIENCING DEPRESSION** (NATIONAL EDUCATION UNION)

**31% HAVE TAKEN STRESS ABSENCE IN THE LAST 12 MONTHS**

**MENTAL ILL-HEALTH: MOST COMMON LONG-TERM SICKNESS ABSENCE**
**(DEPARTMENT FOR EDUCATION)**

Mental health is more important than ever and very much in the zeitgeist. Many of us feel under pressure to meet demands, perform life duties and maintain a certain lifestyle in an ever-changing, fast-paced world.

It is essential at both a personal and organisational level to promote and support wellbeing and mental wellness. Providing the right foundations will help create a more engaged, happy and high performing culture.

There is also a legal duty to perform a risk assessment, and implement actions to remedy and mitigate the workplace risks.

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# WELLBEING GPS

**In order for a GPS to plot the best route to a destination it needs two pieces of information:**

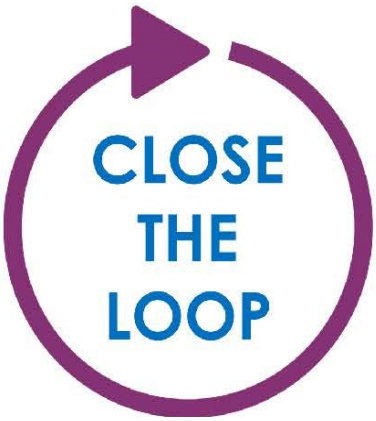
1. **STARTING POINT: WHERE YOU ARE NOW**
2. **DESTINATION: WHERE YOU NEED TO GO**

**A Satnav can only work if it knows exactly where you are and a clear destination has been established in order to plot the optimal route to get there. A decent satnav will alter the route for any unexpected roadblocks, changes or traffic jams.**

**Without both current position and intended destination, the satnav cannot guide you – the same applies to a wellbeing journey.**

**There is also another piece of information that you need to keep you going throughout your journey: why do you want to get there?**

**Finally, the SatNav will check and ask: did you arrive safely? Remember: CLOSE THE LOOP!**



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# IS STRESS GOOD OR BAD? THE PERFORMANCE ZONE

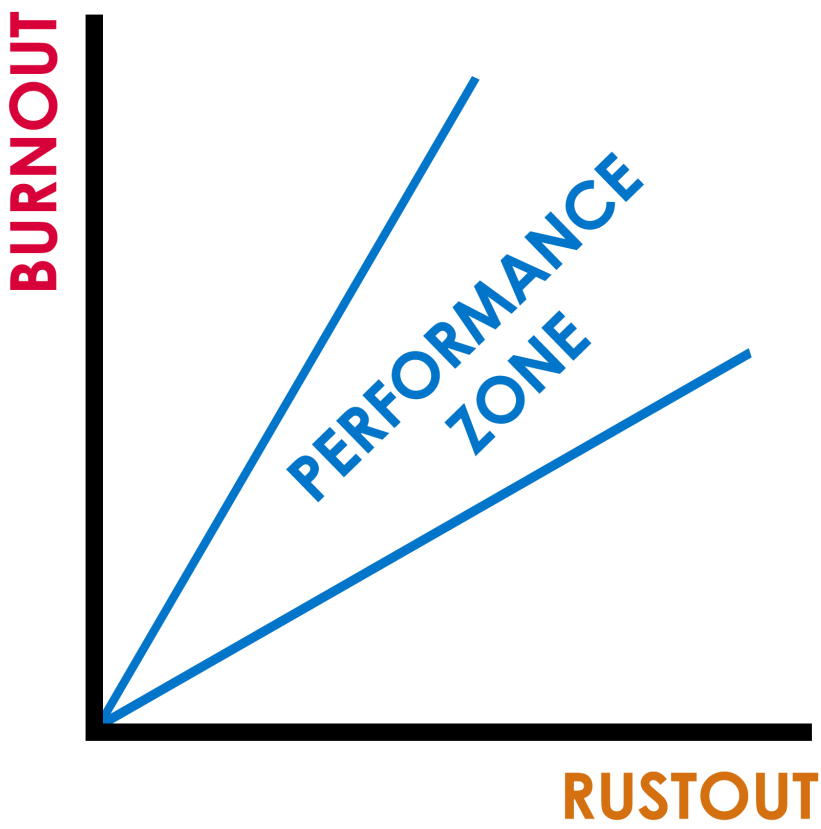
**Manageable levels of stress are not a problem, a stress-free environment is not the ultimate goal - we need pressure in our lives in order to perform. The issue is long stages of inactivity causing distress from stagnation or prolonged exposure to high levels without a rest or reset period.**

**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.**



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# PERFORMANCE ZONE EXERCISE

**We need some kind of pressure in our lives in order to perform. The issue is not stress per se, but long stages of inactivity causing distress from stagnation or prolonged exposure to high levels without a rest or reset period.**

**Prevention is better than cure, so to better recognise it in your team and predict when adjustments need to be made, we would like you consider the aspects of performance: what it looks like in you and how it presents in your Team**

## 1. WHAT DOES BURNOUT LOOK LIKE….?

**For YOU Personally:**

---

**In your Team:**

---

## 2. WHAT DOES RUSTOUT LOOK LIKE….?

**For YOU Personally:**

---

**In your Team:**

---

## 3. WHAT DOES THE PERFORMANCE ZONE LOOK LIKE….?

**For YOU Personally:**

---

**In your Team:**

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# 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:**

**B. Mentally?**

**For YOU Personally:**

**For Your Team:**

**C. Emotionally?**

**For YOU Personally:**

**For Your Team:**

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

**Personally:**

**As a Team:**

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

**Personally:**

**As a Team:**

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

**Personally:**

**As a Team:**



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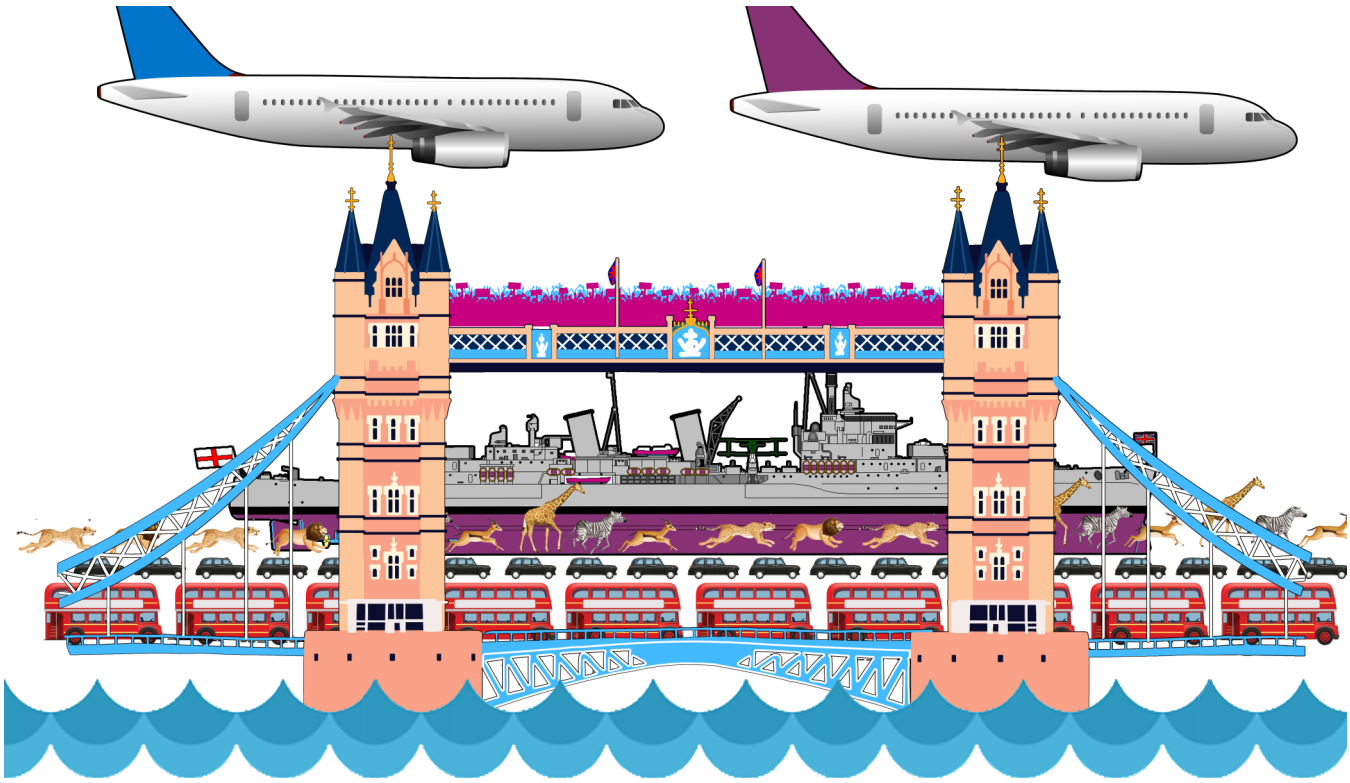
# THE BRIDGE ANALOGY



**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.**



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# 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,
- TIREDNESS AND POOR SLEEPING PATTERNS
- A DECREASE IN WORK STANDARDS
- INDECISIVENESS AND POOR JUDGEMENT
- A PROBLEM WITH DRINKING OR DRUG TAKING

## ADVICE FOR LEADERS

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.



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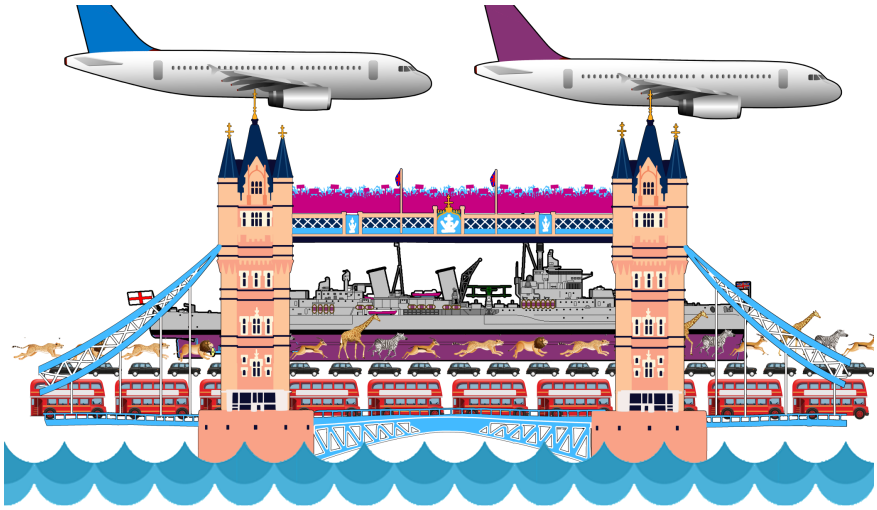
# WHAT'S ON YOUR BRIDGE?



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.**

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

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# DUTY OF CARE

| THE HSE STRESS MANAGEMENT STANDARDS | |
|---|---|
| DEMANDS | WORKLOAD, WORK PATTERNS AND THE WORKING ENVIRONMENT |
| CONTROL | HOW MUCH SAY THE PERSON HAS IN THE WAY THEY DO THEIR WORK |
| ROLE | DO PEOPLE UNDERSTAND THEIR ROLE WITHIN THE ORGANISATION? |
| CHANGE | HOW WE COMMUNICATE AND PERFORM WHEN CHANGING |
| RELATIONSHIPS | THIS INCLUDES PROMOTING POSITIVE WORKING TO AVOID CONFLICT AND DEALING WITH UNACCEPTABLE BEHAVIOUR |
| PEER SUPPORT | THIS INCLUDES THE ENCOURAGEMENT, SPONSORSHIP AND RESOURCES PROVIDED BY THE ORGANISATION, LINE MANAGEMENT AND COLLEAGUES |
| MANAGER'S SUPPORT | |

**As educational leaders, it's crucial to ensure the wellbeing of your team in order to promote a healthy and productive environment. This overview aims to provide you with the necessary information to successfully implement these standards and assessments in your schools.**

**The HSE Stress Management Standards are a set of guidelines and best practices developed by the UK Health and Safety Executive to help employers manage work-related stress and create a supportive work environment. These standards cover seven key areas of work design that, when properly addressed, can help reduce stress levels and promote staff wellbeing.**

**By implementing the HSE Stress Management Standards and conducting stress risk assessments, you will be able to create a more supportive and positive work environment for your staff. This, in turn, will contribute to the overall success and wellbeing of your school community.**

**It is essential to understand that addressing work-related stress is not only a moral responsibility but also a legal obligation for UK Headteachers. Under the Health and Safety at Work Act (1974) and the Management of Health and Safety at Work Regulations (1999), employers are required to ensure the health, safety, and welfare of their staff, including mental wellbeing. By implementing the HSE Stress Management Standards and conducting stress risk assessments, you can demonstrate legal compliance and protect your school from potential liabilities related to work-related stress.**

**https://www.hse.gov.uk/stress/standards/**



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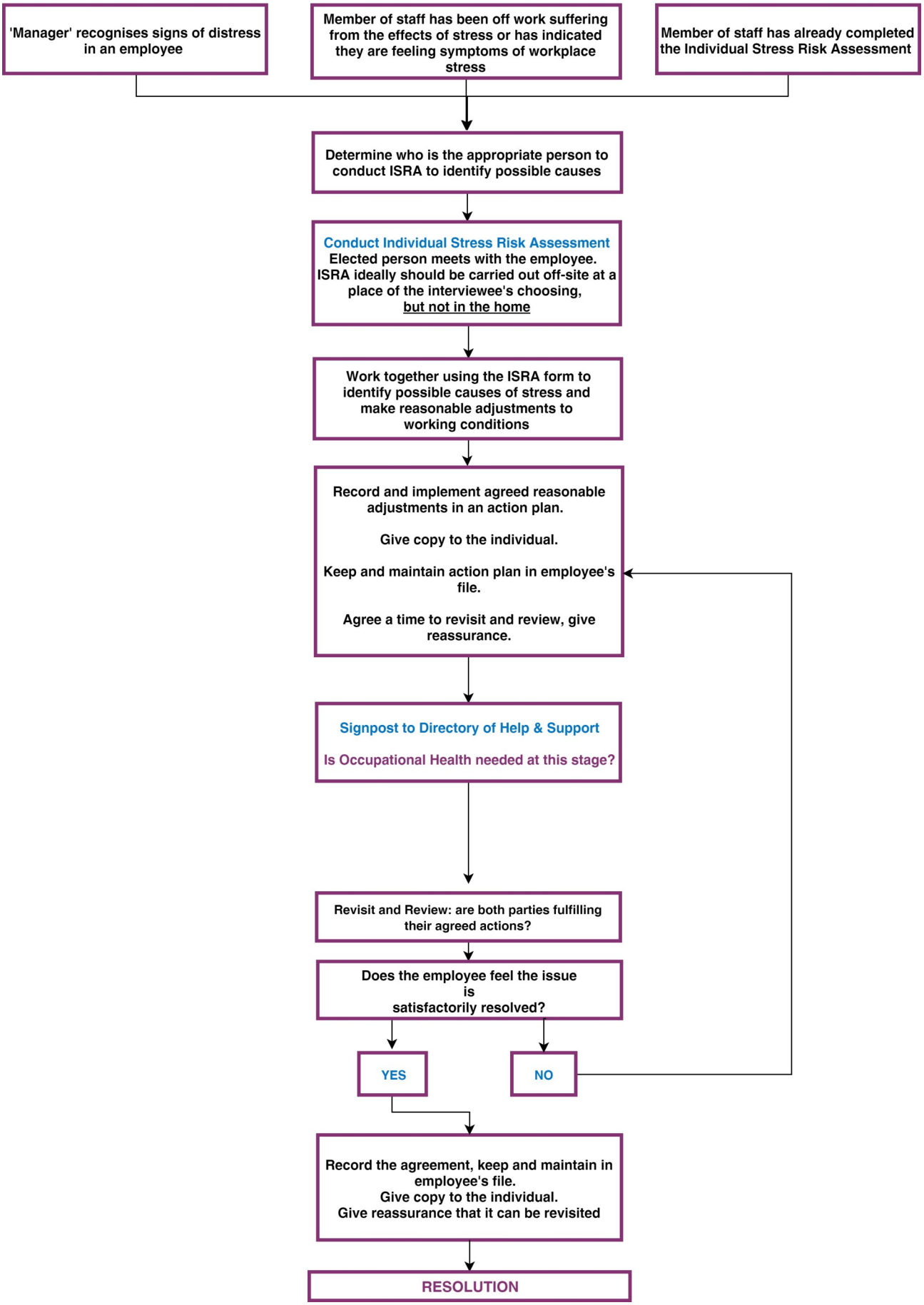
# INDIVIDUAL STRESS RISK ASSESSMENT FLOWCHART



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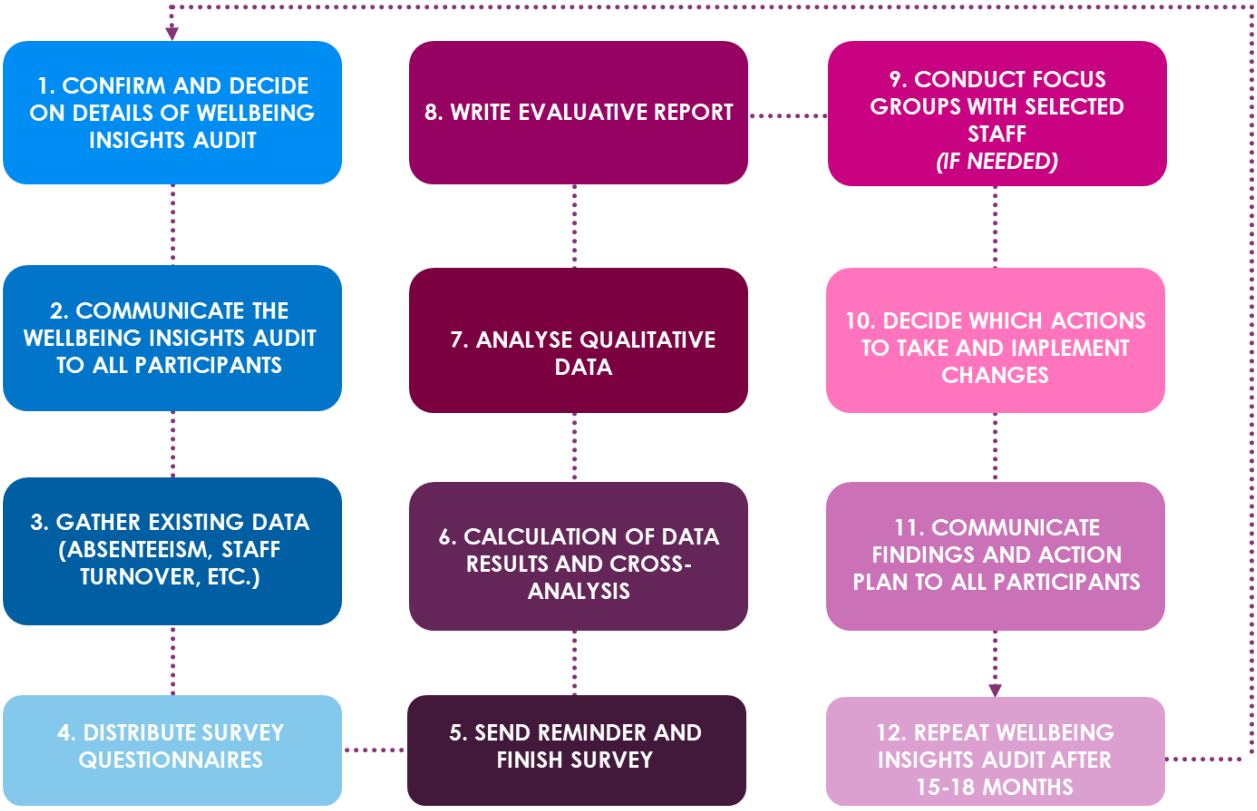
# ORGANISATION RISK ASSESSMENT FLOWCHART

## LIFE CYCLE OF A TYPICAL AUDIT PROCESS




**To conduct a stress risk assessment, it's important to follow these key steps:**

1. **IDENTIFY THE HAZARDS:**
   Begin by recognising potential sources of stress within your school environment, including workload, control, support, relationships, role, and change.

2. **DETERMINE WHO MIGHT BE HARMED AND HOW:**
   Consider the teachers and other staff members who may be exposed to the identified stressors, and the potential impact on their wellbeing.

3. **EVALUATE THE RISKS:**
   Assess the likelihood and severity of harm resulting from each identified hazard. Consider any existing control measures, and determine if they are adequate or if further action is required.

4. **RECORD YOUR FINDINGS:**
   Document the identified hazards, the individuals affected, the level of risk, and any control measures implemented. This will serve as a record of your assessment and help in tracking progress.

5. **MONITOR AND REVIEW:**
   Regularly revisit the stress risk assessment to ensure its effectiveness, especially when there are changes in the work environment, staff, or processes. Update your assessment as needed, and involve staff in the review process to maintain engagement and awareness.



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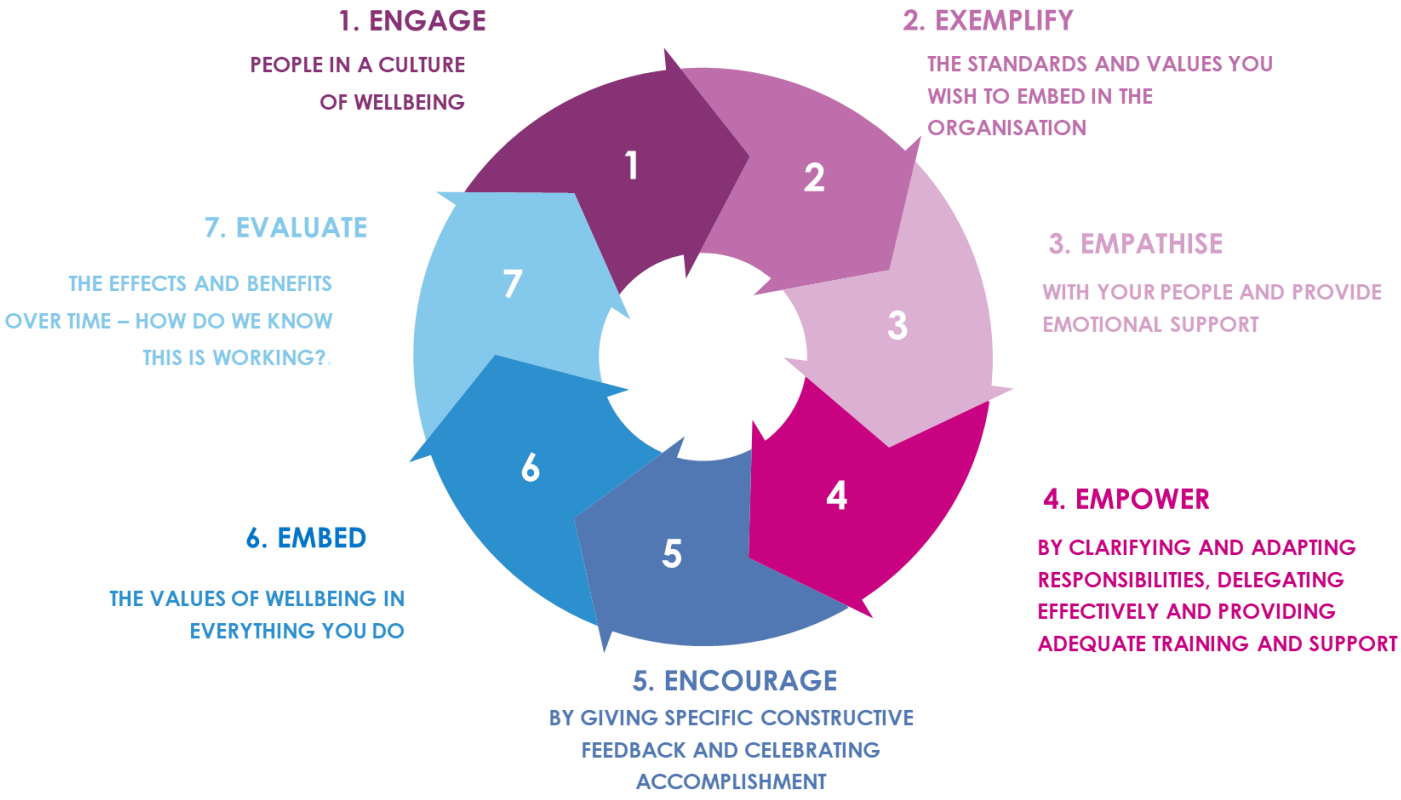
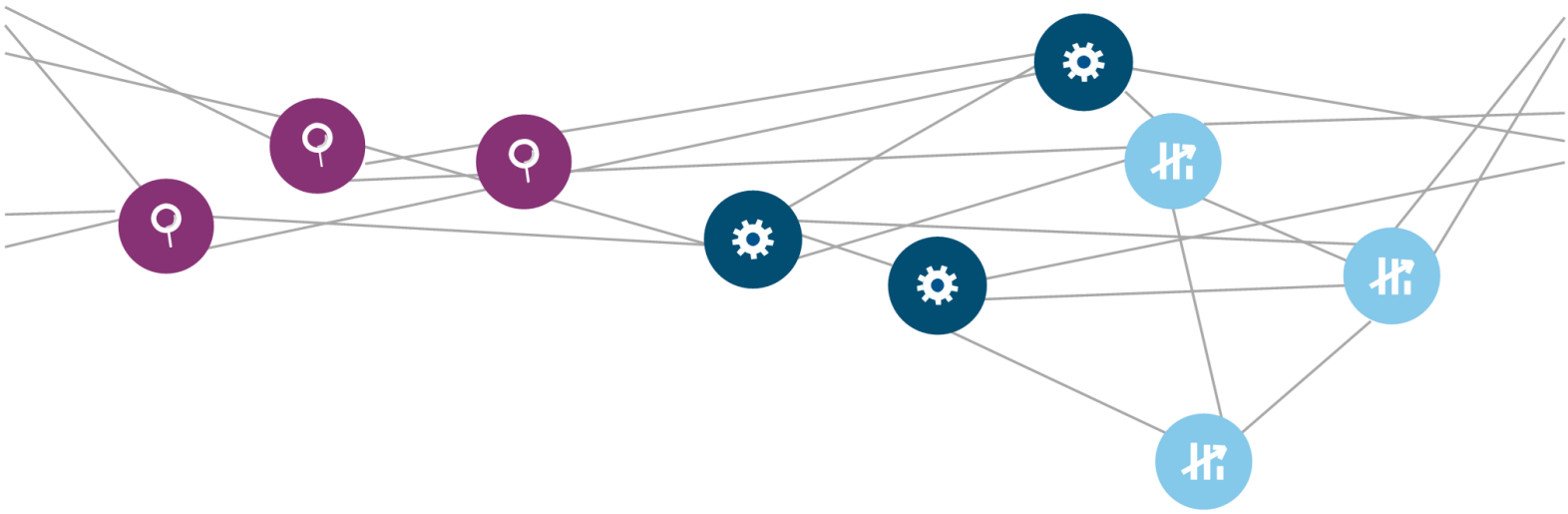
# THE 7 Es FRAMEWORK:

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





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# 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)*

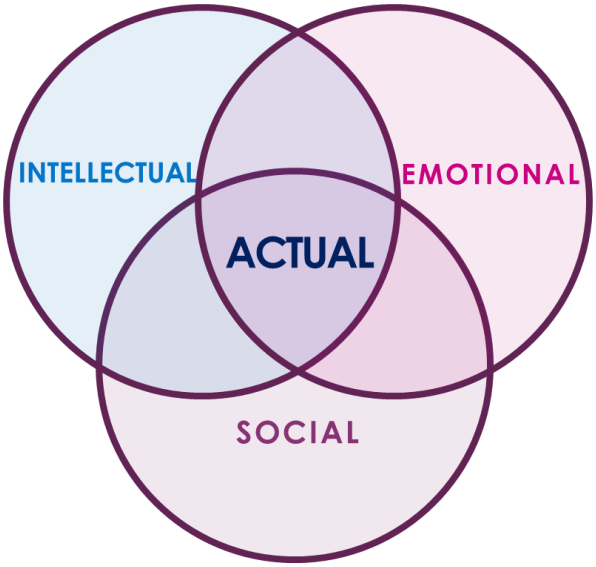
**The extent to which individuals are absorbed in their work and think about ways performance can be improved.**

### 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.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# 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**

### 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**



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# REAL EXAMPLES OF ENGAGEMENT ACTIONS

## INTELLECTUAL ENGAGEMENT

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

- 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


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# REAL EXAMPLES OF ENGAGEMENT ACTIONS

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## 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 i.e. shares and milestone; product promotion i.e. 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.**



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# REAL EXAMPLES OF ENGAGEMENT ACTIONS

## 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 out 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 etc.**
- **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**



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# 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?



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## 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?**

**HOW DO YOU KNOW YOU HAVE ACHIEVED SUCCESS?**



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# 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<br>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**



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# MY ACTION PLAN - 30 DAY CHALLENGE

International Wellbeing Insights
People, Culture & Wellbeing

**Action Point 1: ENGAGE**

**Action Point 2: EXEMPLIFY**

**Action Point 3: EMPATHISE**

**Action Point 4: EMPOWER**

**Action Point 5: ENCOURAGE**

**Action Point 6: EMBED**

**Action Point 7: EVALUATE**

**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, call 0203 142 8650 or email info@stress.org.uk

If you want to promote wellbeing in your company using branded stress management products, go to www.stress.org.uk.

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

*We look forward to supporting your wellbeing journey.*

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