



Emotional Health & Wellbeing Workbook

A Promoting Excellence Online Course

This is part of a series of online courses
available from Promoting Excellence
Leadership Consultants.

Date the course started:

Date completed:

Name:

Workplace:

Role:



HOW THE COURSE WORKS

The Promoting Excellence Certificated 'Emotional Health & Wellbeing' Course consists of a series of Modules, each containing slides with videos, together with a workbook containing materials, tables, and plenty of space for your notes and observations to key-in onscreen. All is available for you to download and either retain or print as you wish.

Taking them together, they will lead you, on a modular basis, through the whole of our Promoting Excellence 'Emotional Health and Wellbeing' Course and will conclude with a certificate that you can download to show you have successfully completed the training and have been officially certificated by Promoting Excellence Limited. Your name can be typed onscreen into that certificate, which can then be retained and saved for future reference as a PDF - or it can be printed off, to be framed or filed, as you wish.

Each module has video narration, so it is best to complete the course in a location where sound will not disturb others around you. The course is linear, so you should start by downloading and completing the Introduction, followed by Module ONE, Module TWO, and so forth. Your password and login ID gives you access to the full course, and in most cases for a full year from purchase, so you will not need to rush, but can work methodically. Some downloads are quite large - up to 50MB or so - so you should only download the module upon which you are currently working, before progressing to the next one. Downloading all modules together in one go will put excessive load on the document server and could temporarily deny your colleagues their own access to the documents.

If a module has any additional worksheets, diagnostics or bonus materials, these are listed onscreen in your course download page, in the order you will need to download them. Not all courses, and not all modules have worksheets or handouts, but where they do, they are listed on that page for you to download and use.

IS THE COURSE FOR AN INDIVIDUAL OR A GROUP?

The course has been written for use by both individuals and small groups. An individual will need to reflect upon some of the ideas raised, and to jot down their thoughts in the workbook – perhaps to discuss with a 'Critical Friend'. Or the individual may like to then discuss their ideas with peers, or a competent leader. A small group, on the other hand, will find benefit in discussing the ideas and issues raised as a group, and perhaps agreeing on some joint actions.

AIMS

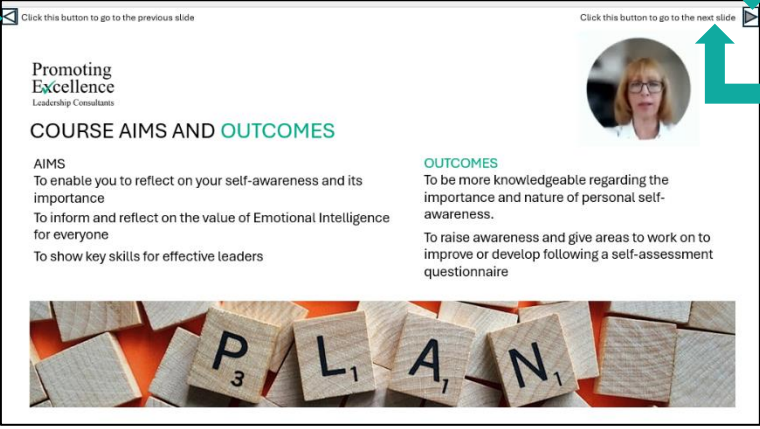
- To help support leaders and their colleagues in promoting and sustaining workplaces that are happy, healthy and successful.
- To raise awareness and deepen knowledge of best practice and how to implement it.

OUTCOMES

- On completing this course, it is expected that you will understand what constitutes healthy working, what hazards to look out for and avoid and to encourage and improve relevant work practices.

SOME HOUSEKEEPING POINTS

In each module, you can go forwards to the next slide by clicking on the button in the **top right** corner of each module-slide. To signify that a slide is fully completed and ready to advance, the button-label will flash. You can also go backwards to look again at any slide you have completed. To do that click the button in the **top left** corner. When going back through slides, their videos (if any) will not automatically play - but you can play them by clicking on them)



The slide is complete when this begins to flash

Click this button to go to the next slide

Click this button to go to the previous slide

If you are viewing this course on an iPad, please choose the option 'Download', rather than 'View'. Download gives you the full file (remember you need the Apple iPad PowerPoint app, free to all Microsoft 365 subscribers. It is best to download and run that PowerPoint App first).

The Downloaded PowerPoint app will be saved into 'Files' on your iPad and will then auto-run if you have the PowerPoint App already downloaded and it has been run already at least once. The iPad & Android versions of Adobe Acrobat do not support PDFs with embedded calculations, so it is best to complete your diagnostics and workbooks on a PC or a MAC. Overall, the use of a PC or MAC is recommended for the best experience.

Technical support on device configuration options can only be provided by your ICT department. The course has been tested and certified as running on PC (Windows 10, Windows 11, with Office 365 (v25-01 tested), but the course should work equally well on an up-to-date MAC with MS-Office.

Adobe Acrobat Reader is required to complete diagnostics and workbooks. Versions embedded into browsers may not have all features of Acrobat Reader and may not automatically score diagnostics for you, for example.

All modules are in Microsoft PowerPoint Show format.

This workbook can be completed on-screen and saved as you wish.

PLEASE NOTE THAT THIS WORKBOOK, AND **YOUR NOTES AND ANSWERS ARE NOT SAVED UNLESS YOU SAVE THE WORKBOOK**. WE RECOMMEND YOU SAVE IT TO YOUR LOCAL DOCUMENTS FILE ON YOUR PC OR MAC, BUT ANY DIRECTORY IN WHICH YOUR ICT DEPARTMENT REQUIRES YOU TO SAVE DOCUMENTS WILL BE FINE.

YOUR COURSE IS PRESENTED BY THE VIRTUAL JACKIE CHRISTIE.

JACKIE CHRISTIE IS A CONSULTANT FOR PROMOTING EXCELLENCE LTD.

Following a highly successful career, Jackie has a wealth of experience, delivering training and coaching in leadership and management to various sectors. Additionally she is a published author of books relating to leadership & management, with a recognised post-graduate qualification in leadership and management.

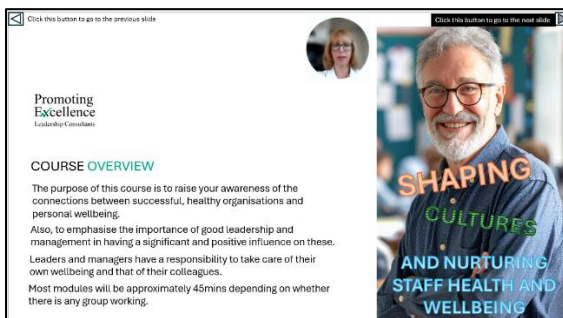
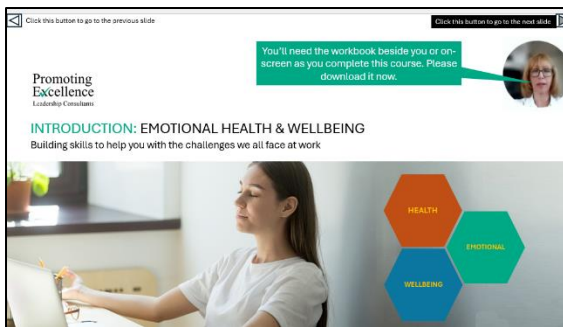
INTRODUCTION

Resources Required

INTRODUCTION slides: Introduction – Emotional Health and Wellbeing (ppsx file)

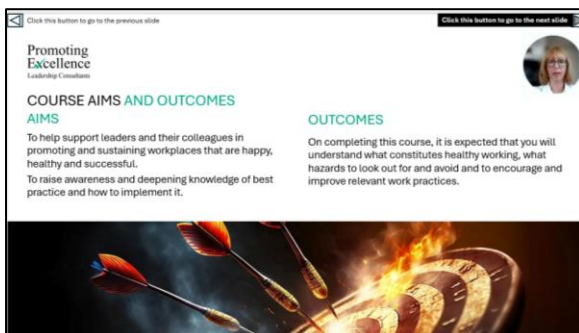
This Workbook

The course begins with a short Introductory Module.



This course is to raise your awareness of the connections between successful, healthy organisations and personal wellbeing. It will emphasise the importance of good leadership and management in having a significant and positive influence on these, and show how Leaders and managers have a responsibility to take care of their own wellbeing and that of their colleagues.

Please note that you can follow slides from the video in this workbook by their headings on screen. All work sheets can be downloaded separately and should be used alongside this workbook.



There are 8 modules in the complete course – plus this Course Introduction and Certification.

They are: -

Module 1: What is Wellbeing

Module 2: Why Do We Need a Healthy Workplace?

Module 3: Spotting a Healthy Workplace.

Module 4: How to Promote and Improve Wellbeing in Your Workplace.

Module 5: Leadership Qualities and Behaviours That Promote Wellbeing.

Module 6: Taking a Whole Care Approach.

Module 7: Taking Care of Yourself.

Module 8: Final Thoughts and Conclusions, with Certification

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THE COURSE IN EIGHT MODULES

- Module 1: What is Wellbeing?
- Module 2: Why Do We Need a Healthy Workplace?
- Module 3: Spotting a Healthy Workplace.
- Module 4: How to Promote and Improve Wellbeing in Your Workplace.
- Module 5: Leadership Qualities and Behaviours That Promote Wellbeing.
- Module 6: Taking a Whole Care Approach.
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- Module 8: Final Thoughts and Conclusions, with Certification

MODULES

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SUSTAINABILITY FOR
COURSE MATERIALS

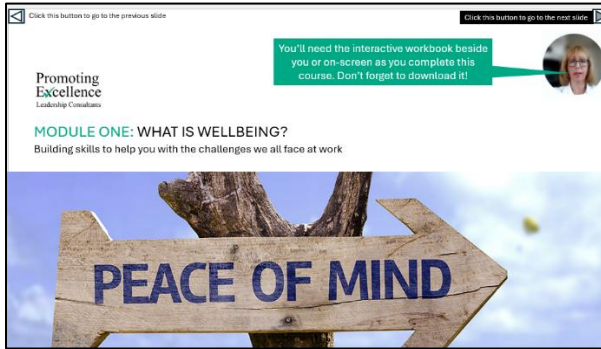
The whole course is covered by a workbook that can be found in the course materials on the web.

The workbook can be completed on-screen and saved as you wish. **PLEASE NOTE THAT IT IS NOT SAVED UNLESS YOU SAVE IT.**

Although workbooks can be printed off freely, we feel that completing and retaining them to your device is the environmentally friendly solution.

MODULE ONE: WHAT IS WELLBEING?

- | | | |
|--------------------|---|--|
| Resources Required | – | MODULE ONE Slides - What is Wellbeing.pptx (ppsx file) |
| | – | This Workbook |

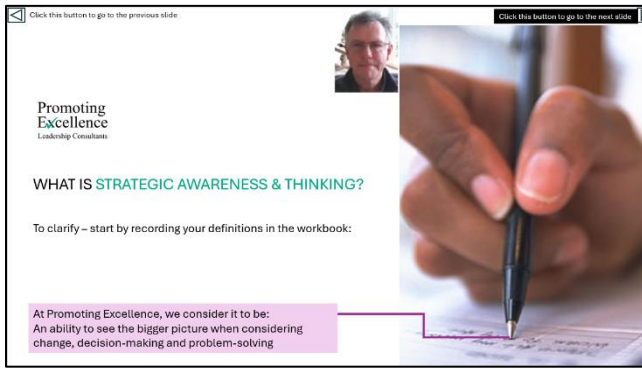


TASK

Record your definition of wellbeing here:

My notes:

OUR DEFINITION



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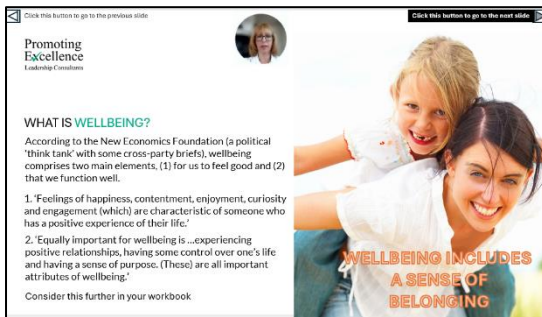
WHAT IS STRATEGIC AWARENESS & THINKING?

To clarify – start by recording your definitions in the workbook:

At Promoting Excellence, we consider it to be:
An ability to see the bigger picture when considering
change, decision-making and problem-solving

We intuitively understand wellbeing but may struggle to define it. For some it's "a healthy balance of family, work, rest and social/leisure life." Others say it's "a lack of anxiety and a feeling of confidence, contentment and security." Whatever wellbeing means to you, most of us sense the absence of it and may describe ourselves as overwhelmed, anxious or stressed when it is not present. How does your definition compare with those given in the slide? What similarities and differences have you noted down?

My notes:



The Concept of Wellbeing

The concept of Wellbeing on the slide was taken from the New Economics Foundation (a political 'think tank' with some cross-party briefs), wellbeing comprises two main elements, (1) for us to feel good and (2) that we function well.

1. 'Feelings of happiness, contentment, enjoyment, curiosity and engagement (which) are characteristic of someone who has a positive experience of their life.'
2. 'Equally important for wellbeing is ...experiencing positive relationships, having some control over one's life and having a sense of purpose. (These) are all important attributes of wellbeing.'

What do you think about the two main elements that the New Economics Foundation believe comprise wellbeing? Can you cite examples to reinforce their concept of wellbeing?

Can you add anything else to the concept of wellbeing?

My notes:

Promoting Excellence agrees that wellbeing does include a sense of belonging

One element of social wellbeing is our sense of belonging. This has been well researched over the last decade and is evidently an important intrinsic motivator.

Research shows that people who felt a sense of belonging report higher levels of overall life satisfaction and better mental wellbeing. Feeling like we belong somewhere is a major need that motivates us in our lives.

When employees recognise each other's efforts, and receive recognition themselves, their sense of purpose and commitment to work improves.

Subjective and Objective Wellbeing

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SUBJECTIVE AND OBJECTIVE WELLBEING

SUBJECTIVE: Or personal well being. This asks people directly how they think and feel about their own wellbeing, and includes aspects such as life satisfaction, positive emotions, and whether their life is meaningful.

OBJECTIVE: Is based on assumptions about basic human needs and rights, including aspects such as adequate food, physical health, education, safety etc. This can be measured through asking people whether they have a specific health condition, or through more objective measures e.g., mortality rates and life expectancy.



SUBJECTIVE, or personal well-being:

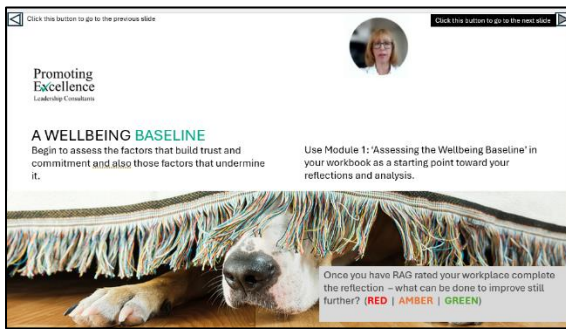
This asks people directly how they think and feel about their own wellbeing, and includes aspects such as life satisfaction, positive emotions, and whether their life is meaningful.

OBJECTIVE well-being:

Is based on assumptions about basic human needs and rights, including aspects such as adequate food, physical health, education, safety etc. This can be measured through asking people whether they have a specific health condition, or through more objective measures e.g., mortality rates and life expectancy.

My notes:

A Well-Being Baseline



Here we begin to assess the factors that build trust and commitment and also those factors that undermine it.

A Framework for Assessing the Wellbeing Baseline in Your Organisation

Begin to assess the factors that build trust and commitment and also those factors that undermine it.

Use Module 1: 'Assessing the Wellbeing Baseline' below as a starting point toward your reflections and analysis.

Once you have rag rated your workplace complete the final reflection – what can be done to improve still further?

Module 1: Assessing the Wellbeing Baseline

RAG rate your organisation or team on the elements below by using the following assessment criteria:

Red = An area for development. Orange = Satisfactory only. Green = Good practice exists.

	ASSESSMENT CRITERIA	RAG rating
1.	There is a clear purpose and vision for the organisation	
2.	Staff are committed, trusted and engaged	
3.	Effective staff recruitment practices are in place	
4.	There are good terms and conditions for the workplace	
5.	Good teamworking and consultation exists	
6.	There is inclusive and adaptable leadership management	
7.	We have a staff and student care focus	
8.	There is low sickness and absence	
9.	Low staff turnover is evident	
10.	High performance and excellent outcomes are evident	
11.	Line-managers are competent and trained in people skills	
12.	Staff feel valued	
13.	Managers are aware and make use of appropriate health services	

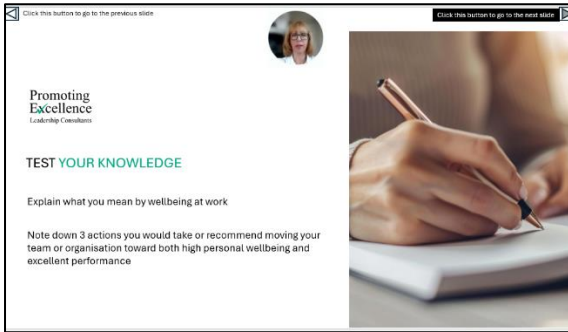
14.	Managers know how to deal with such problems as stress and illness related issues	
15.	Managers have good working knowledge and practical experience of risk assessment parameters	

Reflection to complete:

What could you do or recommend ensuring your team or organisation progresses towards even higher personal wellbeing and excellent performance?

My notes:

At the end of Module One – Test Your Knowledge



1. Explain what you mean by well-being at work

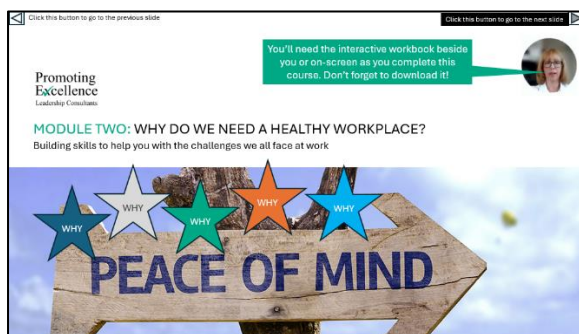
My notes:

2. Note down 3 actions you would take or recommend moving your team or organisation toward both high personal wellbeing and excellent performance.

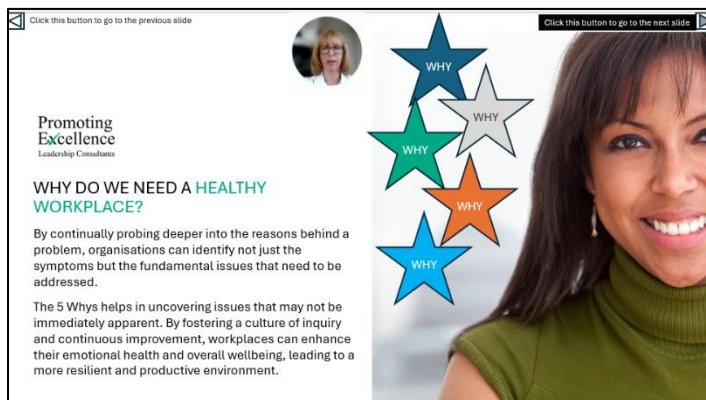
My notes:

MODULE TWO: WHY DO WE NEED A HEALTHY WORKPLACE?

- Resources Required
- MODULE ONE Slides – Why do we need a healthy workplace.pptx (ppsx file)
 - This Workbook
 - The Five WHYs (Blank)
 - The Five WHYs (Last Column to Complete)
 - The Five WHYs (Example of Completed)
 -

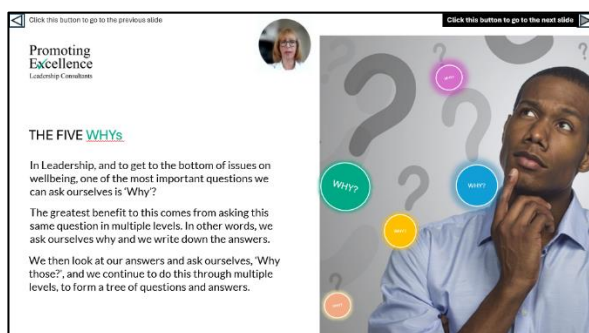


WHY DO WE NEED A HEALTHY WORKPLACE?



By continually probing deeper into the reasons behind a problem, organisations can identify not just the symptoms but the fundamental issues that need to be addressed.

The 5 Whys helps in uncovering issues that may not be immediately apparent. By fostering a culture of inquiry and continuous improvement, workplaces can enhance their emotional health and overall wellbeing, leading to a more resilient and productive environment.



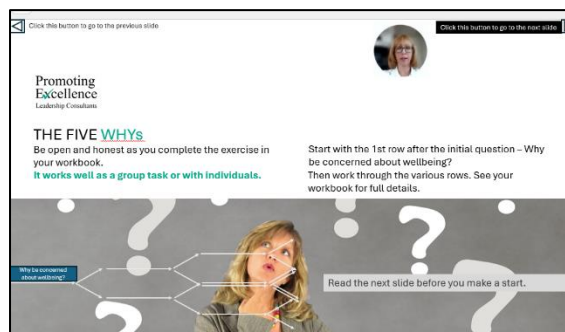
In Leadership, and to get to the bottom of issues on wellbeing, one of the most important questions we can ask ourselves is ‘Why?’ The greatest benefit to this comes from asking this same question in multiple levels. In other words, we ask ourselves why and we write down the answers. We then look at our answers and ask ourselves, ‘Why those?’, and we continue to do this through multiple levels, to form a tree of questions and answers.

By fostering a culture of inquiry and continuous improvement, workplaces can enhance their emotional health and overall wellbeing, leading to a more resilient and productive environment.

This module will focus on one task – completing a document called the 5 Whys. This is a useful exercise for many different issues in the workplace. Here the initial question is, ‘Why be concerned about wellbeing?’ Start with the blank version. Work through each line with answers to the initial question. Remember as you progress the answers must relate to the previous responses without repetition – so start with answers that are quite open before gradually moving to more specific points.

We have included:

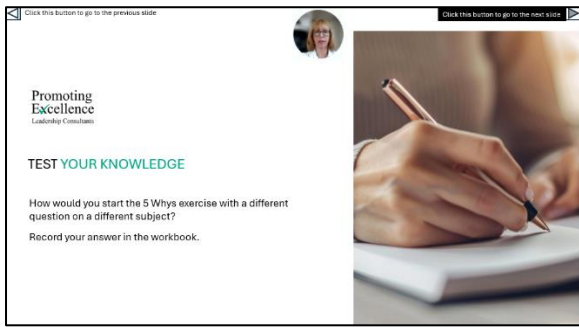
1. A blank 5 Whys
2. A version that has been completed with possible answers until the final column (if you are finding difficulties completing the blank 5Whys).
3. Finally, a fully completed 5 Whys with possible answers – bearing in mind there is no one correct way of answering.



Be open and honest as you complete the exercise – download it from the website..

It works well as a group task or with individuals. Start with the 1st row after the initial question – Why be concerned about wellbeing? Then work through the various rows.

At the end of Module Two – Test Your Knowledge



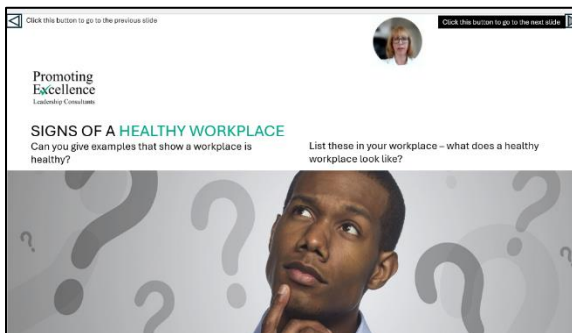
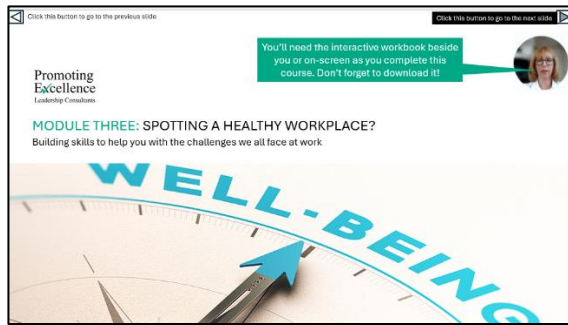
The screenshot shows a presentation slide with a navigation bar at the top containing two buttons: 'Click this button to go to the previous slide' and 'Click this button to go to the next slide'. A small circular profile picture of a woman is in the top right corner. The main content area on the left has the logo 'Promoting Excellence Leadership Consultants' and the heading 'TEST YOUR KNOWLEDGE' in green. Below this, the text reads: 'How would you start the 5 Whys exercise with a different question on a different subject? Record your answer in the workbook.' On the right side of the slide is a photograph of a person's hands writing on a notepad with a pen.

1. How would you start the 5 Whys exercise with a different question on a different subject?

My notes:

MODULE THREE: SPOTTING A HEALTHY WORKPLACE

- Resources Required
- MODULE THREE Slides – Spotting a Healthy Workplace.pptx (ppsx file)
 - This Workbook



Give examples that show that a workplace is healthy. What are the signs?

My notes:

SIGNS OF A HEALTHY WORKPLACE

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SIGNS OF A HEALTHY WORKPLACE?

- ★ Organisation has clear purpose.
- ★ High levels of staff engagement.
- ★ Low staff turnover, development of staff into new roles within and beyond the organisation.
- ★ Low levels of sickness absence [genuine low sickness rates, not out of fear of being off work].
- ★ Teams are inclusive and share ideas – ideas can come from anywhere in the organisation.
- ★ Recruitment and retention are as effective as possible.



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A HEALTHY WORKPLACE

- ★ A tolerable workload and work environment.
- ★ If there is control or influence over how jobs are done.
- ★ Where there is support from colleagues, line manager, SLT.
- ★ If relationships are managed, to reduce conflict and unacceptable behaviour.
- ★ Where roles are clear and there is understanding of what's expected.
- ★ Any change is conducted with a human touch.

**Are these evident
In YOUR
workplace?**



Promoting Excellence's research has led to our diagnosis of a Healthy Workplace. We believe that a healthy workplace shares the following characteristics. Complete the two columns:

What are your current experiences?

What are your top requirements to make YOUR workplace healthy?

Task: Outline your main priorities for a good workplace against the list designed by Promoting Excellence. Then compare your current experiences.			
No.	Characteristic of your Workplace	Your requirements and priority?	Your current experience at work.
1.	We have a clear purpose.		
2.	We have high levels of staff engagement.		
3.	We have low staff turnover, often developing staff into new roles within and beyond the organisation.		
4.	We have low levels of sickness absence [genuine low sickness rates, not out of fear of being off work].		
5.	Teams here are inclusive and share ideas – ideas can come from anywhere in the organisation.		
6.	Recruitment and retention are as effective as possible.		
7.	We have a tolerable workload and work environment.		
8.	We have some control or influence over how jobs are done.		
9.	We have support from colleagues, line manager(s), and from SLT.		

10.	We can manage relationships, to reduce conflict and unacceptable behaviour.		
11.	Our roles are clear, and we understand what's expected of us.		
12.	Any change is conducted with a human touch.		

What will you do, as a result of this exercise?

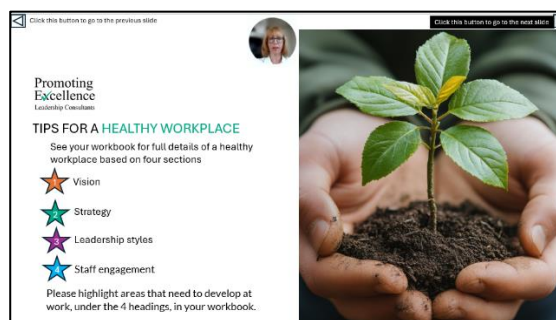
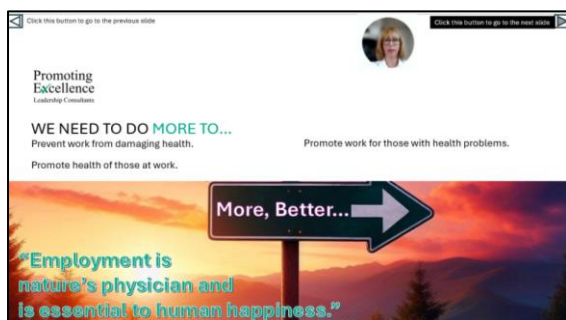
My notes:

This week – My Plan is:

This month (or term) – My Plan is:

This year – My Plan is:

TOP TIPS FOR A HEALTHY WORKPLACE



These tips are additional, structured, essential characteristics to look out for in a healthy workplace:

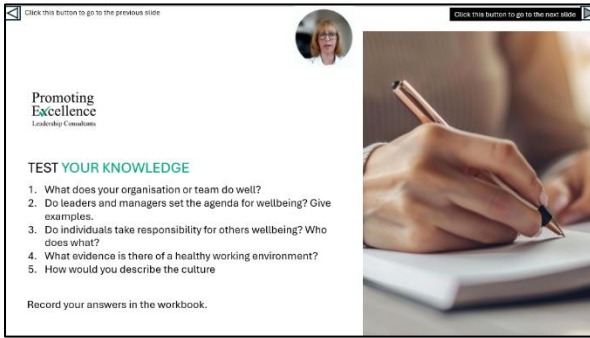
- Read through the information below and highlight any areas to develop in your workplace

Structured Characteristics to look out for in a truly Healthy Workplace			
VISION: A vision and clear purpose.			
No.	Characteristic	Are these present?	What can/ will I do?
1.	An atmosphere of confidence and pride.		
2.	Staff commitment, trust and engagement.		
3.	Mutual respect and open and honest discussions.		
4.	Staff who go the extra mile to contribute ideas and support.		
5.	Opportunities for staff to develop.		
6.	Staff who are motivated.		
7.	A holistic approach – not delegated to a small or specialist group.		
8.	Wellbeing not seen as a “bolt on”.		
STRATEGY: Effective, clear and realistic			
No.	Characteristic	Are these present?	What can/ will I do?
1.	An accurate assessment of baseline.		
2.	Setting the culture.		
3.	Clear expectations of leadership and management		
4.	Linked policies, practices and procedures.		
5.	Building personal responsibility among staff.		

LEADERSHIP: Leadership styles and principles that avoid cliques and vested interest groups			
No.	Characteristic	Are these present?	What can/ will I do?
1.	Inclusive and empowering.		
2.	High trust behaviours and shared values.		
3.	Adaptive and flexible.		
4.	Honesty.		
5.	Reflection and continuous learning.		
6.	Great insight and awareness of staff anxieties and workload issues.		
STAFF ENGAGEMENT: We are constantly reminded that happy & healthy staff are key to success			
No.	Characteristic	Are these present?	What can/ will I do?
1.	Encouraging staff to take responsibility.		
2.	Good employment practice.		
3.	Good relationships.		
4.	Expectations of hard work and energy.		
5.	A focus on building personal resilience.		
6.	An effective staff 'voice'.		
7.	Clear strategic leadership – so individuals know how they contribute.		

The chart above is developed on work by the Management Advisory Service [MAS], covered by the UK Governmental freedom of use.

At the end of Module Three – Test Your Knowledge



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TEST YOUR KNOWLEDGE

1. What does your organisation or team do well?
2. Do leaders and managers set the agenda for wellbeing? Give examples.
3. Do individuals take responsibility for others wellbeing? Who does what?
4. What evidence is there of a healthy working environment?
5. How would you describe the culture

Record your answers in the workbook.

1. What does your organisation or team do well?

My notes:

2. Do leaders and managers set the agenda for wellbeing? Give examples.

My notes:

3. Do individuals take responsibility for others wellbeing? Who does what?

My notes:

4. What evidence is there of a healthy working environment?

My notes:

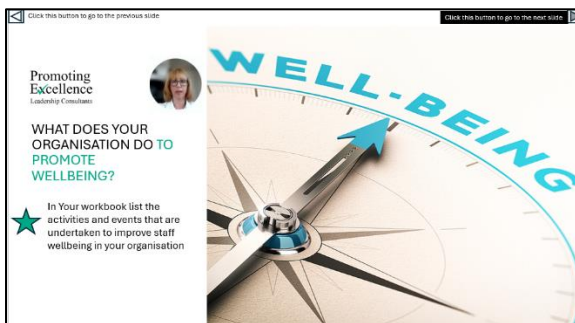
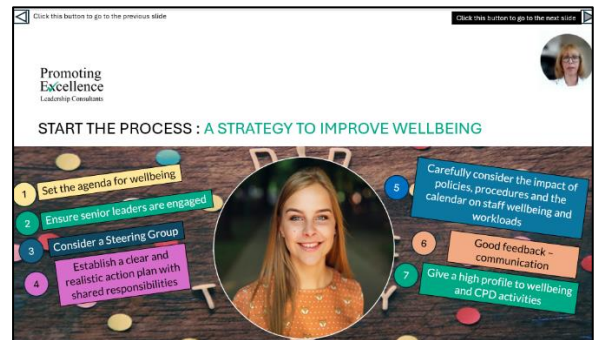
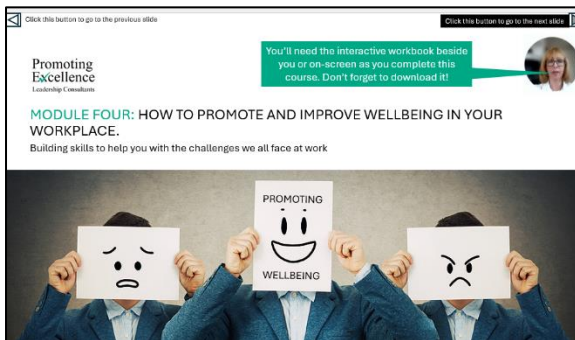
5. How would you describe the culture?

My notes:

MODULE FOUR: HOW TO PROMOTE AND IMPROVE WELLBEING IN YOUR WORKPLACE

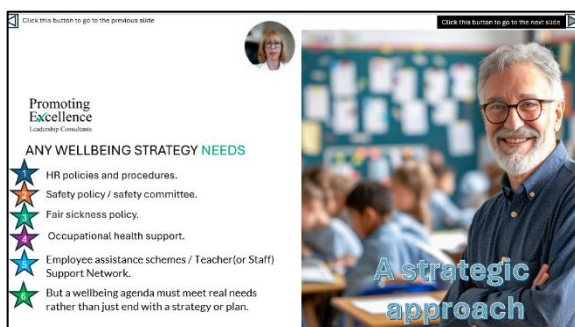
Resources Required

- MODULE FOUR Slides – How To Promote And Improve Wellbeing In Your Workplace.pptx (ppsx file)
- This Workbook



List the activities and events that are undertaken to improve staff wellbeing in your organisation.

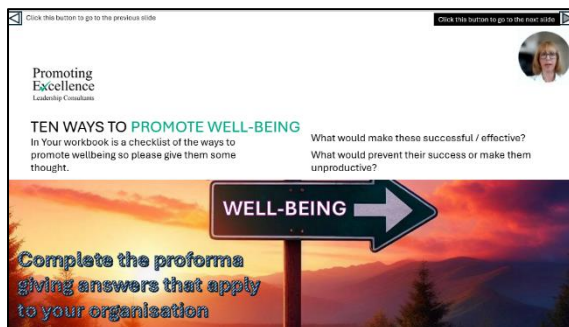
My notes:



Surely, any Wellbeing Strategy needs the following 6 components:

1. HR Policies and Procedures.
2. Safety policy and/or committee.
3. A fair sickness policy.
4. Support from Occupational Health.
5. Employee Assistance Scheme.
6. To meet real needs – not just to be a plan.

TEN WAYS TO PROMOTE WELLBEING AT WORK



Here is a checklist of the ten ways you could promote wellbeing in your organisation:

It includes Clarity, Assertion, Openness, Trust, Permission, Professionalism, Self-Responsibility, Regard for Others, Appreciation, and Positivity.

Give these some thought and complete the chart below detailing:

1. What would make these effective / successful?
2. What would prevent their success or make them unproductive?

Consider the following. When are they likely to be effective in your organisation, and when might they be less productive?			
No.	Effective when:	Possible experience:	Unproductive when:
1.		CLARITY Staff are clear about what is expected of them in their roles.	
2.		ASSERTION Staff feel they can express their views and be listened-to.	
3.		OPENNESS	
4.		TRUST	
5.		PERMISSION Staff clearly know how much autonomy they have.	

6.		PROFESSIONALISM	
7.		RESPONSIBILITY Staff know that taking responsibility is important.	
8.		REGARD Staff have regard for others.	
9.		APPRECIATION Staff feel appreciated and appreciate the efforts of others.	
10.		POSITIVITY There is no cynicism, staff are upbeat and positive.	

SEE THE END OF THIS MODULE (MODULE 4), FOR POSSIBLE ANSWERS TO THE ABOVE 10 WAYS TO PROMOTE WELLBEING.

Now look at the potential strategies in the tables on the next few pages.

Especially for Educational organisations (but it will mainly fit other organisations too): Prioritise by adding comments or H (High), M (Medium), L (Low) priority in the sections A-E.

Discover what is required to improve Wellbeing. This is a great opportunity to discuss, if you are working with others.

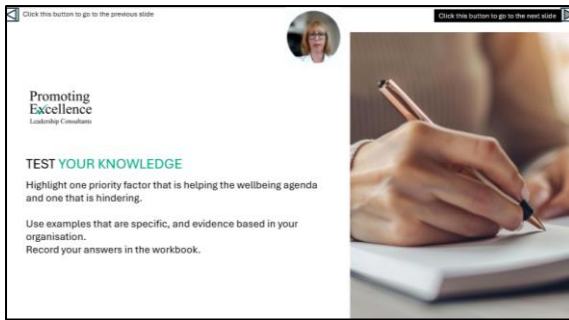
POTENTIAL STRATEGIES	PRIORITY AND WHY High [H] Medium [M] Low [L]
A. ASSESSMENT 1. Identifying the Problem: 2. Customise and use the Wellbeing audits provided on previous pages 3. Use the 10 dimensions 4. Use existing information re staff wellbeing 5. HR to adopt a stress risk assessment	
B. MARKING & ASSESSMENT 1. Ensuring the school or college policy does not make unreasonable demands on staff 2. Finding out what teachers think 3. Ensuring they are student focused and not for other audiences 4. Ensuring practices are meaningful, manageable and motivating 5. Ensuring the policy has a positive impact on student progress 6. Ensuring there is reasonable subject autonomy 7. Ensuring that within the school or college there is a full range of feedback e.g. spoken, peer marking and self-assessment	
C. PLANNING/ RESOURCES/ PROCEDURES Are they streamlined, do they avoid duplication of staff effort and are they fit for purpose? Do you need to review? 1. Lesson planning policies 2. Opportunities for Collaborative Planning 3. Accessibility to good schemes of work 4. The quality of resources available 5. The deployment of support staff 6. Prioritising time for planning 7. High quality CPD for all staff 8. Admission procedures 9. Anything else?	

POTENTIAL STRATEGIES	PRIORITY AND WHY High [H] Medium [M] Low [L]
D. DATA MANAGEMENT & BUREAUCRACY Are you making concerted efforts to minimise unnecessary bureaucracy, including the collection and analysis of data? Do you need to review? 1 The amount of data collected and its impact on student progress 2 Duplication of effort in collecting data 3 What amount of time is spent on data management? 4 If the data is right [fit for purpose] does it go to the right people, at the right time to allow for accurate evaluations and right decision making? 5 What is the impact of the different levels of management? 6 Is there a clear and understandable annual calendar which is reviewed annually?	
E. SUPPORT FOR STAFF Do you need to review? 1 The wellbeing / stress management policy? 2 Risk assessments / processes 3 Demands on individual members of staff 4 How much control staff have over their work 5 Support systems available and accessible to all staff 6 Relationships at work – clarifying expectations 7 How change is managed	

Task - Ten dimensions to promote well-being [suggested answers]

Effective when...	Dimension	Unproductive when...
Colleagues are able to fulfil their roles knowing exactly what is needed and when.	Clarity: Staff are clear about what is expected of them in their roles	The level of detail and instruction is out of proportion to task and micro-management is evident
Colleagues are confident about communicating to relevant person about issues concerning their working life and environment	Assertion: Colleagues feel they can express their view & they will be listened to	Statements are made without considering alternative views. No time is allowed for responses, or there are comments about others' competence.
Colleagues are ready to listen and consider alternatives and are willing to contribute to any improvements	Openness	Suggestions are presented as criticism or ideas are rejected as a personal slight.
Colleagues are assumed to understand and fulfil their responsibilities and recognise that constructive monitoring and evaluation are important	Trust	Trust is confused with lack of support. Monitoring and evaluation is seen as interfering or criticism.
Colleagues know how much flexibility they have to make decisions and choices about working practices	Permission: Staff clearly know how much autonomy they have	Freedom to adapt working patterns becomes an opportunity to do less. There is lack of consistency.
Colleagues apply the highest standards of integrity and judgement within their role	Professionalism	Professional status is confused with superiority. Standards are applied to others but not role modelled.
Colleagues are able to manage their own workload, pressures and plan for expected and unexpected demands	Self-Responsibility: Staff are aware that personal responsibility is Important	The benefits of self-regulation become an excuse to allow others to flounder.
Colleagues are mindful of others, not escalating pressure or conflict and helping others to follow and succeed.	Regard for Others	Concern for others is seen as intrusion, welfare is a source of gossip, passivity prevents progress, kindness inhibits challenge, and empathy tolerates underperformance.
Colleagues recognise the efforts and contributions of those around them even when the task is routine – saying 'thank you'	Appreciation	Thanks are expressed only in public, or for special efforts, or used to flatter individuals to take on more. Blanket praise is used ineffectively.
Colleagues have a 'can do' mentality when responding to challenges and can differentiate between what can be changed and what is inevitable and help others to do this.	Positivity	Abnormal pressure goes unnoticed or unsupported. Insensitivity fails to identify key issues of difficulty and change is always seen as negative or unnecessary.

At the end of Module Four – Test Your Knowledge



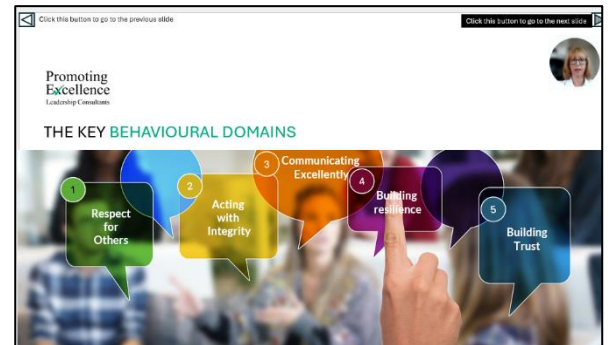
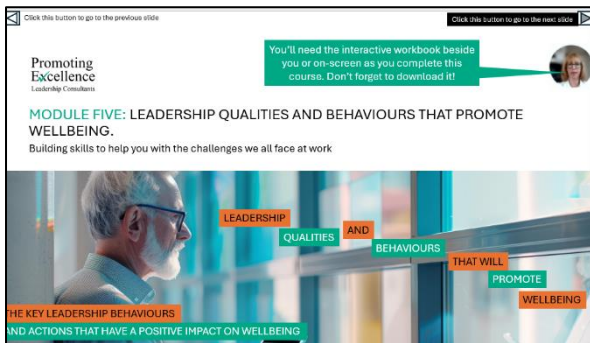
The screenshot shows a presentation slide with a white background. At the top left, there is a small icon and the text 'Click this button to go to the previous slide'. At the top right, there is a small icon and the text 'Click this button to go to the next slide'. In the top center, there is a small circular profile picture of a woman. The main title of the slide is 'Promoting Excellence' in a large, bold, black font, with 'Leadership Credentials' in a smaller, lighter font below it. Below the title, the section 'TEST YOUR KNOWLEDGE' is highlighted in green. The text below this section reads: 'Highlight one priority factor that is helping the wellbeing agenda and one that is hindering. Use examples that are specific, and evidence based in your organisation. Record your answers in the workbook.' To the right of the text, there is a photograph of a person's hands writing on a notepad with a pen.

1. Highlight one priority factor that is helping the wellbeing agenda and one that is hindering. Use examples that are specific, and evidence based in your organisation.

My notes:

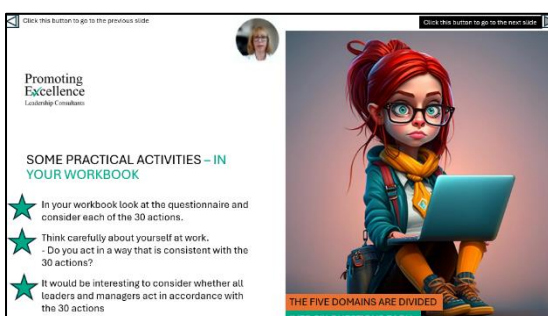
MODULE FIVE: LEADERSHIP QUALITIES AND BEHAVIOURS THAT PROMOTE WELLBEING

- | | | |
|--------------------|---|--|
| Resources Required | – | MODULE FIVE Slides – Leadership Qualities And Behaviours That Promote Wellbeing.pptx (ppsx file) |
| | – | This Workbook |



The key behavioural domains for Wellbeing at work are:

1. Respect for Others
2. Acting with Integrity
3. Communicating Excellently
4. Building Resilience
5. Building Trust.



Look at the questionnaire on the next page and select those points that apply to your organisation i.e. aspects that are done well.

Try reflecting and assessing leaders' behaviours to gauge and improve wellbeing in your organisation. Select those that are done well.

Behaviour	Actions/ impact on people they lead or manage	x
Has Respect for others	1. All staff are treated with respect / fairness	
	2. Listens to others	
	3. Shows kindness to others	
	4. Tolerates, accepts and considers others – all others	
	5. Is calm and in charge of own emotions	
	6. Provides opportunities for others to contribute ideas	
Acts with integrity	7. Clear vision and strong sense of purpose	
	8. Upholds the organisation's values and is as a role model	
	9. Recognises & tackles excessive workload & inequalities	
	10. Encourages teamwork	
	11. Encourages personal development	
	12. Deals with conflict, takes the difficult conversations	
Is an excellent communicator	13. Communicates well with all staff	
	14. Makes the effort to speak personally with staff	
	15. Has emotional intelligence when dealing with staff	
	16. Ensures tasks delegated are given sufficient time	
	17. Is a good coach and mentor for staff	
	18. Praises and rewards staff where appropriate*	
Builds resilience	19. Has a positive 'can do' attitude	
	20. Keen to solve problems and look for new opportunities	
	21. Gives opportunities & encourages taking responsibility	
	22. Is self-aware and knows own strengths and weaknesses	
	23. Takes calculated risks and allows others to also do so	
	24. Has a no-blame culture / approach	
Builds Trust	25. Keeps promises and commitments	
	26. Keeps people properly informed and in the loop	
	27. Confronts unacceptable behaviour	
	28. Doesn't permit any inappropriate talk about absent staff	
	29. Has an open-door policy for all	
	30. Is competent and willing to admit where help is needed	

*NB. Not necessarily monetary rewards)

SUMMARY

[Click this button to go to the previous slide](#)



Promoting Excellence

Leadership Considerations

SUMMARY

Leaders and Managers have a tremendous impact on staff.

- ★ In your workbook complete the summary by identifying
- ★ - 3 strengths and how to build on these
- ★ - 3 areas for development and how to address these



[Click this button to go to the next slide](#)

These are linked to the 30 points you completed previously, on the five domains.

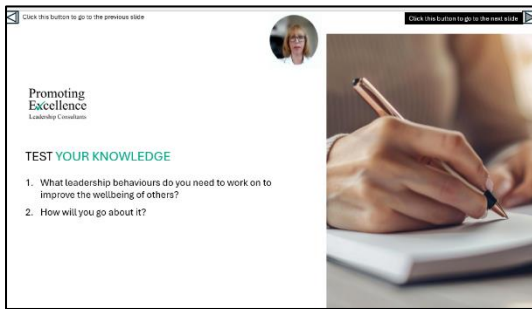
Leaders and Managers have a tremendous impact on staff.

Complete the summary by identifying:

1. 3 strengths and how to build on these
2. 3 areas for development and how to address these

Complete the summary	
Summary	
Top 3 My Strengths	
1	
2	
3	
Top 3 Key Areas for My Development – with a Timeline	
1	
2	
3	

At the end of Module Five– Test Your Knowledge



1. What leadership behaviours do you need to work on to improve the wellbeing of others?

My notes:

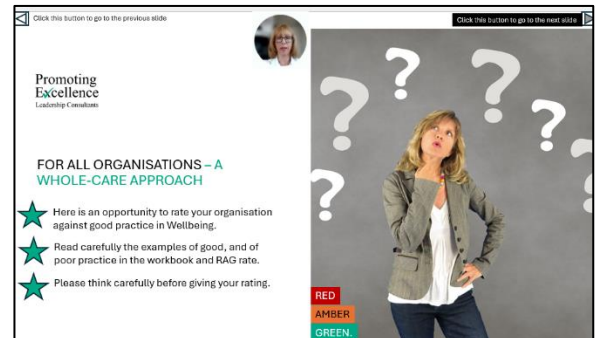
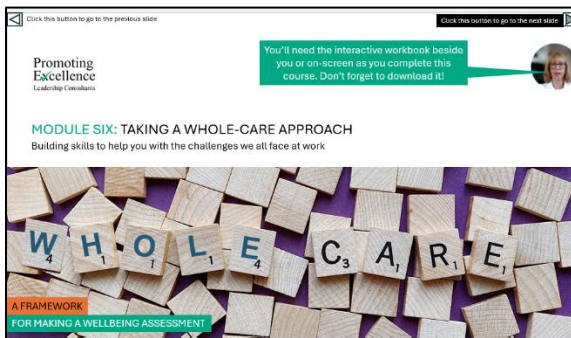
2. How will you go about it?

My notes:

MODULE SIX: TAKING A 'WHOLE-CARE' APPROACH

Resources Required

- MODULE SIX Slides – Taking a Whole-Care Approach.pptx (ppsx file)
- This Workbook

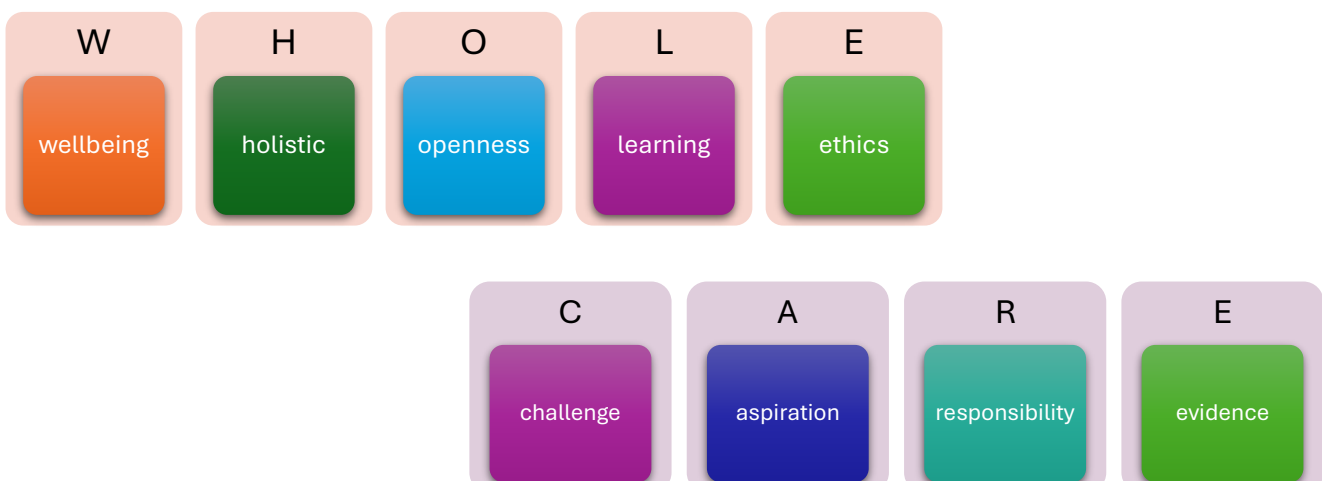


All organisations can use this Wholecare Approach to decide just how their organisation compares to best practice by Rag rating using **Red (Poor)**, **Amber (Some examples/practice)**, **Green (Good)**.

Complete this task to help you:

- Identify problems
- Consider the appropriateness of policies and procedures
- Look at data management and bureaucracy
- Examine the support provided for staff

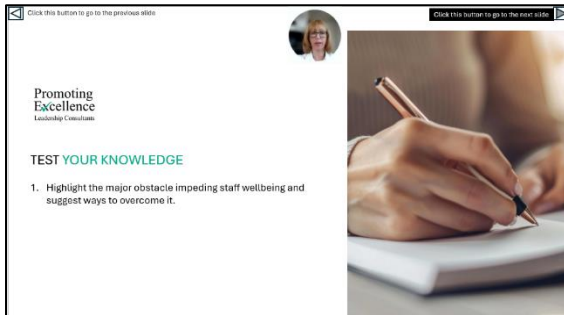
Mark Wright created the Mnemonic 'WholeCare' in 2018



Examples of POOR practice: what to avoid		Examples of GOOD practice: what to develop	Your rating (RAG)
- Staff perceive that wellbeing is not taken seriously. - It doesn't have a high profile and generally pressure on staff is unreasonable.	WELLBEING W	- Leaders are role models and encourage debate and ideas to promote wellbeing. - Staff are trusted to make their own decisions.	
Too much emphasis is placed on results and having a narrow academic reputation and focus.	HOLISTIC H	The vision is genuinely holistic and the strategy promotes an inclusive and broad education for all.	
- The dominant leadership styles are commanding and coercive. - Staff don't feel valued and are worried about the lack of an ethical approach.	OPENNESS O	- There is an expectation that leaders will show kindness, compassion and be trustworthy. - Listening to staff and being empathetic are seen as part of the job.	
- The culture inhibits learning and development for staff. - There is a risk averse approach to many aspects of change and exploring new ways of working.	LEARNING L	- The culture clearly encourages everyone to be open to challenge and show a willingness to change. - CPD and coaching & mentoring are prioritised.	
- There is an imbalance between espoused values and actions / behaviours. - Feelings of mistrust and unfairness are widespread.	ETHICAL E	- There is a strongly ethical approach to leadership. - Being honest and trustworthy is embedded in the way leadership and management is conducted.	

Examples of POOR practice: what to avoid		Examples of GOOD practice: what to develop	Your rating (RAG)
- Staff perceive leaders as aggressive and defensive. - National policies and systems are rarely challenged.	CHALLENGE C	- The culture embraces challenge both internally and externally. - Core beliefs are cherished, and staff feel safe to raise their views.	
- Staff are not inspired by the vision. - Discretionary effort is discouraged, and people tend to work in silos.	ASPIRATION A	- There is an inspiring vision which staff buy into. - This promotes a strong community spirit and a 'can do' attitude.	
- Governors and Senior Leaders do not nurture or take responsibility for the duty of care for staff. - A blame culture leads to a lack of trust and little empowerment of staff.	RESPONSIBILITY R	- Staff feel valued. - There is widespread and genuine praise and recognition. - Governors and Senior Leaders are keenly aware of their duty of care for staff. - Leaders trust their staff and empower them through appropriate autonomy.	
- Decision making is ineffective. - Mixed messages are often conveyed. - Staff are frequently left confused and cannot understand the rationale behind decision making.	EVIDENCE E	- Decision making is consistently based on evidence and research. - The reasons behind decisions are explained in an open way. - Good judgement and discernment are common.	

At the end of Module Six– Test Your Knowledge

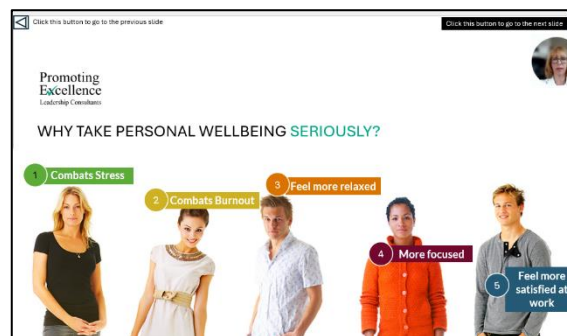
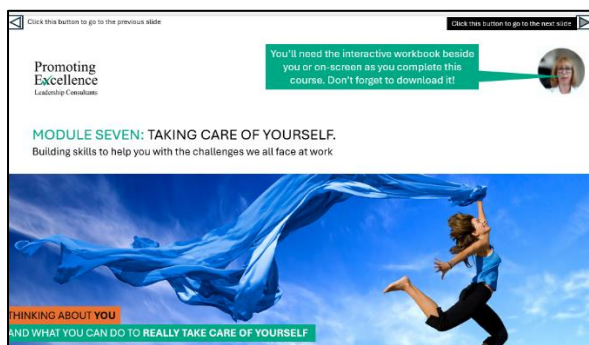


1. Highlight the major obstacle impeding staff wellbeing and suggest ways to overcome it.

My notes:

MODULE SEVEN: TAKING CARE OF YOURSELF

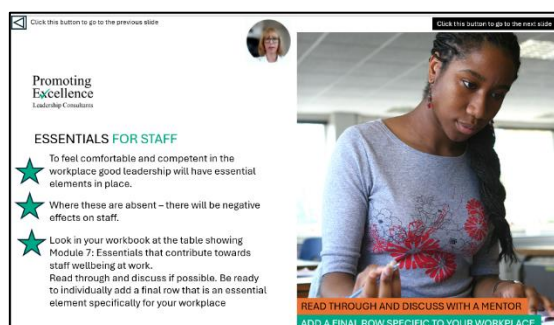
- Resources Required
- MODULE SEVEN Slides – Taking Care of Yourself.pptx (ppsx file)
 - This Workbook



WHY TAKE PERSONAL WELLBEING SERIOUSLY?

1. To combat stress.
2. To combat burnout.
3. To feel more relaxed.
4. To be more focused.
5. To feel more satisfied at work.

ESSENTIALS FOR STAFF



Look at the table below and discuss or individually. add the final row – specific to your workplace

What do you think must be in place to enhance staff wellbeing and especially your wellbeing?

My notes:

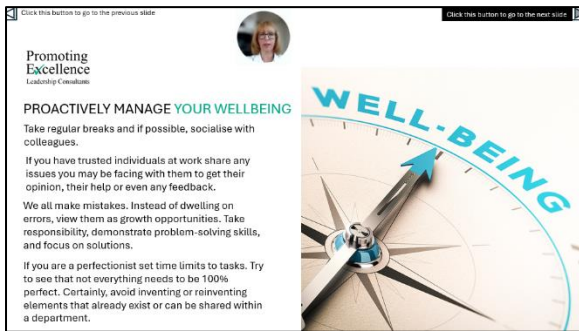
Why must it be in place?

My notes:

What are the possible negative effects for you without your final element?

What?	Why?	Possible Negative Effect for Staff
Vision / Strategic Plan	If the vision is not shared and there is no strategic plan – staff may be working towards different ends and even pulling in different directions.	This can lead to confusion. Every staff member ‘doing their own thing.’ Not an ideal environment for working successfully.
CPD / Skills	Without CPD or the necessary skills	Anxiety and even stress and feelings of inadequacy.
Motivation	Staff motivation , particularly in pressured situations, is needed for encouragement. Incentives such as praise and support are important.	Deterioration in effort, and standards. Feelings of negativity and even being overwhelmed. Staff leaving the organisation.
Resources	A lack of resources will impact on a number of areas in the workplace, including staff wellbeing	Feelings of frustration and constantly having to make do will eventually demoralise. Where resources include staffing, this can lead to stress, negativity and exhaustion from coping with extra work – especially long term.
Organisation / Structured Approach	A chaotic environment can be toxic. Standards and outcomes generally will suffer without organisation and structure .	Staff may feel despondent and discouraged due to a lack of leadership. Not knowing what comes next / not achieving due to a lack of planning can be very costly for self-esteem and confidence.
Support	All staff need to feel supported . Managers especially must support their staff in whatever area individuals require.	Without support, particularly from managers staff will eventually feel angry and this may lead to negativity and withdrawal.
Now add the final row – specific to your workplace that would make a big difference to you		

PROACTIVELY MANAGE YOUR WELLBEING



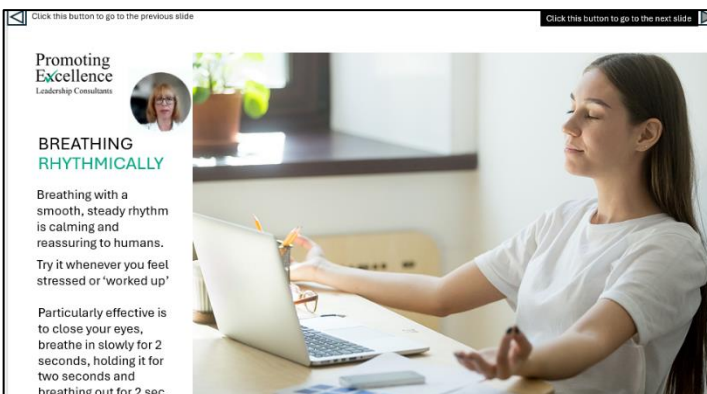
Take regular breaks and if possible, socialise with colleagues.

If you have trusted individuals at work share any issues you may be facing with them to get their opinion, their help or even any feedback.

We all make mistakes. Instead of dwelling on errors, view them as growth opportunities. Take responsibility, demonstrate problem-solving skills, and focus on solutions.

If you are a perfectionist, set time limits to tasks. Try to see that not everything needs to be 100% perfect. Certainly, avoid inventing or reinventing elements that already exist or can be shared within a department.

BREATHING RHYTHMICALLY



Breathing with a smooth, steady rhythm is calming and reassuring to humans.

Try it whenever you feel stressed or 'worked up'.

Particularly effective is to close your eyes, breathe in slowly for 2 seconds, holding it for two seconds and breathing out for 2 sec.

CHANGE YOUR ATTITUDE

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CHANGE YOUR ATTITUDE

- ★ Attitude is central to coping. Be realistic about:
- ★ Keep these in perspective – be realistic and kind to yourself! See your workbook for strategies to help deal with stress.
- ★ Also, see the 'Wellness Action Plan', a useful resource from MIND (the UK Mental Health Charity)- check with your ICT department that they will permit you to search for, and download this resource.

GOALS
ASPIRATIONS
EXPECTATIONS
TIMING

Attitude is central to coping. Be realistic about:

- Goals
- Aspirations
- Expectations
- Timings – for tasks undertaken in particular.

We all need to be kinder to ourselves and accept that there are some things that cannot be changed.

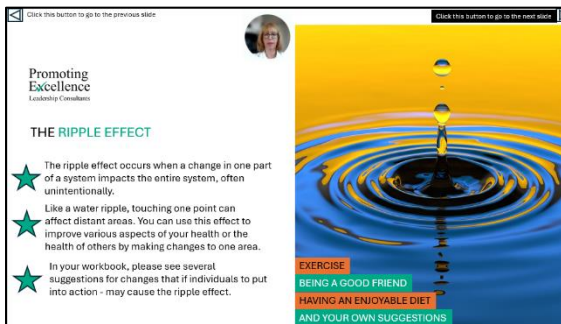
- Identify your main sources of stress. What are typical causes?
- Think ahead and anticipate any potential reasons for stress. Plan extra time, support or think what can help you?
- Many people have developed strategies to help them lessen stressful situations. What can you do?

What can take your mind off difficulties? Who can you go to for support?

My notes:

See also, Wellness Action Plan from MIND that contains a variety of helpful information that you may wish to download and complete

THE RIPPLE EFFECT



THE RIPPLE EFFECT – CHANGE ONE SMALL ASPECT TO IMPROVE YOUR WELLBEING

1. Exercise that you might enjoy

Find any form of exercise that is enjoyable so that it does not become a chore. Regular exercise can only prove positive and could lead to improved health. Furthermore, mental health may improve due to physical changes and the release of endorphins during exercise.

2. Choosing a sustainable and enjoyable diet

Focus on eating enough and getting necessary nutrition even in a busy day. Try to eat balanced meals.

3. Be a good friend

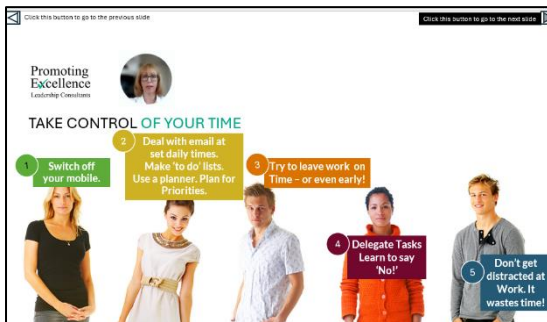
Helping others makes us feel good. Improving friendships boosts social, mental, and physical health. Spending time in social activities can reduce stress as we literally 'switch off'

3. What else can you suggest?

Take small steps and gradually build up

My notes:

TAKE CONTROL OF YOUR TIME



Tips here would include:

Switch off your mobile.

Deal with email at set daily times.

Make 'to do' lists.

Use a planner.

Plan for Priorities.

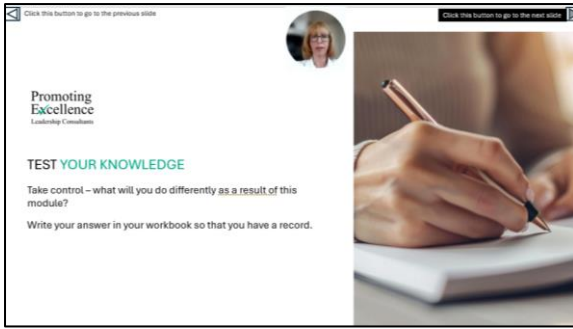
Try to leave work on time – or even early (where you have permission, of course!)

Delegate Tasks properly.

Learn to say 'No!'

My notes:

At the end of Module Seven– Test Your Knowledge



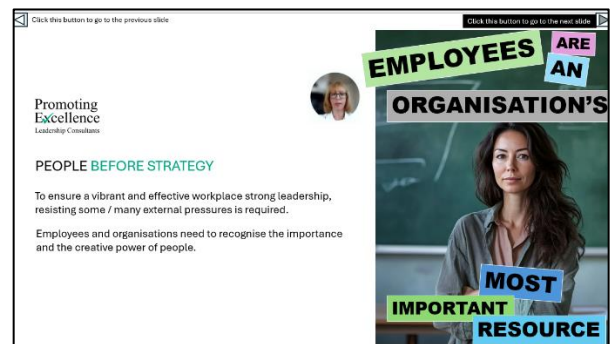
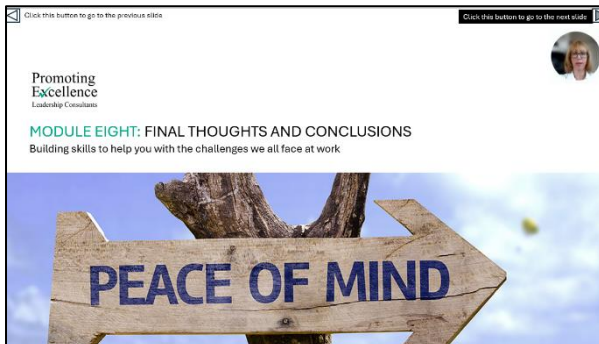
1. Take control – what will you do differently as a result of this module?

My notes:

MODULE EIGHT: FINAL THOUGHTS AND CONCLUSIONS

Resources Required

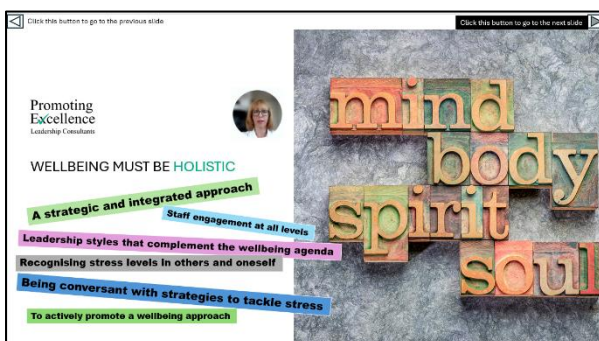
- MODULE EIGHT Slides – Final Thoughts and Conclusions.pptx (ppsx file)
- This Workbook



PEOPLE BEFORE STRATEGY

To ensure a vibrant and effective workplace strong leadership, resisting some / many external pressures is required. Employees and organisations need to recognise the importance and the creative power of people.

WELLBEING MUST BE HOLISTIC



My notes:

LEADERS MUST BE GOOD ROLE MODELS FOR WORK-LIFE BALANCE

THEY ARE PAID TO 'SET THE WEATHER'

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Leadership Considerations



LEADERS MUST BE GOOD ROLE MODELS FOR WORK-LIFE BALANCE

Take breaks at lunchtime and during the day.
Make time for conversations with staff about topics other than work related.
Sit and eat with colleagues when possible. Eat healthily, stay hydrated, exercise, get fresh air and sunlight.
Relax and get a decent amount of sleep. If you can't sleep, take note of the advice on breathing!



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LEADERS ARE PAID TO SET THE WEATHER

This is taking an Altro centric approach to leadership, i.e. putting the needs of others before yourself. The opposite of this, of course is being Egocentric.

See your workbook for extra input on Altrocentric leadership linked to wellbeing of staff



"It is important to make the workplace a pleasurable place to be. You can do this in many ways, but it comes from the top, by being respectful, celebrating good performance and being happy and enthusiastic."
Headteacher

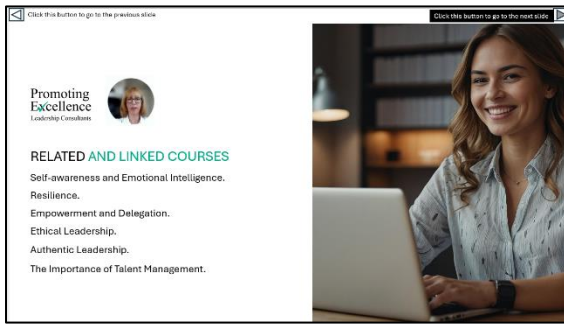
This is taking an Altro centric approach to leadership, i.e. putting the needs of others before yourself, The opposite of this, of course is being Egocentric.

Altrocentric leaders show empathy. They are willing to hear, understand, and respond intuitively. Empathy is a significant attribute for future or existing leaders as this will help them to attract, retain, and understand the needs and wellbeing of their staff.

Altrocentric leaders focus on others and will take the time to support, coach and give relevant feedback along the way.

My notes:

LINKED COURSES



Courses with similar and supportive content that will extend your learning further include:

Self-awareness and Emotional Intelligence.

Resilience.

Empowerment and Delegation.

Ethical Leadership.

Authentic Leadership.

The Importance of Talent Management.

WELL DONE – YOU CAN DOWNLOAD YOUR CERTIFICATE

Having completed the course, you are now eligible for the certificate. The download link is onscreen, on this slide and the final title slide. You can download your certificate at any time now, you have reached this point – we cannot re-print the link here in the workbook, however – you must get to it on the slide at the end of Module Eight.

Type your name into the 'Name' Field to personalise your certificate and then save the PDF to your device OR print it.



“When employees recognise the efforts of each other and receive recognition themselves, their sense of purpose and commitment to work improves.”

