

Be a Wellness Leader Certificate

# Be A Wellness Leader

## Facilitators

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# Workshop Overview

**Module 1: Basics of Health, Wellness, Stress, and Leadership**

**Module 2: Self-Care for Helping Professionals**

**Module 3: Building Healthy Work Relationships**

**Module 4: Making the Most of Wellness Resources**

**Module 5: Leadership Communication for Health and Wellness**



# Introduction and Expectations

Activity: Who are you and what do you want to get out of the day?

# Your Path: Becoming a Wellness Leader

1. Understand basics of wellness and hazards
2. Improve your self-care
3. Build stronger work relationships
4. Use wellness tools and resources
5. Share your wellness leadership story



# A conversation...

Take notes on the conversation. *What are you hearing?*

# What did you hear?

- Passion
- Stressors
- Solutions
- Next day
- Vision: How could the agency be improved?
- How can this story positively impact others at work?

# Module 1: Basics of Health, Wellness and Stress

# What is your passion in doing your work?

1. Share with the person next to you or in a small group.
2. **Workbook activity:** Write a sentence describing your passion (p.4).

# Basics of Stress

- Definition of *stress*:

“Work-related stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to realize their passion for work.”

*World Health Organization, 2003*

- Key concepts in stress:

- **Job demands:** Aspects in a job that require sustained physical and/or psychological effort or skills.
- **Control:** The ability of a person to influence or response productively to what happens in his or her work environment.
- **Stressors (hazards):** Factors that diminish the employee’s ability to influence what happens in the work environment.

## Example: Stressors in Kelly's Workplace

Kelly is a home visitation worker helping a delayed child. She has been working with this little boy for six months.

**My passion:** I can positively impact others' lives

**My stressors:**

Lack of time

Don't understand practice formats

Don't communicate with team

Family issues in care

Feeling of ineffectiveness



# Stressors in Your Workplace

- At your table, talk about the stressors in your workplace

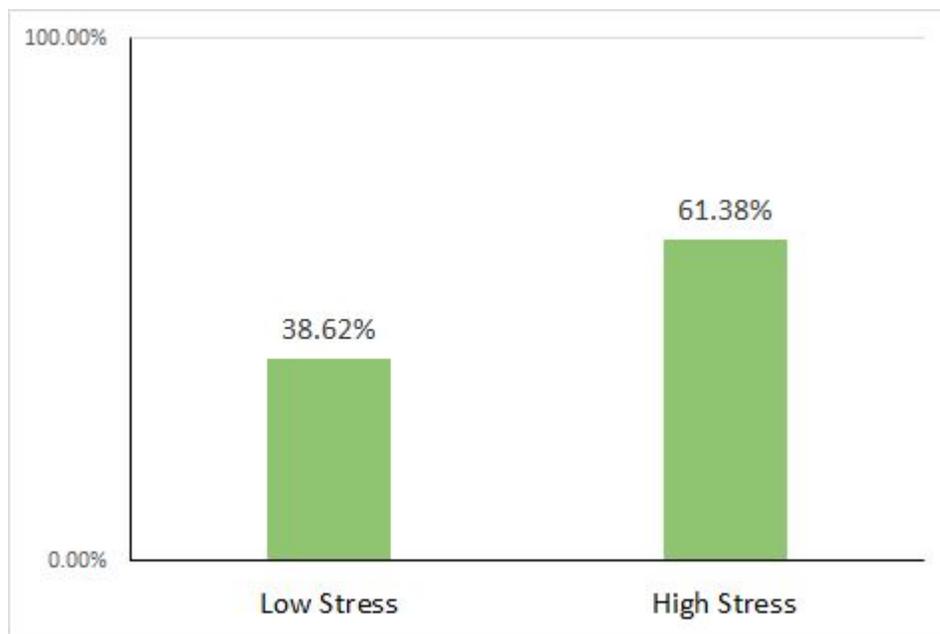
Thought starters:

*“Too much work and too little time”*

*“Lack of resources”*

- **Flip-chart activity:** Write your group’s list of hazards on the flip chart.
- **Discussion:** What are the most common hazards in your sector?
- **Workbook activity:** List stressors that you encounter in your job and that prevent you from realizing your passion (*p.4*).

# What The Healthy Workplaces Research Shows: Stressors in the Helping Professions in Alberta



**Q:** What is your daily level of unhealthy stress at work?

**Base:** All sectors (n=593)

*Source: HWHP Healthy Workplaces Survey, 2016*

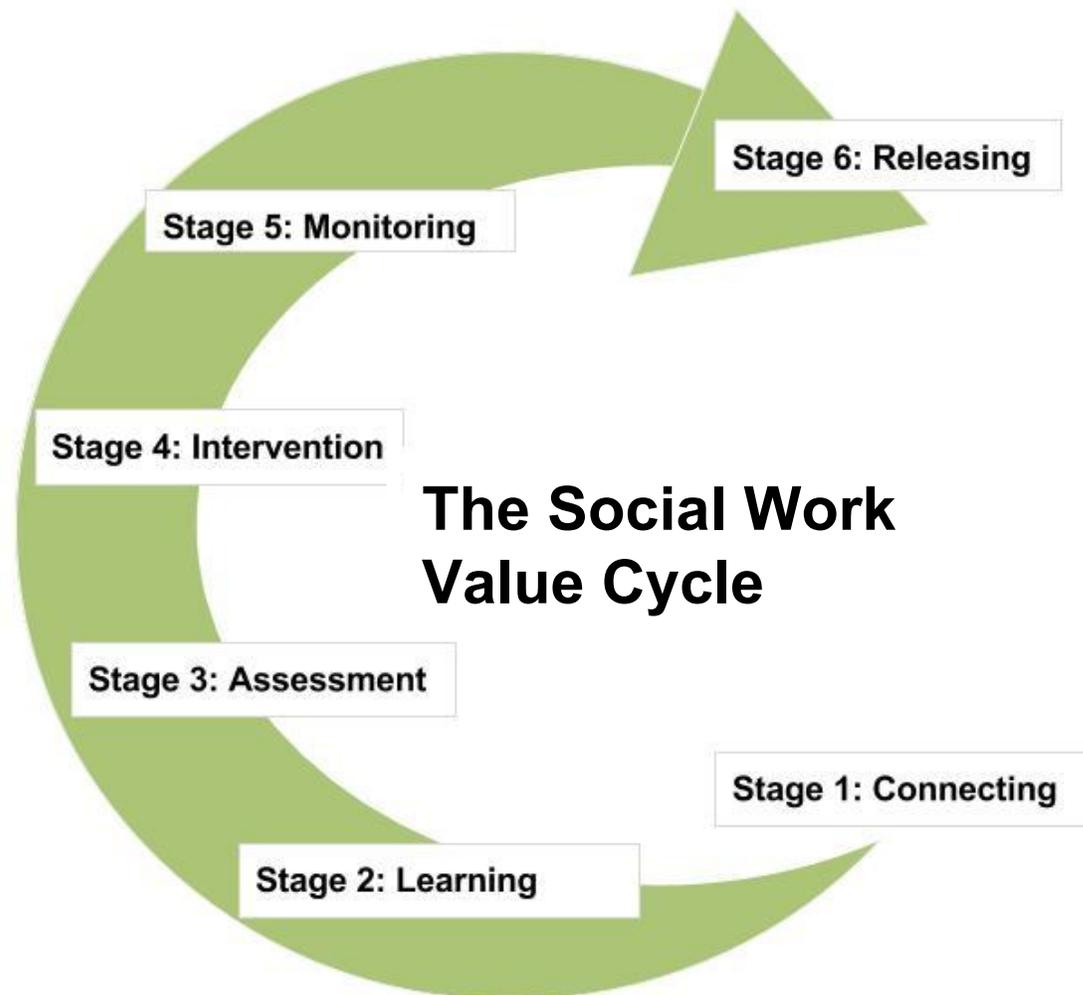
## Most frequently experienced stressors:

1. Unrewarded contributions (25%)
2. Lack of discussion of health and wellness issues (22%)
3. Insufficient staff to handle client needs (17%)
4. Left out of decisions affecting my job (16%)
5. Life demands compete with work demands (14%)
6. Unreliable supervision (13%)
7. Lack of team support when needed (12%)
8. Put-downs, backstabbing, racism, gossip (12%)
9. Unclear job role (12%)
10. Workload too high (11%)

*(Experience of work-related stressors: all, most or some of the time. All sectors.)*



# Think about the value your agency provides?



# How do stressors interfere with the value cycle?

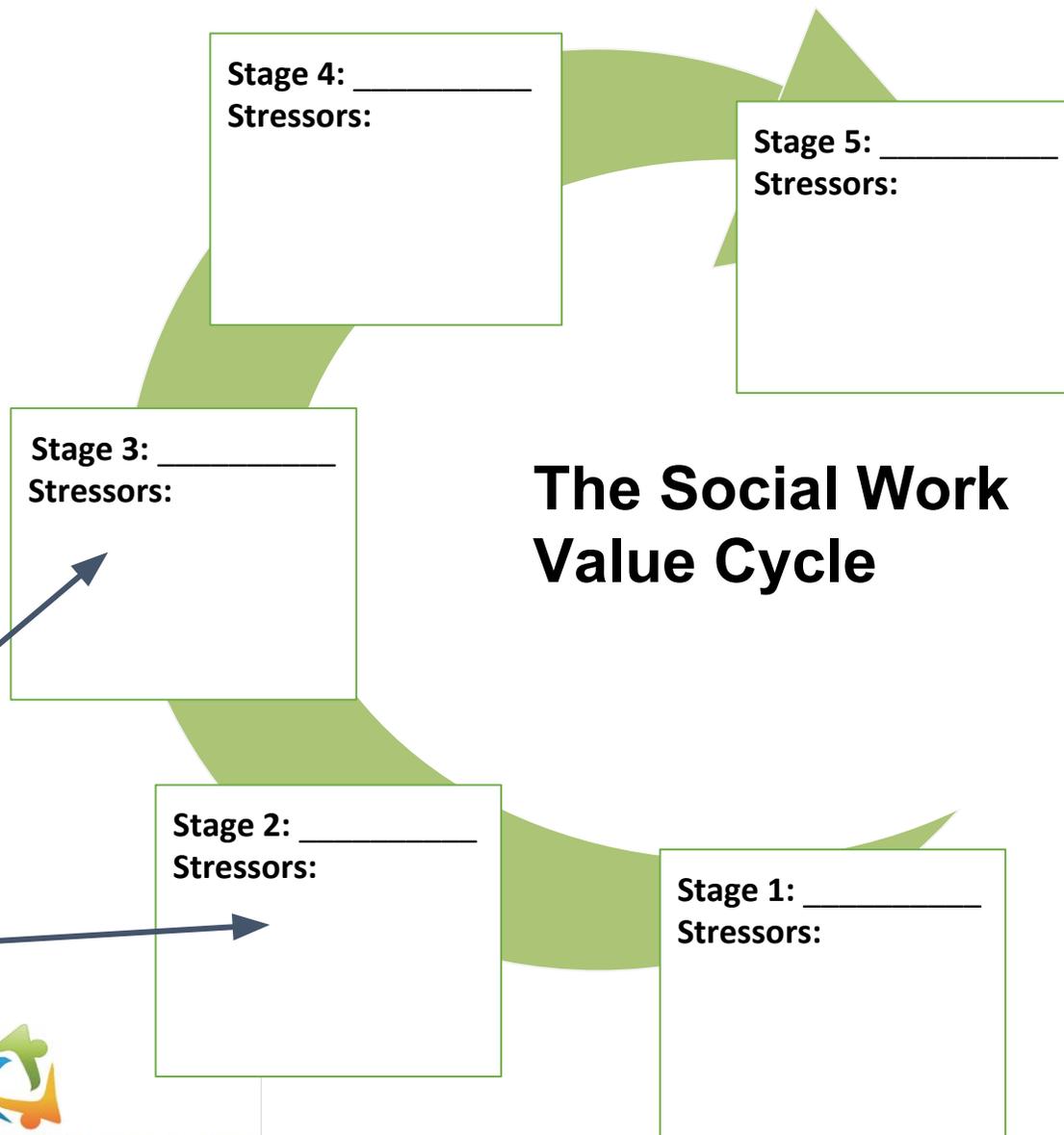
**Discussion:** Identify where stressors fall in each stage of the Value Cycle

**Flipchart Activity:** Use numbers to mark the stages of stressors on your list.

**Kelly's example:**

Monitoring stage: family issues in care  
 Assessment stage: lack of service models

## The Social Work Value Cycle



## Describe a “Stressful Day”

- Look over your list of stressors in your workbook
- Pick one or more stressors to use as a “typical” example
- **Workbook Activity:** Write a description of a “stressful day” for you in your workbook (*p.4*).

(Make sure to tell how you felt.)

## Example: Kelly's "Stressful Day"

I was having a stressful day. I had been working with a client who was very delayed but the mother kept interfering with my work and not following through. This day I almost exploded when the mother accused me of turning her child against her. I was very frustrated.

Stressor: "Family issues in care"

Would anyone want to share your stressful day story?

# Break (15 minutes)

After the break: “The Next Day”

# What The Healthy Workplaces Research Shows: Solutions to Stressors in Alberta

Organizational Factors	%	Individual Factors	%
Control is given to me in my job	71%	I am professionally capable and qualified	84%
I have flexible work arrangements	70%	I balance my life and work	82%
I have opportunities and support for self-care	59%	I meditate and jog	76%
I have access to employee assistance programs	54%	I have supportive conversations with co-workers	63%
I experience reflective and reliable supervision	53%	I try creative ways to do my work	58%

**Q:** Indicate which of the following factors are available in your workplace and that you think contribute to your workplace health.

**Q:** As an individual, what do you do to maintain your health in your workplace?

# Flip-chart Activity: Action Solutions to Stressors

At your table:

- Review your list of stressors
- Brainstorm **solutions** for these stressors
- **Flipchart Activity:** Add these solutions to the flip chart
- Discuss:
  - Responsibilities: Which are *organizational*, which are *individual*?
  - Where might responsibilities overlap?

# Workbook Activity: Solutions to Stressors

- Look over your group list of solutions
- Find one or more solutions that might have helped your stressful day
- Write your example as a “Next Day” in your workbook

Would anyone want to share your story?

## Example: Kelly’s Workbook

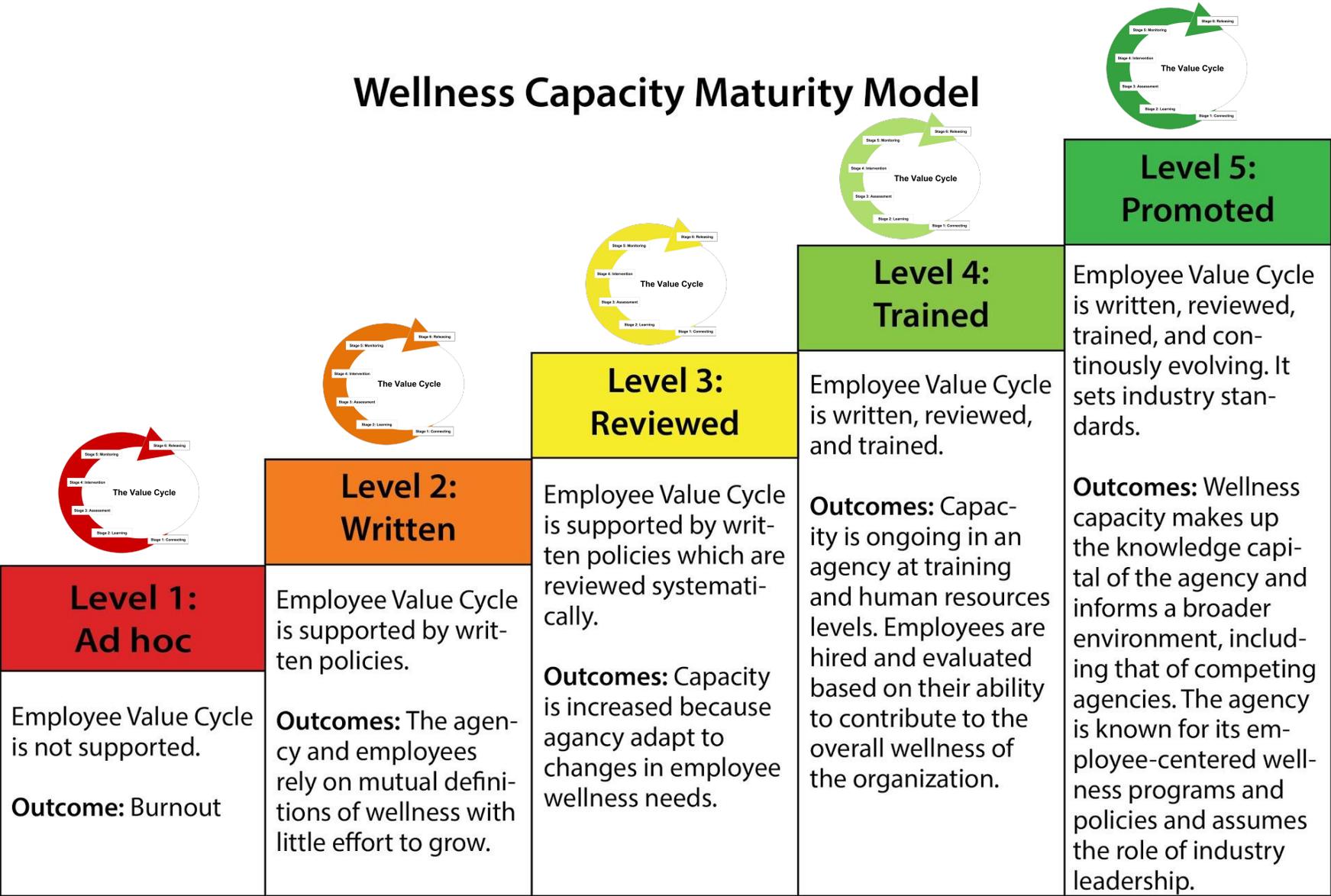
### List of possible changes/solutions

- I might ask my co-workers for help
- I need ways to integrate families (moms!) into care
- How can I plan my workday better so that I could visit both 'easy' and 'difficult' clients as a balance?
- How can I not freak out?

### “Next Day” story

“I was tired of having stressful days. So I decided “no more!” I vowed to start asking my teammates for help, and to do better at engaging clients. That day was the beginning of my **wellness journey.**”

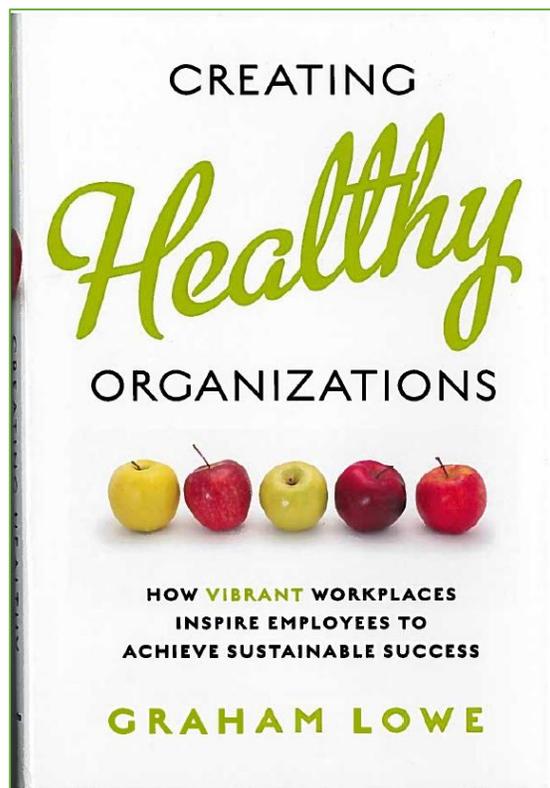
# Wellness Capacity Maturity Model



# Leadership Vision: Imagine Two Agencies

Hindering Agency	Thriving Agency
Value Cycle set by policy	Value Cycle developing and growing
Employee motivation drives the employee	Employee motivation drives the agency
High turnover and burnout	Employees inspired and eager
Mission is to grow profits	Mission is to grow employees
Low trust in supervisors	High trust in supervisors
Employees have little to say	Employees have everything to say
Policies imposed from the top	Policies grown from the bottom up
Culture of negativity and fear	Culture as a competitive advantage
Communication suppressed	Communication used to grow trust
Stress is unhealthy	Stress is a source of growth

# Basics of Leadership



~Graham Lowe, *Creating Healthy Organizations*

## Inclusive Leadership

“Everyone in your organization has the potential to play a leadership role in achieving healthy organization goals. They need to be enabled to do so.” (p.122)

“The answer to the question ‘Who are the leaders?’ is ‘everyone in your organization.’” (p.124)

# Characteristics of Inclusive Leaders

## 1. Inspirational (“What inspires me.”)

*“Inspire yourself and encourage and support others to set and achieve higher goals for quality of work life and performance.”*

## 2. Caring and Connected (“How I show respect.”)

*“Leaders need to care about and be connected with those with whom you work.” “You must be proactive, anticipate others’ needs, take initiative, be a role model.”*

## 3. Trustworthy and Trusting (“Why I am worthy.”)

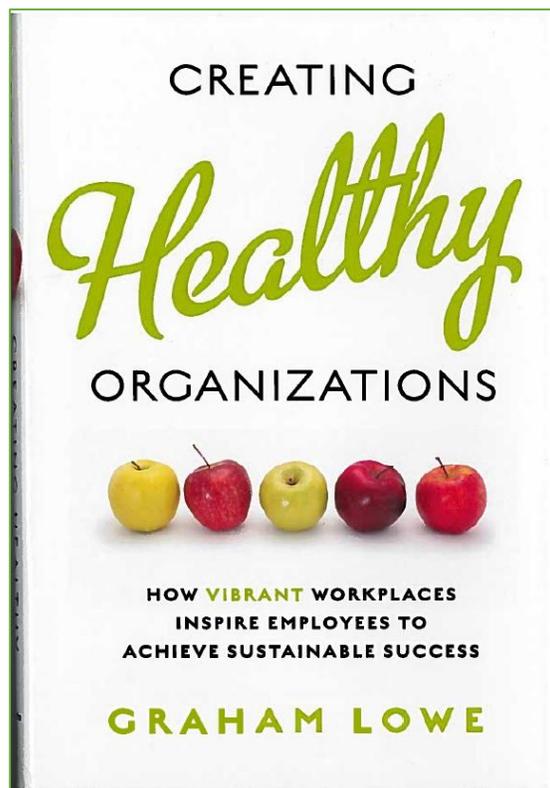
*“Leadership is about inspiring other to pursue with you outstanding results because they trust you and everyone else in the organization.”*

## 4. Action-Oriented (“What I will do.”)

*“Talk about sharing directions must lead quickly to action, or it becomes a waste of time.”*

~ Graham Lowe, *Creating Healthy Organizations*, p. 127-129.

# Your Leadership Vision



~Graham Lowe, *Creating Healthy Organizations*

**Workbook Activity:** Write your personal leadership vision.

*“Leaders keep the big picture in view and understand how their actions contribute to the workplace community and the organization’s mission.” (p. 128)*

# Module 1 Key Messages

- Know your path to becoming a wellness leader
- Understand your passion and your performance
- Identify job demands, control and stressors
- Information: Stressors in the Helping Professions in Alberta
- The Value Cycle
- Develop your “stressful day” and your “next day” stories
- Information: Basics of “inclusive leadership”
- Develop your guiding leadership vision

# Leadership Action

*How will you share what you have learned?*

**Leadership Action Planning Worksheet**

My passion: \_\_\_\_\_

My stressors: \_\_\_\_\_

My leadership vision: \_\_\_\_\_

Module Learning	What will you share? (What will be your message?)	With whom will you share?	How will you share? (Conversation, staff meeting, reports, social media?)
1. Basics of Health, Wellness and Stress			

# Module 2: Self-Care for Helping Professionals



# Discussion: Self-Care for Helping Professionals

1. **Discussion:** At your table, share some things you do for self-care.
2. **Flipchart activity:** List them on your flip chart.

# What The Healthy Workplaces Research Shows: What *Individual* Helping Professionals Do for Self-Care



**Q:** As an individual, what do you do to maintain your health in your workplace?

*Source: HWHP Healthy Workplaces Survey, 2016*

# What Healthy Workplaces Research Shows: *Organizational Support for Self-Care*



**Q:** Indicate which of the following factors are available in your current workplace and that you think contribute to your health and wellness

*Source: HWHP Healthy Workplaces Survey, 2016*

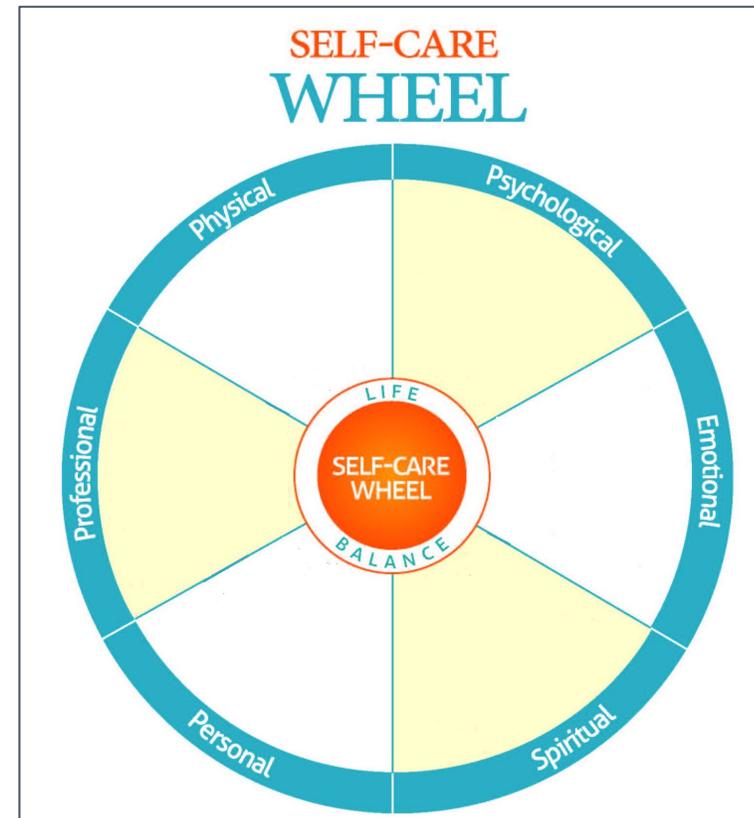
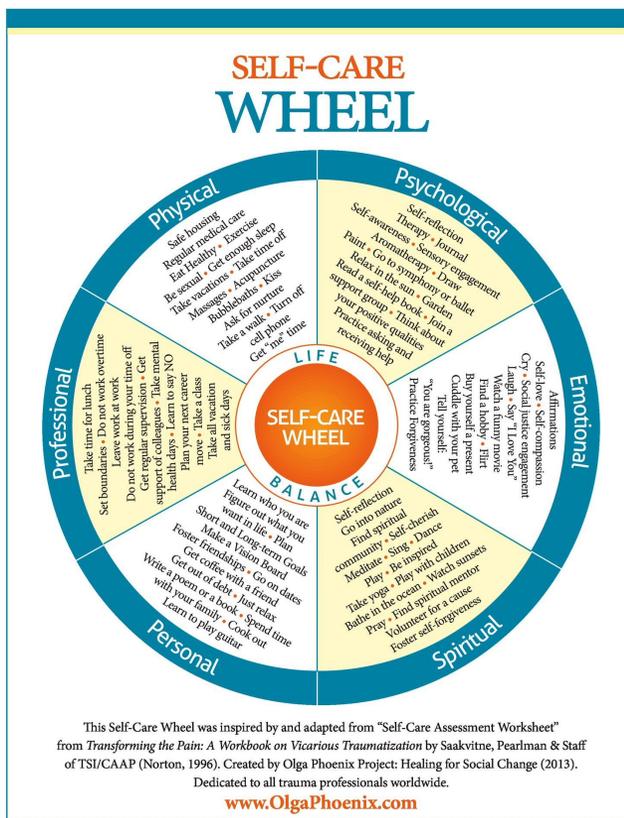
# Approaches to Self-Care

Reactive Approach	Proactive Approach
Limiting or addressing professional stressors	Enhancing well being
Positive or negative	Positive
Based on habits and weaknesses	Based on development and strength
Short-term	Short and long-term
Haphazard	Used regularly

## Components of Self-Care

- **Workplace Self-Care.** This involves activities that help you to work consistently at the *professional* level expected of you.
- **Physical Self-Care.** Activities that help you to *stay fit and healthy*, and with enough energy to get through your work and personal commitments.
- **Psychological Self-Care.** Activities that help you to feel *clear-headed* and able to intellectually engage with the professional challenges that are found in your work and personal life.
- **Emotional Self-Care.** Allowing yourself to safely experience your full range of *feelings*.
- **Spiritual Self-Care.** This involves having a sense of *perspective beyond* the day-to-day of life.
- **Relationship Self-Care.** Is about maintaining healthy, supportive relationships, and ensuring you have diversity in your relationships so that you are not only *connected* to work people.

# Identify Self-Care Goals and Activities



## Activity: What Can You Do?

- Recall your stressful-day.

Example: Kelly's stressful-day

I was having a stressful day. I had been working with a client who was very delayed but the mother kept interfering with my work and not following through. This day I almost exploded when the mother accused me of turning her child against her. I was very frustrated.

- **Discussion:** How would better self-care have helped you avoid your stressful day?
- **Workbook Activity:** List activities and ideas on the Self-Care Wheel (p.10)

## Work-Life Balance: Reactive Approach

- Categories of caregiver strain:
  - Delay starting a family/decide not to have a family
  - Have fewer children
  - Just work harder
  - Reduce the quality of things one does
  - Just try to forget about things
  - Use prescription medicine

*“...individual coping strategies do little to help employed Canadians deal with work-life conflict...”*

*Source:* <http://www.hc-sc.gc.ca/ewh-semt/pubs/occup-travail/balancing-equilibre/index-eng.php#a6234>

# Work/Life Blending: Proactive Approach

- “**Work/life blend**”  
Find ways that both work and life grow from your passions.
- “**Work/life seasons**”  
Schedule times and events when work and life activities increase or decrease.
- “**Agency support**”  
Allow for flexibility around workers’ life demands.

“When you approach everyday with passion and purpose, whether you're working long hours to prepare an important presentation or staying up late with your daughter to work on her science project, you can find joy and happiness in whatever it is you're pursuing at that moment.”

*Jon Gordon, 2012*

Can anyone share ideas?

# Staff Resource: Daily Risk Assessment Tool

Risk Assessment for Daily Wellness					
Name:				Date:	
<b>Today's Event (one assessment per event)</b>					
What new case or event do I face today that pose potential wellness risks?					
Short-Term Assessment	Factors	Rating Scales 1 = low 3 = high	Risk Level 1-3	Mitigation: What I can do	
Client	Known to me	Known.....Unknown			
	Adequate records	Have.....Don't have			
Support	Team	Known.....Unknown			
	Communication	Strong.....Weak			
	External	Known.....Strangers			
Time	Adequate time	Lots.....Pressed			
Process	Clear	Known.....Unknown			
	Total risk assessment	18 - 21 = High risk 13 - 17 = Medium risk 7 - 12 = Low risk	Total:		
Long Term Assessment	Factors	Rating Scales 1 = low 3 = high	Risk Level 1-3	Mitigation: What I can do	
Capabilities	I have training	Tons .....Lacking			
	My style	My zone.....Not my zone			
	Learning	Potential.....No potential			
Rewards	Potential	High.....Low			
	Learning	Potential.....Low			
	Total risk assessment	12 - 15 = High risk 8 - 11 = Medium risk 4 - 7 = Low risk	Total:		
Backside: outcomes and reflection					

## How to use this tool?

### Instruction:

1. Anticipate your day
2. Evaluate your risk score
3. Plan your day accordingly

### Context:

1. Staff meeting
2. Training
3. Record keeping
4. Keep strong for others



# Example: Kelly's Daily Risk Assessment

**Risk Assessment for Daily Wellness**

Name:	Kelly	Date:	April 12, 2016
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**Today's Event (one assessment per event)**

*What new case or event do I face today that pose potential wellness risks?*

Ben

Short-Term Assessment	Factors	Rating Scales 1 = low 3 = high	Risk Level 1-3	Mitigation: What I can do
Client	Known to me	Known.....Unknown	1	
	Adequate records	Have.....Don't have	1	
Support	Team	Known.....Unknown	2	
	Communication	Strong.....Weak	3	Talk to Stacia and fellow workers
	External	Known.....Strangers	1	
Time	Adequate time	Lots.....Pressed	2	Plan better, visit easier clients alternately
Process	Clear	Known.....Unknown	2	
	Total risk assessment	18 - 21 = High risk 13 - 17 = Medium risk 7 - 12 = Low risk	Total: 13	
Long Term Assessment	Factors	Rating Scales 1 = low 3 = high	Risk Level 1-3	Mitigation: What I can do
Capabilities	I have training	Tons .....Lacking	2	Learn more about the holistic approach towards disabled persons
	My style	My zone.....Not my zone	1	
	Learning	Potential.....No potential	2	Find ways to communicate better with client's family
Rewards	Potential	High.....Low	2	
	Learning	Potential.....Low	2	
	Total risk assessment	12 - 15 = High risk 8 - 11 = Medium risk 4 - 7 = Low risk	Total: 9	

## Module 2 Key Messages

- Information: Self-care in Helping Professions in Alberta
- Information: Reactive vs. Proactive
- Information: Components of self-care: Self-Care Wheel
- Plan for self-care
- Information: Work-life balance vs. work-life blending
- Information: Daily Risk Assessment Tool

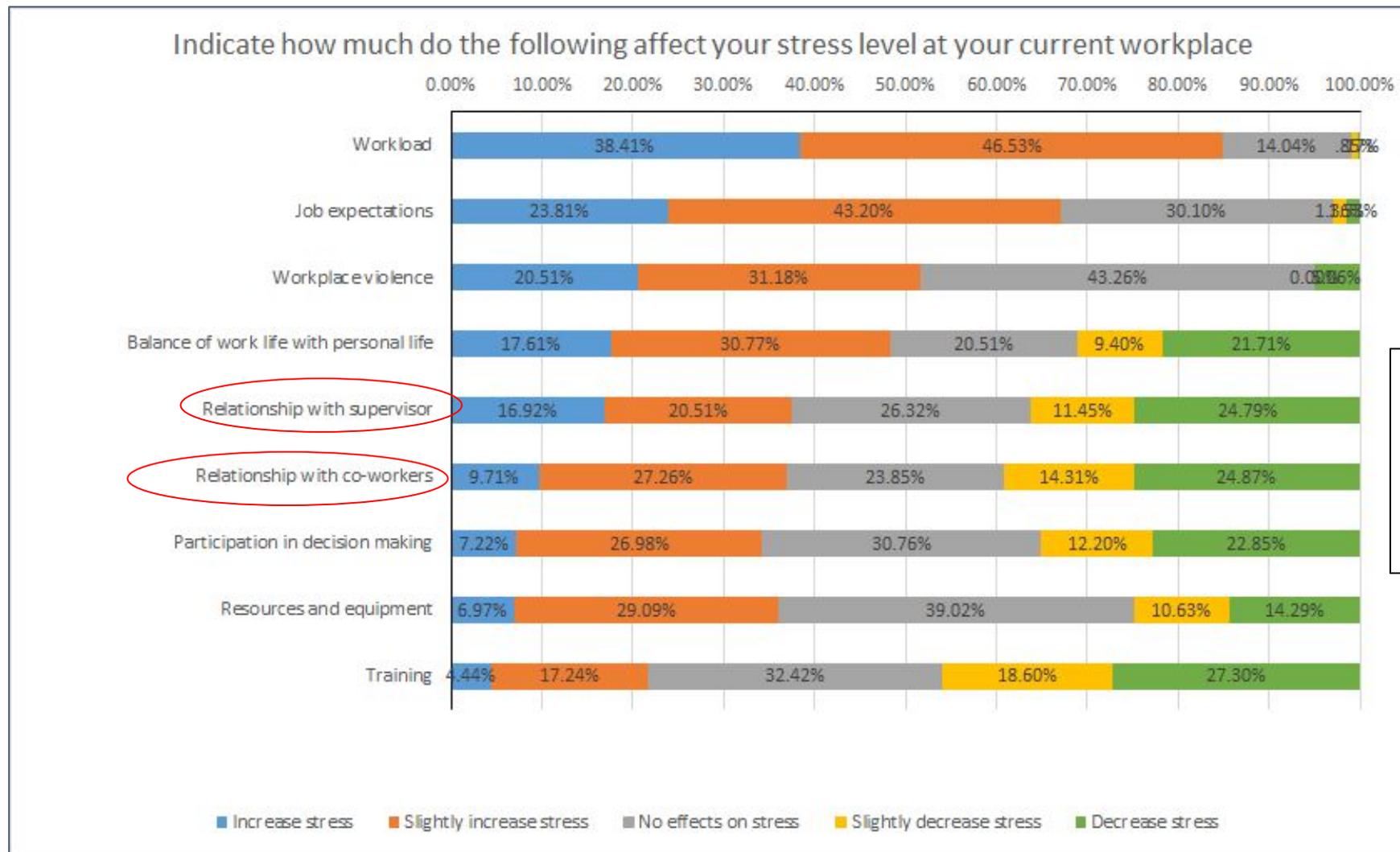
# Leadership Action

How you will share your ideas about self-care with your fellow employees?

# Module 3: Building Healthy Work Relationships



# What Healthy Workplaces Research Shows: “Work relationships and stress”



**Q:** How much do the following factors affect your stress level at your current workplace?

*Source: HWHP Healthy Workplaces Survey, 2016*

# Identify Work Relationships

1. Think about the people at work.
2. How do people contribute to (or hinder) your success at work?

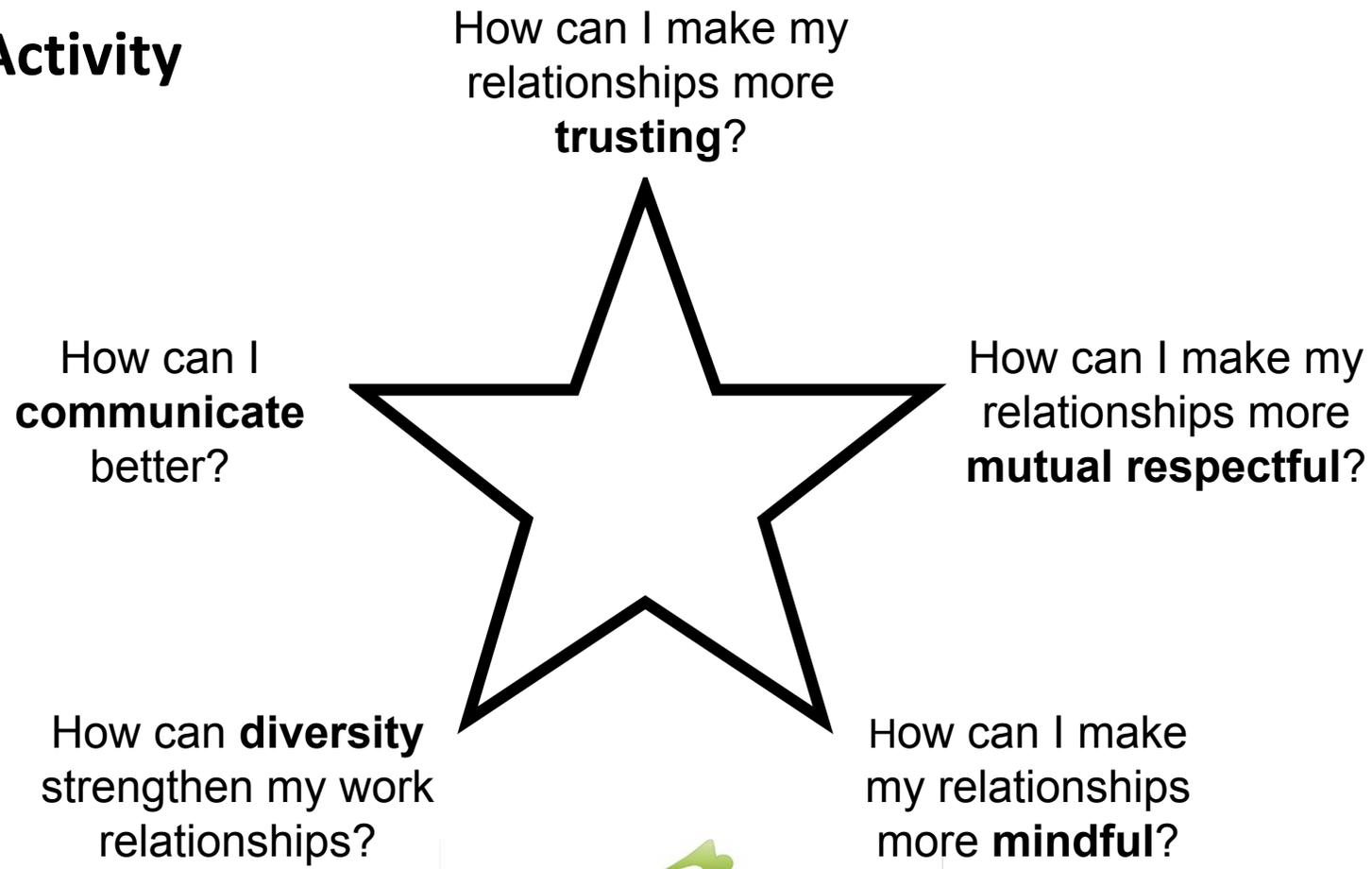
# Assess Work Relationships

- **Trust** – “**How can I build trust?**” This is the *foundation* of every good relationship. When you trust your team and colleagues, you form a powerful bond that helps you work and communicate more effectively.
- **Mutual Respect** – “**How can I find ways to work together?**” When you respect the people that you work with, you value their input and ideas, and they value yours. *Working together*, you can develop solutions based on your collective insight, wisdom and creativity.
- **Mindfulness** – “**How can I be present and empathize?**” This means taking *responsibility* for your words and actions. Mindful people are careful and attend to what they say, and they don't let their own negative emotions impact the people around them.
- **Welcoming of Diversity** – “**How can I value diversity?**” Workers with good relationships accept and welcome diverse people and opinions. When friends and colleagues offer *different opinions*, they consider what they have to say, and factor these insights into their decision-making.
- **Open Communication** – “**How can I be more authentic?**” The better and more effectively you communicate with those around you, the richer your relationships will be. All good relationships depend on *open and honest* communication.

***Discussion:*** Use these elements to think about your current work relationships.

# Improve Work Relationships

## Workbook Activity (p.17)



## Flip-chart Activity

- What are some things **an individual** can do to improve work relationships? Make a list of action items.
- What are some things **an agency** can do to improve work relationships? Make a list of action items.

Individual	Agency

# Information: Resolving Work Relationship Conflicts

1. **Explore issues:** An issue is a problem that needs to be solved—the topic or subject you need to talk about.
2. **Understand interests:** People’s interests in an issue are the reasons why they care about it—the needs, fears, wants and concerns they experience about the issue and its impact. Every person with a well-founded concern has an interest in the issue.
3. **Develop options:** An option is a possible solution to a conflict that satisfies both the shared and separate interests of the people involved.
4. **Choose a solution:** A solution is an option that resolves the issue by meeting the interests of the people concerned. An effective solution is a simple, efficient, affordable, acceptable, flexible and legal answer to the problem.
5. **Implement the solution:** Prepare a plan.
6. **Evaluate the outcomes:** Measure the success of your plan to decide if your solution is working.

<https://alis.alberta.ca/ep/eps/tips/tips.html?EK=7389>



Healthy Workplaces for Helping Professions  
info@hwhp.ca

## Module 3 Key Messages

- Information: Work relationships matter
- Follow the process: Identify, assess, and improve your work relationships
- Identify what **you** and can do and what your **agency** can do
- Information: Resolving work relationship conflicts

# Leadership Action

How can you and your agency can improve work relationships.

# Break (15 min)

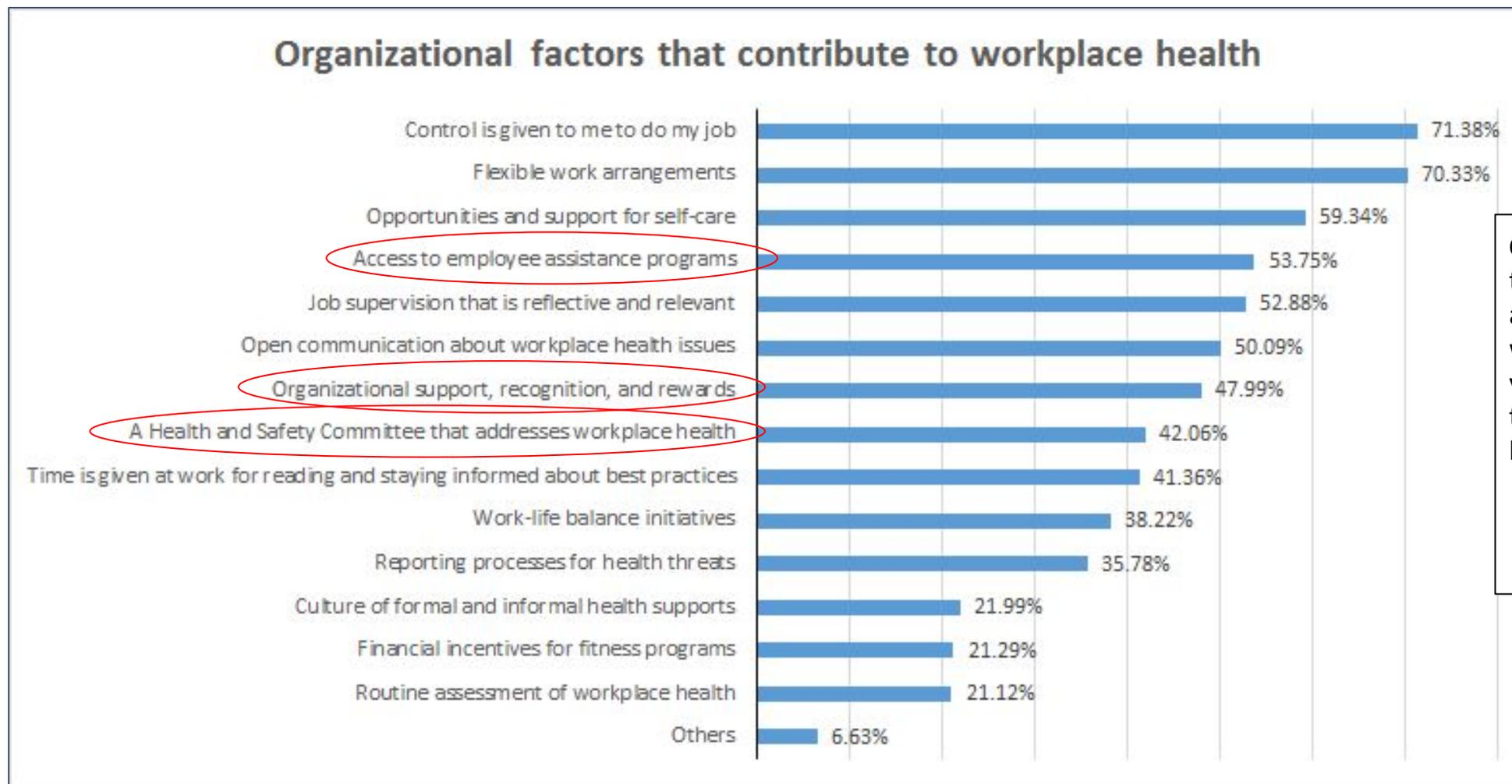


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# Module 4: Making the Most of Wellness Resources



# What Healthy Workplace Project Research Shows: Agency Wellness Resources



**Q:** Indicate which of the following factors are available in your workplace and that you think contribute to your workplace health.

*Source: HWHP  
Healthy Workplaces  
Survey, 2016*

# Overview of Wellness Resources

- **Agency resources:** These are specific to your agency and include the efforts of your Health and Safety Committee.
- **Benefit provider resources:** These are provided by insurance companies.
- **Educational resources:** These are available from colleges and university extension services for continuing education credit.
- **Professional resources:** These are workshops and conferences where you can learn about wellness initiative. Some of these come from certification bodies.
- **Community resources:** These are workshops and events provided by the community that can enhance your social network and help you see how appreciated you are.



# Agency Resources

- **Policies:** sick leaves, absence, health benefits, vacation, modified work, dependant care, training opportunities
  - Clear policies (hiring, training, rewards), employee involvement in decision-making, job satisfaction surveys
  - Insurance
  - Wellness policy with employee engagement
- **Health and Safety Committee**
  - Reporting, staff meetings, education
- **Employee Assistance Program**
  - Counselling, medical assistance, coping with personal issues



# Resources for Agency Support



## Non-Governmental Agencies

### Guarding Minds @ Work

<http://www.guardingmindsatwork.ca>



## Government Agencies

### Canadian Centre for Occupational Health and Safety

[https://www.ccohs.ca/oshanswers/psychosocial/wellness\\_program.html](https://www.ccohs.ca/oshanswers/psychosocial/wellness_program.html)



## Employee Assistance Programs

### Family Services Employee Assistance Programs

<http://www.ccohs.ca/oshanswers/hsprograms/eap.html>



## Wellness Standards Organizations

### Mental Health Commission of Canada

<http://www.mentalhealthcommission.ca/English/issues/workplace/national-standard>



## Example of Agency Support: Alberta Blue Cross

- Supporting individual health
- Fostering a healthy workplace
- Promoting healthy communities
  - Promoting physical activity
  - Focusing on healthy employees at staff meetings
  - Providing free flu shots and access to assessment tools
  - Hosting information sessions
  - Focusing on ergonomics
  - Focusing on everyday safety and security
  - Participating in Alberta Winter Walk Day



How does your workplace compare to this one?

# Your Agency Resources

- **Workbook Activity:** What agency/ benefit provider/ educational/ professional/ community resources are available to you? *(p.20)*

## Flipchart Activity: Your Resources

In your group: List resources available at your agencies. Analyze your list using the criteria below.

O = Obstacles to Action	What prevents a person from accessing these wellness resources in your agencies?
C = Co-Worker Action	How can people make better use of these wellness resources?
A = Agency Action	What can your agency do to make these resources more available to employees?
M = My Action	What can <b>you</b> do to promote use of these wellness resources?

# Module 4 Key Messages

- Information: Overview of wellness resources
- Identify resources available at your agency
- Find ways to promote the use of agency resources

# Leadership Action: Share Your Ideas About Wellness Resources

How you will share your ideas?

# Module 5: Communication for Health and Wellness



# What The HWHP Research Shows: “Wellness Issues Are Rarely Discussed”

Most frequently experienced (always, most or some of the time) workplace hazards:

- Unrewarded contributions (25.39%)
- ***Lack of discussion of personal/tough wellness issues (22.28%)***
- Insufficient staff to handle client needs (16.81%)
- Lack of involvement in decision-making (16.07%)
- Imbalanced work-life (13.75%)

**Q:** Indicate the factors that threaten your workplace health. Please select one choice for each factor (Always or almost always, some of the time, rarely, never, not applicable).

*Source: HWHP Healthy Workplaces Survey, 2016*

# What The HWHP Research Shows: “Effective Communication Reduces Work Stress”



**Q:** Indicate which of the following factors are available in your workplace and that you think contribute to your workplace health.

*Source: HWHP  
Healthy Workplaces  
Survey, 2016*

# Activity: Communication in Helping Settings

- Think about your workplace setting.
- **Flip chart Activity:** *What kinds of communication do you see?*

# Benefits of Storytelling

*What makes great stories so powerful is their “stickiness”, their ability to draw attention and encourage our hearts and minds.”*

*(Changemakers, 2014)*

Large group discussion: *How are stories important to your work?*

- Understand: Reinforce positive practices and encourage others to do the same
- Feel better: Good stories spread quickly and inspire us to take action
- Solve: Promote culture change and positive action

# Types of Stories in A Helping Setting

Type of Stories	Example
Teaching	“The police car came to the house today....”
Clinical	“Then I left the children with their grandmother....”
Therapeutic	“I went to the counselling sessions....”
Performance	“Then I suggested that she join a support group....”
Journal	“Today I felt like I was getting better at my work....”
Mentorship	“Let me tell you how that meeting went....”
Leadership	“That incidence changed the way I look at my work....”



# Example: Kelly's Wellness Leader Story

## Kelly's "stressful day" story:

I was having a bad day. I had been working with a client who was very delayed but the mother kept demeaning my work and not following through. This day I almost exploded when the mother accused me of turning her child against her. I was very frustrated.

## Kelly's "wellness leader" story:

The next day I decided not to keep it inside any more. I didn't know her very well, but I took a chance and confided in Stacia. To my surprise, Stacia said, "It looks like you're really having an issue with the mom." I had to admit she was right. Stacia couldn't talk just then, but she remembered when she got back and took the time to hear me out. From that day on I saw my work differently. I shared more.

And my focus is on making my work healthy. What Stacia did for me, I have done for others. I can talk about the hazards we face in child and family work, especially when monitoring a client. My self-care has gotten better since I started relaxation and meditation classes. I have stronger relationships with my co-workers (thanks to Stacia's model).



# Information: Guidelines for Writing a Wellness Leader Story

## Guidelines for Writing a *Wellness Leader* Story

A good “*wellness leader*” story is about a discovery or realization you had in your work that illustrates how you stay healthy--dealing with stress--in your work. It is a story you can share with others as a helpful example. Often a “bad day” story is a good place to start. Imagine the *next day*...

Not all kinds of stories are appropriate for telling your personal realization.

Great subjects:

- “Ah-hah” I get it, finally, after banging my head against the wall.
- “Problem solved.” I couldn’t see how I could do it, but then I found the determination in myself.
- “Eureka!” I figured out how to do my job.
- “This was my transformation.” I changed my attitude or outlook and my whole job got easier.

Not so good subjects:

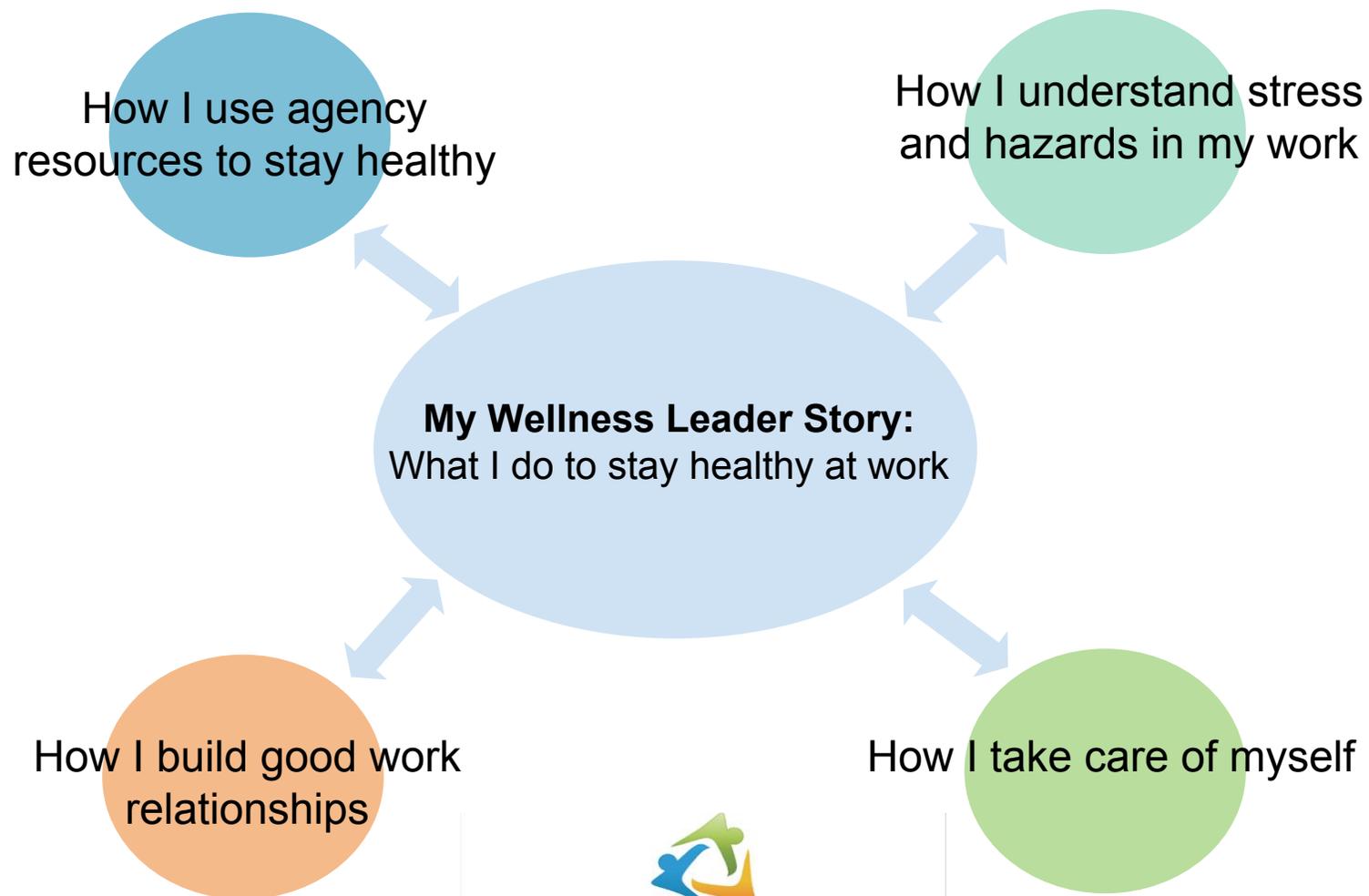
- “I hate my job.” Rants about working in a dysfunctional environment or with dysfunctional clients, bosses, or coworkers.
- “I make a difference.” Stories about successful interventions or practice.
- “Things got better.” Stories about resolutions that were not the direct result of the participant’s effort at understanding.
- “It all started when I was 10...” Life stories of career changes and choices.
- “She finally started to fit in.” Stories about other people.

Ever had a really bad day? Think about your work and a time when you were feeling frustrated because the demands of the job seemed beyond you. Then think about how you resolved the problem, found your personal capability, and came to the conclusion that you belonged in that job. This is your “I get this job” moment. Such a story may begin with a rant, and it may end with a sense of making a difference, but it is much more about you and how you realized that you fit in.

You should be prepared to share this kind of story with others, and to gently nudge them into the groove of their personal success. Remember, “A candle loses nothing by lighting another candle.”

Workbook, p.21

# Workbook Activity: Write Your Wellness Leader Story



Workbook, p.22

# Wellness Leader Story Sharing Plan



Who will I share my story with?	What is your key message?	Where will I share my story?	When will I share my story?
<input type="checkbox"/> Co-workers <input type="checkbox"/> Supervisor <input type="checkbox"/> Family <input type="checkbox"/> Other:	<input type="checkbox"/> Social supports <input type="checkbox"/> Self-care <input type="checkbox"/> Change of thought patterns <input type="checkbox"/> New practices <input type="checkbox"/> New accountabilities <input type="checkbox"/> Change in workplace culture <input type="checkbox"/> Life-long learning <input type="checkbox"/> Value messages Jot the message down here:	<input type="checkbox"/> Staff room <input type="checkbox"/> Health & Safety meeting <input type="checkbox"/> Staff meeting <input type="checkbox"/> Face-to-face <input type="checkbox"/> Note <input type="checkbox"/> Email <input type="checkbox"/> Facebook <input type="checkbox"/> Twitter <input type="checkbox"/> Phone message <input type="checkbox"/> Journal <input type="checkbox"/> Newsletter <input type="checkbox"/> Other:	<input type="checkbox"/> ASAP <input type="checkbox"/> Anytime <input type="checkbox"/> Occasion:  Notes:

Workbook, p.23

*“Every listener hears something different; help them hear what they need to hear.”*



# Activity: Role Play “Sharing Your Wellness Leader Story”

- In pairs, practice telling your stories. Role play the “Storyteller” and the “Listener” roles. (Imagine the occasion and location.)
- For the “Listener” share your stressful day story only.
- For the “Storyteller” share your stressful day story *and* your next day story.
- Next: Switch roles and repeat the exercise.
- When everyone has had a chance to share and listen, share your feelings with your group about telling your experience.
  - *How did hearing someone’s story make you feel?*
  - *How did telling your story make you feel?*



# Communication, Wellness, and Leadership

- What are your agency resources?
- Why do you use them?



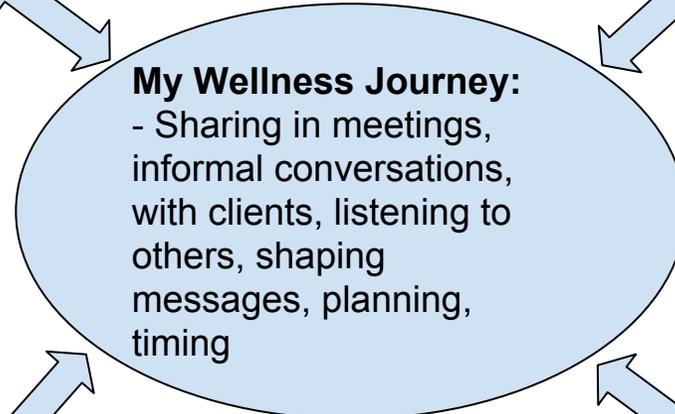
Module 4

Take notes in your workbook (p.24)

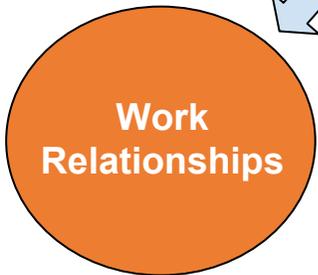


Module 1

- What is a hazard?
- What is stress?



- Techniques for building strong work relationships (identifying, assessing, improving)
- Resolving work conflicts



Module 3



Module 2

- Self-care vs. coping
- Components of self-care
- Work-life blending



# Module 5 Key Messages

- Information: Communication about health and wellness issues in Helping Professions in Alberta
- Communication, wellness, and leadership
- Story telling and writing
- Leadership Action: share your story

# Leadership Action

Use the 5th part of the **Leadership Action Worksheet** to plan for sharing your ideas.

# Workshop Review

Group discussion and sharing: What will you take away from today's workshop?



Healthy Workplaces for Helping Professions

I am a

## CERTIFIED WELLNESS LEADER

has completed the *Be A Wellness Leader Certificate Workshop*  
which may be included for 8 hours of Continuing Education credit

*"Ask me about my story."*

Date: October 26, 2016

Signed: \_\_\_\_\_

Thomas Barker, PhD

Project Lead

Healthy Workplaces for Helping Professions



# Thank You...

