



All Wales Workforce Well-being Conversation Guide

What is the All Wales Workforce Well-being Conversation Guide for?

This guide is designed to shape evidence based well-being conversations at work. It can be used in a number of ways, and may be a way of both helping managers better understand the well-being needs of their staff, as well as offering them a means to have that important conversation. This guide was developed with the explicit assumption that to be effective there needs to be a pre-existing healthy relationship between manager and the staff member they manage. This guide is also useful for all employees to help them better understand their own well-being.

Click the "*Start Course*" button to begin.

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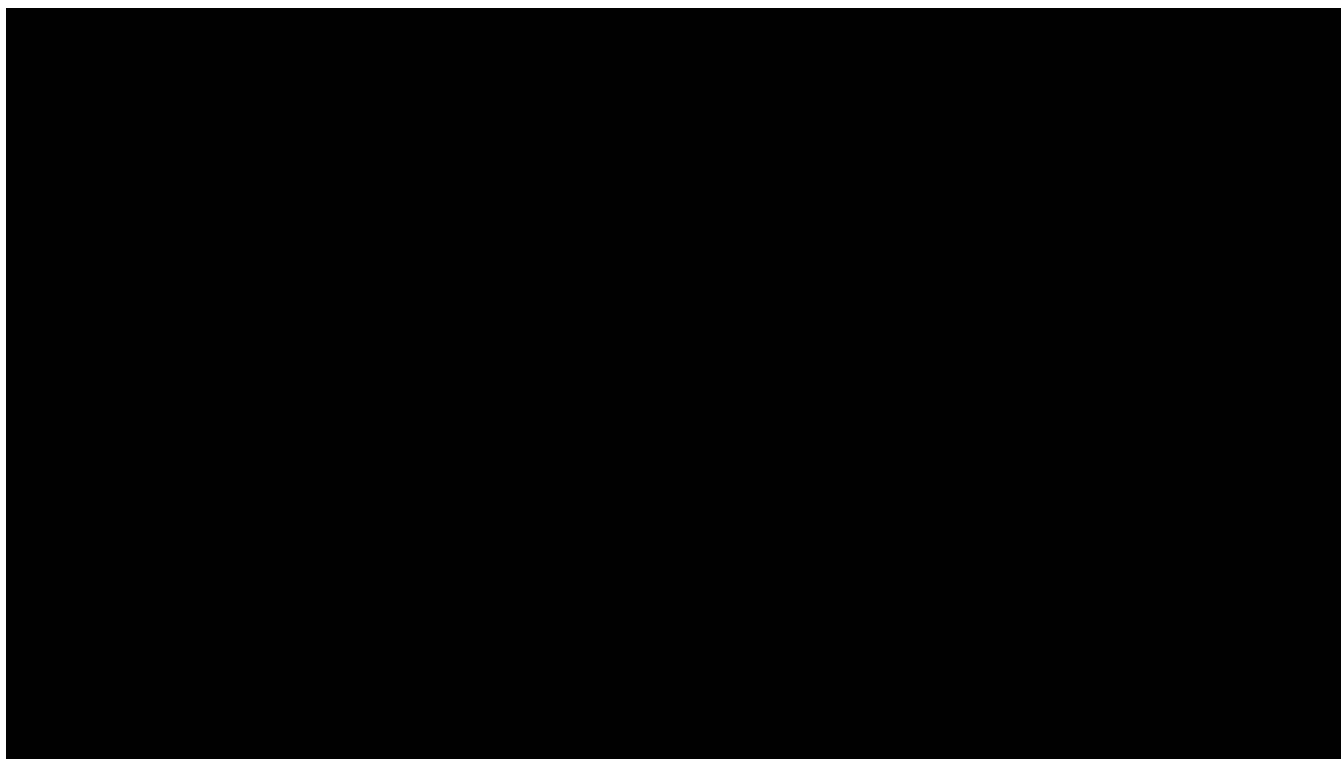
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Ministerial Video



Eluned Morgan MS: Minister for Health and Social Services, Welsh Government



**Bilingual Script for Ministerial Introduction to Workforce
Wellbeing Tool Launch.docx**

26.3 KB



Introduction

Well-being is....

Well-being at work is about people reaching their potential, being both productive and creative, about building positive relationships, having a strong sense of purpose and belonging to a wider community. Ultimately it is about a constantly positive experience of work. NICE (2015)

Introduction

Workplace well-being is underpinned by a flexible set of core components which if identified and supported will enable any individual to get closer to reaching their potential, be more productive and creative, build more positive relationships, and feel more fulfilled. Well-being

is not strictly the same as health but we know improved well-being at work can protect people from some forms of illness, especially those linked to excessive unhelpful stress.

We know that work can have an important positive impact on our well-being, it can give us structure, social connections, meaning, identity and also a sense of achievement. Work can however also have a negative effect on our well-being which may not always be obvious, the impact can be slow and progressive over time. Typically this negative effect is seen in work that is chronically excessively demanding, invalidating, or where people feel unsafe or unsupported.

Although well-being has three foundational components (biological, psychological and social) a number of tools and frameworks exist to identify and address factors relating to biological well-being (often framed as physical health and safety). There are however few tools that focus on the psychological and social (or psychosocial) factors of well-being at work. This Workforce Well-being Conversation Guide uses an evidence based approach to focus on these vital yet less understood components of workplace well-being.

This guide is intended to be used as a starting point not as a one off action. Ideally it will lead to further planned conversations, agreed actions, and even signposting.

This guide is a pilot and we need to collect some data on usage and impact to improve the resource. All data will be collected will be treated with the upmost confidentiality and only used to improve the guide. High level anonymised usage reports will be sent to NHS and Social Care Organisations to monitor local usage.

Using the guide

This is a semi-structured guide to conversations about the experience of work, each of the six components identified can directly influence our well-being. It is best used as a guide rather than an interview schedule as some questions may be more relevant than others and need more time to explore.

Although this guide has value as a guide for managers it is likely that not all issues raised in conversation can be resolved. It is however still important to have the conversation and that these more difficult factors are raised and acknowledged as important. Feeling heard is often helpful in its own right.

If used in the context of a manager /member of staff relationship both parties have responsibility for engaging in the conversation (including preparation) and for looking for ways to find resolution where this is an option. It is the manager's responsibility however to lead the conversation and ensure the staff member feels safe and is heard. This should not be seen as a check list but rather an opportunity to better understand the needs of the staff member. What's more where risk to wellbeing is identified it is the manager's duty of care to act and seek ways to minimise or mitigate the risk.

At the end of the guide are a series of questions that will help us to better understand its value and utility, and how we can improve it. We believe feedback from all health and social care staff who have used the guide to be essential.

Well-being Conversation Guide (Six Factors – 3 stages)

Stage 1. Preparation for managers

Consider what preparation you need to make before initiating this conversation.

This conversation is likely to be unlike any you have had before, as such it is helpful to give thought to the following factors before and during the conversation:

- Advance notice and planning: Plan in advance to have the conversation, don't spring it on the staff member.
- Give the staff member the guide in advance to consider and encourage them to make notes.
- Agree more time than you expect and allow time afterwards for yourself to make notes and reflect.
- Have the conversation in a space that feels private and safe, if you are unsure ask the staff member.
- Approach the conversation with curiosity rather than anxiety, see it as a collaborative two way process not an evaluation.
- Plan a simple non-intrusive way of recording the conversation but focus on making the staff member you manage feel heard.



Stage 2. The Well-being Conversation

1. Purpose: My job makes a difference.

Part of being well at work is feeling what we do matters. Typically those working in the public sector do so mostly to try and make a positive difference. If we think we are not making a difference we tend to feel less satisfied and get less enjoyment for our work.

- a. Do you feel your current work makes a positive difference?
- b. What would you change yourself to improve this?
- c. Realistically what can you do?
- d. As your manager what can I do to help?

2. Control & Influence: I feel I have enough influence over my work

All people need to feel they have enough influence over their working environment, though this need differs between people – some need more and others a lot less. When you feel stressed you tend to feel less in control and often look to find ways of regaining it. Even though it is subjective it is very important to feel that you have ‘enough influence’ over your work.

- a. Do you feel you have enough influence over your work?
- b. If not why?

- c. Realistically what can you do to improve this situation?
- d. As your manager what can I do to help?

3. Balancing the demands of work: I feel I have the resources to manage the demands of my role.

We all have a limited ability to carry the demands of our work – be they physical, emotional or mental, though often these demands are not obvious and can accumulate subtly. Demands can be understood as the tasks that are required to perform our work, most physical demands are easy to identify, though many demands might be categorised as mental (e.g.: thinking, planning, concentration), and emotional (e.g.: managing your emotions, being with distressed people) and be less easy to recognise even though they also require energy to carry out. Keeping track of the many demands of your work in all their forms is crucial to avoid exhaustion and excessive stress.

- a. What are the main demands of your work – Physical, mental and emotional?
- b. Which demands are most difficult to manage and why?
- c. What would you change to improve this? (Is change possible?)
- d. What can I do as your manager to help?

4. Belonging: The team care about me, and I have a sense of belonging

We often prefer to belong to a group, even though we all have different tolerances as to how we fit into these groups. Research has shown that teams which have a strong sense of belonging and who care for each other's well-being are healthier, more productive and make fewer errors. As such feeling we belong and are cared for by our peers is crucial to good well-being at work.

- a. Do you currently feel like you belong to a team or group at work?
- b. If not, why do you think this is the case? (Has anything changed recently? What factors are getting in the way?)
- c. What do you think you can do to improve this situation?
- d. What can I do as your manager to help?

5. Value: I feel valued and appreciated at work

We find feeling valued and appreciated by our peers and colleagues highly rewarding and reassuring, though this can also sometimes feel uncomfortable. Also it is not unusual for the experience of being appreciated and valued to be rare in the busyness of daily working routines.

- a. Do you feel you are currently valued and appreciated at work?
- b. If not, why do you think this is the case?
- c. What do you need to feel valued by those around you at work? (What might this look like?)

d. How can I as your manager help you to feel more valued and appreciated?

6. Fairness: I feel that I am treated fairly in my workplace

We are all sensitive very to feeling unfairly treated, and the quickest way to trigger anger is to expose a person to unfairness. The experience of unfairness at work can be obvious (decisions that are feel unfair – e.g.: being rotated on a shift when you clearly asked for AL) or more subtle (e.g.: how work based resources are allocated). A perception of unfairness can lead to conflict between individuals and in teams which will undermine morale and create more mistrust. It is also important to recognise that at work – like in life – unfairness can be a reality that cannot always be controlled, it can however be acknowledged and sometimes addressed if we raise it.

- a. Overall do you feel you are treated fairly at work?
- b. If not what is the impact on you, and realistically can they be changed?
- c. What would you change to improve this? (What might different look like?)
- d. What can I do as your manager to help?

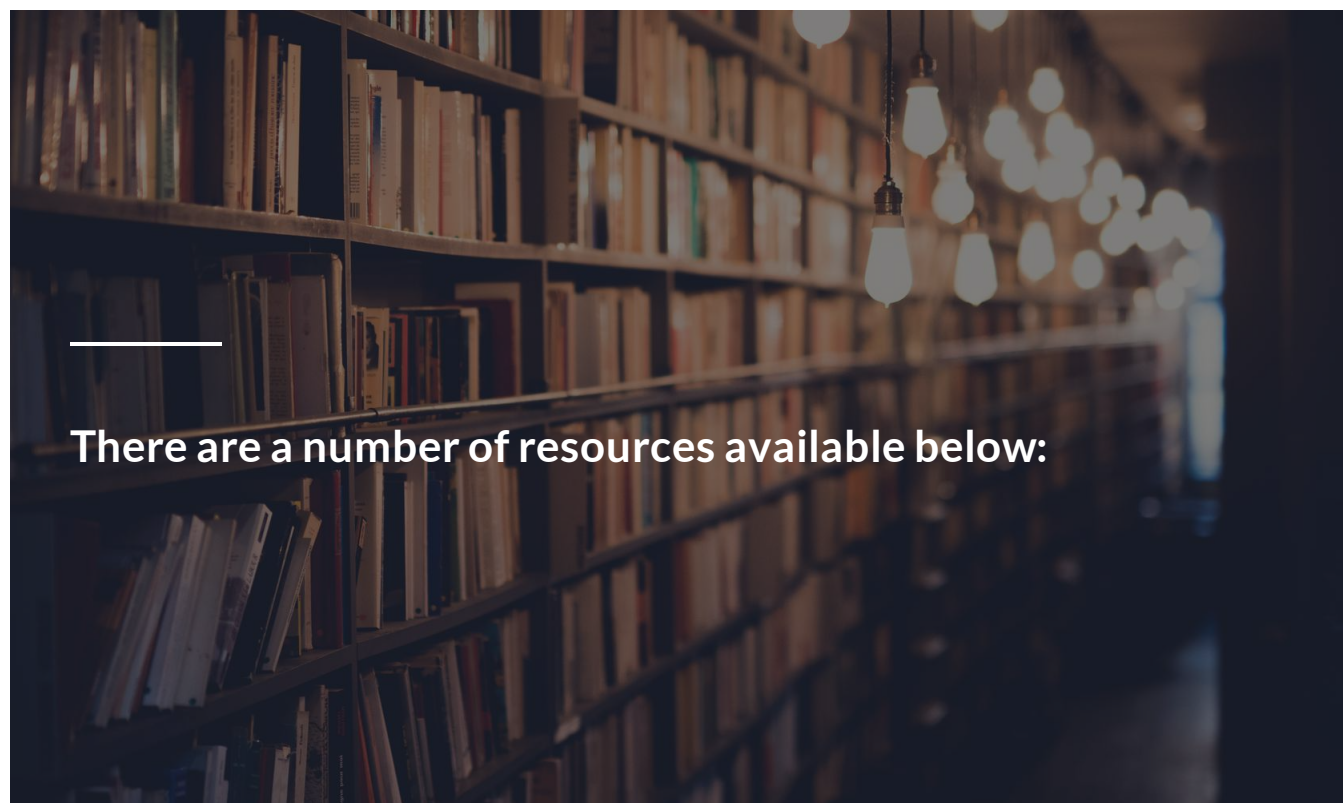
Stage 3. Ending and Feedback

How we end the conversation can be as important as how we initiate it. As a manager please consider the following questions and discuss them with the member of staff you are in conversation with.

- i. What was it like having this conversation today?
- ii. What are the main points you will take forward, and what are the main points you would like me to take forward?
- iii Agreed date when these agreed actions will be reviewed.

Although sometimes a challenge, given how busy we all are it is considered best practice to both agree a set of actions following the conversation, and also a time when they will be reviewed. If this isn't done there is a risk that the whole process might be undermined.

Resources to support your well-being conversation



There are a number of resources available below:

[Health Education Improvement Wales](#) – Well-being sites (nhs.wales)

[Health for Health Professionals](#)

[Social Care Wales well-being pages](#) – a range of curated or signposted resources

[Compassionate Resources for Managers and Leaders](#)

[Care First](#) – For Social Care staff seeking to access Care First please contact your local organisation for log on details

[Money and Pension service](#) – an offshoot of the DWP that supports those in need money and pension advice

[The British Association of Social Workers](#) – Well-being toolkit for social workers

[British Medication Association](#)

[Trades Union Congress](#)

Staff Member Evaluation

Please complete this [short evaluation](#).

Manager Evaluation

Please complete this [short evaluation](#).

Exit Course

Thank you for completing the course. Please use the button to exit the course, then click on the home icon.

EXIT COURSE