

BSB - Business Services Training Package

BSB20120—Certificate II in Workplace Skills

Unit

BSBPEF201

Support personal wellbeing in the workplace



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Trainer/Teacher Manual



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STUDENT/TRAINEE DETAILS

SAMPLE

Student/Trainee Name**Student/Trainee Email****Teacher / Trainer Name****School / Institution / Training Organisation / Employer**

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INTRODUCTION

This manual is developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

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INTRODUCTION—CONT'D

LEARNING ACTIVITIES

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources delivered online, the activities can be filled in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning
Activity**

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

SAMPLE

INTRODUCTION—CONT'D

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

**Learning
Activity**

Research

SELF ASSESSMENT

At the end of each manual is a series of questions that the student/trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in their manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

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UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

BSBPEF201 SUPPORT PERSONAL WELLBEING IN THE WORKPLACE

ELEMENT	PERFORMANCE CRITERIA
1. Recognise factors that impact personal wellbeing	1.1 Identify personal factors that may impact on wellbeing 1.2 Identify workplace factors that may impact on wellbeing 1.3 Recognise relationship between personal wellbeing and identified workplace factors relevant to own role
2. Plan communication with supervisor	2.1 Select appropriate communication approach 2.2 Identify appropriate method for communication about wellbeing 2.3 Plan relevant content for communication including strategy for dealing with a negative response
3. Communicate with supervisor	3.1 Arrange communication with supervisor 3.2 Conduct communication according to developed plan 3.3 Review effectiveness of communication
4. Investigate available wellbeing resources	4.1 Identify and review wellbeing resources 4.2 Select appropriate wellbeing resources applicable to own workplace 4.3 Document method for accessing selected resources

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Section One

Recognise Factors that Impact Personal Wellbeing

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SUPPORT PERSONAL WELLBEING IN THE WORKPLACE

SECTION ONE—RECOGNISE FACTORS THAT IMPACT PERSONAL WELLBEING

INTRODUCTION

This unit describes the skills and knowledge required to advocate for and feel empowered about personal wellbeing in the workplace. It involves developing and applying basic knowledge of factors that may influence wellbeing, both positively and negatively.

The unit applies to those in a range of industry and workplace contexts, who work under direct supervision. It may also apply to learners who are preparing to enter the workforce.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying personal factors that may impact on wellbeing
- ☆ Identifying workplace factors that may impact on wellbeing
- ☆ Recognising relationship between personal wellbeing and identified workplace factors relevant to own role

This training manual is designed to prepare persons beginning a new job or those changing jobs for possibly needing to address workplace wellbeing issues with their employer/supervisor.

In some cases this preparation could apply to those already in a job and are currently experiencing workplace wellbeing issues.

Either way to successfully complete this unit of training you will need to develop a plan on how to approach, communicate and resolve workplace wellbeing issues.



IDENTIFY PERSONAL FACTORS THAT MAY IMPACT ON WELLBEING

Wellbeing is defined as ‘the state of being comfortable, healthy or happy’.

In reality wellbeing is much more than this description and must be extended to a whole of life experience inclusive of a sense of purpose (our why), satisfaction with a balance between work, education and recreational activity and a feeling of having a level of control over most aspects of day to day living.

Personal wellbeing is impacted primarily within the following mental and physical categories:

- ☆ Physical health
- ☆ Self-awareness
- ☆ Financial support and security
- ☆ Emotional support (at home and in the workplace)
- ☆ Social networks (friends and associates)
- ☆ Work and education
- ☆ Choice and control
- ☆ Respect and dignity

SAMPLE

Wellbeing factors exist internally and externally and impact our personal wellbeing status.

- ☆ **Internal factors** - psychology indicates that wellbeing reflects positive relationships with others, knowing yourself (strengths and weaknesses), having a sense of purpose in life (the why) and a genuine belief in the value of personal growth and self-development.

Professionals in the area of psychology strongly promote the following key characteristics of internal wellbeing:

- ◆ Connect with others
- ◆ Be pro-active
- ◆ Have a positive attitude
- ◆ Be willing to learn
- ◆ Be observant

- ☆ **External factors** - given individual wellbeing is determined by both internal and external circumstance, it is very important to also identify the external influences which impact our physical and mental conditions.

The key external factors include:

- ◆ Income (sufficient or a basis for concern)
- ◆ Workplace (a positive or negative culture)
- ◆ Community (open and inclusive or closed)
- ◆ Age and employability (the degree of opportunity)
- ◆ Gender (a level playing field/equity)
- ◆ Religion (connectivity)

As an individual and employee within an organisation it is very important to understand the internal and external wellbeing factors which impact both personal performance and behaviour.

On the following pages we will explore workplace factors that impact on wellbeing.



SAMPLE

**Learning
Activity****Question****LEARNING ACTIVITY ONE**

SAMPLE

- 1) Personal wellbeing is impacted primarily within eight mental and physical categories as outlined in this Section. What are they?

- 2) Professionals in the area of psychology strongly promote five key characteristics of internal wellbeing as outlined in this Section. What are they?

- 3) Professionals in the area of psychology strongly promote six key characteristics of external wellbeing as outlined in this Section. What are they?

TEACHER/TRAINER GUIDANCE NOTES

1)

1. Physical health
2. Self-awareness
3. Financial support and security
4. Emotional support
5. Social networks
6. Work and education
7. Choice and control
8. Respect and dignity

2)

1. Connect with others
2. Be pro-active
3. Have a positive attitude
4. Be willing to learn
5. Be observant

3)

1. Income
2. Workplace
3. Community
4. Age and employability
5. Gender
6. Religion

SAMPLE



IDENTIFY WORKPLACE FACTORS THAT MAY IMPACT ON WELLBEING

During a lifetime most people spend a large amount of that life either at work, enjoying recreational activities or in pursuit of further education and training.

The ***sense of purpose*** is highlighted as a key to individual health and wellbeing and the workplace can have a significant effect on one's sense of purpose.

Ideally the workplace will be a location where job satisfaction exists, good relationships with others occurs and there is an opportunity to grow and prosper through personal development.

In the last decade in particular, health and wellbeing within the workplace has become a significant focus for most organisations.

The reasons for this focus are many, but most importantly include:

- ☆ Employee productivity
- ☆ Enhanced employee and group motivation
- ☆ Employee retention
- ☆ Reduced absenteeism
- ☆ Recognition as a preferred employer (strong culture)
- ☆ Organisational morale
- ☆ Emotional wellness (less stress)

SAMPLE



WORKPLACE CHARACTERISTICS

In examining the factors which impact wellbeing in the workplace the two following characteristics most commonly closely looked at are:

- ☆ The work **environment** (bright, clean, ergonomically appropriate and accessible)
- ☆ The working **conditions** (flexible hours, potential for remote working, remuneration, parental leave, carers leave, annual leave, security, safety and open communication channels)

A bright, well organised, connected and easily accessed workplace can positively contribute to creative and collaborative behaviour by individuals and groups.

Conversely, a failure to create such an environment will potentially keep individuals and groups more isolated and adversely impact productivity and morale.

Organisations which have successfully introduced measures which enhance wellbeing within the workplace will experience improved workforce efficiency.

Furthermore a focus on workplace wellbeing will create an environment which is inclusive and collaborative.

On the following pages we shall examine and identify the relationship between personal wellbeing and workplace factors relevant to own job role.

SAMPLE

**Learning
Activity****Question****LEARNING ACTIVITY TWO**

SAMPLE

- 1) In the last decade in particular, health and wellbeing within the workplace has become a significant focus for most organisations. What were the seven main reasons for this focus?

- 2) In examining the factors which impact wellbeing in the workplace, what were the two workplace characteristics most commonly looked at as outlined in this Section?

--	--

- 3) A bright, well organised, connected and easily accessed workplace can positively contribute to what type of behaviour by individuals and groups within the workplace?

--

TEACHER/TRAINER GUIDANCE NOTES

- 1)
 1. Employee productivity
 2. Enhanced motivation
 3. Employee retention
 4. Reduced absenteeism
 5. Recognition as a preferred employer
 6. Organisational morale
 7. Emotional wellness
- 2)
 1. The work *environment*
 2. The working *conditions*
- 3) A bright, well organised, connected and easily accessed workplace can positively contribute to creative and collaborative behaviour by individuals and groups.

SAMPLE

**Learning
Activity****Interview****LEARNING ACTIVITY THREE**

SAMPLE

In this activity we want you to interview four persons not related to your family. All four need to be employed and all working with different employers. Preferably all should be working in an organisation with six or more employees.

We want you to ask them two simple questions:

- 1) Describe the working conditions in their workplace
- 2) Describe the working environment within their workplace

We have provided space below and on the following pages for you to complete this activity. Your teacher or trainer may require further evidence as to the person's identity.

Person 1 - First Name _____ **Age** _____

Place of employment _____ **Location** _____

Job description _____ **Years at this workplace** _____

Working Conditions

Working Environment

Person 2 - First Name _____ Age _____

Place of employment _____ Location _____

Job description _____ Years at this workplace _____

Working Conditions

Working Environment

SAMPLE

Person 3 - First Name _____ Age _____

Place of employment _____ Location _____

Job description _____ Years at this workplace _____

Working Conditions

Working Environment

SAMPLE

Person 4 - First Name _____ Age _____

Place of employment _____ Location _____

Job description _____ Years at this workplace _____

Working Conditions

Working Environment

TEACHER/TRAINER GUIDANCE NOTES

This activity is to have the student or trainee get a basic overview of how others view their workplace environment and working conditions.

Encourage the student or trainee to interview a wide cross section of people, such as in age, gender and job types.

SAMPLE

RECOGNISE RELATIONSHIP BETWEEN PERSONAL WELLBEING AND IDENTIFIED WORKPLACE FACTORS RELEVANT TO OWN ROLE

A new concept termed **quality of work life** (QWL) which is as it suggests, is an indicator of the status of the wellbeing factors (internal and external as described previously) when applied to the life of a specific individual employed by an organisation.

The QWL concept uses critical elements of employment as a basis and can include:

- ☆ The job role (the why)
- ☆ What is expected of the role (contribution expected)
- ☆ The job description (what is to be specifically undertaken)
- ☆ The reporting relationship (supervisor communication)
- ☆ The outcomes expected from the work undertaken (results and timelines)
- ☆ The resources available to the employee to effectively complete the work
- ☆ The conditions of employment (hours, location, remuneration, employment period, leave, review dates, development opportunities, grievance process and resources plus work-life balance)
- ☆ Level of autonomy

Role clarity is the single most important factor associated with any job.

When an employee has a clear understanding of their tasks, responsibilities and the systems and processes which support their role, the potential for any confusion and personal stress is greatly diminished.

If the own role expectations are clear then the next important step is to understand and put into context the role(s) of others around that employee.

Understanding the fit and expected contribution from both our own job and that of colleagues will promote collaboration and enhance efficiency and productivity.





CLARIFYING NEEDS FOR WELLBEING SUPPORT

Even the best of employees can become disengaged if personal wellbeing is adversely impacted within the workplace.

It is necessary to be aware if any of the following circumstances become evident in your own work environment:

- ☆ Feeling stressed or unsupported
- ☆ Working excess hours to meet expectation without discussion
- ☆ Unresolved conflict
- ☆ Inadequate feedback
- ☆ Poor communication
- ☆ Little opportunity for growth and personal development
- ☆ Insufficient training (knowledge and skill gaps)

If the above circumstances start to appear then likely one's workplace wellbeing is going to suffer and the employee would need to consider seeking support.

In order for any workplace support to be effective it is very important that the employee seeking that support has identified the factors affecting their wellbeing.

In order to select an appropriate wellbeing support program, the cause of concern must be clarified.

- ☆ **Self-awareness** - in the workplace there is now an increasing emphasis upon the concept of self-awareness and a term emotional intelligence.

The simple definition of the concept of self-awareness can be described as 'knowing yourself' and being conscious of your own feelings.

Clearly self-awareness will be present if and when issues or concerns which impact our personal wellbeing and ability to function at our best are identified.

Clarification goes further and includes:

- ☆ **The analysis** - it is recommended that identified impacts on health and wellbeing are documented and categorised.

For example:

- ◆ Impact factor identified - *stress*
- ◆ Contributing items - *financial/conflict*
- ◆ Resources required - *financial counselling/conflict resolution techniques*
- ◆ Resource availability - *internal EAP/external online*

In summary, support in the workplace is readily available and organisations are increasingly striving to improve the health and job satisfaction of all employees to the mutual benefit of both the individual and the organisation.

It is important that all parties in a workplace understand that a healthy, happy and engaged work environment significantly improves efficiency, productivity and ultimately growth and profitability for all.



REGULATORY RESPONSIBILITIES

It is appropriate to note that there are also organisational regulatory responsibilities which may impact the wellbeing of an individual.

The 'Model WHS Act' here in Australia requires all employers to ensure the health and safety of their workers, so far as is reasonably practicable.

It defines health to mean both physical and psychological health.

The 'Model WHS' laws have not been implemented in Victoria and Western Australia, although those jurisdictions have comparable duties and definitions of health, including physical and psychological health.

Key elements of all WHS laws and regulations no matter what jurisdiction will include:

- ☆ Regulation compliance by individuals and organisations
- ☆ Identification of workplace hazards by individuals and organisations
- ☆ Improvement processes within workplaces identified as non-compliant
- ☆ Specific training needs for individuals or groups involved in risk related activities

Based on an employer's WHS responsibilities, an employee should have some level of confidence that he or she will be able to access workplace wellbeing support should they seek it.

**Learning
Activity****Question****LEARNING ACTIVITY FOUR**

1) In this Section we learned about QWL. The QWL concept uses what eight critical elements of employment as its basis?

- 2) What seven circumstances should an employee watch out for that would likely have a negative impact on their workplace wellbeing?

- 3) In order to select an appropriate wellbeing support program the cause of concern must be clarified using two methods. What are they?

--	--

- 4) Why should an employee be confident that he or she can get some level of workplace wellbeing support where they are employed?

--

TEACHER/TRAINER GUIDANCE NOTES

- 1)
 1. The job role
 2. What is expected of the role
 3. The job description
 4. The reporting relationship
 5. The outcomes expected from the work undertaken
 6. The resources available to the employee to effectively complete the work
 7. The conditions of employment
 8. Level of autonomy
- 2)
 1. Feeling stressed or unsupported
 2. Working excess hours to meet expectation without discussion
 3. Unresolved conflict
 4. Inadequate feedback
 5. Poor communication
 6. Little opportunity for growth and personal development
 7. Insufficient training (knowledge and skill gaps)
- 3) Self awareness and analysis
- 4) An employee be confident that he or she can get some level of workplace wellbeing support where they are employed because it is a WHS issue and this is covered by WHS laws and regulations.

**Learning
Activity****Task****LEARNING ACTIVITY FIVE**

To successfully complete this unit of training you will need to be assessed performing some tasks.

The first requirement is for you to develop your own 'communication plan' that you could use to communicate with a supervisor in a workplace.

You may be employed at the moment and this 'plan' could be appropriate to your circumstances. Or, you may not yet be employed so your plan may be 'a hypothetical' one and if this is the case, then it would be considered a template when employed and should your circumstance in a workplace warrant such communication.

This activity is a beginning step in the development of your 'communication plan'.

In the space on the next page, we want you to list out factors within a workplace that would positively impact your workplace wellbeing.

And then, we want you to list out what factors within a workplace would negatively impact your workplace wellbeing.

TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this unit of training include:

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- ☆ develop a plan for communication with supervisor

In the course of the above, the candidate must:

- ☆ develop a plan to communicate with supervisor, including, factors that may impact on own wellbeing, both positively and negatively

Factors within a workplace that would positively impact your workplace wellbeing

Factors within a workplace that would negatively impact your workplace wellbeing

Section Two

Plan Communication with Supervisor

SUPPORT PERSONAL WELLBEING IN THE WORKPLACE

SECTION TWO—PLAN COMMUNICATION WITH SUPERVISOR

INTRODUCTION

Supporting personal wellbeing in the workplace takes effective communication.

In this section we look at the topic of workplace communication related to personal wellbeing of employees.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Selecting appropriate communication approach
- ☆ Identifying appropriate method for communication about wellbeing
- ☆ Planning relevant content for communication including strategy for dealing with a negative response



SELECT APPROPRIATE COMMUNICATION APPROACH AND IDENTIFY APPROPRIATE METHOD FOR COMMUNICATION ABOUT WELLBEING

(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)

In most organisations there are multiple communication channels available through which to communicate internally and externally.

When planning any internal communication, the process will likely be a combination of both verbal and written content.

Internal communication is described as the transmission of information between members of one organisation and involves the exchange of that information across all parts of that organisation.

There are various means of transmission which are known as channels and include:

- ☆ The intranet (written)
- ☆ Emails (written)
- ☆ Project management tools (written)
- ☆ Private messaging software (written)
- ☆ Employee newsletters (written)
- ☆ Document sharing software (written)
- ☆ Video conferencing software (verbal)
- ☆ Podcasts internal (verbal)
- ☆ Face to face (individual and groups verbal)



IDENTIFYING APPROPRIATE METHOD FOR COMMUNICATION

It is highly likely that any communication between an employee and a supervisor regarding personal wellbeing will be on both a private and professional basis.

It is also possible that the relationship between the employee and the supervisor may range from strong to very poor.

When relationships are not strong the communication approach in addressing any personal wellbeing matters must be scheduled, respectful, professional and complete.

In fact, regardless of the relationship it is best to adopt this professional approach.

In order for any form of communication process to lead to value adding results then both parties must feel well informed on the matter(s) to be discussed.

As mentioned above, it is probable that any communication concerning personal wellbeing in a workplace will be potentially private and will need to be conducted on a professional and formal basis in a face-to-face setting.

This is generally the most chosen method of communication when dealing with subject matter such as personal wellbeing in the workplace.

So in the planning stage, one should be well prepared to deal with this subject in a person to person meeting.

Dependent upon the relationship between an employee and a supervisor some informal communication may occur in the style of casual conversation, however it is necessary that wellbeing concerns are ultimately formally addressed.

A structured approach by an organisation in dealing with internal employee matters is particularly important to both the employee and organisation.

As an employee it would be important to understand this structured approach and use it when planning to communicate workplace wellbeing issues.

**Learning
Activity****Task****LEARNING ACTIVITY ONE**

In this section we learned that workplace communication can be verbal, written or a combination of both. We also learned that there are generally nine common types of communication channels in most workplaces.

In this activity we want you to tell us those nine channels and next to each tell us whether it is a written, verbal or a combination of both.

Channel description***Witten, verbal or both***

Channel description***Witten, verbal or both***

TEACHER/TRAINER GUIDANCE NOTES

- 1) The intranet (written)
- 2) Emails (written)
- 3) Project management tools (written)
- 4) Private messaging software (written)
- 5) Employee newsletters (written)
- 6) Document sharing software (written)
- 7) Video conferencing software (verbal)
- 8) Podcasts internal (verbal)
- 9) Face to face (individual and groups verbal)

**Learning
Activity****Question****LEARNING ACTIVITY TWO**

- 1) When relationships are not strong between the supervisor and employee, the communication approach in addressing any personal wellbeing matters must have four characteristics. What are they?

- 2) What are the missing words in the sentence below?

It is probable that any communication concerning personal wellbeing in a workplace will be potentially

_____ and will need to be conducted on a _____ and
_____ basis in a _____ setting.

TEACHER / TRAINER GUIDANCE NOTES

- 1) When relationships are not strong the communication approach in addressing any personal wellbeing matters must be **scheduled, respectful, professional and complete**.
- 2) It is probable that any communication concerning personal wellbeing in a workplace will be potentially **private** and will need to be conducted on a **professional** and **formal** basis in a **face-to-face** setting.

**Learning
Activity****Task**

SAMPLE

LEARNING ACTIVITY THREE

As we mentioned in an earlier activity, to successfully complete this unit of training you will need to be assessed performing some tasks.

You now know that as a requirement, you are to develop your own 'communication plan' that you could use to communicate with a supervisor in a workplace when dealing with wellbeing issues.

Again, you may be employed at the moment and this 'plan' could be appropriate to your circumstances. Or, you may not yet be employed so your plan may be 'a hypothetical' one and if this is the case, then the plan would be considered a template when employed and should your circumstance in a workplace warrant such communication.

This activity is what we think would be the next step in the development of your 'communication plan'.

In the space on the next page, we want you to list out what communication methods are available to you in your workplace, if employed.

Then under the list, pick what methods you would feel comfortable using when communicating with your supervisor on wellbeing issues at work and why you have made those choices.

Also pick the primary method you would use.

If you are not employed, then skip the list and simply pick what methods you would feel comfortable using when communicating with your supervisor on wellbeing issues at work and why you have made those choices.

Also pick the primary method you would use.

List of available workplace communication methods**Chosen methods**

_____	Why chosen	_____
_____	Why chosen	_____
_____	Why chosen	_____
_____	Why chosen	_____
_____	Why chosen	_____
_____	Why chosen	_____

Primary method

_____	Why chosen	_____
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TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this unit of training include:

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- ☆ develop a plan for communication with supervisor

In the course of the above, the candidate must:

- ☆ develop a plan to communicate with supervisor, including, appropriate method of communication



PLAN RELEVANT CONTENT FOR COMMUNICATION INCLUDING STRATEGY FOR DEALING WITH A NEGATIVE RESPONSE

As mentioned in the previous pages it is probable that any communication concerning personal wellbeing in a workplace will be potentially private and will need to be conducted on a professional and formal basis in a face-to-face setting.

Most if not all managers/supervisors are time poor and when involved in any type of meeting a person must strive to have the subject matter communicated as clear and as quickly as possible.

The only way that a person can accomplish this is to gather and compile all the information he or she wants to communicate to the supervisor on the subject of wellbeing, being as precise and detailed as possible.

The information should be relevant to the workplace and have details that are specific to the person and not general, or generic.

Once the content has been created, it is important to plan to communicate this information using clear or plain language and this would include both verbally or in writing if some of the content is written.

Clear language is communication that is easily understood. If language is vague or unclear it can easily be subject to misinterpretation.

Generally, that language must also be appropriate to the audience (being the supervisor) or circumstance. Avoid slang or using informal language as the subject matter is serious.

When information is transmitted either by word or in writing it must be specific and clearly identify the subject matter.

DEALING WITH NEGATIVE RESPONSE OR FEEDBACK

The seriousness and importance of planning around the communication of and response to personal wellbeing matters is best illustrated when an employee experiences a negative response to that communication.

It is very important to expect receiving negative responses from the supervisor, so that you can plan on dealing with such a response.

Good preparation and planning for any communication meeting is always appropriate, however that planning may not always deliver the response sought.

Regardless of the quality of the relationship between an employee and a supervisor, it is hopeful that the supervisor provide any employee with genuine feedback.

On some occasions feedback to an employee may be confronting and appear negative and employees need to be prepared to receive negative responses.

The most important behaviour is to not react immediately to any negative response or feedback.

In simple terms, take a deep breath and absorb what has been communicated.

When settled, plan on getting back to the supervisor and provide him or her your understanding of the what they have said and seek advice as to a suggested ongoing course of action.

It is in the interest of both employee and supervisor to resolve issues relating to workplace wellbeing; in fact critical.



**Learning
Activity****Task****LEARNING ACTIVITY FOUR**

To successfully complete this unit of training you will need to be assessed identifying content relating to a workplace wellbeing issue, or issues that you would be needing when communicating with a supervisor in a workplace.

This is your own 'communication plan' that you could use to communicate with a supervisor in a workplace when dealing with wellbeing issues.

Again, you may be employed at the moment and this 'plan' could be appropriate to your circumstances. Or, you may not yet be employed so your plan may be 'a hypothetical' one and if this is the case, then the plan would be considered a template when employed and should your circumstance in a workplace warrant such communication.

This activity is what we think would be the next step in the development of your 'communication plan'.

In Activity Five, Section One, you listed out factors within a workplace that would **negatively** impact your workplace wellbeing.

In the spaces on the next few pages, we want you to recreate that list and then in bullet point form, outline what you would want to discuss with your supervisor for each factor and include what resolutions you see being required.

We suggest bullet point form, as this is the best way to communicate in person. The bullets remind you of what to say without having to read off a document.

We have supplied space for six factors. Only use what you need if less than six and keep to six even if you have more.

Negative factor _____
Discussion points

Negative factor _____
Discussion points

Negative factor _____
Discussion points

Negative factor _____
Discussion points

Negative factor _____
Discussion points

Negative factor _____
Discussion points

TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this unit of training include:

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- ☆ develop a plan for communication with supervisor

In this case the assessment requirement relates to a specific performance criteria being:

‘Plan relevant content for communication including strategy for dealing with a negative response’

**Learning
Activity****Task****LEARNING ACTIVITY FIVE**

As an assessment requirement, you will need to develop a 'strategy' on how to deal with negative feedback/responses from your supervisor after discussing workplace wellbeing issues.

This will form part of your 'communication plan'.

It is hard to say what negative feedback or responses you may receive (if any) and in what form those negative responses may take.

In the space on the next few pages, we want you to come up with a negative response that your supervisor could come back with and then below that tell us how you think you could deal with that response.

This activity would be easy if you are employed and know the personality of your supervisor.

If you are not employed you may want to discuss this with other students or trainees and come up with potential responses and strategies to deal with them.

Negative response

Strategy to deal with negative response

Negative response

Strategy to deal with negative response

Negative response

Strategy to deal with negative response

Negative response

Strategy to deal with negative response

Negative response

Strategy to deal with negative response

Negative response

Strategy to deal with negative response

TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this unit of training include:

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- ☆ develop a plan for communication with supervisor

In the course of the above, the candidate must:

- ☆ develop a plan to communicate with supervisor, including strategy to deal with negative response.

There are a number of negative responses that an employee could encounter.

Some can include:

- ☆ Not really that big of a deal
- ☆ Telling the employee they are too soft or weak
- ☆ If you are unhappy look for another job
- ☆ Cost too much to resolve wellbeing issues
- ☆ I will think about it (nothing ever happens)
- ☆ I have no time to deal with it

Other subtle negative responses are those where commitments are made and then never followed through, or other employees take sides with the supervisor and so on.

In an organisation that has a supervisor, this means that issues can be escalated to higher management personnel, even the owner of the business.

In unionised organisations, the union representative could be an ally.

Section Three

Communicate with Supervisor

SUPPORT PERSONAL WELLBEING IN THE WORKPLACE

SECTION THREE—COMMUNICATE WITH SUPERVISOR

INTRODUCTION

All employees should never stop learning or improving their work performance. Feedback is the best way of determining where work performance can be improved.

In this section we look at these topics.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Arranging communication with supervisor
- ☆ Conducting communication according to developed plan
- ☆ Reviewing effectiveness of communication



ARRANGE COMMUNICATION WITH SUPERVISOR

When arranging any form of communication with a supervisor there are a number of beneficial activities and behaviours which will contribute to positive outcomes.

Clarity around the basis for a meeting is essential to effective communication.

The most important being:

- ☆ **Contact the supervisor** - request a meeting and advise of the topic 'personal wellbeing'
- ☆ **Confirm** - seek acknowledgement and acceptance by the supervisor
- ☆ **Establish date and time** - communicate to confirm a mutually acceptable date and time
- ☆ **Thank and respond** - again confirm date and time and communicate specific details around personal wellbeing concerns

On the next page is some suggested steps for arranging communication with a supervisor in a face-to-face meeting setting.



ORGANISING ONE-TO-ONE MEETING

ORGANISING ONE-TO-ONE MEETING (FACE TO FACE) USING APPROPRIATE COMMUNICATION CHANNELS

The following steps are strongly encouraged for organising an one-to-one meeting;

- ☆ **Step 1** - contact the supervisor either verbally or in writing to request a meeting and identify to the supervisor the topic(s) of conversation. In this instance a personal wellbeing issue.
Communication channel - either verbal or written
- ☆ **Step 2** - upon acknowledgement from the supervisor request a date and time which may be mutually suitable to both parties. Communication channel - written
- ☆ **Step 3** - on receipt of a date and time thank the supervisor for the opportunity, confirm the date and time and advise more broadly on the issues to be discussed around wellbeing such as stress, poor communication, lack of support, lack of training or perhaps security.
Communication channel - written

Note it is very important to understand that the supervisor needs time to prepare to respond and assist the employee. Good preparation by both the employee and supervisor will greatly enhance the potential for positive outcomes.

- ☆ **Step 4** - attend the meeting as scheduled and be on time.
- ☆ **Step 5** - allow the supervisor to lead in opening conversation and listen carefully to all that is said.
- ☆ **Step 6** - when appropriate take time to carefully present all issues relating to adverse personal wellbeing circumstance.
- ☆ **Step 7** - manage time carefully and at the conclusion of the one-to-one meeting request confirmation of agreed action steps and timelines to address concerns. Communication channel - written
- ☆ **Step 8** - if the outcomes sought are not achieved an agreed escalation process must be adopted.
- ☆ **Step 9** - schedule follow-up communication and confirm whether that process will be verbal or written.

**Learning
Activity****Task****LEARNING ACTIVITY ONE**

We reviewed nine steps that an employee should consider when organising a meeting with a supervisor to discuss workplace wellbeing issues. Summarise each step below in as few words as possible.

Step One**Step Two****Step Three****Step Four****Step Five****Step Six**

SAMPLE

Step Seven

--

Step Eight

--

Step Nine

--

TEACHER/TRAINER GUIDANCE NOTES

- ☆ **Step 1** - contact the supervisor either verbally or in writing to request a meeting and reason for meeting
- ☆ **Step 2** - request a date and time which may be mutually suitable to both parties.
- ☆ **Step 3** - confirm the date and time and advise more broadly on the issues to be discussed
- ☆ **Step 4** - attend the meeting as scheduled and be on time
- ☆ **Step 5** - allow the supervisor to open conversation and listen carefully
- ☆ **Step 6** - carefully present all issues relating to adverse personal wellbeing circumstance
- ☆ **Step 7** - at the end of meeting request confirmation of what was agreed
- ☆ **Step 8** - if the outcomes sought are not achieved escalate the issues
- ☆ **Step 9** - schedule follow-up communication



CONDUCT COMMUNICATION ACCORDING TO DEVELOPED PLAN

Any developed communication plan whether at an individual or more broadly at an organisational level will have similar characteristics.

In terms of an individual plan it should now contain:

- ☆ Evaluation your own situation
- ☆ Clearly establish the purpose of the communication
- ☆ Define the results which you wish to achieve
- ☆ Understand to whom the communication plan is directed
- ☆ Identify the communication channels you will adopt
- ☆ Strategies for dealing with negative responses
- ☆ Meeting organised and an established timetable
- ☆ Attend meeting and present issues

Later in this training manual you will learn that your plan would need to include a evaluation stage. At this stage you would evaluate how the meeting went and what the results were.

There are a number of behaviours and actions which contribute to quality communication with a supervisor.

Most importantly:

- ☆ Stay on the same page
- ☆ Think ahead and be prepared to offer solutions
- ☆ Offer your own suggestions
- ☆ Listen carefully
- ☆ Speak clearly
- ☆ Be prepared to accept feedback without emotion
- ☆ Understand that resolution may not necessarily occur

You also would need to adopt a communication style that you would believe would result in a positive outcome.

USING AN ASSERTIVE COMMUNICATION STYLE

One of the most effective communication styles that a person should consider is assertiveness and would often be the most effective when communicating with a supervisor on workplace wellbeing issues.

Assertiveness can best be described by the following list of the five basic fundamentals:

- ☆ Recognise and protect your rights
- ☆ Identify your needs and request for them to be met
- ☆ Express negative thoughts and feelings in a healthy manner
- ☆ Stand up for yourself
- ☆ Handle conflict

Assertiveness has the potential to boost self esteem, build confidence, reduce personal stress levels and help people get as much from their working environment as possible.

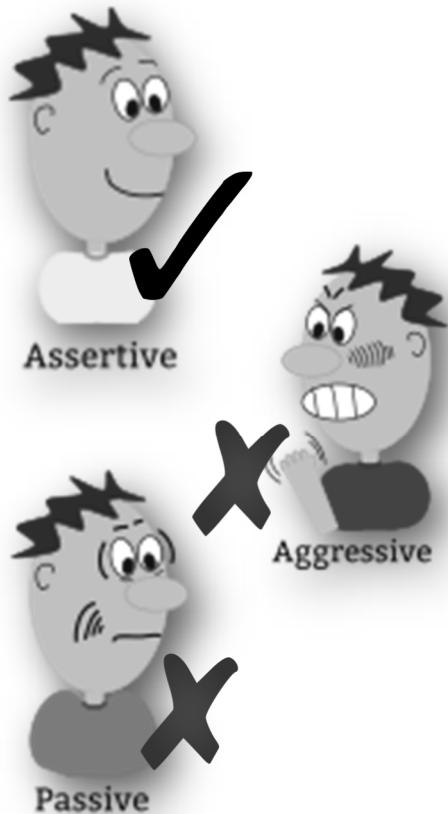
Assertive people gain the respect and genuine admiration of those they work with. They feel good about themselves and their abilities and respond well to difficult situations.

By creating around them a relaxed environment in which problems can be openly discussed; assertive people give and receive criticism constructively, deal with negative emotions healthily and handle conflict effectively.

Sometimes people confuse aggressiveness with assertiveness, seeing that both types of behaviour involve standing up for one's rights and expressing one's needs. The key difference between the two styles is that individuals behaving assertively will express themselves in ways that respect the other person. They assume the best about people, respect themselves, think "win-win" and are willing to compromise.

In contrast, individuals behaving aggressively will tend to use tactics that are disrespectful, manipulative, demeaning, or abusive. They make negative assumptions about the motives of others and think in terms of retaliation, or they do not think of the other person's point of view at all.

On the other end of the scale, passive individuals do not know how to adequately communicate their feelings and needs to others. They tend to fear conflict so much that they let their needs go unmet and keep their feelings to themselves in order to 'keep the peace'. They let others win while they lose out; the problem with this is that everyone involved usually loses out in some way.





EMPLOYING EFFECTIVE LISTENING AND QUESTIONING SKILLS

Two of the most important workplace communication skills are listening and questioning skills.

Plan for active listening. This is described as a technique applicable to training, counselling and conflict management.

The process of active listening requires the listener to be focused, concentrate, understand, be able to respond and above all clearly recall what is being said and by whom.

A conversation within one-to-one communication will lead to questioning by both the supervisor and the employee.

It is probable that during a personal wellbeing meeting the supervisor will adopt questioning techniques that address the following:

- ☆ **Learning** - gathering information from the employee using closed questions (yes/no) or more probing open questions (requiring a more expansive answer)
- ☆ **Relationship building** - showing interest in and care for the employee and seeking input and opinion from the employee
- ☆ **Managing and coaching** - this type of questioning will likely involve a request of the employee to describe a circumstance and allow the supervisor time to actively listen and respond

So the employee would need to plan for questions to be asked of them and be prepared to effectively answer those questions.

The employee needs to also use effective questioning skills to gain some clarity of the responses provided, if they are not clear or fully understood.

**Learning
Activity****Question****LEARNING ACTIVITY TWO**

What were the eight parts to a 'communication plan' that was outlined in this Section?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Evaluation your own situation
- 2) Clearly establish the purpose of the communication
- 3) Define the results which you wish to achieve
- 4) Understand to whom the communication plan is directed
- 5) Identify the communication channels you will adopt
- 6) Strategies for dealing with negative responses
- 7) Meeting organised and an established timetable
- 8) Attend meeting and present issues

**Learning
Activity****Question****LEARNING ACTIVITY THREE**

SAMPLE

- 1) What seven things should you have in mind while attending and participating in a meeting with the supervisor as we outlined in this Section?

2) Assertiveness can best be described by what five basic fundamentals?

3) Assertiveness has the potential to do what to persons that are assertive in their communication and dealing with others?

--

4) How could you describe a person that is aggressive in their communication and dealing with others?

--

5) How could you describe a person that is passive in their communication and dealing with others?

--

TEACHER/TRAINER GUIDANCE NOTES

- 1)
 1. Stay on the same page
 2. Think ahead and be prepared to offer solutions
 3. Offer your own suggestions
 4. Listen carefully
 5. Speak clearly
 6. Be prepared to accept feedback without emotion
 7. Understand that resolution may not necessarily occur
- 2)
 1. Recognise and protect your rights
 2. Identify your needs and request for them to be met
 3. Express negative thoughts and feelings in a healthy manner
 4. Stand up for yourself
 5. Handle conflict
- 3) Assertiveness has the potential to boost self esteem, build confidence, reduce personal stress levels and help people get as much from their working environment as possible.
- 4) Individuals behaving aggressively will tend to use tactics that are disrespectful, manipulative, demeaning, or abusive. They make negative assumptions about the motives of others and think in terms of retaliation, or they do not think of the other person's point of view at all.
- 5) Passive individuals tend to fear conflict so much that they let their needs go unmet and keep their feelings to themselves in order to 'keep the peace'. They let others win while they lose out.

**Learning
Activity****Question****LEARNING ACTIVITY FOUR**

SAMPLE

- 1) Assuming that the supervisor has an interest in the subject matter being presented at the meeting and are asking questions, what could the three reasons be behind line of questioning?

- 2) As far as questioning is concerned, what should you be prepared for when participating in a meeting with the supervisor?

- 3) How would you use effective questioning skills when participating in a meeting with the supervisor?

TEACHER/TRAINER GUIDANCE NOTES

- 1)
1. To learn more
 2. Relationship building
 3. Managing and coaching
- 2) You would need to plan for questions to be asked of you and be prepared to effectively answer those questions.
- 3) You would use effective questioning skills to gain some clarity of the responses provided, if they are not clear or fully understood.



REVIEW EFFECTIVENESS OF COMMUNICATION

Effective communication is described as verbal or written communication which relays information and which is listened to, absorbed and understood.

Most organisations are focused upon creating quality communication processes internally and externally and take pride in evaluating the effectiveness of that communication in maintaining relationships and building trust.

Quality relationships are desirable not only for trust, but they also enhance loyalty and productivity among employees. Employee confidence in an organisation will generally deliver a 'belonging' behaviour by individuals and groups (both internal and external), boost productivity and efficiency and provide for open and transparent communication.

Having completed a personal wellbeing communication with a supervisor an employee must reflect upon the conduct and results of that communication. Evaluating questions could include:

- ☆ Did the meeting proceed as scheduled?
- ☆ Was the time allocated appropriate?
- ☆ Was the environment conducive to open and honest dialogue?
- ☆ Did the supervisor appear prepared for the meeting?
- ☆ Were you listened to carefully?
- ☆ Were the personal wellbeing issues you tabled properly addressed?
- ☆ Did the supervisor take on board any suggestions you tabled?
- ☆ Was there any negativity apparent in the discussion?
- ☆ How did you respond to the supervisors' comments?
- ☆ Were unresolved issues recorded?
- ☆ Was an action plan developed?
- ☆ Were timelines for actions confirmed?
- ☆ How did you feel about the employee/supervisor relationship?
- ☆ Were next steps agreed?
- ☆ What form would next steps take?
- ☆ How would the communication notes be recorded and transmitted?
- ☆ Was a follow up communication platform established?

Note this could be face-to-face or in writing

The evaluation process it is best described as an opportunity to redefine the employee (your) situation after analysing the outcomes from the personal wellbeing communication meeting with the supervisor. Have the wellbeing concerns been addressed and what further action (if any) is required.

**Learning
Activity****Question****LEARNING ACTIVITY FIVE**

Evaluating a meeting with your supervisor is best done by having a list of evaluation questions and answering those question after the meeting.

We suggested sixteen different questions in this Section. What were those sixteen evaluation questions?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Did the meeting proceed as scheduled?
- 2) Was the time allocated appropriate?
- 3) Was the environment conducive to open and honest dialogue?
- 4) Did the supervisor appear prepared for the meeting?
- 5) Were you listened to carefully?
- 6) Were the personal wellbeing issues you tabled properly addressed?
- 7) Did the supervisor take on board any suggestions you tabled?
- 8) Was there any negativity apparent in the discussion?
- 9) How did you respond to the supervisors' comments?
- 10) Were unresolved issues recorded?
- 11) Was an action plan developed?
- 12) Were timelines for actions confirmed?
- 13) How did you feel about the employee/supervisor relationship?
- 14) Were next steps agreed?
- 15) What form would next steps take?
- 16) How would the communication notes be recorded and transmitted

Section Four

Investigate Available Wellbeing Resources

SUPPORT PERSONAL WELLBEING IN THE WORKPLACE

SECTION FOUR—INVESTIGATE AVAILABLE WELLBEING RESOURCES

INTRODUCTION

When it comes to learning about workplace wellbeing and how to seek and support it would be further enhanced with access to appropriate resources.

These resources could be those accessible internally in the organisation, as well as externally.

In this final section we look at some examples of those types of appropriate resources.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying and reviewing wellbeing resources
- ☆ Selecting appropriate wellbeing resources applicable to own workplace
- ☆ Documenting method for accessing selected resources



IDENTIFY AND REVIEW WELLBEING RESOURCES AND SELECT APPROPRIATE WELLBEING RESOURCES APPLICABLE TO OWN WORKPLACE

(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)

Wellbeing resources are generally available within an organisation and are readily available through external entities.

Within an organisation, there may be workplace programs that seek to enhance the overall wellbeing of employees inclusive of mental, physical and emotional health.

Quality organisations embed these programs within the policies of that organisation and commit to the promise to seek continuous evaluation and improvement of employee workplace wellbeing.

Larger organisations will have a 'human resources department'.

During employee induction programs individuals are advised of how to access wellbeing support in the workplace.

These 'HR' departments generally have available a reasonable amount of information on workplace wellbeing and if not, would often seek out the information that the employee is seeking.

The intranet (internal website) within an organisation hosts most of the information necessary to inform an employee of all available resources and the process required to access that support.



EMPLOYEE ASSISTANCE PROGRAMS

Employee Assistance Programs (EAP) are broadly available within a number of organisations and are generally managed through the human resource department(s) of those organisations.

An EAP is a workplace intervention program which is designed to provide support for the mental, emotional and general psychological wellbeing of employees.

It should be noted that EAP programs will extend to support the immediate family members of an employee.

An EAP is best described as a confidential counselling service.

The purpose of an employee assistance program (EAP) is to facilitate a resolution to employee issues and in doing so most likely improve the performance of an employee in the workplace.

As identified earlier there are a number of areas which can impact the personal wellbeing of an employee inclusive of stress, poor communication, lack of support, inadequate training, conflict and a lack of opportunity to grow.

The EAP is usually a program funded by an employer and provided by an external organisation.

Access to an EAP may be facilitated through a supervisor, human resource department, union or health and safety representative.

Note: An EAP is a free service that is provided to an employee as a benefit.

EXTERNAL RESOURCES

Within Australia there are a number of entities which provide specific support to individuals, groups and organisations.

There is a growing concern that employees are lacking assistance in dealing with mental health issues.

In relation to 'mental health' one of the most prominent organisations is Mental Health Australia.

On their website there is a listing of all the organisations in Australia that offer information and support to those suffering mental health issues.

**Mental Health
Australia**

Their website is at:

www.mhaustralia.org

The listing is under the 'Need Help' tab.

Other groups include:

Health at Work - <https://www.healthatwork.net.au/>

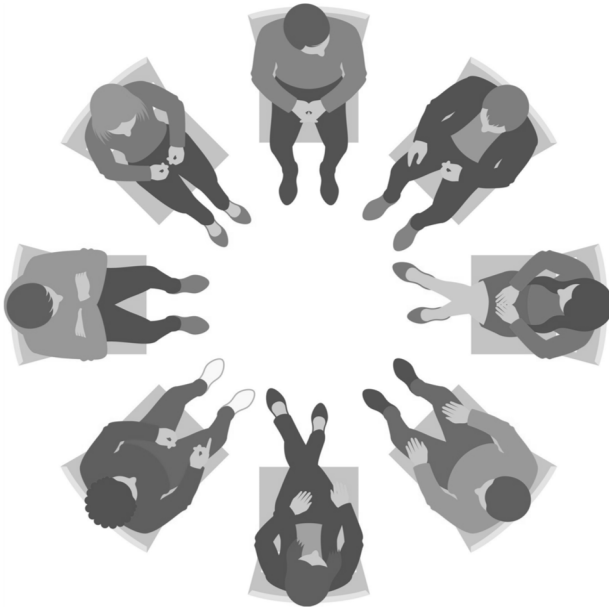


Wellbeing Australia - <https://www.wellbeingaustralia.com.au/>



Workplace Wellness - <https://www.workplacewellnessaustralia.com.au/>





SELECTING WELLBEING RESOURCES APPLICABLE TO YOUR WORKPLACE

Given wellbeing is a measure of a person's happiness, psychological, emotional and mental state the objective of an organisation will be to have in place strategies to support wellbeing and most likely implement ongoing initiatives.

Some of the common workplace initiatives include:

- ☆ Employee Assistance Program
- ☆ Yoga/Meditation classes
- ☆ Healthy eating programs (brown bag lunch)
- ☆ Walking or running groups
- ☆ Social clubs and functions
- ☆ Flexible working arrangements
- ☆ Stand up meetings

**Learning
Activity****Interview****LEARNING ACTIVITY ONE**

SAMPLE

In Section One, Activity Three you had interviewed four employed persons.

In this activity we want you to go back to those same four persons and ask each of them whether there are any workplace wellbeing programs or resources available at their workplace.

If they say yes, then tell us what they are. If they say no, ask them what wellbeing programs they think they would like to see in their workplace.

We have provided space below and on the next pages for you to record their responses.

Person 1 - First Name _____

Place of employment _____ **Location** _____

Yes and these are the programs and resources

--

No but would like these programs and resources

--

Person 2 - First Name _____

Place of employment _____ **Location** _____

Yes and these are the programs and resources

No but would like these programs and resources

Person 3 - First Name _____

Place of employment _____ **Location** _____

Yes and these are the programs and resources

No but would like these programs and resources

Person 4 - First Name _____

Place of employment _____ **Location** _____

Yes and these are the programs and resources

No but would like these programs and resources

TEACHER/TRAINER GUIDANCE NOTES

This activity is to have the student or trainee get a basic overview of other workplace environments and whether they have wellbeing programs and if not, what employees would like to see.

TEACHER/TRAINER GUIDANCE NOTES

Answers may vary, but suitable responses could include:

The employee could request assistance or further training in the use of the EFT device from another member of staff; they could also request that another staff member is designated to assist them should similar difficulties again arise so customers can pay by EFT.

**Learning
Activity****Task****LEARNING ACTIVITY TWO**

As an assessment requirement, you will need to identify and access one formal and one informal wellbeing resource.

This assessment requirement is generally for those who are employed and can access wellbeing resources at work.

On the next page tell us what formal resource you have accessed and what it offers as to workplace wellbeing and then tell us what informal resource you have accessed and what it offers as to workplace wellbeing.

If you are not employed, then your teacher or trainer will develop an assessment task or activity that would satisfy this assessment requirement.

TEACHER/TRAINER GUIDANCE NOTES

The assessment requirements for this unit of training include:

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- ☆ identify and access one formal and one informal wellbeing resource.

Formal wellbeing resource _____
What they offer

Informal wellbeing resource _____
What they offer



DOCUMENT METHOD FOR ACCESSING SELECTED RESOURCES

There are many options available to either an individual or organisation in order to access health and wellbeing resources.

When considering personal wellbeing support in the workplace it is likely that the following methods for an employee accessing any internal resource will be:

- ☆ Exploring the organisational intranet for employee assistance services
- ☆ Contacting the human resource department within the organisation
- ☆ Contacting the health and safety representative
- ☆ Contacting the union representative
- ☆ Contacting the supervisor

The following methods for an employee accessing any external resource could include:

- ☆ Researching online providers of wellbeing programs inclusive of mental, physical, emotional and psychological support
- ☆ Accessing Employee Assistance Program (EAP) services

Some resources are easily accessible, however some may require certain access approvals, contacting specific people, or dealing with certain agencies or departments.

This would need some method of documenting details about each resource and how to access the information (or support) from each resource.

This documentation is important, especially if it needs to be communicated or distributed to other employees.

Methods could include:

- ☆ Creating a manual (hardcopy and electronic versions)
- ☆ Creating a page on the organisation's website accessible to employees
- ☆ Include information in internal newsletters
- ☆ Developing handouts for distribution at staff or WHS meetings

The need for employee wellbeing is so important that the documentation should be readily available and reviewed regularly for updating and any additional resources located.

**Learning
Activity****Question****LEARNING ACTIVITY THREE**

What were the main reasons why a person or yourself would want to document details about workplace wellbeing resources especially access details?

TEACHER/TRAINER GUIDANCE NOTES

Some resources are easily accessible, however some may require certain access approvals, contacting specific people, or dealing with certain agencies or departments.

This would need some method of documenting details about each resource, as well as how to access the information (or support) from each resource.

This documentation is important, especially if it needs to be communicated or distributed to other employees

SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities.

This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would need to have acquired and in which you will be assessed on. This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ☆ This training unit had four sections each focussing on areas relating to workplace wellbeing. After reviewing the information in Section One, are you confident that you understand and could:
 - 1) Identify personal factors that may impact on wellbeing?
 - 2) Identify workplace factors that may impact on wellbeing?
 - 3) Recognise relationship between personal wellbeing and identified workplace factors relevant to own role?
- ☆ After reviewing the information in Section Two, are you confident that you understand and could:
 - 1) Select appropriate communication approach?
 - 2) Identify appropriate method for communication about wellbeing?
 - 3) Plan relevant content for communication including strategy for dealing with a negative response?
- ☆ After reviewing the information in Section Three, are you confident that you understand and could:
 - 1) Arrange communication with supervisor?
 - 2) Conduct communication according to developed plan?
 - 3) Review effectiveness of communication?
- ☆ After reviewing the information in Section Four, are you confident that you understand and could:
 - 1) Identify and review wellbeing resources?
 - 2) Select appropriate wellbeing resources applicable to own workplace?
 - 3) Document method for accessing selected resources?

If there were any questions that you were unable to confidently say YES to, we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

POWERPOINT SLIDE PRESENTATION MAPPING

This training manual is accompanied with a PowerPoint slide presentation, titled the same as this training manual.

The following listing is a 'mapping cross-reference' between the Slide Number and the corresponding page number in the 'Student Manual'.

<i>Slide Numbers</i>	<i>Student Manual Page Number</i>	<i>Slide Numbers</i>	<i>Student Manual Page Number</i>
Slide Number 4	Page 11-12	Slide Number 20	Page 56
Slide Number 5	Page 15	Slide Number 21	Page 61
Slide Number 6	Page 16	Slide Number 23	Page 66
Slide Number 7	Page 22	Slide Number 24	Page 67
Slide Number 8	Page 23-24	Slide Number 25	Page 68
Slide Number 9	Page 25	Slide Number 26	Page 69
Slide Number 11	Page 32	Slide Number 27	Page 76
Slide Number 12	Page 33		
Slide Number 13	Page 39		
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