

Looking after your team's health and wellbeing guide

A facilitator's guide

March 2023

People Promise





Using the Growing your Team Health and Wellbeing Guide – a facilitator's guide



Identify your team's wellbeing goals



Creating a safe and inclusive space to talk about wellbeing



Looking after your emotional, physical and mental health



Ensuring you have a safe working environment



Collaborative and supportive relationships that promote social wellbeing



Finding meaning in the work you do and bringing your whole self to work



Knowing where to go when you need wellbeing support



Review and revisit



Inspiration Library





Using the Growing your Team Health and Wellbeing Guide – a facilitator's guide

This interactive guide is designed to take teams on a journey to grow their team wellbeing culture.

How to get started

The first step is picking up this guide and being interested in your team's wellbeing! But what next?

Anyone in the team can initiate a conversation about team wellbeing. It could be any member of the team, or maybe there is someone in your team who is already a Health and Wellbeing Champion, a Professional Midwifery Advocate or a Professional Nursing Advocate or especially interested in wellbeing? What is important is to recognise that this is your team journey, and your journey will be the right one for you.





Case study: starting a team journey

Imani was the newly appointed leader of a new service that brought together a range of people who had previously been in separate teams – some were also new to the organisation itself. She wanted to start her role by working with the team to decide how they wanted to work and develop together.

She organised a 'getting to know you' away afternoon, replanning rotas to ensure everyone could attend. The team were asked to give feedback on what they wanted to get out of the sessions, and Imani empowered them to develop the session and deliver activities.

Working together, the team used the afternoon to agree some ways of working for the future. These included:

- drafting a team agreement that outlined the team's values, behaviours and how they would work, and displaying it in the office
- a team suggestion box to keep the ideas flowing
- a programme of team activities including a regular Wednesday walk, having lunch together on pre-arranged days, committing to taking part in fund-raising activities together
- the team also agreed on the value and importance of ad hoc gestures, like taking the time to ask how others were, and noticing things going on in each other's lives

"This was something new for us as a team," observed Imani. "We got off to a great start, but what has really kept us going was the sense that every day we were building up our wellbeing as a team. This new way of working fostered a culture where people were kind, looked out for each other and where they all valued one another for their contribution. This then filtered into other areas – the team were one of the most cohesive and well-respected teams within the organisation, productivity increased as staff were happy at work and there was less staff absence."

"I wanted everyone to feel like they could be a leader in the team, regardless of role or grade", Imani explained. "It was important to invest the time and seek genuine engagement in the process."





You can work through the sections in any order, depending on what works best for your team. Remember, the most interesting journeys are sometimes the ones that are a bit twisty or take a different route than you first expected!

Something to bear in mind is that your team journey may take a circular route at times – there may be some sections you to want to revisit and repeat, whether you want to do that in a month, six months or a year.



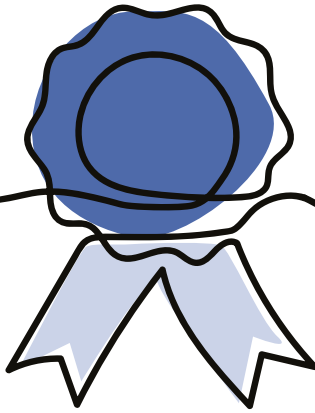
Hints and tips on leading an activity

Once you've decided as a team which section you want to focus on, you might want to try some of the activities suggested in this section, which includes some hints and tips about facilitating group conversations.

Remember – anyone can facilitate an activity, but you might want to agree in advance who will take a lead, so they have a bit of time to prepare.

"It is good to have the options of the tools to use, as one size doesn't fit all. This gives options for light touch or a deep dive into a topic."

Feedback from a guide pilot site





Preparing yourself to lead the activity

- Familiarise yourself with the activity you will be leading.
- Reflect on how you will run this activity with your team.

Teams come in many shapes and sizes. Teams may be working face to face, in a hybrid way and virtually. Teams might meet regularly in meetings or huddles, and some may work on shifts, so team members may see one another less frequently. All these are good things to consider when you're thinking about the activities contained in this guide.

Think about the diversity of your team and adapt the activities to meet the team's needs. You could talk to your team leader or to members of your team if you need any help in planning activities everyone can take part in.

If you're asking the team some questions, it might be a good idea to have some 'answers' up your sleeve, to introduce if people need a few suggestions to get going.

Think about how long you think each activity might take, and make sure you have enough time. If you are a member of a larger team, the activity may take longer, and vice versa if you are in a small team. You might want to think about running the activity across several meetings to ensure you have enough time or breaking a large group into smaller groups for discussions.

Think about how to engage team members who have different learning styles. We are all unique and learn in different ways, so it may be helpful to check in with team members if they feel there would be a different or more beneficial way to do the activity.

Some of us prefer:



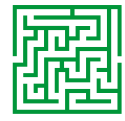
to learn through images and pictures and may need more time when information is not presented in this way



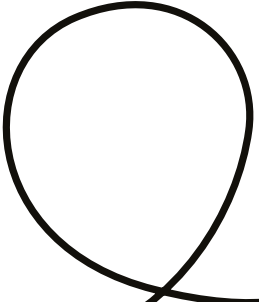
to learn through listening, reading aloud and discussion



to learn through reading and writing



to learn by doing and experiencing things



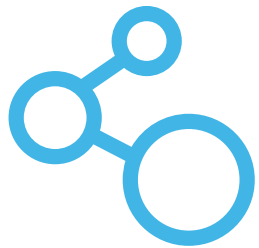


Think about time and location to ensure the activity is accessible and inclusive.

- Identify some time to do the activity. This could be part of a team meeting, a separate session or over a longer time period if you ask people to contribute to the activity outside of a meeting or session.
- If your team are doing the activity face to face, think about room layout and seating – placing chairs in a circle can make people feel more engaged because they can see everyone else.
- If your team are doing the activity virtually, think about which platform (Zoom, MS Teams) you will use to meet, how you might use break-out rooms for smaller group discussions, and what support team members may need to access the meeting.
- Gather the equipment required to do the activity, - this might include a whiteboard, flipchart and paper, pens or post-it notes or a virtual whiteboard.

For some activities, you may want to think about enlisting the help of others to keep an eye on time or take notes, so you can focus on keeping the discussion going.

Preparing your team



share this guide with all team members, so they are familiar with the journey.



you may find it helpful to **share** the activity you are leading in advance, so that team members have time to reflect before doing the activity.



think about if there is anything you want to ask team members to think about, before doing the activity.





Doing the activity

- Ensure everyone can be fully present when doing the activity, team members may find it helpful to 'check in' before beginning an activity:
 - ask team members to individually make a note of anything that is distracting them and then put it to one side (the act of writing it down and putting to one side can help to mentally remove any distractions)
 - you could also ask team members to write their distractions on a post-it note and 'park' them on a flipchart or whiteboard
 - ask team members if there is anything that is a distraction for them as a team – if there is a deadline looming or an unforeseen crisis occurs, it may be beneficial to rearrange a time to do the activity

- **Set the scene** by acknowledging that because wellbeing is personal, different views and ideas may come up, and everyone's input is valued.
- **Explain** what the activity involves, the purpose for doing the activity, how the team will do the activity and how it will benefit the team.
- **Encourage** the team to be curious and ask questions - this is a great time to ask what expectations others have of the activity.
- **Ask** for volunteers to note down any ideas. This could include discussion that isn't directly related to the activity, but could be picked up at a different time.
- **Ensure** everyone has the opportunity to speak, by asking those who have not contributed if they would like to add anything to the discussion (team members can add to the chat function if working remotely).

- **Keep to time** – it may be helpful for one team member to be the timekeeper to help keep the activity on track.
- **Check out** after the activity to reflect on the team's learning and to celebrate success. The following prompts could be helpful to support the check out:
 - one thing that went well
 - one thing that could have gone/ been done better – and take this into account when you do the next activity
 - one thing that would help team members to take agreed actions forward













Embedding and sustaining the outcomes from the activities

- Depending on the time available, you might review the notes from the session by reading the highlights at the end of the meeting, or by sharing them with the team after the meeting. Are there any common themes or things the team feel really strongly about? Are there any actions that can be followed up? If you think you need more time to fully explore the topic, it's a good idea to come back to any activities in future meetings.
- There is an action plan template as part of this guide to help you organise any actions the team have suggested and identify action owners.
- Agree on a process for how and when the team will review the action plan to ensure agreed actions are being progressed.





Below is a handy table with some hints and tips on how to handle different situations when leading the activities:

Situation	How you could deal with it	Situation	How you could deal with it
 <p>The whole team is silent and unresponsive</p>	<p>Break the team up into pairs or trios and ask them to reflect on the question and be prepared to share their thoughts back with the whole team</p>	 <p>One member of the team is very dominant</p>	<p>Go around each team member and ask for their ideas/views. Suggest people raise hands to contribute</p>
 <p>A team member is silent and unresponsive</p>	<p>Remember silence can be thinking time for some people. If the team member remains silent, you might check in after the activity to talk about what would help them participate next time</p>	 <p>Team members are not listening to one another</p>	<p>Share what you notice is happening. You might want to remind others that all views are valued</p>
 <p>Subgroups start to form, and private conversations start</p>	<p>Share what you notice is happening. You might want to remind others it's difficult to hear when everyone speaks at once and to stick to "one voice at a time"</p>	 <p>The activity doesn't seem to be engaging the team</p>	<p>Pause and ask team members if there is anything you could do differently. If external factors are too distracting, think about rescheduling for another time</p>
 <p>The discussion goes off the point</p>	<p>Note that the discussion has gone off track and come back to it at the end of the activity. If time doesn't allow this, make a note or ask the team leader to raise in a future team session</p>	 <p>The team are going round in circles</p>	<p>Reflect that you feel a bit stuck and ask the team how to break the circle</p>





Take a look at the Inspiration Library for more information and support on leading activities. You may also want to contact your local Organisational Development Team for local resources.

The Inspiration Library also contains additional resources about the NHS People Promise and equality, diversity and inclusion, including online training modules.





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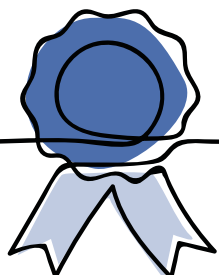
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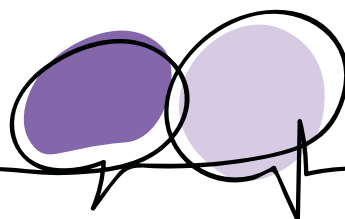
People Promise



We are **compassionate** and **inclusive**



We are **recognised** and **rewarded**



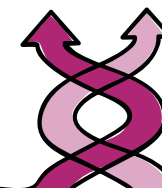
We each have **a voice that counts**



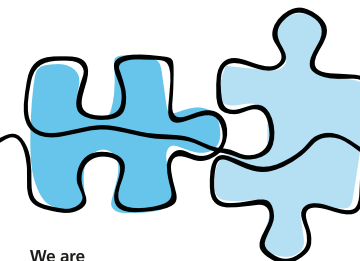
We are **safe** and **healthy**



We are **always learning**



We work **flexibly**



We are **a team**