

Finnish Institute of
Occupational Health



Towards Successful Seniority®

PARTICIPANT'S WORKBOOK

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Towards Successful Seniority® group method

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For participants in the Towards Successful Seniority® group

Welcome to the group! We have developed the Towards Successful Seniority® method as a tool to assist in career management, maintaining personal resources, expertise development and stress management in today’s changing work life. In planning the contents of the method, we used expert information and research related to continuous learning, coping at work, motivation and the promotion of general well-being. The topics examined during the programme support the drawing up of a personal plan of action to help you achieve your work life targets, the starting point for which is the identification of your existing strengths and development opportunities.

As our expectations of work and the ways in which we replenish ourselves during leisure time vary and change according to our life situation, it is important to occasionally stop and examine our personal situation. We hope that you will share your expertise, experience and suggestions with the group. Through active participation in the discussions you can find new career-related perspectives and solutions and reinforce your ability to deal with possible setbacks.

You may forget some of the things discussed in the groups, so it is a good idea to write down the best ideas and insights in your Workbook. In this way, the Workbook can serve as your career guide after the programme. The form at the end of the Workbook contains questions that would be good to discuss with your supervisor after the programme. Discussing matters and considering various solutions together is often helpful, even in more challenging situations.

Enjoy the Towards Successful Seniority® programme!

The authors

Contents

For participants in the Towards Successful Seniority® group.....	4
Programme contents.....	7
Session 1.....	9
Personal strengths and skills	10
Transferable skills.....	13
Work and leisure time	14
The importance of leisure time for maintaining well-being.....	15
Career expectations	16
The importance of goals in life.....	17
Session 2	18
Studying, work and leisure time.....	19
Take a small test	20
Developing at work	21
Managing changes.....	23
Work and career changes.....	24
Information interview	25
Session 3	27
Me as a member of the work community.....	28
Resolving work community conflicts	29
Personal network	30
Expanding networks.....	31
My network.....	33
Tips for making contact	34
Controlling your workload.....	35
Role of the observer	36

Session 4	37
Relaxation through breathing.....	38
Stress management	39
Time management as a tool for managing stress.....	40
Lifestyle as a way of maintaining well-being	41
Do you get enough sleep?	41
Ensuring a healthy lifestyle.....	41
Work content and related expectations	43
Flexible working time arrangements.....	44
Controlled transition to retirement.....	45
Work-related goals	46
Action plan.....	47
Test your drinking habits	51
Form for feedback or performance appraisals with your supervisor	53
Notes and drawings.....	54

Programme contents

1.

SESSION 1

- The Towards Successful Seniority programme
- Identifying personal strengths and interests
- The importance of leisure time as a means of counterbalancing work
- Your plans and expectations regarding your future career

2.

SESSION 2

- What skills would be beneficial to develop and how can I develop them?
- What changes might take place at work and how should I deal with them?
- What opportunities could arise from changes?

3.

SESSION 3

- What different roles exist in work organizations?
- What kind of issues may cause social conflicts and how to prevent and resolve conflict situations?
- What is social support and what is its significance for well-being?
- How can networks promote work performance? What networks do you already have and how could you extend them?
- How could you better manage your workload?



4.

SESSION 4

- How do you know that you are well?
- What are the warning signs of stress or burnout and how can they be managed?
- What flexible working time arrangements are available to you?
- What are your goals in terms of work, development and well-being?
- An action plan for achieving your targets.

Session



What are the topics of the first session?

- ➔ The Towards Successful Seniority® programme
- ➔ Identifying personal strengths and interests
- ➔ The importance of leisure time as a means of counterbalancing work
- ➔ Your plans and expectations regarding your future career

Personal strengths and skills

The following is a list of personal strengths and skills that are beneficial in different ways in different work tasks. Tick all the strengths that describe you at this moment. You can add any missing strengths in the space at the end of the list.

I have:

- | | |
|---|--|
| <input type="checkbox"/> Organizational skills | <input type="checkbox"/> Performance skills |
| <input type="checkbox"/> Planning skills | <input type="checkbox"/> Good knowledge of human nature |
| <input type="checkbox"/> Problem-solving skills | <input type="checkbox"/> Language skills |
| <input type="checkbox"/> Good written expression | <input type="checkbox"/> Interaction skills |
| <input type="checkbox"/> Good verbal expression | <input type="checkbox"/> Group work skills |
| <input type="checkbox"/> Persuasion skills | <input type="checkbox"/> Creative problem-solving skills |
| <input type="checkbox"/> Leadership skills | <input type="checkbox"/> Long experience |
| <input type="checkbox"/> Motivational skills | <input type="checkbox"/> Extensive knowledge |
| <input type="checkbox"/> Customer service skills | <input type="checkbox"/> Knowledge of procedures |
| <input type="checkbox"/> Logical reasoning skills | <input type="checkbox"/> Induction skills |
| <input type="checkbox"/> Numerical reasoning skills | <input type="checkbox"/> Marketing skills |
| <input type="checkbox"/> Technical skills | <input type="checkbox"/> Listening skills |
| <input type="checkbox"/> Mathematical skills | <input type="checkbox"/> Negotiation skills |
| <input type="checkbox"/> Project leadership skills | <input type="checkbox"/> Social skills |
| <input type="checkbox"/> Decision-making skills | |

I am:

- | | |
|---|---|
| <input type="checkbox"/> Capable of learning | <input type="checkbox"/> Service-orientated |
| <input type="checkbox"/> Able to see the whole picture | <input type="checkbox"/> Honest |
| <input type="checkbox"/> Tolerant of uncertainty | <input type="checkbox"/> Quick |
| <input type="checkbox"/> Able to see the essential | <input type="checkbox"/> Systematic |
| <input type="checkbox"/> Able to make choices based on values | <input type="checkbox"/> Patient |
| <input type="checkbox"/> Able to give good advice | <input type="checkbox"/> Creative |
| <input type="checkbox"/> Able to give constructive feedback | <input type="checkbox"/> Realistic |
| <input type="checkbox"/> Able to work independently | <input type="checkbox"/> Alert |
| <input type="checkbox"/> Able to co-operate | <input type="checkbox"/> Positive |
| <input type="checkbox"/> Farsighted | <input type="checkbox"/> Efficient |
| <input type="checkbox"/> Able to resolve conflicts | <input type="checkbox"/> Physically strong |
| <input type="checkbox"/> Flexible | <input type="checkbox"/> Empathetic |
| <input type="checkbox"/> Thorough | <input type="checkbox"/> Innovative |
| <input type="checkbox"/> Enterprising | <input type="checkbox"/> Methodical |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Precise |
| <input type="checkbox"/> Energetic | <input type="checkbox"/> Resourceful |
| <input type="checkbox"/> Reliable | <input type="checkbox"/> Composed |
| <input type="checkbox"/> Conscientious | <input type="checkbox"/> Competent |
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Economical |
| <input type="checkbox"/> Responsible | <input type="checkbox"/> Conciliatory |
| <input type="checkbox"/> Hardworking | <input type="checkbox"/> Practical |

- | | |
|--|---|
| <input type="checkbox"/> Spontaneous | <input type="checkbox"/> Careful |
| <input type="checkbox"/> Diligent | <input type="checkbox"/> Emotional |
| <input type="checkbox"/> Convincing | <input type="checkbox"/> Co-operative |
| <input type="checkbox"/> Cautious | <input type="checkbox"/> Competitive |
| <input type="checkbox"/> Enthusiastic | <input type="checkbox"/> Self-confident |
| <input type="checkbox"/> Active | <input type="checkbox"/> Open-minded |
| <input type="checkbox"/> Able to take the initiative | <input type="checkbox"/> Lively |
| <input type="checkbox"/> Consistent | <input type="checkbox"/> Brave |
| <input type="checkbox"/> Handy | <input type="checkbox"/> Inquisitive |
| <input type="checkbox"/> Genial | <input type="checkbox"/> <input type="text"/> |
| <input type="checkbox"/> Optimistic | <input type="checkbox"/> <input type="text"/> |
| <input type="checkbox"/> Quick-witted | <input type="checkbox"/> <input type="text"/> |

Write down something particularly positive about yourself or something that you have succeeded in doing very well (something that you achieved or produced).

Transferable skills

1. What kind of different work tasks does your job currently involve? Describe them briefly below.

2. What kind of skills do you need in your present job? You can use the list of strengths and skills to assist you.

3. In what other tasks could you utilise these skills? Consider environments other than work and leisure time activities.

Work and leisure time

Leisure time is important for counterbalancing work. Below is a list of possible work situations. What kind of pastimes or hobbies could revitalize you in these situations? Of course, leisure-time activities are very personal and different people are revitalized by different things. Finish up by circling the hobbies that would suit you.

SITUATION AT WORK	EXAMPLE OF A GOOD PASTIME OR HOBBY
It is difficult to see the concrete end result of my work.	
My work mainly involves taking care of others.	
Work sometimes feels dull or lacks challenge.	
My work tasks often have strict deadlines.	
My work mainly involves technical equipment.	
I mainly work alone.	

The importance of leisure time for maintaining well-being

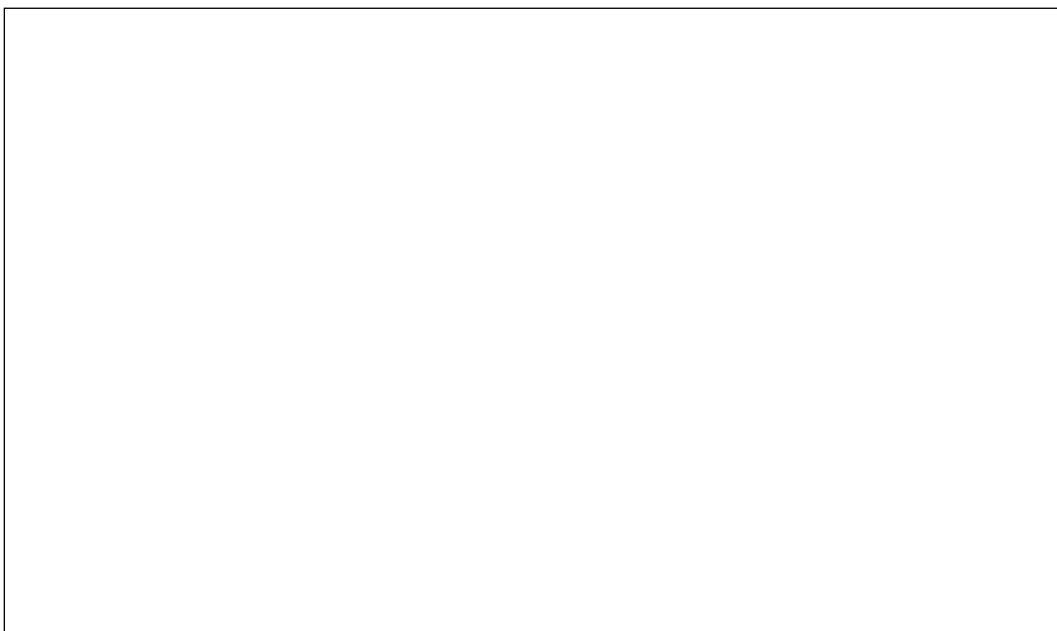
The rhythm of work and rest and of strain and recovery is important. Constant strain wears down a person's fundamental biological system. It may require determination to hold on to your leisure time, because the boundaries of working hours have become blurred as work increasingly reaches into our free time.

Completely free, unallocated time and activities that differ from work refresh a person's mind. No single area of life can meet all basic human needs. Thus, a full life with work and leisure, family, friends and hobbies makes it possible to sustain well-being.

Well-being needs regular attention. The harmful effects of overextending your resources are emphasized with age, because recovering from strain is slower. A link between the health-promoting effect of leisure time and the quality of work has also been found. For example, people whose work and life situations are particularly stressful have been found to recover in their leisure time more slowly than those who are not so burdened.

Think

Do you recover sufficiently in your leisure time? How would you like to spend your leisure time? Does your leisure time offer enough contrast to your work?



Career expectations

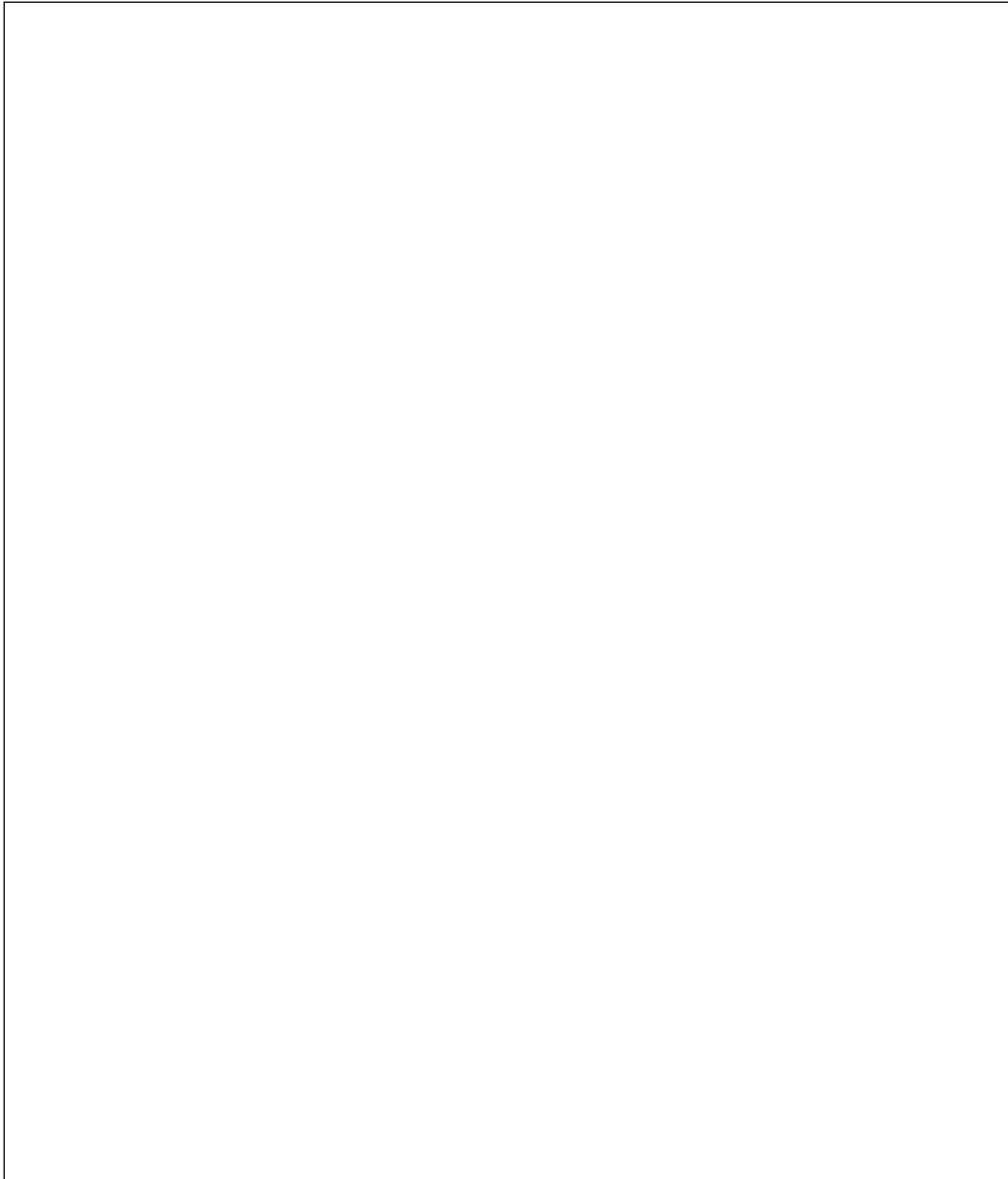
What long-term expectations do you have of your work and your career?

For example, think about the direction you would like your work tasks to move in and the kind of work group you would be happy in.

What expectations do you have in relation to the balance between work and your personal life?

How about leisure time or retirement?

You can also consider your present situation and the things that you would like to remain unchanged.



The importance of goals in life

People have goals in their career and their personal lives that direct their activities towards the future and influence what they accomplish. Our goals also influence our well-being and how good our life is. When we set goals, they should be personally important but realistic and achievable. Goal-setting is also influenced by the people around us, our work life and other life events.

However, for one reason or another, we do not always achieve our goals. Sometimes our own targets change along the way due to, for example, changes in our life situation. When the achievement of a goal is interrupted for reasons beyond our control or made difficult by external conditions, it is good to redirect our goals. Rather than continuing to work endlessly on something, it is better to move on by setting new or revised goals that are more achievable.

Session



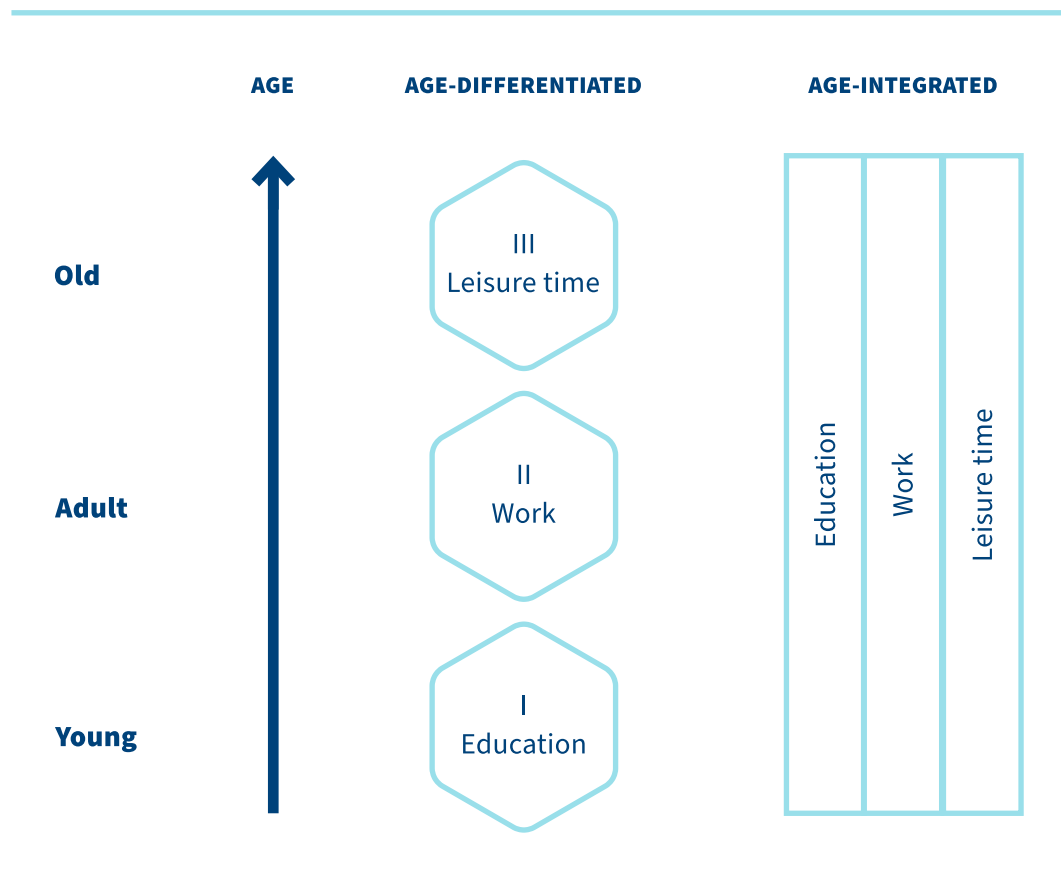
What are the topics of the second session?

- ➔ What skills would be beneficial to develop and how can I develop them?
- ➔ What changes might take place at work and how should I deal with them?
- ➔ What opportunities could arise from changes?

Studying, work and leisure time

According to modern thinking, studying and learning are no longer linked to a certain stage of life. Earlier it was assumed that life was divided into three stages: (I) studying when young, followed by (II) settling into work life and (III) retirement.

Today, studying, work and leisure time can alternate and be intertwined throughout life, depending on your work and life situation and your interests. Studies benefit you (better pay, new work tasks, maintenance of professional skills, mental development, etc.), your employer and society.



Source:

Riley MW & Riley JW Jr: Structural Lag: Past and Future. In: Age and Structural Lag: Society's Failure to Provide Meaningful Opportunities in Work, Family, and Leisure, pp. 15-36. Ed. Riley MW, Kahn RL & Foner A. John Wiley & Sons, New York 1994.

Salokangas T, Vuori J & Huuhtanen P: Kohti hallittua työuraa ja eläkeprosessia – Katsaus eläkkeelle siirtymiseen vaikuttaviin tekijöihin ja työuran jatkamisen edistämiseen. Työ ja ihminen 19 (2005) 3: 307–325.

Take a small test

How do you learn?

You are the expert regarding your own way of learning.

What is the natural way for you to assimilate new information?

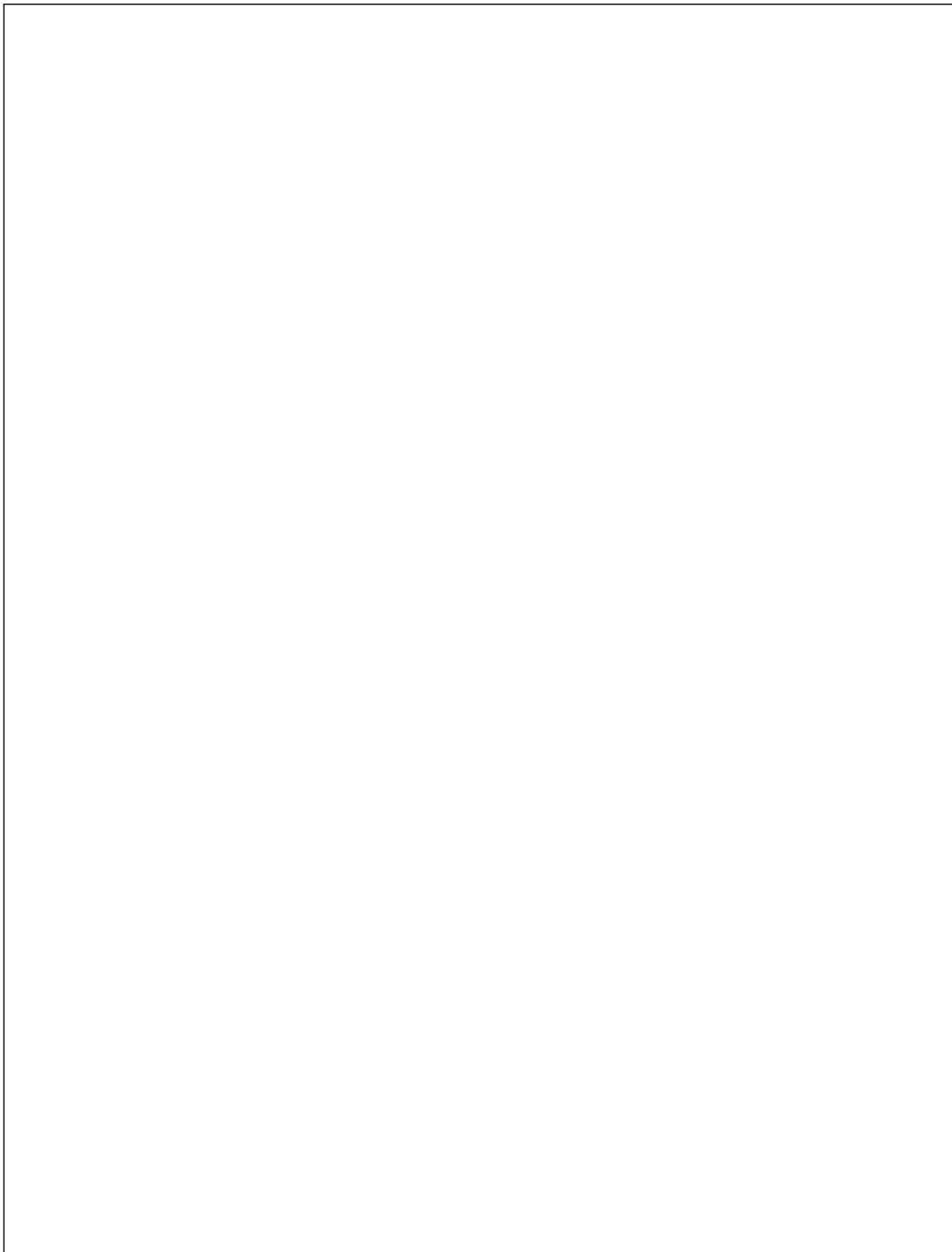
- In a group
- Independently
- By doing
- By watching
- By writing
- By listening
- By speaking
- By reading
- Quickly
- Slowly
- In small pieces
- In entities
- In the daytime
- In the evening
-
-
-

Source: The Finnish Diverse Learners´ Association

Developing at work

Which strengths and skills would be both important and beneficial to develop in terms of your profession, performing work, or expectations and targets related to your career?

Would you like to learn new skills or expand and update existing skills?

A large, empty rectangular box with a thin black border, intended for the participant to write their responses to the questions above.

Choose 1 or 2 of the skills on the previous page and think about how and where you could develop them.

Consider, for example, whether these skills could be developed at the workplace.

Is it necessary to take part in a course or other training?

Would development take place independently or in a group?

Skill 1:

How can I develop it?

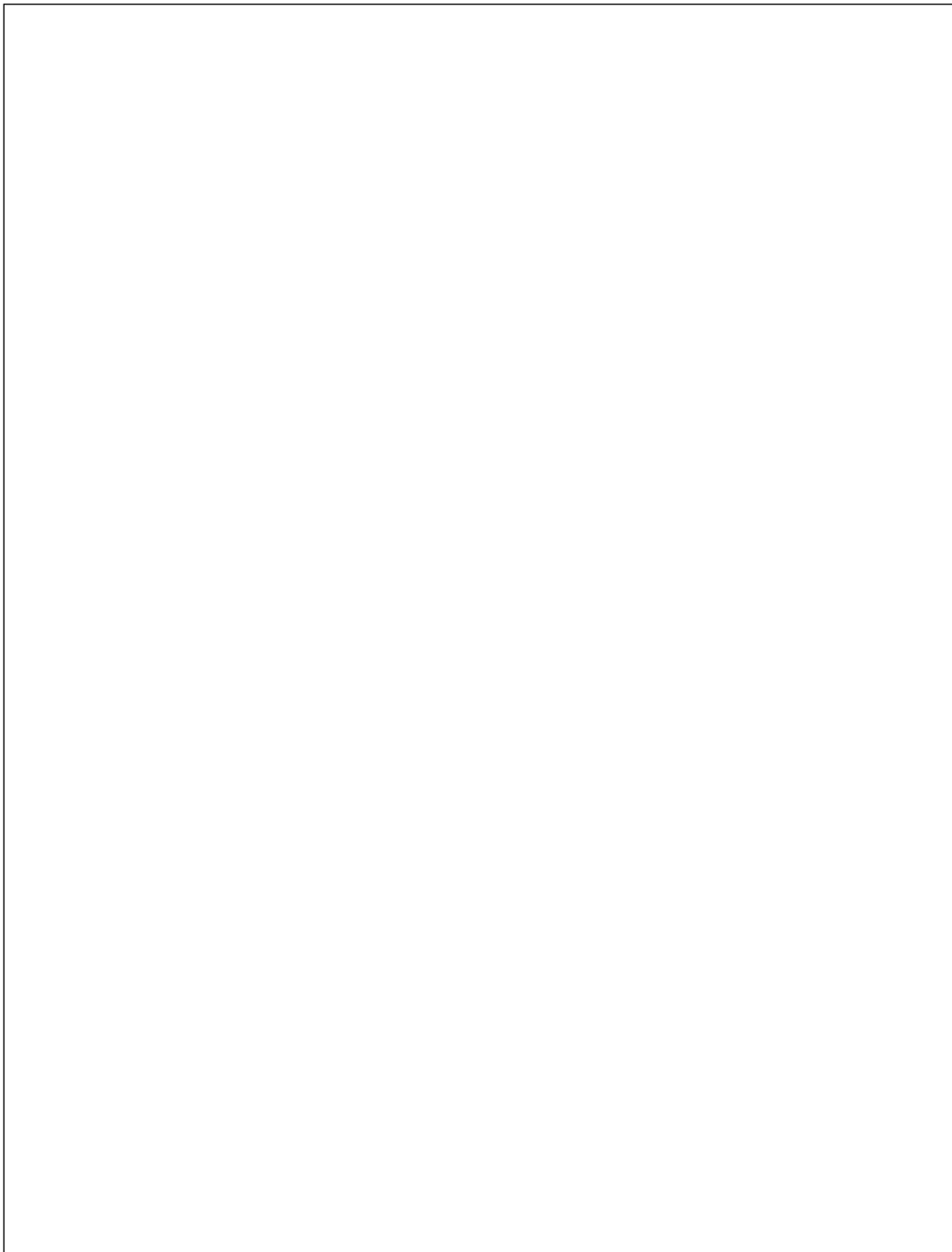
Skill 2:

How can I develop it?

Managing changes

Example case J: Why does J feel uncertain in this situation?

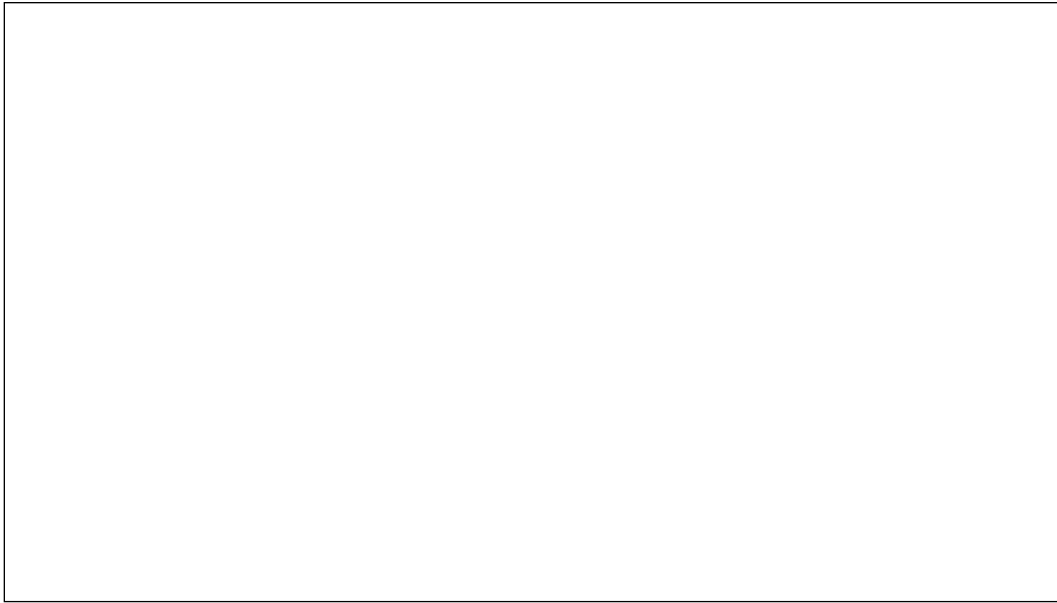
J has been working at the same workplace for a long time. Now the workplace is implementing changes that mean that J would become a member of a work group. J has previously mainly worked alone. J feels insecure about his future.

A large, empty rectangular box with a thin black border, intended for the participant to write their response to the example case.

Work and career changes

1. Think about possible changes at your workplace and in your future career.

What kinds of situations might these changes create?

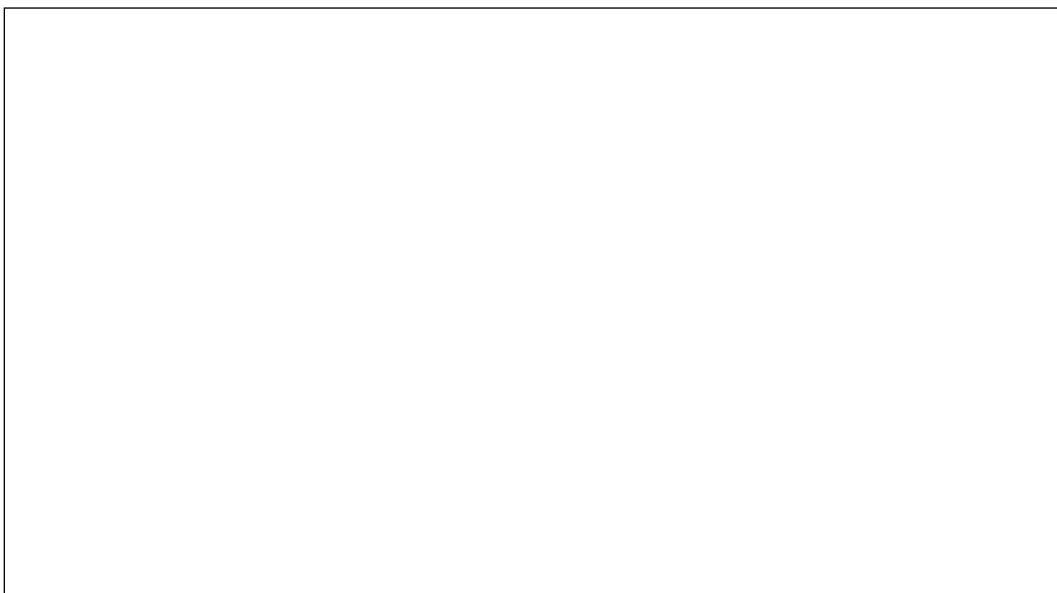


2. What options do you have?

Who could you talk to about change-related issues?

How could you prepare for the situation

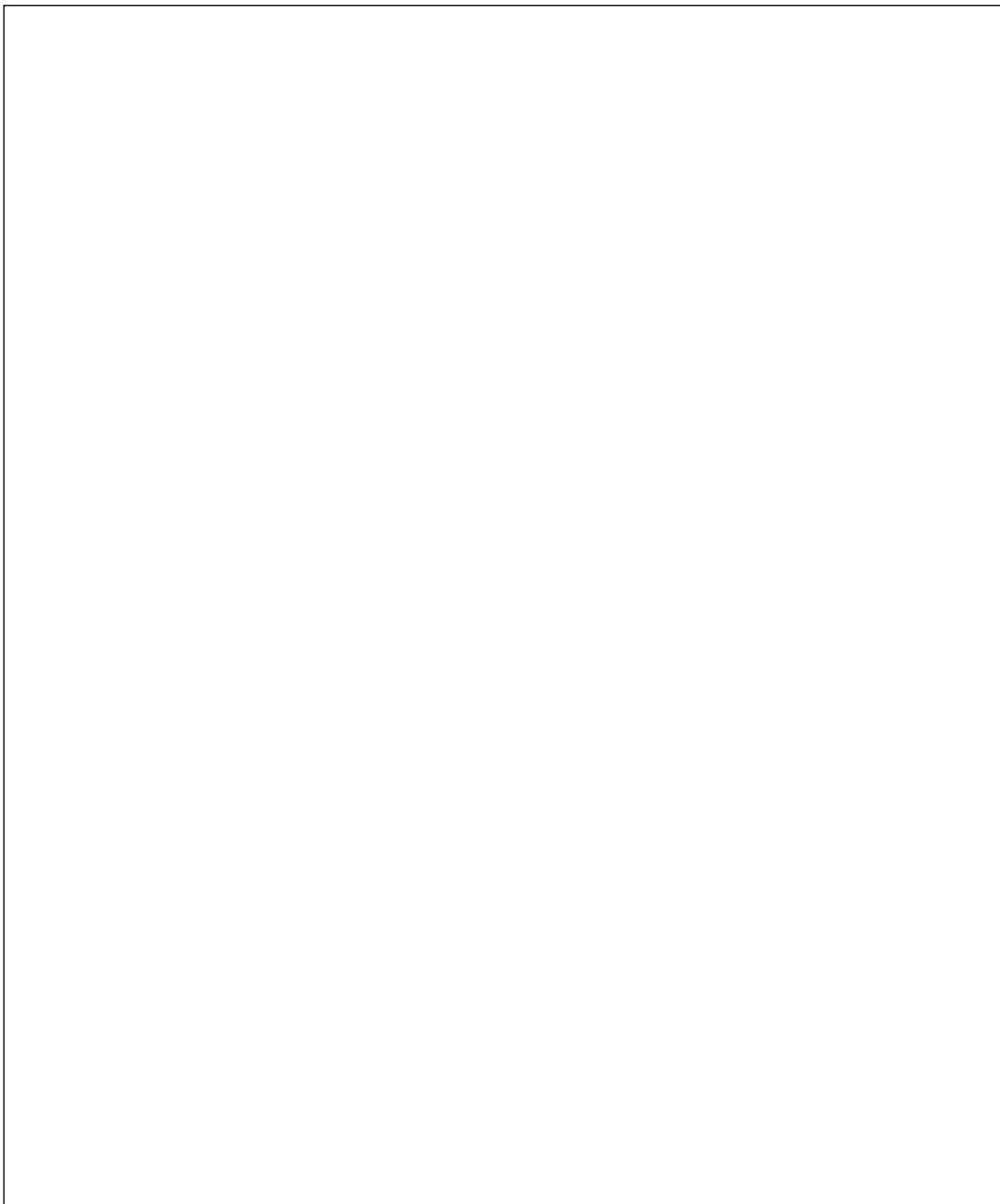
How would you act during and after these changes?



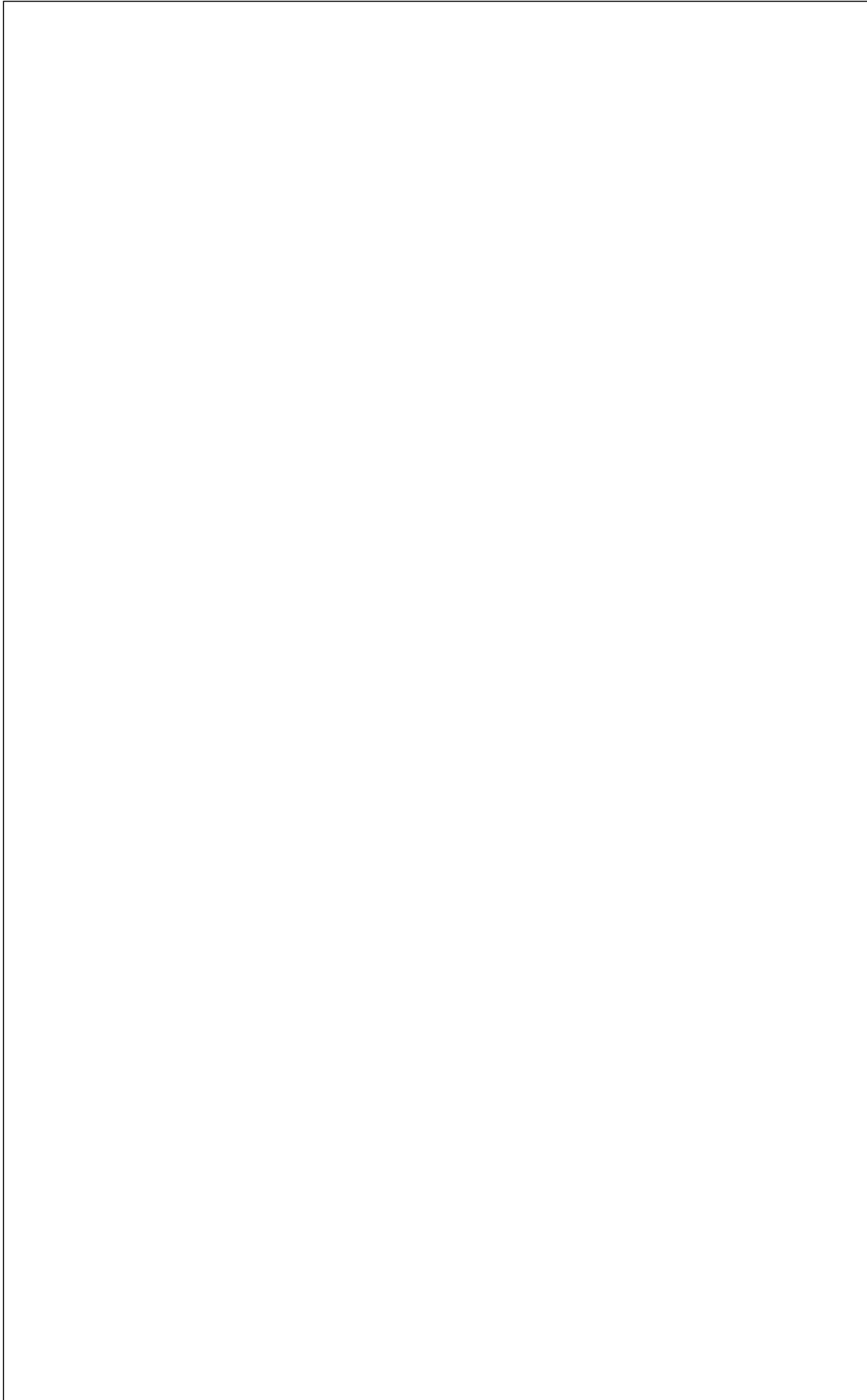
Information interview

A visitor will join the group to be interviewed. During the interview, group members will have the opportunity to ask about the visitor's decisions and future work life plans: Where do they work, how did they end up in their job, what does work mean to them, how have they dealt with changes in work life, etc.

1. Think about the information that interests you and what you would like to ask the visitor.

A large, empty rectangular box with a thin black border, intended for participants to write down their questions or notes for the information interview.

2. 2Information interview notes.

A large, empty rectangular box with a thin black border, intended for participants to write their information interview notes. The box occupies most of the page below the section header.

Session

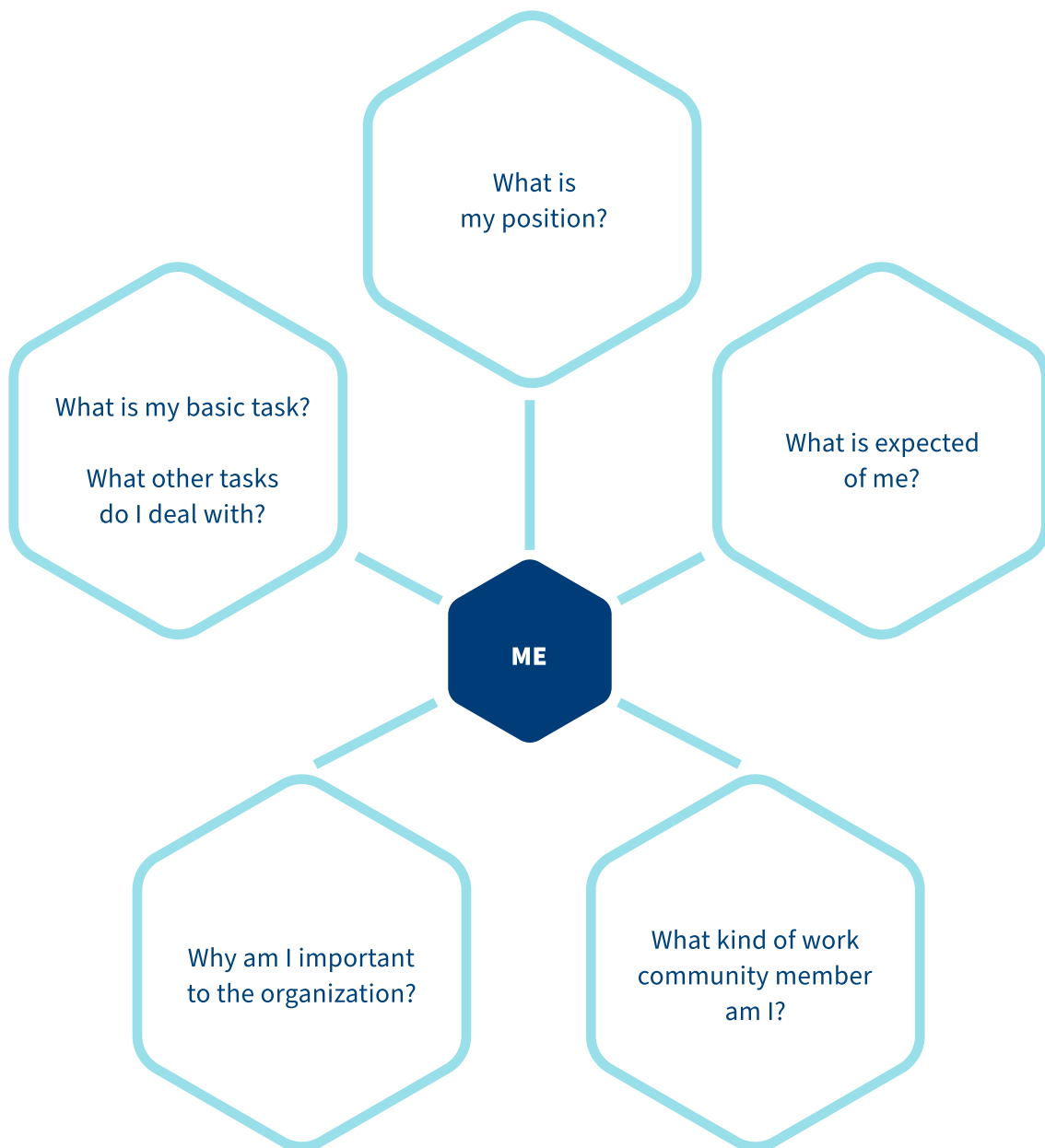


What are the topics of the third session?

- ➔ What different roles exist in work organizations?
- ➔ What kind of issues may cause social conflicts and how to prevent and resolve conflict situations?
- ➔ What is social support and what is its significance for well-being?
- ➔ How can networks promote work performance? What networks do you already have and how could you extend them?
- ➔ How could you better manage your workload?

Me as a member of the work community

Think

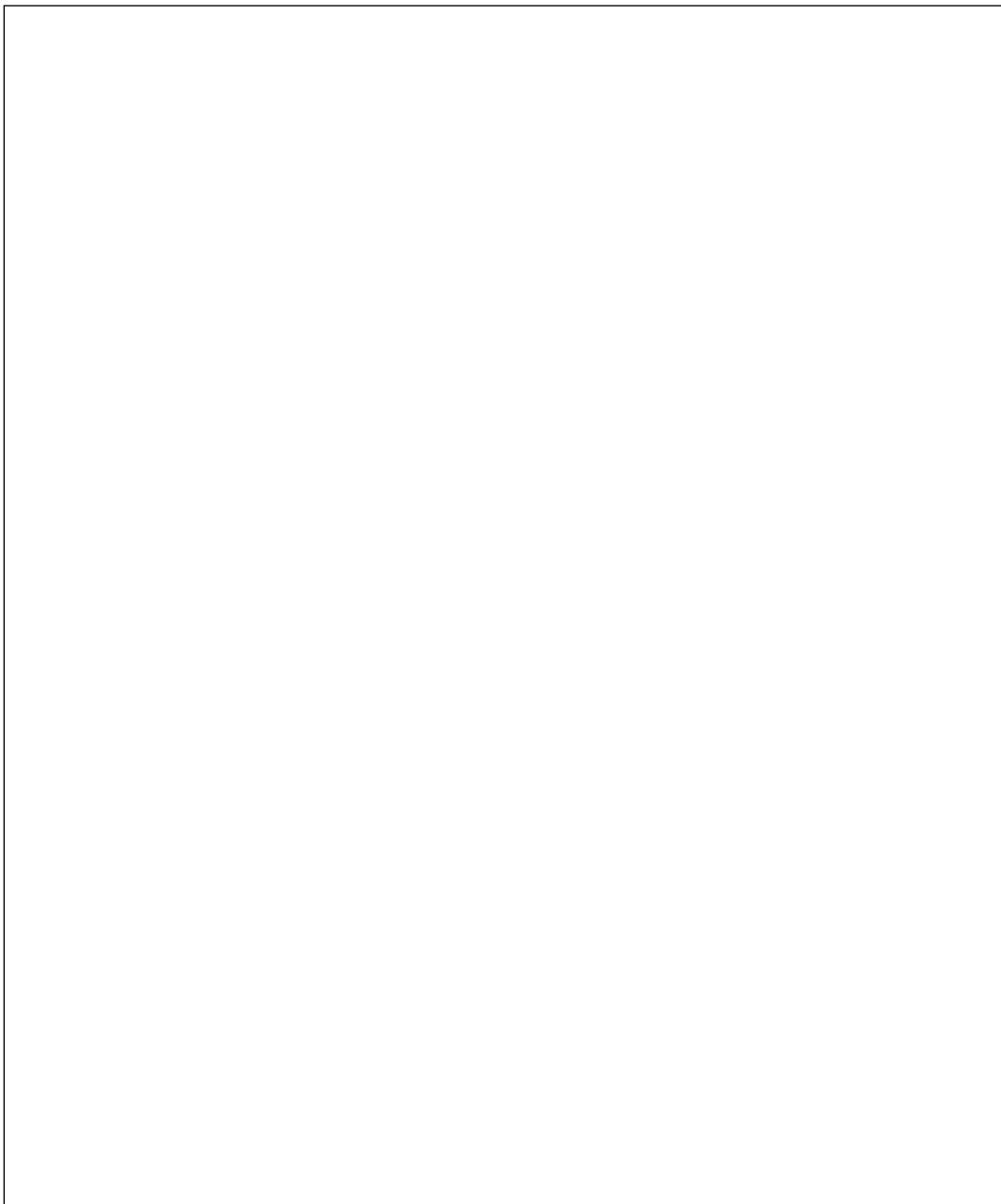


Resolving work community conflicts

Example case M: How did the conflict arise?

New employees joined M's department. One day M's supervisor assigned a challenging task, but one which M felt they performed well.

Later, M accidentally overheard colleagues wondering why the task had been given to M even though, in their opinion, M was not at all qualified for it.

A large, empty rectangular box with a thin black border, occupying the lower half of the page. It is intended for the participant to write their response to the example case.

Personal network

1. When you think about the past six months, who have you talked to about issues related to your work life?

Write the names of the most important people in the space below. If you want you can outline your network on page 31.

2. What have you discussed and what are the positive impacts of the discussions in terms of your work? For example, have you received support in resolving a difficult situation?

3. Think about what issues you would like to or feel you should discuss with your supervisor.

Expanding networks

Which people or parties would it be good to have more interaction with?

Think about people who could be of assistance in your work or who would have information about issues related to your work.

These people can be important sources of feedback, or co-operation with them could further the completion of work tasks.

List one to four people.

Person 1:

Why interaction would be important?

How I could promote interaction?

Person 2:

Why interaction would be important?

How I could promote interaction?

Person 3:

Why interaction would be important?

How I could promote interaction?

Person 4:

Why interaction would be important?

How I could promote interaction?

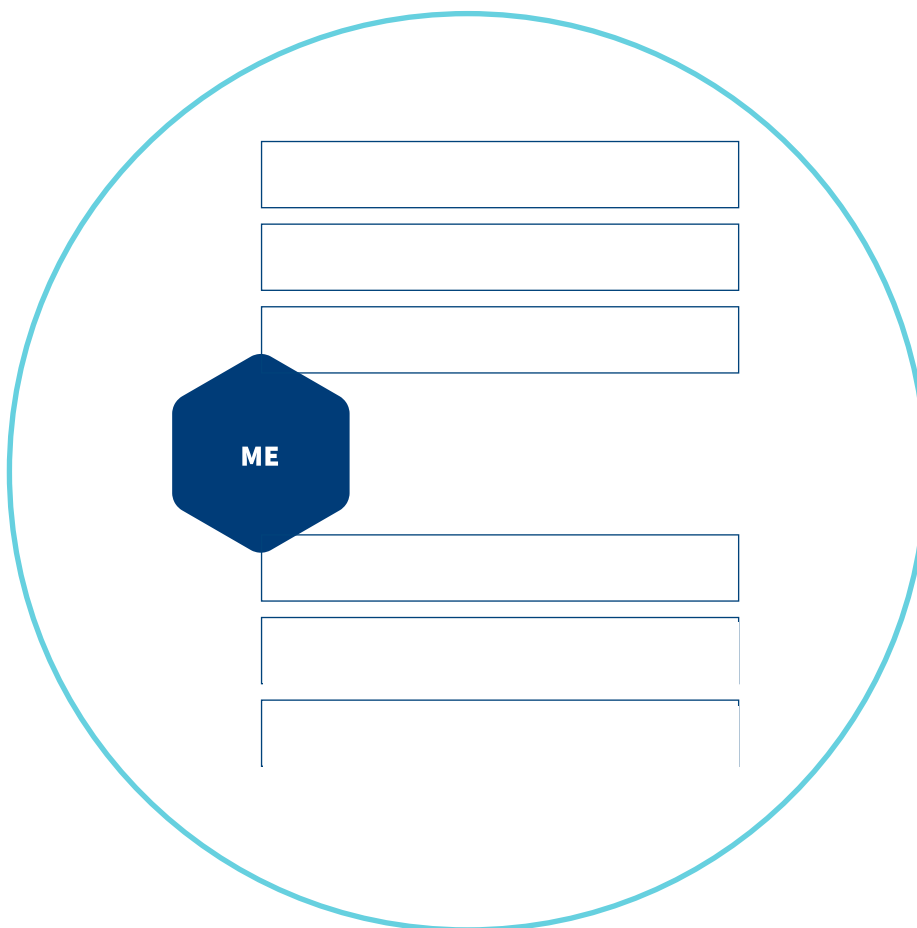
My network

What does your personal network look like?

Draw a diagram of your network. Inside the circle, add the names of the people with whom you currently talk about work or from whom you receive support regarding issues related to your work. Who are they?

Outside the circle, write down the names of people you would like to co-operate more with. How could you make them part of your personal network?

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Tips for making contact

The following points can help you contact different people:

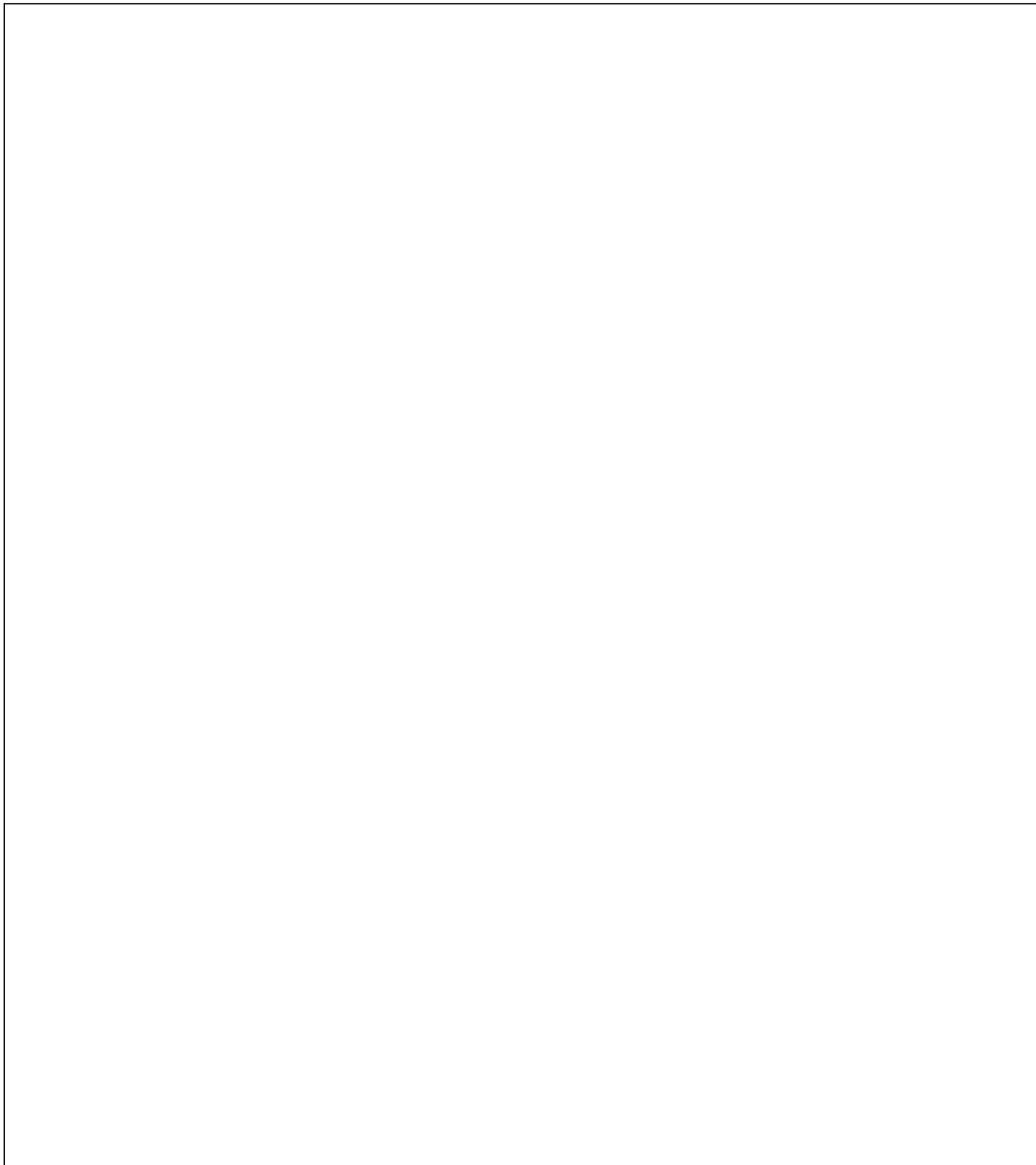
- ➔ Find out who you could contact.
- ➔ Think in advance about what you want to say.
- ➔ Write down notes in advance.
- ➔ Practice the discussion if necessary.
- ➔ Keep the atmosphere positive.
- ➔ Ask whether you can contact the person again if necessary.
- ➔ Remember that most people like to help!

Controlling your workload

You are finding it difficult to complete all your work tasks on time. How would you react if your supervisor offered you more work?

Think about which issues you would bring up in the discussion in order to resolve the situation constructively. Write down some points to remember or a few short responses.

Supervisor: Hi, this report needs to be finished as soon as possible. How soon do you think you can do it?

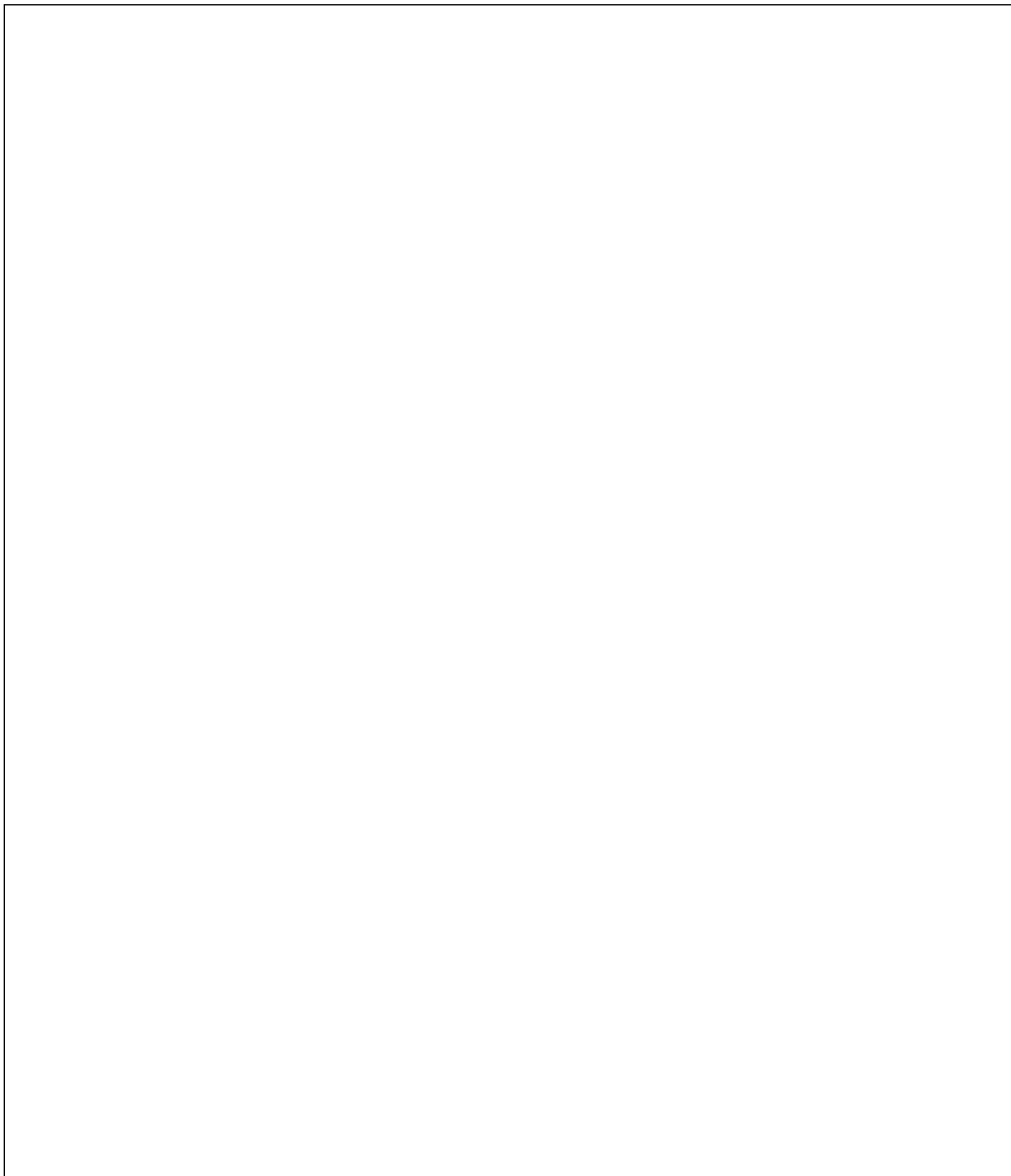


Role of the observer

People often tend to view themselves critically. It is important to get positive feedback, because it helps us understand what we do well. Emphasizing someone's positive aspects helps them learn and change their behaviour more effectively than negative feedback.

**Tell the person what you liked and what you felt worked well.
Also tell them why you felt something went well.**

You can write notes during the role-play in the space below.

A large, empty rectangular box with a thin black border, intended for participants to write their observations and feedback during a role-play exercise.

Session



What are the topics of the fourth session?

- ➔ How do you know that you are well?
- ➔ What are the warning signs of stress or burnout and how can they be managed?
- ➔ What flexible working time arrangements are available to you?
- ➔ What are your goals in terms of work, development and well-being?
- ➔ An action plan for achieving your targets.

Relaxation through breathing

Find a comfortable position. You can lie or sit down. Calmly breathe in and out a few times at your own pace. Concentrate on your breathing.

–

Place your hand on your diaphragm and deeply breathe in and out a few times. Hold your breath and count to five after each exhalation.

–

Continue breathing normally at your own pace. Finally, as you exhale, curl yourself up and blow out all your ”extra” steam.

Source: Hakanen et al. Voiman lähteet. 6th ed. Finnish Institute of Occupational Health, Helsinki 2008.

Stress management

Have you noticed warning signs indicating that you are overworked or stressed?
Write down these signs in the table and plan how you could counteract each one.

WARNING SIGNS	COUNTERACTION PLAN

Time management as a tool for managing stress

Time seems to be our most important natural resource today. However, although there is always more available and everyone gets the same amount, 24 hours per day, there never seems to be enough of it. By planning our overall use of time and organizing what we do, we can have a significant impact on how controllable our time is.

The three main themes of time management are

1. Setting objectives and priorities
2. The use of time management tools and
3. Keeping things organized.

When we set targets and their priorities, we consciously decide in advance what to focus on, the order in which things will be done and what we will postpone for the time being. Not everything in life has to be done at one time or at full speed. When we can concentrate on one thing at a time, the sense of urgency often disappears.

There are plenty of time management tools available. One of the simplest methods is to make a timetable for daily and weekly jobs. A systematic approach is also important for time management. This means being orderly and consistent. The aim is to avoid wasting time on looking for and constantly pondering over things. This also helps bring order to your mind. A smooth everyday routine also helps with time management. In order to promote this, it is a good idea to try and resolve any problems that hamper your daily life.

Think

What are your priorities?

Do you have enough time for different jobs and issues?

What arrangements could improve your time management?

Lifestyle as a way of maintaining well-being

Do you get enough sleep?

Sufficient, good quality sleep is important to a person's health. Sleep restores the body's functional capacity and alleviates physical tiredness. When you sleep well and sufficiently, your mind is refreshed and your mood is good. On average, adults need eight hours of sleep per day to maintain the brain's normal information processing capacity. However, the need for sleep is individual: some people naturally need more or less sleep. Therefore, as well as paying attention to the amount of sleep you get, it is also important to consider how you cope during the daytime. If you are not tired during the day, a smaller amount of sleep may be enough.

Sleep maintains our brains. This is why sufficient sleep is important for a person's functional capacity. Maintaining alertness, the ability to function in new situations, and learning and creativity are particularly important in the work of today's information society. A sleep deficit of even two to three hours per day has been found to significantly decrease brain functioning. A person suffering from sleep deficit finds it difficult to stay alert, think flexibly, learn new things, or think of potential solutions. According to research, a continuous sleep deficit also affects physical health. The consequences of sleep deficit in terms of metabolism include a weakened capacity to fight off infections caused by viruses, weight gain and a risk of developing high blood pressure, adult-onset diabetes or coronary disease.

A moderate, regular lifestyle helps promote good sleep. Stress, in contrast, is one of the most significant factors contributing to poor sleep. For example, the reduction of stress factors at work and the development of stress management methods play a key role in achieving good sleep.

Ensuring a healthy lifestyle

Heavy alcohol use is the cause of many health and work ability problems. The majority of heavy drinkers are of working age. Heavy drinking increases the risk of health hazards resulting from alcohol use. The greatest increase in alcohol use has occurred among women and young people. Alcohol causes organ damage more quickly among women than men.

Not smoking is one of the most important ways in which to promote the health of the population. More than half of those who smoke on a daily basis would like to quit smoking. Quitting smoking is one of the most important decisions a person can make to promote their health.

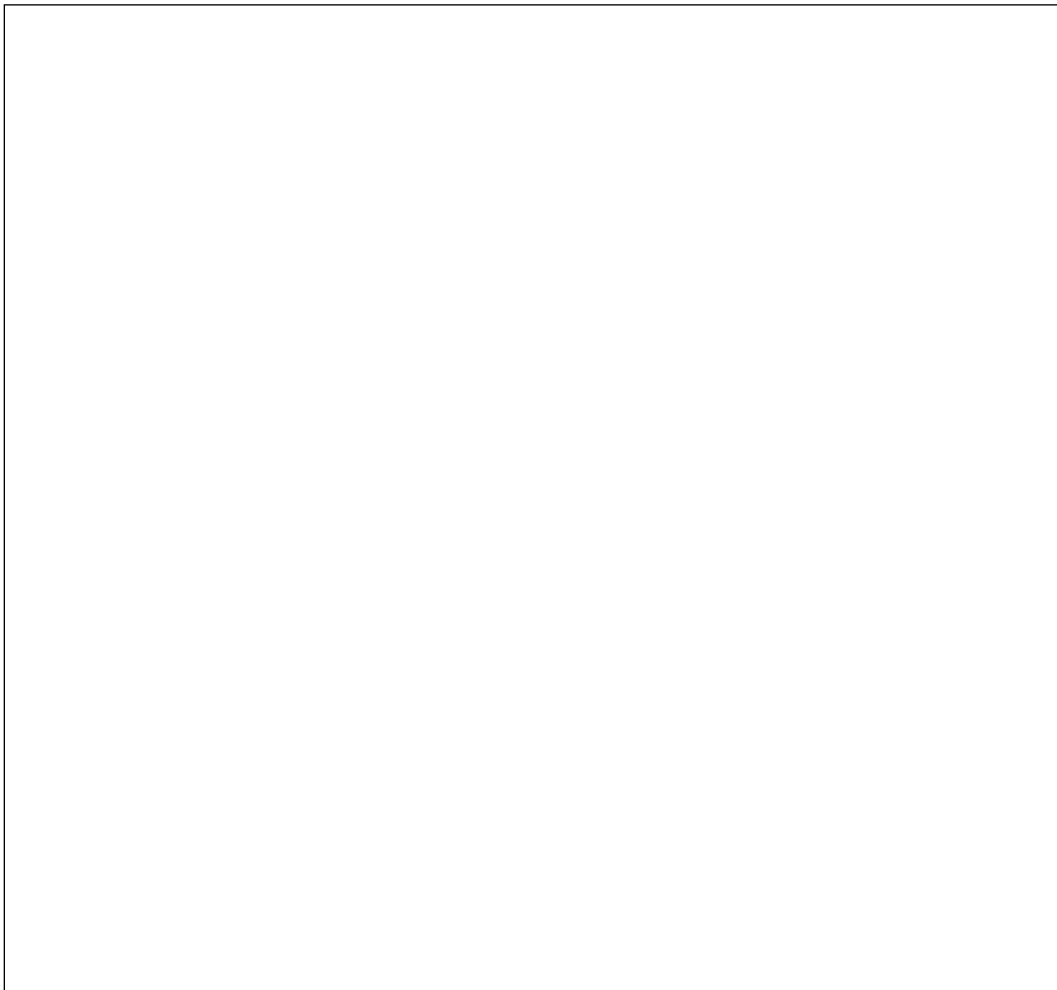
Exercise maintains physical and mental health in the same way as good nutrition. When you exercise, your overall quality of life improves as a result of mental well-being and better health. Two thirds of working-age Finns do not get enough exercise to have a positive effect on their health. Natural everyday exercise is especially important with regard to promoting weight control and health. Examples of such exercise include walking, gardening, shovelling snow or cleaning.

Think

How do you look after your own well-being?

Is your current well-being at a sufficient level?

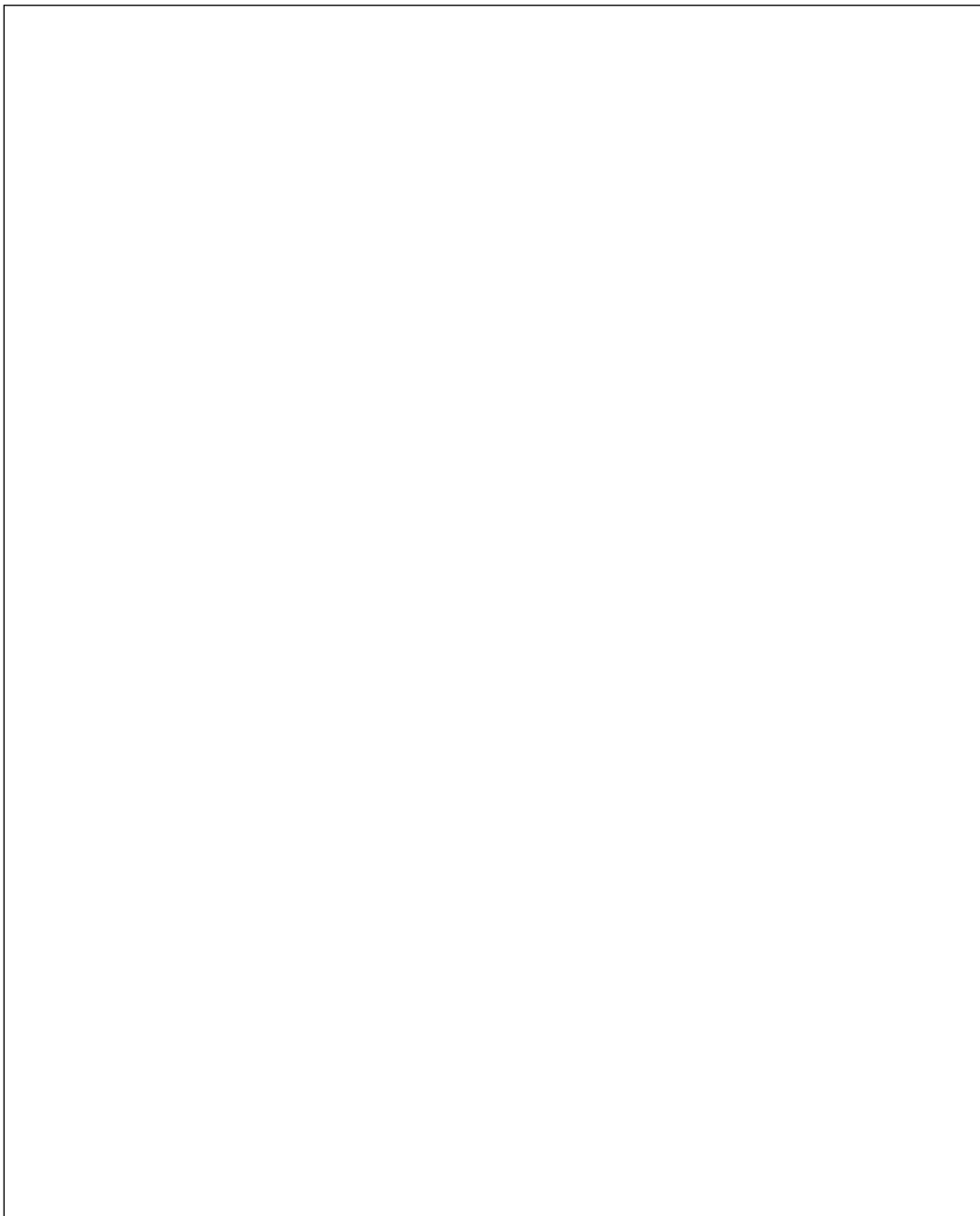
What else could you do to improve your well-being?



Work content and related expectations

Example case L: Where did the joy go?

L had been working as a nurse in a hospital for a long time. Suddenly a head nurse's position opened up and L was asked to take it. L hesitated but finally agreed to accept the position. After some time, however, L noticed that the work was no longer enjoyable.



Flexible working time arrangements

Sabbatical

A sabbatical refers to a longer-term unpaid leave of absence from work. Some sabbaticals may also be statutory, for example, study leave.

Part-time work

Part-time work refers to work in which the employee's working hours are shorter than regular working hours.

Reduced working hours

Reduced working hours refer to a temporary solution in which the employee and the employer agree to reduce the length of the employee's working day for a fixed period.

Partial retirement

Taking partial retirement means changing from full-time work to part-time work, in which case a pension covers part of one's diminished earnings.

Note

Possibilities for working time arrangements may vary. All agreements must always be negotiated with your employer.

Controlled transition to retirement

People who are thinking about applying for early retirement often unintentionally act, for a variety of reasons, as if they are drifting out of work life. This process diminishes a person's motivation to focus on their work, learn new things and obtain satisfaction from their work.

People whose transition to retirement takes place in a controlled manner and according to plan are more satisfied with their life during retirement than those who have applied for retirement on the basis of factors that "encourage departure from work". For this reason, it is a good idea to talk to other people about retirement in order to reinforce alternative solutions.

Think

Do you have plans concerning retirement?

What kind of thoughts does retirement arise?

What expectations do you have of retirement?

What about your expectations of your career before you retire?



Work-related goals

Think about the goals related to work and well-being that you hope to have achieved six months from now.

Describe the target situation as accurately as possible. For example, you can consider your work tasks, working hours, work environment, skills and relationships with other members of the work community.

Do you have goals related to reconciling work and other parts of your life and how could you promote your own well-being?

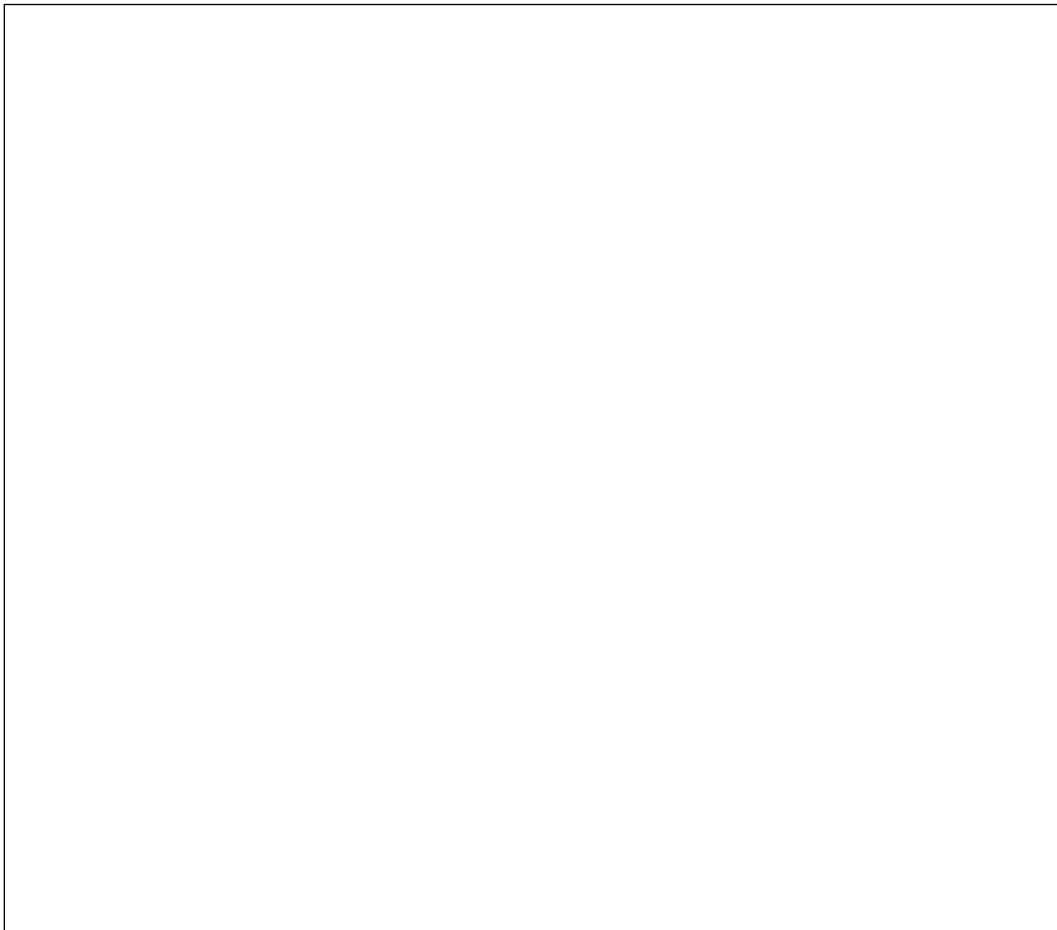
Are there any changes expected in your work tasks or work community?

What kind of goals could you set for these changes?

How could you act in response to these changes? What goals do you have concerning your well-being?

How could you promote your well-being at work?

Would you like to get more exercise, more rest, or spend more time on hobbies?



Action plan

What kind of action plan do you have to ensure that you reach your goals related to work and working life?

Write down interim goals that will help you reach your ultimate goals. In addition, write down the date by which you hope the necessary measures will have been taken.

Goals related to your work situation, work content and work arrangements

First step

taken by.

What I will do:

Second step

taken by.

What I will do:

Third step

taken by.

What I will do:

Goals related to learning and self-development

First step **taken by.**

What I will do:

Second step **taken by.**

What I will do:

Third step **taken by.**

What I will do:

Goals related to your own well-being and leisure time

First step **taken by.**

What I will do:

Second step **taken by.**

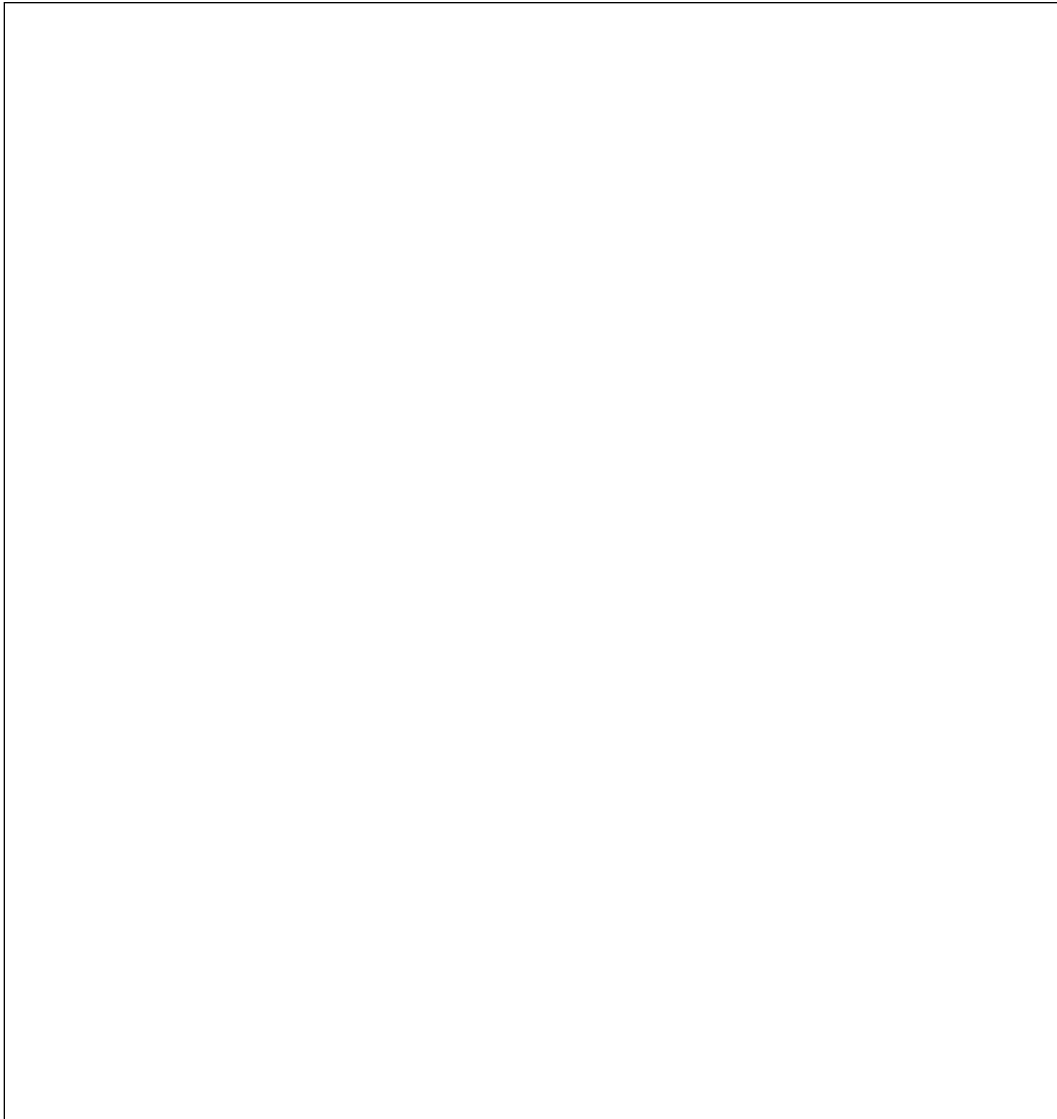
What I will do:

Third step **taken by.**

What I will do:

Summarize your plans regarding work life in one or two sentences. In addition, illustrate your plan and your target in the empty picture frame on page 55 in the form of a drawing, by gluing pictures or in any other way you like. Later, you can hang the picture on the wall of your office, for example.

My plan is to



Date:

Name:

Test your drinking habits

1. How often do you have a drink containing alcohol?

- 0. Never
- 1. Monthly or less often
- 2. Two to four times a month
- 3. Two to four times a week
- 4. Four or more times a week

2. How many servings of alcohol do you have on a typical day when you are drinking?

- 0. 1–2
- 1. 3–4
- 2. 5–6
- 3. 7–9
- 4. 10 or more

3. How often do you have six or more drinks on one occasion?

- 0. Never
- 1. Less than monthly
- 2. Monthly
- 3. Weekly
- 4. Daily or almost daily

4. How often during the last year have you found that you were not able to stop drinking once you had started?

- 0. Never
- 1. Less than monthly
- 2. Monthly
- 3. Weekly
- 4. Daily or almost daily

5. How often during the last year have you failed to do what was normally expected from you because of drinking?

- 0. Never
- 1. Less than monthly
- 2. Monthly
- 3. Weekly
- 4. Daily or almost daily

6. How often during the last year have you needed a drink first thing in the morning to get yourself going after a heavy drinking session?

- 0. Never
- 1. Less than monthly
- 2. Monthly
- 3. Weekly
- 4. Daily or almost daily

7. How often during the last year have you had a feeling of guilt or remorse after drinking?

- 0. Never
- 1. Less than monthly
- 2. Monthly
- 3. Weekly
- 4. Daily or almost daily

8. How often during the last year have you been unable to remember what happened the night before because you had been drinking?

- 0. Never
- 1. Less than monthly
- 2. Monthly
- 3. Weekly
- 4. Daily or almost daily

9. Have you or someone else been injured as a result of your drinking?

- 0. No
- 2. Yes, but not in the last year
- 4. Yes, during the last year

10. Has a friend, relative or doctor or other health worker been concerned about your drinking or suggested that you cut down?

- 0. No
- 2. Yes, but not in the last year
- 4. Yes, during the last year

Now add up your points to get your personal score.

My score:

Date:

Risks incurred by your drinking

- 0–7 low
- 8–10 slightly increased
- 11–14 clearly increased
- 15–19 high
- 20–40 very high

This questionnaire was created by the World Health Organization (WHO).

A man is a heavy drinker if he

- consumes 7 or more servings of alcohol at one time
- consumes more than 24 servings of alcohol per week

A woman is a heavy drinker if she

- consumes 5 or more servings of alcohol at one time
- consumes more than 16 servings of alcohol per week

Form for feedback or performance appraisals with your supervisor

Attached is a list of topics you can bring up with your supervisor. An empty space has been provided at the end for any other important questions that may have come up during the programme.

- ➔ What goals do you have regarding your work and career? Are these goals realized in your present job?
- ➔ What opportunities do you have to use your expertise in your present job?
- ➔ How would you like to develop your professional skills?
- ➔ What needs do you have to develop your work ability and promote your well-being at work?
- ➔ What changes would you like to see in your work?

Notes and drawings

A large, empty rectangular box with a thin black border, intended for participants to write notes or draw diagrams during the workshop.

