Leading Wellbeing – Team Workshop Agenda.

This is the agenda for a 2.5 hour team workshop. If preferred, it could also be broken up in (3) mini sessions.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Resource</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Slides 1 - 3</td>
<td><strong>Welcome and Set Up Workshop</strong></td>
</tr>
<tr>
<td></td>
<td>Handout</td>
<td>- Display slide 1 and welcome participants to the workshop/meeting (PPT 1).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Point out the handout and let participants know that this is for their use during the workshop (Handout).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Check to see how everyone did with pre-work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Share meaning and purpose of workshop from your perspective using your prepared notes: (Insert your own notes or talking points here)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Display slide and read through outcomes for workshop (PPT 2).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Display slide and instruct group to read the agenda points (PPT 3). Ask: What questions do you have about how we will spend our time? Collect questions and respond.</td>
</tr>
</tbody>
</table>
Define Wellbeing

- Say: You read in your pre-work about the science of stress. The article pointed out how stress affects our wellbeing. So that we have a common definition of what we mean by wellbeing, let’s discuss how wellbeing and health may be similar or different.
- Display slide 4 and instruct participants to turn to page 3 in their handouts.
- Ask: What words come to mind when you think of health? What ideas about health and wellbeing did you discover from the overview video? Collect responses. Capture on a chart, if desired. Summarize the concept. Some potential responses may be:
  » Healthy (Being healthy).
  » Good condition (Having good physical condition.)
  » Not sick.
  » Illness.
  » Lifestyle.
  » Active.
  » Heart rate.
  » Nutrition.
  » Feeling good.
  » Exercise.
  » Physician.
  » Check up.
- Ask: What words come to mind when you think of wellbeing? Collect responses. Capture on a chart, if desired. Summarize the concept. Some potential responses may be:
  » Yoga.
  » Calmness.
  » Emotions.
  » Lifestyle.
  » Stress-free.
- Say: The concepts are similar and related. Here is a common definition of each and some qualities of each. Display slide 5 and review the bullet points. Ask someone to give a definition of wellbeing.
### Responsibilities in Wellbeing

- Display slide 6 and point out that there is a shared responsibility for wellbeing at BMW.
- **Ask:** How do you see BMW being responsible? Responses may be:
  - Providing a safe work environment
  - Providing wellness programs
  - Establishing a culture of wellness
- **Ask:** How do you see managers or supervisors being responsible? Responses may be:
  - Rewarding safe work practices
  - Looking for ways to reduce stressful situations
  - Sharing ideas on improving health
- **Ask:** What is the level of responsibility you have in your own wellbeing? Collect responses, which may include:
  - Taking care of self
  - Eating well
  - Managing stress
  - Asking for help

### Factors in Wellbeing

- Display slide 6 and list the three factors that contribute to wellbeing. Say: Another way to consider these factors is to think of the controllable pillars of wellness.
  - **Stress** = a state of mental or emotional strain or tension resulting from adverse or very demanding circumstances; usually we think of this as something to avoid
  - **Exercise** = activity requiring physical effort, carried out especially to sustain or improve health and fitness; usually we think of this as an isolated and periodic event
  - **Sleep** = a condition of body and mind such as that which typically recurs for several hours every night, in which the nervous system is relatively inactive, the eyes closed, the postural muscles relaxed, and consciousness practically suspended; usually we think of sleep in terms of hours of sleep we have
- Display slide 7 and list the three controllable factors of wellness.
Stimulation = to rouse to action or effort, as by encouragement or pressure; spur on or to excite (a nerve, gland, etc.) to its functional activity; stimulation can be positive or negative; we want periods of stimulation and periods of calm

Activity = the condition in which things are happening or being done; we want an increase in overall activity—walking, moving

Recovery = a return to a resting state of health, mind, or strength; the quality of our sleep or rest is most important

Point out: These definitions expand our thinking about factors that contribute to our wellbeing; they are controllable in that we can add the right types of stimulation, have more activity and look for recovery vs. just a certain amount of hours of sleep. I'm going to share a few metrics that relate to these factors. Let's take a look at these.

- Display slide 9 and ask volunteers in the meeting to read the items under stress, exercise and sleep. Ask: Are there any items you would add to these lists? Pause and collect any answers.
- Say: As part of your preparation for this meeting, you completed a brief self-check on how you think you are doing with these areas. Now that we have defined them a little more, let's have you revisit your checklist and if necessary, make adjustments.
- Display slide 10. Read instructions to the group from the slide. Point out that participants may want to redo the self-check using page 7 in their materials or go back and make any adjustments to those items from their prework. The goal is to have a more realistic view of personal wellbeing.
- Allow 3-4 minutes for reflection and rework. Then, ask: While I don't want you to share individual responses, I am interested to know: did this raise your awareness more of areas you do well and areas that might need adjusting? Collect a few responses.
<table>
<thead>
<tr>
<th>Timing</th>
<th>Resource</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>None</td>
<td>Stretch Break (OR) End Session 1, if doing in 3 parts (OR) End Session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Take a stretch break; encourage people to stand, stretch and move.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- If desired, play one of the exercise videos as an example and learning point.</td>
</tr>
<tr>
<td>40 min.</td>
<td>Slides 11 - 13 Handout p. 9</td>
<td>Team Check</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Say: Just as individuals’ stress, exercise and sleep contribute to wellbeing, teams are also affected by similar factors. I’d like to spent most of our time looking at how we can boost those things that we are doing as a team that help us achieve better wellbeing and reduce those things that get in the way. Let’s start by looking at factors that contribute to stress, activity and recovery within a team.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Display slide 11 and ask for volunteers to read the three lists. Ask: Is there any other factor you can think of that should be included on any of these lists? Collect and discuss.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ask: Let’s focus for a few minutes on how these factors affect our team specifically.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Direct participants to their handout, page 9. Explain the activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» Will discuss in small groups what we see is going well within the team in terms of supporting wellbeing and will discuss what may be getting in the way.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» The outcome and goal of the discussion is to generate a list that can potentially guide the team to select one or two items to adjust that would support better wellbeing for members of the team.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>» Point out that you will work under some guidelines; write short-hand version of the guidelines on a chart of whiteboard, including:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ No right or wrong answers as lists are being made.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Everyone participate and share at least one item that could go on each of the lists.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ We won’t evaluate whether we can change the items—right now the focus is</td>
</tr>
</tbody>
</table>
on identifying the aspects that support or challenge our team members’ wellbeing.

- Focus on the team-level factors, which are also on slide 11 (plus others).
  (Insert any other guidelines that will be helpful for your particular team based upon what you know of how your team works)

  » Timing is no more than 10 minutes to discuss each list (so 20 minutes total time).
  - Display slide 12 and state the question from the slide.
  - Display slide 13 and state the question from the slide.
  - Allow 3-4 minutes for individuals to first write their lists quietly, then, form small groups (if you have a large team) and discuss and generate group lists (allow no more than 20 minutes total for discussion).
  - Once groups are finished with discussion, ask each group to report out on their findings to the larger group: Let’s see what is common among the group lists. Summarize trends, but don’t invest too much time in ‘re-discussing’ the lists.
  - Ask participants: As you listen to the discussions about what we do well, if you could only choose one thing to continue doing, what would you choose? Collect a few responses and ask participants to highlight or star that item on their lists.
  - Ask participants: As you discussed what gets in the way for us as a team, what do you really wish we could tackle and change? Collect a few responses and ask participants to highlight or mark that item on their lists.

10 min. Slide 14
Handout p. 10

Creating Ideas for Team Plans
- Direct participants to their handouts, page 10, which has space to generate ideas about reducing stress, increasing activity and improving recovery for the team.
Display slide 14 and ask: Through your discussions, it is likely that you also started to consider some solutions to the issues that were raised. Let’s capture these on the handout. What ideas do we have about reducing stress, increasing activity or improving recovery? Collect responses.

» If ideas are not readily generated, or, your group prefers one-on-one work, direct participants to work independently or with a partner to build 2 or 3 items on each list, then quickly report out.

» Capture ideas on a chart, if available. If not available, have someone capture on a slide that can remain posted during discussion.

Once lists are created, ask team to pick one item from each list that they already feel committed to implement. Capture these on a flipchart.

15 min.  Slides 15 – 22  Handout p. 11 - 14

Improving Wellbeing Actions

Transition to overview of additional actions: Many of the actions you identified show up in the resources I am about to share with you. I’d like to share some best practices for common situations that we face in achieving wellbeing. As I review the items, read along in your materials and highlight or star any of these that you might want to apply for yourself and for us to implement in the team.

Display slide 15 and read each item on the slide. Point out the items that have already shown up on individual lists.

Display slide 16 and ask participants to read the points about multi-tasking to themselves. Instruct participants to look up when finished reading. Once everyone has looked up, ask: How realistic are some of these actions? Collect responses. Ask: Are there any that you would like to consider for our team? Collect responses.

Display slide 17, if the team members deal with email. Read the items on the slide and point out any alignment with items on the group idea list.

Display slide 18, if the team members deal with the telephone. Read the items on the slide and point out new items, not already on the list. If any team...
members already take these actions, point this out to the team.

- Display slide 19, if the team members participate in meetings and conference calls. Ask: How have we already implemented some of these during this meeting? Collect responses.
- Say: In every group, there is always someone who is an ‘expert.’ If you are an expert sleeper, what advice would you give to those of us who struggle? For those who struggle, we probably know some of the reasons why we struggle. What are they? Collect responses.
- Display slide 20 and say: To recover well, we must rest well. Length, but even more the quality of our sleep determines the performance capacity for the next day. Quality means how well we recover during our sleep. Here are some tips for creating routines that support good recovery. Read tips.
  - Blue light is light from computers, TVs, smartphones, LEDs, etc. The light from our devices is “short-wavelength-enriched,” meaning it has a higher concentration of blue light than natural light—and blue light affects levels of the sleep-inducing hormone melatonin more than any other wavelength.
  - Changes in sleep patterns can in turn shift the body’s natural clock, known as its circadian rhythm. Recent studies have shown that shifts in this clock can have devastating health effects because it controls not only our wakefulness but also individual clocks that dictate function in the body’s organs. In other words, stressors that affect our circadian clocks, such as blue-light exposure, can have much more serious consequences than originally thought.
- If team members deal with shift work, display slide 21 and discuss the strategies that help with recovery during shiftwork.
- If team members travel for business, display slide 22 and read the strategies for sleeping while traveling.
- Point out additional resource: BMW Resilience video.
**BMW**

### Session Agenda

<table>
<thead>
<tr>
<th>Timing</th>
<th>Resource</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min.</td>
<td>None</td>
<td>Stretch Break (OR) End Session 2, if doing in 3 parts</td>
</tr>
<tr>
<td>20 min.</td>
<td>Slide 23 Handout p. 15</td>
<td><strong>Create Team Wellbeing Plan</strong></td>
</tr>
</tbody>
</table>

- Draw four columns or quadrants on the whiteboard (alternatively, set up a slide with four quadrants to capture team goals).
- Say: Now that we have identified the components of wellbeing for us and our team and what may get in the way of wellbeing, generated some ideas and reviewed some best practices, what, if anything, do we want to commit to as a team? Let’s look at this now.
- Display slide 23 and direct participants to their handouts, page 15.
- Ask: What things do we do well that we want to continue? This list is a good one for us to keep lengthy—we are already doing some things well. Collect responses and capture on chart or slide.
- Ask: What are some actions we want to add in or start that support wellbeing and that we might want to stop? Collect responses. Refer to previous ideas and discuss as a larger group, if necessary. If the group struggles to come up with anything they want to commit to, make a suggestion from your own preparation work for the workshop.
- Ask: It may be that we need some additional help or support to make this happen. Is there anything that could help us stay on track? Collect responses and add to the support column or slide section.
- When each column or section has at least one item in it, summarize for the group and then go around the tables asking for a show of fingers to be held up by each person that represents how committed they are to the actions. Explain that holding up a closed fist is the same as no commitment. Holding up five fingers is the same as total commitment.
- Ask for the commitment ‘vote’ with one hand from each person. Instruct team members to look around. Make note of anyone with a commitment of five or zero.
- Choose someone holding up 5 fingers and ask: Why do you show this level of commitment? What about what we’ve agreed works for you? Collect responses from person and summarize.
If anyone was holding up a fist, say and then ask: I noticed that (one or more) people don’t seem as committed. What, if anything, would be important for us to know about your level of commitment? Collect responses and address any items that can be addressed.

- Have participants document on page 15 the wellbeing plan.
- Point out that you will type up or post or email to them after the meeting (or ask someone from the group to do this).
- Discuss any follow up, which might include:
  - Revisiting at shift change meetings.
  - Giving a tip of the week or reminder of the week from the list of ideas, even if they weren't on the overall plan.
  - Asking team members to take on a rotational schedule to remind of best practices before meetings (stretching, powering down distractions, etc.).
- Thank team members and close meeting.