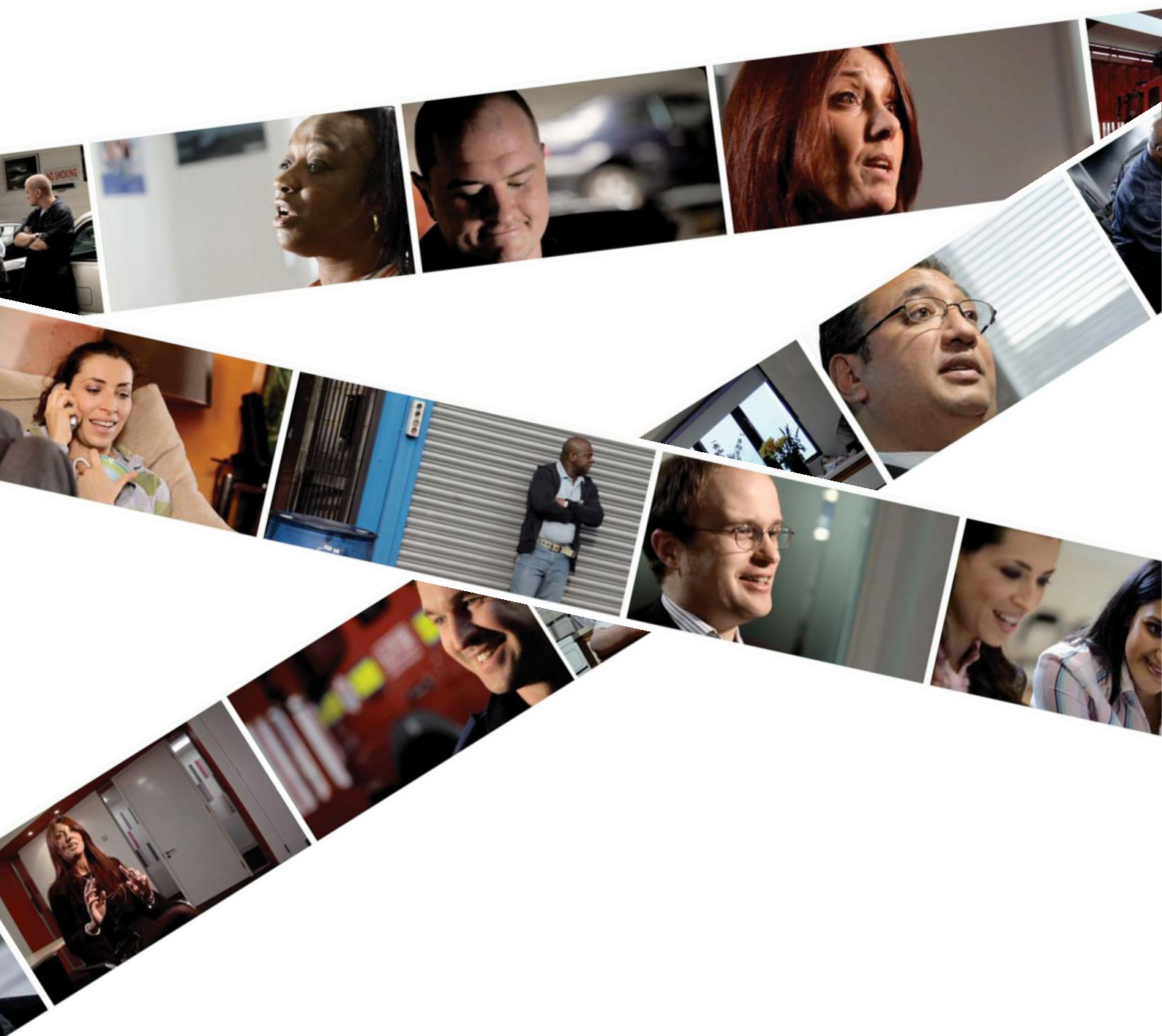


SHiFT..

Working it out.

Trainers' Notes:

A guide to managing and supporting employees with mental health conditions in the workplace.





Working it out.

Trainers' Notes

This resource has been developed by Shift, the Department of Health's programme running from 2004 to 2011 to tackle the stigma and discrimination surrounding mental health issues in England.

The resource was developed to help raise awareness of mental health conditions in the workplace. It provides practical advice and guidance on how to support and manage employees who are affected.

These notes are to be used in conjunction with the five film modules contained on the DVD entitled 'Working it out'. They suggest discussion topics and activities for a facilitated training session for a group of up to 20 people.

Further information and resources can be found in section F.

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A An Introduction to 'Working It Out'.

These notes are to help a facilitator run a training session for managers on how to recognise when staff may be experiencing mental health conditions in the workplace, and how best to manage and support them. The training also emphasises the importance of creating a positive culture in the workplace leading to a happier, healthier and therefore more productive workforce in the long run.

This training resource is divided into the five video modules. The modules illustrate possible scenarios and are intended to prompt discussion around how to manage these issues in your own workplace.

The video modules contain real-life accounts of employees who have experienced mental health conditions at work. They also feature their respective managers who describe how they effectively supported them. Profiles of some of the interviewees are included with these notes and may be useful as handout material. There are also dramatised workplace scenes to help illustrate certain learning points. The modules cover the following ground:

Part 1: Recognising mental health conditions in your employees (9 minutes)

It is important to appreciate that mental health conditions and people's experiences of them are very varied and so identifying when someone is unwell is not always straightforward. This video shows a number of people with different mental health conditions and some of the different signs you might look out for as a manager.

Part 2: Supporting employees with mental health conditions (6 minutes)

This shows how managers can take early steps to support those with a mental health condition, and the importance of early intervention to a good long-term recovery.

Part 3: Support during leave of absence (6 minutes)

Sickness absence from work can actually make mental health conditions worse if it is not properly managed. This module illustrates how managers can have a positive influence during this time, both for the individual and also their team.

Part 4: Support after leave of absence (6 minutes)

Returning to work after a period of absence brings particular pressures and this module shows how managers can make this transition easier for the employee.

Part 5: Developing a positive culture (6 minutes)

There are many things that managers can do to help improve well-being at work and this module examines a few examples.

B How to use the resource

What equipment do you need to run a session?

- Audio Visual equipment appropriate to show the DVD to participants;
- A white board or flip-chart with markers;
- Copies of the handouts and activities in these notes that you have selected to use, to be given out to the participants;
- The Line Managers' Resource (LMR) booklet (see 'what should you read')

If you intend to use a computer or laptop in the session then you will need to ensure that it has installed:

- Acrobat reader installed;
- Good quality DVD player software;
- External speakers.

DVD

This pack relies on the effectiveness of video to engage the participants and promote healthy discussion. It is therefore vital that it is presented in a suitable way.

The DVD will run on a DVD player or from a computer DVD drive – but it is recommended that you test it on the computer before use, to ensure that you have the correct software (different operating systems require DVD player software, and this is often of variable effectiveness).

For one-to-one sessions or sessions with no more than three people, a laptop computer screen could be used to play the video. It is recommended that you use external speakers, rather than relying on in-built laptop speakers alone.

For audiences larger than this, a large screen or projection is recommended. Test the DVD before the session starts so that you can set volume levels and become familiar with menu navigation.

How to use these notes

These notes are intended to help you run the session in a linear fashion. Each part of the video is to be played in order. Between the 'parts' or modules there is an opportunity for audience discussion and activities to reinforce the learning.

The session is organised so that you can contract or expand the content to fit the time you have available. There is approximately 30 minutes of video material in total, but you can adjust the amount of discussion and activity in the time allowed. Our recommended session times are below.

- Short session using the five video parts and 10 minutes discussion between parts: approximately 2 hour training session.
- Longer session using the five video parts ;15 minutes discussion between parts plus selected activities: (half-a-day / one-day training session)

The purpose of the DVD is to help the participants relate to situations that may happen in their own organisation. It does this by using dramatised examples to help prompt group discussions. Although a wide range of working environments are shown, the examples cannot cover every situation. It is therefore important that the facilitator uses the discussion and activity time between the video clips to prompt the group to discuss their own particular work environments and experiences.

What should you read?

This DVD resource is also intended to be used in conjunction with the Shift publication '**The Line Managers' Resource**' which is on the DVD as a PDF and provides more detailed information on how line managers can support staff with mental health conditions.

It is recommended that the facilitator read the Shift Line Managers' Resource before running a session and has copies available for the participants afterwards. These training notes make detailed references to relevant pages of information in the Line Managers' Resource.

Reading the background character profiles ('An introduction to the people') that follows will help you pass on to participants any extra information they might want to know about the individuals.

The Line Managers' Resource is also available to download from:
<http://shift.org.uk/employers/>

An introduction to the people – background

You may want to print out these background profiles as **handout** notes for your group.

The video parts feature interviews with people who have, or have had, a mental health condition. Although the video uses dramatic reconstruction to illustrate some points, these scenarios are based on real people's experiences.

All the information provided below was accurate on the date at which this resource was produced.

The interviewees – Real life stories

The Experts

Paul Litchfield has been Chief Medical Officer for BT since 2001, having held senior posts in both the public and private sectors. A qualified doctor with a Masters degree, he achieved specialist status in 1986 and is a Fellow of two UK Medical Royal Colleges. He is an acknowledged authority on the promotion of both physical and mental health in the workplace and his business-focused approach in BT has demonstrated a significant return on investment. In 2007 he was awarded the Order of the British Empire for services to Occupational Health. Paul has a track record of working with governmental institutions and NGOs to improve workplace health. His work over more than 15 years in the UK with professional institutions, health-related charities and employee representatives has contributed to a significant change in attitudes to mental health in the workplace.

Adam Lotun runs a risk management consultancy for employers who are looking for advice on managing disability. The aim of his organisation is to work with employers to expand opportunities for existing and prospective disabled employees. This is achieved through the development of practical, positive and bespoke support strategies in the workplace to improve career progression, job retention and increase employee effectiveness and productivity.

The Employees

Ben Day is a researcher for the Audit Commission. He was away from work for three months with anxiety and depression. During this time, he had fantastic support from his line manager Nigel, which significantly eased his return to work. Ben has set up an online forum, with Nigel's support, for other staff in the organisation (see below for Nigel's bio).

Sandra Wilkes was working on the deli counter at Morrisons when she began to experience anxiety and depression, which led to her needing to take time off work. Her employer worked with her to ensure that she was able to return to work in a different role, which was less likely to trigger another episode. Yvonne Stewart-Williams has been diagnosed with schizo-affective disorder. Yvonne is employed by a homelessness charity as a support worker and declared her mental health history from the outset. Her employer has been very supportive during Yvonne's recent absence from work (her position was kept open for nine months, while she was unable to work). Yvonne is now back at work enjoying office duties and beginning to build up her client base again.

Yvonne Stewart-Williams has been diagnosed with schizo-affective disorder. Yvonne is employed by a homelessness charity as a support worker and declared her mental health history from the outset. Her employer has been very supportive during Yvonne's recent absence from work (her position was kept open for nine months, while she was unable to work). Yvonne is now back at work enjoying office duties and beginning to build up her client base again.

Jason Spencer is a Fireman for the London Fire Brigade who was diagnosed with depression aged 15 years. However, it was not until much later in life that he was correctly diagnosed with bi-polar disorder. He has taken some sick leave during his career in the fire brigade– mainly owing to adjustments in medication. The brigade worked with him to ensure he returned initially to light-duties with his agreement, and supported him by providing refresher training. Jason is very involved in continuing to raise awareness about mental health in the Fire Brigade.

Liz Rotherham was suffering from depression in 2002 and was experiencing difficulties both at home and at work. The following year when things started to improve all at once, she became very manic (experiencing a high mood) and a diagnosis of bipolar disorder was made. She has experienced a number of manic episodes since and when she applied for her current job at Fitch Ratings, she disclosed her condition. Her boss Jeremy was very accepting of this and has encouraged an open and understanding culture at work that has led to strong team bonds.

The interviewees – Real life stories *cont.*

The Managers

Nigel Terrington is a manager at the Audit Commission. He manages Ben who took three months off with depression, and he supported him throughout this period. He also supported Ben in setting up what is now a very successful online forum for employees. Nigel really understands the importance of empathising with his staff and managing everyone on an individual basis.

Jeremy Carter is a director in Fitch Ratings' European structured finance group and he manages Liz. His approach was to empower Liz giving her the confidence to manage her condition herself. This meant that despite a period of three months off of work, Liz came back to work successfully.

The fictional characters

The people in the previous section were interviewed for their experiences of dealing positively with their mental health conditions, from the employees and also the managers' perspectives. Some of the elements of their experiences have been highlighted using dramatised sequences using fictional characters.

The characters in the drama sections are:

Sean – has bipolar disorder and is a mechanic. He has a good relationship with his boss and also his younger colleague Dave.

Jim – Sean's boss who is very empathetic and aware of what is going on with his colleagues.

Dave – Sean's colleague.

Marie – has depression and works in a busy marketing company. Recently things have really started to get on top of her.

Dinesh – Marie's boss has significant work pressures himself, which sometimes means that he does not recognise when his staff are in distress.

Sunita – shares a desk with Marie and they have a close relationship.

D Working it out – notes for watching the video

The five parts below contain notes on what the key learning points are for each learning module and provide suggestions for activities as well as prompts for discussion.

You may choose to use all or just some of the modules below depending on the length and focus of the session you wish to run.

Part 1 – Recognising mental health conditions in your employees

Scenario

Sean is a mechanic working for the garage owner, Jim. Jim comments to Sean on how hard he has been working and is surprised when he turns up to work much earlier than needed. Later that day people begin to notice that Sean is working in a very haphazard manner– starting another job before finishing the one he is on.

Marie works for a marketing company. When we first see Marie, we see that she is struggling to leave for work and is overwhelmed by simple decisions regarding her wardrobe and the thought of going outside. When she eventually arrives at work, Dinesh her boss, comments on her lateness, which has recently become a regular thing. He begins to ask the right questions but does not wait for a response because he is distracted by some pressing deadlines. Marie is in work but she is achieving very little.

These scenes are interspersed with interview pieces that expand on what it feels like to be in situations like these.

Key learning points

This module is intended to make the group consider how mental health conditions might manifest themselves, how you might spot someone who is experiencing them and some of the barriers to recognising them.

- Employees may not realise they are becoming unwell;
- Employees may not wish to disclose that they are unwell;
- Managers and colleagues should look for changes in behaviour;
- People are not necessarily all affected in the same way;
- Managers should address the issue in an open, non pressured way;
- Managers are not expected to be experts but should be observant and empathetic as part of their duty of care to their staff.

Discussion (minimum 10 minutes)

These are questions you can use to prompt discussion of the film part just viewed:

- **Why do you think Dinesh was off-hand with Marie? (Note: He was under a lot of pressure himself)**
- **What could he have done differently? (Note: He could have been more aware of how pressurised he was himself and how it was affecting the team. He could have been more mindful about how the increased workload was affecting his staff and accommodated for that).**

These points may then lead into a wider discussion about the issues. The items below have page numbers that relate to the Line Managers' Resource (LMR) booklet. You may wish to use information from this publication to inform your discussion:

- What are the responsibilities of a manager towards the welfare of his or her staff? (LMR page 7)
- If a colleague was experiencing mental health conditions, what signs might you look for? (Feeling low / attendance / performance / changes in behaviour) (LMR page 14)
- Why might it be difficult to spot the signs that someone is experiencing a mental health condition? Note: People with mental health conditions may be inclined to hide their condition for fear of the stigma and discrimination associated with mental health conditions. (LMR pages 8 and 16)
- Do you know someone who has experienced a mental health problem at work? How did you know?
- What is presenteeism? (LMR page 14)
- Why is early intervention so important? (LMR page 16)
- How do you know when your mental health is being negatively affected by work or whilst at work? What do you do about it?

Part 1 – Recognising mental health conditions in your employees cont.

Activity

All the activities described in these notes are optional. Add them in according to the needs of your audience.

1. Distribute Handouts 1 and 2: 'In their shoes'. Handout 1 has a silhouette of one head with thought bubbles representing the 'individual', and Handout 2 shows a group with various thought bubbles representing the 'team'. Ask the group to think about disclosure and what an individual might feel about disclosing their own mental health condition at work. Against the 'individual' in handout 1, ask the participants to write why the individual may not wish to admit readily to a mental health condition (as a prompt, ask them to think about how Marie might be feeling before she has spoken to Dinesh in Part 1). In handout 2, write out some of the perceived thoughts and reactions they might expect from the rest of their team if they were to disclose their condition.

1. a. Expand the activity to get the participants to think about what they would change if they were told that this particular workplace had a very open culture towards mental health conditions.

Further reference in the Line Managers Resource (LMR)

- Areas of legislation that is relevant (LMR page 6)
- Duties as a manager (LMR page 7)
- Recruitment process and disclosure (LMR page 8)

Part 2 – Supporting employees with mental health conditions

Scenario

Sean the mechanic begins to experience a depressive period following his manic high whilst he is at work. He is unable to function and he walks out. His colleagues are bemused. Jim catches him and takes him aside for a quiet chat.

In the office, Marie is still unable to focus on her work. At lunchtime she says she will join her colleagues, but cannot face it and becomes so upset that she hides in the toilets. Later that day, Dinesh asks her for the work he needs from her for his deadline and Marie starts to cry. He then realises that Marie needs his support and takes her aside to find out what he can do.

These scenes are interspersed with interview pieces that expand on what it feels like to be in situations like these.

Key learning points

This module is intended to emphasise the importance of intervention and how to effectively approach and support an employee who maybe experiencing difficulties:

- Managers need to watch what is happening at work and with their staff on a day-to-day basis;
- Normal management procedures such as one-to-one meeting and informal chats can be a good way to find out if there is a problem;
- If an employee appears to be experiencing a mental health condition then immediate action is needed;
- Speaking with an employee about such issues needs to happen in a confidential setting;
- Chats should be positive and supportive –exploring the issues and how a manager can help;
- Managers should be aware of and address the potential wider impact on other employees;
- Early Intervention is key – not only for the individual but for the organisation as a whole.

Discussion

Prompt for immediate discussion of the film part just viewed:

- **Ask the group to reflect on how Dinesh approaches Marie – has anyone in the group ever had to start a discussion with someone at work about their state of mental health?**

These points may then lead into a wider discussion about the issues. The items below have page numbers that relate to the Line Managers' Resource – you may wish to use information from this publication to inform your discussion:

- What types of triggers in the workplace may negatively affect someone's mental health? Note: Point out that triggers differ from person to person. (LMR pages 4 and 15)
- How best can you support someone's mental health at work? Note: Managers need to think about how to look after their staff generally not just those who are experiencing problems. The manager could introduce flexible working to all staff for example. For further examples go to LMR page 10
- How and where should you begin the conversation with a staff member you are concerned about? Note: Think about what guidelines are in place in your own workplace. (LMR page 16).
- How can you prevent an employee's condition from getting worse? Note: The most important thing, is not to ignore the issue. (LMR page 15)
- What are the potential consequences of not addressing things when a member of staff appears upset or who you think maybe experiencing a mental health issue at work? (e.g. the employees condition may get worse, the person goes off sick, presenteeism, impacting the whole team etc.)

Part 2 – Supporting employees with mental health conditions *cont.*

Activity

2. How best do you begin such a discussion in your work place setting? Role-play in pairs and see what approach feels right and report back to the group. (See page 17 in the LMR for hints on issues to raise with an employee who has a mental health condition).

3. Expand the discussion or role-play to include what to do if an employee starts to get upset at work. (For good body language and other techniques for calming an emotional situation, see page 18 in the LMR).

Further reference in the Line Managers Resource (with page references)

- Tips for supporting well-being (LMR page 10)
- How to engage someone who is reluctant to talk (LMR page 16)
- Confidentiality (LMR pages 16 and 19)
- Managing an employee who is upset (LMR page 18)

Part 3 – Support during a leave of absence

Scenario

Dinesh telephones Marie at home to find out how she is doing. He promises to keep in touch.

Jim meets Sean at a location away from work to find out how he is doing. Sean thinks it may help if the rest of the team knows that he is bipolar disorder. Jim suggests that they will look at drawing up a plan of what Sean feels comfortable doing when he returns to work – such as not working with customers initially. Jim explains to the team that Sean has bipolar and when Jim encounters some resistance from the team, he explains Sean's illness as being analogous to a physical injury to help them better understand the situation.

These scenes are interspersed with interview pieces that expand on what it feels like to be in situations like this.

Key learning points

This module is intended to illustrate the importance of keeping in touch during absence.

- Managers often fear that contact with someone who is off sick will be seen as harassment, but research has in fact shown that a lack of contact or involvement from a manager is more likely to make an employee feel less able to return to work;
- Early and regular communication is key in speeding recovery and return to work; Colleagues should also be encouraged to keep in contact where appropriate;
- Sending cards or chocolates can help an employee feel that they have not been forgotten;
- The return to work needs to be planned. A phased return can be effective;
- Reasonable adjustments are important to consider when devising a return to work plan action plan.

Discussion

Prompt for immediate discussion of the film part just viewed:

- **Dinesh has said he will call Marie again in a few days – what else might he think of to discuss next time? (LMR pages 22 and 23)**
- **What if Sean had said he did not wish Jim to contact him? What should Jim do in that instance? (LMR page 24)**

These points may then lead into a wider discussion about the issues. The items below have page numbers that relate to the Line Managers' Resource – you may wish to use information from this publication to inform your discussion:

- Why is it important to maintain contact with someone who is off work for a period of time? (LMR pages 22 and 23)
- What guidelines are in place for managing sickness absence at your place of work?
- How best can you support someone who is off work due to a mental health condition? (LMR pages 22 and 23)
- What do you do if someone requests no contact? (LMR page 24)
- Discuss the importance of work in relation to someone's feeling of self-worth. What are the dangers of unmanaged absence? (LMR page 24)
- What can you do as a manager to help an employee feel connected with work?
Note: Regular calls / visits / contact with team. (LMR pages 22 and 23)
- How might the team that remain at work feel? How can you minimise the impact on them? (LMR page 19)
- How can you as a manager bring up and discuss the issue of returning to work? Note: You may suggest that they start off doing a bit of work from home if appropriate but sensitivity is required here as it is important not to pressurise the employee to come back too soon if they are still feeling unwell. (LMR page 23)

Part 3 – Support during a leave of absence cont.

Activity

4. Distribute Handouts 3 and 4. Handout 3 shows the individual - Ask the group to fill out the thought bubble with what the employee who is unwell might feel towards work during their sick leave and when they are about to return; Handout 4 shows the team – ask the trainees to write what the team might be feeling and discuss how to manage any negative feelings which arise.

5. Discuss with the whole group the meaning of 'reasonable adjustments' and how, as a manager, you go about discussing these with the member of staff. Note: reasonable adjustments should always be discussed and agreed upon mutually between the employee and the manager. (LMR pages 26-28).

Further reference in LMR

- Managing the rest of the team (LMR page 19)
- Communicating with colleagues (LMR page 19)
- Recognising when professional help is needed (LMR page 20)
- Keeping in touch (LMR page 22)

Part 4 – Support after a leave of absence

Scenario

Marie is phoned at home by her colleague Sunita. She seems much better and has agreed with Dinesh to start doing some work from home.

Sean returns to work and nervously asks his colleague and friend Dave what others think about him. When he is reassured, he asks Dave if he would keep an eye out for him and to mention it to him if he starts acting differently so he can try to avert another episode.

These scenes are interspersed with interview pieces that expand on what it feels like to be in situations like this.

Key learning points

This module addresses the issues of coming back to work, and what can be put in place to make the return successful:

- It is important to create a return to work action plan before the individual comes back to work;
- Reasonable adjustments need to be discussed and implemented. They may or may not be temporary;
- The employee needs to feel welcomed back both by the manager and the team;
- A manager needs to ensure that the employee does not return to a back log of work;
- A manager needs to conduct frequent informal chats with the employee so that there is an opportunity to discuss progress and any problems;
- The rest of the team need to be carefully managed to ensure that any hostility or hurtful gossip is stamped out immediately.

Discussion

Prompt for immediate discussion of the film part just viewed:

- **Marie started off working from home, how else can a manager facilitate an employee's return to work? (LMR page 26)**
- **Is there a danger that Sean or Marie are considered to be special cases? As a manager, how might you minimise negative responses from other team members? (LMR page 30)**

These points may then lead into a wider discussion about the issues. The items below have page numbers that relate to the Line Managers' Resource – you may wish to use information from this publication to inform your discussion:

- What type of things might a manager discuss with an employee that will help to create an effective return to work action plan? (LMR page 26)
- How might the individual be feeling upon their return to work? Note: possibly fearful, fragile, guilty or ashamed. (LMR page 29)
- Find some analogies outside of business for what this must be like. Note: an example might be a professional footballer returning to his team and getting back to match fitness after an injury.
- What factors might you need to consider when an employee returns to work? (LMR page 29)
- How might adjustments be viewed by other employees, and how might you manage this? (LMR page 19)
- How can a manager best manage the team when the employee comes back to work? (LMR page 30)
- How best can a manager provide ongoing support and assessment of the success of reasonable adjustments put in place? (LMR page 31)
- How might another absence be avoided? Note: it would be worthwhile discussing 'advance statements' here details which are provided in; (LMR pages 21 and 31)
- What should you do if the return to work is unsuccessful? (LMR page 30)

Part 4 – Support after a leave of absence *cont.*

Activity

6. The following is a case study based on a real person's experience. In the case study the person is called Giles. Ask the group to read the case study, then split into pairs and consider what questions you might go through with him, to start working out a return to work action plan and what reasonable adjustments he might need, if any, when he starts back at work.

Giles is a call centre manager with several years experience in running a team providing an IT support hotline. Following a promotion Giles was moved from the hotline desks to a new team overseeing the integration of a new call centre IT infrastructure. His attendance became erratic and his work suffered. He was diagnosed as having bipolar disorder and has taken sick leave for three months. He is feeling nearly ready to return to work and has maintained regular contact with you, his manager throughout this time.

Outline the questions you may ask him to establish if there are any changes that may ease his return. Then role-play in pairs as if you were making that phone call or having an offsite conversation.

7. Watch the module again and note down some of the adjustments, which worked well for our interviewees (notably Ben, Jason and Liz).

Further reference in LMR

- Reasonable adjustments; LMR page 26 to 28
- Managing the return to work; LMR page 29 to 30

Part 5 – Developing a positive culture

Scenario

Dinesh has set up a meeting with an HR specialist to provide him with support and make him better equipped to manage his team in the future. He is shown a variety of literature about mental health in the workplace that is available to help raise awareness and encourage an open culture at his organisation.

Both Sean and Marie are happily back at work and are very productive.

These scenes are interspersed with interview pieces that expand on what it feels like to be in situations like this.

Key learning points

This module is intended to get the group to think about their own place of work and what actions can be taken to encourage a culture where employees feel able to openly talk about their mental health.

- A manager needs to use regular management processes to monitor their staff's mental well-being;
- A culture where people can discuss their mental health issues openly needs to be encouraged;
- Everyone should be treated with respect and dignity and issues such as bullying and harassment should not be tolerated;
- An important step to improving the mental health of staff at work is to discuss the issue with them so that they become more aware of things that might have an impact on their mental well-being;
- A manager can implement changes such as flexible working arrangements so that employees can balance the demands of home life with work;
- A manager also needs support and needs to know where to access it for themselves and for others.

Discussion

Prompt for immediate discussion of the film part just viewed:

- **Dinesh meets with an HR specialist to discuss how he can better manage his staff's mental well-being. What else could a manager do to look after the mental well-being of his staff?**
- **What do managers do in your current workplace that is particularly helpful and supportive to staff and their mental well-being? What else would be helpful?**

These points may then lead into a wider discussion about the issues. The items below have page numbers that relate to the Line Managers' Resource – you may wish to use information from this publication to inform your discussion:

- How does creating a positive culture in the workplace prevent mental health issues from arising in the first place? (LMR page 10)
- How can line managers ensure that a support structure is in place for themselves as well as their staff? (LMR page 12)
- What is the advantage to the company of investing in this care? (LMR page 5)
- What measures could managers take to ensure their workforce is mentally healthy? (LMR pages 5, 10-13)
- What other resources are available that could be helpful in promoting mental well-being at work? (LMR page 12, 20 and pages 24 -25)

Activity

7. On a whiteboard create three columns. In column 1 brainstorm what is currently in place at your place of work that facilitates a mentally healthy workforce. In column 2 identify changes which could be put in place to improve things further. In column 3 indicate how this change might occur and who might be responsible for taking it forward. (notably Ben, Jason and Liz).

OR

8. Discuss the individual case-studies and how management openness resulted in successful returns to work. How open is your door as a manager?

Further reference in LMR

- Managing ongoing illness (LMR page 31)
- A holistic approach (LMR page 13)

E Further reading and resources

- Shift: www.shift.org.uk
- Department of Health: www.dh.gov.uk
- Health and Safety Executive: www.hse.gov.uk
- Department for Work and Pensions: www.dwp.gov.uk
- Health Work Wellbeing: www.workingforhealth.gov.uk
- Centre for Mental health: www.centreformentalhealth.org.uk
- Chartered Institute of Personnel and Development: www.cipd.co.uk
- MIND: www.mind.org.uk
- Rethink: www.rethink.org
- Time to Change: www.time-to-change.org.uk
- Employers Forum on Disability: www.efd.org.uk
- Mental Health First Aid: www.mhfaengland.org.uk/
- TUC: www.tuc.org.uk

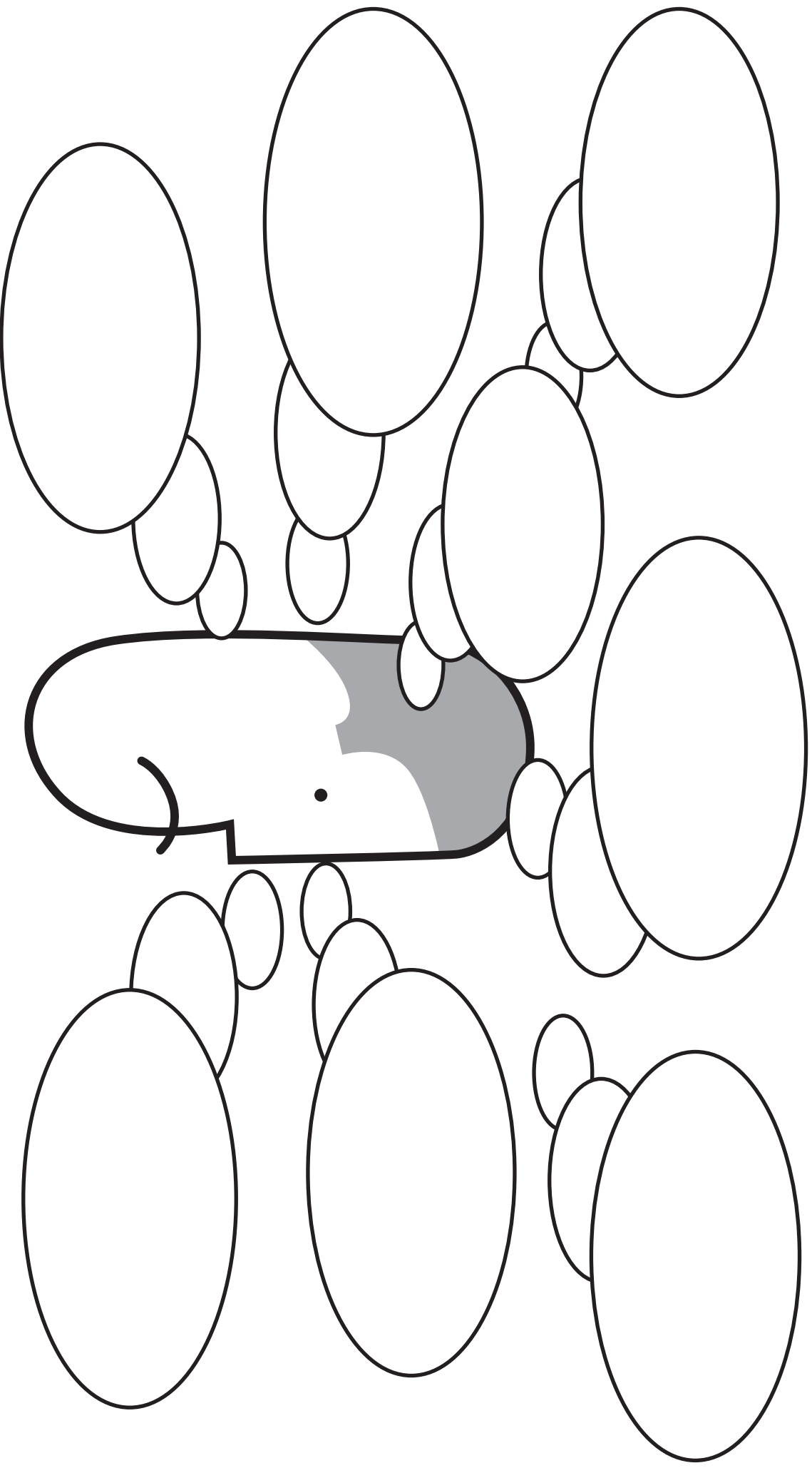
F Acknowledgments

We would like to acknowledge and thank the interviewees who, by sharing their personal experiences on film, made this training package possible.

G Appendix (Handouts linking to Activities)

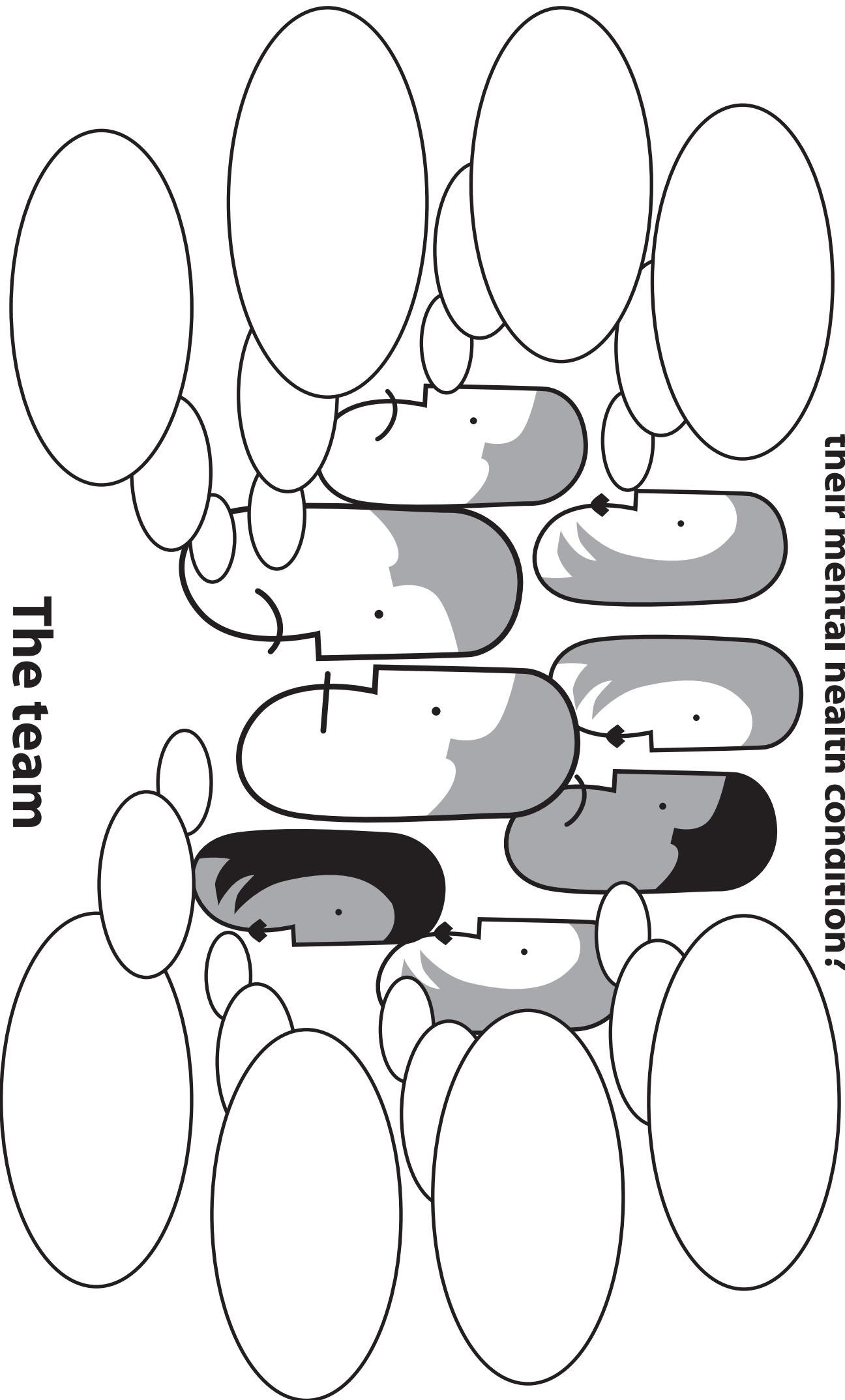
Why might the individual not want to disclose their mental health condition?

How might they be feeling?



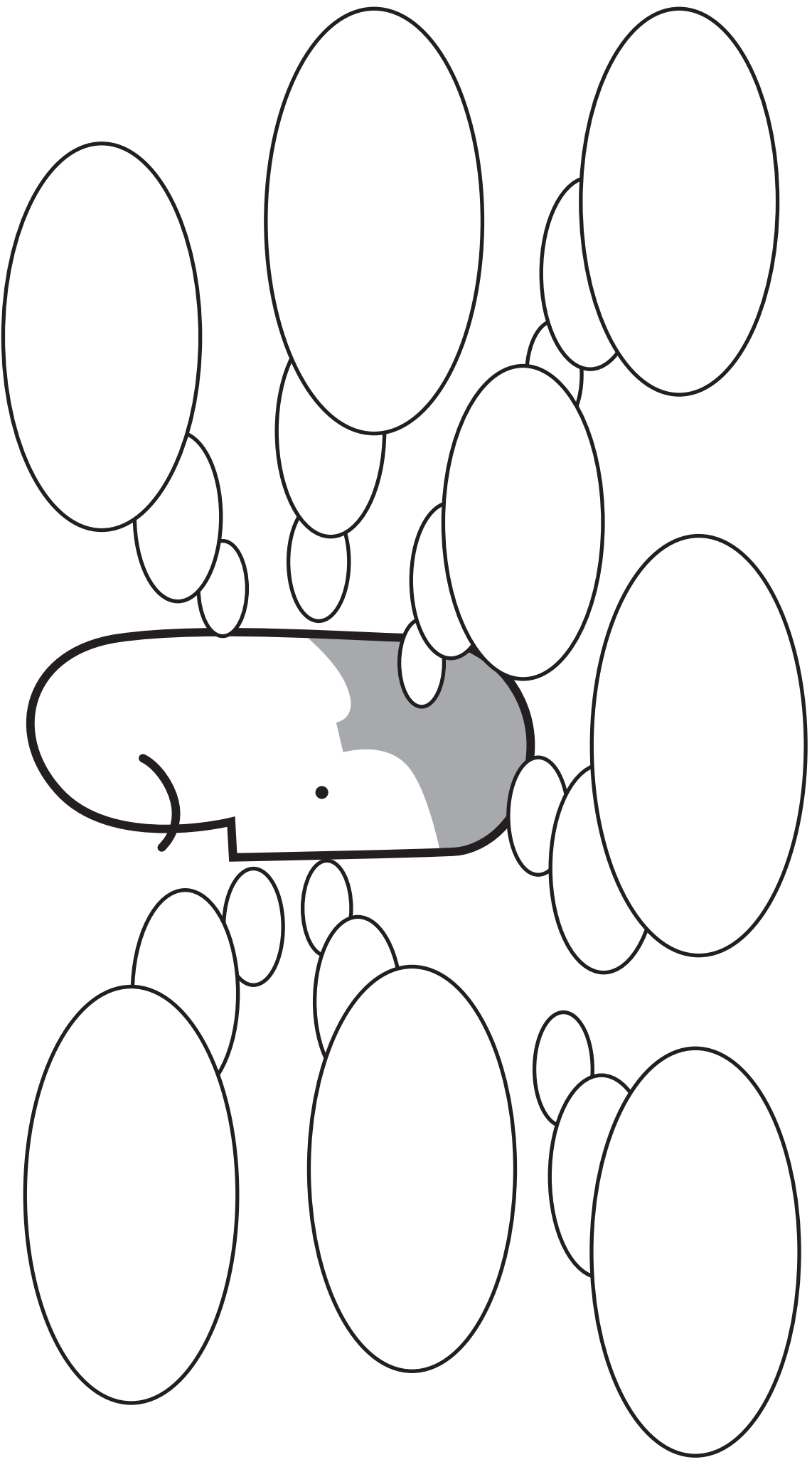
The individual

What might members of the team think if an individual discloses their mental health condition?



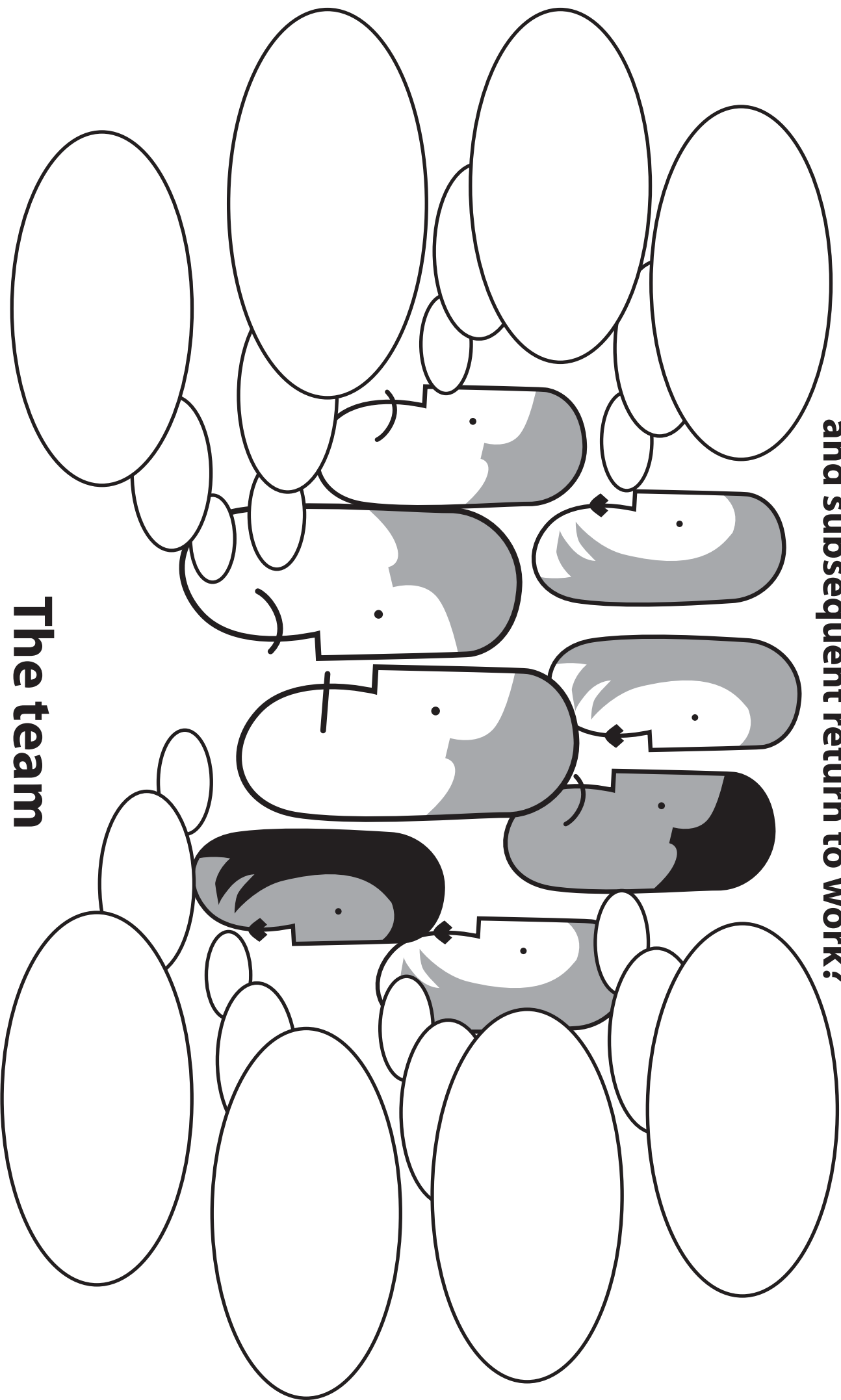
The team

What might the individual's concerns be about going back to work?



The individual

What might the team's concerns be about their colleague's absence and subsequent return to work?



The team