

GLWS E-Learning Level 1 Accreditation Program Debrief Preparation Form

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Date & time of Practice Debrief: 25th June 2020

Practice GLWS Personal Report - key questions	Your observations
<p>1. Congruence between Wellbeing snapshot and detailed pages?</p>	<p>There is good congruence between the snapshot and the detailed pages.</p> <p>Harry scored Very high/Very satisfied/Very happy on the Living Well, Life Satisfaction and Happiness evaluations.</p> <p>He scored Fairly high on the Working Well and Overall Wellbeing evaluations. The former is consistent with the fact that on his Wellbeing Profile, his Working Well scores for Vitality & Energy and Balance & Boundaries were amber whereas all his other scales were green, although the amber score for Balance & Boundaries was only just below the cut-off average score of 3.75 to be scored as green.</p> <p>Regarding the Overall Wellbeing evaluation, I am a little surprised that this is Fairly high rather than Very high, given that he self-scored with the highest rating on three of the four sub-scales. I imagine he was close to being Very high on the Overall score.</p> <p>Harry is one of my coaching clients, and he has recently started working at a new organisation in a role in which he is a member of an Executive Team for the first time. He is committed to balancing his work and personal commitments, although has found this to be challenging at times given that he is, understandably, wishing to make a strong start with his new employer, and create a positive impression with his colleagues.</p>

<p>2. Free text comments and linkage to domains/items (if applicable)</p>	<p>Harry has talked in the free text comments about this recent change in role – and how he feels so much more valued now. I plan to explore with him his comment about this being the likely cause of his high level of well-being, happiness and satisfaction – as, whilst I suspect this new role is a big contributor to this, his high Living Well scores suggest that he had high well-being, happiness and satisfaction already on this ‘side’ of his profile.</p> <p>One of the things I have learned about Harry is that he sets extremely high standards for himself, which may be why he is attributing his high well-being, happiness and satisfaction to ‘only’ his new role!</p>
<p>3. Wellbeing profile & overall ‘theme’ of the report <i>(e.g. lot of sometimes, worryingly lot of red flags, mixture of green and red etc)</i></p>	<p>Strongly green, with more green double flags on the Living Well side compared with the Working Well side.</p> <p>He has some amber, and a few red flags, primarily on the Working Well side, and so the development opportunities seem to be principally regarding his Working Well rather than Living Well measures.</p>
<p>4. Key themes from the domains:</p>	
<p>a) Authentic Relationships</p>	<p>Harry’s Living Well profile is completely green, with 8 double green flags and three single ones and a score of 4.73: the behaviours from these domains are significantly enhancing his well-being.</p> <p>His self-rating on the Working Well dimension was also almost wholly green (there is a single amber flag) but not as strong as the Living Well dimension. Given that Harry is still new to his current role, I plan to explore this dimension with him, and some of his scores, to determine whether he would benefit from doing anything differently.</p>
<p>b) Meaning, Purpose & Direction</p>	<p>Both dimensions are also strongly green, with the Living Well scale scoring a little higher (4.55) than the Working Well one (4.27).</p> <p>I am planning to explore with Harry the red flag under Working Well: “I rarely feel my personal</p>

	<p>values align well with those of the organisation I work in” as I believe that this would present an ongoing challenge for Harry if he is not able to address this incongruence. I’ll also explore the amber flag under Living Well, to find out whether he would like to get involved in voluntary/community activities at this stage in his career.</p>
<p>c) Resilience & Equanimity</p>	<p>The Living Well dimension of this domain is all green. I’ll ask Harry if he has any particular observations about this, before focusing on the Working Well dimension, which is also largely green (albeit with fewer double green flags than the Living Well side) before focussing on the two amber flags: around self-doubt and managing unhelpful thoughts. These have been topics that we have discussed in our coaching sessions already, and they represent an opportunity for Harry’s professional development.</p>
<p>d) Vitality & Energy</p>	<p>This dimension has the lowest scores (on both sides). Whilst Harry self-scores with a majority of green flags, there are fewer double-green flags and more amber/red than other ones.</p> <p>What is standing out for me from these latter flags is that there is an opportunity for greater self-care – and that it probably would not require major behavioural change by Harry, but rather some well-positioned ‘tweaking’.</p> <p>Again, these are topics/opportunities that we have discussed already in our coaching sessions.</p>
<p>e) Balance & Boundaries</p>	<p>Again, within this dimension, the vast majority of flags are green, and Harry has self-scored higher on the Living Well scale than the Working Well one.</p> <p>Harry and I have already discussed the challenge/opportunity to establish stronger boundaries around his work, and the potential benefits of doing this is clear in the Working Well scores.</p>
<p>f) Intellectual Engagement & Flow</p>	<p>This Working Well domain is also strongly green, with five double-flags. I think that the</p>

	<p>amber/red flags reflect the fact that he feels that he has a lot on his plate, although I would wish to explore this with him. There may be an opportunity for him to review his priorities at work, and to delegate some of his 'doing' work to his direct reports, so that he is able to spend more of his time on work in which he can add most value to the organisation, and ensure that he is stepping up to working at this new executive level as effectively as possible.</p>
<p>5. Linkages between items/domains?</p>	<p>I am seeing two main overall themes from Harry's profile:</p> <p>(a) Living well: Harry gains much from his non-work life that supports and nurtures his well-being.</p> <p>(b) Working well: whilst this is still strongly green, there are a few aspects of these domains in which there may be the potential for Harry to enhance his well-being by focusing on the opportunities identified. As mentioned above, he is still adjusting to his new role. There is significant potential, I imagine, to set new habits that will further support his well-being and reduce the feeling of overwhelm that he has voiced to me already as feeling at times.</p>
<p>6. How will you approach the debrief? (e.g. explore the report in part/full, start in one place or another, explore context in full before looking at report etc)</p>	<p>Giving that we shall be debriefing his profile in a coaching session, I'll ask Harry if there are any areas in particular where he would like to start our discussion.</p> <p>He likes structure and so, unless our initial discussion takes us in a different direction, I shall propose reviewing the report from start to finish in the order in which the information is presented.</p>
<p>7. Within the context of keeping an open mind – what strategies do you think might be of benefit to recommend to this individual to enhance their wellbeing (see the Resources section of the Coaching Guide for ideas)</p>	<p>Focusing on the three red flags:</p> <p>(1) Values: exploring which personal and organisational values align well, and then unpacking how big an issue it is for him that some other values are less aligned.</p> <p>(2) Diary management: (a) Challenging the need to attend so many meetings – and for these to be back-to-back. Could 60-minute meetings be changed to 45-50-minute ones instead? How can he carve out a break in the middle of the day – perhaps including exercise – and doing</p>

	<p>this in a consistent way? (3) Sitting down: set reminders to stand up; do some of his meetings standing up or walking. (4) Concentration: (a) What is the source of the demands for his attention? (b) How is he going about (or not) creating 'protected' thinking/planning/working time?</p>
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Whenever possible we will review this prior to you completing the practice debrief and send back any additional commentary that might be valuable.