

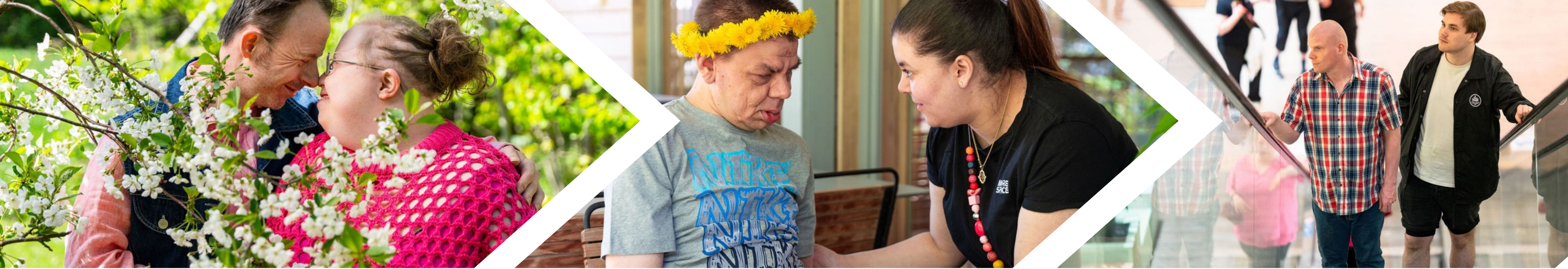


VAHVA – Strength-based training material for diverse workplaces

Renewed and diverse work with disabled people in Uusimaa project 2023-2026



**Euroopan unionin
osarahoittama**



VAHVA training

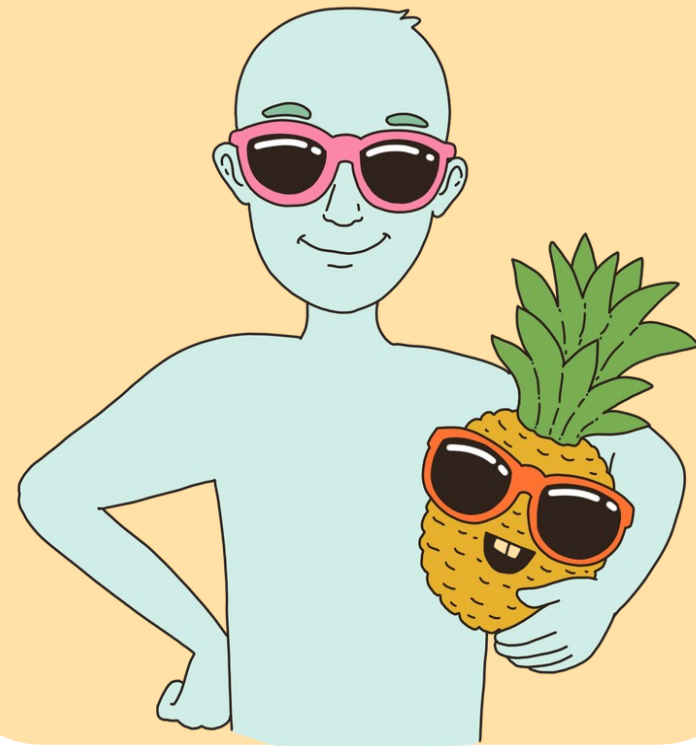
- The aim of VAHVA training is to ensure that increasingly diverse work communities in the social and health care sector work well together and find new ways to utilise diverse expertise in their work.
 - It helps to identify and utilise the skills and strengths of community members.
 - Supports the community in discussing and increasing understanding of different working methods and the diversity of the community.
 - Supports the community in seeing the diversity of individuals as a strength and resource for the community.

VAHVA training modules

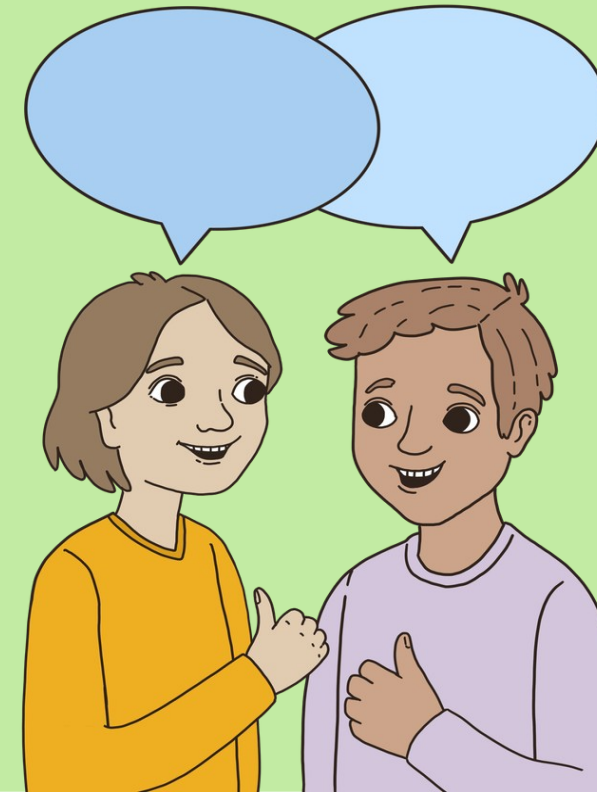
Strengths and competence



Different ways of thinking



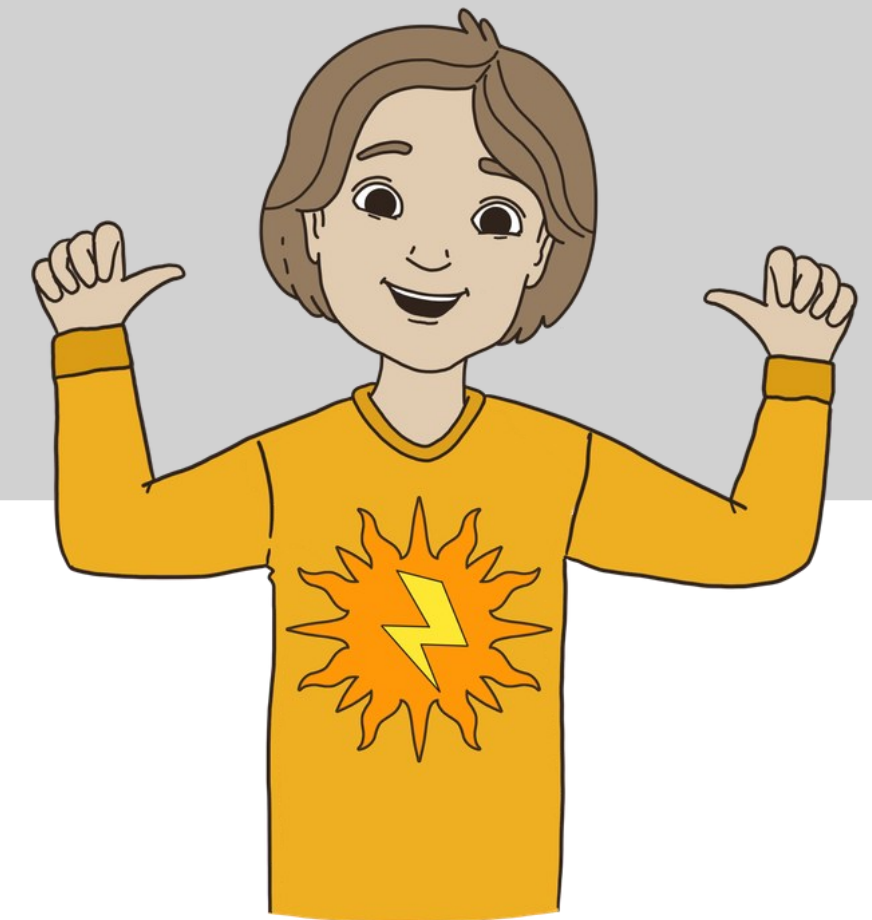
Feedback culture



Psychological safety



Strengths and competences





The aim of this module is...

- learn to recognise and utilise the strengths needed in disability work
- learn to recognise your individual character strengths and how you can utilise them in your work

Identifying Strengths

Answer the questions

on a scale of 1 Strongly disagree to 5 Strongly agree

- I recognise my own strengths.
- I recognise the strengths of my colleagues.
- I can utilise my strengths in my work in the way I want.
- Our work community can utilise different strengths.
- Diversity is seen as a strength in our work community.
- Diversity is seen as a resource in our work community.





Strength-based approach

Strength-based approach in the workplace refers to a way of working in which the strengths of individuals and teams are identified and utilised to achieve goals.

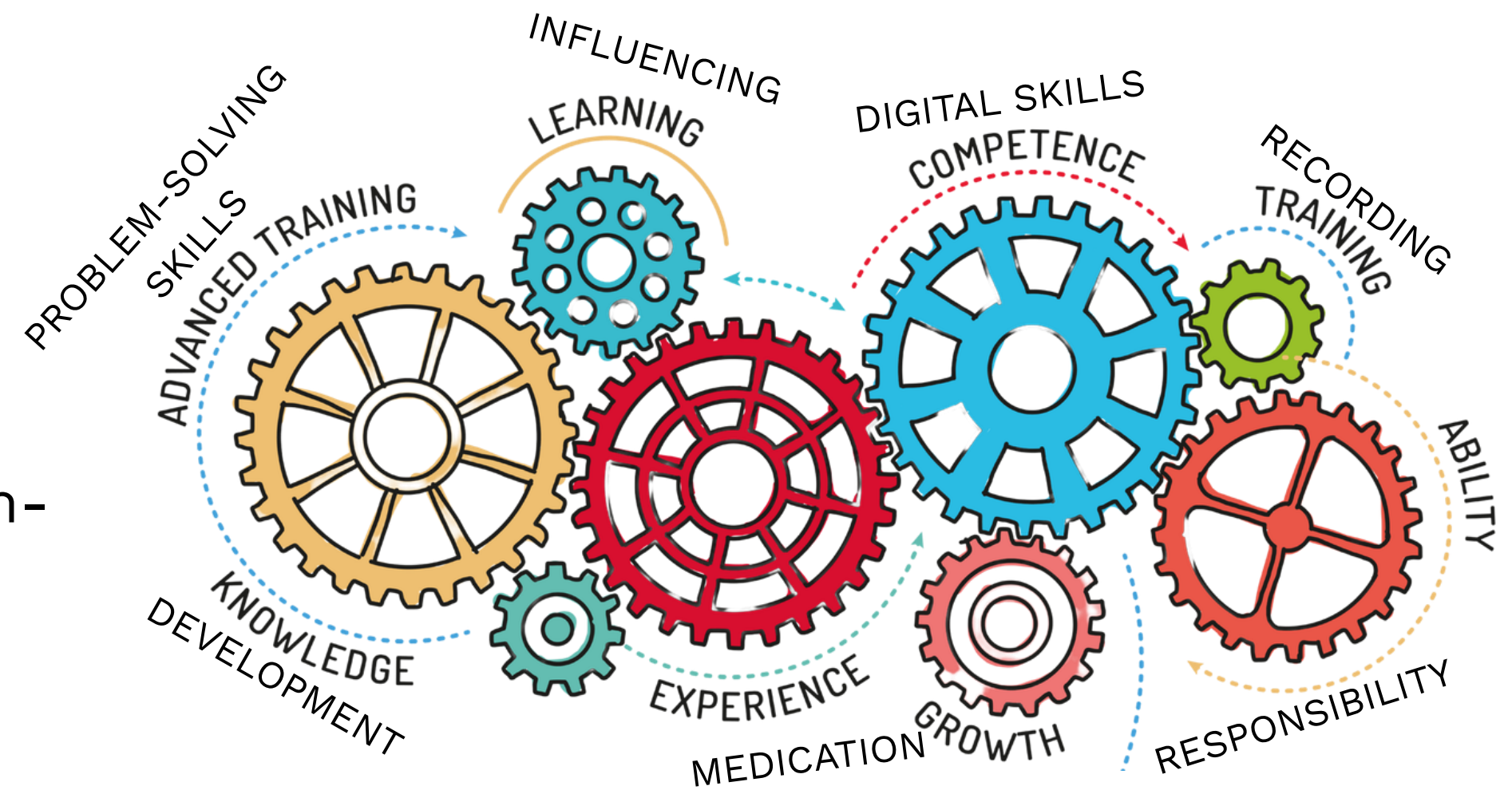
Why is strength-based thinking important?

- A strength-based work community is built around strengths and positive characteristics.
- Benefits of a strength-based approach:
 - promotes a good working atmosphere
 - encourages the work community to adopt new ways of working
 - promotes continuous learning
 - improves the support received by customers

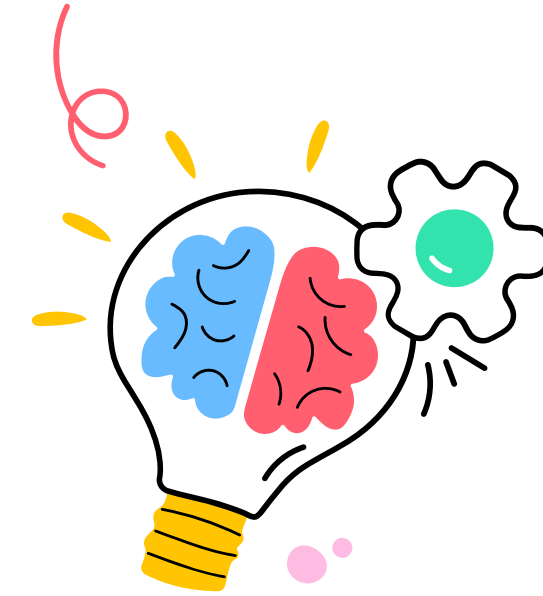


Professional competencies

- Professional strengths are the skills, qualities and expertise that an individual demonstrates at work and that support their success.
- They can include technical skills, problem-solving abilities, teamwork skills or creativity.
- Professional strengths can be learned and developed.



Professional competencies



Diversity competence

Networking skills

Documentation

Person-centered

Service system expertise

Managing challenging situations

Assistive device expertise

Sharing expertise

Medication management skills

Communication skills

Digital and technological skills

Influence

Enabling participation

Responsibility skills

Development

Promoting the right to self-determination

Guidance skills

Nursing skills

Managing the big picture


Something else

Professional competencies


- Take a look at your professional strengths (cards with a blue border).
- Consider which of these are your strengths at work.
- Write down your 2-3 greatest professional strengths on a piece of paper.



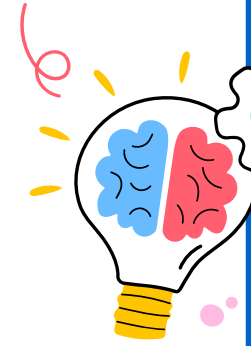
A picture of me



My professional strengths




My professional strengths as described by my colleagues



Who am I?

My individual character strengths



My individual character strengths as described by my colleagues

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Professional strengths

- Let's evaluate our colleagues and consider their strengths.
- Consider the professional strengths of two (selected) colleagues.
- Write down the professional strengths you recognise and appreciate in these colleagues on their papers.
- Write down 2-3 professional strengths per person.



 A picture of me

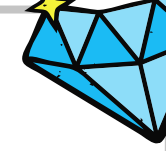
My professional strengths

My professional strengths as described by my colleagues



Who am I?

My individual character strengths



My individual character strengths as described by my colleagues

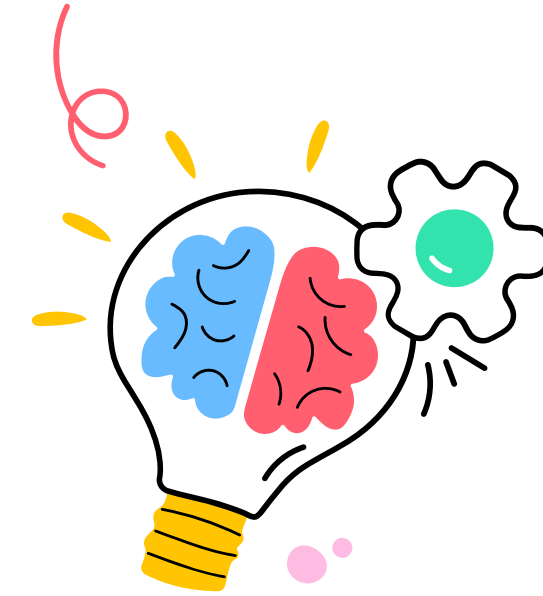
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What kind of expertise do we have? Are there any skills gaps?



Diversity competence

Networking skills

Documentation

Person-centered

Service system expertise

Managing challenging situations

Assistive device expertise

Sharing expertise

Medication management skills

Communication skills

Digital and technological skills

Influence

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Something else

Character strengths at work

- Character strengths are positive traits that show up in your thinking, feelings, and behaviour.
- At work, they support success and influence everyday interactions.
- Character strengths develop over time and can be identified, strengthened and developed throughout life.
- Utilising character strengths at work can increase team spirit, well-being at work and support coping at work.

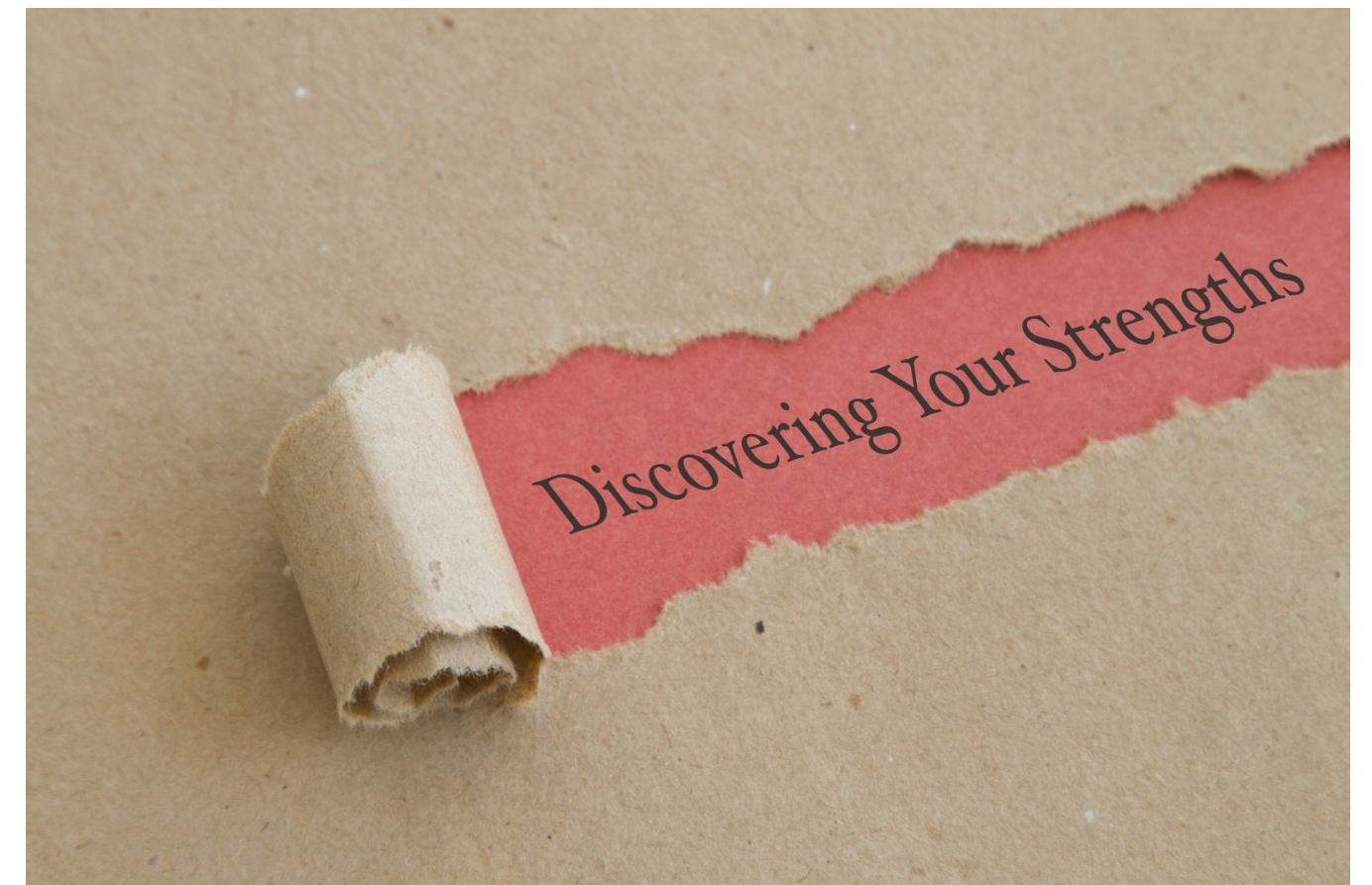


Image source: Canva: Getty Images Signature

Character strengths

Courage

Enthusiasm

Empathy

Fairness

Something else

Creativity

Community

Optimism

Friendliness

Persistence

Cooperation

Situational awareness

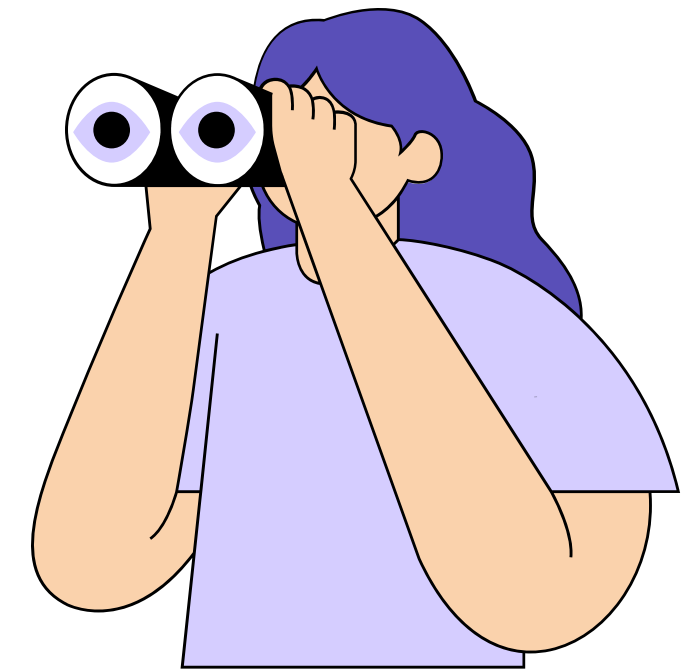
Thoughtfulness

Sense of humour

Encounter

Honesty

Helpfulness




Individual character strengths

- Check out your individual character strengths (cards with purple/lilac borders).
- Consider which 2-3 of these are your greatest strengths.
- Write them down on your own piece of paper.

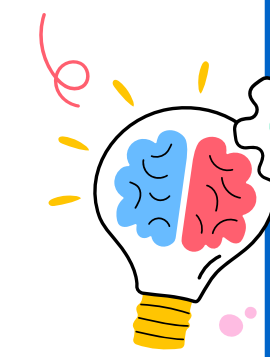


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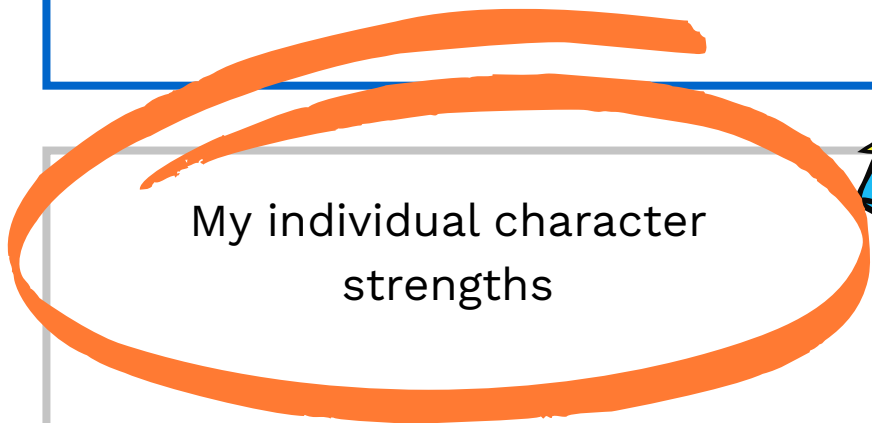

My professional strengths

My professional strengths as described by my colleagues



Who am I?

My individual character strengths



My individual character strengths as described by my colleagues

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Individual character strengths

- Let's evaluate our colleagues and consider their strengths.
- Then think about the individual character strengths of the two colleagues you have chosen.
- Write down the individual character strengths that you recognise and appreciate in these two colleagues on their papers.
- Write down 2-3 strengths per person.

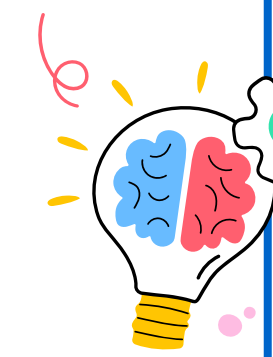


A picture of me



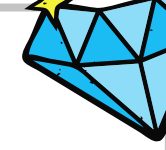
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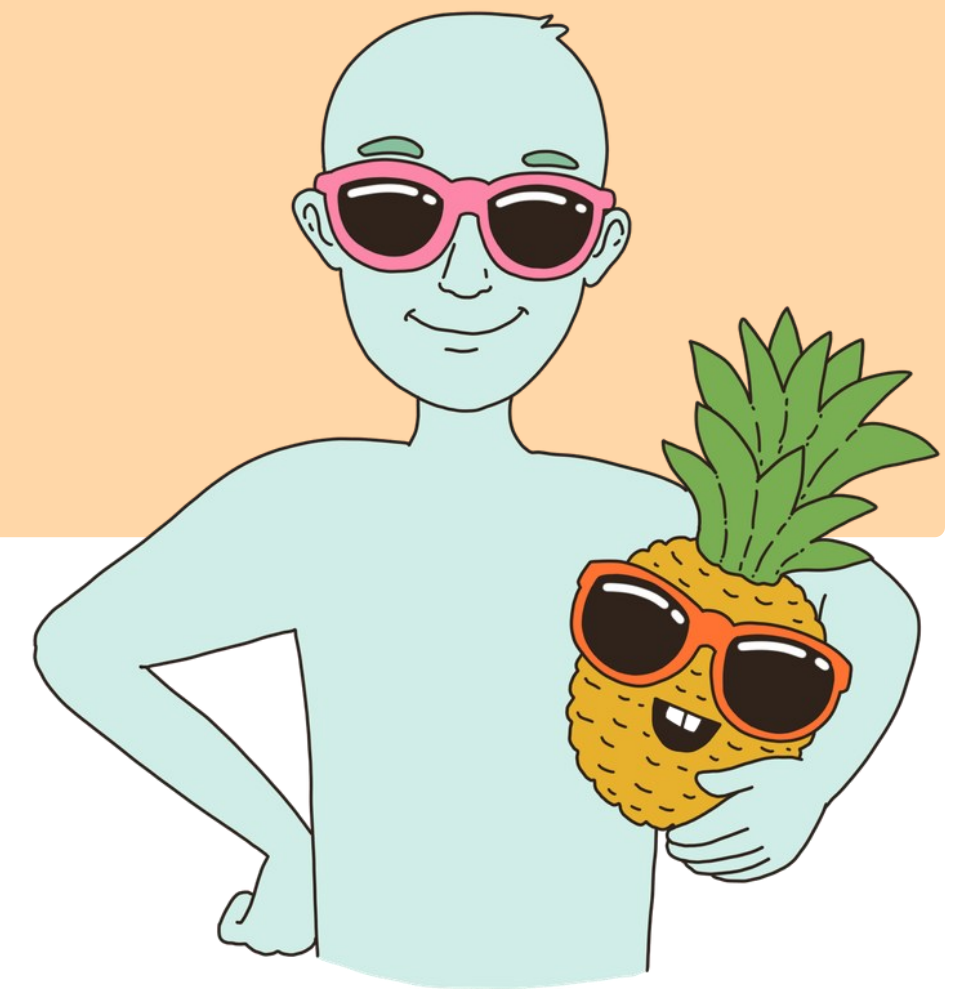
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Feeling round

- How did it feel? What kind of feelings did it evoke?
- Was it easy or challenging?
- Were you surprised by any strengths highlighted by your colleagues?



Different ways of thinking



The aim of this module is...



- Different ways of thinking and perspectives become familiar.
- Diversity can be seen as a strength in the workplace.



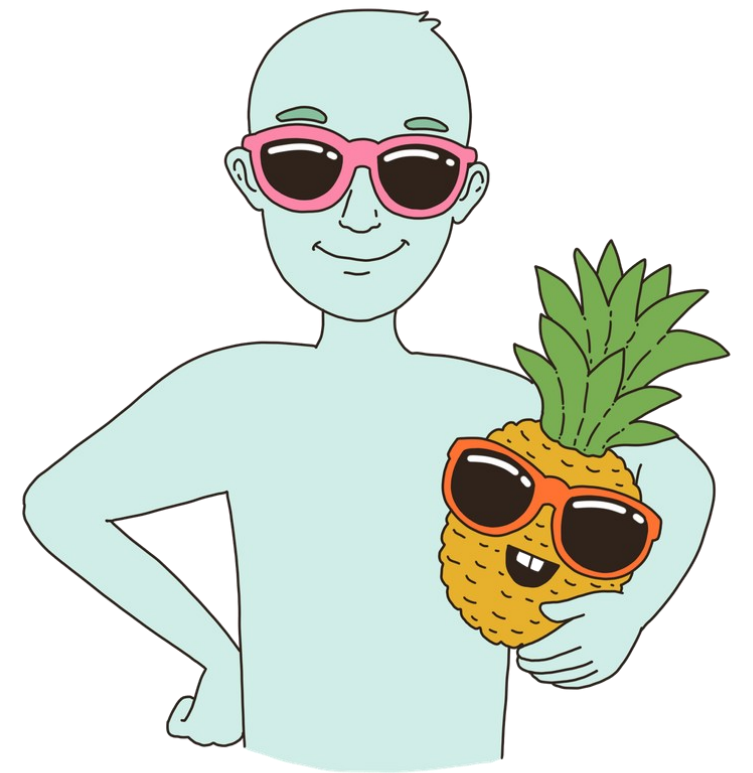
Individuality is like a layer cake...

- built up of different layers
- the outer layer is visible and its changes are easily noticeable
- the middle layer is more difficult to see and consists of things that guide behaviour, such as values
- the deepest layer is the core of the individual, their temperament and ways of thinking and assumptions that have been shaped over time, which are very challenging to distinguish from one another

What makes you unique?

Temperament and personality

- Temperament - a person's inherited ways of reacting and tendencies that explain their behaviour
 - Activity
 - Sociability
 - Display of emotions
- Personality – the combination of a person's physical appearance, temperament, emotions and intelligence
 - In addition, upbringing and life experiences



Understanding different ways of thinking

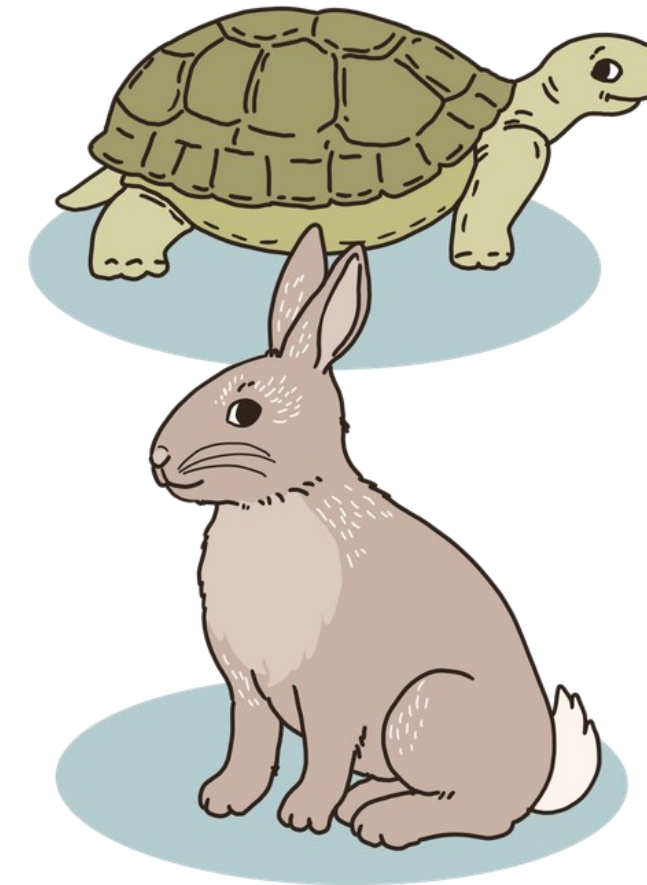
People's different personalities are reflected, for example, in their interactions, decision-making and attitudes.

Recognising different thinking styles enables us to change our own behaviour, show appreciation for others and also influence other people.



Examples of different thinking styles

- Thinking: Goal-oriented or risk-averse
- Observations: Similarities or differences
- Detail – bigger picture
- Procedures: Clear rules or room for manoeuvre
- Conviction: number of arguments
- Different values
- Different rhythms in thinking and speech



Task: Understanding different ways of thinking

You will receive cards describing different ways of thinking and personalities.
Move freely around the room and meet each other.

When you meet, consider the following based on the personalities you have assigned:

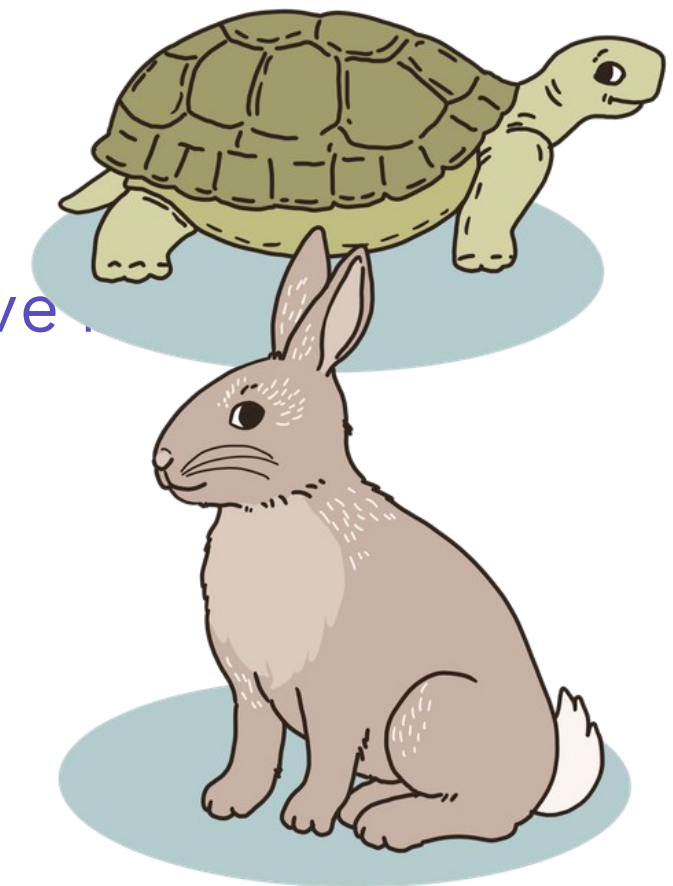
If you were working together as a team...

What would go well?

What comes easily? What is handled particularly well?

What is challenging?

What kinds of risks might there be? What does not go well and why? What might be left undone?



Cheetah – A quick-witted, ambitious and goal-oriented person

- Quick-witted, direct, ambitious and demanding
- Strongly future-oriented
- Enjoys challenges and sets goals
- Makes quick decisions
- Not dependent on other people's opinions
- Things are more important than the atmosphere
- Gets annoyed by nitpicking and lack of progress



Dolphin – Enthusiastic, social and emotional personality

- Reacts to things with emotion and intuition.
- Appears enthusiastic and eager.
- Quick to set the mood.
- Reacts quickly and likes to share their happy thoughts.
- Enjoys people, experiences, variety and social attention
- Gets energy from other people and does not enjoy working alone.
- Gets annoyed by nitpicking and lack of progress.



Owl - Calm, analytical and rule-abiding personality

- Calm and methodical
- Wants to operate according to clear rules
- Analytical and precise
- Requires time to complete tasks and make decisions
- Is not dependent on other people's opinions and does not enjoy teamwork
- Finds their own failures and mistakes unpleasant
- Disturbed by restlessness
- Becomes irritated when facts are ignored

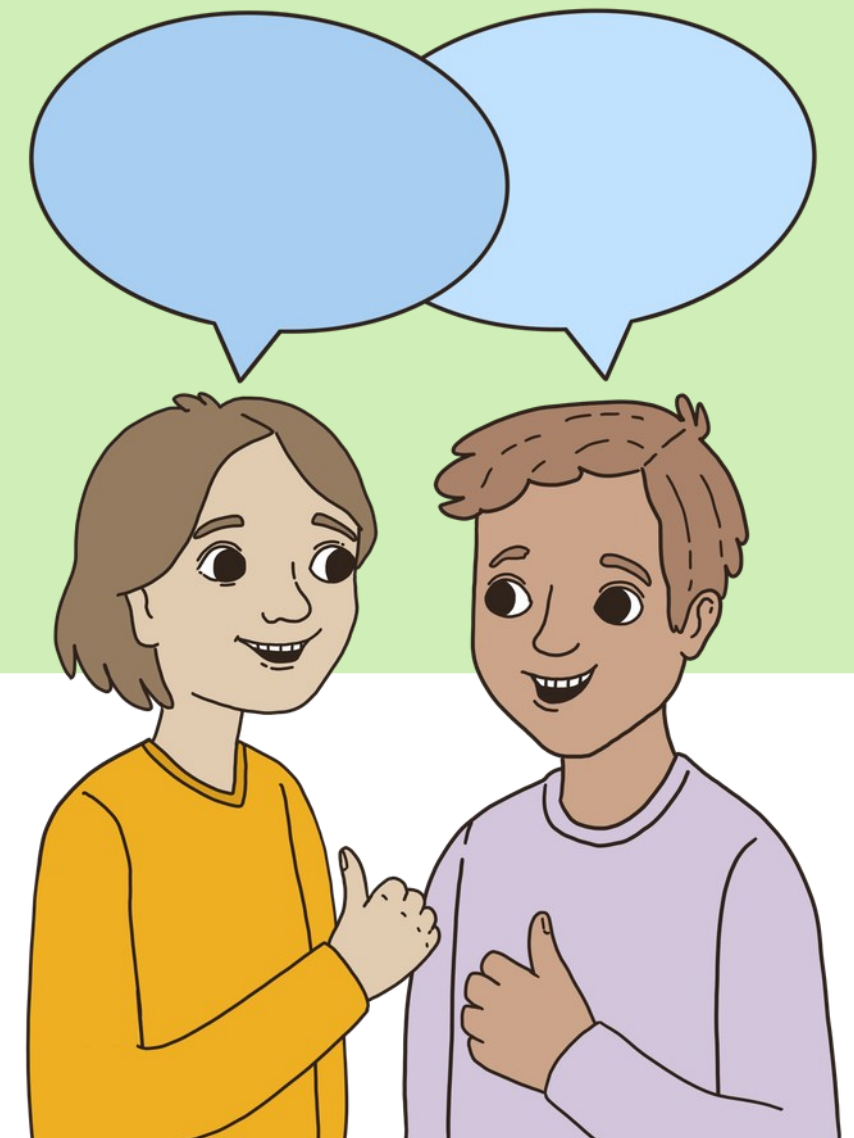


Elephant - Stable, empathetic and security-oriented personality

- Stable and calm.
- Empathetic and calm, loyal team player
- Wants clarity and security in their life
- Conflicting expectations, rapid or frequent changes cause anxiety
- Feeling in control is important
- Disturbed by restlessness
- Needs reasons for things



Feedback culture





The aim of this module is...

- The feedback culture in the work community is recognised and can be developed.
- I learn how my own actions and interactions affect the feedback culture in our work community.
- We practise giving and receiving positive and constructive feedback.

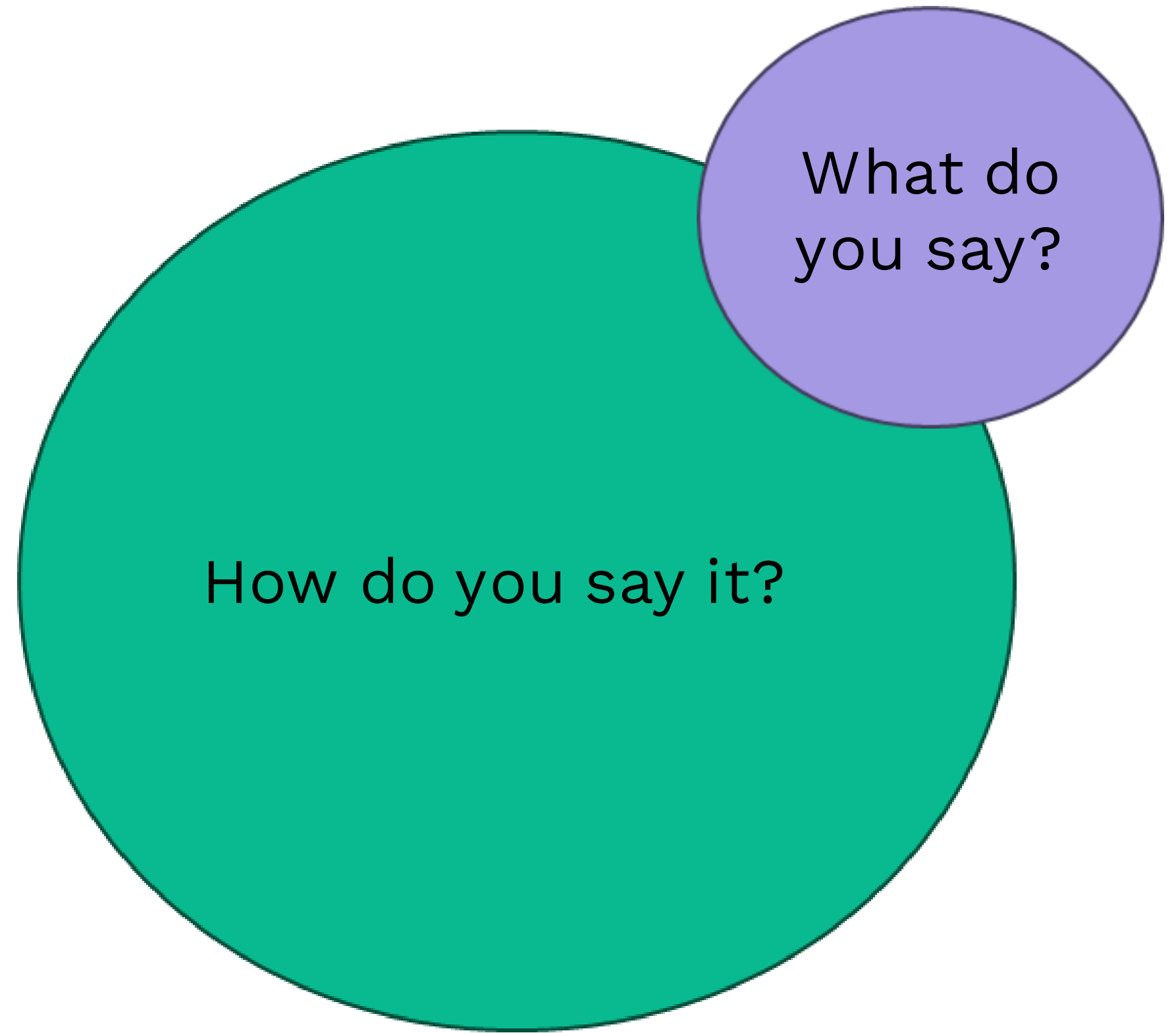
Why is feedback necessary?



- Feedback shows that your work is noticed. Feedback helps us ensure that we are doing the right things in our work.
- Positive feedback improves job satisfaction and commitment to work.
- Encouraging feedback supports the development of work identity – 'what kind of employee am I?'
- When feedback, both positive and corrective, is given continuously in the workplace, it becomes easier to give and receive feedback.

Open discussion of the issue – Bringing it up

- Identify your feelings. Think about what you are worried or perhaps upset/frustrated about.
- Only bring up the issue once you have calmed down and are able to speak and listen in a respectful and appreciative manner.
- Start the conversation by expressing your concern: 'I am concerned about...'
- Ask the other person for their views. Encourage the other person to express their views. Let the other person speak calmly, do not argue.
- Think together about what would help. Focus on ensuring that the (joint) work goes smoothly and that the problem does not recur.



Small group work: A good feedback culture – what does that mean to you?

What constitutes a good feedback culture in your work community?

- Write down 3–5 key points on a piece of paper
- Let's compile the notes into a joint summary



Small group work:

What kind of feedback culture do you currently have?

What kind of feedback culture is there in your work community at present?

*Is feedback given? What kind of things is feedback given on?
Who gives feedback? Who receives feedback?*

- Write down 3-5 key points on a piece of paper
- Put the pieces of paper together into a joint summary

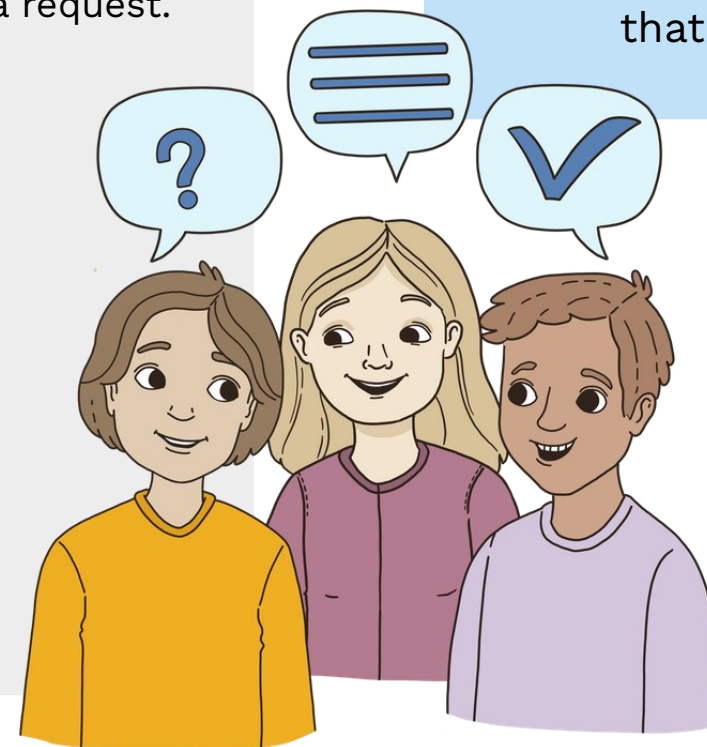


Giving feedback

- The aim of feedback in the workplace is to help others develop and succeed.
- Feedback, whether constructive or positive, should be given as soon as possible.
- Positive feedback should be given about five times more often than critical feedback.
- Constructive feedback should be given in private, while positive feedback can usually be given in front of others.
- Constructive feedback focuses on behaviour.
- Consider whether you can express your feedback as a suggestion or a request.
- Explain your reasoning instead of just pointing out the problem.
- Ask for suggestions for solutions and offer help.
- In challenging feedback situations
 - Ask: Would you like to think about it some more?
 - Agree on when to revisit the issue.

Receiving feedback

- Agree to listen
- Accept feedback without arguing
- Ask questions until you understand what the other person is talking about
- Thank them for their feedback
- Ask how you could do better in the future
- Ensure that the matter has been dealt with (in that respect)



Giving and receiving feedback are skills that can be learned.



Hand of Criticism



Middle finger

"Always, never, every time".

Faulty finger

A detailed explanation of how the person in question is acting wrongly.

Handy finger

Explain how their behaviour is harmful to everyone. Wonder why the person in question does not seem to understand these harmful effects themselves.

Reason finger

Look for reasons in their upbringing, background or other irrelevant factors.

Deaf finger

Remind them that the matter has already been discussed many times.

Hand of wish

Contact finger

"I have a request."

"Is now a good time to talk?"

Wish finger

Turn the problem into a wish

Benefit finger

Justify the benefits

Belief finger

Explain why you believe they can do it.

Offer to help.

Express your belief in their abilities.

Decision finger

Agreement: "What do you suggest? How should we proceed?"



Exercise: Giving feedback

Everyone writes on Post-it notes

- 3 things that annoy them in their daily work
 - *For example, leaving dishes on the kitchen counter, forgetting your work phone in the office, unwashed laundry, rubbish that hasn't been taken out*
- 3 pieces of positive feedback that could be given at work
- Write each piece of feedback on a separate note
- Write general comments on the notes
 - *Do not write names or identifiable situations*
- Fold the note and put it in a bowl.
- Take one piece of paper each and walk around the room. When you meet someone, give them feedback on the topic on your piece of paper.
- You can take a new piece of paper and find a new colleague to practise giving feedback with.



Psychological safety





The aim of this section is...

- We understand what psychological safety means in our work community.
- We learn how our own actions can increase psychological safety.

Where does the concept originate from?

- The concept originated in the 1960s, when it was discussed from an individual perspective.
- The concept was most notably launched by Amy Edmonson in the 1990s, when it began to be examined more from the perspective of the community.
- The concept entered public discourse in the 2010s thanks to research conducted by Google.



Trust or psychological safety?

- The concept of psychological security is closely related to that of trust.
- Trust is an experience and feeling towards another person – it is formed between individuals.
- In psychological safety, the key factor is how an individual perceives the group and its norms.
- The concept of trust does not include respect, appreciation and support for others in the same way as psychological safety.



Psychological safety – definition of the concept

A shared understanding within the community that the group is a safe place for personal risk-taking and that everyone can be themselves without being ridiculed.

*How will I be treated if I make a mistake or suggest a new idea?
Or if I ask for help or give feedback?*

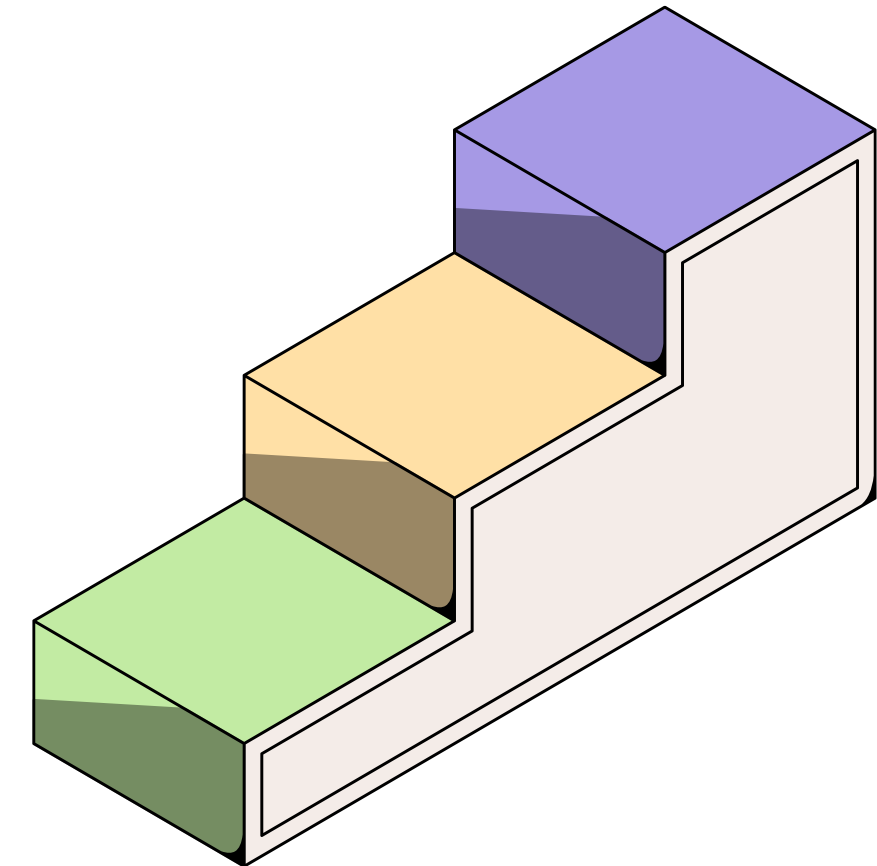
“Psychological safety is the soil that creates favourable conditions for growth.”

Amy Edmonson



Psychological safety is formed on three levels

- Mind and thoughts
 - Thoughts, beliefs, values.
- Feelings and experiences
 - An individual's internal feelings and experiences of the surrounding world.
- Behaviour
 - How one behaves and what factors underlie that behaviour.



How is psychological safety manifested?



- Respect and trust between people
- The work community focuses on achieving common goals
- Learning together
- Potential challenges can be anticipated more easily when uncertainties and failures are acknowledged

Why is psychological safety important?

Psychological safety has a positive impact on...

- team communication: information, successes and failures are shared
 - supports creative thinking, innovation and risk-taking
 - enables the adoption of new technology
 - strengthens job satisfaction
 - promotes team efficiency
 - the team dares to innovate
- From the perspective of individual employees
 - dares to be themselves even on difficult days
 - dare to ask questions, seek help and say "I don't know"
 - feels heard and valued
 - recovers better when they do not have to constantly watch out for mistakes or reactions

When psychological safety is weak in a community...

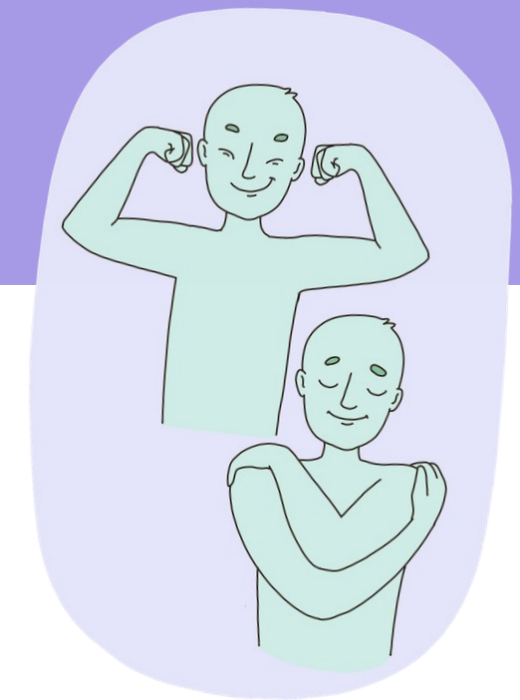
- People are afraid to try new things
 - Not daring to take risks or fail
 - Team development is slower
 - The team cannot renew itself very quickly or effectively
- From the perspective of an individual employee
 - increased workload
 - causes constant alertness and stress
 - increases the risk of exhaustion
 - may also manifest as various physical symptoms



Individual reflection

Where does my sense of psychological security come from?

Write your thoughts on Post-it notes with one thought per note.



Exercise: Psychological safety scale



- Stand on an imaginary line where 1 is the worst and 10 is the best
- Place yourself where you think the psychological safety of your work community is now.
 - Calculate your current average based on your answers.
- Set a numerical target for six months from now.
- Think about specific things you can do to bring about change.

The Renewing and Diverse Disability Work in Uusimaa project 2023-2026

- There is a shortage of skilled labour in the disability sector. Through the UVVA project, we can do our part to ensure that there will be enough skilled workers in the disability sector in the future. For more information about the project, visit: <https://uvva.diak.fi/>
- The low appeal of disability work has been recognised, as many young people have no contact with disability. Through this project, we can increase young people's awareness of disability, diversity and equality starting from primary school.
- The aim of the project is to raise the profile of disability work and reduce prejudice. In the project, we are working together with young people to develop material to increase interest in and accessibility to disability work.



Renewed and diverse work with disabled people in Uusimaa project 2023-2026



DIAK

