



Creating Work/Life Balance

A Workshop

Presented to the Iowa Head Start Association

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Goals and Objectives

WorkLife Design (WLD) will facilitate a 1-day interactive workshop on Creating Work/Life Balance from 9:00 a.m. to approximately 4:00 p.m. Goals and objectives for the workshop include the following:

1. Define work/life balance and explore what “balance” means to the individual, group, and organization.
2. Identify personal work/life balance concerns and how these concerns impact your performance at work as well as quality of life.
3. Identify benefits and characteristics of passive vs. active living.
4. Identify and practice using strategies and tools to help resolve work/life conflicts.
5. Explore “workplace wellness” from a balance perspective, and identify climate builders to support balance and ease the stress of times of imbalance.
6. Create a plan (Commitment-to-Change) to address personal work/life goals.
7. Identify resources to support participants as they create or re-create their path to work/life balance.

Delivery Methods and Materials

This is an interactive and energizing workshop that will emphasize active learning, experiential learning, and personal reflection, and will promote small group action learning to facilitate learning transfer and continuous learning. Typical learning activities include large and small group discussion, personal writing/reflection activities, video and/or written case studies or critical incidents, PowerPoint presentation (minimal), and a commitment-to-change process.

Each participant will be provided with a collection of materials prepared specifically for Iowa Head Start Association (spiral bound or folders), as well as a collection of book, article, and online resources and tools.

Prior to the workshop, participants will be encouraged to create a critical incident of their own to bring with them – a story of imbalance in their lives (past or present) and how this imbalance has affected their quality of life and quality of worklife.

A sample agenda is attached, with each key learning segment building on prior segments.

Room Setup and Equipment

To encourage interaction, the room setup will include small group settings preferably at round tables (though square will work), with a facilitator's table towards the front of the room.

Flip charts scattered throughout the room will help with group discussions and results (number to be determined by total number of participants).

In addition, the facilitator will make use of PowerPoint and will need a projector and screen (will supply own laptop).

Sample Agenda

	Introduction/welcome
	<p>Critical incidents: sharing of stories, experiences people have had with imbalance in their lives.</p> <ul style="list-style-type: none"> - from this discussion, the group will identify key issues, concerns, and questions they would like to have addressed by the end of the day - debrief activity with large group; record key issues, concerns, and questions
	<p>Mini-presentation: drawing on their critical incidents, we explore what the concept of “work/life balance” is all about, whether the idea of balance is a myth or potential reality</p> <ul style="list-style-type: none"> - video case - define work/life balance - explore dimensions of work/life wellness
	<p>Doing What Matters: personal reflection activity to explore personal needs, values, and interests.</p>
	<p>Wheel of Life: following their personal reflection, each person will create a Wheel of Life to graphically represent the current state of balance in their lives and to what extent they are doing what most matters to them</p> <ul style="list-style-type: none"> - personal work (self-assessment) - small group discussion - large group debrief
	<p>Imbalance: small group and large group work (sometimes mini-presentation) on what leads to imbalance (including research and exploring the whole idea of FUN!)</p>
Lunch	
	<p>Doing What Comes Naturally: explore dimensions of our selves (cognitive, affective, conative) that affect what we do and how we do it, drawing on the Kolbe research on conation.</p> <ul style="list-style-type: none"> - mini-presentation on our instincts for taking action in certain ways - creating or responding to change in our lives - self-assessment - small group discussion, sharing of similarities and differences - implications for work/life balance
	<p>Group and Organizational Strategies: small and large group work to examine the ways in which how work gets done can contribute to imbalance or balance.</p> <ul style="list-style-type: none"> - exploration of climate-builders
	<p>Thriving – Even in Times of Imbalance: Examination of what we say matters most to us, what we do, and how to deal with the intense times</p> <ul style="list-style-type: none"> - seeking alignment in our lives - attitude - stress busters
	<p>Commitment-to-Change: to encourage transfer and personal change, a Commitment-to-Change process is encouraged, that will build on the Association’s <i>Bringing Training Back Home</i> planning tool.</p> <ul style="list-style-type: none"> - identifying change(s) and creating a plan-for-action - identifying/measuring results - removing or preparing for barriers - making the Commitment public - Commitment partnerships
	<p>Closing, wrap-up</p> <ul style="list-style-type: none"> - additional resources and tools for personal growth - supporting each other

Workshop Follow-up

To help ensure a real and meaningful transfer of personal learning, a follow-up on the Commitment-to-Change is encouraged. At 30-days following the workshop, the facilitator will contact program participants to learn about what has worked, what hasn't, and what may have gotten in their way of achieving the goal(s) they described on their Commitment-to-Change and the Association's planning tool. This added layer of "accountability" has proven to be an effective tool to reinforce learning and increase positive results for individuals and groups.



WorkLife Design
The Art of People at Work!
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