



HOW MIGHT WE:
DESIGNING OUR MENTAL WELLBEING PROJECTS

LESSON 7 PLAYBOOK

THEWELLBEINGLAB

FROM THE MICHELLEMCQUAID GROUP

TABLE OF CONTENTS

WELLBEING PROJECTS.....	3
WELLBEING DISCOVERIES.....	9
WELLBEING DREAMS	11

WELLBEING PROJECT OVERVIEW

WHAT TYPE OF PROJECTS CAN YOUR GRANT BE USED FOR?

Examples of eligible projects include:

- ✓ Improve mental wellbeing, resilience and recovery in Business Communities.
- ✓ Enable collaboration, connections and networks in Business Communities.
- ✓ Educate, inform and empower Business Communities in mental wellbeing.
- ✓ Increase the uptake of other Victorian business oriented mental health support programs.

Grant funding may also be used to deliver projects other than these examples, including for outsourced services.

WHAT TYPES OF PROJECTS CAN'T YOUR GRANT BE USED FOR?

The following activities cannot be considered for grant funding:

- ✗ Service provision of psychosocial treatments and business mentoring such as those offered by the Victorian Government, including the Partners in Wellbeing Helpline (including wellbeing coaches, financial counselling and business advice).
- ✗ Retrospective support for projects that have already commenced delivery or have been completed prior to receiving funding approval, including equipment purchased, contracts entered, or construction started.
- ✗ Large scale digital infrastructure projects.
- ✗ Projects requiring ongoing funding from the Victorian Government.
- ✗ Ongoing operating costs or salary subsidies, except where a salary subsidy provides direct project delivery, management, or administration.
- ✗ Costs to meet regulatory requirements.
- ✗ Purchase of vehicles, land, or buildings.

PROJECT PLAN TEMPLATE

Please note: This project plan template has been provided by the department.

- 1 | Please indicate which program objectives your wellbeing project aligns with:
 - Improve mental wellbeing, resilience and recovery in Business Communities
 - Enable collaboration, connections and networks in Business Communities
 - Educate, inform and empower Business Communities in mental wellbeing
 - Increase the uptake of other Victorian business oriented mental health support programs.
- 2 | What is your project's title: (max 10 words)
- 3 | Please provide a brief project summary, including key benefits for your business community. (max 30 words)
- 4 | How many businesses will be positively impacted by your wellbeing project?
- 5 | How many employees will your wellbeing project reach?
- 6 | What's your planned geographic area of impact?
 - Statewide
 - Regional Victoria
 - Local Government Area
 - Shopping strip
- 7 | What mental health challenges have been identified in your business community, and how does your project respond to these? Please include how challenges were identified. (max 150 words)
- 8 | What are the goals of your wellbeing project for your business community? What benefits do you anticipate as a result of the project? (max 100 words)
- 9 | How will you know that you've achieved your goals? What evaluation and data collection methods will you establish to track the progress towards your goals? (max 100 words)
- 10 | Which activities are included in your wellbeing project and how much of the \$15,000 grant will you allocate to each? (max 50 words)
- 11 | Who are the people, groups, or businesses in your community that you will collaborate with to implement this project? (max 100 words)
- 12 | What are the critical success factors to delivery of the project? (max 80 words)
- 13 | What risks have you identified and what mitigation strategies will you implement? (max 120 words)

CAN YOU CHANGE A SYSTEM?

Our desire for certainty and control in a world that often appears chaotic has made it appealing to embrace a mechanistic view of wellbeing in our communities, leading us to believe that, much like fixing machines, we can care for people's wellbeing by identifying the problems they are having, diagnosing solutions, and repairing our individual and collective actions to ensure everyone can be well. Yet hunger, poverty, environmental degradation, economic instability, unemployment, chronic disease, drug addiction, and crime, for example, persist in spite of the analytical ability and technical brilliance that have been directed toward eradicating them.

The reality is that people and the communities we create are not machines, but rather complex living systems made up of interdependent elements – or parts – that self-organize in response to changes in our internal and external environments to enable growth and adaptation (Eidelson, 1997). Like the forest and the trees, we are woven together by a web of interconnections, which means we are unable to exist independently of our relationships. Our community influences our wellbeing, and the wellbeing of each individual influences the community.

The challenge when it comes to caring for wellbeing in our community, is that the web of interconnections can only really be seen when we step back and contemplate the whole – the Me, We, and Us levels – not the individual parts. Caring for wellbeing in our community requires more than our ability to calculate or plan; it requires our full humanity: our vision and our morality, our rationality and our intuition, our interconnection and our self-organization (Meadows, 2008).

How can we pull this off? By thinking in systems. Systems thinking is a body of knowledge and learning tools that has been developed over the last fifty years to help us see things and think about things in ways that make the invisible visible. Like walking into a dark room with the lights turned out, systems thinking helps us to take small steps and to move slowly so we can adjust, and adjust, and adjust based on the continual feedback it provides for us (Senge, 1990).

Be in no doubt that complex systems are learning systems that grow as a result of disequilibrium, not balance (Wheatley, 1992). This is why it is healthy for our wellbeing to ebb and flow, and why struggle is not the enemy of wellbeing.

Systems thinking helps us to embrace this messy reality of human change as we partner with people's internal and external environments in our community and welcome the continuous exchange of energy and information that enables us to reorganize and develop new capacities that ultimately make us more resourceful, adaptive, and resilient, rather than rigid and stable. Dr. Kenneth Gergen — one of the world's leading researchers on social change — notes (1994) that in human systems this coherence is achieved amidst the social interactions that shape our language and experiences, and so ultimately it is the words we use and the conversations in which we invest that shape the wellbeing of our communities.

HOW CAN YOU PRACTICE SYSTEMS THINKING?

Originally designed as an action research methodology, appreciative inquiry is a generative process designed to discover what gives “life” to a complex system when it is at its most effective, alive, and capable in economic, ecological, and human terms (Cooperrider, 1986). Underpinned by the social constructionist premise that human systems move in the direction of what they most deeply, rigorously, and persistently ask questions about, and by the strengths-management philosophy that we learn little about excellence by studying failure, appreciative inquiry provides us with a simple guiding 5D cycle to guide a system towards thriving (Cooperrider & McQuaid, 2012).

The 5D Framework includes:

- **DEFINE** – The choice of words to guide a system reverberates through the stories it tells and the actions that are taken. For example, questions about ill-health elicit stories of what’s gone wrong and focuses our efforts on fixing these problems. Whereas, questions about wellbeing uncover stories of what’s working well and concentrates our efforts on building on these successes. This is why appreciative inquiry conversations are defined at the outset by a generative topic of inquiry that allows us to see old things in new and more hopeful ways.
- **DISCOVERY** – The strengths of the system are uncovered by asking about the “best of what is and what has been.” By asking generative questions that allow the strengths of a system to be discovered, people’s enthusiasm, confidence, and commitment to change can be elicited. This is why appreciative inquiry conversations begin by unearthing the collective wisdom and generative, life-giving strengths that can energize and inspire people towards realizing the true, the good, and the possible in their system (Whitney & Cooperrider, 2000).
- **DREAM** – The strengths of the system are magnified by asking “what could be possible?” By asking questions that stretch the system’s collective imagination to build on its memories of past success and anticipate what positive progress, achievements, breakthroughs and end results could look like in the future, shared hopes emerge that enable people to reach beyond themselves as they choose to pursue what unites them. This is why appreciative inquiry conversations create safe spaces to mobilize the moral, social, and relational energies a system needs to help people realize they have the power to make things happen (Whitney & Trosten-Bloom, 2003).
- **DESIGN** – The shared hopes of the system begin to be realized by asking “how might we?” By asking questions that suggest that an answer is possible and giving people the opportunity to answer it in multiple ways, a launchpad for new collaborations across the system is provided as knowledge, networks, and resources are generously shared to realize the collective purpose. This is why appreciative inquiry conversations encourage divergent thinking to multiply a system’s choices and increase the likelihood that the final outcomes will be bolder, more creatively disruptive, and more compelling (Bushe & Kassam, 2005).

- **DESTINY** – People are empowered to self-organize in order to realize “what will be.” By asking questions that are a genuine and voluntary invitations to take responsibility for the things they feel passionate enough to follow through on and honor their energy, self-organization is ignited to deliver agreed actions with speed, dexterity, and collaboration rarely seen in most systems. This is why appreciative inquiry conversations invite people to self-select the low cost, low risk, low distraction experiments they care enough to own individually and/or collectively, and to share their learnings so that together the system can continue to adjust, and adjust, and adjust as needed (Bushe, 2015).

Appreciative Inquiry is a mixture of art and science – a dance between powerful, generative planning and probing, and stepping back and allowing the magic of synergistic human connection and creation to unfold. By inviting all the voices across a system into conversations and enabling surprising configurations and connections of people’s hopes and strengths, creative new outcomes that no-one ever dreamed of have been found to emerge when this framework is deployed. It is an example of systems thinking at its best – but the price is an inability to know exactly where the conversations will lead (McQuaid & Cooperrider, 2019).

THE APPRECIATIVE INQUIRY 5D CYCLE:



WHY SHARE TALES OF STRENGTHS?

It is only by amplifying and magnifying a system's strengths so that people can see "what is best" and begin to imagine "what is next" that an upward spiral of growth is created. As Dr. David Cooperrider (2013) argues: "Strengths don't simply allow people to perform, but to transform a system as new combinations and configurations of strengths become activated and elevated."

Rather than seeing our communities as systems that need fixing, David urges us to discover the webs of infinite strengths, limitless opportunities, and game-changing possibilities that are often hidden behind their complexity. By enabling the exploration of the consistent life-giving factors that every community possesses – even in its most challenging moments – the positive core of its strengths and the essence of a community at its best emerges, enabling people's confidence in the system and themselves to grow, and feelings of competence and capacity to become enriched.

By asking generative questions designed to discover stories about the system "at its best," we uncover the resources available across a system's strengths spectrum — outside and inside, including social and cultural assets, technical and economic ones, psychological and spiritual strengths, ecological strengths of nature, and the strengths of moral models, positive deviations, and collaborative creativity. Rather than allowing the past to be romanticized, eulogized, or a static set of events, discovering a community's strengths opens up positive possibilities and fuels people's motivation and commitment to build a better future.

As noted earlier, focusing on the discovery of a system's strengths doesn't mean its weaknesses should be ignored. In fact, if the search for a community's strengths is likely to be met with great suspicion and skepticism, openly acknowledging and honoring people's concerns and reservations, the stories behind their doubts and reluctance, and the topics that are most challenging to discuss will be an essential first step. The challenge comes in then also making space to discover the strengths – even if they feel small and insignificant – that could be built upon. As Donald Schön notes (1979), it is not that advocates of different approaches often disagree about the facts, but that they attend to and emphasize different facts.

For example, in one study where a municipal healthcare department first felt the need to inquire into "absenteeism" and why 5 to 10 percent of their nursing workforce was missing on any given day and how they could fix this problem, it wasn't until this framing was flipped to inquire into why 90 to 95 percent of the workforce was reliably coming to work and how people's commitment could be supported that they secured a drop of 27 percent in absenteeism over a period of six months (Bushe & Storch, 2015).

DISCOVER | FIND THE SUCCESS FACTORS

1 | Quickly ask for volunteers to be your group's:

- Discussion Leader, to make sure every voice is heard.
- Recorder, to capture the notes.
- Timekeeper, to keep the group on track.

(You have about 3 minutes for each person to introduce themselves and share stories and insights.)

2 | **Discussion Leaders**, guide the conversation by asking each person to share:

- What's the smallest and most effective wellbeing support you've seen a small business put in place and stick with?
- What impact did it have on people's ability to care for their wellbeing?
- What made it possible for people to stick with this using this wellbeing support?

3 | **Timekeepers**, you may want to set a three-minute alarm on your phone to make sure everyone has a chance to share their ideas.

4 | **Discussion leader**, once everyone has shared, please help your group to prepare your report that contains:

- **The five most common success factors** across all your stories or insights.
- **The completion of the following sentence:** "When it comes to designing small, effective, and joyful wellbeing behaviors people can stick with, it's important to remember...."

5 | **Recorder**, please be sure to capture these answers in the form provided.

YOUR DISCOVERIES

When you answered these questions together you discovered that the smallest, most effective, and most common success factors that help small businesses care for wellbeing included:



And, that when it comes to designing small, effective, and joyful wellbeing behaviors people can stick with, it's important to remember....

- Everyone's wellbeing needs are different.
- To make it accessible, to create connection and open communication.
- To consult with the people involved about what they want/like and give permission (and commitment) to make time for these wellbeing activities.
- To lead by example, share the highs and lows, and make the habits small and repeatable.
- That caring for our wellbeing is an ongoing process.

WHY DREAM OF POSSIBILITIES?

Community change advocate Harrison Owen (2008) notes: “When individuals clearly identify what they truly care about (have passion for), and take personal responsibility for what is happening, things start to move.” How? Encouraging people to pay attention to what they truly care about challenges them to rise to the best in themselves, and to bring out the best in each other and the system. It is an act of service that supersedes people’s egos, enables them to contribute their creative potential, and connects them to something more universal that enables win-win outcomes not by domination and control, but through invitation and appreciation.

The reality is that the most creative, energized, committed results occur when people follow their passions while being of service to others in the system. It is how shared purpose is co-created across a system, allowing a community to see what people are actually intrinsically motivated to do and what “might be” as the community grows. After all, people learn how to thrive not because they are told to, but because they want to.

By asking generative questions that give people the freedom and permission to align and magnify their individual and collective strengths around their passions for serving others, bold and creative images of the community’s future start to emerge as the search for not just common ground, but higher ground unites people across the system. As a result, a shared and meaningful language of hope – made of up of stories, theories, evidence, and images — is built by:

- Inquiring together into their most deeply held values and highest aspirations.
- Exercising a sense of optimism about their capacity to influence the future.
- Generating positive affect (mood) and action.

Hope has also been found to be an essential ingredient in systemic thriving because it acts as a strange attractor that sparks generative conversations and creates a shared vocabulary that offers a potent “life-giving” force for challenging the status quo and mobilizing the moral, social, and relational energies a system needs to translate vision into reality and belief into practice. Dr. Charles Snyder (2000) noted that powered by people’s imagination, hope is a life sustaining force that connects memories of past success with the potential of tomorrow and determines how they live now.

It is worth noting, however, that hope walks hand in hand with fear to remind people of realistic limits and alert them when they’re straying from the path to a meaningful future. Unfortunately, people’s natural fear of loss is often much stronger than their desire for gain, so in order create safe spaces for dreaming it’s important to try and ensure that uncertainty and doubt doesn’t unnecessarily hijack people from their chosen passion to serve others. As Dr. Shane Lopez (2013) noted: “Hope is created moment by moment through our deliberate choices. It happens when we use our thoughts and feelings to temper our aversion to loss and actively pursue what is possible. When we choose hope, we define what matters to us most.”

DREAM | OUR PROJECT HOPES

Use the online form provided to turn your hopes for your mental wellbeing project into a simple story that can be shared with others. To make this easy, use the Pixar story-telling framework below and come back ready to share your hopes.

- Once upon a time

Every day,

One day

Because of that,

Because of that,

Until finally

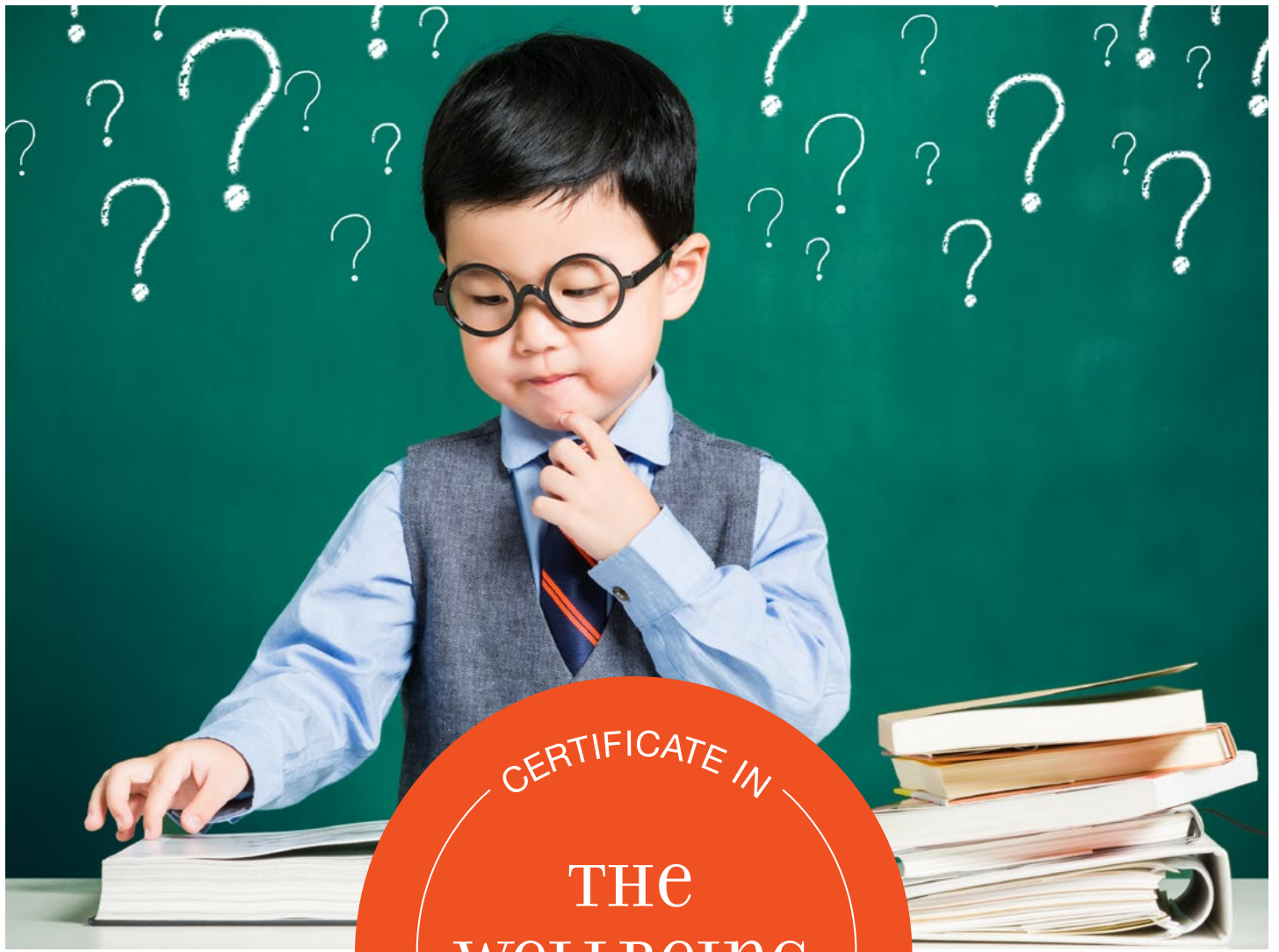
- The LEAD elements we drew on were
- The PERMAH factors we focused on were

*NOTE: When you submit the online form be sure to email a copy to yourself! You will need this for your next lesson.

FOR EXAMPLE:

Once upon a time, there was a widowed fish named Marlin who was extremely protective of his only son, Nemo. **Every day**, Marlin warned Nemo of the ocean's dangers and implored him not to swim far away. **One day**, in an act of defiance, Nemo ignored his father's warnings and swam into the open water. **Because of that**, he was captured by a diver and ended up as a pet in the fish tank of a dentist in Sydney. **Because of that**, Marlin set off on a journey to recover Nemo, enlisting the help of other sea creatures along the way. **And ever since that day**, Marlin and Nemo found each other, reunited, and learned that love depends on trust.

Once upon a time, there was a health crisis haunting many parts of Africa. **Every day**, thousands of people would die of AIDS and HIV-related illness, often because they didn't know that they carried the virus. **One day** we developed an inexpensive home HIV kit that allowed people to test themselves with a simple saliva swab. **Because of that**, more people got tested. **Because of that**, those with the infection sought treatment and took measures to avoid infecting others. **And ever since that day**, this menacing disease slowed its spread and more people lived longer lives.



HOW WILL WE:
DESIGNING OUR MENTAL WELLBEING PROJECTS

LESSON 8 PLAYBOOK

THEWELLBEINGLAB

FROM THE MICHELLEMCQUAID GROUP

TABLE OF CONTENTS

WELLBEING DESIGNS	17
WELLBEING DESTINY	19
WELLBEING REPORTING.....	22

DESIGNING WHAT WILL BE

Rather than embarking on an exhausting or paralyzing search for consensus, when people are encouraged to converge and self-organize around the hopes they care enough to own – even around competing ideas – there is an increased likelihood that the outcomes will be bolder, more creatively disruptive, and more compelling. As Linus Pauling, winner of two Nobel Prizes, noted (2009): “To have a good idea, you must first have lots of ideas.”

By asking generative questions about “How might we ...?” we powerfully frame opportunities for innovative thinking by suggesting that an answer is possible and providing the chance to answer it in multiple ways. Neither too broad nor too narrow, these questions create a launchpad for people to start brainstorming, but also give them enough breadth to explore wild ideas.

More choice, however, also means more complexity, which can make the system’s shared hopes difficult to execute. While generative divergent thinking is the route to ensuring new possibilities, convergent thinking enables the system to make choices and eliminate options to support its ability to consistently flourish. It is a practical way of deciding among existing alternatives, and this is why “how might we ...?” responses need to be prioritized.

Then just as a magnet operates as a strange attractor that draws random iron filings together, it is best to openly and genuinely invite people to use their strengths to act for the things they care about. After all, as Harrison Owen (2008) notes: “Effective self-organization in human systems starts with voluntary self-selection in response to a genuine invitation.”

People don’t have to take on big commitments in order to help their community to thrive. In fact, Dr. Karl Weick suggests (1981) that in order to harness people’s feelings of urgency to make a positive difference for others, the size of challenges need to be shrunk to small wins that ensure emotional tension neither paralyzes nor overwhelms people. By breaking the system’s shared dreams down into manageable pieces, he argues that people’s levels of emotional tension can be reduced because the potential for creating tangible changes becomes more visible and the sense of control and predictability is increased. Even when it comes to helping a system to thrive, it appears that tiny can be mighty.

If this all sounds like a recipe for chaos, the good news is that when invited to take ownership from a place of caring and wanting to make a meaningful difference for others, studies suggest (Rock, Grant, & Grey, 2016) that most people consistently rise to the occasion and discover that both their individual needs and the collective needs can be served. But the truth is, changing a system is more like a random ramble to enable emergence, than a predictable march to enable progression.

DESIGN | HOW MIGHT WE...?

Drawing on:

- The success factors you've discovered;
- The higher ground you've dreamed of (grab your emailed story from our last lesson);
- And remembering that tiny is mighty and that you only have until August 31st to complete your mental wellbeing projects and your final results report for the department...

how might you make your hopes for helping workplaces to care for wellbeing a reality?

Using your online form to guide you, please:

- 1 | Note down the "How might we ...?" question that is top of mind for you right now when it comes to designing and delivering your mental wellbeing project.
(You'll be able to add more "How might we ...?" questions later, so just pick the one that is top of mind for you right now.)
- 2 | Quickly brainstorm as many possible ideas as you can to answer this invitation.
(You can ask others to add to these ideas later.)
- 3 | Pick one idea that particularly stands out as a possible solution.
(You can choose a different idea later if you decide this is not the best approach.)
- 4 | Roughly map out in simple steps how this solution might work to help answer the "How might we ...?" invitation.
(As you test this approach you can build or edit these steps later if needed.)
- 5 | Finally, note down any obstacles you might face as you try to deliver this solution and how you might overcome them.
(As you test this approach you can add to these obstacles later if needed.)

***NOTE:** When you submit the online form be sure to email a copy to yourself for future reference!

MOVING TOWARD OUR DESTINY

Unfortunately, the seeds of most great ideas are often misunderstood, dismissed, and sometimes actively discouraged by others. As a result, beginnings are often laden with self-doubt, false starts, and hard work as the dynamic tension until we carve a trail of learning, innovation, and adaptation toward something people find so compelling they feel they have no choice but to try to make it happen. In a word, moving towards our destiny requires what Dr. Angela Duckworth (2016) describes as “grit.”

Grit is the passion and perseverance for long-term goals. It is what enables people to interpret the inevitable obstacles, setbacks, and plateaus in their progress not as signals to quit, but as signs to intensify their effort because they believe they have the capacity to learn and grow. When grit is grounded in purpose and able to fill people with hope, researchers suggest (Adams-Miller, 2017) that it gives them the ongoing confidence, humility, and determination to take responsibility for their passions, not to boost themselves up in the eyes of others, but because they want to make a difference.

Strongly intertwined with the practices of Dr. Carol Dweck’s growth mindsets, grit is what enables people to “fall down seven times, stand up eight.” However, Carol cautions (2017) that grit and growth mindset practices can backfire when people and systems become so focused on achieving an outcome that they are no longer attuned to the environment around them. Unable to find the pause or stop button to assess the feedback about why their approach is not working, they find it difficult to step away from a goal that no longer makes sense because of the “sunk costs” of their energy and resources.

This is why a thriving system is a learning system. Be it one person or an entire community, ultimately our ability to notice new forms of information, learn from them, and respond to them is what determines our levels of intelligence. Feedback loops – the means by which a system talks to itself – hold the key to ensuring a system continues receiving and connecting information inside and outside, at the top and at the bottom, and across and within the system, to prompt self-organization in ways that enable its resilience and growth.

The conscious monitoring of feedback loops enables generative thinking to become an organic behavior across a system, by giving people the opportunity to improve their ability to see the bigger patterns and emergent solutions arising from their interactions. As a result, when groups within a system are truly learning, not only do studies suggest they produce more extraordinary results, but that people grow more rapidly than they could have alone (Senge, 1990).

You see, despite our illusions of control when it comes to helping a system thrive, what we have learned is that while the future can’t be predicted, it can be envisioned and brought lovingly into being.

DESTINY | HOW WILL WE...?

Drawing on your discoveries, dreams and designs how will you prepare your mental wellbeing project plan for the department?

If you are submitting your mental wellbeing project plan to access your government grant **one person from your business community** must:

- Submit your mental wellbeing project plan **by June 12th** through our Wellbeing Lab online learning portal so your wellbeing coach can review it and email your letter of recommendation for you.
- Submit your mental wellbeing project plan **by June 15th** to the department using the web link that they will email to the person who signed the grant agreement for your business community. You must also include The Wellbeing Lab's letter of recommendation and training attendance confirmation and an invoice for \$15,000 for the grant payment.
- Please allow up to five working days for the department to review your project. If your project is approved, allow up to five working days for the funding to be paid into your account.
- Please have at least one person from your business community attend the Showcase to present your plan (dates to be advised).

If you are not submitting a project plan to the department but would like to earn your Certificate In Creating Wellbeing, you need to submit your mental wellbeing project plan **by June 12th** through The Wellbeing Lab online learning portal and attend the Showcase to present your plan (dates to be advised). You can submit this as an individual or a team.

As you get ready to take these next steps to prepare your mental wellbeing project plans, please note down the next three most important actions you will need to take in the coming days:

ACTION 1

What will you do? Is it something you want to do and can do?

When will you do it? Do you need to design a nudge to make this happen?

I'll know it's done once... And I'll celebrate by....

ACTION 2

What will you do? Is it something you want to do and can do?

When will you do it? Do you need to design a nudge to make this happen?

I'll know it's done once... And I'll celebrate by....

ACTION 3

What will you do? Is it something you want to do and can do?

When will you do it? Do you need to design a nudge to make this happen?

I'll know it's done once... And I'll celebrate by....

YOUR SHOWCASE PRESENTATION

Please note, you do not have to prepare and present a showcase of your mental wellbeing project as part of your grant agreement. However, if you'd like to be eligible to receive The Certificate In Creating Wellbeing this is the final step required. Of course, you could also prepare your presentation simply to share your learnings and enjoy a humble victory lap with your fellow wellbeing champions.

Your showcase presentation contains two components:

- Please write a short story capturing what you've done for your mental wellbeing project and what you've learned. You may wish to use the Truthful Tale template below or tell your own story in your own format. Both are fine. This should be about 400 words in length and you can see an example here.

If you are completing the Truthful Tale as a group, please enter the full names of your team. This way you only have to submit the Tale once in the portal for your group.

(You may wish to use the **Truthful Tale template** or tell your own story in your own format.)

- Please be ready to share your story at the showcase presentation. If you would like to use images, videos, examples of your work, or any other creative medium to bring the story to life please upload these on the form and have them ready to share on your computer screen. You will have approximately three minutes for your presentation.

You can find more information and how to submit these requirements in the learning portal by [clicking here](#) (please note: you need to be logged into the portal for this link to work).

If you have any questions or concerns about your preparing or presenting at the showcase please reach out and ask.

YOUR FINAL REPORT

Please remember, you must complete a final report on your project for the department by August 31st.

Your project report must include:

- A summary of activities undertaken as part of the plan implementation (max 200 words)
- How many of your local businesses participated or benefited from these initiatives and did they perceive a positive impact? (max 100 words)
- Which activities or programs were most effective and why? (max 100 words)
- Please describe what type of collaboration occurred between your local businesses. Please provide testimonials regarding business collaboration. (max 100 words)
- What benefits came from this Grant and did you achieve your expected outcomes? (max 100 words)
- A breakdown of how the total Grant amount was spent, as compared to the breakdown provided in the Recipient's original proposal submitted to the department. (max 100 words)

The department will provide a link to the person who signed your grant agreement for this final report to be submitted.

WANT MORE?

For more ideas, be sure to check out other ways you can boost your wellbeing:



Gain greater confidence and capability to provide high impact PERMAH Wellbeing Survey tool debriefs for teams, divisions and organizations. Gain deep behind the scenes knowledge of the questions, calculations, and research behind the globally renowned wellbeing tool and receive a detailed organizational debrief guide to support your efforts. **Just click here.**



Completely confidential and taking less than five minutes to complete the PERMAH Wellbeing Survey immediately delivers actionable insights, practical tools, and a personalized easy-to-apply plan to make caring for wellbeing more meaningful and effective. **Just click here.**



Would you like to discuss your PERMAH Wellbeing Survey results with someone who has the latest wellbeing science at their fingertip and who is able to support you with practical, impactful next steps to care for your wellbeing? Then book a debrief with one of our highly sought-after wellbeing coaches. **Just click here.**