



VAHVA

– Strength-based training material
for diverse workplaces



The "Renewing and Diverse Disability Work in Uusimaa" project (2023–2026), co-funded by the European Union, organized co-development workshops for employees in the disability sector, which we used as a basis for developing the content of the VAHVA training program. The training was piloted with staff at residential units for people with disabilities. This material has been compiled based on the experiences and feedback gathered during the pilot projects.

The VAHVA training program has been developed to strengthen work communities. The aim of the training is to help employees recognize and utilize the competences and strengths of members of the work community. The training materials support the work community in discussing and increasing understanding of different working methods and the diversity of the community. The training supports work communities in seeing diversity as a strength and a resource.

The material consists of four sections: 1) strengths and competences, 2) different ways of thinking, 3) feedback culture, and 4) psychological safety. Each section includes a brief introduction to the topic, questions to stimulate discussion in the workplace, and a practical exercise. The sections can be used either together or separately. Select the material and methods that best suit your work community.

The facilitator's guide is designed to help you articulate issues and highlight important perspectives. The work community-related themes included in the training may be emotionally charged, and it is important that you determine for yourself which themes are appropriate for you and your work community to discuss.

This material is part of the Uudistuva ja moninainen vammaistyö Uudellamaalla (New Start for People with Multiple Disabilities in Uusimaa) project. The material is free of charge. The material may be used and distributed further, provided that the original source is cited. When using the material, the source logo and the European Union co-financing logo must be visible. Modifying the material is prohibited.

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The purpose of this material is to help you put your thoughts into words and highlight key points. There is a wide variety of material available, and you can choose the sections that best suit your needs.

Topics related to workplace development can be emotionally charged, and it is important that you feel ready to discuss these issues. It may not be necessary to verbalize everything covered in the material to the participants; rather, the material provides a broader overview of the topics, so hopefully it will help you articulate the key points related to the theme. You can supplement the session with your own expertise as needed.

SLIDE 2

VAHVA Training and Objectives

- The goal of VAHVA training is to support the workplace by either strengthening the positive atmosphere or introducing new perspectives.
- The training teaches participants to recognize and utilize their own strengths and competences, as well as those of their colleagues.
- The goal is to view diversity and different ways of working as a source of richness and strength.

SLIDE 3

Modules of VAHVA training

1) Strengths and Competences

- The benefits of strength-based working
- Individual character strengths
- Professional strengths
- Exercise: Strength cards and task-based work

2) Different ways of thinking

- Individuality and diversity
- Understanding different ways of thinking
- Temperament and personality
- Exercise: Understanding different ways of thinking

3) Feedback culture

- Feedback is part of work – why is feedback necessary?
- Giving feedback
- Receiving feedback
- Ways to give feedback
- Exercise: Giving feedback

4) Psychological safety

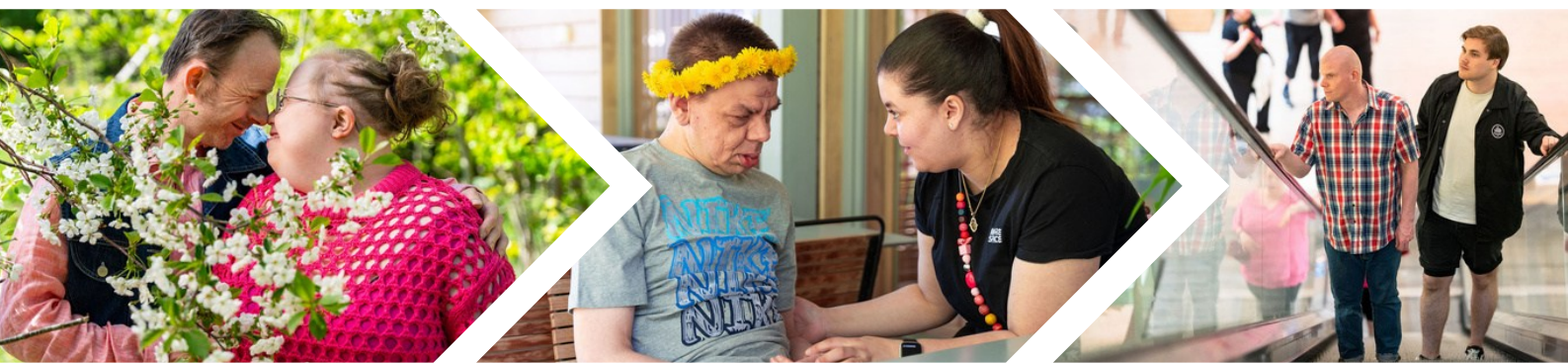
- What is psychological safety?
- Trust or psychological safety
- A psychologically unsafe or safe work community
- Exercise: Setting goals and establishing objectives

1 Strengths and competences

Presentation slides 3–21

Includes:

- Notes to accompany the presentation material
- Task template
- Questions to stimulate discussion in the workplace
- Instructions for the interim assignment
- Printable Strength Cards and instructions for using the cards



SLIDE 3-4

The aim of this module is...

- Tell the work community where they are and why we are discussing strengths today.
- It is also important to state the objectives for the day aloud.

SLIDE 5

Identifying Strengths

Before we begin to strengthen the strength-based diversity of the work community, it is important to pause for a moment to assess the current situation. Mapping the current situation helps us understand what strengths we already possess and how diversity is reflected in our daily lives.

This step serves as a starting point for training: it highlights both existing successes and potential areas for development. Once we know where we are now, we can set our sights on creating an even stronger and more diverse work community.

Tip: You can use the Mentimeter program to conduct the assessment.

SLIDE 6

Strength-based approach

- A strength-based approach is a way of working.
- In practice, this means that everyone's strengths are recognized.
- By leveraging these strengths, the team works effectively and achieves its goals. Daily life and work run smoothly.

SLIDE 7

Why is strength-based thinking important?

Objective: To help participants understand what strength-based thinking means in practice and why it is useful for the organization and its service users.

- A strength-based work community is built on the identified strengths and positive characteristics of its members, both at the individual and group level.
- The aim is not to ignore difficulties, but to approach development by focusing on what is good and works well.
- Practical benefits:
 - Focusing on strengths increases appreciation and trust between people, which improves the working atmosphere.
 - Strength-based thinking encourages experimentation, as the focus is on success rather than fear of failure.
 - A positive and motivated work community is able to provide higher-quality support to service users.

SLIDE 8-9

Professional Competencies

Objective: To clarify to participants what professional strengths are, how they can be developed, and that they are not just innate characteristics.

- Professional strengths are skills, characteristics, and competencies that support success at work and influence the quality of work. They are evident in practical work and interactions.
- Professional strengths are not a fixed list; they can be learned and developed throughout one's career.
- Learning can take place through training, experience, feedback, and various projects.

Use the strength cards attached to the following task. For this task, use the blue-edged cards, which represent professional competencies. You can print out a few decks of cards in advance for your work community for this task. Printing instructions are included with the cards.

SLIDES 10–14

Professional Competencies Task

- Ask participants to familiarize themselves with their professional competencies using the cards and headings provided on the slide. Choose a time for the task that you consider appropriate.

On page 10, there is a picture of the task template, which you can print out for each participant.

- Task 1. Ask everyone to write down their own professional competencies. Ask them to choose a maximum of three core strengths.
- Task 2. Select colleagues whose competencies you will consider. Consider the professional strengths of two (selected) colleagues. Write down the professional competencies you recognize and appreciate in these colleagues on their papers.

Review everyone's answers. Group discussion:

How are these competencies evident in everyday life? Were you surprised by any of the competencies highlighted by your colleagues? What kind of expertise do we have? Are there any gaps in our expertise?

SLIDE 15

Character strengths at work

Objective: To help participants understand what character strengths are, why they are important at work, and how they can be developed throughout life.

- Character strengths are positive and recognizable traits in an individual that are reflected in their thinking, feelings, and behavior. They support success at work and improve interaction and team spirit in the workplace.
- Character strengths are not limited to work—they also affect other areas of life and relationships.
- Character strengths are not permanent 'ready-made packages' – they can be identified, strengthened, and developed throughout life.
- Development can take place through experience, feedback, conscious practice, training, and reflection on one's own actions.

Use the strength cards attached to the following task. For this task, use the cards with purple edges, which represent character strengths. You can print out a few decks of cards in advance for your work community for this task. Printing instructions are included with the cards.

SLIDES 16–21

Character Strengths Task

- Ask participants to familiarize themselves with character strengths using the cards and headings listed on the slide. Choose a time for the task that you consider appropriate.

Use the same task template as for character strengths.

- Task 1. Ask everyone to write down their own character strengths. Ask them to choose a maximum of three core strengths.
- Task 2. Choose colleagues whose strengths you will reflect on. Reflect on the character strengths of two (chosen) colleagues. Write down the strengths you recognize and appreciate in these colleagues on their papers.

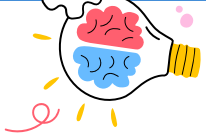
Review everyone's answers. Group reflection: How did it feel? Was it easy or challenging? Were you surprised by any of the strengths highlighted by your colleagues? How can character strengths be utilized at work?

Photo of me:



My professional competencies

My professional competencies as described by my colleagues



Who am I?

.....


.....

.....

.....

My personal strengths

My personal strengths as described by my colleagues



Tukena



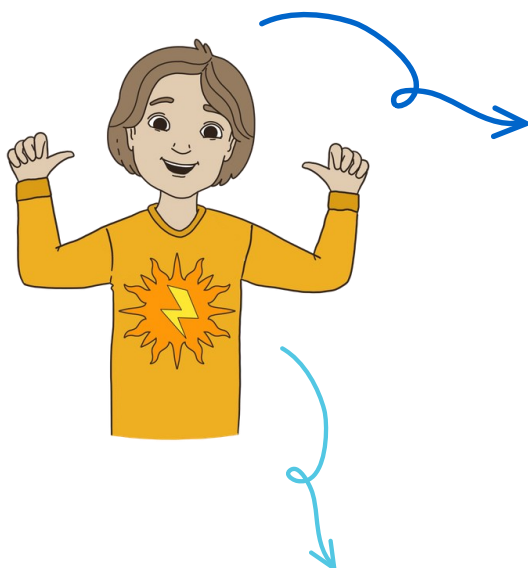
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Questions to stimulate discussion in the workplace

- How can everyone's strengths be brought to light and put to use?
- What needs to happen in the workplace to ensure that everyone's strengths are utilized?
- What existing factors support a strengths-based approach?
- What existing factors pose challenges to leveraging everyone's strengths?



Are strengths used in a balanced way, or do tasks always pile up on the same employee under the guise of leveraging their strengths?

Can I influence which of my strengths I want to use in my work?

If a task isn't appealing to anyone or isn't anyone's strength, how do we handle the situation—who takes on the task?

How should these types of tasks be best handled, and how should the work be divided up?

It's good to remember that even if you're good or skilled at something, you can still get overwhelmed by it. It's important to share responsibility; just because you're good at something doesn't mean others can't learn and take responsibility for it too. An even distribution of the workload helps the work community function well.

Collaborative work and interim assignment

An interim assignment for the work community to highlight strengths and competencies. You are free to choose the duration of the assignment, but it is a good idea to agree on a duration together, e.g., one week. You can agree together on how much time to set aside for the assignment. Would a week, for example, work for you?

1. Strength Wall

Compile the individual strength charts created during the training day into a shared strength wall for your work community, displayed in a common area. For this, you can use sticky notes or any other method you come up with. >> The goal is to make everyone's skills and strengths visible.

2. Making strengths visible in everyday life

During the week, each person chooses one strength (their own or a colleague's) that they want to consciously highlight in their daily work. The aim is to try something concrete, such as asking a colleague to share their expertise, sharing your own strength within the team, or supporting the use of another person's strength in a work situation.

3. Group discussion

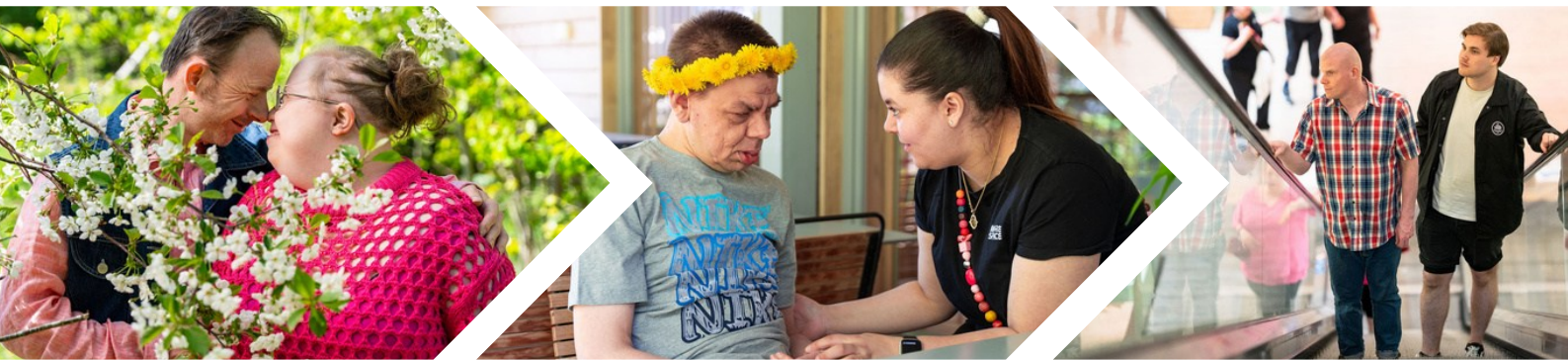
Hold a group discussion as a work community, for example during a weekly meeting or at an upcoming training day dedicated to Strengths Week. What strengths did you notice in each other? Did anything change in your work? Did using a strength give me a new role in the work community? Did I receive feedback from coworkers about using my strength? How did using your strengths feel?

2 Different Ways of Thinking section

Slides 22–29 of the presentation

Includes:

- Notes to accompany the presentation
- Instructions and handouts for the interactive exercise
- Questions to stimulate discussion in the workplace



SLIDE 22-23

The goal of this section is...

- Explain to the work community where they are and why we are discussing different ways of thinking today.
- It is also important to state the day's objectives aloud.

It is natural that we work in different ways and that our starting points for thinking are unique to each individual.

- It is important to have a shared discussion about different ways of working and different ways of thinking so that we can increase our understanding of one another.
- At this point, go over the goals for this shared moment.

SLIDE 24

Individuality is like a layer cake

- The diversity of individuals is like a layer cake.
- The icing and decorations (the surface layer) are meant to present the best possible image of the product to the outside world.
- The outer layer consists of what is said and done, as well as what is visible on the outside. These are factors that are visible and recognizable. Changes in them are easily noticeable.
- When a slice is cut from the cake, its composition, layers, and fillings (intermediate level) are revealed.
- The intermediate level consists of the goals we strive for and the principles that guide our actions. These are harder to perceive directly, but they are evident, for example, in the values that underpin our operations.
- However, the ingredients and spices (deep level) that affect the cake's taste and structure are so thoroughly mixed that they no longer stand out clearly unless we begin to examine them together.
- The deep level describes an individual's core—that is, their temperament—and the culture into which we were born and in which we grew up. These are often unconscious ways of thinking, beliefs, and assumptions that are taken for granted regarding what is right, desirable, valued, or effective.

SLIDE 25

Temperament and Personality

- Temperament refers to a person's innate way of reacting and behaving in different situations.
- It is a fairly stable foundation that includes, for example, how active, social, easily stressed, or flexible a person is.
- Temperament does not describe what a person does, but rather how they do it—for example, whether they get excited quickly or warm up slowly, and whether they react sensitively or calmly.
- Personality refers to a person as a whole: their way of being, thinking, feeling, acting, and interacting with others. Personality includes, for example, values, attitudes, self-image, identity, temperament, and life history.

SLIDE 26

Understanding Different Thinking Styles

- People are naturally different.
- Differences in personality are evident in the workplace, for example, in communication and interaction, information processing, decision-making, and attitudes toward various matters.
- Understanding these differences helps in developing cooperation.
- If everyone understands their own personality and how it affects their behavior, they will also better understand the different behaviors of others.
- In this case, they will be able to see diversity more as a resource than as a threat.

SLIDE 27

Examples of different thinking styles

- Goal-oriented vs. risk-averse: one is motivated by goals, the other by avoiding unpleasant consequences—adjust your reasoning based on which one the other person says they value.
- Seeking similarities vs. differences: for one, emphasize how the new way resembles the old; for the other, how it differs from it—if unsure, discuss both similarities and differences.

SLIDE 27 continues

Examples of different thinking styles

- Big picture vs. details: some people need the “big picture” first, while others need specific facts before the whole picture becomes clear—it’s worth asking which one the other person wants to start with.
- Rules vs. flexibility: some people want clear instructions, while others want the freedom to adapt and find their own solutions.
- Way of being convinced: some are convinced by a single argument, others need several and time to revisit them—ask if the other person wants more arguments or to revisit them later.
- Values: what a person considers important (e.g., facts, emotions, money, goals, relationships) guides their perceptions and thinking—you can adapt your communication style based on the values you identify.
- Pace: some people have a faster pace, others a slower one, which can make reaching mutual understanding difficult—it is easier for a fast-paced person to slow down than for a slow-paced person to speed up, so it is important to allow space and time for reflection.

SLIDE 28 INSTRUCTIONS FOR THE ACTIVITY

Task: Understanding Different Thinking Styles

- Print out the cards on the next page so that each member of the work community receives one. Ask them to familiarize themselves with the personality described on the card.
- Instruct the employees to pair up and have a discussion together: Based on the personalities you were assigned, consider:
 - If you were working together on an ordinary Monday morning shift...
 - *What goes well? What comes easily? What is handled particularly well?*
 - *What is challenging? What kinds of risks might there be? What doesn’t go well and why? What might get left undone? What things about the other person’s work would be annoying?*

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

- Energetic, straightforward, ambitious, and demanding
- Strongly future-oriented
- Enjoys challenges and sets goals
- Makes quick decisions
- Not dependent on other people's opinions
- Substance matters more than atmosphere
- Gets annoyed by nitpicking over minor details and lack of progress



Dolphin - An enthusiastic, social, and emotional person

- Reacts to things with emotion and intuition
- Easily enthusiastic and eager
- Quick to set the mood
- Reacts quickly and is happy to share their cheerful thoughts
- Enjoys people, experiences, variety, and social attention
- Gets energy from other people and doesn't enjoy working alone
- Gets annoyed by nitpicking and the lack of progress
- Stable and calm



Owl - A calm, analytical, and rule-abiding person

- Calm and methodical
- Wants to operate according to clear rules
- Analytical and precise
- Needs time to act and make decisions
- Is not dependent on people's opinions, nor enjoys working in a group
- Finds their own failures and mistakes as unpleasant
- Is bothered by restlessness
- Gets annoyed when facts are ignored



Elephant - A stable, empathetic, and security-conscious person

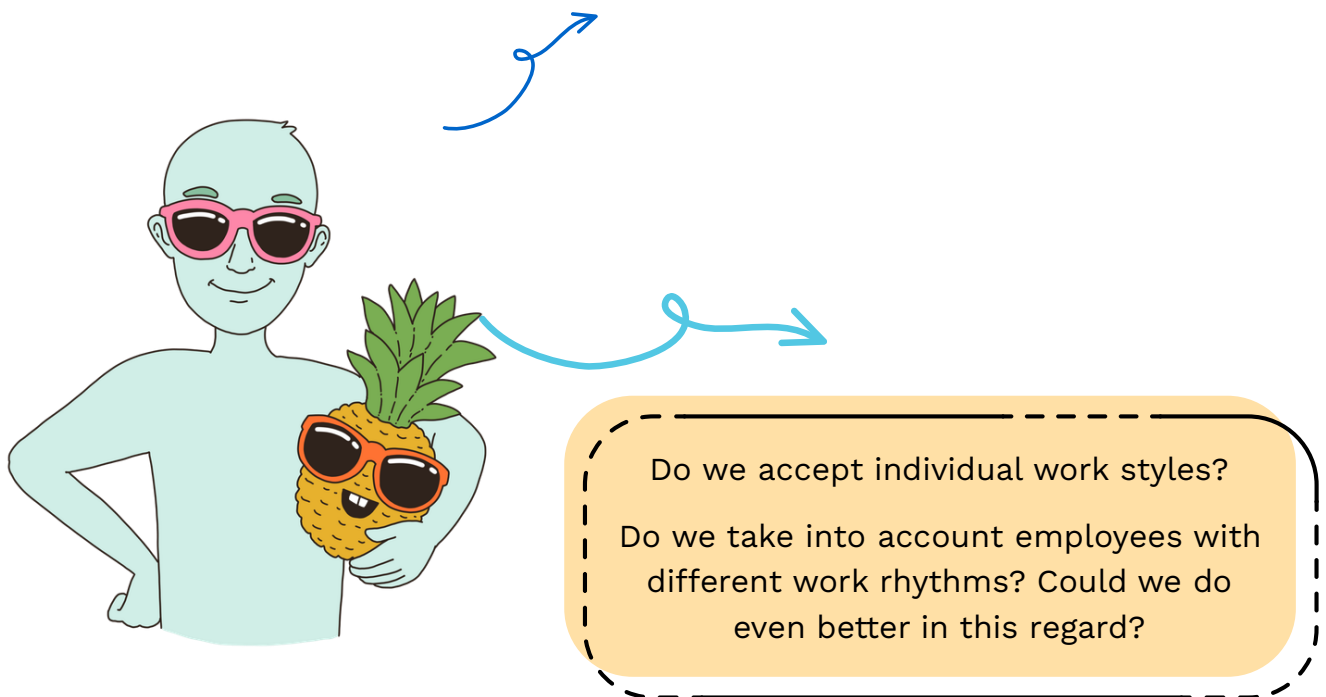
- Stable and calm
- Empathetic and calm, a loyal team player
- Seeks clarity and security in life
- Conflicting expectations, rapid or frequent changes cause anxiety
- A sense of control is important
- Becomes unsettled by restlessness
- Needs reasons



Questions to stimulate the work community

How can we take everyone's temperament and personality traits into account at work?

What matters can we handle on an individual basis? In which matters or work tasks must everyone follow the same approach?



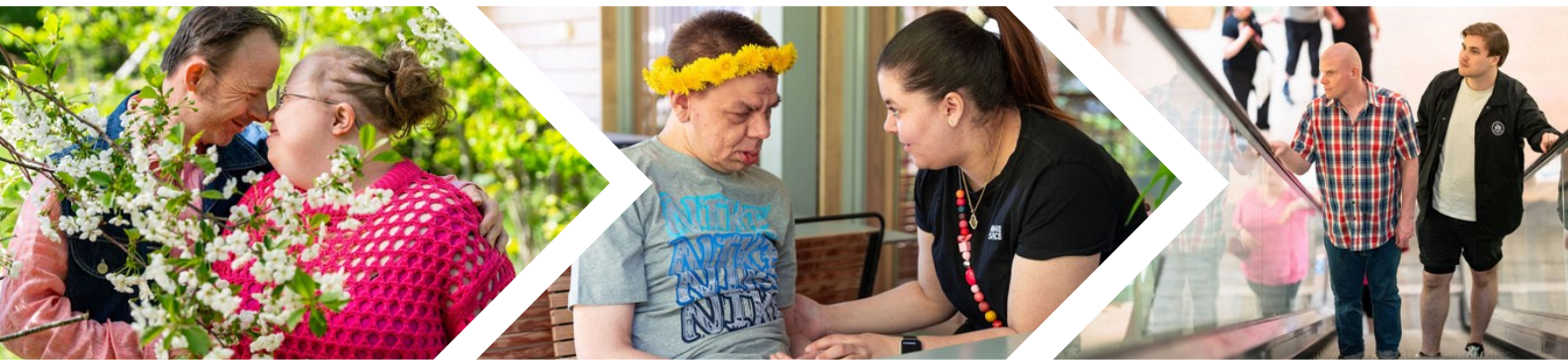
- What pace of work comes naturally to you?
- Do you recognize your coworkers' work pace?
- What benefits can different work paces and styles bring to the workplace?
- How do you communicate your own needs to your coworkers (e.g., pace, division of labor, planning)?
- How can people's differences challenge the work community?
- What methods can you use to ensure that everyone's opinions and voices are heard in matters of common concern?

3 Feedback Culture Section

Slides 30–38 of the presentation materials

Includes:

- Notes to accompany the presentation
- Instructions for the interactive exercise
- Questions to stimulate discussion in the workplace
- Tips on additional resources



SLIDE 30-31

The goal of this section is...

- Explain to the work community where they are and why we are discussing feedback culture today. It is also important to state the day's objectives aloud.
- A feedback culture is not a single issue—it is part of the atmosphere, interaction, and way of working together. Each of us has an impact on it: do we give feedback? Do we ask for it? Do we dare to receive it?

SLIDE 32

Why is feedback needed?

A feedback culture is not a single issue—it is part of the atmosphere, interaction, and way of working together.

- Today we'll look at feedback culture from a human perspective—feedback often involves emotions, security, experiences, and sometimes even misunderstandings. That's why it's such an important and sensitive topic.
- When the feedback culture is good, feedback is given in a timely and constructive manner. People know where they have succeeded and where they could improve.
- Every member of the work community influences the feedback culture, not just supervisors. The feedback culture is everyone's responsibility.

SLIDE 33

Addressing the issue openly – raising the issue

This slide reminds the facilitator and participants that raising an issue is an act that supports the well-being of the work community, not an accusation. The goal is to create a calm, respectful conversation where both parties are heard and solutions are sought together.

- What You Say Circle: The smaller circle represents the content level—the words, examples, and facts you bring to the conversation. At this level, you decide, for example, which specific situation you're discussing, what you hope will change, and what suggestions you'll bring up.
- “How do you say it” circle: The larger circle emphasizes the quality of interaction, tone, volume, eye contact, posture, and listening style. Often, it is precisely these elements of nonverbal communication that determine whether the conversation is perceived as appreciative support or an attack, and that is why “how you say it” carries the most weight.

SLIDE 34-35

Small group work: A positive feedback culture—what does that mean to you?

Participants take a moment to reflect on what a good feedback culture means in their own work community. The goal is to build a shared understanding and clarity regarding the ideal state of a feedback culture.

If the groups have trouble getting started, here are a few examples to help illustrate a good feedback culture:

- Feedback is given in everyday situations, not just during performance reviews
- Positive feedback is just as important as corrective feedback.
- You can also give and ask for feedback from a colleague, not just a supervisor
- Giving feedback isn't stressful because it's part of working together
- If the feedback isn't quite right, it can be discussed
- Expressing gratitude is part of every day
- Feedback doesn't have to be perfectly worded—what matters most is sincere intent

Joint debriefing of the exercise: Let's discuss together—was there anything surprising? On which points was it easy to reach a consensus? Was there any point that was difficult to articulate?

SLIDE 36

Giving and receiving feedback

This slide explores two different but related skills: how to give feedback in a way that genuinely helps the other person grow, and how to receive feedback constructively.

- Giving feedback: Emphasize that the purpose of feedback in a work community is to help others succeed and reinforce good behavior, not to “find faults.” Explain that corrective feedback focuses on behavior and actions, not the person's character.
- Receiving feedback: The right attitude is a willingness to listen and learn; listen until the end, and don't immediately start making excuses or arguing back. Emphasize that hearing feedback does not mean automatic acceptance, but rather an interest in the other person's perspective.

SLIDE 37

The Hand of Criticism - The Hand of Wish

The purpose of this slide is to make us realize how easily our words can come across as criticism, like a “hand of criticism.” The idea is to try to turn what I’m saying into a wish, like a “hand of wish.”

Criticism Hand – What Does It Convey?

The “Always” Finger – Generalizations: “Always, never...”

Fault Finger – Emphasizes a mistake or guilt

The Blame Finger – Blames others for the problem

The “excuse finger” – Shifts the explanation away from the issue (e.g., onto the person)

Deaf finger – Claims that the listener isn’t listening, even though they spoke earlier

This style elicits an emotional reaction in the recipient: defensiveness, withdrawal, shame.

The Hand of Wish – What does it build?

Contact Finger – Establishing a connection: “*Is now a good time?*”

The Wish Finger – Don’t complain; instead, hope for change

The Benefit Finger – Justify why the change would be good

The Finger of Trust – Expressing trust in the other person

Decision Finger – Ask: “*How do we proceed?*” or make a suggestion.

A message of empathy to the other person: “I’m on your side—not against you.”

SLIDE 38 INSTRUCTIONS FOR THE ACTIVITY

Giving and Receiving Feedback

Ask the employees write down the items listed in the assignment on different-colored slips of paper. One item per slip.

- *The purpose of this exercise is to practice giving feedback in an everyday situation that could escalate in the workplace.*
- *Do not let the work community treat the task as a joke; otherwise, all the benefits will be lost.*

Group debriefing: Discuss together if anything surprising came up. In which areas was it easy to give feedback, and in which was it difficult? What could we take from this exercise into our daily work?

Questions to stimulate the workplace

What kind of feedback culture does your workplace have?
Is feedback given? How? When?

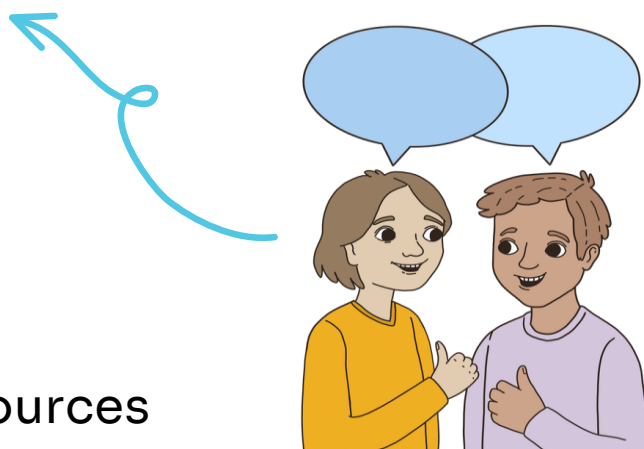
How could you improve your skills as a feedback giver?

How could you improve as a recipient of feedback?

Give one of your coworkers some positive feedback.

How does feedback benefit you? What about your workplace?

What steps could you take to promote a culture of feedback?



Tips on additional resources

Video: Flow Juri Röhr - Feedback is the most important tool for coaching
<https://www.youtube.com/watch?v=0Xlh2X2Osl> (duration 0:53 min)

Video: Flow Juri Röhr - The Takeoff of a Feedback Culture
<https://www.youtube.com/watch?v=0DN8zAxy3Y> (duration 0:49 min)

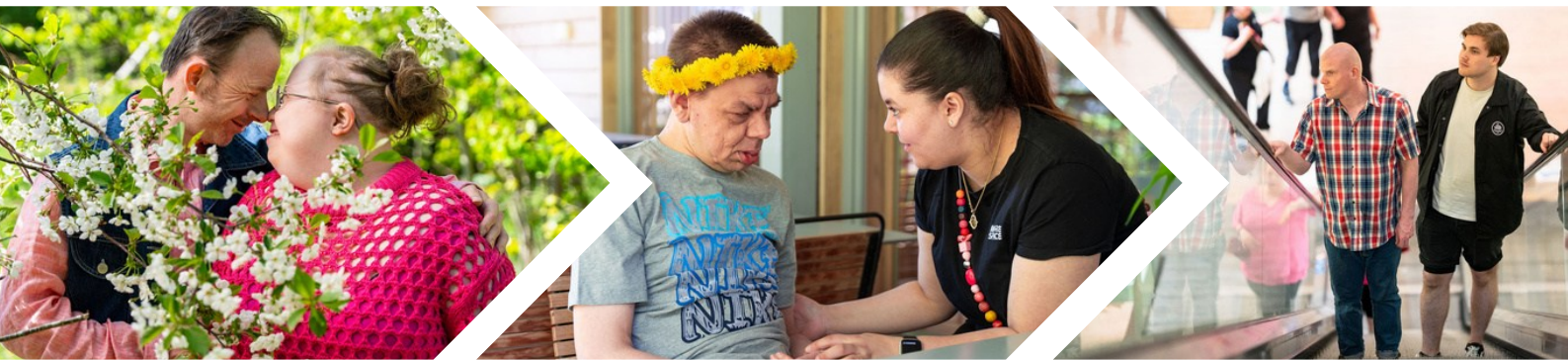
Video: Flow Juri Röhr - Why do you need to practice giving feedback?
https://www.youtube.com/watch?v=yPrhGOA_9zk (duration 1:45 min)

4 Psychological Safety Section

Slides 39–48 of the presentation

Includes:

- Notes to support the presentation
- Questions to stimulate discussion in the workplace



SLIDE 39-40

The goal of this section is...

- Explain to the work community what they have come to and why we are discussing psychological safety today. It is also important to state the day's objectives aloud.
- The goal is for us to understand what psychological safety means in our workplace.
- We will learn how our own actions can increase the sense of psychological safety.

SLIDE 41

Where does the concept come from?

Psychological safety is not a new concept; it emerged as early as the 1960s in organizational research, where it was examined from the perspective of the individual's experience. The most well-known and widely cited definition of the concept comes from Harvard University professor Amy Edmondson, who introduced it in her workplace research in the 1990s. At that time, the concept was generally understood as a group-level phenomenon.

The concept entered public discourse in the 2010s following a research project conducted at Google involving 180 teams. The study investigated: Why do some teams perform better than others? The surprising result of the study at the time was that the differences between teams were not explained by individual characteristics, such as expertise, backgrounds, or personality traits, but rather by how the team worked together. The most important factor explaining team success was psychological safety—that is, group members' perceptions of the consequences of taking social risks. Psychological safety has been a major topic of discussion, particularly since this study.

SLIDE 42

Trust or Psychological Safety

- The purpose of this slide is to clarify the difference between the concepts of trust and psychological safety.
- You can also ask the work community how they would distinguish between these concepts.

SLIDE 43

Psychological safety – definition of the concept

- The purpose of this slide is to explain the definition of psychological safety.
- You can also ask your colleagues how they would describe a sense of psychological safety.

SLIDE 44

Psychological safety consists of three levels

Psychological safety is shaped by what goes on in the mind, how I feel, and how I act and behave in relation to others. All three levels influence one another, and psychological safety can be strengthened at every level through small, everyday actions.

- **Mind and thoughts:** At this level, we examine the beliefs, assumptions, and values that people use to interpret situations in the workplace. For example, the idea that “mistakes are for learning” fosters a sense of safety, whereas the belief that “mistakes are punished” leads to increased caution and secrecy.
- **Feelings and experiences:** Psychological safety is, above all, a felt emotion: the experience of being accepted can bring out unfinished thoughts and allow for failure without fear of being stigmatized. These experiences are built on interactions and how the team approaches emotions.
- **Behavior:** At the behavioral level, it becomes clear whether it is permissible in the workplace to ask questions, disagree, report mistakes, and ask for help without fear of punishment. Small acts, such as listening, responding with empathy, and including others, convey a sense of safety in practice.

SLIDE 45

How does psychological safety manifest itself?

Mutual respect and trust

- Psychological safety is built through everyday interactions and lays the foundation for trust. Trust is strengthened by consistency and by sticking to what has been agreed upon.
- Respect is shown by accepting different opinions, backgrounds, and feelings; not everyone has to agree.

The work community focuses on shared goals

- When people feel safe and the shared goal is clear, energy isn't spent on being cautious or protecting oneself, but on getting the work done.

We can learn together

- Safety creates a space where people dare to ask questions, experiment, and admit “I don't know.”
- Collaborative learning is evident, for example, in the fact that mistakes are discussed openly and used as learning opportunities, rather than being blamed.

Potential challenges can be anticipated more easily

- When uncertainties and mistakes can be discussed openly, risks are identified and addressed in a timely manner.
- A “trust reflex” develops within the team: people feel confident to bring up problems immediately, rather than waiting until situations worsen.
- This increases resilience and reduces stress; in a safe team, challenges are seen as shared, not as personal failures.

SLIDE 46

Why is psychological safety important?

- Psychological safety affects the team, the organization, and the individual, but what matters most to employees is that stress decreases, a sense of meaning increases, and they feel safe to be themselves—this supports both well-being and performance.
- This does not mean lowering standards, but rather creating a space to handle mistakes and uncertainty in a way that strengthens learning, innovation, and decision-making. A lack of psychological safety increases stress, undermines self-esteem, and limits the development opportunities of both the individual and the organization.

SLIDE 47

Individual reflection: What gives me a sense of psychological safety?

- The purpose of this individual reflection is to encourage the work community to consider how a sense of psychological safety can be composed of various factors. This exercise allows for a concrete examination of the factors that enable a sense of psychological safety within one's own work community.
- TASK: Write on sticky notes what gives you a sense of psychological safety. Write one thing per note.
- Finally, have a group discussion about the answers. Is there anything that keeps coming up in your answers?

SLIDE 48

Exercise: Psychological Safety Scale

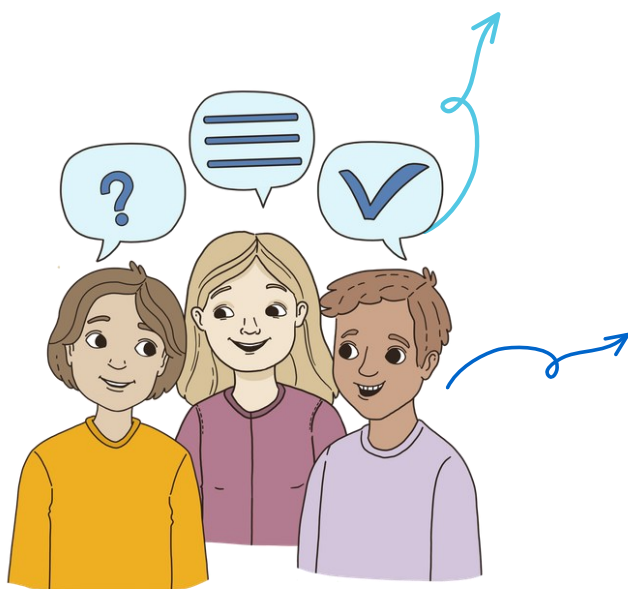
Stand on an imaginary scale ranging from 1 (worst) to 10 (best). Position yourself where you think your workplace's psychological safety currently stands.

Calculate your current average based on your responses. Set a numerical goal for 6 months from now. Consider concrete steps you plan to take to bring about change.

Questions to stimulate discussion in the workplace

Psychological safety—where do we stand?

1. If someone on our team makes a mistake, it isn't held against them.
2. It's easy to discuss difficult issues and problems in our team.
3. In our team, we embrace people's differences.
4. It is completely safe to take risks in our team.
5. It is easy to ask others for help in our team.
6. In our team, everyone's contribution is valued and respected.



Answer the statements based on your own experience, thinking about your current work community.

Finally, have a group discussion based on your answers. As a work community, are you where you want to be?

The “Renewing and Diversifying Disability Work in Uusimaa” Project 2023–2026

<https://uvva.diak.fi/>

- There is a shortage of skilled workers in the disability sector. Through the UVVA project, we can do our part to ensure that there will continue to be enough skilled professionals in the disability sector in the future.
- It has been recognized that disability work has low appeal, as many young people have no connection to disability. Through this project, we can increase young people’s awareness of disability, diversity, and equality starting as early as elementary school.
- The project aims to raise the profile of disability work and reduce prejudice. In the project, we will co-develop materials with young people to increase the appeal and accessibility of disability work.



Uudistuva ja moninainen vammaistyö Uudellamaalla