

Workshops on crisis recovery for the work community

Instructions for facilitation



Funded by the European Union –
NextGenerationEU

Table of contents

| | |
|---|-----------|
| Purpose of the method | 3 |
| Preparing for the workshops | 5 |
| Implementation of the workshops..... | 7 |
| Phase 1: Well-being..... | 8 |
| Pre-assignment: Personal well-being assessment (1a) | 9 |
| What happened? (1b)..... | 14 |
| How do we know that the situation is over? (1c) | 15 |
| How are we doing now as a work community? (1d)..... | 16 |
| Phase 2: How Crises Affect Collaboration in the Workplace..... | 18 |
| Strengthening collaboration (2a) | 19 |
| Measures for strengthening collaboration (2b) | 22 |
| Phase 3: Learning from the crisis..... | 24 |
| What I personally learned from the crisis (3a) | 25 |
| What we learned together (3b) | 27 |
| Agreeing on measures (3c) | 30 |
| Summary and ending the working process..... | 32 |
| Measures for the management and the occupational safety and health organization..... | 33 |
| Concepts, tips, sources and further reading..... | 34 |

Purpose of the method

These workshops on Crisis recovery are designed for work communities that have experienced a distressing event or a crisis. Recovery can begin once the situation is over or at least under control. These workshops support both early and long-term recovery by encouraging open communication about the emotional impact of the event and the thoughts it has triggered. In work communities, it is important to learn to how to also talk about strengths and hopes, not only experiences and concerns.

The goal of the workshops is to restore well-being and return focus on work. The process supports the community's own efforts to adapt to the post-crisis situation.

This method is suitable for incidents that do not require formal psychological crisis support – such as a fires, health scares, restructuring negotiations, break-ins, or data breaches. Even if professional crisis assistance is not necessary, these events can still cause ongoing concern and stress. This method can also be used in broader situations affecting multiple workplaces, like a regional water supply crisis.

Note: This workshop method is not suitable for extremely serious events, such as the sudden death of a colleague. In such cases, professional support should be sought from occupational health services or other experts.

Workshops should begin shortly after the acute phase of the crisis has ended – typically within 1 to 3 weeks – when the community is ready to reflect on what happened. The process starts with assessment of everyone's own well-being and progresses to enhancing collaboration and is summarized by shared learning. The purpose is to enhance empathy and resilience and to encourage the working community to focus towards the work at hand and their shared future.

The workshops are designed for groups of around 20 participants and can be held either in person or remotely.

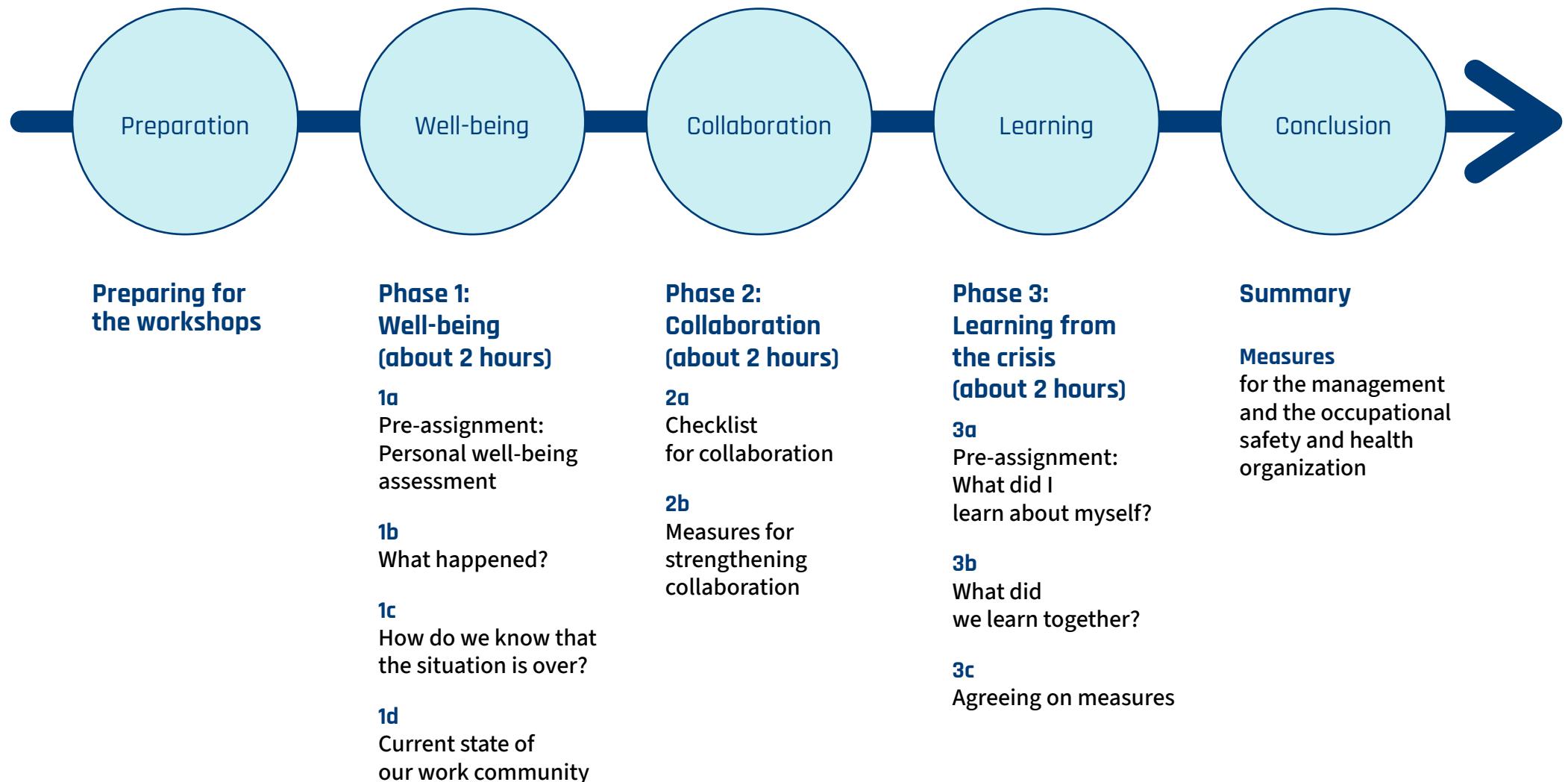
This guide is intended for facilitators (those leading the sessions) and includes all the necessary instructions and materials.

The facilitators should be individuals who have sufficiently recovered from the event themselves and can guide the process calmly and objectively. Examples of suitable facilitators include team leaders, well-being or development officers, safety representatives, or persons from a neighbouring unit who was not directly involved in the situation.

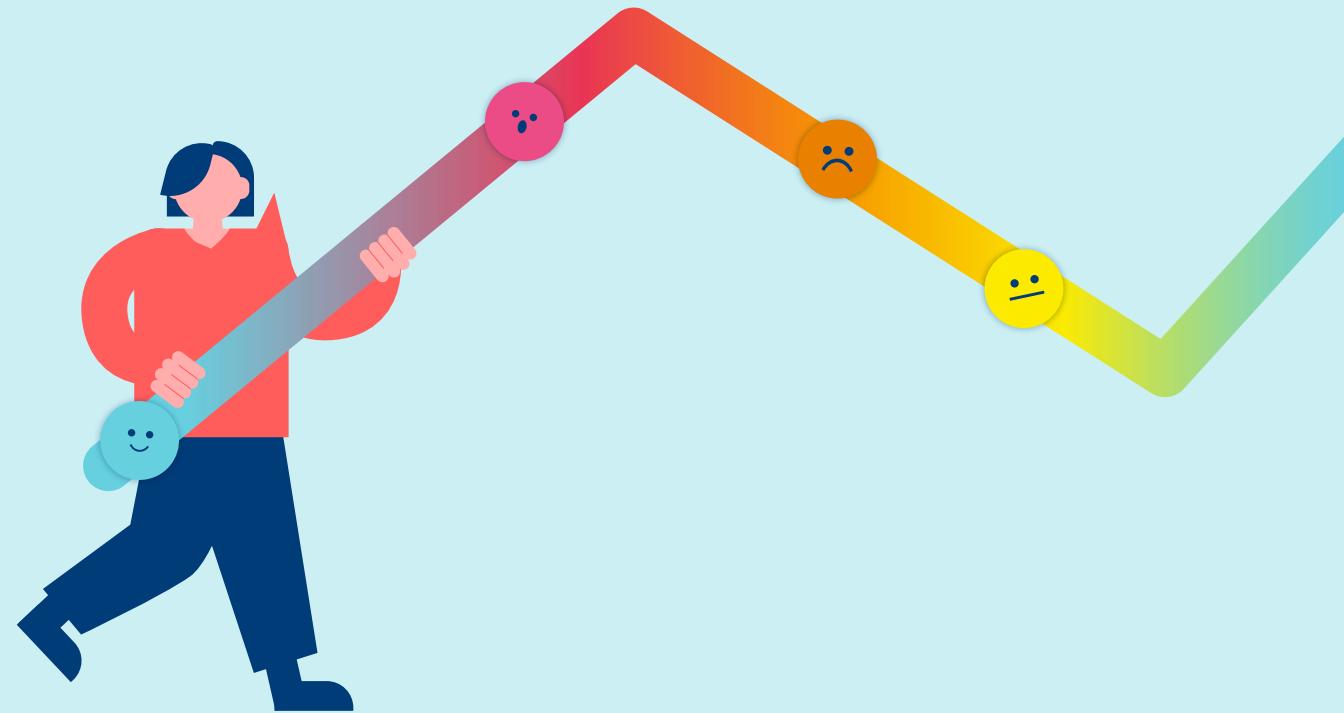
We wish you meaningful, open, and compassionate moments together as a community!

The workshop design team

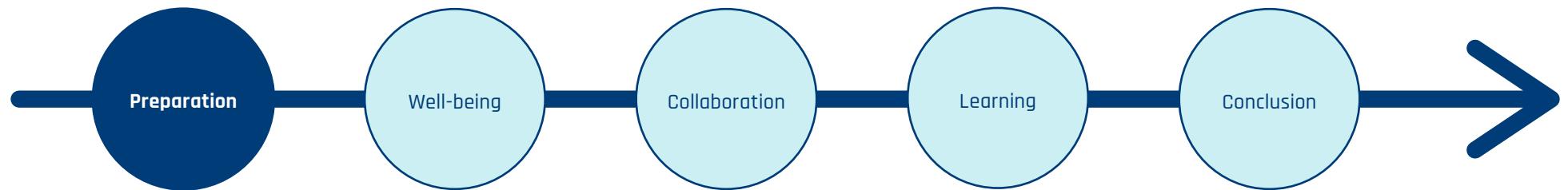
Work process overview



Preparing for the workshops



Preparing for the workshops



Check your own well-being first

If you were personally affected by the incident, start by completing [the pre-assignment](#) (see section 1a). You should be able to answer “yes” to the checklist questions – except for the last two, which should be answered “no.” If you feel that you are not coping well enough, consider appointing an external facilitator or someone else who suits better to lead the workshop.

Review the instructions and plan the workshop timing

The collaborative phases should be carried out in two or three separate workshops. It is not recommended to implement all stages consecutively on the same day.

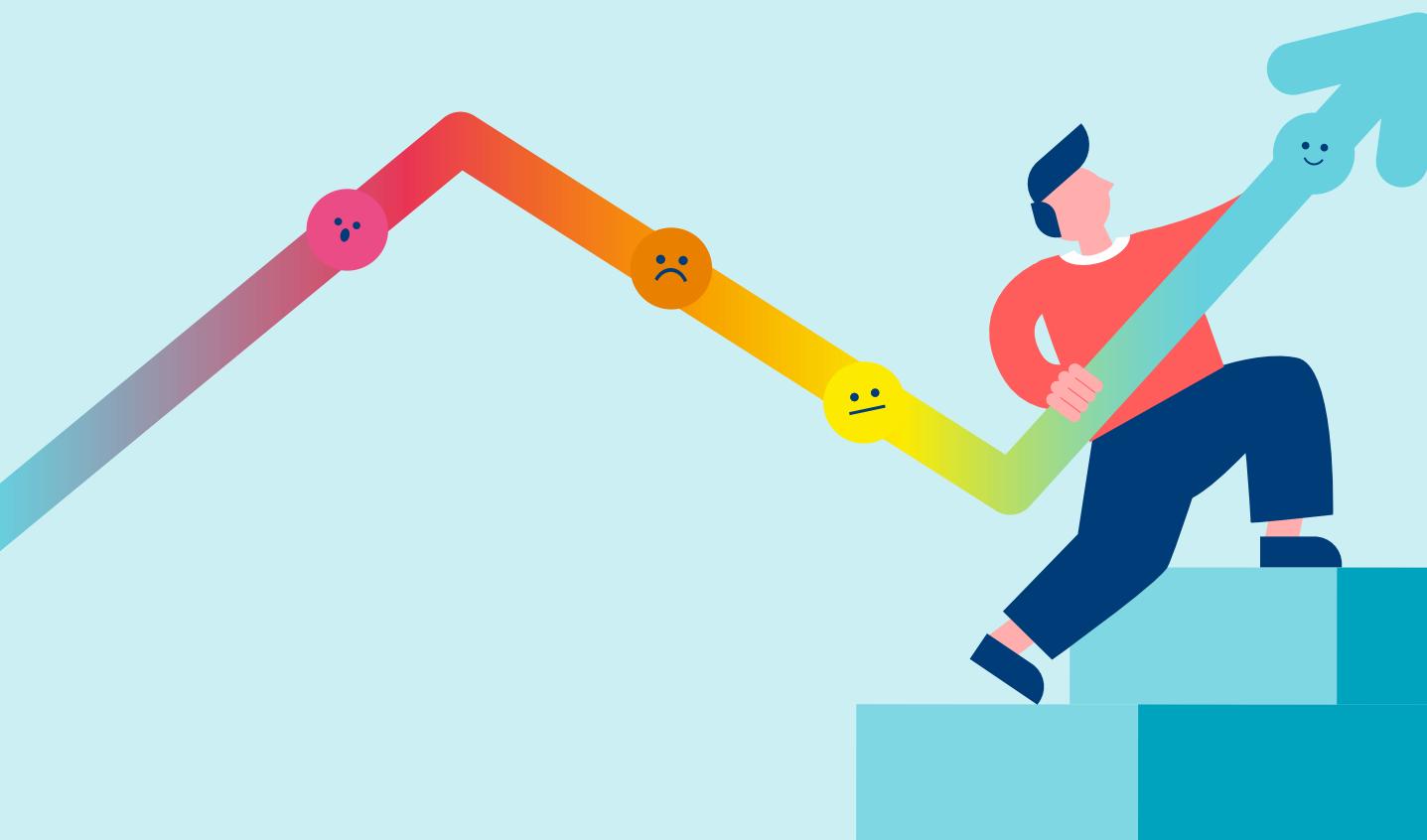
Allocate at least two hours to each phase, totalling approximately six hours.

Prepare for the workshops

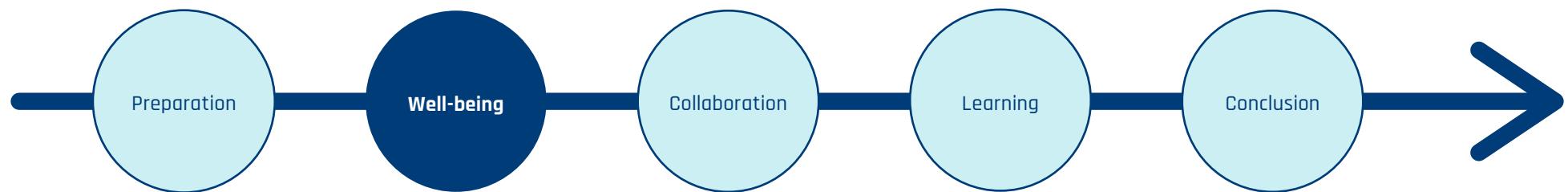
- Book a space where you can talk undisturbed. It is a good idea to have free wall space, a whiteboard or a flip chart on which you can build the timelines of the events together.
- Send out invitations to participants, including the pre-assignments for Phases 1a and 3a. You will find ready-to-use templates for these invitations in the corresponding sections of the guide.
- Print the work templates for the assignments out on large sheets of paper or be prepared to draw the diagrams on a whiteboard in the meeting room (worksheets 1b and 1d).
- If you meet online, adapt the work templates to the digital tools used in your workplace. You can also draw the work templates on a digital whiteboard or convert the checklists into digital questionnaires. If the instructions include questions that are not suitable for your situation, you can leave those out.
- Reserve pens/pencils and sticky notes or prepare digital templates or questionnaires for your work.
- Include and display the outputs of the previous phases in the work for the later phases. For example, participants can more easily recall learning points in Phase 3 when they can see the previously filled timelines.

Also, bear in mind [the tips for the facilitator on page 37](#) when planning the working process.

Implementation of the workshops



Phase 1: Well-being



Ensuring the well-being of the members of the work community is the foundation for recovery from a shocking situation or crisis. It begins with ensuring that basic needs – such as sleep, nutrition, and rest – are being met. Recovery is more effective when individuals are given the space to process the event at their own pace and to acknowledge the emotions and thoughts it brings up. Well-being also improves when the entire team has a shared understanding of how others are coping.

It is easy to assume that others feel the same way we do, but actually people respond to crises in very different ways. Some may continue working without disruption, others may even find silver linings, while some may experience a significant decline in their ability to work. To foster empathy and respond to emerging needs, concerns, or questions, it is important to create space for open dialogue. These conversations can also inform decisions regarding reorganizing tasks or adjusting work schedules to provide better support to the team.

Structure of work in the Well-being phase

- Pre-assignment
- Timeline
- Selecting a closing ritual
- Analysing how the work community is doing now

Preparation

- Draw up the text for the invitation and send the pre-assignment together with the invitation to the participants well in advance (see the template on the next page).
- Keep the outputs of the workshops of Phases 1 and 2 bring them along for the work in Phase 3.

Pre-assignment: Personal well-being assessment (1a)

Who: independent work in advance

Why: assessing one's own condition

How: filling in the checklist, contacting occupational health care if necessary

Duration: 30 minutes

Template for the cover note of the pre-assignment

We have experienced a distressing situation: _____. Recovery from a distressing event at the workplace can be surprisingly slow. Everyone processes and experiences what happened in their own way, and another person's reaction may be very different from your own. To help us return to normal working routines, it is beneficial to reflect on the event both individually and together.

To support this, we will organize _____ sessions (2-3), during which we will go through what happened using a model developed by experts from the Finnish Institute of Occupational Health. The sessions will be facilitated by _____. Their purpose is to support both your personal recovery and our work community's shared psychosocial recovery.

Your pre-assignment: Before the first session, please take a moment to review the checklist below/attached. Your answers will not be discussed in the group. You do not need to answer "yes" to every item in order to participate in the workshop. You do not need to write down your answers or send them anywhere.

If you are concerned about the last two items on the checklist, please contact our occupational health service at _____ (add appropriate contact details).

You are warmly welcome to join the workshop on _____ (time/place/other details)

Best regards,

_____ (contact details)

Pre-assignment: Personal well-being assessment (1a)

Reflect on Your Own Well-being

Before the first session, take a moment to review the checklist below. Your answers will not be discussed in the group. You do not need to meet all the criteria listed (left column) to participate in the workshop. If the last two items raise concerns – or if you feel you are not fit to work – please speak with your supervisor or contact occupational health services. You do not need to write down your answers or send them anywhere.

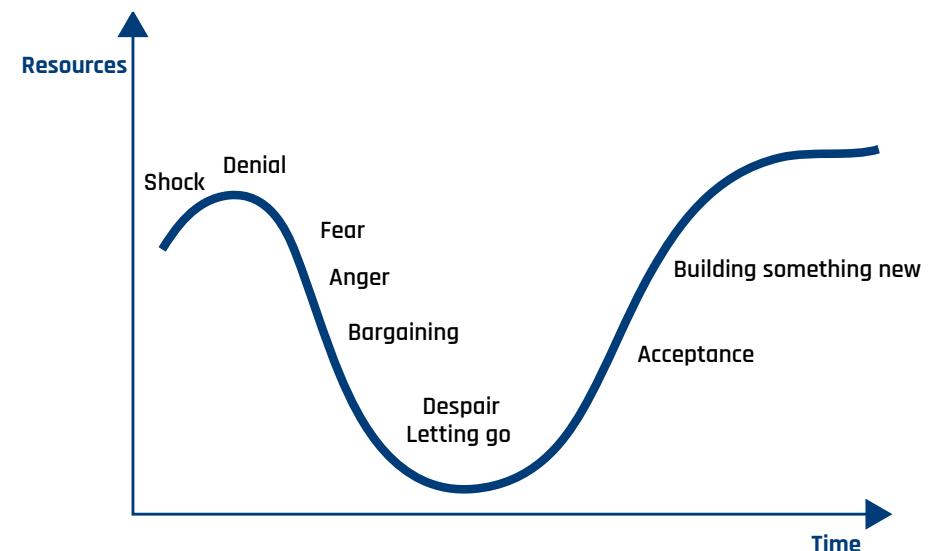
| | Yes | No |
|--|--------------------------|--------------------------|
| Are your working conditions in order? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you generally feel well? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you feel like yourself despite what has happened? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can you get your mind off work and relax? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are you getting enough sleep? | <input type="checkbox"/> | <input type="checkbox"/> |
| Do you have someone to talk to about your thoughts? | <input type="checkbox"/> | <input type="checkbox"/> |

| | No | Yes |
|--|--------------------------|--------------------------|
| Do the events keep coming back to your mind? | <input type="checkbox"/> | <input type="checkbox"/> |
| Are you seriously worried about your coping? | <input type="checkbox"/> | <input type="checkbox"/> |

Reflect on what stage of recovery you are in

Before the workshop, take a moment to consider where you are in your recovery process and the emotions and feelings you have experienced. Remember, everyone responds to difficult situations in their own way. Emotions vary, and people experience them in different ways. Although there is no single, defined path to recovery, but the experiences shown in the figure below are commonly shared.

Emotions during recovery



Source: Kübler-Ross 1969

Starting the workshop

At the beginning of the event, introduce the purpose of the event, the operating methods and time use.

Personnel well-being – what happened? (1b)

| |
|---|
| Who: the entire work community together |
| Why: revision of key events to form a common understanding |
| How: working on a timeline |
| Duration: 60 minutes |

It is helpful to begin the team's discussion about the crisis by mapping out the key stages of what happened. Each important step in the sequence of events can be placed in its own box. If you are working together in the same physical space, you can use sticky notes to arrange these stages in chronological order.

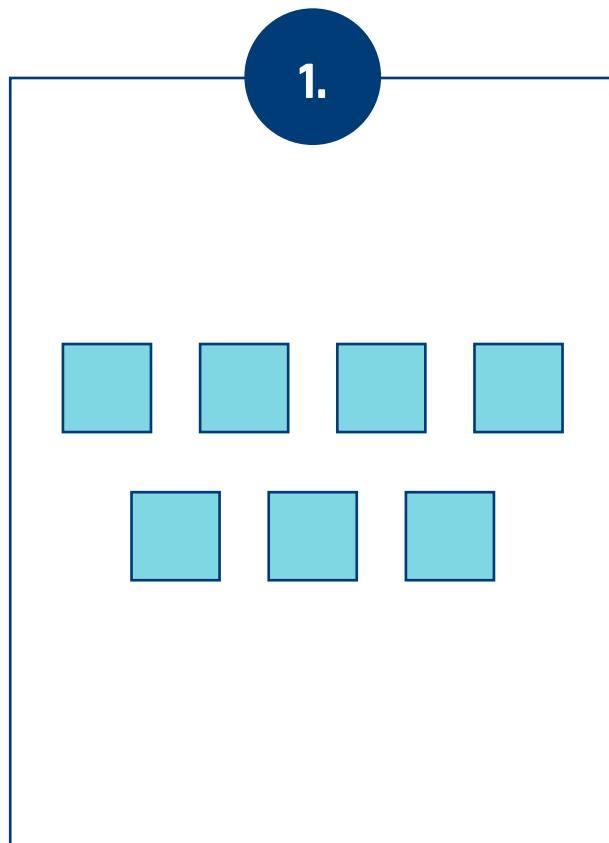
Above the timeline, note any factors that provided support or had a positive impact. Below it, record the elements that caused stress or strain during the situation. It is important to do this collaboratively, as people may have experienced and remembered the events differently. Finally, define how the acute phase of the crisis came to an end.

Reviewing the sequence of events helps team members understand each other's experiences and reactions – and may also reveal valuable lessons for handling future situations.

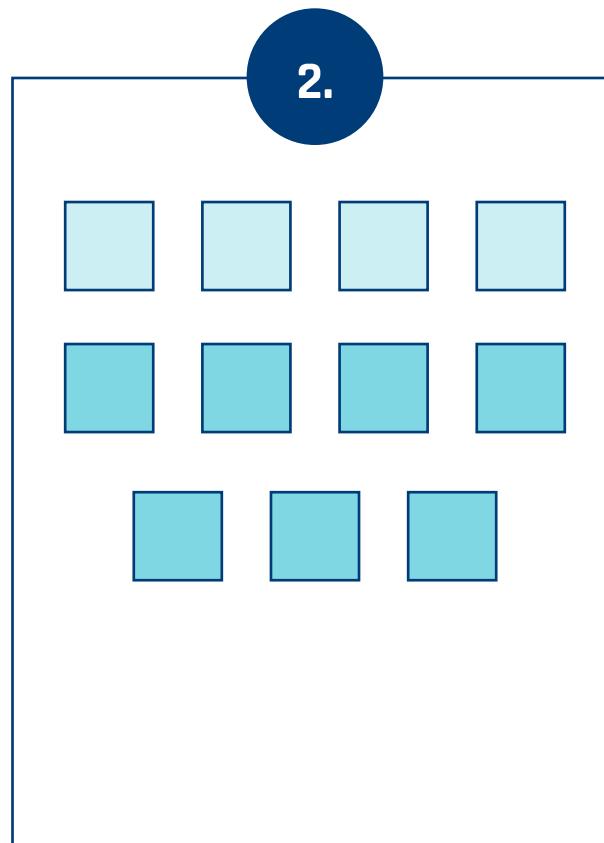
Time use in Phase 1

- Description of the goal of the workshop and a round of news as a warm-up
(How are you doing? How are you?)
about 15 minutes
- **1b** Identifying the key stages of the incident
about 40 minutes
- **1b** Naming stress factors
about 10 minutes
- **1b** Naming resources
about 10 minutes
- **1c** How did the situation end?
about 10 minutes
- **1d** How are we doing now?
about 20 minutes
- Celebrating the end of the situation or some other milestone or agreeing on it
- Thanking for the workshop and the facilitator's concluding words
(about 5 minutes) or a break before Phase 2

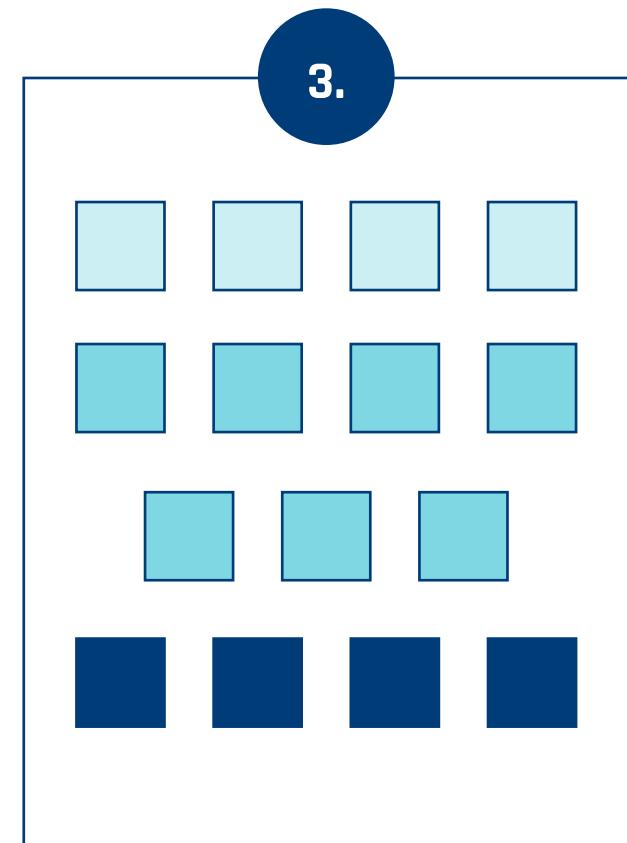
How does the workshop (1b) proceed?



The first 40 minutes:
What happened
to the middle of the paper



The next 10 minutes:
Resources above



And another 10 minutes:
Stress factors below

What happened? (1b)

Resources: What empowered you? What supported you? What made you feel happy? What helped you cope?



What happened? Key events, main stages, what did it end in?

The crisis ended



Stress factors: What was stressful? What annoyed you? What was a lot of work? What made you think?



How do we know that the situation is over? (1c)

Who: the entire work community together

Why: bringing closure to the distressing event together

How: brainstorming and selecting suitable closure for the event

Duration: 10 minutes

Have we jointly said or declared, that the situation has ended?
Recovering together cannot begin until when it has been stated together that the acute phase of the crisis has ended.

1. Discuss how you as a work community know that the acute phase of the crisis is over. Can you focus primarily on work again?
2. It is often helpful for the work community to organize a ritual that symbolically brings closure to the distressing phase. Different situations call for different types of rituals – what would suit your team best? Next to this section, you will find a list of rituals that other work communities have used in the past. Use it as inspiration to come up with one that fits your situation.
3. Collect ideas and choose a ritual to carry out. Think ahead about how you will gather suggestions and decide which one to carry out. If the decision is not made during the workshop, explain how the process will continue afterwards.

Example rituals

- Declaring the situation officially over
- Expressing thanks
- Giving a certificate or diploma
- Coffee and pastries
- Medal ceremony
- Celebration
- Symbolic memorial
- Farewell gathering
- Goodbye party
- List of heroic actions
- Shared lunch
- Sauna evening
- Trip to a summer cottage
- “Funeral” for the unit (symbolic closure)

How are we doing now as a work community? (1d)

Who: the entire work community together

Why: a common understanding of how we are doing as a work community

How: identifying the current situation, resources and stress factors

Duration: 20 minutes

Next, discuss how your work community is doing at the moment, now that the crisis has ended. What is functioning well, and what needs to be rebuilt or redefined? What are the current strengths and stressors?

Divide into smaller groups., 4–5 people and list the three most important observations. Then compile the findings as a full group so the facilitator can guide the discussion effectively.

It is recommended to start with the middle section – “Where are we now?” – and end with the top section on resources, so the conversation begins with an assessment and concludes on a positive note.

How are we doing now as a work community? (1d)

Resources: What empowers us? What supports us? What helps us cope?



Where are we now? How is work going? How is collaboration working? What is still half-completed? What do we have to build?



Stress factors: What is stressful? What is annoying? What makes you think?



Phase 2: How Crises Affect Collaboration in the Workplace



A distressing event or crisis often changes how a work community collaborates. Because people experience the situation in different ways, colleagues who once felt familiar and close may now seem distant.

The crisis may have led to changes in work arrangements that affected collaboration and communication – such as remote work during the pandemic. The way the crisis was managed may also have shifted people's roles within the team. Some individuals may have taken on central responsibilities or had better access to information, while others may have felt unfairly treated – for example, being assigned tasks they did not want or feel comfortable handling.

After a crisis, it is essential to ensure that the team can once again work together smoothly, rebuild trust, and clearly understand both their own roles and the roles of others in achieving a shared goal.

Working process in the Collaboration phase:

- Discussion about collaboration in the work community with the help of a checklist.
- Agreeing on development measures for identified challenges. Agreeing on ways to maintain the strengths of the work community.

Preparation

- No pre-assignment is required.
- Review the outputs from Phase 1-1b (What happened?) and 1d (How are we doing now?) – and bring them to the session. It is helpful to have these visible when continuing the discussion on lessons learned.
- Consider how you will use the checklist from 2a (Strengthening collaboration). How will you mark the areas that need improvement? How will you prioritize them? If any items on the checklist do not apply to your situation, feel free to leave them out.
- Make sure to reserve enough time for listing and refining the development measures.
- Keep the workshop outputs safe and bring them along for use in Phase 3.

Strengthening collaboration (2a)

Who: the entire work community together

Why: identifying strengths and challenges in collaboration

How: going through the checklist, first in small groups and then with the whole group

Duration: 45 minutes

After a distressing event or crisis, it is important to take a step back? and evaluate how well the team is collaborating. The crisis may have created divisions between roles or functions and damaged trust. Now is the time to ensure that the work community can operate smoothly again.

In groups of 4–6 people, review and discuss the statements in the checklist below. Focus on the perspective of the work community as a whole. What is working well, and what is not? At the end of the discussion, each group should select and mark the most important strengths to maintain and the most critical areas for improvement (e.g., 2–3 items).

Time use in Phase 2

- If Phase 2 is an event of its own: Description of the goal of the workshop and a round of news as a warm-up (How are you doing? How are you?)
about 15 minutes
- **2a** Strengthening collaboration, introduction to the topic
about 5 minutes
- **2a** Discussion about the checklist items, for example, in groups and selection
about 20 minutes
- **2a** Prioritization, e.g., everyone has 2 votes (lines)
about 10 minutes
- **2b** Elaboration of the prioritized 3+3 items into an action plan
about 30 minutes
- Thanking for the workshop and the facilitator's concluding words
(about 5 minutes) or a break before Phase 3

Strengthening collaboration (2a)

| | Works | Does not work |
|---|--------------------------|--------------------------|
| We greet one another. | <input type="checkbox"/> | <input type="checkbox"/> |
| We do not isolate ourselves or avoid coming to the workplace. | <input type="checkbox"/> | <input type="checkbox"/> |
| We are able to carry out our core tasks well. | <input type="checkbox"/> | <input type="checkbox"/> |
| We know each other as colleagues. | <input type="checkbox"/> | <input type="checkbox"/> |
| We value each other's professional skills. | <input type="checkbox"/> | <input type="checkbox"/> |
| We trust one another. | <input type="checkbox"/> | <input type="checkbox"/> |
| I understand how my work is part of a bigger picture. | <input type="checkbox"/> | <input type="checkbox"/> |
| We support and help each other. | <input type="checkbox"/> | <input type="checkbox"/> |
| We have the courage to ask for help. | <input type="checkbox"/> | <input type="checkbox"/> |
| We can disagree safely at our workplace. | <input type="checkbox"/> | <input type="checkbox"/> |
| We succeed in making compromises. | <input type="checkbox"/> | <input type="checkbox"/> |
| We pay attention to the quiet members of our work community. | <input type="checkbox"/> | <input type="checkbox"/> |

| | Works | Does not work |
|---|--------------------------|--------------------------|
| We know how to speak up when life or work gets difficult. | <input type="checkbox"/> | <input type="checkbox"/> |
| We have a shared understanding of where we are now. | <input type="checkbox"/> | <input type="checkbox"/> |
| We feel that our work is important. | <input type="checkbox"/> | <input type="checkbox"/> |
| We share common goals. | <input type="checkbox"/> | <input type="checkbox"/> |
| Our results are the outcome of joint effort. | <input type="checkbox"/> | <input type="checkbox"/> |
| We look to the future together. | <input type="checkbox"/> | <input type="checkbox"/> |
| We have effective working methods (for the present moment). | <input type="checkbox"/> | <input type="checkbox"/> |
| We update and renew our ground rules as needed. | <input type="checkbox"/> | <input type="checkbox"/> |
| We manage to keep things running even when someone is absent. | <input type="checkbox"/> | <input type="checkbox"/> |
| We dare to admit when we do not know something. | <input type="checkbox"/> | <input type="checkbox"/> |
| We share our expertise. | <input type="checkbox"/> | <input type="checkbox"/> |
| We identify the competences we need to increase. | <input type="checkbox"/> | <input type="checkbox"/> |

Measures for strengthening collaboration (2b)

| |
|--|
| Who: the entire work community together |
| Why: strengthening the strengths of collaboration and addressing areas of concern |
| How: prioritizing items that emerged from the checklist and agreeing on measures |
| Duration: 30 minutes |

Together, look at the previous checklist (2a) and select up to three most topical issues requiring development, to which you responded, “**does not work**”. Think of development measures for them, write the measures down in the table and agree on responsible persons and schedules. If you have been working in small groups, share the key observations and development proposals made by the small groups. In the end, agree on the most important measure for strengthening collaboration in your work community.

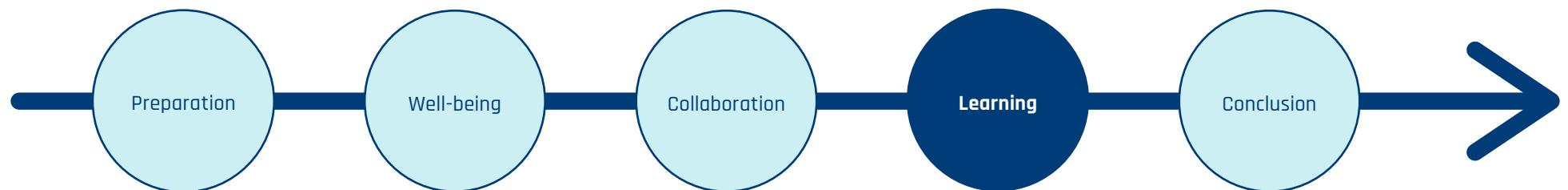
Do the same with **up to three issues that work well**. Record methods for maintaining your strengths also in future. When discussing this, you can also go back to the resources recorded in the timelines in Phases 1b and 1d.

Concrete actions to strengthen collaboration (2b)

| Issue to be developed/ strength to be reinforced | Agreed measure | Responsible persons | Timetable |
|---|----------------|---------------------|-----------|
| | | | |
| | | | |
| | | | |

If necessary, have a discussion afterwards with the appointed responsible persons on how the issues that were identified can be promoted concretely and monitored.

Phase 3: Learning from the crisis



The final phase of recovery involves shifting toward continuous improvement and redirecting focus from the past to the present and future. In your work community, it is valuable to discuss the lessons learned from the situation you overcame together.

Consider if a similar situation were to happen again, what would you do the same, and what could be done better? The goal of reviewing these shared lessons is to strengthen trust in your team's ability to prepare for and handle future crises. It is important to involve the entire work community in thinking about how to prepare for future situations. This ensures that everyone's perspectives are considered, and that everyone knows what to do next time.

Working process in the Learning phase

- Independent preparation for reflecting on the lessons learned. Especially the questions about "What I learned about myself" are easier to go through independently. Everyone shares their experiences with the work community to the extent they feel comfortable with.

- Going through the lessons learned and insights together and preparing for the future.
- Selecting the development areas that are essential for continuous improvement.
- Preparation
- Send an invitation and pre-assignment 3a (What did I personally learn from the crisis?) for the event in time. (See the message template on the next page.)
- Include the outputs of the previous phases in the workshop and display them to support memory.
- Agree with the management in advance on how the development areas will be promoted and how they will be presented in the concluding phase.

What I personally learned from the crisis (3a)

Who: independent work in advance

Why: analysing your own experience and increasing self-knowledge

How: your own reflection on what you learned from the crisis

Duration: 30 minutes

Template for the invitation and the pre-assignment

It is time to come together again for our recovery workshop. We have been working through things as a team to build a shared understanding of what happened and how we experienced it. A lot took place during the crisis, and there is much we can learn from it. The purpose of the next phase is to identify those lessons and to reflect on what we can do better in the future or how we might prepare differently. This process will help strengthen our collective ability to respond effectively going forward.

Your pre-assignment. In the workshop, we will explore learning from several perspectives. Before the session, please take a moment to reflect on: What have you learned about yourself during the crisis? What strengths were revealed? Bring your thoughts to the workshop. You do not need to write anything down or send it in advance. We will briefly discuss these reflections at the beginning of the session. You are welcome to share as much or as little as you feel comfortable. After that, we will continue working from the perspective of the whole work community.

See you on _____ (date / location / your name).

Time use in Phase 3

- If Phase 3 is an event of its own: Description of the goal of the workshop and a round of news as a warm-up (How are you doing? How are you?)
about 15 minutes
- **3a** Introduction to the topic
about 5 minutes
- **3a** Own reflection, what did I learn about myself?
about 5 minutes
- **3a** Light discussion about the previous point (mainly your own reflection)
about 5 minutes
- **3b** What did we learn about customers and partners, the work community, and leadership? Discussion in groups
about 30 minutes
- **3b** A shared discussion about the previous point and supplementing it
about 30 minutes
- **3c** Identifying measures and structuring them in the table of measures
about 30 minutes
- Thanking for the workshop and closing words
about 10 minutes

What we learned together (3b)

| |
|---|
| Who: the entire work community together |
| Why: compiling the key lessons learned by the work community and ensuring they will be made use of |
| How: agreeing on key measures |
| Duration: 30 minutes |

Next, discuss different perspectives to learning. The bolded questions are the main ones, with supporting questions that help deepen the reflection. It is not necessary to answer every question. As the facilitator, you can add additional questions that suit your team's specific situation.

For the purposes of reflection, you can divide the participants into small groups or organize the flip charts in the space so that there is a separate flip chart and a secretary for each point of view and the other participants move from one flip chart to the other. The topics can be discussed in any order. As the facilitator, you can also decide that the small groups each discuss a different topic, for example.



What we learned together (3b)

What did we learn professionally? Where did we succeed? Where should we have acted differently? What do we want to do going forward? What do we want to let go of or leave behind? What are we preparing for in the future? What skills or competencies will we need in similar situations?

What did we learn about our customers? What did we invent or develop? What new observations did we make? What can we make use of going forward? How will we prepare for future situations?

What did we learn about our partners? What new observations did we make? What new ways of working did we develop? What did we learn together?

What did we learn about our work community and leadership? Where did we succeed? What could we do differently? Which new practices will we adopt? What will we let go of? What strengths were revealed?

Agreeing on measures (3c)

Who: the entire work community together

Why: compiling the key lessons learned by the work community and ensuring they will be made use of

How: agreeing on key measures

Duration: 30 minutes

What development actions can we identify based on everything we have discussed so far?

Identify the key lessons for the work community together, as well as the most important growth in skills, and any gaps that have been observed. Go through each perspective one at a time and making sure to define at least the actions that concern the whole work community. You can facilitate this through a group discussion led by you, or by taking another round of discussions? in small groups.

Agree on the most important development actions for the work community and the essential new insights and practices you want to maintain. Also name a responsible person who will remind the team of what was agreed and the timeline for implementing the development actions and maintaining the new learnings.

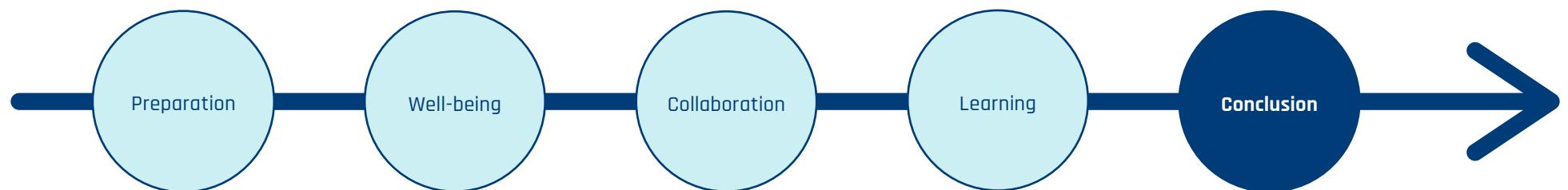
Finally, review how the outcomes of this phase will be used. For example, the ideas you have come up in this phase may develop the preparedness plans, the role assignments , interaction or the division of responsibilities.

If needed, the material from this phase can be revisited later with a smaller group, such as the management team or occupational safety representatives, especially if the discussion brings up ideas or lessons that concern the entire organization.

Agreeing on measures (3c)

| Key lesson learned: what we will strengthen | Agreed measure | Responsible persons | Timetable |
|--|----------------|---------------------|-----------|
| | | | |
| | | | |
| | | | |

Summary and ending the working process



End the working process with a concluding speech, for example, this way:

We have come through a difficult period. It challenged us in many ways. We have worked together to move forward toward a meaningful and ordinary everyday life. We also wanted to prepare for possible future surprises and learn from what happened. Thank you for participating and bringing up your thoughts openly. I believe that we can now continue together towards a good everyday life. Let's have a cup of coffee together.

The summaries of the workshops would be useful to be discussed again in the occupational safety and health committee and the management team. You can extract ideas to improve your processes and create new tools, such as checklists for future unexpected situations. These can be shared later in safety briefings.

You can send a thank-you message to the participants after some time has passed from the last workshop. In the message, you can also review what kind of impact the work done in the workshops has had.

Measures for the management and the occupational safety and health organization

After the shared working process, it is important to share the identified actions and current situation with the responsible persons and networks at the workplace, and to ensure continuity in development. Will the outcomes of the workshops be stored somewhere for future use? Which of the insights identified during the workshops will be integrated into workplace processes, preparedness, and continuity planning?

If needed, you can create a table for these actions like the one used in phase 3c or continue adding to the document started there.

Could recovery workshops also become a regular part of the workplace culture in the future?



Concepts, tips, sources and further reading



Concepts

Work community

For example, a group, team or workplace in which people work to achieve a shared goal. A community is a close group of people who know that they work in the same place and recognize each other by name.

Well-being at work

Work is meaningful and runs smoothly in a safe, health-promoting, and career-supporting work environment and community.

Work ability

The ability of a person to perform work. Work ability comprises several factors, such as physical and mental health, competence, motivation and working conditions. It is built of the individual's resources and work requirements. Both may vary over time. The employee's physical and mental health, competence and motivation lay the basis for work ability. In addition, it is influenced by the individual's life situation, workplace practices and the situation in society.

Functional capacity

The ability of a person to cope with daily tasks and activities in their own living environment. Functional capacity is affected by the individual's characteristics, health and living environment. Functional capacity consists of several dimensions:

Physical capacity

The ability to move and perform physical tasks, such as walking, running and taking care of oneself.

Mental capacity

The ability to process knowledge, feel and experience, make decisions and plan life ahead.

Cognitive capacity

Receiving, processing, storing and using information, such as memory, learning and problem solving.

Social capacity

The ability to act as part of the community and participate in interactive situations.

Crisis

The Security Strategy for Society defines a crisis as a situation in which the vital functions of society are seriously disrupted or threatened. Crises may be natural disasters, technological disruptions, financial crises, pandemics or military threats. The strategy emphasizes preparedness and resilience, so that society can function and recover from crisis situations.

Crisis in an organization

A situation in which the organization's operations are significantly disrupted, and rapid and effective measures are required to manage the situation. Crises may be internal, such as leadership problems or financial difficulties. They may also be external, such as natural disasters, technological disruptions or losses of reputation.

Crisis management requires that the organization has resilience, i.e., an ability to adapt and recover quickly from disruptions. Among other things, this includes open communication, leadership skills, trust and collaboration.

End of the crisis

The acute stage of the crisis is over, possible rescue measures have been taken. The work community is moving to the stage in which it is recovering, and attention is beginning to be focused primarily on normal work.

Response

A reaction to a factor. In rescue services, response means the time elapsing from receiving the alarm to the arrival of the rescue unit to the accident site. The response time is a key indicator for the effectiveness of rescue services because fast responding may reduce the damage caused by accidents and save human lives. At the workplace, the response means managing the immediate, acute situation, such as removing a dangerously behaving person from the facilities or reacting to damaging rumours rapidly with correct information.

Recovery

Begins when the acute situation has been dealt with. Recovery after a distressing event or crisis can be a long process. A recovered work community is able to focus on work and its core tasks, and the incident does not come back to the repeatedly.

Early recovery

Removal of immediate harm, provision of security and protection, immediate crisis assistance.

Long-term recovery

Processing what has happened in such a way that it no longer interferes with the quality of life. In the end, learning from the situation.

Individual recovery

A distressing situation at the workplace affects all those who have experienced the situation, but in different ways. Recovery depends on personal resources, previous experiences of similar situations and the extent to which the situation can be influenced after what has happened. If the situation has felt very difficult, recovery may take a long time. Allowing one's own emotions and listening to one's own condition helps to cope with the situation with time.

Recovery of the work community

Each member of the work community recovers from a distressing situation at their own pace. The entire work community can be considered to have recovered when the event is no longer repeated in the discussions, and the main focus has genuinely moved back to work.

Tips for facilitation

- Plan the schedule for the working phases to fit the time available. Reserve enough time. Organize the workshops at a time that suits as many participants as possible and send out invitations well in advance.
- Choose a suitable space. A good space allows several people to gather around the same wall, flipchart, or table. An auditorium is not an ideal location.
- You may want to speak in advance with management representatives or other responsible persons about how they will participate and how the insights from the workshop will be carried forward. You can also invite a representative from the workplace to thank participants for their efforts during the crisis.
- Let participants decide for themselves how much they want to share about their experiences. While it is important to ensure everyone has the opportunity to speak, do not put pressure on anyone to respond. Also avoid going around the room in order, asking each person to speak. Participation in the workshop can be meaningful even if someone chooses not to speak at all.
- You can also organize the workshops online if your work community is used to operating in a digital environment. In that case, you can use survey tools (e.g. Forms or Flinga) and digital whiteboards (e.g. Flinga, Miro, or Whiteboard in the M365 suite). You can copy the texts of the statements and headings in the templates from the document in the workshop material. Build the whiteboard setup in the way that works best with the tool you are using. If you wish, you can take screenshots of the timeline materials and use them as a base for digital collaboration.
- Think about how to verbalize the presentations and instructions for the different phases. You can take advantage of the “Why & How” -table at the beginning of each phase.
- Remember to plan in advance how you will prioritize the development areas in practice. For example, each person may have four votes, i.e. lines that they can draw for the area concerned on a printed paper or on the whiteboard in the meeting room. In a digital workshop, it is advisable to use tools in which voting is possible.
- Also plan how you will store the outputs of the working process between and after the workshops.
- As for facilitation in Phase 3, the World Cafe methods, in which one person per theme acts as a secretary and the rest of the participants go around the different themes, are an example of suitable methods. In the material, one main question per theme is highlighted and the other questions are there to activate the discussion. It is not necessary to answer every question.

References and Further Reading

Australian Disaster Resilience Community Recovery Handbook (AIDR 2018).

Antonovsky, A. (1979). *Health, Stress, and Coping. New Perspectives on Mental and Physical Well-Being*. Jossey-Bass, San Francisco.

Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. *Canadian Psychology / Psychologie canadienne*, 49(3), 182-185. <https://doi.org/10.1037/a0012801>

Everly, G S. (2006). Assisting individual in crisis. 4th edition. International Critical Incident Stress Foundation, Inc. Ellicott city, Maryland USA.

Feuer, B.S. (2021). First Responder Peer Support: An Evidence-Informed Approach. *J Police Crim Psych* 36, 365–371. <https://doi.org/10.1007/s11896-020-09420-z>

Häiriö- ja kriisitilanteisiin varautuminen. Ohjeet erilaisiin häiriö-, kriisi- ja poikkeuksellisiin tilanteisiin varautumiseen. Suomi.fi. <https://www.suomi.fi/oppaat/varautuminen>

Litz, B., Gray, M., Bryant, R. & Adler, A. (2002). Early Intervention for Trauma: Current Status and Future Directions. *Clinical Psychology Science and Practice*: 9: 112–132.

Leading in disaster recovery: A companion through the chaos. ResOrgs. <https://www.resorgs.org.nz/leading-disaster-recovery/>

Mitchell, J. (2006). Critical Incident Stress Management (CISM), Group crisis intervention. 4th edition. International Critical Incident Stress Foundation, Inc. Ellicott city, Maryland USA.

Nilakant et al. (2016). Dynamics of organisational response to a disaster: A study of organisations impacted by earthquakes **Hall, M., Malinen, S., Vosslamber, R. & Wordsworth, R.** Business and Post-disaster Management. Business, organisational and consumer resilience and the Christchurch earthquakes. Routledge: Great Britain and United States.

Recovery Basics: the impact of disasters on communities and individuals. Australian Red Cross. <https://www.redcross.org.au/>

Stevenson, J.R., Chang-Richards, Y., Conradson, D., Wilkinson, S., Vargo, J., Seville, E., Brunsdon, D., Eeri, M. (2014). Organizational Networks and Recovery Following the Canterbury Earthquakes, Earthquake Spectra. Volume: 30 issue: 1, page(s): 555–575.

Teperi, A-M. (2023). Ihminen turvallisuuden tekijänä. Gaudeamus.