Essential ingredients for a successful wellbeing culture

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Copy of these slides at: www.aaronjarden.com
3. Сведения о наличии товаров
При мне и моем багаже есть товары и иные предметы, которые подлежат обязательному декларированию, и перемещение которых через таможенную границу Таджикистана осуществляется по разрешительным документам соответствующих компетентных органов.
3.1. Сумма национальной единицы валюты Таджикистана и иной наличной валюты, валютных ценностей, количество изделий из драгоценных металлов в любом виде состояния.

| Наименование валюты, ценностей или изделий | цифрами | Сумма / количество
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2. Любое оружие, боеприпасы, взрывчатые вещества

3. Наркотики психотропные вещества

4. Предметы старины и искусства

5. Печатные издания и прочие носители информации

6. Ядовитые и сильнодействующие вещества, лекарства

7. Радиоактивные материалы

8. Объекты флоры и фауны, их составляющие и полученные из них продукция

9. Высокочастотные радиоэлектронные устройства и средства связи

10. Товары, подлежащие налогообложению

11. Временно ввозимые (вывозимые) товары

12. Транспортные средства

*Для таможенного контроля подробные ведомости о товарах, указанных в пунктах 3.2-3.12 (в случаях их наличия), необходимо указать на оборотной стороне декларации в пункте 4.*
Overview

- My perspective and your perspective.
- Positive psychology and wellbeing science.
- Some essential ingredients to a successful wellbeing program.
- Case studies.
My goal

• “My goal is simple. It is complete understanding of human wellbeing, why it is as it is and how it can be improved.”

• Within an organisational setting, it’s to enable organisations to invest in creating more rewarding, happier jobs for their people. To create positive workplaces where people are able to do meaningful and enjoyable work that taps into their greatest strengths and their most important goals. To capitalise on the unique intellectual and personal strengths of each employee by focusing less on getting employees to do their work and fixing problems and into promoting excellence by enabling them to do good work; their best work.

Wellbeing ⇔ Engagement ⇔ Productivity ⇔ Business success (academic success)

Your goal

• What’s your goal?

• Do you need to focus more on what success looks like for your school at a student or staff level?
Positive psychology and wellbeing science

- Positive psychology is a branch of psychology that conducts scientific inquiry into the factors that help individuals, communities and organisations thrive by building on their strengths and virtues.
- Positive psychology is the study of topics as diverse as happiness, optimism, hope, flow, meaning, subjective wellbeing and personal growth.
- Positive psychology aims to expand psychology from its focus on repairing the negatives in life to also promoting the positives in life.
- Positive education is “an umbrella term used to describe empirically validated interventions and programs from positive psychology that have impact on student wellbeing” (White & Murray, 2015).
What is optimal human functioning?
The good life

Aaron on wellbeing science

- The good life is best construed as a matrix that includes happiness, occasional sadness, a sense of purpose, playfulness, and psychological flexibility, as well as autonomy, mastery, and belonging/connection.

- For me it’s not just about learning to be more positive – it’s about using scientifically-informed tools and strategies to make my thinking more flexible, accurate, clear, and expansive. This thinking (I hope) leads to greater happiness and more healthy behaviours.
Wellbeing science to date

Progress

- Positive neuroscience
- Positive education
- Positive health
- Military
- Positive organisations
- National accounts of wellbeing
- Culture and wellbeing

New areas emerging

- Discomfort
- Strategic laziness
- Play
- Slowness
- Nature
- Wellbeing technology
- The most disadvantaged (little samples)
- Physical health and wellbeing
- Positive failure
- Risk and free range kids
First up, let’s taste it

Step 1: Pair up.

Step 2: In 2 minutes (1 minute each), tell a story – a thoughtful narrative with a beginning, middle and end – that illustrates when you are at your best at school (or your work).

Note: Swap when you hear the bell the first time after 1 minute, stop completely when you hear the bell the second time after 2 minutes.
Key point:

- Wield your strengths at work – they are paths to engagement and enjoyment.
A recipe of essential ingredients to a successful wellbeing program

• Beautiful questions.
• Wellbeing assessment and evaluation.
• A wellbeing framework and models.
• Positive leadership and champions.
• Tools and programs.
• Risks.
• A whole bunch of other stuff, like:
  – Onboarding and communications and simplifying messages.
  – Resources: Time and money.
  – Timing and readiness (receptivity) for change – wellbeing is hard work and takes time.
  – Program scope and focus.
Beautiful questions

1. What’s working?
   - What has already been embedded within the school?
   - Why is it working?
     - What (or more likely who) has sustained this embedding?
     - What are the positive processes? How did they happen?
   - Measuring IV’s and DV’s - indicators of change.
   - Pre – post and longer term assessment.

2. What has failed?
   - Why?
   - Disengaged health & safety?

3. How will you know wellbeing has worked?
   - Types of evidence and triangulating information.

4. Is the school ready and willing for wellbeing? (or more likely ‘who’ in the school is ready?).

5. Is the school connected to wellbeing people, expertise and knowledge? (support)

6. Why are the staff working there? What do they want out of work? What does a good day at work look like?

7. Is there much point increasing wellbeing, when illbeing is bad or getting worse?

8. How will the school capitalise on other opportunities during the wellbeing change?

9. How do you celebrate success?
Wellbeing assessment and evaluation

- Assessments create opportunities for conversations, conversations improve wellbeing (also use existing events, and create new wellbeing events to do so).
- Assessments allow data-driven decision making.
- Specific organisation:
  - www.workonwellbeing.com (declaration of conflict: I am a part owner)
  - www.happinessatworksurvey.com
- Specific schools:
  - www.awesomeschools.com (declaration of conflict: I am a part owner)
  - www.wbprofiler.com.au
A wellbeing framework and various models

- Me, we, us

- Embedding change must be holistic and systemic in order to be sustainable. All organizations are complex and dynamic systems, not simple and linear. As a result, a simple cause-and-effect approach to embedding change will not work.
A wellbeing framework and models

- Work wellbeing
A wellbeing framework and models

- PERMA+
- 5 Ways to Wellbeing
- 5 domains of functioning

Positive Emotion
Engagement
Relationships
Meaning
Accomplishment

Optimism
Physical Activity
Nutrition
Sleep

Five ways to wellbeing
Wellbeing frameworks and models

• Comparing models

Flourishing

• Positive emotion
• Engagement
• Positive relationships
• Meaning and purpose
• Accomplishment / competence

Keyes
Flourishing
• Emotional Wellbeing
  • Positive affect (happy)
  • Life satisfaction
• Social Wellbeing
  • Social contribution
  • Social integration
  • Social actualisation
  • Social acceptance
• Psychological Wellbeing
  • Self-acceptance
  • Environmental mastery
  • Positive relationships
  • Personal growth
  • Autonomy
  • Purpose in life

Huppert & So
Flourishing
• Positive Appraisal
  • Positive emotion
• Positive Functioning
  • Engagement
  • Competence
  • Meaning
  • Positive relationships
• Positive Characteristics
  • Emotional stability
  • Vitality
  • Optimism
  • Resilience
  • Self-esteem

Diener et al.
Flourishing
• Purpose and meaning
• Positive relationships
• Engagement
• Social contribution
• Competence
• Self-acceptance
• Optimism
• Self-esteem

Seligman et al.
Flourishing
• Positive emotion
• Engagement
• Positive relationships
• Meaning and purpose
• Accomplishment / competence
Wellbeing frameworks and models

- And there are many others...
Geelong Breathing

- **Breath One.** Take a deep breath in through your nose and fill your lungs with as much air as possible. As you are doing so, notice your physical body and any points of pain or tension. As you breath out slowly through your mouth, imagine you are pushing or releasing any tension away. Feel yourself sink into your chair or the floor if you are standing.

- **Breath Two.** Take a deep breath in through your nose and fill your lungs with as much air as possible. Now as you breathe out think about what you are grateful for right at this very moment. Not what you are grateful for that has happened in the past, or looking towards the future, but right in this very moment think about one thing you are grateful for and exhale slowly. Say to yourself “Right now I am grateful for…”.

- **Breath Three.** Take a deep breath in through your nose and fill your lungs with as much air as possible. Now as you breathe out think about your frame of reference and what intentional state you want to be in right now. Do you intend to be kind? Do you intend to be open minded? Do you intend to be peaceful? Whatever intention you wish to have at this present moment, cultivate it when you exhale by saying to yourself “My intention right now is to be …”.

- Credit: This exercise was developed by Justin Robinson, Head of Positive Education at Geelong Grammer School in Australia. 

Quick break
Positive leadership and champions

- Champions start wellbeing programs and keep them going. You want them championing the change from the bottom up and inside out.
- Positive leaders have a simple clear co-developed vision that is idealist, visual, long-term, challenging and realistic.
- Change must have a clear strategic mandate and be linked to a compelling rationale.
- Positive leadership is crucial:
  - Leadership involvement was cited as the most effective factor for a successful wellbeing program by 59 percent of employer respondents (State of Workplace Wellbeing Survey).

Essential ingredients

Old way
Employees are our biggest risk
Top-down communication
Skill over behaviour
Manage time
Set working schedule
Friday's rock
Corporate jargon
Double standard
Fear of failure
Value for shareholders

Next way
Employees are our biggest asset
Open transparent communication
Behaviour over skill
Empower results
Flexible working schedule
Doing meaningful work
Authenticity and honesty
One standard
Fail fast, often
Value for all stakeholders
Wellbeing tools: Apps and e-learning

- Make a distinction between “wellbeing skill building tools” and tools that “increase wellbeing”.
- (declaration of conflict: I am a part owner of Open the Door and Plus Wellbeing)
Essential ingredients

Risks

• Overpromise, under deliver – selling false hope. Hard to come back from.
• Bad advice, poor program logic.
• Low ROI, look bad to those above.
• Influence of the bad apples and win-lose power struggles.
• Expecting fast change – wellbeing is hard work and takes time.
• A vision alone is not sufficient to capture the hearts and minds of everyone but it is a good start. People must be able to make the link with what is important to them personally.
• Be prepared to ‘course correct’. Very few change programmes end up exactly where they predicted at the outset, for many reasons. Ensure you have checkpoints.
• A lack of leadership and top level support is the main reason for the failure to sustain wellbeing changes in an organisation.
Other stuff:

- Clear, minimal, transparent, communication (no long docs, less email) – builds trust.
- Sense of meaning, being autonomy supportive, and job-crafting (Gavin will rock this this afternoon).
- Endorse things officially.
- No one-size model – scientifically informed practice, trial and error.
- Create time and space for wellbeing, and timing important (when to introduce, when to embed).
- Play is much underrated. As is simplification.
- Use of strengths.
- Have an implementation plan. Implementation science has a lot to offer…
- Linking wellbeing metrics to KPI’s.
- Pull people into a better future, rather than push them from the past.
Create your own checklist, might look like this:

✓ The workplace has to ‘feel’ good.
✓ Play to everyone’s strengths.
✓ Encourage risk and failure.
✓ Build social capital.
✓ Be grateful, authentic and appreciative at all levels.
✓ Create the conditions for change.
✓ Create positive practices.
“Wellbeing is measurable, teachable and learnable”
Positive mental health and wellbeing for a resilient society.

Position South Australia as the State of Wellbeing

Measure the wellbeing of all South Australians and beyond

Teach, build and embed wellbeing science

Generate and publish research on how to build wellbeing efficiently, at scale, across the life course

Organisations, Government, Schools, Ageing, Youth, Community
RESULTS
Auto-manufacturing industry

Results vary according to cohort, positive results in the automotive industry include:

- 12% increase in wellbeing and resilience
- 38% reduction in absenteeism
- 21% reduction in lost time due to injuries
- 19% reduction in demand on internal physiotherapist rehab
- 25% reduction performance management cases
Some good examples

- CEO Friday lunch.
- 10/2 rule - Ritz-Carlton.
- Cape of awesomeness.
- Gratitude walls.
- Entrance door activities and messaging.
- Team meetings – start with ‘what went well?’, walking meetings.
- Gamification (leader boards, points, etc.).
- Visual artefacts
David Mezinec – Principal Tenison Woods College

- In essence, a critical question to be asked in relation to Positive Education in Schools on scale and over time, is **what makes it stick?**
- What are the learnings of schools that have embraced Positive Education in relation to success of their programs over the long term measured by the success of their students?
- How have their improved whole school environments informed by Positive Education increased student productivity, pro-social skills, academic outcomes and life satisfaction?
- What measurable and sustained impacts have the application of Positive Education had on teacher, student and parent wellbeing behaviours?
- How and why did schools select their Positive Education Approach?
- What outcomes were achieved?
- Did the outcomes generate a change in behaviour in staff, students and parents?
Some key points

• Be careful filling in customs forms.
• When you are at your best, you’re deploying your strengths.
• Geelong three breaths is portable.
• Select tools wisely, and place them in a framework / model.
• Assessment and leadership are crucial to sustainable change.
• Ask others: “What does a great day at school look like?”
• Experiment with and build your own wellbeing skills first.
• Come speak to us at the Wellbeing and Resilience Centre at SAHMRI
Nothing GREAT was ever achieved without enthusiasm

Emerson