Wellbeing science, measurement, and wellbeing cultures

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8th June 2017
Tenison Woods College
SA

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.

<table>
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<tr>
<th>Наименование валюты, ценности или изделия</th>
<th>Сумма / количество</th>
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<td>прописью</td>
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Да☐ Нет☐

3.2. Любое оружие, боеприпасы, взрывчатые вещества ☐☐
3.3. Наркотики психотропные вещества ☐☐
3.4. Предметы старины и искусства ☐☐
3.5. Печатные издания и прочие носители информации ☐☐
3.6. Ядовитые и сильнодействующие вещества, лекарства ☐☐
3.7. Радиоактивные материалы ☐☐
3.8. Объекты флоры и фауны, их составляющие и полученные из них продукция ☐☐
3.9. Высокоочастотные радиоэлектронные устройства и средства связи ☐☐
3.10. Товары, подлежащие налогообложению ☐☐
3.11. Временно ввозимые (вывозимые) товары ☐☐
3.12. Транспортные средства ☐☐

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

• My perspective and your perspective.
• Positive psychology and wellbeing science.
• Tenison Woods survey results so far – students and staff.
• Measurement of wellbeing.
• Some essential ingredients for a successful wellbeing culture.
• Digital technologies.
• Suggestions.

But also remember, I'm new to Australia and the Wellbeing and Resilience Centre, so I don’t have all the information and history…
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?
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 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
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.
- Do you remember your strengths profile from the TechWerks training?
Some insights

- 54 staff (of 125) responded.
  - Strong relationships for females (but 86% were female).
  - Sense of meaning and purpose strong.
  - PERMA increased with age.
  - Health could be improved - Plus elements (optimism, eat, move, sleep) related to PERMA.
  - Accomplishment and Engagement could be improved – but same for the rest of SA.
  - However, we need more responses, better data…

Table 1: PERMA (Tenison Woods College staff and parents, by gender) as compared to the Australian/New Zealand mean scores

<table>
<thead>
<tr>
<th>TOTAL (n=54)</th>
<th>P</th>
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<th>R</th>
<th>M</th>
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<th>PERMA</th>
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<tbody>
<tr>
<td>Male</td>
<td>6.9</td>
<td>7.0</td>
<td>7.0</td>
<td>7.4</td>
<td>7.3</td>
<td>7.1</td>
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<td>Female</td>
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<td><strong>Total</strong></td>
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<tr>
<td>Australian/NZ mean¹</td>
<td>6.7</td>
<td>7.3</td>
<td>6.9</td>
<td>7.0</td>
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GREEN = above the Australian norm value; YELLOW = average (compared to the Australian norm); and RED indicates that you could focus on this area to increase overall wellbeing. ²(Butler and Kern 2016)

Colours are based upon a variance of >=0.2
Figure 1. A comparison between six samples on the five PERMA wellbeing domains.
PERMA+ 2016 staff survey
Some suggestions:

- 152 students responded.
- Results normed against a large South Australian sample.
  - Across all measures (i.e., happiness, optimism, sadness, emotion regulation, sleep, etc) and constructs, TWC students reported higher wellbeing than SA students.
  - There is room to increase optimism.
  - There is room to increase emotion regulation skills.
  - Worries/anxiety can be targeted – what are students worrying about?
  - High peer belonging and friendship intimacy should be celebrated.
Themes

• What one thing, more than anything else, makes your school a great place?
  – Relationships (that meet needs)
    • Friends
    • Good teachers (passionate, approachable)
  – Sense of safety (absence of bullying, supportive teachers)
  – School culture
    • a culture of great education and aspiration
    • a culture of acceptance and kindness (caring community)
    • a sense of great opportunities - variety of activities and educational options

N = 3,000 randomly selected responses
Measurement of wellbeing

- Friends
- School
- Teachers
- People
- Good
- Support
- Opportunities
- Students
- Make
- Activities
- Community
- Love
- Always
- Friendly
- Sport
- Happy
- Get
- Music
- Caring
- Learning
- Amazing
- Time
- Around
- Things
- Really
- Nice
- Well
- Help
- Environment
- Group
- Amount
- New
- Best
- One
- Caring
- Atmosphere
- Subjects
- Many
- Facilities
- Learn
- Amazing
- Learning
- Classes
- Talking
- Supportive
- Way
- Conservative
- Best
Themes

- What one thing, more than anything else, needs to change to make your school a great place?
  - Expectations (test pressure, stress levels)
  - Strict rules (uniforms, access to rooms/locations)
  - Homework quantity (study/life balance)
  - Food (quality, expense)
  - Communication – between students and teachers
  - Physical environment (air-conditioning, better lockers)
Measurement of wellbeing

students
teachers
school
needs
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Next staff survey now open! – as of today...

- There are two versions this round:
  - Survey Monkey – 62 questions, shorter, about 8 to 10 minutes. Same as previous.
  - Wellbeing and Resilience Centre survey – 102 questions, longer, about 15 minutes, get contextualized 34 page wellbeing pdf report.
The importance of measurement

- You can only manage what you measure – better measurement data allows better management. Assessments allow data-driven decision making.

- Many ways of assessment.
  - Tests / Surveys (Paper based and online - no real difference between paper and online).
  - Self-monitoring.
  - Observation.
  - Physiological measures (heart rate, skin conductivity, etc).
  - Interview.
  - Existing records.

- Tracking change over time is important and where the action is.

- It’s not just the change in wellbeing outcome, it’s understanding the drivers of wellbeing change!

- Assessments create opportunities for conversations, conversations improve wellbeing (also use existing events, and create new wellbeing events to do so).
Taking stock

How’s PERMA fitting?

Flourishing

- Positive emotion
- Engagement
- Positive relationships
- Meaning and purpose
- Accomplishment / competence
Tailor wellbeing interventions better:

- One-size-fits-all interventions?
- Authentic delivery.
- More experiential learning (activities).
- More group based learning.
- Supportive environments for change.
- Better evaluation.
- Longer term impact (like China).
- Efficacy vs effectiveness.
- Selling false hope.
- Super charge them.

A joyful life is an individual creation that cannot be copied from a recipe
- Mihály Csíkszentmihályi
Stretch
A recipe of essential ingredients to a successful wellbeing culture

Almost all of what follows is applicable for student wellbeing as for staff wellbeing.

- Asking beautiful questions.
- 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?
A wellbeing framework and various models

- Me, we, us

Embedding change must be holistic and systemic in order to be sustainable. All organizations and schools 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
Wellbeing frameworks and models

- And there are many others...
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).
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 breathe 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.
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.
More essentials

Other stuff:

• Clear, minimal, transparent, communication (no long docs, less email) – builds trust.
• Sense of meaning, being autonomy supportive, and job-crafting.
• 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 – teachers are time poor.
• 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 technology:

- Increasing complexity – humans are the bottleneck.
- Apps and websites.
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)
Some more suggestions to consider

- Where (or better ‘when’) is your focus? - Me, We, Us?
- Free range and risky play – Google Swanson School, Auckland, NZ
- Low carb food.
Peak-end theory

- Peak-end theory (psychological heuristic) - Barbara Fredrickson & Daniel Kahneman
- Peak-end theory states that people’s judgments of their overall experience (like of this 60 minute talk) is greatly influenced by the peak of their experience, and how it ends. It has to do with our memory of experiences…
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 – take this with you today.
- Select tools wisely, and place them in a framework / model.
- Assessment and leadership are crucial to sustainable change.
- Ask others (staff and students): “What does a great day at school look like?”
- Experiment with and build your own wellbeing skills first.

The Wellbeing and Resilience Centre at SAHMRI is proud to partner with Tenison Woods.
Nothing GREAT was ever achieved without enthusiasm

Emerson