Professional Development Series

ICTWAND

FOR LEADERS

Happiness at work

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CREATING HAPPINESS AT WORK
An organisational perspective

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Positive organisational scholarship is the study of that which is positive, flourishing, and life-giving in organisations. There is a plethora of research on positive psychology, well-being, happiness and happiness at work that leaders can tap into when considering how to ensure every employee thrives. Numerous factors influence the happiness of a workplace. The decisions made by various leaders, the company's culture, and its historical background intertwine, all playing a role in the level of happiness within the organisation.

Actions:

1) Build your knowledge of happiness at work and positive organisational scholarship. The more you know, the more your will 'see' the factors at play and how different elements are interacting.

2) Collect stories about happiness and success in your school, identify strengths on which developments can be built and develop your ideas for a positive future.

3) Work to identify the current level of employee happiness. Seek to unpick and understand what has brought the organisation to this point.

4) Create a strategic plan to increase organisational happiness.

5) Task each leader with implementing 'happiness at work' theory every day.

Working on achieving organisational happiness has two sides: One, it benefits the individual, and two it benefits the organisation.

"The Positive Workplace is not an individual's needs and desires around work supplanting those of the organisation. Rather, the Positive Workplace is on where the environment supports flourishing individuals and as a result the organisation achieves its strategic objectives."* As you will find through studying the research and hearing from experts in the field, the benefits to the organisation are vast, e.g. improved productivity, reduced staff turnover, higher levels of creativity, greater customer satisfaction, increased efficiency. And so too are the benefits for the individual. For example, the main findings of a review by Meyers in 2012 found that positive psychology interventions in the workplace consistency enhanced employee well-being with particular benefits for happiness, positive mood, positive emotions, vigour, positive self-view, hope, optimism, self-efficacy and resilience, as well as decreasing negatives such as stress, anxiety and negative self view.

"For individuals, flourishing has come to mean being able to be your best self; to know, understand, and be able to manage yourself; to appreciate and contribute your unique gifts and perspectives at work; to appreciate the unique contributions of colleagues; to find engagement, flow, and challenge at work; to find meaning and purpose; to pursue growth and development professionally; to enjoy a supportive working environment: physically, intellectually, emotionally, and socially."*

With so many benefits to both the organisation (school) and the employee (leaders, teachers, TAs, wider staff team) can you afford to not to work on developing a happier workplace?

This booklet is designed to be used as part of the Crane Happiness Leadership Programme and as such it does not aim to stand alone, but instead it is designed to be a useful resource to stimulate professional discussion. It aims to break down Happiness at Work into clear sections to aid colleagues in assessing the current position and identifying areas for improvement.

*Oxford Handbook of Positive Psychology at Work, 2010.

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CONTENT

What can you find inside?

LEADERSHIP DEVELOPMENT
# Is it possible to influence happiness at work?

It is true that genes and personality explain some of the person-level variances in happiness, with some individuals being naturally programmed to be happier (Diener et al 1999; Lucas 2008). Research on twins suggests that up to 50% of variance in subjective well-being is genetic (Lykken and Tellegen, 1996; Weis et al 2008). Traits that are likely to increase happiness include extroversion, emotional stability, locus of control, optimism and self-esteem (Steel et al, 2008; Lucas 2008). Some people are more influenced by positive experiences than others, and they are less affected by negative experiences than others. Dispositionally happy people tend to focus on their successes rather than their failures, tend to have better coping strategies, and tend to choose relationships that are more positive.

There is research that provides insights into what might increase general happiness. For example, progress towards goals one has set (Carver and Scheier 1990; Sheldon and Elliot 1999) and from employing one's unique set of strengths (Seligman et al, 2005). This is as relevant at work as it is outside of work. There are a plethora of 'self-help' books from social psychologists that suggest ways of improving authentic happiness, such as practicing character virtues such as kindness, gratitude, optimism, curiosity, playfulness, humour, open-mindedness and hope, alongside pursuing personal growth, developing relationships, engaging in community and investing in health (Seligman 2002). Shawn Achor, the author of several books on happiness, promotes the idea of training the brain to focus on the positive, e.g. writing down at the end of each day three things you are grateful for can support a positive disposition. "While the human brain receives 11 million pieces of information every second

from our environment, it can process only 40 bits per second, which means it has to choose what tiny percentage of this to input and process and attend to, and what huge chunk to dismiss or ignore. Thus your reality is a choice; what you choose to focus on shapes how you see, perceive and interpret the world." You can place two people in exactly the same situation, one might feel happy and one not. Only a small percentage of the external environment can predict levels of happiness. Instead, the lens through which the person looks will have a far greater influence on levels of happiness.

As people spend a large percentage of time at work, how they feel about work and how they experience work makes a significant contribution to overall levels of happiness, and due to the impact work has on people, it is perhaps socially and ethically responsible to consider how as leaders we can help people be as happy at work as possible. In addition, achieving happiness at work has been shown to have a positive impact on the organisation, e.g. increased productivity, improved outcomes, greater customer satisfaction, higher profitability, improved workplace behaviours (such as teamwork), lower levels of absenteeism, reduced illness of employees, reduced turnover, reduced instances of burnout. With this in mind, it would appear irresponsible of leaders not to consider how to create a workplace that supports colleagues to be happy at work (HAW) (Ozkara San 2015; Thompson & Bruk Lee 2020; Penaler at al 2017; Gallup 2013).
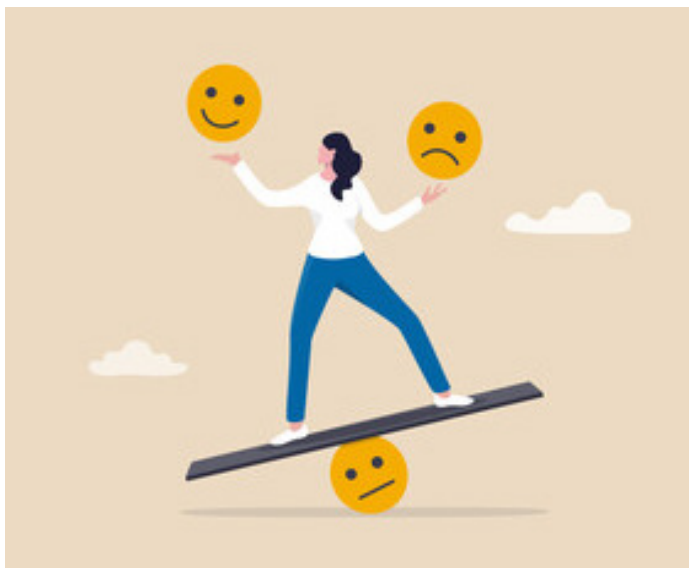
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What does the research tell us about happiness in the workplace?

Employees are happy when they '**trust** the people they work for, have **pride** in what they do, and **enjoy the people** they work with' according to The Great Place to Work Institute. Sirota et al (2005) highlight **equity** (respectful and dignified treatment, fairness, security), **achievement** (pride in company, empowerment, feedback, job challenge) and **camaraderie** with colleagues. According to Fisher 2010,

> *'Employees spend most of their work time <u>performing or attempting to perform</u>, so **beliefs about how well they are doing** should be both salient and continuously available.'*

We know that **goal achievement** and **positive feedback** predict satisfaction (Kluger and DeNisi 1996; Kluger et al. 1994; Locke et al. 1970). Perceived performance is particularly important to people who care about their work. All steps to enable the person to be able to feel 'job well done' supports happiness, including the steps taken by leaders to eliminate barriers and reduce minor hassles that supports colleagues to perform well. **Much of the research focuses at 'job level'**, e.g. the positive affect of performing meaningful work, undertaking challenging and interesting work, being able to achieve a state of flow where time passes quickly due to being immersed in the work, using strengths, receiving feedback on performance. Morgeson and Humphrey (2006) add to this elements that also impact at 'job level' such as **levels of autonomy,** being able to **influence working practices**, the working conditions in which the employee is operating and the equipment - e.g. match of equipment to performing the job. Warr (2007) adds **environmental clarity**, **contact** with others, **security** and **safety**, **supportive supervision**, **variety** of tasks, and **career outlook**. Warr's 'vitamin model' suggests:

> *Like some vitamins, increasing job characteristics improve well-being only until deficiencies are overcome and one reaches the 'recommended daily allowance', and just like some vitamins it is possible to overdose.*

Exactly what that 'allowance' looks like may vary between people. For example, Generation Z, Millennials and those who have 'learner' in their strengths profile will desire professional growth and thereore are likely to need a 'high dose', whilst other people may have a lower need for this 'vitamin' in their working life. Warr suggests, for example, that people can have too much control over their work, too much clarity, and too much variety. Therefore working out the sweet spot for each person is important for leaders.

The leadership link

Moving away from job level factors, many researchers identify leadership as a strong variable in workplace happiness. Charismatic leadership is related to employee satisfaction. However, the impact of leadership on happiness levels has become more complex due to generational differences in what employees want from a leader and post Covid employee needs. Generation Z, for example, seek authentic leaders who can support their growth, provide ongoing feedback, have high levels of interpersonal communication, embrace digital connectivity, are prepared to embrace conflict and encourage diversity, are prepared to take risks and are capable of inclusivity (Lev 2022; Meng & Badri 2021). They are more likely to be happy with leaders who pay them personal attention, are available and listen. 'Trust' tends to be a reoccurring theme across all generations. And, leaders who regularly seek to recognise and reward employees efforts, using positive feedback to unlock potential, and who generate an atmosphere of mutual gratitude are likely to have happier teams (Eric Mosley).

One factor appears to be **authentic leadership**. "Authentic leadership has been defined as being self-aware, genuine, optimistic, balanced in terms of decision-making, and transparent in enacting leadership that energizes people, builds trust, and reinforces and develops the leaders' and followers' strengths" (Avolio & Luthans, 2006).

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More specifically, Avolio and colleagues defined authentic leaders as those "who are deeply aware of how they think and behave and are perceived by others as being aware of their own and others' values/moral perspective, knowledge, and strengths" (Avolio, Luthans, & Walumbwa, 2004, p. 4 as cited by Avolio, Gardner, Walumbwa, Luthans, & May, 2004). - Extract from the Oxford Handbook of Positive Psychology and Work.

Interpersonal elements

Research continues to grow in relation to a third area, that of other people and social connection in the workplace. Tom Rath's book 'Vital Friends' (2006) reported that people who said they had a best friend at work were seven times more likely to be engaged in their work. There is also evidence of emotional 'contagion' from leaders to followers, and between team mates. The leader or direct supervisor is likely to have the most impact in setting the tone, therefore leaders with optimistic outlooks are desirable.

As humans, we need to be connected and form relationships with others. In order to satisfy our need to belong, our relationships need to exhibit certain features. The first of these is to spend time together. Frequent interactions are needed to create bonds. Second, relationships tend to develop better when they exhibit stability, e.g. teams tend to be stronger when they have worked together for a long period of time, particularly as the team learn about each other and devise ways of working effectively together. (Consider, for example, Tuckman's model of team development - norming, forming, storming and performing.) Third, the relationships need to be free from chronic conflict. Whilst some conflict can be beneficial in team work (e.g. diverse opinions and different ways of thinking) interpersonal conflict is likely to impact on the whole team. And finally, relationships tend to be sustained when there is mutual affective concern. Both parties give and receive. Both parties feel liked and loved and therefore the relationship concerns welfare. Healthy team attachments are characterised by friendly, accepting, and interpersonal styles, and by mutual respect and an awareness of each others' needs. Individuals securely attached to their team are likely to feel safe and secure, knowing their colleagues can be relied upon and confident they will offer support in the face of difficulties. This tends to enable colleagues to adapt better to changes, be prepared to take more risks and openly share information.

Variations

Whilst there is a body of research that organisations and leaders can draw on to help increase happiness at work, it must be remembered that happiness and positive attitudes are not created by environments or events, but rather by individuals *perceptions, interpretations and appraisals* of the environment and events (Fisher, 2010). When employees complete surveys or talk about work happiness or elements such as well-being it is subjective.

We can draw on research for 'typicality' and 'generalisations', but it is important to know the people who are actually in your team.

Bowling (2005) suggest that there are three elements to individual dispositions that influence the extent to which people are happy at work:

1) employee equilibrium or adaptation to job satisfaction, sometimes referred to an individuals 'set point';

2) employee's sensitivity to work place events;

3) the speed at which job satisfaction returns to equilibrium after one is exposed to a workplace event.

The 'set point' is what needs to be in place for people to feel 'job satisfaction' or 'happiness'. For some, the 'bar' is quite high and it can be difficult to achieve the feeling, whilst for others the 'bar' can be quite low, making it much easier to achieve positive feelings. It is possible to help people to lower the bar so that they can spend more of their time feeling happy, as well as seeking to improve workplace happiness to ensure the majority of colleagues are happy at work.

The three factors (set point, sensitivity to events, speed of returning to equilibrium) may help to explain how workplace events can impact differently on people. For

some the impact may be little to none, for others the same event can be significant and the impact substantial. It is useful for leaders to consider this when preparing for an event or responding to an event.

In addition, there is an element as to how much the job is a 'fit' to the persons requirements. The Theory of World Adjustment (Dawis and Lofquist 1984) states satisfaction occurs when there is alignment between the job and the needs of the person, e.g. personality type, values, levels of flexibility, pay, working hours, type of environment. For some people, their level of happiness at work will only improve by changing their career.

The impact of flourishing, happiness at work and well-being on pupil outcomes

It is not a leap to assume that happy teachers are likely to generate happier, more pleasant learning environments that in turn are likely to lead to happier pupils who are, as a result, more likely to flourish. Whilst we could at this point state research pieces and statistics about the impact of happiness at work on pupil outcomes, instead, we could spend the time considering in what ways happiness at work might manifest itself in the classroom.

For example, there is research that when pupils perceive the teacher to be happy, they are more likely themselves to feel positive and motivated. In what ways do the positive emotions of teachers such as curiosity, joy, optimism, pleasure, and enjoyment generate positive emotions in pupils? How can we support teachers to have increased positive feelings when they are in the classroom?

To what extent does happiness at work influence how the teacher interacts with pupils in the classroom and the relationships that are formed? For example, how might happiness impact on levels of patience, pace of lesson, teacher tone and choice of words when speaking to pupils, body language, decision making, behaviour management, quality of explanations, responding to pupils' errors and misconceptions, handling behaviour problems? To what extent does teacher happiness impact on the 'supportive climate' of a classroom? Do pupils receive more help, better
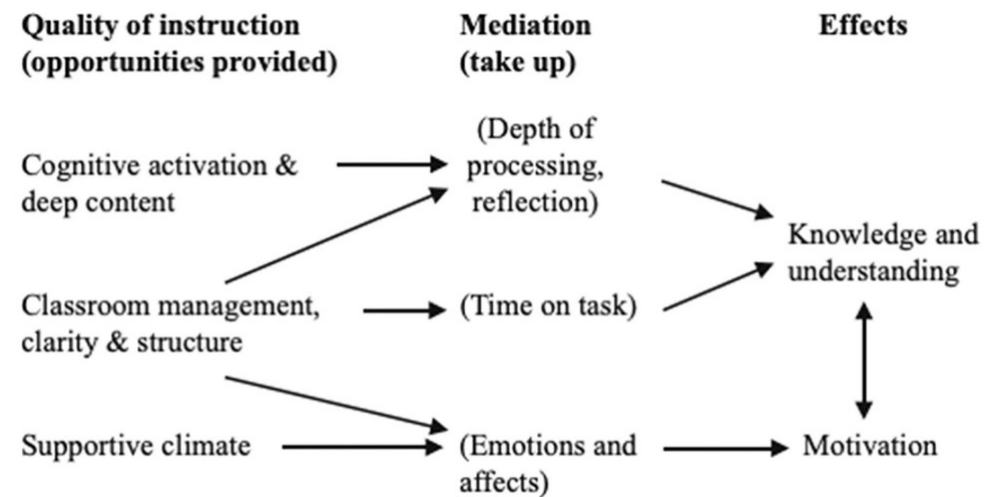

Figure 1. Basic dimensions of instructional quality.

quality help, more thoughtfully delivered when teachers are happy?

The theoretical model developed by Klieme et al. (2009) shown above, emphasises the importance of three dimensions in the quality of classroom instruction, namely, cognitive activation, classroom management, and supportive climate. An interesting conversation with teachers could be to explore the extent to which their happiness at work level impacts on the three elements.

And, we can turn this on its head and ask, what would increase your happiness at work related to 'cognitive activation and deep content'? For example, training and CPD on instructional techniques, sufficient time for planning, planning lessons with others, high levels of subject knowledge, access to teaching resources - may all play a part on achieving happiness in the classroom when related to 'cognitive activation and deep content'. When teaching is effective, and teachers feel confident in delivering the lesson, the teacher's happiness at work level is likely to be high.

A study by Yurtseven (2021) revealed some interesting insights from teachers into what increased their levels of workplace happiness that were directly related to the classroom.

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Teachers' perceptions of effective teaching (job satisfaction / feelings of accomplishment) :

"I feel happy when I see that I managed to teach something new to my students." ; "When I receive feedback that the students have understood what I taught in the class, I feel very happy." ; "I feel good when I take all my students one step forward, both academically and emotionally."

High standards in teacher instruction are likely to bring about good outcomes for pupils. Thus, action taken to support the teacher in achieving high standards of teacher instruction is likely to impact positively on happiness at work.

What would make teachers happier in relation to classroom management, clarity and structure - for example, what part does the school behaviour policy play in teacher classroom happiness levels? How might training, funding on physical classroom layout and physical environment, additional adults in the classroom, the class profile, and skills in classroom management all play a part in teacher happiness at work? When teachers' skill levels in classroom management are low, and organisation is not effective, it can exacerbate disruptive classroom behaviour, leading to unenjoyable classroom behaviours for teachers and pupils. Therefore the classroom environment contributes significantly to the level of teacher happiness.

In 1997, an article in American teaching magazine by Thomasina Mann brought attention to what individual teachers often do to increase their levels of happiness, from buying pot plants for their classroom, to walking outside at lunch time to see the sun after hours in windowless classrooms under florescent lights, from the satisfaction of staying up late to finish costumes for the Christmas show, to the joy of investing in some new stationary. The writer points out that whilst we often complain, e.g. spending the extra time, or spending our own money, we often do it to generate feelings of internal happiness. Some of our actions give us a sense of satisfaction and raise our levels of happiness as much as they do for our pupils (or because they do so for our pupils).

'We need to be happy. Schools need to be happy. Haiim Ginott so truthfully said it: "...I (the teacher) am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyful"...Make your heart glad and your classroom will light up.'

What does each individual teacher do to increase their own 'glad at heart' levels?

Some may find Seligman's 2011 PERMA framework useful. Teachers can grow their knowledge, understanding and skills in the five areas:

* Positive emotions;
* Engagement;
* Relationships;
* Meaning; and
* Achievement.

This provides a structure that can improve self-efficacy in how to achieve good levels of well-being and flourishing. In addition, teachers can consider the seven drivers in the happiness leadership model to consider what their own role is in achieving happiness, e.g. how do they invest in their own professional growth, how do they communicate ideas for improving the workplace, how do they contribute to teamwork - and in turn, how do all of these aspects grow happiness for themselves and for others.

How might a particular leadership style increase the likelihood of high happiness at work levels?

A leadership model for the future?

Happiness Leadership

Researchers in the field of happiness at work are increasingly focusing on how the picture has changed post Covid. Some of this work focuses on how to establish and maintain a happy workforce when employees are working remotely or in a hybrid role. There is also a growing body of research that also focuses on Generation Z (born between 1995 and 2010) and how meeting happiness at work needs varies between generations. Leaders are finding that they have to change their leadership style to meet the needs of younger employees. Research suggests that a transformational leadership style may be most beneficial (Lev, 2022, Meng & Badri 2021).

The following seven 'I's (a development of the model created by Bass in 1985) may be helpful in this regard:

INFLUENCE / Charisma - Leaders are highly aware of their own behaviours and regularly reflect on these. They demonstrate integrity and act in accordance to values, beliefs and principles. They lead with conviction and emphasise trust. They take a stand on difficult issues. They present their most important values. They emphasise the importance of purpose, commitment and ethical consequences in decision making. They are confident and present. They are aligned around a shared purpose.

INSPIRATIONAL MOTIVATION - Leaders seek to make explicit how each person's contribution makes a difference. They enable colleagues to feel connected to the organisation's purpose. They help colleagues to see meaning in their work. They use transcendental goals and they create an appealing vision of the future. They challenge followers with high standards. They talk optimistically and with enthusiasm. The provide encouragement for what needs to be done.

INDIVIDUAL CONSIDERATION - Leaders deal with others as individuals. They consider individual needs, abilities and aspirations. They listen authentically. They recognise contributions. The advise, teach, coach, mentor and provide constructive feedback so each person feels valued.

INTELLECTUAL STIMULATION - Leaders question assumptions, traditions and beliefs. They stimulate new perspectives. They encourage innovation and the expression of ideas. They do not shy away from complex and multifaceted problems, but instead embrace them with vigour. They encourage colleagues to grow their knowledge and provide opportunities to engage in debate.

INTERPERSONAL RELATIONSHIPS - Leaders ensure everyone feels a strong sense of belonging. They encourage team collaboration and engender 'supporting each other to be great'. They create situations in which shared understanding can be developed. They work to eliminate or harness conflict. They place high value on 'connectedness' and within this seek to develop respect, friendship, dependability, trust and openness.

INTEGRATION - Leaders understand that little is accomplished in isolation. They recognise how different elements come together, e.g. systems, processes, routines, resources, logistics, operations. They ensure colleagues can achieve 'flow' because they have what they need, including the right information, at the right time and in the right format. Everyone understands the role they play. The leader ensures there is smooth day-to-day operation and appropriate forward thinking / planning.

IMPLEMENTATION - The leader has their finger on the pulse which enables them to consider the current picture in relation to the goals. They keep their eye on performance and how plans are coming to fruition. They work to remove barriers and ensure colleagues have the necessary skills and experience to implement plans. Everyone is clear on milestones and progression. They place high emphasis on quality and work to ensure everyone can feel a sense of satisfaction in achieving goals and performing their job well.
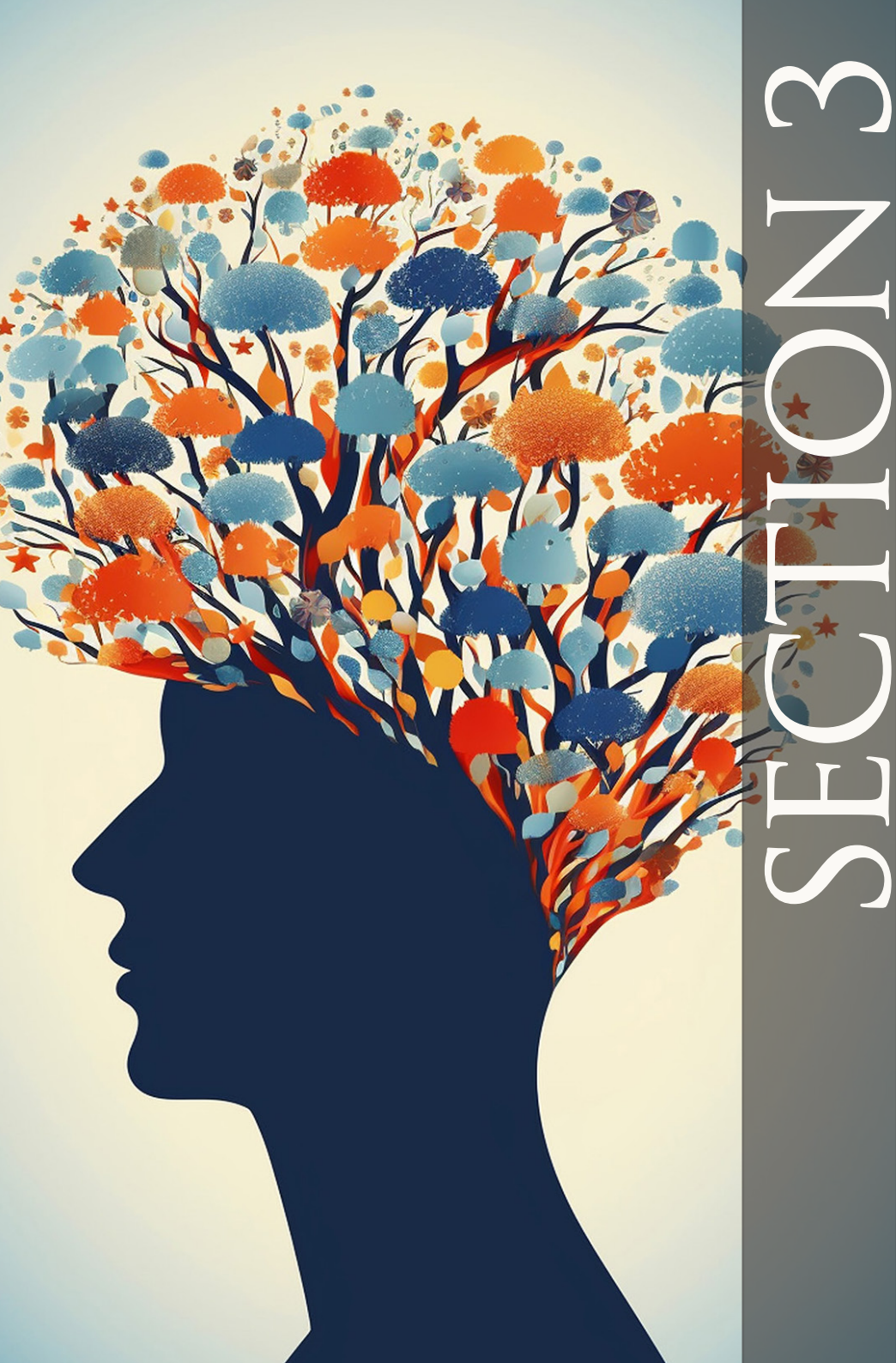
What aspect of happiness at work is a focus for your professional development?

Setting clear goals & ideas for development

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The short and the long story

It is useful to have a handy 'reckoner' as well as a tool for longer, more detailed discussions. Below are 12 statements produced by Gallup that neatly sums up many of the points raised in key research reports about happiness at work and engagement.

In addition, you will also find a detailed break down of 7 key drivers of happiness at work. For each of the 7 drivers there are a set of questions to encourage dialogue. It is not expected that you ask colleagues all of these questions, but rather they might help to:

a) consider a particular strand in more depth;

b) prompt your own thinking about happiness at work;

c) enable you to engage with other leaders in analytical discussions about happiness at work;

d) provide ideas about questions that might be useful in exploring current levels of happiness with your team;

e) prompt you to think about what is missing from the model / from the questions and criteria.

12 significant statements:

Gallup produced 12 statements that describe an engaging, productive and high-retention culture. This included:

- The employee knowing what was expected of them.
- Having the materials and equipment required for the role.
- Having the opportunity 'to do what I do best' every day.
- Receiving recognition or praise for good work in the last seven days.
- Having someone at work who cared about them as a person, e.g. manager.
- Someone at work who encouraged their development.
- Having their voice heard and their opinions count.
- Engagement in meaningful work that they felt was important.
- Team mates / other colleagues being committed to doing quality work.
- Having a best friend at work.
- Regular (not just annually) opportunities for a manager to talk about progress and performance.
- Having the opportunity to lean and grow.

These are all built into the drivers model that follows in this booklet.

In moving forward, consider how you can:

1. Improve your knowledge of the theory and research related to 'happiness at work' (HAW);

2. Consider how moving to a more transformational leadership style might match the needs of Generation Z employees;

3. Increase your understanding of the current levels of happiness in your team;

4. Consider how you personally can increase rates of happiness in your team with a direct focus on how happiness can bring about improvements, e.g. in pupil outcomes, in achieving school improvement goals, in increasing staff retention, in reducing absenteeism, in improving productivity, in reducing problems.

5. Seek to increase colleagues knowledge of how they can be proactive in increasing 'happiness at work' - What part can they play in creating the change they desire? Can they consider how the 'lens' they look though shapes the reality of work for them?

6. Evaluate the path you have taken to improve workplace happiness and draw conclusions on the benefit of 'leading with happiness in mind'.
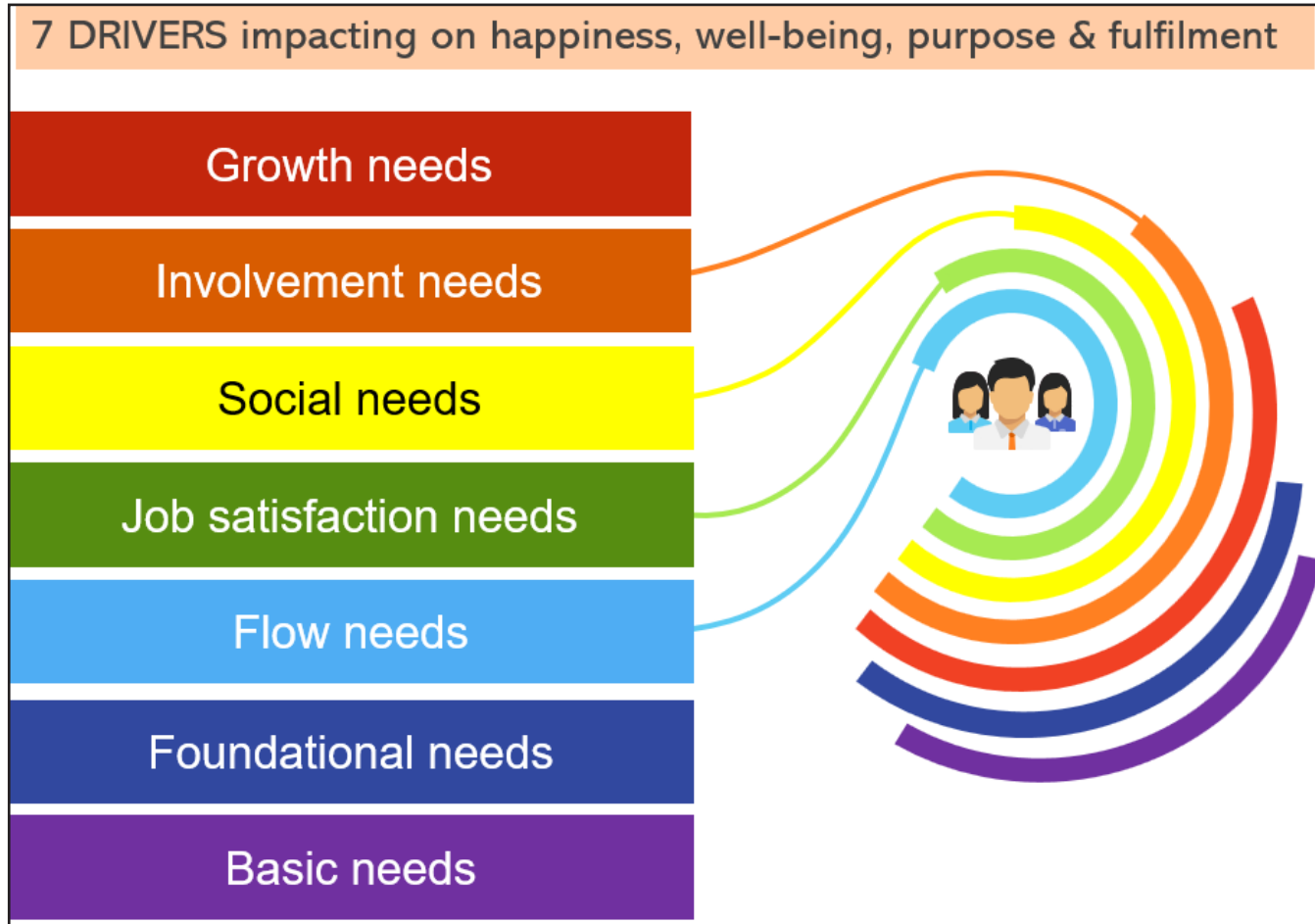
Build your understanding of the factors contributing to happiness at work by examining the seven drivers

The seven drivers

LEADERSHIP DEVELOPMENT
7 Drivers model

7 DRIVERS impacting on happiness, well-being, purpose & fulfilment

- Growth needs
- Involvement needs
- Social needs
- Job satisfaction needs
- Flow needs
- Foundational needs
- Basic needs

Over recent decades the interest in well-being and happiness at work has increased as businesses and schools seek to attract talent and reduce staff turnover. In addition, organisations are keen to harness the potential benefits of a happy workforce, e.g. increased productivity, better quality work product, higher outcomes and profits, reduction in safety incidents, reduced absenteeism, better stakeholder and customer relationships, preventing burnout, improved employee behaviours such as better teamwork, and the creation of a high-functioning work force that will sustain the organisation in the future. There are various studies which have aimed to measure the impact of employee happiness and well-being, and whilst there are some challenges with accurate measurement and understanding the direct impact of workplace happiness, there is sufficient positive evidence to warrant leadership attention.

A key question for leaders, in schools and other organisations, is how to achieve a happy workforce that rate their well-being highly. With increasingly complex and demanding job roles, coupled with organisations operating in challenging markets / national and international conditions, it is no easy feat. Leaders can call on a wide range of research, drawn from fields such as happiness, well-being, motivational theory, and job-satisfaction.

To support leaders in a quest to improve happiness, as well as bringing about a sense of well-being, purpose and fulfilment, leaders can consider 7 key drivers. Unpicking each of the seven strands can: increase knowledge in the organisation of what contributes to workplace happiness; provide a way of evaluating and analysing the current situation for the organisation, the team and the individual; enable there to be constructive dialogue about the highs and lows of workplace happiness; achieve a better understanding of how conditions can be improved. As leaders, 'how' you lead and your style of leadership will directly impact on HAW. The framework can also help colleagues to understand how they personally can contribute to achieving happiness at work, both for themselves and others.

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7 drivers impacting on happiness, well-being, purpose & fulfilment

Happiness Leadership

GROWTH	Opportunities for thinking & intellectual challenge; Learning & professional development; Mentoring and coaching; Feeling 'invested' in; Opportunities to be stretched professionally; Career development & career progression; Opportunities for reflection and involvement in needs analysis; Regular and constructive feedback; A focus on strengths.
INVOLVEMENT NEEDS	Opportunities to make decisions about own work; Ability to influence working practices; Being heard and consulted; Ideas and opinions are valued; Participating in problem solving activities; Having a voice; Collaboration; Understanding & making a contribution to the big picture.
SOCIAL NEEDS	Sense of belonging to the team and wider organisation; Inclusion; Good interpersonal relationships; Friendship; Appreciation and recognition; Feeling valued as an individual; Social connection; Collaboration and teamwork; Opportunities to help others; Support.
JOB SATISFACTION NEEDS	Meaningful work; Clarity on the direction of travel, e.g. vision, goals, plans; Making a difference; Achievement, having impact and feelings of 'job well done'; Making progress; Seeing improvements; High standards are promoted; Leaders are optimistic; Flexibility in role including how / when / where it is performed; Own values & organisation's values align.
FLOW NEEDS	Being able to achieve 'flow'; Information is available in the right format & right time; Effective and efficient systems and routines; Access to resources and tools for the job; Appropriate allocation & use of time; Logistics & smooth day-to-day operations; Inter-department communications / support from different people in the organisation; Colleagues are reliable.
FOUNDATION NEEDS	Clarity of own role and that of others; Knowledge of how performance will be judged (at personal, team and organisation level) with aspirational and achievable goals; Clear guidance & instruction; Fair pay; Trust; Support; Comfortable to ask questions and seek advice.
BASIC NEEDS	Physical needs are met, e.g. warmth, light, noise levels, food, access to toilets; Physical environment is suitable for the job role; Safety - physical, psychological, stress levels (etc); Key equipment available; There are no significant barriers to performing key tasks; Opportunities to recharge; Stress levels healthy; Civil relationships & basic levels of respect.

Whilst the framework does not provide an exhaustive list of variables in each of the seven strands, it does provide the starting point for professional dialogue as to how the organisation is providing the conditions in which happiness at work is likely to be achieved. Establishing a shared understanding of each will improve the chances of attaining happiness at work. It is also true to say that the 'sum is likely to be more than the parts', and leaders should consider conditions holistically and reflect on how variables across the strands interact.

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Happiness Leadership

7 DRIVERS impacting on happiness, well-being, purpose & fulfilment

	Score	0	1	2	3	4	5	6	7	8	9	10
Growth needs												
Involvement needs												
Social needs												
Job satisfaction needs												
Flow needs												
Foundational needs												
Basic needs												

- How would you rate your own level of workplace happiness?
- What contributes to the score for each driver?
- Which is the strongest / weakest contributor to your workplace happiness?
- Are there strands that are more / less important to you?
- What would make the ratings higher / help you to be happier at work?
- To what extent do you feel you can alter the picture for you?
- As a leader, what do you think your team would say about each of the seven drivers?
- What do you feel as a leader is within your gift in terms of improving levels of happiness for your team?
- Do you feel that there is anything missing from the model?

There are several ways in which the model can support leaders to evaluate the current conditions, e.g. employee well-being surveys, group discussions, suggestion boxes, 1:1 dialogue with colleagues.

Giving a score to the whole strand is rather arbitrary since there is no criteria for what constitutes '3' compared to what constitutes '8'. However, this in itself can lead to discussions about why a colleague may rate it as '3'. What makes it a 3? What might make it a '3' for one person but a '5' for someone else? What would move it to 7? What would move it closer to 10? What would help to make this strand more 'consistently' high in how you judge it? What prevents you from scoring this section higher? What is particularly important to you about this strand? For you personally, what would you most like to see improved within this strand? How important is this strand to you compared to the other strands? Do you feel that any of the strands have been improved?

It is not really about the score, it is about having a mechanism through which to explore the complexities of work and how that relates to individual and team happiness levels. Happiness at work and well-being are both subjective.

Increasing employee engagement in discussing happiness at work can also generate 'team' solutions and helps everyone to consider the role they play in creating workplace happiness. What is and what is not in their control? How is everyone unique in what makes them happy at work? What is the same and similar about what makes us happy at work? As a leader, what can you personally do to increase levels of happiness at work?
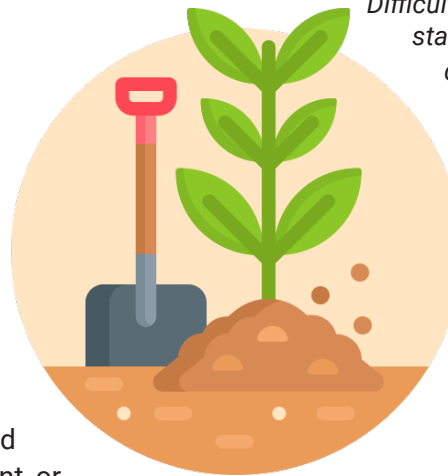
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BASIC NEEDS

Physical needs are met, e.g. warmth, light, noise levels, food, access to toilets; Physical environment is suitable for the job role; Safety - physical, psychological, stress levels (etc); Key equipment available; There are no significant barriers to performing key tasks; Opportunities to recharge; Stress levels healthy; Civil relationships & basic levels of respect.

To what extent are basic needs currently being met?

In order for employees to perform their job, basic safety and operational needs must be met, such as a suitable physical environment to perform the tasks that the role entails, feeling safe at work and not in danger of harm (e.g. physical, mental, psychological) and basic physical needs are met, such as warmth and providing suitable breaks for refreshments and comfort. Basic needs may be different depending on the person's job role, the tasks that the employee is being asked to carry out, and may vary depending on a person's individual needs, e.g. some colleagues may need an adaptive environment, or many need special equipment, or may need specific arrangements for breaks (etc.).

✱ **Physical needs:** Is the working environment conducive to happiness at work? For example, warmth, light, noise levels, suitable breaks, access to food and drinks, access to toilets. Consider how this may be different depending on a) the job role, b) the areas of the building / the physical locations in which they work. Have you considered analysing a person's day from start to finish to consider how addressing physical needs would be of significant benefit to them? How well does the physical environment match the person's role? *Assessing physical needs goes beyond putting yourself in the shoes of someone else and thinking about what it would be like to work in that environment because everyone's needs are different, and we experience physical spaces differently. How can you increase your knowledge of an employee's experience of their environment?*

✱ **Safety:** Are there any times during the day / week when the employee feels unsafe? This can be at a serious level, e.g. physical threat or strong verbal abuse, or at a lower, less obvious level, but one that still has significant consequences, such as feeling unable to ask for help, feeling overly criticised, high levels of stress, poor relationships, uncooperative colleagues, hostile communication (etc.) that can cause psychological safety to be poor.

Difficulties with basic needs can sometimes appear minor, but actually stack-up across a day or week to cause happiness at work to be disrupted and stress to increase.

✱ **Free from barriers to performing the role:** To what extent is each employee able to carry out their role easily and effectively? For example they have the right equipment, the right resources, the right space to work in. The equipment they are using functions correctly and is available when they need it. Consider equipment that is used frequently and infrequently. Also consider any stress with operating equipment, e.g. laptops that are slow to load, frequently out of order photocopier.

If only basic needs are met, levels of happiness are unlikely to be attained, but leaders must consider how a lack of basic needs can lead to unhappiness. Poor basic conditions are likely to have a negative impact on well-being. Colleagues whose basic needs are not being met are more likely to suffer from ill health and absenteeism, and colleagues are more likely to look for alternative employment. When basic needs are not being met, the impact of improving the other 6 drivers will be reduced.

- *How is provision of basic needs built into the school improvement plan and budget (annually and in terms of longer term investment)?*
- *What school policies support colleagues in feeling safe?*
- *How do you know / ensure individual needs are met?*
- *How often are building and work environments assessed?*
- *What equipment audits are carried out? Is there a system for employees alerting leaders to equipment issues?*

Happiness Leadership

MAKE A difference

BASIC NEEDS

Physical needs are met, e.g. warmth, light, noise levels, food, access to toilets; Physical environment is suitable for the job role; Safety - physical, psychological, stress levels (etc.); Key equipment available; There are no significant barriers to performing key tasks; Opportunities to recharge; Stress levels healthy; Civil relationships & basic levels of respect.

You can use these questions to evaluate your own level of basic needs, or you can select from these questions to ascertain someone else's opinion as to the extent that their basic needs are being met.

It may be useful to quantify answers in some way, e.g. never, occasionally, some of the time, most of the time, all of the time, unsure.

Providing qualitative, descriptive answers can help to explore the current conditions in more depth.

1. Do you feel safe at work?

2. Do you feel that basic physical needs are met, e.g. warmth, light, water, toilet access, breaks, noise levels?

3. Is your operating environment (e.g. classroom, office) sufficient for you to perform your role? Is the physical environment conducive to good work outcomes?

4. From a work perspective, is there anything that has been particularly stressful recently?

5. Do you feel there are any major barriers or obstacles to performing your job?

6. Are you provided with opportunities to 'recharge' on a physical and mental level, e.g. change of scenery, access to outdoor areas, change in pace, opportunities to work in different ways or with different people, suitable social areas, opportunities for breaks?

7. Do you have the equipment required to perform your job?

8. Are there any stress points related to the equipment and resources you need to perform your job?

9. How stable is your current employment situation? Do you have any concerns about job security?

10. Is there any physical discomfort at work that you are experiencing?

11. Do you worry about job problems after you leave work?

12. Have you been subjected to bullying or harassment?

13. Are there any times when you feel in a low mood emotionally because of something at work?

14. Do you feel that you are able to manage the workload effectively? How could the workload be supported?

On a scale of 0-10 with 0 being very unhappy and 10 being extremely happy, how would you rate the extent to which your basic needs are being met?

If your happiness rating for basic needs was improved, what impact do you think this would have on your overall rating for happiness at work?

If improvements were made to one aspect of basic needs, which would make the most significant difference to your happiness at work?

If improvements were made to one aspect of basic needs, which would have the biggest impact on your performance, and is this the same or different from your last answer?

MAKE A
difference

FOUNDATION NEEDS

Clarity of own role and that of others; Knowledge of how performance will be judged (at personal, team and organiation level) with aspirational and achievable goals; Clear guidance & instruction; Fair pay; Trust; Support; Comfortable to ask questions and seek advice.

To what extent are foundational needs being met?

A surprising number of colleagues across many different industries *are unclear as to their remit, their personal goals and how their performance will be judged.* This causes uncertainty, confusion, reduces self-efficacy, increases the chances of duplication, reduces overall effectiveness and can leave colleagues feeling unfairly judged. It is important for levels of happiness at work that colleagues know *the standards of performance* that the employer / line manager / school leaders expect from them.
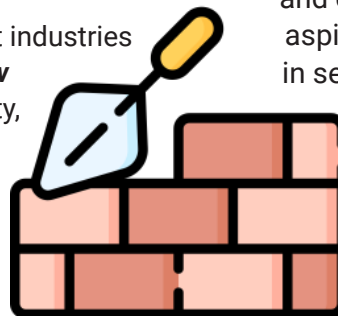
✴ **Clarity of role:** How might you assess colleagues current clarity about their role? Does everyone have a copy of their job description? Is the job description accurate? Has the line manager worked with the employee to ensure they understand the job description, the main elements of their work and how their success in the role is evaluated and measured? What does the line manager see as particularly important for success in the role? How does a person's role link to that of other people? Is everyone clear on responsibilities and the synergy required between roles?

In carrying out their roles, employees need to have sufficient guidance, support, instruction and direction to know what is expected. They need to feel they are able to seek advice, ask questions, and reveal any aspects of work that they feel less skilled or less comfortable in performing with their manager so that they can receive the help that they need. It is also advantageous for everyone in the team to be candid with each other so that the team can draw on each other for support. How can you encourage colleagues to ask for help and feel comfortable in discussing their strengths and weaknesses?

✴ **Knowledge of how performance will be judged:** What is the quality of performance management in the organisation? What are the key indicators for success (at a personal, team and organisational level) and is everyone aware of these? Are goals aspirational and also achievable? How is the employee involved in setting targets? Is everyone aware of how they are personally contributing to team and organisational goals?

Many employees prefer not to be micromanaged. It is easier to achieve this when people are clear on their role. Trust levels are likely to be higher when everyone is clear on the deliverables and what they are personally responsible for, especially if this is coupled with quality accountability practices.

✴ **Guidance and instruction:** To what extent are colleagues supported to carry out their job effectively and efficiently? Is the right amount of help, guidance and instruction provided? What control does each person have on carrying out their role? Does the employee suffer from micromanagement? And on the flip side, are there times when leadership and guidance is 'absent' which causes employee unhappiness or fails to help the employee thrive? What climate exists in the team and how does this contribute to everyone feeling able to share honestly strengths and weaknesses? How do leaders encourage and support colleagues to ask for help?

Financial reward: Pay can be a motivating factor, particularly feeling that pay is fair, which includes fair access to bonus schemes and transparent systems for moving up within a pay scale bracket. Fair pay issues may relate to how additional duties are remunerated in *how* they are paid (e.g. honorarium, TLR payments) and comparability in amount both in school and between schools. Some payments may be very specific to the individual and situation, e.g. relocation payment. Feelings of 'fair' pay be related to pay set nationally. Feelings about pay can also be related to how the person views their chances of future promotion (if this is something they desire). How is the organisation equipping them for future pay increases? Overall, leaders can over estimate the impact of pay in comparison to the other drivers.

How often are colleagues provided with an opportunity to discuss their job role? Are assumptions being made about clarity? What is the link between performance management and happiness?

Happiness Leadership

FOUNDATION NEEDS

Clarity of own role and that of others; Knowledge of how performance will be judged (at personal, team and organiation level) with aspirational and achievable goals; Clear guidance & instruction; Fair pay; Trust; Support; Comfortable to ask questions and seek advice.

You can use these questions to evaluate your own level of foundation needs, or you can select from these questions to ascertain someone else's opinion as to the extent that their foundation needs are being met.

It may be useful to quantify answers in some way, e.g. never, occasionally, some of the time, most of the time, all of the time, unsure.

Providing qualitative, descriptive answers can help to explore the current conditions in more depth.

1. Are you clear on your role and remit?
2. Are you clear on the roles that other colleagues perform?
3. Are you clear on how your performance will be judged?
4. Are you clear on how your team's / school's performance will be judged?
5. Are the personal goals set for you aspirational and achievable?
6. Is there sufficient information / guidance at school level to ensure you feel clear on how to perform your job?
7. Does your manager provide clear direction and advice that helps you perform your job?
8. Do you feel able to ask for help whenever necessary? Is there anything that would help you to feel more comfortable in asking for help?
9. What is the quality of help received? Can you give an example of effective help that someone has provided? Are there any times when help is not forthcoming?
10. Do you feel safe / comfortable in expressing your strengths and weaknesses?   Is there anything that would help you feel better able to express strengths and weaknesses?
11. To what extent do you feel trusted?
12. To what extent do you trust your manager?
13. Do you feel able to rely on your immediate colleagues?
14. Is your manager / are leaders in school visible and available?
15. (Keeping in mind national pay schemes) do you feel you have fair pay? Do you feel that you have fair access to opportunities for pay increases?

On a scale of 0-10 with 0 being very unhappy and 10 being extremely happy, how would you rate the extent to which your foundation needs are being met?

If your happiness rating for foundation needs was improved, what impact do you think this would have on your overall rating for happiness at work?

If improvements were made to one aspect of foundation needs, which would make the most significant difference to your happiness at work?

If improvements were made to one aspect of foundation needs, which would have the biggest impact on your performance, and is this the same or different from your last answer?

FLOW NEEDS

Being able to achieve 'flow'; Information is available in the right format & right time; Effective and efficient systems and routines; Access to resources and tools for the job; Appropriate allocation & use of time; Logistics & smooth day-to-day operations; Inter-department communications / support from different people in the organisation; Colleagues are reliable.

To what extent are flow needs being met?

What do we mean by flow? Flow can be thought of in two ways:

1) The ability to perform a job role smoothly and without disruption and without barriers. The day rolls by easily, free from frustrations.

2) A state achieved by an individual when they are able to be 'absorbed' in their work, able to achieve high levels of concentration, and perhaps their enjoyment leads to not noticing the passing of time.

We all experience at some point frustration in the workplace. The question is to how often and how deeply such frustration is felt. If we can reduce frustration, happiness levels are likely to be higher.

Very few people perform jobs that are completed in isolation. To some extent, every employee is dependent on every other employee in the organisation.

✳ **Relying on others:** What is it that each person is relying on from someone else in order to perform their job well?

Feelings of happiness quickly diminish if the quality of work product from others is unsatisfactory, late, or not easy to use. Relationships between colleagues can break down over issues of interdependency. As each person has their own operating preferences and different ways of working, achieving harmony between colleagues requires leadership effort, excellent communication, shared understanding, good work flows and clarity of roles.

Employees are dependent on whole school policies, processes and systems. They may use and interact with these on a daily basis or periodically. Often the individual has limited capacity to change the system, other than perhaps to choose to bypass it, which can in itself cause frustration to others.
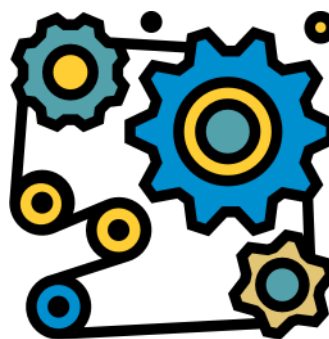
✳ **Systems and processes:** Are school systems reviewed on a regular basis? As more and more systems are electronic, do colleagues have sufficient access to equipment, such as laptops and iPads, good connectivity and appropriate spaces for working on devices? If computers are slow to load, if connectivity is patchy, then precious time can be wasted and cause feelings of frustration. Are digital technologies being utilised to provide efficiency savings and improve communication? Are colleagues sufficiently well trained so that they can use systems easily?

✳ **Daily life:** Do the 'norms' of daily work-life support everyone to perform their jobs well?

✳ **Time:** Time is a precious commodity. How can time be used effectively? What tasks are non-essential or have become redundant? Is everyone clear on how tasks they have been asked to perform are of benefit to the pupils / school / team / other colleagues? What patterns emerge in how colleagues use time? How is important distinguished from urgent? How are time and quality of work product linked? How are time and impact linked? How do staffing structures impact on time available? Do all colleagues need the same time allocations, e.g. a new member of staff using an unfamiliar system will need more time than someone with greater experience of the system.

Information: Information needs are often a source of frustration, e.g. high volume of emails, having to access multiple systems to find the right information, information overload, the format of information, or how it is communicated, or the direction of information flow (up, down, horizontal, diagonally in an organisation). What do colleagues need, when and in what format?

Can colleagues achieve a sense of 'flow'?

What irritates them and breaks their stride?

MAKE A difference

FLOW NEEDS

Being able to achieve 'flow'; Information is available in the right format & right time; Effective and efficient systems and routines; Access to resources and tools for the job; Appropriate allocation & use of time; Logistics & smooth day-to-day operations; Inter-department communications / support from different people in the organisation; Colleagues are reliable.

Before starting, it may be useful to consider the two main elements of flow:

1) The ability to perform a job role **smoothly** and without disruption and without barriers. The day rolls by easily, free from frustrations.

2) A state achieved by an individual when they are able to be '**absorbed**' in their work, able to achieve high levels of concentration, and perhaps their enjoyment leads to not noticing the passing of time.

It may also be useful to read the blurb in blue at the top of this page.

You can use these questions to evaluate your own level of flow needs, or you can select from these questions to ascertain someone else's opinion as to the extent that their flow needs are being met.

It may be useful to quantify answers in some way, e.g. never, occasionally, some of the time, most of the time, all of the time, unsure.

Providing qualitative, descriptive answers can help to explore the current conditions in more depth.

1. Are you able to perform your job easily each day without being hampered?
2. How would you rate the efficiency of the school's day-to-day operations?
3. Are the *systems* that you are asked to use efficient and effective?
4. Do you feel skilled and confident in using school systems?
5. Are there any times when you have experienced difficulties in obtaining the information you need?
6. What improvements, if any, would you suggest for our current systems, information sharing, daily routines?
7. Do you have the resources you need to carry out your role effectively and efficiently?
8. Does the work product of other people enable you to perform your job well, e.g. planning for lessons, school policies? Do you feel able to rely on colleagues in meeting commitments and deadlines?
9. Is appropriate time allocated to different parts of your job?
10. Is time in school used well?
11. Do you have a clear picture of the year ahead?
12. Do you feel sufficiently well informed about weekly / monthly / upcoming events, deadlines and activities?
13. How regularly do you achieve a state of 'flow' in your work, e.g. absorbed in your work, free of distractions, high levels of concentration are possible?

On a scale of 0-10 with 0 being very unhappy and 10 being extremely happy, how would you rate the extent to which your flow needs are being met?

If your happiness rating for flow needs was improved, what impact do you think this would have on your overall rating for happiness at work?

If improvements were made to one aspect of flow needs, which would make the most significant difference to your happiness at work?

If improvements were made to one aspect of flow needs, which would have the biggest impact on your performance, and is this the same or different from your last answer?

JOB SATISFACTION NEEDS

Meaningful work; Clarity on the direction of travel, e.g. vision, goals, plans; Making a difference; Achievement, having impact and feelings of 'job well done'; Making progress; Seeing improvements; High standards are promoted; Leaders are optimistic; Flexibility in role including how / when / where it is performed; Own values & organisation's values align.

To what extent do colleagues feel a sense of job satisfaction?

Research highlights job satisfaction as particularly critical in achieving a highly motivated workforce. When considering the 7 drivers for happiness at work, this is perhaps the central one.

Colleagues are more likely to feel motivated if they believe they are **making progress** towards goals, that they are **making a difference** to the organisation, that their work is having **impact**, and that they are **performing their job well**. *This gives colleagues a sense of satisfaction.* This is usually rated far higher in motivational research than pay. **Progress against milestones** is particularly important for motivation, e.g. breaking a larger goal into regular milestones can help colleagues to feel the goal is more attainable and sustains progress towards long term goals.

✱ **Progress & performance**: What creates a sense of 'progress' for colleagues? What feedback do colleagues receive that helps them to know which parts of their job they are performing well? Are goals sufficiently broken down into regular milestones against which colleagues can track progress and obtain a sense of achievement?

Feedback and recognition cuts across the strands of job satisfaction, social elements and growth. *"Recognition is the practice of people recognising and rewarding each other's efforts, using positive feedback to unlock human potential. It's the foundation for creating a more human workplace because it reinforces a shared purpose and gives individuals meaning through gratitude. A consistent stream of gratitude and acknowledgement improves performance, deepens relationships, drives engagement, and builds trust."* *Eric Mosley*. A Workhuman study found a remarkable correlation between recognition and retention. For example, turnover was dramatically reduced when nurses were recognised 8-12 times a year (every 4 to 6 weeks) compared to those receiving no recognition. (It is important that the recognition is genuine and maintains a focus on high standards.)

✱ **Feedback & recognition**: How often is the quality of work celebrated? How regularly do colleagues receive positive feedback? Is the feedback specific and personal? How often are team outcomes celebrated? Is progress recognised? How well do you know the work of each person in your team? Are you clear on what you are looking for / what you are hoping each person / team will achieve?

It is important to make sure that recognition is not tokenistic - not just recognising everyone for the things that are obvious for everyone to see, but appreciating the work that goes on behind closed doors, celebrating hidden heroes e.g. admin. The praise has to be authentic, otherwise it diminishes the effect and can even lead to problems, e.g. praising too readily can lead to low expectations. Leaders have to have an excellent understanding of the work being carried out by each person in their team to be able to utilise praise effectively.

High on the list of criteria for a happy workforce is performing meaningful work.

✱ **Meaningful work**: Whilst it might seem obvious that a teacher or employee working in a school has a meaningful role with high social purpose, colleagues need support to regularly consider (with explicit examples) how their work *is meaningful* and *worthwhile*. When colleagues are working towards school goals, they need to understand '*why*' these goals are desirable. How are they inspired by working for the school?

✱ **Alignment & meaning:** It is useful to explore with colleagues their values. Each school has its own ethos, values, culture and vision. Job satisfaction is usually higher when colleagues own values and ways of working are aligned to those of the school. When values align, colleagues feel their work has more meaning.

✱ **Meaningful goals:** When colleagues feel they have meaningful personal goals, working

MAKE A difference

JOB SATISFACTION NEEDS

Meaningful work; Clarity on the direction of travel, e.g. vision, goals, plans; Making a difference; Achievement, having impact and feelings of 'job well done'; Making progress; Seeing improvements; High standards are promoted; Leaders are optimistic; Flexibility in role including how / when / where it is performed; Own values & organisation's values align.

towards them provides a sense of satisfaction and increases feelings of happiness at work. It makes the person feel that tasks are 'worthwhile'. There is an overlap between job satisfaction needs and growth needs. Colleagues often feel a sense of job satisfaction when they are in the 'zone' - the job is not too hard, but not too easy - the level of challenge is positive. Is the work sufficiently challenging for the person's skill set, expertise, experience and needs?

✱ **Understanding & meaningful work:** Consider a task that takes one hour to complete. If you believe the work to be purposeful, useful, and meaningful you are more likely to view the amount of time spent on the task positively. On the other-hand, if you are unclear as to the purpose of the task, not sure if the work will be useful, then you are likely to view the amount of time spent on the task negatively. In each case it is the same 60 minutes, but can generate very different feelings. What are the implications for colleagues really understanding why they have been asked to complete a task? How do you ensure colleagues see how valuable the task has been, e.g. to someone else in the school?

Optimistic leaders, with clear plans of how to achieve ambitious goals, enable colleagues to feel positive about the future. (This is not to say that we ignore all difficulties as this would create a false sense that everything is ok!)

✱ **How would you rate your level of optimism?** How is this reflected in what you say, your actions, how you act? Would your colleagues say that you inspire them? How can you influence levels of team optimism?

Research on Generation Z indicates that more than ever employees are looking for flexibility.

✱ **Flexibility** How can this be achieved in school? Are there ways of providing more opportunity to say how, when, where and what tasks are performed? Colleagues tend to have higher rates of job satisfaction when they feel empowered to act and have a sense of control over their work. Of course, it is not always possible to provide flexibility, and sometimes one person's flexibility can impact negatively on someone else, so any decisions need to be made in context.

Everyone has their own preferred ways of operating, e.g. some colleagues may prefer to come into work earlier and leave earlier, some may prefer to work in silent spaces whilst others may prefer a more communal atmosphere, some people may wish to work until a task is complete whilst someone else may prefer to chunk a task in order to take regular breaks.

Flexibility in ways of working can also foster creativity, original thought and problem solving - all of which tend to increase productivity and outcomes. Feeling a sense of satisfaction from solving a problem or improving a system is particularly important for some employees and helps them to feel invested in their work.

✱ **Knowledge of employee preferences:** How well do you know your own operating preferences? How well do you know the operating preferences of other people in the team? How can you balance flexibility with control? How can you balance flexibility with consistency? How can you ensure one person's choices and preferences are not having an adverse impact on someone else? What is in the best interest of performance for the individual and for the team?

Some elements of job satisfaction are derived from feelings of self-efficacy, that is the extent to which the person feels like outcomes and performance are within their control. This may, for example relate to how skilled and knowledgeable a teacher feels in their classroom, the type of pupils in their class and the resources they have at their disposal. In recent times, particularly during and immediately after the pandemic, teachers have sometimes experienced a drop in self-efficacy levels in the classroom, e.g. high levels of disruptive behaviour causing teachers to feel less confident about achieving learning goals. This can impact on a teacher's daily feelings of 'job well done'. How can you respond to any difficulties colleagues are experiencing in the classroom? How can you increase teacher feelings of self-efficacy? This links to other drivers, such as 'growth' and 'basic' needs.

As a leader, you may find it

MAKE A *difference*

JOB SATISFACTION NEEDS

Meaningful work; Clarity on the direction of travel, e.g. vision, goals, plans; Making a difference; Achievement, having impact and feelings of 'job well done'; Making progress; Seeing improvements; High standards are promoted; Leaders are optimistic; Flexibility in role including how / when / where it is performed; Own values & organisation's values align.

useful to consider how 'purpose drives passion'? For example, what would teachers say is at the 'heart' of being a teacher? What brought them into teaching? What keeps them in teaching? If they had to make a list of what was at the heart of teaching, what would they say?

* Influencing young minds?
* Supporting maturity & growth?
* Nurturing development?
* Supporting socialisation & relationships?
* Fostering a love of learning?
* Increasing skills, understanding and knowledge?
* Enabling academic success?
* Increasing positive values and beliefs?
* Supporting pupils to be citizens of the world?
* Proving a team for children to belong to?

What would be on your list? What values do the school wish to develop and celebrate? How can you recognise when someone on your team has made progress towards one of these goals? What are you celebrating on your journey across the year?

Whatever you celebrate sends messages to colleagues about what you consider to be important. What is celebrated is 'promoted' and can generate further advancements in this area.

What questions do you ask that might help colleagues to feel a sense of job satisfaction and draw their attention towards the impact they have had?

* What went well in your classroom this week?
* Who turned a corner?
* What pupil's work delighted you this week?
* What impact have you had on pupils this week?
* What was a nice surprise in the progress a child has made?
* What part of the week did you find yourself in the 'zone' or feeling 'on fire' and pleased with your work?
* Which part of this week have you most enjoyed?
* Tell me about an enjoyable episode in your classroom this week.
* How did your work as teacher make a difference this week (e.g. to a pupil, to another member of staff, to a family, to the wider community)?
* What growth and development did you witness this week?
* What positive behaviours have you celebrated this week?
* Have you seen any developments in social skills of pupils in the last few weeks?
* Can you give me an example of when you have seen one pupil supporting another pupil this week?
* Which part of the curriculum is really strong at the moment? What can we learn from this?
* What improvements have you made to your teaching recently? What difference is this making?
* Our team goals is... what action have you taken to move closer towards this goal in the last few weeks / what progress are you making towards the goal?
* Your personal target is... what action have you taken to move closer towards this goal in the last few weeks / what progress are you making towards the goal?
* Has someone thanked you this week, e.g. a colleague for whom you provided help?

What messages are you sending out intentionally or unintentionally about achievement at work?

What do you want to appreciate, e.g. effort, skills, growth and development, idea creation, self-efficacy, problem solving, initiative, kindness, mindset, overcoming a challenge, accuracy?

MAKE A difference

JOB SATISFACTION NEEDS

Meaningful work; Clarity on the direction of travel, e.g. vision, goals, plans; Making a difference; Achievement, having impact and feelings of 'job well done'; Making progress; Seeing improvements; High standards are promoted; Leaders are optimistic; Flexibility in role including how / when / where it is performed; Own values & organisation's values align.

You can use these questions to evaluate the extent to which your own job satisfaction needs are met, or you can select from these questions to ascertain someone else's opinion as to the extent that their job satisfaction needs are being met.

It may be useful to quantify answers in some way, e.g. never, occasionally, some of the time, most of the time, all of the time, unsure.

Providing qualitative, descriptive answers can help to explore the current conditions in more depth.

1. Do you feel proud of your work?

2. Do you feel like you make a difference, e.g. to the pupils, to families, to colleagues, to the school?

3. Do you feel that you are making progress towards your own goals, the team's goals, the school's goals?

4. Do you feel that the school is improving?

5. Are you clear on the plans that will bring about the school's goals?

6. Do you feel able to make a personal contribution to the school goals?

7. Do you feel a sense of satisfaction at the end of the day?

8. Do you feel that you are doing a 'good job'?

9. Do you feel that your values are aligned to the values of school leaders and the school as a whole?

10. Are high standards promoted?

11. Are leaders / your manager optimistic?

12. Do you have flexibility in your role, e.g. tasks undertaken, how to achieve a goal, where and when to work, with whom to work?

13. Are you excited about the future?

On a scale of 0-10 with 0 being very unhappy and 10 being extremely happy, how would you rate the extent to which your job satisfaction needs are met?

If your happiness rating for job satisfaction needs was improved, what impact do you think this would have on your overall rating for happiness at work?

If improvements were made to one aspect of job satisfaction needs, which would make the most significant difference to your happiness at work?

If improvements were made to one aspect of job satisfaction needs, which would have the biggest impact on your performance, and is this the same or different from your last answer?

MAKE A
difference

SOCIAL NEEDS

Sense of belonging to the team and wider organisation; Inclusion; Good interpersonal relationships; Friendship; Appreciation and recognition; Feeling valued as an individual; Social connection; Collaboration and teamwork; Opportunities to help others; Support.

To what extent are social needs being met?

IBM's research on employee engagement (2014) found "I feel I am part of a team" one of the top 10 drivers of engagement globally.

✳ **Teams:** Which team(s) does the employee belong to? How do leaders (and other members of the team) ensure everyone feels a strong sense of belonging to the team?

✳ **Camaraderie at work:** This can be thought of as mutual trust and friendship, community, spirit of 'good-fellowship', shared experiences and support of each other. What is the level of camaraderie? High levels of cooperation and connections can increase feelings of 'flow', enabling colleagues to perform their jobs effectively (Csikszentmihalyi, 1990).

Some colleagues have a high need to belong, and these people are likely to be more sensitive to cues that indicate social inclusion or exclusion (Gardener & Knowles, 2004). Feelings of self-worth, skills & experience, and feeling valued can all contribute to the extent that someone is able to feel part of a team. Those with a strong need to belong will experience stronger positive emotions when perceiving a rich spirit of camaraderie, which is likely to lead to greater levels of cooperation which can create an 'upward spiral' of cooperation and reciprocity. On the contrary, perceptions of poor camaraderie create feelings of a 'misfit' (Romamoorthy &Carroll, 1998) which leaves them unable to satisfy their 'social hunger' (Gardener et al, 2000) which in turn can actually lead to 'shrinking' from cooperative behaviours, thus leading to feelings of frustration, discomfort, displeasure and other negative feelings for not investing time and energy in developing social relationships. There are a variety of reasons why someone may not be contributing to overall camaraderie, e.g. new to group, feeling

already excluded, cliques, lack of confidence, previous experience of working with people in the team, feelings that there is a lack of reciprocity, team culture. It may also be that the person has a low need to belong. When people have a low need to belong they tend to be more concerned with achievement and performance aims than comradeship. They prefer to be personally responsible for task performance. They may prefer working with 'experts' and 'performers' rather than comrades. Some colleagues also fear becoming 'homogeneous', as in loosing their uniqueness and not being valued for their individual talents. Some colleagues may desire friendship and sense of belonging, but only to a point, after which they wish to work more independently of the team. They may see high levels of camaraderie as 'surplus of friendship and deficit of achievement focus' (Rego et al, 2009).

Leaders can consider what the 'sweet spot' will be for their team, taking into account the personalities. How can a sense of camaraderie and individuality both exist?

Feeling cared for by one's supervisor has more impact on people's sense of trust and safety than by any other behaviour by a leader. Employees who say they have a more supportive supervisor are 130% more likely to stay with the organisation and 67% more engaged. (Schwatz & Porath)

✳ **Feeling cared for by leaders:** Do you have genuine feelings of warmth and care for colleagues in your team? How does this manifest itself in the way you act, your decision making, your communication, your workplace behaviours? Do you need to make changes that will increase the extent to which colleagues feel cared for?

High social connections release oxytocin often described as the bonding hormone. Research shows that naturally occurring oxytocin feels good and it helps people feel more connected and act more trusting and empathetic, which helps them communicate better and be more collaborative. An American report (House, Landis, and Umberson) found loneliness and weak social connections are associated with reductions in life span equivalent to smoking 15 cigarettes per day. As we are likely to spend 81, 396 hours (Diener at al, 2002) at work, connections we form with other employees contributes to our overall health and happiness.

MAKE A
difference

SOCIAL NEEDS

Sense of belonging to the team and wider organisation; Inclusion; Good interpersonal relationships; Friendship; Appreciation and recognition; Feeling valued as an individual; Social connection; Collaboration and teamwork; Opportunities to help others; Support.

The social connections for happiness, are not 'one-off' events, although these can be helpful, for example team building days and social events. Instead, leaders should really concern themselves with the social connections that occur everyday through good working practices, such as the opportunity to share ideas, the opportunity to collaborate, the opportunity to help each other, the opportunity to work on shared goals. 'While team-building and fun days are valuable, profound, enduring engagement and satisfaction require a consistent environment where people can flourish.' (Seligman 2011, McKee 2014)

* **Social connections:** Classrooms can feel like 'silos', where adults are working individually rather than collectively. How can you satisfy colleagues social needs on different fronts, e.g. friendship, camaraderie, shared goals, problem solving, teamwork?

Not everyone feels comfortable when being in the presence of others. How are you supporting colleagues to feel comfortable and included at regular points in their working week, e.g. having lunch, break time, attending meetings, training events, passing colleagues in corridors, work rooms, PPA, at the start and end of the day, in the car park...? All of these should be considered.

"Teaching is often portrayed as rewarding and fulfilling profession, but it is not uncommon for teachers to experience feelings of loneliness or isolation. The demands of the job, including lesson planning, marking and managing a classroom, can leave little time for socialising or professional development. This can lead to feelings of loneliness or isolation, especially for teachers who work independently or who don't have many opportunities to interact with colleagues or other professionals during the work day." (Rezazadeh, 2023). Despite being surrounded by children in the classroom, the lack of adult interaction and the lack of collaboration with other adults for large parts of the day can make colleagues feel alone.

Friendships at work have many benefits at a personal level, e.g. help with seeking promotion opportunities, provide support and help influence third parties,
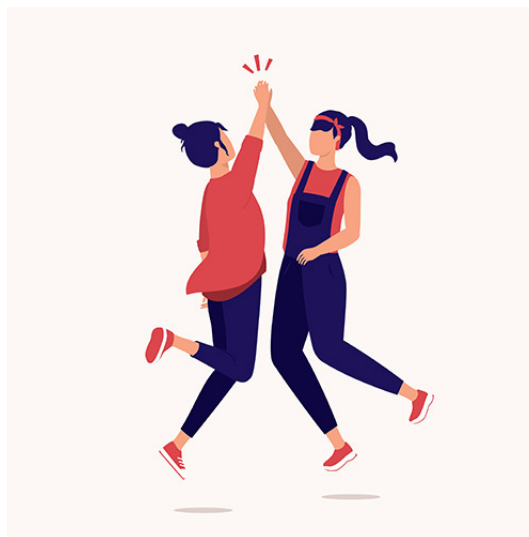
convey warnings about what is happening in the organisation, provide alerts to important changes, help with keeping up-to-date and sharing information (Rawlings 1992). They also have benefits to the organisation, e.g. colleagues are more likely to have greater commitment to the organisation, increased morale, higher levels of creativity, and friendships can be a buffer to job-related stress, reduce job dissatisfaction, reduce turnover (Kram & Isabella, 1985).

It is important for leaders to recognise that there is a difference between 'friendly work relations' and 'friendships'. Sias (2009) argues that workplace friendships are unique in two ways: first, they are voluntary, not imposed; second, they have a personal focus that workplace relations do not. Work place friends communicate with each other as "whole persons", not simply occupying job roles. Their conversations typically span both work and home life, and a shared commitment to intimacy that may be absent in friendly relations between colleagues.

Sias and Cahill (1998) suggest that there are three primary transitions: 1) co-worker / acquaintance to friend, 2) friend-to-close friend, 3) close-friend-to-almost-best-friend. The transition is caused primarily from working in close proximity, sharing common ground, and socialising outside of the work environment.

Research suggests personal factors contribute to the development of friendship such as shared interests, attitudes, values and experiences. However, although the workplace can be a 'source' of potential friends, it should not merely be seen as a 'container' for friendship, instead the organisation should

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SOCIAL NEEDS

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consider the integral role it plays in helping relationships to flourish (Werner, Brown, Altman, & Staples, 1992). For example, a number of factors promote the development of friendship such as physical proximity - the amount of time colleagues spend together in total and how frequently they see each other. Organisations can ensure such opportunities exist, e.g. having opportunities to work on cooperative tasks and shared projects; increasing opportunities to grow and share expertise and experience from each other; interactive meetings. It also important to have opportunities for 'everyday talk' - partners learn many things about each other on a day-by-day talk basis including how the other person segments, perceives, remembers, describes, and interprets his / her experiences. Such knowledge leads to greater understanding of each other (Duck, 1994). The development of friendship tends to include increased opportunities to talk about matters beyond work, share problems, and become increasingly open with each other. These often happen in 'slack time' which could be anything from a few minutes (e.g. before a meeting, interactions between lessons, waiting at the photocopier) to longer periods, e.g. over lunch. For some organisations, e.g. where working remotely is a common element of the workday, there are reduced opportunities for naturally arising slack time. Some organisations have sought to counter this with increased opportunities specifically to socialise, or have moved to more hybrid models of working so that colleagues do have time to be together.

In research conducted by Sias and Chaill (1998) it takes approximately 12 months to move from acquaintance to friend, 31 months from friend to close friend, and 4 years from close friend to almost best friend. This has implications for forming friendships when, particularly among younger generations, there is an increase

Helping each other be great.

in changing jobs.

The speed of friendship development is likely to take into account a range of factors, such as how much time the co-workers spend together and the degree of similarity and common ground, plus personal characteristics, e.g. some people find they can become open and establish trust quickly. Friendship development will also depend on a range of other factors beyond work, such as the wider social life of the person, their family life and other non-work related commitments. For someone who already has a wide social network or a set of close friends, the person may wish to limit friendships at work.

✱ **Friendships:** Consider the research which states that organisations are not just 'containers' in which friendships might be found, but are actually a fundamental part of the relationship process of moving from co-worker-to-friend, to-close-friend, to-almost-best-friend. What are the implications for the 'team leader / most immediate supervisor' and what are the implications for senior leaders and headteachers at a organisational level?

Leaders are sometimes concerned about the negative impact that work place friendships can have, e.g. off task behaviours; a negative influence on attitudes to job, supervisor, organisation; work not being 'left at the door' but spilling over into leisure time affecting feelings of work/life balance; friendships becoming 'chains' which bind unhappy (and possibly unproductive) employees to an organisation reducing the likelihood of them seeking employment elsewhere (Ray, 1993). When an organisations overall well-being and positivity are high, it is likely to lead to positive friendships (as in positivity breeds positivity). *If there are problems with well-being and happiness, friendships at work can feed a negative bias, e.g. creating an 'us and them' divide between leadership and management.*

Time to work together also aids teamwork. It is difficult to make relationships if you are never together. Netflix's community is based on 'helping each other be great.' What is your community based on?

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SOCIAL NEEDS

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You can use these questions to evaluate the extent to which your own social needs are met, or you can select from these questions to ascertain someone else's opinion as to the extent that their social needs are being met.

It may be useful to quantify answers in some way, e.g. never, occasionally, some of the time, most of the time, all of the time, unsure.

Providing qualitative, descriptive answers can help to explore the current conditions in more depth.

1. Are colleagues warm, welcoming and friendly?

2. Do you feel a sense of 'belonging' as a team member, and as a member of the wider school community?

3. Do you feel included? Do you feel everyone is equally included?

4. Do you have a best friend at work? Have you formed special friendships?

5. Does our workplace culture encourage the development of friendships and social bonds?

6. To what extent are there opportunities to collaborate? Do you find collaborative activities uplifting?

7. Have you ever participated in a work event that significantly improved your relationship with your colleagues?

8. Are interpersonal relationships strong in your team?

9. Do you feel there is a sense of camaraderie? How important is it for you to have a sense of camaraderie with your co-workers for your overall job satisfaction?

10. Are you happy with the way the team works?

11. Are there opportunities to help others?

12. If you offer help, how is this received?

13. Do you feel valued as an individual?

14. Do you feel that your contribution to the team is recognised?

15. Do you have a good professional relationship with your manager?

16. Can you give any examples of how a leader in your school has supported or facilitated one or more of the following: teamwork, camaraderie, inclusion, good relationships?

17. Do you feel able to seek help from others?

18. Do you ever feel lonely at work?

19. Do you feel the school puts in place systems that enable there to be good connectivity between colleagues?

On a scale of 0-10 with 0 being very unhappy and 10 being extremely happy, how would you rate the extent to which your social needs are being met at work?

If your happiness rating for social needs was improved, what impact do you think this would have on your overall rating for happiness at work?

If improvements were made to one aspect of social needs, which would make the most significant difference to your happiness at work?

If improvements were made to one aspect of social needs, which would have the biggest impact on your performance, and is this the same or different from your last answer?

INVOLVEMENT NEEDS

Opportunities to make decisions about own work; Ability to influence working practices; Being heard and consulted; Ideas and opinions are valued; Participating in problem solving activities; Having a voice; Collaboration; Understanding & making a contribution to the big picture.

High involvement at work relates to a series of practices aimed at improving employee involvement, e.g. in decision making, in how a team operates, in how they perform their job, in knowledge sharing, in problem solving, etc.

High levels of involvement at work have many potential benefits including: increased levels of motivation, higher levels of initiative, greater commitment to the organisation, and improvements in well-being. Employees operating in high involvement organisations are often more knowledgeable about the organisation's current position and the variables that are involved in organisational performance. Many organisations see increases in productivity, organisational effectiveness and better outcomes by operating a high involvement approach.

Let's start by considering what strong involvement might look like, feel like and sound like.

Description of an organisation in which involvement is strong:

- Upwards communication is a feature of happy organisations.
- The opinions, beliefs, ideas, skills, knowledge and experiences of employees are valued at all levels in the organisation.
- Ideas generated from different parts of the organisation are frequently implemented.
- Colleagues know that leaders not only 'listen' but they regularly act on what they have heard.
- High involvement organisations want colleagues to be in a position to contribute, so they usually invest in training and development so that colleagues can engage in conversations with the intellectual rigour required for organisational success to be achieved.

- Working parties and cross-team meetings are likely to be features of organisations that value employee involvement.
- Where organisational involvement is strong, employees are able to ascertain from leaders the resources they need to make the improvements they seek.
- Organisations with high levels of involvement also usually value reflection.
- Leaders are likely to provide structured opportunities to engage in analysis and create environments in which colleagues feel safe to share information openly, including any difficulties they are experiencing, with a view to making improvements and learning from each other.
- Where appropriate, colleagues have the opportunity to be involved in, or influence, decision making. Their voices are heard.
- And in all cases, colleagues trust that they are considered when leaders are making decisions.

Organisations with high levels of involvement are often innovative and value everyone as a contributor to how the organisation can be improved. Management support for 'idea development', 'tolerance for risk-taking' and promotion of 'intrepreneurship' enhance team spirit and lead to higher levels of innovation. (Alpkan et at 2010; Srivastava and Agrawal (2010)

Upwards communication is also important for organisations to be 'lean' as employees on the front line are usually the ones most aware of inefficient and ineffective working practices. They are often best placed to redesign environments and work with leaders to improve processes.

When you read the description of an organisation with high involvement, how do you think your school compares?

It is not easy to create a high involvement organisation. It requires: strategic intent; senior leader belief that high involvement will be beneficial to the school; systems and processes to achieve involvement; leaders trained in facilitation; and a leadership style that is conducive to high involvement. In addition, high

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involvement is likely to be more successful if a school culture has been established that values everyone and where there is a history of high involvement. If the school is seeking to move from low involvement to high, it will take time for systems to be implemented, culture to be shifted and for participation to reap rewards for individuals, for leaders and for school performance. Depending on colleagues previous experiences, leaders may have to overcome barriers such as low levels of trust and scepticism.

Leaders wishing to increase involvement can consider various actions, e.g.

a. small steps, incremental approach to shifting involvement;

b. working strategically and operationally with one specific team or layer of the organisation to create greater involvement;

c. seeking higher levels of involvement at specific times in the year and for specific purposes, e.g. end of year evaluations, school development planning, problem solving around a key issues, working party for a particular aspect of school improvement;

d. creating a whole school strategic plan over a 3-5 year period for a fundamental shift in approach.

Knowledge as part of the equation for a high needs organisation

There is a good argument for developing specialist knowledge amongst employees in a school so that when colleagues are involved in school improvement their contributions are effective and everyone benefits. When knowledge is in the hands of the many, it is possible to hold a higher 'total knowledge' than when knowledge is placed in the hands of a few. However, how do you achieve a highly knowledgeable workforce? When employees collaborate, contribute to decision making, participate in the school's direction of travel (etc.), the outcomes are more likely to be positive if those contributing bring to those activities excellent knowledge. They can then combine their collective knowledge and experience to bring about improvements.   In addition, high levels of knowledge mean that employees are more likely to be able to work with autonomy and have greater control over their own job (which has also

been shown to be beneficial to well-being and job satisfaction). To achieve higher levels of knowledge requires investment in CPD. There is, therefore, a direct link between driver seven 'involvement needs' and driver eight 'growth'. When senior leaders are confident that knowledge levels are high, they feel comfortable in involving others, but when they are not, leaders may tend to avoid rather than encourage employee involvement. What are your thoughts about: the relationship between employee knowledge and the ability to be a high involvement organisation?

Balance

As was described earlier in this booklet, you can have 'too much of a good thing' and there is some research that suggests that whilst there are many benefits of high levels of involvement, there can be drawbacks. For example, if colleagues are involved in too many areas it can leave them feeling highly responsible, but without the time or knowledge base to be effective. If they feel ill-equipped or too time poor to bring about a positive outcome this can lead to feelings of stress and anxiety, or a sense of disappointment in the lack of progress. For some colleagues, being able to 'contain' what they are involved in ensures that they are not overloaded cognitively, emotionally, or with workload. Sometimes, someone just wants to be told rather than having to generate the solution themselves. Levels of involvement is a fine line tread and requires intelligent leaders to make sensible decisions about who is involved in what, why, and when, as well as to consider what tools, time, resources and expertise is required to be successful in any 'involvement activity'. Groundwork and preparation can be essential to successful employee involvement.

As an individual leader, how are you contributing to being a 'high involvement' organisation?

✳ **Influence:** What would you consider your own sphere of influence to be? How might you increase your sphere of influence?

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You can use these questions to evaluate the extent to which your own involvement needs are met, or you can select from these questions to ascertain someone else's opinion as to the extent that their involvement needs are being met.

It may be useful to quantify answers in some way, e.g. never, occasionally, some of the time, most of the time, all of the time, unsure.

Providing qualitative, descriptive answers can help to explore the current conditions in more depth.

1. Can you comfortably share ideas and opinions with your manager and colleagues?

2. Do you think your manager cares about your ideas and opinions?

3. How consulted do you feel about important decisions that impact on your work?

4. Do leaders / your manager take reasonable steps to communicate the rationale for decisions made?

5. Do you feel considered and thought about when leaders / your manager makes decisions?

6. Do you feel heard?

7. Do you feel able to influence working practices?

8. Do you feel valued in problem solving? Do you feel your skills, experiences and abilities are utilised in problem solving?

9. Are there opportunities to be involved in whole school / beyond school activities, e.g. working parties, special projects, collaboration?

10. Are you able to apply your own ideas in your work?

11. Are you able to help improve systems and processes?

12. Do you feel able to influence how the team operates?

13. Are you involved enough in designing how you work?

On a scale of 0-10 with 0 being very unhappy and 10 being extremely happy, how would you rate the extent to which your involvement needs are being met at work?

If your happiness rating for involvement needs was improved, what impact do you think this would have on your overall rating for happiness at work?

If improvements were made to one aspect of involvement needs, which would make the most significant difference to your happiness at work?

If improvements were made to one aspect of involvement needs, which would have the biggest impact on your performance, and is this the same or different from your last answer?

MAKE A difference

GROWTH

Opportunities for thinking & intellectual challenge; Learning & professional development; Mentoring and coaching; Feeling 'invested' in; Opportunities to be stretched professionally; Career development & career progression; Opportunities for reflection and involvement in needs analysis; Regular and constructive feedback; A focus on strengths.

Investment in training, professional growth and career progression has benefits for both the individual and the organisation.

According to Michel Porter's studies (1990), industries that spend the most on employee development and training are typically the most competitive in every developed country in the world.

How much emphasis an organisation places on professional growth impacts on how employees perceive the organisation. Eisenberger et al. (1986) describe how a person often attributes human-like characteristics to an organisation based on how they are treated and this drives employee behaviours. For example, when an organisations invests in training and development, typically the employee feels valued and feels a sense of responsibility and an obligation to the organisation and as a result they feel obliged to reciprocate, e.g. improved effort, improved job performance, greater commitment to the organisation. When investment in growth is high, the organisation may be perceived as 'supportive and dependable'. A lack of investment in professional growth can negatively impact on the employee's perceptions, particularly if they feel there is unfair access to professional growth. It can lead to feeling devalued, lead to career frustration meaning they seek employment elsewhere, foster negative feelings which lead to a lack of commitment to the organisation and reduced performance.

✱ **Feelings:** How does investment or lack of investment in professional growth make you 'feel'? How do these feelings impact on your workplace behaviours?

Most people value investment in their personal and professional growth. The act of being engaged in CPD often boosts energy levels and can provide much needed inspiration to keep colleagues motivated. In addition to boosting happiness in its own right, training and development is likely to lead to increased levels of competency and confidence, which in turn is likely to lead to greater levels of autonomy, and improved performance - which in turn leads to greater happiness! In addition, training and development often leads to increased understanding of work related issues, which enables colleagues to be better at problem solving and idea generation, and often improves 'shared understanding' which aids communication, cooperation and collaboration between co-workers. It is not just that training and development in itself tends to have a positive impact on motivation and happiness at work, but there are many knock-on benefits that also link back to achieving happiness at work.

Particularly for Generation Z and Millennials, professional growth and opportunities to be intellectually challenged are important. "Many Generation Z employees will not remain overtime in an organisation, but as long as they feel they are developing personally and professionally they will remain." (Lev, 2022).

Various researchers have found a positive link between career aspirations and thriving at work (e.g. Jiang 2007; Spreitzer et al, 2012; Goh et all, 2022; Kleine et al, 2019). When employees find opportunities to grow their careers it is likely to foster learning and vitality (Huo, 2022). Whilst it may not be possible to provide career opportunities within school, it is often possible to offer career opportunities across a group of schools, such as a multi-academy trust or local authority. It is also possible for schools to provide opportunities (e.g. shadowing, mentoring, training, special projects, collaboration between schools, networking and sharing expertise at events for schools) that will be useful to colleagues obtaining promotion beyond the school, and whilst ultimately this may result in the person leaving the school, it is likely to keep them at the school for a longer period of time and they are less likely to leave the profession. When every school invests in the workforce, the whole system benefits and when recruiting,

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schools have a better qualified pool to select from.

✱ **Remaining with the organisation:** How do you feel investment in growth relates to reduced staff turnover? What are your thoughts about the 'social responsibility' for creating a great teacher workforce nationally and therefore that every school should contribute to the skills and experiences of the workforce as a whole?

Types of professional development and their link to well-being and happiness at work:

It would be true to say that not all professional development is created equal. Most colleagues report higher levels of well-being and happiness when they have some choice over what professional development is undertaken, in what format and over what time frame. CPD is positively reported on when colleagues can see the direct relevance, can apply it in their job role immediately and see it making a difference over time. Different forms of coaching have received positive press for their impact and the difference that they make to well-being. What types of CPD do you feel are particularly relevant for raising happiness at work levels?

There are a number of publications which set out the criteria for high-quality CPD. In education, the employee can often experience a 'set programme' of CPD that is delivered to everyone in the school, rather than the CPD being specific to the person, although this is changing, particularly with the ease to which colleagues can now train online and opportunities to collaborate across schools in a multi academy trust. Some teachers feel that CPD is offered using a 'deficit model' - see a problem, fix it through CPD, rather than CPD being positive and forward thinking. When colleagues don't feel ownership over their professional development, when insufficient support is put in place to translate courses into classroom practice, when too little time is given to trying to develop 'real expertise', when schools focus on what appears to be a 'quick fix' rather than a 'true solution' - colleagues can become disheartened and it can have a negative impact on well-being.

✱ **Quality & personalisation:** How is the school (and you as a school leader) providing high-quality opportunities for training and professional learning,

and in what ways is the school's approach to growth supporting colleagues to gain a sense of job satisfaction, happiness at work and feelings of well-being?

Part of professional growth is structured reflection and regular constructive feedback. Ideally, time needs to be structured into the employee's time table for individual and small group reflection activities. When reflection is undertaken regularly, it encourages the employee to make many small tweaks, or tackle a larger issues in bite-size chunks over a longer period of time. Face-to-face and verbal feedback tends to have more impact than written feedback.

✱ **Reflective practice:** Does the school consider how reflection needs may differ depending on the employee's role? How as a leader are you ensuring that there are regular opportunities for reflection? What reflective activities do you provide for colleagues? How do you ensure reflective practices are rigorous?

Opportunities for thinking and intellectual challenge (either as an individual or as a team) offers several advantages related to happiness and well-being. For example: intellectual challenges can make work more engaging and satisfying which leads colleagues to feel a greater sense of accomplishment; employees who are regularly challenged are more likely to develop new skills and improve existing ones which can add to a sense of progress; intellectual challenge is mental stimulation which can ward off feelings of boredom and stagnation.

✱ **Differing mental activities:** Variety in the mental requirements in a job role, including times of low thinking and times of high thinking, can positively contribute to happiness at work. How do you promote 'the quality of thinking'? How do you ensure variety in the cognitive demands placed on colleagues?

MAKE A
difference

GROWTH

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Strengths:

Part of positive psychology theory is to know and build on strengths. As a leader, tools such as Gallup's Clifton Strength Finder, can help colleagues to:

* identify their 'strengths' profile which can raise a leader's understanding of their strengths;

* enable leaders to better harness their strengths;

* support leaders to combine their strengths, and 'dial up or dial down' strengths to good affect.

Recognising and knowing more about your own preferred operating style and strengths can help you understand yourself and others, which tends to improve relationships and leads to more 'conscious' leadership, where thoughtful, deliberate actions are being taken rather than simply responding to events via default behaviours. Using strengths profiling tools can be a great resource for coaching sessions, helping leaders to evaluate their practices through a very personal lens. Tools such as the VIA 24 character strengths are useful for colleagues who wish to improve well-being beyond leadership. For example, a leader may feel that improvements in their wider life would have benefits for their leadership at work and that by exploring their wider life new insights will be gained into their work life. The tool can be useful for leaders who have identified a need to work on well-being for themselves and for their school. The VIA strengths tool is also very useful for people who do not currently hold leadership positions, and for more junior leaders.

Think about the different roles colleagues hold in school, e.g. teacher, TA, admin, site staff, learning mentors, finance team.

• How well does each person know their strengths and how do they utilise their strengths in their respective roles?

• Would each person feel able to tell you their top 5 strengths?

• Would they be able to tell you how they utilise these strengths in their role?

• Would they be able to tell you how they dial up or dial down those strengths to achieve better outcomes?

• Could they tell you how their strengths are different from other people they work with?

• Do colleagues regularly celebrate each other's strengths?

Strengths: How well do you know your own strengths? Have you ever completed strengths assessments, such as the Clifton Strength Finder or the VIA Character Strengths? What value might completing strengths assessments have for you, and for other leaders in your school? How well do people in different roles know and utilise their top strengths? How can they build on the strengths to make them super strengths?

Focusing on strengths has been found to impact on 'flourishing' (Seligman, 2002, 2005; Niemiec, 2018) at work and in life generally.

Teachers' ability to engage in self-awareness by means of reflecting on their strengths and weaknesses also promotes their performance about effective teaching.

GROWTH

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You can use these questions to evaluate the extent to which your own growth needs are met, or you can select from these questions to ascertain someone else's opinion as to the extent that their growth needs are being met.

It may be useful to quantify answers in some way, e.g. never, occasionally, some of the time, most of the time, all of the time, unsure.

Providing qualitative, descriptive answers can help to explore the current conditions in more depth.

1. Do you feel intellectually stimulated?

2. Do you feel the school is invested in you, e.g. your strengths, career development, aspirations, training, opportunities?

3. Do you have a clear plan for professional development?

4. Have you had opportunities to access high quality relevant training and development?

5. Is coaching and mentoring an option? If so, have you been able to access this and has it supported your development?

6. Are you provided with regular and constructive feedback?

7. Are you supported to understand and maximise your strengths?

8. Do you feel your manager is good at understanding your strengths and the quality of your work?

9. Do you feel others believe in you and see your potential?

10. Are there opportunities for career progression?

11. Are you sufficiently challenged in your work?

12. Does your current skill level / knowledge level cause you any stress or anxiety?

On a scale of 0-10 with 0 being very unhappy and 10 being extremely happy, how would you rate the extent to which your growth needs are being met at work?

If your happiness rating for growth needs was improved, what impact do you think this would have on your overall rating for happiness at work?

If improvements were made to one aspect of growth needs, which would make the most significant difference to your happiness at work?

If improvements were made to one aspect of growth needs, which would have the biggest impact on your performance, and is this the same or different from your last answer?

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