LEARNOVATE
Leading Learning Innovation

Wellbeing
Towards a thriving organisation

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Learnovate Report

This report was created by Learnovate at Trinity College Dublin for the Wellbeing Core Research Project.

1. Executive Summary

This report was prepared to present ongoing research into the subject of workplace wellbeing.

Building on previous research carried out by the Learnovate team, and following consultation with a research working group composed of Learnovate members, this report examines a number of key topics in the area of workplace wellbeing including:

- The current state of workplace wellbeing
- The relationship between learning and wellbeing
- The components of effective employee wellbeing
- The role of leadership in nurturing employee wellbeing
- The Thriving Organisation and its importance to employee wellbeing
- How to measure workplace wellbeing

In compiling this report, the Learnovate team reviewed a broad range of literature in the area of workplace wellbeing.

Having examined the research around the above topics, we believe that organisations need to move beyond the concept of 'wellbeing initiatives' and, instead, focus on embedding a culture of wellbeing into the very fabric of the organisation through its values, its culture and its ways of working and managing people. This means embracing the concept of the Thriving Organisation where employees function at optimal levels of thinking, feeling and functioning in their work. This report endeavours to highlight the key components required to build a Thriving Organisation.

A key factor in ensuring the wellbeing of employees and building a Thriving Organisation that is highlighted is the role of the team leader/line manager (a person with direct managerial responsibility for (a) particular employee/employees). They play a central role in determining how a culture of wellbeing is instilled on a day-to-day basis within the organisation. It is largely through its leadership that the good intentions of an organisation's employee wellbeing strategy are concretely implemented. However, many organisations neglect the role of the team leader/ line manager in employee wellbeing and fail to equip their management team with the skills necessary to nurture a culture of wellbeing.

Importantly, the research shows that by creating a workplace culture that is focused on employee wellbeing, organisations not only create a healthy working environment, they also attract and retain good employees more easily as well as increasing their chances of overall business success.

● 2. Introduction

2.1 Background and research question

Learnovate's first research report explored the wider topic and theory around wellbeing. The key takeaways from this report included:

1. Wellbeing is an ongoing balancing act between our psychological, social and physical challenges and resources
2. Developing wellbeing requires ongoing investment in building resilience through learning new skills and sustained practice of habits that enhance wellbeing
3. Our brains are wired to want the 'wrong' things (miswanting) and some rewirement is required
4. Skills to enhance wellbeing can be learned, developed and measured
5. (Workplace) wellbeing is a dynamic and shared responsibility that is regulated by boundaries and interfaces that need to be negotiated within our personal systems
6. Establishing a culture of wellbeing in an organisation requires a holistic strategy for which both the organisation and the individual feels responsible and accountable.

While this piece of research provided a great understanding of the concept of individual and workplace wellbeing, it left us with an outstanding question to understand the role of learning in relation to wellbeing and what organisations can do to support and achieve a culture of wellbeing in the workplace that is inclusive, fosters a sense of belonging, and is considered crucial for the organisation's success.

In collaboration with the research working group, the following research question was defined that is explored in this research report.

How can we seek to:

- *Improve personal wellbeing through learning and how can the organisation best support the individual in this regard?*
- *Identify the role of the individual and the organisation in relation to both personal wellbeing as well as a culture of wellbeing and sense of belonging within an organisation?*

- *Ensure that wellbeing approaches and initiatives are authentic and have real impact on learning effectiveness and related performance improvement for both the individual and the organisation?*

2.2 Context: the state of the global workforce

According to the latest Gallup State of the Global Workforce survey[1] employee engagement[2] is at 20% globally, a 2-point drop since the last survey in 2019. Levels of employee thriving are at 32% globally. While this is a slight increase since 2019 (despite the Covid-19 pandemic), overall levels of engagement and thriving are very low. It means that over 70% of employees are not engaged or thriving at work, leading to an estimated 8.1 trillion USD loss to the economy.

If levels of engagement and thriving are that low, organisations are at risk not being able to reach their business goals. Organisations need employees who are consistently high in energy, focused, innovative, agile and resilient. In other words, they need employees who are engaged at work and thriving in their overall life.

While engagement focuses on what is happening in work, wellbeing includes work and all other experiences in our lives: career, social, financial, physical and community wellbeing.

Experiencing the negative sides linked to levels of engagement and wellbeing can lead to burnout over time. Some organisations predict the next global crisis is a mental health one with daily negative emotions among employees rising since 2009.

This is not a very uplifting image, and the good news is that it does not have to go that way. There is a lot that organisations and leaders can do to improve engagement and wellbeing of its employees. While some leaders believe that employee wellbeing is not their responsibility, the opposite is true. Improving employee wellbeing ultimately depends on the decisions of leadership, the ability of managers to positively influence employee wellbeing through

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[1] https://www.gallup.com/workplace/349484/state-of-the-global-workplace.aspx

[2] There is no common understanding of what employee engagement is. It remains a topic of research for scholars to date. For the purpose of this report we have applied the definition put forward by Schaufeli & Bakker, (2004). They define employee engagement as a state of mind in which, rather than being burnt out, employees show Vigour (energy, resilience and effort), Dedication (for example, enthusiasm, inspiration and pride) and Absorption (concentration and being engrossed in one's work)

coaching and meaningful conversations, and the level of trust employees have that their leaders and managers care about them as people.

The Gallup report states that:

> 'The global workplace is experiencing a generational shift in the way the world defines business success. Going forward businesses will not be measured by profits alone. They also will be measured by their positive impact on people and the planet.'

But how will all this be achieved? In this report we have explored the strategies, standards, theory and measurement tools in the research out there that will help organisations and their employees thrive.

2.3 The current state of workplace wellbeing

The Future Workplace 2021 HR Sentiment survey[3] found that 68% of senior HR leaders rated employee wellbeing and mental health as a top priority.

Many organisations now have wellbeing programmes with expanded wellbeing benefits such as free online counselling sessions, training leaders on empathic leadership, or corporate subscriptions for wellbeing and meditation apps.

However, the evidence on the effectiveness of wellbeing initiatives within companies and organisations is decidedly mixed.

While studies have demonstrated that programmes specifically targeting psychological wellbeing over a short time frame of around 6 to 8 weeks have been shown to be beneficial (Carolan, Harris and Cavanagh, 2017), other studies show that workplace mental wellbeing interventions delivered little or no improvement in employee wellbeing (RA et al., 2008).

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[3] https://futureworkplace.com/ebooks/2021-hr-sentiment-survey/

At the same time, there is a growing body of research that offers some insights into why workplace wellbeing initiatives often fail to have the desired impact.

Graveling et al (2008) highlight difficulties employees experience when using self-directed, digital resources – the lack of interactions with a real person to help them deal with any wellbeing issues seems to be a factor hindering effectiveness. Indeed, they point out that, in some instances, even paper-based resources have been shown to be more effective than digital material.

In a study published in the International Journal of Wellbeing, the author highlights three key issues with workplace wellbeing initiatives (Spence, 2015):

1. They don't deliver what the employees need

2. The level of 'receptiveness' of employees will impact on the success of the programme

3. Organisations might be better served by focusing on basic 'human relations' issues

In researching a range of studies on workplace wellbeing initiatives, Spence found that while all of the studies sought the opinions of those who participated in the wellbeing program, none of them sought to explore the perspective of those who didn't participate. Thus, the views of a potentially significant cohort were missing from the analyses.

Amongst the feedback the studies did gather, participants highlighted a number of issues:

- A wellbeing program that didn't match their specific needs
- Time and work pressures
- Access to resources
- Not actually wanting help from their employer

Also highlighted as a wider, organisational issue for some employees was their organisation's level of commitment to change when it came to workplace wellbeing. On this point, Spence states that "If employees perceive that the change they are being asked to embrace as individuals is greater than the organisation's preparedness to do likewise, then this may be resented and lead to a resistance and lower employee receptivity to any employer-sponsored offering."

Spence also highlights that if a wellbeing initiative is solely championed by HR, then it may seem more like a 'strategic' initiative (and not something central to the organisation's core beliefs and values) while at the same time risking being seen as an example of 'Big Brother' corporate control.

The above is backed up by recent evidence from the Gartner 2021 Employee Value Proposition (EVP) Benchmarking Survey (Gartner Research, 2021) showing low levels of take-up by employees of wellbeing offerings within their organisation (figure 1).

Organizations Offering vs. Employees Using Well-Being Programs

Of organizations offering various well-being programs, only about a third of HR leaders and employees report using them.

ORGANIZATIONS OFFERING

	Physical well-being	Financial well-being	Emotional/mental well-being
Organizations Offering	80%	67	87
Employees Using	32	25	23

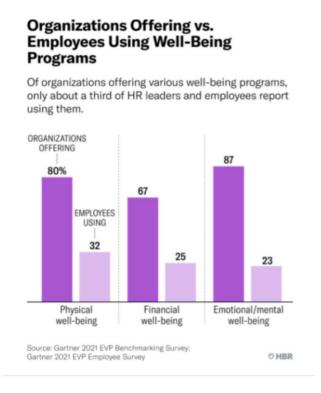Source: Gartner 2021 EVP Benchmarking Survey; Gartner 2021 EVP Employee Survey

○ HBR

Figure 1: Organisations offering vs. employees using wellbeing programs.
Copied from the Gartner Employee Value Proposition Benchmarking Survey

● 3. The Thriving Organisation

3.1 What is thriving in the context of workplace wellbeing?

According to Kleine et al. (2019), human thriving has attracted interest of social and behavioural scientists for several decades. In the broader literature, 'thriving' is typically conceptualised as a dynamic process of adaptation to physical, psychological or social adversity, leading to positive outcomes such as personal growth and enhanced functioning.

Since the early-mid 2000s, organisational behaviour and management researchers have focused on a different meaning of thriving which is reflected in the work of Spreitzer et al. (2005) who define thriving at work as 'a positive psychological state that is characterised by a joint sense of vitality and learning'. Researchers suggest that employees who are thriving experience personal growth by feeling energised and alive (vitality) and by having a sense of continually acquiring and applying knowledge (learning) (Kleine et al., 2019).

3.2 Theoretical model of thriving at work

Spreitzer et al. (2005) developed a theoretical model of thriving at work (figure 2), which explains how certain individual characteristics (e.g., knowledge and positive affect), interpersonal/relational characteristics (e.g.,support and trust), contextual features (e.g., job autonomy and climate of trust), andagentic work behaviours (e.g., task focus and exploration) lead to thriving at work. Thriving, in turn, results in positive employee outcomes, including improved health and development.
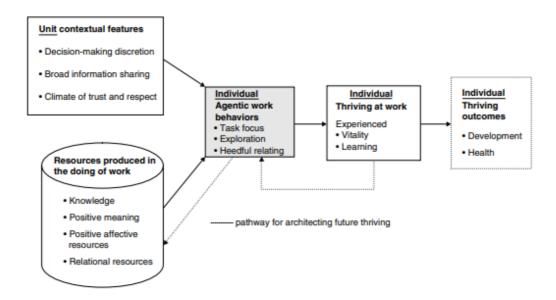
Figure 2: A Socially Embedded Model of Thriving at Work (Spreitzer et al., 2005)

Thriving offers new insights for theories of self-adaptation (the process by which individuals guide goal-directed activities over time and across changing circumstances (Kanfer, 1990)). Spreitzer et al. (2005) argued that models of self-adaptation typically treat individuals as rational and isolated entities who focus on goal-setting, self-observation, self-reward and self-punishment as a way to regulate their own behaviour (Porath & Bateman, 2006). This overlooks the idea that individuals can also self-regulate based on how they feel. Thriving is a desirable subjective experience that allows individuals to gauge whether what they are doing and how they are doing it is helping them to develop in a positive direction: a sense of improvement in short-term individual functioning and long-term adaptability to the work environment (Hall and Fukammi, 1979);(Kolb, 1984).

Rather than just serving as a corrective mechanism generated by gaps in performance, Spreitzer et al.'s view is that people use changes in their sense of thriving to gauge whether and how they should take action in the context of work to sustain or renew their thriving. Thus, thriving serves an adaptive function that helps individuals navigate and change their work contexts to promote their own development.

Another reason to better understand thriving is because it contributes to positive health (Christianson et al., 2005). When individuals feel a sense of vitality and aliveness, they are less likely to be anxious and depressed and more likely to be mentally healthy. A sense of learning

can contribute to positive physical health. Employees who report more learning at work were more likely to report that work contributed positively to their mental and physical health (Ettner & Grzywacz, 2001).

3.3 Relationship between learning and thriving at work

According to Spreitzer et al. (2012), the interest in building sustainable organisations has been increasing over the past 2 decades. Sustainable organisations have the capacity to endure and simultaneously satisfy a triple bottom line of economic, environmental and human performance. An important mechanism for understanding the human dimension of sustainability is thriving at work. When thriving, employees are energised to grow and develop. They create resources rather than deplete them. Spreitzer et al. argue that thriving is a crucial mechanism for increasing job performance, while also mitigating burnout and improving health.

Thriving is indicated by the joint experience of *vitality* and *learning* at work. Vitality relates to the sense that one is energised and feels alive at work; when thriving, people are passionate about what they do.

Learning is about growing through new knowledge and skills; when thriving, people believe they are getting better at what they do. Thriving individuals aren't satisfied with the status quo; they are self-learners who actively seek out opportunities to learn new things and develop.

Together, vitality and learning are the key markers of thriving at work. If people lack vitality but are learning, they are likely to feel depleted and eventually burn out. Conversely, if people have energy at work but lack opportunities to learn and grow, they are likely to feel stagnated rather than thriving.

The two components of thriving can serve as a kind of gauge for people to sense progress in how they are doing. This gauge can help people understand whether what they are doing and how they are doing is increasing their short-term individual functioning and long-term development at work. By paying attention to one's sense of vitality and learning, individuals have a mechanism to assess the sustainability of their work.

Spreitzer et al. (2012) identify a number of strategies that organisations and individuals can apply to monitor their levels of vitality and learning (and therefore thriving) which we have summarised in table 1 below.

Strategies for Thriving	
Individual	Organisational
Monitor vitality levels during periods of increased learning and recharge when levels are decreasing	Enable decision-making discretion
Engage in activities to renew energy	Provide information about the organisation and its strategy
Seek ways to craft work to be more meaningful and impactful	Minimise incivility
Look for opportunities to innovate to learn something new or grow a new capability. (L&D can enhance capacity for thriving at work)	Provide performance feedback
	Promote diversity
Through these strategies, individuals are regenerating, not just using up energy that can help them to sustain their thriving over time. Through their proactivity, they are also co-creating the kind of work environment that can sustain and grow their thriving over time.	

Table 1: Strategies for monitoring vitality and learning for individuals and organisations (Spreitzer et al., 2012)

3.4 Thriving at work

As mentioned previously, thriving at work is defined as the psychological state in which individuals experience both a sense of vitality and a sense of learning at work. Vitality refers to the positive feeling of having energy available. Learning refers to the sense that one is acquiring, and can apply, knowledge and skills (Dweck, 1986; Elliott & Dweck, 1988). Thriving registers the joint sense of vitality and learning, which communicates a sense of progress or forward movement in one's self development.

The concept of thriving is an important notion in the context of this research project as it establishes a clear connection between learning and wellbeing and confirms the hypothesis we developed that learning contributes to higher levels of wellbeing in the workplace and is therefore an important consideration for leaders who are building a business case to support the implementation of a wellbeing strategy that is sustainable, empathetic and recognizes the role of the organisation to contribute to its employee's overall wellbeing.

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● 4. Workplace Wellbeing Strategy

4.1 Why organisations should have a wellbeing strategy

In Learnovate's first report on wellbeing, we referenced the equation for wellbeing in the workplace developed by Hesketh & Cooper (2019) as shown in figure 3.

Figure 3: Wellbeing equation (Cooper & Hesketh, 2019)

Hesketh & Cooper argue that if the 'value' of each of the components in this equation is 1, then wellbeing levels in the organisation are at their optimal level. They point out that all the components of a workplace wellbeing strategy are interdependent of each other. This emphasises that a holistic approach to build a strategy for workplace wellbeing where everyone involved understands their role and plays their part is imperative.

In this chapter we discuss each of the elements (Environment, Leadership and Resilience) of Hesketh & Cooper's equation for workplace wellbeing in more detail.

Before we do, first consider the purpose of a workplace wellbeing strategy. In a short TED Talks video[4] Michael C. Bush, the CEO of Great Place to Work, Inc explains that organisations where employees are happy, report three times the revenue growth and outperform the stock market by a factor of three. Organisations with happy employees also report half the levels of turnover compared to other organisations. These organisations don't achieve this by spending lots of money, but rather by creating a workplace culture that is focused on achieving the things that make employees happy:

1. Trust & Respect
2. Fairness
3. Listening/Freedom to express opinion

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[4] https://www.youtube.com/watch?v=PYJ22-YYNW8

4. Adding value/Changing for positive

These are not dissimilar to the elements of an engaged organisation as identified by MacLeod and Clarke (2009). Their report contains the business case for engagement which identifies enablers and barriers to employee engagement. They state that the four basics an organisation should focus on are:

- A strategic narrative : messages about the organisations past, reality and future
- Engaging managers who get the job done, treat people as individuals and coach & stretch people
- Listening effectively and giving employees a voice; seeing employees as assets, not problems
- Integrity, trust and ethical behaviour: the values that are reflected in day-to-day behaviours

4.2 Leadership and Wellbeing

4.2.1 The Role of the Leader

Leadership is key for a thriving organisation for many reasons. Leadership creates a vision and sets goals and objectives for the organisation to achieve. The norms in the organisation are developed through leadership as it has the power to influence organisational functioning.

Leadership has the unique opportunity to shape the climate in the organisation whether that is one of fear and control or support and collaboration. Leadership makes the final decisions on changing policies and procedures and thus has the power to create change.

In the context of developing a happy organisation where employee wellbeing is valued and supported it is most effective for leadership to adopt an ethical or moral leadership style. These types of leadership place emphasis on valuing individual differences, are empathetic to employee needs, and put employees and the organisation's community first. The next paragraphs briefly discuss some leadership styles or theories to provide a sense of the developments in leadership theory and how they influence organisational wellbeing.

To be successful and effective, wellbeing strategies need backing and enabling at all managerial levels. The degree to which this organisation-wide approach is adopted is also critical.

Breslin (2017) maintains that managerial approaches to employee wellbeing can be classified in one of three levels:

1. The minimalist standard: where the bare minimum is done to comply with legislation
2. The wellbeing standard: where the efforts of the organisation go beyond what the law requires in terms of promoting employee wellbeing
3. The thriving standard: where the aim is to build a work environment where employees flourish and thrive

Breslin argues that, in his experience,

> "There are very few organisations where staff are consistently thriving at work. I believe there are two main reasons for this; neither employees nor employers have made thriving a workplace expectation. Both employees and employers tend to be satisfied with a "safe" or "survive" standard rather than a "thrive" standard."

To tackle this challenge (of organisations not looking to 'thrive') he cites the four actions proposed by Speitzer and Porath (2012): providing decision-making discretion, sharing information, minimising incivility and offering performance feedback.

To these four he adds his own: facilitating workplace 'fit' – the idea of helping staff find their niche in the workplace. And it's about aligning skills, inner motivation, personality and other characteristics with a job that needs doing.

In Breslin's own words:

> "Even a good seed can't grow in bad soil".

4.2.2 Authentic Leadership

There is a significant focus on research about ethical and moral leadership styles that have been associated with higher levels of wellbeing and a culture of wellbeing in organisations. What these leadership styles have in common is that they value individual differences (are inclusive) and are empathetic to employee needs (those needs that must to be met in order for them to thrive). They put the employee and community first - even ahead of business results.

We have provided an overview of some of these leadership styles in Appendix I and want to highlight the concept of Authentic Leadership here as one of the underlying themes of

wellbeing in the workplace that we have encountered in the research. Because no matter what activity is undertaken to improve employee wellbeing, it needs to be true and a reflection of the organisation's values and culture. With the role of leadership being so important to shape the wellbeing levels of the organisation, it is important to highlight how an Authentic Leadership style can contribute to achieving the wellbeing goals of the organisation.

One of the most complete definitions of Authentic Leadership comes from Walumbwa et al. (2008):

"Authentic Leadership is a pattern of behaviour that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster self-awareness internalised moral perspective, balanced processing of information, and relational transparency on the part of the leaders working with followers, fostering positive self-development." (Walumbwa et al., 2008)

The term authenticity can be traced back to ancient Greece where it meant 'being true to oneself'. Importantly, it is about acting in a way that is consistent with your inner thoughts and feelings. It is not a 'behavioural style' where a manager/leader tries to behave authentically (the very opposite of authentic – fake).

Thus, authentic leaders act in accordance with personal values and convictions to build credibility and earn the trust and respect of employees.

It has four components:

1. Self-awareness: by which a person is conscious of his or her personal characteristics and the impact they have on others.
2. Internalised moral perspective: by which leaders align their intentions and actions to their values
3. Balanced processing: objectively analysing data before coming up with a solution and also paying attention to both the positive and negative interpretations about themselves and their leadership style.
4. Relational transparency: an open approach to sharing of information and self-disclosure.

In section 4.2.4 of this report we look in more detail at the relationship between Authentic Leadership and employee wellbeing.

4.2.3 The role of the Manager

While the actions and attitudes of senior management convey the degree to which the organisation values wellbeing, it is only when these values become embedded throughout the organisation that they become meaningful. This requires on-going coaching of team managers to help them integrate wellbeing into the day-to-day interactions with the employees in their team (Cooper and Leiter, 2017).

However, Cooper and Leiter point out that, for the most part, managers are trained for the practical tasks of scheduling and budgeting – but most of their challenges will arise from managing people. In order for managers to provide meaningful and enduring support for employee wellbeing, they need to have a long-term perspective on their team members that includes fulfilment and thriving as well as productivity and 'getting the job done'.

To effectively manage employee wellbeing, they argue that managers require three key skills:

1. The capacity to conduct one-to-one conversations with team members on difficult issues
2. The ability to mediate strained working relations among their team members
3. The willingness to set a tone for employees that enhances the level of civility in their encounters

Research at the intersection of leadership and wellbeing provides copious theoretical and empirical support for the beneficial effects of positive manager behaviours on employee wellbeing (Boekhorst et al., 2021).

The ISO 45003 points out that "the successful management of psychosocial risk calls for a commitment throughout the organisation. Top management should lead this, and managers and workers at all levels should assist in its implementation."

Concretely, this means that managers need to take a proactive role in the wellbeing of their team members. This involves questioning the elements that impact employee wellbeing but that the manager can influence. For example:

- Is their work fulfilling?

- Do their daily tasks give them a sense of direction and meaning?

- Does their work bring a sense of satisfaction and self-worth?

- Is their role adapted to their strengths?

- Do they feel capable of undertaking the day-to-day tasks their work entails?

- Does their work offer challenges that allow them to improve their skills?

- Do they have a level of independence in what they do?

- Do they feel like they are thriving at work?

4.2.4 Authentic Leadership and Wellbeing

It has been argued that there is a strong link between moral or ethical leadership and retention of employees but also their commitment to the organisation. (Ilies, Morgeson & Nahrgang, 2005.)

The authors make a case that authenticity (i.e. being one's true self), has substantial implications for the meaningfulness of employees' lives, especially in the process of leadership. In doing so, they examine the concept of authentic leadership as it relates to two distinct yet overlapping philosophical approaches to human happiness and the worthiness of human life: hedonic happiness and eudaemonic well-being.

In their opinion, authenticity is a broad psychological construct reflecting a person's general tendencies to view themselves within their social environment and to conduct their life according to a set of deeply held values.

In order to analyse how authentic leadership can influence employee wellbeing, they used a four component model: self-awareness, unbiased processing, authentic behaviour/acting and authentic relational orientation.

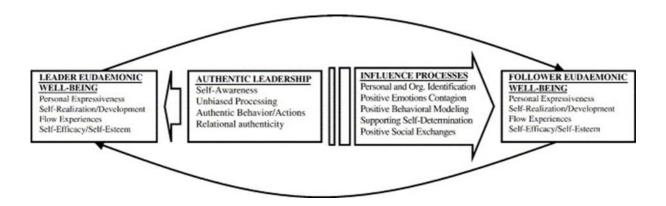Ilieas, Morgeson & Nahrang represent their model as follows (figure 4):

Figure 4: Authentic leadership influences on leaders' and followers' eudaemonic wellbeing. (Ilieas, Morgeson & Nahrang, 2005)

They describe the four components of Authentic Leadership as follows:

Self-Awareness

Viewed as a component of authentic leadership, self-awareness refers to a person's awareness of, and level of trust in, their own values, motives, feelings and personal characteristics. In essence, it's about knowing oneself and being true to oneself. Authentic self-awareness is built on a foundation of positive self-concept where individuals believe in their self-worth (they have high self-esteem), believe themselves capable of accomplishing tasks (they have high self-efficacy) and believe they are in control of their lives (they have an internal locus of control). Thus, there is a strong link between self-awareness and emotional intelligence.

It is important to highlight that self-awareness involves being aware of both one's strengths and weaknesses.

Unbiased Processing

This involves objectively accepting one's positive and negative aspects, attributes and qualities.

Inauthentic leadership is, therefore, characterised by biased processing whereby a person actively seeks out favourable situations while consciously avoiding those less favourable.

Consequently, by engaging in unbiased processing, authentic leaders don't avoid situations that challenge and develop their skills (of self-awareness, etc.).

Ilies, Morgeson & Nahrgang consider unbiased processing to be at the heart of personal integrity and character.

Authentic Behaviour

This refers to leaders who act in accord with their true beliefs and values – as opposed to merely acting in a manner to please others. When a leader's behaviour is authentic it has benefits for both the leader and their subordinates.

Authentic Relational Orientation

This involves valuing and striving for openness and truthfulness in workplace relationships. A key outcome of such openness and truthfulness should be high levels of trust.

Interestingly, [the authors] argue that relational authenticity coupled with unbiased processing fosters personal learning and development. This is in large part due to a willingness on the part of the authentic leader to hold themselves (and their actions) open to inspection in order to receive valid feedback. This environment of trust fosters a sense of growth and development as a person in the leader but also amongst the members of their team.

4.3 Workplace environment

The second element of Hesketh & Cooper's wellbeing equation (2019) is 'Workplace Environment'. In order to have high levels of wellbeing in an organisation, the right environment needs to be created. This can be a physical environment as well as a psychological environment. In the concept of the thriving organisation, the right environment is one in which employees can connect their own meaning and purpose in life to what they are doing in the workplace. They feel connected to the company brand and feel energised in their commitment towards it.

4.3.1 Meaning and purpose in work

At the foundation of a thriving organisation's environment and indeed wellbeing are meaning and purpose. Work can bring a lot to our lives and it is important that we do work that is

personally fulfilling but also seeing that our work efforts are contributing to a 'greater good' for society or others. As Clifton & Harter (2021) put it:

"What the whole world wants is a good job, one in which they can use their strengths every day with a manager who encourages their development".

As Gallup found, 'my job' and 'my manager' are actually strongly linked to net thriving. A concept to measure wellbeing that we will discuss in more detail in a later section.

Purpose describes the identity, beliefs, values and ethics that drive our individual passions, wants and needs. They influence the choices we make for our careers and we increasingly look for jobs that provide us with meaning and match our strengths and employers who closely match our personal beliefs and values.

4.3.2 Organisational Values

Organisational values have been defined as a group of values that together create a value system and guide organisational members' behaviours (Bourne and Jenkins, 2013)

While designing and expressing corporate values can be challenging, an even bigger challenge centres on consistently putting them into practice (Dominick et al., 2021).

The authors of the study looked at how companies in the Fortune 100 with the goal of identifying how these companies developed, communicated, and implemented their espoused values. One of the key 'traits' they highlight is the need for leaders to regularly communicate the values that are important to them.

The importance of leadership is also echoed by Bourne et al. who talk about the risk of a leadership gap when it comes to organisational values – where the espoused values of the organisation and the values held by the organisation's members are not aligned (2013). They point out that this can happen when a new set of values is espoused by the senior management before sufficient supports have been put in place across the organisation.

The above re-enforces the point that espoused values and aspirations around workplace wellbeing need to be backed up by the requisite supports if a culture of thriving is to be nurtured within an organisation.

4.4 Resilience

The final element to Hesketh & Cooper's workplace wellbeing equation is resilience. As we know from our previous research project, resilience is our 'bounce-back' capability when we are faced with challenges. The resources (psychological, sociological and physical) we have determine, in a nutshell, what our levels of resilience are like.

4.4.1 The link between wellbeing and resilience

Scholars agree that wellbeing and resilience are linked. Over time, the quality of anyone's life will depend on a certain level of mental toughness (Mugni et al., 2011). Mugni et al. (2011) argue that whereas wellbeing captures and describes a psychological state at a point in time, which varies in different contexts and from individual to individual. It bundles together a number of different, but linked psycho-social factors from fulfilment, to happiness and resilience, or mental toughness.

Mugni et al. (2011) go on to say that resilience however is less about a point in time, but dynamic. Taking into account the past as the future, a person can build resilience before they hit a crisis and be more likely to cope with problems that may be around the corner.

Resilience adds an element of future proofing to a wellbeing analysis. A resilience focus, taken alongside a wellbeing lens, can help predict future risks. We know that individuals and communities can report high levels of subjective satisfaction alongside underlying vulnerabilities which can surface during times of pressure, such as during a recession.

If we focus on wellbeing and ignore resilience, we will only have those individuals who report low wellbeing in our view with the risk of individuals and communities that display high wellbeing are vulnerable to future shock being overlooked.

4.4.2 Resilience in the workplace

Hesketh and Cooper (2019) state that resilience in the workplace is really about managing stress levels. What impacts on this and what can be achieved to combat stress is it starts to become heightened.

Southwick and Charney's 2012 book 'The science of mastering life's challenges' suggests a 'prescription' for resilience that includes the key aspects that impact on our resilience. They are:

A positive attitude	Cognitive flexibility	Moral compass	Role models	Facing fears
Coping skills	Supportive networks	Physical wellbeing	Regular training	Signature strengths

According to Robertson et. al. (2015) resilience can be improved with training and there is evidence that higher levels of resilience can improve performance and enhance psychosocial functioning. However, the research is less clear and conclusive about the exact way to improve resilience or what works best. Hesketh and Cooper (2019) do conclude that resilience is one of the three fundamental aspects to overall wellbeing and it therefore needs to be included as a header in any workplace wellbeing strategy. They also stress that resilience is not something that 'comes on tap' but is a very complex concept that varies even from one person to another as our brain processes information and experiences in very different ways. Therefore the research on improving resilience remains tentative.

● 5. Measuring Wellbeing at Work

5.1 Overview

There are quite a number of ways in which workplace wellbeing (or elements of it) can be measured. Some of them focus on individual aspects of worker wellbeing (e.g., satisfaction) while others focus on aspects of the organisational environment that are likely to promote employee's wellbeing (e.g., an employee survey). Other measures bring together an assessment of the organisational climate, organisational practices, and individual mental and physical health.

In this section we will discuss some of the workplace wellbeing measuring instruments and practices we discovered and explored. It is important to note that the type of measurement applied might be different for each organisation and that the instruments discussed here do not provide an exhaustive list. What is important to remember is that an organisation's responsibility is to be deliberate and thoughtful about including measurement as part of its wellbeing strategy.

5.2 WHO Healthy Workplace Model

In 2007 the World Health Assembly of the World Health Organization endorsed the Global Plan of Action on Workers Health (GPA), 2008-2017, with the aim to provide new impetus for action by Member States. The Global Plan of Action sets out five objectives:

1. To devise and implement policy instruments on workers' health
2. To protect and promote health at the workplace
3. To promote the performance of and access to occupational health services
4. To provide and communicate evidence for action and practice
5. To incorporate workers' health into other policies.

The WHO model (figure 5) provides a flexible framework that is adaptable to diverse countries, workplaces and cultures. WHO has developed practical guidance specific to sectors, enterprises, countries and cultures, together with WHO collaborators, experts and stakeholders.

The WHO model for Healthy Workplaces has provided a platform for discussion of workplace wellbeing, a discussion that developed over the past 15 years and has resulted in more practical standards and measurement instruments such as the ISO 45003 standard for psychological health and safety at work and the Gallup Net-thriving model which are discussed in the following sections.
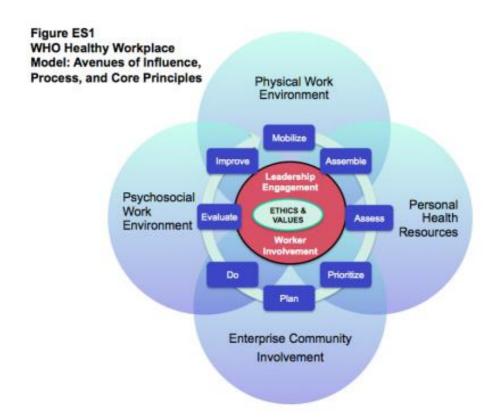

Figure 5: The WHO Healthy Workplace Model
Reprinted from: Healthy workplaces: a model for action. Page 13. http://www.who.int/occupational_health/healthy_workplaces/en © Copyright World Health Organization (WHO), 2010. All Rights Reserved.

5.3 Standard for managing psychological health and safety at work: ISO45003:2021

Before workplace wellbeing is measured, it is important to understand what the standards we are measuring workplace wellbeing against are and what key metrics the organisation is attempting to influence and improve.

In 2021, a new International Standard for Organisations was introduced: ISO45003:2021. This new ISO standard, describes the guidelines around expectations for the psychological health and safety at work in the context of occupational health and safety management.

ISO 45003 is the first global standard that provides practical guidance on managing psychological health in the workplace. It provides guidance on the management of psychosocial risk, as part of an occupational health and safety management system.

It includes:

- Information on how to recognize the psychosocial hazards that can affect workers, such as those that arise from home working
- Examples of effective, often simple, actions that can be taken to manage these and improve employee wellbeing

The ISO standard defines wellbeing at work as follows: 'fulfilment of the physical, mental, social and cognitive needs and expectations of a worker related to their work.' We would like to emphasise that the ISO standard mentions that wellbeing at work can also contribute to the quality of life *outside* of work and that wellbeing at work relates to all aspects of working life, including work organisation, social factors at work, work environment, equipment and hazardous tasks.

It is interesting to note that the scope of responsibility of the organisation for the psychological health and wellbeing of its employees stretches to quality of life outside of work as it extends the responsibility of the employer beyond the boundaries of the organisation.

The ISO standard addresses the economic cost to organisations and society as a result of psychosocial risks that affect both psychological health and safety, and health, safety and wellbeing at work more broadly. When organisations manage these psychosocial risks, this can result in positive outcomes such as improved job satisfaction and increased productivity.

The ISO45003 document provides practical guidelines for organisations to develop a wellbeing at work strategy by considering the following strategy components:

- Understanding the context of the organisation
- Participation of leadership and workers

- Planning

- Building support

- Managing Operations

- Evaluating performance

- Driving continuous improvement

As may be noted, these components are based on and a natural progression from the WHO's Healthy Workplace Model discussed in the previous section.

5.4 Gallup Net Thriving

Through Gallup's past research, the five wellbeing states, career, social, financial, physical and community were developed. These all contribute towards the 'best possible life. (Clifton & Harter, 2021) considers career wellbeing to be the most important of these elements because 'career wellbeing is the foundation of the 'best possible life'

However, according to a recent publication from Gallup (Clifton & Harter, 2021) there are still no official statistics or formally agreed upon metrics for the states of suffering, struggling and thriving that measure worldwide workplace wellbeing. It is Gallup's goal to discover and quantify the difference between the best possible life and the worst possible life. The metric used to measure the best possible life is referred to as 'Gallup Net Thriving' (GNT).

The GNT metric is derived from a two–part question (figure 6) and has been tracked in the Gallup World Poll since 2005 and is proposed to be a common metric and common language to benchmark and share best practices across organisations.

Clifton and Harter propose that what the world wants is a good job; a job that uses the person's strengths every day with a manager that encourages their development. Stress and anxiety are most likely linked to 'my job' (or not having a job). 'My job' and 'My Manager' are the two strongest links to net thriving.. But while we can measure most monetary transactions, the value for organisations is to measure how people are experiencing their lives.

Clifton and Harter claim that the metric to track suffering, struggling and thriving is Gallup Net Thriving, and the five elements of wellbeing is the treatment. In order to achieve a culture of net thriving (ie. wellbeing), leadership is required to take the right steps accordingly.

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Please imagine a ladder with steps numbered from zero at the bottom to 10 at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you. Q1: On which step of the ladder would you say you personally feel you stand at this time? (0-10) Q2: On which step do you think you will stand about five years from now? (0-10)	Best possible life	Thriving: Positive view of their present life situation and positive view of the next 5 years. (Rating of 7 or higher) Struggling: Struggle in their present life and have uncertain or negative views about their future. (Rating between 5 - 7) Suffering: View their life as miserable and have negative views of the next 5 years. (Rating of 4 or below) Across countries the percentage of suffering employees ranges from 0% to 35%.

Figure 6: Gallup Net Thriving metric definition and instrument

It is increasingly becoming a requirement for organisations to report on employee engagement. Unsurprisingly, while levels are increasing over the past 10 years, just 22% of employees are engaged employees. Employees who are engaged but not thriving in their life, are more vulnerable and add risk to organisations. They have a much higher likelihood to burn out, experience daily stress, experience daily worry and have higher rates of daily sadness and anger.

Organisations will need to know how employees are experiencing their life in order to meet the new demand of managing the whole person. According to Clifton & Harter, the first step for employers to improve net thriving is to build trust by engaging employees. Employers should play a central role in shaping the whole person.

5.5 Measurement of Psychological Capital

Psychological Capital is defined as "an individual's positive psychological state of development" (Fred Luthans, et al., 2007) which is characterised by having high levels of HERO; the four elements of Hope, (Self-)Efficacy, Resilience, and Optimism. If we are more hopeful, efficacious, resilient and optimistic, we are more likely to 'weather the storm' in a dynamic organisational or a challenging personal environment.

5.5.1 Link between wellbeing and Psychological Capital

The concept of psychological capital is strongly linked to increased wellbeing, work, and life satisfaction. Developing even one of the four areas in employees has a strong positive effect on the other elements. While there is a lot to be said for every one of the components, the concept of Psychological Capital is greater than the sum of its parts. Hobfoll (2002) points out a tendency for 'enrichment of all resources among those who possess a solid resource reservoir'. When all four components are taken into consideration, this maximises the potential of reaching the positive psychological state that leads to our wellbeing and happiness. As our brain is malleable, Psychological Capital can be developed and strengthened. Furthermore, Psychological Capital can be managed and assessed.

The impact of positive Psychological Capital on desired outcomes has been demonstrated in a meta-analysis of 51 studies (Avey et al. 2011). As well as a beneficial effect on wellbeing and job satisfaction, Psychological Capital was also shown to have a tangible effect on performance outcomes. These results have been supported by other reviews (Newman et al. 2014). Figure 7 displays an image of the overall concept of Psychological Capital.
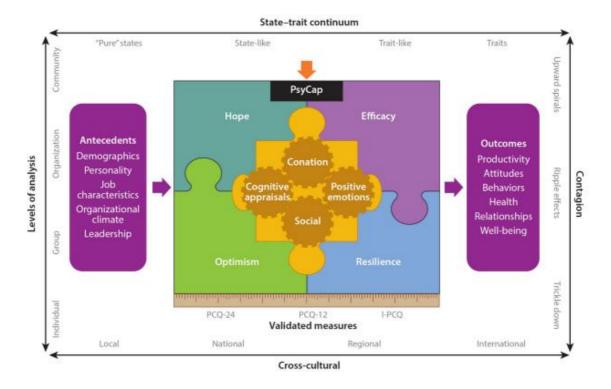
Figure 7: Psychological Capital conceptual framework (Luthans & Youssef-Morgan, 2017)

5.5.2 Measuring Psychological Capital

Psychological Capital can be tied directly to the concept of wellbeing since an integral thread that runs through Psychological Capital is the formulation of positive appraisals of past, present and future events. Psychological Capital has a state-like nature that makes it a particularly useful measurement tool for wellbeing interventions and its performance impact makes it attractive to senior management concerned about the bottom line. Thus, it helps align employee wellbeing with workplace initiatives, culture, goals, and strategies.

Several scales have been developed to measure psychological capital. The original scale developed by Luthans, Youssef and Avolio (2007) in the context of organisations is the Psychological Capital Questionnaire 24 (PCQ-24). For a more general application in all domains of life, Lorenz et al. (2016) developed the Compound Psychological Capital Scale (CPC-12), a twelve-item self-report scale (Appendix II)

5.6 Additional instruments to measure wellbeing

The Harvard School of Public Health provides an overview or a wide range of additional instruments to measure several aspects of wellbeing on its website[5]. Most of these are too specific to discuss in detail in this report, however readers might find a wealth of information and inspiration for their own organisation's strategy to measure wellbeing. What is clear from the research is that wellbeing can (and should) be measured in many ways and is not the 'intangible' or 'vague' concept it is sometimes made out to be.

The wellbeing of employees has an undisputed impact on the culture and success of the organisation and we would argue that developing a workplace environment where employees can thrive makes a lot of sense for any business that wants to remain successful and relevant in the future of work.

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[5] https://www.hsph.harvard.edu/health-happiness/repository-of-workplace-wellbeing-measures/

6. Summary and Conclusion

6.1 Context and background of the research project

This research project was a natural progression from Learnovate's initial research report on wellbeing in which we explored the definition, theory and manifestations of wellbeing (good and bad). We concluded that obtaining wellbeing is an ongoing process or balancing act but that it is within our control to develop habits and skills that improve our personal wellbeing even though this is not necessarily easy to achieve because people have developed this sense of miswanting, requiring somewhat of a rewire of our brains to get it right.

The initial reaction we drew from that research was that the skills to improve wellbeing can be learned and it is a matter of sustained practice to develop these skills. While not easy, this seemed attainable. The role of learning seemed clear: skills can be learned and developed and the activity of learning itself was proven to be beneficial for our wellbeing.

It seems only logical for organisations then to harness that potential and provide employees with all the benefits, perks, training programs and learning opportunities they might be looking for. To show that the organisation is supportive, many developed wellbeing programs in order to establish a culture of wellbeing because happy employees are good for business.

6.2 Exploring the research question

However, while there is a definite benefit in making these investments in employees, it does not lead to organisations where people show consistent levels of happiness and engagement with work. In fact: after the pandemic, global employee engagement levels were at an all time low of 20%. A 2 point drop on an already quite sombre statistic.

We asked ourselves: if wellbeing programs and initiative are not the solution, then what is? What is it that employees want from their jobs and their employers? Of course the answer to this question is not the same for everyone, however, what we can all agree on is that we are looking for jobs that provide us with a sense of purpose, belonging and opportunity to fulfil our potential, regardless of our personal circumstances and abilities.

At this point, the research focused on the concept that when people are well, happy and fulfilled they thrive. When people thrive, they are energised to grow and develop. They create resources rather than deplete them, which helps to grow their resilience and increase their productivity which is good for both the individual and the organisation.

6.3 Linking Wellbeing to Learning

For this research project we were particularly interested in understanding the relationship between learning and workplace wellbeing and the concept of working towards a thriving organisation, one in which all employees feel they can fulfil their potential and contribute to the organisation in a positive and productive way, presenting us with an attractive link between wellbeing and learning.

According to the research, thriving is indicated by the joint experience of *vitality* and *learning* at work: feeling alive and energised at work and growing by learning new knowledge and skills. Thriving people are self-learners who actively seek out opportunities to learn new things and develop and who are productive. Together vitality and learning are the key markers for thriving at work. By paying attention to one's sense of vitality and learning, individuals have a mechanism to assess the sustainability of their work.

6.4 Exploring the elements of Hesketh & Cooper's wellbeing equation

As was the conclusion from the first research report, achieving a thriving organisation is easier said than done. Thinking through how an organisation could thrive, brought our reading back to the equation presented by Hesketh & Cooper whereby wellbeing is the result of a balance between Leadership, the Environment and Resilience. Only when these three are optimal and in balance will true workplace wellbeing be achieved.

6.4.1 Environment

Looking at the element of the environment first, it is important for an organisation to have a culture of wellbeing. Typically, organisations that have high levels of wellbeing have a culture that invests in and has high levels of

1. Trust & Respect
2. Fairness

3. Listening/Freedom to express opinion

4. Adding value/Changing for positive

Another prevalent concept from the literature on wellbeing and thriving is that of psychological capital, which is defined as an individual's positive psychological state of development" (Fred Luthans, et al., 2007) and is characterised by having high levels of HERO; the four elements of Hope, (Self-)Efficacy, Resilience, and Optimism. High levels of these elements have proven to lead to higher productivity and a more positive sense of self.

Zooming out and looking at this at an organisational level, what employees are looking for can be categorised into 3 core needs: Autonomy, Belonging and Contribution. These are in turn influenced by 8 factors: 1) Authority, empowerment and influence, 2) Justice and fairness, 3) Work conditions and work schedules, 4) Teamworking, 5) Culture and leadership. 6) Workload, 7) Management & Supervision and 8) Education, learning and development.

6.4.2 Leadership

Returning to Hesketh & Cooper's formula for wellbeing, we are reminded of the element of leadership as part of the equation for wellbeing in the workplace, so we highlighted the influencing factors of Leadership and Management in this report in more detail by exploring the role of leadership and management in establishing a thriving organisation.

Overall, in order for organisations to thrive and for its employees to achieve high levels of wellbeing and performance, ethical and moral leadership styles are considered to be more effective for sustainable thriving as they put the people component of leadership before business results. Ethical and moral leadership styles, some of which we described in more detail, put people or employee's needs first. They operate on the belief that if people are happy and thriving, they are more productive and therefore business results will follow. Empirical research in this area is still developing and there are few organisations that are known to lead with an ethical leadership style, though they recognise the added value of a thriving workforce. It is a large change process that will take time to develop although employee agency and voices in relation to their needs has become stronger and is driving the change in more organisations.

At the moment, there appears to be a heightened awareness that while leadership plays a big role in shaping the culture of an organisation, it is at the line management level where policies

and strategies are being executed. It is therefore hugely important that managers recognize the behaviours they need to display and practice in an authentic way and that they receive the right investment so that they can develop the right skills to be supportive, people-oriented, empathetic and compassionate managers.

6.5 Measuring workplace wellbeing

Thankfully there are quite a few practical instruments available to organisations that help them set a wellbeing strategy, determine the level or wellbeing or thriving of their workforce and measure the impact and effect of change strategies in order to drive the level of wellbeing and thriving in the organisation. In this report, we have highlighted a few of these, such as the WHO Healthy Workplace Model, The ISO standard for managing psychological health and safety at work, the Gallup Net Thriving measurement and the psychological capital questionnaire. These instruments offer practical and simple ways for organisations to determine its wellbeing strategy and can be customised to the organisation's existing culture and circumstances.

Building a thriving organisation can be a long process, but research suggests that a sustainable and authentic wellbeing strategy can be a catalyst for this change to happen. In the long run, it will result in more organisations where employees can fulfil their potential and make a meaningful contribution to the organisation's business results in a way that can be sustained regardless of the changes and uncertainty organisations might have to face in the future of work.

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● Appendix I - Overview of ethical and moral leadership styles

In Sharifirad (2013), Sparks et al. (2001) summarised that management style is one of the four main psychosocial work environment issues that is one of current concerns for employee wellbeing and occupational health in the 21st-century workplace (Liu et al. 2010). The focus has been on supervisors because they can be a major influence, positively or negatively, on employees' work lives because supervisors have a large impact on work demands, control, and social support (e.g., Gilbreath and Benson 2004; Harris and Kacmar 2006). It is argued that positive leadership, which comprises positive attitudes of passion, skills, and confidence to inspire followers, has the potential to elevate followers in the long term in areas such as trust, commitment, and well-being (Liu et al. 2010).

Transformational leadership

Transformational leadership describes a class of behaviours enacted by a leader composed of four dimensions: intellectual stimulation (i.e., challenging the status quo and taking novel approaches to problems), charisma or idealised influence, inspirational motivation (i.e., energising followers by articulating a compelling vision), and individualised consideration (i.e., supporting, mentoring, and developing followers) (Bass 1985). The model is presented in figure 8.
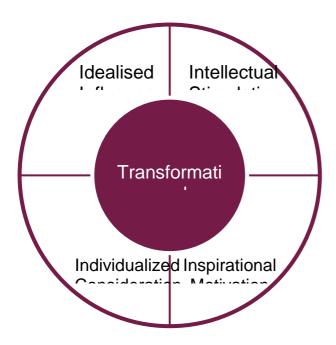
Figure 8: Transformational Leadership Model (Burns, 1976)

Servant Leadership

According to the Greenleaf Center for Servant Leadership[6], Servant Leadership can be defined as:

'A non-traditional leadership philosophy, embedded in a set of behaviors and practices that place a primary emphasis on the well-being of those being served.'

The phrase Servant Leadership was first coined by Robert Greenleaf in 1970 upon his retirement after a lifelong career at AT&T. According to that early essay by Greenleaf, a servant-leader focuses primarily on the growth and well-being of people and the communities to which they belong. While traditional leadership generally involves the accumulation and exercise of power by one at the "top of the pyramid," servant leadership is different. The servant-leader shares power, puts the needs of others first and helps people develop and perform as highly as possible. Servant leadership is often categorised as a philosophy rather than a theory and while there is substantial interest in this leadership style, there is little empirical evidence to support the impact on business performance (Parris & Peachy, 2013). Other researchers have built on

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[6] https://www.greenleaf.org/what-is-servant-leadership/

Greenleaf's theory and expanded on the theory by developing ways to measure and evaluate the impact of servant leadership on the effectiveness of an organisation.

In their systemic review, Eva et al. (2019) argued that for research, servant leadership should be defined as "an other-oriented approach to leadership manifested through one-on-one prioritising of follower individual needs and interests, and outward reorienting of their concern for self towards concern for others within the organisation and the larger community.

Eva et al. (2019) proposed three key elements that captures the essence of servant leadership and set it apart from other leadership styles:

Motive (the underlying personal motivation for taking up a leadership responsibility, requiring a strong sense of self, character, and psychological maturity)

Mode (that they lead by prioritising subordinates' needs above the organisation's bottom line)

Mindset (that servant leaders are stewards who reorient their followers' focus towards others).

In essence, servant leadership comprises the following: (1) someone or something other than the leader, (2) one-on-one interactions between leaders and followers, and (3) an overarching concern towards the wellbeing of the wider organisational stakeholders and the larger community.

Compassionate Leadership

Compassionate Leadership can be defined as a 'sensitivity to suffering in self and others with a commitment to try and alleviate and prevent it'.(Gilbert, 2013). Compassionate leadership involves a focus on relationships through careful listening to, understanding, empathising with and supporting other people. This enables those that are led to feel valued, respected and cared for, so they can reach their potential and do their best work. Recent research by West (2021) provides evidence that compassionate leadership can result in more engaged and motivated staff with high levels of wellbeing. While West's research was conducted in a healthcare setting, compassionate leadership is also credited with benefits in the workplace in general. Compassionate leadership increases staff engagement and satisfaction, resulting in

better outcomes for organisations including improved financial performance (Dawson and West 2018).

Atkins & Parker's research (2012) identified 4 behaviours of compassionate leadership:

1. Noticing: being present and focusing on others
2. Appraisals: taking time to properly explore and understand the situations people are struggling with
3. Empathic concern: mirroring and feeling colleagues' distress, frustration, joy, etc, without being overwhelmed by the emotion and becoming unable to help
4. Action: taking thoughtful and intelligent action to support individuals and teams

Meeting people's core needs at work is important in supporting their wellbeing and motivation. Compassionate leaders constantly strive to understand and meet the core needs of the people they work with (West 2021). According to West & Coia (2019), these needs are 3-fold and can be broken down into 8 key factors that influence to what extent these needs are met. These are displayed in figure 9.

Figure 9: Three core needs and 8 key factors that influence wellbeing (West & Coia, 2019)
(Image found on https://www.kingsfund.org.uk/publications/what-is-compassionate-leadership)

Reflective Leadership

Reflective leadership is a way of approaching the work of being a leader by leading one's life with presence and personal mastery. Learning to be present, to be aware and attentive to our

experience with people throughout the day is the focus of reflective leadership (Horton-Deutsch, 2013).

Reflective leaders are comfortable and familiar with their own strengths and limitations and their leadership practice involves self awareness, careful observation, reflection and flexible responses. They choose observation over reaction when the situation allows it.

Reflective leaders are in a constant cycle of learning. They reflect on their past experiences and search for relevant different insights before the decision making process. For reflective leaders, leadership is regarded from the standpoint of human experience (Göker & Bozkus, 2017).

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● **Appendix II - CPC-12 Scale (English) - Luthans, 2016**

1. If I should find myself in a jam, I could think of many ways to get out of it. (a)

2. Right now, I see myself as being pretty successful. (a)

3. I can think of many ways to reach my current goals. (a)

4. I am looking forward to the life ahead of me. (b)

5. The future holds a lot of good in store for me. (b)

6. Overall, I expect more good things to happen to me than bad. (c)

7. Sometimes I make myself do things whether I want to or not. (d)

8. When I'm in a difficult situation, I can usually find my way out of it. (d)

9. It's okay if there are people who don't like me. (d)

10. I am confident that I could deal efficiently with unexpected events. (e)

11. I can solve most problems if I invest the necessary effort. (e)

12. I can remain calm when facing difficulties because I can rely on my coping abilities. (e)

Notes:
(a) State Hope Scale (SHS)
(b) Affective Valence of the Orientation towards the Future Questionnaire (AFF)
(c) Life OrientationTest (LOT-R)
(d) Resilience Scale (RS-13)
(e) The General Self-Efficacy Scale (GSE)

● Appendix III - Wellbeing terminology summary

We realise that by adding another wellbeing concept (thriving) into the mix of what we already addressed in Learnovate's previous research report on wellbeing, could be somewhat confusing. Table 2 below offers an overview to help distinguish thriving from resilience, flourishing, flow, subjective wellbeing and self-actualization and serves as a good reminder.

Table 2: Distinguishing thriving from other wellbeing terminology

How can we distinguish thriving from resilience, flourishing, flow, subjective wellbeing and self-actualization?
Resilience is similar to thriving in that it refers to an individual's capacity for adaptability and positive adjustment. However, there are important differences between thriving and resilience. Firstly, resilience focuses on rebounding in the face of particularly extreme and extenuating circumstances that pose a threat to salutary outcomes. Thriving can occur with or without adversity. People can experience learning and vitality without necessarily encountering significant, sustained hardship or challenge, such as when one is challenged with a new opportunity such as a promotion or new project assignment (Roberts et al., 2005). Second, whereas resilience refers to behavioural capacities that allow one to bounce back from untoward events, thriving focuses on the positive psychological experience of increased learning and vitality to develop oneself and grow at work.
Thriving is distinct from flourishing. **Flourishing** is typically defined as positive mental health, or a state in which an individual functions well psychologically and socially. Similar to thriving, flourishing involves a positive state of human functioning. However, flourishing is a much broader positive state than thriving. For example, flourishing requires that an individual score high on either psychological or social wellbeing and 6 of 11 scales of positive functioning. Only one of those scales captures a sense of learning, so it is possible to flourish without experiencing learning.
Thriving is also different from subjective wellbeing. Subjective wellbeing captures the degree to which people judge their lives positively (Diener et al., 1990). It includes people's emotional responses and overall domain satisfaction (eg. life, work, family, health satisfaction). One key distinction is that wellbeing, like flourishing, reflects a more general gauge on an individual's overall positive condition. Thriving is more specific in that it gauges an individual's sense of vitality and learning. Whereas subjective wellbeing adopts a hedonic perspective on psychological functioning, thriving captures both the hedonic and eudaimonic perspectives
Flow is an enjoyable psychological state that refers to the 'holistic' sensation people feel when they act with total involvement in the activity to the point of losing awareness of time

and their surroundings. (Csikszentmihalyi, 1075, p. 36). The fact that an individual senses positive energy is common to both flow and thriving. However, people can be in a flow state and not see themselves as learning. (for example when you are driving a car).

Self-actualisation refers to reaching one's full potential (Maslow, 1998). While thriving is also relevant to increasing one's potential, it is different from self-actualisation in a fundamental way. Maslow indicates that self-actualization only occurs when all other needs have been fulfilled (physiological, safety, belongingness, esteem). Spreitzer et al. view thriving at work as more common. Most people can identify some time in their life when they were thriving at work. People can thrive when core needs are not met.

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