

Positive 2012 Conference Notes – 23rd to 25th March 2012 @ Wollongong

Audio recordings

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- ▶ [Positive 2012 Conference - David Drake - What is around the Narrative turn for Positive Psychology](#)
- ▶ [Positive 2012 Conference - Hugh Mackay - Why the pursuit of happiness will make you miserable](#)
- ▶ [Positive 2012 Conference - Richard Ryan - Self determination theory](#)

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Paula Robinson - Conceptualising Mental Health

paula@positivepsychologyinstitute.com

Mental health is the flexible capacity to utilise resources and skills to adept to external and internal challenges or advantages to enable thriving. Use of the term mental fitness – population health – few measurement tools – used 25 expert panel (using set criterion) (Delphi Panel) to evaluate the 4 underlying principles:

1. Fitness is more positive term without connotations of illness implied by mental health or mental fitness.
2. Mental fitness could be understood by the community in a similar way to physical fitness.
 - Strength
 - Flexibility
 - Endurance
3. Mental fitness is measurable.
4. Mental fitness could be improved in a similar way to physical fitness.

Normal curve categories for understanding spectrum:

- Mental disorder
- Languishing
- Moderate mental health
- Flourishing

Feedback centred on the clarity of her research hypothesis and how that fitted into the positive psychology tradition. Is this just giving us another term?



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Ann Rogerson – The public face of well-being policy – do the top companies publically promote wellbeing practices

Used the top 20 companies listed on the stock exchange and were registered in Australia. Searched terms on website – wellbeing, wellness, work life balance etc. Only reviewed number of words mentioned rather than thematic review

- ANZ was the most proactive
- Woolworths was customer focused in using the term
- Banks used the most information on wellbeing website
- Mining companies used the word in response to safety issues and disasters

My feedback centred on does this study highlight what companies are more sensitive regarding about perception of wellbeing as it highlights their company media spin rather than actual practice. Other feedback was that other studies highlight that companies protect their work life balance data and employee satisfaction feedback and do not make it publically available.



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Liliya Gatina – Does money buy happiness? Financial and general well-being of immigrants to Australia.

- Immigration for a better life.
- However research indicates that immigrants are not as wealthy as locally born people.
- Financial well-being is an important indicator of overall-wellbeing.
- Used subjective and objective measures (income and wealth).
- HILDA data source used (reviews locally born and immigrant responses)
- LSIA data source also used (new immigrants only)
- Dependent variable - wealth
- Independent varies age, gender etc
- HILDA indicates that that Australian born and immigrants have similar level of satisfaction even when wealth differences are factored in.
- Income alone does not determine well being of new immigrants (other factors are religion etc (few really were named)

My feedback – looks at individual assessment only and does not reflect on the impact of generativity (that the immigration experience is often to care and support the future stability of their impact family members and community). Other feedback was critical about what it really meant migration is strongly connected with concept of sacrifices made for the long term care of their children etc. The research question needs to be more refined. Paul Wong pushed the idea of what is the role of money in well-being.

Ace Simpson – The mediating effects of organisation compassion on workplace anxiety, social withdrawal and pro-social engagement.

- Focused on research of compassion in organisations.
- Looks at some contradictory theories of how people respond to crisis and how organisations support their employees.
 - Terror management theories – people withdrawal, isolate and demonise others
 - Generativity theory - growth is a consequence of crisis – enhanced self-perception, empathic connections, philosophy of life, growth.
- Compassion is a very important factor that organisations can use to help people grow through crisis. Not only involves individual dynamics but involves sociological factors – involves power dynamics that may have positive and negative dynamics (compassion fatigue, toxin handlers etc).
- Conducted 25 interviews after the Brisbane floods and thematically analysed
- Circuits of power – Clegg, 1898
- Spectrum of organisation responses involves:
 - Neglect (workers experience self-preservation)
 - Token care (workers experience mixed)
 - Compassion (workers experience pro-social)
 - Responses involved: singular message – ‘go home’, ‘care for family’; offered gifts to replace things that were destroyed;; opportunities to talk in staff forums afterwards and learn from experience; flowers; hugs; bending bureaucracy rules.
- Philosophy of care – valuing people, empowerment, flexible work, support, role models, contingency plans, CRS (corporate giving)

Gorjana Brkic – Psychological flexibility as a mechanism of change in the quality of care delivered in health care settings

- Acknowledged Seligman’s model - PERMA wellbeing – criticised for not including physical wellbeing
- SDT – Self determination theory
 - Autonomy
 - Relatedness
 - Competence
- ACT principles
 1. Cognitive defusion: Learning methods to reduce the tendency to reify thoughts, images, emotions, and memories
 2. Acceptance: Allowing them to come and go without struggling with them.
 3. Contact with the present moment: Awareness of the here and now, experienced with openness, interest, and receptiveness.
 4. Observing the self: Accessing a transcendent sense of self, a continuity of consciousness which is unchanging.
 5. Values: Discovering what is most important to one's true self.
 6. Committed action: Setting goals according to values and carrying them out responsibly.
- ASSET tool – identifies environmental factors

Feedback – The person needs to look at a wider range of models than just ACT and compare the differences. Research cannot just be about your pet theory. This is done in the literature review of having 10 times more stuff than you need.



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Neringa Smith – Parenting for well-being using self determination theory and positive psychology to help children flourish

- Has an education focus due to her experience as a school counsellor in high schools.
- Anxiety most prevalent very early in child's life but not picked up on.
- Already 14-15% of girls and boys respectfully have significant emotional and behavioural problems.
- Broader systems approach is important.
- Parents significantly impact on the development of their children – quality of parenting and family relationships.
- Developing parenting program that uses positive psychology and self-determination theory.
- Spoke about Strath Haven Positive Character Program and Penn Resiliency Program.
- Two phases to program – development and evaluation with over 50 participants. The program will be delivered on-line and focus on increasing the well-being of pre-teen children.
- Three parent questionnaires and 8 child questionnaires are used.
- The main objectives are assessed by differences before, half way through, 3 month after and 6 month after. The children may complete their questionnaire at school rather than home to allow them to be more honest.

<http://www.sesp.northwestern.edu/foley/profile/?ProfileID=46>

Prof. Paul Wong - Acceptance and wellbeing – A meaning management perspective

Acceptance is not a 'positive' emotion so what can it do with wellbeing?

- Door mat?
- Arguing the case that research of acceptance demonstrates that it is very powerful virtue of wellbeing – transforms suffering into an advantage

Types of Wellbeing:

- Hedonic
- Eudaimonic
- Spiritual (Chaironic)
- Physical/psychological/social/subjective vs. objective/ self vs others/short term vs long term
- Subjective measures only tell you a part of the story
- Self vs other – sacrificing self for happiness of others etc – balance self vs others
- Short vs long term – one moment of pleasure and 100 years in hell

Ryff's model of psychological well-being:

1. Autonomy
2. Environmental mastery
3. Personal growth
4. Positive relations with others
5. Purpose in life
6. Self-acceptance
 - o Cannot have a high level of wellbeing without accepting your mistakes
 - o Self-comparisons = reduced self-acceptance
 - o Regardless of weaknesses accept oneself as unique

Keyes and Magyar-Moes model of social well-being:

1. Social integration
2. Social contribution
3. Coherence
4. Actualisation
5. Acceptance

Wong's (1998) Implicit Theory of the Good Life:

1. Acceptance
2. Achievement
3. Relationship
4. Intimacy
5. Self-Transcendence
6. Religion/Spirituality
7. Fair Treatment (social justice)
8. Positive emotions
 - To find meaning – the ideal life

- Relationship/intimacy – all is about engagement
- How to be a good person – two ways of addressing this question
 - His study has followed acceptance

Seligman's 2011 PERMA model of well-being

- Positive emotions
- Engagement
- Relationships
- Meaning
- Engagement

Keye's and Lopez (2002) Complete Mental Health

- Complete mental health consists of emotional, social and psychological well-being in addition to the absence of mental illness symptoms
 - Resist and overcome negative mental health symptoms
 - Any theory of wellbeing has to include this
 - Mental fitness
- Thus the ability to prevent, recover or transcend mental illness or negative emotions is part of the complete mental health.

Pathways of Acceptance and Adaptive Functions

- Cannot escape from one's self

Self-acceptance: Authenticity and eudaimonia

1. Serve as a staging point for positive change
 - a. Hit rock bottom – change or die
 - b. Accept the seriousness of the situation and the need for change
2. Reflect on self to facilitate unconditional self-acceptance
 - a. Capacity of humans
3. Develop one's true self or authenticity
 - a. Be true to who you are as a person – do not hide it
4. Experience eudaimonia by living according to one's true self.

Accepting others: Positive relationships

- Accept others based on empathy and the reality that we are all fellow human beings and sharing the same boat in a sea of suffering
 - We are hard wired for empathy
- Contribute to mutual trust and understanding
- Provide the basis for unconditional positive regard
- Enhance genuineness and authenticity
- Contribute to mindful interactions
- Contribute to community development

Death acceptance: Faith, authenticity and passion for living

- Three types of death acceptance: approach, avoidance and neutral
 - Approach to death reflects life
 - If you deny your death live less wisely
 - If life is short, you make good decisions, plan wisely etc.
- Recognise the fragility and finitude of life
- Learn to live with one's limitations and the existential anxiety
- Make the most of one's brief life by living authentically and passionately
- Overcome death anxiety through faith, meaning and relationships.

Accepting what cannot be changed: wisdom energy conservation

- Learned helplessness or acceptance of reality
- Learn when to disengage and let go
- Conservation of energy and reduction of stress
- Learned wisdom, flexibility and creativity
- Serenity prayer
- The way of the water

Lao Tzu in Tao Te Ching (Chapter 8)

"Human virtue, at its best, is like water, which nurtures all things quietly without contenting with anything. It flows to places despised by all, yet by staying there, it stays close to Tao [the Way]."

Accepting the Here and now

- Mindful awareness is a state of mind, a mind set
- OCEAN – openness, compassion, empathy, acceptance and non-judgement
- Don't waste energy on a problem – 'This too shall pass'
- Facilitate self-awareness and self-understanding
- Make us more aware of others and connections
- Stress reduction, emotional regulation and relaxation
- Transform negative emotions and suffering
- Increase inner serenity and subjective well being

Meaning management theory

- Did not finish

Acceptance is probably the most effective and versatile way of adaption, capable of repairing the worst and bringing out the best in us.

Paul Cicarroch - Foundations of flourishing

- Synthesising ACT and pos. psych
- 57-65% of people have suffered from a mental disorder
- Physical problems – obesity +50%
 - Fear of intimacy
 - Burnout
 - Loneliness
- Human condition involves a lot of suffering
- How do we tackle this together?

Psychology and other disciplines are like a series of disconnected islands

- People don't talk to each other from different disciplines of psychology
- PERMA is supposed to be revolutionary but engagement, relationship, meaning have been studied for decades
 - Reified and presented as a new thing!?

What do we seek to improve?

Environmental factors - Cognitive affective processes – social and emotional functioning

Guide practitioner with how to improve human condition.

Sought to identify these factors in the smallest possible number

- They are all linked to different antecedents or causes of social emotional wellbeing
- Linked to specific interventions to improve each of them – unified structure
- Strengths model – this is not competing or inconsistent with the strengths based model
- Strengths can be seen in light of these factors

1. Functional beliefs about the self, others and the world
 - a. Hope, self-esteem, optimism
 - b. Cognitive restructuring
 - c. Diffusion (ACT) – another way to undermine problematic beliefs e.g. “I am a hopeless speaker” a) CR = Demonstrate not a bad speaker
 - d. Diffusion - Not a helpful belief to hold about oneself??? (Didn't hear)
2. Mindfulness and awareness
3. Perspective taking
4. Values
5. Experiential acceptance
6. Behavioural control
7. Cognitive beliefs

Hope as antecedent or consequence to well-being – A seven year longitudinal study

- We need to target antecedents
- Trait hope antecedent to increase positive affect
- Positive affect doesn't lead to increasing hope
- BUT negative affect leads to decreasing hope
- Depressed, anxious and upset leads to decreasing hope
- Low trait hope leads to reduced positive affect

Mindfulness and awareness

- Emotional labelling, describing
- Adolescents – different types of mindfulness – they are more aware of moment to moment actions – mindfulness sub-dimension 'observing' associated with negative affect – observe themselves within a situation
- Non-trained adults and adolescents do not know how to observe without judgment and anxiety

Perspective taking

- Theory of mind, perceiving intention, empathy, cooperation relies on ability to take perspective
- Important skill for social functioning
- Clear interventions to improve perspective taking
- Hit rock bottom – change or die
- Accept the seriousness of the situation and the need for change

Values

- Exploding areas – Self-determination theory
- Guiding light that directs you towards where you want to go – something that directs you but you never permanently achieve
- Value clarity – If you help people to clarify values
 - Increased wellbeing
 - In stigmatised groups – increased academic performance
 - More resources (perform better on standardised tests)
 - Increases pro-social emotions
 - Improves immune functioning

Experiential acceptance

- Values and fear are two sides of the same coin
- If you think about something that is important to you – you are afraid of losing it.
- Every important stepping out flourishing moment has risk
- No way to flourish without being able to accept difficult feelings that are a part of it
- Not separating the good from the bad – synthesising

Behavioural control

- Perseverance



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- Mental contrasting – goal setting - benefits of achieving the goal and the barriers to pursuing the goal

Cognitive skill

- Fluid intelligence can be improved
- If you target specific aspects of intelligence you can get increases of up to 2 Std. Dev
- Stability – Substantial change on all traits
- .7 stability from T1 to T2 – average stability
- Some people are incredibly stable, but some are hyperchangers

Why do we need to synthesise?

- We are not inherently good or either, we have it in us to be both,
- IT depends on the kind of worlds we create
- Don't want to wait for some abstract future to synthesise
- We need to get onto these problems now and make these changes now
- Working together we can make more progress

Anthony Grant, Genevieve Baikan - Feeling good is not enough: using solution focused, problem focused and emotion focused coaching questions to explore broaden and build theory

Can coaching methodologies be platforms for exploring the psycho-mechanics of purposeful positive change? Which are more effective: problem or solution focused coaching questions? How or Why? What comparative role does positive affect have in facilitating change? Implications for theory and practice? Study 1: Should you ask why or how?

Ask

Why?

How?

Tell

- One shot interventions – gratitude list
- Identify a real life problem – practical not abstract – engagement and meaning

Results

- Solution focused questions increased positive affect and reduced negative affect, and increased self-efficacy, larger change in mean goal approach scores, and increased number of action steps

Conclusions

- Solution focused is a 'better' way to coach
- More positive affect, greater self-efficacy, greater goal approach, more action steps
- Is it a feel good factor? The rise in positive affect rather than the solution focused q's that contributes to these effects
- Broaden and Build Theory

2nd Experiment

1. Problem focused
2. Solution focused
3. Positive affect
4. Positive affect and solution focused

Same outcome measures

- Problem focused little effect on positive affect
- Solution focused – good
- Positive affect- Best
- Solution focused + positive affect between positive affect and solution focused separately

Self efficacy

- Similar between groups but problem focused

Goal approach

- Two together best

Action steps

- Two together best

Todd Kashdan - Nuanced Emotions: Bringing flexibility to the forefront

Why is it that people with emotional disturbances have such a variety of outcomes?

We are less likely to be overwhelmed by negative emotions when we are able to describe our emotions to the degree that people with intense emotions who are adept at clarifying their emotions to better than people with less emotional clarity.

All emotions are mixtures – how can our emotional descriptors reflect the variety of human life?

How do felt experiences translate into the different emotions that we feel and perceive in others?

No discrete joy part, no anger part, no love part of the brain.

Emotions are like the colour spectrum – not discrete categories of colours.

- We don't talk about colours in a blurry way

	Colour	Emotion
Biological given	Wavelengths of colour	Core Affect – no emotion that suddenly appears – we don't just have positive emotions, it is non linear, we oscillate in and out of states all the time. If you spend 20 years in a monnetary you will stay in mindful states longer, but will still deviate from that throughout your experience.
Conceptual knowledge	Red, yellow, blue, green	
Constructing emotions		
Core affect + conceptual knowledge (sympathetic experience, contextual knowledge of appropriate emotions, our emotional lives are affected by our perceptual lens) = Perception and experience of emotion		
We believe emotions like anger, fear and sadness are distinct entities, yet we do not necessarily distinguish between them when describing experiences		
=		
Emotion differentiation/ emotional clarity		

Is someone that is very precise better able to manage stress and pain, so that pain does not transform into suffering?

Pain is not suffering. Pain + non-acceptance is suffering. Not getting rid of pain, but we can intervene so that people suffer less.

Individual Differences (Campus Responses, New York Times, 2001)

Imagine this was their typical style for how they relate to their emotional lives.

My first reaction was terrible sadness, but the second reaction was anger because you cannot do anything with the sadness.

I felt a bunch of things I couldn't put my finger on. Maybe anger, confusion, fear. I just felt bad on September 11, really bad.

Precise vs. crude labelling

- Precise - Step and hold unwanted experiences yet moving in a direction
- Crude – simple barometer – GOOD vs. BAD

Relevant to Trauma? Boden, Bonn-Miller, Kashdan et al (2012)

- Trauma survivors regulate their scary thoughts and feelings
 - When does cognitive reappraisal work best?
 - Regulate and manage these thoughts and experiences

- Cognitive reappraisal (bad according to ACT)– reframe experiences, more adaptive ones – too simplistic, focuses on one thing and assume the rest doesn't exist
- For those individuals that can understand their emotions, and can access to information about their goals, and understand and accept the position they are in.
- Results
 - High cognitive appraisal + high emotional clarity = higher positive affect and reduced PTSD symptoms

Meta emotions

- Questionnaires
- Only question for 20 years, 'I am often confused about what emotion I am feeling' – duh stupid

Relevant to alcohol use?

Focus: how people clarify felt experiences

Supercharge tension reduction model

- When you experience a lot of stress you drink in order to reduce tension
- What if you experience intense emotions before you go out and drink but you are really good at identifying what negative emotion you are feeling – will you drink more than someone with low emotional clarity?
- When you feel guilt you identify you have done something wrong and are motivated to fix it.
- **Helpful and unhelpful emotions not good and bad emotions**
- high emotional clarity measure – students asked to rate 1-7 how much they felt a bunch of emotions, the higher the correlation = lower emotional clarity
- 50% difference in binge drinking between high emotional intensity people with low emotional differentiation and high emotional differentiation
- 83 high emotional intensity with emotional crudeness vs 50 standard drinks high emotion high emotional differentiation
- People who have stressful experience before drinking over 3 weeks: high emotional differentiation = 40% less drinks than a person with low emotional differentiation in people with intense emotions

Relevant to aggression

- Can emotion clarity create space between the hurt and aggression? Anger is neither good or bad but there are maladaptive ways to deal with it (pond & Kardishan, 2012)
- 15% difference in aggression to the person who made you angry between people with high and low emotional differentiation
- People with high emotional clarity have the same aggressive reaction whether they are high or low in anger
- Can hold anger and sit with it

Relevant to social pain?

When people experience low social worth are responses to being hurt modulated by ability to clarify and describe emotions?

- Self-esteem driven by social worth and degree to which we think other people value them.
- People who have low self-esteem and are rejected, if they can identify their emotions are they reactive to the rejection?
- Daily diary + cyberball + neuroimaging
- Neural reactivity
 - High emotional clarity = equanimity = low or high self-esteem and high emotional clarity meant there was no difference between acceptance or rejection
 - Low emotional clarity with high self-esteem or low self-esteem – really emotionally reactive to rejection
 - We need meta emotions not just specific emotions

Teaching Emotional Alchemy

- Teach people constructive self-reflection
- Teach people to understand what they are feeling, be present, aware, open and curious
- Talking about mindfulness without using mindful
- Clarifying, being aware and understanding your emotions is a part of the abstract overused term mindfulness
- Need to be more explicit about developing emotional clarity
- There is great variability in people's capacity to understand their emotions

Despair vs. disappointment?

- If you are going to teach people positivity, the first thing you need to teach them is the language because we don't have the vocabulary to describe flourishing, you cannot have it as a part of your consciousness without being able to describe it to yourself and explain it to other people.
- Don't get tied into garbage bin terms.
- Despair = suffering – meaning (build up meaning to reduce despair)
- Disappointment = expectations – reality (play with perception of reality)
- Jealousy – fear of loss of something you care about (mistrust/self-esteem)
- Envy- afraid you won't get something that you want (pride + vanity)/kindness – pleasant and unpleasant sides of pride

Conclusion

- Influence of emotion extends beyond valence to how we relate to and describe them
- James Gross
- Clarity of felt experiences is a trans-diagnostic construct
- Great variability in how emotions are linked to problems



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- If you ignore this concept, you will have no idea about how emotions relate to people's lives.
- Ignoring means throwing random noise into our ability to intervene in people's lives.

Books

- Designing positive psychology – taking stock and moving forward
- Curious?

Felicia Huppert - From flourishing people to flourishing populations

Used in relation to plants, a flourishing human like a flourishing plant is one that is using their full potential. It can be used synonymously as high well-being if viewed as a spectrum.

Sustainable well being

- Sustainable psychological well-being refers to lives going well – it is a combination of feeling good and functioning effectively. It includes the experience of negative emotions and managing them successfully.
- Policy
 - Quality of life
 - Associated with psychological health, survival relationships, engagement and productivity.
 - Positive emotions broaden and build cognitive capabilities, prosocial behaviour and resilience
 - Countries benefit from having a country high in wellbeing.

Positive mental states broaden and build cognitive processes

- Mood induction studies show people with positive emotion have:
 - Broader focus of attention
 - More creative
 - Best parents are the most inventive
 - A skill that benefits us all
 - More resilient
 - More generous and tolerant.

People in positive mood states generate more creative and flexible ideas.

Positive emotions are related to approach behaviour (open, flexible), negative are avoidant (rigid, negative).

Effects of promotion and prevention cues on creativity (Friedman & Forster, J of Personality & Social Psych, 2011)

- Approach and avoidance
- Two groups give the same number of uses for a brick, but approach were significantly more creative

Applying the knowledge: Interventions to improve well-being at different stages in the life course

- Can wellbeing be improved?
- People who need universal interventions the most benefit the most
- How do we persuade policy makers about the importance of interventions? Economics
- Mental Health Promotion and mental illness prevention: The economic case Martin Knapp, David McDaid, Michael Parsonage (Eds)
 - Looked at the benefits of doing an intervention for conduct disorders
 - Ratio of benefit: cost was 8:1
 - Benefits of education employment was even greater – very high returns on investment
- Still a barrier
 - Returns often take a long time – parenting programs may not be seen for 20 years



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- Department that spends the money is not the one that receives the benefits (perhaps)
 - Get around the silo mentality

Mindfulness

- A way of paying attention to what is going on right now in the mind and the body
- Not being on automatic pilot
- Quieting the mind, creating clarity
- Allowing better choices and decisions
- Hardly ever in the present moment – antidote
- Mindfulness and pain management – our relationship with the pain changes

Can technology play a role in flourishing? (Did not cover because of time)

- Trouble of definition – flourishing....??? What to measure?
 - A more objective way to measure well being
- Well-being as the opposite of ill being
- Mental disorder – languishing – moderate mental health – flourishing
- DSM definitions and came up with the opposite
 - ‘operational definition of flourishing – Huppert & so, social indicators research, 2011)
 - 5 of the 10 are Seligman’s PERMA
 - Not the whole of well-being – autonomy
 - No where in the DSM is lack of autonomy is a symptom
- Are there measures of this? European Social Survey – well-being module
 - Positive attributes, positive functioning, positive appraisal
 - Countries that scored highly in flourishing tended to have an emphasis on creativity
 - Less flourishing countries who value money, status, security and traditional religious values
 - America = religious beliefs = happiness. Not so in Europe, it is a very secular area and religiousness isn’t related to happiness and means a very different thing

Policy Directions

- Developing their full creative potential
- Being mindful of self and others
- Contributing to a thriving society

Jennifer Garvey Berger - Cultivating Wisdom: Developing leadership for a complex world

- Cultivate 'to care'
- Wisdom
- Leadership – not an individual, not masculine, shipness, travelling together

“The trouble with jogging is that, by the time you realise you’re not in shape for it, it’s too far to walk back”

- We have created enormously powerful tools, but we don’t seem to be advancing as quickly on growing what makes us great?
- What have we created to save civilisations rather than destroy them?
- We have created so much that is beyond us, that can end life on the planet, by mistake we are changing the climate, we are getting really big. Why cannot we create really good stuff?
- Penecillin??
- How do we create the conditions where we are growing the capacity for ‘good’ in people?

Highly developed products get more developed in the next generation

- We need to grow wise again in the next lifetime. To reach wisdom we have one time to do it. What can help us to do that better?
- The elders can speak freely and boldly, working both publicly and behind the scenes on whatever actions need to be taken... Together we will work to support courage where there is fear, foster agreement where there is conflict, and inspire hope where there is despair? – Nelson Mandela – was very angry for a long time, killed people through that anger and went to jail for it. How can we reach this perspective without the horrible stressors and strains of his life?

Our capacity for wisdom grows over time – or it doesn’t

- Capacity for making sense of the world changes
- “Socialised” - we get most of what we need as a young person from the outside world, to theories, to people, to culture, to professors
- “Self-authored”
- “Self-transforming” – I am not the master of my own destiny, we collectively own that space, and nobody can reach that space, we are constantly checking and shaping our assumptions not to get them right but to get them bigger. Transcending different perspectives, not to choose and to hold them both and create something new between them. A new way of being together.
- If the world is increasingly complex than an increasingly complex view of the world is going to make our wellbeing higher.

If I am right, the whole of our thinking about who we are and what other people are has to be restructured. The most important task of what we can do is change the way we see the world. ‘Faced with the choice between changing one’s mind and proving that there is no need to do so, almost everyone gets busy on the proof’ – John Kenneth Galbraith



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How can we help people grow?

We need to think harder about supporting people with opportunities to grow wisdom on purpose.

- Cultivating curiosity
 - 'I have no special talents. I am only passionately curious' – Einstein
 - Being curious about things that will help you to grow is difficult, particularly when it threatens how you see the world.
- Question certainty
 - Notice situations when you are certain. When you are arguing, ask if I am so sure, why is there a reason that other people are arguing with me?
- Listen to learn (something new)
 - A good listener is not only popular everywhere, but after a while, he knows something – Mizner
 - In a high stress situation, you need to listen as much as possible, particularly in a complex world.
 - Learn to take more perspectives. The more you listen the more perspectives you can take and hold simultaneously.
- Welcome complexity like a guest
 - Behavioural economics literature suggests that when something complex happens we translate the complexity of the situation into something simple, solve the simple problem, and believe it is a solution to the complex problem. It is a simple reflex to make us think we deal with complexity, but our brain just filters it out.
 - What is it like to deal in a world that it is a habit that you need to break?
 - Complexity is not something to be afraid of, we need to welcome it as something that can help us to grow? I will be able to question things in more rich and wonderful ways and maybe I will become wiser.
- Leadership and learning are indispensable to each other – Kennedy
- Most people live whether physically, intellectually or morally in a very restricted circle of their potential being. They make sure of a very small portion of their possible consciousness, and of their soul's resources in general much like a man who, out of his whole bodily organism should get into a habit of using and moving only his little finger. – William James
- If we treat people as they ought to be, we help them become what they are capable of becoming – Goethe
- As grown ups, how do we become next.

Books

- Changing on the job – becoming leaders in a complex world

David Clutterbuck - What's happening globally in coaching and mentoring?

Creating well-being is about the quality of the discussions you have.

Smart goals are often dim goals –

Personal development differences between mentoring and coaching factors:

- Influence (directive)
- Career
- Influence (non-directive)
- Performance

Lots of similarity between mentoring and coaching. Key difference:

- Traditional coaching – Developmental coaching Coaching is about achievement identified standards
- Sponsorship mentoring– Developmental mentoring -Mentoring is about helping people with the quality of their thinking

Problems regarding goal setting

- Goals over-privilege the sponsor's agenda
- Goal setting is an unconsidered routine
- Goals serve the coaches need for clarity and control
- Clients may not be ready to set goals
- Do goals get in the way of people's wellbeing

Seven levels of dialogue:

1. Social
2. Technical
3. Tactical
4. Strategic
5. Self-insight
6. Behaviour change
7. Integrative

Coaches need to use all the above levels of dialogue. Coaches need to work with individual and the system that they operate in. Allow the conversation to happen rather than predict the problem.

Can a line manager be a coach? Most people say no due to conflict in roles or competition from wider staff.

Instead of focusing on individuals, focus on teams. If the whole team focuses on learning and coaching together, they learn and grow together. The line manager needs to share their professional development plan and ask the team to coach them. Humility is needed.

Ways to listen:

- Listening while waiting to speak
- Listening to disagree
- Listening to understand



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- Listening to help the mentee understand
- Listening without intent

Asking powerful questions. Powerful questions are:

- Personal – it is about them
- Resonant – it has an emotional impact
- Acute/incisive – it gets to the heart of the issue
- Reverberating
- Innocent -
- Explicit – clearly and explicitly expressed

Maturity is a mindset not about age or seniority. Mindsets of coaches:

- Model based – control focused
- Processed based – Containment focused
- Philosophy based – Facilitation based
- Managed eclectic based – Enabled focused

The diversity awareness ladder involves:

1. Fear
2. Wariness
3. Tolerance
4. Acceptance
5. Appreciation



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Suzie Green – Positive psychology interventions in schools

Why we did this study?

1. Increasing rates of anxiety and depression
2. Need to increase student's resilience
3. Need to take more proactive approaches
4. Determine which interventions work best

The study compared solution focused coaching and positive psychology interventions and their effectiveness with adolescent mixed gendered group and a control group.

Hypothesised that both intervention groups would be better than the control group. Students were randomly allocated to the intervention groups. The intervention were 10 sessions longer *90 minutes and were led by teachers who were trained for 2 days and facilitated the program from a manual. Multi-component PPIs used. ANTS into PETS (Performance enhancing thoughts)

Check out: Masters in Applied Science – Sydney Uni – Coaching training

ANCOVAS used to look at change across the groups using three time points.

Only immediate effects have been assessed so far. Academic outcomes improved best from coaching but personal strivings (personal well-being) improved best from positive psychology. There was no effect on stress, depression or anxiety from any of the program. Hardiness best improved using positive psychology intervention. Overall some outcomes (4 out of 8) were improved through use of positive psychology outcomes.

The study can be better improved by integrating quantitative and qualitative tools. Need more PPIs in school.

A whole school approach to using positive psychology in school communities as a tool for organisational change

- Both approaches started with working with staff first to make institutional change.
- Did extensive strategic planning using the PERMA

Model used the following dimensions:

- Initiating
- Elevation of inquiry into the appreciable world
- Advancing change

vs

- Local
- Extension of relatedness
- Universal

Need to measure well-being like a dash board – students involved in giving feedback



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Six measures used:

1. Positive emotions
2. Engagement
3. Positive relationships

Go to their website: www.stpeters.sa.edu.au

Initially focused on four PERMA strengths:

1. Gratitude
2. Validation
3. What went well?
4. Character strengths

Richard Eckersley – Reflections on 20 years of science of happiness (and unhappiness)

Richard challenged that many of the below secrets are not in people's control. Reflecting on the 12 secrets of happiness:

1. Accept what you have
2. Enjoy what you do
3. Live of today
4. Choose happiness
5. Nurture
6. Stay busy
7. Don't compare
8. Be yourself
9. Stop worrying
10. Get organised
11. Think positive
12. Value happiness

Increased freedom and control in developed countries is a tip of a lot of issues like isolation, disengagement etc.

He discussed the current flourishing indicators and problems in their application:

1. Engagement -not always the case
2. Meaning – does not allow for transcendental
3. Self-esteem – doesn't account for the U-turn of learning about self-esteem and narcissism 10% of USA teenagers use to believe the statement I am an important person whereas 80% of teenagers agree today – one definition of narcissism
4. Optimism – wide range of cultural interpretation

Students future fears (Finland) from 1983-2007

Health	16% – 41%
Death	17% – 39%
Loneliness	5% – 20%
Failure	7% – 20%

Richard is critical about how positive psychology is too closely connected with maintaining western individual status quo. Westernisation, for all its benefits, includes costs to wellbeing that the indicators are missing.

Dr David Drake – Moving from good to great – A narrative perspective on strengths

Key narratives:

- Have the experience you are having – non-judgementally accept the experience you are having.



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- Do the work that is in front of you – living out who you are not a separate story. Doing the work that allows you to move in a generative direction.
- Trust the darkness; seek the light. Danger of positive psychology is that it runs away from darkness.
- Create space for what wants to unfold. Don't over individual but maintain a strong relatedness.
- Let go of the good to step into the great. The great people create change – not just good. Whatever you do – strive for being great.

In the spiritual life, nothing goes away. There is no heavenly garbage dump. It's all here, wherever it belongs.

What is our Shadow?

- A natural by-product of the development of our ego
- A strategy to secure sufficient safety and love
- Where we bury our qualities that don't fit our self-image
- Most easily seen in our projections onto others
- An untapped reservoir of maturity and vitality
- An invitation to keep dying to our self to be reborn.

Strengths are energies. We all have a Shadow. Our strengths are interconnected with our shadow. It takes enormous energy to maintain aspects of ourselves in the shadow. We must be constantly on guard, making certain that nothing sneaks out; making sure that no one can see our dark parts.

Three stages of growth:

- Reactive – Strength – Defences
- Inquisitive – Strength, leading edge (space in between), defences
- Generative – How to create a more agile strength

Search out his stuff

Working with strengths

1. Strengths are culturally and narratively defined
2. Strengths are dynamic and contextual energies not static and universal attributes
3. Strengths serve both protective and generative functions

Moving from good to great

- Think – head
- Feel – heart
- Be – hara
- Do - hips

The art and science of the in-between.

ddrake@narrativecoaching.com

www.narrativecoaching.com



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Dr Richard Ryan – On motivation, wellness and endaimonia. Research and interventions using self-determination theory (SDT)

- Intrinsic motivation - to act in order to obtain some internal outcome (interest, enjoyment, inherent satisfaction)
- Extrinsic motivation and its internalisation – to act in order to obtain some separate outcome
- Individual differences in motivation
- Well-being and basic psychological needs
- Culture and gender
- Aspirations ad life goals
- Energy and vitality
- Mindfulness

To flourish is to develop, to become both more differentiated and integrated and to become more fully functional. Autonomy, competency and relatedness are the basic needs for wellness. Autonomy is not independence, it is not about individually or being 'self-interested'. It requires the endorsement of external norms, inputs or demands. The most autonomous thing we do is to connect with other people. SDT emerged from intrinsic motivation. IT has inherent satisfactions; children's play is a prototype of intrinsic motivation. They did research on the undermining effects of rewards. Verbal rewards are most often positive and tangible rewards undermine when they cease. MRI research validates this difference. Rewards can be destructive by removing the ownership people have in the process. His research indicates that violence in video games does not increase enjoyment. His controlled research on helping behaviour showed that helper/helpee outcomes and well-being was greatest when the helping behaviour was autonomous in its motivation.