



How Satisfied Are You As A Leader, Leading With Subjective Well-Being Maintained?



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This presentation



- Forefront the importance of schools leaders well-being
- Introduce research regarding how competent and experienced principals have managed to maintain their Subjective Well-Being.
- Outline Processes :
 1. **Fuel IT (FIT)**
 2. **Awakening, Thinking, Enacting and Reflecting (ATER)**
 3. **MegaPositioning.**
- Practical suggestions for possible enactment

All diagrams are sources from my thesis, except the illustration of the persons head which is from clip art.

What is well-being?



- A definition of well-being is complex as disciplines such as education, philosophy, health and psychology have defined it differently with respect to particular contextual constructs (Larsen & Eid, 2008; Gillet-Swan, 2014).



- By the term SWB I mean how individuals cognitively evaluate their overall satisfaction with life, including their positive emotions.
- Diener, Oishi, and Lucas (2003) describe SWB from a psychological perspective as “people’s emotional and cognitive evaluations of their lives, includes what lay people call happiness, peace, fulfilment, and life satisfaction” (p. 403).

Diener's (2009) definition of SWB consists of three components, all of which involve *cognitive appraisal*.

The three components are:

- life satisfaction, where one has cognitively appraised that one's life was good;
- positive affect (i.e., high levels of pleasant emotions); and
- relatively low levels of negative moods.

Why is it important?



- Well-Being is an area of contemporary focus. In educational contexts there is concern about student well-being, staff well-being and also the well-being of leaders and aspirational leaders.

What we know:



- Well-Being is an area of contemporary focus. In educational contexts there is concern about student well-being, staff well-being and also the well-being of leaders and aspirational leaders.

What we know from research:



- Phillips and Sen (2011, as cited in Riley, 2012) reported that, “work related stress was higher in education than across all other industries...with work-related mental ill-health...almost double the rate for all industry” (pp. 177-8).

Importance of maintaining well-being



- Individual level - being well should be a core priority for everyone

(see - World Health Organisation, 2006)

- School level– students, teacher, community

(see - Devos, Bouckenoghe, Engels, Hotton, and Aeltermann, 2007)

- System - to retain the workforce

(see – Mulford, 2003; Lacey, 2007)



Low Subjective Well-Being levels will
impact on school leader workforce.

(Lacey, 2007)

Activity 1



Complete the task: The Scenario – low SWB

Reflect momentarily on a negative situation that impacted your SWB.

Feel welcome to discuss it with the person beside you or just note it down.



Complete the Task: The Self

Complete the brainstorm sheet to begin to develop a picture how you manage your SWB.

Activity 3



Complete the task:

Managing Subjective Well-Being



- I conducted a case study investigating how school leaders maintained their SWB. Data were gathered from a representative geographical sample of eleven experienced school principals in one Australian state.

The findings:



Participants were utilising:

- tacit knowing

- three processes (FiT; ATER, MegaPositioning)
underpinned by cognitive evaluation of the moment
and core motivators
 - Management mindset
 - Engineering mindset

So what...



- What is the relevance of the findings and the pragmatics of leading in an educational context?

Mmm.....

There are learned ways of working that help people to maintain their SWB even though they are in a complex situation.

My research:



- Understanding of Self and an evaluation of the moment + competent utilisation of three processes = Maintained Subjective Well-Being and self reported improved work performance

Linkage of Research to Implementation

Figure 1: The wellbeing model

Workplaces will access information and resources on each component of the model via the wellbeing intranet site.



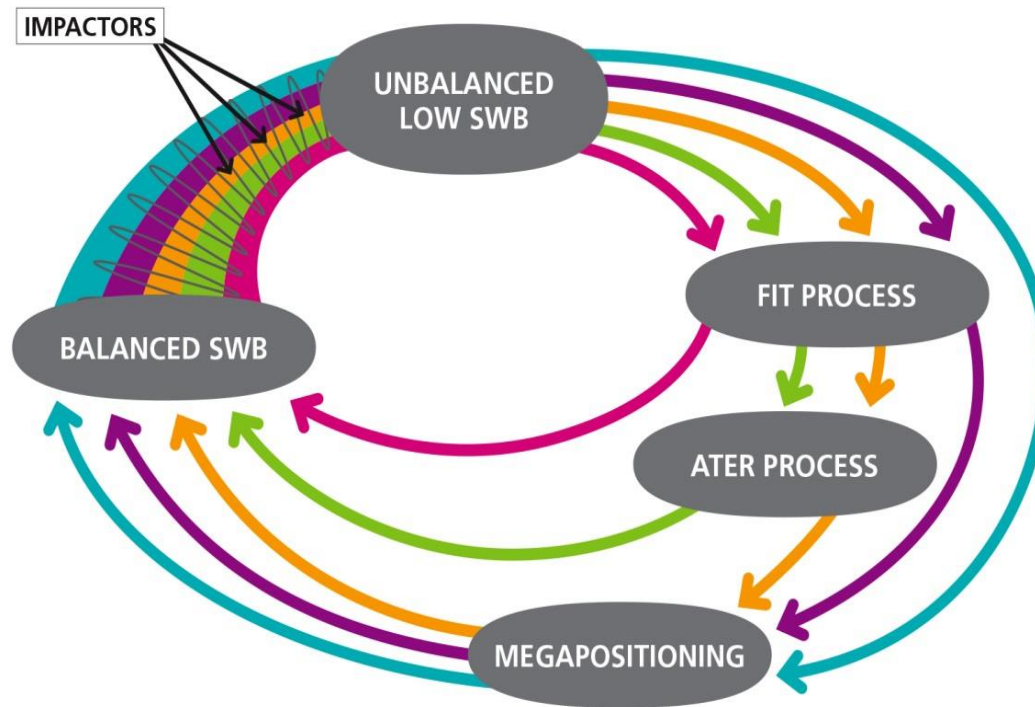
My research into SWB links to the DET Staff Wellbeing framework in the areas of Psychological wellbeing (thinking and control in stressful situations) and Occupational wellbeing (performance and developing; coaching and mentoring; career planning and transitioning).

Source: Queensland Government, (u.d.). DET Staff Wellbeing Framework. Queensland Government, Australia.

Maintaining SWB



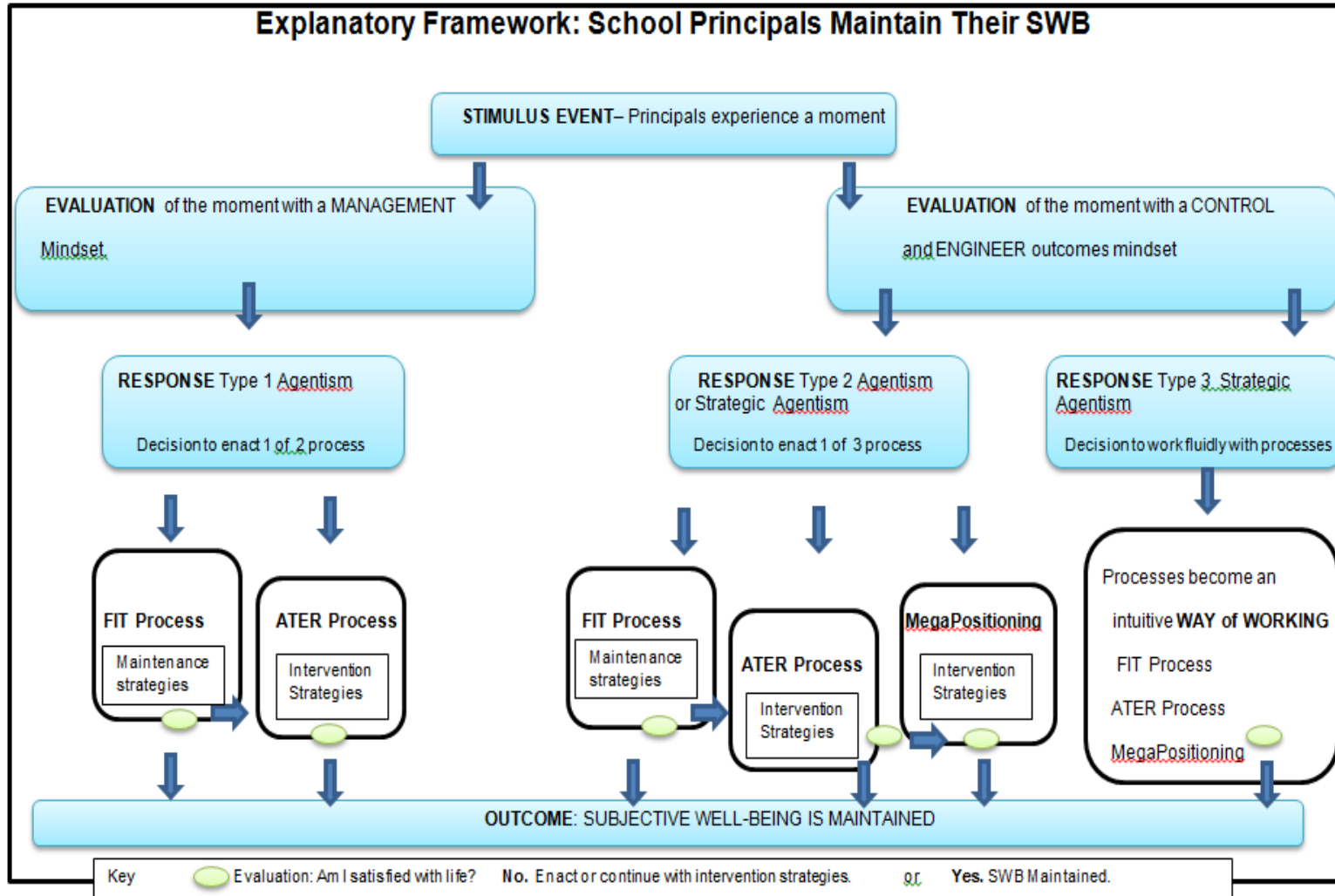
Maintaining SWB



Overview of Process used to Maintain SWB

(Carter, 2016)

How some principals maintain SWB



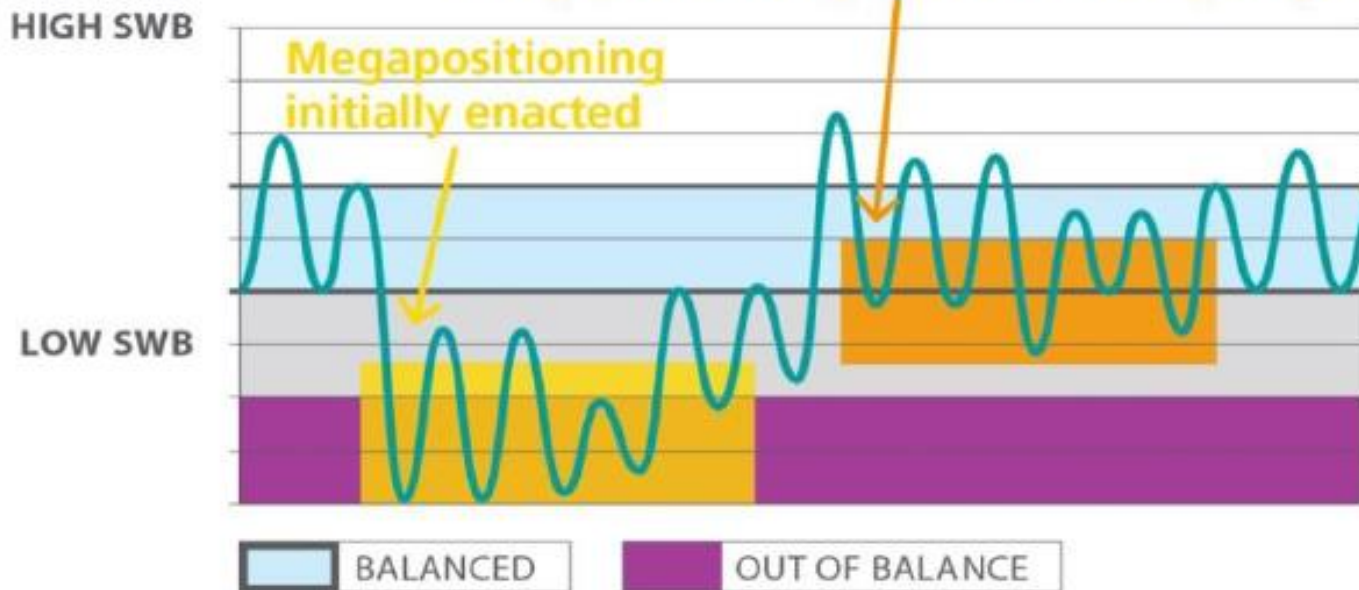
(Carter, 2016)

Using MegaPositioning



SUBJECTIVE WELL-BEING – MEGAPOSITIONING

Megapositioning used in an on-going manner

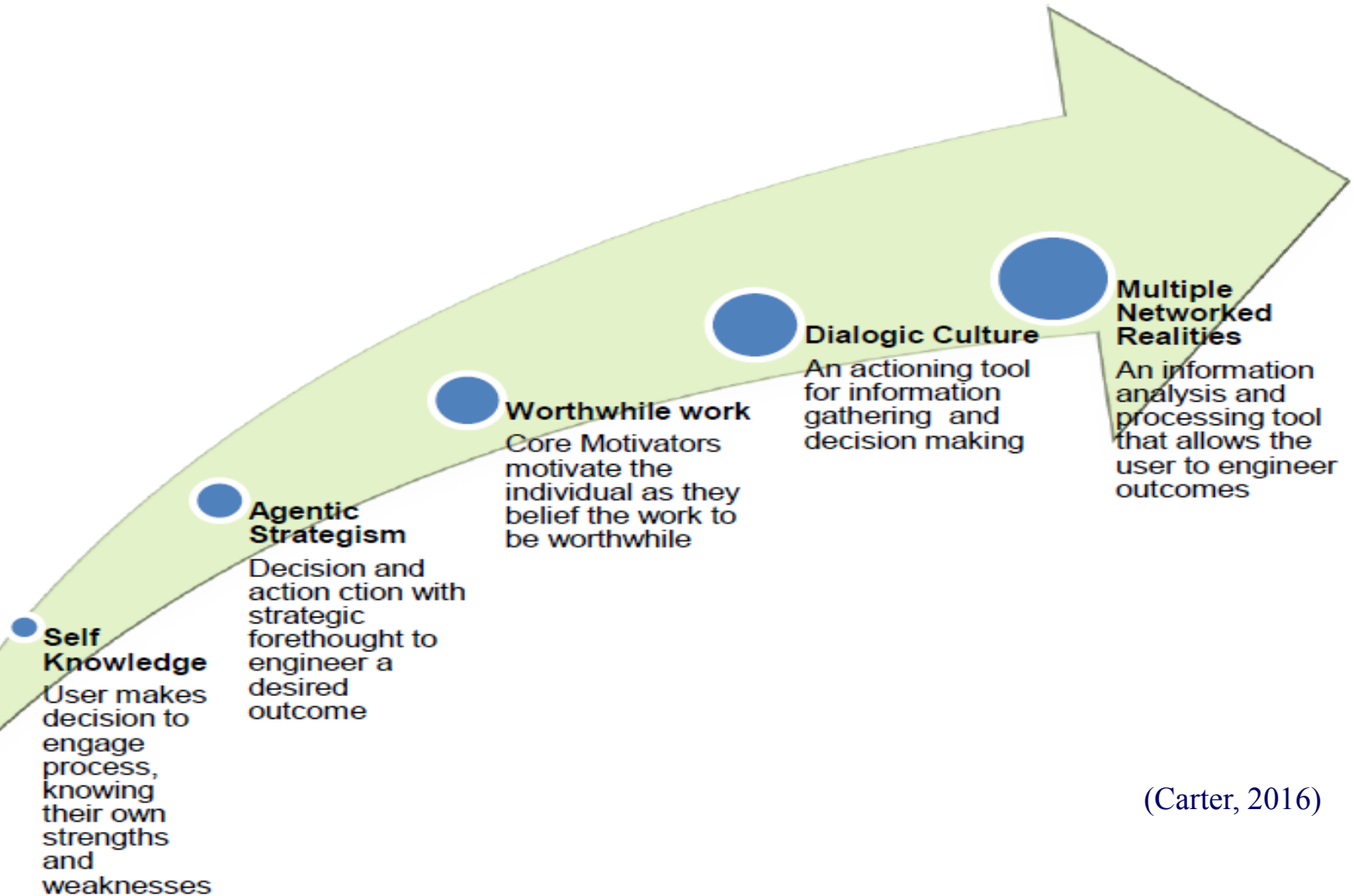


The homeostasis SWB balance is specific to each individual.

The data set revealed that all of the participants at some point could recognise that their SWB was out of balance.

(Carter, 2016)

MegaPositioning Components

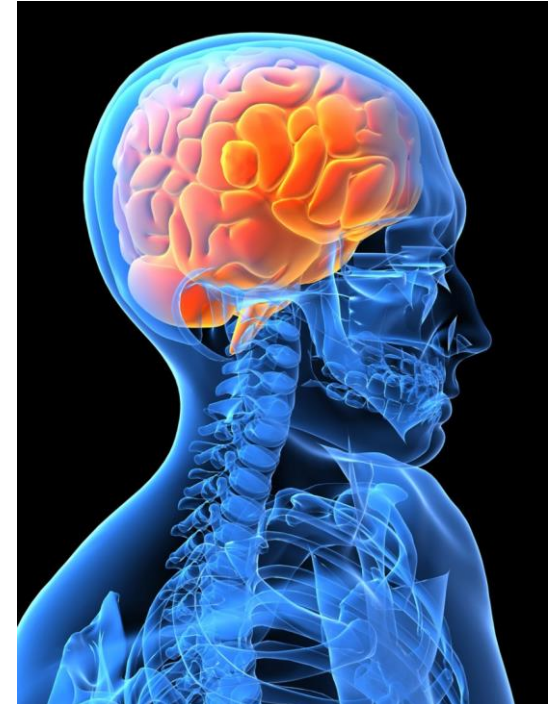


(Carter, 2016)

Let's consider ...



- What is leading the self?
- Why is leading the self relevant to SWB?





- There are a variety of ways to conceptualise the self such as one's own identity or image.



- Leadership of self is considered to be the practice of intentionally influencing your own thinking, feelings and behaviours to achieve your objectives and goals (Bryant & Kazan 2012).

Dialogical Self (Hermans, 1996, 2002., 2002b, 2003,2006)



- “Occurs within the individual as imaged dialogue with others” (McIlven and Patton, 2007, p. 5).



In explaining what that they did all participants used terms like “*it is just the way I do it*”, “*it is the way I work*”, “*not really sure I can explain it, I just know and work this way*”.

The literature defines this as tacit knowing.



- Can you grow your Dialogical Self?
- If so how?
- How can you personally use it to increase your own capacity as an educational leader?



- Four Suggested Steps to Building capacity in maintaining SWB

Step One:



■ FiT

What are you currently doing and where are you now with balancing your Subjective Well-Being?



Step Two (Discussion of the ATER process)



ATER

- **Awakening**
- **Thinking**
- **Enacting**
- **Reflecting**



■ MegaPositioning

- Making think time – head space
- Situational understanding
- Using Agentism - engineering outcomes
- Taking into account complexity – engaging the dialogical self
- Scenario Planning (actual and virtual)
- Invite voices in (critical friend, positive friend)
- Self evaluating (using courageous conversations)
- Reflecting
- Feedforward for the Self

Enact self dialogue



How: Professional conversation with the Self

Using the dialogical self



- What are the skills of interpersonal dialogue and how do these relate to the dialogical self?
- Anticipating and preparing for an event or situation.
- Entering a thinking space
- Engaging the dialogical self
- Skills of use - from monologue to the metaposition

Step Four



- Continue deep reflective practices
- Access on going mentoring if needed



- Think through multiple perspectives before engaging externally.
- Plan for possibilities
- Manage risks
- Prepare thoughtful responses
- Influence or create desired outcomes

Where to from here



- I encourage you to: understand the self and develop skills to engage the dialogical self in order to help with the maintenance of your Subjective Well-Being. You are important and you matter.
- If you are interested in finding out more about my research or engaging me for workshops please contact me susan.carter@usq.edu.au

- Begley (2006) asserts that “In order to lead effectively, individuals in any leadership role need to understand human nature and the motivations of individuals in particular” (p. 571) and I would also add, understand themselves. The Ancient Greek aphorism “know thyself” which was also embraced by both Plato and Socrates, seems to apply here. I propose that principals firstly need to know the level of their own SWB and ensure that they maintain it before seeing to the needs of others.

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