


New Thriving Workplace Index: A Tool to Promote Well-Being and Retain Staff

Ellen Galinsky, Families and Work Institute
Debbie Bergeron, National Head Start Association
Brianna Cambra, The Children's Cabinet, Nevada

A decorative graphic in the top-left corner consisting of a light purple circle and a light purple square. The circle is partially cut off by the left edge of the frame, and the square is partially cut off by the top edge. They overlap each other.

If you had one wish to improve your workplace—to create a more thriving workplace—what would that wish be?”



A Journey of 30 Years, Fueled by
of Civic Science



The Journey Began in the 1990s with The NSCW (Studies of Employees)

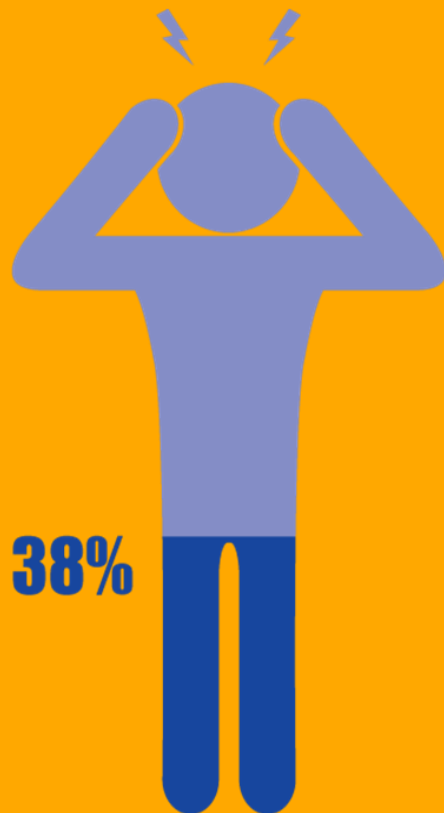


The 2000s- 2010s:
Problems Among
Employees Were
Increasing.

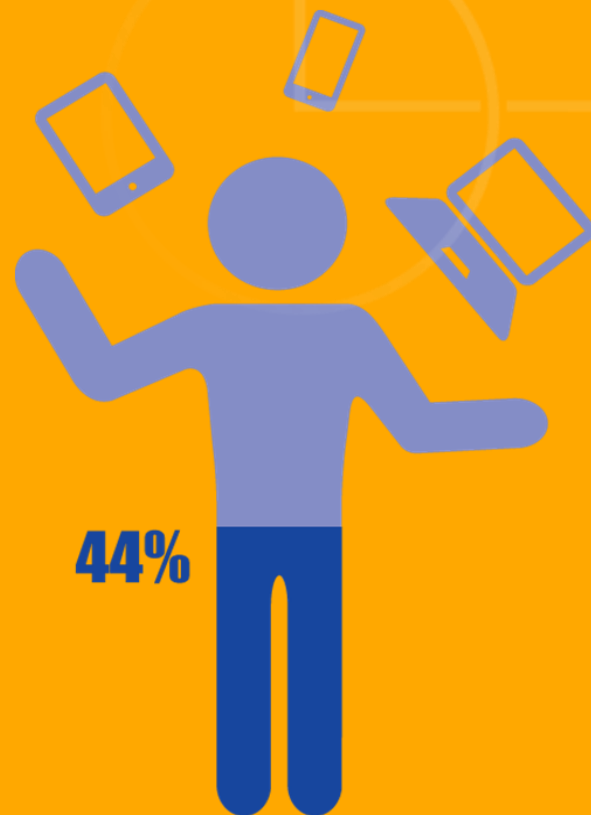
JOBS

WERE DEMANDING

Overwhelmed by
Workload



Too Many Tasks to
Accomplish



Child Care Responsibilities for Children Under 18

CHILD CARE RESPONSIBILITIES

WERE DEMANDING

All employees



42%

Male



40%

Female

45%

3 in 10 employees expected to provide elder care in the next five years.

Nearly 1 in 10 currently did.

ELDER CARE RESPONSIBILITIES

WERE DEMANDING TOO



WORK-FAMILY CONFLICT

WAS HIGH

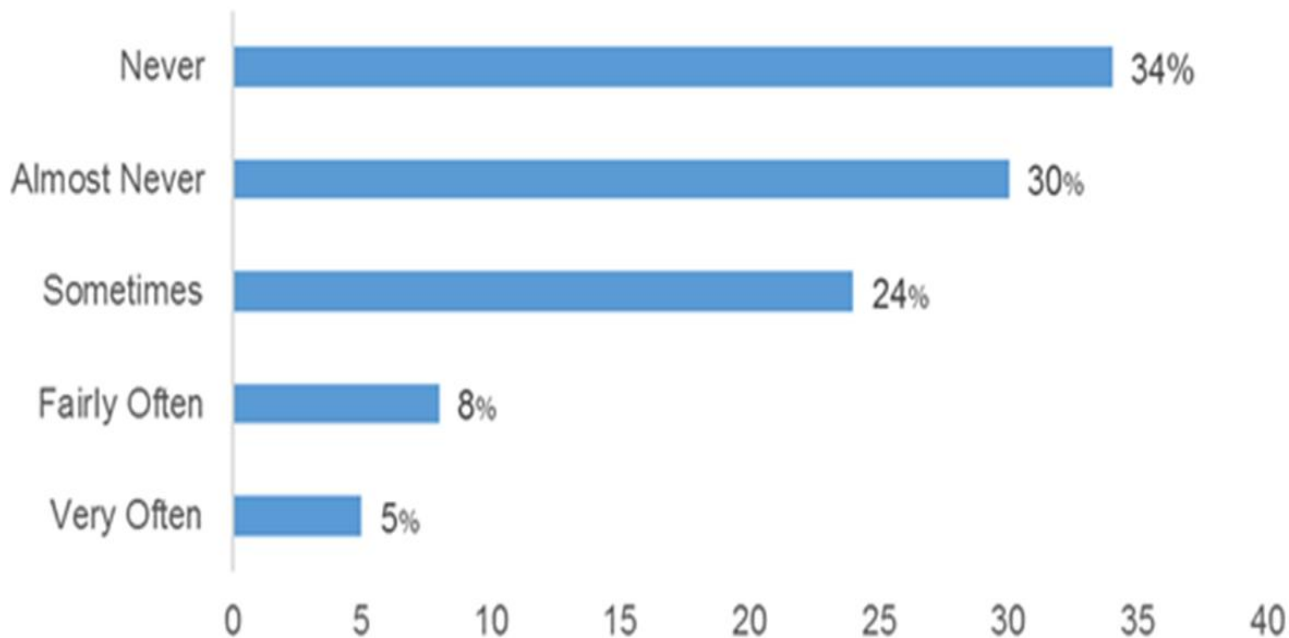
46%
OF MEN
REPORTED WORK-
FAMILY CONFLICT

VERSUS
43%
OF WOMEN

A high proportion of U.S. employees—more than a third (37%)—experienced sleep problems that they reported affected their performance on and off the job sometimes or more often

EMPLOYEE SLEEP

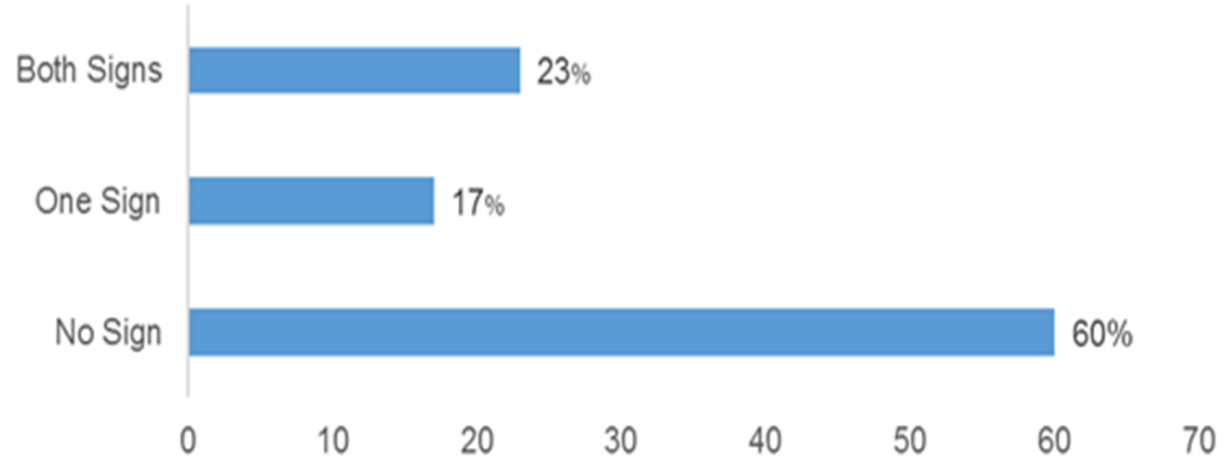
WAS AFFECTED



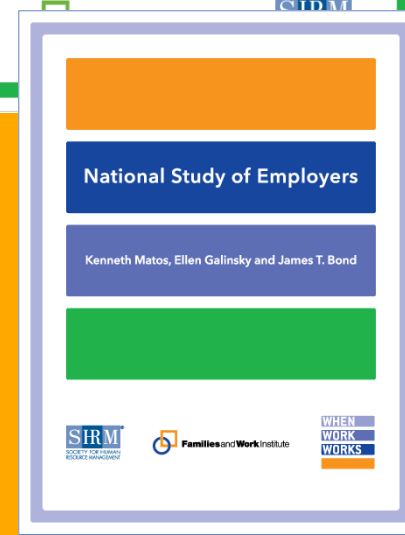
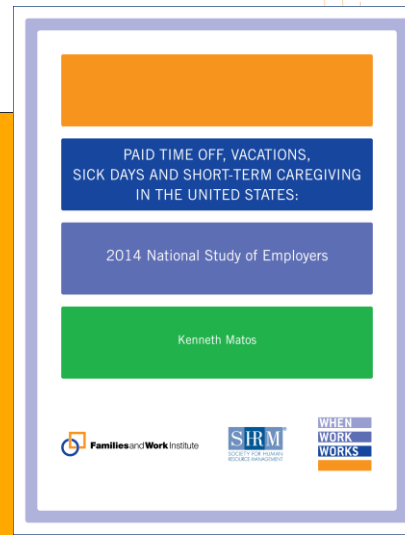
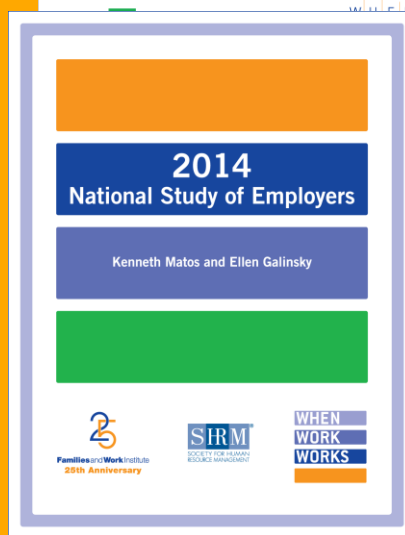
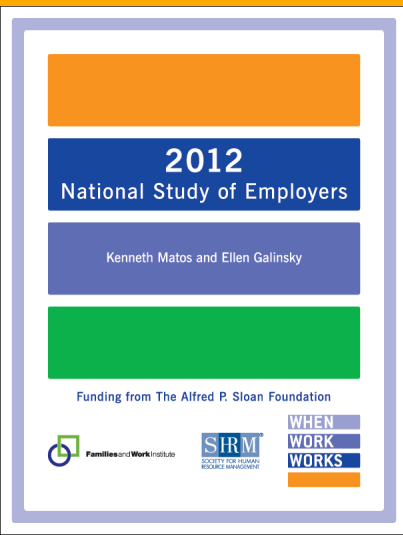
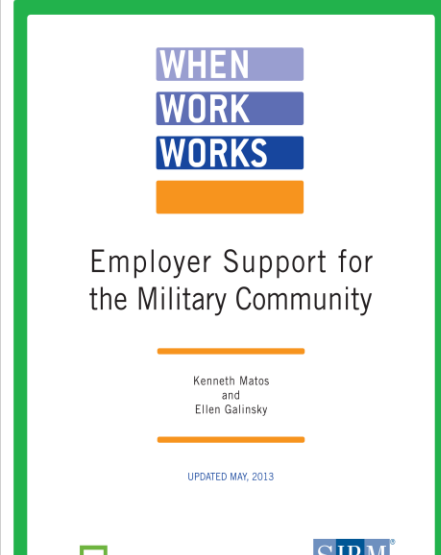
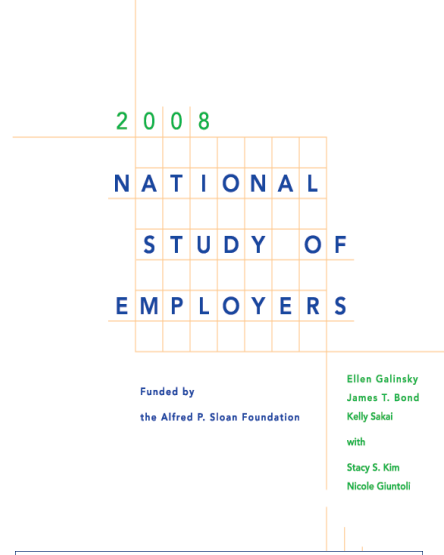
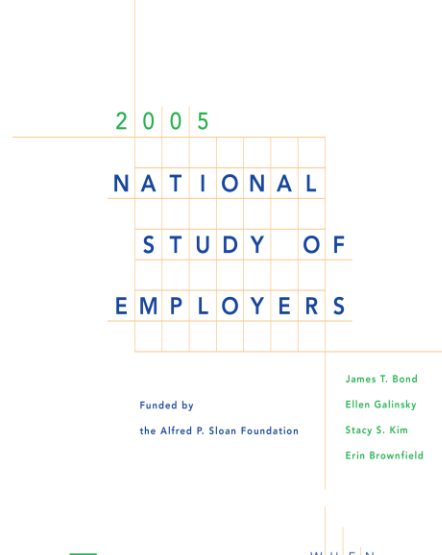
Almost a quarter of employees in the US (23%) showed two signs of clinical depression: “been bothered by feeling down, depressed, or hopeless” and “been bothered by little interest or pleasure in doing things.”

SIGNS OF DEPRESSION

WAS CONCERNING

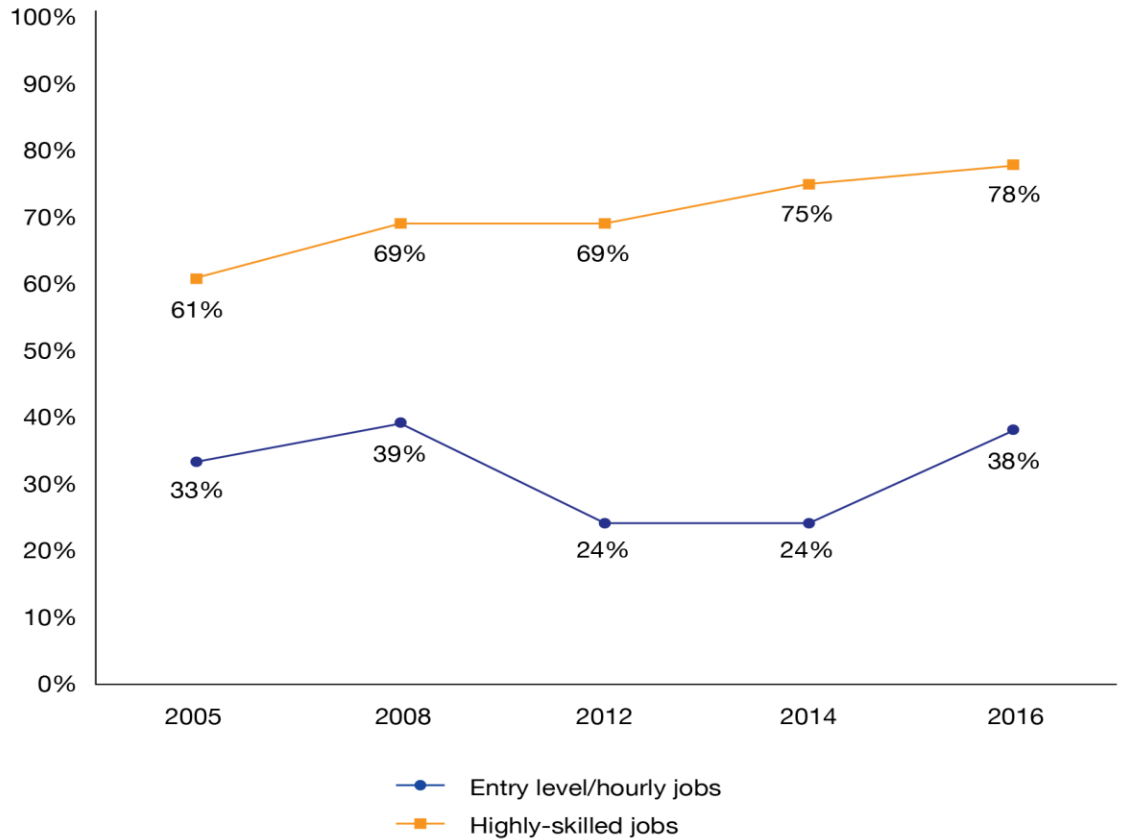


The Journey Continued in the 2000s and 2010s: The NSE (Studies of Employers)

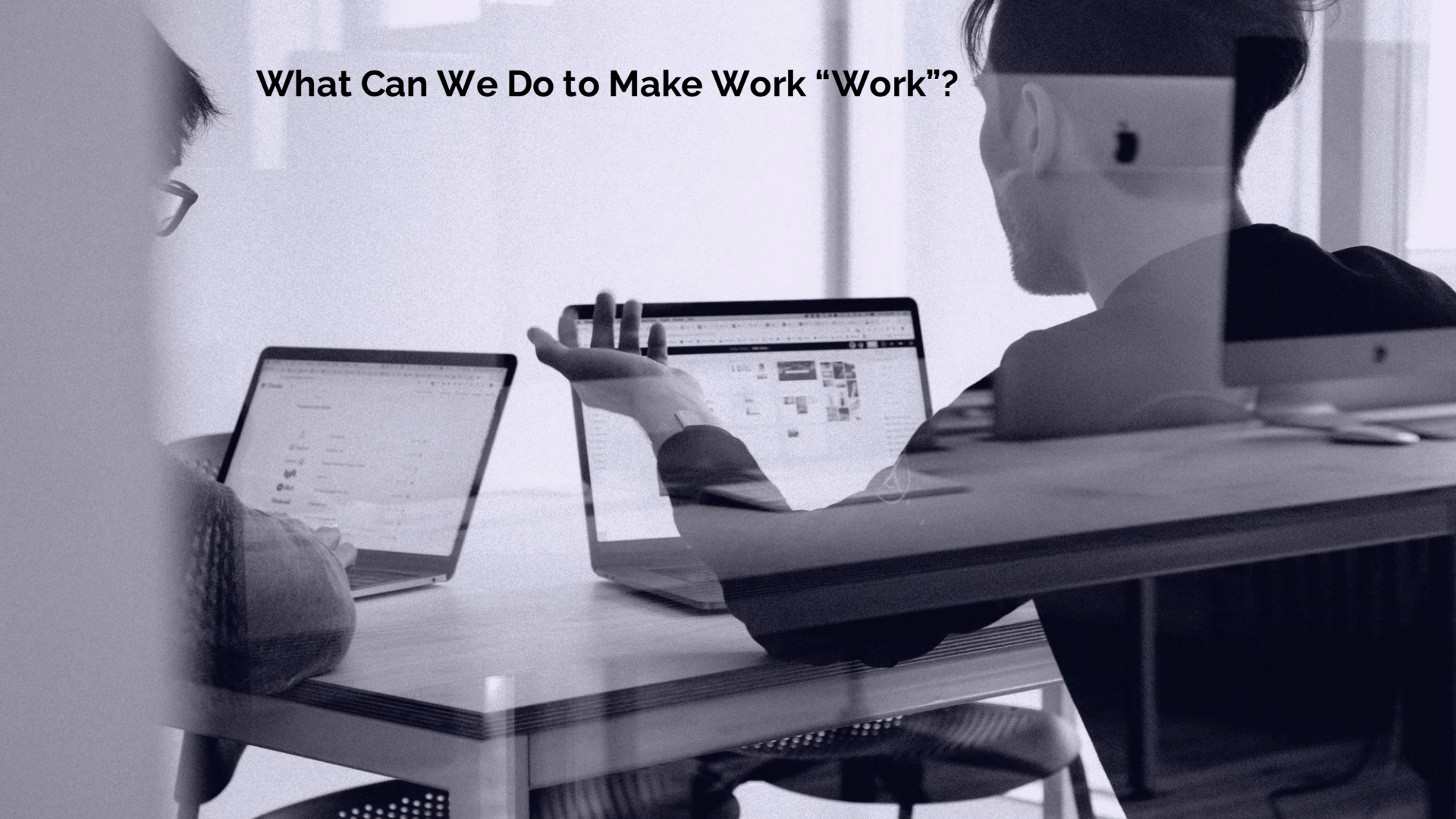


RECRUITMENT

BECAME HARDER
FOR EMPLOYERS



What Can We Do to Make Work “Work”?



The Effective Workplace Index

Work-Life Fit

- My supervisor or manager really cares about the effects that work demands have on my personal and family life.
- My supervisor or manager is responsive to my needs when I have family or personal business to take care of.
- I have support from coworkers that helps me to manage my work and personal or family life.
- I have the schedule flexibility I need at work to manage my personal and family responsibilities.
- My work schedule or shift meets my needs.
- My job lets me do the things in my personal life that I find meaningful.
- I consider my immediate supervisor a role model for how to manage work and personal life.

Satisfaction with Wages, Benefits and Opportunities to Advance

- I am satisfied with how much I earn in my job
- I am satisfied with the benefits my job provides
- I am satisfied with my opportunities for advancement

Coworker Support for Job Success

- I have the support from coworkers that I need to do a good job
- My coworkers and I work well together
- My coworkers and I appropriately share credit for success and responsibility for shortcomings
- My coworkers and I generally resolve conflicts with respect and attention to everyone's needs

We Created a Research-Based, Measurable Index in 2008

Effective Workplace Components

Job Challenge and Learning Opportunities

- My job lets me use my skills and abilities.
- The work I do on my job is meaningful to me.
- My job requires that I be creative.
- I get to do a number of different things on my job.
- My job requires that I keep learning new things.
- My job lets me develop new skills and abilities.

Supervisor Support For Job Success

- My supervisor or manager is supportive when I have a work problem.
- My supervisor or manager recognizes when I do a good job.
- My supervisor or manager keeps me informed of the things I need to know to do my job well.
- My supervisor provides me with feedback that helps me to improve my performance.

Culture of Respect, Trust and Belonging

- Managers at my workplace actively seek out information and new ideas from employees at all levels of the organization to guide their decision making.
- I can trust what managers say in my organization
- I can openly share my ideas and opinions with any level of management.
- My supervisor treats me with respect.
- I can trust what the highest level of management in my organization says.
- I can trust what my immediate supervisor says.
- I can trust what my coworkers say.
- I feel I am really a part of the group of people I work with.

Autonomy

- I have a lot of say about what happens on my job.
- I have the freedom to decide what I do on my job.
- I feel I can really be myself on my job.

COMPARING OUTCOMES IN HIGH AND LOW EFFECTIVE WORKPLACES

Keep your best people



More employees report excellent overall health



They're more engaged at work



60% High

4% Low

Get more sleep



34%

More people with low stress

10%

33%

WHEN WORK WORKS

When Work Works

When Work Works, a project of Families and Work Institute and the Society for Human Resource Management, is a nationwide initiative to bring research on workplace effectiveness and flexibility into community and business practice. Since its inception in 2005, When Work Works has partnered with an ever-

expanding cohort of communities from around the country to:

- share rigorous research, such as the National Study of Employers, and employer best practices on workplace effectiveness and flexibility;
- recognize exemplary employers through the When Work Works Awards, formerly the Alfred P. Sloan Awards for Excellence in Workplace Effectiveness and Flexibility; and
- inspire positive change so that increasing numbers of employers understand how effective and flexible workplaces can benefit both business and employees.

Visit us at www.whenworkworks.org or follow us on Twitter @WhenWorkWorks.



Families and Work Institute

FWI Families and Work Institute (FWI) is a nonprofit, nonpartisan research organization that studies the changing workforce, family and community. As a preeminent think tank, FWI is known for being ahead of the curve, identifying emerging issues, and then conducting rigorous research that often challenges common wisdom and provides insight and knowledge. As an action tank, FWI conducts numerous studies that put its research into action and then evaluates the results. Its purpose is to create research to live by. For more information, visit <http://www.familiesandwork.org>, like us on [Facebook.com/FWInews](https://www.facebook.com/FWInews) and follow us on Twitter @FWINews.



SH When Work Works Was Implemented Nation-Wide

Manaj organization devoted to human resource management, representing more than 275,000 members in over 160 countries, the Society is the

WHEN

WORK

WORKS

THE Effective Workplace

W H E N
W O R K
W O R K S

W H E N
W O R K
W O R K S

2011 GUIDE TO
BOLD NEW IDEAS
FOR MAKING
WORK WORK

2012 GUIDE TO
BOLD NEW IDEAS
FOR MAKING
WORK WORK



2013

Guide to
Bold New Ideas for
Making Work Work

WHEN

WORK

WORKS

2014

Guide to
Bold New Ideas for
Making Work Work

WHEN

WORK

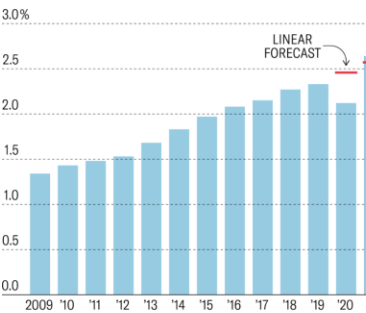
WORKS

We created Bold New Ideas and Reports Reports to Participating Companies

Average Monthly Quit Data

Data on total employment from 2009 through 2019 reveals that the Great Resignation is not a pandemic-driven anomaly.

Share of workers voluntarily leaving jobs



Source: Bureau of Labor Statistics, author's calculations



INDEMIC BURNOUT IS IMPACTING IN ACADEMIA

ote working, research delays and childcare are taking their staff, causing stress and anxiety. **By Virginia Gewin**

year into the coronavirus pandemic, many in the academic scientific workforce are experiencing a state of chronic exhaustion known as burnout. Although it is not a new condition and can occur in any workplace, burnout is recognized by the World Health Organization as a syndrome, with physical and emotional symptoms and feelings of energy depletion, exhaustion, mental distance from and negativity or cynicism towards one's job, and a reduced ability to do one's work. At its core, burnout is caused by work that demands continuous, long-term physical, cognitive or emotional effort. Indicators of the syndrome have risen sharply in some higher-education institutions over the past year, according to surveys in the United States and Europe. In a poll of 1,221 U.S. faculty members that focused on the effects of the pandemic, almost 70% of respondents said they felt stressed in 2020, more than double the number in 2019 (32%). The survey, conducted last October by The Chronicle of Higher Education and financial services firm Fidelity Investments in Boston, Massachusetts, also found that more than two-thirds of respondents felt fatigued, compared with less than one-third in 2019. During 2020, 31% felt angry, whereas just 12% said that in 2019. The results were released last month. More than half of people surveyed said they were seriously considering changing their career or retiring early. Emotional and other effects of pandemic-related burnout

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On the Verge of Burnout

Covid-19's Impact on faculty well-being and career plans

Fidelity

THE CHRONICLE OF HIGHER EDUCATION

The Journey Continued During the Pandemic 2020-2022

Workgroup support and belonging (n= 1473)

Workgroup task-based and instrumental support

- 1 My supervisor or manager is supportive when I have a work problem.
- 2 My supervisor or manager recognizes when I do a good job.
- 3 My supervisor or manager keeps me informed of the things I need to know to do my job well.
- 4 My supervisor provides me with feedback that helps me to improve my performance.
- 5 I have the support from coworkers that I need to do a good job

Workgroup non-task-based support and collective responsibility

- 6 My coworkers and I work well together
- 7 My coworkers and I appropriately share credit for success and responsibility for shortcomings
- 8 My coworkers and I generally resolve conflicts with respect and attention to everyone's needs

Workgroup belongingness

- 9 I feel I am really a part of the group of people I work with

Participatory decision-making (n=1478)

- 1 Managers at my workplace actively seek out information and new ideas from employees at all levels of the organization to guide their decision making.
- 2 I can openly share my ideas and opinions with any level of management.
- 3 I have regular opportunities to provide feedback on organizational decisions.

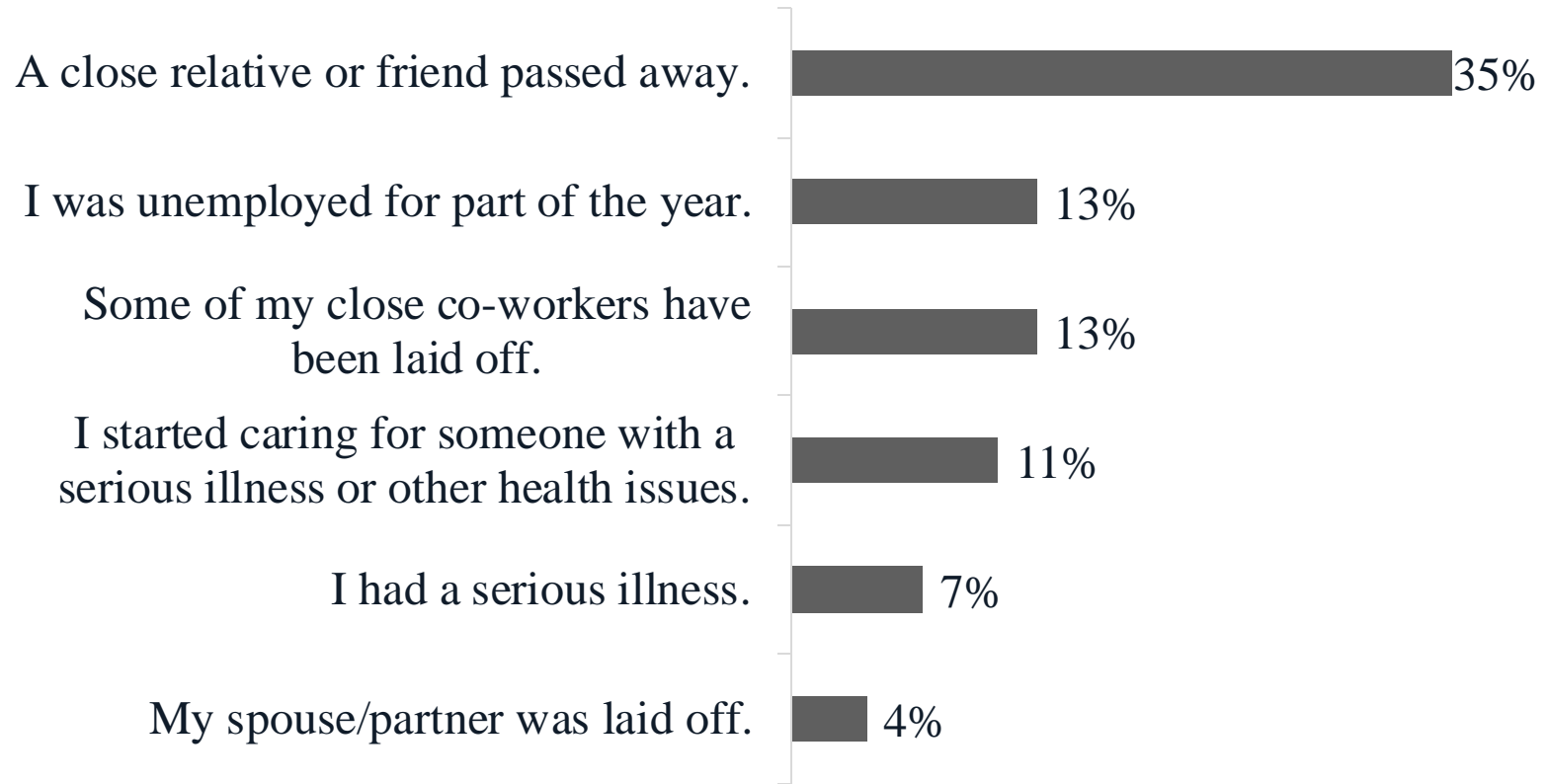
Culture of respect and trust (n=1502)

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- 5 I can trust what my coworkers say.

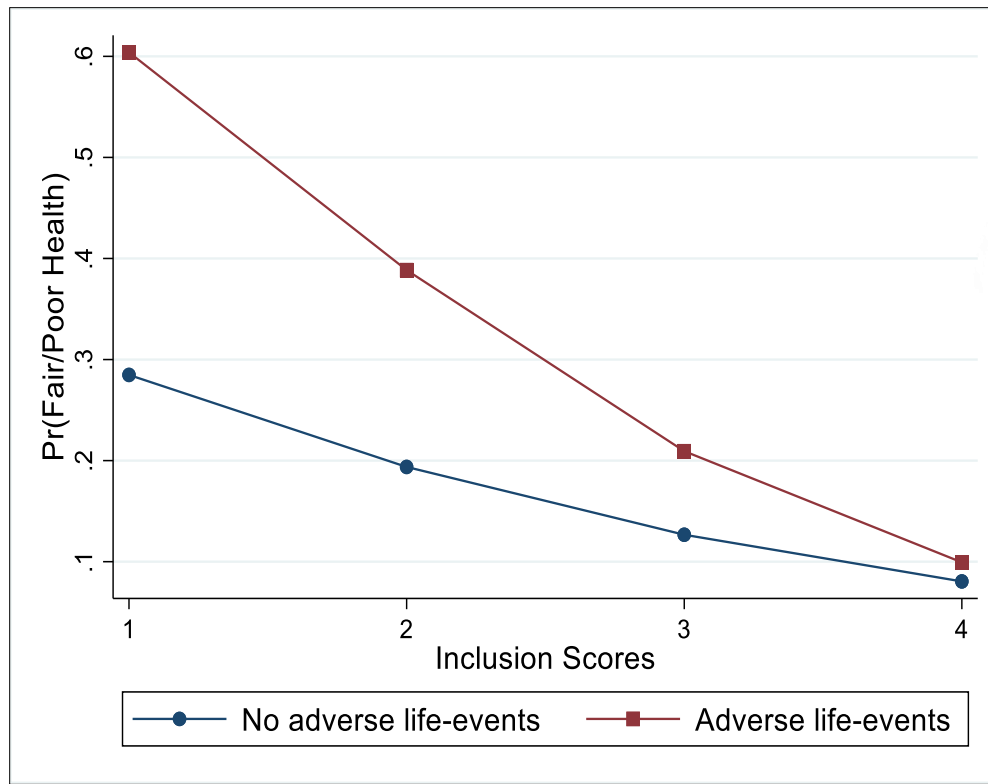
Whole employee approach (n=1336)

- 1 My supervisor or manager really cares about the effects that work demands have on my personal and family life.
- 2 My supervisor or manager is responsive to my needs when I have family or personal business to take care of.
- 3 I have support from coworkers that helps me to manage my work and personal or family life.
- 4 I feel comfortable bringing up personal or family issues with my supervisor or manager.
- 5 Employee health is a top priority for my manager.

We Created a New Index on Inclusion in 2020



We Found Adverse Experiences (like Those During the Pandemic) Were Commonplace



Health Was Better for All In Inclusive Workplaces, but
Much More for Those Recovering from Adversities



Families and Work Institute

AN INCLUSIVE WORKPLACE AND HEALTH: RISK AND RENEWAL

A SERIES OF REPORTS ON LESSONS
FROM THE PANDEMIC



Families and Work Institute

AN INCLUSIVE WORK- PLACE AND EMPLOYEE ENGAGEMENT: SURVIVING AND THRIVING

A SERIES OF REPORTS ON LESSONS
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Community, Work & Family



ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/cwef20>

Employee health and well-being after a crisis – re-imagining the role of workplace inclusion

Ipshita Pal, Ellen Galinsky & Stacy Kim

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To link to this article: <https://doi.org/10.1080/13668803.2021.1987859>



Published online: 21 Oct 2021.



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We Wrote Reports on Inclusivity, Retention, Health
and Engagement

In the Meantime,
We Conducted Studies
of Adolescents



The Breakthrough Years

Outcomes Of Having The Need For Belonging Met

Belonging	Follow-Up Outcomes							
Context	School Engagement	Grades (A)	Grades (P)	Future	Negative Mood	Positive Mood	Stress	Conflict (A:P)
Family	↑			↑	↓	↑	↓	↓:↓
Friends				↑	↓	↑	↓	↓:
School	↑	↑		↑	↓	↑	↓	↓:
OSA	↑	↑	↑	↑	↓	↑	↓	:
Online				↑		↑		:

Note. A=adolescent report. P=parent report. OSA=Out-of-School Activities. Arrows indicate the direction of an association (i.e., "promoting" for an up arrow, "protecting against" for a down arrow) controlling for demographics. Arrows represent statistically significant relations at p-values less than .0005.

We Found Meeting Basic Psychological Needs Is Important

Outcomes Of Having The Need For Challenge Met

Challenge	Follow-Up Outcomes							
Context	School Engagement	Grades (A)	Grades (P)	Future	Negative Mood	Positive Mood	Stress	Conflict (A:P)
Family	↑	↑	↑	↑	↓	↑	↓	↓:
Friends	↑	↑	↑	↑	↓	↑	↓	:
School				↑				:
OSA	↑	↑	↑	↑		↑	↓	:
Online								:

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Outcomes Of Having The Need For Competence Met

Competence	Follow-Up Outcomes							
Context	School Engagement	Grades (A)	Grades (P)	Future	Negative Mood	Positive Mood	Stress	Conflict (A:P)
Family	↑	↑	↑	↑	↓	↑	↓	↓:↓
Friends	↑	↑		↑	↓	↑	↓	:
School	↑	↑	↑	↑	↓	↑	↓	:
OSA	↑	↑	↑	↑	↓	↑	↓	:
Online				↑				:

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Looking Back on Previous Indexes, We Could See It Was **All About Relationships**

We Created A New Thriving Workplace Index Inspired by

Self-Determination Theory

1. Caring Connections

2. Agency

3. Mastery

4. Identity

5. Purpose



Source: Richard M. Ryan and Edward L. Deci, "Brick by brick: The origins, development, and future of self-determination theory," in *Advances in Motivation Science*, ed. A. J. Elliot (Cambridge: Elsevier Academic Press, 2019), 111-156, <https://psycnet.apa.org/doi/10.1016/bs.adms.2019.01.001>.

Source: Richard M. Ryan and Edward L. Deci, "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being," *American Psychologist* 55, no.1 (2000): 68-78, <https://doi.org/10.1037/0003-066X.55.1.68>; and of B. Bradford Brown of the University of Wisconsin as cited in Institute of Medicine (US) and National Research Council (US) Committee on the Science of Adolescence, *The Science of Adolescent Risk-Taking: Workshop Report* (Washington (DC): National Academies Press (US), 2011).

Please type in your 4-digit Program Number:

Please enter your work email address:

(Note that this email address will not be shared with your employer. All of your responses will be strictly confidential, and any information linking you to your responses will not be shared with anyone at Head Start.)

What is your age in years?

20 30 40 50 60 70 80

Please use the slide bar.

What is your gender?

☐ Male

☐ Female

☐ Non-binary

☐ Prefer not to say

☐ Other



And Tested It in Four Head Start Programs

**We then Shared Outcome
and Predictive Findings
With Head Start Leaders,
For Example...**



Job Satisfaction

The Questions

All in all, how satisfied are you with your job?

- Very satisfied
- Somewhat satisfied
- Not too satisfied
- Not satisfied at all

Knowing what you know now, if you had to decide all over again whether to take the job you now have, what would you decide?

- I would take the same job again without hesitation.
- I would have second thoughts.
- I would definitely NOT take the job.

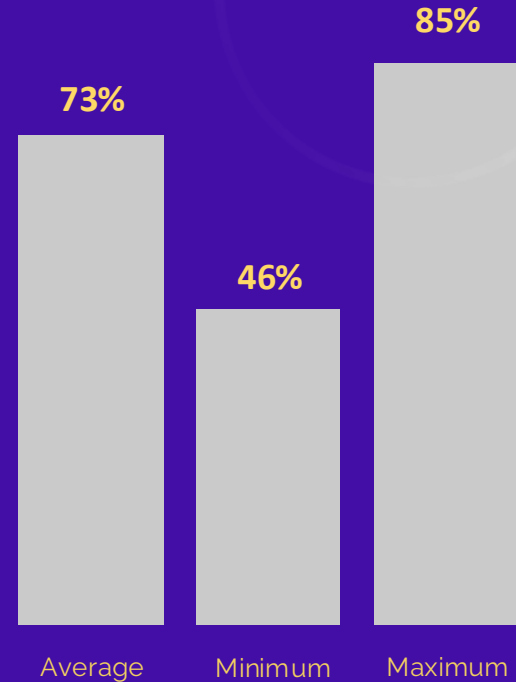
If a good friend of yours told you that he or she was interested in working in a job like yours, what would you tell your friend?

- I would strongly recommend it.
- I would have doubts about recommending it.
- I would advise my friend against it.

Job Satisfaction

The Results

(Average of three questions)



Job Retention

The Question

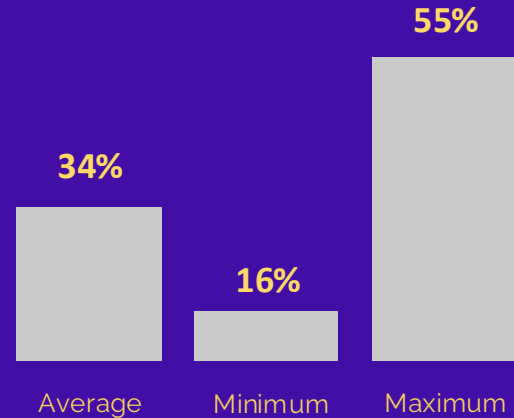
Taking everything into consideration, how likely is it that you will make a genuine effort to find a new job within the next year?

- Very likely
- Somewhat likely
- Not at all likely

Job Retention

The Results

(somewhat or very likely to look for a new job in the coming year)



Health

The Question

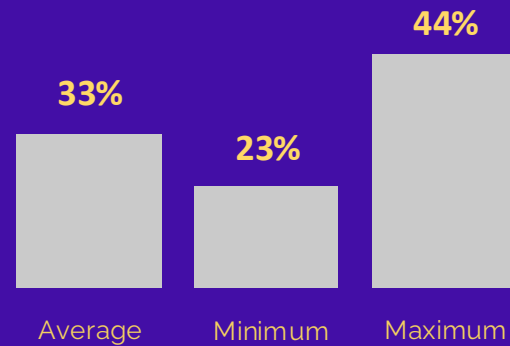
How would you rate your current state of health?

- Excellent
- Good
- Fair
- Poor

Health

The Results

(fair to poor)



Stress

The Questions

In the last month, how often have you

felt that you were unable to control the important things in your life

felt confident about your ability to handle your personal problems

felt that difficulties were piling up so high that you could not overcome them

had trouble sleeping to the point that it affected your performance on or off the job

felt nervous and stressed

felt that things were going your way

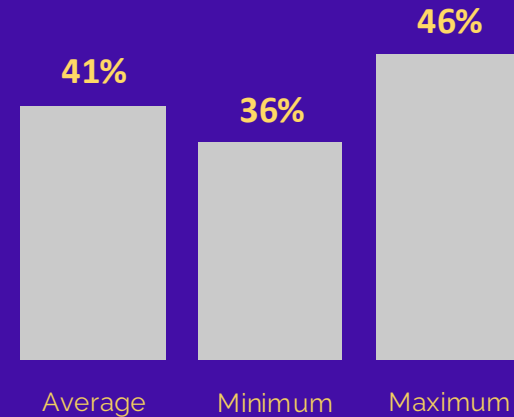
been bothered by minor health problems such as headaches, insomnia, or an upset stomach

- ☐ Rarely or never
- ☐ A few times
- ☐ About half the time
- ☐ Often
- ☐ Very often

Stress

The Results

(about half the time, often or very often)



	Rarely or never	A few times	About half the time	Often	Very often
you feel pressured to go along with organizational decisions whether they feel right or wrong to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Support

In the last month, how often did your **leaders at work** make you feel that...

	Rarely or never	A few times	About half the time	Often	Very often
they encourage you to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they recognize you for doing a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they respect you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they are honest and ethical in dealing with you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
you have opportunities to learn new skills and competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they don't care about what people contribute to the organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they don't support people in improving their performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they value your competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they are very critical when mistakes are made	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Rarely or never	A few times	About half the time	Often	Very often
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Native Hawaiian or Other Pacific Islander
Hispanic or Latino

Co-worker

In the last month, how often did your **co-workers** make you feel that:

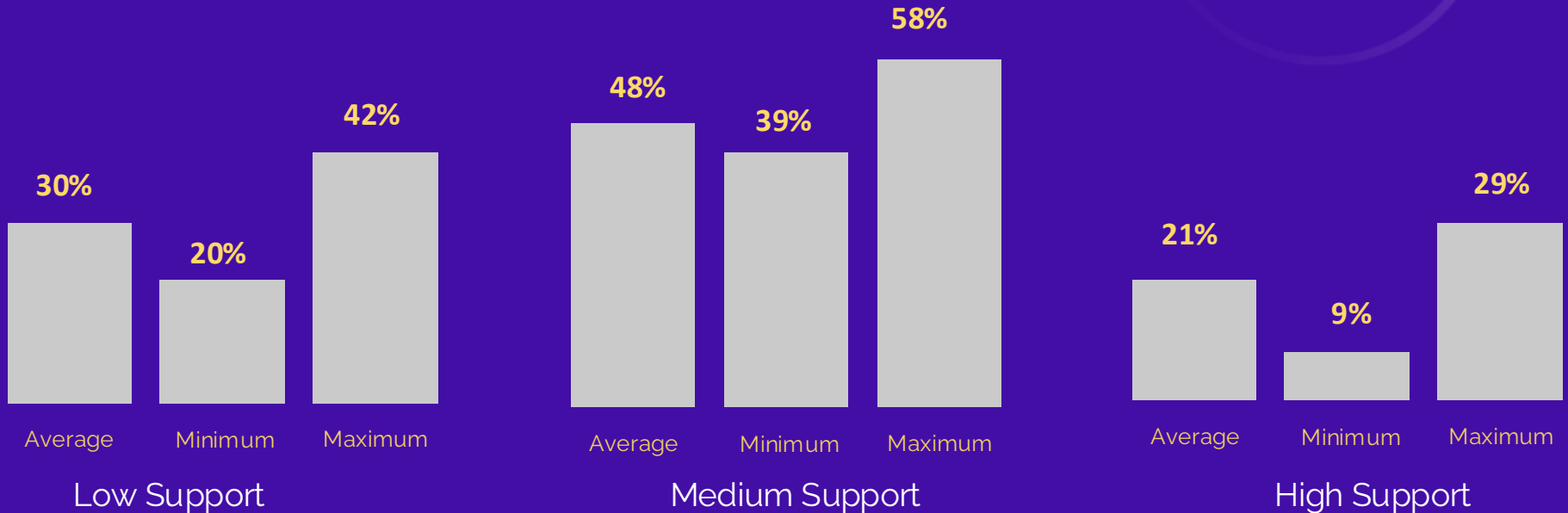
	Rarely or never	A few times	About half the time	Often	Very often
they support you in making decisions for yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they don't share credit for accomplishments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
you belong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
you can rely on them to help when you have a work problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they genuinely care about you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
you have choices in decisions that involve your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
they pressure people to go along with what they decide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
you have the support you need from them to do a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
there are in-groups and out-groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often did your **supervisor/manager** make you

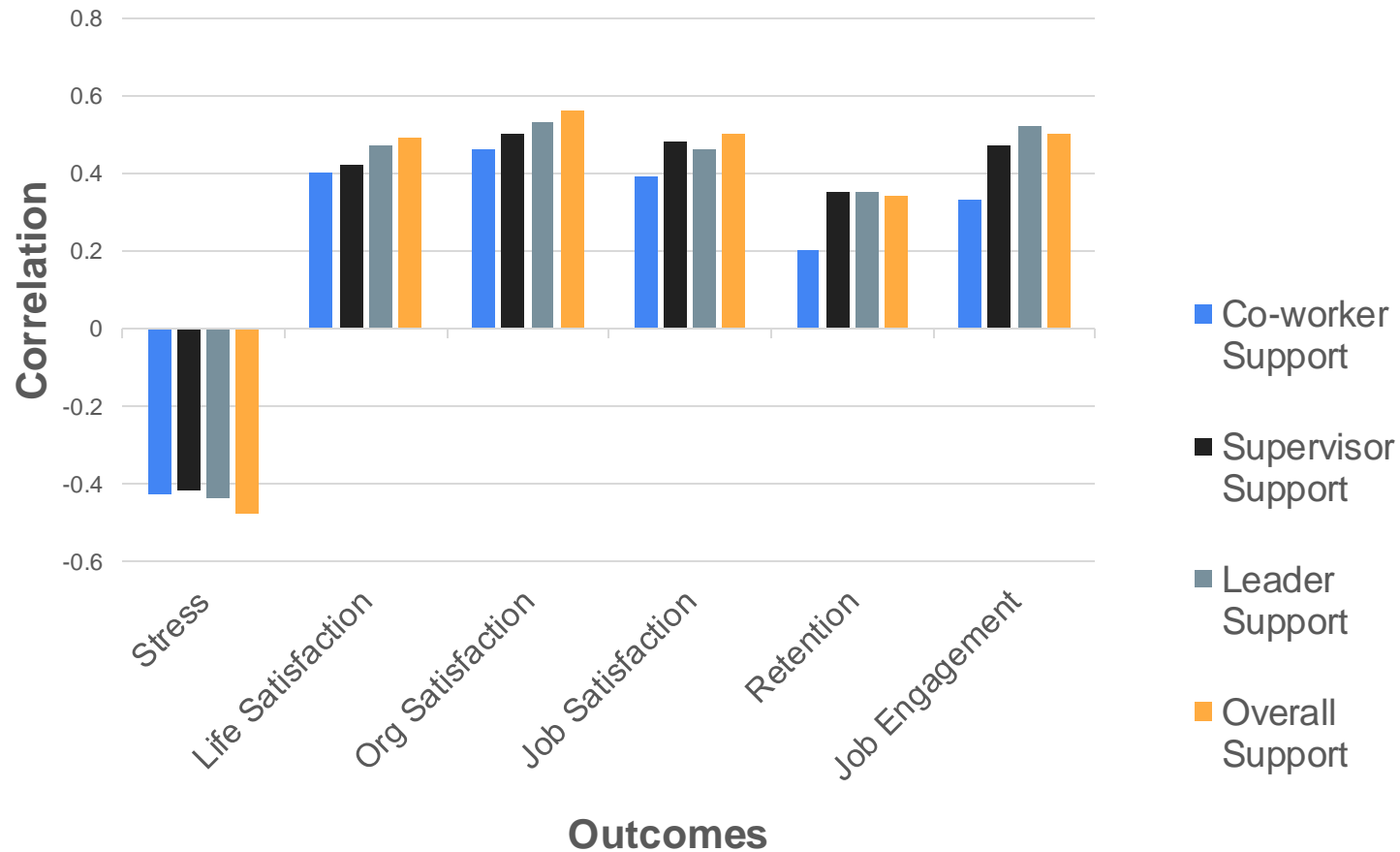
	Rarely or never	A few times	About half the time	Often	Very often
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Support

The Results



Workplace Support x Outcomes



We Also Shared Responses to Two Open-Ended Questions

1. If you have one wish to improve your workplace in the future to create a more thriving workplace—what would that wish be?"
2. If there are any issues you have that you're afraid to share with your supervisor or leaders, please write them below. Remember that this survey is highly confidential and that no one at your organizations will be able to trace these comments to you.

**Next, We Launched An Autonomy-
Supportive Problems Solving Process**

A decorative graphic in the top right corner consisting of a circle and several intersecting lines, creating a geometric pattern.

A Path to Shared Solutions

The Children's Cabinet

- **Review** Survey Feedback
- **Identify** feedback benchmarks
 - Concerning
 - Monitor
 - Strength
- **Determine** organizational level concerns that impact full teams or locations and require admin buy-in
- **Create** shared solution opportunity and begin recruiting groups

Shared Solutions NHSA

Step 1: Select the Problem or Issue

Step 2: Generate Possible Solutions

Step 3: Consider the Pluses and Minuses of Each Potential Solution

Step 4: Select a Shared Solution to Try

Step 5: Evaluate the Solution as Necessary, and if It Isn't Working, Repeat the Process and Arrive at a New Shared Solution.

Discussion



Assessment to Earn CEUs

Use this code to access and complete an assessment in *NAEYC Learning Lab*.

You have until **48 hours** after the conclusion of the conference to access and complete the assessment.

Note: CEUs not issued after the assessment is closed.

Access Code:

8702

New Thriving Workplace Index: A Tool to Promote Well-Being and Retain Staff

Ellen Galinsky, Families and Work Institute
Debbie Bergeron, National Head Start Association
Brianna Cambra, The Children's Cabinet, Nevada