

Vinnueftirlitið

Samstarfsverkefni um vellíðan
og heilbrigða vinnustaðamenningu í leik- og grunnskólum

Hugmyndafræðilegur grunnur verkefnisins

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prófessor Félagsvísindasviði Háskóla Íslands



Sál-félagslegir þættir í vinnuumhverfinu sem vernda vellíðan starfsfólks



- Sameiginleg ábyrgð
- Sameiginleg gildi
- Skýrar væntingar
- Skýr tilgangur
- Áhrif á störf
- Vinsemd á vinnustað
- Hlustun og stuðningur
- Innri styrkur
- Auðmýkt
- Traust



Ljósmynd: Vinnueftirlitið: Baldur Kristján

Hugmyndafræðilegur rammi samstarfsverkefnisins

Bjargráð og verndandi þættir í vinnuumhverfi og vinnustaðamenningu skóla



Virgni, valdefling og forysta margra með **trausti**
innan **ramma** ábyrgðarskyldunnar

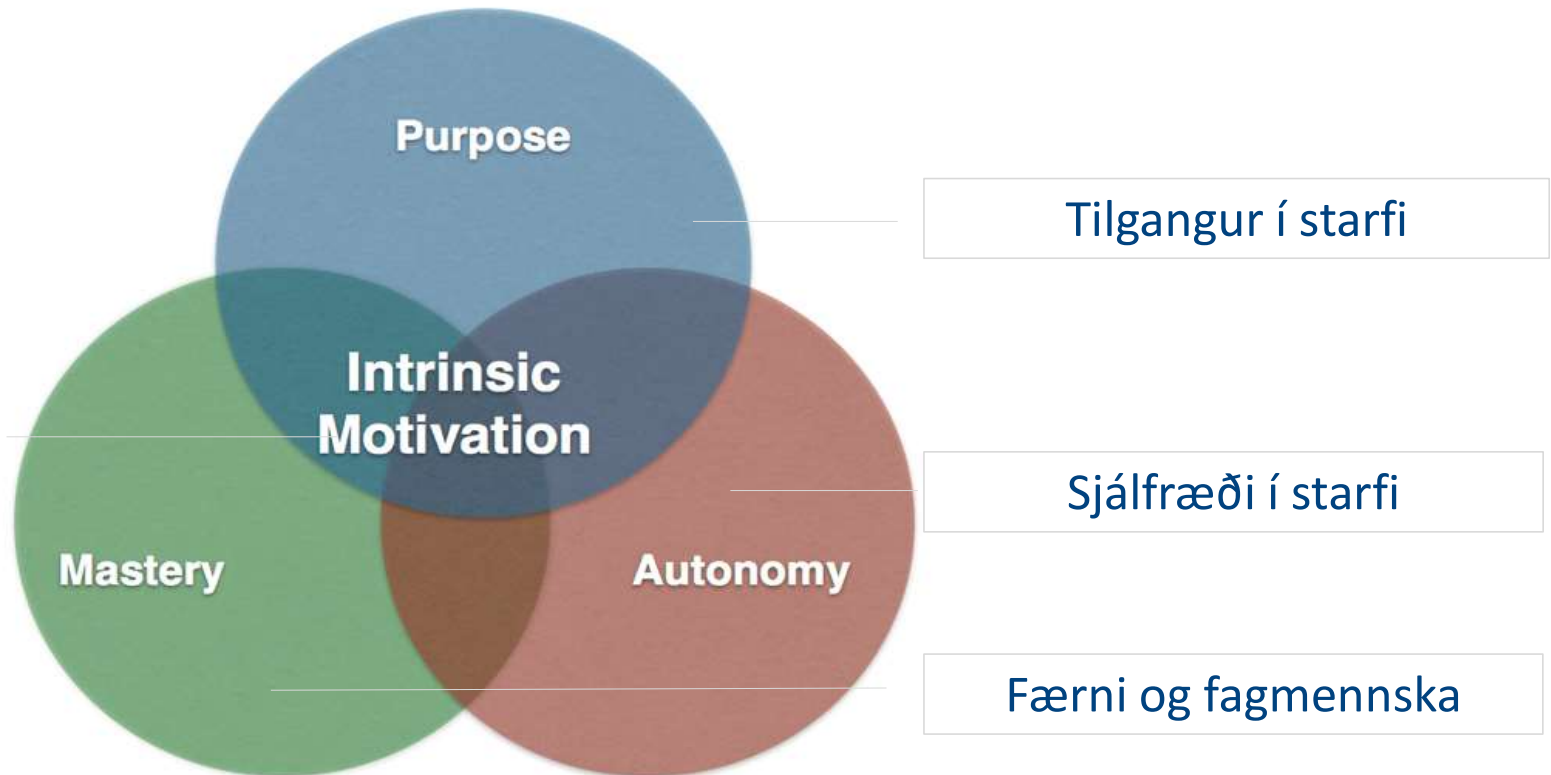
Hvers vegna er skýr tilgangur starfa svona
mikilvægur fyrir vellíðan í starfi?

Skýr sýn á tilgang skapar öryggi, eflir ánægju og glæðir lífshamingju

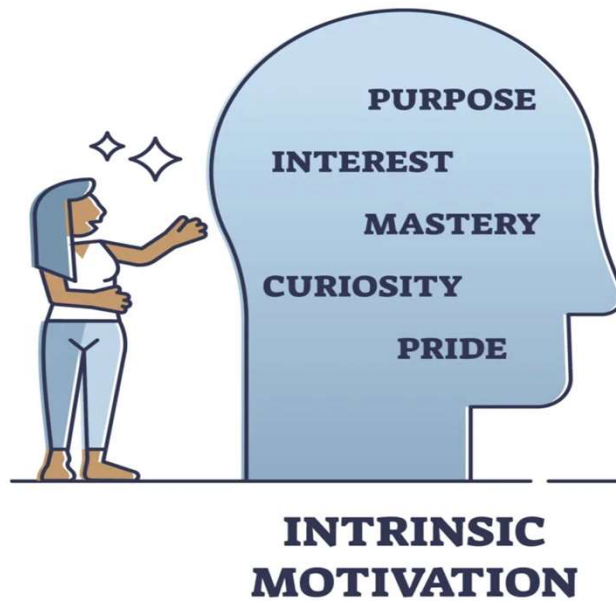


Innri starfshvöt byggir á tilgangi starfa, sjálfræði og færni

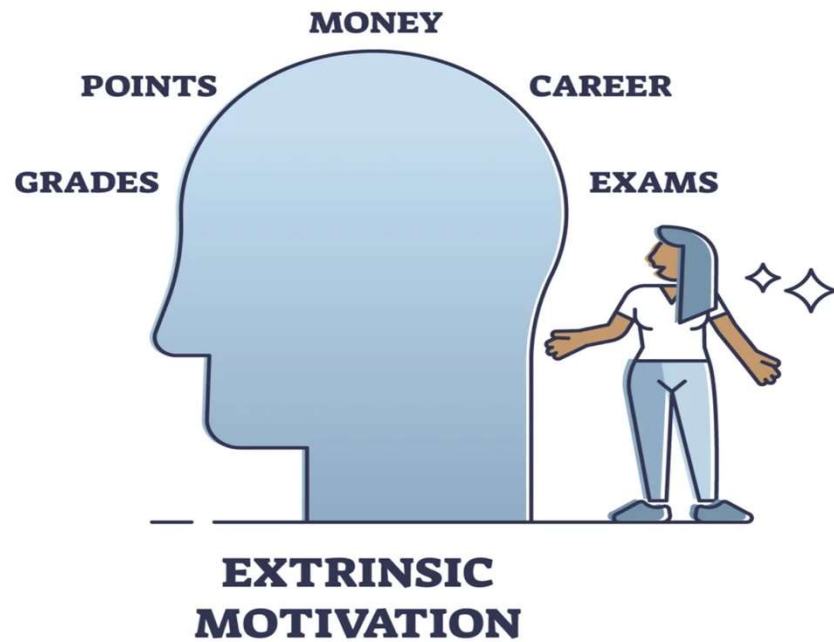
Innri starfshvöt



Innri hvatar



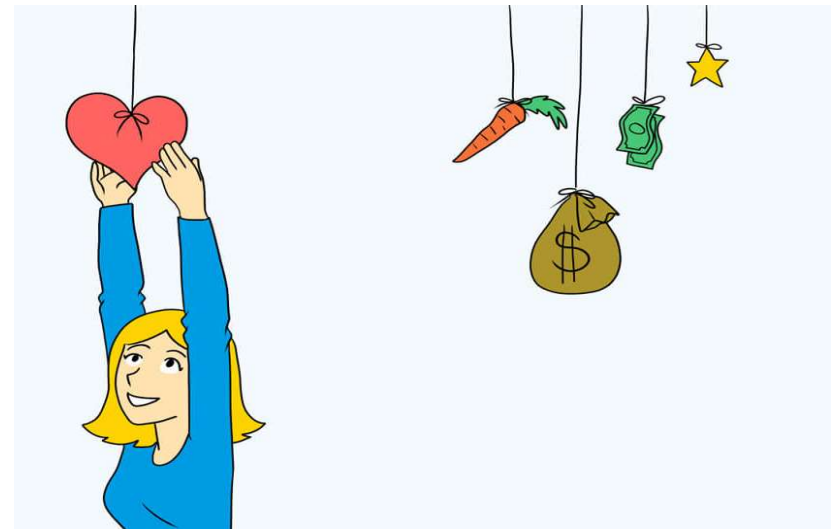
Ytri hvatar



Innri hvatar hafa sterk tengsl við starfsánægju

Snýst um ánægju í starfinu sjálfu og byggja á:

- Mikilvægi, merkingu og tilgangi starfs
- Að hæfileikar njóta sín í starfinu sjálfu
- Að finna umbun í starfinu sjálfu
- Að læra og vaxa í starfinu
- Að gefa af sér í starfinu



Innri hvatar skapa raunverulega
ánægju og gleði

Falla oft í skuggann fyrir
ytri hvötum

Áhrif á eigin störf vernda velliðan starfsfólks

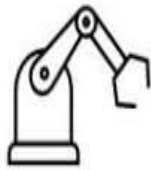
Áhrif á eigin störf og starfsmótun – Job crafting

WHAT IS JOB CRAFTING?

“... what employees do to redesign their own jobs in ways that foster engagement at work, job satisfaction, resilience, and thriving.” (Berg, Wrzesniewski, & Dutton, 2010)

“the physical and cognitive changes individuals make in the task or relational boundaries of their work”
Wrzesniewski og Dutton (2001), bls. 179

Starfsmótun – Job crafting



Task Crafting

Móta viðfangsefnin



Relational
Crafting

Móta tengslin



Cognitive Crafting

Móta viðhorfin

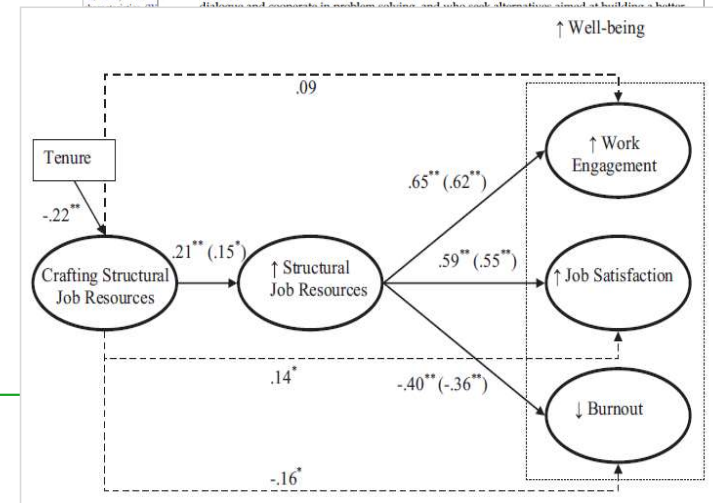
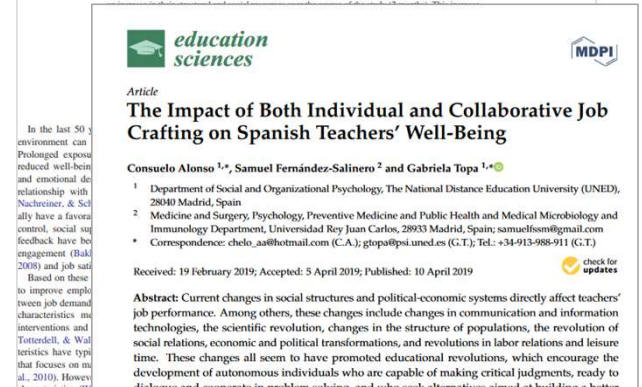
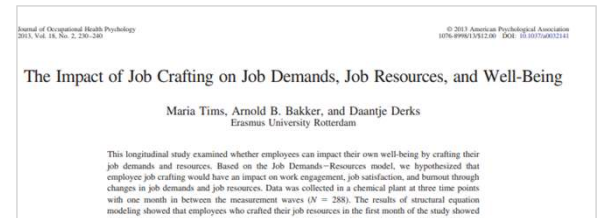
Starfsmótun

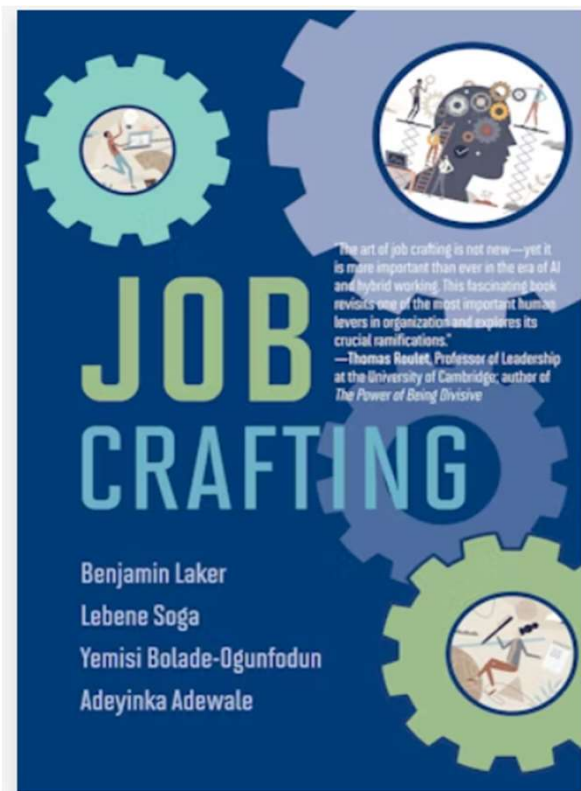
- Starfsmaður mótar aðlagar starf innan ramma og samkvæmt markmiðum starfs
- Starfsmaður er studdur til að móta starf til að bæta samsömun við eigin þekkingu, hæfileika og hvatningu. **Traust** er grundvöllur starfsmótunar:
 - 1) Starfsmaður mótar, þróar, aðlagar viðfangsefnin
 - 2) Starfsmaður býr til, þróar og styrkir tengsl og samstarf vegna starfs
 - 3) Starfsmaður þróar afstöðu / eigin upplifun starfs (tilgangur, merking)

Starfsmótun hefur margvíslega áhrif á vellíðan starfsfólks

- Styrkir áhuga, virkni og hollustu (*job engagement*)
- Styrkir ánægju, vellíðan og árangur í starfi
- Dregur úr líkum á kulnun í starfi

Starfsmótun hvílir á ábyrgðarskyldu og gagnkvæmu trausti





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TEACHER EDUCATION & DEVELOPMENT | RESEARCH ARTICLE

Teacher well-being: Investigating the contributions of school climate and job crafting

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Additional information is available at the end of the article

Abstract: Teachers' well-being is important for the optimal functioning of schools and educational systems. Contextual and individual factors influencing teachers' work-related well-being have been identified but rarely investigated concurrently. This study examined contributions of school climate and job crafting to teacher well-being. Time-lagged survey data from 564 German teachers was analysed. The hypothesised model whereby school climate and job crafting were separate predictors of well-being fitted the data well. Analyses further revealed that the effect of school climate and job crafting is additive. Teachers who reported the highest rates of school climate and the highest scores in job crafting experienced the highest well-being. Results of this study highlight the importance of both school climate and job crafting for supporting teacher well-being.

Subjects: Education Studies; School Psychology; Teachers & Teacher Education

Keywords: teacher well-being; school climate; job crafting; time-lagged study

1. Introduction
 Over the past decades the study of teacher well-being has opened up to new frameworks and concepts. While first the job-related well-being of teachers was predominantly operationalised by negative constructs (such as stress, strain, negative emotions, emotional exhaustion), positive aspects (such as positive emotions, job satisfaction, engagement) are increasingly included (Collie et al., 2015). Today, teacher well-being is broadly understood as "teachers' responses to

ABOUT THE AUTHOR
 The fact that people feel comfortable in their

PUBLIC INTEREST STATEMENT
 Teacher well-being is an invaluable resource for

European Management Journal 40 (2022) 809–816

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Job crafting and well-being among school principals: The role of basic psychological need satisfaction and frustration

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ARTICLE INFO

Keywords:
 School principals
 Job crafting
 Basic psychological needs
 Work engagement
 Burnout
 Well-being
 The job demands-resources model

ABSTRACT
 This study investigates the associations between school principals' job crafting and well-being. Drawing on the job demands-resources approach of the job crafting model and self-determination theory, we hypothesised that need satisfaction and need frustration act as likely mechanisms between the positive and negative effects of job crafting behaviors and work-related well-being (work engagement and burnout). Using cross-sectional data collected from a sample of Finnish school principals (n = 518), our structural equation model revealed that crafting structural job resources was positively associated with need satisfaction and negatively with need frustration. Increasing challenge job demands was positively associated with need satisfaction, which, in turn, was associated with higher work-related well-being. In addition, crafting structural job resources was directly positively linked to burnout as well as work engagement. Moreover, we found that decreasing hindrance demands was positively associated with burnout and negatively associated with work engagement via need frustration. No associations were found between crafting social resources, indicators of basic psychological needs, or work-related well-being. These findings provide insights into how principals determine their own basic psychological needs via job crafting, and how this is reflected in their work-related well-being. The study advances job crafting theory and self-determination theory, with important implications for practice and future research.

1. Introduction
 Due to the recent technological advancement and economic growth, social change has accelerated across the world in the space of a couple of decades. As a result, pronounced uncertainty and complexity have

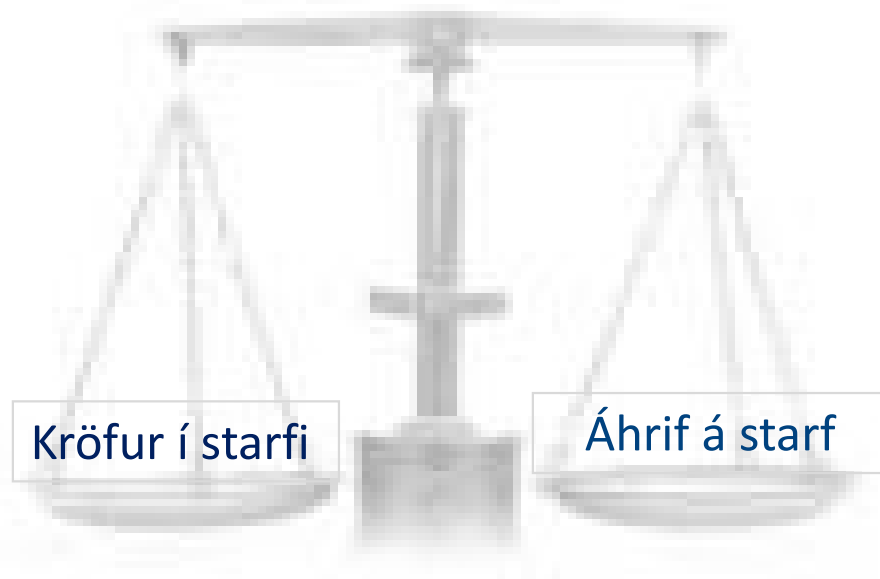
et al., 2016; Dadaczynski et al., 2020). This new leadership role paradigm may be conducive to a stimulating, meaningful, and satisfying work environment but, on the other hand, it may impose exhausting and overwhelming job-related demands (Skaalvik, 2020). Recent research has revealed that many principals are at great risk of exhaustion and

Traust og félagslegur stuðningur
vernda vellíðan og heilsu starfsfólks

Hlustun, traust og
uppbyggileg samskipti
= félagslegur stuðningur



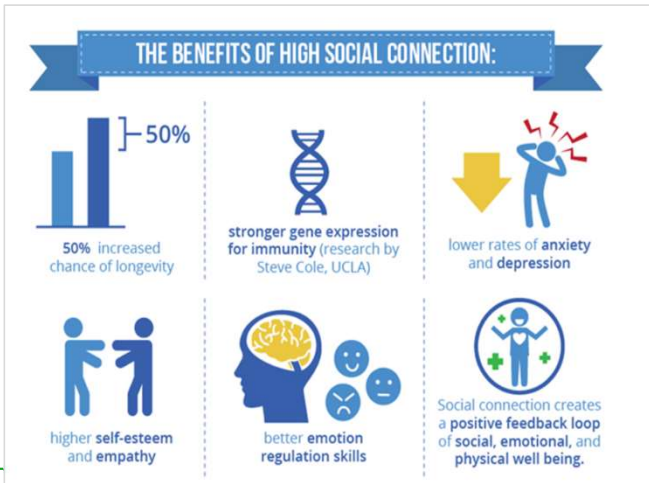
Félagslegur stuðningur dregur úr neikvæðum
afleiðingum þegar kröfur eru miklar og lítil
tækifæri eru til að hafa stjórn á aðstæðum



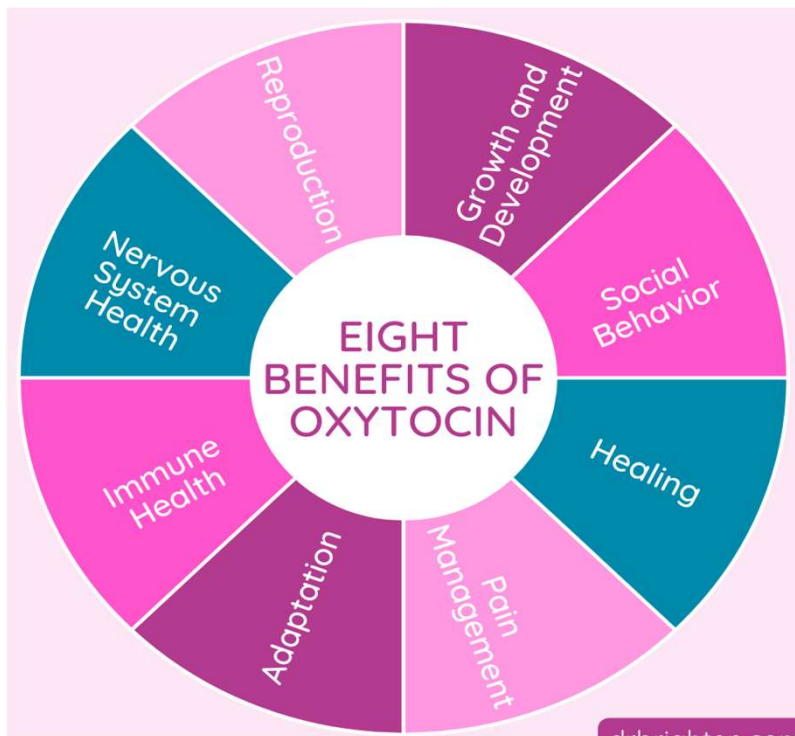
Félagslegur
stuðningur er
verndandi og
hvetjandi
þættir í
vinnuumhverfi
skóla

Vitund um aðra
Félagsleg tengsl
Samskipti
Hlustun
Vinsemd
Styðjandi umhverfi
Tækifæri til áhrifa
Tækifæri til vaxtar

Velliðan
Traust
Sálrænt öryggi
Minni streita
Árangur í starfi
Þrautseigja
Hamingja
Langlífi



Við getum valið samskipti sem skapa hamingju-hormón, traust og vellíðan



1 What are the Happy Chemicals?

- DOPAMINE**
 - Enables motivation, learning, and pleasure
 - Gives you determination to accomplish goals, desires, and needs
- OXYTOCIN**
 - Feeling of trust, motivates you to build and sustain relationships
 - Known as "Cuddle or Love Hormone", plays a role in bonding
- SEROTONIN**
 - Feeling significant or important among peers
 - Calm form of accepting yourself with the people around you
- ENDORPHINS**
 - Releases a brief euphoria to mask physical pain
 - Response to pain and stress that alleviates anxiety and depression

Áhugi
Traust

Að vera
viðurkennd

Félagslegur stuðningur og skýr ábyrgðarskylda =
Verndandi og valdeflandi þættir í vinnustaðamenningu skóla



— Leið til að efla traust, virkni, áhrif og valdeflingu innan **ramma** ábyrgðarskyldunnar —

Starfsfólk blómstrar
með stuðningi og
skýrum ramma

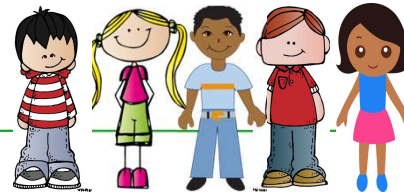
Stuðningur, traust og
eftirfylgni

Frelsi innan ramma til
að nýta og þróa eigin
styrkleika

Nemendur blómstra
með stuðningi og
skýrum ramma

Alúð, umhyggja,
eftirfylgni og agi

Frelsi innan ramma til
að nýta og þróa eigin
styrkleika



Ítarefni

The screenshot shows a YouTube video player with a presentation slide. The slide features the title 'HEILSUEFLANDI FORYSTA OG VELLÍÐAN Í STARFI' and a logo with four stylized figures in red, green, yellow, and blue. Below the title, it lists the speaker: 'Dr. Sigrún Gunnarsdóttir prófessor í Vískiptafræðideild HÍ og formaður Þekkingarseðurs um þjónandi forystu.' The event is scheduled for 'Miðvikudaginn 16. mars' from 8:30-10:00 at the VIRK center. Logos for VIRK, Embætti landlæknis, and Vinnueftirlitið are visible at the bottom of the slide. The video player interface includes a play button, a progress bar at 9:20 / 1:26:36, and a channel name 'Vinnueftirlitið' with 95 subscribers.

https://www.youtube.com/watch?v=YrIL5I_Kano

SIGRÚN GUNNARSDÓTTIR

Heilsueflandi forysta, heilbriggt starfsumhverfi og vellíðan í starfi

Staða þekkingar

1 Inngangur

Viðbendingar eru um að vanlíðan í starfi sé vaxandi vandi og rannsóknir sýna að orsakir þess séu einkum aukid álag, skortur á stuðningi í starfi og lítil áhrif á eigin störf (International Labour Organization, 2016; Hjördis Sigurgeirsdóttir, 2016; Jana Katrín Knútsdóttir o.fl., 2019). Á hinn bóginn sýna rannsóknir að stýðjandi og uppbyggilegar áherslur samstarfsfólks og leiðtoga geti haft góð áhrif á líðan starfsmanna og er þar einkum um að ræða góð samskipti og tækifæri til að hafa áhrif á eigið starf (Turgut o.fl., 2020).

Þróun þekkingar undirstríkir gildi þess að skipulag, samskipti og forysta taki mið af heilsueflandi þáttum í starfsumhverfinu (van der Put og van der Lippe, 2020) sem og þörfum starfsmanna um stuðning og áhrif í starfi, skýra ábyrgðarskyldu, viðurkenningu og tækifæri til að vaxa í starfi (de Sousa og van Dierendonck, 2010). Þekking á vellíðan starfsmanna og skilyrðum hennar hefur leitt í ljós hvaða áherslur eru árangursríkar til að efla vellíðan í starfi og þar eru sálfélagslegir þættir efstir á blaði (Taouk, Spittal, Montage, LaMontagne og Milner, 2020) um leið og forystan leggur áherslu á tilgang starfa og stýður starfsfólk á því að blómstra og að ná árangri fyrir heildina (Kaluza o.fl., 2020). Lítið er á heilsueflingu á vinnustað sem sameiginlegt verkefni starfsmanna og leiðtoga og snýst hún um að starfsmenn njóti starfa sinna með virkri þátttöku í að móta skipulag og áherslur sem tryggja og efla vellíðan (Embætti landlæknis, e.d.).

Vanlíðan starfsmanna hefur margvísleg áhrif, bæði á einstaklinginn sjálfan sem og á vinnustaðinn og samfélagið, til dæmis vegna beinnar tengingar hennar við veikindafjarvistir (Amiri og Behnezhad,

- 167 -

<https://markor.is/wp-content/uploads/2023/11/R-VID-II.pdf>

bls. 167-184

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