

Linking theories of Positive Psychology to the Canadian Standard Z1003-2013, Psychological Health and Safety in the Workplace.

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Abstract

The vision of the Canadian Standard Z1003-2013, Psychological Health and Safety in the Workplace, is to promote well-being in workplaces and prevent psychological harm. This study is intended to illuminate whether organizations, implementing the Standard, can benefit from the science of Positive Psychology in their effort to meet the requirement of the Standard.

Systematic literature review was conducted within the science of Positive Psychology and fields strongly related, narrative to the relevance of workplaces. Each theory found with workplace's relevance was assessed whether there was direct link to any of the 13 Factors of the Standard, indirect link, or no link at all.

Total 13 theories or practices was found, which have a relevance to workplaces with link to the Standard as well. The strengths of the links were found to be different, both in regards of theories and the 13 Factors of the Standard. The 80% of direct links was found to be covered by 5 theories out of 13.

These results are believed to be valuable for organizations, both when deciding to implement the Standard and in the implementation process as well, as it may lead to cost-effective actions. However, the results are neither an exhaustive list of theories with relevance to workplaces, nor is it a plug-in guided approach for organization to use. Further research is needed for that purpose.

1. Introduction

A. Workplaces

Through the last decades, workplaces have used various methods to bring the best out of their employees. Apart from management approaches and techniques which have changed through time, the focus in the past has mainly been on physical fitness and health, less focus has been on increased mental health as Grawitch, Gottschalk & Munz discuss (2006):

In regard of employees' health at work, standardize organizational systems for health and safety in the workplaces has for long time focusing mainly on **physical safety**, such as the standard BS 8800:1996, later became OHSAS 18001, now replaced by ISO 45001 in 2018 (International Organization for Standardization, 2018). This standard is intended to help organizations to provide safe and healthy workplaces by preventing work-related injury and ill health.

The quality management standard, ISO 9001, was developed decades ago with its latest publication from 2015 (International Organization for Standardization, 2015). It is based on the quality management 6 principles which are described in ISO 9001. Meeting customer requirements is the main objective of this standard to create a platform of organization sustainability. One of the standard's six principles is involving employees, i.e. the *engagement of people*. In chapter 7.1.4 of the ISO 9001:2015 standard (International Organization for Standardization, 2015), social, psychological and physical factors are addressed which organizations need to focus on when meeting the standard's requirement for suitable environment. This is generally presented without any criteria's to be met or more detailed information.

Human well-being within workplaces is important. Today, depression is one of the leading causes of disability worldwide and suicide is the second leading cause of death among 15-29-year-old (WHO-Mental health, 2021). It is estimated that 264 million people are at any given point affected by depression (WHO-Depression, 2021).

Managers are in a key position to stimulate well-being within workplaces. They are working closely with their personnel, often with daily communication. It has been known for long time that human resources are one of the main prerequisites for companies to gain competitive advantage.

In 2013, 8 years ago, a unique standard was published in Canada focusing on mental health within workplaces, **Z1003-2013 Psychological Health and Safety in the Workplace**. It was developed by the

Canadian Standard Association (CSA Group) and the Bureau de Normalisation du Quebec (BNQ) commissioned by the Mental Health Commission of Canada (MHCC).

This Canadian standard is a national standard, as such, the first in the world to be developed for the purpose of ensuring employees' psychological health and safety within workplaces (Standards Council of Canada, 2013).

The Standard is intended to **prevent** harm to workers' psychological health, including negligent, reckless, or intentional ways, and **promote** well-being in workplaces.

The Standard focuses on employees' well-being and what preventive actions workplaces needs to focus on to prevent psychological harm.

It takes a huge effort to develop a professional standardised management system from scratch focusing on as important phenomenon as psychological health and safety. Various cross professional partners participated in this project which has many delicate aspects.

The "*legal storm*" in Canada is believed to be the drive of the Standard's development initiative (Shain 2010). The provision and assurance of a psychologically safe workplace is recognized as a legal duty in Canada, like the duty that when ensuring physically safe workplaces. Various legislation in Canada has a relevance in this regard, such as Human rights law, Workers' compensation law, law of Torts, Labour law and Occupational Health and Safety legislation. As discussed by Shain (2010) workplaces are legally held responsible for psychological health and safety according to these legislations and other related regulations as many court cases demonstrates. In this situation, organizations urgently required some clear guideline of how to create such a workplace which meets the legal requirements.

The statistics of mental health in Canada also underpin the need for professional guidelines like the Standard is. Key statistics of mental disorder and the cost for society are listed below ("CAMH-Mental illness and addictions – Facts and statistics", 2021):

- Mental illness is a leading cause of disability in Canada.
- The economic burden of mental illness in Canada is estimated at \$51 billion per year. This includes health care costs, lost productivity, and reductions in health-related quality of life.
- In any given week, at least 500.000 employed Canadians are unable to work due to mental health problems.

B. The relevance of Positive Psychology within workplaces

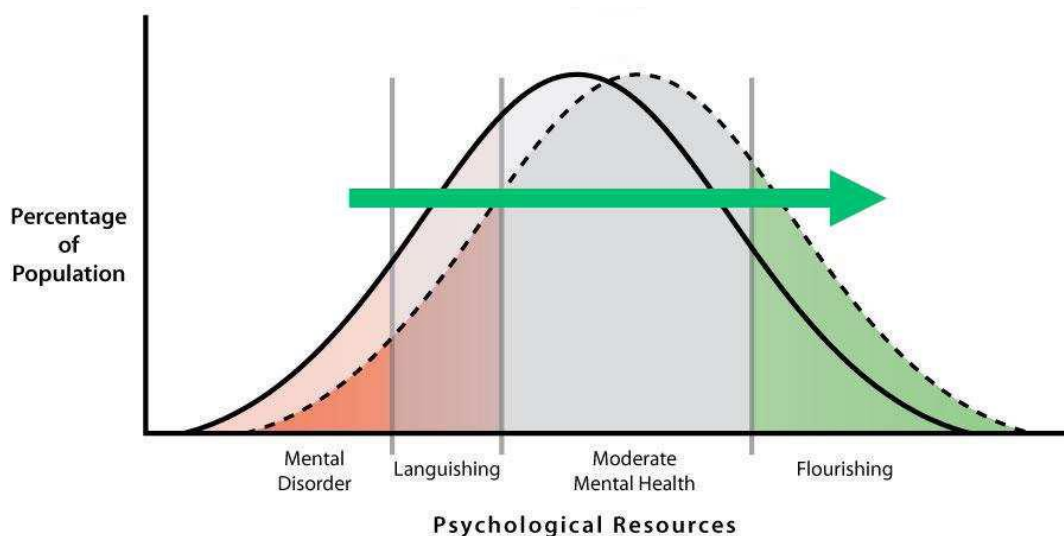
The positive psychology movement (Seligman and Csikszentmihalyi 2000) has provided organizations with novel insights into fostering well-being among employees.

Positive Psychology is a science which discuss what defines individual who **feels good** and is **functioning well** (Seligman, Steen, Park, & Peterson, 2005). Based on research, scientists in this field, have developed and created approaches to help individuals to increase their well-being and to reach their state of flourishing, both in their work and their personal life. Examples of this are *Positive Leadership* (Cameron, 2013), *Positive Psychology Intervention (PPI)* (Boniwell & Tunariu, 2019) and *Self Determination Theory (SDT)* (Ryan & Deci, 2000). Although, SDT has not emerged from the science of Positive Psychology they are closely related, and both have a relevance to well-being as discussed by Peterson (2006) and Werz & Bridges (2009).

The science of Positive Psychology is not only aimed at individuals, instead, in many cases, it covers a broader spectrum to affect group of people within any type of human societies (Zwetsloot & Pot, 2004).

Positive Psychology have meaning for every individual within any mental condition. According to Huppert (2009), current mental health practices focus on the group with mental disorder and in some cases the languishing group, see figure 1. Bringing the individual up to a neutral state has been the overall aim in clinical treatment.

Figure 1: Psychological resources and the aim of Positive Psychology (Huppert, 2009)



Source: Felicia Huppert (2009), Cambridge Wellbeing Institute

The best psychological condition every individual can reach is the stage of flourishing, as illustrated in figure 1. According to Keyes (2002), *“flourishing individuals have enthusiasm for life and are actively and productively engaged with others and in social institutions”*.

Individuals who are in the languishing stage, are in a high risk of falling to the stage of mental disorder. Therefore, preventive actions for this group are important which the science of Positive Psychology have developed.

Positive Psychology focuses on sustainable well-being (Huppert 2009) which can be related to Eudaimonic (Ryan & Deci 2001) where individuals' well-being is promoted in the long run, i.e. it is related to meaning in life with individuals full functioning.

As Huppert (2009) discussed, the sustainable well-being does not require individuals to feel good all the time, painful emotions such as failure and grief, is part of the real life. However, being able to manage these negative or painful emotions is essential.

In the field of Positive Psychology, many theories and techniques can be found within the literature which have been specially designed to promote well-being at workplaces or can easily be used in workplaces although designed for individuals in general.

Many theories and techniques are used by managers and leaders within workplaces for employee's motivation and increase their desire for their work which in the end increases their well-being. An example of such techniques is Management By Objective (MBO), which is a management approach to enhance the performance of an organization. By defining goals, which are conveyed by the management to employees, they are motivated to achieve each objective (Corporate Finance Institute, 2021).

Employee empowerment is another approach applied to improve organizational productivity. Dobre (2013) discuss empowerment as a successful approach for employee motivation to gain increased organizational effectiveness and argues that *“the empowerment process focusses on solving problems of organizations by people”*.

Surely, this should be the other way around according to Joan Burton (2008), i.e. managers and leaders use these theories to increase their employee well-being which in the end increase their desire for their work. Unfortunately, organizations are more business driven than well-being driven. Burton argues *“Why do we need a business case at all? Isn't there a moral responsibility for employers to send workers home from work as healthy and whole as when they came to work?”*

An example of theories and techniques which are aimed to be used by managers and leaders within workplaces to increase employees' well-being are *Positive Leadership* (Cameron, 2013), *Self Determination Theory (SDT)* (Ryan & Deci, 2000) and *The Flow theory* (Csikszentmihalyi, 1997). These theories will be discussed in the literature review amongst other theories.

C. Positive Psychology and the 13 factors of the Standard Z1003-2013

By putting theories of Positive Psychology into practice within workplaces, it would facilitate well-being among employees. In addition, the management can give their employees encouragement to practice recognized interventions, developed within the science, Positive Psychological Interventions (PPI), which increases individual well-being (Schueller, Kashdan, & Parks, 2014).

This study is intended to illuminate whether organizations can benefit from the science of Positive Psychology when deciding to implement the Standard Z1003-2013 and in the implementation process as well.

The Standard is built on 13 Factors which is thought to be the most important when comes to promoting well-being and preventing psychological harm in the workplaces (Standards Council of Canada, 2013). These factors are:

1. Psychological support
2. Organizational culture
3. Clear Leadership and Expectations
4. Civility and Respect
5. Psychological Competencies & Requirements
6. Growth & Development
7. Recognition and Reward
8. Involvement & Influence
9. Workload management
10. Engagement
11. Balance
12. Psychological Protection
13. Protection of Physical Safety

The sufficient academic and professional foundation of The Standard is not questioned here. However, it is highly interested to know how well, if at all, the theories of Positive Psychology can be linked to the Standard's 13 factors.

In each factor, The Standard emphasize on two main sides, **promote** well-being and **prevent** psychological harm. **Promoting** well-being is the perspective discussed in the science of Positive Psychology, as mentioned before.

It could be a bit challenging to find many evidence based theories within Positive Psychology which states a **prevention** of psychological harm within workplaces. However, as discussed by Huppert (Huppert, 2009), when dedicating the theory of Positive Psychology, individuals not only acquire increased well-being but also it can prevent them from mental illness in general.

Despite of these preventive impact, the organization's culture and management structure is important when embracing preventive circumstances for psychological harm.

2. Objective

The objective of this research is:

To link theories of Positive Psychology to the Canadian Standard Z1003-2013, Psychological Health and Safety in the Workplace.

This study is intended to illuminate whether organizations can benefit from the science of Positive Psychology in the decision process of implementing the Standard Z1003-2013 and in the implementation process as well. The aim is to study whether the science of Positive Psychology cover theories and practices with relevance to workplaces and if so, which of the Standard 13 Factors would most benefits from it.

Findings in this research is intended to create a foundation of guidelines for workplaces. A guideline of how the workplace can use the science of Positive Psychology to meet the requirement of the Standard Z1003-2013. Equipped with such guideline, the implementation of the Standard would be more feasible for workplaces and the implementation likely to be made easier.

Highlighted again, the output will not be plug in guided approach which could be used without further research. Instead, the intention is to make a usable platform for further work for creating a step-by-step guideline for workplaces to use in this matter.

3. Methods

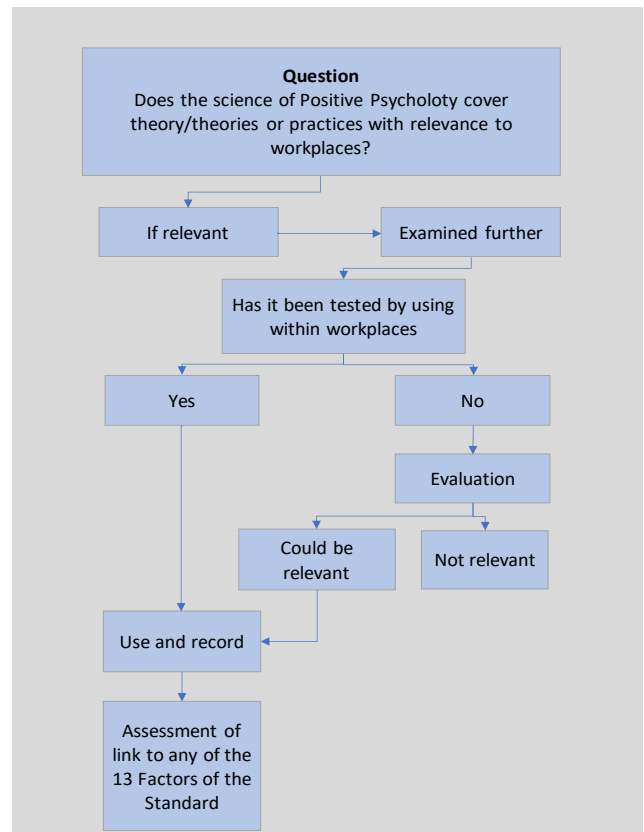
This research is non-Empirical, which demanded a thorough literature review. A **systematic** literature review was conducted (Gomes, Rosas, Horta and Goncalves, 2014), limited to the timeframe given for this research. The literature review is narrative to the relevant subject of The Standard. However, the aim is to cover rich amount of various literature within the science of Positive Psychology with relevance to workplaces based on research within such environment.

After such literature review, each theory was independently examined to find possibility of direct or indirect link to each of the 13 factors of the Standard. In other words, how suitable would it be for workplaces to apply them to meet the Standard's requirement. The Buckinghamshire University online library were applied searching for theories within Positive Psychology with relevance to workplaces. Google search was also used for this purpose. One source found through Google, worth mentioning here, is the VIA Institute on character, with a collection of related theories, <https://www.viacharacter.org/research/findings>

Each theory was assessed whether there was direct link (D) to the considered factor, indirect link (I) or no link at all.

A direct link means that the theory is made to create the relevant circumstances within workplace the factor requests. For example, if an autonomy is requested in the Standard, the Self Determination Theory (SDT) could be used directly to meet the requirement, as the theory increases the employee's autonomy (Ryan & Deci, 2000). In this case the SDT has a direct link.

An indirect link means that although the considered theory is suitable to increase some positive capacity, not particular related to the Factor, it simultaneously can have other various positive affects with relevance to the Factor. For example, gaining employees' perception of optimism can have various positive impacts, such as job performance (Youssef & Luthans, 2007) and engagement is a predictor of job performance (Bakker, Schaufeli, Leiter & Taris, 2008). Regarding the engagement



requirement in factor 10, it can be assumed that the theory of optimism has an indirect link to that factor.

Finding theories and practices within Positive Psychology with no relevance to workplaces will be evaluated for relevance by the author, based on his experience within organization. The aim is to detect whether anything would prevent it to be used in workplaces. If no such prevention apparently is found, the theory/practice will be recorded in the research, otherwise not.

4. Literature review.

A. Positive Leadership

Positive Leadership is a concept where the fundamental aim is to bring the best out of each employee by implementing multiple positive practices within the workplace (Cameron, 2013). An individual who feels he is sufficiently motivated is more willing to do his best at any time. The Leader needs to focus on positive behaviour and feedback together with supporting the employee sufficiently. Positive work environment is part of Positive Leadership, graved in the organizational culture such as kindness, forgiveness, and gratitude.

Positive leadership is an approach towards positive behaviour and outcome within workplaces which utilises multiple positive practices to reach the objectives. The approach helps individuals and organizations to flourish at work and reach their highest potential.

Workplace suitability

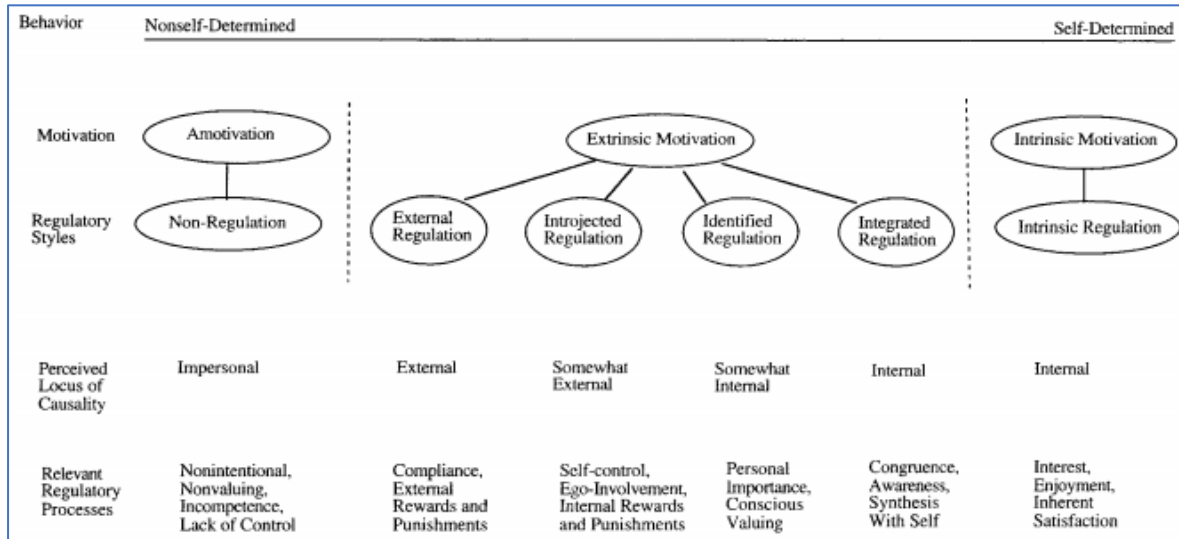
In his book, *Practicing Positive Leadership Tools and Techniques That Create Extraordinary Results*, Cameron (2013), introduced he has been inspired in his life by leaders “*who have demonstrated extraordinary courage, insight, and wisdom in their applications of positive leadership practices*”. The approach of Positive leadership helps leaders to motivate employees by using multiple positive practices. It can produce results that exceed normal organizational performance and simultaneously increase physiological health, emotional well-being, brain functioning and interpersonal relationship (Cameron, 2013).

B. Self Determination Theory

Self Determination Theory (SDT) is an approach to motivate individual where the desire arises from inside the person to perform well and grow (Ryan & Deci, 2000). Three prerequisites are needed to reach stage like this, i.e. competence, relatedness and autonomy. When using self-determined behaviour, people are more interested, excited, and confident, followed by enhanced performance, persistence, and creativity (Deci & Ryan, 1991; Sheldon, Ryan, Rawsthorne, & Ilardi, 1997). In other words, people are driven by their inner resources which gives them meaning, interest and joy. The SDT is related to the concept of *Meaning* (Steger, 2013) which gives the possibility of total integration with an SDT practice within workplaces.

An opposite to complete Self-determined behaviour is complete Nonself-determined behaviour. Ryan and Deci (2000) introduced their OIT-model (Organismic Integration Theory), see figure 2. They introduce the model with three categories of motivation. First it is Amotivation (no motivation), second is the Extrinsic Motivation (partly external motivation and partly internal) and last it is Intrinsic motivation (inner motivation).

Figure 2: Ryan and Deci Organismic Integration Theory (OIT).



Source: Ryan & Deci (2000), University of Rochester

Workplace suitability

By translating Self-Determination theory into practice, managers and leaders within workplaces can motivate their employees effectively by adopting it (Ryan & Deci, 2000). Youyan, Chua, Yeung, Ryan and Chan (2014) tested the self-determination theory in Chinese work organization. In short, they found out that employees perceived increased motivation and higher job satisfaction, less work stress and less physical ill symptoms.

C. Meaning

Meaning (Steger, 2013) is strongly related to the Self Determination (SDT) of which gives the possibility of total integration with an SDT practice within workplaces.

Steger (2017) introduced the CARMA assessment model, an approach for leaders and organizations to measure employees' meaning at work and a guideline for organizations of how to foster meaningful work. There are five dimensions in CARMA which refers to *Clarity, Authenticity, Respect,*

Mattering and Autonomy. In their research, Rose & Steger (2017), used this model with six dimensions where *Actualization* was added and named the model CAARMA.

By using the CAARMA model with 7-point scale, from the weakest to strongest, the research participants are generally asked to give a respond to statements in each dimension, such as:

Clarity	My manager helps me to understand the goals and strategy of the company.
Authenticity	My manager is an “honest soul” and communicates openly with me and my colleagues.
Actualization	My manager is aware of my strength and arrange my area of responsibility accordingly.
Respect	My manager is attentive and perceptive when he/she interacts with me and our team members.
Mattering	My manager helps me to understand how my efforts contribute to the overall performance of our company.
Autonomy	My manager is the opposite of a micro-manager – he/she only intervenes when it’s absolutely necessary.

Workplace suitability

As mentioned earlier, the CAARMA assessment model has been used in workplaces to measure employees’ meaning at work and as a guideline for organizations of how to foster meaningful work. In their research, Rose & Steger (2017), used the CAARMA model with six dimensions with following results:

- 58% greater meaningful work
- 61% greater flow at work
- 69% greater pride for company
- 32% greater engagement
- 112% greater job satisfaction
- 135% lower intention to leave job

D. Flow theory

Professor Mihaly Csikszentmihalyi is thought to be the founder of the Flow theory of 1975 (Csikszentmihalyi, 1975). The Flow theory is concept which describe the flow-state and which environment is needed to create this special state of mind characterized by high levels of motivation, concentration, and engagement.

Steven Kotler's (2014) definition of flow-state:

“Technically defined as an optimal state of consciousness where we feel our best and perform our best the term takes its name from the sensation it confers. In flow, every action, every decision, arises seamlessly from the last. In this state, we are so focused on the task at hand that all else falls away. Action and awareness merge. Our sense of self vanishes. Our sense of time distorts. And, as the research demonstrates, every aspect of performance goes through the roof.”

Workplace suitability

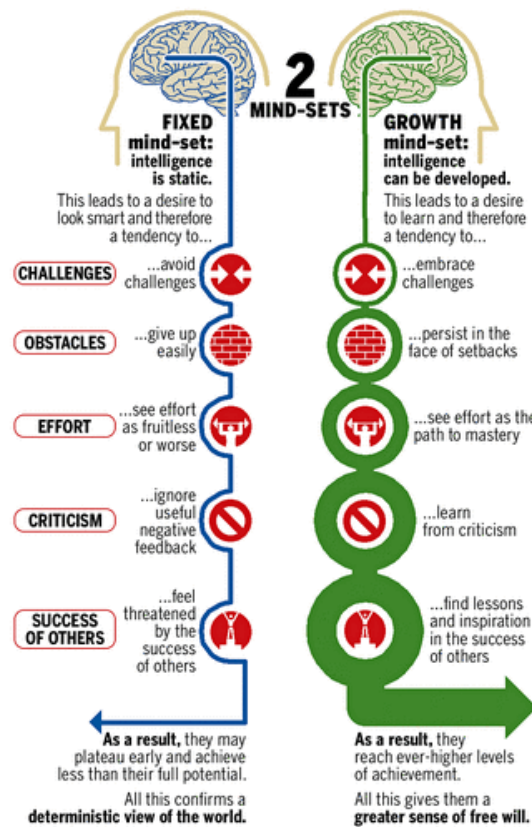
Over half a decade of research has found flow to be highly correlated with crucial measures of performance. From creativity, decision-making and information processing to skill acquisition, collaboration and motivation (Andersen, 2020). Motivation is necessary for persons to reach a flow-state, either intrinsic or extrinsic. Intrinsic motivation is highly desirable as it allows you to do something because you love it (Oppland, 2021). This is related to the Self Determination theory, already discussed, where the motivation triggers your inner resources.

Many findings in positive psychology support the link between flow and organizational engagement. Engagement increases the individual level of happiness and organizational outcome (Souders ,2020).

E. Growth mindset

Growth mindset is based on the belief that our basic qualities are things individuals can cultivate through their efforts (Dweck, 2006). Changing our beliefs can have a powerful impact. For example, an individual with a growth mindset regards mistakes as part of a learning process, not to be guilty about. Fixed mindset is an opposite with growth mindset, where an individual believes his/her ability is constant which cannot be improved.

Figure 3: Growth mindset vs. fixed mindset, (Dweck, 2006).



Source: Carol Dweck growth mindset theory (Dweck, 2006),

<https://methebookhunter.wordpress.com/2018/08/28/mindset-by-dr-carol-s-dweck/>

Workplace suitability

Various studies indicate that growth mindset can be fostered within workplaces with a good success. Growth mindset has been found to be one of the factors that enhance organization engagement, employee productivity, self-awareness and creativity within workplaces (Han & Stieha, 2020). Leaders who demonstrate growth mindset have an impact on overall organization through their influence on employees (Dweck, 2006; Özduran & Tanova, 2017).

F. Coaching

Coaching (Szymanska, 2005) discusses coaching as a term that has been borrowed as a metaphor from sport which has now widely been applied to the personal and work contexts, with terms such as 'life coach' and 'executive coach'. Coaching aims to unlock a person's potential to maximise their own performance (Whitmore, 1992).

Coaching may help to reduce stress both directly and indirectly (Hearn, 2001). Individual seeking coaching specifically to deal with stress, an appropriate coaching intervention needs to be used for tackling its causes. However, it has been discussed that workplace coaching can decrease work related stress by applying the coaching approach for employees, (Gyllensten & Palmer, 2005). Workplace coaching has been defined by Grant (2001) as *“a solution-focused, result-orientated systematic process which the coach facilitates the enhancement of work performance and the self-directed learning and personal growth of the coachee”*.

Workplace suitability

Coaching has become well applicable for organizations to manage stress, improve employees' performance and for achieving both individual and organizational goals (Palmer, Tubbs & Whybrow, 2003). According to a web-based survey of corporate coaching from various business sectors, executed by Association for Coaching (2004), it has been concluded multiple benefits of such coaching included improved productivity, job motivation, work life balance and people management skills.

G. Strengths

Peterson & Seligman (2004) suggested that when someone display regularly his/her highest character strengths, they achieve optimal outcomes. This is found to be a positive news for organization where they can successfully invest in employees' strengths. Quinlan, Swain & Vella-Brodrick (2012) describe strengths as *“ways of behaving, thinking or feeling that an individual has a natural capacity for, enjoys doing, and which allow the individual to achieve optimal functioning while they pursue valued outcomes”*.

Although positive for organization, this news are clearly appreciated for individuals where it has been found that they who use their strengths are likely to experience various positive emotions, such as joy and excitement (Peterson & Seligman, 2004), which is believed to facilitate their overall health and well-being (Lyubomirsky & Layous, 2013). In short, strengths bring about both great pleasure and performance (Adams, Buzea, Cazan, Gotea, Meyers, Sekaja, Stefenel & Woerkm, 2018).

Workplace suitability

As mentioned before, studies indicate feasibility for organizations to invest in their employees' strengths (Quinlan, Swain & Vella-Brodrick, 2012). Seligman and Csikszentmihalyi (2000) discuss that the positive psychology movement gives workplaces novel insights how to foster employees' well-being. One aspect of these approaches is strengths, which is found to be promising method to invest in employees' natural capacities to perform excellently (Quinlan et al., 2012). Instead of reacting behaviour by focusing on correcting individual deficits, proacting behaviour by focusing individual strengths is thought to be more human and effective (Buckingham & Clifton, 2001; Peterson & Seligman, 2004).

H. Resilience, hope and optimism

1. Resilience.

The concept resilience has usually been linked with coping and recovery in regards of traumatic events. How well people cope with such events and recover from it, indicates how resilient people are.

The famous definition of resilience by Dr. George Vaillant, illustrates it figuratively:

“Those who resemble a fresh green living twig. When twisted out of shape such a twig bends but does not break – instead it springs back and continues to grow”



Resilience has been variously defined as Baker, Baker & Burrell (2021) discuss. They prefer to use Fletcher and Sarkar's (2013) definition as *“the role of mental processes and behaviour in promoting personal assets and protecting an individual from the potential negative effect of stressors”*.

The need has been highlighted for employers to actively engage and provide workplaces for employees with more support related to their mental health (Farmer & Stevenson, 2017). UK research concluded there were 0,6 million workers suffering from work-related stress, anxiety, and depression in 2018/19, contributing to 12,8 million lost working days (Farmer & Stevenson, 2017). Employers can respond by providing resilience training in workplaces (Baker, Baker & Burrell, 2021) which have shown not only benefits in increased resilience by employees but also improvements in

mental health and well-being in general together with various secondary benefits such as optimism and self-esteem (Helmreich et al., 2017).

For resilience training to be successful in the workplace, a comprehensive theoretically based model needs to be applied and sufficiently delivered (Baker, Baker & Burrell, 2021).

2. Hope

Hope has been defined as *“a positive motivational state that is based on an interactively derived sense of successful (1) agency (goal-directed energy) and (2) pathways (planning to meet goals)”* (Snyder, Irving, & Anderson, 1991). Youssef and Luthans (2007) describe the hope’s agency as the *“willpower”*, i.e. the determination to achieve goals, and the pathways as the *“waypower”*, the ability to find alternative paths to replace those that are blocked.

Hope, which is strongly related to optimism as discussed later, has been found to be one of many facilitators of resilience (Jamieson, Nock & Mendes, 2012) as it improves the people’s capacity to cope and succeed. Hope can improve performance in many domains, such as in the workplace (Adams et al., 2002; Youssef & Luthans, 2007).

3. Optimism

Optimism is the opposite of pessimism and has been described by Seligman (1998) as *“an attributional style that explains positive events in terms of personal, permanent, and pervasive causes and negative events in terms of external, temporary, and situation-specific ones”*. A pessimistic person undermines the benefit in success and exaggerates the destructive potential of failures.

Hope and optimism are strongly related. Youssef & Luthans (2007) discuss that hope and optimism are not only positive capacities but also, they are *“self-directed motivating mechanisms and processes that may have an impact on job performance and desired work attitudes”*. Both are they facilitators of resilience and these three capacities all together are inter-correlated as Youssef & Luthans (2007) discuss.

4. Similarities and distinctives of resilience, hope and optimism

As Youssef & Luthans (2007) discuss, *“hope, optimism and resilience have many similarities but also they are distinctive and each capacity makes unique contribution within workplace”*.

Hope shares its “willpower” with optimism but the “waypower”, the other side of hope, is believed to distinguish it from other capacities. Optimism, on the other hand, gives a broader perspective than hope and can help a very hopeful individual from a self-inflicted sense of guilt when constantly facing blocked pathways.

According to Youssef & Luthans (2007), several characteristics distinguish resilience from hope and optimism. The main difference is the proactive component of resilience as well as the reactive one. Resilient people recognize the need both to act proactively and reactively. They also accept to be affected by setbacks and negative events but are able to bounce back when ready.

By promoting holistically, the capacities of hope, optimism, and resilience, may be essential for performance beyond what can be gained from any one of them (Thoits, 1994).

5. Workplace suitability

As discussed earlier, hope, optimism and resilience can contribute to improved performance individually and in broader spectrum such as in workplaces. Youssef & Luthans (2007) found out that these three capacities have positive affect on work related outcomes, i.e. Performance, Job Satisfaction, Work Happiness and Organizational Commitment.

I. Active listening

Active listening is a way of listening to another person. The aim is to gain a deeper understanding of the person’s message and context and the skill of responding effectively with emotional intelligence (Brownwell, 2010) and (Jonsdottir & Fridriksdottir, 2020). When the speaker experiences that the interlocutor is actively listening, the speaker perceive respect, gain self-confidence, and believes his/her words have a meaning. It also motivates positive communication within groups, such as workplaces, and increases employees’ initiatives.

Workplace suitability

Work engagement has found to be a predictor of high job performance and client satisfaction (Bakker, Schaufeli, Leiter & Taris, 2008). Work engagement has also been found to decrease the likelihood of burnout (Schaufeli & Bakker, 2004). Social support is a job resource which is an important condition of work engagement (Orgambídez-Ramos & de Almeida, 2017). In the workplace, social support refers to employees’ relationships and interaction with co-workers and

supervisors. Supportive communication is an important element of social support (Mattson & Hall, 2011), and supervisors' active listening, is a key feature in this sense (Barrett, 2010).

Jónsdóttir and Kárason (2020) suggest a positive link between work engagement and social support and found evidence of such link between supervisor's active-empathetic listening and work engagement. Fostering such workplace social support is important to ensure work engagement. It also has a positive effect on employee's well-being and their loyalty to the organization (Lloyd, Boer, Keller & Voelpel, 2015).

J. Balance between work and personal life

Flexible working arrangements is regarded as one important condition of balancing work and personal life (Russell, O'Connell & McGinnity, 2009) and are increasingly becoming common in modern economies. It is mutually beneficial for employers and employees. Significant increase in number of both parents at work recent years has urged organizations to focus on balance between work and personal life (Russel et al., 2009). Equally, the increased number of single parents has also had significant influence (Russel, Layte, Maitre, O'Connell & Whelan, 2004).

Workplace suitability

It has been found that organizations gain better productivity when offering their employees, the right work-life balance. Similarly, for employees it is important for their personal and family well-being to have the ability to shift between family and work (Pedersen, Minnotte, Kiger & Mannon 2008).

K. Communication contract

In increasingly stressful societies with more intensive diversity there are a strong need for communication rules among people to prevent and promote psychological health. Words and behaviour can be harmful if not carefully thought. As the famous Greek philosopher Socrates quoted: "Is it true, is it kind or is it necessary", which is three questions everyone needs to ask them self before they express them self about or with others.

A communication contract is a rule of manner, developed by group of people, like employees in a workplace, which is based on ground ethics with expanded discussion of how they would like the general communication manner to be among each other.

Workplace suitability

Work (Virk), Vocational Rehabilitation Fund in Iceland, strengthens the working capacity of individuals and publish various guidelines for workplaces to help them create a psychological healthy working environment. They suggest workplaces to implement communication contract, developed and agreed by the employees them self (Virk, 2021). The Icelandic Teachers union also suggest such communication contract within schools (KÍ, 2021) and the national hospital in Iceland has already implement such communication contract within their total operation (Landspítali, 2021). The main objective with the contract in the national hospital is, on one hand to increase patients' safety and, on the other hand to increase employee's well-being. The contract consists of following main values:

- *Attitude*
- *Respect*
- *Professionalism*
- *Compassion*
- *Understanding*
- *Responsibility*
- *Honesty*
- *Equality*
- *Reaction*

5. The 13 Factors of the Standard Z1003-2013 Psychological Health and Safety in the Workplace

PF1: Organizational Culture

Definition:

Management is committed to supporting and promoting the psychological health of all employees through strengthening and supporting programs when required. Employees believe senior management and all persons with authority (e.g. union leaders) care about employee well-being. Employees believe their function contribution is valued. Management's action show support for employees' psychological well-being, including engaging employees in conversation about psychological well-being to seek to understand employee needs.

An organization with good organizational culture would be able to state that:

- a) all people in the workplace are held accountable for their actions.
- b) people at work show sincere respect for others' ideas, values, and beliefs.
- c) difficult situations at work are addressed effectively.
- d) workers feel that they are part of a community at work.
- e) workers and management trust one another.

PF2: Psychological and Social Support

Definition:

The collective perceptions of the workforce regarding the degree of fairness, caring, honesty, and trust. This is a reflection of the collective assumptions, expectations, and beliefs. Organizational culture influences employee trust in management's intentions and motivations.

An organization with good psychological and social support would be able to state that:

- a) the organization offers services or benefits that address worker psychological and mental health.
- b) workers feel part of a community and that the people they are working with are helpful in fulfilling the job requirements.

- c) the organization has a process in place to intervene if an employee looks distressed while at work.
- d) workers feel supported by the organization when they are dealing with personal or family issues.
- e) the organization supports workers who are returning to work after time off due to a mental health condition.
- f) people in the organization have a good understanding of the importance of worker mental health.

PF3: Clear Leadership & Expectations

Definition:

Proven leadership effectiveness provides employees with clarity on their specific core functions, their contributions to the organization, what they need to do to be successful, how their work is measured, and what they can expect with respect to change.

An organization with clear leadership and explicit expectations would be able to state that:

- a) in their jobs, workers know what they are expected to do.
- b) leadership in the workplace is effective.
- c) workers are informed about important changes at work in a timely manner.
- d) supervisors provide helpful feedback to workers on their expected and actual performance.
- e) the organization provides clear, effective communication.

PF4: Civility & Respect

Definition:

Workplaces with stronger elements of civility and respect will be perceived by employees as being positive and less judgmental. This culture is more supportive for staff, management, and customers' interactions. This culture encourages and acknowledges listening and tolerating differences in opinion.

An organization with good civility and respect would be able to state that:

- a) people treat each other with respect and consideration in the workplace.
- b) the organization effectively handles conflicts between stakeholders (workers, customers, clients, public, suppliers, etc).

- c) workers from all backgrounds are treated fairly in our workplace.
- d) the organization has effective ways of addressing inappropriate behaviour by customers or clients.

PF5: Psychological Demands

Definition:

Refers to the degree to which the employee's psychological competency profile fits the actual needs of the job. Each job defines the competency demands required. For example, self-directiveness, emotional regulation, and other intrapersonal and interpersonal competencies.

An organization with good psychological demands assessment process for its workers would be able to state that:

- a) the organization considers existing work systems and allow for work redesign.
- b) the organization assess worker demand and job control issues such as physical and psychological job demands.
- c) the organization assess the level of job control and autonomy afforded to its workers.
- d) the organization monitors the management system to address behaviours that impact workers and the workplace.
- e) the organization values worker input particularly during periods of change and the execution of work.
- f) the organization monitors the level of emphasis on production issues.
- g) the organization reviews its management accountability system that deals with performance issues and how workers can report errors.
- h) the organization emphasizes recruitment, training, and promotion practices that aim for the highest level of interpersonal competencies at work.

PF6: Growth & Development

Definition:

The degree to which employees perceive that leaders are providing authentic and meaningful feedback and support for their personal and professional development.

An organization with good growth and development would be able to state that:

- a) workers receive feedback at work that helps them grow and develop.
- b) supervisors are open to worker ideas for taking on new opportunities and challenges.
- c) workers have opportunities to advance within their organization.
- d) the organization values workers' ongoing growth and development.
- e) workers have the opportunity to develop their "people skills" at work.

PF7: Recognition & Reward

Definition:

The degree to which management facilitates meaningful and consistent recognition and acknowledgement of employees' efforts in a caring, timely, and reasonable manner. Employees believe the financial compensation is fair, and service and professional milestones are respectfully honored.

An organization with good recognition and reward would be able to state that:

- a) immediate supervision demonstrates appreciation of workers' contributions.
- b) workers are paid fairly for the work they do.
- c) the organization appreciates efforts made by workers.
- d) the organization celebrates shared accomplishments.
- e) the organization values workers' commitment and passion for their work.

PF8: Involvement & Influence

Definition:

The level to which management actively engages employees in discussions about how their work is being done. This provides employees and opportunity to influence management decision making on how work will be completed.

An organization with good involvement and influence would be able to state that:

- a) workers are able to talk to their immediate supervisors about how their work is done.
- b) workers have some control over how they organize their work.
- c) worker opinions and suggestions are considered with respect to work.
- d) workers are informed of important changes that can impact how their work is done.
- e) the organization encourages input from all workers on important decisions related to their work.

PF9: Workload Management

Definition:

The degree to which employees perceive that they have the capacity to do the work expected within a defined period of time will determine their perception whether work demand expectations are reasonable.

An organization with workload management would be able to state that:

- a) the amount of work workers are expected to do is reasonable for their positions.
- b) workers have the equipment and resources needed to do their jobs well.
- c) workers can talk to their supervisors about the amount of work they have to do.
- d) workers' work is free from unnecessary interruptions and disruptions.
- e) workers have an appropriate level of control over prioritizing tasks and responsibilities when facing multiple demands.

PF10: Engagement

Definition:

Employee engagement levels are reflected in: 1) Physical engagement – the amount of energy and effort put into functions; 2) Emotional engagement – the degree to which employees feel positive about their functions; 3) Cognitive engagement – the level of focus and attention employees put into completing their functions.

An organization with good engagement would be able to state that:

- a) workers enjoy their work.
- b) workers are willing to give extra effort a work if needed.
- c) workers describe work as an important part of who they are.
- d) workers are committed to the success of the organization.
- e) workers are proud of the work they do.

PF11: Balance

Definition:

The degree to which employees perceive that they are supported by their employer to balance the demands and expectations of work and home.

An organization with good balance would be able to state that:

- a) the organization encourages workers to take their entitled breaks (e.g. lunchtime, sick time, vacation time, earned days off, parental leave).
- b) workers are able to reasonably meet the demands of personal life and work.
- c) the organization promotes life-work harmony.
- d) workers can talk to their supervisors when they are having trouble maintaining harmony between their life and work.
- e) workers have energy left at the end of most workdays for their personal life.

PF12: Psychological Protection

Definition:

The degree to which employees feel confident and safe to ask questions and report mistakes without fearing they will be judged negatively or put their current or future career at risk.

An organization with good psychological protection would be able to state that:

- a) the organization is committed to minimizing unnecessary stress at work.
- b) immediate supervisors care about workers' emotional well-being.
- c) the organization makes efforts to prevent harm to workers from harassment, bullying, discrimination, violence, or stigma.
- d) workers would describe the workplace as being psychologically healthy.
- e) the organization deals effectively with situations that can threaten or harm workers (e.g., harassment, bullying, discrimination, violence, stigma, etc).

PF13: Protection of Physical Safety

Definition:

The degree to which employees perceive that management has taken both strategic and operational actions to protect the physical safety of all employees. This is done through consistent and appropriate safety education, safety policies and training, building and implementing the capacity to provide quick responses to physical accidents, commitment to measuring safety, and safety audits.

An organization with good protection of physical safety would be able to state that:

- a) the organization cares about how the physical work environment impacts mental health.
- b) workers feel safe (not concerned or anxious) about the physical work environment.
- c) the way work is scheduled allows for reasonable rest periods.
- d) all health and safety concerns are taken seriously.
- e) workers asked to do work that they believe is unsafe, have no hesitation in refusing to do it.
- f) the workers get sufficient training to perform their work safely.
- g) the organization assesses the psychological demands of the jobs and the job environment to determine if it presents a hazard to workers' health and safety.

6. Linking theories of Positive Psychology to the 13 Factors of the Standard Z1003-13.

As already covered, various theories and practices was found with relevance to workplaces in general. Each theory has been individually examined for possible link to each of the 13 factors of the Standard. The links are categorised as Direct link (D), Indirect link (I) and no link at all.

Concentrating on one Factor at a time, possible links between it and the theories were searched. The same searching process was followed for every Factor by finding the essence in the Factor's definition and the examples listed in the Standard, covered earlier. With a comfort for the essences found, a search for a link started in every theory. Results for Factor 1 (PF1) are illustrated in figure 4. In the case when both direct link and indirect link were found in the same theory, it was regarded as a direct link the whole factor.

Figure 4: Results of linking theories to Factor 1 (PF1), breakdown to its example and definition given in the Standard.

Positive Psychology theories	A	B	C	D	E	F	G	H1	H2	H3	I	J	K	Total	
	Positive leadership	SDT	Meaning	Flow	Growth mindset	Coaching	Strengths	Resilience	Hope	Optimism	Active listening	Balance	Communication contract	Direct relations (D)	Indirect relations (I)
The Standard's 13 Factors															
PF1: Organizational Culture	D	D	D								D		D	5	0
a) all people in the workplace are held accountable for their actions		D	D											2	0
b) people at work show sincere respect for others' ideas, values, and beliefs	D										D		D	3	0
c) difficult situations at work are addressed effectively	D												D	2	0
d) workers feel that they are part of a community at work.	D										D		D	3	0
e) workers and management trust one another	D	D									D		D	4	0
Definition / Essence	D	D									I		I	2	2

A discussed earlier, a direct link means that the theory is made to create the relevant circumstances within workplace the factor requests. An indirect link means that although the considered theory is suitable to increase some particular positive capacity, not relevant to the considered Factor, it simultaneously can have other various positive affects which may be relevant in this case.

7. Results

In this research, many theories were identified within the science of Positive Psychology which have relevance to workplaces. There was total 13 theories or practices extracted from the literature and all of them already tested in workplaces in one way or another as discussed in the literature review. Although, initially planned, there were no need for the author's evaluation of theories found as they were all based on an academical findings.

This research illuminates several links between these Positive Psychology theories found and the 13 Factors of the Standard. As figure 5 illustrates, these 13 theories have in total 98 links to the 13 Factors of the Standard. Thereof are 44 direct links (D) and 54 indirect links (I).

Figure 5: An overview of the links between the 13 Positive Psychology theories and the 13 Factors of the Standard.

Positive Psychology theories The Standard's 13 Factors	A	B	C	D	E	F	G	H1	H2	H3	I	J	K	Total	
	Positive leadership	SDT	Meaning	Flow	Growth mindset	Coaching	Strengths	Resilience	Hope	Optimism	Active listening	Balance	Communication contract	Direct relations (D)	Indirect relations (I)
PF1: Organizational Culture	D	D	D								D		D	5	0
PF2: Psychological and Social Support	D		D	I	I	I	I				D	D	I	4	5
PF3: Clear Leadership & Expectations	D		D	I		I	I				D			3	3
PF4: Civility & Respect	D										D		D	3	0
PF5: Psychological Demands	D	D	D		D	D	D				D			7	0
PF6: Growth & Development	D	D	D	I	D	D	D	I	I	I	D			7	4
PF7: Recognition & Reward	D	D	I		D	I	I				I		I	3	5
PF8: Involvement & Influence	D	D	I		I	I	I	I			I			2	6
PF9: Workload Management	D	D	D		I	I	I	I			I	I		3	6
PF10: Engagement	I	D	D	D	D	D	D	I	I	I	I	I	I	6	7
PF11: Balance	I										I	D		1	2
PF12: Psychological Protection	I	I	I	I	I	I	I	I	I	I	I	I	I	0	13
PF13: Protection of Physical Safety	I	I									I			0	3
Total direct relations	9	7	7	1	4	3	3	0	0	0	6	2	2	44	
Total indirect relations	4	2	3	4	4	6	6	5	3	3	7	3	4		54

From the theories respective, Positive leadership has the strongest link to Standard with links to every 13 Factors. Thereof, direct links to 9 Factors and indirect links to 4 Factors. Hope and optimism have weakest links to the Standard with no direct links and indirect links to 3 Factors.

From the perspective of the Factors, the PF6–Growth & Development, benefits most from the theories of Positive Psychology. Total 11 theories are linked to this Factor, thereof, 7 direct links and 4 indirect links. The Factor which least benefits from the theories of Positive Psychology is PF13-Protection of Physical Safety, with no direct links and only 3 indirect links.

Figure 6 illustrates the same information as before but now after sorting theories and Factors from the strongest links to the weakest links, first by sorting direct links and then indirect links. The green area covers the Factors and theories with 4 or more direct links. The Factors PF6, PF5, PF10, PF1 and PF2 benefits most from the theories. And the theories Positive leadership, Meaning, SDT, Active listening and Growth mindset most contribute to the Standard.

Figure 6: An overview of the links between the 13 Positive Psychology theories and the 13 Factors of the Standard sorted by strengths, from the strongest to weakest.

Positive Psychology theories		A	C	B	I	E	F	G	J	K	D	H1	H2	H3	Total		
		Positive leadership	Meaning	SDT	Active listening	Growth mindset	Coaching	Strengths	Balance	Communication contract	Flow	Resilience	Hope	Optimism	Direct relations (D)	Indirect relations (I)	
PF6:	Growth & Development	D	D	D	D	D	D	D			I	I	I	I	7	4	
PF5:	Psychological Demands	D	D	D	D	D	D	D							7	0	
PF10:	Engagement	I	D	D	I	D	D	D	I	I	D	I	I	I	6	7	
PF1:	Organizational Culture	D	D	D	D					D					5	0	
PF2:	Psychological and Social Support	D	D		D	I	I	I	D	I	I				4	5	
PF9:	Workload Management	D	D	D	I	I	I	I	I			I			3	6	
PF7:	Recognition & Reward	D	I	D	I	D	I	I		I					3	5	
PF3:	Clear Leadership & Expectations	D	D		D		I	I			I				3	3	
PF4:	Civility & Respect	D			D					D					3	0	
PF8:	Involvement & Influence	D	I	D	I	I	I	I				I			2	6	
PF11:	Balance	I			I				D						1	2	
PF12:	Psychological Protection	I	I	I	I	I	I	I	I	I	I	I	I	I	0	13	
PF13:	Protection of Physical Safety	I		I	I										0	3	
Total direct relations		9	7	7	6	4	3	3	2	2	1	0	0	0	44		
Total indirect relations		4	3	2	7	4	6	6	3	4	4	5	3	3		54	
		53															

8. Discussion

The Standard Z1003-2013 is a Psychological Health and Safety Management System (PHSMS). The vision of the Standard is to “prevent harm to worker psychological health, including in negligent, reckless, or intentional ways, and promotes psychological well-being” Standards Council of Canada, 2013). The main element of the Standard, like in other standardized management systems, are Plan – Do – Check – Act (Health and Safety Executive, 2021). This means that organizations need to plan sufficiently before they execute (do). When executed, they need to check (measure) the result and act (review) to find out if something needs updating. Then the cycle starts again.

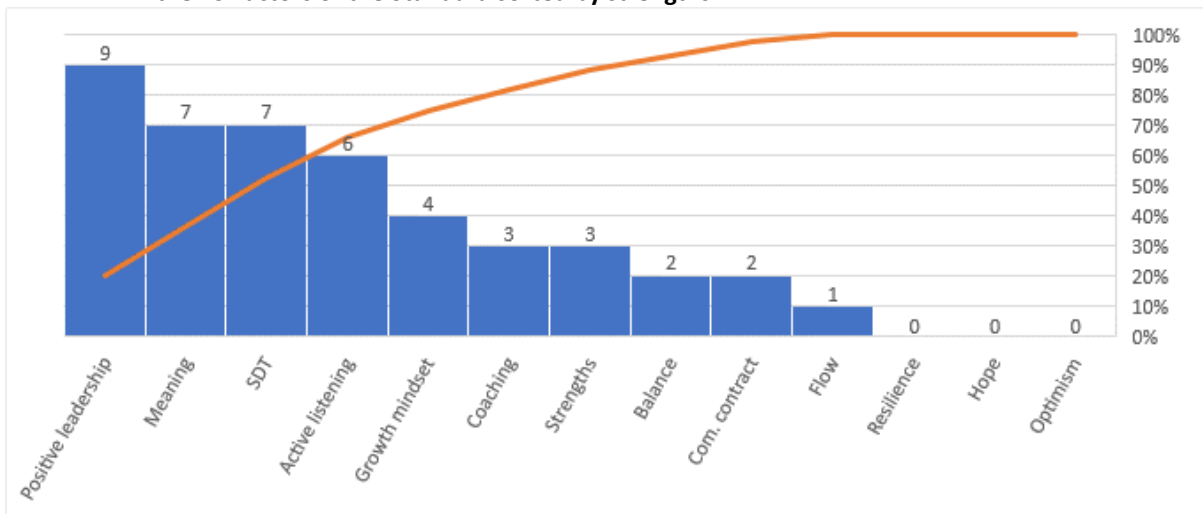
Implementing the Standard within organization and meeting its requirement in every aspect is therefore much more than implementing psychological theories and tools. However, this is the most crucial part of the whole implementation process, to correctly approach employees with scientifically proved methods as their mental health is at stake.

International Organization for Standardization just recently published a brand new International standard for the same purpose as the national Canadian Standard discussed in this article. This is the first International standard published for this purpose, ISO 45003:2021. As this standard is recently published, June 2021, and lack of literature based on its experience, it is not part of this study. However, psychological theories found in this study have an important relevance to the ISO 45003:2021 as they all are aimed to increase psychological mental health in workplaces.

As discussed earlier, 13 theories were found in this study within the science of Positive Psychology which have relevance to employee’s well-being in workplaces. By linking them to the 13 Factors of the Standard, we discussed the linking strength and whether there were direct or indirect links. For organization, it would be useful to highlight what theories would be most beneficial to implement. It is cost-effective question which is most likely to be an issue when deciding whether and how to implement a management system like this.

By using pareto diagram, the relevance of the theories within workplaces gets explicit. Figure 7 clarifies this, where the most beneficial theories to implement on the left side and the least beneficial on the right side. Here, only the direct links are under consideration, i.e. the diagram illustrates the number of direct links of the theories to the Factors of the Standard.

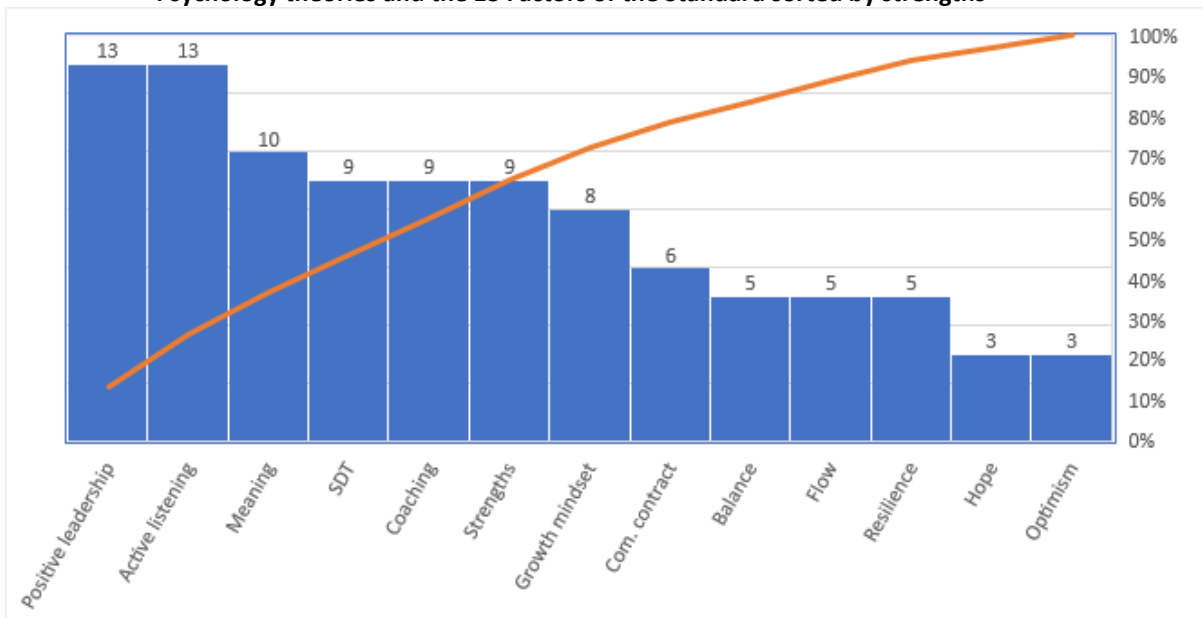
Figure 7: A pareto diagram overview of the direct links between the 13 Positive Psychology theories and the 13 Factors of the Standard sorted by strengths.



To gain an 80% coverage, organization can focus on the first 5 theories, Positive leadership, Meaning, Self Determination theory, Active listening, and Growth mindset.

When considering both direct and indirect links, the Figure 8 highlights the same view. By reaching 80% coverage, organizations need to focus on 7 theories. In addition to the same 5 theories as before, the focus needs to be on Strengths and Coaching.

Figure 8: A pareto diagram overview of both the direct and indirect links between the 13 Positive Psychology theories and the 13 Factors of the Standard sorted by strengths



As mentioned earlier, the Standard's vision is not only to promote well-being among employees, it also focus on prevention of psychological harm. The science of Positive Psychology covers the approaches to increased well-being, as Figure xx clarifies sharply. At first, it can be assumed that no evidence based preventive approaches can be found within the science of Positive Psychology. However, as discussed by Huppert (2009), when conducting the theory of Positive Psychology, individuals not only acquire increased well-being but also in can prevent them from mental illness in general. Theories of Positive Psychology could therefore be beneficial to both sides of the Standard where they have a direct impact on increased well-being and indirect impact on the preventive side.

As discussed earlier, implementing the Standard within organization, and meeting its requirement in every aspect is much more than implementing psychological theories and tools. Strategic action to prevent psychological harm within workplaces needs particular focus in this respect. The Standard addresses various strategic actions, such as:

- Policy statement approved by senior management (Chapter 4.2.2.)
- People in leadership roles shall lead and influence organizational culture in a positive way (Chapter 4.2.3.).
- The organization shall develop, implement, and maintain a documented risk mitigation process (Chapter 4.3.4.1).

9. Conclusions

In this study, 13 theories were found within the science of Positive Psychology which have relevance to employee's well-being in workplaces. They all have a link to the Standard; however, the links are differential, both regarding strength and magnitude.

Although 13 theories found in this study, it is most likely that many theories have not been covered, given the time frame of the study. There may exist other theories more beneficial for the Standard. However, the results can be rationale in respect of the theories set, found in this study.

The study was not intended to create a direction for organizations to implement theories of Positive Psychology. Instead, it was intended to give an overview of theories within the science which could have an impact on increased well-being and prevention of psychological harm.

The findings in this study indicate that organizations can focus on 5 theories to gain an 80% coverage of the Standard's 13 Factors, when considering direct links. This indication could be valuable for organizations in the implementation process of the Standard as it may lead to cost-effective actions by the organization. At the same time, the study introduces 13 theories, each of them described and discussed, which gives organization overview of alternatives and may increase the feasibility to implement the Standard.

The output of the study is not a plug-in guided approach for organizations to implement the Standard. Further research is needed for that purpose which needs to give organization step-by-step guided approach for evaluate existing theories within the science, how to implement it and what to consider in this respect.

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