Key Competence Happiness

Guidelines for Trainers
How to Introduce Happiness as a New Horizontal Theme in Adult Education and Counselling

CONTENTS

INTRODUCTION

In the last years, subjective well-being and happiness have more and more become a focus of public interest. There is a wide range of scientific as well as popular scientific literature on especially happiness. Seminar providers have been jumping on the bandwagon for quite some time now. They offer corresponding trainings with the aim of providing "happiness"-seeking people with strategies for getting closer to achieving happiness. Of course, the topic of happiness is also quite present in the media and thus, numerous articles in various newspapers promise "tips and tricks" for a happier life.The Grundtvig project key competence happiness takes the discussion one step further, asserting that happiness is a key skill that is necessary for all adults in order to participate in lifelong learning. It is based on strategies developed in the context of positive psychology, a new approach that reflects a focus on solutions, resources and "positive" emotions. First, let's take a look at what exactly the term happiness could mean. How do we, or rather, how do scientists define the term happiness? As happiness is quite individual, we usually want to find a definition for subjective well-being instead.
"The term 'subjective well-being' stands for the way in which people assess their own lives. These can be cognitive (e.g. satisfaction) or affective in nature (e.g. happy or relieved)". (*Svenja Kristine Schattka, 2007*[1])
Therefore, two possible interpretations are commonly used in the field of research on subjective well-being: on one hand, it is assumed that feelings of happiness are only experienced during a short period of time (state), for example when spending time with an important person in one's life. On the other hand, it can also be seen as an enduring feeling, tendency or "trait". The study of subjective well-being as a balance between positive and negative affective states and cognitive evaluation of one's life conditions was founded by Andrews and Withey (*Andrews, Withey, 1976*)[2]
According to happiness researcher Ed Diener, it is not the intensity of feelings of happiness that counts, but their frequency. Thus, the happier people are, the more they are able to enjoy many small events instead of waiting for the great good fortune. (*Ed Diener, 2009*[3])
This manual aims to provide assistance on how to incorporate validated exercises based on concepts taken from positive psychology into everyday training and education as part of a lifelong learning process.
In this context we also ask specifically, why, for what purpose–or more precisely, for what benefit–exercises to be happy should be integrated into various trainings. Is happiness, is subjective well-being really a key skill that ensures people will engage successfully in new things? If we want to understand learning as the incorporation of new aspects, then first of all it is necessary to leave familiar grounds and head towards new pastures. Our moods

1 Schattka S. K. (2008). Eifrig nach Glück streben oder Unglück achtsam vermeiden? Promotion-Fokus, Prevention-Fokus und subjektives Wohlbefinden, Kassel University Press GmbH1.

2 Andrews, F.M. & Withey, S.B. (1976). Social Indicators of Well-being: Americans' Perceptions of Life Quality', Plenum Press, New York, USA.

3 Diener, E. (2009). The Collected Works of Ed Diener. The Netherlands: Springer. (3 volumes)

have a great influence on cognitive processes. They affect the perception, selection, processing and retrieval of information and can, depending on the kind of mood, block or facilitate different forms of thinking (*Edlinger & Hascher 2008*[4]). Thus, positive thinking can promote the processing of positive information, creativity, sociability and helpfulness. You experience yourself and your environment in a truly positive way and put more trust in yourself. Furthermore, creating new ideas is encouraged and the speed of thinking increases (*Edlinger & Hascher 2008*).And what do brain researchers have to say on this issue? Brain research has shown that the nerve cells of our brain constantly build up networks. This process continues up to an old age. So our brain has plasticity and responds to our environment as well as to our thoughts and feelings by constantly changing and adapting. Gerald Huether states that the great plasticity of the human brain does not depend primarily on its use, but on the fact that it is used with joy (*Huether, 2009*[5]) .

Unfortunately, neither our workplaces nor our schools are designed to evoke motivation or stimulate curiosity. Therefore, it is especially important to create an environment in our schools in which those feelings that lead to new habits and knowledge can develop and grow. This book and the exercises about happiness on our website http://www.key-competence-happiness.eu/ are a significant contribution to this aim. Both on the website and in the following chapters you will find information on the tools we have developed for trainers and educators that want to bring this important new field to a larger group of students. Being happy with life and able to feel enthusiasm are essential skills, ensuring that learning will continue even after we leave school and basic professional education.

Enjoy reading!
Klaus Linde Leimer
Project promoter

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4 Edlinger, H. & Hascher, T. (2008). Von der Stimmung- zur Unterrichtsforschung: Überlegungen zur Wirkung von Emotionen auf schulisches Lernen und Leisten. Unterrichtswissenschaft, 36, 55-70

5 Hüther, G (2009). Hirngerecht und mit Lust lernen, Zeitschrift Grundschule, Magazin für Aus- und Weiterbildung, 16-17

SEVEN WAYS TO HAPPINESS: THE CATEGORIES IN THE TOOLBOX
Linda Bolier

Definition of happiness

Happiness or wellbeing is a complex construct referring to optimal experience and functioning. Roughly, there are three conceptual approaches. The first is based on subjective well-being: a cognitive and/or affective appraisal of one's own life on the whole and the balance in positive and negative emotions[6]. The second approach is based on the concept of psychological well-being. This concept builds on the work of Carol Ryff who was dissatisfied with the emphasis then on subjective well-being and therefore focuses on the optimal functioning of the individual[7]. Psychological well-being contains in her view six elements: self-acceptance, autonomy, environmental mastery, personal growth, purpose in life, and personal relations with others. Not the achievement of personal happiness is the goal in life but self-actualization and meaning.

A third concept arose from the work of Corey Keyes who called for a broader and less self-centered orientation towards well-being, in order to expand subjective and psychological well-being to also include social well-being[8]. Social well-being refers to the extent a person feels at home in society, trusts other people and makes sense out of the world. This approach is clearly rooted in the World Health Organization's definition (2004), see Box 1[9]. The three concepts reflect the old distinction proposed by Aristotle who claimed the eudemonic approach to happiness to be the true path in life (leading the 'good life', to aspire after what is higher than us). This approach is again reflected in the concept of psychological and social wellbeing where the main focus is on meaning, personal growth and connectedness to society. In contrast, a hedonistic approach is targeting pleasure attainment and avoidance of pain. This is mostly in accordance with the present concept of subjective well-being[10]. The Key Competence Happiness toolbox takes a eudaimonic approach to happiness: exercises are supposed to elicit positive feelings but also to enhance emotional-social skills, personal growth and social connectedness.

6 Diener E. (1984). Subjective well-being. Psychological Bulletin, 95(3):542-575.
Veenhoven R. (2012). Happiness: also known as 'life-satisfaction' and 'subjective well-being'. In: Land KC, Michalos AC, Sirgy MJ, editors. Handbook of Social Indicators and Quality of Life Research. Dordrecht: Springer Publishers.

7 Ryff CD. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. Journal of Personality and Social Psychology, 57:1069-1081

8 Keyes CLM, Shmotkin D, Ryff CD. (2002). Optimizing well-being: The empirical encounter of two traditions. Journal of Personality and Social Psychology, 82:1007-1022

9 WHO. (2004). Promoting mental health: Concepts, emerging evidence, practice (summary report). Geneva: World Health Organization.

10 Deci EL, Ryan RM. (2008). Hedonia, eudaimonia, and well-being: An introduction. Journal of Happiness Studies, 9:1-11.

How to promote happiness?

In the beginning of this millennium a new movement in psychology was launched: positive psychology [11]. This movement created a new research agenda in which not only the negative sides of mental health were reflected but also the positive side: how can we make people flourish and become happier? Many interventions were developed which focus on positive functioning for example by engaging in enjoyable activities[12], counting your blessings[13], practicing kindness[14], setting your personal goals[15], expressing gratitude 12 and using your signature strengths12. A comprehensive meta-analysis of 51 positive psychology interventions demonstrated moderate effect sizes for enhancing happiness and reducing depressive symptoms[16]. These findings give input to our main question: – how to promote happiness. The seven principles of the KCHAPPY toolbox are derived from the 'mental fitness' concept which was worked out by Trimbos Institute[17]. Elements in this eclectically based concept originate from positive psychology, mindfulness, cognitive behavioral therapy, problem solving strategies and healthy lifestyle advisement.

Seven ways to happiness

Based on practice and science the seven ways to happiness were formulated. As you will notice, most of the exercises in the toolbox will fit into one or two of these categories.

11 Seligman MEP, Csikszentmihalyi M. (2000). Positive psychology: An introduction. American Psychologist, 55(1):5-14.

12 Fordyce MW. (1983). A program to increase happiness: Further studies. Journal of Counseling Psychology, 30:483-498.
Fordyce MW. (1977). Development of a program to increase personal happiness. Journal of Counseling Psychology, 24:511-521.

13 Emmons RA. (2003). Personal goals, life meaning, and virtue: Wellsprings of a positive life. Washington, DC,US: American Psychological Association.
Froh JJ, Sefick WJ, Emmons RA. (2008). Counting blessings in early adolescents: An experimental study of gratitude and subjective well-being. Journal of School Psychology, 46:213-233.
Seligman MEP, Steen TA, Park N, Peterson C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. American Psychologist, 60:410-421.

14 Otake K, Shimai S, Tanaka-Matsumi J, Otsui K, Fredrickson BL. (2006). Happy people become happier through kindness: A counting kindnesses intervention. Journal of Happiness Studies, 7:361-375.

15 MacLeod AK, Coates E, Hetherton E. (2008). Increasing well-being through teaching goal-setting and planning skills: results of a brief intervention. Journal of Happiness Studies, 9:185-196.
Green LS, Oades LG, Grant AM. (2006). Cognitive-behavioral, solution-focused life coaching: Enhancing goal striving, well-being, and hope. Journal of Positive Psychology, 1:142-149.
Spence GB, Grant AM. (2007). Professional and peer life coaching and the enhancement of goal striving and well-being: An exploratory study. Journal of Positive Psychology, 2:185-194.

16 Sin NL, Lyubomirsky S. (2009). Enhancing well-being and alleviating depressive symptoms with positive psychology interventions: a practice-friendly meta-analysis. Journal of Clinical Psychology, 65(5):467-487

17 Bolier L, Haverman M, Walburg JA. (2010). Mental fitness - verbeter je mentale conditie. Amsterdam: Uitgeverij Boom.

1) Positive attitude and feelings and optimistic thinking

The first principle is one of the most important notions for the enhancement of happiness. It states that thinking, feeling and behavior are closely connected to each other. By learning optimistic cognitive (thinking) strategies you can influence your feelings in a positive way and you develop the capability to bounce back (resilience). People reflecting more positive emotions than negative emotions are in general happy people.   Research from Barbara Fredrickson[18] [20; 21] shows that the optimal ratio between positive and negative emotions is 3:1. Optimistic people have in general more friends, are more creative and live longer.

Examples of exercises are the Optimism exercises and "Three Good Things in Life".

2) Goals and personal mission statement

Insight into personal values and underlying motives give a sense of direction to life. People who are more goal-oriented are on the whole happier than people who are not. People who have no mission statement or goals often have the feeling that their lives are "lived for them".

Examples of exercises: "Personal mission statement", "Honey cake and Goals".

3) Awareness, being in the moment

Being present in the moment with attention, or mindfulness is an important principle for the cultivation of sustainable happiness and resilience. It stems originally from Buddhism but is a common concept that has influenced modern western psychology. People who practice mindfulness and/or meditation can accept the "here and now" more easily, are more immune to stress and enjoy the things they do.

Examples of exercises: "Moments of Happiness", " The Raisin" and "Three minute break".

4) Interaction with others, sharing your happiness

The most characteristic feature of happy people is that they have strong relationships with their friends, family and/or partner. This principle is about connecting with other people and society. It is also about doing good to other people, and at the same time doing good for yourself and setting your boundaries. From research we know that sharing happiness, for example doing volunteer work, enhances not only happiness of the receiver but also the happiness of the giver.

Examples of exercises: "Active-constructive communication", "Island of happiness", "Smiling is for free".

18, 20, 21 Fredrickson BL. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. American Psychologist, 56:218-226.
Fredrickson B. (2009). Positivity. New York: Crown Publishers.

5) Healthy lifestyle

People who exercise enough and have a healthy lifestyle (healthy food, moderate alcohol use and no smoking) are in general happier and more mentally fit than people who don't. Body and mind are truly connected in this sense. Therefore, encouraging people to adopt a healthy lifestyle is an important strategy in the promotion of wellbeing and happiness.
Examples of exercises: "Breathing techniques", Fitness exercises

6) Grip on your life

To manage personal energy, stress and problems is very important to cope with everyday life. Problem solving, having insight into your schedule by registering, and relaxation are important skills to accomplish more grip on your life. People who have the feeling of mastery are more in control of their own life and are therefore more happy and satisfied.
Example of exercises: "Six step problem solving", "Happiness Weaving".

7) Gratitude

Gratitude or thankfulness is a positive emotion or attitude in acknowledgment of a benefit that one has received or will receive. Gratitude has become a mainstream focus of positive psychological research. People who feel grateful are on the whole more happy and satisfied than people who don't. Up to a certain level you can train this skill by practicing.
Example of exercises:"Happiness Quotient", "Thank-you alphabet".

Probably you will notice that in the database nine categories are available to search for the best fitting exercises. Next to the seven strategies above, special attention is given to exercises that take into account intercultural aspects as well as exercises that present theories about happiness, its neurobiological underpinnings and theoretical models.

RESEARCH ON HAPPINESS – A SHORT REVIEW

Thomas Wenzel, Li Jing Zhu, Ecevit Erkol, Werner Zitterl

History of the scientific discussion on happiness

Somewhat contrary to some believes, happiness as a field of study and research was not invented by Seligman and the pioneers of positive psychology, in spite of their significant contributions. The meaning of happiness, preconditions, and ethical and moral aspects has always been an important subject of discussion. Philosophy, related sciences and systematic exploration since ancient Greek history – and even earlier societies – deal with the subject through the strategies of research available at that times, including logic, reasoning, reflection and observation. Philosophers – researchers – presented different concepts of what happiness "means" and in which ways humans can or are permitted to reach states of happiness and a happy life *(Bortolotti, 2009)*. Positions on these aspects in Europe alone widely differed reaching from Aristoteles, Plato and Epikur, to the predominantly theological concepts dominating Philosophy in the later centuries such as that of Augustine and Aquinas (*Bok, 2010; Feldman, 2010; King, 2009; Nightingale & Sedley, 2010; Van Deurzen, 2009*). Aristoteles and Epikur in comparison for example both asked for a strong focus on guidance by ethical principles in realising a happy life but stressed different strategies to reach the happy states of "eudaimonia" "ευδαιμονία" and/or "ataraxia". Recommendations included an active intellectual, virtuous and self-sufficient life, avoidance of pain, or direct enjoyment of simple pleasures in the frame of a virtuous life and avoidance of excesses. Theology in the middle age stressed in contrast frequently that actual, "true" happiness cannot be achieved in this life but only in the "blissful" hereafter. Later philosophers developed new models that even were included into the American constitution. European history is – as we should not forget – running only parallel to the multitude of cultures such as China or India with their own rich and complex philosophical and scientific traditions that also included the search for happiness. We will later visit today's experts such as Ed Diener, and Ruut Veenhoven.

Cultural differences

Transcultural differences in this context can be seen in two dimensions frequently neglected in overgeneralisations of one's own social background: the cultures of happiness change over time and history in one culture but also differ between cultures existing at the same time in different geographical areas (*Ed Diener & Suh, 2000*). These distinctions are shaped by factors such as language, general and local culture, ethnicity and religion (*Mathews & Izquierdo, 2009*).

Countries

Bhutan is usually the country most readily associated with the importance of happiness in at least the officially stated values, even "measured" by "Gross National Happiness" as contrasting with the "Gross National Product"

in financial sciences[19]. The special commission initiated by King *Jigme Singye Wangchucka*, the – by now – former ruler of the country – had developed a research survey model reaching even citizens in remote areas using different dimensions. This resulted in reporting a relatively high level of happiness that was apparently in contrast to the low availability of wealth and modern technology to ease everyday life or stimulate positive feelings. In spite of the obvious political background this confirms a tendency in most recent findings that demonstrate that while severe poverty can make life very difficult, increases in wealth do not proportionally raise satisfaction or happiness and even groups with apparently lower income must not be less happy than "rich" groups – in some cases the opposite is true. We will come back to this question later in the chapter on happiness and economy. One of the most interesting aspects is the comparison of happiness in the most general sense between countries and societies. The "World Database on Happiness" of Rotterdam University (Ruut Veenhoven)[20] or the World Happiness "Map" by A. White [21] are examples for such approaches. White used results from an earlier meta-analytic study [22] (systematic data comparison of other studies) [23] to visualise research results and consequently published a global map based on a "Happiness Index"[24] .

In order to compare, we need well tested measures and measuring instruments. Ruut Veenhoven offers – among other resources - a quite comprehensive description of tools used to perform such comparisons (at the time of the interview, you can easily go through all if you want to take this global tour in the internet). At present this has led to a vast database of country values on factors leading to and related to happiness as measured by different scales. His tools lead to a different "hit list" of countries[25]. This dynamic mapping tool even offers changes over time, demonstrating that no country has a guarantee to be the reliable paradise of choice to emigrate to.

Measuring individual happiness

One of the most established measures of individual happiness is included in the World Health Organisations Brief Quality of Live instrument that measures different external and internal aspects linked to quality of life in different areas (*Saxena, Carlson, & Billington, 2001*). Other instruments besides Ruut Veenhovens (*Veenhoven, 2010*) clear but flexible scales – who usually are more focused on the feeling of subjective satisfaction or happiness -

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19 http://www.grossnationalhappiness.com/

20 http://worlddatabaseofhappiness.eur.nl/

21 http://en.wikipedia.org/wiki/File:World_happiness.png

22 Abdallah, S., Thompson, S., & Marks, N. (2008). Estimating worldwide life satisfaction. Ecological Economics, 65, 35–47. doi:10.1016/j.ecolecon.2007.11.009

23 Marks, Abdallah, Simms & Thompson (2006)

24 http://www2.le.ac.uk/ebulletin/news/press-releases/2000-2009/2006/07/nparticle.2006-07-28.2448323827

25 http://www.grossnationalhappiness.com/

include Dieners well established "Satisfaction With Life Scale"(*E. Diener, Emmons, Larsen, & Griffin, 1985*) which uses five items to assess satisfaction with one's life as a whole. A further questionnaire is the Oxford Happiness Questionnaire, developed by Michael Argyle and Peter Hills at Oxford University[26]. Both have been well tested in different cultures and are again (at present) online for ee individual use-so-try it out and have fun[27] .

Why?

In fact, why do we have an in–build capacity to feel so much happiness? The most recent tendency is to see emotions in the context of their meaning for adaptation and survival, in contrast to taking them simply as a gift to enjoy given by god, chance or unknown parties. "Positive" emotions lead us to do things that are helpful or necessary, while "fear" or "anxiety" leads us to activate resources and become active to avoid or resolve unhealthy or dangerous situations or activities. This approach therefore stresses survival value and the necessary integration and equal value of unpleasant and pleasant emotions, linking them to the development of the brain in changing environments. Even knowing that – this does not mean we cannot or should not enjoy what we have. - Quite to the opposite. A number of studies well summarised by Diener (*Ed Diener & Biswas-Diener, 2008; Ed Diener, Helliwell, & Kahneman, 2010)* indicate that an in-build happiness program might not only have a survival value for our species, but concrete benefits in regard to your individual health, longevity, and better social relationships.

Language

Language is a precondition to communication in happiness research. Even brain scientists, - often not the most relaxed of the breed – need to have a clear description or definition of the word, when they for example measure changes in brain regions during emotional changes. Culture and language usually closely interact in shaping the words that are used to describe emotional states. The already mentioned changing terms in philosophical discussions are further examples of this challenge.

A typical example are the differences in the distinction between "good luck"– positive experiences happening in your life or a good fate – and happiness as a positive or highly pleasant feeling a distinction that is quite clear and distinct in English. Less so in German (Glück) (- just try it out in your language....
....Well ? What would you come up with ?). A semantic field or cloud as we define it for this short review – consists of all terms that "somehow belong to", are close to but different from, or are identical in a language, and can be used to explore this question in a specific culture and language. All terms that are linked, give different degrees, forms

26 Hills, P., & Argyle, M. (2002). The Oxford Happiness Questionnaire: a compact scale for the measurement of psychological well-being. Personality and Individual Differences, 33(7), 1073-1082. doi:10.1016/S0191-8869(01)00213-6

27 http://www.scribd.com/doc/34888778/Oxford-Happiness-Questionnaire

or variations of a phenomenon could be included. The give, if graphically presented, a loose cloud expanding over a smaller or larger area. Satisfaction which you might feel after for example a good meal could be seen as small brother in the family of related feelings (at least in English). Joy and pleasure are other words in the English "cloud" of terms, usually denoting transient states, "happiness" describing most commonly a more long lasting emotional state or basic feeling in contrast to a transient "happy feeling". Another common topic – scientifically seen – is the confusion of a state of emotion and the means to reach it. The phrase "happiness is .." (for me) – leads to subjective associations describing signals for a happy state or to all things we have experienced to make us reliably happy:

Happiness is ---- a balloon in the sky ... can mean many things such as –
... I can achieve the feeling of happiness by flying up (and away) in a balloon...
... Feeling happy ... feels like ... flying in a balloon...
A balloon in the sky is a symbol of happiness for me.

In a strict definition, happiness in science is in contrast only the state of the person including all physical and psychological changes typical for the condition. Close but not identical terms in research are as noted before those of subjective well-being, and of life satisfaction.

A matter of time and degree

Happiness in itself is therefore by no means a clear and simple absolute state of mind, body and soul. It can even in one language be linked or part of a continuum of states ranging from simple "happiness" to ecstasy, bliss, or specific forms such as "glee" or in German "Schadenfreude" that could arguably be seen as "un" or not "true" forms of happiness – the last approach reflecting some moral judgement more than a considered opinion. The last examples lead to the present discussion of "pure" emotional states against the model of "mixed feelings" that include also emotional components such as aggression, a feeling of domination, or fear blended into an emotional state of happiness. Recent research frequently supports the concept of such "mixed feelings", but the argument can be seen as open. Many states are as noted short termed or transient and could be differentiated from the more constant and persistent happiness as a basic trait or dominating feeling in the person's life. In extreme cases such as in some mental health disorders, feelings of extreme happiness or bliss can at times rapidly alternate in the same persons experience during an illness episode and even over minutes without apparent connection, a usually very unpleasant experience. Ed Diener speaks in contrast to more static concepts of a dynamic process of "healthy" happiness (*Ed Diener & Biswas-Diener, 2008; Ed Diener, et al., 2010*).
Strategies to either achieve happiness or avoid different forms of unhappiness can be efficient or not. Based on some hitches in the design of the brain, things that can make you very happy for some time, are bound to frequently lead to consequent "negative" feelings such as shame or guilt. Frequently, people try to "grab" a happy

state of mind by manipulating the chemistry of the body through external substances like drugs or food (even some forms of chocolate (*Macdiarmid & Hetherington,1995*) are discussed as being able to increase Serotonin and other potential "happiness" transmitters availability. After a state of bliss, ecstasy, or simple transient happiness a number of psychological or physical factors can lead to repercussions and to emotions the person originally tried to escape. Such "unhealthy" strategies can for example lead to dependency by the development of changes in the brain that require more and more stimulation. Obsessive triggering of reward centres in the brain that should actually serve to encourage us to seek healthy activities, leads to oscillations between short satisfaction or bliss and intense dissatisfaction or painful craving. Dopamine (*Detar, 2011*), the messenger involved in the brain circuitry systems that are active when we push or long for something, is part of this process, and changes in the quantity and/or functioning of the receptors that "listen" and "respond" to their signals are at least an important part of the explanation. Consequences over time are usually not helpful, as other important functions such as social tasks or food might be neglected. In a long run, this therefore does not lead to a happy life. Body – build happiness drugs such as endogenous opiate-like substances (*Vaccarino & Kastin, 2001*) usually award endurance in tasks or balance pain, but can also misguide us to more unhealthy actions and dependency on this stimulation.

What leads to happiness
Numerous studies have analysed what leads to happiness and we have mentioned many of them in our exercises and the present manual (whom we hope will be a big help here), but we want to encourage you to make your own list of what works best – without too many negative side effects like gaining too much weight or getting broke...

Barriers to "positive" emotions and happiness
Genes ?
Research has in fact demonstrated that at least some genes influence both the ease with which we experience a happy state, the basic feeling (trait) of happiness in our life, or on the other side barriers to happiness such as a tendency to depression or other states that are obviously incompatible (*Hamer, 1996; Nes, Roysamb, Harris, Czajkowski, & Tambs, 2010*). Some people are therefore in principle privileged or challenged by their genes but the present tendency in research equally demonstrates that the environment and individual strategies play more important roles as also demonstrated by the country comparisons described above. Genes further interact with patterns we learn and internalise in our families, such as deep going "schemata" like a basic feeling that something "is wrong with me and therefore things will always go wrong" – certainly not a very helpful conviction to suffer from.

Brain and the body

Brain and body are today seen in science as an integrated system that cannot be split but constitutes a quite comprehensive system of adaptation, survival, and as we have noted – therefore of satisfaction or dissatisfaction (*Bok, 2010*). The outward signals – such as the type of smile we show when we are apparently happy – can be used to identify emotional states if measured properly. A really "happy smile" can through recent strategies of measuring this "non-verbal behaviour" be distinguished from social signals and other emotions such as fear that look like a happy smile but rather reflect completely different states of mind. The new possibilities of radio imaging of the brain give us in addition an increasingly better view into the brain. Dynamic pictures of the brain in action provided by helpers such as the "PET" (Positron Emission Tomography) and "fMRI" (Functional Magnetic Resonance Imaging) and more and more detailed images give us a dramatic development in the awareness of what happens when, where and why in the brain (*Costafreda, Brammer, David, & Fu, 2008; Murphy, Nimmo-Smith, & Lawrence, 2003*). The development in a better understanding of this system in this line most commonly sees on one side anatomical structures –the amygdala and the limbic system being a special focus of attention in emotion and happiness research – and functional biochemical systems of transmitters such as the serotonin, which is a nearly ubiquitous system present in the brain but also in other parts of the body such as the gastrointestinal tract. This components work together to provide us with the feeling of happiness though they cannot individually explain emotions – simplifications such as Serotonin as the simple and only "happiness hormone" do not reflect the complexity of the present discussion, nor are the relevant brain structures involved limited to the brains' limbic system. The shape of the dynamic brain is getting clearer from day to day, but we have the obligation to decide how to use it in a responsible way to create sustainable happiness for us as individuals and as a species.

THE ECONOMY OF HAPPINESS
Karlheinz Rückriegel

Recently Mr. Ben Bernanke, the Chairman of the Board of Governors of the US-Federal Reserve System (the US-Central Bank) stated:

"There is now a field of study, complete with doctoral dissertations and professorships, called "the economics of happiness". The idea is that by measuring the self-reported happiness of people around the world, and then correlating those results with economic, social, and personal characteristics and behavior, we can learn directly what factors contribute to happiness."[28]

What are the main findings from Happiness Research and economy?
In economic policy, happiness is going to replace the old economic growth thinking. The essential question is why economic growth ought to be defined as the objective of economic policy when findings from happiness research imply that growth is not the key to happiness. This fact should encourage us to look at the issue in a more differentiated way. Happiness research is based on the concept that human beings strive for happiness, and that their principal aim is happiness which reaches far beyond income. The right to pursue happiness is as noted before also part of the US constitution.[29]

"The pursue of happiness will change the world"
Title of the so-called "Berliner Rede" (Berlin Speech" given by the former German
Bundespräsident Horst Köhler in October 2007

Although the past 50 years have seen an unequalled economic growth in Western countries, studies on happiness show that the evolution of life satisfaction (and the sense of being happy) over this period do not match that growth. The figure below shows findings for the US; however they can be transferred to most European countries and Japan, based on a shorter research period.[30] "First, he (Richard Easterlin, KR) found that as countries get richer, beyond the level where basic needs such as food and shelter are met, people don't report being any happier. For example, although today most Americans surveyed will tell you they are happy with their lives, the fraction of those who say that they are happy is not any higher than it was 40 years ago, when average incomes in the United States were considerably lower and few could

28 Ben Bernanke, "The economics of happiness", speech given at the University of South Carolina on 8.5.2010, p. 4

29 For a broad discussion about the question what government can learn from happiness research see Bok, D.(2009). The Politics of Happiness, Princeton et al.

30 See Layard, R. (2005). Happiness – Lessons from a New Science, London, 29-32.

even imagine developments like mobile phones or the Internet", so Ben Bernanke.[31] "It is ironic that as rich nations have increased their wealth, people have not on average become a lot happier." so Ed Diener and Robert Biswas-Diener.[32] Similar Betsey Stevenson und Justin Wolfers: "It is now widely understood that average levels of happiness have failed to grow in the United States, despite ongoing economic growth."[33]

„Or, as your parents always said, money doesn`t buy happiness."
Ben S. Bernanke[34]

The seven factors of happiness

Happiness research has identified seven factors contributing to happiness:[35]

- family relationships
- financial situation (income)
- job satisfaction
- social environment
- health
- personal freedom
- life philosophy (religion)

Why don´t we get happier, when we have more money? "The explanation rests in processes of adaptation and a mechanism of rising aspirations and expectations: the more we get the more we want!... The positive effects of income changes on subjective well-being seem to be temporary only. There is also evidence that it may not primarily be absolute income growth that matters, but improvements relative to others."[36] If basic needs such as food and housing are satisfied there is nearly no further improvement in happiness if income or GDP per capita increases. In international studies the level of income where basic needs are satisfied is around 10.000 US-$.[37]

How can we measure happiness, what is happiness?

In happiness research the focus lies on "subjective well-being" (SWB, see also above). "SWB refers to people`s

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31 Bernanke B.S. (2010). The economics of happiness, speech given at the University of South Carolina on 8.5.2010,5.

32 Diener, E., Biswas-Diener R. (2008). Happiness – Unlocking the Mysteries of Psychological Wealth, Malden USA, 105

33 Stevenson, B., Wolfers, J. (2010). Happiness Inequality in the United States, in: Erci A. Posner, Cass R. Sunstein, Law & Happiness, Chicago et al., 33.

34 Bernanke B.S. (2010). "The economics of happiness", speech given at the University of South Carolina on 8.5.2010, 6

35 See Layard, R. (2005). Happiness – Lessons from a New Science, London, 62-73.

36 Noll, H. (2010). Life Satisfaction and Income – A Paradox Relationship? unpublished paper, Mannheim Similar: Baumgardner, St.R
, Crothers, M.R. (2010). Positive Psychology, Upper Saddle River (New Jersey), 98 – 124; Diener, E., Biswas-Diener, R. (2008). Happiness – Unlocking the Mysteries of Psychological Wealth, Malden USA; 97-105.

37 Frey, B. S., Frey Marti, C. (2010). Glück – die Sicht der Ökonomie, Zürich, 52.

evaluation of their lives – evaluations that are both affective and cognitive."[38] SWB consists of three parts: Positive emotions, negative emotions and satisfaction with life. Unpleasant feelings such as fear or anger serve as a special purpose and signal us important information about our environment and suggest specific courses of action. This understanding has been worked out in relation to evolution and survival. But what is the role of positive feelings? Long time positive feelings or emotions were not regarded as having much importance, aside from making us feel good. But research work in positive psychology by Barbara Fredrickson and others has shown that they have a very important function in human life. Their "broaden-and-build theory" explains that positive emotions open up our thinking and actions to new possibilities and how this expansion help us to build physical, psychological and social resources that promote well-being.[39] Negative emotions have the opposite effect because they restrict us to a specific course of action. As positive feelings Fredrickson lists joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love.[40] "By opening our hearts and minds, positive emotions allow us to discover and build new skills, new ties, new knowledge, and new ways of being."[41] Following research work done by Fredrickson for flourishing people need at least a ratio of 3:1 between positive and negative feelings on average.[42] If we reach this ratio we speak of being in a state of "positivity"or"flourishing" or of being happy. "Happiness is the experience of frequent, mildly pleasant emotions, the relative absence of unpleasant feelings, and a general feeling of satisfaction with one`s life."[43]

Effects of happiness
Happiness is not only beneficial for making the process of education more efficient but for human life in general."Happy people live longer, stay married longer, make more money, receive better evaluations from work supervisors, take fewer sick days, are more altruistic and more creative."[44] So we can say: "Happiness is functional. Individuals, families, organizations, and societies need happy individuals to flourish. Happy people are

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38 Baumgardner, St.R , Crothers, M.R. (2010). Positive Psychology, Upper Saddle River (New Jersey, 20;for a broad discussion see Diener, E., Lucas, R., Schimmack, U., Helliwell, J. (2009). Well-Being for Public Policy, Oxford et al**.**

39 Baumgardner, St.R , Crothers, M.R. (2010). Positive Psychology, Upper Saddle River (New Jersey); 40f; Biswas-Diener, R., Dean, B. (2007). Positive Psychology Coaching – Putting the Science of Happiness to Work for Your Clients, Hoboken (New Jersey),39f; for a broad discussion of this concept see Fredrickson, B. (2009). Positivity, New York

40 Fredrickson, B. (2009). Positivity, New York, 37-48.

41 Fredrickson, B. (2009). Positivity, New York, 24

42 See in detail Fredrickson, B. (2009). Positivity, New, 120-138.

43 Biswas-Diener, R., Dean, B. (2007). Positive Psychology Coaching – Putting the Science of Happiness to Work for Your Clients, Hoboken (New Jersey), 41.

44 Biswas-Diener, R., Dean, B. (2007). Positive Psychology Coaching – Putting the Science of Happiness to Work for Your Clients, Hoboken (New Jersey), 31.

more likely to be curious and explore, to take risks and to seek new relationships."[45]

The path to happiness
In order to increase happiness research work from positive psychology shows that on the one hand we need goals to give us a direction and open so the possibility for being in the state of "positivity" in here and now on the way to reach the goals.

Goals
What are goals? Goals are "… internal representations of desired states, where states are broadly construed as outcomes, events or process."[46] Having specific and explicit goals – with clear timelines and performance criteria – lead to better performances. The emphasis is not so much on attaining goals as it is on having them. Goals are means – not ends. The proper role of goals is to liberate us to be able to enjoy the here and now, the pleasure we take in the journey to reach our goals. Greater well-being is connected with goals involving (personal) growth, connection (with others) and contribution (to society) than with goals involving money, beauty and popularity. Growth, connection and contribution are more valuable because they fulfill more directly the psychological needs for autonomy, competence and belonging.[47] Recently the head of the Social Economic Panel (SOEP) in Germany, Gert G. Wagner from DIW (Deutsches Institut für Wirtschaftsforschung) in Berlin wrote that – based on the results of the SOEP – education as a goal ("personal growth") is very important for happiness. Education opens the possibility to pursue the goals which are important for happiness.[48] So education is a goal in itself and as a result can contribute to a happier life.

Positivity
Working toward reaching our goals it is important to have on average least the ration 3:1 on the way to reach them, which means we need at least three positive emotions for each negative emotion to get in a state of positivity, in a state of flourishing. In this state we are more creative, more open minded, more friendly and so on. To start with you have to find out where you stand today. To measure it Fredrickson `s "Positivity Self-Test" (Fredrickson, 2009) should be used. To improve the ratio towards 3:1 Fredrickson recommends on the one hand to decrease negativity and on the other hand to increase positivity.[49] To decrease negativity we should dispute negative thinking, break the

45 Biswas-Diener, R., Dean, B. (2007). Positive Psychology Coaching – Putting the Science of Happiness to Work for Your Clients, Hoboken (New Jersey), 46.

46 Baumgardner, St.R , Crothers, M.R. (2010). Positive Psychology, Upper Saddle River (New Jersey), 127.

47 Ben-Shahar, T. (2007). Happier – Learn the Secrets to Daily Joy and Lasting Fulfillment, New York et al, 65 – 80.

48 See also Wagner, G. ((2009). Zufriedenheitsindikatoren – Keine einfachen Zielwerte für die Politik, in: Wirtschaftsdienst, 89. Jg,. 797.

49 See in detail Fredrickson, B. (2009), Positivity, New York, Part II.

grip of rumination, become more mindful. To increase positivity we should work on optimism, gratitude, kindness, dreaming about our future, connect with others, connect with nature, open the mind. "When we inject people with positivity, their outlook expands. They see the big picture. When we inject them with neutrality or negativity, their peripheral vision shrinks. ... Quite literally, then positivity changes your outlook on life. It expands your worldview. You take more in. ... When you see more, more ideas come to mind, more actions become possible. ... At a fundamental level, then, positivity alters your brain and changes the way you interact with the world."[50]
Likewise, scientists at UC Berkeley Haas School of Business examined how positivity affects managers. They found that managers with greater positivity were more accurate and careful in making their decisions, and were more effective interpersonally. Other studies show that managers with greater positivity "infect" their work groups with greater positivity as well, which in turn produces better coordination among team members and reduces the effort needed to get their work done. ... Scientific experiments confirm that people who come to the bargaining table with a cooperative and friendly spirit – riding on positivity – strike the best business deals."[51] In education teachers are the managers.

Conclusions
To summarize: Implementing exercises which are working on improving positivity (happiness) leads not only to feeling good at a limited moment in time but improves the process of learning and understanding in the course and the whole future life of the students. So – economically spoken- using part of the time for improving positivity has a high return on investment – immediately and in the future.

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50 Fredrickson, B. (2009). Positivity, New York, 57 -59.

51 Fredrickson, B. (2009). Positivity, New York 2009, 60.

POSITIVE PSYCHOLOGY IN THE CLASSROOM
Beata Hola, Kača Švidrnochová

The role of positive psychology in education and training
The focus on positive psychology and happiness should not turn your classes into meditation courses or an alternative cult. The reason why to consider it is the possibility to increase your learners motivation, active involvement and emotional engagement which might affect both the learning outcomes and their personal growth.

So why than use positive psychology at school?
"Positive education is defined as education for both traditional skills and for happiness. The high prevalence worldwide of depression among young people, the small rise in life satisfaction, and the synergy between learning and positive emotion all argue that the skills for happiness should be taught in school. There is substantial evidence from well controlled studies that skills that increase resilience, positive emotion, engagement and meaning can be taught to schoolchildren."
(*Seligman, a.o., 2009*)

The crucial step which might also become a crucial obstacle is the implementation of positive psychology not only within the respective educational scheme, but mainly within the cultural context of each educational institution. In the attitude towards positive thinking, there are significant differences based on deeply rooted and often unreflected historical traditions within the national or regional educational schemes. In Europe, especially teachers and educational experts from countries with Austrian-Hungarian educational background, often express criticism towards positive psychology methods, as they consider them being temporary fashion tailored to the needs of the US educational system. It might sound daring, but there are still many teachers who think that frontal teaching with a strict and authoritative teacher in front of the learners whose main task in education it to memorize a plenitude of information is the only right approach. If so, than the incorporation of the educative elements of positive psychology is almost predestined for failure. The Key Competence Happiness project and materials are dedicated to teachers who have realized that the role of the up-to-date teacher has shifted from the information provider to a coach, a mediator of values and resources. And having mentioned the rather old fashioned group of educators, it is to be underlined that there already is a considerably large group of educators who have adopted this approach and who exercise it in their everyday teaching and training practice.
Across the world, teachers in primary, secondary and adult education have tried to introduce various positive psychology elements into their regular curricula. Those teachers probably will not be the target of this handbook, as they already have their information recourses and browse through the plenitude of tools, texts and videos in

the internet. This chapters are addressing the tutors and trainers for whom it is natural to teach in a dynamic interactive setting instead of "monotonous" frontal teaching, and aim at teachers who appreciate their learners and who want to help them to realise all goals they have set for themselves. Positive psychology brings scientific tools to the study of what makes people flourish, and the impact upon them of experiencing positive emotions. Good teachers have always known that cheerful children learn more effectively; now there are scientific studies that show this to be true (*Fox Eades, 2008*).

This statement does not necessarily mean that those teachers who have not yet incorporated positive psychology and/or happiness as a subject into their classes and training schemes would be less competent than those who already have done so. It has to be underlined that positive motivation of students and a resources oriented approach have to be promoted within the whole educational system, including educational policy and initial and further training of teachers and trainers. Addressing individual teachers and adult training organisations is only one possible way, a satisfactory line of a bottom-up innovation approach. However in parallel to this approach a systematic top-down implementing strategy has to be created and adopted. The implementation of positive psychology friendly educational measures requires the involvement of stakeholders and decision makers on all levels of the whole educational system in each country.

GENERAL APPROACH TOWARDS POSITIVE PSYCHOLOGY AND HAPPINESS TRAINING IN THE EDUCATIONAL CONTEXT

Talking about happiness training, people quite quickly show to belong to one of two groups representing typical stereotypes.

a) All this happiness training is nonsense – We have no time to play with pseudo psychology, we have to teach serious contents
b) It´s absolutely necessary and efficient to think positively – Forget about your problems and try focus on the positive perspective.

Both these attitudes certainly have some meaningful background and are based on a realistic experience of many people. However both are dangerous if followed exclusively and without reflection.
The aim of the Key Competence Happiness Project is to introduce the happiness issue horizontally into the adult education schemes. Happiness in the wider context of positive psychology is a concept including development of strengths and potential resources of the learners and underlining of positive aspects of situations. It has been partially a philosophical mission but far more a methodological one. In order to fully understand the benefits of such a concept in the everyday learning routine, one has to skip the prejudice and stereotype related to the primary association of what introduction of happiness into adult education means. It is certainly not an idea of all adult learners "sitting happily on a pink cloud floating high in the sky in a world where all the wisdom will fill their heads in a deep meditation without the need to work on it". Resulting from the previous chapters in the everyday education routine the introduction of happiness and positive psychology relates to several aspects:
Trainers focus on resources, strengths and potentials of the students and make use of them not only in the interpersonal communication but also in the teaching process. Besides the mediation of knowledge, a variety of skills and competences related to positive psychology can be included in the educational process.
Implementing elements of positive psychology, trainers can significantly influence the effectiveness of the knowledge transfer between them and the learners. Sensible introduction of the happiness issue has the potential of providing the learner not only with the knowledge and competences related to the subject of study but also in areas which are very useful in learner´s life in general.

THE BENEFITS OF POSITIVE PSYCHOLOGY APPROACH IN THE CLASSROOM

Positive psychology and motivation
Reasonable introduction of positive psychology aspects into the curriculum can increase the learner's motivation for the learning process. Motivation that comes together with relevant learning aims and tasks set by the teacher and sufficient appreciation.

„ Let's consider that the underlying principle of positive psychology as applied to education is simply focusing on what's right with individual students while recognizing their learning difficulties and challenges. Practically speaking, this means that students who are not able to perform at their grade level in reading, writing, or arithmetic are not penalized for what they are not achieving. Instead, they are rewarded (generally with praise or encouragement) for every accomplishment, whether academic or social behaviour, and regardless of its scope. Each step forward, no matter how small, is celebrated. What happens when students begin to receive this new sort of response after years of low test grades, frequent reprimands, and continuous failure for their efforts? After a few months, they begin to respond differently, to take risks in class by volunteering for board work or asking a question. Put another way, the students begin to feel hope. The challenge to the teacher is to design the tasks to be small enough for student success, yet large enough to maintain student interest." (*Rein, 2007*)
Praise or encouragement are the key words that seem to be obvious and self evident. However dealing with the everyday teaching reality, tutors often underestimate the relevance and importance of the encouragement for small steps and achievements. Sometimes when asking teachers why they wouldn´t praise their students more, their answer is: „There was no reason for which I should praise them, they did not do anything special." And that is exactly the point where we should stop and think back. Why do we assume that a teacher would need a specific reason to praise a student? And which achievement is important enough to be praised and which one is still too insignificant that it can remain left without praise? Again the cultural background has to be taken into account. In some cultures, praise is something highly valued that cannot be given away without relevant reason, almost like one could run out of praise words if one used it too much. Therefore for trainers and adult training institutions, the first question to ask is „What are the cultural patterns that constitute ourselves?" What is relevant for us, how do we set up the values and quality indicators for our educational measures?" And it is the same place where the new adapted quality indicators should be implemented first asking self-reflectively: „Are our trainers motivated? Because if not, how can they motivate the students to actually reach their best possible results?"
„Are the trainers really interested in their learners and their outcomes or are they satisfied with reading off the contents of the course ticking off a boring duty?"
Of course it is important that teachers and trainers change their attitude and adopt certain useful positive psychology methods into their teaching toolbox. However it is not the teacher only who should run the change

moving the educational society towards an positive resources oriented teaching attitude. A study into the poor achievement of children in inner cities in America found that this was caused by family breakdown, poverty, poor education, drug abuse – not a surprise. A rather different study asked not, why do so many children in inner cities fail, but why do some children from inner cities succeed? It looked at resilience and found that features such as social support, optimism, a sense of meaning, a focus on strengths and goal-setting helped children from difficult backgrounds to excel (*Fox Eades, 2008*). Are these arguments based on real scientific studies enough to convince the sceptic educators among us? What kind of evidence and how much of it would you need before you start only considering there should be something about at least some educative aspects of positive psychology?

Enhancing the trainer-learner-relationship (Changing the perspective):
In the communication with a class the positive re-thinking can influence the perspective of the trainer looking at his / her class. Instead of the stereotypical image of favourite learners, average learners, "terrible" learners and "the others"– a complete change of the context using the reframing strategy opens a much wider cooperation perspective. Let´s explain this with a practical example.
 „Of course, I have my favourite learners. Everybody has. I think it´s normal. There usually are like 5 people in the class I really like, with the majority of them I have an average relationship and there always are 2–3 people who test the limits of my patience. Every time we had a discussion about it with my colleagues they shared the same opinion. It´s normal. There is nothing you can do about it. There´s even this Bell Curve which supports this fact."
Karel 42, German teacher from the Czech republic. Of course such a situation is normal; all of us have experienced it at least once. There are different ways of describing it. It might be seen as group dynamics, it might beinterpreted as some type of sociological distribution or just as a common sense statement saying „ you can´t be loved by everybody". From the pedagogical and methodical point of view, the actual point is not whether it´s "normal" or not.
The question is whether it´s useful for the cooperation process. From the perspective of positive psychology it´s the change of the perspective and attitude of the trainer that might cause considerable change in the motivation of the learners. Here many trainers would object that it´s the learner´s responsibility to bring enough motivation into the education process because they see their mission in teaching expert contents, not motivation and wellbeing. Such a point of view is shared by many educators and plays an important role in the education which was based on a teaching methodology that had been developed back in the times of the industrial revolution. Some teachers call it the "good old times where the school used to be a place of discipline and hard work". On the other hand it might be called out dated in the age the nowadays learners have to live and have been socialized in. The challenge of the systematic rethinking of the whole education concept has been brilliantly explained by Sir Ken Robinson in his speech „Changing Educational Paradigms" presented at the TED conferences in 2010. You can find his complex reasoning together with plenty of other videos on the Key Competence Happiness web platform.
If educators are to take happiness seriously then there need to be some fundamental changes in the way we

understand, approach and organize education. Smith (2005) underlines four key aspects of the implementation of happiness within complex educational systems:

First a concern for happiness in education entails looking beyond the classroom and immediate teaching context. If formal educational institutions are to have a care for the whole person then a range of other opportunities and experiences must be offer. This includes extra-curricular activity and the opportunity to become involved in associational life.

Second, it involves engaging with informal education, community learning and more interactive ways of education.

Third, it entails jettisoning large areas of national and state curricula (if not the state or national curriculum itself) and seeking out approaches and subjects that do not alienate.

Fourth, happiness in education requires easy access to counselling and pastoral provision so that those who are troubled have a means to come an understanding of themselves and their situation. The list goes on … and it's scope and scale are indicators of the difficulties involved in re-orienting educational systems. Perhaps Jean Baudrillard was right when he spoke of the difficulties of resisting dominant cultures – but people's happiness seems too important for us not to try to do that. Dividing the learners into subgroups according to primary sympathies is a common process, which often starts quite spontaneously even without being consciously reflected. Let´s reframe this situation introducing a perspective of positive thinking.

An exercise for every educator:

Draw a seating order of your class putting down the names of the learners to the place they usually
During the next few classes link each name with three little things you value about each student. It is important to put them down for each student. As simple as this exercise seems to be, it usually takes a few lessons and hours of thinking until you have covered the whole scheme. In some students it is easy to put down several positive aspects, in case of others it seems almost impossible to find even one positive feature. However this is the key point of the exercise. There are things to value about every learner. Sometimes it takes more time to discover them, sometimes it might be really hard, but it is possible. If you have tried all possible options, if you tried really hard and you still have not discovered one positive aspect about a particular leaner, put down the following sentence below his name in the box: „ I value him/her for his/her incredible capability to hide his great features from myself."
As soon as you have covered the scheme of the entire class, try to incorporate these findings and characteristics in the teaching process focusing on the links between the special feature of the learner and the topic or subject thought. Put this scheme among your papers and check it every few sessions in order to see whether it is still actual or whether it needs to be updated. What it the point of this exercise? How is it related to the horizontal introduction of happiness into adult education? Using traditional thinking patterns, we use to label our learners according to various aspects – first impression, general impression, few characteristics we consider being

somehow typical. Labelling them in this way at the beginning of a course often closes the doors to their hidden resources and potentials. You might object that such perception is normal. Looking at the learning objectives the question is whether such a strategy is useful?

Happiness training and the human resources development
Fox Eades (2008) defines a set of key lessons the educators should learn from positive psychology:

• Help children to notice their positive experiences.
• Introduce activities that children enjoy into the classroom.
• Practise telling yourself positive stories.
• Use boosters to change the mood of your class.
• Foster 'flow'.
• When you get low, recall happy memories.
• Encourage children to go into their 'stretch' zone.
• Tell children to ask for help when they find themselves in the panic zone.
• Give children the courage to fail.

These lessons have been defined for primary and secondary education. Despite of that these key aspects certainly matter for the education of adults and lifelong learning as well. Appreciating even the smallest achievements, nurturing the resources of the learners and creating positive atmosphere in the learning context is an approach that has been tested and applied all across the world at all kind of educational institutions from primary schools over language schools and ICT training institutes to the world most prestigious universities. And why should you as a training expert consider to implement selected elements of positive psychology in your classroom? Two good reasons that well-being should be taught in schools are the current flood of depression and the nominal increase in happiness over the last two generations. A third good reason is that greater well-being enhances learning, the traditional goal of education. Positive mood produces broader attention, more creative thinking, and more holistic thinking. This stands in in contrast to negative mood, which produces narrowed attention, more critical thinking, and more analytic thinking. When you're in a bad mood, you're better at "what's wrong here?" When you're in a good mood, you're better at "what's right here?" Even worse: when you are in a bad mood, you fall back defensively on what you already know, and you follow orders well. Both positive and negative ways of thinking are important in the right situation, but all too often schools emphasize critical thinking and following orders rather than creative thinking and learning new stuff. The result is that children rank the appeal of going to school just slightly above going to the dentist. In the modern world, I believe we have finally arrived at an era in which more creative thinking, less rote following of orders—and yes, even more enjoyment—will succeed better (*Seligman, a.o., 2009*).

THE USE OF THE KCH DATABASE IN EDUCATION

Energizers for the moments of boredom or demotivation
The introduction of positive psychology cannot be a sudden event. It requires time, patience and strategy. Changing the perspective needs time. One of the ways to introduce positive thinking into adult education is the form of energizers or ice-breakers which boost up the group dynamics and stimulate the learning process. There are several exercises in the toolbox which might be useful for this purpose. So you can now legitimately spend the first five minutes of a lesson playing a game to put the children in a good mood, and then inform anyone who queries this that what you are doing is in accord with Barbara Fredrickson's 'broaden-and-build' theory of positive emotions. It is, therefore, as educationally sound as it can be. We get more of what we focus on. If we habitually focus on remedying weaknesses then we will struggle to help children to flourish. Conversely, if we focus on promoting positive habits of thought, speech and behaviour, we will help them to develop even further (*Fox Eades, 2008*).

Tools with potential for individual development of resources
If used well, the exercises can help your learners to develop their individual resources and competences. Even if you use the exercises only in form of accompanying measures, and if you implement them among „the real" educational contents, you can achieve a significant change in you classes. Looking for positive things, characteristics, habits, experience and talents might cause a bit of resistance at the beginning. Even among some young learners, self – praise might sometimes still be considered problematic. However after a certain time the learners get used to it and at the same time they begin to adopt the approach starting to search for positive resources in themselves and in others and look for ways to develop and elaborate them. It might not end "Hollywood like" in a rose garden, but there will be a certain effect on the group dynamics and the attitude towards work.

Added motivating components of long term projects
Including didactic exercises based on happiness research and positive psychology could become an useful and motivating part of complex thematic projects you intend to do with your learners. The happiness issue does not need to be the central one. It can be introduced as an accompanying measure. When working on long term educational projects, the happiness exercises can be used in order to keep up the team spirit, to motivate the participant to give their best and contribute to the team work, to sum up the goals already reached and to search for opportunities and solutions instead of problems. It is important to incorporate the element of positive psychology naturally into the work flow, so that they build an instant part of the activities and don´t stand out unnaturally.

Integrative learning combining happiness with other subjects
Elements of the Key Competence Happiness toolbox can be integrated into regular adult training courses. Within the validation period of the Key Competence Happiness project, various exercises have been tested within

language classes, ICT and design classes and re-training courses for craftsmen. In all educational courses listed above an initial phase of implementation was necessary. Many trainers or education providers did not see the place for incorporating positive psychology elements within their classes. They did not see the point in including motivating contents and formats into ICT courses for experts or into professional courses for bricklayers or plumbers. During this period the Key Competence Happiness team assisted those institutions searching for possibilities, as the results and effects are obvious. The more motivated the learners, the more efficient the learning progress and satisfaction.

The implementation process could be divided into several phases:
Initial interview discovering the needs and strategic ideas of the education provider. After the initial presentation of the KCH project and its aims, the education providers usually don´t see many connections between the project and their educational offers. In a closer discussion many fields of implementation can be revealed, such as long term motivation of the course participants not only to prevent their drop out but also to return and book another course, etc.

Analysis of the teaching methodology in sample courses
Not all training courses for adults are suitable for the implementation of positive psychology classes. Not because positive psychology and resources oriented approaches would have limited potentials, but more because of a very specific expert setting and a tight time schedule of some courses (e.g. Specialized ICT courses for IT experts). Therefore it is good to carry out an implementation analysis and to define together with the HR managers or with product managers where the trial implementation of the KCH methods would be most suitable. The best area for implementation are all sorts of language classes, as their contents and formats are most flexible and the methodology is very close to the „language" of positive psychology.

Elaboration of a step-by-step implementation plan tailored to the needs of the institutions
Before starting a trial, the KCH representatives and the representatives of the adult training provider should elaborate a detailed implementation plan describing the distribution of tasks and the sequence of steps. This step is crucial in order to avoid severe misunderstandings in the initial phase of cooperation. Signing a cooperation agreement makes the collaboration binding and official. This phase also includes a definition of quality indicators and criteria for process evaluation.

Training of trainers
The key persons within the implementation process are the trainers themselves. They should not be left alone without assistance in the process of trial. And they should also participate on a voluntary base. Otherwise the

effectiveness of the KCH implementation would be both very low and moreover, it would be anything but in accordance with positive psychology. During a "train the trainers" session, the structure of the database should be explained. However the main focus lies in the accompanying process in which the trainers should learn how to incorporate partial exercises from the database into their specific classes maximizing the added value and minimizing side effect which would put in danger their primary training aims.

Evaluation of results, collection of feedback
After a certain period, feedback from learners, trainers and education providers should be collected and evaluation should be carried out. It depends on the scope and intentions of the training provider, what kind of evaluation methods should be applied. However in order to be able to evaluate the performance of the trainers, training providers and KCH representatives should consider an active involvement into the training, e.g. in form of „mystery shopping" playing the role of a participant in selected courses where the Key Competence Happiness tools have been implemented.

Adaptation and second level implementation
The Key Competence Happiness is an open database. That means that new exercises and tools can be added and the database can be enriched and updated even after the end of the KCH project. In case trainers realize that some of the existing exercises in the database would be more effective in a different form or context, they can elaborate a new version or update and contribute themselves. This fact makes the whole toolbox transparent and motivating for all educational experts. Having created a new exercise, it can be published and shared with the trainer's community immediately.

Elaboration of a long term implementation plan and supervision
Before the end of the tandem implementation period, a long term implementation plan should be elaborated which again will be signed by both the training providers and the Key Competence Happiness project representatives. When the final strategy of embedding positive psychology into the training curricula has been confirmed, the role of the KCH experts is accomplished and the implementation process can be considered finished. The educational institution can agree on an external supervision or other kind of accompany according to their individual needs.
Areas of adult education recommended for the implementation of selected exercises from the Key Competence Happiness Database are:

• language courses
• ICT courses for broad public

- graphic design classes, photography classes
- re-training courses of diverse kind
- short term workshops and seminars about specific expert issues

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IPSA Institute for Integrative Psychotherapy and Counseling

http://www.institut-ipsa.si

They are offering coaching for personal development and enhancing positive resources

Doc.dr. Beno Arnejčič is an expert in the field of positive psychology, motivation, psychology, recreational race.

http://www.tek.si

School of Emotional Intellligence

http://www.custvena-inteligenca.org

Program is aimed at managing stress, developing emotional and social skills, knowledge and understanding of emotions, increase confidence, improve communication, interpersonal relationships , self-esteem, increasing well-being and happiness. Participants are trained to be more relaxed, creative and happy.

Positive psychology at the workplace

http://www.mojedelo.com

Franka Bertoncelj, Master of psychological science. She is involved with coaching staff and individual psychological counseling for individuals. Working principally on transactional analysis methods and cognitive behavioral approach, it builds your knowledge with the new principles of positive psychology.

We can find practical, everyday piece of advice on a positive, fulfilling and happier life at www.pozitivke.net website.

Institute of personal quality development

http://www.insti-rok.si

Positive psychology /well-being and happiness/

www.psiha.net

Positive psychology in temporary economics

www.fakulteta.doba.si

Female well-being

www.alenkarebula.si

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International Positive Psychology Association:
www.ippanetwork.org
Positive Psychology Center:
http://www.ppc.sas.upenn.edu
How are you
http://www.worldofemotions.com
Measure your happiness
http://happier.com
Authentic Happiness:

http://www.authentichappiness.sas.upenn.edu/Default.aspx
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http://worlddatabaseofhappiness.eur.nl/
Centre for Applied Positive Psychology:
http://www.cappeu.com
Strengths 2020 - Realising the best of you
http://www.strengths2020.com
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Centre for Confidence:
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Centre for Trauma, Resilience and Growth:
www.nottinghamshirehealthcare.nhs.uk/trauma
Optimal Functioning
http://www.optimalfunctioning.com/tag/positive-psychology
Positive Psychology News:
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The Hero Project - Philip Zimbardo:
http://www.lucifereffect.com/heroism-signup.htm
New Zealand Association of Positive Psychology:
http://www.positivepsychology.org.nz/index.html
Personal Well-Being Centre:
http://www.personalwellbeingcentre.org/index.html
http://news.bbc.co.uk/2/hi/programmes/happiness_formula/default.stm

Videos
Have a look at the videos of diverse famous people giving lecture on positive psychology.
Martin Seligman on the flourish concept:
http://www.seligmaneurope.com/en/news/allgemeine-news/prof-dr-seligman-uber-flourish#axzz1OiZDc5ur
Martin Seligman on positive psychology: http://www.ted.com/talks/lang/eng/martin_seligman_on_the_state_of_

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Martin Seligman on the future of positive psychology:
http://www.youtube.com/watch?v=m_hRtz-sQxg&feature=related
Mihály Csikszentmihalyi on flow:
http://www.ted.com/talks/lang/eng/mihaly_csikszentmihalyi_on_flow.html
Tal Ben-Shahar on positive psychology:
http://bigthink.com/ideas/16653
Barbara Frederickson on positive emotions:
http://www.youtube.com/watch?v=lqZ04KhQjmQ
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Matthieu Ricard on the habits of happiness:
http://www.ted.com/talks/matthieu_ricard_on_the_habits_of_happiness.html
Daniel Kahneman on diverse approaches towards happiness:
http://www.ted.com/talks/lang/eng/daniel_kahneman_the_riddle_of_experience_vs_memory.html
Ken Robinson about schools killing creativity:
http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html
Dan Gilbert on the happiness questions:
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Chris Johnston: Bristol Happiness Lectures:
http://www.youtube.com/watch?v=y2QZoEFYkKs
Edward Craighead and Corey Keyes on the ways to happiness:
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Philip Zimbardo on the psychology of evil:
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George Vaillant on the results of a Harvard study on the pursuit of happiness
http://www.theatlantic.com/video/archive/2009/05/the-pursuit-of-happiness/24300/
Dalajláma on happiness and positive emotions:
http://www.forum2000.cz/cz/web-tv/cat/dalajlama/detail/prednaska-dalajlamy-on-line/
A documentary film "Happy":
http://www.thehappymovie.com/

Education and Culture DG

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