Are Museum Professionals Happy?

Exploring Well-Being Across Domains and in the Workplace

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Abstract

Within the museum field, it is widely acknowledged that museums can have a positive influence on public well-being. Little is known, however, about the well-being of the people who staff museums, which may influence museums' overall effectiveness and relationships with the public they serve. This research examines the subjective well-being of a group of museum professionals, particularly their workplace well-being, with the intent to start conversations in the field. Forty-four self-selecting participants from three Seattle museums completed the Happiness Initiative's well-being questionnaire, 13 completed a workweek diary study, and four participated in a facilitated discussion.

Overall, participating museum professionals had higher well-being scores than a large, preexisting opt-in sample, with strengths in intrinsic well-being and a weakness in time balance. Related to their jobs, participants mostly had positive well-being, with purpose-based tasks, free-choice working, and social cohesion particularly influencing their experiences. Finally, participants indicated that they value the topic of well-being and that others in the museum field should pay attention to it.

These findings have positive implications for the sustainability of the museum workforce but suggest the field needs to spend more time reflecting about factors that affect the well-being of museum professionals. In particular, when considering how to sustain and improve professionals' well-being for the long-term, it is recommended that the museum field focus on three commodities of well-being: time, agency, and purpose.

Keywords: subjective well-being, workplace well-being, museum professionals, critical museology, organizational psychology

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Work is a human arrangement that we as human beings can analyze, discuss, argue over, or agree about and—if we so will it—remodel to better suit our purposes. The need is for a construct that would initially let us think about work—and ultimately enable us to make rules about work—in ways that might be far richer and more satisfying that those available to us today. (Weil, 1990, p. 169)

CHAPTER 1: INTRODUCTION

What does it mean to be well? Arguably from prehistoric to modern times, this question has been an enduring concern of humanity (Strack, Argyle, & Schwarz, 1991). At its core are issues about the meaning and purpose of life and the place of people within that life. A related question—what good is it to be well?—has more recently become the concern of organizational psychology (Schultz & Schultz, 2006). Organizational psychology studies the social and psychological climate of work, also considering how that climate might influence the attitudes and behaviors of its members, which, in turn, influence the organization itself (Schultz & Schultz, p. 189).

Less existential, this second question about the "good" of well-being tends to focus on measurable outcomes. Over the past 50 years, a substantial body of literature has grown to suggest that such measurement is not only possible but also that potentially meaningful correlations exist between the effectiveness of an organization and the well-being of its members (Strack et al., 1991; Schultz & Schultz, 2006). Research based on Gallup's workplace studies, for instance, notes that workers who have higher well-being cost their organizations less in lost productivity from sick days (Robison, 2010; Rath & Harter, 2010). Research also shows a strong relationship between job satisfaction, a component of well-being, and job performance (Schultz & Schultz, 2006). Parts of the for-profit sector taking action based on the findings of research like this (Rath & Harter, 2010), and research is also starting to emerge about different groups of workers and about the nonprofit sector (Shier & Graham, 2010; Juniper, Bellamy, & White, 2011).

But what, exactly, does well-being have to do with museums? The museum field has arguably been interested in well-being for quite some time, whether it was through the "betterment" of people's lives through education or, more recently, through self-actualization and community-building (Silverman, 2010). Most of the well-being focus of museums, however, has been external—related to the public or surrounding community, and not internally focused on staff members who work within museums. This is not to say that issues around staff have been entirely neglected. Over the past century, the focus of museums has expanded from institution-based concerns centered around collections, preservation, and research to include professional issues that touch on staff, such as codes of ethics and workforce training (Schwarzer, 2006). As part of this expansion, organizational issues, such as gender disparities in the museum workforce and increasing employee responsibilities, have been discussed (Schwarzer, 2006). Still, the "psychology" of organizational psychology has mostly had limited entrance into the museum field. As part of this psychology, the well-being of museum professionals has not been adequately studied. Research in this area is needed to provide additional insight into and strategy opportunities around the effectiveness and sustainability of museums. As one participant in this research noted:

> If the well-being of museum professionals is not cared for, then the museums suffer and that can have far reaching consequences . . . The well-being of the employees, and the museum, are interconnected and impact one another in ways obvious and subtle.

Purpose Statement

This research examines the subjective well-being of a group of museum professionals working at three museums in Seattle with particular focus on their well-being in the workplace. Findings from this research are intended to start conversations

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within the museum field about the well-being of museum professionals and to identify areas for further research.

Within this context, three questions guided this research:

1. What is the quality of museum professionals' overall well-being?

2. What characterizes the positive and negative workplace experiences of museum professionals?

3. What do museum professionals think of the topic of well-being?

Significance. This work provides an exploratory starting point for understanding the well-being of museums professionals, which may lead to a better understanding of the effect that well-being might have on museums. For museum professionals, this research provides a baseline for discussion and advocacy about their own well-being. For museum supervisors and leadership, it provides a framework when considering staff plans and policies. Additionally, this research affirms professionals' interest in the topic of well-being and provides recommendations for how additional well-being research could be conducted within the museum field.

CHAPTER 2: REVIEW OF THE LITERATURE

Three primary areas of literature were reviewed in conjunction with this research: the growing field of well-being and happiness research; well-being as it relates to work, including organizational psychology; and museologic literature related to well-being.

Well-Being Research

In the past several decades, interest in studying well-being has grown dramatically, as has empirical research devoted to the topic (Strack et al., 1991; Eid & Larsen, 2008). Few people have contributed more to the growth of well-being research than Ed Diener, one of the most cited living psychologists, whose work over the past 30 years has explored wide-ranging questions about happiness and well-being—from what it is to how it can be measured and influenced (Eid & Larsen, 2008; Larsen & Eid, 2008). Diener's initial work in happiness research was meant to fill the need for a definition and measurement of the construct, and his interest around subjective well-being has continued to expand, focusing more recently on the positive consequences subjective well-being has for individuals and society (Larsen & Eid, 2008).

In the U.S., the upwell of interest in well-being has been partly influenced by the positive psychology movement (Haworth, 2004). Positive psychology seeks to capitalize on what is working well as opposed to focusing exclusively on what is problematic. Its concern, as introduced in a special issue of the *American Psychologist*, is with "factors that allow individuals, communities, and societies to flourish" (Seligman & Csikszentmihalyi, 2000, p. 5). A positive focus is not an entirely new concept in psychology, but the most recent iteration of positive psychology grew out of the

recognition that after World War II, psychology as a whole had become largely concerned with dysfunctions and not enough with identifying the positive qualities of life. A focus on the positive qualities of life positions psychologists to better prevent problems. (Seligman & Csikszentmihalyi, 2000).

Parallel to the resurgence of positive psychology has been a call to expand societal indicators of well-being. Just as psychologists have recognized the limits of focusing solely on dysfunction, others have been pointing to the limits of economic and even social indicators to gauge societal well-being (Diener, Lucas, Schimmack, & Helliwell, 2009; de Graaf & Musikanski, 2011). For instance, Gross Domestic Product (GDP) has been used for several generations as a stand-alone national indicator of U.S. well-being, even though GDP only adds up everything bought and sold, regardless of the effect of those purchases; building jails or creating pollution contribute to GDP, for instance (de Graaf & Musikanski, 2011). As with GDP and indicators such as per capita income, modern societies often gauge progress using economic indicators (Diener et al., 2009). Other well-being indicators, such as life expectancy and crime rates, may also be tracked on the national and community level, but these, too—while providing objective well-being data—do not provide a complete picture (Diener et al., 2009).

The call for new indicators of well-being does not suggest that old objective indicators, such as the GDP or crime rates, be abandoned—just that they be augmented by subjective indicators, which "reflect people's own evaluations of their lives" (Diener et al., 2009, p. 3). In *Well-Being for Public Policy* (2009), Diener et al. suggest this subjective data can lead to a more complete hierarchical understanding because such indicators "provide crucial information regarding the relative importance of different

domains that no other single indicator or collection of indicators could provide" (p. 5). In other words, measures of subjective well-being can tell policymakers—at the national, community, or even organization level—what is most important to people. It values the individual's answer to the question "What does it mean to be well?" The individual answer to this question creates a broader picture because it acknowledges that "[p]eople have well-being only when they believe that their life is going well, regardless of whether that life has pleasure, material comforts, a sense of meaning, or any other objective feature that has been specified as essential for well-being" (Diener et al., 2009, p. 11).

Defining Well-Being

Despite the rising interest in well-being, a shared definition remains elusive and the term has potentially many meanings (Diener et al, 2009; Dodge, Daly, Huyton, & Sanders, 2012). In earlier literature, Diener, Sandvik, and Pavot defined high levels of well-being as being characterized by the experience of positive emotions more frequently and negative emotions less frequently, noting that it was frequency—not intensity—that made the difference (1999). More recently, Diener, Lucas, Schimmack, and Helliwell have taken the broader view that well-being is "an overall evaluation of an individual's life in all its aspects (2009, p. 9). In this definition, well-being is global and cannot be limited to any specific area. Last year, Dodge, Daly, Huyton, and Sanders (2012) proposed yet another definition, arguing that definitions of well-being to date have largely focused on dimensions, rather than actual definitions. They define well-being as "the balance point between an individual's resource pool and the challenges faced" (p. 230), which include psychological, social, and physical aspects. Like the earlier definition of Diener, Sandvik and Pavot, this one returns to the concept of two forces—

here, resources and challenges, and there, positive and negative emotions. For the sake of this research, the framework of positive and negative emotions and experiences has been used, with the intent to identify trends occurring among each.

Some of the debate around well-being centers around whether or not the term itself is even most appropriate when discussing the concept. Other words and phrases sometimes used as synonyms for well-being include *happiness* and *quality of life*. For example, the Happiness Initiative uses *happiness* because it may resonate with people more strongly than "well-being." Such so-called synonyms have their limitations, however. The term *happiness*, in particular, has both narrow and broad connotations, from a state of contented pleasantness to "a wider sense of well-being based on a holistic understanding of human needs" (Happiness Initiative, 2011, "About the Project"), making it less than ideal when talking about an overall evaluation of one's life (Diener et al., 2009). Quality of life has similarly been differentiated as more concerned with "objective and communal criteria and measures" as opposed to the "subjective and individual criteria" of well-being (Haworth & Veal, 2004). *Well-being* is more inclusive of the broad concept outlined in Diener's definition above and may also be more appropriate for guiding larger policy-based decisions (Diener et al., 2009). For these reasons, *well-being* is used throughout this research.

Finally, as discussed earlier, well-being in the literature may be accompanied by either an objective or subjective definition. This distinction, made by Sumner (1996, as cited in Diener et al., 2009, p. 9), clarifies that objective definitions include "features that would be considered ideal, regardless of how the individual who actually experienced those feature evaluated them," while subjective definitions reference "the individual's

own interests, needs, preferences, or desires" (Diener et al., 2009, p. 9). Again, as with the study of well-being itself, one side of this coin is not meant to replace the other. The subjective approach is adopted in research elsewhere and in this research to supplement existing objective approaches (Diener et al., 2009). Throughout this research, when "subjective" is not used in conjunction with "well-being," it is implied.

Well-Being in the Context of Work

Although the source of well-being cannot be isolated to a single life domain (Diener et al., 2009), there is particular interest in well-being as it occurs within the workplace. An individual typically spends a great deal of time at work, and his or her well-being has consequences both at work and outside of it (Schultz & Schultz, 2006; Harter Schmidt & Keyes, 2002). In *Well-Being in the Workplace and its Relationship to Business Outcomes* (Harter, Schmidt & Keyes, 2002), the authors note that well-being "encompasses a number of workplace factors" (p. 1) and that "engagement . . . generates higher frequency of positive affect (job satisfaction, commitment, joy, fulfillment, interest, caring). Positive affect then relates to the efficient application of work, employee retention, creativity, and ultimately business outcomes" (p.2). This relates back to the conception of well-being as the frequency of positive to negative affect (Diener et al., 1991) and further validates the exploration this research undertakes of positive and negative experiences in the workplace.

The interest in workplace well-being can be roughly divided into two camps: how the well-being of employees influences their work and the organizations they work for, and how work itself influences employee well-being. However, note that these two perspective influence one another, are interrelated and are not mutually exclusive.

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1. Influence of employee well-being on work and organizations. Employees who are motivated and have higher job satisfaction will do better work, and health, emotional stability, social status, leisure activities, and social relationships can all influence job satisfaction, which in turn, can affect an employee's behavior at work (Schultz & Schultz, 2006). There are noteworthy relationships between job satisfaction and job performance. Positive connections include high satisfaction and productivity, while negative connections include absenteeism and turnover (Schultz & Schultz, 2006). Stress also influences employees' work and their organizations. It can hinder employees' ability to perform a job and be costly to employers, causing burnout (Schultz & Schultz, 2006). According to Schultz and Schultz (2006), burnout "typically strikes employees who are highly dedicated and committed to their work—those who put in overtime, take work home, or come to the office on weekends" (p. 371). Related to employee well-being is how personal characteristics can influence job satisfaction. For instance, job satisfaction typically increases with age, and there are also correlations between emotional stability and job satisfaction (Schultz & Schultz, 2006).

2. Influence of work on employee well-being. Workplace conditions themselves can be related to job satisfaction and employees' experience of stress (Schultz & Schultz, 2006). If work causes undue stress, it can have a significant effect on employee health (Schultz & Schultz, 2006). Common causes of workplace stress include work overload or underload, organizational change, and role ambiguity or conflict (Schultz & Schultz, 2006). Burnout comes into play here, as well, and can be linked to feelings of time pressure, role ambiguity, and a lack of social support from supervisors (Schultz & Schultz, 2006).

Work can also positively influence employee well-being. Job satisfaction plays an important role here as "strongly and consistently" related to well-being (Judge & Klinger, 2008, p.403). Job satisfaction also has a strong reciprocal relationship with general life satisfaction (Judge & Klinger, 2008; Schultz & Schultz, 2006). Related to job satisfaction are employees' feelings of control. Employees who feel like they have more control over their work typically have lower stress, higher levels of motivation, and greater satisfaction (Schultz & Schultz, 2006). Other factors that influences job satisfaction are feedback about progress, evidence of achievements, use of skills, and occupational level (Schultz & Schultz, 2006). Along similar lines, Harter, Schmidt, and Keyes (2002) identify several basic needs that are critical to employee well-being within the workplace: (a) clarity of expectations and resources being provided, (b) employees feeling like they are contributing to the organization, (c) employees feeling like they belong to something outside of themselves, and (d) employees having opportunities to discuss their progress and grow (pp. 7-8).

But do all professionals experience work in similar ways? Stebbins (2004) proposes that a certain group of workers, whom he dubs "occupational devotees," may be unique. Stebbins defines occupational devotion as:

> a strong and positive attachment to a form of self-enhancing work, where the sense of achievement is high and the core activity (set of tasks) is endowed with such intense appeal that the line between this work and leisure is virtually erased. This devotion is evident in the actions, lifestyle, and social relations of the *occupational devotee.* In working at the core activity . . . devotees realize a unique combination of strongly seated cultural values: success, achievement, freedom of action, individual personality, and activity in the form of work. Other categories of workers may also be animated by some or all of these values, but fail for various reasons to realize them through employment. (ix)

According to Stebbins's research, occupational devotees find intense, intrinsic appeal in the core activity of their work. Although well-being researchers tend to classify social

relationships as intrinsic factors that influence job satisfaction (Judge & Klinger, 2008),

for Stebbins (2004), social relationships are an extrinsic reward, similar to pay or

benefits. Intrinsic rewards are rooted in identity-based values, such as personal

fulfillment and self-actualization, that are realized when devotees carry out the work

itself. This positive side of devotee work is so appealing that it typically overrides any

negative side. That is not to say that negative factors cannot eventually outweigh positive

factors. Stebbins argues "occupational devotion is only possible if working conditions are

defined, *on balance*, as favorable" (p.5). Note that this concept closely parallels the idea

that well-being is possible when positive affect is more frequent than negative affect

(Diener et al., 1991).

Although Stebbins's (2004) research does not directly focus on museum

professionals, he does identify museum professionals as potential occupational devotees.[1]

Acknowledging that not all professionals in certain occupations will be devotees,

Stebbins argues that six criteria make occupational devotion possible: (1) a profound core

activity that requires skill, knowledge, and/or experience; (2) a core activity that offers

significant variety; (3) a core activity that includes significant opportunity for "creative or

innovative work, as a valued expression of individual personality"; (4) a reasonable

amount of control over the time employees put into the occupation; (5) an employee's

aptitude and taste for the work; and (6) regular encouragement to pursue the core activity

without significant restraints and bureaucratization (p.9). Although this research does not

attempt to determine whether or not participating museum professionals are occupational

devotees, Stebbins's work provides a useful framework in considering the working lives

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[1] Other potential devotee occupations identified by Stebbins include those in the life and physical sciences, medicine and health, social sciences, library and archival sciences, art, entertainment and recreation, and education. Note that many of these occupations have antecedents within museum work, as well.

of a group of professionals that tend to be highly committed. Furthermore, recent surveys show that recent and upcoming generations of employees increasingly desire greater intrinsic rewards, such as meaning and personal development, from their work (Harter et al., 2002), suggesting that the desires of occupational devotees, if not the full realization of occupational devotion, may be becoming more common.

Museologic Work Around Well-Being

The museum field has been interested in well-being for a long time (Silverman, 2010), but it is increasingly framing its work as contributing to the well-being of society. The reasoning goes that as public institutions, museums should contribute to the public good. Such ideas are at the heart of Stephen's Weil's classic 1999 essay "From Being *about* Something to Being *for* Somebody." Weil notes that museums are moving away from a primary inward focus on collections to a more serious consideration of their public-service role, the goal being "to improve the quality of individual human lives and to enhance the well-being of human communities" (2002, p. 29). Weil posits several reasons for this shift in focus, including the pressure of museum economics relying more on "'box office' income" (p. 31); the rising "marketing mode" (p. 31), in which discovering and satisfying public needs and interests is paramount; and the professionalization of the field.

More recently, the Happy Museum Project (HMP), founded in the United Kingdom in April 2011, has begun investigating ways museums specifically influence community well-being and imagining ways museums could further contribute to the well-being of society. A core goal of HMP is to support "institutional and community resilience in the face of global financial and environmental challenges" (Happy Museum

Project, n.d.), which the project seeks to do through peer-learning within and beyond the museum community; by commissioning research, such as the April 2013 report, *Museums and Happiness: The Value of Participating in Museums and the Arts* (Fujiwara, 2013); and through commissioned projects at 12 museums to date, among other strategies. Like other subjective well-being movements, HMP calls for an expansion beyond economic measures, in this instance, situating such a call in the context of the re-envisioned role museums might play (Happy Museum Project, n.d.).

As the work of Weil and HMP above suggest, the ways in which museums are noted to influence well-being are diverse. Briefly, museums contribute to education and learning (Hirzy, 1992; American Alliance of Museums [AAM], 2013, "Educational Impact Statement") community vitality (AAM, 2013, "Facts"; Silverman, 2011), economic vitality (AAM, 2013, "Facts"), and psychological well-being, for instance, fostering identity, introspection, and intimacy (Silverman, 2011). They can address the domains of environmental quality (Janes 2009) and physical health, for example, through the Let's Move! initiative (Institute of Museum and Library Services, n.d.). However, as these examples show, the conversation around museums' influence on well-being largely emphasizes an external audience. The concern tends to center around individual visitors, visitor groups (for example, by ages, demographics, or disabilities), communities or "the public," and society at large.

Well-Being from the Inside

Within the museum field, well-being conversations that do take an internal focus tend to address organizational and individual well-being in a domain-specific, rather than global, way. It also seems the field has moved to an increasingly economic- and output-

based evaluation of its own well-being. Museums as a whole are viewed as contributors to local economies (see, for instance, AAM, 2013, "Facts"; AAM, 2013, "Economic Impact Statement"), and with the recently released salary guide (AAM, 2012), museum professionals are provided with a gauge of the material well-being they might personally expect in various positions. These and other objective measures—numbers of visitors and exhibitions, museums opening or closing per year—are sometimes treated as if they are sufficient or complete evaluations of how the field is doing. Although objective indicators of professionals' well-being, such as attrition and job retention rates, may be tracked, no comprehensive research around such indicators was located for the purpose of this study. Putting aside the possibility of objective indicators, substantially little is known about subjective indicators of field- and individual-wide well-being, if those indicators have even been identified. As noted in the well-being literature, such indicators would provide a more complete picture of professionals' and the field's well-being.

The most substantial work located on the well-being of museum professionals comes from Paul Thistle (2011). Thistle, who worked in the museum field for 26 years, is concerned that museum professionals' well-being is seriously threatened. He is also worried about the impact that well-being might have on professionals' capacity to achieve museum missions, recognizing the link between worker well-being and organizational effectiveness. For Thistle, the cause of this threat is the combination of a chronic lack of resources and rising demands, as museums seek to meet the needs of increasingly sophisticated visitor, stakeholder, and even government expectations. Thistle says such pressures come from the inside as well as the outside, citing Turner's research that museums often rely on employee overwork (as cited in Thistle, 2011) and while

referencing Stebbins's (2004) concept of occupational devotees, noting that museum professionals themselves are "tremendously committed and enthusiastic individuals dedicated to pursuing excellence" (Thistle, 2011, p. 5).

While not against professionalization or improving museum services, Thistle is concerned by the lack of critical analysis around the impact that such demands may have on the average museum professional's life. Thistle characterizes today's museum professional as a camel standing in a rain of straws (referencing the aphorism about the single straw that broke the camel's back), and notes that working "smarter" is not the answer. Museum professionals need to, instead, unload parts of their workload until it becomes manageable and consistent with available resources (time, information, etc.). Thistle advocates for a grassroots approach—sharing actionable strategies among fellow museum workers about how to deal with overwork—as well as for asking stakeholders, including professional museum organizations such as the American Alliance of Museums, to take a serious look at how their efforts are helpful or detrimental to museum professionals. Finally, recognizing that much of the research he cites is 10 or more years old, Thistle up-to-date research on the quality of life of museum workers. The research reported in the following pages is an initial response to Thistle's call.

CHAPTER 3: METHODS

The purpose of this research is to explore the subjective well-being of Seattle museum professionals, particularly as it relates to the workplace.[2]

Within this context, three questions guided this research: (1) What is the quality of museum professionals' overall well-being?; (2) What characterizes the positive and negative workplace experiences of museum professionals?; and (3) What do museum professionals think of the topic of well-being?

To answer these questions, a three-stage mixed methods approach was used (see table 1 for an overview). All data was self-reported by participants.

Table 1

Overview of Research Phases

Phase 1 – Questionnaire

Purpose: Measure overall well-being

Sample: Self-selected professionals from 3 Seattle museums

Phase 2 – Diary Study

Purpose: Explore work-related well-being

Sample: Self-selected questionnaire participants

Phase 3 – Facilitated Discussion

Purpose: Enrich interpretation of data and provide an outlet for participant reflection

Sample: Self-selected diary study participants

Methodology & Instruments

Data was collected using the following methods:

Questionnaire

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[2] From this point on, "Seattle museum professionals" may be referred to simply as "professionals."

Overview. For the first phase of data collection, the close-ended Happiness Survey questionnaire was used. The questionnaire was developed for the Happiness Initiative by Ryan Howell, PhD, director of the Personality and Well-Being Lab at San Francisco State University.[3] Because a questionnaire is an efficient, low-cost method (Martin & Hannington, 2012), using it allowed data to be quickly gathered from a large participant pool during a relatively short timeframe. Using an existing questionnaire also allowed results to be compared between the museum professionals sample and a large preexisting opt-in sample.

Background. The Happiness Survey is a measure of subjective well-being across multiple life domains (Happiness Initiative [HI], 2011, "Survey Methodology"). While happiness is often defined based on affect and/or satisfaction with life, the Happiness Survey expands the definition to include investigation of the internal and external conditions of life, using a domain approach created by Bhutan (HI, 2011, "About the Project"). Along with affect and satisfaction with life, the survey explores individual well-being across 10 different domains: material well-being, physical health, time balance, psychological well-being, education and learning, cultural vitality, environmental quality, governance, community vitality, and workplace experience (HI, 2011, "About the Project")[4]. The survey is primarily composed of multiple choice and ranking questions and typically takes participants 10 to 15 minutes to complete.[5]

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[3] The Happiness Initiative is a national project offering tools and resources to communities and individuals seeking to enhance their well-being. The mission of the Happiness Initiative is to work for a just, healthy and resilient society where all people have the opportunity to pursue happiness. The initiative is based in Seattle and was co-founded by John de Graaf and Laura Musikanski, JD, MBA. Originally operating under the umbrella of Sustainable Seattle, the Happiness Initiative became its own entity in 2011.

[4] For more information about each of these domains, see appendix A.

[5] For a copy of the survey in its entirety, see appendix B.

Logistics. The Happiness Survey was administered to participants as a link to a unique URL through the Happiness Initiative's website. A supplemental questionnaire accompanied the Happiness Survey and was used to create a sample pool for the diary study. At the end of the data collection period, the Happiness Initiative provided the data as three Excel files: the full raw data for the museum sample; the full raw data for a preexisting opt-in sample; and a report of the museum sample's comparison with the opt-in sample and a national randomized sample in the areas of affect, satisfaction with life, and the 10 domains identified above.

Diary Study

Overview. A diary study was used for the second phase of data collection. Such studies are an intensive, repeated self-report that is completed on a fixed- or variable-interval schedule (Iida, Shrout, Laurenceau, & Bolger, 2012). A diary study was appropriate both because of its increasingly frequent use in organizational psychology (Iida et al., 2012) and because of its ability to capture "daily experiences in participants' own, natural environment" (Iida et al., 2012, p. 277). Diary studies can also reduce retrospection bias that may be associated with usual questionnaire design (Iida et al., 2012), such as might have been a factor in using the Happiness Survey. In addition, diary studies are a useful tool for exploratory research and can lay the ground for further research (Martin & Hannington, 2012), two factors in line with the goals of this research.

Background. The diary study was created based on well-being and organizational psychology literature. Questions for the diary study focused on participants' feelings about work in general; their daily experiences of and emotions about work; their personal feelings about well-being; and their feelings about well-being as it relates to museums

and museum professionals. The very first study survey also included the 17-question

Utrecht Work Engagement Scale, or UWES (Schaufeli & Bakker, 2004).[6] These

questions cover the three aspects of work engagement as defined by Schaufeli & Bakker

(2004): vigor, dedication, and absorption. Questions for the diary study surveys were

mostly multiple-choice or ranking questions, with some limited short-answer questions.[7]

Logistics. The diary was provided to participants as a series of five short online

surveys, some of which were taken multiple times during the workweek and others that

were only taken once. The surveys were built and administered through the University of

Washington's WebQ survey tool. Participants completed the surveys online three times a

day for four to five consecutive workdays, with surveys taking approximately 5 to 10

minutes to complete. Data from the diary studies was initially downloaded as Excel files

and then imported into SPSS and the qualitative software program NVivo for further

analysis.

Facilitated Discussion

Overview. For the final phase of data collection, the researcher moderated a

discussion with self-selected participants who had completed the diary study. Like in a

focus group, the goal of the conversation was not to come to a conclusion but to listen

and gather qualitative information to help the researcher "better understand how people

feel or think about an issue" (Krueger & Casey, 2000, p. 4). A discussion was conducted

as the culminating instrument of this research for three reasons: to deepen the

researcher's understanding of the quality of museum professionals' well-being; to serve

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[6] For a copy of the UWES, see appendix E.
[7] For a copy of the five different diary study surveys, see appendix C.

as a compliment to the first two instruments, which participants had completed on their own; and to add value to the experience for people who had participated in the research.

Background. Before the facilitated discussion, data and preliminary results from the Happiness Survey and diary study were reviewed. This was used to provide some structure to the conversation. Open-ended questions were also used to investigate participants' experience being part of the research and their reaction to well-being as a research topic within the museum field. [8]

Logistics. The discussion lasted for one and a half hours and was held in an enclosed room of the Allen Library on the University of Washington campus. It was recorded using a digital handheld recorder, and the audio file was then uploaded into NVivo for analysis.

Subjects & Sampling

All participants in this research were Seattle museum professionals drawn from three Seattle museums: the Pacific Science Center (PSC), the Burke Museum of Natural History and Culture (the Burke), and the Museum of History and Industry (MOHAI).

For the purpose of this study, someone was considered a Seattle museum professional if they met the following criteria:

- Currently worked at PSC, the Burke, or MOHAI; and

- Was a full-time employee at PSC, the Burke, or MOHAI and had been for at least one year.[9]

Participants self-selected their involvement in all three phases of data collection.

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[8] For an overview of topics covered during the discussion, see appendix D.

[9] This definition excludes part-time staff, staff employed at more than one museum, and museum contractors and consultants. Although these populations are significant in the museum field and may be growing, addressing them was outside the scope of this research.

For the questionnaire, human resources or operations personnel at each of the

three museums sent an email to eligible staff that briefly introduced this research and the

questionnaire, and articulated the institution's support of staff taking time to complete the

questionnaire while at work. The email also included a link to a supplemental

questionnaire for participants who might be willing to participate in additional research.

No incentive was provided for taking the questionnaire.

For the diary study, participants were drawn from the sample of Happiness

Survey participants. Diary study participants self-selected their involvement by

completing the supplemental questionnaire referenced above, which was used to

determine participant eligibility.[10]

Participants in the facilitated discussion were drawn from the diary study sample.

All diary study participants were invited to participate in the discussion, and everyone

who volunteered was included. At this stage, the only sampling criterion was voluntary

agreement to participate.

Human Subjects Protocol

Throughout each stage of this research, care was taken to ensure the research-

related well-being of the subjects and the confidentiality of their information. For the

Happiness Survey questionnaire, the Happiness Initiative and San Francisco State

University follow the European Union's Protection of Personal Data Directive 95/46/EU.

The questionnaire also notifies subjects of how their data will be used and protected.

These in-place protocols were followed and not altered.

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[10] Original criteria were later revised based on low response rates. See the limitations section in Chapter 4 for more details.

For the second and third stages of this research, subjects received written information about the study purpose, procedure, risks, and benefits, as well as notification of how the confidentiality of research data would be preserved. Before beginning the diary study, subjects signed and returned the consent form to the researcher via email. At the beginning of the facilitated discussion, subjects were again verbally reminded about the purpose of the research, the fact that their participation was voluntary, and that they could decline to answer any questions and leave at any time.

Confidentiality. Data from this research is presented in such a way that limited identifying information is attributed to participants. While descriptions of the sample at the three research phases are included, these remain broad to provide context but not to call out specific museum types or identifying positions with museums.

IRB Exemption. The researcher applied for and, on Feb. 28, 2013, was granted IRB Exemption to conduct this research. In the application for exemption, the methods outlined above were articulated and copies of each instrument were provided.

<center>**Data Analysis**</center>

Questionnaire

Questionnaire analysis focused on descriptive trends that could serve as a starting point for analyzing the diary study data and for planning the facilitated discussion. Using Excel, two types of quantitative analysis were conducted with the Happiness Survey questionnaire data:

1. *Within-Sample Analysis.* Among the responses from Seattle museum professionals, trends were explored in each of the well-being areas provided in the comparison report, particularly focusing on areas that would be relevant to the workplace

experiences of museum professionals, including social support; education, arts &
culture; psychological well-being; material well-being; work experience; community
vitality; and time balance. Within each domain, descriptive analysis of different
individual questions was also conducted.

2. ***Between-Sample Analysis.*** The museum professionals sample was compared with
data from a preexisting opt-in sample to see where the museum sample differed or
was similar. Descriptive analysis of differences between the samples' results to the
same questions was also conducted. The museum professionals data was not
compared with data from the national randomized sample because data from the opt-
in sample, given its size of over 18,000 responses, is considered to be more valid. The
opt-in sample included participants from around the world (but predominately from
the U.S.) who had completed the Happiness Survey between November 2011 and
January 2013.

Diary Study

Using Excel and SPSS, descriptive analysis was conducted on the quantitative
data, such as participant scores on the UWES and the frequency of positive to negative
emotions experienced throughout the workday and workweek.

For the qualitative data, analysis began with an investigation of emerging trends,
noting down potential codes. This list of potential codes was then reviewed and grouped
into broader codes.[11] When codes had been established, all diary study data was imported
into NVivo, where qualitative data was coded by participant ID, by question(s), by
positive or negative response, and by thematic codes. Using NVivo's coding query and

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[11] See appendix F for the codebook that was used during this stage of analysis.

matrix coding query tools, word frequencies were explored within different codes, trends within each code were examined, and key quotes were identified to represent each code.

Facilitated Discussion

   NVivo was also used to analyze the recording from the facilitated discussion after analysis had been conducted on the questionnaire and diary study data. The audio file of the discussion was imported directly into NVivo, and rather than being transcribed it in its entirety, important sections were bracketed and notes were made about the content. Particularly rich parts of the audio file that were relevant to the interpretation of the questionnaire and diary study data and that had bearing on the implications of this research were then fully transcribed.

In this section, data collected through each research phase is summarized and analyzed in the context of the research questions. Implications of the findings are then discussed and key limitations of the research are identified.

Results

Happiness Survey

Overview. Out of 176 total people who were contacted at the three Seattle museums, 44 people total, or 25%, participated in the Happiness Survey. Upon exploring the museum professionals sample further, some participants' responses were eliminated from further analysis because they did not meet the requirements of the original sampling method or because they had not completed the questionnaire beyond the first section. This left a sample of 39 museum professional participants for additional analysis. Among this sample, the average age of participants was 36 years old, with the youngest participant being 24 and the oldest participant being 66 (n=35). Most participants (35) identified as female, with only 4 participants identifying as male (n=39). Most participants (33) identified exclusively as white, with 5 participants identifying as multiracial or as another race (n=38).

Within-Sample Well-Being. Among overall life satisfaction and the domains of well-being identified by the Happiness Initiative[12], the museum professionals sample was highest in social support and lowest in time balance, with scores in all areas as shown in figure 1.

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[12] For an overview of life satisfaction and each of the 10 domains, see appendix A. For questions asked within each category, see the Happiness Survey in appendix B.
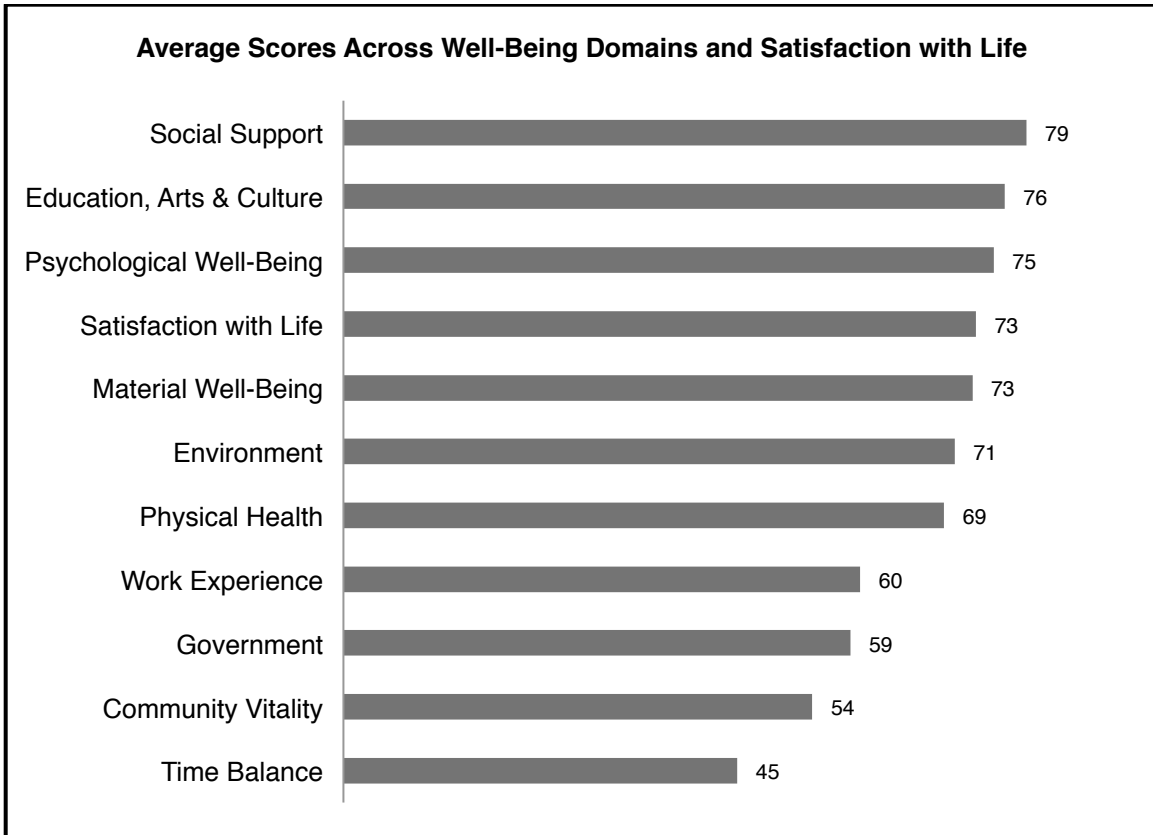
Average Scores Across Well-Being Domains and Satisfaction with Life

Domain	Score
Social Support	79
Education, Arts & Culture	76
Psychological Well-Being	75
Satisfaction with Life	73
Material Well-Being	73
Environment	71
Physical Health	69
Work Experience	60
Government	59
Community Vitality	54
Time Balance	45

Figure 1. Museum professionals' scores across well-being domains and life satisfaction (n=44).

Within some of these 11 areas of well-being, there are additional notable results:

Social Support *(ranked highest of 11 areas of well-being).* Well-being levels in this domain were fairly high across all questions, but they were particularly high in feelings of care from others and love (see figures 2 and 3). Additionally, museum professionals, on average, indicated high levels of satisfaction with their personal relationships (see figure 4).

35

Feelings of Care from Others

Strongly Disagree: 0
Disagree: 0
Neither Agree Nor Disagree: 2
Agree: 15
Strongly Agree: 22
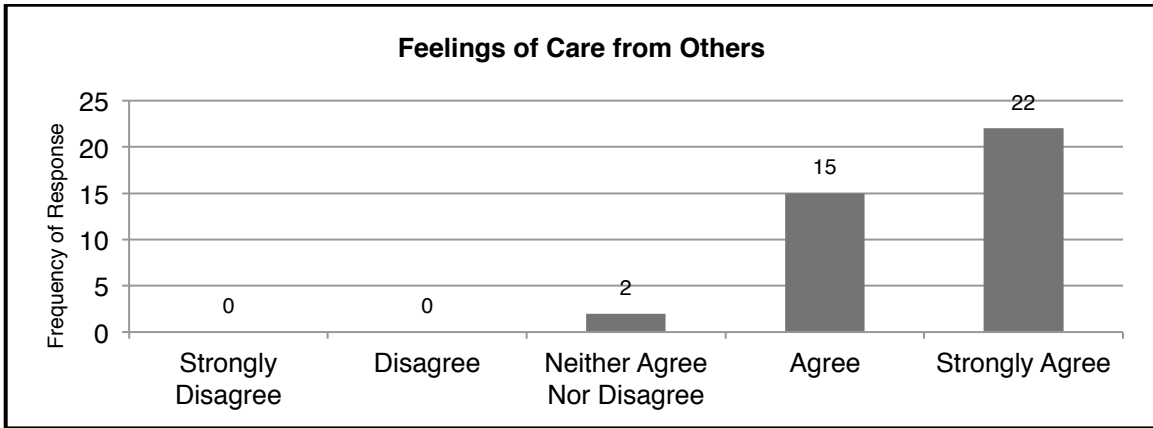
Figure 2. Museum professionals' level of agreement with the statement: "People in my life care about me" (n=39).

Feelings of Love from Others
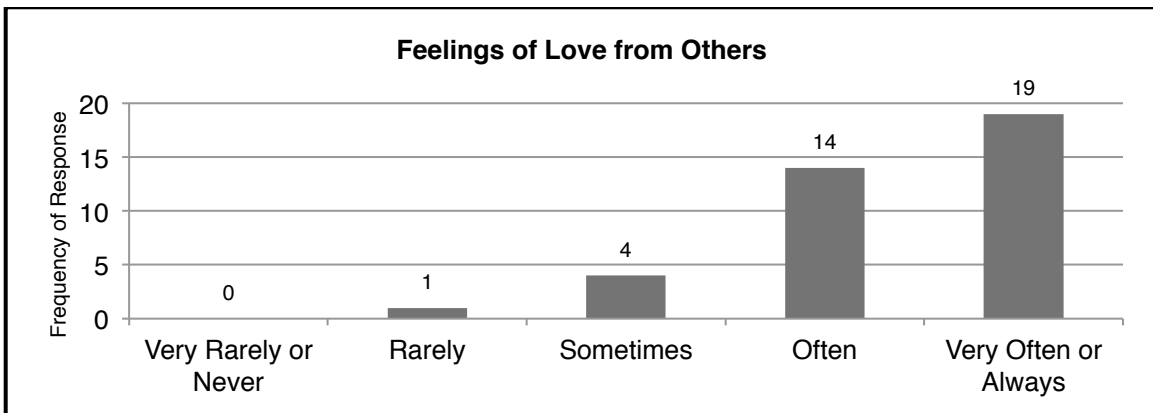
Very Rarely or Never: 0
Rarely: 1
Sometimes: 4
Often: 14
Very Often or Always: 19

Figure 3. How often museum professionals feel loved (n=38).

Personal Relationships Satisfaction Levels

Very Dissatisfied: 0
Dissatisfied: 3
Neither Satisfied Nor Dissatisfied: 4
Satisfied: 23
Very Satisfied: 9

Figure 4. Museum professionals' level of satisfaction with their personal relationships (n=39).

Education, Arts & Culture *(ranked 2nd highest of 11 areas of well-being)*. When asked to describe their feeling of belonging to the local community, professionals answered neutral tending slightly positive (see figure 5).
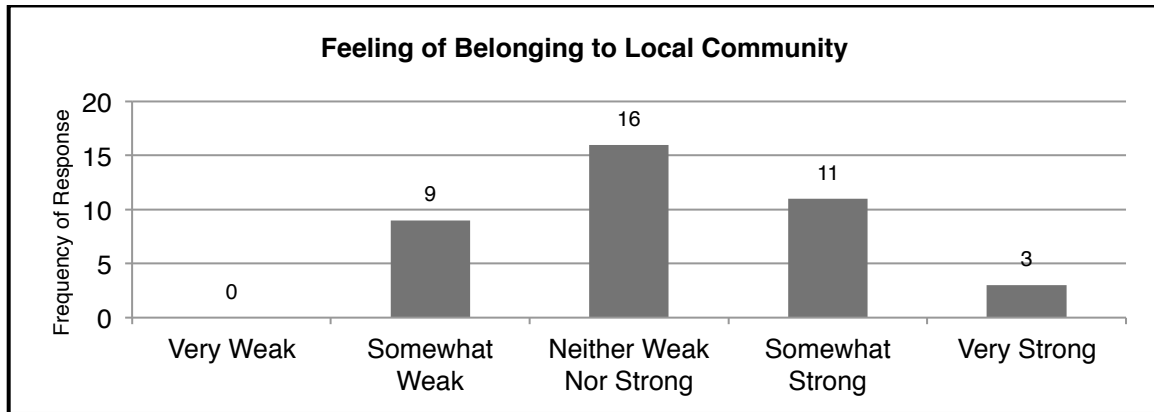
Figure 5. Museum professionals' response about their feeling of belonging to their local community (n=39).

Psychological Well-Being *(ranked 3rd highest of 11 areas of well-being)*. Average scores within this domain were highest in engagement and interest in daily activities and lowest in the daily sense of accomplishment (see figure 6).
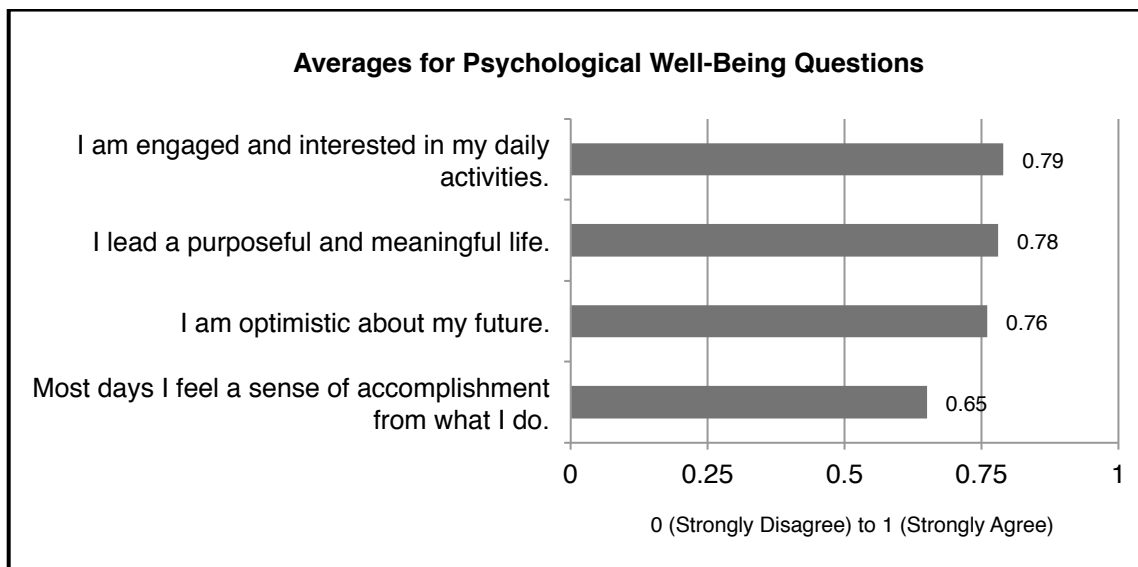
Figure 6. Museum professionals' average responses within the questions that correspond with psychological well-being (n=38.5).

Material Well-Being (ranked 5th highest of 11 areas of well-being)**.** Throughout this domain, averages were on the positive side of well-being, but professionals had the lowest average score within this domain was related to stress about personal finances. For that question, participant answers appeared in all available categories (see figure 7).
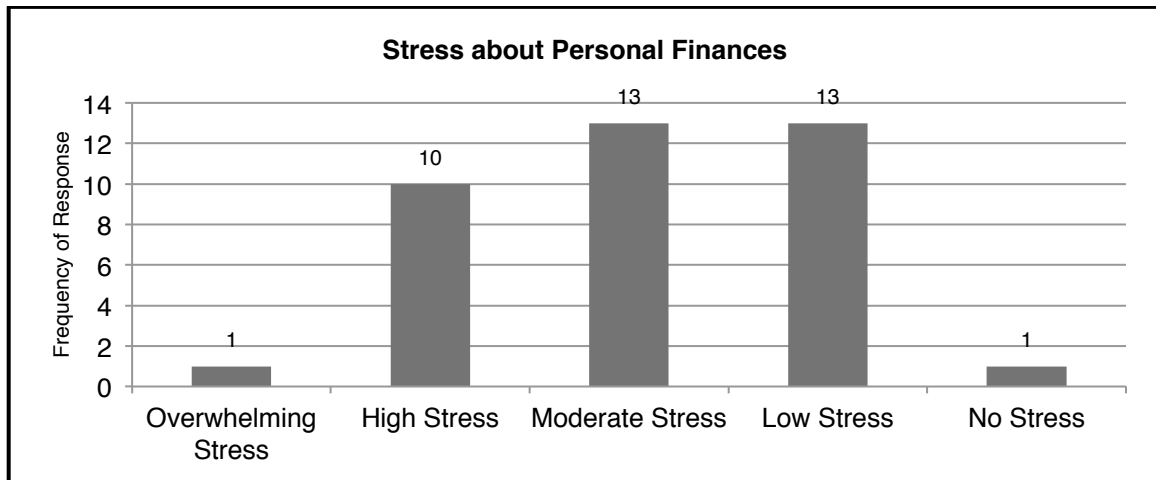
Stress about Personal Finances

Figure 7. Level of stress museum professionals feel in relation to personal finances (n=39).

Work Experience (ranked 4th lowest of 11 areas of well-being)**.** Twenty-nine professionals were "satisfied" or "very satisfied" with their current work life, with the number of "dissatisfied" professionals being next most significant (see figure 8). In responses about work/life balance, satisfaction also made up the largest percentage, but satisfaction and dissatisfaction were more equally divided (see figure 9). Regarding pay, most professionals disagreed that they are paid appropriately for the work they do (see figure 10). Finally, most participants reported finding their work interesting and being allowed to decide how to get it done (see figures 11 and 12).

Current Work Life Satisfaction Levels

Frequency of Response

Very Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied
0	7	3	27	2

Figure 8. Museum professionals' level of satisfaction with their current work life (n=39).

Work/Life Balance Satisfaction Levels

Frequency of Response

Very Dissatisfied	Dissatisfied	Neither Satisfied Nor Dissatisfied	Satisfied	Very Satisfied
2	10	10	15	2
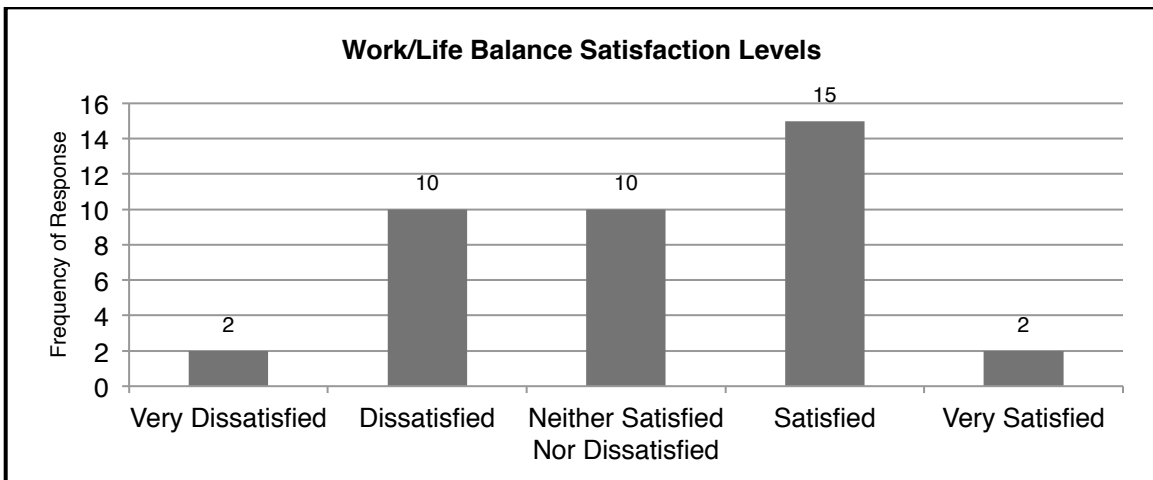
Figure 9. Museum professionals' level of satisfaction with the balance between their work and other aspects of their life (n=39).

Paid Appropriately for Work
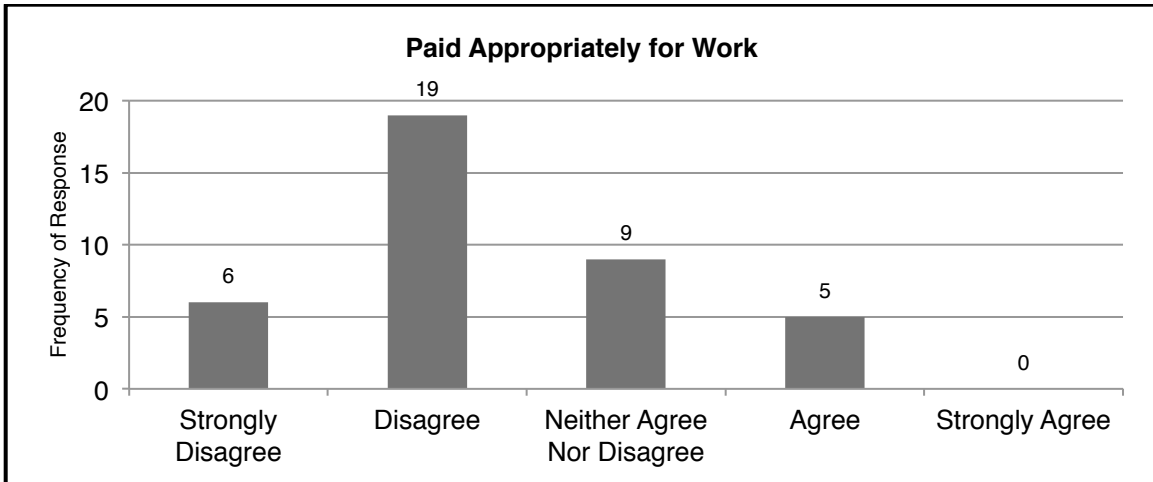
Figure 10. Museum professionals' level of agreement that they are paid appropriately for the work that they do (n=39).

How Often Find Work Life Interesting
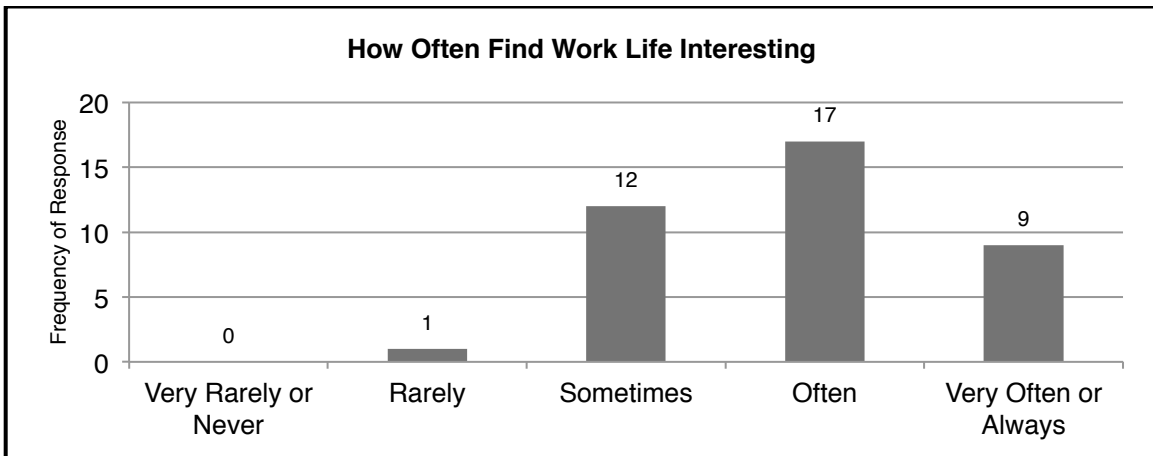
Figure 11. How often museum professionals find their current work life interesting (n=39).

Allowed to Decide How to Get Job Done
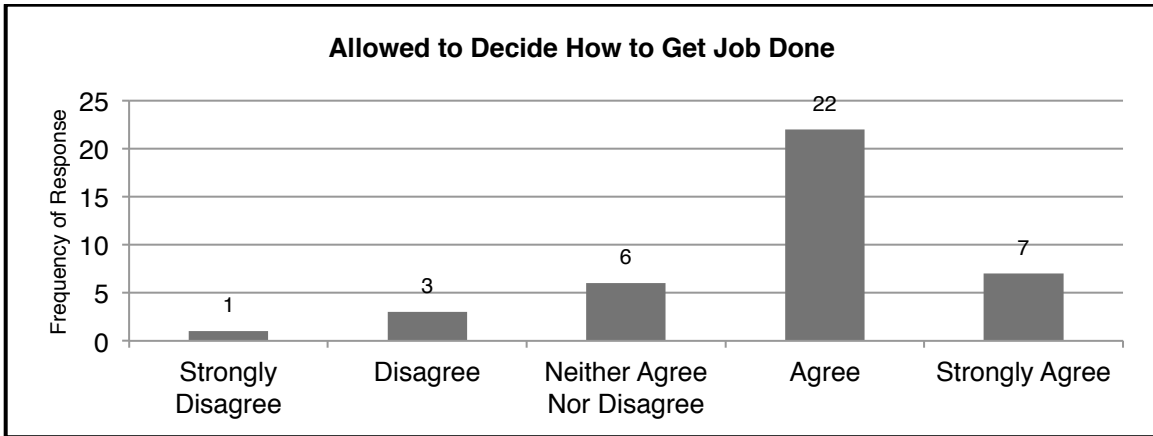
Figure 12. Museum professionals' level of agreement that they are allowed to decide how to go about getting their job done (n=39).

Community Vitality *(ranked 2nd lowest of 11 areas of well-being)*. Questions in this domain mostly deal with trust and safety, but two address frequency of charity donations and volunteerism. In answer to the how frequently they have donated money to a charity and volunteered their time to an organization in the past 12 months, museum professionals ranged from never to at least once a month, with professionals more likely to never volunteer than to never donate money (see figures 13 and 14).

Donating Money
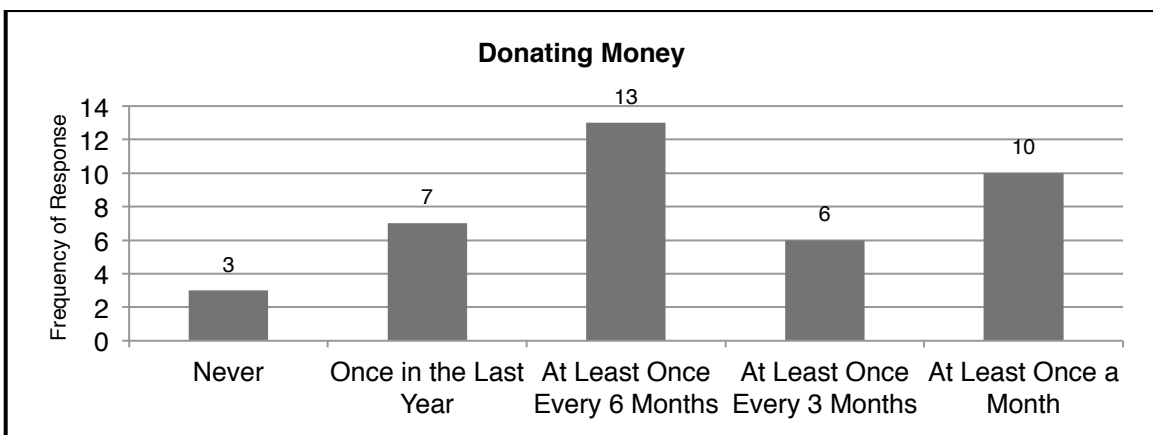
Figure 13. How often museum professionals had donated money to charity within the past 12 months (n=39).
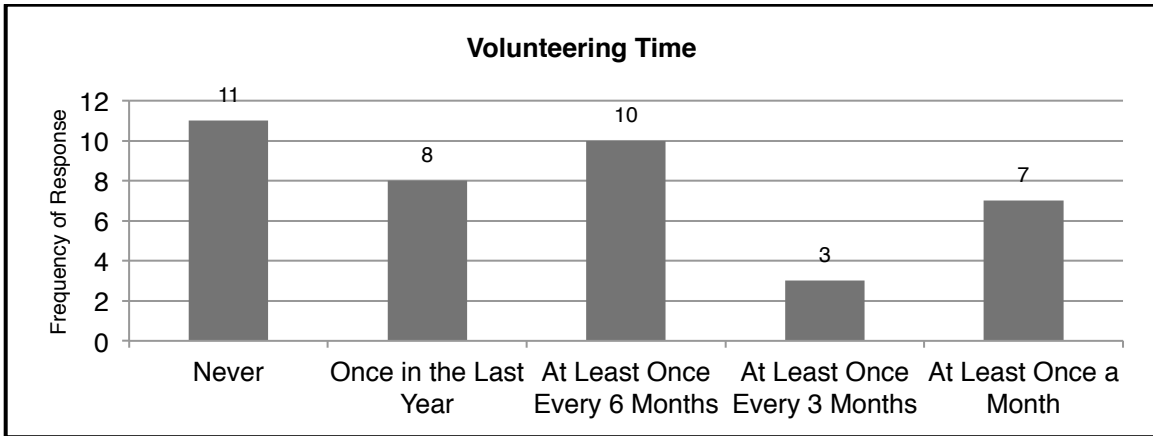
Figure 14. How often museum professionals had volunteered their time to an organization within the past 12 months (n=39).

Time Balance *(ranked lowest of 11 areas of well-being).* In this category,

professionals had fairly high levels of well-being doing enjoyable things with their time

(see figures 15 and 16). However, their overall experience of time scored lower. Over

half agreed or strongly agreed that their life has been too rushed (see figure 17), and two

thirds disagreed or strongly disagreed that they had enough spare time (see figure 18).

Finally, agreement about having enough time to do what needs to be done was fairly

evenly spread across the middle of the scale (see figure 19).
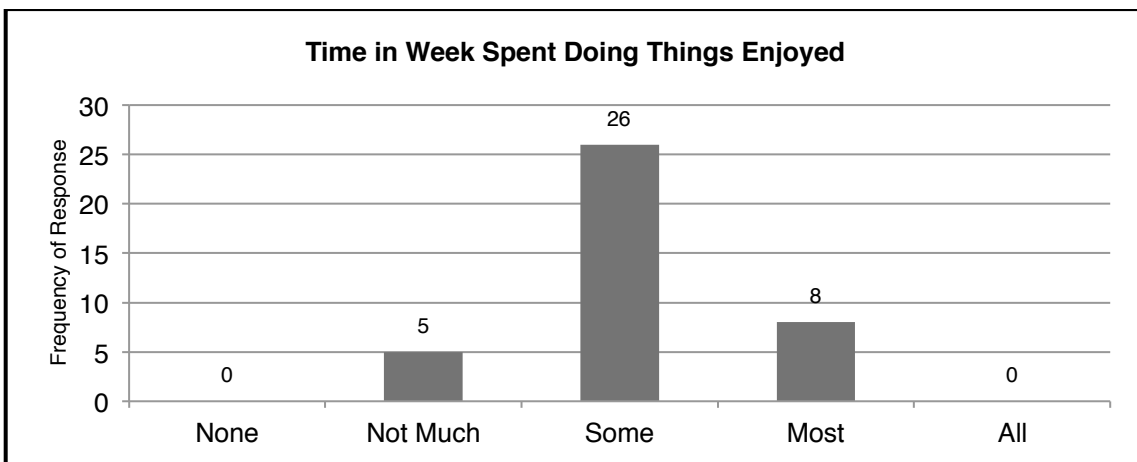
Figure 15. How much time museum professionals spend doing things they enjoy in a typical week (n=39).
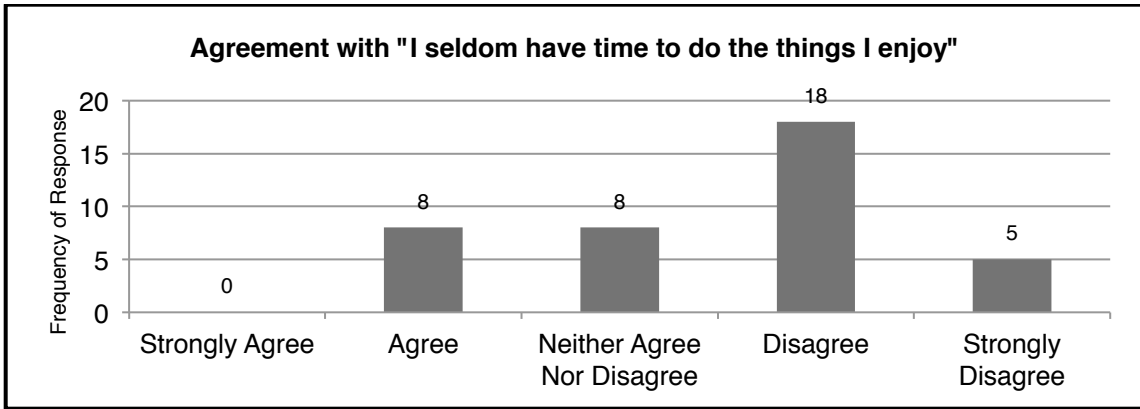
Figure 16. Museum professionals' level of agreement with the statement: "I seldom have time to do the things I enjoy" (n=39).
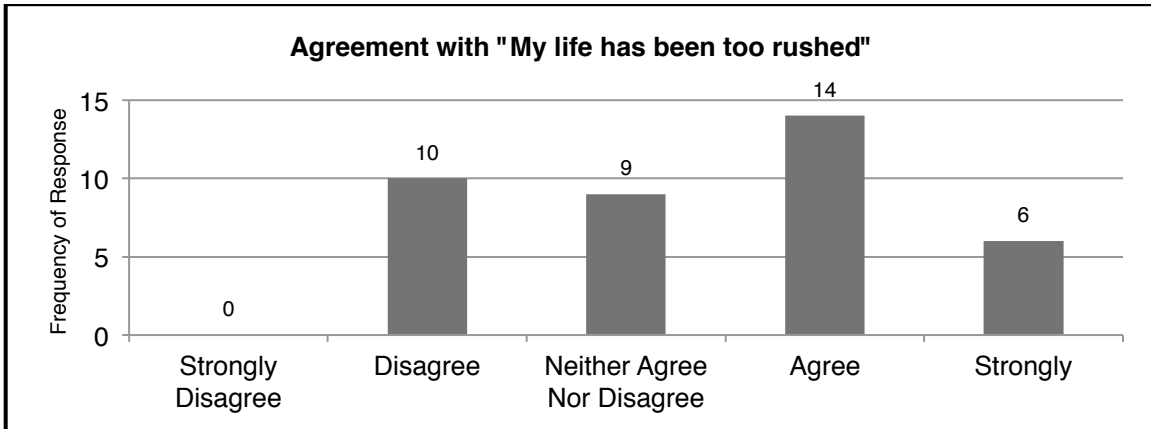

Figure 17. Museum professionals' level of agreement with the statement: "My life has been too rushed" (n=39).
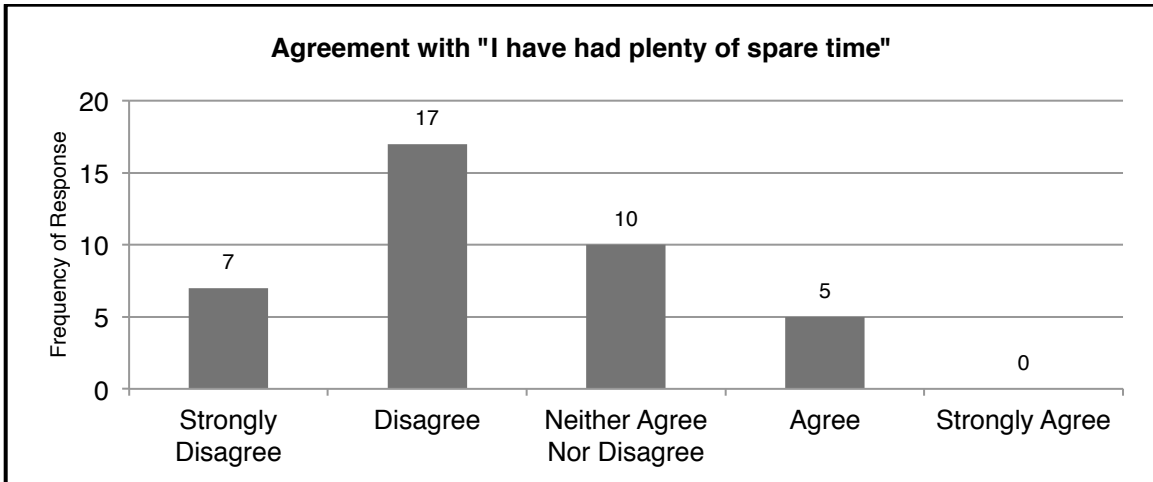
Figure 18. Museum professionals' level of agreement with the statement: "I have plenty of spare time" (n=39).
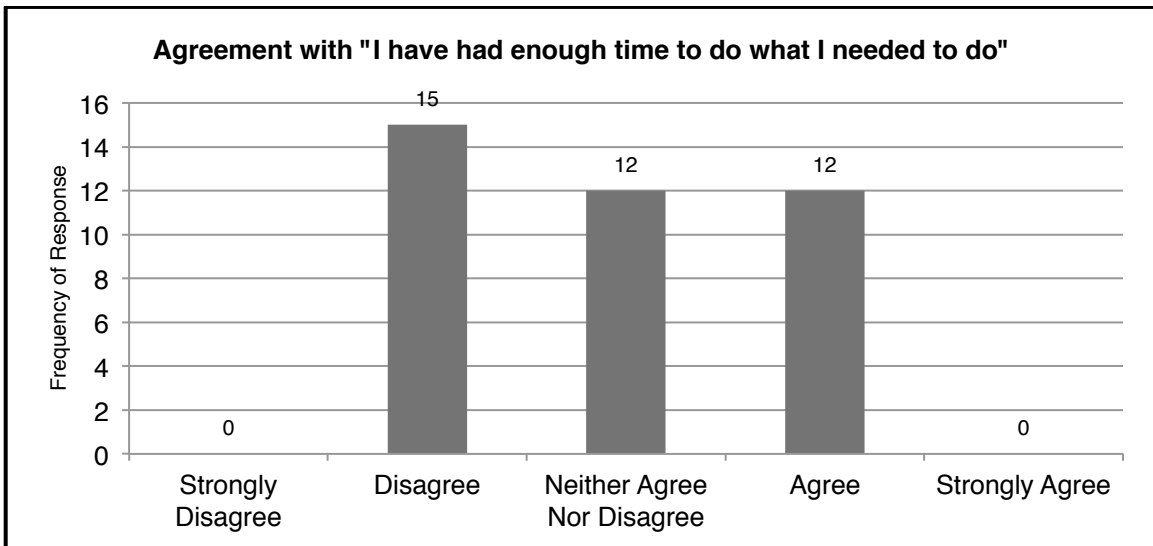

Figure 19. Museum professionals' level of agreement with the statement: "I have had enough time to do what I needed to do" (n=39).

Between-Sample Well-Being. When compared with the opt-in sample, the museum professional sample scored higher or equal to the opt-in sample in all domains except time balance (see figure 20).
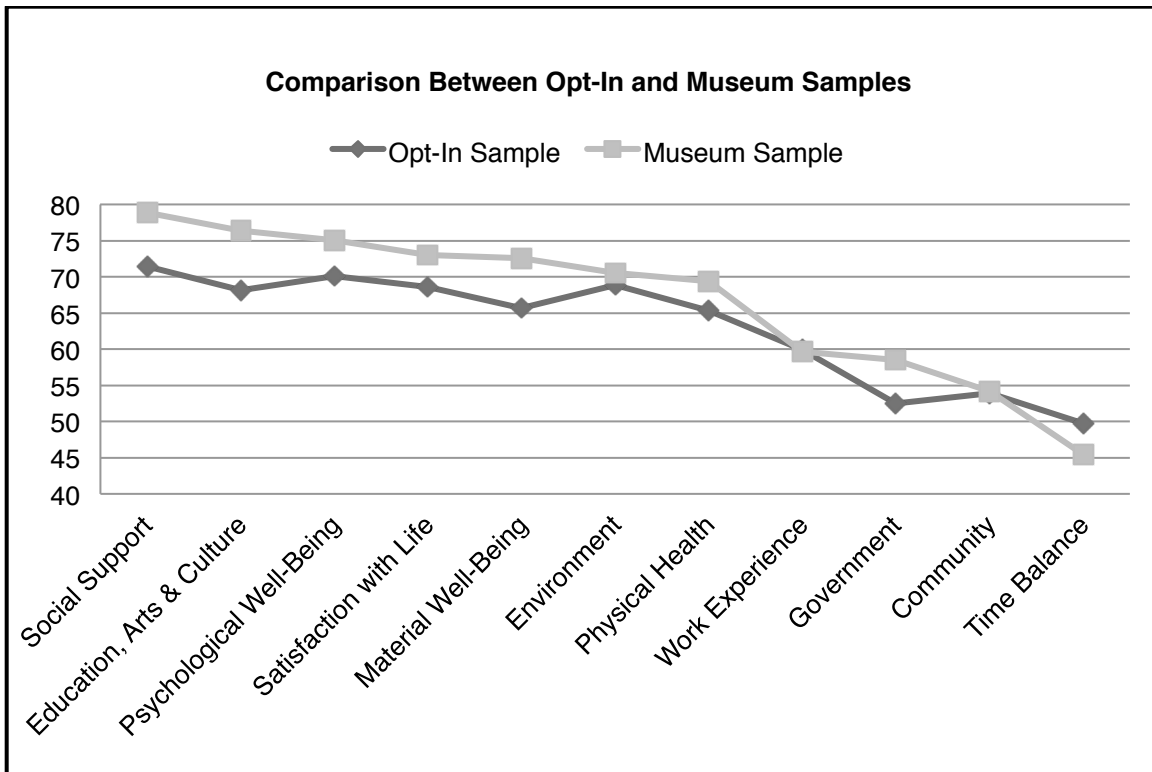
Figure 20. Comparison between the Happiness Survey's 18K-person opt-in sample and the 44-person museum sample across 10 life domains and in life satisfaction.

Within areas of well-being specific to the workplace and/or that emerged as themes within the diary study[13], museum professionals, on average, scored:

- *Psychological Well-Being:* More than five points above opt-in scores in purpose and meaning (78 out of 100 versus 72) and in engagement and interest in daily activities (79 out of 100 versus 71).

- *Time Balance:* More than five points below opt-in scores in agreement that life has been too rushed (40 out of 100 versus 46); that they have been able to take life at a leisurely pace (40 out of 100 versus 47); and that they have had plenty of spare time (33 out of 100 versus 42).

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[13] See page 46 for a discussion of the emergent diary study themes.

- *Social Support:* More than five points above opt-in scores in satisfaction with personal relationships (74 out of 100 versus 68) and feelings of love (84 out of 100 versus 72).

- *Work Experience:* More than five points above opt-in scores in finding their work life interesting (72 out of 100 versus 63). They scored significantly below opt-in scores in feelings that pay is appropriate for work done (33 out of 100 versus 53).

Work-Focused Diary Study

Of the museum professionals who took the Happiness Survey, 16 people completed the supplemental questionnaire and all were asked to participate in the diary study. From these 16, 14 people ultimately elected to participate in the diary study and 13 completed the diary study.[14] All diary study participants came from either the Pacific Science Center (PSC) or the Burke Museum of Natural History and Culture. Among the participants, six were in the 18- to 30-year-old range, five were in the 31- to 40-year-old range, and one each was in the 41- to 50-year-old range and the 51- to 60-year-old range. All diary study participants identified as female. Within PSC and the Burke, diary study participants worked in a variety of departments, with six people working in administrative roles, four in public-facing or programmatic roles, and three in collections- or object-based roles.

Topic Areas Most Discussed. Among participants' qualitative answers, five primary themes were identified during initial analysis. These themes were identified

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[14] Of the 13 people who completed the diary study, 10 completed it over the course of five days and three completed it over the course of four days due to scheduling conflicts. During the time they were scheduled to complete the diary study, no participant missed more than two surveys, with three people missing two surveys, six people missing one survey, and four people completing every survey.

among responses to specific questions and in participants' open-ended comments. The five themes were coded and are defined as[15]:

- **Control/Choice.** This theme covers personal authority within the workplace and includes such factors as decision-making control, sense of accomplishment, opportunities for creative and self-initiated work, personal development, and availability of necessary resources.

- **Social.** This theme deals with interpersonal relationships on the one-to-one level and also with issues around working with others, whether within the museum or externally. This theme also encompasses meetings and teamwork.

- **Mission/Purpose.** This theme deals with both internally and externally focused feelings of purpose and impact that extend beyond day-to-day tasks. It includes references to making a difference, contributing to a greater good, and being inspired by one's work.

- **Strategic/Future.** This theme covers tasks and activities that relate to long-term personal or organizational goals and involve some level of strategic thinking beyond simple planning.

- **Well-Being.** Although almost all of the diary study data could be coded to well-being, this last theme deals specifically with participants' response to well-being as a research topic and to holistic mentions of well-being as a general concept. It includes mentions of balance, burnout, workload, and expressions about well-being as a topic.

Among the identified themes, Control/Choice and Social were major themes, being mentioned by participants over 200 and 150 times, respectively. Mission/Purpose

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[15] For additional details about these codes, see the codebook in appendix F. Some answers and comments are linked to multiple codes. For instance, "Meeting with the rest of the . . . team about long term strategies" is coded to both Strategic/Future and Social.

and Strategic/Future were minor themes, each being mentioned less than 35 times total during the diary study.

Within these five themes, responses were also coded as either positive or negative. Negative responses tended to be more frequent in the themes of Control/Choice and Well-Being, and positive responses tended to be more frequent in the themes of Social, Strategic/Future, and Mission/Purpose.

Experience of Positive and Negative Emotions. During the course of the diary study, most participants' experiences of positive emotions were greater, on average, than their experience of negative emotions.[16] For 11 of the 13 participants, their experience of greater positive to negative emotions was more frequent than their experience of equal positive and negative emotions or of greater negative to positive emotions. The participant who experienced the highest ratio of negative to positive emotions was also experiencing social conflict in the workplace.

Positive Responses: Highlights, Activities Most Anticipated, and Points of Pride. Four of the five themes emerged as trends within answers to the questions "What are you most looking forward to in your workday today?"; "Briefly, what was the highlight of your workday today?"; and "What are you most proud about that happened during your workday today?" (see table 2 for sample responses within each of the four themes). These trends also emerged in positive responses reported via the open-ended comment space available as part of each diary study survey. Positive responses were well represented within each of the different themes.

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[16] Each diary study survey included a Likert scale question about the experience of positive and the experience of negative emotions. Per the definition of well-being as the frequency, not intensity, of positive to negative affect (Diener et al., 1991), data was not analyzed based on the strength of participants' scores but on how often, per survey, positive emotions were rated at a higher level than negative emotions.

Table 2

Positive Diary Study Responses by Emergent Theme

THEME	RESPONSE POINT			
	Most looking forward to	**Highlight of workday**	**Proud of during workday**	**Comments**
Control / Choice	• "Getting things done on my to-do list" • "Making some new marketing pieces" • "Taking some time to get organized. Having no other meetings." • "Organizing my work area, finishing several small in process projects"	• "I led an orientation . . . and it went really well" • "I got caught up on an important project. Since I had no meetings, I was able to focus on this rather detail-oriented and time senstive [sic] project" • "brainstorming some data reports" • "I made a beautiful butterfly shadowbox"	• "In taking initiative to provide a colleague with specific materials, I assisted her with a project she was looking to start" • "Being the point-person for a new project" "That I did my job to the best of my ability" • "representing my program externally a few times" • "One of the [exhibits] got remodeled and I was part of making that happen"	• "Do appreciate having a day without meetings"
Social	• "A couple of colleagues and I are planning a celebration / appreciation event for our long-time volunteer who is turning 90 this week!" • "Finally having a team meeting . . .. Looking forward to connecting and hearing about what my colleagues are working on and presenting my work."	• "I got to work with two of my favorite co-workers on a project . . .. We get along very well socially and also work together very well. We are good sounding boards for eachother [sic] and usually help spark creativity in one another" • "Working with an outside sustainability organization"	• "organizational work with colleague" • "Taking some time to chat with one of our corporate member contacts." • "Hearing from a coworker that I'm doing a good job" • "[person's] accolades. Probably the best thing of the week. We'll see though, there's still tomorrow."	• After citing several negative workplace issues: "But have a great team of coworkers that keep me going and I believe in the projects"
(Table 2 continues on next page)				

	RESPONSE POINT			
THEME	**Most Looking Forward To**	**Highlight of Workday**	**Proud of During Workday**	**Open-Ended Comments**
Mission / Purpose	• "We have tribal members coming for a NAGPRA repatriation today, which is the best part of my job and why I do this work" • "Asking collections managers to think about which objects in their collection demonstrate the value of the Burke Museum for the residents of WA"	• "Repatriating Native America ancestors to the [location] tribes"	• "Event setup for [event name]. Feels great to be a part of a larger event/program that many visitors will enjoy, and glad to be part of a collaborative event" "speaking about the impacts and functions of our youth development program with participants and their parents" • "To see the payoff of all the consultations and paperwork come together and result in the returning of ancestors."	
Strategic / Future	• "Meeting with the rest of the . . . team about long term strategies" • "Starting funding research for an upcoming exhibit." • "Problems solving for the legislative research work I'm doing for [person] and [person]"	• "Going to the interpretive plan meeting for the new museum" • "Planning strategically for next year" • "A meeting where we made real progress toward completing development of a new project"	• "Had a great planning meeting with another department" • "Seeing the plans for a new museum and knowing that I'm a part of it. It's very exciting!" • "Met one-on-one with youth for [program] planning"	• "I participated in the study because I see so many museum professionals love their work and dislike their job. I often feel lucky to do this kind of work while also feeling burned out from working at full speed for three years straight."

(Table 2 continued from previous page)

In addition to these major themes, a minor theme emerged among positive answers about the opportunity to reflect about past work, for instance:

• *Most looking forward to:*

  o "talking about a recent conference"

- o "Meetings with my team (one will look back on the workshop we led last week and help us celebrate a job well done)"

- *Highlight of workday:*

  - o "Debrief meeting with my two close coworkers about successful meeting last week"

  - o "reading news articles recently written about our program"

Negative Responses: Low Points and Activities Least Anticipated. Among negative responses, Control/Choice and Social were represented most strongly in answers to two questions—"What are you least looking forward to in your workday today?" and "Briefly, what was the low point of your workday today?"—and in negative comments reported via the open-ended comment space (see table 3 for sample responses within each code). Very few responses were negatively associated with Mission/Purpose and Strategic/Future.

Table 3

Negative Diary Study Responses by Emergent Theme

	RESPONSE POINT		
THEMES	**Least looking forward to**	**Low point of workday**	**Open-ended comments**
Control / Choice	"The volume of meetings I have today – am a bit concerned I won't get some time-sensitive things done" • "there is a major public event going on that is causing me to have constant interuptions [sic]" • "tedious work that needs to happen" • "Having more meetings than time to work." • "too much downtime between projects" • "informational interview, not that I don't like doing them but I have no time" • "My supervisor adding several more projects on" • "Not having the information I need to finish the forst [sic] draft. Needing to confront those who have missed the deadline. . .."	• "Not getting as much done as I would have liked to" • "unreasonable customer requests" • "Finding out a task that a coworker was supposed to do wasn't done and having to add it into my afternoon." • "forgot to leave building or stop and breath [sic]" • "Finding out that a colleague wants to submit a new, major grant in a month, even though there isn't enough time to do so." • "Useless meetings" • "Having an important meeting pushed back, feeling as though my time or work is slightly undervalued."	• "I also personally had issues filling out the surveys sometimes because I was so busy with my work! Time management is an issue in a department where many unexpected tasks can come up and change up your day at any moment!" • "It's hard to feel burned out from working hard while seeing changes happening that will only result in me having to work even harder." • "Today felt like an exercise in recognizing the bureaucracy of the museum workplace. . . . What I wanted to be a priority has been placed at a lower value. While understood, it is a bit deflating." • "For me, some meetings are a distraction, a drain on my energy and a work disrupter. The meetings I attended today fit this descritpion [sic]."
Social	• "Having to coordinate a pretty complicated project with an outside organization." • "a difficult meeting coming up today" • "missing Easter festivities with the family" • "interruptions" • "A member of our team . . . recently left and I am trying to figure out what tasks need to be taken care of"	• "cranky customers" • "arguing over email and not seeing eye to eye" • "Interacting with a coworker that consistently exudes a thick sense of negativity." • "I wasn't able to get back to one of our members as quick as I'd like to and felt like I had dropped the ball a little." • "a snarky email from a co-worker"	• "Upset about job changes happening this week. . . . Disagreements with boss continue."
(Table 3 continues on next page)			

	RESPONSE POINT		
THEMES	Least looking forward to	Low point of workday	Open-ended comments
Mission / Purpose			SEMI-NEGATIVE: • "the job that I have is not inspiring in and of itself. However, the context of the people around me, the research that they do and the mission / vision of the [museum] as a whole is continually inspiring and as a result I feel some level of fulfillment in my position"
Strategic / Future	• "Organizing / planning for youth involvement at our fundraising breakfast" • "[Doing a menial task]. This is annoying only because I don't know that the information is actually used for anything. I'm happy to do menial tasks . . . if it's for a larger purpose, but if I'm entering illegible information into a spreadsheet that no one ever looks at to utilize the information then, to me, I see no purpose to the work"		

(Table 3 continued from previous page)

Well-Being from the Perspective of Participants. When asked to define well-being, participants most often mentioned aspects of physical and mental well-being, such as health and life satisfaction. They also frequently mentioned emotional well-being, such as feeling at peace and enjoying life. Two participants specifically defined well-being as work/life balance.

Participants scored high, on average, in both their perceived importance of their own well-being and in work's influence on that well-being (see figures 21 and 22).

Importance of Personal Well-Being
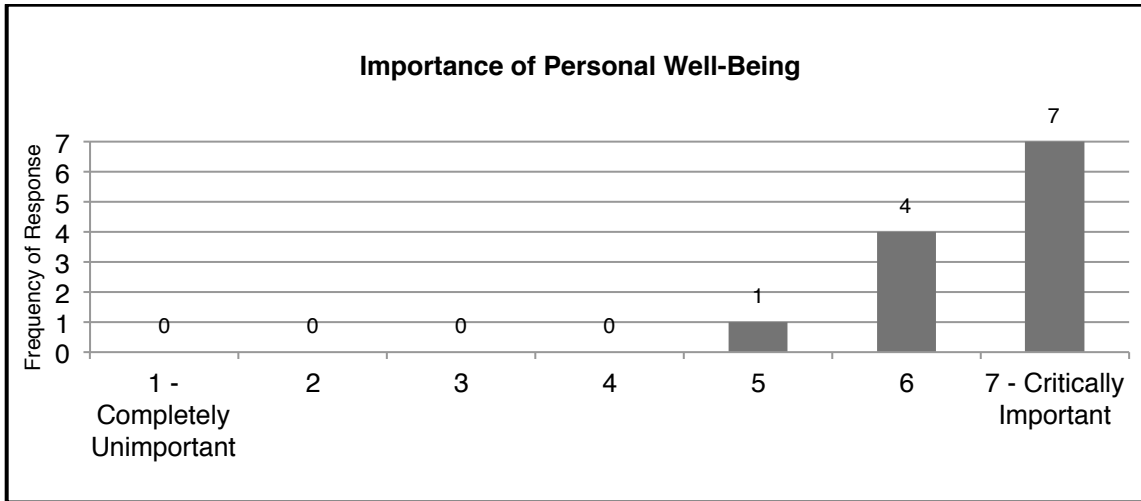
Figure 21. How important museum professionals' own well-being is to them (n=12).
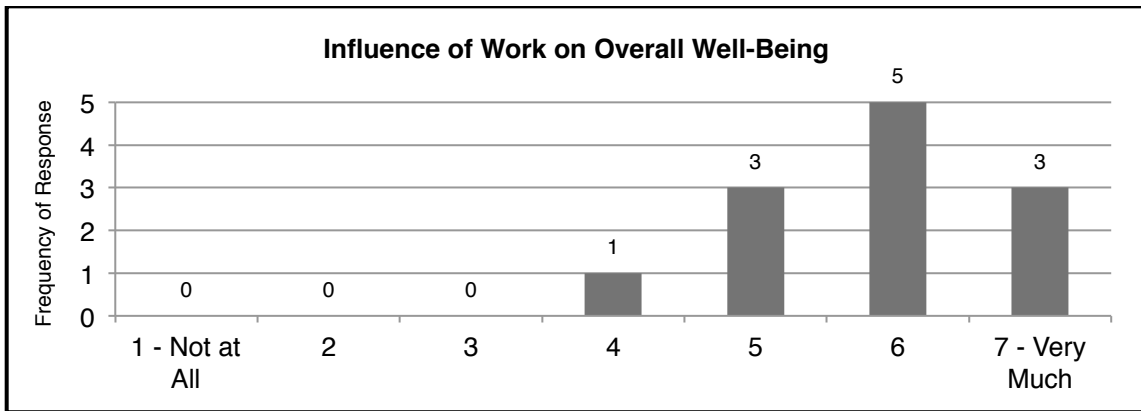
Influence of Work on Overall Well-Being

Figure 22. Extent to which museum professionals feel their work influences their overall well-being (n=12).

When asked whether or not the well-being of museum professionals matters, participants unanimously said that it does, with most of them citing the potential impact on individuals and museums as the reason why it matters. For example:

- "regardless of your job within a museum, we all serve people. If we're not in a good state to perform our jobs, we aren't giving back to the communities we serve as best as we can."

- "I think people do better work when they take care of themselves."

- "In order to inspire others (which is the mission of our institution), we need to be inspired ourselves. Without being well, we are not equipped to be inspired."

Multiple participants also acknowledged that the well-being of all professionals matters, not just those that work in museums.

When asked how their work makes their life better, participants tended to cite intrinsic, rather than extrinsic, rewards, such as purpose and pride in accomplishments. Second to intrinsic rewards were social connections in the workplace. Participants also mentioned specific job tasks and monetary compensation (see table 4 for sample responses).

Table 4

How Work Makes Life Better, Sample Responses

Sample Answer	Relates To
"Knowing that my job helps connect people to crucial resources that help us all understand the world's natural resources and its people better is very fulfilling. I think my job makes a difference and that's very important to me."	Intrinsic rewards, social connections
"I feel connected to other people who care about education and science."	Social connections
"Sense of accomplishment, working with . . . collections and [program] which I love, and of course a paycheck :)"	Intrinsic rewards, job tasks, monetary compensation
"Talking to teachers that are actually appreciative and grateful for what we do"	Social connections, job tasks

When asked what one change they would make to their current work life to improve their personal well-being, participants responses covered a range of areas, including ones related to work/life conflicts, current workloads and job tasks, and interpersonal issues (see table 5 for sample responses).

Table 5

Identified Change to Work Life for Better Well-Being, Sample Responses

Sample Answer	Relates To
"I would prefer to not have as many evenings and weekends to work. I work a lot of over time, and it can be pretty tiring"	Workload, work/life conflict
"Perhaps more of a challenge? Its [sic] annoying that I dont [sic] need or use my . . . degree. . . . Maybe if my position wasnt [sic] as administrative I'd feel more like my degree decision was being reinforced"	Job tasks, other
"Work 80% instead of 100%"	Workload
"Better relationships with some of my coworkers"	Interpersonal
"I would want to work in a position that is more aligned with my interests and passions"	Job tasks

Work Engagement. The first survey diary study participants completed included the 17 questions of the Utrecht Work Engagement Scale (UWES).[17] The UWES defines work engagement as follows:

> Engagement is a positive, fulfilling, work-related state of mind that is characterized by vigor, dedication, and absorption. Rather than a momentary and specific state, engagement refers to a more persistent and pervasive affective-cognitive state that is not focused on any particular object, event, individual, or behavior. Vigor is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one's work, and persistence even in the face of difficulties. Dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption is characterized by being fully concentrated and happily engrossed in one's work, whereby time passes quickly and one has difficulties with detaching oneself from work. (Schaufeli & Bakker, 2004, pp. 4-5)

Schaufeli & Bakker (2004) also clarify that while engagement is often assumed to be the opposite of burnout, the two should be assessed independently because they are not perfectly negatively correlated.

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[17] For a copy of the UWES, see appendix E.

Among the UWES questions, the museum professional sample was, on average, neutral tending toward slightly positive (4.83 on a scale of 1 to 7, where 1 is never and 7 is always[18]). The highest average score was in pride in work (which maps to dedication) and the lowest average score was in forgetting all else while working (which maps to absorption). There were also positive averages in mental resilience and in perseverance (maps to vigor); in meaning/purpose and in enthusiasm (maps to dedication); and in happy when working intensely and in immersed in work (maps to absorption). The two negative averages, including the lowest, map to absorption.

Experience of Time. Participants did not typically work for more or less time than they expected or wanted to (see figures 23 and 24), and, on average, their expectations of how much they would work aligned with how much they wanted to work. Twenty percent of the time expectations and desires did not align, but these inequalities were sometimes satisfactory to participants, for instance, when working more than expected but the amount wanted (see figure 25).
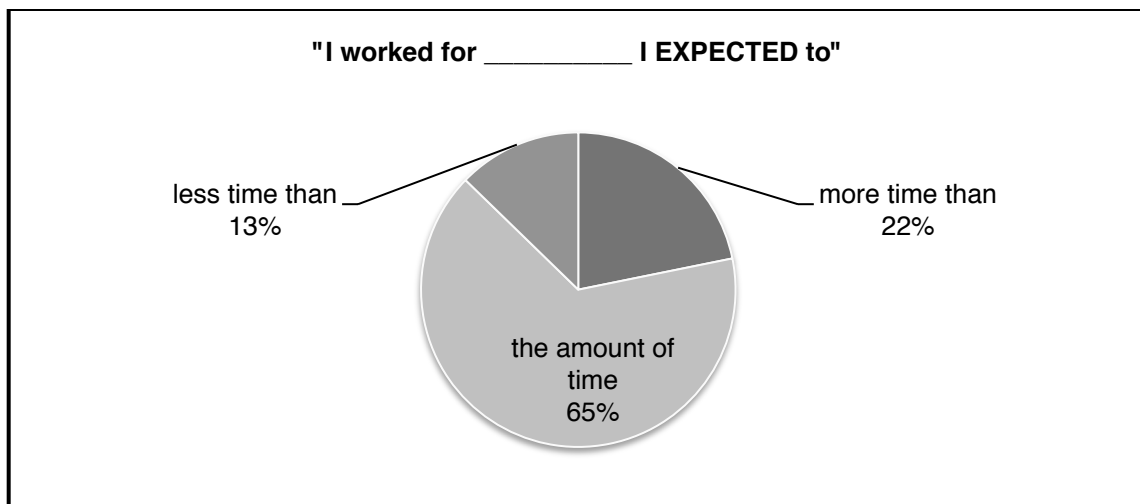
Figure 23. Percentage of time diary study participants worked for more or less time than or the amount of time that they **expected** to (n=55).

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[18] Note that the scale used in the diary study has the same number of points but is shifted one number from the 0 to 6 scale used in the original UWES, which can be reviewed in appendix E.
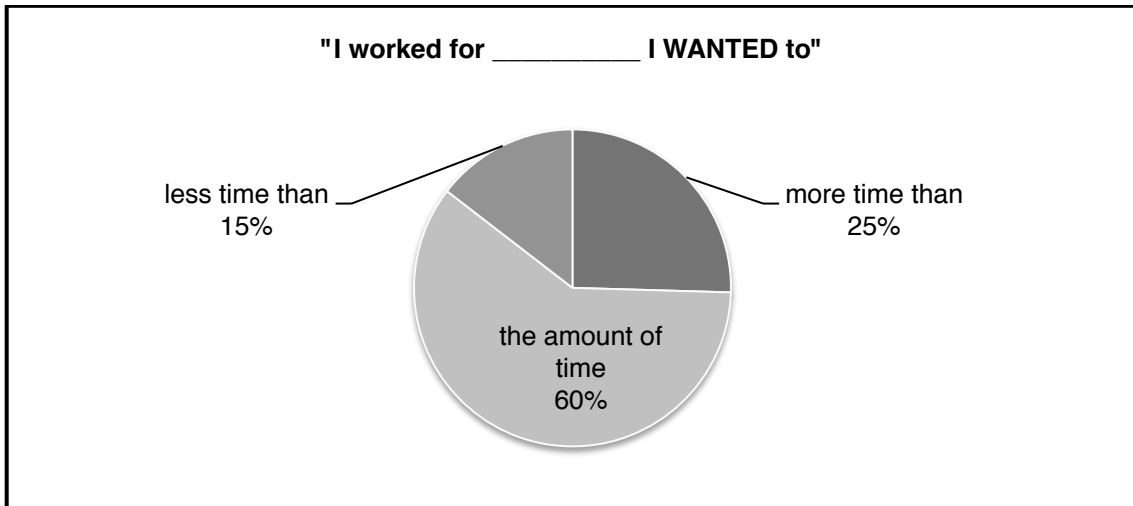
Figure 24. Percentage of time diary study participants worked for more or less time than or the amount of time that they **wanted** to (n=55).
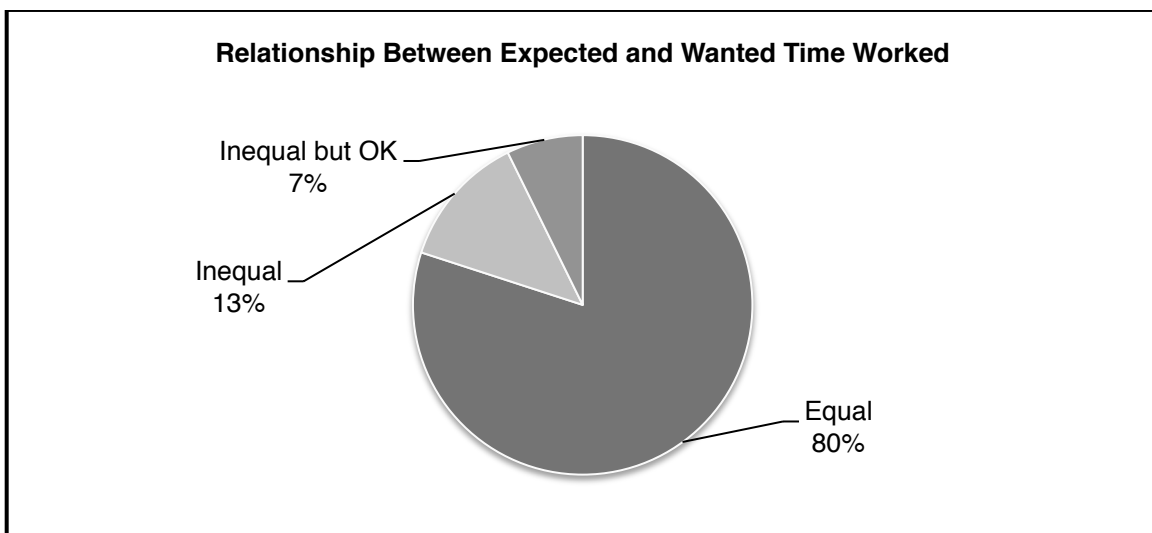
Figure 25. Percentage how often diary study participants' expectations of the amount of time they would work aligned with how much they wanted to work, including when they did not align but the participant indicated that it was satisfactory by noting their desire to work a different amount of time than what had been expected (n=55).

Other Ways Work and Well-Being Interact. Most participants (12) agreed that they have strong social relationships at work. Participants were equally divided between levels of agreement and disagreement that their work is not a barrier to a healthy lifestyle.

Participants also had mixed levels of agreement about being optimistic about their future in the museum field (see figure 26).

Agreement with "I am optimistic about my future in the museum field"
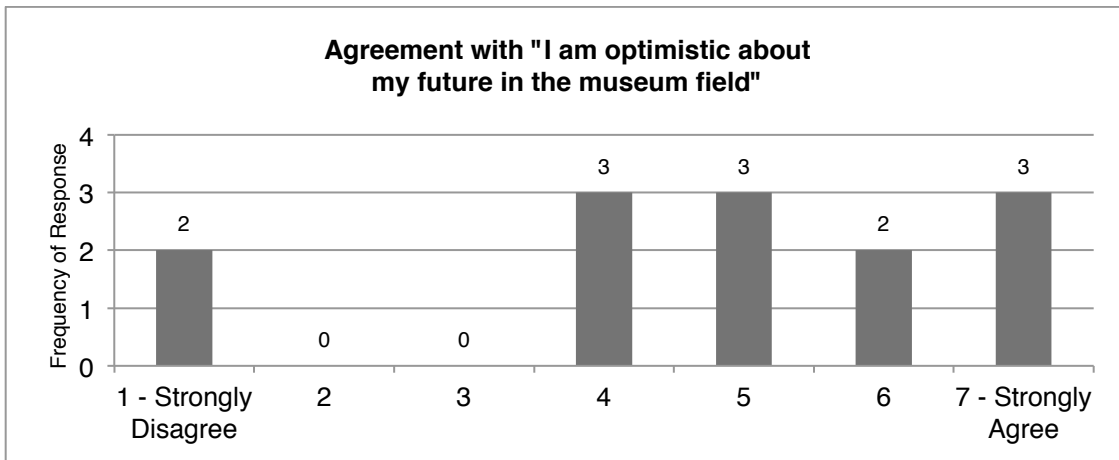
Figure 26. Diary study participants' level of agreement with the statement: "I am optimistic about my future in the museum field" (n=13).

Facilitated Discussion

Of the 13 museum professionals who completed the diary study, all were asked to participate in the facilitated discussion and four elected to do so. Two of the participants were in the 18- to 30-year-old range, one was in the 31- to 40-year-old range, and one was in the 51- to 60-year-old range. Each participant worked in a different type of museum role.

Experiences with Well-Being Research. Most discussion group participants had never participated in well-being research before. Several people agreed that participating in this research helped them notice things about their workplace experiences that they might not have noticed otherwise, such as trends in the fluctuation of their energy levels throughout the day or "how bad some of my habits are." The process of reflecting was also reported to have self-actualizing value, as one participant noted:

> I felt like I needed to think about "what did I do this morning?" Reflecting on the things I did made me really appreciate the work I do, because having to write it

down, it was like, "I did really awesome stuff"—like supporting a youth through a crisis. I can feel good about that by lunchtime.

One of the participants also noted that she had appreciated the diary study method and that it could be useful for future human resources-led investigations into the workplace well-being of museum professionals.

Discussion participants also reaffirmed their interest in the topic, one of them noting that she participated so she could find out about the results of the research and another sharing that she was curious if museum professionals' passion for their work "takes a toll on any of us or if we're over-investing ourselves sometimes." When asked if they anecdotally knew people who had left museums because of well-being issues, multiple participants answered yes, citing reasons such as work/family conflict, lack of flexibility, and not making enough money.

Reactions to Preliminary Findings. Upon learning that museum professionals had scored low in time balance, discussion participants were not surprised. They noted that their own experiences were consistent with that finding and that they had both taken steps to improve their balance—for instance, setting boundaries about checking work emails at home—and that, in some instances, they still felt stuck, such as figuring out how to use up vacation time. Participants also acknowledged that their own level of commitment might be a factor in time balance problems. One of the participants said her supervisor had told her to not be so thorough, but she shared: "I'm not good at doing a bad job, and you don't want to . . . When you care about what you do, you can't do that." The negative consequences of time imbalance were also acknowledged. As one participant said:

> I do also find with time management usually what priorities come down to is I spend less time being able to be strategic and think broadly and being able to

experiment or try something new, and I find myself often just having to deal with what the next thing coming up is . . . That's the type of stuff that takes up most of my time. And I do wish I could be a little more creative, and I try to where I can, but I think I only end up doing about 80% of what I plan to for something.

Participants also spoke about work/life conflicts around time balance, such as coordinating time to spend with family. Still, one participant also put a more positive spin on time balance issues for museum professionals:

If the one complaint of our job is that we like it so much that we feel like we don't have time to do it all, then, really is that a bad problem to have? I love my job so much and I like doing it so much and I like where I work so much—that my only complaint is that I wish I could do more. Most people don't feel that way most of the time.

When asked to talk about why museum professionals might have high levels of positive social relationships, discussion participants gave a variety of answers. One participant commented that although she didn't currently work with as many close friends as she has in other jobs, "overall . . . the general atmosphere is more social." Some of the participants talked about exhibits as creating a "sense of camaraderie" and a "shared sense of accomplishment . . . because it's never just one department . . . it's [all of them] working together." They also noted the congregation and excitement associated with exhibit openings. Others talked about the role of shared interests: "we geek out about science . . . That makes it really fun . . . When we go to lunch together, we talk about the same kind of stuff." Participants also acknowledged that their social relationships within the museum had changed over the years, for some of them, waning. They speculated that the decrease in social relationships could be due to changes in positions, co-workers moving on to other endeavors, or age.

Ideas for Going Forward. To wrap up the facilitated discussion, participants were given an opportunity to share who they thought the audience should be for this and

similar research and also what they might identify as the main point for that audience. Participants said directors, board members, and supervisors should hear that "museum professionals are as important as the people we serve or the donors. . . . We're always talking about our guests, but I don't think we talk enough or look at the well-being of the staff" and that "ultimately the better our well-being, the better we're actually serving the people."

Analysis

Overall Quality of Well-Being

Among the data from participating museum professionals, it is notable that their overall well-being:

- Is comparatively high across most domains;

- Mostly follows the domain score trends of other samples; and

- Seems to be stronger intrinsically than extrinsically.

Overall, the data indicate that museum professionals had higher well-being scores, on average, than the opt-in sample. The only place where the museum sample's scores were lower was in time balance. In that domain, negative well-being was associated more strongly with the availability of time and less strongly with the amount of time spent doing something enjoyable. Among the museum sample, social support; educations, arts & culture; psychological well-being; and material well-being scored higher than workplace experience and time balance.

The data also suggest that the museum sample's average scores mostly follow the same trend line as those of the opt-in sample and other samples. The high psychological well-being and low time balance scores for the museum sample are also consistent with

findings reported in the *Seattle Happiness Report Card* (Happiness Initiative, 2011).[19] In

that report, Seattle residents scored higher than the museum sample in Community

Vitality. Seattle residents scored lower than the museum sample in Educations, Arts &

Culture ("Cultural Vitality" in the report card). Time balance is the lowest within-sample

score for the museum and opt-in samples, the Seattle sample, and a national sample

(Happiness Initiative, 2011, *Seattle Happiness Report Card*).

Finally, the data suggest that participating museum professionals have strong

intrinsic well-being. They experience high levels of satisfaction in personal relationships

and in their current work life; they have strong psychological well-being; they mostly get

to spend time doing things they enjoy; and they score high in work engagement and in

their level of interest while at work. Their extrinsic well-being tends be weaker. Their

sense of belonging to and involvement with their local community is lower than might be

expected, given the community-focused trend of museum work; they experience levels of

pay that they perceive as inappropriate for the work they do; and they do not have as

much spare time as they would like.

Positive and Negative Experiences in the Workplace

This research points to the complexity of work-related well-being for museum

professionals. As the data show, different well-being factors may sometimes be at odds

with one another, creating conflicting experiences. As one participant noted:

> I see so many museum professionals love their work and dislike their job. I often
> feel lucky to do this kind of work while also feeling burned out from working at
> full speed for three years straight.

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[19] The 2011 Happiness Report Card does not include the same 10 domains and life satisfaction as were
measured with the museum sample and opt-in sample so exact correlations between some domains are not
available.

Although participants scored lower in workplace experience than in other domains of well-being, the data show that they seem to experience positive affect more frequently than negative affect at work and that their workplace well-being is mostly positive, per the concept about the frequency of positive to negative affect (Diener et al., 1991).

Three factors, in particular, seem to influence the frequency of positive and negative affect that museum professionals experience. These three factors draw on strengths from both individuals and groups.

1. Purpose-based tasks. This factor has to do with meaningful contributions in the workplace and occurs when tasks can be tied directly back to intrinsic guiding principles. Participants reported positive experiences when they felt a sense of purpose and fulfillment associated with both their own individual work (feeling valued, for instance) and with the work of their department or organization (such as contributing to the greater good or helping people value their world). As Stebbins's (2004) concept of occupational devotees underscores, these intrinsic rewards can be of primary importance for occupational devotees. Negative experiences in the context of purpose were only reported when purpose was not clearly available, felt, or defined, such as in administrative tasks and work outside of participants' interests and passions.

2. Free-choice working. This factor has to do with control over workplace tasks and occurs when people are given personal authority over their work. Modeled after the concept of free-choice learning (Falk, 2009), "free-choice working" lets people decide what, where, and how to work, and draws on their identity-related motivations to accomplish that work. Participants reported positive experiences when they were given the opportunity to decide how to do their work (taking the lead on a project or having a

portion of unscheduled time, for instance) and when they could pursue their purpose-based identities through their work (focusing on work that contributes to feelings of fulfillment and value, such as taking the initiative to help a colleague). Of negative experiences reported by participants, constrained-choice working seemed to be the most common theme. For instance, participants repeatedly identified too many meetings, lack of time, and the sense that they "had to" do something as negative factors in the workplace. These findings are consistent with factors that influence job satisfaction (Schultz & Schultz, 2006).

  3. Social cohesion. This final factor deals with interpersonal relationships in the workplace and occurs when those relationships are going well. Participants noted that their working relationships brought additional meaning to their work, and that in some instances, those relationships helped spark creativity and offered support. Participants also recognized that the teamwork inherent in much of museum work had a positive influence on their workplace experiences. Perhaps because individuals value social cohesion both personally and as it relates to their actual work tasks, problems in the social realm seemed to contribute strongly to negative experiences. The participant who had the lowest frequency of greater positive to negative affect was dealing with particularly negative interpersonal issues.

Museum Professionals' Thoughts on the Topic of Well-Being

  Data from this research indicates that participating museum professionals value the topic of well-being. Participants showed that they care about (a) their work, (b) how their well-being might influence their work, and (c) how their work might influence their well-being. Participants own perceptions of work's negative influences on their well-

being tended to be consistent with the sentiment that museum professionals are overworked and underpaid. Their perceptions of work's positive influences on their well-being tended to be consistent with the findings here about the importance of meaningful contributions (purpose-based tasks) and strong interpersonal relationships (social cohesion). Participating museum professionals indicated that they think this and similar research has important implications for the museum field and that they feel other people in the field, particularly those in supervisory roles, should pay more attention to the well-being of museum professionals.

Discussion

Findings from this research could generate discussion along a variety of paths, but the discussion here is limited to encouraging, actionable takeaways.

Workforce Sustainability

Findings from this research have positive implications for the sustainability of the museum workforce. One of Thistle's (2011) primary concerns is that museum workers will burn out due to rising expectations and limited resources. But the data here suggests a picture that is more hopeful. Over half of diary study participants indicated that they were optimistic about their future in the field, and museum professionals' experiences in the study were, on average, positive. If professionals' positive affect and experiences continue to be more frequent than their negative affect and experiences, they may be more likely to continue working in the museum field. Positive affect can also influence creative thinking (Fiedler and Schwarz & Bless as cited in Harter, Schmidt & Keyes, 2002), which museums seem to be increasingly emphasizing and cultivating as they seek to remain relevant. In keeping with Stebbins's (2004) characterization of occupational

devotees, museum professionals may also be more likely to stay in the museum field if intrinsic rewards continue to outweigh deficiencies in extrinsic rewards, such as pay.

However, with these recognitions about the potential nature of museum work come both a responsibility and an ethical obligation. The responsibility for museum professionals and the field lies in fostering the well-being of dedicated individuals on both an institutional and a personal level since committed individuals may be at additional risk of burnout (Schultz & Schultz, 2006). Museum supervisors and workplace policymakers need to consider the impact of current demands on their staff while also bearing in mind how such demands could compromise the well-being, and retention, of their staff for the future. On a personal level, museum professionals may need to recognize the importance of caring for their own well-being. If they believe in the work they do, then they should take a long-term view, considering how they can improve their well-being in the short-term while also maintaining their well-being for the duration of their career. As one participant of this research noted, the such well-being is important "[b]ecause 'burn out' is a real thing for those working in non profits (including museums). Museum workers are passionate about their organization – but also need to strive to be passionate about their own wellbeing and health." As participants in this research suggested, this may mean setting stricter personal boundaries or seeking regular opportunities for renewal in the workplace. For supervisors, this may also mean being careful about over-bureaucratizing the museum workplace. Stebbins (2004) notes that this can be particularly detrimental to occupational devotees and can further increase the risk of burnout. In this research, for example, the effects of bureaucratization can be seen in participants' recognition that meetings can be particularly negative experiences.

The ethical obligation for professionals and the field is to not take advantage of museum professionals' positive work-related well-being, for instance, their feelings of fulfillment. Thistle (2011) warns about the possibility that museum professionals are being exploited through their love of their work. To ensure this is avoided, organizations and professionals need to set reasonable limits to what museum professionals can do and how. Again, the long-term view may help concerned parties do this.

A Need for Reflection

This research also suggests that organizations and professionals may need to spend more time reflecting about what contributes to the well-being of museum professionals. Although this research and the literature suggest that intrinsic factors, such as feelings of choice and fulfillment, may have significant influence on the workplace experiences of museum professionals, some professionals defaulted to identifying well-being influences that were mostly extrinsic, such as workload and level of pay. Museum professionals may not be taking or have the time to reflect on the nuances of what contributes to or detracts from their well-being in the workplace.

Limitations

The primary limitations of this research are the non-representative nature of the sample and the size of the sample. Because participants self-selected at each research phase, this research is not generalizable to museum professionals at participating museums or to museum professionals as a whole. The self-selected nature of participation also contributed to a sample that is non-representative in genders, ages, job functions,

levels of managerial responsibility, and time spent working in the museum field.[20] The

sample was also relatively small, limiting the possibility for strong statistical analysis.

Despite these limitations, the exploratory needs of this research were met by the

methods employed, data gathered, and analysis used. The goal of this research was not to

generalize about the well-being and workplace experiences of all museum professionals

or about their opinions on these topics. Instead, the goal was to start conversations, which

these findings can help frame, and to identify areas for further research.

Areas for Further Research

As this research suggests, the well-being of museum professionals is a rich area

for additional research. There is an interest from museum professionals in the topic, and

there is a need to better understand how the well-being of museum professionals might

impact the effectiveness of museums and their relationships with the pubic they serve.

The call for additional "[c]omprehensive research on the quality of . . . paid staff working

lives in museums" still stands (Thistle, 2011, p.2).

Future research on museum professionals' well-being could focus within a

particular domain of well-being. For instance, it could more deeply explore professionals'

connection to their local community outside of work. In addition to findings, any such

research should propose solutions, even if they are unconventional. Returning to the

community connection, for example, such research might speculate about if or how

professionals might become more involved with their local community. Could time be

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[20] An additional factor that may have contributed to the non-representative nature of the data was a mid-course change in the sampling method for the diary study. Originally questionnaire participants could only participate in the diary study if they were (a) within the first 10 years of their career in museums and in a non-managerial role or (b) within the expected last 20 years of their career and in a managerial role. Because of limited self-selection under the latter criterion, the sample was widened to include any questionnaire participant who wanted to participate in the diary study. This change in sampling means someone who might have self-selected to participate in the diary study did not do so because they were not eligible under the initially established criteria.

built into the workweek for outside volunteering? Future research might also consider in more depth factors that contribute to positive and negative workplace experiences. What is unique about social relationships in museum workplaces? What are professionals' experiences of time balance during the workday? Additionally, future research might investigate the well-being of former museum professionals or those leaving the field. To what extent are the causes of their attrition related to well-being? To what extent does one's well-being change after leaving museum work? Finally, future research could address some of the limitations of this research by seeking more representative or targeted samples, for instance, across the field or within specific subgroups, such as types of museums, types of museum work, or professionals at different career points.

Whatever the focus, additional research has the potential to be designed to scale. For instance, it could be undertaken by (a) managers within museum departments, (b) human resources personnel or executive directors within individual institutions, (c) AAM's various professional networks within types of museum positions, (d) professional organizations within types of museums, or (e) external parties within the national or international museum field. Individual museum professionals could even informally conduct such research by taking the time to reflect on their own well-being. Ideally, formal or semi-formal research and any proposed solutions should be shared with as many relevant stakeholders as possible—for example, through staff or board meetings, conferences, and publications—and in formats that are concise, clear, and accessible, designed with busy museum professionals in mind.[21]

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[21] Such sharing around the issue of time balance is already occurring through the wiki site/blog that Paul Thistle has established, *Solving Task Saturation for Museum Workers*, which can be accessed at http://solvetasksaturation.wordpress.com/.

CHAPTER 5: CONCLUSION

The goal of this research was simple: to start conversations within the museum field about the well-being of museum professionals. Material for these conversations has been provided through an analysis of museum professionals' overall well-being, including domains in which professionals seem to be thriving, such as social support, and others in which they seem to be suffering, such as time balance. Material has also been provided through the identification of three factors that influence positive experiences in museum workplaces: purpose-based tasks, free-choice working, and social cohesion. Finally, conversations about the well-being of museum professionals have hopefully been encouraged by the fact that others in the field see value in the exploration of this topic.

Recommendations

In imagining how this research might be put into actionable use, it is important to consider what well-being factors might actually be influenced by individuals and policies. For instance, social relationships, while strongly represented as important in the data, are difficult to systematize in the workplace. Instead, it is recommended that museum professionals as individuals and as supervisors attend to three workplace factors that hold particular potential to influence the well-being of museum professionals. In considering how to sustain and improve professionals' well-being, this research suggests that museum professionals and the field strategize around what the researcher is calling "well-being commodities":

- **Time:** This well-being commodity deals with how time is spent and how effectively it is used. Can more time be dedicated to creative and meaningful work that might enhance individual well-being and also benefit the museum? This commodity

includes factors such as meetings, perceptions of work/life, and the issue of recognizing and setting limits. Individuals might barter for this commodity by requesting that one full day per week be free of meetings, and others might, in turn, think twice before scheduling a meeting.

- **Agency:** This commodity has to do with recognizing the strengths of individual professionals and their purpose-related identities. It covers abilities, accomplishments, and space to reflect on those accomplishments. For individuals, this might mean paying greater attention to personal energy and enthusiasm levels throughout the day and rearranging work plans accordingly. For supervisors, this might mean looking for ways to give staff more control and choice about how they complete their work and then providing opportunities to review accomplishments and renew. In short, it means releasing, and then trusting, the sometimes untapped potential of a devoted workforce.

- **Purpose:** This final commodity has to do with clarity of vision. Because museum professionals may particularly value intrinsic rewards, it is important to let them see—and when possible, help chart—the future of their work and to understand how it is meaningful. Supervisors may be able to nurture this commodity by being transparent about how and why an individual's specific tasks matter. Individuals may be able to foster this commodity among the workforce by simply talking more about how their work is meaningful and in what ways it makes their life better.

As the field attends to these well-being commodities, it is further recommended that they continue to return to and reflect upon well-being within broader domains and overall well-being. Such reflection could be built into existing systems, such as annual

reviews, or it could be an open meeting to discuss the results of a biyearly museum-wide measure of staff well-being. Reflection can also be less systematized, occurring among co-workers or within an individual.

Final Thoughts

Near the beginning of *Museums in a Troubled World* (2009), Robert Janes notes that "museums and galleries are potentially the most free and creative work environments on the planet" (p. 15). Janes couches this comment as a personal assumption, but it may hold the key to cultivating the well-being of museum professionals. The power of Janes' assumption lies in the potential, which is fostered by imagination and realized by action. Janes continues: "There are very few other workplaces which offer more opportunities for thinking, choosing and acting in ways that can blend personal satisfaction and growth with organizational goals" (p. 15). Celebrating what museum workplaces are and imagining what they could be, Janes also urges professionals to seize opportunities that foster both their own well-being and the well-being of their organizations.

A holistic vision like Janes's has driven this research and will hopefully permeate any discussions that grow out of it. Once the field knows more about the well-being of museum professionals, it can hopefully continue to imagine, and seize, the potential for greater levels of personal and organizational well-being within the workplace. As Stephen E. Weil (1990) reminds us:

> Work is a human arrangement that we as human beings can analyze, discuss, argue over, or agree about and—if we so will it—remodel to better suit our purposes. The need is for a construct that would initially let us think about work—and ultimately enable us to make rules about work—in ways that might be far richer and more satisfying that those available to us today. (p. 169)

The beneficiaries of such imagination and action could be museum professionals, museums, and the public museums serve.

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APPENDICES

Appendix A: Overview of the 10 Well-Being Domains

The following well-being domains are evaluated in the Happiness Survey (Happiness Initiative, 2011, "About the Project"):

- **Community Vitality**, including relationships, sense of belonging, safety, and volunteerism.

- **Cultural Vitality**, including spectatorship and participation in cultural and sports events.

- **Education and Learning**, including participation in formal and informal education.

- **Environmental Quality**, including quality of water, air, soil, forest cover, and biodiversity; and access to green areas and transportation.

- **Governance**, including involvement in, responsibility of, and honesty of government.

- **Material Well-Being**, including income, financial security, level of debt, employment security, and the quality of housing.

- **Physical Health**, including health policies and self-rated health.

- **Psychological Well-Being**, including optimism, self-esteem, and sense of competence.

- **Satisfaction with Life**, including overall satisfaction with life and prevalence of positive and negative emotions.

- **Time Balance**, including balance of time between leisure and work, and enjoyment of life activities.

- **Workplace Experience**, including employment satisfaction, job conditions, productivity, and compensation.

Appendix B: Research Instrument for Phrase 1: Questionnaire

Happiness Index

A [collaboration](#) of [The Happiness Initiative](#), [Take Back Your Time](#), [Foundation for Global Inspiration](#), [The Happy Post Project](#), [GetaVision](#), [The Center for Emergent Diplomacy](#) and [Compassionate Action Network International](#).

Have you taken a survey with us before? If so, type your participant code here and press 'Continue':

[   ] [Continue]

If this is the first time you've taken a survey with us, write this number down in case you need to stop in the middle of our survey. It will let you pick up where you left off. Participant Code: 16868

If you were given a referral code for this survey, please enter it here: [museumprofes]
If you don't have a referral code, just leave that box blank and go ahead.

◉ This is a public or shared computer. Please do not store any identifying information.
○ This is a private computer. Please remember who I am.
[Continue]

This survey is also available in the following languages:

- [Chinese (simplified)](#)
- [Chinese (traditional)](#)

Consent Form

A. INTRODUCTION

This survey is a project of The Happiness Initiative with consultation from the Personality and Well-Being Laboratory at San Francisco State University.

The purpose of the survey is to study how happiness and well-being are influenced by the conditions of our lives and communities. Your data will not be used for research purposes if you are under the age of 19.

B. PROCEDURES

If you agree to participate in this study, the following will occur:

You will fill out an online questionnaire. It takes most people 12-14 minutes to complete the questionnaire. At the end you will be given your personal results and guidance on how to interpret them, as well as median scores for the United States as a whole. You will also be given the opportunity, if you wish, to more fully understand aspects of your life by participating in a menu of optional surveys.

C. RISKS

We follow the European Union's Protection of Personal Data Directive 95/46/EU, the strongest code we know of for protecting personal data. You can read the full code and an executive summary online.

In simple language: all of your responses will be anonymous; no one except those who use the data for the purpose of the Happiness Initiative and SF State University research study will have access to the personal data; data is only kept for as long

Decline   Accept

Page 1 of 18: Satisfaction With Life

Please imagine a ladder with steps numbered from zero at the bottom to ten at the top. Suppose we say that the top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible.

If the top step is 10 and the bottom step is 0, on which step of the ladder do you feel you personally stand at the present time?

0 - Worst possible life for you	1	2	3	4	5	6	7	8	9	10 - Best possible life for you
○	○	○	○	○	○	○	○	○	○	○

All things considered, how satisfied are you with life as a whole nowadays?

Not at all satisfied	1	2	3	4	5	6	7	8	9	Extremely satisfied
○	○	○	○	○	○	○	○	○	○	○

Next

Page 2 of 18: Positive and Negative Experience

Please think about what you have been doing and experiencing during the past four weeks. Then report how much you experienced each of the following feelings:

Positive

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Negative

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Good

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Bad

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Pleasant

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Unpleasant

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Happy

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Sad

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Afraid

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Joyful

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Angry

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Contented

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Please note: ge 3 that
asked questi between
the time of p aking the
Happiness S

Page 4 of 18: Mental Well-Being

To what extent do you agree with the following statements?

I lead a purposeful and meaningful life

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
○	○	○	○	○

I am engaged and interested in my daily activities

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
○	○	○	○	○

I am optimistic about my future

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
○	○	○	○	○

Most days I feel a sense of accomplishment from what I do

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
○	○	○	○	○

In general, I feel very positive about myself

Page 5 of 18: Your Health

In general, I would say my health is:

Poor	Fair	Good	Very Good	Excellent
○	○	○	○	○

Please indicate, how much of the time during the past week...

You had a lot of energy

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

You could not get going

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Physical pain prevented you from doing what you needed to do

Very rarely or never	Rarely	Sometimes	Often	Very often or always
	○	○	○	

○				○

Please rate your level of satisfaction

How satisfied were you with your ability to perform your daily living activities?

Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
○	○	○	○	○

How satisfied were you with the quality of your exercise?

Page 6 of 18: Time Balance

In a typical week, how much of your time are you able to spend doing the kinds of things that you enjoy?

None of my time	Not much of my time	Some of my time	Most of my time	All of my time
○	○	○	○	○

Please indicate your level of agreement with this statement: In my daily life, I seldom have time to do the things I really enjoy.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
○	○	○	○	○

Here are some statements about how things are going in your life. When indicating your agreement with each statement, please think specifically about how things were for you over the past week

My life has been too rushed

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
○	○	○	○	○

I have been able to take life at a leisurely pace

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
○	○	○	○	○

I have had enough time to do what I needed to do

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
○	○	○	○	○

Back   Next

Please tell us how many of the following people you trust:

Your neighbors

Trust none of them	Trust a few of them	Trust some of them	Trust most of them	Trust all of them
○	○	○	○	○

Strangers that you encounter

Trust none of them	Trust a few of them	Trust some of them	Trust most of them	Trust all of them
○	○	○	○	○

Businesses in your community

Trust none of them	Trust a few of them	Trust some of them	Trust most of them	Trust all of them
○	○	○	○	○

Imagine that you lost a wallet or purse that contained two hundred dollars. Please indicate how likely you think it would be to have all of your money returned to you if it was found by:

Someone who lives close by

Not at all likely	Somewhat likely	Fairly likely	Very likely	Extremely likely
○	○	○	○	○

How satisfied are you with your personal safety in your city or town?

Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
○	○	○	○	○

Using the scale below, please indicate how frequently you have done these activities in the past 12 months

Donated money to a charity

At least once a month	At least once every three months	At least once every six months	Once in the last year	Never
○	○	○	○	○

Volunteered your time to an organization

Page 8 of 18: Social Support

Please rate your level of satisfaction

How satisfied are you with the support you get from your friends?

Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
○	○	○	○	○

How satisfied are you with your personal relationships?

Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
○	○	○	○	○

To what extent do you agree with the following statement?

People in my life care about me

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
○	○	○	○	○

Please indicate how much of the time during the past week...

You felt lonely

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Page 9 of 18: Access to Education, Arts & Culture

How would you describe your feeling of belonging to your local community?

Very weak	Somewhat weak	Neither weak nor strong	Somewhat strong	Very strong
○	○	○	○	○

Here is a list of things which people indicate are desirable to them in deciding where to live. Please indicate how desirable each item is to have near where you live. In your neighborhood or community, how IMPORTANT is it for you to have...

Sports and recreational activities?

Not at all important	Not very important	Somewhat important	Moderately important	Very important
○	○	○	○	○

Artistic and cultural activities?

Not at all important	Not very important	Somewhat important	Moderately important	Very important
○	○	○	○	○

Activities to develop skills through informal education?

Not at all important	Not very important	Somewhat important	Moderately important	Very important
○	○	○	○	○

Now rate, in your neighborhood or community, how SATISFIED you are with...

Your access to sports and recreational activities?

Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
○	○	○	○	○

Your access to artistic and cultural activities?

Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
○	○	○	○	○

Your access to activities to develop skills through informal education?

Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
○	○	○	○	○

How often do you feel uncomfortable or out of place in your neighborhood because of your ethnicity, culture, race, skin color, language, accent, gender, sexual orientation, or religion?

Never	Rarely	Some of the time	Most of the time	All of the time
○	○	○	○	○

Back   Next

Page 11 of 18: Environmental Quality

How healthy is your physical environment?

Not at all   A little   Somewhat   Very   Extremely

Please rate your level of satisfaction.

How satisfied are you with the efforts being made to preserve the natural environment in your neighborhood?

Neither

How satisfied are you with the opportunities that you have to enjoy nature?

Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
○	○	○	○	○

How satisfied are you with the air quality in your environment?

Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
○	○	○	○	○

How satisfied are you with the natural quality of your neighborhood?

Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
○	○	○	○	○

Back   Next

How satisfied are you with the job being done by the local government officials of your city or town?

State your level of agreement with the following statements

Corruption is widespread throughout the government in my city or town

The public officials in my city or town pay attention to what people think

People in my city or town can influence their public officials.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
○	○	○	○	○

Please indicate how much confidence you have in the following organizations:

Local government

No confidence	Not very much confidence	A fair amount of confidence	Quite a lot of confidence	A great deal of confidence
○	○	○	○	○

National government

No confidence	Not very much confidence	A fair amount of confidence	Quite a lot of confidence	A great deal of confidence
○	○	○	○	○

Back   Next

In general, how much stress do you feel about your personal finances?

Overwhelming   Moderate   No stress at

How frequently do you find yourself just getting by financially and living paycheck to paycheck?

Most of the

Please indicate how frequently you have had the following experiences in the past 12 months.

You could not pay bills (water or phone bill, credit card, etc.) on time.

At least once a month	At least once every three months	At least once every six months	Once in the last year	Never
○	○	○	○	○

You ate less because there wasn't enough food or money for food.

At least once a month	At least once every three months	At least once every six months	Once in the last year	Never
○	○	○	○	○

To what extent do you agree with the following statement?

I have enough money to buy things I want

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
○	○	○	○	○

Back Next

Regarding employment, which of the following options best describe your current work life?

- ☐ A full-time employee
- ☐ A part-time employee
- ☐ Working independently / self employed
- ☐ A volunteer at an organization
- ☐ Unemployed looking for work
- ☐ Retired
- ☐ Homemaker
- ☐ Student or in training
- ☐ Other

If "other", please specify:

[   ]

Please answer the following questions about your satisfaction with your current working situation.

All things considered, how satisfied are you with your current work life? (Note: if you work or volunteer at more than one job, please answer about the job you spend the longest time working at.)

Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
○	○	○	○	○

How satisfied are you with the balance between the time you spend on your job and the time you spend on other aspects of your life?

Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied
○	○	○	○	○

How much of the time do you find your current work life...

Interesting?

Very rarely or never	Rarely	Sometimes	Often	Very often or always
○	○	○	○	○

Please state your level of agreement with each of these statements?

The conditions of my life allow me to be about as productive as I could be.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
○	○	○	○	○

Considering all my efforts and achievements in my job, I feel I get paid appropriately.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
○	○	○	○	○

I am allowed to decide how to go about getting my job done.

Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
○	○	○	○	○

Please note: ge 15 that
asked questi ppendix and
museum part stions were
removed by the Happiness initiative.

Page 16 of 18: You have finished the survey; we would appreciate it if you could give us some optional demographic information for our records. This information is not required for you to see your scores, but it is important for our research.

What is your current age?

Please enter a whole number of years (e.g., 35)

[   ]

Which gender[s] do you identify as?

(multiple selections allowed)

Male	Female	Neither	Other
☐	☐	☐	☐

If "other", please specify:

What race[s] or ethnicity[s] do you identify as?

(categories are taken from the 2010 U.S. Census, and multiple selections are allowed)

☐ White non-hispanic
☐ Hispanic

☐ Black / African American
☐ American Indian or Alaska Native
☐ Asian Indian
☐ Chinese
☐ Filipino
☐ Japanese
☐ Korean
☐ Vietnamese
☐ Other Asian - Type race, for example, Hmong, Laotian, Thai, Pakistani, Cambodian, and so on, below.
☐ Native Hawaiian
☐ Guamanian or Chamorro
☐ Samoan
☐ Other Pacific Islander _ Type race, for example, Fijian, Tongan, and so on, below.
☐ Any other race

If "other", please specify:

Please note: The questions that follow are part of the Happiness Survey but answers to these questions were not consulted for or factored into this research.

What is your current marital status?

Please check one:

- ○ Married
- ○ Domestic Partnership
- ○ Never Married and/or Never in a Domestic Partnership
- ○ Divorced
- ○ Separated

Back   Next

Page 17 of 18: You have finished the survey; we would appreciate it if you could give us some optional demographic information for our records. This information is not required for you to see your scores, but it is important for our research.

Household situation

What is your current housing situation? (Please check one.)

- ○ Single Person Living Alone
- ○ Single Person Living With Others
- ○ Single Person With Children At Home
- ○ Living With Spouse or Partner (no children at home)
- ○ Living With Spouse or Partner and Children at Home
- ○ Living in Parents' Home
- ○ Living in Child's Home
- ○ Homeless
- ○ Other

If "other", please specify:

How many people currently reside in your household, including you?

Do you have any children under 18?

	Yes	No		
	○	○		

Where you live

In which country do you live?

[dropdown ▲▼]

What is your postal code? (we just want the more general part; e.g. 98101 for US ZIP Codes or SE11 for UK postcodes)

[text field]

Which of these categories comes closest to the type of place you are living in today?

○ In open country but not on a farm
○ On a farm
○ In a small city or town (under 50,000)
○ In a medium-size city (50,000 - 250,000)
○ In a suburb of/near a large city
○ In a large city (over 250,000)

The next two questions assess your current spirituality:

How spiritual do you consider yourself to be?

Not at all	Not very	Somewhat	Moderately	Very
○	○	○	○	○

How important are your spiritual beliefs to the way you live your life?

Not at all	Not very	Somewhat	Moderately	Very
○	○	○	○	○

If you live in the United States, please answer the following 3 questions to the best of your ability:

About fiscal and monetary policy, where would you put yourself?

Extremely conservative	Conservative	Slightly conservative	Moderate / middle of the road	Slightly liberal	Liberal	Extremely liberal
○	○	○	○	○	○	○

About social policy, where would you put yourself?

Extremely conservative	Conservative	Slightly conservative	Moderate / middle of the road	Slightly liberal	Liberal	Extremely liberal
○	○	○	○	○	○	○

Thinking about political orientations, what affiliation do you identify with most?

Republican	Democrat	Independent	Green	Libertarian	Tea Party	Other

Page 18 of 18: You have finished the survey; we would appreciate it if you could give us some optional demographic information for our records. This information is not required for you to see your scores, but it is important for our research.

Education

What is the highest level of education that you have completed?

○ Less than grade 9 (no high school)

○ More than grade 9 but less than grade 12 (started high school but did not graduate)

○ Grade 12 (completed high school)

○ Skills training and/or an apprenticeship

○ Some college

○ Undergraduate university degree (e.g. a BA)

○ Graduate university degree (e.g. a Master's)

Finances

What was your total household income before taxes from all sources last year?

○ Less than $ 10,000

○ $ 10,000 - $ 19,999

○ $ 20,000 - $ 29,999

○ $ 30,000 - $ 39,999

○ $ 40,000 - $ 49,999

○ $ 50,000 - $ 74,999

○ $ 75,000 - $ 99,999

○ $ 100,000 - $ 124,999

○ $ 125,000 or more

Wealth is defined as the total value of everything someone owns minus any debt that he or she owes. A person's net wealth includes his or her bank account or cash savings plus the value of other things such as stocks, bonds, retirement accounts, the value of your primary residence and vacation property, art, collections, etc., minus the value of things like home-equity loans, student loans, credit card debt, and mortgages. What would you estimate your household's total net wealth is at this time?

○ Less than $ 10,000

○ $ 10,000 - $ 24,999

○ $ 25,000 - $ 49,999

○ $ 50,000 - $ 74,999

○ $ 75,000 - $ 99,999

○ $ 100,000 - $ 149,999

○ $ 150,000 - $ 249,999

○ $ 250,000 - $ 499,999

○ $ 500,000 or more

In the last 6 months, how often have you made late payments to creditors?

○ Never

○ Rarely (you have made 1 late payment)

○ Sometimes (you have made 2-3 late payments)

○ Most of the time (you have made 4-6 late payments)

○ Frequently (you have made more than 6 late payments)

If you needed $ 1,000 for an unplanned expense, what would you do to obtain this money?

○ I would take the money out of my bank account

○ I would borrow the money from friends or family

○ I would take out a loan

○ I would get a cash advance on my credit card

○ I would sell or pawn some assets

○ I would disregard some other expense (i.e. not pay something else that month)

○ Other

If "other", please specify:

Comments

Do you have any comments or questions about any of the items used in this survey?

Followup

May we contact you in future for follow-up research?

Back   Finish

We are grateful to you for completing the Happiness Index survey!

What do your scores mean? They are your own self-assessment of your well-being. A low score does not necessarily mean you are unhappy but could mean there is imbalance in your life and indicate you may need to pay more attention to that particular aspect of your personal well-being.

What are your scores?

Your Raw Score is the average of your responses for each domain, on a scale of 0-100, with 0 being the worst and 100 the best.

All Survey Takers Average is the average of everyone who has taken the happiness index survey, also on a scale of 0-100.

Your Normalized Score tells you how you compare to the average U.S. citizen and comes from a random sampling conducted separately from this survey. If any of your scores are higher than 50, you are above the U.S. national average. If your score is lower than 50, you are worse off than the U.S. national average.

Domain	Your Raw Score	All Survey Takers Average	Your Normalized Score
Overall Satisfaction With Life	N/A	68	N/A
Positive Affect	N/A	64	N/A
Mental Well-Being	N/A	70	N/A
Health	N/A	65	N/A

Time Balance	N/A	49	N/A
Community Vitality	N/A	54	N/A
Social Support	N/A	71	N/A
Access to Education, Arts & Culture	N/A	68	N/A
Neighborhood	N/A	72	N/A
Environment	N/A	69	N/A
Governance	N/A	52	N/A
Material Well-Being	N/A	65	N/A
Work	N/A	60	N/A

Please give!

We need your support to keep the survey online and do the work of the Happiness Initiative.

Now what?

Here are three fun and easy things scientific research indicates can increase your happiness and sense of well-being:

1. Sit silently for 5 minutes a day. Turn off the television, laptop, cell phone. Make yourself comfortable and just sit for 5 min, observing and not judging your thoughts. Close your eyes if you can, or keep focused on any object about 2-3 feet in front of you. If you find yourself deep in thought, simply observe this and then come back to the moment.
2. Practice gratitude: every morning and every night, list five things for which you are thankful on paper or in your thoughts. These might be as simple as how good the pillow feels under your head or the really yummy lunch you had, or something much grander. It is the act of gratitude that counts.
3. Give every day with a small act of kindness to someone in their presence or so they know it is you who gave. This may be as simple as smiling at the cashier or saying thank you to a co-worker or boss. Once a year, or if you are inclined, once a month or week, volunteer with a community organization or do something on your own or with neighbors to increase the well-being of others in your community.

Click here to learn more about happiness and well-being.

Appendix C: Research Instrument for Phrase 2: Diary Study

Very First Survey

Workday Diary Study

Very First Survey
Thank you for participating in this research!

When to Take This Survey

On the first day of your workweek before beginning work.

How Long Will This Survey Take?

Probably about 10 minutes. This initial survey is longer than the surveys you will complete during the week. It is four pages.

About This Survey

Some questions cover your general work experience and some cover how you are feeling about work today. Please answer all of the questions as they relate to your current museum position.

Part 1.
Full Name

Required.

Part 2.
Gender

Required.
○ Male
○ Female
○ Prefer Not to Answer
○ Other:

Part 3.

Age

Required.
○ 18-30
○ 31-40
○ 41-50
○ 51-60
○ 61-70
○ 71+

e.g., Curatorial, Education, etc.

Part 4.
Museum Department You Work In

e.g., Curatorial, Education, etc.

Next >>

Workday Diary Study

About Work in General

Part 5.

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your current job.

	Never	2	3	4	5	6	Always
1. At my work, I feel bursting with energy.	○	○	○	○	○	○	○

	Never	2	3	4	5	6	Always
2. I find the work that I do full of meaning and purpose.	○	○	○	○	○	○	○

	Never	2	3	4	5	6	Always
3. Time flies when I'm working.	○	○	○	○	○	○	○

	Never	2	3	4	5	6	Always
4. At my job, I feel strong and vigorous.	○	○	○	○	○	○	○

	Never	2	3	4	5	6	Always
5. I am enthusiastic about my job.	○	○	○	○	○	○	○

	Never	2	3	4	5	6	Always
6. When I am working, I forget everything else around me.	○	○	○	○	○	○	○

	Never	2	3	4	5	6	Always
7. My job inspires me.	○	○	○	○	○	○	○

	Never	2	3	4	5	6	Always
8. When I get up in the morning, I feel like going to work.	○	○	○	○	○	○	○

	Never	2	3	4	5	6	Always
9. I feel happy when I am working intensely.	○	○	○	○	○	○	○

	Never	2	3	4	5	6	Always
10. I am proud of the work that I do.	○	○	○	○	○	○	○
	Never	2	3	4	5	6	Always

	Never	2	3	4	5	6	Always
11. I am immersed in my work.	○	○	○	○	○	○	○
	Never	2	3	4	5	6	Always
12. I can continue working for very long periods at a time.	○	○	○	○	○	○	○
	Never	2	3	4	5	6	Always
13. To me, my job is challenging.	○	○	○	○	○	○	○
	Never	2	3	4	5	6	Always
14. I get carried away when I'm working.	○	○	○	○	○	○	○
	Never	2	3	4	5	6	Always
15. At my job, I am very resilient, mentally.	○	○	○	○	○	○	○

	Never	2	3	4	5	6	Always
16. It is difficult to detach myself from my job.	○	○	○	○	○	○	○
	Never	2	3	4	5	6	Always
17. At my work, I always persevere, even when things do not go well.	○	○	○	○	○	○	○

<< Previous   **Next >>**

Workday Diary Study

Part 6.
To what extent do you agree with each of these statements?

Required.

	Strongly Disagree	2	3	4	5	6	Strongly Agree
I have strong social relationships at work.	○	○	○	○	○	○	○
	Strongly Disagree	2	3	4	5	6	Strongly Agree
My work is not a barrier to a healthy lifestyle.	○	○	○	○	○	○	○
	Strongly Disagree	2	3	4	5	6	Strongly Agree
I am optimistic about my future in the museum field.	○	○	○	○	○	○	○

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Workday Diary Study

About Work Today

The following multiple-choice and short-answer questions concern you current state and anticipation of today's work.

Part 7.

Required.

	Completely Unenthusiastic	2	3	4	5	6	Completely Enthusiastic
How enthusiastic do you feel about work today?	○	○	○	○	○	○	○

Part 8.
What are you **most** looking forward to in your workday today?

Required.

[   ]

Part 9.
What are you **least** looking forward to in your workday today?

Required.

[   ]

Part 10.

Required.

	Very low	2	3	4	5	6	Very high
What is your current energy level?	○	○	○	○	○	○	○

Part 11.

To what extent are you currently experiencing:

Required.

	Not at All	2	3	4	5	6	Very Much
Positive emotions	○	○	○	○	○	○	○
Negative emotions	○	○	○	○	○	○	○

Part 12.
If you would like to share any comments with the researcher, please do so here.

[   ]

<< Previous   Submit responses

Pre-Work Daily Survey

Workday Diary Study

Daily Survey #1

When to Take This Survey

Before beginning work. Take this survey on days 2, 3, 4, and 5 of your workweek.

How Long Will This Survey Take?

Probably about 5 minutes.

About This Survey

These questions cover the workday you are about to begin. Please answer all of the questions as they relate to today.

Part 1.
Full Name

Required.

Part 2.
Enthusiasm

Required.

	Completely Unenthusiastic	2	3	4	5	6	Completely Enthusiastic
How enthusiastic do you feel about work today?	○	○	○	○	○	○	○

Part 3.
What are you **most** looking forward to in your workday today?

Required.

Part 4.
What are you **least** looking forward to in your workday today?

Required.

Part 5.
Energy level

Required.

	Very low	2	3	4	5	6	Very high
What is your current energy level?	○	○	○	○	○	○	○

Part 6.
To what extent are you currently experiencing:

Required.

	Not at All	2	3	4	5	6	Very Much
Positive emotions	○	○	○	○	○	○	○
Negative emotions	○	○	○	○	○	○	○

Part 7.
If you would like to share any comments with the researcher, please do so here.

[   ]

[Submit responses]

Mid-W○○k Daily Survey

Workday Diary Study

Page **1** of 1

Daily Survey #2

When to Take This Survey

Midday after working 3-6 hours. Take this survey on days 1, 2, 3, 4, and 5 of your workweek.

How Long Will This Survey Take?

About 5 minutes or less.

About This Survey

These questions cover your current workday. Please answer all questions as they relate to today.

Part 1.
Full Name

Required.
[   ]

Part 2.
Briefly describe what you have done since you began work today.

Required.
[   ]

Part 3.
Absorbtion

	Completely unabsorbed	2	3	4	5	6	Completely absorbed
How absorbed have you been in your work today?	○	○	○	○	○	○	○

Part 4.

Passage of time

	At a Standstill	2	3	4	5	6	Flying By
Overall, how has time been moving during your work today?	○	○	○	○	○	○	○

Part 5.
Energy level

	Very low	2	3	4	5	6	Very high
What is your current energy level?	○	○	○	○	○	○	○

Part 6.
To what extent are you currently experiencing:

	Not at All	2	3	4	5	6	Very Much
Positive emotions	○	○	○	○	○	○	○
Negative emotions	○	○	○	○	○	○	○

Part 7.
If you would like to share any comments with the researcher, please do so here.

[   ]

[Submit responses]

Post-Work Daily Survey

Workday Diary Study

Daily Survey #3

When to Take This Survey

At the end of the workday after you have finished working. Take this survey on days 1, 2, 3, and 4 of your workweek.

How Long Will This Survey Take?

About 5 to 10 minutes.

About This Survey

These questions cover your current workday. Please answer all questions as they relate to today.

Part 1.
Full Name

Required.

Part 2.
Today Overall

Required.

	Terrible	2	3	4	5	6	Excellent
Overall, how would you characterize today's workday?	○	○	○	○	○	○	○

Part 3.

Please rate your level of agreement with this statement:

Required.

	Strongly Disagree	2	3	4	5	6	Strongly Agree
I feel a sense of accomplishment about the work I did today.	○	○	○	○	○	○	○

Part 4.
Absorbtion

Required.

	Not at All	2	3	4	5	6	Very Much
Overall, how absorbed were you in the work you did today?	○	○	○	○	○	○	○

Part 5.
Briefly, what was the highlight of your workday?

Required.

Part 6.
Briefly, what was the low point of your workday?

Required.

Part 7.
What are you most proud about that happened during your workday today?

Required.

Part 8.
Enjoyable Activities

Required.

	None of My Time	2	3	4	5	6	All of My Time
How much time did you spend at work today doing things you enjoy?	○	○	○	○	○	○	○

Part 9.

Energy level

Required.

	Very low	2	3	4	5	6	Very high
What is your current energy level?	○	○	○	○	○	○	○

Part 10.
Which of the following statements is most accurate about today:

Required.

	more time than	less time than	the amount of time
I worked for _____ I expected to.	○	○	○

	more time than	less time than	the amount of time
I worked for _____ I wanted to.	○	○	○

Part 11.
To what extent are you currently experiencing:

Required.

	Not at All	2	3	4	5	6	Very Much
Positive emotions	○	○	○	○	○	○	○
Negative emotions	○	○	○	○	○	○	○

Part 12.
Enthusiasm About Tomorrow

Required.

	Completely Unenthusiastic	2	3	4	5	6	Completely Enthusiastic
How enthusiastic are you to come to work tomorrow?	○	○	○	○	○	○	○

Part 13.
Was there anything unusual about today that you think the researcher should know?

[   ]

Part 14.
If you would like to share any comments with the researcher, please do so here.

[   ]

[Submit responses]

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Very Last Survey

Workday Diary Study

Very Last Survey

This is your final survey of the diary study. Thank you so much for participating!

When to Take This Survey

At the end of the workweek after you have finished working. Take this survey on day 5.

How Long Will This Survey Take?

About 5 to 10 minutes. There are four pages.

About This Survey

These questions cover your current workday as well as your opinions about how your work influences your well-being. This survey also gauges your willingness to talk about your experience completing this diary study and the results of the study.

Next >>

Workday Diary Study

About Work Today

Part 1.
Full Name

Required.

Part 2.
Today Overall

Required.

	Terrible	2	3	4	5	6	Excellent
Overall, how would you characterize today's workday?	○	○	○	○	○	○	○

Part 3.
Please rate your level of agreement with this statement:

	Strongly Disagree	2	3	4	5	6	Strongly Agree
I feel a sense of accomplishment about the work I did today.	○	○	○	○	○	○	○

Part 4.
Absorbtion

	Not at All	2	3	4	5	6	Very Much
Overall, how absorbed were you in the work you did today?	○	○	○	○	○	○	○

Part 5.

Briefly, what was the highlight of your workday?

[   ]

Part 6.
Briefly, what was the low point of your workday?

[   ]

Part 7.
What are you most proud about that happened during your workday today?

[   ]

Part 8.
Enjoyable Activities

	None of My Time	2	3	4	5	6	All of My Time
How much time did you spend at work today doing things you enjoy?	○	○	○	○	○	○	○

Part 9.
Energy level

	Very low	2	3	4	5	6	Very high
What is your current energy level?	○	○	○	○	○	○	○

Part 10.
Which of the following statements is most accurate about today:

	more time than	less time than	the amount of time
I worked for _____ I expected to.	○	○	○

	more time than	less time than	the amount of time
I worked for _____ I wanted to.	○	○	○

Part 11.

To what extent are you currently experiencing:

Required.

	Not at All	2	3	4	5	6	Very Much
Positive emotions	○	○	○	○	○	○	○
Negative emotions	○	○	○	○	○	○	○

Part 12.
Enthusiasm About Next Week

Required.

	Completely Unenthusiastic	2	3	4	5	6	Completely Enthusiastic
How enthusiastic are you for your next work week to start?	○	○	○	○	○	○	○

Part 13.
Was there anything unusual about today that you think the researcher should know?

[   ]

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About Work and Your Well-Being

Part 14.
What is one way that your work makes your life better?

Required.

[   ]

Part 15.
What does the term "well-being" mean to you?

Required.

[   ]

Part 16.
Importance of Well-Being

Required.

	Completely Unimportant	2	3	4	5	6	Critically Important
How important is your own well-being to you?	○	○	○	○	○	○	○

Part 17.
Work's Influence

Required.

	Not at All	2	3	4	5	6	Very Much
To what extent do you feel like your work influences your overall well-being?	○	○	○	○	○	○	○

About Well-Being and Museums

Part 18.
Do you think the well-being of museum professionals matters?

Required.

○ Yes

○ No

○ Don't know / haven't considered

Part 19.
If you answered "yes" to question 19 above, why do you think it matters?

[ ]

Part 20.
If you could change one thing about your current work life for better personal well-being, what would you change?

Required.

[ ]

Part 21.
How interested would you be to discuss the well-being of museum professionals with a group of your peers?

Required.

○ Uninterested

○ Interested

○ Very interested

If you answered "interested" or "very interested" to the question above, to researcher may contact you to see if you want to participate in an evening discussion group during in the first part of April.

Part 22.
If you would like to share any comments with the researcher, please do so here.

[ ]

You're done! Thank you again for your help!

As noted above, I may contact you with an invitation to participate in a discussion group during the beginning part of April.

As with previous stages of this research, your participation is completely voluntary. If you have any follow-up questions, please contact me at andrea1m@uw.edu.

Thank you so much for your help, and all the best in your ongoing work.

Sincerely,
Andrea Michelbach

<< Previous   Submit responses

Appendix D: Research Instrument for Phrase 3: Facilitated Discussion

Topics discussed during the facilitated discussion included:

- Participant backgrounds, including why participants work in museums

- Participant experiences with well-being research and this research in particular

- Museum professionals' low scores in time balance on the Happiness Survey and participants' own experiences of time balance within museums

- Stebbins's (2004) concept of "occupational devotees"

- Museum professionals' high scores in social support on the Happiness Survey and frequency of mention of social relationships in the diary study

- Participant experiences with and feelings about rising expectations coupled with limited resources

- Participant reactions to the issue of well-being for museum professionals and who might be appropriate audiences for such research

Appendix E: The Utrecht Work Engagement Scale

Work & Well-being Survey (UWES) ©

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the "0" (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

	Almost never	Rarely	Sometimes	Often	Very often	Always
0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

1. _____ At my work, I feel bursting with energy
2. _____ I find the work that I do full of meaning and purpose
3. _____ Time flies when I'm working
4. _____ At my job, I feel strong and vigorous
5. _____ I am enthusiastic about my job
6. _____ When I am working, I forget everything else around me
7. _____ My job inspires me
8. _____ When I get up in the morning, I feel like going to work
9. _____ I feel happy when I am working intensely
10. _____ I am proud of the work that I do
11. _____ I am immersed in my work
12. _____ I can continue working for very long periods at a time
13. _____ To me, my job is challenging
14. _____ I get carried away when I'm working
15. _____ At my job, I am very resilient, mentally
16. _____ It is difficult to detach myself from my job
17. _____ At my work I always persevere, even when things do not go well

Appendix F: Codebook for Diary Study Analysis

MAIN CODES	MAPS TO
Positive, Qualitative	• Anticipate most (daily start-of-day survey) • Highlight of day (daily end-of-day survey) • Proud about (daily end-of-day survey) • Way work makes life better (final survey) • Comments (all surveys) • Unusual today (daily end-of-day survey)
Negative, Qualitative	• Anticipate least (daily start-of-day survey) • Low point of day (daily end-of-day survey) • One thing would change at work (final survey) • Comments (all surveys) • Unusual today (daily end-of-day survey)
Participants A – M	• All answers from each participant

SUBCODES	KEY WORD(S) & PHRASE(S) EXAMPLES
Social *(interpersonal and working with others)*	• Co-worker, people, staff, colleagues, group, volunteer, intern, supervisor, manager, youth, professionals • Meetings, conference calls • Organizations, departments, team, tribe • Rapport, camaraderie
Control, Choice *(decision-making, sense of accomplishment, creative opportunities, personal development, resources)*	• Able to, have to, would have liked, ability • Prepared, organized, to-do list, prioritize, goal • Done, finished, accomplished, compete, successful, not finishing, not getting • Making, doing, creating • New, expanded, chance • Taking some time, no meetings, not enough, tedious, interruption, busy, rushing
Mission, Purpose *(extrinsic and intrinsic, fulfillment, impact)*	• Makes a difference, greater good • Visitors, community • Mission, vision, impact • Honor, fulfilling, pride, believe, why I love, why I do, inspiring
Strategic, Future	• Long-term

(strategic and forward-looking tasks and activities)	• Problem solving, strategic • Organizational • Next, plan, upcoming
Well-Being *(direct references, response to well-being as research topic, holistic)*	• Well-being • Workload • Boundaries, balance • Burned out, takes a toll, bad habits, compromising, over-investing • Interesting/important topic • Work-related fulfillment