

COPENHAGEN THINK TANK FOR

SUSTAINABLE WORKING LIFE

*Sustainable Working
'stānəb(ə)l 'wɜːkiŋ
sustainable work mean
living living and wo
itions that support p
aging and remainin
roughout*

CONTENTS

Foreword 5

Recommendation 1: Create a flexible working culture 8

Reflection questions 9

Tool. Visualise your personal wishes for working time and the workplace 9

Recommendation 2: Chronoleadership: Work in sync with your biological clock 10

Reflection questions 10

Tool. Map your rhythm 11

Recommendation 3: Focus on the psychosocial working environment rather than the individual 12

Reflection questions 12

Tool. Map the types of preventive efforts and interventions 12

Recommendation 4: Involve employees in organisational level efforts and preventive interventions 14

Reflection questions 14

Tools: Fishbone workshop 15

Recommendation 5: Establish procedures for return to work 16

Reflection questions 16

Tool: Focus points for organisations and managers in relation to employees' return to work 17

Recommendation 6: Learn to lead 18

Reflection questions 18

Tool: Do you know? 19

Recommendation 7: Strengthen leadership communities 20

Reflection questions 20

Tool: Map your management network 21

Recommendation 8: Be an outreach leader 22

Reflection questions 22

Tool. Weekly call schedule 23

Recommendation 9: Create good working habits 24

Reflection questions 25

Tool. Pomodoro Technique 25

About the Copenhagen Think Tank for Sustainable Working Life 26

References 29

COPENHAGEN THINK TANK FOR SUSTAINABLE WORKING LIFE

Copenhagen Think Tank for Sustainable Working Life is an independent and non-profit think tank that works towards the development of a sustainable working life. All members hold a PhD degree and focus their research on work-life balance, working life, prevention, intervention, management and organisational design.

During the COVID-19 pandemic, practice and research have proposed ideas for how organisations can manage and support their employees in the new ways of working. Our aim is to challenge existing work and management practices using research-based knowledge and tools to prevent work-related stress, and to support the development of workplaces that establish good and healthy jobs, where productivity is ensured and enhanced.

Post-COVID-19, the presented steps and associated tools in this report can also act as pointers to identify the relevant initiative when organisations are planning to initiate new ways of working or implementing preventive interventions. The tools can help organisations understand where action is needed to safeguard both performance and well-being.

Copenhagen Think Tank bases its work on scientific research and practical experience. In our vision, productivity and well-being go hand in hand and should be managed together. Furthermore, we believe that a sustainable working life should allow individuals to conduct their jobs under circumstances that provide good conditions for constructive and meaningful participation, promoting the maintenance of good mental health in current and future work.

The concept of the think tank arises from our aspiration that preventive practices in the work envi-

ronment should be performed in tandem with the concern for organisational performance. Therefore, we believe that the following steps are necessary:

- Change the settings and structures of work instead of focusing on the individual.
- Shed light on the workplace as an arena for mental health promotion and prevention of work-related diseases. There should be a focus on collective and objective circumstances as well as on subjective and individual circumstances.
- Acknowledge that communities can accomplish more than individuals, both in relation to our daily work and in the implementation of preventive initiatives.
- Acknowledge and respect that responsibility and authority must be accompanied by each other, which means that those with responsibility for the well-being and productivity of others should have the authority to act on working conditions.
- Acknowledge that human beings are different; therefore, if we remove the conditions that burden one employee, we might remove what excites another employee. We must have a professional knowledge and comprehension of the impact of management decisions on humans' daily working life and well-being.
- Establish new settings and structures, both locally in the workplace and nationally, in order to support and ensure proactive initiatives that benefit well-being and productivity and prevent work-related diseases.

Activities

In the Copenhagen Think Tank for Sustainable Working Life we aim to contribute to this vision by engaging in dialogue and debate, and sharing our scientific work and practical knowledge, including nine research-based recommendations.

We are involved in ongoing cooperation with Danish and international leaders and employees, public and private workplaces, labour market partners and international scientists. Overall, this cooperation ensures that our nine recommendations are based on actual needs and specific knowledge.

Organisation

The Think Tank for Sustainable Working Life was established in August 2018. The Danish government had set up a stress panel in the summer of 2018. Danish scientists and experts were not invited, which was a source of wonder to us and the reason why we chose to initiate this cooperation across professions and educational institutions. We established a think tank that could contribute with our knowledge and supplement the recommendations of the stress panel. The think tank meets on a regular basis, discussing important initiatives, such as our recommendations and their dissemination.

Summary of the key points

Our vision in The Think Tank for Sustainable Working Life is that the Danish labour market, including Danish workplaces, should formulate and establish settings and structures that ensure that it is safe and healthy to attend work. Work should be meaningful, while innovation, productivity and effectiveness should be maintained.

Therefore, we have developed nine research-based recommendations for inspiration:

- 1) Create a flexible working culture. In 1919 in Denmark, after many years of struggle, the participants in the labour market created the classic time construction: eight hours of work, eight hours of spare time and eight hours of sleep. The 8-8-8 model was perfectly fitted to optimise industrial work, but we now need to rethink working structures for the Danish labour market so that they support the diversity of family forms, working forms and circadian rhythms.
- 2) Match working hours to human beings' circadian rhythms. Our circadian rhythm is largely determined by our genetics. By charting employees' circadian rhythms we can offer better working hours, specifically those which are adapted to individual circadian rhythms. This can contribute to better health, quality of life and productivity.
- 3) Shed light on the organisational and social working environment instead of focusing on persons. There is a need to ensure coordinated and systematic approaches to the mapping of risk factors and planning of interventions. It is important to empower and ensure competences for workers, including leaders and top management.
- 4) Maintain an organisational perspective on prevention, and create opportunities for employees to discuss what encourages them at work and what stresses them at work, to find potential solutions. Clarity is needed regarding the level at which a problem has emerged, and where the best solution may be found. Is the problem at an individual level, a group level or a leader/organisational level?
- 5) Establish concrete procedures for the return to work (e.g. after stress), ensuring that they are adapted to the individual employee and the workplace. This should be based on the principles of establishing and maintaining good contact and enabling a gradual start-up, including a gradual increase of work tasks.
- 6) Learn how to lead. Leaders should have the opportunity to acquire education in working environment management to obtain knowledge of the interaction between productivity, quality and working environment. Occupational safety and health education programmes addressed to leaders should be explicated and prioritised in the same terms as other additional strategic focus areas (e.g. financial management).
- 7) Strengthen the leader community in the best interests of everyone. Strengthened leader communities and sustainable leadership are created when knowledge and experience are shared. The main focus is on targeted collegial support and exchange of experiences regarding concrete, difficult and complicated issues, as well as the development of personal leadership.
- 8) Be an outreach leader. Being an outreach leader and at the forefront of leadership requires a good knowledge of the status of the work tasks in the department as well as the situation of the employees. As an outreach leader your contact with employees is systematic: you follow up on their general well-being and their efforts in relation to the total delivery, supporting the employees' ownership of solutions, flow, quality and feeling of being valued.
- 9) Create good working habits by introducing working methods that make the employees even more effective. In this way, they can produce more in less time.

RECOMMENDATION 1

Create a flexible working culture

BY CAMILLA KRING & VIVI BACH PEDERSEN

Creating flexible working cultures that support employees' opportunities to decide where, when and how they work is very important. Studies have shown that personal autonomy in combining individual, family and working conditions along with circadian rhythms is of great significance to psychological well-being and productivity (Kring, 2017; Pedersen & Jeppesen, 2012). Although an increasing number of organisations and industries offer flexible opportunities to personalise working design, studies have shown that employees are often reluctant to apply these. The main barrier centres around organisational cultures that often do not support such flexible opportunities (Kring, 2017). Hence, an organisation's senior management is key to the creation of flexible working cultures.

Examples of barriers to flexible working cultures:

Barrier 1. I see you, ergo you are working.

The expectation is that work takes place within a well-defined window of time, preferably eight hours a day from Monday to Friday (Kring, 2017).

Barrier 2. If you are hard-working, you will be working late hours.

This subtle rule encourages you to prove—from 5 p.m. onwards—that you are ambitious and the candidate worth promoting/rewarding.

Barrier 3. If you come into work after 9 a.m., you are less conscientious.

This expectation reveals the subtle bias that good, productive employees come in early every day (Yam et al., 2014).

Three steps towards a flexible working culture

It takes courage to create flexible working cultures that accommodate individual differences. Senior management is crucial and holds the opportunity for breaking down the barriers and thus securing the potential positive effects of implementing a flexible working culture. We recommend the following three-step model for implementing flexibility (Kring, 2017):

Step 1. Kick-off

The senior management is explicit in putting into words how they understand a new flexible working culture, and what it specifically entails, including with respect to managers and leaders. In particular, work is no longer expected to be carried out between 9 a.m. and 5 p.m., and work does not only take place in the office. All the employees are given laptops and smartphones. The senior management plays an important role in clearly underlining how these technologies do not imply boundary-less work, and how the individual managers/leaders and the employees are expected collaboratively to design sustainable and healthy boundaries.

Step 2. Employees are made conscious of new ways of navigating life

The senior management invites the employees to a joint process of reflection in groups (approximately 15 employees in each group). In these groups, new ways of understanding and new narratives of flexibility emerge. These include getting to know our individual needs, unconscious habits and rhythms, and establishing a common social acceptance of differences in terms of working time structures and work locations.

Step 3. Implementing flexibility in the organisational culture and structure

A flexible working culture is anchored in the organisation's personnel policies, email procedures and meeting culture (e.g. team meetings and 1:1 meetings between manager/leader and employee). The focus should be on small time changes. For example, if you have a core time of 9 a.m. to 3 p.m., consider changing this to 9.30 a.m. to 2.30 p.m. Employees living in bigger cities are often able to reduce their commuting time by up to 50 percent if they are able to come into work at around 9.30 a.m. If you have small children, you will be able to take them to day care at 9 a.m. As a result, you will be able to let your children sleep until they wake up by themselves, or allow them to play in the mornings. In return, you can work, for example, a couple of hours in the evenings or on Sunday.

Flexibility is among the keys to well-being, and senior management must have the courage to address the flexibility of their company's working culture because culture determines whether the employees feel entitled to make use of the flexible opportunities. It is now evident that flexibility is a highly significant competitive parameter for the 21st century. A flexible working culture is also characterised by high levels of trust and low levels of sickness, absenteeism and employee turnover (Kring, 2015; Kring, 2017). Sustainable workplaces are defined by high employee engagement and hence higher levels of productivity. In addition, sustainable workplaces are able to attract and retain talent.

Reflection questions

1. How do you examine and collect knowledge of what your employees desire with respect to flexibility, and the extent to which their wishes are aligned to the business's core tasks?
2. How do you understand working time? Do you apply fixed office hours? If so, is this procedure necessary?
3. Do you know your personal circadian rhythm? At what point during the day do you feel most energised? When does your performance peak? When do you need to seek rest? When are you most creative? How do you prioritise your time (list your "to do's" versus "not to do's")?

Tool. Visualise your personal wishes for working time and the workplace

This tool enables you to visualise team members' differences regarding their wishes for working time and the workplace. By applying this tool, you will become increasingly aware of when you need to work together as a team and as co-workers, and when you need to work individually. Mark when and where you prefer to work. The next step is for your team/department/organisation to design a working structure in which individual preferences are included to the greatest possible extent.

Coordination. When and where are we working together?

Name	When do you prefer to work?	Where do you prefer to work?
Michael	Start after 10am	Workplace
Alex	From 12-20	Working from home every friday
Susan	I'm an A-person. I prefer to start working at 6am	I love to work in different spaces

RECOMMENDATION 2

Chronoleadership: Work in sync with your biological clock

BY CAMILLA KRING

Chronobiology is the study of circadian clocks. In 2017, Jeffrey C. Hall, Michael Rosbash and Michael W. Young were awarded the Nobel Prize for discoveries regarding the molecular mechanisms controlling the body's circadian rhythm. Our circadian clocks specify when we sleep and are awake. A circadian rhythm is not something we choose. It is something we are born with. Professor Till Roenneberg, a leading researcher on chronobiology at Ludwig Maximilian University of Munich, has mapped the circadian rhythms of more than 300,000 people (Roenneberg, 2012). The distribution of circadian rhythms (chronotypes) ranges from people rising extremely early (early chronotypes) to people going to bed extremely late (late chronotypes), just as human beings range from very tall to very short.

Chronoleadership: How to improve health, well-being and performance by being in sync with your biological clock

Productivity and quality of life can be improved by letting people synchronise their working lives with their biological clocks (Wittmann, 2006; Kring, 2015). I call this chronoleadership. Chronoleadership focuses on the optimal working times for each employee. To calculate the optimal working times, you can use the Munich ChronoType Questionnaire (Roenneberg, 2012).

Our differences in circadian rhythms are a great competitive advantage in a knowledge-based society, where technological developments and globalisation make it both possible and necessary to work at different times. I recommend that you work with chronoleadership in the following areas:

- **Global work.** Match circadian clocks with time zone work. As part of a globalised world, we need people in Europe who can communicate with Chinese businesses early in the morning and American businesses late in the evening.
- **Team work.** Visualise your team's work rhythms. I have worked with teams who discovered that they were active for 22 of the 24 hours of the day (Kring, 2017). By making our working hours visible, we can create more efficient teams, working together or individually when our energy levels peak. It does not make sense for early chronotypes (A-persons) to take phone meetings in the evening, and it is unproductive for late chronotypes (B-persons) to meet at 8 a.m.
- **Shift work.** With respect to shift teamwork, it makes sense to plan working hours to match the circadian rhythms of the employees. Give A-persons more day shifts and B-persons more evening shifts.
- **Working 24/7.** Create sustainable working hours. We need people who work around the clock at any time of the year—without burning out.

Reflection questions

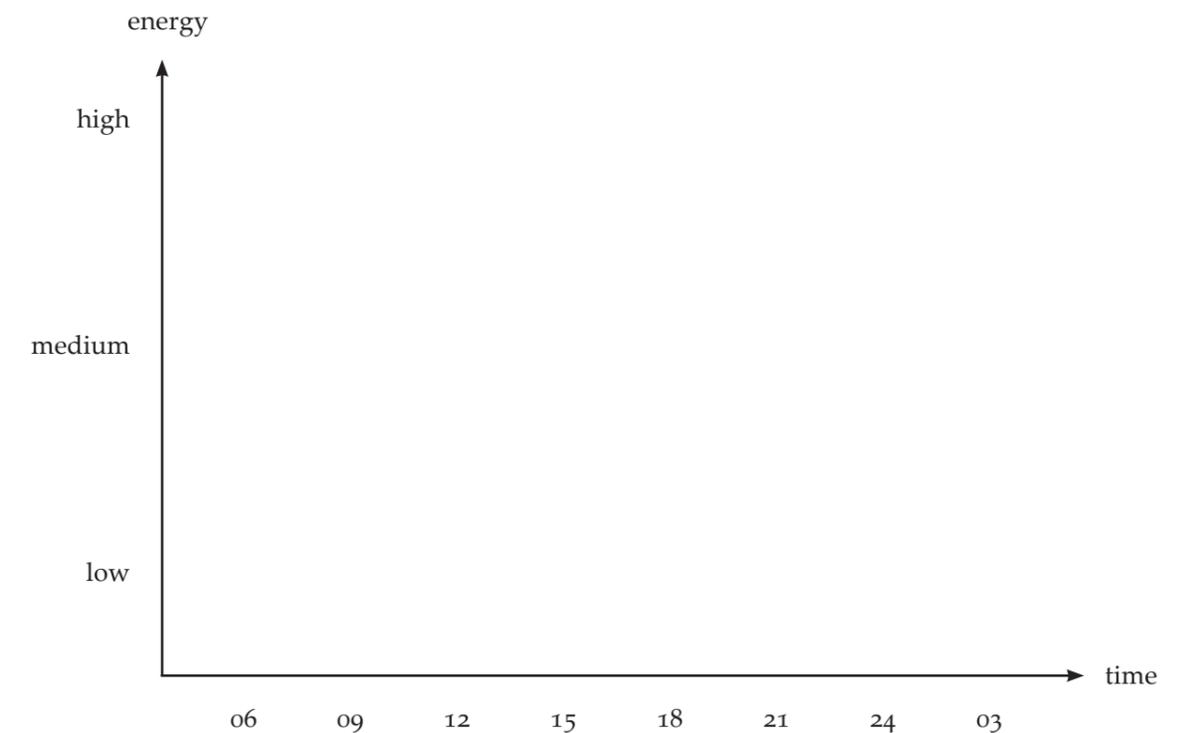
1. Imagine that you get a work task at 5 p.m. The task is complex and demands a high level of concentration. You have to complete the task tomorrow. What will you do? An A-person would go to bed at 9 p.m. and wake up at 5 a.m. to solve the task. A B-person would solve the task in the evening.

2. Companies can increase productivity by making the different circadian rhythms of their employees visible, and flexibly accommodating these differences. Do you know when your colleagues peak? Have you mapped out your department's circadian rhythms and how you can actively use the employees' different rhythms to increase productivity in your company (Kring, 2017)?
3. Do you accept your partner's rhythm? In Denmark, 80 percent of all relationships are either AA or BB relationships, meaning that either two A-persons or two B-persons become a couple. Only 20 percent of Danish couples are AB. If you are in an AB relationship, I recommend that you go on dates in the middle of the day, when both of you have great energy.

Tool. Map your rhythm

Are you an A-person (early riser) or a B-person (late riser)? Record and graph your biological rhythm. At what point during the day do you feel most energised? When does your performance peak? When do you need to seek rest? When are you most creative? The purpose of the exercise is to become aware of your own rhythm. If you are a B-person, do the most important and complex tasks in the afternoon or evening. If you are an A-person, do the most important and complex tasks in the morning or before lunch.

Work rhythm – hours of peak performance



RECOMMENDATION 3

Focus on the psychosocial working environment rather than the individual

BY YUN LADEGAARD & JANNE SKAKON

When an employee stumbles on the staircase due to problems with the stairs, we would expect the workplace to initiate a risk assessment and an action plan. However, this is not the case when an employee becomes ill due to problems in the psychosocial working environment. Likewise, we will often not discuss the employee's personality or personal problems as significant factors that may have caused the accident. Nevertheless, such factors are often the case when an employee becomes ill due to work-related stress. In these cases, the illness may be explained by the employee's personality or personal circumstances (e.g. being a perfectionist, lacking the ability to say no, lacking competencies or other personal issues).

Research has shown that although employees get sick due to conditions in the psychosocial working environment, systematic prevention does not occur in workplaces. Employees who become ill often experience that the problem is poorly handled in the workplace, with health and safety representatives not being involved. The main focus is often on the individual and the individual's responsibility in the situation (Ladegaard, 2018; Ipsen & Jensen, 2012).

Thus, there is a need to ensure coordinated and systematic approaches when it comes to mapping and handling demands in the psychosocial working environment. These interventions should be based on current research-based knowledge and scientifically developed tools (Nielsen & Noblet, 2018). In addition, there is a need to strengthen knowledge and competencies among managers and employee representatives to deal with problems in the psychosocial working environment. This can be done by ensuring high-quality education and access to

professional support (Ladegaard & Skakon, 2021; Ladegaard, Skakon, & Netterstrøm, 2018).

Reflection questions

1. Where, how, and how often are managers and employees able to address problems in the psychosocial working environment? What are the responses and potential actions?
2. What happens in the workplace if an employee is listed as sick due to work-related stress? Are work-related demands discussed (e.g. workload, work planning and quality of cooperation)? Is this followed by reflections on possible future improvements? Or is the focus primarily on the duration of the sick leave and coverage of the employee's tasks?
3. How do we define the goal of our preventive efforts and interventions? Is the goal primarily individual therapy and rehabilitation, developing knowledge and skills, or reducing potential risk factors (see Table 1)?

Tool: Map the types of preventive efforts and interventions

If one or more employees have become sick due to work, this should trigger a collaborative process among key persons at the worksite, where work-related challenges are identified and specific solutions are found and brought into action. Be aware that professional support may be required in complex situations.

Step 1

Make a list of all preventive efforts and interventions in the workplace.

Step 2

State which intervention level each initiative represents. Where is the focus placed? What is done in practice?

Step 3

If the initiatives solely represent the secondary and tertiary levels, consider introducing new initiatives at the primary level (Recommendation 8 might help).

Intervention Level	Target of the intervention	Examples
1. Primary The purpose is to reduce potential risk factors or change the stressor/strain before employees experience stress-related symptoms or diseases.	Sources of stress (e.g. organisation of work and working conditions)	Redesigning the job (e.g. reorganising decision paths, establishing a supportive working environment or redesigning/establishing an appropriate reward system).
2. Secondary The purpose is to increase and upgrade employees' knowledge, skills and resources in relation to managing stress loads and stressful situations.	Employee reactions to stress, and useful coping strategies	Training the employees on managing stress and coping with demands.
3. Tertiary The purpose is to treat, compensate and rehabilitate the sick employee.	The employee situation (e.g. short-term and long-term negative health effects)	Establishing return-to-work programmes, work testing and medical/psychological stress treatment.

Table 1. Three types of intervention levels that focus on treatment, upgrading or reducing stressors, and risks at work (Hurrell & Murphy, 1996).

RECOMMENDATION 4

Involve employees in organisational level efforts and preventive interventions

BY TANJA KIRKEGAARD, LIGAYA DALGAARD & CHRISTINE IPSEN

There is an increasing scientific focus on combining individual and organisational efforts in order to reduce stress among employees (Richardson, 2017). Since many workplaces have a broad knowledge of individual efforts in this area, we focus on how it is possible to work organisationally on stress prevention.

Organisational stress prevention requires a collaborative structure within the organisation, where managers and employees continuously identify issues that have an impact on productivity and well-being. Furthermore, structures are needed to gather identified problems and solutions and pass these on to the organisation's management teams that have the decision-making power to solve the particular problems.

Research has shown the importance of employees feeling that managers listen to them when they express themselves in relation to work issues (Burris et al., 2017). At the same time, the importance of getting employees involved in identifying issues and solutions for these issues has been highlighted (Nielsen et al., 2010; Ipsen et al., 2018). As a follow-up to the mandatory Workplace Assessment, in 1:1 talks and in departmental meetings, it is important that managers create opportunities for employees to discuss what excites and stresses them in their work and what possible solutions they see. At the same time, it is necessary to clarify at what level a problem has arisen and where it can best be solved. Is it at an individual, group, management or organisational level?

If a problem is organisational, this requires that the problems and solutions should be discussed among the leaders who have the decision-making power to deal with the problem. These discussions should be a regular item on the agenda of the ongoing meetings of all levels of management, thus ensuring discussion of which working environment issues across all departments should be dealt with and how. Those issues that a leadership team does not have the decision-making power to act upon should be passed on to either a cooperation committee or the management team that has the decision-making power to solve the problem in question. In this way, leaders can gain knowledge of the nature of the problems, and where prevention is needed, align their expectations regarding who can solve the problem. At the same time, such meetings ensure that line managers do not stand alone when they seek to solve working environment issues without the necessary decision-making power.

Reflections

1. How do we involve employees in pointing out problem areas and solutions?
2. How does cross-organisational collaboration move upwards in an organisation? When solving problems, how are responsibilities and decision-making power linked to individual leaders?
3. How do we create a good and appropriate work environment for managers with responsibilities relating to people management?

Fishbone workshop

The purpose of this workshop is for managers and employees to work in a structured way to uncover and describe the conditions of their work experienced as exciting, and as causing strain. At each workshop, two "Fish-Bone charts" are prepared, one for enthusiasm and one for strain.

Step 1. Identifying enthusiasm and strain at work

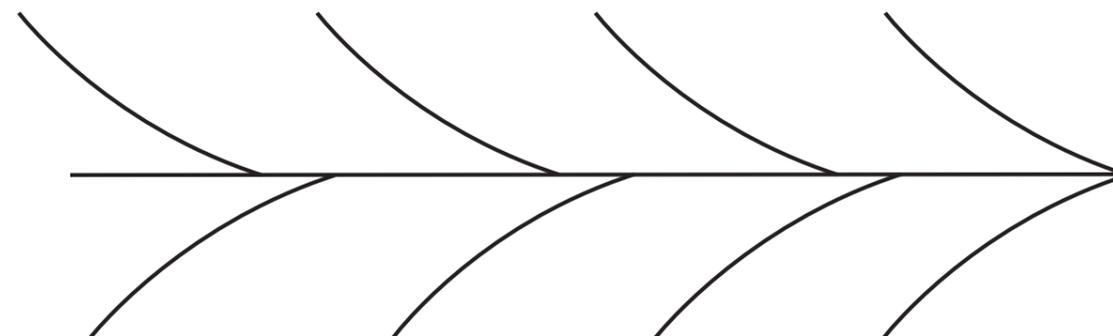
The following reflection prompt is provided to each participant: What excites you and what causes you strain in your work? Write (on post-it notes) the three most important things that inspire you and the three most important things that cause you strain in your work (5 minutes).

Step 2. Presentation of exciting and stressful factors at work

All participants are now asked to step up one at a time and present what they have written on their notes, making a few comments so that others can understand the background. "The post-it notes are attached to the Fishbone chart (which resembles a skeleton). For example, these could say, "good colleagues", "challenging tasks", "work variation" or "visible management".

Step 3. Preparation of joint solutions in relation to strain at work

Solution proposals are discussed and joint solution proposals are prepared. The stressful factors in the work that the employees or managers cannot solve by themselves are escalated to the level of management that can solve the problem. The process is described in further detail in Organisational interventions for health and well-being in small and medium sized enterprises: Enabling and inhibiting factors in the PoWRS program (Ipsen et al., 2018)



RECOMMENDATION 5

Establish procedures for return to work

BY LIGAYA DALGAARD, YUN LADEGAARD & TANJA KIRKEGAARD

Sustainable return to work after stress-related sick leave is about helping employees return to work in an appropriate and lasting way (Etuknwa et al., 2019). Traditionally, there has been a focus on psychological treatment outside of the organisation, but interventions that have been successful in enhancing return to work typically have used a combination of psychological treatment and a workplace-oriented approach. In general, flexibility and the way in which the workplace handles the process of sick leave and return to work are important in ensuring that the employee is able to return in a good and lasting way, particularly when it comes to employees that return after stress-related sick leave (Dalgaard et al., 2017; Finnes et al., 2018; Ladegaard et al., 2012; Mikkelsen et al., 2018).

Therefore, we recommend that workplaces establish specific procedures to ensure that the process of return to work after stress-related sick leave is adapted to the situation of the individual employee and the workplace. These procedures should be based on establishing and maintaining good contact between the workplace and the employee, and ensuring a gradual return to work, including a gradual increase in work tasks and complexity.

To establish an appropriate process for returning to work, it is often necessary for the workplace to address any potential increase in workloads or demands on the rest of the team so that one employee's absence does not result in the absence of others. At the same time, in order to minimise the risk of future sick leave in the organisation, it is important that knowledge from previous sick-leave cases is incorporated into action plans for the future. In this process, it is important that the top management is respon-

sible for the implementation of a sickness absence strategy. Middle managers should have knowledge, guidelines and access to help in the process, as well as the opportunity to contribute to solutions for occupational health and safety issues. The role of the immediate superior (or another selected colleague) is central not only in establishing contact with the employee during sick leave, but also in addressing the rest of the employee group's potential concerns before, during and after their colleague's sick leave. In challenging situations in the process of return to work, an interdisciplinary effort will often be necessary, involving the workplace, therapists, representatives from unions, and the municipal system.

Reflection questions

1. Does your workplace have clear guidelines for how to handle stress-related absence and procedures for returning to work after sick leave?
2. Is there room for a gradual return to work after long-term absence? If not, what necessary changes could be made?
3. Is knowledge from existing sick-leave episodes collected and used to prevent future sick leave among employees? In other words, does the organisation adapt relevant work and social aspects to prevent further sick leave?

Reflections: Focus points for organisations and managers in relation to employees' return to work

Points of attention during sick leave

- Establish contact with the employee who is absent from the workplace. This contact should take place in a systematic and planned manner in agreement with the person on sick leave in order to create predictability and ensure that the situation is adapted to the employee's current level of resources and energy.
- Establish dialogue with the employee about what happened in the period leading up to the sick-leave period. There should be an explicit focus on the learning opportunities ahead rather than blame.
- Support the employee on sick leave in receiving psychological treatment or counselling.

Points of attention during return to work

- There should be flexibility from the workplace in relation to planning and adapting the return-to-work process, including increasing the tasks and level of complexity. Assignments should continually be adapted to the employee's current level of function. The individual recovery process may vary a great deal.
- If relevant, involve psychosocial safety personnel as well as selected close and experienced colleagues.
- Intensify the department's focus on the prioritisation of tasks and responsibility for the tasks, with a clear framework and clear objectives for their performance, so the returning employee and his/her colleagues do not feel uncertain about these areas.
- Be aware of whether there are any invisible challenges or dilemmas that are preventing the resumption and performance of work tasks. These could include conflicts that are unresolved,

unclear roles/goals, or insufficient knowledge about the functioning of the employee returning to work.

- Maintain a focus on the workplace's social environment in relation to both the person returning to work and the other employees who may experience that their returning colleague still exhibits a reduced level of functioning.

Points of attention after return to work

- The manager should, perhaps in collaboration with an occupational health and safety representative and/or union representative, identify the workplace conditions that may have contributed to the employee's stress condition. The manager should determine if other employees are also exposed to these conditions and if they can be changed or adapted appropriately.
- Discussion should include how the department may handle the challenges at a group level so that each employee does not have to handle the demands individually.
- There should be feedback to the organisation on possible areas within the psychological working environment where there is a need for improvement.
- Is there sufficient knowledge among managers and other key employees on appropriate return-to-work procedures and how to prevent relapses in the workplace?
- Strategies and guidelines for handling work-related stress should be developed/updated

RECOMMENDATION 6

Learn to lead

BY CHRISTINE IPSEN, YUN LADEGAARD & JANNE SKAKON

With regard to the psychosocial working environment, studies show that managers often do not feel competent to prevent and deal with problems such as conflicts, bullying and work-related stress (Ladegaard et al., 2017; Dewe & Driscoll, 2002). Moreover, education on working environment issues is not a mandatory subject in management training. This may seem strange, as ensuring a healthy and safe working environment is, by law, ultimately the manager's responsibility. When the manager is not qualified to handle severe working environment issues, there is a risk that he or she may address the issue too late or in a way that is skewed in relation to what is actually needed. Thereby, the situation risks worsening, which ultimately increases the risk of dissatisfaction, work-related illness and employee terminations (Skakon et al., 2010). Therefore, managers should understand their actual impact on the well-being and productivity of their employees (Ipsen, Karanika-Murray & Hasson, 2018). Thus, they should be provided with knowledge and tools facilitating a nuanced understanding of the interplay between the organisation of work, the social aspects of work, employee well-being and productivity, and their own role and importance in this context.

The organisation of work concerns how work is planned and managed, including working time, working tempo, staffing, hierarchy, the complexity of the work, communication about the work and decision making. The social aspects of work relate to collaboration and social relations, including the relationships between management and employees, among employees, and with stakeholders, customers and citizens. In this field of interaction, potential conflicts (e.g. bullying or harassment) may appear.

In today's organisational reality, high demands relating to productivity, growth and key performance indicators (KPI) management tend to obscure the focus on leading people. When managers are appointed based on their subject-specific competencies and results, they may lack competencies related to the leadership of people. Managers should therefore be offered training in managing the working environment, with an emphasis on the interaction between the working environment, productivity and quality (von Thiele Schwarz, Hasson & Tafvelin, 2016). Through ongoing documented participation in activities, courses and events that provide the latest knowledge and tools from the working environment field, training and education can be kept up to date. In line with other strategic areas of action, such as financial management, working environment and occupational health, the required education for managers should be explicitly stated and prioritized. Thus, the company's top management should engage in this education, sending clear signals that the company is taking active responsibility for ensuring a good and healthy working environment.

Reflections

1. How do we train and support our leaders in preventing and managing employee stress?
2. How do we follow up on management education, and ensure the skills and competencies necessary?
3. By what criteria do we designate managers?

Tool: Do you know?

Do you have enough knowledge about the psychosocial working environment and how to prevent stress in the most effective ways? Many managers point out that participating together with other managers in courses on stress prevention offers a clear advantage. It helps build a common language on stress and prevention, thus helping managers

to align their understanding of stress and fostering valuable dialogues on their experiences, difficulties and good practice.

This tool provides knowledge about stress and prevention.

There are 7.3 million managers in the EU, who are each responsible for more than 10 employees.

- One in five employees in the EU report poor well-being.
- In 2018, work-related stress and mental health issues cost €600 billion due to productivity losses, sickness absence, presenteeism and poor mental health (OECD, 2018).

General absence: Are your employees having more days off than usual? This can be a sign of stress and excessive workload.

Irritability: Have you noticed that an employee has been more upset lately or withdrawn from social activities? This may be an indicator of stress. Be aware of changes in mood and behaviour. Stress can cause insomnia and a number of other mental problems that can lead to irritability.

Poor teamwork: Have you noticed that your employees have been less likely to cooperate than usual? They may be under pressure and experiencing stress symptoms. If you notice conflicts and disagreements between employees, there is a risk that these may be stress-related.

Reduced quality of work: Do your employees have difficulties concentrating? Has the quality of their work decreased? Being under massive or ongoing pressure makes it difficult for employees to concentrate and remain productive throughout the day, which often leads to a decrease in the quality of their work.

Disease: Do your employees complain about physical symptoms, or do they call in sick more than usual? Because stress affects the immune system, stressed employees are more susceptible to disease. Stressed employees may also be afflicted by headaches, migraines and other chronic pain.

Negativity: Can you no longer see the optimistic behaviour you are used to seeing in your employees? When employees are stressed, it is difficult for them to see opportunities and focus on the bigger picture.

Changes in everyday habits: Have you noticed that your employees are changing their behaviour? If so, it might be a good idea to have a dialogue about this. Stress can cause changes in many everyday rhythms and habits, leading employees to skip meals, take work home or stay late at work.

Low energy: Are your employees mentally absent? Do they have difficulty keeping their eyes open? Stress drains people physically, and severely stressed employees often have poor sleep quality.

RECOMMENDATION 7

Strengthen leadership communities

BY JANNE SKAKON, CHRISTINE IPSEN, TANJA KIRKEGAARD & YUN LADEGAARD

Strong leadership communities lead to inspiration, understanding, common direction and learning among managers (Trillingsgaard, 2015). By opening up opportunities to share and handle issues together, such communities create less stress among managers (Beusaert et al., 2016). Strengthening leadership communities is important, as often the leadership role is experienced as a lonely position, especially in tough times. Paradoxically, many middle managers have the experience of standing alone, even though they share work context and face the same challenges (Ladegaard et al., 2017). Some managers point out that a lack of support, extremely poor cooperation and conflict-related issues in the management group can be a source of stress (Skakon et al., 2011).

Therefore, leadership communities must be prioritised and strengthened for the common good (Schein & Schein, 2018). Strengthened leadership communities and sustainable leadership are created by sharing knowledge and reflections in an atmosphere of trust. Therefore, targeted work with peer support, exchange of experiences, vigorous debates in relation to concrete, complicated and perhaps dilemma-filled situations, and the development of one's own daily management are among the factors that can be pivotal (Ladegaard & Skakon, 2021). Strong leadership communities are supported by:

- Qualifying the existing leadership forums in the company. In order to support the development of the group and their communication, a facilitator should help provide verbal expression of that which remains unspoken. The leadership forum should consider how dilemmas and conflicts can be managed so that increased confidence and

mutual learning are created. The focus should be on a healthy culture that supports collaboration on the core task.

- Establishing relevant internal management networks, with a specific focus on issues such as leading organisational change, and preventing and handling employee stress. The specific themes with which the network engages are decided by both the employees and the management group.
- Encouraging and supporting participation in external leadership networks across companies.

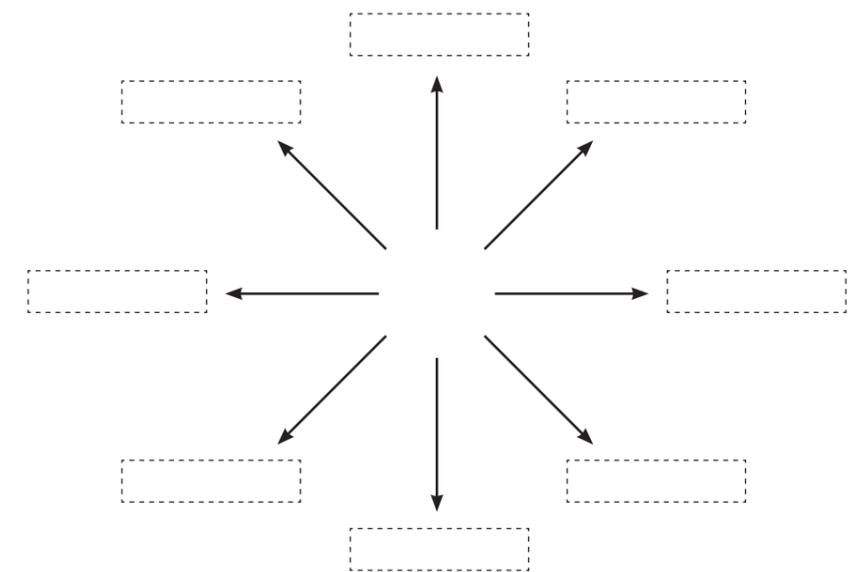
Reflections

1. Are the relationships among leaders characterised by trust and openness—even in difficult times? How—and what—do we learn from conflicts? Do we handle conflicts quickly enough? Do we consider how conflicts can be used constructively to strengthen future cooperation towards the common goal?
2. How do we, as leaders, show an interest in each other's situations? Do we listen, help to explore and question curiously? Do we show and tell our leadership colleagues that we prioritise and value them, and that their thoughts and actions are important?
3. How do we most effectively bring our competencies into play in the leadership team?

Tool: Map your management network

When mapping people in your network with their strengths and resources, you create a structured overview of who can provide a beneficial resource, and in what contexts this might be particularly helpful. In other words, you learn who can provide benefit with respect to what, when and how. This overview can also be used to actively strengthen your network, which will ultimately be beneficial in obtaining your goals.

The tool provides an overview of your network as well as specific knowledge of who can be of benefit in relation to specific tasks and challenges (e.g. in relation to knowledge sharing, or seeking advice and support to solve leadership tasks and challenges).



Your leadership network

Describe the specific task or challenge:

Name of the person who can support	Describe how the person is a resource (X can help me with ...)	Status and follow-up

RECOMMENDATION 8

Be an outreach leader

BY JANNE SKAKON, TANJA KIRKEGAARD OG CHRISTINE IPSEN

Being an outreach leader and at the forefront of leadership requires a good overview of the tasks, including their progress and status, as well as insights about the employees' situation. As an outreach leader, your contact with employees is systematic. You follow up on their general well-being and their efforts in relation to the total delivery, supporting their ownership of solutions, work flow, quality of deliverance and feeling of being valued (Ipsen & Andersen, 2011; Kirkegaard & Skakon, 2018). When working in a global context and in telework, outreach leadership is central (Poulsen & Ipsen, 2017; Thompson, Buch, & Glasø, 2019). With outreach leadership, you might use fewer resources firefighting stress management and conflicts, as potential risks are discovered before they develop into problems. Leaders should work systematically on outreach in the following ways:

- Prioritise and plan 1:1 dialogues with a structure that ensures attention is given to issues such as well-being and work challenges and opportunities. Align expectations with regard to task solving, deadlines, goals, resources and competencies.
- Ask for suggestions for improvement at departmental meetings.
- Follow up on the relationship between tasks and resources on a regular basis.
- Consider any meeting or dialogue with an employee (touch points) as an opportunity to gain insight into the current state of the employee. The purpose is to support progress and development.

As an outreach leader, it becomes possible to keep a balanced focus on tasks and employees. You should

prioritise a healthy working environment, with a focus on prevention. This creates opportunities for better leadership, with issues being solved before they turn into bigger problems, and contributes to increased trust between managers and employees (Skakon et al., 2010).

Reflection questions

1. What working conditions do we provide for the individual leader in relation to exercising quality leadership of people? Is there room for leadership? Or does the bustle caused by ambitious business goals push people leadership into the background?
2. What is the dimension of the management area? How many employees report to a leader? How do we ensure that the leader actually has time for leadership?
3. How do we support leaders and co-workers actually to have contact when teleworking, where leaders and employees work in different places, and when sometimes at different times of the day?

Tool. Weekly call schedule

The weekly call schedule is a management tool that helps managers have continuous and systematic contact with their employees. Mark on a simple spreadsheet to whom you have spoken, as well as where and when, to enhance insight into your daily people leadership. The spreadsheet also works as an eye-opener and reminder should some employees be receiving less attention. Such outreach leadership reduces firefighting and creates opportunities for employees to take more responsibility (Ipsen & Andersen, 2011).

Call schedule

Date	Who	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday		Sunday	
		where	status	where	status	where	status	where	status	where	status	where	status	where	status
	Amanda	phone	✓	phone	✓	walk/talk	✓								
	Terry	the coffee machine	✓			meeting	✓								
	George	phone				the coffee machine	✓								
	Anna	meeting	✓	phone	✓										
	William	meeting	✓												
	Johanna			the coffee machine	✓										
	Angela	the coffee machine	✓												
	Therese	meeting	✓			meeting	✓								

RECOMMENDATION 9

Create good working habits

BY ANDERS RAASTRUP KRISTENSEN

In recent years, several companies have been experimenting with reducing the general working hours to 30 hours per week. In these companies, employees receive full pay. These companies focus on creating good working habits by introducing working methods that can help employees to be more efficient, so they produce more in less time.

The interesting thing about these initiatives is that they have succeeded in increasing the productivity of knowledge work. Knowledge work is work where primarily intangible services such as knowledge, service and care are produced. The challenge has been to increase productivity within these industries. While productivity in manual production increased fiftyfold during the 20th century by introducing new technology and management principles, productivity in knowledge work has not undergone the same development (Drucker, 1999).

Until now, the general tendency in attempts to increase productivity in knowledge work has been to give employees the greatest possible freedom to organise their work. The consequence for many employees is that they themselves become responsible for delivering the tasks at the agreed time (Kristensen, 2011).

If they are unable to establish productive work habits themselves, a consequence can be that employees end up working evenings and spending many hours during the weekend completing their tasks. Thus, an approach designed to increase freedom can have a negative impact on employee well-being and productivity. Companies that have focused

on helping employees establish productive work habits have succeeded in increasing the productivity of knowledge work. They dare to challenge employees' self-created work habits if these habits are not productive. In this sense, the companies take responsibility not only for employee productivity but also for employee well-being. For example, they take responsibility when they indicate that the work tasks must be achieved within normal working hours, whether the working time is 30 or 37 hours.

If employees work one day less per week and achieve the same, this is an immediate 20 percent improvement in productivity. Such improvements have been achieved through a number of initiatives that help to develop good work habits. Examples of these include the following:

- The Pomodoro Technique, where employees work intensively for 25 minutes, after which they must pause (Cirillo, 2006). Employees typically have to complete 10–12 Pomodoro periods in one working week.
- Changing the standard time in calendar notices for meetings so that a meeting must last either 22 or 44 minutes, and introducing the rule that there must be a meeting agenda if a meeting is to be held (Ipsen & Andersen, 2011).

These actions potentially can help to reduce stress by improving work-life balance, as the employees can work fewer hours per week. The methods also can be used by full-time employees.

Reflection questions

1. Where does productivity need to be increased? What tasks or methods can improve productivity?
2. On what work habits and practices should focus be placed (e.g. meetings, email and individual work assignments) to enhance our productivity?
3. What are the barriers to changing work habits? What resistance can we expect to meet?

Tool. Pomodoro Technique

There are several different options and methods to optimise time consumption for key tasks in knowledge work. One of these is the Pomodoro Technique, where one works in a focused way for 25 minutes and then pauses for five minutes. When working with others, it is important not to be disturbed along the way. It is important to have a system that can show that you should not be disturbed. This can be a simple solution (e.g. a red lamp on the table) or a more complex technical solution (e.g. a TV screen in the room showing the status of all the employees). If a thought arises to which you want to respond, write it down on a sheet of paper so that you can continue with the current task.

Pomodoro Technique

Turn off your phone, email, social media and other potential disruptions. Signal that for the next 25 minutes you will work in a focused way and not be disturbed. For example, a course may look like this:



- Husk at afbryde arbejdet efter 25 minutter. Gå en kort tur, tag noget at spise, stræk dig eller tag en uformel snak med en kollega.

COPENHAGEN THINK TANK FOR SUSTAINABLE WORKING LIFE

Anders Raastrup Kristensen, PhD, author; external lecturer at Copenhagen Business School, Denmark; independent consultant and researcher

PhD thesis: Metaphysical Labour: Flexibility, Performance and Commitment in Work-Life Management (2010)

“I am passionate about understanding the evolution of modern working life so we are better at dealing with the opportunities and challenges we face.”

www.andersraastrup.dk



Camilla Kring, PhD, MSc in engineering, author, TEDx speaker, founder of Super Navigators ApS and the B-Society

PhD thesis: Work and Family Life – Get a Balance (2005)

“I’m a scientific business consultant. Since 2005 I have implemented my PhD in practice in organisations in 17 countries. My client companies are internationally recognised as among the World’s Best Workplaces. I’m specialised in creating flexible work cultures that support our differences in family constellations, work forms and biological rhythms.”

www.camillakring.com



Christine Ipsen, PhD, associate professor, leader of the Implementation and Performance Management group of DTU Management
PhD thesis: Knowledge workers’ unique working conditions and opportunities to prevent occupational stress in knowledge work (2007)

“My research and teaching focuses on sustainable work, i.e., how to manage organisational performance and employee wellbeing in tandem. I hold a particular interest in how to design preventive interventions and the implementation processes at the organisational level in large corporations and SMEs.”

www.linkedin.com/in/christineipsen



Janne Skakon, PhD, occupational and organisational psychologist (licensed); external lecturer at the Department of Psychology, University of Copenhagen

PhD thesis: Well-being and stress among leaders and employees: how does leader stress affect employee stress and well-being? (2010)

“I am passionate about supporting leaders and key people in fulfilling their co-responsibility for the everyday work environment, improving workplaces alignment with the requirements of development and change, and bringing research and practice closer together in co-creating new knowledge and informed practice.”

<https://www.linkedin.com/in/janneskakon/>



Tanja Kirkegaard, PhD, assistant professor at the Department of Psychology and Behavioural Sciences, Aarhus University

PhD thesis: Stress as a sociocultural phenomenon: Exploring the distributed nature of stress in an organisational context (2014)

“My research focuses on employee wellbeing, with a specific interest in preventive organisational interventions, leadership in an organisational context and collective forms of coping at the workplace.”

www.linkedin.com/in/tanjakirkegaard/



Vita Ligaya Ponce Dalgaard, PhD, psychologist and researcher, Department of Occupational Medicine, The Regional Hospital West Jutland

PhD thesis: Treating patients on sick leave due to work-related stress – two randomised controlled trials of a stress management intervention (2017)

“Both clinically and with regard to research, I’m interested in the process of rehabilitation and return to work after work-related stress. I’m particularly interested in finding how to facilitate this process in ways that support the likelihood of sustainable work-resumption.”

www.linkedin.com/in/vita-ligaya-ponce-dalgaard-0823b3b0/



Vivi Bach Pedersen, PhD, business psychologist (licensed), self-employed, Frederiksberg

PhD thesis: Exploring Work-Life Synergy – Opportunities and Constraints of Schedule Flexibility (2011)

“I’m specialised in working with leaders, talents and specialists on occupational stress and work-personal life issues. In particular, uncovering and embracing multiple identities and finding ways to manage boundaries with respect to time, location and psychological material. Becoming your true self defines a strong fundament of psychological capacity from within.”

www.vivibach.dk

Yun Ladegaard, PhD, work and organisational psychologist; scientist at the Department of Psychology, University of Copenhagen; leader at the Danish Foundation for Mental Health

PhD thesis: Work-related mental disorders – A quantitative and qualitative investigation of employees’ and managers’ experiences at the workplace and in the Workers’ Compensation System (2018)

“Work is an essential part of human life, and I wish, through my work, to contribute to healthy, productive and sustainable working conditions for employees, as well as ensuring access to research-based treatment for sick employees.”

<https://www.linkedin.com/in/yun-ladegaard-phd-a521743/>



REFERENCES

Beusaert, S., Froehlich, D.E., Devos, C. & Riley, P. (2016). Effects of support on stress and burnout in school principals. *Educational Research*, 58(4), 347-365.

Burris, E.R., Rockmann, K.W. & Kimmons, Y.S. (2017). The value of voice to managers: Employee identification and the content of voice. *Academy of management journal*, 60(6) 2099-2125.

Cirillo, F. (2006). The Pomodoro Technique. <http://www.baomee.info/pdf/technique/1.pdf>

Dalgaard, V.L., Aschbacher, K., Andersen, J.H., Glasscock, D.J., Willert, M.V., Carstensen, O. & Biering, K. (2017). Return to work after work-related stress: A randomized controlled trial of a work-focused cognitive behavioral intervention. *Scandinavian Journal of Work and Environmental Health*, 43(5), 436-446.

Dewe, P. & O’Driscoll, M. (2002). Stress management interventions: What do managers actually do? *Personnel Review*, 31(2), 143-165.

Drucker, P. (1999). Knowledge worker productivity: The biggest challenge. *California Management Review*. 41(2), 79-94.

Etuknwa, A., Daniels, K. & Eib, C. (2019). Sustainable Return to Work: A Systematic Review Focusing on Personal and Social factors. *Journal of Occupational Rehabilitation* doi: 10.1007/s10926-019-09832-7.

Finnes, A., Enebrink, P., Ghaderil, A., Dahl, J., Nager, A. & Göran Öst, L. (2018). Psychological treatments for return to work in individuals on sickness absence due to common mental disorders or musculoskeletal disorders: A systematic review and meta-analysis of randomized-controlled trials. *International Archives of Occupational Environmental Health*. 92(3), 273-293.

Hurrell, J.J. & Murphy, L.R. (1996). Occupational health intervention. *American Journal of Industrial Medicine*. 29(4), 338-41.

Ipsen, C. & Andersen, V. m.fl. (2011). Prevent stress in a common process - inspiration and experience from “Knowledge, work and stress - between enthu-

siasm and load”. (Forebyg stress i en fælles proces – inspiration og erfaringer fra “Viden- arbejde og stress - mellem begejstring og belastning”). København: DJØF Forlag.

Ipsen, C. & Jensen P.L., (2012). Organizational options for preventing work-related stress in knowledge work. *International Journal of Industrial Ergonomics*, 42(4), 325- 334.

Ipsen, C., Karanika-Murray, M. & Hasson, H. (2018). Intervention leadership: A dynamic role that evolves in tandem with the intervention. *International Journal of Workplace Health Management*, 11(4), 190-192.

Ipsen, C., Sørensen, O.H, Poulsen, S. & Gish, L. (2018). Using High-Involvement Fishbone Workshops to Transform Problem Identification into Tailor-Made Organizational Interventions. I: Nielsen, K & Noblet, A. (Red.), *Organisational interventions for health and well-being*, (pp 25-42). London: Routledge, UK.

Kirkegaard, T. & Skakon, J. (2018). Stress prevention – recommendations for managers (Stressforebyggelse – anbefalinger til ledere). *Arbejdsmedicin, Herning, Hospitalsenheden Vest*.

Kring, C. (2015). I am a B-person - Fighting script for a society that supports all circadian rhythms. (Jeg er B-menneske – Kampskrift for et samfund, der understøtter alle døgnrytmer). København: Gyldendal, Danmark.

Kring, C. (2011/2017). Life Navigation – tools to improve your Work-Life Balance. <https://www.supernavigators.com/e-book.pdf>

Kristensen, A. R. (2011). The boundless working life – to lead the self-leading employees. (Det grænseløse arbejdsliv – at lede de selvledende medarbejdere). København: Gyldendal Business, Danmark.

Ladegaard, Y. (2018). ‘Work-related mental disorders - A quantitative and qualitative investigation of employees and managers experiences at the workplace and in the Workers’ Compensation System’.

København: Institut for Psykologi, Københavns Universitet. Ph.d. afhandling.

Ladegaard Y, Netterstrøm B & Langer R (2012). COPEWORK – COPESTRESS Workplace Study. Rap-por-t, Arbejdsmedicinsk- & Miljømedicinsk Af-deling, Bispebjerg Hospital.

Ladegaard, Y., & Skakon, J., i: Drøschler, M. (red.) (2021). Organizations in times of transition - A hand-book for leaders. Organisationer i en overgangstid – En håndbog for ledere. Dansk Psykologisk Forlag. Kap. 21 Arbejds miljø

Ladegaard, Y., Skakon, J. & Netterstrøm, B. (2018). PROJECT OCCUPATIONAL INJURY SYSTEM. How do employees reported with an occupational disease experience the Danish occupational injury system? (PROJEKT ARBEJDSSKADESYSTEM. Hvordan oplever medarbejdere anmeldt med en erhvervs-syg-dom det danske arbejdsskadesystem?) København. Rapport til Arbejds miljø forskningsfonden.

Ladegaard, Y.K., Skakon, J., Elrond, A.F. & Netter-strøm, B. (2017). How do line managers experience and handle the return to work of employees on sick leave due to work-related stress? A one-year follow-up study. *Disability and Rehabilitation*, 41 (1), 44-52.

Mikkelsen, M.B. & Rosholm, M. (2018). Systematic review and meta-analysis of interventions aimed at enhancing return to work for sick-listed workers with common mental disorders, stress-related disorders, somatoform disorders and personality disorders. *Occupational Environmental Medicine*, 75(9), 675-686.

Nielsen, K., Randall, R., Holten, A. & Gonzalez, E.R. (2010). Conducting organizational-level occupational health interventions: What works? *Work & Stress*, 24 (3), 234-259.

OECD (2018). Mental health problems costing Europe heavily. Organization for Economic Co-operation and Development. Accessed 04-23 2021 <https://www.oecd.org/newsroom/mental-health-problems-costing-europe-heavily.htm>

Pedersen, V.B. & Jeppesen, H.J. (2012). Contagious flexibility? A study on whether schedule flexibility facilitates work-life enrichment. *Scandinavian Journal of Psychology*, 53(4), 347-59.

Poulsen, S. & Ipsen, C. (2017). In times of change: How distance managers can ensure employees' wellbeing and organizational performance. *Safety Science*, 100, Part A, 37-45.

Richardson, K.M. (2017). Managing employee stress and wellness in the new millennium. *Journal of Occupational Health Psychology*, 22(3), 423-28.

Roenneberg, T. (2012). *Internal time*. Harvard University Press, USA.

Schein, E. & Schein, P. (2018). *Humble Leadership - The Power of Relationships, Openness, and Trust*. Oakland, CA: Berrett-Koehler Publishers, USA.

Skakon, J., Nielsen, K., Borg, V. & Guzman, J. (2010). Are leaders' well-being, behaviours and style associated with the affective well-being of their employees? A systematic review of three decades of research. *Work & Stress*, 24 (2), 107-139.

Skakon, J., Kristensen, T.S., Christensen, K.B., Lund, T. & Labriola, M. (2011). Do managers experience more stress than employees? Results from the Intervention Project on Absence and Well-being (IPAW) study among Danish managers and their employees. *Work: A Journal of Prevention, Assessment & Rehabilitation*, 38 (2), 103-109.

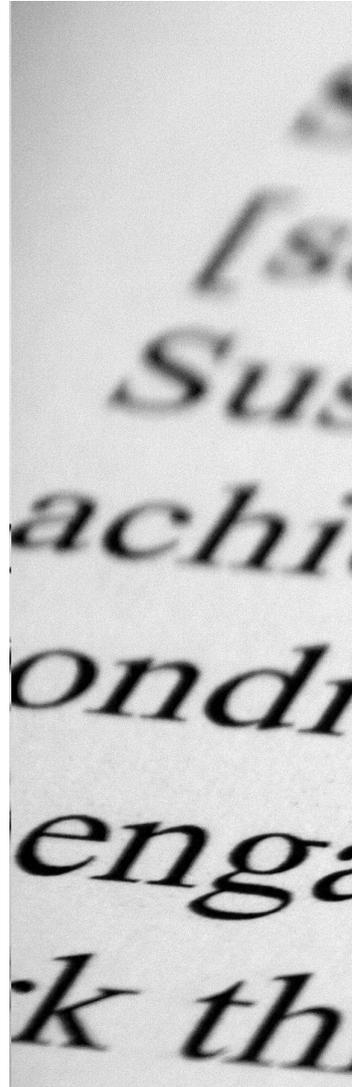
von Thiele Schwarz, U., Hasson, H. & Tafvelin, S. (2016). Leadership training as an occupational health intervention: Improved safety and sustained productivity. *Safety Science*, 81, 35-45.

Thompson, G., Buch, R. & Glasø, L. (2019). Servant leadership, span of control, and outcomes in a municipality context. *Journal of General Management*, 44 (2), 87-95.

Trillingsgaard, A. (2015). *Rethinking the management team (Ledelsesteamet gentænkt)*. København: Dansk Psykologisk Forlag, Danmark.

Wittmann, M., Dinich, J., Merrow, M. & Roenne-berg, T. (2006). Social Jetlag: Misalignment of Bio-logical and Social Time. *Chronobiology International*, 23 (1&2), 497-509.

Yam, K. C., Fehr, R. & Barnes, C. M. (2014). Morning Employees Are Perceived as Better Employees: Employees' Start Times Influence Supervisor Performance Ratings. *Journal of Applied Psychology*, 99 (6), 1288-1299.



Sustainable Working Life sə'stænəb(ə)l 'wɜ:kɪŋ li:f

Sustainable work means achieving living and working conditions that support people in engaging and remaining in work throughout an extended working life.

www.sustainableworkinglife.org