

**Foundations in Positive Organizational Scholarship
M&O 455 and 555**

3.0 Credit Course
Winter term, 2016
t/th 8-10 am

R0220

Office hours (in Jane's office) 3:30-5:30 on Thursdays

Course Instructor

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Course Facilitators

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Course Description

This course is designed to give undergraduate and MBA and masters students a working and practical knowledge of the growing domain of positive organizational scholarship (POS) based on an intensive immersion in POS research and practice. POS is an interdisciplinary approach to leading and being in work organizations in ways that call forth the best in people, resulting in individual and collective flourishing. Flourishing is a term that captures the optimal state of functioning of individuals, groups or organizations, with indicators such as thriving, engagement, health, growth and creativity as well as other markers of being in a state of positive deviance.

POS draws from multiple theoretical perspectives in the interdisciplinary field of organizational studies that are embracing new knowledge and new practices that arise when research focuses on what enables people, teams

and organizations to flourish. These include developments in positive psychology, positive applied organizational psychology, positive organizational behavior, and appreciative inquiry. There is particular strength in the POS perspective at the Ross School of Business where the Center for Positive Organizations has been a hub for the development and dissemination of these ideas for over 12 years. The rapid growth of this perspective on organizations is evident in the 79-chapter Handbook of Positive Organizational Scholarship (Cameron & Spreitzer, Oxford University Press, 2012), as well as in the rapid growth of educational programs that are focused on this perspective in organizational studies. In addition, the Ross School of Business's commitment to Positive Business as a core part of its strategy makes understanding the theory and core research of POS particularly important.

The research strength of the Ross School's faculty and Ph.D. students in the domain uniquely equip multiple faculty to be able to teach and contribute to this course. At the same time, the growing number of company partnerships around POS research and practice provides a unique opportunity to observe and study how organizations are co-creating and implementing these ideas.

Learning objectives:

1. Learn about and engage basic research in the sub-field of Positive Organizational Scholarship
 - a. Gain familiarity, understanding and fluency with core POS ideas
 - b. Effectively communicate key findings on POS research topics
2. Link to and develop knowledge of how POS research has been put into practice in organizations
 - a. Articulate and explain how POS research / knowledge has been applied in organizational contexts
 - b. Articulate the opportunities and limits to the applications of POS to organizations
3. Develop capacity to apply POS ideas and principles to assess and improve your own flourishing and to make recommendations for how organizational conditions can be altered to foster employee flourishing

Required materials -

1. BOOK: How to Be a Positive Leader: Small Actions, Big Impact. (2014). J. Dutton & G. Spreitzer, Eds. San Francisco: Berrett-Koehler Publishers. (Can be bought on Amazon in kindle book)
2. BOOK: R.E. Quinn The Positive Organization: Breaking Free from Conventional Cultures, Constraints, and Beliefs (San Francisco: Berrett-Koehler)
3. Coursepack – available through Ross

SUPPLEMENTAL MATERIALS (available on CANVAS or at Center for Positive Organizations library)

1. Supplemental readings and additional materials for each class session will be added to CANVAS
2. BOOK: Handbook of Positive Organizational Scholarship. K. Cameron and G. Spreitzer (Eds.), Cambridge: Oxford University Press. 2011.
3. BOOK: Positive Organizational Scholarship: Foundations of a New Discipline. K. Cameron, J. Dutton and R. E. Quinn (Eds.) San Francisco: Berrett-Koehler Publishers, 2003.

Seminar Sessions

WEEK 1: FLOURISHING INDIVIDUALS AT WORK

Session 1 (1/12): Introduction to POS: Why care about flourishing people at work and the power of positive images?

[TEACHING NOTE FOR CLASS 1]

READINGS

1. How to Be a Positive Leader: Dutton and Spreitzer “Introduction and Invitation”
2. *Coursepack*: Cooperrider, D.L. (2000) “Positive Image, Positive Action: The Affirmative Basis of Organizing” In Appreciative Inquiry: Rethinking Human Organization Toward a Positive Theory of Change, Chapter 2, 29-53)
3. Simple power of noticing the good Bono and Glomb <https://hbr.org/2015/09/the-powerful-effect-of-noticing-good-things-at-work>
4. The Economics of Well-being Tom Rath and Jim Harter, Gallup (2015) Downloadable at <http://www.gallup.com/services/177050/economics-wellbeing.aspx>

PREPARATION AND ASSIGNMENTS

- ✓ Come to class ready to share why positive images of work organizations are so important and be ready to share your image of a positive workplace. Also be ready to be able to defend why we should care about flourishing or well-being based on arguments presented by Rath and Harter.

SUPPLEMENTAL MATERIALS

1. For a compressed history of positive psychology see <http://livehappymagazine.com/science/positive-psychology/happiness-revolution>
2. For one account of the “birth” of POS see: “Meet the movement: Interview with Kim Cameron, Jane Dutton and Robert Quinn” by Susan Bernstein, Journal of Management Inquiry, 2003. <http://cc.scu.edu.cn/G2S/eWebEditor/uploadfile/20121216014130659.pdf>

Session 2 (1/14): Strengths-based Approaches

[TEACHING NOTE FOR CLASS 2]

READINGS

1. In coursepack : Park, N and C. Peterson. (2009) “Character Strengths: Research and Practice” In Journal of College and Character, Volume X, No. 4. 1-10.

PREPARATION & ASSIGNMENTS

Prior to class, complete the VIA strengths assessment on the web (you will find it at: <http://www.viacharacter.org/survey/account/register>). Come to class prepared to share your strengths and have fun making sense of what it means for you!

SUPPLEMENTAL MATERIALS ON CANVAS

1. Application of strengths approach to education: White, M.A. and Waters, L. (2014) "A Case Study of The Good School: Examples of the Use of Peterson's strengths-based approach with Students" Journal of Positive Psychology.
2. Asplund and Blacksmith. (2011) "Productivity through strengths" from the Handbook of Positive Organizational Scholarship.
3. Great blog on Strengths Spotting: <http://blogs.psychcentral.com/character-strengths/2014/07/need-a-mood-boost-try-this-simple-exercise/>
4. Chapter 3 in Michele McQuaid's and Erin Lawn's new book: Your Strength's Blueprint
5. Kruse, E., Chancellor, J., Ruberton, P. M., & Lyubomirsky, S. (2014). An upward spiral between gratitude and humility. Social Psychological and Personality Science, <http://sonjalyubomirsky.com/files/2012/09/Kruse-Chancellor-Ruberton-Lyubomirsky-in-press1.pdf>. (good example of how strengths often travel together and build on each other)
6. Application of strengths –based approach to onboarding new employees (awareness, emphasis and use of strengths can foster authenticity) <https://hbr.org/2015/11/the-powerful-way-onboarding-can-encourage-authenticity>

Session 3 (1/19) Positive Emotions in Organizations

[TEACHING NOTE FOR CLASS 3]

READINGS

1. Coursepack: Fredrickson. (2003) "Positive Emotions and Upward Spirals in Organizations" In K. Cameron, J. Dutton and R. E Quinn (Eds.) Foundations of Positive Organizational Scholarship.
2. Canvas: Vianello, Galiani and Haidt (2010) "Elevation at Work: The Effects of Leaders' Moral Excellence." Journal of Positive Psychology, 5: 5, 390-411.

PREPARATION & ASSIGNMENTS

- ✓ **Compelling Case #1:** Prior to class in a one page, single spaced document, describe a compelling example from your own experience or from watching an organization leader where you saw the impact of positive emotions that Fredrickson describes. Describe what caused the positive emotions, what were the positive emotions, and what were the impacts of the positive emotions.

SUPPLEMENTAL MATERIALS ON CANVAS

1. Fredrickson. B. (2013) "Updated Thinking on Positivity Ratios" available on the web: <http://www.unc.edu/peplab/publications/Fredrickson%202013%20Updated%20Thinking.pdf>

2. Cohen, S., & Pressman, S. D. (2006). Positive affect and health. Current Directions in Psychological Science, 15, 122-125. See Sarah Pressman's Ted Talk at https://www.youtube.com/watch?v=lqiGL4e_c30
3. Power of Gratitude <https://hbr.org/2013/11/the-big-benefits-of-a-little-thanks/> by F. Gino and A. Grant 2013
4. Nice blog on love, gratitude at work written by Jessica Amortegui who is an affiliate of CPO <http://www.fulfillmentdaily.com/profound-benefits-love-work/>

Session 4 (1/21) Positive Relationships and High Quality Connections in Organizations

[TEACHING NOTE FOR CLASS 4]

READINGS

1. How to Be a Positive Leader: Dutton, J. "Build High Quality Connections"
2. *Download*: Baker, W. and J. Dutton (2007) "Enabling Positive Social Capital". In J. Dutton and B. Riggins (Eds.), Exploring Positive Relationships at Work: Building a Theoretical and Research Foundation.
<http://webuser.bus.umich.edu/janedut/High%20Quality%20Connections/ExploringPositiveRelationships.p.pdf>

SUPPLEMENTAL MATERIALS ON CANVAS

1. Heaphy, E. and J. Dutton. (2008) Positive Social Interactions and the Human Body at Work: Linking organizations and physiology. Academy of Management Review, Vol. 33, No. 1, 137-162, 2008.
2. Stephens, J.P., E. Heaphy and J. Dutton. "High Quality Connections" Handbook of Positive Organizational Scholarship
http://webuser.bus.umich.edu/janedut/High%20Quality%20Connections/POSHandbook-High_Quality_Connections.pdf
3. Achor, S. Positive Intelligence Harvard Business Review <https://hbr.org/2012/01/positive-intelligence/ar/1>
4. Fredrickson, B. (2012) Love 2.0. You can find the first chapter of her book on the web:<http://www.mentorcoach.com/fredrickson/introduction.htm>

Session 5 (1/26) Positive Self-Meaning in Organizations

[TEACHING NOTE FOR CLASS 5]

READINGS:

1. How to Be a Positive Leader: Roberts, L.M. "Cultivate Positive Identities"

2. Dutton, J., L. Roberts and J. Bednar. "Prosocial Practices, Positive Identity, and Flourishing at Work" In S. Donaldson, M. Csikszentmihalyi and J. Nakamura (Eds.) Applied Positive Psychology: Improving Everyday Life, Schools, Work, Health, and Society, New York: Routledge, 2011.

<http://webuser.bus.umich.edu/janedut/Identity/Applied%20Positive%20Psychology%20chap%2010.pdf>

PREPARATION & ASSIGNMENTS

- ✓ **Compelling Case #2:** Prior to class, in a one-page, single space document describe an example of a situation where you constructed a positive identity. In what way was this self identity positive? What were the impacts of seeing yourself this way? What could you do to cultivate this type of positive identity more often?

SUPPLEMENTAL MATERIALS ON CANVAS

1. Dutton, J. E., L.M. Roberts and J. Bednar. "Pathways for Positive Identity Construction at Work: Four Types of Positive Identity and the Building of Social Resources" Academy of Management Review, Vol. 35, No. 2, 265-293, 2010.

http://webuser.bus.umich.edu/janedut/Identity/Pathways_for_Positive_Identity.pdf

2. Roberts. L.M., J. Dutton. G. Spreitzer and E.D. Heaphy. "Composing the Reflected Best Self-Portrait: Building Pathways for Becoming Extraordinary in Work Organizations" Academy of Management Review, 30, 4, 712-736, 2005.

<http://webuser.bus.umich.edu/janedut/POS/best%20self%20from%20amr.pdf>

Session 6 (1/28) Positive Job Meaning in Organizations and the Power of Everyday Activities and Practices (Chris Murchison will be a guest in class to offer his wisdom and insight (See <http://positiveorgs.bus.umich.edu/people/chris-marcell-murchison/>))

[TEACHING NOTE FOR CLASS 6]

READINGS

1. How to Be a Positive Leader: Wrzesniewski "Engage in job crafting"
2. How to Be a Positive Leader: Grant "Outsource Inspiration"
3. Coursepack: Spreitzer, G. and C. Porath. (2012) "Creating sustainable performance at work" Harvard Business Review, 93-100

SUPPLEMENTAL MATERIALS ON CANVAS

1. Berg, J., J. Dutton and A. Wrzesniewski. "Job Crafting and Meaningful Work" In Purpose and Meaning in the Workplace, Washington, DC, APA Books, 2012
<http://webuser.bus.umich.edu/janedut/Jane's%20Website%20pdfs/Job%20Crafting%20and%20Meaningful%20Work.pdf>

2. Lyubomirsky, S., & Layous, K. (2013). How do simple positive activities increase well-being?. Current Directions in Psychological Science, 22(1), 57-62.
3. Bono, J. E.,* Glomb, T. M.,* Shen, W., Kim, E., & Koch, A. (2013). Building positive resources: Effects of positive events and positive reflection on work-stress and health. Academy of Management Journal, 56, 1601-1627.
4. Hülshager, U. R., Alberts, H. J. E. M., Feinholdt, A., & Lang, J. W. B. 2012. Benefits of mindfulness at work: The role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction. Journal of Applied Psychology, 98(2): 310–325
5. Grant, A. M., & Sonnentag, S. 2010. Doing good buffers against feeling bad: Prosocial impact compensates for negative task and self-evaluations. Organizational Behavior and Human Decision Processes, 111: 13-22

PART II FLOURISHING SYSTEMS

In the second half of the course, we switch from a focus on flourishing individuals in work contexts to looking at the organizational and system level, asking what makes a system flourish? Get ready to challenge yourself to think expansively about the “O” in POS

Session 7 (2/2) Flourishing Collectives: Organizations, Teams or Units (Bob Quinn will be in class to lead the session)

[TEACHING NOTE FOR CLASS 7]

READINGS:

Read the new Quinn book, The Positive Organization: Breaking Free from Conventional Cultures, Constraints, and Beliefs (San Francisco: Barrett-Koehler)

Session 8 (2/4) Positive Cultures

[TEACHING NOTE FOR CLASS 8]

READINGS:

1. Coursepack: Sisodia, Sheth and Wolfe, (2014) “Culture: The Secret Ingredient” In Firms of Endearment (Upper Saddle River , N.J. Pearson Education, pages 163-190).
2. Coursepack: Cameron, K. (2013)” How to Create a Culture of Abundance” In Practicing Positive Leadership, San Francisco: Berrett-Koehler pages 19-47.
3. Evidence that positive cultures matter. See Sepalla and Cameron <https://hbr.org/2015/12/proof-that-positive-work-cultures-are-more-productive>

PREPARATION & ASSIGNMENTS

- ✓ **Compelling Case #3:** Prior to class, in a one-page, single spaced document describe an example of a positive culture (could be for any collective—a team, a club, a unit, a project group, a whole organization). How did you know it was a positive culture? Describe the impacts of being a member of collective with this kind of a culture?

SUPPLEMENTAL MATERIALS ON CANVAS

1. M. Glynn and L. Watkiss “The Generative Potency of Cultural Symbols”, In Handbook of Positive Organizational Scholarship.

Session 9 (2/9) Positive Practices and Resourcing (Monica Worline will be in town to co-lead this session See <http://positiveorgs.bus.umich.edu/people/monica-worline>)

[\[TEACHING NOTE FOR CLASS 9\]](#)

READINGS

1. How to be a Positive Leader: Sonenshein, S. “Treat employees as resources not resistors”
2. Coursepack: Feldman, M. and Worline, M. “Resources, Resourcing and Ampliative Cycles in Organizations” In the Cameron and Spreitzer Handbook of Positive Organizational Scholarship.

SUPPLEMENTAL MATERIALS ON CANVAS

1. Kim Cameron, Carlos Mora, Trevor Leutscher, and Margaret Calarco. (2011) “Effects of Positive Practices on Organizational Effectiveness” Journal of Applied Behavioral Science, 47(3): 266 - 308. (CANVAS)

Session 10 (2/11) Energy and Positive Networks

[\[TEACHING NOTE FOR CLASS 10\]](#)

READINGS

1. Coursepack Cross, Baker and Parker: What creates energy in organizations? Sloan Management Review, July 2003
2. Coursepack Cameron K. (2013) How to create Positive Energy Networks? In Practicing Positive Leadership, pages 49-77.

PREPARATION & ASSIGNMENTS

- ✓ Come to class prepared to map out your energy network IN CLASS

SUPPLEMENTAL MATERIALS ON CANVAS

1. Baker, W., Cross, R and M. Wooten (2003) Positive Organizational Network Analysis and Energizing Relationships. In Foundations of Positive Organizational Scholarship.

2. Bruch, Heike, and Sumantra Ghoshal. "Unleashing organizational energy." MIT Sloan Management Review 45.1 (2003): 45.
3. Cole, M.S., Bruch, H., & Vogel, B. (2011). Energy at work: A measurement validation and linkage to unit effectiveness. Journal of Organizational Behavior, 33, 445-467.

Session 11 (2/16) Engaging Positive Change (Fritz Seyferth will be here to co-teach the class and lead a case discussion see <http://fritzfsa.com/>)

[TEACHING NOTE FOR CLASS 11]

READINGS

1. Coursepack: Golden-Biddle and Mao. What makes and organizational change process positive? In the Handbook of Positive Organizational Scholarship. In reading this chapter, take away the major points about what are different strategies for fostering positive change? Also look back at the reading we did in the session on positive culture and in particular in Kim Camerons' chapter on "How to Create a Culture of Abundance"
2. Read the high-level (and short) summary of Appreciative inquiry (a type of change practice) that is on Canvas. If you get interested in appreciative Inquiry, read the more extensive discussion of the field of Positive Organizational Development (by Cooperrider and Goodwin) that is on Canvas and listed below.

PREPARATION AND ASSIGNMENTS

1. Look through the data from interviews with 70 employees at Steel Company conducted this year. Please read all of the responses and come to class prepared to share what one action that would positively impact this organization the most? Be prepared to defend your answer.

SUPPLEMENTAL MATERIALS ON CANVAS

1. Cooperrider and Goodwin Positive Organizational Development. In the Handbook of Positive Organizational Scholarship. Take a look at Table 56.1 (on page 741) in this chapter as it provides a wonderful summary of core principles of strength-based approaches to positive organizational development and change.

Session 12 (2/18) Integrating the Whole and Making Commitments

[TEACHING NOTE FOR CLASS 12]

PREPARATION & ASSIGNMENTS

- ✓ Integrative map due in class (come with 8 copies to share and be prepared to present and discuss your map with other students, and have a master to hand in)

Final Product: Flourishing Self-Intervention: Due Feb. 23 (TUESDAY) by 9 AM.

Grading and Assignments

COURSE EXPECTATIONS

The course will move quickly, so it is extremely important that you do all the reading before the class period where it will be discussed. Class sessions will be interactive and will often use the readings as the launching point for activities. You cannot rely on a lecture in class to provide you with the main points from the readings; it's important that you discern the main points yourself prior to class sessions.

GRADED DELIVERABLES

- Compelling Case Examples– 15 Points each (45% total grade)
- Flourishing self- intervention-- 25 points (25% of total grade)
- Integrative Understanding Assignment – 30 Points (visual and narrative; 30% total grade)
- Log of 12 hour investment in additional POS materials (no additional points but required to get credit for the course)

1. Compelling Case Examples

You will prepare three compelling case examples (CCE), each one worth 15 points. Each CCE should be no more than 1 page, single spaced, with 11-point or larger font.

These short papers ask you to focus on a key POS concept from a POS perspective and to demonstrate your understanding by being able to provide and describe a compelling example and analyze it using your understanding of the readings for that week. The points on these assignments will be allocated based on 1) clarity and appropriateness of your example; 2) demonstrated understanding of the research in doing your analysis of the example and 3) clarity of your writing.

2. Flourishing Self-Intervention

As a way of taking stock of your own experience of flourishing and taking active steps to increase it, we would like you to analyze the factors that contribute to and detract from your own experience of flourishing in a group or organization that matters to you and execute one intervention during our seven weeks to increase your overall level of flourishing. You will need to tell us what you mean by flourishing, and link it to topics from class such as positive emotions, high-quality connections, positive meaning, strengths, etc. In no more than 5 double-spaced pages (11 pt font), please use the concepts we have discussed and you have read about in class to:

- ✓ Describe in what ways you are flourishing and not flourishing in a current organization of which you are a part (could be a club, volunteer org, group or whole department or school) (5 points)
- ✓ Pick one area to improve to enhance your current level of flourishing.
- ✓ Describe a change that you have made to increase your flourishing
- ✓ Explain why you believed this change would impact your flourishing, drawing from materials covered in this course. (10 points)
- ✓ Analyze how effective your intervention was and why you believe it was effective or ineffective (10 points).

3. POS Integrative Map Assignment

This assignment, due on the last class meeting, asks you to integrate what you have learned visually and through a narrative that explains the visual depiction you create. Your deliverable is:

- ✓ A visual depiction of POS that captures your understanding of the field (Integrative MAP);
- ✓ A one-page explanation of your Integrative MAP (can be single-spaced).

This visual artifact should function like your personal map of POS, to represent how YOU see the sub-field of POS—its core assumptions, its core questions, and its unique insights. The visual display should be condensed into one 8X10” or 8.5x11” page.

- On one side of the artifact, show the visual representation.
- On the other side of the page, provide a written explanation of your visual map of POS.

Let your creative juices flow. The Integrative Map will be graded on a score of 30 possible points, which will be awarded on the basis of **creativity** (10 points; focus on making the assignment your own, reflective of your unique point of view and creative genius), **clarity of structure** (10 points, focus on the main ideas and their organization, structure, or logic; e.g. can we follow the structure and logic captured in the map easily and clearly?), and **accuracy of content** (10 points; focus on conveying main principles and ideas in ways that are concise and accurately distilled).

Additional material required:

Need to take additional 12 hours of contact with POS material. Please sign up and attend or listen to 12 total hours from the following available events (more options may become available if we add new visitors or leaders to the POS programming during the term). By 2/25 at 5 pm submit a listing on email of what you listed to or attended and for each attended event or program, please list the two major take aways from this experience .

LIVE	TIME	LOCATION
Jan 12 Michele Segar No Sweat: Leveraging Science to Concurrently Foster Employee Health and Well-being and Organizational Thriving	4:00-5:30	Colloquium-Ross Bldg.
Jan 15 Alice Ballantine Dykes Digibo Home – Positive Communications	11:30-1:00	Center for Positive Orgs
Jan 19 Peter Himmelman The Big Muse-Releasing your inner rock star	4:00-6:00	Munger Residence
Jan 22 Nydia Cardenas & Kristin Economo Generative Interviewing	11:30-1:00	Center for Positive Orgs*
Jan 29 Chris Murchison V.P. Staff Development & Culture, HopeLab	11:30-1:00	Center for Positive Orgs*
Feb 5 Julia Lee Post-doc fellow CPO	11:30-1:00	Center for Positive Orgs*
Feb 16 Ryan Quinn Learning from Success	4:00-5:30	Colloquium-Ross Bldg.

*Center for Positive Organizations is located on the 3rd floor of the Ross Annex at 914 Hill Street

On the CPO WEBSITE (Many are part of earlier Positive Links presentations)

Justin M. Berg | Creative Forecasting: Improving the Selection and Rejection of Novel Ideas in Organizations (1 hour)

Jody Hoffer Gittel Transforming Relationships for High Performance (1 hour)

Kim Cameron Taking Stock: Strengths and Limitations in Positive Leadership (1 hour)

Laura Morgan Roberts Construct Positive Identities! (1 hour)

Oana Branzei and Neil Hetherington Cultivate Hope: Found, Not Lost (1 hour)

Dave Mayer Create and Ethical Organization (1 hour)

Lea Waters Gratitude at Work—Hearts, Minds, and the Bottom Line (20 minutes)

Wayne Baker Prosocial Behavior in Organizations: Positive Emotions or Strategic Reputation? (1 hour)

Barbara Fredrickson Positivity Resonates (1 hour)

Jane Dutton Compassion at Work (1 hour)

1. Shawn Achor's Ted Talk https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work (20 minutes)
2. Matt Lieberman's Ted Talk <https://www.youtube.com/watch?v=NNhk3owF7RQ> (20 minutes)
3. Teresa Amabile Ted Talk <https://www.youtube.com/watch?v=XD6N8bsjOEE> (20 minutes)
4. Adam Grant Leading Quietly <https://www.youtube.com/watch?v=7YC0G-ZA8gU&app=desktop> (1 hour)
5. Alison Ledgerwood Getting stuck in the negative <https://www.youtube.com/watch?v=7XFLTDQ4JMk&app=desktop> (10 minutes)
6. Amy Wrzesniewski Job Crafting https://www.youtube.com/watch?v=C_igfncYjA&app=desktop
7. Karen Golden-Biddle Liminality as Cultural Process for Cultural Change https://www.youtube.com/watch?v=J_MISjChikU&app=desktop (13 minute)
8. Angela Duckworth The Key to Success: Grit http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit (7 minutes)
9. Carol Dweck (best known for work on growth mindsets) The power of yet <https://www.youtube.com/watch?v=J-swZaKN2Ic> (12 minutes)
10. Ellen Langer (well known for her work on mindless and mindfulness) Mindful leadership, health and the power of possibility (42 minutes) 2011 (just google search this talk and her name—the address is too long to include here)

The next three talks expose you to thought leaders working in this space:

9. Marty Seligman explaining positive psychology to the Dalai Lama (Marty is thought to be the founder of Positive Psychology) (2012) https://www.youtube.com/watch?v=yVZ_mxWuUx8 (32 minutes)

10. David Cooperrider The power of resilience <https://www.youtube.com/watch?v=-SoAKaTKAYA> (30 minutes) (Dave is a key founder of Appreciative Inquiry which is a change practice that is tightly connected to theories of Positive Psychology and POS)

11. Raj Sisodia Conscious Capitalism Building Fully Human Organizations

<http://www.consciouscapitalism.org/node/4434> (Raj is one of the key founders of the Conscious Capitalism movement)

Grading Distribution

To receive full credit for the course, you must fully attend all classes. Please contact Betsy if you anticipate missing any part of the class. The course will follow the required grading distribution for BBA and MBA elective courses at Ross. As required by the Business School, grades will follow this curve:

MBA's

Excellent: 0-35%
Good: 0-40%
Pass: 0-25%
Low Pass: 0-25%
Fail: 0-25%

BBA's

A- and above <60%
B or above <90%
C-or below = or >10%

Academic Honor Code:

Personal integrity and professionalism are fundamental values of the Ross Business School community. This course will be conducted in strict conformity with the Academic Honor Code. The Code and related procedures can be found at www.bus.umich.edu/Academics/Resources/communityvalues.htm. The site also contains comprehensive information on how to be sure that you have not plagiarized the work of others. Claimed ignorance of the Code and related information appearing on the site will be viewed as irrelevant should a violation take place. Non-Ross Business School students taking the course should also familiarize themselves with the Code as they will be subject to the Code as well while in this course.

To the Students: If you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of the course, the assignments, and the in-class activities may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities to help us determine appropriate accommodations. I will treat information you provide as private and confidential."

BIO FOR JANE DUTTON

Jane Dutton is the Robert L. Kahn Distinguished University Professor of Business Administration and Psychology. She joined the University of Michigan in 1989 after being on the strategy faculty at New York University. She received her Ph.D. in Organizational Behavior from Northwestern University.

Jane's current research focuses on how organizational conditions enable human thriving. In particular, she focuses on how the quality of connection between people at work affects individual and organizational flourishing. Her research explores compassion and organizations, resilience and organizations, as well as energy and organizations. Her previous work was on the management of strategic change.

Jane has published over 100 articles and book chapters, edited twelve books and written a book for managers called *Energize your Workplace: How to Build and Sustain High Quality Connections at Work* (Jossey-Bass Publishers). Her newest book (co-edited with Gretchen Spreitzer) is entitled *How to Be a Positive Leader: Small Actions, Big Impact* (San Francisco: Berrett-Koehler). In 2012 she co-edited a book (with Karen Golden-Biddle) is titled *Using a Positive Lens to Explore Social Change and Organizations* (New York: Routledge). In 2009 she co-edited a book on *Exploring Positive Identities in Organizations* (with Laura Morgan Roberts, Routledge Publishing). In 2007 she edited *Exploring Positive Relationships at Work: Building a Theoretical and Research Foundation* (with Belle Ragins, Lawrence Erlbaum Publishers). She is a co-founder of the Center for Positive Organizations (see <http://www.bus.umich.edu/positive/>). In 2012 she was awarded the Scholarly Contributions in Management Award for the Academy of Management which is a lifetime achievement award, as well as the Distinguished Scholar Award for the Management and Organizational Cognition Division. In 2002, she was awarded the Organization and Management Theory Distinguished Scholar Award, and in 2001

the University of Michigan Senior Scholar Award. In 2003, she won the Researcher of the Year award at the University of Michigan Business School. In 2005 she received the PhD Teaching Award. In 2007 she was awarded a Distinguished University Professorship which is the highest award a university bestows on a professor.

Jane consults and works with a variety of organizations. She serves on the Board of Directors for Kelly Services.

Her joys include spending time with her two grown daughters and husband, her new grandson, water painting, being at the beach, and living with her husband in their converted barn.

BIO FOR BETSY ERWIN

Betsy Erwin brings a great depth and breadth of experience in student services to her role building the Center for Positive Organizations student learning program, as well as an appreciation for what POS can bring to the students, and through them, to the world. Betsy serves as the leader for CPO's +lab and co-leads Magnify, the Center's spring semester action learning course. Her previous experience includes serving as Director of the Career Development Office at the Kellogg School of Northwestern University, and more than 10 years in Career Development and Admissions at the Ross School of Business and the University of Michigan.

Additionally, Betsy is a dedicated to creating change through her volunteer commitments. She serves as the leader of a \$2 million fund raising effort for cutting-edge university-based medical research and patient care, endowment campaign co-chair supporting an innovative University of Michigan Health System multidisciplinary transitional care clinic, chair of Mott Children's Hospital MDA Parent Advisory Board and recipient of the University of Michigan's James Neubacher Certificate of Appreciate for advocating for the disabled community,.

Betsy loves spending time with her husband, three children, and a houseful of pets (including a 90 lb labradoodle named Darwin). She is an avid knitter, enjoys river kayaking and reading fiction

BIO FOR AURORA KAMIMURA

Aurora Kamimura is a Ph.D. candidate in the Center for Higher and Postsecondary Education at the University of Michigan. Aurora has over ten years of experience in statewide college access initiatives, and multicultural affairs. Most recently, she served as an Associate Dean of Student Services working with students in the K-20 pipeline. Aurora earned her B.A. in Social Sciences from the University of California, Irvine, her Ed.M. in Administration, Planning and Social Policy from Harvard University, and her M.A. in Higher Education Management and Organizations here at the University of Michigan. Aurora's research agenda examines organizational change and the impact of diverse learning environments in postsecondary institutions from strengths-based perspectives. Her current research project examines building organizational capacity for equity; specifically investigating the organizational capacities leveraged by leadership to create more equitable educational environments.

Aurora has co-authored several book chapters, most recently in 2015 "The benefits of diversity for innovation in academic research" in *Positive Organizing in a Global Society: Understanding and Engaging Differences for Capacity Building and Inclusion* edited by Laura Morgan Roberts, Lynn Perry Wooten and Martin N. Davis, and "Examining the financial resilience of Hispanic-Serving Institutions (HSIs) as they prepare to serve the next generation of Latino students" in *Hispanic Serving Institutions: Advancing Research and Transformative Practice* edited by Ann-Marie Nunez, Sylvia Hurtado, and Emily Calderon Galdeano. In addition, Aurora has served as a graduate student instructor for several courses at the University of Michigan in the Center for Higher and Postsecondary Education, and the Program on Intergroup Relations. She is an experienced

facilitator, and consults nationally through various educational organizations on broadening access and pathways to higher education for at-risk youth and their families.

Aurora is a native of Southern California. She enjoys spending time with her husband, Mark, and her two amazing sons, Marco and Michio. For fun, Aurora enjoys spending some time in the sun, snow skiing, and looking for a good sale.