

**Psychology 350KK Positive Organizational Psychology**  
**Spring 2019**  
**Claremont Graduate University**

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Time & Location: Monday, 1 – 3:50pm, ACB108

Professor: Jeffrey Yip, Ph.D.  
Assistant Professor in Organizational Psychology  
Claremont Graduate University  
[Jeffrey.Yip@cgu.edu](mailto:Jeffrey.Yip@cgu.edu)  
Office Hours: Tuesday 10am to 1pm @ Org Science House  
Please use this link to schedule: <https://calendly.com/jeffyip>

Teaching Assistant: Greg Hennessy, MS, MBA  
PhD Program in Positive Organizational Psychology  
[Gregory.Hennessy@cgu.edu](mailto:Gregory.Hennessy@cgu.edu)  
Office Hours: Monday 12 to 1pm @ Org Science House  
Other meetings by appointment

### **Course Description**

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Positive Organizational Psychology is the study of positive outcomes, processes, and attributes of organizations and their members. As the capstone of the Master's program in Positive Organizational Psychology, this course will cover classic and contemporary perspectives in positive organizational psychology. In addition, emphasis will be given to organizational application and evidence-based interventions for improving employee well-being, learning, and performance. The course requires active participation and will culminate in an applied project designed by class members.

Each week we will read and discuss four articles. The articles will be a combination of research papers, requiring a close and critical read; and business articles from leading journals such as the Harvard Business Review.

### **Course Objectives**

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1. Learn foundational knowledge on positive organizational psychology
2. Effectively apply findings in positive organizational psychology
3. Articulate a business case for positive organizational psychology
4. Develop design thinking skills to create a positive work intervention

## Required Materials

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You are required to purchase the following for the course:

1. A PDF course pack of 4 case studies (IDEO, Southwest Airlines, Google, Zappos) from Harvard Business School Publishing. The course pack costs \$17 and can be purchased from the link below. You will have to register as student to receive the discounted price.

<https://hbsp.harvard.edu/import/600928>

All other materials will be available via CANVAS.

## Assignments, Due Dates, and Grading

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### SUMMARY

	Assignment	Due Date	Grade Weight
1	Class Participation	Ongoing	15%
2	Executive Memos	Ongoing	20%
3	Team Project Presentation	April 1	10%
4	Positive Design Challenge	April 29	30%
5	Final Exam	May 13	25%
		Total	100%

### CLASS PARTICIPATION (15%)

Class participation requires that you are prepared for class, having read and thought about the week's readings in advance, and are prepared to discuss insights and applications from the material. Your class participation grade will be based on both the quality and quantity of your contribution to the class discussion.

Know that you can be called on *at any time* in class to discuss a particular reading for the week. Being well-prepared is a good habit for professional success.

### EXECUTIVE MEMO (20%)

Starting from week 2, you will write a 2-3 page executive memo to communicate how the readings from the week can be applied to organizations. You will choose 4 different weeks/topics to do this assignment and submit your memo (via CANVAS) before class that week.

The intent of this assignment is to develop your ability to communicate research and recommendations to decision makers. Your memo will be addressed to the Human Resource leader that we will invite to class.

Your memo should contain the following:

- Key findings (*What insights are useful for the organization*)
- Actions that organizations can take (*Now what?*)

Your memos will be reviewed and graded. Late submissions will receive a lower grade. *If you want to improve your overall grade on this assignment, you may write one additional memo and your top four memos will be counted.* These memos should be a helpful resource for you, in your professional career and in preparation for your final exam.

#### TEAM PROJECT: POSITIVE DESIGN CHALLENGE (30%)

A key emphasis of this class is the application of Positive Organizational Psychology to the workplace. Working in self-selected teams (of 2-3 members), you will assess, design, and improve the employee experience for a client organization. You will be trained to apply principles of design thinking to create a high impact intervention.

You will present an in-progress presentation of your team project on the ninth week of the course. Your final presentation will be evaluated by a panel of expert guests. Further details and a grading rubric will be posted on CANVAS.

#### FINAL EXAM (25%)

The final exam will include material from the entire course. It will be a take-home exam which will focus on the application of course material to practical organizational concerns. You can access articles and class notes for the exam.

To do well, within the short duration of a take home exam, you should have an excellent mastery of the course material and have developed your own insights in addition to the readings. No assistance from others is permitted in answering exam questions.

#### GRADING

Your grade will be calculated using the following scale. Grades will include plus or minuses, to reflect gradations in between.

Letter Grade	Range	Description
A	90-100%	Exceptional to very good performance
B	80-89%	Good to marginally acceptable performance
C	70-79%	Below expectations for graduate work
U	<70%	Unsatisfactory work, no credit given

*Note: Any assignments turned in late will lose 1 letter grade for each 24-hour period it is late.*

## Schedule in Brief

	<b>Date</b>
1. Visions of Work	Mon, Jan 28
2. Positive by Design	Mon, Feb 4
<b>ENGAGED EMPLOYEES</b>	
3. Activating Strengths	Mon, Feb 11
4. Building Psychological Capital	Mon, Feb 18
5. Crafting Engagement	Mon, Feb 25
<b>ENABLING RELATIONSHIPS</b>	
6. Empathy	Mon, Mar 4
7. Appreciation	Mon, Mar 11
<b>SPRING BREAK</b>	
8. Team Conflict and Creativity	Mon, Mar 25
<b>9. TEAM POSITIVE DESIGN PITCH</b>	<b>Mon, April 1</b>
10. Secure Base Leadership	Mon, April 8
<b>GENERATIVE CULTURES</b>	
11. Generative Organizational Culture	Mon, April 15
12. Positive Organizational Change	Mon, April 22
<b>13. POSITIVE BUSINESS CHALLENGE (PRESENTATIONS)</b>	<b>Mon, April 29</b>
14. Purpose and Vision	Mon, May 6
<b>15. FINAL EXAM</b>	<b>Mon, May 13</b>

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## Detailed Schedule with Readings

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All the course readings will be available on the PSYCH 350KK Canvas site.

### 1. VISIONS OF WORK

Donaldson, S. I., & Dollwet, M. (2013). Taming the waves and wild horses of positive organizational psychology. *Advances in Positive Organizational Psychology*. Emerald, pp 1-21.

Hackman, J. R. (2009). The perils of positivity. *Journal of Organizational Behavior*, 30(2), 309-319.

Stavrova, O., & Ehlebracht, D. (2016). Cynical beliefs about human nature and income: Longitudinal and cross-cultural analyses. *Journal of Personality and Social Psychology*, 110(1), 116.

Goffee, R., & Jones, G. (2013). Creating the best workplace on earth. *Harvard Business Review*, 91(5), 98-106.

### 2. POSITIVE BY DESIGN

Walton, G. M. (2014). The new science of wise psychological interventions. *Current Directions in Psychological Science*, 23(1), 73-82.

Leonard, D., & Rayport, J. F. (1997). Spark innovation through empathic design. *Harvard Business Review*, 75, 102-115.

Gruber, M., De Leon, N., George, G., & Thompson, P. (2015). Managing by design. *Academy of Management Journal*, 58(1), 1-7.

Meister, J. (2015) Airbnb CHRO becomes Chief Employee Experience Officer. *Forbes*.

### CASE

IDEO: Service Design. *Harvard Business School Publishing*.

Read up on design challenges at <https://openideo.com/>

### 3. ACTIVATING STRENGTHS

Cable, D. M., Gino, F., & Staats, B. R. (2013). Breaking them in or eliciting their best? Reframing socialization around newcomers' authentic self-expression. *Administrative Science Quarterly*, 58(1), 1-36.

Lanaj, K., Foulk, T. A., & Erez, A. (2019). Energizing leaders via self-reflection: A within-person field experiment. *Journal of Applied Psychology*, 104(1), 1-18.

- Biswas-Diener, R., Kashdan, T.B., & Minhas, G. (2011). A dynamic approach to psychological strength development and intervention. *Journal of Positive Psychology, 6*(2), 106-118.
- Zenger, J. H., Folkman, J. R., & Edinger, S. K. (2011). Making yourself indispensable. *Harvard Business Review, 89*(10), 84-92.
- Chamorro-Premuzic, T. (2016) Strength-based coaching can actually weaken you. *Harvard Business Review*. (In addition to the article, read comments from readers at the end)

#### **4. PSYCHOLOGICAL CAPITAL**

- Luthans, F., Avey, J.B., Avolio, B.J., Norman, S.M., & Combs, G.M. (2006). Psychological capital development: Toward a micro-intervention. *Journal of Organizational Behavior, 27*, 387-393.
- Chen, D. J., & Lim, V. K. (2012). Strength in adversity: The influence of psychological capital on job search. *Journal of Organizational Behavior, 33*(6), 811-839.
- Reichard, R.J., Avey, J.A., Lopez, S., & Dollwet, M. (2013). Having the will and finding the way: A review and meta-analysis of hope at work. *Journal of Positive Psychology, 8*(4), 292-304.
- Amabile, T. M., & Kramer, S. J. (2011). The power of small wins. *Harvard Business Review, 89*(5), 70-80.

#### **5. CRAFTING ENGAGEMENT**

- Serrano, S. & Reichard, R. (2011). Leadership strategies for an engaged workforce, *Consulting Psychology Journal: Practice and Research, 63* (3), pp. 176-189.
- Manganelli, L., Thibault-Landry, A., Forest, J., & Carpentier, J. (2018). Self-Determination Theory Can Help You Generate Performance and Well-Being in the Workplace: A Review of the Literature. *Advances in Developing Human Resources, 20*(2), 227-240.
- Bakker, A.B. (2014). Top-down and bottom-up interventions to increase work engagement. In P.J. Hartung, M.L. Savickas & W.B. Walsh (Eds.), *APA Handbook of Career Intervention* (Vol. 2; pp. 427-438). Washington, DC: American Psychological Association.
- Wrzesniewski, A., Berg, J. M., & Dutton, J. E. (2010). Managing yourself: Turn the job you have into the job you want. *Harvard Business Review, 88*(6), 114-117.

## 6. EMPATHY

Brotheridge, C. M., & Grandey, A. A. (2002). Emotional labor and burnout: Comparing two perspectives of “people work”. *Journal of vocational behavior*, 60(1), 17-39.

Grandey, A. A. (2003). When “the show must go on”: Surface acting and deep acting as determinants of emotional exhaustion and peer-rated service delivery. *Academy of management Journal*, 46(1), 86-96.

Zaki, J., & Cikara, M. (2015). Addressing empathic failures. *Current Directions in Psychological Science*, 24(6), 471-476.

Goleman, D. (2004). What makes a leader? *Harvard Business Review*, 82(1), 82-91.

## 7. APPRECIATION

Grant, A. M., & Gino, F. (2010). A little thanks goes a long way: Explaining why gratitude expressions motivate prosocial behavior. *Journal of personality and social psychology*, 98(6), 946.

Nelson, B. (2016). You get what you reward: A research-based approach to employee recognition. In Grawitch, M. J. Grawitch & D. W. Ballard (Eds). *The psychologically healthy workplace: Building a win-win environment for organizations and employees*. American Psychological Association.

Hewett, R., & Conway, N. (2015). The undermining effect revisited: The salience of everyday verbal rewards and self-determined motivation. *Journal of Organizational Behavior*.

Amabile, T., Fisher, C. M., & Pillemer, J. (2014). IDEO’s Culture of Helping. *Harvard Business Review*, 92(1), 54-61.

## VIDEO

<http://www.cnbc.com/2016/05/20/yum-chair-what-ive-learned-after-20-years-on-the-job-commentary.html>

>>> **SPRING BREAK** <<<

## 8. TEAM CONFLICT AND CREATIVITY

Fredrickson, B.L. (2003) Positive emotions and upward spirals in organizations. In K. Cameron, J. Dutton and R. E Quinn (Eds.) *Foundations of Positive Organizational Scholarship*.

- Todorova, G., Bear, J. B., & Weingart, L. R. (2014). Can conflict be energizing? A study of task conflict, positive emotions, and job satisfaction. *Journal of Applied Psychology*, 99(3), 451.
- Eisenhardt, K. M., Kahwajy, J. L., & Bourgeois, L. J. (1997). How management teams can have a good fight. *Harvard Business Review*, 75, 77-86.
- Catmull, E. (2008). How Pixar fosters collective creativity. *Harvard Business Review*, 86, 64-72.

## 9. TEAM PRESENTATIONS

## 10. SECURE BASE LEADERSHIP

- Wu, C. H., & Parker, S. K. (2017). The role of leader support in facilitating proactive work behavior: A perspective from attachment theory. *Journal of Management*, 43(4), 1025-1049.
- Yip, J., Ehrhardt, K., Black, H., & Walker, D. O. (2018). Attachment theory at work: A review and directions for future research. *Journal of Organizational Behavior*, 39(2), 185-198.
- Heifetz, R. A., & Laurie, D. L. (1997). The work of leadership. *Harvard Business Review*, 75, 124-134.

### CASE

Southwest Airlines. *Harvard Business School Publishing*.

## 11. GENERATIVE ORGANIZATIONAL CULTURE

- Groysberg, B., Lee, J., Price, J., & Cheng, J. (2018). The leader's guide to corporate culture. *Harvard Business Review*, 96(1), 44-52.
- Barsade, S.G. & O'Neill, O.A. (2016) Manage your emotional culture. *Harvard Business Review*, 94(1), 58-66.
- Leinwand, P. & Davidson, V. (2016) How Starbuck's culture brings its strategy to life. *Harvard Business Review Blog*.

### CASE

Keeping Google "Googley". *Harvard Business School Publishing*.

## 12. POSITIVE ORGANIZATIONAL CHANGE



- Cooperrider, D. L., & Sekerka, L. E. (2006). Toward a theory of positive organizational change. *Organization development: A Jossey-Bass reader*, 223-238.
- Bushe, G. R., & Kassam, A. F. (2005). When is appreciative inquiry transformational? A meta-case analysis. *The Journal of Applied Behavioral Science*, 41(2), 161-181.
- Cameron, K. S. (2008). Paradox in positive organizational change. *The Journal of Applied Behavioral Science*, 44(1), 7-24.
- Kotter, J. P. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, 73: 259–267.

## CASE

[Tony Hsieh at Zappos: Structure, Culture and Radical Change](#)

## 13. FINAL PRESENTATIONS

### 14. PURPOSE AND VISION

- Hall, D. T., Yip, J., & Doiron, K. (2018). Protean careers at work: Self-direction and values orientation in psychological success. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 129-156.
- Ibarra, H., & Lineback, K. (2005). What's your story? *Harvard Business Review*, 83(1), 64-71.
- Collins, J. C., & Porras, J. I. (1996). Building your company's vision. *Harvard Business Review*, 74(5), 65.

## 15. FINAL EXAM

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## Additional References

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The following are books that can be helpful additional reference for you. You are **not required** to purchase them:

Bakker, A.B. (2013). *Advances in Positive Organizational Psychology*. Emerald

Cameron, K. S., & Spreitzer, G.M. (2011). *The Oxford Handbook of Positive Organizational Scholarship*. New York: Oxford University Press.

Csikszentmihalyi, M. (2003). *Good business: Leadership, flow, and the making of meaning*. New York: The Penguin Group.

Linley, P.A., Harrington, S., & Garcea, N. (2010). *Oxford Handbook of Positive Psychology and Work*. New York: Oxford University Press.

Nelson, D. L. & Cooper, C. L. (2007). *Positive Organizational Behavior*. Thousand Oaks, CA: Sage Publications, Inc.

Snyder, C.R. & Lopez, S.J. (2007). *Positive Psychology: The scientific and practical explorations of human strengths*. Thousand Oaks: Sage.

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## Web Resources

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Academy of Management ([www.aom.org](http://www.aom.org))

Society for Industrial and Organizational Psychology ([www.sio.org](http://www.sio.org))

Positive Organizational Scholarship ([www.bus.umich.edu/Positive](http://www.bus.umich.edu/Positive))

International Positive Psychology Association (<http://www.ippanetwork.org/>)

Stanford Design Bootcamp (<http://dschool.stanford.edu/use-our-methods/>)

IDEO Guide to Human-Centered Design (<http://www.designkit.org>)

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## How to Get the Most Out of This Course

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1. Actively engage. Prepare well and participate in class discussions.
2. Challenge yourself! Aim to master course material and develop a point of view for every reading and topic.
3. Exercise leadership. Make this your best team experience and project. Lead by doing.
4. Engage your instructors. We want this to be a great learning experience for you.
5. Have Fun!

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## Instructor Bios

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**Dr. Jeffrey Yip** is an Assistant Professor in the School of Behavioral and Organizational Sciences at Claremont Graduate University (CGU). At CGU, he directs the Talent Science Lab, an applied research group focused on talent management and career development. Jeffrey's research is in the areas of leadership, mentoring, and career development. His professional experience includes work in leadership development with the Center for Creative Leadership, as a social entrepreneur and co-founder of the Halogen Foundation in Singapore, and as a section commander in military service. A Fulbright scholar, Jeffrey received his Ph.D. in Organizational Behavior from Boston University and a Masters in Human Development and Psychology from Harvard University.

**Gregory Hennessy** is a management consultant with more than 20 years of experience in strategy and organizational development. He integrates behavioral and organizational science, complexity and systems thinking, and quantitative analysis to help clients solve their most difficult problems. Greg has been an Engagement Manager and Manager of Professional Development at McKinsey & Co. He holds a Master's degree in Social Science from the California Institute of Technology and an MBA from MIT's Sloan School of Management. Greg is an advanced doctoral student in Positive Organizational Psychology, focusing on strategic leadership and the impact of leader character on organizational performance.

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## Guest Speakers

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**Arnel Guiang** is Founder & CEO of G Labs, an incubator business lab and startup studio. In 2018, Arnel founded FLOAT, an air shuttle to beat traffic. In 2013, Arnel founded ChatApp, a social messaging app with over a million users. In 2008, he founded mTools, an early competitor to Dropbox and Google Drive. In 2005, he lead product development at JuiceCaster, an early competitor to Instagram, prior to the iPhone and Android. Arnel started his career as an engineer for Northrop Grumman and the Department of Defense. He holds a B.S. in Computer Engineering from University of California San Diego, Jacobs School of Engineering, and has an M.B.A. from the University of Baltimore, Merrick School of Business.

**Michael Campbell** is a leadership effectiveness program manager at Workday, a company that is consistent ranked by Fortune as a top 10 "best companies to work for". Prior to Workday, Michael was a senior faculty member at CCL, and serves clients through facilitation, training, design, and research. He has worked with and supported clients representing the energy sector, pharmaceuticals, and professional services companies. Michael is co-author of the industry and best practice report High-Impact Succession Management: Best Practices, Models, and Case Studies in Organizational Talent Mobility, as well as the guidebook Talent Conversations.

**Dr. Maren D Waggoner** is senior director of Human Resources at Walmart. Prior to Walmart, Maren was the Director of Human Resources and Talent Management at Ticketmaster and Manager of Human Resources at Direct TV. Maren is an agile and forward-thinking Human Resources Professional with a focus on HR Strategy, Organizational Effectiveness and Talent Development. She holds a PhD in Organizational Behavior from Claremont Graduate University.

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## CGU Resources and Policies

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### SPECIAL NEEDS

If you have a disability (physical, learning, or psychological) that may make it difficult for you to carry out the course work as outline and/or requires accommodations such as recruiting note takers, readers, or extended time on exams or assignments, please contact me during the first week of class so we can discuss reasonable accommodations.

### ACADEMIC INTEGRITY

The work you do in this course must be your own. Feel free to build on, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are working with. You must explicitly acknowledge when your work builds on someone else's ideas, including ideas of classmates, professors, and authors you read. If you ever have questions about drawing the line between others' work and your own, ask the course professor who will give you guidance. Exams must be completed independently. Any collaboration on answers to exams, unless expressly permitted, may result in an automatic failing grade and possible expulsion from the Program.

### SEXUAL HARASSMENT

“CGU is committed to creating and maintaining a community in which class members, faculty, administration, and staff can work together in an atmosphere free from sexual harassment, while respecting our individual roles.” Immediately bring matters of sexual harassment to the attention of the professor, dean, or other university authority.

### MENTAL HEALTH RESOURCES

Graduate school is a context where mental health struggles can be exacerbated. If you ever find yourself struggling, please do not hesitate to ask for help. If you wish to seek out campus resources, here is some basic information about Monsour (<http://www.cuc.claremont.edu/monsour/>):

“Monsour Counseling and Psychological Services (MCAPS) is committed to promoting psychological wellness for all students served by the Claremont University Consortium. Our well-trained team of psychologists, psychiatrists, and post-doctoral and intern therapists offer support for a range of psychological issues in a confidential and safe environment.”

Phone 909-621-8202

Fax 909-621-8482

After hours emergency 909-607-2000

Address:

Tranquada Student Services Center, 1st floor

757 College Way

Claremont, CA 91711