

Psychology 350KK Positive Organizational Psychology
Fall 2017
Claremont Graduate University

Time & Location: Monday, 1 – 350pm, ACB 108

Professor: Jeffrey Yip, Ph.D.

Assistant Professor in Organizational Psychology
Claremont Graduate University

Jeffrey.Yip@cgu.edu

Office Hours: Thursday 10am to 1pm @ Org Science House

Please use this link to schedule: <https://calendly.com/jeffyip>

Teaching Assistant: Jason Beck

Jason.Beck@cgu.edu

PhD Program in Positive Organizational Psychology

Offices Hours: Tuesdays 11am – 1pm

Meetings @ Org Science House

Other meetings by appointment

Course Description:

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 management journals such as the Harvard Business Review.

Course Objectives:

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 skills in designing a positive work intervention

Required Materials

There are two required materials that you have to purchase for the course:

1. A PDF course pack of 3 case studies (IDEO, Google, and Prudential) from Harvard Business School Publishing. The course pack costs \$12.75 and can be purchased from the link below. You will have to register as student to receive the discounted price.

<http://cb.hbsp.harvard.edu/cbmp/access/65848016>

2. A Workbook on *Designing for Growth: Field Book – A step by step project guide* (Columbia Business School).

Please note that you are required to purchase the *Field Book*, not the complementary book with a similar title.

All other materials will be available via CANVAS.

Course Requirements and Grades

Summary of Assignments and Due Dates

	Assignment	Due Date	Grade
1	Class Participation	Weekly	10%
2	Strengths360	Oct 2	20%
3	Positive Principles Blog	(1) Oct 16 and (2) Nov 15	20%
4	Team Project Presentation	Oct 30	---
5	Positive Design Challenge	Nov 27	25%
6	Final Exam	Dec 11	25%
		Total	100%

CLASS PARTICIPATION (10%)

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.

To prepare for class, you should write-up notes on the readings for the week. The notes will help you in three ways: (1) to develop a clear *point of view* on the topic, (2) as a useful reference in your professional career, (3) a useful reference for your final exam.

Here are two guiding questions that you should think about for each week. I encourage you to write up your response to these questions in preparing for class.

- Insights. What did you learn from the readings?
- Application. How would you apply these findings in organizations?

STRENGTHS360 (20%)

The Strengths360 assignment is designed to help you gain unique and valuable insights into your unique strengths across life and work domains. This assignment creates an opportunity for you to receive feedback regarding who you are when you are at your best. You will receive an online tool to seek feedback from people you know, on who you are and what you do at your very best. You will analyze this feedback for commonalities and themes and will write a portrait of your best that captures the insights from your data. You will write a short reflection paper (up to four pages, double-spaced) that captures your core learnings from this experience.

POSITIVE PRINCIPLES BLOG (20%)

The intent of this assignment is to develop skills in translating research on positive organizational psychology to practical insights for the workplace. Through the course of the semester, you will write 2 *high quality blog articles of at least 800 words each (APA style, 12 point font, double spaced, with references)*.

Your blog posts should focus on one or more of the topics covered in this course. It should address a practical question, of interest to working professionals, and be informed by evidence from a published research study. Your article will be assessed by (a) the clarity of your writing and arguments, (b) your consideration of research evidence, and (c) the novelty and contribution of your ideas to practice.

Each blog article will consist of 10% of your grade – a total of 20% for two blog articles. A grading rubric for this assignment will be uploaded on CANVAS.

The assignment is designed to develop your skills in applying research ideas to work and organizational concerns. Your TA will be available to provide you feedback to improve your blog article.

At the end of the assignment, you have the option to submit your blog article for review and publication on the following CGU blog: www.talentscience.org

For examples of high impact blog writing, see the following:

Professor Christopher Peterson's blog on positive psychology:

<https://www.psychologytoday.com/blog/the-good-life>

“Top 10 articles every CEO should read”

<http://www.inc.com/laura-garnett/top-10-articles-every-ceo-should-read-now.html>

TEAM PROJECT: POSITIVE DESIGN CHALLENGE (25%)

A key part of this class is learning how to apply theories of Positive Organizational Psychology to the workplace. Working in teams, you will develop a *positive behavioral intervention* to address a pressing workplace challenge in organizations. Through this project, you will apply knowledge covered in this course. You will form your own teams (of 3-4 members), use your knowledge of course material and some ingenuity to create a unique intervention.

To develop your intervention, you will apply *design thinking* to identify a compelling workplace challenge and draw on *organizational research* to inform your intervention.

You will present an in-progress presentation of your team project on the eighth week of the course. Your mid-semester presentation will not be graded. You will receive developmental feedback and coaching on your project through the semester.

For your final presentation, you will describe your proposed intervention, provide a brief review of relevant research, and describe the methods that are proposed for evaluating the effectiveness of the intervention. 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

	Date
1. Visions of Work	Mon, Aug 28
2. Positive by Design	Mon, Sep 11

ENGAGED EMPLOYEES	
3. Activating Strengths	Mon, Sep 18
4. Building Psychological Capital	Mon, Sep 25
6. Crafting Engagement	Mon, Oct 2
ENERGIZING RELATIONSHIPS	
7. Appreciation and Recognition	Mon, Oct 9
8. Relational Energy	Mon, Oct 16
9. Secure Base Leadership	Mon, Oct 23
10. TEAM PRESENTATIONS	Mon, Oct 30
GENERATIVE CULTURES	
11. Generative Organizational Culture (Guest: Claude Silver)	Mon, Nov 6
12. Positive Organizational Change (Guest: Sam Spurlin)	Mon, Nov 13

13. Careers in Positive Organizational Psychology	Mon, Nov 20
14. TEAM PRESENTATIONS	Mon, Nov 27
15. Purpose and Vision	Mon, Dec 4
FINAL EXAMS	Mon, Dec 11

DETAILED SCHEDULE WITH READINGS

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

1. VISIONS OF WORK

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

Christensen, C. M., & Raynor, M. E. (2003). Why hard-nosed executives should care about management theory. *Harvard Business Review*, 81(9), 66-75.

Bersin, Flynn, Mazor, & Melian (2017) *Re-writing the rules for the digital age: Deloitte Global Human Capital Trends 2017*, 51-60

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.

Cable, D. M., Lee, J. J., Gino, F., & Staats, B. R. (2015). How Best-Self Activation Influences Emotions, Physiology and Employment Relationships. Working Paper. *Harvard Business School*.

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*. (JT)

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

3. ACTIVATING STRENGTHS

Lee, J. J., Gino, F., Cable, D., & Staats, B. R. (2016). Preparing the Self for Team Entry: How Relational Affirmation Improves Team Performance. *Harvard Business School Working Paper*, 16-111.

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.

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.

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)

Liedtka, Ogilvie, & Brozenske (2014) Designing for Growth – Steps 1 to 3.

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.

Liedtka, Ogilvie, & Brozenske (2014) Designing for Growth – Steps 4 to 6.

5. CRAFTING ENGAGEMENT

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.

Peters, P., Poutsma, E., Van der Heijden, B. I., Bakker, A. B., & Bruijn, T. D. (2014). Enjoying New Ways to Work: A HRM-Process Approach to Study Flow. *Human resource management*, 53(2), 271-290.

Spreitzer, G., & Porath, C. (2012). Creating sustainable performance. *Harvard Business Review*, 90(1), 92-99.

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.

Liedtka, Ogilvie, & Brozenske (2014) Designing for Growth – Steps 7 to 9.

6. APPRECIATION AND RECOGNITION

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*.

Buckingham, M. (2005) What great managers do. Harvard Business Review

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

Liedtka, Ogilvie, & Brozenske (2014) Designing for Growth – Steps 10 to 12.

7. RELATIONAL ENERGY

Fredrickson, B.L. (2000). Why positive emotions matter in organizations: Lessons from the broaden-and-build model. *The Psychologist-Manager Journal*, 4, 131-142.

Owens, B. P., Baker, W. E., Sumpter, D. M., & Cameron, K. S. (2016). Relational energy at work: Implications for job engagement and job performance. *Journal of Applied Psychology*, 101(1), 35.

Cross, R., Baker, W., & Parker, A. (2003). What creates energy in organizations? *MIT Sloan Management Review*, 44(4), 51-57.

Cameron, C. D., & Fredrickson, B. L. (2015). Mindfulness facets predict helping behavior and distinct helping-related emotions. *Mindfulness*, 6(5), 1211-1218.

Liedtka, Ogilvie, & Brozenske (2014) *Designing for Growth – Steps 13 to 15*.

8. SECURE BASE LEADERSHIP

Heifetz, R. A., & Laurie, D. L. (1997). The work of leadership. *Harvard business review*, 75, 124-134.

Yip, J., Ehrhardt, K., Black, H., & Walker, D. O. (In Press). Attachment theory at work: A review and directions for future research. *Journal of Organizational Behavior*.

Luke, M. A., Sedikides, C., & Carnelley, K. (2012). Your love lifts me higher! The energizing quality of secure relationships. *Personality and Social Psychology Bulletin*, 38(6), 721-733.

Duhigg, C. (2016). “What Google Learned from Its Quest to Build the Perfect Team.” *The New York Times*, February 25, 2016.

Falik, A. (2017) Leaders need “User Manuals” – and what I learned by writing mine. LinkedIn, July 27, 2017

<https://www.linkedin.com/pulse/leaders-need-user-manuals-what-i-learned-writing-mine-abby-falik>

9. TEAM PRESENTATIONS

10. GENERATIVE ORGANIZATIONAL CULTURE

Schein, E. H. (1984). Coming to a new awareness of organizational culture. *Sloan management review*, 25(2), 3-16.

Hall, D. T. T., & Yip, J. (2016). Discerning career cultures at work. *Organizational Dynamics*, 45(3), 174-184.

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*.

11. 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.

Cameron, K. S. (2008). Paradox in positive organizational change. *The Journal of Applied Behavioral Science*, 44(1), 7-24.

Kotter, J. (2007). Leading change: Why transformation efforts fail. *Harvard Business Review*, January, 3-9.

CASE: Implementing Positive Organizational Scholarship at Prudential. *Coursepack*

12. CAREERS IN POSITIVE ORGANIZATIONAL PSYCHOLOGY

Donaldson, S. I., & Bligh, M. C. (2006). Rewarding careers applying positive psychological science to improve quality of work life and organizational effectiveness. *Applied psychology: New frontiers and rewarding careers*, 277-295.

Hall, D. T., & Chandler, D. E. (2005). Psychological success: When the career is a calling. *Journal of Organizational Behavior*, 26(2), 155-176.

Hall, D. T., Yip, J., & Doiron, K. (In Press). Protean Careers at Work: Self-Direction and Values Orientation in Psychological Success. *Annual Review of Organizational Psychology and Organizational Behavior*, 5(1).

13. FINAL PRESENTATIONS

14. PURPOSE AND VISION

Collins, J. C., & Porras, J. I. (1996). Building your company's vision. *Harvard business review*, 74(5), 65.

Christensen, C. M. (2010). How will you measure your life. *Harvard Business Review*, 88(7-8), 46-51.

Brooks, D. (2015, April 11) The Moral Bucket List. *The New York Times*.

Additional References:

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.

How to get the most out of this course?

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!

Instructor Bios:

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.

Jason Beck is a doctoral student in Positive Organizational Psychology. In 2016, he received his Master's degree in Positive Organizational Psychology with a co-concentration in evaluation. His research focuses on mindfulness and leader performance. Overall, he is interested in helping leaders and organizations modernize the workplace for greater adaptability, engagement, and well-being. While finishing his degree, Jason does independent organizational development consulting. Although he is on an applied career path, Jason plans to teach positive psychology. Outside of work, Jason enjoys practicing improv comedy and playing guitar.

Guest Speakers:

Jeff Fajans is currently the Talent & Organization Development Manager for Midnight Oil, an entertainment-marketing agency in Burbank that works with clients such as Netflix, Warner Brothers, Disney, Activision, and other major entertainment brands. He defined the first Talent and Organization Development role at the Company and built from scratch the talent & org development strategy, infrastructure, and offerings to cultivate a learning & high performance culture. Jeff is currently pursuing his PhD in Positive Organizational Psychology at Claremont Graduate University where his research focuses on creativity & innovation from a collaborative, social network perspective. Jeff loves guitar, music, staying active, and spending time with his wife, Katherine, and two crazy dogs, Miles & Dallas.

Claude Silver is Chief Heart Officer at VaynerMedia, the capstone of a career focused on guiding client relationships, global brand strategies, operations, and management. An abiding passion for creating spaces in which people can thrive defined her previous leadership positions at JWT London, Publicis London, SAYMedia, and Organic, among others. Claude has a successful track record of hiring great talent and leading global teams of people expert in solving complex client challenges with digital innovation, simplicity and passion. At VaynerMedia, Claude cultivates the heart of the agency's success: its people. With a purview that includes staff relations, development, recruitment, and retention, each practice is underscored by Claude's drive to unlock the inner professional potential of every VaynerMedia employee.

Sam Spurlin is a Partner at The Ready (www.theready.com) and holds a masters in Positive Organizational Psychology from Claremont Graduate University. The Ready partners with large organizations to help them reimagine their "organizational operating system". Sam has been working with The Ready from the very beginning and have worked on projects ranging from GE's corporate leadership development, GE Transportation's efforts to rethink the way they modernize old locomotives, and how to improve communication and coordination at FreshDirect, one of the oldest and most successful grocery delivery companies — among other exciting projects.

Web Resources

Academy of Management (www.aom.org)

Society for Industrial and Organizational Psychology (www.siop.org)

Positive Organizational Scholarship (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>)

CGU Resources and Policies

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 outlined 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