

MAGNIFY PROGRAM

FOUNDATIONS IN POSITIVE ORGANIZATIONAL SCHOLARSHIP

M&O 455

3.0 Credit Course

MAY 2017

COURSE INSTRUCTORS

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COURSE DESCRIPTION

This course is designed to give undergraduate students participating in The Magnify Program 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 of 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. Coursepack – available through Ross

SUPPLEMENTAL MATERIALS

Supplemental readings and additional materials for each class session will be added to CANVAS

1. BOOK: *Handbook of Positive Organizational Scholarship*. K. Cameron and G. Spreitzer (Eds.), Cambridge: Oxford University Press. 2011. (Available at CPO Library)
2. BOOK: *Positive Organizational Scholarship: Foundations of a New Discipline*. K. Cameron, J. Dutton and R. E. Quinn (Eds.) San Francisco: Berrett-Koehler Publishers, 2003. (Available at CPO Library)
3. BOOK: R.E. Quinn *The Positive Organization: Breaking Free from Conventional Cultures, Constraints, and Beliefs*. San Francisco: Berrett-Koehler. (Available at CPO Library)
4. BOOK K. Cameron. *Positive Leadership*. San Francisco: Berrett-Koehler. (Available at CPO Library).
5. BOOK K. Cameron. *Practicing Positive Leadership*. San Francisco: Berrett-Koehler. (Available at CPO Library).
6. BOOK: M. Worline & J. Dutton, *Awakening Compassion at Work: The Quiet Power that Elevates People and Organizations*. San Francisco: Berrett-Koehler (Available at CPO Library).

FLOURISHING INDIVIDUALS AT WORK

Session 1 (May 2): Welcome & Introduction

Why care about flourishing people at work and the power of positive images?

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 by Bono and Glomb: <https://hbr.org/2015/09/the-powerful-effect-of-noticing-good-things-at-work>
4. The Economics of Well-being by Tom Rath and Jim Harter, Gallup (2015): <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.
- ✓ Before class, watch this video of researcher Richard Davidson and his view of well-being as a skill: <https://www.youtube.com/watch?v=EPGJU7W0N0I>

- ✓ Before class listen to Martin Seligman and his focus on flourishing
<https://www.youtube.com/watch?v=e0LbwEVnfJA>

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://journals.sagepub.com/doi/pdf/10.1177/1056492603256341>
3. CANVAS: For another great account of the power of expectations, see “We are What We Expect” from *Stretch* (2017) Scott Sonenshein

Session 2 (May 3): Strengths-based Approaches

READINGS

1. Coursepack : Park, N and C. Peterson. (2009) “Character Strengths: Research and Practice” In *Journal of College and Character*, Volume X, No. 4. 1-10.
2. Coursepack: Chapters 1-2 in Michele McQuaid’s and Erin Lawn’s book: *Your Strength’s Blueprint*
3. Strengths Spotting: <http://blogs.psychcentral.com/character-strengths/2014/07/need-a-mood-boost-try-this-simple-exercise/>

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!
- ✓ Explore the VIA strengths website for lots of great resources (see <https://www.viacharacter.org/www/>)

SUPPLEMENTAL MATERIALS

1. CANVAS: 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. CANVAS: Asplund and Blacksmith. (2011) “Productivity through strengths” from the *Handbook of Positive Organizational Scholarship*.
3. Nice recent summary of organizational impacts of using strengths-based approaches , Rigonie and Asplund 2016 <https://hbr.org/2016/09/developing-employees-strengths-boosts-sales-profit-and-engagement>
4. CANVAS: 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)
5. 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 (May 4) Positive Emotions in Organizations

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.
3. For a sound review of positive emotions: Cohn, M. and Fredrickson, B. Positive Emotions. In *Handbook of Positive Psychology* (2009).
<http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195187243.001.0001/oxfordhb-9780195187243-e-003>

PREPARATION & ASSIGNMENTS

- ✓ **Compelling Case #1:** 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 the positive emotions you observed, what caused the positive emotions, and what were the impacts of the positive emotions. (One page, single spaced. Bring a hard copy to class and submit on CANVAS).

SUPPLEMENTAL MATERIALS

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. CANVAS: 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/>
5. Stop making gratitude all about you https://hbr.org/2016/06/stop-making-gratitude-all-about-you?referral=00563&cm_mmc=email-_-newsletter-_-daily_alert-_-alert_date&utm_source=newsletter_daily_alert&utm_medium=email&utm_campaign=alert_date

Session 4 (May 8) Positive Relationships and High Quality Connections in Organizations

READINGS

1. In *How to Be a Positive Leader*: Dutton, J. "Build High Quality Connections"
2. 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.pdf>

PREPARATION

- ✓ **Empathy Quiz:** Complete this quiz before class and bring your results and thoughts:
http://greatergood.berkeley.edu/topic/empathy/definition#how_to_cultivate

The quiz is a bit hidden—look on the right side of the web page

SUPPLEMENTAL MATERIALS

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
<http://webuser.bus.umich.edu/janedut/High%20Quality%20Connections/Heaphy-DuttonAMR.pdf>
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>
5. Lieberman, Matt. Matthew is a real leader in the science of connection. Great Ted Talk here.
<https://www.youtube.com/watch?v=NNhk3owF7RQ>
6. Importance of creating pos relationships through creating psychological safety (teams at Google and the Aristotle project) http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html?_r=1

Session 5 (May 15) Positive Self-Meaning in Organizations and the Power of Small Interventions

READINGS:

1. In *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>
3. Amabile & Kramer (May 2011) The Power of Small Wins, in *Harvard Business Review*.
<https://hbr.org/2011/05/the-power-of-small-wins> (this article is less relevant for positive self-meaning except through how small wins and a sense of progress on meaningful work are important for motivation and engagement)

PREPARATION & ASSIGNMENTS

- ✓ **Compelling Case #2:** 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? (One page, single spaced. Bring hard copy to class and submit on CANVAS).

SUPPLEMENTAL MATERIALS

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>
3. B. Zander Being a Contribution. From Zander and Zander, *The Art of Possibility* (Canvas) This chapter is great! It is about framing yourself as a contribution to others.
4. CANVAS Lyubomirsky, S., & Layous, K. (2013). How do simple positive activities increase well-being? Current Directions in *Psychological Science*, 22(1), 57-62
5. CANVAS 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. (This is the study that the HBR article we read in the first class is based upon).

Session 6 (May 16) Thriving and Positive Job Meaning in Organizations

READINGS

1. In *How to Be a Positive Leader*: Wrzesniewski "Engage in job crafting"
2. In *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

PREPARATION: Come to class with questions in hand about what you could ask a friend or colleague to help them craft their work to make it more engaging.

SUPPLEMENTAL MATERIALS

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. CANVAS 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.
3. Generosity burnout—what to do about it? <https://hbr.org/cover-story/2017/01/beat-generosity-burnout> Wonderful podcast on this as well.
<https://hbr.org/ideacast/2017/01/generosity-burnout>
4. Important article on the power of meaning on the body
<http://www.theatlantic.com/health/archive/2013/08/meaning-is-healthier-than-happiness/278250/>
5. Nice article on the power of mindfulness <http://www.mindful.org/stress-and-your-dna/>

6. CANVAS 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.

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 (May 18) Introduction to Flourishing Systems & The Positive Organizing Framework

READINGS

1. Coursepack – Chapters 2.1 and 2.2 (pp. 55-97) in *Reinventing Organizations: A Guide to Creating Organizations Inspired by the Next Stage of Human Consciousness* by Fredric Laloux (2014), Brussels: Nelson Parker.
2. Coursepack – Introduction (pp. 5-18) in *The Positive Organization: Breaking Free from Conventional Cultures, Constraints, and Beliefs* by Robert E. Quinn, (2015), San Francisco, CA: Berrett-Koehler.
3. CANVAS: Read chapter 9 in *Awakening Compassion at Work* by Worline and Dutton (2017)

SUPPLEMENTAL MATERIALS

1. Jane gave a talk on Flourishing at Work, the Flourishing Triangle and Positive Practices at PBC16 <https://www.youtube.com/watch?v=ktX8WEg3X3U&feature=youtu.be&t=1h9m48s>
2. Dutton, Worline, Frost, & Lilius, (2006) Explaining Compassion Organizing in *Administrative Science Quarterly*. Also available at <http://webuser.bus.umich.edu/janedut/Compassion/51103-Dutton.pdf>. This is a story of an event that happened at the Ross School of Business even though it is disguised. Read this paper if you want to better understand the story of compassion organizing and how the social architecture of Ross (the routines, networks, values and roles) mattered in the emergence of compassion as a positive capability.

Session 8 (May 22) Resourcing Theory & Unlocking Resources from Within

READINGS

4. In *How to be a Positive Leader*: Sonenshein, S. “Treat employees as resources not resistors”
5. CANVAS: Feldman and Worline: 2016 “The Practicality of Practice Theory”. *Academy of Management Learning Journal*, 15:304-324. Here focus on Resourcing Theory which is a key idea in more “macro” approaches to POS.

SUPPLEMENTAL MATERIALS

1. CANVAS Feldman, M. and Worline, M. “Resources, Resourcing and Ampliative Cycles in Organizations” In the Cameron and Spreitzer *Handbook of Positive Organizational Scholarship*

2. CANVAS 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.

Session 9 (May 23) Positive Culture

READINGS

1. Coursepack: M. Glynn and L. Watkiss "The Generative Potency of Cultural Symbols." In *Handbook of Positive Organizational Scholarship*.
2. Coursepack E. Schein Chapter 14 How Leaders Embed and Transmit Culture (pp. 235-271) in *Organizational Culture and Leadership*, 4th Edition, San Francisco, CA: Jossey-Bass.
3. Nice short article on the importance of emotional cultures <https://hbr.org/2016/01/manage-your-emotional-culture>
4. 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:** 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? (One page, single spaced. Bring had copy to class and submit on CANVAS). Warning: There is no simple definition of positive culture. You will need to state what you understand a positive culture to be based on the readings and wrestling with how you understand the meaning of positive.

SUPPLEMENTAL

5. Watkins, M. What is Organizational Culture and why should we Care? *Harvard Business Review* 2013 <https://hbr.org/2013/05/what-is-organizational-culture> . This is a short article that presents several different perspectives on organizational culture
6. CANVAS Cameron, K. (2013) "How to Create a Culture of Abundance" In *Practicing Positive Leadership* San Francisco: Berrett-Koehler pages 19-47.
7. CANVAS: Sisodia, Sheth and Wolfe, (2014) "Culture: The Secret Ingredient" In *Firms of Endearment* (Upper Saddle Rive , N.J. Pearson Education, pages 163-190).
8. Check out these representations of different cultures: <http://www.slideshare.net/tag/culturecode>

Session 10 (May 24) Creating Positive Change with the Positive Organizing Framework

READINGS

1. Coursepack: Golden-Biddle and Mao. What makes an organizational change process positive? In the *Handbook of Positive Organizational Scholarship*
2. CANVAS W. Nilsson & T. Paddock (Winter 2014). Social Innovation from the Inside Out, *Stanford Social Innovation Review*: https://ssir.org/articles/entry/social_innovation_from_the_inside_out
3. Coursepack: Cameron K. (2013). How to create Positive Energy Networks? In *Practicing Positive Leadership*, pages 49-77.
4. Coursepack: Gittel, J. (2009). Chapter 10 – Design Jobs for Focus (pp. 115 – 127). *In High Performance Healthcare*. New York: McGraw Hill.

SUPPLEMENTAL MATERIALS ON CANVAS

1. CANVAS Baker, W., Cross, R and M. Wooten (2003) Positive Organizational Network Analysis and Energizing Relationships. In Foundations of Positive Organizational Scholarship.
2. Baker, Wayne 2016 The energy you give off at work matters <https://hbr.org/2016/09/the-energy-you-give-off-at-work-matters>
3. CANVAS: Cross, Baker and Parker: What creates energy in organizations? Sloan Management Review, July 2000.
4. CANVAS Bruch, Heike, and Sumantra Ghoshal. "Unleashing organizational energy." MIT Sloan Management Review 45.1 (2003): 45.
5. CANVAS 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.
6. CANVAS: Fowler, J. H., & Christakis, N. A. (2010). Cooperative behavior cascades in human social networks. Proceedings of the National Academy of Sciences, 107(12), 5334-5338.
7. CANVAS: Parker, Gerbasi & Porath (2013). The effects of de-energizing ties in organizations and how to manage them. Organization Dynamics (2013) 40, 110-118.
8. CANVAS 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. Here also is a great 20 min. podcast on David's most recent model of positive change (interviewed by Michele McQuaid)
<http://www.michellemcquaid.com/podcast/mppw03-david-cooperrider-new-model-change/>
9. Nice summary article from McKinsey on 4 Building Blocks of Change
<http://www.mckinsey.com/business-functions/organization/our-insights/the-four-building-blocks-of-change?cid=other-eml-alt-mkq-mck-oth-1607>

Session 12 (May 25) Integrating the Whole: Integrative Maps

PREPARATION & ASSIGNMENTS

- ✓ Integrative map due in class.
- ✓ Bring 8 copies to share! Be prepared to present and discuss your map with other students.
- ✓ Bring a master map to hand in and submit your map on CANVAS.

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 (30% total grade)
- Flourishing self-intervention (40% of total grade)
- Integrative Understanding Assignment (visual and narrative; 30% total grade)

COMPELLING CASE EXAMPLES

You will prepare three compelling case examples (CCE), each one worth 10 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 and concepts in doing your analysis of the example; and 3) clarity of your writing. Please be sure to integrate reading and main points of reading into your work.

Please bring one hard copy to class the day the assignment is due and submit on CANVAS. Any late papers will be penalized 3 points per day.

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. We will score this assignment based on your creativity in implementing a flourishing intervention and your ability to link it to concepts from class, not based on your success or failure in changing your sense of flourishing. We encourage you to be experimental and really try out the material, whether it succeeds or fails – we will all learn!

This assignment requires you to choose and execute one intervention during our weeks together 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. 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) (10 pts)
- ✓ 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 pts)
- ✓ If you were going to recommend this intervention to someone else, how would you change it? Why?(10 pts)

Please submit on email to Jane (Janedut@umich.edu) and submit on CANVAS by **4pm on June 2**.

POS INTEGRATIVE MAP

This assignment 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).

Please bring 8 copies of your MAP assignment the day it is due (**May 25**) and submit map on CANVAS.

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 elective courses at Ross. As required by the Business School, grades will follow this curve:

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 MONICA WORLINE

Monica Worline is an organizational psychologist, scholar and writer who is dedicated to the mission of creating workplaces that bring people alive. Monica is founder and Chief Enlivening Officer at the social benefit innovation organization EnlivenWork, which partners with world leaders to create resources to that draw out courageous thinking, compassionate leadership, and great work. She is author, with Jane Dutton, of the new book *Awakening Compassion at Work*.

Monica is a faculty affiliate of the Center for Positive Organizations and a member of the Magnify vision team. Monica leaves her heart in Michigan, traveling back several times a year to be involved with the Center for Positive Organizations. Most of the year she lives in Menlo Park, California, where she is also a research scientist at Stanford University's Center for Compassion and Altruism Research and Education.

Monica has formerly served as a professor of business at the Goizueta Business School at Emory University and the University of California, Irvine. Monica's areas of research include courage and compassion at work. She earned her Ph.D. in organizational psychology at the University of Michigan, and she is a founding member of the CompassionLab—a research collaborative dedicated to understanding compassion at work. Monica earned her bachelor's at Stanford University, where she began her approach to scholarship that draws from literature, poetry, art, and social science to bring ideas alive.

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 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 Appreciation 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.