

Positive Organizing and Human Flourishing

PSYCH 808.006

MO899

Positive Organizational Scholarship and Positive Psychology: New Frontiers in the Study of Human Flourishing at Work

Wednesdays, 1 PM - 4 PM
Room P1004

*Note: we **will** have class on October 19th (the Business school fall break)
Class on December 7th will run 4 hours (1-5PM)*

This course invites students to explore the opportunities presented by two vibrant and emerging fields: Positive Psychology and Positive Organizational Scholarship (POS).

Positive Psychology is a movement that challenges the field of psychology to reconsider the positive aspects of life. Instead of drawing exclusively from a "disease model," it encourages research on strengths as well as weaknesses, on building the best things in life as well as on repairing the worst, and on making the lives of normal people fulfilling as well as on healing pathology. Topics of study include happiness, positive emotions, resilience, creativity, finding meaning, and optimism. One basic premise of positive psychology is that human flourishing – a life rich in purpose, relationships, and enjoyment -- will not result simply by curing pathology and eliminating behavioral and emotional problems. Rather, flourishing requires building and capitalizing on human strengths and capacities.

Positive Organizational Scholarship (POS) investigates collective and emergent processes of optimal functioning, at the levels of individuals in organizations, groups in organizations, and organizations as a whole. POS focuses on the generative dynamics in organizing that enable individual and collective resilience, thriving, creativity, compassion and other indicators of human flourishing. POS is premised on the belief that enabling human flourishing in organizations involves unlocking or building potential resources, capabilities and capacities in people, groups and systems. The focus on generative dynamics leads researchers to consider the role of positive emotions, positive meaning, and positive relationships, among other mechanisms as keys to explaining human and collective flourishing. POS does not adopt one particular theory or framework, but, instead, draws from the full spectrum of organizational theories.

This course will challenge students to engage with the core topics and foundational theories of both POS and positive psychology, and to investigate their interface. Coursework will involve reading, group exercises, and personal reflections. The seminar

will draw from the wealth of local resources at the University of Michigan, a founding center of POS and a leader in the positive psychology movement.

It is important that the students who take this course understand that we are embarking on an adventure into the co-creation of knowledge. POS and positive psychology are young disciplines, with new ideas and connections waiting to be discovered. We will be trying out new ideas, pushing ourselves with questions, and challenging each other to find, co-create and disseminate new knowledge. All students entering this course should chose to take it with this spirit of adventure and exploration. Our hope is that as you learn about these academic topics, you will also learn about how to optimize your own health and happiness and that of the communities and organizations around you.

Goals for the course

1. Develop familiarity, understanding, and some mastery over core ideas in the domains of Positive Organizational Scholarship and Positive Psychology.
2. Design and conduct an original research project within the domain of POS and/or Positive Psychology.
3. Develop and deploy analytic frameworks that allow you to diagnose and understand human flourishing in individuals and in organizations.
4. Deepen your own self-knowledge about how and when you flourish, and learn to recognize both contexts and psychological processes that can shape possibilities for flourishing.

Meeting times

The course meets Wednesdays from 1-4 PM. We *will* have class on October 19th, even though the Business School fall break extends to that day. In exchange, there will be no class on November 23rd, for an early Thanksgiving holiday.

Our last class (December 7th) will be devoted to student presentations and will run an extra hour. You will not be penalized if you are unable to attend.

Meeting rooms

As we will discuss in class, elements of meeting rooms such as size, organization, lighting, and external views can affect the way people think, feel, and work. Class will meet in a variety of different spaces, so you can experience this for yourself.

Some weeks will have alternate meeting spaces noted on their goals & readings page. If there is no note about rooms, we will meet in the usual room (P1004 in the business

school). There is also a calendar of meeting rooms at the end of the syllabus. Any changes will be announced by email several days in advance.

Graded products

Research paper (50%). For this course, you will be asked to design and conduct a research project that fits within the broad domains of Positive Psychology, Positive Organizational Scholarship, or both. While the research project does not have to be a full-scale study, it does require engagement with empirical data (i.e., at minimum, a pre-test). The research paper should have an introduction that makes clear your research question, a literature review, specific hypotheses, a method section, data analysis, and a conclusion. We estimate the length of this paper to be between 20 and 30 pages. To further enrich our collaborative learning process, we will ask you to pair up with a writing partner in the class with whom you will regularly share ideas and drafts. Your responsibility as a writing partner is to comment on your partner's ideas and writing in a thorough and constructive manner. Using this system of peer review, your respective research papers will go through several iterations, starting with a conceptual analysis, and working up to a final term paper. You will have multiple opportunities, then, to incorporate the constructive feedback you receive into your final research paper. Deadlines for the research paper are **Oct 12th**, **Nov 9th**, and **Nov 30th**. (Please write these dates in your calendar – late drafts and papers will receive lower grades.)

At the end of the semester, you will have the opportunity to share the ideas and data captured by your research paper with the class in a conference-style symposium on **Dec. 7**.

Weekly reaction papers (30%). Each week, by 5 pm on Tuesday, you are required to submit an analysis of the week's readings in which you respond to the following three questions: (1) What do you see as the most generative idea covered in this week's readings? (2) In what ways is this idea most generative for you? (3) How might you use this idea in your work? Your reaction papers should be no more than two single-spaced pages.

You should submit your reaction paper using the CTools interface. In the left-hand margin, click on "Drop Box." In the drop box section, go to the folder with your name on it. Through this portal, you will be able to submit a document that only you and the instructors will have access to. Please *do not* submit your assignments by email unless an emergency prevents you from using CTools.

Peer Reviewing (5%). The comments that you provide to your writing partner as the two of you develop your research papers will themselves be evaluated and incorporated into your final grade.

Class participation (15 %). Please be aware that your participation in class will be evaluated each week. Plus, 1/3 of your class participation grade (5% of final course grade) will reflect your performance in our in-class presentation symposium of research projects at the end of the semester.

With the exception of the Research Paper, all graded products will be evaluated using a 3-level system of "check," "check plus," and "check minus." Typical good performance will be graded as a "check." We expect the latter two categories to be relatively rare. We will provide you with additional details on the specific requirements for the research project, peer reviewing, and the symposium presentation in the weeks to come.

Contact Information and Office Hours

<p>Professor Jane E. Dutton</p> <p>William Russell Kelly Professor of Business Administration</p> <p>2544 EE Ross School of Business 701 Tappan Street Ann Arbor, Michigan 49109- 1234 Phone: 734-764-1376 Fax: 734-936-0282 E-mail Janedut@umich.edu</p> <p>Office hours: Tuesdays 4-5:30 p.m. (except Sep 20 and Oct 4).</p>	<p>Professor Barbara L. Fredrickson</p> <p>Professor in Social Psychology</p> <p>3006 East Hall Department of Psychology 530 Church Street Ann Arbor, Michigan 48109 –1043</p> <p>Phone: 734-763-1142</p> <p>E-mail blf@umich.edu</p> <p>Office hours Fridays 1- 2:30 p.m. (except Sep 30 and Nov 18)</p>	<p>GSI Michael A. Cohn</p> <p>Doctoral Candidate in Social Psychology</p> <p>3245 East Hall Department of Psychology 530 Church Street Ann Arbor, Michigan 48109 –1043</p> <p>Phone: 734-763-5621</p> <p>E-mail macohn@umich.edu</p> <p>Office hours: Thursdays 1-3 p.m. or by appointment</p>
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POS on campus

We encourage you to take advantage of other on-campus opportunities to learn about POS and Positive Psychology.

Positive Links is a series of presentations on Positive Organizational Scholarship for members of the academic and local Ann Arbor community. They are all held in Phelps lounge in the Business School, from 11:30-1, and free lunch is provided. If you plan to

attend, please notify Janet Max (jmax@bus.umich.edu) at least 3 days before the session. Information about upcoming Positive Links talks is available at <http://www.bus.umich.edu/Positive/POS-Research/Research-Presentations.htm>

There are three Positive Links Sessions that are particularly relevant for this class. We hope to arrange an informal 1-hour class discussion with these speakers over coffee. Stay tuned for details.

If you would like to learn more, there are links to the speakers' websites below and on the CTools site.

1. **Dacher Keltner** (September 19)
Functions and evolution of emotions; social interaction; power and morality
<http://psychology.berkeley.edu/directories/facultypages/keltner-sp.html>
2. **Frank Flynn** (October 17)
Social influence, cooperation, and helping in the workplace
<http://www.francisflynn.com/>
3. **Laura King** (November 21)
Personal goals; meaning in life; subjective well-being and happiness
<http://web.missouri.edu/~psywww/people/lak.htm>

ICOS (Interdisciplinary Committee on Organizational Studies) offers a weekly Friday seminar at 1:30-3:00 in 4212 School of Education Building. ICOS frequently bridges psychological research and organizational studies in exciting and generative ways. Any and all members of the University community are welcome to attend. Information about upcoming ICOS talks is available at <http://www.si.umich.edu/ICOS/> . You can also see a sample of past ICOS talks and listen to recordings at <http://www.si.umich.edu/ICOS/Presentations/> .

Highlights this term who are doing work related to the substance of this class include:

- Dr. James Loehr (October 7)
- Panel on Organizing Resilience (October 28)

Other relevant speakers on campus this Fall:

- Tony Bryk, Stanford University,
<http://gobi.stanford.edu/facultybios/bio.asp?ID=388>

Readings

Required Book

You will need to buy the book *Positive Organizational Scholarship*. It provides the only existing overview of the different facets of POS, and many of our readings will come

from it. *POS* will be available at Shaman Drum for approximately \$30. It is also available from online stores, but last time we checked there were not used copies available for much less than a new one.

Cameron, K. S., Dutton, J. E., & Quinn, R. E. (Eds.). (2003). *Positive Organizational Scholarship: Foundations of a new Discipline*. San Francisco: Berrett-Koehler.

Optional Books

These books are recommended if you would like to learn more about POS and positive psychology. All required sections will be posted on CTools (see below), so you do not need to buy them. When these books are referenced in the syllabus, please refer here for bibliographic information.

1. Keyes, C. L. M. & Haidt, J. (Eds.). (2002). *Flourishing: Positive Psychology and the Life Well-Lived*. Washington, D.C.: American Psychological Association.
2. Linley, P. A. & Joseph, S. (Eds.) (2004). *Positive Psychology in Practice*. New York: Wiley
3. Lopez, S. J. & Snyder, C. R. (Eds.). (2002). *Handbook of Positive Psychology*. New York: Oxford University Press.
4. Peterson, C. & Seligman, M. E. P. (2004) *Character Strengths and Virtues: a Handbook and Classification*. Oxford University Press.

These books are available for temporary checkout from the University Reserves desk in the Shapiro Undergraduate library. They are listed under Psychology 808.

Readings on the web

All readings, except for the *POS* book, are available on the CTools website for the class. To access the site, go to <http://ctools.umich.edu> and click "login". Then click on the tab with the course number. In the menu bar on the left, click "resources."

The course website also has a folder for links to resources on the web. These scholarly and organizational websites are great resources for finding additional readings on the topics we cover and learning about new emerging research. One of the most useful is the Positive Organizational Scholarship website (<http://www.bus.umich.edu/Positive/>). Be sure to go to "Research Resources" on the POS website to take full advantage of the web-based resources that are at hand.

Finally, we will add lecture notes, slides, and additional useful links as the semester progresses.

Dissertations (reading them, not writing them!)

Both Positive Psychology and Positive Organizational Scholarship are very new fields, in which exciting programs of research are just beginning to develop. In addition to regular articles by established scholars, our class readings will include dissertations by up-and-coming researchers on cutting-edge topics. Dissertations often include intermediate steps in a program of research, or studies that didn't give the expected results, so they can be helpful tools for understanding how scientific knowledge actually develops.

Because dissertations are quite long, they will not be required reading for the entire class. Instead, smaller groups of students will sign up for each dissertation, and be responsible for briefly describing it to the class and tying it in to the rest of the week's readings. You don't need to read dissertations word-for-word, but you must be able to convey the areas of literature covered in the introduction, the studies run, the specific results of each, and the general conclusions drawn by the author. Some dissertations are hundreds of pages long, so groups might want to split them up!

Weekly Readings

There are three types of readings for each week: normal readings, dissertations, and supplementary readings. Supplementary readings are optional, and dissertations are required only for the people who signed up to present them. All normal articles are required, and everyone is expected to read them before class each week.

We recommend that you read the articles in the order listed here. The ideas they deal with follow a progression:

- Theoretical articles on individual-level or psychological phenomena
- Empirical articles on individual-level or psychological phenomena
- Theoretical articles on group-level or organizational phenomena
- Empirical articles on group-level or organizational phenomena

This way, you will have a grounding in basic principles before moving on to applications, and in individual-level phenomena before moving on to more complex or interactive ones.

I. Getting oriented

September 7 Overview, methodology, and first tastes

Announcements:

- There are readings assigned for this week. That means you should have them done *before* the first class meeting. Discussion of some of the readings will spill over into class 2.
- Class will be in the assigned room (P1004, Business School)

Goals:

- Become familiar with the call to develop a perspective on the positive within psychology and in organizational scholarship
- Explore the meaning of “positive”
- Develop a logic for understanding the reasons to study positive perspectives
- Exposure to major thought leaders
- Establish a sense of the class
- Establish very high standards for participation and performance in the class—with a particular focus on empirical research
- Exercises: artifact introduction of selves, high quality connection challenge and hypothetical textbook table of contents challenge for a course on human flourishing in organizations

Assignments:

- This week we will do introductions. Please bring an artifact (a physical object, picture, or reading) that helps you introduce yourself in terms of your strengths and contributions.

Readings:

95pp

- Seligman, M. (2002). The past and the future of positive psychology. In *Flourishing*. 9pp
- Keyes, C. L. M. & Haidt, J. (2002). Introduction: Human Flourishing—the study of that which makes life worthwhile. In *Flourishing*. 9pp
- Gable, S. L. & Haidt, J. (2005). What (and why) is positive psychology? *Review of General Psychology*, 9(2), 103-110. 7pp
- Rathunde, K. (2001). Toward a psychology of optimal human functioning: What positive psychology can learn from the “experiential turns” of James, Dewey and Maslow. In *Journal of Humanistic Psychology*. 41(1) 15pp
- Linley P. A., & Joseph, S. (2004). Toward a theoretical foundation for positive psychology in practice In P. A. Linley & S. Josephs (Eds.), *Positive Psychology in Practice*. (pp. 713-731). New York: John Wiley & Sons. 15pp

- Cameron, K. S., Dutton, J. E., & Quinn, R. E. (2003). Foundations of Positive Organizational Scholarship. In *Positive Organizational Scholarship*. 7pp
- Luthans, F. (2002) The need for and meaning of positive organizational behavior. *Journal of Organizational Behavior*, 23, 6, 695-706. 9pp
- Bernstein, S. D. (2003). Positive Organizational Scholarship: Meet the Movement: An Interview with Kim Cameron, Jane Dutton, and Robert Quinn. *Journal of Management Inquiry*, 12(3), 266-271. 5pp
- Cameron, K. S., Dutton, J. E., Quinn, R. E., & Wrzesniewski, A. (2003). Developing a discipline of Positive Organizational Scholarship. In *Positive Organizational Scholarship*. 8pp
- Turner, N., Barling, J., & Zacharatos, A. (2002). Positive psychology at work. In *Handbook of Positive Psychology*. 11pp

Supplemental readings:

- Oliver, M. (2001) Preface to S. Saegert, J. P. Thompson, & M. Warren (Eds) *Social Capital and Poor Communities*. New York: Russell Sage Foundation. (2001).
 - A brief overview of asset-building approaches to poverty
- Harter, J. K., Schmidt, F. L., Hayes, T. L. (2002). Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis. *Journal of Applied Psychology*, 87(2), 268-79 9pp
 - A short questionnaire on positive relationships and feelings at work can predict profit, employee retention, and customer satisfaction.

September 14 Further introduction and critiques

Goals:

- Begin to see how researchers are responding to the call
- Explore how positive phenomena at more micro levels (i.e., within individuals) might trigger and influence positive phenomena at more macro levels (i.e., with units or organizations), and vice versa.
- Become familiar with views of positive processes as embedded within complex dynamic systems
- Appreciate how positive subjective experiences and positive expressions can unleash personal and organizational potential
- Begin to understand the connections between positivity and receptivity.
- Explore how the positive perspective has direct relevance for our professional and personal practices as researchers/scholars
- Wrestle with how our values as researchers inform or affect what we study and how we study it
- Learn and respond to recent critiques of positive psychology and POS.

Assignments:

- Reaction paper 1, due before class
- This week we will discuss various critiques of positive psychology and POS. The critiques will be assigned to groups who will be in charge of presenting them.

Readings:

53pp not counting critiques

- Fredrickson, B. L. & Losada, M. (in press). Positive affect and the complex dynamics of human flourishing. *American Psychologist*. 12pp.
- Dutton, J. E. Breathing life into organizational studies. *Journal of Management Inquiry*, 12(1), 5-19. 13pp.
- Cooperrider, D. L. (1991). Positive image, positive action: The affirmative basis of organizing. In S. Srivastva & D. L. Cooperrider (Eds.), *Executive Appreciation and Leadership* (pp. 91-125). San Francisco: Jossey-Bass 25pp
- Bushe, G. R. & Kassam, A. F. (2005). When is appreciative inquiry transformational? A meta-case analysis. *Journal of Applied Behavioral Science*, 41(2), 161-182. 17pp
- **Critiques** (Will be assigned individually in class)
- Lazarus, R. S. (2003). The Lazarus prescription for positive psychology and psychology in general. *Psychological Inquiry*, 14, 173-189. 15pp
- Norem, J. K. & Chang, E. C. (2002). The positive psychology of negative thinking. *Journal of Clinical Psychology*, 58(9), 993-1001. 7pp
- Neveu, J. (in preparation). Critical issues about positive organizational behavior. 10pp

- Taylor, E. (2002). Positive psychology and humanistic psychology: A reply to Seligman. *Journal of Humanistic Psychology*, 41(1), 13-29. 15pp
- Barge, J. K. & Oliver, C. (2003). Working with appreciation in managerial practice. *Academy of Management Review*, 28(1), 124-142. 15 pp

Supplemental readings:

- Caza, B. B. & Caza, A. (in press). Positive organizational scholarship: A critical theory perspective. *Journal of Management Inquiry*. 14pp
 - Views POS as an alternative framework for theorizing about and inquiring into organizational life.
- Cooperrider, D. L., & Whitney, D. (2001). A positive revolution in change. In D. L. Cooperrider, P. Sorenson, D. Whitney, & T. Yeager (Eds.), *Appreciative inquiry: An emerging direction for organization development*(pp. 9-29). Champaign, IL: Stipes. 21pp
 - More details on how appreciative inquiry works
- Bright, D. S., Fry, R. E., Barrett, F., & Powley, E. H. (unpublished manuscript). *Appreciating relational spaces: Generativity and the need for mindfulness*. 17pp
 - An unpublished reply to the Barge critique above. Views AI through the lens of mindfulness.
- Ghoshal, S. (2005). Bad management theories are destroying good management practices. *Academy of Management learning & Education*, 4(1), 75-81. 15pp
 - Management schools teach that employees are unmotivated and dishonest, and this leads to practices that reduce motivation and work quality.
- Becker, H. S. (1967). Whose side are we on? *Social Issues*, 14(3), 239-47. 10pp
 - Discusses the values that we hold as researchers, the ways they can bias even high-quality work, and methods for acknowledging them.
- House, R., Rousseau, D. M., & Thomas-Hunt, M. (1995). The meso paradigm: A framework for the integration of micro and macro organizational behavior. In L. L. Cummings and B. Staw (Eds), *Research in Organizational Behavior*, 17, 71-115.
 - A valuable methodological resource for understanding interactions between individuals, groups, and organizations.
- Sandelands, L. E. & Worline, M. C. (in preparation). What is positive organizational scholarship really about?
 - A reading of POS that includes the potential for spirituality and transcendence

II. Facets of flourishing

September 21 Goodness: Virtues and strengths

Announcements: Class today will meet in the Pillsbury conference room in East Hall. The Pillsbury room is at the top of the spiral staircase in the psychology library on the fourth floor of East Hall.

Goals:

- Develop familiarity with various strengths-based approaches.
- Recognize the range of human strengths and virtues.
- Discover the value of strength-based approaches, their predictive power.
- Wrestle with how to define and measure strengths and virtues at both the individual and the organizational level.

Assignment: Reaction Paper #2, due before class

Readings:

127pp

- Peterson, C. & Seligman, M. E. P. (2004). Introduction to a "Manual of the sanities". (pp. 3-32). In *Character Strengths and Virtues*. 32pp
- Clifton, D. O. & Harter, J. K. Investing in Strengths. In *Positive Organizational Scholarship*. 11pp.
- Seligman, M. E. P., Steen, T., Park, N., & Peterson, C. (2005). Positive psychology progress: empirical validation of interventions. *American Psychologist*, 60(5), 410-421. 11pp
- Cameron, K., Bright, D., Caza, A. (2004). Exploring the relationship between organizational virtuousness and performance. *American Behavioral Scientist*, 47(6), 1-24. 19pp
- Dutton, J. E., Worline, M. C., Frost, P. J., & Lilius, J. (under review). Explaining compassion organizing competence. 33pp
- Hoy, W. K., Tarter, C. J., & Hoy, A. W. (in preparation). Academic optimism of schools: a second-order confirmatory factor analysis. 13pp
- **Dissertation:** Monica Worline: Dancing the cliff edge: The place of courage in social life.

Supplementary readings

- Rhee, S., Dutton, J. E., Bagozzi, R. P. (In press). Making sense of organizational actions in response to tragedy: Virtue frames, organizational identification and organizational attachment. 14pp
 - Virtue-based interpretations of organizations' actions, and their effects on employees

- Peterson, C., & Seligman, M. E. P. (2003). Character strengths before and after 9/11. *Psychological Science, 14*, 381-384. 3pp
 - increases in prosocial and charitable virtues, compared to other virtues, following 9/11.
- Lubinski, D., & Benbow, C. P. (2000). States of excellence. *American Psychologist, 55*, 137-150. 13pp
 - Reviews current thinking on giftedness and high talent
- Berkowitz, M. W. & Bier, M. C. (2004). Research-based character education. *Annals, AAPSS, 72-85*. 11pp
 - provides an overview of outcome research on schools' efforts to teach character

September 28 **Generativity: Innovation, play, and creativity**

Announcements: Class today will meet in the Pillsbury conference room in East Hall. The Pillsbury room is at the top of the spiral staircase in the psychology library on the fourth floor of East Hall.

Goals:

- Explore the relation between play and productivity at individual, interpersonal, group and organizational levels.
- Become familiar with the intrapsychic and social aspects of play and creativity.
- Understand the paths through which social play and shared laughter may have evolved for our human ancestors.
- Understand the experience of flow, its antecedents and outcomes.
- Consider creativity practices in organizations (e.g., brainstorming sessions) and what they accomplish.

Assignment: Reaction Paper #3, due before class

Readings:

102pp

- Gervais, M. & Wilson, D. S. (in press). Laughter and humor: An interdisciplinary perspective on their evolution and functions. *Quarterly Review of Biology*. 20pp
- Csikszentmihalyi, M & LeFevre, J. (1989). Optimal experience in work and leisure. *Journal of Personality and Social Psychology* 56(5), 815-22. 7pp
- Quinn, R. (under review). Flow in knowledge work: High performance experience in the design of national security technology. *Administrative Science Quarterly*. 19pp
- Amabile, T. M., Barsade, S. G., Mueller, J. S., & Staw, B. M. (2003). Affect and creativity at work: A daily longitudinal test. Working Paper 03-071, HBS, Division of Research
- Drazin, R., Glynn, M. A., & Kazanjian, R. K. (1999). Multilevel theorizing about creativity in organizations: A sensemaking perspective. *Academy of Management. The Academy of Management Review*; 24(2), 286-307. 19pp.
- Sutton, R. I. & Hargadon, A. (1996). Brainstorming groups in context: Effectiveness in a product design firm. *Administrative Science Quarterly*, 41(4), 685-718. 27pp
- **Dissertation:** Seung-Yoon Rhee: How do shared emotions among group members influence group effectiveness? The role of broadening-and-building interactions.

Supplemental readings

- Zhou, J. & George, J. (2001). When Job Dissatisfaction leads to creativity: encouraging the expression of voice. 11pp
 - People who feel negatively about their jobs can become *more* creative than usual, if they hope to change things.

- Glynn, M.A. (1996). Innovative genius: A framework for relating individual and organizational intelligences to innovation. *Academy of Management Review*, 21, 1081-1111.
 - How organizations can develop collective, organizational-level creativity
- Glynn, M.A. 1994. Effects of work and play task labels on information processing, judgments, and motivation, *Journal of Applied Psychology*, 79 (1): 34-45. 11pp
 - The way people conceptualize a task affects motivation and performance.

October 5 Growth: Thriving and wisdom

Announcements:

- Class today will meet in the Pillsbury conference room in East Hall. The Pillsbury room is at the top of the spiral staircase in the psychology library on the fourth floor of East Hall.

Goals:

- Wrestle with definitions of the complex processes of growth, thriving, and wisdom.
- Understand human flourishing as a life-long developmental process.
- Recognize how emotional phenomena contribute to growth, thriving and wisdom.
- Theorize how organizational conditions contribute to or detract from capacities for thriving, wisdom, and learning.

Assignment: Reaction Paper #4, due before class

Readings

136pp

- Csikszentmihalyi, M. (manuscript in preparation). Psychological capital: An introduction. 18pp
- Baltes, P. B., & Staudinger, U. M. (2000). Wisdom: A metaheuristic (pragmatic) to orchestrate mind and virtue toward excellence. *American Psychologist*, 55, 122-136. 10 pp
- Carstensen, L. L. & Mikels, J. A. (2005). At the intersection of emotion and cognition: Aging and the positivity effect. *Current Directions in Psychological Science*, 14(3), 117-121. 4pp.
- Le, T. N. & Levenson, R. (in press). Wisdom as self-transcendence: What's love (& individualism) got to do with it? *Journal of Research in Personality*. 13pp.
- Spreitzer, G., Sutcliffe, K., Dutton, J., Sonenshein, S., & Grant, A. M. (in press). Thriving at work. *Organizational Science*. 14pp.
- Christianson, M. K., Spreitzer, G. M., Sutcliffe, K. M., & Grant, A. M. (2005). An empirical examination of thriving at work. Working paper. 13pp
- Weick, K., Sutcliffe, K., & Obstfeld, D. (1999). Organizing for high reliability: Processes of collective mindfulness In R. Sutton and B.M. Staw (Eds.) *Research in Organizational Behavior* JAI Press, pp. 81-123 36pp
- Lee, Caza, Edmundson, and Thomke New knowledge creation in organizations. In *Positive Organizational Scholarship*. 13p
- **Dissertation:** Timothy Vogus: In Search of Mechanisms: How do HR Practices Affect Organizational Performance?

Supplemental readings

- Nelson, D. L. & Simmons, B. L. (2004). Eustress: an elusive construct, an engaging pursuit. In P. L. Perrewé & D. C. Ganster (Eds.), *Emotional and Physiological Processes and Positive Intervention Strategies*. Amsterdam: Elsevier. 50pp
 - Re-invigorates the study of eustress, a type of challenge that enhances energy, ability, and well-being.
- Sheldon, K.M., Elliot, A.J., Kim, Y., & Kasser, T. (2001). What is satisfying about satisfying events? Testing 10 candidate psychological needs. *Journal of Personality & Social Psychology*, 80, 325-339.
 - Autonomy, competence, relationships, and self-esteem appear to be the most universal rewards that make events satisfying.
- Gagné, M. & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331-362. 25pp
 - How work can satisfy intrinsic, universal psychological needs

October 12 Resilience: Coping and healing

Announcements:

- Class today will meet in the Pillsbury conference room in East Hall. The Pillsbury room is at the top of the spiral staircase in the psychology library on the fourth floor of East Hall.
- The October 28th ICOS presentation will be a mini-conference on organizational resilience, featuring Daniel Beunza, Mary Ann Glynn, and Paul Schulman. If you are interested in this week's topics, you should plan to attend. See the ICOS website for more details.

Goals:

- Explore the interplay of positivity and negativity.
- Conceptualize human resilience to adversity as commonplace.
- Recognize the role of positive emotions within resilient coping.
- Appreciate how organizations manifest and enable resilience

Assignment:

- Submit a 1-page conceptual analysis and research proposal to your Writing Partner. Writing Partners provide written feedback by Friday, Oct 14th.
- For this assignment, you may wish to look at the excerpts from the book *Gaining Access* that are posted in the "resources for projects" folder on the website.
- No reaction paper due this week.

Readings

58pp

- Bonnano, G. A. (2004). Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist*, 59, 20-28. 7pp
- Tugade, M. M., Fredrickson, B. L. (2004). Resilient Individuals Use Positive Emotions to Bounce Back From Negative Emotional Experiences. *Journal of Personality & Social Psychology*, 86(2), 320-333. 12pp
- Shih, M. (2003). Positive stigma: Examining resilience and empowerment in overcoming stigma. *Annals of the American Academy of Political and Social Science*, 591, 175-185. 9pp
- Sutcliffe, K. M. & Vogus, T. J. (2003). Organizing for resilience. In *Positive Organizational Scholarship*. 16pp
- Gittell, J.H., Cameron, K. and Lim, S. (2005). Relationships, Layoffs and Organizational Resilience: Airline Responses to the Crisis of September 11th, under review.

- Freeman, S. F., Hirschhorn, L., & Maltz, M. (2004). The power of moral purpose: Sandler O'Neill and partners in the aftermath of September 11th, 2001. *Organization Development Journal*, 22(4), 69-77. 9pp.

Supplementary Readings

- Beunza, D. & Stark, D. (2005). Resolving identities: Successive crises in a trading room after 9/11. in N. Foner (Ed.), *Wounded City: The Social Effects of the Attack on the World Trade Center*. New York: Russell Sage Foundation. 22pp.
 - How a group of stock traders coped with the loss of their technology, information, and physical location following the September 11th attacks
- Tugade, M. M., Fredrickson, B. L., Barrett, L. F. (2004). Psychological resilience and positive emotional granularity: Examining the benefits of positive emotions on coping and health. *Journal of Personality*, 72(6), 1161-1190. 21pp
 - Emotional intelligence as involving fine-grained distinctions among emotions.
- Fredrickson, B. L., Tugade, M. M., Waugh, C. E., & Larkin, G. R. What good are positive emotions in crises? A prospective study of resilience and emotions following the terrorist attacks on the United States on September 11th, 2001. 9pp
 - Positive emotion experiences in the aftermath of crises may be the critical active ingredient within trait resilience
- Cameron, K. S. (1994) Strategies for successful organizational downsizing. *Human Resource Management Journal*, 33, 89-112. 21pp
 - Downsizing usually hurts profitability, but it can work if done with attention to preserving social networks and maintaining trust with employees.
- Fredrickson, B. L., Mancuso, R. A., Branigan, C., Tugade, M.: The undoing effect of positive emotions. 18pp
 - Positive emotions speed recovery from the lingering cardiovascular effects of stress, with possible health benefits.

III. Enablers and Mechanisms of Human Flourishing

October 19 Positive Emotions

Goals:

- Compare and contrast different theoretical approaches to positive emotions.
- Recognize positive emotions as vital signs that may both reflect current well-being and forecast future well-being.
- Become acquainted with the range of life outcomes empirically linked to positive emotions.
- Appreciate the challenges of studying positive emotions at individual and organizational levels

Assignment: Reaction Paper #5, due before class

Readings:

103pp

- Schwarz, N.: Situated Cognition and the wisdom of feelings: Cognitive Tuning 12pp
- Fredrickson, B. L. (1998). What good are positive emotions? *Review of General Psychology, 2*, 300-319. 16pp
- Lyubomirsky, S., King, L. A., & Diener, E. (in press). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*. 35pp
- Fredrickson, B. L., & Joiner, T. (2002). Positive emotions trigger upward spirals toward emotional well-being. *Psychological Science, 13*, 172-175. 4pp
- Staw, B. M. & Barsade, S. G. (1993). Affect and managerial performance: A test of the sadder-but-wiser vs. happier-and-smarter hypothesis. *Administrative Science Quarterly, 38*(2), 304-331. 20pp
- Barsade, S. G., Ward, A. J., Turner, J. D. F., & Sonnenfeld, J. A. (2000). To your heart's content: A model of affective diversity in top management teams. *Administrative Science Quarterly, 45*(4), 802-836. 26pp
- Sy, T., Côté, S., Saavedra, R. (2005). The contagious leader: Impact of the leader's mood on the mood of group members, group affective tone, and group process. *Journal of Applied Psychology, 90*(2), 295-305. 10pp.
- **Dissertation:** Kareem Johnson: "We all look the same to me": Positive emotions eliminate the own-race bias in face recognition.

Supplemental readings:

- Harker, L. A., & Keltner, D. (2001). Expressions of positive emotion in women's college yearbook pictures and their relationship to personality and life outcomes across adulthood. *Journal of Personality and Social Psychology, 80*, 112-124. 11pp
 - the famous yearbook picture study that links genuine smiles to later marital satisfaction

- Danner, D. D., Snowdon, D. A., & Friesen, W. V. (2001). Positive emotions in early life and longevity: Findings from the nun study. *Journal of Personality and Social Psychology, 80*, 804-813 8pp
 - The famous nun study that links positive emotions to longevity
- Ashby, F. G., Isen, A. M., & Turken, A. U. (1999). A neuropsychological theory of positive affect and its influence on cognition. *Psychological Review, 106(3)*, 529-550. 16pp
 - For those interested in the proposed neurological underpinnings of positive emotions
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist, 56*, 218-226. 7pp
 - Connects the broaden-and-build theory to positive psychology and reviews early empirical evidence
- Bartel, C. A., & Saavedra, R. (2000). The collective construction of work group moods. *Administrative Science Quarterly, 45*, 197-231.
 - Provides strategies for measuring group moods and linking to event structure
- George, J. M. (1991). State or trait: Effects of positive mood on prosocial behaviors at work. *Journal of Applied Psychology, 76(2)*, 299-307.
 - Compares chronic with situational emotions in determining willingness to act prosocially

October 26 Positive Relationships

Announcements:

- Class will meet today in the Koessler room in the Michigan League
- The "Resilience in Context" conference is this Friday (see the announcement on October 12th).

Goals

- Appreciate how connections between people create the fabric of positive organizing and human flourishing.
- Understand the various ways that positive relationships and interpersonal ties have been defined and studied.
- Understand how positive connections and relationships affect positive organizing (e.g., through safety, learning, and helping) and gain exposure to different theoretical lenses for making sense of the power of positive relationships (e.g., social exchange, attachment theory, etc.).
- Become familiar with energy as an important construct for understanding flourishing.

Assignment: Reaction Paper #6, due before class

Readings:

123pp

- Reis, H. T., & Gable, S. L. (2003). Toward a positive psychology of relationships. In C. L. M. Keyes & J. Haidt (Eds.), *Flourishing: Positive psychology and the life well-lived* (pp. 129-159). Washington, DC, US: American Psychological Association 21pp.
- Gable, S., Reis, H. T., Impett, E. A., & Asher, E. R.: What do you do when things go right? The interpersonal and intrapersonal benefits of sharing positive events. *Journal of Personality and Social Psychology*, 87(2), 228-245. 16pp
- Kahn, W. A. (2001). Holding environments at work. *The Journal of Applied Behavioral Science*, 37(3), 260-279. 18pp
- Dutton, J. & Heaphy, E.: The power of high-quality connections. In *Positive Organizational Scholarship*, 16 pp
- Baker, W., Cross, R., & Wooten, M. (2002). Positive organizational network analysis and energizing relationships. In *Positive Organizational Scholarship*. 14pp
- Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383. 25pp

Supplementary Readings:

- Flynn, F. J. (2003). How much should I give and how often? The effects of generosity and frequency of favor exchange on social status and productivity. *Academy of Management Journal*, 46(5), 539-553. 13pp

- Timothy Vogus: In Search of Mechanisms: How do HR Practices Affect Organizational Performance?
 - Vogus's dissertation (see the week of 10/5). His treatment of respectful interaction is also relevant to the question of why and how relationships matter.
 - Marks, S. R. (1977). Multiple roles and role strain: Some notes on human time, energy, and commitment. *American Sociological Review*, 42(6), 921-936. 15pp
 - Challenges the belief that energy is a limited resource and cannot be replenished by valued activities or interactions.
 - Losada, M. & Heaphy, E.: The role of positivity and connectivity in business teams: a nonlinear dynamics model 20pp
 - Expands on the implications of Losada's (1999) work on nonlinear dynamics for work relationships
 - McGinn, K. L. & Keros, A. T.: Improvisation and the logic of exchange in socially embedded transactions. 20pp
 - Illustrates how negotiation processes differ within friendships
 - Brown, S. L. & Brown, M. R. (in press). An evolutionary theory of social bonds and the adaptive significance of costly long-term investment in others. *Psychological Inquiry*.
 - Grounded in evolutionary psychology, suggests that social bonds are predominantly for giving resources rather than receiving them.
 - Bryk, T. (2002). Relational trust. In A. Bryk & B. Schneider (Eds.), *Trust in Schools*. New York: Russell Sage Foundation.
 - Develops idea of relational trust that Bryk and Schneider found was so critical in explaining the Chicago schools where people (staff, parents and students) flourished
 - Mikulincer, M. & Shaver, P. R. (2005). Mental representations of attachment security: Theoretical foundation for a positive social psychology. In M. W. Baldwin (Ed.), *Interpersonal Cognition*. New York: Guilford Press. 20pp
 - An extension of infant attachment theory to positive behaviors in adulthood
 - Diener, E., & Seligman, M.E.P. (2002). Very happy people. *Psychological Science*, 13, 81-84.
 - shows the importance of social relations for happiness
- Ragins and Verbos : Positive relationships in action: Relational perspectives on mentoring at work. In J. Dutton and B. Ragins *Exploring Positive Relationships at Work : Building a Theoretical and Empirical Research Foundation*. Lawrence Erlbaum, 2006
- Helpful reframe of mentoring research from perspective of generative, positive relationships

November 2 Positive Cognitions, Identities, Ideologies, and Meanings

Announcements:

- Class today will meet in the Henderson room in the Michigan League.

Goals:

- Recognize positive cognitions as a key leverage point for creating positive relationships, positive emotions, and the conditions for human flourishing.
- Wrestle with how positive meaning is manifest and created at cultural and organizational levels
- Consider different forms of positive cognitions (e.g., best-self construals, attractiveness of organizational identity and image, collective efficacy, positive images) and how they affect conditions and indicators of human flourishing.

Assignment: Reaction Paper #7, due before class

Readings:

110pp

- Park, CL & Folkman, S. (1997). Meaning in the context of stress and coping. *Review of General Psychology*, 1, 115-144. 25pp
- Feldman, D. B. & Snyder, C. R. (2005). Hope and the meaningful life: Theoretical and empirical associations between goal-directed thinking and life meaning. *Journal of Social & Clinical Psychology*, 24(3), 401-421. 18pp
- Roberts, L. M., Dutton, J. E., Spreitzer, G., Heaphy, E. D., & Quinn, R. E. (in press). Composing the reflected best-self portrait: Pathways for becoming extraordinary in work organizations. *Academy of Management Review*. 25pp
- Goddard, R. D., LoGerfo, L., & Hoy, W. K. (2004). High school accountability: the role of perceived collective efficacy. *Educational Policy*, 18(3), 1-23 20pp.
- Dukerich, J. M., Golden, B. R., & Shortell, S. M. 2002. Beauty is in the eye of the beholder: The impact of organizational identification, identity, and image on the cooperative behaviors of physicians. *Administrative Science Quarterly*, 47: 507-533. 20pp

Supplemental readings:

- Wooten, L. P. & Crane, P. (2005). Generating dynamic capabilities through a humanistic work ideology: The case of a certified-nurse midwife practice in a professional bureaucracy. *American Behavioral Scientist*, 47(6), 848-866.
- Wrzesniewski, A., Rozin, P., & Bennett, G. (2002). Work, play, and eating: On making more of more moments in life. In *Flourishing*.

- Perspectives and traits that help some people, organizations, and cultures get more enjoyment from the same experiences
- Dutton, J. E.: The making of organizational opportunities: An interpretive pathway to organizational change. In B. M. Staw and L. L. Cummings (Eds.) *Research in Organizational Behavior*, Vol. 15, Greenwich, Conn.: JAI Press, 1993, 195-226. 28pp
 - Develops model for how a positive interpretation of issues in organizations(i.e., as opportunities as opposed to threats) creates the conditions for effective change
- Brickson, S. E. (in press). Organizational Identity Orientation: The Genesis of the Role of the Firm and Distinct Forms of Social Value. *Academy of Management Review*.
 - Organizations' behavior is affected by whether they view themselves as autonomous, or interdependent with stakeholders.
- Batson, C.D., Turk, C.L., Shaw, L.L., & Klein, T.R. 1995. Information function of empathic emotion: Learning that we value the other's welfare. *Journal of Personality and Social Psychology*, 68, 300-313. 12pp
 - Feelings of empathy towards or similarity with another person lead to lasting increases in the value one places on their well-being.
- Carver, C. S. & Scheier, M. F. (2002). Optimism. In *Handbook of Positive Psychology*. 11pp.
 - Basic psychological research on optimism
- Peterson, C. (2000). The future of optimism. *American Psychologist*, 55, 44-55. 9pp
 - Future directions for optimism research
- Pratt, M. G. & Ashforth, B. E. (2003). Fostering meaningfulness in working and work. In *Positive Organizational Scholarship*.
 - Describes organizational practices that help members find meaning in their work.

IV. Positive Practices

November 9 Intrapyschic (personal) practices

Announcements:

- Class today will meet in the Koessler room in the Michigan Union
- No reaction paper is due this week (but see the assignment, below)

Goals:

- Recognize opportunities for individuals to seed human flourishing and positive deviance within organizations.
- Understand mindfulness and the range of beneficial outcomes to which it has been empirically linked.
- Become acquainted with a view of leadership as a state of mind, rather than a role or set of behaviors
- Develop your own skills to use these various intrapsychic positive practices to promote flourishing in yourself and those around you.

Assignment: Full Draft of Research Paper submitted to Writing Partner (you may omit the results if data are not yet available). Writing Partners provide written feedback by Friday, Nov 11th.

Readings:

85pp

- Bishop et al., (2004). Mindfulness: A proposed operational definition. *Clinical Psychology: Science and Practice*, 11, 230-241. 6pp
- Davidson et al. (2003). Alterations in brain and immune function produced by mindfulness meditation. *Psychosomatic Medicine*, 65, 564-570. 4pp
- Lyubomirsky, S., Sheldon, K. M., Schkade, D. (2005). Pursuing happiness: the architecture of sustainable change. *Review of General Psychology*, 9(2), 111-131. 16pp
- Emmons, R. A. & McCullough, M. E.: Counting Blessings vs. Burdens: an experimental investigation of gratitude and subjective well-being in daily life 22pp
- Bryant, F. (2003). Savoring beliefs inventory (SBI): A scale for measuring beliefs about savoring. *Journal of mental health* 12(2), 175-196. 21pp
- Epstein (1999). Mindful Practice. *Journal of the American Medical Association*, 282, 833-839. 8pp
- Quinn, R. E. & Spreitzer, G. M. (working paper). Entering the fundamental state of leadership: A framework for the positive transformation of the self and others. To appear in: Burk, R. & Cooper, C. (Eds.) *Inspiring Leaders*, London: Routledge. (Forthcoming) 8pp

Supplemental readings

- Carson et al. (2005). Loving-Kindness meditation for chronic low back pain. Manuscript submitted for publication. 8pp
 - A love-and-compassion meditation reduces physical distress.

November 16 Interpersonal Practices

Announcements

- Class today will meet in the Welker room in the Michigan Union (note that this is the Union, not the League).
- On November 21st, the Positive Links speaker will be Laura King, a leading researcher on positive emotions, well-being, and the good life. Her talk is recommended.

Goals:

- How can we think about the range of interpersonal (or relational) practices that cultivate human flourishing?
- What are the mechanisms through which interpersonal practices cultivate conditions for flourishing?
- How do contexts enable interpersonal practices, and how do these interpersonal practices affect individual, group and organizational behavior?
- Examine how intra-organizational practices create conditions for flourishing extra-organizationally
- How do emotions affect how interpersonal practices cultivate flourishing?
- Consider how practices and norms that cultivate human flourishing become routinized and institutionalized

Assignment: Reaction Paper #8, due before class

Readings:

119pp

- Harvey, J. H., Pauwels, B. G., & Zickmund, S. (2002). Relationship connection: The role of minding in the enhancement of closeness. In *Handbook of Positive Psychology*. 9pp.
- van Baaren, R. B., Holland, R. W., Kawakami, K., & van Knippenberg, A. (2004). Mimicry and prosocial behavior. *Psychological Science*, 15(1), 71-74. 4pp
- Parker, S. K. & Axtell, C. M. (2001). Seeing another viewpoint: Antecedents and outcomes of employee perspective taking. *Academy of Management Journal*, 44(6), 1085-1100. 14pp
- Williams, M. (working paper) Building genuine trust through interpersonal emotion management: A threat-regulation model of trust and cooperation across boundaries. 21pp
- Nembhard, I. M. & Edmondson, A. C. (in preparation). Making it safe: The effects of leader inclusiveness and professional status on psychological safety and improvement efforts in health care teams. 13pp

- Gittell, Jody Hofer Coordinating mechanisms in care provider groups: Relational coordination as a mediator and input uncertainty as a moderator of performance effects *Management Science*. 49 (11) 1408-1426. 15pp.
- Martin, J., Knopoff, K. & Beckham, C. (1998). An alternative to bureaucratic impersonality and emotional labor: Bounded emotionality at the Body Shop. *Administrative Science Quarterly*, 43, 429-469. 30pp
- Feldman, M. & Khademian, A. M. (2003). Empowerment and cascading vitality. In *Positive Organizational Scholarship*. 13pp

- **Dissertation:** Katherine Lawrence: Putting it together... bit by bit: A relational theory of interpersonal collaboration in software development.

Supplementary readings

- Fletcher, J. K. (1998). Relational practice: A feminist reconstruction of work. *Journal of Management Inquiry*, 7, 163-187. 22pp
 - Does an excellent job of describing different forms of interpersonal work or relational practice.

November 23 No class – enjoy Thanksgiving break!

November 30 Physical space and the environment

Goals:

- Understand how physical and social environments might foster the conditions for human flourishing.
- Explore how and why nature heals and uplifts people.
- Develop an appreciation for the physical and social environments in your units and organizations that might promote flourishing.

Assignment: Final research paper due [No Reaction Paper due this week]. Together with your final paper, please submit your 1-page proposal and first draft that include comments by Writing Partners.

Readings:

101pp

- Kaplan, S. (1995). The restorative benefits of nature: Toward an integrative framework. *Journal of Environmental Psychology, 15*, 169-182. 12pp
- Kaplan, R., Kaplan, S., & Ryan, R. L. (1998). *With People in Mind: Design and Management of Everyday Nature*. Washington DC: Island Press. pp. 66-78. 9pp
- Stokols, D. (1992). Establishing and maintaining healthy environments: toward a social ecology of health promotion. *American Psychologist, 47(1)*, 6-22. 13pp
- Becker, F. & Steele, F. (1995). Making space for teamwork. (pp. 64-85). In F. Becker & F. Steele, *Workplace by Design: Mapping the High-Performance Workscape*. 10pp.
- Irvine, K. N., Warber, S. L.: Greening healthcare: practicing as if the natural environment really mattered. 6pp
- Kaplan, R. (1993) The role of nature in the context of the workplace, *Landscape and Urban Planning, 26*, 193-201. 8pp
- Kuo, Frances E. and Sullivan, William C. (2001) Aggression and violence in the inner city: effects of environment via mental fatigue. *Environment and Behavior, 33(4)*, 543-571. 15pp

Supplementary readings

- Cornelius, R. (2002). Developing a geography of emotion. *The Emotion Researcher, 16(1)*, 7-9.
 - A method for linking emotions to physical space
- Kaplan, Rachel (2001) The nature of the view from home: psychological benefits, *Environment and Behavior, 33(4)*, 507-542
 - Studies the impact of nearby nature on neighborhood and community satisfaction
- Tennessen, C. M. and Cimprich, B. (1995) Views to nature: effects on attention, *Journal of Environmental Psychology, 15*, 77-85.
 - The effects of views from dormitory windows on student performance

- Yanow, D. (1998). Space stories: Studying museums as organizational spaces while reflecting on their interpretive methods and their narration. *Journal of Management Inquiry*, 7(3), 215-238. 22pp.
 - How the physical structure of museums influences not just movement through space, but also patterns of attention and understanding of historical information

December 7: In-class symposium on final research projects

Meeting Places

Any updates to this schedule will be announced by email
For directions to rooms, see the page for the appropriate week

Date	Location
9/7	Business School, P1004
9/14	Business School, P1004
9/21	Pillsbury Room (East Hall)
9/28	Pillsbury Room (East Hall)
10/5	Pillsbury Room (East Hall)
10/12	Pillsbury Room (East Hall)
10/19	Business School, P1004
10/26	Michigan League, Koessler room
11/2	Michigan League, Henderson room
11/9	Michigan League, Koessler room
11/16	Michigan Union, Welker room
11/23	<i>No class – Thanksgiving Break</i>
11/30	TBA
12/7	TBA