



MO 455/555: Foundations in Positive Organizational Scholarship

Class 1 (1/12/16)

Instructor: Jane E. Dutton

Facilitator: Betsy Erwin

University of Michigan

Teaching Note – Prepared by Aurora Kamimura

University of Michigan

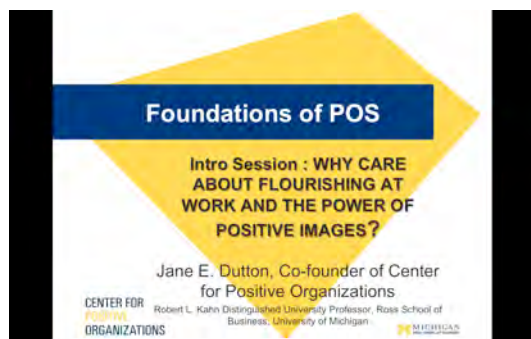
Intro Session:

Why Care About Flourishing at Work and the Power of Positive Images?

Videos and materials needed:

- Video: Dosomething.org
(<https://www.youtube.com/watch?v=aEn3G0j5VDQ#t=91>)

Description and flow of the class:



Slide 1



Slide 2

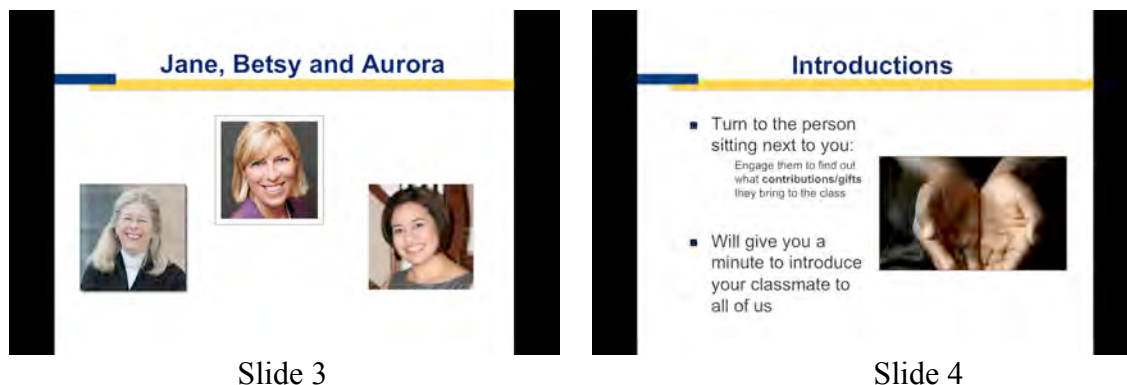
Slide 1: Foundations of POS

- This is the introductory slide. One of the primary goals of this class is to learn about, learn to identify strategies for, and practice ways of thinking and behaviors that foster flourishing for individuals and collectives. This slide provides an opportunity to set the tone for the class, and to generate enthusiasm for the class. The following areas can serve as guiding topics for the introductory slide.

- **Personal Connection:** With the expectation that students will be academically and personally invested in the course and its content, we modeled this by sharing why we are interested in POS and our passion for this work.
- **Impact:** Share with the class how the material in this class has global relevance. This is a point where sharing one or two examples of this could help make this work more concrete for students (e.g., efforts in Australia to redesign schools to foster student flourishing and training in the law profession to increase well being given high levels of depression and suicide). These fields of positive psychology and POS are rapidly expanding, but we also need more research and work to be conducted for greater impact.
- **Purpose:** The purpose of POS is to equip leaders to create workplaces that are replenishing and generative. Whereas most of the framing for our workplaces is problem-centered, POS focuses on opening up wider range of opportunities for knowing how to prevent problems and to generate opportunities that foster flourishing. It is also about creating healthier work, home, school, etc. environment where people can grow and develop.

Slide 2: Goals for Today

- This slide serves a prompt to discuss the goals and agenda for the day. One goal in the selection of readings is to expose students to thought leaders who are prominent in the field (i.e., Cooperrider). Also, with flourishing as a foundational concept for the class, taking extra time during this slide to discuss the meaning of and conceptualization of flourishing is important.



Slide 3

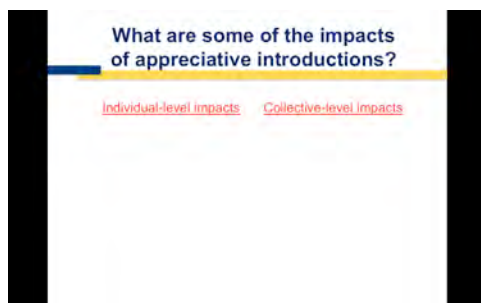
Slide 4

Slide 3: Jane, Betsy, and Aurora

- We asked students to introduce themselves and share what they will contribute to the class. This slide provides an opportunity for us (the instructor and support team) to introduce ourselves, and our intended contributions to the class.

Slide 4: Introductions

- This slide provides an opportunity for the first class activity and serves as the icebreaker. In a class where all students are expected to contribute, we are trying to encourage rapid connecting and creating a co-learning environment.
- **Activity:** Students pair off to introduce themselves to each other. In this introduction they share their name and the contribution they hope to make to class. Provide the students a couple of minutes for this. Also prepare them for the following part, where they will have 30 seconds to introduce their colleague by the contributions they hope to share with the class. (The slide says 1 minute, but you 30 seconds worked and was clear in the presentation of this activity.)
 - **Tip:** If other team members are available to support, invite one of them record the students' names and contributions/gifts.
- **Debrief:** Ask the students to go around the room their pair-share partner. While the students are introducing each other, affirm their contributions and note how they connect to POS.
- **Key concepts:**
 - This activity helps to model surfacing of the collective strengths that the class has (as a group) but also allows for individual strengths and contributions to become quickly visible.
 - Encourage students to look for energy, compassion, resources flowing, etc. POS capacities all around them.
 - Remind students that the boundary between personal and professional life is very blurry, and they are encouraged to begin to explore how the two interconnect through POS.



Slide 5



Slide 6

Slide 5: What are some of the impacts of appreciative introductions?

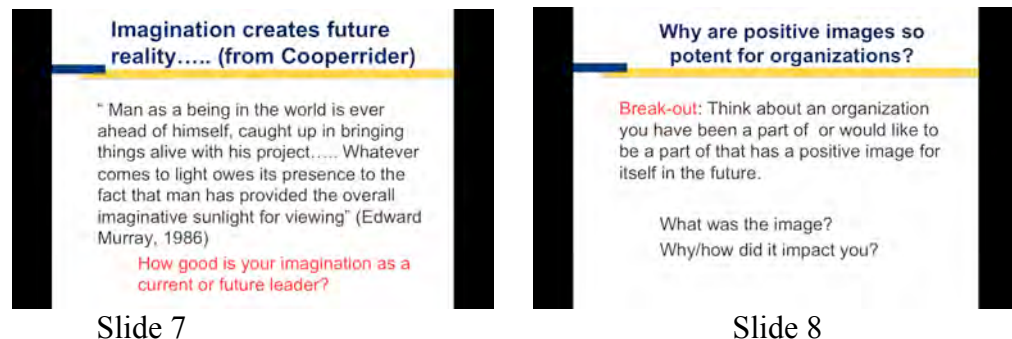
- This slide stems from the previous activity. This is an opportunity to ask the students to reflect on their individual-level impact and collective-level impacts. The following are some prompt questions to begin a **large group discussion** (generally solicit 2-4 responses):
 - "What's the impact of this practice on you? What did it do to you to be asked what your contributions will be to the class? And what is the impact of having appreciative introductions to the class?"
 - **Key concepts:**

- Multiple benefits of inquiring into the positive, importance of giving people a chance to narrate themselves as a contribution or a giver (this will be touched on later in the course when we talk about the power of positive identity construction.
 - Ask students to connect themselves as individuals to the group as a collective and the resources/capacities that the collective has. This can possibly develop after a follow up question, such as: “What about the impact of the introductions on the collective capacity of the class?” This theme is also a theme of the class—that small practices, especially if enacted early in the life of the group, can enhance the capacities of the group and unlock resources.
- In wrapping up this slide, close with the major theme for how this activity connects to the class: “first moves matter” – what we do in the first minutes of a group meeting is consequential.

Slide 6: The power of positive images of ourselves and organizations

- **Activity: Video** – Dosomething.org
- **Prompt:** “What do you find life-giving in this video? Imagine that you are going to work for the organization in the video, think about -- what do you find life-giving?” (This is an example of trying to tune students into what they find energy or vitality –producing in work organizations). Part of the goal in the course is to increase students’ self-awareness of their how certain contexts can be life-giving or strengthening, and that this kind of attunement to the context can help them find workplaces in which they are more likely to flourish.
- **Debrief:** Following the video ask students to write down “something that lit you up” from the video on a sheet of paper. Give the students about 1 minute to write, then open up to a large group discussion. Invite students to share their written reflections.
 - One possible **take away:** *Tune into what aspects of contexts help you feel authentic or more connected to who you are and want to be.*
- **Wrap up:** Reinforce that we draw inferences from small bits of data all of the time. In this instance, from this very short video of one workplace, we can start to see how we attune to different indicators of life in a system. These can be important guides for discerning places where we are likely to grow and flourish.
 - A possible follow up question in this wrap up could be: “If you were leading an organization, how would you communicate the positive image that you would like to bring to life?” (This question connects to the Cooperrider reading that they have done for this class.)
 - The concept of heliotropic (meaning: all living things lean toward light) can be intertwined into the discussion. (Cooperrider writes about the heliotropic effect in his explanation of why appreciative inquiry is so powerful.)
 - Reinforce that we need to be very mindful about creating life-giving workplaces, and part of the goal of this class is to increase their

familiarity with workspaces that foster their own and other people's flourishing we should be in.



Slide 7: Imagination creates future reality...(from Cooperrider)

- In an effort to emphasize the significance of this quote, we read Cooperrider's quote to the class.

Slide 8: Why are positive images so potent for organizations?

- **Activity (pair-share): Prompt--** "Think about an organization you have been a part of or would like to be a part of that has a positive image for itself in the future. What was that image? Why/how did it impact you?"
 - Give students 4 minutes to talk about these questions.
- **Debrief:** "What was the image? How did it impact you?"
- **Key concepts:**
 - What would it mean to only be exposed to positive examples as an antidote to the negative examples that are always drawing our attention toward "what's broken" as compared to "what's working."
 - Asking appreciative questions can change the energy of any meeting or group. This positive energy lifts the capabilities and competencies of the group to do the work.
 - Positive doesn't always equate with happy. It is more closely aligned with flourishing (which implies an optimal state of functioning and includes a variety of emotions).
 - At every move we can do things that lift people up, even during challenges. This is a great opportunity to infuse an example. One example can be during layoffs, how the organization can restore people's dignity in such a difficult process?.

What does Dave Cooperrider tell us about why and how positive images are potent and important ?

1. Shape expectations (Placebo effect)
2. Tune us into possibilities in others (Pygmalion effect)
3. Affect self-dialogue and self-monitoring (bowling study)



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Slide 9

"Imagery as a powerful agent" Cooperrider

- "Imagination is more important than knowledge" (Einstein as quoted in Sheikh, 1984, p. 5)
- "By deliberately changing the internal image of reality, people can change the world" (Willis Harman, 1988, p. 1)
- POS is about unleashing resources within organizations by having a positive image of what is possible

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Slide 10

Slide 9: What does Dave Cooperrider tell us about why and how positive images are potent and important?

- In this slide, we covered the main 3 concepts outlined.
- 1. Share expectations (placebo effect).
 - We asked for a volunteer/student to define "placebo."
 - We shared a personal example of a placebo from our life to help create a concrete understanding.
 - We reinforced that people can use placebos, which shape the expectations that we have of the impact of something (e.g., a drug, an experience etc.) in themselves.
- 2. Tune us into possibilities in others (Pygmalion effect)
 - We asked someone to define/describe Pygmalion effect.
 - Where placebo can be used to expect the best in ourselves, Pygmalion effect can be used to expect the best in others.
- 3. Affect self-dialogue and self-monitoring (bowling study).
 - People learn by monitoring how we are doing in completely different tasks.
 - Positive images are very potent, and very powerful, in this monitoring process.

Slide 10: "Imagery as a powerful agent" (Cooperrider)

- In this slide, we read the three quotes out loud and asked for examples of current events that related to these quotes.
- **Key concepts:**
 - We, as people, are constantly monitoring how we are doing in completely different ways.
 - POS is about unleashing positive images within organizations about what is possible.



Slide 11



Slide 12

Slide 11: Using positive images to unlock greatness

- In order to create emphasis on the power of positive images, we read the quote regarding appreciative intelligence to the class.
- **Activity: Prompt--**“What is your current rate of appreciative intelligence (this idea is written about by Tojo Thatchenkery)? From a score of 1-10. How easy is for you to see the positive possibilities in a situation or in other people?
 - “Think about the people you spend the most amount of time with daily, rate what their appreciative intelligence is.”
 - “What do you believe has been most potent in shaping your ability to see the positive in people and situations?”
- **Key concept:**
 - We can override how we’ve been trained as children, but it takes a lot of work. Therefore, we have to overcompensate with positive images to override our trained tendencies to focus on more negative images (which from an evolutionary point of view capture more of our attention and energy).
- Another goals of the class is to open up our capacity to imagine the positive potential in people, situations, or groups.

General questions:

- At this point in the first class, we chose to stop to ask if students had any questions. Since many of these concepts are so new to students, yet are so foundational to POS, we wanted to provide them a chance to ask questions.
- **Student question:** You mentioned a 3:1 ratio that is necessary for flourishing. Can you talk about that a bit more?
 - **Response:** POS is about people/organizations ability to grow to their full potential. We need a disproportionate amount of positivity to deal with the negativity around us. But POS requires a certain amount of negativity to grow and flourish. We need a ratio of at least 3:1 of positivity:negativity to be able to flourish. It’s called the positivity ratio, which will be discussed further in class at a later time.
- **Student question:** How do you change the ratio to reach 3:1?

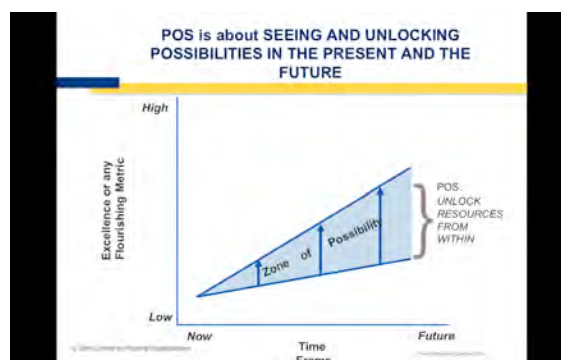
- *Response:* Think about the small things each of us can change to allow ourselves to generate more positivity. Constantly recalling positive images that put us, individually, in a more positive state.
- Negative is all around us all the time, and we can't get rid of it. But we can shift the small things in our life that we attend to and focus on as a way to alter the positivity ratio. These ideas are related to the work of Barbara Fredrickson (we will read several papers by her). The positivity ratio has been challenged a lot and I have included on canvas a wonderful paper she has written that pulls together a variety of research that supports the existence of the positivity ration).
- ***Student challenge:*** We challenged students to try to be more generative in an interaction or situation between today's class and the next class. We asked students to try to shift small things in a conversation to be more positive, and see what happens. We encouraged them to use appreciative questions. We asked them to think about how they can unlock resources in human communities.
- ***Key concepts:***
 - Our bodies are hugely responsive to small moments that give life – through positivity. Changing small things does not take a lot of time. We each can change our actions or perspectives within 30 seconds.
 - It is critical to understand how to change the structures at the organizational level. The O in POS is really important in creating change. The real potential is in the O of POS.

Slide 12: So what is POS?

An grounded optimistic image of life in and of organizations: Two images (Cameron, Dutton and Quinn, 2003, p. 1)

<p><i>Imagine a world in which almost all organizations are typified by greed, selfishness, manipulation, secrecy and a single-minded focus on winning. Wealth creation is a key indicator of success. Imagine that members of such organizations are characterized by distrust, anxiety, self-absorption, fear, burnout and feelings of abuse. Conflict, lawsuits, contract breaking, retribution and disrespect characterize many interactions and social relationships.</i></p>	<p><i>Imagine a world in which almost all organizations are typified by appreciation, collaboration, virtuousness, vitality and meaningfulness. Creating abundance and human well-being are key indicators of success. Imagine that members of such organizations are characterized by trustworthiness, resilience, wisdom, humility and high levels of positive energy. Social relationships and interactions are characterized by compassion, loyalty, honesty, respect and forgiveness.</i></p>
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Slide 13



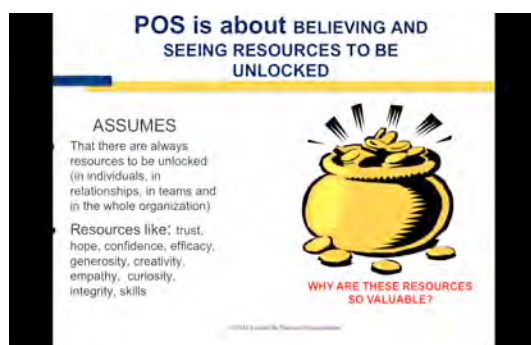
Slide 14

Slide 13: A grounded optimistic image of life in and of organizations: Two images (Cameron, Dutton, and Quinn, 2003, p. 1)

- Ask one student to read the first column. Ask a second student to read the second column. Before they begin to read aloud, prompt the students to think about what they feel while the students are reading the columns.
- Part of what POS is about understanding the conditions that differentiate the two distinct images (one positive and one negative) described in the quotes/columns read aloud.
- **Activity:** Large group discussion: Question to the class: “What can we do to move toward the more positive, not perfection, but more positive?”

Slide 14: POS is about seeing and unlocking possibilities in the present and the future

- This slide introduces the “zone of possibility.” We explained the significance of the graph, and how to interpret it. (The zone of possibilities is addressed in the first chapter of How to be a Positive Leader by Dutton and Spreitzer.)
- There is a line that describes how an organization (or team) is getting better along some measure of effectiveness or flourishing. (You click on the slide to show the flatter line.) POS introduces the idea that there is always the possibility of steeper line that says “what if the rate of improvement in how effective the organization or team is, could happen faster?” (Click to show the second steeper line.)
 - The difference between the baseline and the POS line is called the “Zone of possibility”
 - One way to understand POS tools and practices is that they are focused on unlocking the potential and resourcefulness of human communities. It is important to understand that this unlocking resources is not based on adding money or material resources, It is about making small and sometimes big changes to how people in an organization or team make meaning, feel and interrelate in ways the unlock key human-based resources.



Slide 15



Slide 16

Slide 15: POS is about seeing and creating moments of individual and collective flourishing

- POS is about believing, seeing, and knowing how to unlock these human-based resources. By unlocked we mean: expanding, releasing or amplifying resources.
- **Activity:** Large group discussion -- Question to students: “Why are these (point to the positive resources listed on the slide) so valuable?”
- **Key concept:**
 - They are valuable because they are non-substitutable, difficult to build, precious, and fragile.
- **Follow up question:** “How does the leadership make this unlocking possible (trying to get students to focus on the variety of ways that leaders can do this unlocking)?” (We posed this question because it is uniquely applicable to the students in class. For example, we asked students on athletic teams to speak about how their teams (at the team level) unlock the resource of confidence or optimism.)
- **Key concepts:**
 - Leaders making a difference by creating , everyday routines that develop and release these collective resources/goods (like trust, optimism, energy etc.).
 - Images, habits, and different forms of sharing are ways leaders can cultivate these resources.

Slide 16: POS is about seeing and creating moments of individual and collective flourishing

- Flourishing is a new term defined as “coming alive and achieving optimal level of functioning.
- Share a personal or professional example regarding a space in which you are flourishing, and how that compares to spaces where you are not. Describe for students in detail what makes these spaces different. This is an opportunity to define flourishing in a concrete way for students.
- **Activity: Prompt** -- “Think of yourself as a plant in two gardens, one where you are languishing and one where you are flourishing. Write down a few adjectives about how you feel in each garden.”
- **Debrief:** Large group share-out (ask a few students to share out loud)
- **Key concepts:**
 - It is important to have metrics or detectors so we can notice and understand when we are in a flourishing space.
 - We highlighted the physiological impacts that happen when we are flourishing (at work, at school or as a member of any collective).

Indicators of Flourishing (individual and collective)

- Growing
- Learning
- Positively energized
- Engaged
- Resilient
- Creating/Innovating
- Engaged/Committed
- Generous/productive
- Caring/compassionate
- Healthy



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Slide 17

Flourishing= Wellbeing From Rath and Harter, 2010

5 well-being elements

- Career wellbeing:** (How you occupy your time and liking what you do each day)
- Social wellbeing:** (Strong relationships and love in your life)
- Financial wellbeing:** (Effectively managing your economic life to reduce stress and increase security)
- Physical wellbeing:** (Having good health and enough energy to get things done on a daily basis)
- Community wellbeing:** (Senses of engagement and commitment you have with the area where you live)

Do a quick self-rating (1-5 1=low, 5=high)

Slide 18

Slide 17: Indicators of flourishing (individual and collective)

- Quickly share some of the indicators of flourishing that are outlined on this slide. If time permits, provide an example of one or a couple of these indicators.

Slide 18: Flourishing = Wellbeing (Rath and Harter, 2010)

- Even though flourishing is about optimal functioning it is often equated to wellbeing.
- Share an example of an organization that is working on creating flourishing environments by focusing on wellbeing. One example is the Universidad de Takemino (in Mexico).
- **Activity: Prompt** -- “Each student rate for yourself: How well are you doing on these 5 components (career, social, financial, physical, and community wellbeing). Write down your responses on a sheet of paper.” (Provide students a minute to write down their response.)
- **Follow up question:** “As you think about future employment, think about how you would want to be doing in this space and how you can flourish.”

So what is the business case for fostering wellbeing?(flourishing)

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Slide 19

In new pairs

- Share a story of something that went well for you in the last 24 hours and why it went well?
- According to Bono and Glomb (HBR, 2015) what is likely to happen if you do this kind of reflection on a regular basis?
- Why does this kind of reflection have this effect?



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Slide 20

Slide 19: So what is the business case for fostering wellbeing? (flourishing)

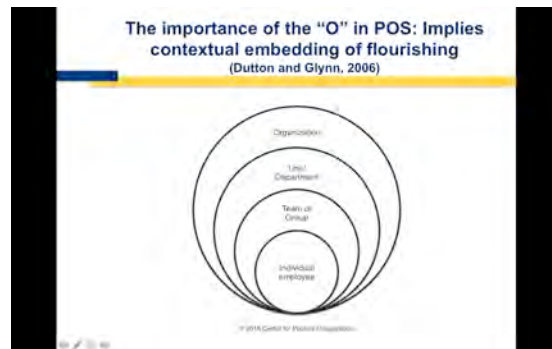
- **Activity:** Large group discussion – prompt question: “From the Rath and Harter reading, what did they say about why you should care about your wellbeing?”
- **Key concepts:**
 - There are financial impacts of not working in a flourishing environment.
 - We are not engaged and not productive when we are not psychologically present. Turnover increases, when individuals are not in flourishing environments.

Slide 20: In new pairs

- If time does not permit, skip this slide. However, we encouraged students to try this activity out on their own time



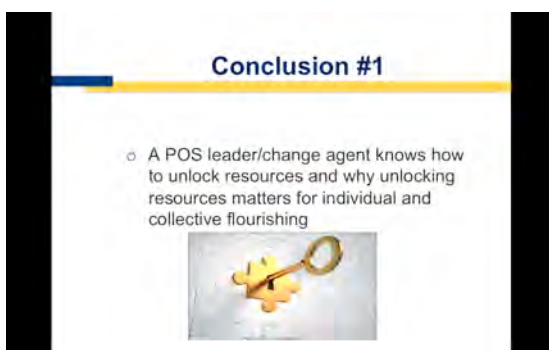
Slide 21



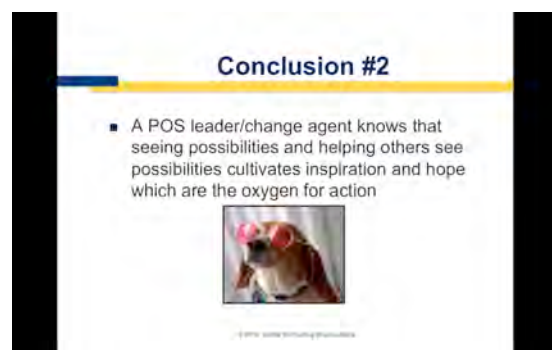
Slide 22

Slide 21 & 22:

- If time does not permit, skip these slides. Extra slides have been added as extra resources. There are more slides that any instructor will probably have time to go over, but since these are shared with students after class, it is valuable to have extra slides that the students can review on their own time.



Slide 23



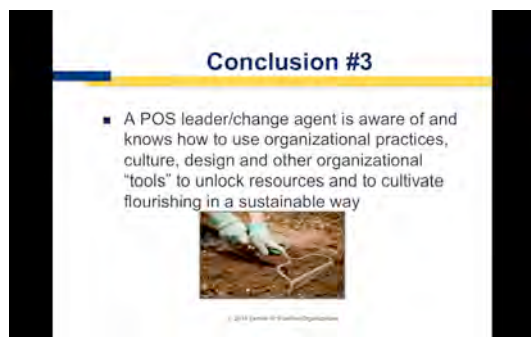
Slide 24

Slide 23: Conclusion #1

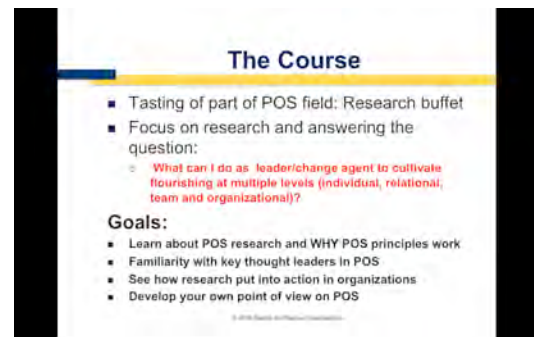
- If time permits, this is a place where examples drawn from research could help emphasize the concept.
- We read the bullet point and briefly connected research about the impacts of positivity.

Slide 24: Conclusion #2

- We read the concluding point from the slide.
- In addition, we reemphasized the significance of having ways to help others see possibilities and see the vitality in a system or collective. This is at the heart of appreciative inquiry and the heart of POS when applied to work contexts.



Slide 25



Slide 26

Slide 25: Conclusion #3

- We read the concluding point from the slide.
- We also reiterated examples of positive images of flourishing. One such example is the images of garden to portray the importance of fertile soil (elements of an organization's structure and process) and how this soil facilitates human flourishing (or to ways to grow).
- The quality of our life depends on being in a space with “good soil to grow.”

Slide 26: The course

- This slide introduces an opportunity to provide a broad overview regarding the breadth of the course.
- This course is more of a “buffet” or scan of the field of POS. Throughout the course, we are going to “taste” many perspectives from POS.
- It is important to understand POS from a scientific foundation, not just a “feel good” perspective. It is imperative that we understand the research behind each conceptualization and framework presented.
- A POS leader/change agent is aware of and knows how to cultivate flourishing at multiple levels.

- We also discussed the broad goals for the class and elaborated on the ones that are extra important, from our perspective.

Flow and Contributors	
Individual Flourishing	Flourishing Systems
1. Intro	1. Intro (Bob Quinn)
2. Strengths-based approaches	2. Positive Cultures
3. Positive Emotions	3. Positive Practices and Resourcing (Monica Worline)
4. Positive Relationships	4. Energy and positive networks (Wayne Baker)
5. Positive Self-Meaning	5. Engaging Positive Change (Fritz Seyferth)
6. Positive Job Meaning (Chris Murchinson)	6. Integrating the whole

Slide 27

Requirements
<ul style="list-style-type: none"> • Read BEFORE class • Compelling Case Examples (15 points each 45% of the grade Due before class—bring paper copy and submit on email 1/19,1/26, 2/4. Lose 5 points for every day late) • Flourishing Self-Intervention (25 points, 25% of grade). Note—this requires an intervention started soon! Due 2/23 by 9 (Same point penalty) • POS Integrative Map assignment (Individual, 30 points, 30% of grade) Due 2/18 bring 8 copies plus master (same point penalty) • 12 additional contact with POS materials: (see syllabus)—need to send in log and take aways by 2/25 at 5 pm) Cannot pass the course without this.

Slide 28

Slide 27: Flow and Contributors

- We briefly mentioned the importance of both individual flourishing and flourishing systems in this class, and in our lives.
- The first half of the course will provide an overview of individual flourishing, then we will move into flourishing systems in the second half of the course.
- Invited guest scholars will join us in upcoming classes to help with the learning. If guests will be attending later in the term, this could be a time to excite the students about that potential.

Slide 28: Requirements

- We shared our expectation that students should all read before class. We set this expectation from the beginning, and let the students know that we will cold call throughout the term. We invited students to think about cold calling as more of an invitation to read and participate in class.
- We briefly mentioned the assignments, but reassured students that we would go over the assignments in more detail as the time for submission approaches.
- We discussed briefly the need for the additional 12 hours of outside work. The course hours would be sufficient for a 2 credit course, but that would not work for most students. Therefore each student is required to attend 12 hours of outside content opportunities (listed in the syllabus), and students will report on these at the end of the class.



Slide 29



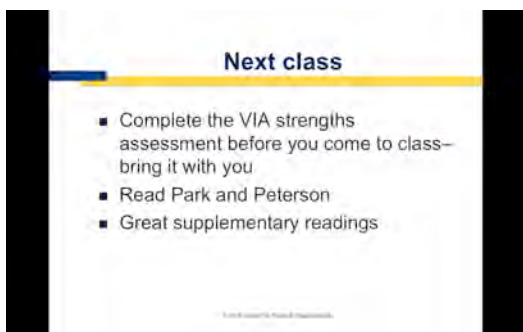
Slide 30

Slide 29: Warning! Opportunity!

- We invited students to send opportunities for additional hours and for additional resources to the class instructor and/or facilitator to share with the other students.

Slide 30: Images of your role in the class

- This slide allowed us to invite students to put on a new set of lenses. We also invited them to weave this content into contexts that are important to them.



Slide 31



Slide 32

Slide 31: Next class

- In preparation for the next session, we asked students to complete the VIA strengths assessment before arriving to class (The VIA is found online for free). We asked students a copy with them to the next class.

Slide 32: Feedback on Today

- Since this class is still changing and developing, we invited students to provide their insight on how to improve the class.
- **Activity:** We asked students to share on the index card provided, one side—2 or 3 bullets points about ideas or aspects of the class that were useful today;

on the other side: provide feedback about what you would like to see improve next time. Once the students have filled out the index cards, have them hand the index cards into you and/or your support team members.

- ***Additional prompt:*** We encouraged students to share ideas to help keep the energy up during the class.



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Session 2 (1/14/16)

Instructor: Jane E. Dutton

Facilitator: Betsy Erwin

University of Michigan

Teaching Note – Prepared by Aurora Kamimura
University of Michigan

Strengths-Based Approaches

Communications on Canvas between session 1 and session 2:

- N/A

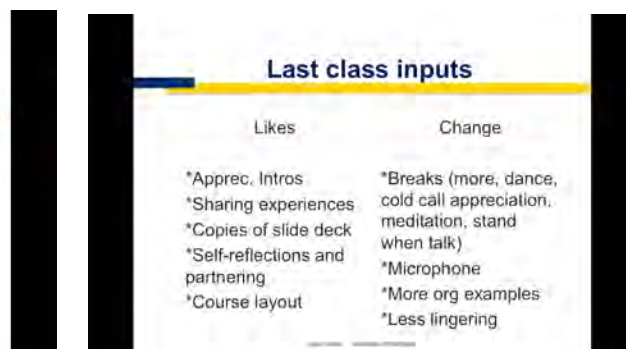
Videos and materials needed:

- The VIA Classification of 24 Character Strengths (handout)
- Video: “Let It Ripple: Mobile Films for Global Change” (found at <https://www.youtube.com/watch?v=BdQRECe37K0&feature=youtu.be>) [8 minutes]
- Video: IBM, Australia and New Zealand (found at <https://www.youtube.com/watch?v=SkofIsqUbD4>) [6 minutes]
- Video from Scotch College in Adelaide, Australia (<https://www.youtube.com/watch?v=XRE8wInLVJc>) [2 minutes]

Description and flow of the class:



Slide 1



Slide 2

Slide 1: Session 2: Strengths-based Approaches

- This slide is the introductory slide for the day. The goal for the day is to learn about strengths – individually and collectively – by understanding the benefits in knowing how to identify them in ourselves and others, and how to utilize these skills.

Slide 2: Last class inputs

- As a way of picking up from and sharing feedback that students provided at the end of session 1, this slide highlights some of the “likes” and “changes” that students would like to see.
- This could be an opportunity to comment on the feedback and to discuss ways in which those recommendations will be incorporated into today’s session.



Slide 3

Slide 4

Slide 3 Game plan for this session

- This slide serves as the class agenda or the day. We briefly shared some of the major highlights that we would be discussing, as well as prepared students for the activities we would be engaging in.

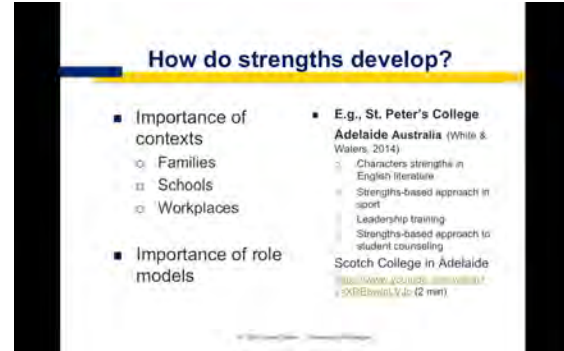
Slide 4: Warming up to the power of the ideas of strengths

- **Activity:** Video -- “Let It Ripple”
 - Prior to starting the video, we introduced it by what it contributes. This video provides a great overview about strengths and the benefits to work.
 - Video discusses: What are strengths? What are your strengths? How can you develop them? How can you use them and find them in others? What are the benefits of working off of strengths? How do you become your best self?
 - A couple of possible **Prompt** questions for students to consider as they watch the video: “What do you find most useful? What speaks to you?”

- **Debrief:** large group responses to “What struck you as interesting?” one thing that you found useful?
- **Student responses:**
 - It’s important to not just focus on the negative, but to focus on what can go “right.” It’s about the positive in ourselves, and the positive in others.
 - Change can start in really small ways.
 - It goes across cultures. This video did a great job of looking around the world.
 - Focusing on the strengths as a supervisor is challenging because it’s not viewed as normal, and not what’s expected. Sometimes it’s expected that if we do focus on strengths only, then we are taking the easy way out by not telling people what’s wrong and only focusing on their strengths.
- **Key concepts:**
 - Shoring up weaknesses is not bad, but it should not be the majority of the human development (for example, we could use an 80/20 rule; 80% focus on strengths and 20% focus on weaknesses).
 - In what kinds of situations do I find myself using my strengths, and how do I leverage my strengths in these situations?
 - Change can begin in really small ways, like the way we think. This influences everything including how we speak and act. Our thoughts and words are very consequential.
 - Consistent with a growth mindset, our strengths are generative. The more we use them, the more we develop them.
 - Different patterns tend to get socialized in certain types of cultures, but the concept of strengths has a global application.
 - Getting feedback from others on how they perceive you is very consequential, and helpful in identifying strengths and weaknesses.
 - If we are helping others identify and work through their strengths, it also builds the capacity of individuals, teams, and organizations.
- What if you apply this at the organizational level?
- There are meaningful ways to cultivate virtues and collective strengths. Some of Kim Cameron’s work talks about how cultivating virtuousness in organizations produces financial benefits. We will discuss later the data and the evidence presented for this in upcoming sessions.



Slide 5



Slide 6

Slide 5: What are strengths?

- This slide provides the opportunity to engage the topic of strengths. We discussed how strengths are only one part of the spectrum of positive organizational work and concepts that will be covered.
- Strengths encourage the possibility for driving excellence.
- You have to be careful about how we leverage our strengths at times as well.

Slide 6: How do strengths develop?

- In this slide we discussed how context and role models are important in understanding the way in which strengths are developed.
- **Activity:** Large group discussion: "Can you give me an example of some place they worked or a place that developed strengths? Think for a minute about the places you've been (i.e. schools, work place) and is there an example you can share."
- **Student responses:**
 - One of my strengths is love of learning. Therefore I was placed in special classes. I am very grateful that whomever made the call to put me in these special environments that allowed me to play and learn in these classrooms. Just being in that space let me think and learn in a different way.
- **Key concepts:**
 - Top 5 on your VIA are considered your signature strengths. Every one of us has something to offer, every one of us has these 5 strengths. Everyone in the community has something to offer.
 - Organizations can either foster or deplete these growth opportunities.
 - Role models show us how we can foster our strengths; role models can be really important.
- An example of an organization that is working from a strengths-based model is St. Peter's College (found in the extra reading).
- **Activity:** Video from Scotch College in Adelaide, Australia
 - Prior to starting the video, we discussed the contributions from this video. It is a good example of positive education and how to implement strengths building in education. They create strengths-based character

- learning. They have fully adopted a strengths-based approach to all of their educational efforts.
- While students are watching the video, we prompted them to: “Think about what strikes you in the video.”
 - **Debrief (large group discussion):** “What struck you (about the video)?”
 - **Student response:**
 - Positive thinking is subconscious. To me this related to learning a language or learning a skill to the point where you practice it so much it becomes subconscious, and this is what’s happening with these 14 year olds at the school.
 - **Key concepts:**
 - Visual artifacts can also be reinforcements about strengths of individuals and others.
 - What we choose to communicate conveys a message. This is an opportunity to make a personal connection and share an example. Our instructor shared an example about when her daughter was hired and the first message the organization sent out about her related to her strengths and why they hired her.
 - If managers/leaders would like to get the most traction with this work, they are encouraged to start with this, as first moment matter and have the most impact.

How to discover your strengths?

- **Assessments**
 - VIA (Values in Action) trying to identify strengths that are ubiquitous across cultures, fulfilling, morally valued, trait-like, do not diminish others, can be selectively absent and measurable (McQuaid and Lawn, 2014)
 - Gallup's StrengthsFinder (34 themes of talent, 4 domains: executing, influencing, relationship building, strategic thinking)
 - Realise2 (developed by Center for Applied Psychology, strengths families: strengths of being, of communicating, motivating, of relating, of thinking)
- **Strengths Coaches—**
 - What makes a really good day for you?
 - What gives you the greatest sense of being authentic?
 - What are the most meaningful things you do? etc. (from McQuaid and Lawn)

Slide 7



Slide 8

Slide 7: How to discover your strengths?

- This slide introduces the concept of strengths finding as compared to strengths developing in the prior slide. Strengths are about cultivating overall character.
- VIA is a not-for-profit, while Gallup's Strengths Finder is for Profit.
 - VIA, Gallup's, and Realise2 are the 3 main strengths finders that are most widely utilized.
 - VIA has the most validity, and is more tied to virtues and character versus Gallup.
 - Michelle McQuaid provides additional sources to help individuals find personal strengths and strengths in others. This is an additional

resource that was suggested by our facilitator. This is also an opportunity to share other resources for strengths finding, as many options are available.

- **Activity:** Pair-share for 15 minutes. This time we asked students to get up and go sit with someone different. During this activity, providing the students 15 minutes gives them substantial time to get in-depth with the strengths spotting exercise.
 - **Prompt** questions to discuss: “Based on your VIA, discuss your top 5 strengths. Was your profile consistent with your self notions? How can you deploy your signature strengths during your time as a student?”

[BREAK – 10 minutes]

- **Debrief (large group):** “What did you learn? What came up in your discussions? How can this knowledge of what we’re good at be used?”
- **Students responses:**
 - Using our strengths to develop those same strengths in other people. Mine is bravery, and if hers is not, then I can help her be more brave (perhaps in a compensatory way).
 - We were surprised that some of our strengths were kind of contradictory as a dyad, but it was about bridging the gap and realizing that this is what makes us unique and what we bring to the table.
 - (*Student question*) Is there a magnitude difference amongst the top 5 strengths? How do those vary in magnitude?
 - *Response:* Amongst the top 10 strengths, they are interchangeable and there isn’t a magnitude difference amongst these. After the top 10 then there is variation in magnitude.
 - In Social Work, all of our classes consist of work projects and that fosters a sense of humility, at least in the classroom. It makes us have to put our biases aside, as it is an important part of social work.
 - It’s interesting to think about how these (our strengths change over time). It makes me think about how some of these wouldn’t have been strengths a couple of years ago and now they are.
 - For me, it’s not that my strengths have changed, but they’ve adjusted over time.
 - (*Student Question*) Has anyone developed a type of questionnaire or survey to assess strengths at the organizational level?
 - *Response:* Kim Cameron’s recent work is developing how to measure organizational virtuosity. But overall, this is still a new frontier.
- **Key concepts:**
 - When we bring individual strengths to a dyad or group, we can help develop that in the group because we bring that to the group.
 - When we have a tension between strengths among pairs or groups, it actually makes the pair or group more adaptive.

- Organizational practices that are embedded in our jobs can foster or deplete strengths in the workplace.
- Influences and recent experiences impact how our strengths change and develop over time.
- We are going to get the most authentic passion by leveraging our signature strengths.

Slide 8: VIA strengths framework

- If time does not permit, this is a slide that can be skipped.

So what are your signature strengths?

Pair up and discuss.

- Your top 5 strengths
- Was your profile consistent with your self notions?
- How have you (could you) deploy your signature strengths during your time as a student?



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Slide 9

In what ways does self-knowledge of character strengths matter?

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Slide 10

Slide 9: So what's your signature strength?

- If time does not permit, this is a slide that can be skipped.

Slide 10: In what ways does self-knowledge of character strengths matter?

- If time does not permit, this is a slide that can be skipped.

Just some of the evidence (1)

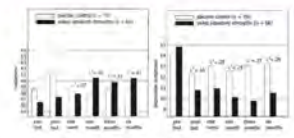


Strengths Use	Baseline	3 months & 6 months later
Openness	21	18
Self-esteem	15	13
Affectivity	21	14
Positive Affect	20	15

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Slide 11

A bit more evidence



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Slide 12

Slide 11: Just some of the evidence (1)

- This slide allowed us to introduce two sets of studies that show the impacts of strengths over time. This one in particular shows the evidence of the impact of putting people's strengths to use over 3 months and 6 months. What the studies find is that using your strengths significantly reduced levels of stress over time, which is something really important to think about. It also increases your self-esteem over six months.
- This study is not just about producing good things. It is also about reducing your stress and increasing positive outcomes in other physiological and psychological aspects.

Slide 12: A bit more evidence

- This slide shows evidence of another study, where they asked participants to journal every night about their top 5 strengths that they used that day. What they found was that over 6 months period of time, just by focusing on it, changes your behavior to increase the positive (such as happiness) but it also decreases depression.
- This study shows that the focus is not just about producing happiness, which increases capacity for performance, but it decreases poor performance.

Beginning to use the framework through strengths-spotting

- **Handout strengths matrix**
- **Get in pairs**— tell a story about a good experience that happened in the last two weeks
- **Other person listen**— do strengths-spotting— what strengths did you hear were demonstrated in this story? Feed your observations back to your partner

Slide 13

In what ways does looking for and gaining knowledge of other people's character strengths matter?

- Strengths-spotting creates respect, positive regard, desire to affiliate
- Mutual understanding and appreciation
- More efficient task allocation
- Others?

Slide 14

Slide 13: Beginning to use the framework through strengths-spotting

- **Activity:** Pair-share exercise with this ***prompt*** -- “Now we are going to practice strengths-spotting. Get into pairs with a person next to you and tell a story about a good experience that you’ve had in the last to weeks. The job of the other person is to spot the strengths as you are exhibiting. This is an exercise in practicing strengths-spotting. Share your observations back to your partner.” [7-8 minutes; a quick strengths-spotting activity]
- **Debrief (large group discussion):** “What do you get from trying to do the strengths-finding?”
- **Student responses:**

- You can infer some of a person's strengths by the small things that they talk about
- I really like the practice of "flexing that muscle." I did feel kind of bad because she was talking and I was staring at my sheet. So I need to get better at practicing this.
- She didn't have to say that she was authentic, but her actions and the way she told the story showed that she is an authentic person.
- At a sub-conscious level, I think I can identify it. But actually verbalizing it makes it concrete.
- It felt really good and validating to hear someone talk about my strengths.
- **Key concepts:**
 - You can learn what people value by listening to others. How they narrate tells us things about what they value.
 - Watching others behavior and the "way" they convey their story, tells us some of their strengths and helps us identify some of their strengths.
 - Social capital is being built when affirmations are taking place and strengths are being identified.
 - Strengths-spotting can create a positive spiral. These positive spirals are dynamic and mutually reinforcing. The more you practice them, the more strength you gain.
- **Extracurricular activity challenge:** In the next couple of weeks, try strengths-spotting. Try this with someone around you and see what it does for them and you.

Slide 14: In what ways does looking for and gaining knowledge of other people's character strengths matter?

- If time does not permit, this is a slide that can be skipped.



Slide 15



Slide 16

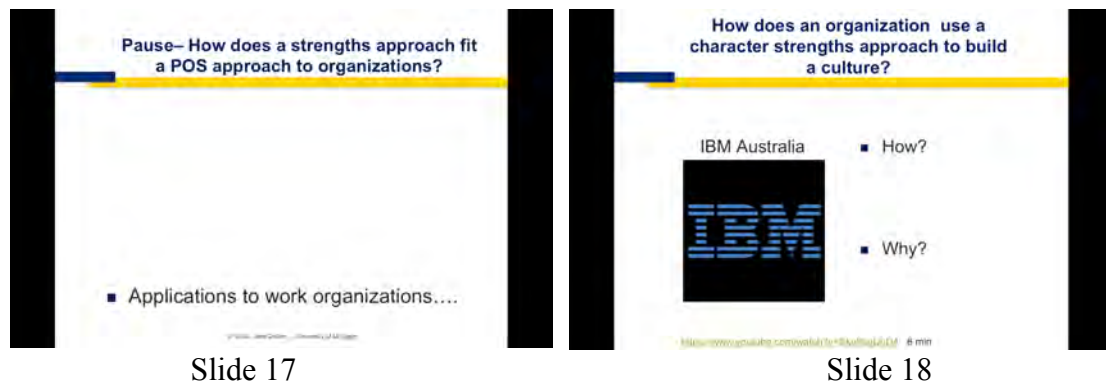
Slide 15: Coaching as a profession that does strengths-spotting

- Even though we had to skip this slide due to time constraints, students were encouraged to learn more about the possibilities of coaching as a professional

position. This slide provides a window to discuss one way in which strengths-spotting can be a part of a person's career.

Slide 16: Assessing strengths from reflection from others

- If time does not permit, this is a slide that can be skipped.



Slide 17

Slide 18

Slide 17: Pause – How does a strengths approach fit a POS approach to organizations?

- If time does not permit, this is a slide that can be skipped.

Slide 18: How does an organization use a character strengths approach to build a culture?


- **Activity:** Video: IBM, Australia and New Zealand
 - **Prompt questions for students to consider while watching the video:** “As we watch this video, think about how they are doing this strengths focus from a cultural change perspective. What is their logic or rationale? What are they accomplishing?”
- **Debrief (Large group discussion):** “What were some of the major take-aways?”
- **Student responses:**
 - A lot of times we base what we can do based on what we’ve done in the past.
 - We can make people aware of what our strengths are helps others trust that you are going to do a great job.
 - It’s like being on a sports team. Once you’re on a roll, that positive momentum keeps building. This video really reminded me of that.
- **Key concepts:**
 - One important way to expand capacity or build capacity is through strengths finding.
 - Being aware of other’s strengths and supporting those strengths creates more efficient work environments.

- Capabilities and capacities are not static. There is a positive momentum about them. As a leader, can you capitalize on the positive momentum or the generative dynamic? As a leader, you have to know what might be able to unleash this capability – to unleash the potential to work on big problems.
- Energy produces resources, and fostering strengths unleashes this energy.
- There is such a strong connection between positive/generative environment and physical health. The same exists for toxic environments in producing negative health effects.

How does an organization build a strategy based on strengths?

<http://nationswell.com/rising-tide-car-wash-employs-those-with-autism/>

(4min 37)



SOAR (Strengths, Opportunities, Aspirations and Results- Stavros and Woitaten)

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Slide 19

Strengths-based perspectives in doing change

- Dave Cooperrider and Appreciative Inquiry
- <https://www.youtube.com/watch?v=3JDfr6KGV-k>



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Slide 20

Slide 19: How does an organization build a strategy based on strengths?

- If time does not permit, this is a slide that can be skipped.

Slide 20: Strengths-based perspectives in doing change

- If time does not permit, this is a slide that can be skipped.

Further Reading





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Slide 21

NEXT CLASS: FIRST COMPELLING CASE WRITE-UP— HAND IN AT BEGINNING OF CLASS

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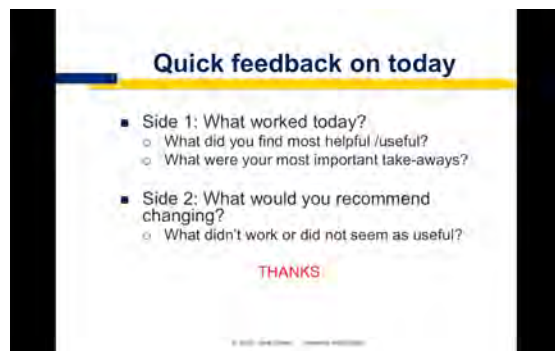
Slide 22

Slide 21: Further reading

- If time does not permit, this is a slide that can be skipped.

Slide 22: Next Class: First compelling case write-up

- We reminded students that their first compelling case study assignment is due at the beginning of the next class.
- Since we had to skip so many slides due to time constraints, we encouraged students to watch the videos in the slides that we were not able to go over.



Slide 23

Slide 23: Quick feedback on today

- Before students leave, they were asked to fill out the feedback index card (“What worked well? What would you like to see be improved?”) and submit them.



MO 455/555: Foundations in Positive Organizational Scholarship

Session 3 (1/19/16)

Instructor: Jane E. Dutton

Facilitator: Betsy Erwin

University of Michigan

Teaching Note – Prepared by Aurora Kamimura
University of Michigan

Positive Emotions

Communication on Canvas Between Session 2 & 3:

- Video resource: <https://www.youtube.com/watch?v=7XFLTDQ4JMk>
Message sent: “10 minutes long-- filled with some gems from research.”
- Additional resource (uploaded file to Canvas)—message sent: “Michelle McQuaid & Erin Lawn have put together a great resource for using your VIA strengths at work. The attached file outlines each VIA character strength, what it looks like at its best and how to develop it.”

Videos and materials needed:

- Video: Rising Tide (<http://nationswell.com/rising-tide-car-wash-employs-those-with-autism/>) [4:37 minutes]
- Video: BerylHealth (<http://www.cvdl.org/blog/circle-growth-driving-profit-people-focused-culture/>)
- Video: “Gratitude – Science of Happiness” video (<http://www.youtube.com/watch?v=oHv6vTKD6lg>) [7 mins]
- Video: Team Detroit “You Earned It” (<https://www.youtube.com/watch?v=j9GmcAAqRAU>)
- Gratitude cards

Description and flow of the class:



Slide 1

Slide 2

Slide 1: Session 3: Positive Emotions

- This slide can serve as the introduction for the session. For this class, we began by introducing the topic for the day – positive emotions.
- As a way of connecting the previous session and reflecting on students' feedback, this is a great place to share some of insights. We began by sharing what students liked (i.e., the breaks, videos and self-reflection, cold calling) but students would like us not to linger as much in some areas, not to skip as many slides as we have, and to discuss in small groups not just pairs.
- We did remind students that we will be skipping slides throughout the term, as more slides are included than we can intentionally cover. This is a way to be prepared for different flows of the class, and also to share additional resources with students.

Slide 2: Session 3's Game Plan

- This slide provided an opening to talk about the day's agenda and important concepts. We began by introducing a foundational framework – the Flourishing Triangle. This was used as a way to provide an orientation for upcoming classes.
- This slide highlights positive emotions as a key mechanism, which explains why we see flourishing.
- We shared that we would specifically be looking at gratitude and moral elevation during this class session.
 - In doing so, we would be focusing on what leaders do and don't do in understanding elevation, especially.



Slide 3



Slide 4

Slide 3: Where are we in the course? Enabling resources and the Flourishing Triangle

- This slide depicts the Flourishing Triangle framework. As such, we talked about what generative or flourishing dynamics are. These are primarily about, being in a state of optimal functioning.
 - More specifically, flourishing focuses on 3 life-giving mechanisms: positive emotions, positive meanings, and positive connections.
 - The gears in the model show how these mechanisms work together to create and maintain flourishing.
 - When we work with teams we often use this to understand how they are cultivating or not cultivating flourishing, by looking at which areas they are focusing on and which ones they are not.
 - When we talked about strengths in the last session, we were primarily talking about “positive self meaning.” In doing so, we covered how strengths “unlock resources from within” by creating meaning.

Slide 4: Emotional reactions to one organization’s strategy

- **Activity:** Video: Rising Tide (Car Wash for Change in Parkland) [4:37 minutes]
 - *Preparation* for the video: Last session we were not able to get to this video, but it covers some foundational areas. This is a video of a carwash that focuses on the core strengths of the employees. This is an organization that is building on collective strengths. There are two perspectives offered in the video: 1.) This is an organization that fosters collective strengths, and 2.) It creates positive emotions as you watch the video.
 - *Prompt* for video: “As you watch the video write down the words that capture how you feel. How does this organization’s mission make you feel?”
- **Debrief (large group):** “What were some of the emotions called out by this video?”
- **Student responses:**
 - Examples of emotions shared: Pride, encouraged, inspired, joy, hopeful, feel of having a purpose, uplifted, love

- These are all examples of positive emotions.
- There is short-term affect, which is emotions; whereas long-term affect is more of mood. Affect is often what is felt with positive emotions.



Slide 5



Slide 6

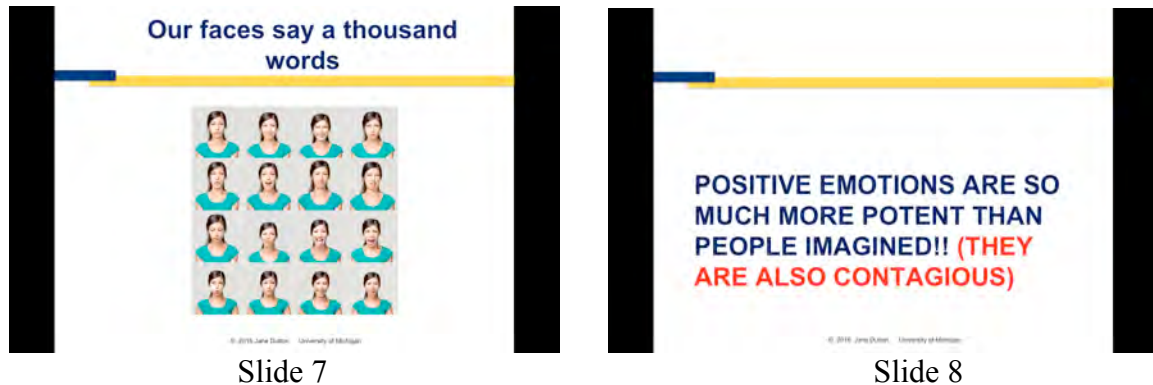
Slide 5: Emotion Facts

- This slide introduces some foundational facts and characteristics that we should know about emotions.
- For example, we discussed how emotions always involve:
 - A trigger (in this case it was the video);
 - A subjective experience that has meaning;
 - A physiological reaction (i.e., how it actually makes us physically respond);
 - An outward display of behavior (e.g. face, bodily actions).
- Emotions often depend on cognitive appraisal (i.e., threat or opportunity).
- Emotions are associated with response or action tendencies.

Slide 6: What positive emotions are triggered by these images?

- Showed three images (1. Block M, 2. Baby, 3. Sunset)
 - **Debrief (large group):** “Asked the students what do you feel when you see this image? What does the block M bring up for you?”
 - **Student response:**
 - Pride, comfort
 - “What about a baby?”
 - **Student response:** Happy, joy, elation
 - Activity take-away: What comes to mind when we see an image is connected to our history or experiences.
 - “What about a sunset?”
 - **Student responses:** calmness, contentment, peaceful
 - What images can we call up each day to help draw up positive emotions?
 - We asked students to think about images that call up generative emotions, ways to prompt us to feel this way. We can prompt

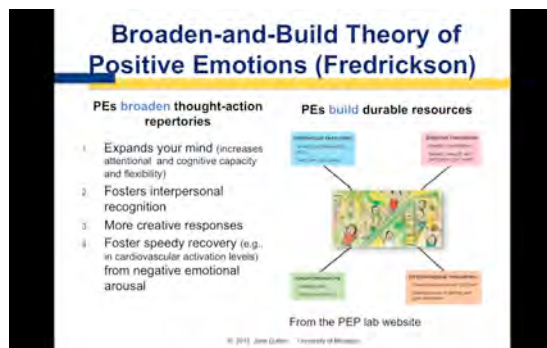
ourselves to bring up these positive emotions, but we need to know what images call these emotions up.



Slide 7: Our faces say a thousand words

- This slide is of images of a person smiling in a multitude of ways.
- Psychologists say that there are about 1,000 different ways to smile that send different messages.
- We learn to decipher emotions and feelings as babies, as children read and decipher their parent's emotions. Is this person approaching me with love and safety? Or are they approaching me in a way that makes me feel threatened?
- **Activity (large group):** "In your own words what does the Fredrickson et al. model Broaden-and-Build Theory of Positive Emotions tell us? What are some of the core ideas about the model?" (Recall from the readings) [It could be helpful to hold on showing slide 9 with the model in order to have the student recall from the reading versus interpretation of the slide]
 - **Take aways:**
 - Broaden part of the broaden-and-build theory is that when we broaden our capacity to think and thought-action repertoires. When we feel positive emotion it literally expands our ability to comprehend. PEs expand attentional and cognitive capacity and flexibility.
 - The build part of the broaden-and-build theory is that we build our resources so you can call on them later. The resources we build are physical, psychological, social, and intellectual resources. We can actually build these resources and use them later – they flourish and can help us be more resilient in future challenges.

Slide 8: Positive emotions are so much more potent than people imagined! (They are also contagious)



Slide 9



Slide 10


Slide 9: Broaden-and-build theory of positive emotions (Fredrickson)

- This slide displays the Fredrickson Broaden-and-Build Theory of PEs. We debriefed this model primarily through the activity in the previous slide as a recall of the readings.

Slide 10: Sharing your compelling cases

- **Activity:** “Get up and form triads (move across the room to forms these), and share examples of from your Compelling Case assignment. Also look for common themes and discuss those in your groups.”
- **Debrief (large group):** “What are some of the common things you found in your stories? What are the impacts of the positive emotions?”
- **Student responses:**
 - We shared a sense of humor, and we got away from work and shared some humor. It was about ideas that came up because people felt like friends rather than colleagues.
 - We saw this interplay between our intrinsic passion and our contexts.
 - Sport teams sponsored positive emotions by giving each other little gifts before each game. And this had a great impact in leading them to a 16-0 winning season.
 - If one person was willing to help, it encouraged others to be willing to help.
- **Key concepts:**
 - Appreciation is as a relational component it creates resiliency and build capability from the positive.
 - Generosity is contagious, and inspires elevation and is mimicked.

At Individual Level, PE's Build Resilience and Health



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. Fredrickson BL1, Tugade MM, Waugh CE, Larkin GR 2004.

In a sample of Michigan students, people who were able to feel more gratitude, interest, love on average, had fewer depressive symptoms, more post-traumatic growth in wake of 9/11

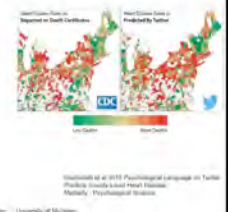
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Slide 11

At Collective Level, Positive Emotions Foster Human Health

Evidence at community level

- Study connecting emotional states measured by tweets with risk of coronary heart disease
- <http://www.upenn.edu/pennnews/news/twitter-can-predict-rates-coronary-heart-disease-according-penn-research>



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Slide 12

Slide 11: At individual level, PE's build resilience and health

- This slide allowed us to introduce two studies. Here we shared the first case studies from research.
 - UM case: Fredrickson conducted a study where students were asked to carry beepers and record their positive emotions, but then 9-11 happened. The study found that the students with higher levels of positive emotions experienced daily were more resilient and were able to rebound from the trauma of 9-11 much better.

Slide 12: At the collective level, positive emotions foster human health (evidence at community level)

- In areas of the country where people were tweeting more positive emotions, there were stronger health outcomes.
- The findings indicate that if you are in a community that is producing positive emotions, you will experience better health outcomes.

How is BerylHealth Generating Positive Emotions?



<http://www.cvd1.org/blog/circle-growth-driving-profit-people-focused-culture/>

What is the impact of a culture like this?

Slide 13

Importance of Positivity Ratios and Positive Spirals

A ratio of three positive to one negative needed to foster flourishing !

Fredrickson, 2013



Slide 14

Slide 13: How is BerylHealth generating positive emotions?

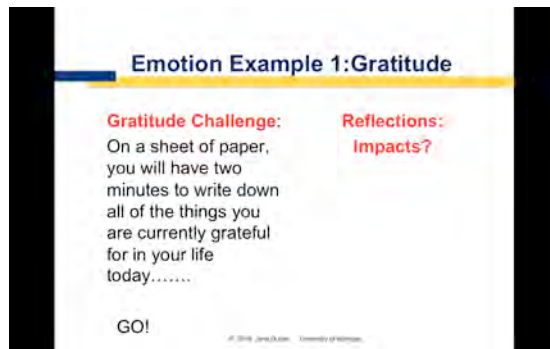
- Activity:** Video on BerylHealth

- **Prompt** question to consider as we watch the video: “What are they doing specifically that might be generating positive emotions?”
- **Debrief (large group):** “What are they doing to cultivate positive emotions in a more enduring way?”
- **Student responses:**
 - They were compassionate and generous.
 - They made a sacrifice for their employees.
 - They invested in people by allowing them to express themselves for holidays (i.e., decorate their work area). The employees were allowed to be creative with their workspace.
 - I’m currently in a workplace where I’m facing a filing cabinet, and I watched the video and can imagine myself working in a place like that and loving it. I would be allowed to be creative and expressive which would be inspiring.
- **Key concepts:**
 - A really important question to consider is: What does an organization do when people are really struggling? This reveals what is at the core/soul of an organization. This is also very telling of the culture of an organization.
 - Generosity creates a positive spiral that allows the organization to flourish.
 - How much each person gives personally is discretionary. Therefore, creating an environment that makes people want to give more personally and emotionally is important for the flourishing of an organization.
 - Many times we put in conditions that dampen positive emotions and what creates human capability, and this diminishes the capabilities of the organization.

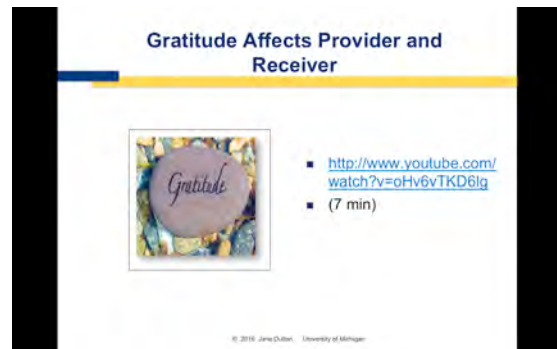
[BREAK – 5 minutes]

Slide 14: Importance of positivity ratios and positive spirals (Fredrickson, 2013)

- This slide introduces the concept of the positivity ratio and the impact of positive spirals. The emphasis is on the fact that PEs build and develop capabilities and capacities. This is a recurring theme in this course.
- If organizations can create environments with PEs, they will experience higher levels and improved flourishing.
- The 3:1 ratio is also known as the positivity ratio.
 - It was important to note that this ratio and work has been heavily critiqued, but Fredrickson has definitive evidence for it.
 - This concept highlights that you have to do significantly more work to foster positivity to outweigh the negativity that is built into our culture (e.g., media) and into a persistent and pervasive focus on problem solving. As an additional resource, it was shared that Fredrickson offers a Coursera course on positive psychology that is wonderful. This was shared for students who may be very interested in this topic.



Slide 15



Slide 16

Slide 15: Emotion Example 1: Gratitude

- Through this slide we began to focus on gratitude because there has been the most amount of research conducted on this PE. Gratitude is an interpersonal emotion, and has the most potent research.
- **Activity (Gratitude Challenge):** “Take out a piece of paper, and for 2 minutes, do a mind dump of all the things you are grateful for.” [We set a timer for this activity.]
- **Debrief (large group):** “How did that make you feel to do this?”
- **Student responses:**
 - I was surprised about how many of my things were related to other people.
 - I feel like I need more time to actually *be* grateful than to just *say* I’m grateful.
 - The first thing I thought about was that I am grateful for my heated mattress pad, then I realized I should probably say my family instead.
- **Key concepts:**
 - Part of the power of gratitude is the positive spiral of taking the time to be grateful and what it does for the person to whom you are grateful.
 - Being mindful for what you are grateful for in the everyday is important. Mindful of the small things


Slide 16: Gratitude affects provider and receiver

- **Activity:** Video: “Gratitude – Science of Happiness” video [see slide for link] [7 mins]
- **Prompt** for the video: “Gratitude affects both the producer and the receiver. As you watch this video think about: what did you see in terms of what gratitude did to the person expressing it?”
- **Debrief (large group):** “Let’s try to move a bit beyond happy. Tell me what did you see?”
- **Student responses:**

- It made them think more about the people they were speaking of. I think it was an example of the spiral you were speaking of.
- It uncovered underlying appreciation that is often invisible and not expressed. Sometimes constants in our lives are easy to go unappreciated.
- I think I would be more conscious and mindful of how I reciprocated appreciation if someone expressed gratitude toward me.
- *Follow up question:* “What do you think you would do/how would it change you if you were more reflective of about what you’re grateful for?”
 - *Response:* It creates and cultivates mindfulness, a richer knowledge for how and why we care for someone or something.
- **Key concepts:**
 - Gratitude is about connecting you to something bigger (e.g., humanity, God).
 - We are giving off light to the receiver. It releases positive emotions and it’s deeply life-giving.
 - The increasing of capability and flourishing of us as individuals, increases the capability and flourishing of the organization.
 - “The Reflected Best Self” is a great exercise that creates a positive spiral as participants ask for 20 people around them (i.e. friends, family, co-workers) to send 3 stories when they saw you give a contribution, basically when they saw you at your best. Doing the RBS activates a gratitude dynamic when you receive these appreciative stories and experience them as a type of gift.

Practicing Gratitude: Write One Gratitude Note

- Go beyond thanks
- Elaborate why
- Describe impacts on you



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Slide 17

Benefits of Gratitude (Share infographic)

<p>Psychological</p> <ul style="list-style-type: none"> ■ More alert, alive, and awake ■ More joy and pleasure ■ More optimism and happiness ■ Healthier heart rhythms 	<p>Social</p> <ul style="list-style-type: none"> ■ More helpful, generous, and compassionate ■ More forgiving ■ More outgoing ■ Feel less lonely and isolated <p style="font-size: x-small;">* Barbara Fredrickson, A. Tashiro, and Francisco C. Cohn (Eds.) (2016) <i>Gratitude: Can Making You Happier?</i> New York: HarperCollins, 2017</p>
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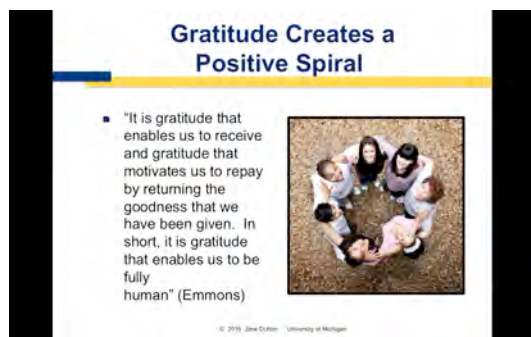
Slide 18

Slide 17: Practicing Gratitude: Write one gratitude note

- In the spirit of gratitude, we are going to practice it. We will use the card on your desk. This card's image is a replication of a painting that was given to Kim Cameron that now hangs in the CPO.
- **Extracurricular Activity:** "Take the card that was given to you in class and in the next 24-48 hours write a note to someone expressing gratitude. Write this note to someone who you are grateful to."
 - This is an exercise that if time permits can be done in class. During our class session we did not have sufficient time to allow students to fill them out in class.

Slide 18: Benefits of gratitude (share infographic)

- This is the infographic that expresses the impact of gratitude on mental health.



Slide 19



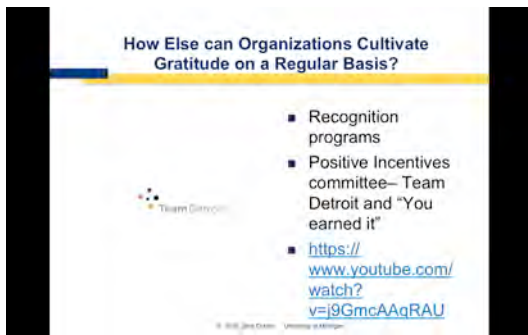
Slide 20

Slide 19: Gratitude creates a positive spiral

- This slide contains a quote from Robert Emmons's work on gratitude, and it points to the positive spiral.
- We read the quote out loud to the students in order to emphasize the importance of it.

Slide 20: Institutionalizing gratitude at Ross: The Experiment with +Grams

- We share details about an experiment through the +Lab at Ross last year.
 - This introduced a one month MBA gratitude project through the +Lab at Ross which took place in February 2015.
 - What they noticed was that every person who received a +Gram, then sent a +Gram. There was reciprocation of gratitude.
 - During the experiment time, they noticed more people hanging around, smiling, taking time with each other (which is not the usual behavior at Ross). The project created a great buzz of positive emotions.
 - People also reported lower levels of stress during the experiment.
- **Key concept:**
 - Gratitude is one of the most potent PE.



Slide 21



Slide 22

Slide 21: How else can organizations cultivate gratitude on a regular basis?

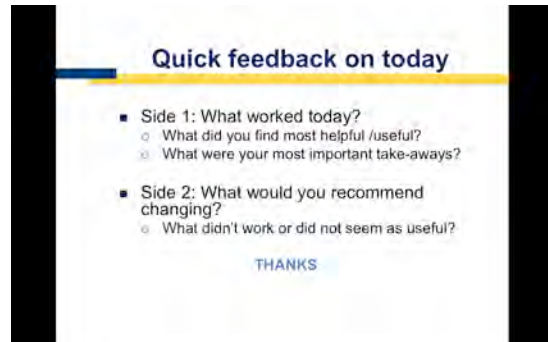
- **Activity:** Team Detroit “You Earned It” Video
 - Preparation for Team Detroit video: This video is about a marketing firm in Detroit that was recognized for their simple gratitude program. They were recognized for their lifted capabilities and task enabling.
- **Debrief (large group):** “Any observations? Do you have examples from you teams that have similar recognition programs?”
- **Student responses:**
 - I was first introduced to the idea of sugar cubes when I was on a mission trip, so someone decided that we were going to write notes to each other and putting them in each other’s paper bags. I just remember feeling really good at the end of the day after knowing that someone noticed something really small that I had done. I hadn’t done it to get a sugar cube but someone noticed while I was just doing my job, even when it was something really small.
 -
- **Key concepts:**
 - There are many apps that help leaders develop these recognition programs.
 - When we watch this happen (genuine gratitude), we are literally morally elevated. It increases our optimism of what is possible.
 - Food for thought: “What stories do we tell about who we are grateful for? How can these become ways to elevate?”
- **Extracurricular activity:** Try giving gratitude to others throughout the week. Watch what happens in yourself, and what happens to others as you express the gratitude.

Slide 22: Example of moral excellence in an email

- If time does not permit, this is a slide that can be skipped.



Slide 23



Slide 24

Slide 23: Summary of today

- We used this slide to review the 5 main points from today's session.

Slide 24: Quick feedback on today

- In wrapping up the class, students were asked to fill out the feedback index cards with the things they liked and things they would like to see change.



MO 455/555: Foundations in Positive Organizational Scholarship

Session 4 (1/21/16)

Instructor: Jane E. Dutton

Facilitator: Betsy Erwin

University of Michigan

Teaching Note – Prepared by Aurora Kamimura

University of Michigan

Positive Relationships and High Quality Connections

Communication via Canvas Between Session 3 & 4:

- Sent out a message with three promised resources. Message read:
“1. Here is the link to the blog/article about the kindness of the Target employee and how it elevated everyone <http://kindnessblog.com/2016/01/19/target-employees-act-of-kindness-will-inspire-you-to-practice-kindness/>

- 2. Here is the link to the course Barb Fredrickson is offering on her new work. <https://attendee.gotowebinar.com/register/2476464495336797442> You may have to join IPPA (International Positive Psychology Association) to take this but if you are really into this subject then it is a good thing to join!

- 3. Here is the link to Fredrickson's Coursera course <https://www.coursera.org/learn/positive-psychology>”

Videos and materials needed:

- Video: “Karma Tube” (<http://www.karmatube.org/videos.php?id=4506>)
- Video: “Mo Cheeks (Portland Trailblazer)”
(http://www.blueoregon.com/2005/03/mo_cheeks_and_n.html)
- Video: YouTube (Steakandcheese.com) about a National Anthem failure at a hockey game (https://www.youtube.com/watch?v=iqo5IE4Zo_4)
- Video: Cleveland Clinic (https://www.youtube.com/watch?v=cDDWvj_q-o8)

Description and flow of the class:



Slide 1



Slide 2

Slide 1: Session 4: Positive relationships and high quality connections

- This slides serves as the introduction to today's class, and topics. We began with some administrative updates regarding how to record service hours on Canvas and the uploaded power point slides for each class.
 - Students were encouraged to use these slides as a resource as the notes portion contains extra notes and resources on the topic.
- In connecting the last session to this one, we shared feedback from the previous class (likes and areas of improvement). Students are hot and cold on cold calling. Some students want more cold calling because they want to hear more student voices; however, other students are very anxious about cold calling. So we have decided to move away from cold calling, and strongly encourage students (especially those that have been more quiet) to contribute. In addition, the students liked being warned ahead of time if a video or topic would be emotional. This helped them prepare.
- *Student comment:* "wanting more explanation of the flourishing triangle"
 - Presented a different way to think about it:
 - There are three key mechanisms that drive flourishing: positive emotions (covered this last time), positive relationships (covering this topic today), positive meaning (covering this next week – individual meaning on Tuesday and job meaning on Thursday).
 - These mechanisms function in three arenas: individual, group, and job-level.
 - It's important to understand these as core mechanisms to better understand flourishing.
- Since we were unable to fill out the gratitude cards in class last session, this was a great opportunity to follow up on the gratitude cards activity. Some

students sent their cards, and we encouraged the others to send their cards if they still haven't done so.

Slide 2: Sessions #4's Game Plan

- This slide allowed us to open up the day to talking about positive relationships. In doing so, we were making the case for HQCs, and the importance of HQCs in our lives.
- We will primarily focus on task enabling and respectful engagement today, as 2 of the 4 pathways to building HQCs. However trusting and playing are also important pathways, we will just not have time to cover these today.



Slide 3



Slide 4

Slide 3: Starting Assumptions

- In this slide, we begin to unpacking the assumptions underlying HQCs. Each moment when we are awake is composed of micro-moments of connection.
 - Fredrickson calls these “moments of love.”
- Toxic connections are so hard wired to affect our bodies, therefore we have a tendency to focus on these. Thus focusing on the positive connections and HQCs becomes more difficult.
- “Positive relationships” is a mechanism for building positive social capital as well. However, not all social capital is equal or the same.
- An important part of positive social capital is the generative reciprocity that happens through HQC. We will focus on this energy later in the term.

Slide 4: Human connection is basic to humanity

- **Activity:** Video “Karma Tube” [2:33 minutes] (see slide for link)
 - **Prompt** question to video: “What does a HQC look like?”
- **Debrief (large group):** “Any observations from watching that? What does a HQC look like?”
- **Student responses:**
 - Looked kind of awkward at first, but then it brought them together.
 - **Follow up question:** “What does together look like?”

- It looked like they were building off of each other, and they simultaneously felt comfortable.
- In each of the photos they were touching. There was human contact.
- The body language they have says a lot. They were forced to go into comforting positions.
- It wasn't just one person with their arm around the other person; rather there was a mutuality about the touching. Both had arms around each other.
- **Key concepts:**
 - Power in human touch; skin is such a major organ so it makes touch so valuable.
 - Play at work is really important, since touch is so important yet difficult at work at times.
 - Misnomer is that we are born self-interested. We are actually born other-interested, and we learn to be self-interested. Psychology teaches us this.
 - HQCs make organizations more flexible and resilient.
 - Our workplaces often drive out serving others and connectivity, but these relationships are essential to living, especially healthy living.

**What Are
High Quality Connections (HQC)?**



Shared story


- Pair up
- Share a story of a HQC you experienced at work/in school/home in the last week
- Identify common features

© 2013, Open Culture / University of Minnesota

Slide 5

HQCs: Signature Features

- Felt vitality and energy
- Positive regard
- Felt mutuality (a sense of joint participation and responsiveness)



Dutton & Hughes 2003; Baker & Dutton 2007

Slide 6

Slide 5: What are High Quality Connections (HQC)?

- **Activity:** Pair-share (with someone proximate to you) -- “Think about the last 48 hours (we want something that is vivid to you). Share a story of when you had a HQC you experienced maybe in school, home, on the phone, or work. What are the commonalities in the HQCs? Identify the common features.”
- **Debrief (large group):** “What were some of the features in the story?”
 - Before we debrief, we wanted to share why we had you do this exercise. Fredrickson says that having a person tell the story generates the same benefits than experiencing them. These stories serve as “vitamins” to our lives.

- ***Student responses:***
 - There was an initial risk taking that was needed to take us into this space.
 - We shared work related stories, and there was a shared enthusiasm in both of our stories.
 - Through this enthusiasm, we are infecting each other with vitality. This both an indicator and residue.
- We need to have a detector for HQC. We need to learn to recognize them, and we need to savor them. We need to each develop for ourselves a way to know when we're in a HQC, so we can savor them and seek them more.

Slide 6: HQCs: Signature features

- This slide introduces the signature features of positive relationships: vitality, energy, positive regard, and mutuality.
- HQCs have a heightened sense of energy, as well as a felt sense of vitality.
- Our bodies are wired to move toward people that are “for us,” and it only takes a few seconds for us to recognize that. We are wired to draw toward those who have positive regard.
- HQCs involve feeling mutuality. In the moment either person can lead (despite hierarchies or power differences). Mutuality in connections contributes to making workplaces flexible.
- Research says that great bosses are the ones that make you feel like an equal, in that moment even though there are differences in power and status.



Slide 7

Slide 8

Slide 7: Why are they important?

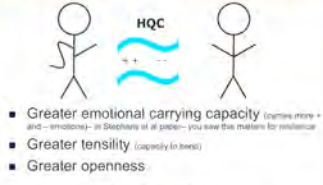
- **Activity:** Form triads (with those close by) – **Prompt:** “Determine what are the top two most important reasons we should care about building and facilitating more HQCs in work organizations?”

- **Debrief (large group):** “Give me one reason why we should care about HQCs in work organizations? What is it about a HQC that could make people feel more engaged?”
- **Student responses:**
 - HQCs make people feel more engaged, from the positive emotions involved.
 - HQCs involve trust and that makes transactions more efficient. For example, if I can trust someone, the work is more efficient. You need to increase people’s motivation to be more efficient.
 - It’s important to have an environment that is safe. Building that social trust where people can be honest and vulnerable in an environment..
- **Key concepts:**
 - HQCs generate positive emotions and having positive emotions actually builds organizational capacities.
 - HQCs make coordination across difference more efficient.
 - Because of the positive emotions, HQCs also foster innovation and creativity.
 - HQCs create an environment where people can be vulnerable and honest at work. This is important because mistakes (individual and collective) are inevitable, and vulnerability and honesty create a more resilient environment that fosters effectiveness and efficiency. HQCs also prevent deeper harm, and foster resilience and adaptability.
 - This was a great opportunity to share some examples of times when trust was not present and it created tragedy (i.e., Flint water crisis, GM, etc.).

Slide 8: Why to HQCs matter?

- This slide provides three bullet-point lists of qualities at the individual, group/teams, and organizational levels that highlight the importance of HQCs at each of these levels.
- We reminded students to notice that building HQCs does not cost money. The list of qualities and characteristics highlights this.
- The relevance revolves about believing this is important, and building habits and contexts to foster HQCs.
- “What do I think is the most potent mechanism for building flourishing?” – it is relationships.
- There is evidence to prove that the absence of HQCs has negative health effects. If people are lonely, it turns off the immune system and allows the negative in (i.e. cancer, disease). This is created through a genetic change. Now we know that the positive does the opposite and creates healthier immune systems and bodies.
- At the foundation, this work is about building stronger people (overall).

HQCs Are Like a Healthy Blood Vessel that Connects Two People




- Greater emotional carrying capacity (carries more + and – emotions) – in Shakespeare of all people – you saw that matter for resilience
- Greater tensility (capacity to bend)
- Greater openness

Slide 9

Effects of HQCs at the Organizational Level

From important work by Jody Hofer Gittel on relational coordination



Slide 10

Slide 9: HQCs are like a healthy blood vessel that connects two people

- This slide introduces an illustration where HQCs are equated to healthy blood vessels in strengthening our bodies.
- The research suggests that greater emotional carrying capacity has more openness.
- Research suggests that in HQCs, there are both positive and negative emotions able to be expressed in the connection.

Slide 10: Effects of HQCs at the organizational level

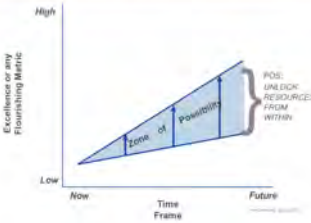
- Gittel's research shows that there is a direct correlation between quality i.e., performance and relational coordination (coordination with HQCs at the core)
- The higher the quality of relational coordination, the higher the organizational performance.
- This is some of the highest quality evidence that has been generated at the firm level showing the positive impact of HQCs.
- She did in-depth work on Southwest Airlines and in the health field.
- HQCs are at the core of relational coordination.
- There are 68 field studies that support these findings.

One (of many) Compelling Facts About Power of HQCs at Work

- If you believe you have emotional support in workplace you are 2.4 times more likely to live (over a 20 yr period) than people who do not have emotional support (Shirom, Toker, Alkalay, Jacobsen and Balicer, 2011)
- Impact of lack of social integration on health is as significant a risk factor as smoking, excessive alcohol and lack of physical activity (Holt-Lupstad, Smith and Layton, 2010 – based on statistical trend 200,000,000,000,000)

Slide 11

Mapping Back to Our Original Model: Building HQCs unlocks resources!



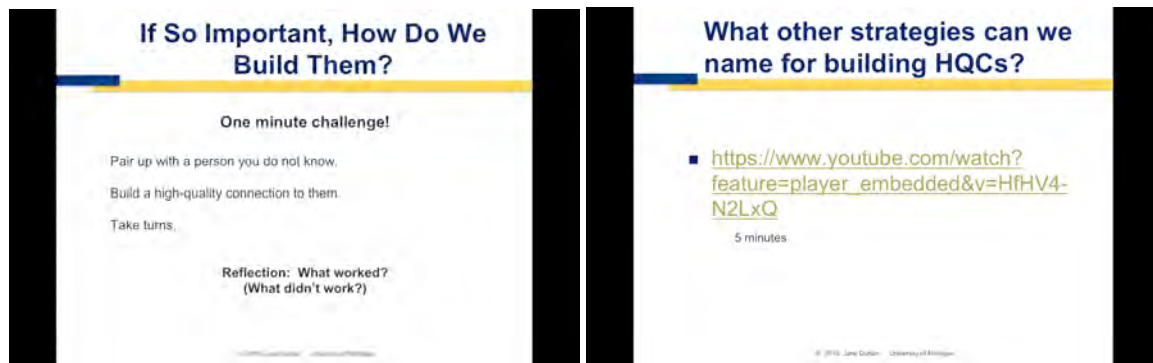
Slide 12

Slide 11: One (of many) compelling facts about power of HQCs at work

- This slide provided an opportunity to share more evidence of this work. We shared data and findings from two studies. We just briefly shared these studies.
- We also shared that there was an article that came through yesterday discussing how Harvard is changing their admissions criteria to include a measure for “kindness.” This shows how relational qualities are being considered and are gaining in value in judging someone’s potential.

Slide 12: Mapping back to our original model: Building HQCs unlocks resources!

- This slide allowed us to remind students of the POS model and how POS unlocks resources at a more rapid rate. HQCs and positive relationships are definitely a mechanism for doing so.
-



Slide 13

Slide 14

Slide 13: If so important, how do we build them?

- **Activity – prompt:** “Get up and pair up with someone you don’t know in the class. I don’t want you to connect with them, just stand next to them and don’t say anything. Then I’m going to give you 45 seconds to build a HQC. Pick one leader, they will lead first. Then I will ding and the second person will lead in forming the HQC.”
 - *After each person takes a turn at creating the HQC* – “Now stay with your partner and give them one piece of feedback on one thing that you thought was helpful about building a HQC. Give each other some positive feedback.”
- **Debrief (large group):** “What did people do that you experienced as effective?” Stay where you are, and debrief there in a large group.
- **Student responses:**
 - Conveying interest: Someone remembering a personal detail about me, and creates a commonality and special interest. Him remembering

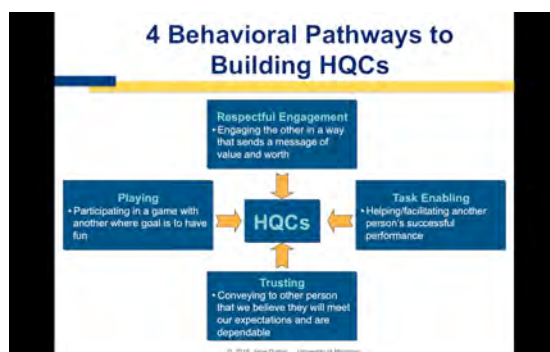
something about me felt so good, even though there was a crowd of like 500.

- I shared something I didn't know, and he came in and shared how he could help. I shared that I didn't know how to cook.
- She smiled and her body language made me feel comfortable.
- He genuinely complimented me on my shirt, and that felt nice.
- He asked me about what I am passionate about. Most people begin with safe questions, but that doesn't build HQCs quickly, whereas meaningful questions build rapid HQCs.
- **Key concepts:**
 - Communicating an interest, a knowing, is important in calling upon a person's distinctness, uniqueness, and increases their value.
 - Showing vulnerability early increases the impact of HQCs.
 - Positive body language makes people feel more comfortable. Safety and comfort cause your pupils to dilate. And the other person's eyes are reading this.
 - Asking questions that go to something more meaningful can invite connectivity much quicker.

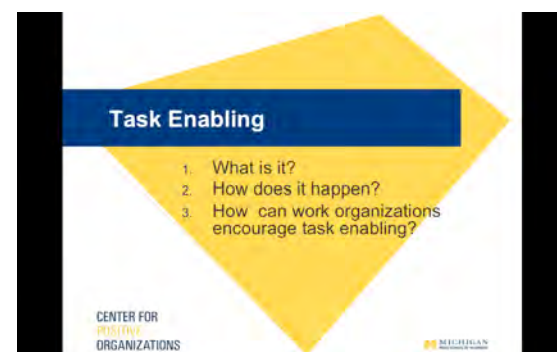
[BREAK]

Slide 14: What are other strategies can we name for building HQCs?

- If time does not permit, this is a video that can be skipped over. We were unable to see this video during class.
- We did comment though that we can build HQCs with people who we do not have to have long-time relationships with. We provided an example of the HQCs with the person at the café.
 - Another example of the impact involves people who are in the hospital. If they have HQCs while they are there, their pain threshold actually goes up.



Slide 15



Slide 16

Slide 15: 4 Behavioral pathways to building HQCs

- This slide formally introduces the four pathways to building HQCs: task enabling, trusting, playing, and respectful engagement.
- Even though there are multiple ways to build HQCs, the real question is: “how can we design organizational job contexts to foster HQCs?”
- Today we are going to touch briefly on task enabling and respectful engagement.

Slide 16: Task Enabling

- One pathway to create these HQCs
- Mentoring systems are one example of roles that have been created to task enable.



Slide 17

Slide 18

Slide 17: Task enabling example

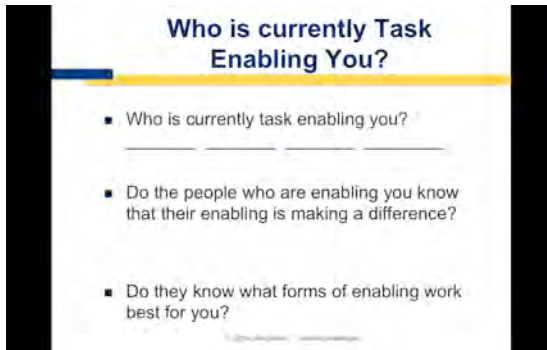
- **Activity:** Video “Mo Cheeks (Former coach of the Detroit Pistons)”– **Prompt:** “Pay attention to the micro-moves that MO Cheeks does when Natalie Gilbert begins to fail?”
- **Debrief (large group):** “How did he enable her?”
- **Student responses:**
 - He put his arm around her and gave her confidence. It gestures that he believes in her, that he trusts her, and that he stands behind her.
 - He started singing the song himself, even though he is a terrible singer. It built her confidence, and it gave her some stimulus to “jump start” her memory.
 - He didn’t make her stand by herself. He stood by her, literally.
 - I liked how after Mo stepped up, the rest of the audience joined in singing. He actually motioned the audience to join in, by using his leadership role.
 - I was really impressed that someone who is a head coach and makes a million dollars that he even cared for this girl who meant nothing for

him. That is was natural to go support her. It was not out of any obligation or self-centered need.

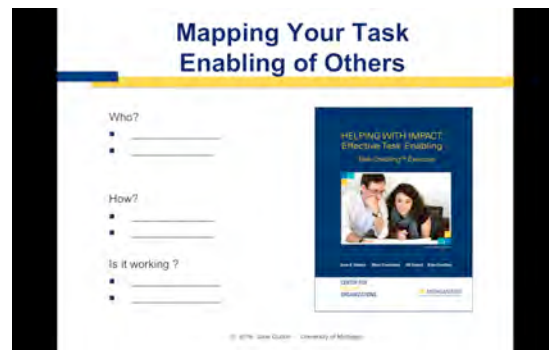
- **Key concepts:**
 - Physical touch actually lowers a person's heart rate, especially when it is a gentle touch in a moment of distress.
 - HQCs convey a message of: "You are worthy. You are not alone. I am with you."
 - Sometimes we have to authorize ourselves to step out of our usual roles and believe that we are born to create HQCs.
 - We will flourish when HQCs are present.
 - Every time we see these small acts of human-to-human interaction it leads to moral elevation.

Slide 18: A different outcome – Task enabling failure

- **Activity:** Video: YouTube (Steakandcheese.com); **Prompt** – "Let's look at a different case. That was a case of the positive deviance. Now let's watch a similar situation and watch what happens."
- **Debrief:** "How did watching this make you feel?"
- **Student responses:**
 - It was awkward and embarrassing. It was the perfect storm of terrible things happening, and she is diminished.
 - I was wondering if age factored into this at all. In the Mo Cheeks case it was a younger girl, whereas this case was a person more our age. Are we willing to help a younger person? Who are we willing to help at times?
 - I was disappointed. I was just thinking that if the crowd had cheered instead of booed, she may have gained more confidence after she feel to continue.
- **Key concepts:**
 - Humiliation is diminishing and depleting to the people experiencing it and to those who witness it. This situation creates human-to-human cruelty. And this is becoming so common that we don't even notice it anymore.
 - You have to work against cultural narratives.
 - We have to create a work environment where when people get vulnerable and fall, there is a way for the collective to support them and get up and retain dignity.
 - We need to create an environment where the culture, the leadership, and the actual practices all match. This is when the positive work will be effective, and will foster HQCs.



Slide 19



Slide 20

Slide 19: Who is currently task enabling you?

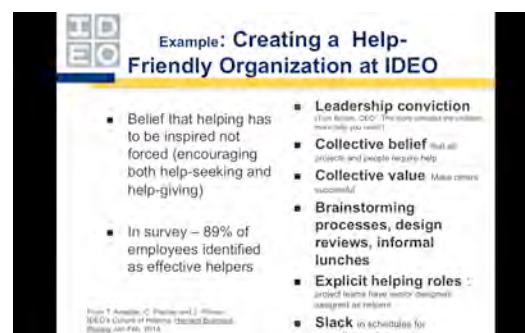
- When time does not permit, this is a slide that can be skipped.

Slide 20: Mapping your task enabling of others

- This slide allows us to talk about how we can enable others to flourish and have opportunities for have HQCs. We encouraged students to think about what are we doing to foster this?
- We also encouraged them to look to role models to see how they are task enabling, and to question “how are they doing this?”
- We talked about how it takes what is physically invisible and making them visible.
- We were invited to reflect on people around us who enable us on reaching our goal (i.e., getting our degrees). Perhaps we could think about the ways they help us achieve our goal. We could talk to them about it and share what they do that is helpful in creating generative environments. Learning about this then allows us to help others in similar and powerful ways.
- So many times, people are not being treated as unique valuable human beings; people are treated objects in transactions. We will continue to have and make transactions, but how can we respectfully and thoughtfully engage each other?



Slide 21



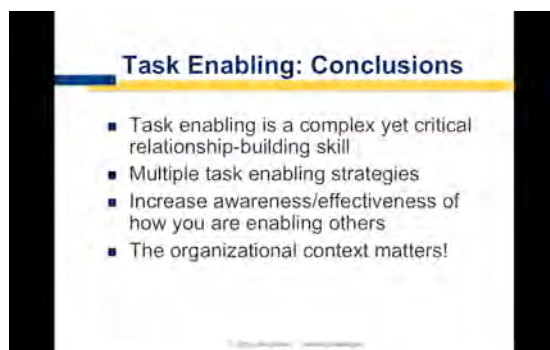
Slide 22

Slide 21: In work organizations

- When time does not permit, this is a slide that can be skipped.

Slide 22: Example: Creating a help-friendly organization at IDEO

- This slide introduces an example of an organization that is fostering a positive environment and opportunities for HQCs through creating excellence in task enabling.
- Some questions we might consider are: What is the leadership saying? And are the practices consistent with the message?
 - IDEO is only about helping – the leadership, message, and practice is all consistent around this.
- We were encouraged to find a work place where we can grow to our potential. These are ways that organizations can help you grow, and IDEO provides some examples of ways in which this can take place.



Slide 23



Slide 24

Slide 23: Task enabling: conclusions

- This slide serves to highlight the important take-aways from this section.
- We read aloud the summary bullet points, to help drive these messages home.
- We were reminded to reframe how we view asking for help and helping others. Currently, our culture sees this as a weakness; however, helping others is a strength.

Slide 24: Respectful engagement

- This slide serves to transition us into the topic of respectful engagement, and ways in which we can foster these as well. We have many interactions throughout our day, and either we are granting respect or are given respect in these interactions, or we are not.

- Acting respectfully does not just include being nice. It requires skillful practice, and daily practice. So much of the way in which we are socialized diminishes respectful interactions; therefore we have to be thoughtful and purposeful in engaging respectfully.
- We want to always remember that what we view as respectful, others may not and vice versa. Respect has cultural boundaries. So we have to do a lot of work to skillfully practice respect.

So What is Respectful Engagement?

- At the heart of respectful engagement = communication of a sense of worth and value
- **Strategies**
 - Being present (e.g., in meetings—even on email!)
 - **Empathy**
 - Communicating affirmation (e.g. in introductions)
 - Effective listening (e.g., in all kinds of communications)
 - Responding to good news

Slide 25

Keystone of Respectful Engagement: Empathy

- Empathy: Sensing and connecting with the situation and feelings of another person

But....

- <http://www.onbeing.org/blog/an-empathy-video-that-asks-you-to-stand-in-someone-elses-shoes/5063>

Slide 26


Slide 25: So what is respectful engagement?

- This slide provides some cues on how we can respectfully engage each other.
- We briefly skimmed over these bullet points, but really honed in on the foundation of respectful engagement. That is, that at the heart of respectful engagement, is the way in which we communicate, verbally and nonverbally, a person's worth and value.
- This slide provides an opportunity to share a brief example.

Slide 26: Keystone of respectful engagement: Empathy

- When time does not permit, this is a slide that can be skipped.

Empathy Killer: Cell phones and other technology



- 100 dyads, randomly assigned to discuss causal or meaningful topic
- If phone present in one person's on table, persons reported less empathic concern especially for dyads that knew each other better and conversations were rated as poorer quality.

Excellent short video on negative effects of technology on empathy and conversation by Sherry Turkle at http://www.ted.com/talks/sherry_turkle_why_we_put_off_real_time_for_virtual_time

(Source: Cheng and Tsai, "The Phone Effect: Mediators of Empathy during Conversations in the Presence of Mobile Devices," *Communication & Behavior* 2014)

Slide 27

Enablers and Disablers of Empathy and Respectful Engagement in the Workplace

Enablers of RE (+)	Disablers of RE (-)
_____	_____
_____	_____
_____	_____

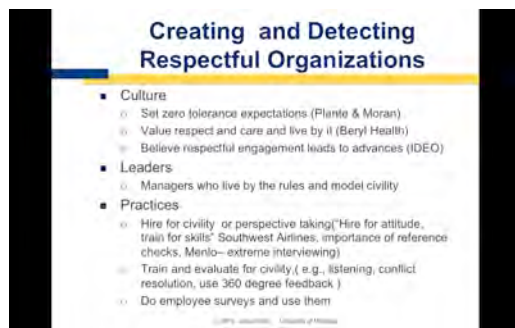
Slide 28

Slide 27: Empathy killer: Cell phones and other technology

- As an example of a way to diminish respectful engagement, we shared the research on cell phones as empathy killers.
- The presence of a cell phone (not actively using it, but the mere presence of it) signals disengagement. The quality of the engagement goes down. It is a huge empathy killer.
- Therefore, even though we may want to respectfully engage others, these small signals can counteract the impact.

Slide 28: Enablers and disablers of empathy and respectful engagement in the workplace

- When time does not permit, this is a slide that can be skipped.



Slide 29



Slide 30

Slide 29: Creating and detecting respectful organizations

- **Activity:** Video -- Cleveland Clinic – **Prompt:** “How could you detect an organization where your level of empathy is going up?”
 - **Warning:** This video may be emotional and powerful, be prepared.
- **Debrief** (This video was debriefed by our instructor, instead of as a large group due to the emotional and heavy nature of the video)
 - **Key concepts:**
 - When we get task focused, sometimes we forget about humanity.
 - We were encouraged to remember not to judge others, as we rarely know everything that a person is experiencing. We want to be cognizant that “there is always pain in the room.” We want to be mindful and practice being empathetic to others without having to know.
- We were reminded that respect is not just about being nice. It is about our communication, authenticity, and empathy exhibited toward others that is at the bedrock of high performance.

- We can practice empathy in small ways. Even just an email from a leader can model empathy.
- Some organizations and college programs are now hiring and admitting people on the basis of kindness and compassion. For example, LinkedIn is hiring on a basis of compassion.

Slide 30: Respectful engagement: Conclusions

- When time does not permit, this is a slide that can be skipped.



Slide 31



Slide 32

Slide 31: How can organizations design for HQCs?

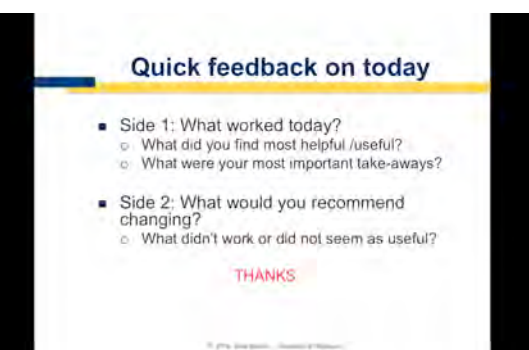
- When time does not permit, this is a slide that can be skipped.

Slide 32: Organizations that cultivate great HQC soil cultivate employee thriving, loyalty, resilience, and well-being

- When time does not permit, this is a slide that can be skipped.



Slide 33



Slide 34

Slide 33: 2 Action commitments

- When time does not permit, this is a slide that can be skipped.

Slide 34: Quick feedback on today

- Students were asked to please fill out the feedback index card and submit them before leaving class.
- ***Extracurricular challenge:*** “Before you fill out your card, write down for yourself: ‘what is one thing you could do before next Tuesday that would foster your HQCs ability (to flex this muscle)?’ Try this out before the next class.”



MO 455/555: Foundations in Positive Organizational Scholarship

Session 5 (1/26/16)

Instructor: Jane E. Dutton

Facilitator: Betsy Erwin

University of Michigan

Teaching Note – Prepared by Aurora Kamimura
University of Michigan

Positive Meaning in Organizations

Communication via Canvas Between Session 4 & 5:

- Follow up from session 4:

“As promised, here is the great short ted talk on smiles

www.ted.com/talks/ron_gutman_the_hidden_power_of_smiling?language=en

Here is a great HBR article that came out today about the importance of finding common ground when working across cultural differences. Great link to the exercise we did in class today. My guess is that several of you found common ground in your minute and a half, which is also an important way to build trust, respect and task enable--so a potent strategy for building HQCs. (see <https://hbr.org/2016/01/to-connect-across-cultures-find-out-what-you-have-in-common>)”

- Opportunities for contact hours outside of class:

“**Tuesday, 1/26 from 3-4pm:** [Chris Murchison](#) is hosting office hours for students at the Center for Positive Organizations (914 Hill, 3rd Floor). Chris Murchison will be presenting in class on Thursday.

Thursday, 1/28 from 4-5:30pm: Join us for a Generative Methods Workshop: Listening and questioning for better information and relationships. +LAB alumni will lead an introduction to the research of Dr. Melissa Peet, including communication tools to be a more effective manager, friend, and job-seeker. At the Center for Positive Organizations.

Friday, 1/30 from 11:30am-1pm: +LAB Huddle with Chris Murchison at the Center for Positive Organizations”

- Logistical update:

“The model compelling cases are under files, under a file labeled model cases. Let me know if you have trouble finding it.

Videos and materials needed:

- Video on Candice Billups, who worked at the Cancer Center on campus in housekeeping (*no link for the video available*)
- Handout: Positive Identify Infusions: the GIVE Model (developed by Dutton, Roberts, Bednar, and Owens, 2015)

Description and flow of the class:



Slide 1



Slide 2

Slide 1: Intro slide

- We began class by providing some administrative updates. Their first assignment, compelling case study #1, will be returned at the end of class.
 - Some overall positive feedback about the assignment was shared.
 - The hope is that the feedback will provide guidance for students in writing compelling case #2.
 - Reading compelling case #1 provided a wonderful opportunity to learn more about the students' experiences.
 - Additionally, one overarching suggestions was shared. We encouraged students to really use the readings in their compelling cases in order to receive full credit for the assignment.
- We reminded students about the assignment due at the end of the term, where students will be writing about a self-intervention. This assignment takes some time to prepare, so we encouraged students to begin early and to start to look at that assignment so they can figure out what they would want to do.
- At this point, we introduced the two special guests that joined us for class today.
 - Julia Lee:
 - She was introduced as a “research artist.”
 - She’s the first postdoc at the CPO.
 - She received her PhD and MA from Harvard Kennedy School.
 - Her research focuses on reflective best-self.

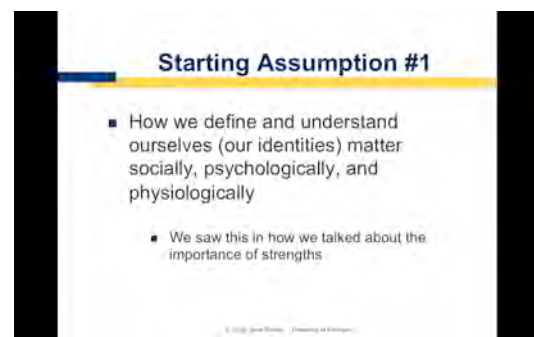
- She also runs the incubator at the CPO.
- Chris Murchinson:
 - He is visiting us from California.
 - He was the first resident leader of the CPO.
 - He has an important role at HopeLab, where they have been able to learn from him the possibilities for and how to foster generative resources. In addition to better understand the impact this has on the organization.
 - He will also be returning to our next class to speak about his work at HopeLab.
 - He will also be conducting office hours today at the CPO during his visit to UM.

Slide 2: Where are we? Last angle in the flourishing triangle

- This slide provides an opportunity to revisit the flourishing triangle. This is a great time to explain once more the important components and interactions within the triangle. In addition, this is an opportunity to reiterate the mechanisms that get the gear going.
- During this slide, we introduce that today we will be talking about positive meaning (the 2nd component or gear in the flourishing triangle).
- We shared the relevance and an example. Providing an example can help make some of these concepts more concrete. Our instructor shared an example from her professional life regarding how she became invested and passionate about positive meaning.
- During this slide, we also introduced that today we will be talking about how we can create positive meaning about ourselves, and during the next class we will talk about cultivating positive meaning in organizations. This can create the right opening to share that cultivating meaning does not cost money. Financial resources are not required to cultivate meaning.



Slide 3



Slide 4

Slide 3: Today's Game Plan

- This slide builds from the previous one in sharing the specifics for today's class. We shared that although there are many ways to cultivate meaning, we will be focusing on two: The Reflected Best Self and the GIVE model (both are approaches to conceptualizing positive meaning and both have applied tools available from the Center.
 - We mentioned that we would be talking about being a contribution during the next class.

Slide 4: Starting Assumption #1

- As a way to begin understanding of how we can create meaning and reflect on our best self, we shared how understanding our identities matters socially, psychologically, and physiologically.
- We shared how the research indicates that understanding ourselves makes people stronger psychologically, physiologically and ultimately healthier.
- This slide provides a window to share how this research is still developing and how the concept of strengths is still new to the literature and workplace. Previously we did not have the appropriate vocabulary to talk about people's positive identities. This work provides that opportunity.



Slide 5

Slide 6

Slide 5: Starting Assumption #2

- This slide introduces the importance of storytelling in creating positive self-meaning. This is perhaps the most potent way to store information in our memory so that we can readily recall. We encourage students to think about ways in which they can create stories with a positive self-narrative that can be strengthening. We encourage them to begin doing so as soon as possible so that they can later recall these positive narratives and use them as a means of self-strengthening.
- The image on this slide is of a cat in front of a mirror who has the potential to see himself as a lion. Try pointing this image out and asking students: "Who do we see when we look in the mirror? The lion or the cat?"

Slide 6: My Story

- This slide provides an opportunity to share a personal story about the different selves we have in different groups (different social identities). We can ask ourselves the question: In which group (or world) do you see yourself in a more positive light? (Or narrate yourself more positively, giving yourself positive self-positive meaning). We also begin to introduce the idea that some identities or self-narratives feel more authentic and aligned with who we are, which is another way to think about positive identities. As we will consider asking students to reflect on their positive narrative and share with others (in the next slide), this is an opportunity to model this activity.



Slide 7



Slide 8

Slide 7: What's Your Story

- **Activity: Prompt--** "I want you think about two worlds (social groups or worlds) that you've been involved in. Think about who am I in one group? And who am I in the other group? Put adjectives in two boxes (Me1 and Me2). Put stars next to the "you box" that is more authentic and more positive. Afterwards we are going to share with a partner and discuss what you wrote. Take a few moments to think about this and write it down."
- **Debrief: Pair-share:** "Turn to a partner close by and tell them quickly (for a couple of minutes) what is useful about this exercise."
 - If time permits, opening up the discussion for a large group debrief could be beneficial.
- **Key concepts:**
 - We can ask ourselves: "Are you flourishing or not? Think about what you can do for yourself, not what the organization is doing to you as a pathway for building possibilities of flourishing by cultivating more positive meaning."
 - Places (workspaces, teams etc.) where we can construct positive self meanings tend to induce less fear and are more welcoming.
 - An additional way that we could think about it is by asking: "how could you create a micro-world for you to flourish within?" We should remember that strengths and positive identities also have shadows. We were encouraged to remember the importance

of thinking about our contexts and how they illuminate or darken different images of who we are (our identities).

Slide 8: Assumption #3

- For this slide, we briefly read the bullet point aloud. If time permits, this could be an opportunity to discuss ways in which we might unlock our own internal resources.



Slide 9



Slide 10

Slide 9: Research supports link between positive identities and flourishing


- This slide lists various research studies that provide evidence for the link between positive identities and flourishing. This is one opportunity to discuss the empirical evidence for this work.
- For our class, this was the opportunity to highlight our guest, Julia's, work as the most supportive of this linkage. We simply highlighted her work, as we returned to it later in the class.

Slide 10: Assumption #4

- For this slide, we briefly read the bullet point aloud. If time permits, this could be an opportunity to discuss how the salience of our identities varies by context.

Identify a Person (or Group) Who Lights Up the Best in You

1. _____
2. What do they do that brings out the best in you?



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Slide 11

Reflected Best Self Exercise



Is a structured intervention that is designed to give you multiple "real reflections" of you at your best—

To "light you up" in a lasting way



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Slide 12

Slide 11: Identify a person (or group) who lights up the best in you

- We skipped this slide for the moment, as we return to it later in class. Perhaps consider the placement of this slide for future classes.

Slide 12: Reflected Best-Self Exercise

- This slide might serve to provide an introduction into the concept of best-self.
- We began by encouraging each other to recall that we are all constantly evolving and growing. Therefore, how can we reflect on how to be our best-self and how to continue to flourish as our best-self?
- At this point we introduced Julia Lee, our guest speaker, to guide the activity and share about her work.

[transition to Julia Lee]

Julia Lee's Amazing Research on the Impacts of RBS





SCALING DOWN:
INTRAPSYCHIC EFFECT



SCALING UP:
INTERPERSONAL EFFECT
LONGTERM EFFECT

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Slide 13

Reflected Best-Self Exercise



Write Three Stories of My Strengths



Receive Compiled Stories from Narrative Providers



Analyze the Stories to Find Recurring Themes



Compose the Reflected Best-Self Portrait

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Slide 14

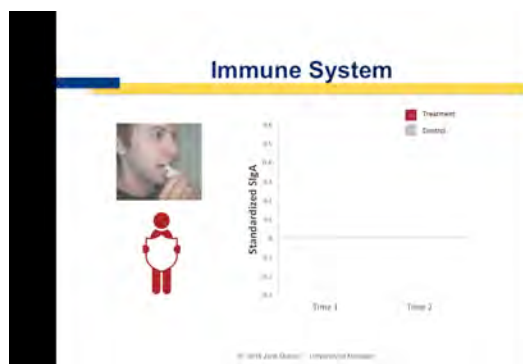
Slide 13: Julia Lee's Amazing Research on the Impacts of RBS

- Julia began by introducing herself and her research. She shared that her work has focused around the RBS (reflective best-self, using the reflected best-self exercise developed by the center).

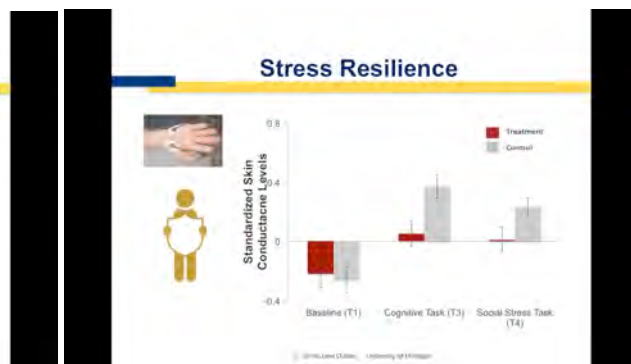
- She credited that theory behind reflective best-self exercise was first published in 2005 by Dutton and colleagues.
- More specifically she mentioned that her research looked at scaling down, what she refers to as the intrapsychic effect.
- Julia first conducted this work by looking at the impact on teens with intergroup impact and long-term effects in work organizations.

Slide 14: Reflected Best-Self Exercise

- This slide serves as a descriptive slide in depicting the RBS exercise. Julia described the process as:
 - 1. Write 3 stories about my strengths;
 - 2. Ask others that are close to you to write you a story about the positive contribution you had on their life. These tend to be a bit more emotional as sometimes we don't always remember all of the moments that people reflect on but they've impacted someone else;
 - 3. Analyze the stories to find recurring themes; and
 - 4. Compose a reflected best-self story with all of the data/stories that you have.
- This process is designed to help a person create a narrative of who we are at our best from the reflections of others who have seen us add value and make contributions.



Slide 15



Slide 16

Slide 15: Immune System

- In this slide, Julia proceeded to describe her research study, where the treatment group went through the RBS exercise and the control group did not. They measured their physical health/physiology via saliva samples at various times to compare the results.
- **Primary Findings:** The people that went through the exercise had a significant increase (measured by strengthening the immune system) after hearing the stories between time 1 and time 2.

Slide 16: Stress Resilience

- Julia described her other research study. In this study they ask participants to undergo the RBSE, but also then undergo some creative tasks and stress tasks. In these stress tasks they have participants interact with avatars that suddenly began to exclude them, and this created anxiety for the participants.
- **Primary Findings:** Feeling excluded increases levels of anxiety (measured by skin conduction through the sweat on your palm as a signal of the level of anxiety), which produces negative physiological effects. They found that participants that were in the treatment group and underwent the RBS exercise, treatment made them more likely to be creative.



Slide 17



Slide 18

Slide 17: Effect on Transactionalism, Exhaustion, and Turnover

- This slide served a prompt for Julia to introduce her study measuring transactionalism.
- In this study, they randomly assigned people into one of three groups: the control group, relational self condition, and self-reflection condition
- They were measuring how you create a relationship between yourself and your supervisor, which the researchers referred to as transactionalism.
- Transactionalism is defined as how likely people are to think that their work is transactional versus meaningful based on their relationship with their supervisor, and how likely they are to quit their job based on these meanings.
- **Findings:** In the control group, after about a year they were likely to think of their jobs as transactional (an inclined slope); the self-reflection condition, still found that their jobs were transactional but much less likely than the control; relational self actually had a declined effect of feeling that their work was transactional and felt as through their work was meaningful – measured this through the reflective best self exercise.
- **Student question:** is there evidence for how long the effects last?

[transitions to Chris to speak]

Slide 18: Hopelab's Sunburst RBS

- This slide serves as an introduction for Chris to share about his work and role at HopeLab in intentionally creating positive identities as part of their work selves.
- He focused on his work and the power of relational effects -- how people can connect with each other and have the positive effects that Julia discussed.
- Chris shared one research study that HopeLab engages every year. They have a blood draw each year. They ask employees to volunteer to donate blood to help them study the effects on their stress levels, and they have seen a decrease in stress in their organization over time.
- There has been a lot of organizational change recently at HopeLab, and it has influenced some people to leave. It is a small organization (25 total) and 6 people left. So this has been very significant, and definitely impacted the organization.
- In this transitional period, the leadership asked everyone to engage in an exercise. They were asked to write down 6 words that describe the person/each other and how they impacted each other. They were displayed in a sunburst model (similar to wordles). Then they asked a metal artist to create a piece of art that was inspired by the sunburst model. This was the 6 individuals' farewell gifts. It was a way to use a positive identity infusion to ease the leaving of employees and to affirm those who stayed.



Slide 19

Slide 20

Slide 19: A Farewell Gift (*this slide was not in the paper copy slides*)

- This slide displayed a picture of the pieces of art that were given to the departing members.
- The art pieces were wrapped in paper that was designed with the words that were used in the sunburst.
- These were given at their farewell celebration, which became quite emotional from the reflection and deep meaning of the relationships.

[transition back to Jane]

- As we transitioned back, we emphasized how potent generative artifacts can be. There is a reading about this for next week that talks about how we can create artifacts to reflect strengths.

[returned to slide 11 to conduct the activity]

Slide 11: Identify a person (or group) who lights up the best in you

- **Activity:** Take a couple of minutes and write down: “What kinds of groups (or people) are you with when you are behaving in your best self? What are they doing they is bringing out the best in you?”
- **Debrief (first in pair-shares, then in large group):** “Walk over to someone across the room and share what you wrote.”
- **Student insights from large group share-out:**
 - Relationships are genuine when you are acting “yourself.”
 - *Follow up question:* “how do you know how to identify genuine?”
They invite you to be yourself and accept you as such. The relationship feels like they offer you “forever time.”
 - They are vulnerable with you and invite you to take off your mask and behave less defensively.
- **Key concept:**
 - We were encouraged to be mindful about who lights us up. Be mindful that these people are shining light and giving us light in this relationship.

[BREAK]

Slide 20: Give model: 4 Additional Ways of Constructing Positive Self-Meaning or Identities

- This slide can serve as a transitional slide to discuss additional ways to construct positive self-meaning.
- Often times, many of the stories that we tell ourselves can tap into our 4 selves: growing self, integrated self, virtuous self, and esteemed self.
- Dutton and colleagues are developing a tool (The Give Model), and we are going to try it out today (it draws directly from the Academy of Management Review article on positive identities).

4 Key Forms
(Dutton, Roberts, Bednar, 2010 and Roberts & Dutton, 2009)

1. My growing self. Defining myself as someone progressing toward becoming the person I want to become




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Slide 21

2. My integrated self. Defining myself as a person whose different "selves" as complementary or as fitting together





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Slide 22



Slide 21: 4 Key Forms (Dutton, Roberts & Bednar, 2010 and Roberts & Dutton, 2009)

- 1. My growing self
- A key way to construct yourself with a positive identity is to narrate oneself as growing or moving toward a desired self. The idea is that if we can do this, we are going to become stronger physiologically and psychologically if we are progressing toward the person we want to become.
- This is an opportunity to consider sharing a personal story about this concept.
- Research suggests that people see themselves in diverse ways and this allows them to grow.

Slide 22: (2. My integrated self)


- 2. My integrated self
- The integrated self allows us to consider ourselves as intersectional beings. Our intersectional identities may sometimes conflict with stereotypical images in our social contexts. The integrated self allows us to see ways in which we can define ourselves differently than stereotypical images (e.g., female race car driver, male nurse, working mother – these are the images on the slide).
- In creating a positive integrated self, we might create a microworld regarding who we want to be versus sharing certain identities as others may portray them to be.
- Having an integrated self-concept makes you more creative and healthier.

3. My virtuous self. Defining myself as someone with character strengths or virtuous qualities

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4. My esteemed self. Defining myself at as a person of worth and value



Candice Billups

Slide 23

Slide 24

Slide 23: (3. My virtuous self)

- 3. My virtuous self
- The virtuous self is defined as our self identity as a person with character strengths and virtuous qualities.
- This can be a great opportunity to share some examples. These examples can help make this ambiguous concept a bit more concrete for students.
- One question we could ask ourselves is: “Can we take on for ourselves the virtuous qualities of those that we admire for their virtuosity?”

Slide 24: (4. My esteemed self)

- 4. My esteemed self
- In an effort to better understand the esteemed self, we are going to watch a video.
- **Activity:** Video on Candice Billups, who worked at the Cancer Center at UM in housekeeping. **Prompt** -- “How is she narrating or telling a story about who she is as a master cleaner?”
- **Debrief: Large group debrief** – prompt question: “How was Candice constructing her work as an esteemed person?”
- **Student responses:**
 - Candice is embodying a deeply humane character.
 - In the readings, they talked about working in an organization that you identify with. Candice embodies this. She displayed “excellence in action.”
- **Key Concepts:**
 - Organizational identities affect how we are able to take on our “story” and embody it.

**Flourishing Through
POSITIVE IDENTITY INFUSIONS**

- We construct our identities (make positive self-meaning) by making salient and embellishing in our minds (and bodies) different aspects of ourselves and our experience
- What we recall and what we focus on makes a difference in who we see ourselves to be

**Let's try it! POSITIVE IDENTITY
INFUSION**

Slide 25

**Let's Try Some Pos Identity
Infusions!**

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Slide 26

Slide 25: Flourishing Through Positive Identity Infusions

- In this slide, we began to transition toward identity infusion.

- Infusion is literally about “taking in.”
- This is a good opportunity to introduce the tool (the GIVE Model) that you might want to use in the next few slides.

Slide 26: Let’s try some POS identity infusions!

- This slide simply displays the model. This is a slide that if pressed for time, you may easily skim through.



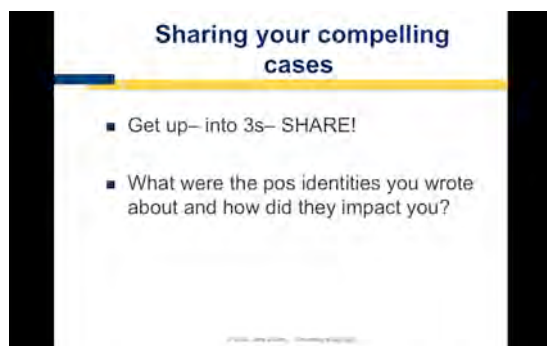
Slide 27: How to work with the tool

- **Activity: Prompt**—“Take out the tool – Positive Identify Infusions: the GIVE Model (developed by Dutton, Roberts, Bednar, and Owens, 2015)”
 - **Prompt for filling out the tool:** “Think about yourself as a student, when you’ve experienced yourself as a person of value and worth. A time when you were progressing toward becoming the person you want to become; a time when the different sides of who you are was complementary or fit together; and a time when you saw yourself as exemplifying a certain virtue or character strength (i.e. caring, courageous, wise).”
 - “Take about 7 minutes to think of your stories and fill out the tool. Then you will work together on these.”
- **Debrief (part 1):** “In triads, discuss these questions: ‘What did you learn? What was easy to remember? What was difficult? How can you access these stories more easily?’ Take 5 minutes to debrief this. Make sure everyone in the triad has a chance to talk.”
- **Debrief (part 2) in a large group discussion:** “What was useful about this?”
 - **Student responses:**
 - It was hardest to think about virtuous identities.
 - There are cultural conflicts sometimes about needing to be more humble, yet recalling and talking about being virtuous is countercultural to this.

- Within my integrated self, talked about conflicting identities and ways that we embrace that conflict versus letting it destroy us.
Follow up question: “What does it mean to embrace it?”
 - One way to do this is by storying for ourselves, as a way of integrating and making sense of these conflicting identities.
- Part of this was difficult because we are not used to reflecting on a regular basis. However, useful to learn we need to reflect. Remembering that there’s gold in the reflection to identify the generative nuggets that will allow us to flourish.
- **Key Concepts:**
 - Using these kinds of prompts in the model as journaling prompts to reflect on these on a regular basis is very helpful. Tapping into these buckets, even just once, could have positive physiological and psychological benefits. There is no data yet on the long-term effects of continuing to tap into these buckets, but Jane’s hunch is that it would have exponential benefits over time.
 - If you have more of a growth mindset, you are more flexible and adaptable. We encourage you to have more of a growth versus fixed mindset. There is always a possibility of any person becoming a better version of themselves.

Slide 28: Reflections

- If time does not permit, this is a slide that may be skipped.



Slide 29



Slide 30

Slide 29: Sharing your compelling cases

- This slide provides an opportunity to consider a larger group activity, where students can share their compelling cases with a partner or triad. However, if time is limited, simply asking students to share a few compelling cases with the class is also helpful.

Slide 30: How do organizations make a difference in our capacity to construct positive identities?

- As time permits, this is an opportunity to extrapolate about the bullet points. If time is restricted, simply reading through the bullet points can be an option.
- One of the examples that was shared was with respect to companies that are moving away from performance evaluations toward growth measures and opportunities.



Slide 31



Slide 32

Slide 31: Catch me at my best – Hilton Hotels

- This slide displays a picture of the Hampton Inn. A possible reason to highlight the Hampton Inn is because of their recognition programs.
- One of their recognition programs about catching people at their best and then sharing it back with them.

Slide 32: Social groups to which we belong also can have positive meaning and this can have beneficial impacts for individuals and collectives

- This slide can serve as a reminder about the influence that the multiple groups and organizations that we belong to have on our sense of positive meaning. These organizations can help us develop or foster positive meaning and we can use this as a resource.



Slide 33



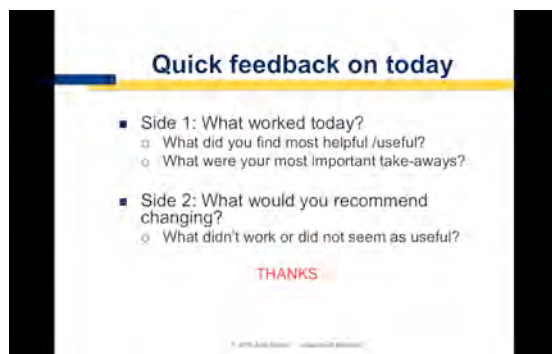
Slide 34

Slide 33: How has U of M affected the way you (and others) make positive self-meaning?

- If time does not permit, this is a slide that may be skipped.
- **Student Challenge:** We were encouraged to think about how UM has affected us. This is something that we could and should do on our own once we leave class.

Slide 34: Practical implications

- **Student challenge:** “How can you reflect this back to others around you during this week? Our goal is about learning how to cultivate meaning and growth environments for others around us as well.”
- In addition to posing this student challenge, we also read through the bullet points on the slide. If time permits, this is a slide where offering some examples could also be helpful in solidifying the concepts.



Slide 35

Slide 35: Quick feedback on today

- This slide provides an opportunity to clarify any questions students have or to remind students of upcoming assignments.
- Since there was a bit of confusion regarding compelling case #2, we clarified a bit regarding the submission process. Students were guided to submit the hard copy assignment today, whatever they have. But if they would like to rewrite it after receiving feedback on compelling case study #1, they can do so and resubmit a new version during the next class.
- This is also an opportunity to receive feedback on the class. Students were asked, as in every class, to please fill out the feedback index cards, and submit them before leaving.



MO 455/555: Foundations in Positive Organizational Scholarship

Session 6 (1/28/16)

Instructor: Jane E. Dutton

Facilitator: Betsy Erwin

University of Michigan

Teaching Note – Prepared by Aurora Kamimura

University of Michigan

Positive Job Meaning and the Power of Everyday Activities

Guest Presenters: Chris Murchison & Mary Ceccanese

Communication via Canvas Between Session 5 & 6:

- Follow up on class assignment:
“The model compelling cases are under files, under a file labeled model cases. Let me know if you have trouble finding it.”

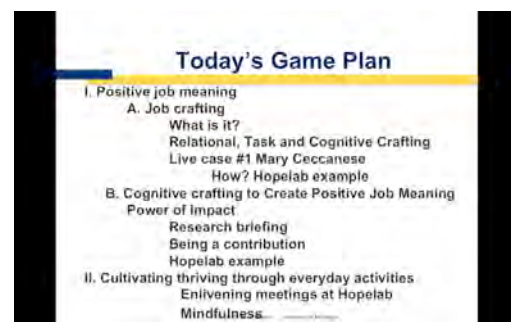
Videos and materials needed:

- Video: Adam Grant (link: <http://www.businessinsider.com/adam-grant-on-google-2013-4>)
- Video: Children’s Mott Hospital (link: <https://www.youtube.com/watch?v=bUCmrePfPM8&feature=youtu.be>)
- Video on the Ben Zander & the Philharmonic (*no link available*)
- Video: Paul’s Story, from HopeLab (link: <https://youtu.be/ZCl7ts85ktM>)

Description and flow of the class:



Slide 1



Slide 2

Slide 1: Introductory slide

- We began class by sharing some of the insight from session 5's feedback cards:
 - Students like the guest speakers. We will continue to incorporate them, and one of them is back today.
 - Students still like the tools that are incorporated.
 - Students are asking for a bit more time to discuss in class.
 - Cold calling has mixed reactions. Some students are asking for more cold calling, other students are adverse to cold calling. So for now, we have decided to stay away from cold calling and will strongly encourage those that haven't spoken much to share in class.
 - Compelling case study extension received mixed feedback. Some really liked the extension and opportunity to adjust their assignments, while others did not.
- We shared a quick comment on today's treat: organic raisins. We asked students to save one because we will use it at the end of class. Other than that, students are welcome to enjoy their treat throughout class.

Slide 2: Today's Game Plan

- This slide can serve an introductory slide for the primary areas that will be discussed.
- The first concept we will cover is positive job meaning.
 - We are artificially pulling out positive job meaning from individual positive meaning.
 - In this class, we will be trying out a new activity. We are going to try out a new job case and Mary Ceccanese will help us with this activity.
 - Chris Murchison returned for a second visit to our class and will talk about HopeLab and ways in which they help their employees create positive job meanings.
- A second concept that we will explore is cognitive crafting in creating positive job meaning.
 - Adam Grant's work has huge impact on job meaning. It stemmed from his dissertation that he completed here.
 - He is a great player in this work and is nationally renowned for his work.
- Toward the end of class, we will switch gears a bit toward cultivating thriving through everyday activities.
 - Gretchen Spreitzer's work on thriving has really been gaining attention.
 - We will consider how the conceptualization of thriving is distinct from flourishing.



Slide 3



Slide 4

Slide 3: Job crafting is a potential way of cultivating positive job meaning

- **Activity:** Video: Adam Grant -- **Prompt:** “Listen carefully to how he talks about job crafting as you will help Mary (in our live case study later in case) help her re-craft her job. Pay close attention to how he focuses on using the job crafting exercise. He discusses it in depth in the video.”
 - We stopped the video at about 3 minutes, as the rest of the video has Adam talking more about job crafting. If time permits, you may want to show the full video. However, if time is limited, these 3 minutes provide a great introduction to the topic.
- We reminded students that the power point slides are available on Canvas and the slides include the link to this video. If students would like to watch more from Adam’s video, they could go in and watch the rest of the video.

Slide 4: Understanding the three forms of job crafting...

- Since several of the latter tasks could take some time, we decided to skim through slide by reading through the bullet point and provided some key concepts. If time permits, this is a place where you could consider going more in-depth.
- Task crafting relates to engineering or alters the job tasks so they better fit your values, strengths and passions.
- Relational crafting involves changing who you interact with during the course of doing your job.
- Cognitive crafting relates to how people frame or impose meaning to the work they are doing as part of their job.



Slide 5



Slide 6

Slide 5: So let's try a living case

[*transition to Mary*]

- We briefly introduced Mary by her title, the Coordinator of the Office of Tax Policy Research at the CPO, as part of the exercise is to allow her to describe her position.
- Mary began with an in-depth description of her position: One of the main parts of her job deals with handling budgets, finances, grants (pre and post work on grants), how many grad students assistants the center can hire, training her boss to not spend money without checking with Mary first. She is the chief copy editor for her supervisor who writes a lot ("queen of references" – was a previous nickname she was given). For events –domestic and international—she is the point person for these events, supervise students, any administrative stuff that happens in the office. The center is coming up on its 30th anniversary; she has worked for the center for 27 years.

[*transition back to Jane*]

- **Activity: Prompt** -- "Now get into groups of 3-4 and work together to 'recraft her work' to help her flourish from what you already know about job crafting. You have 8 minutes to discuss. Be ready to report back."
- Chris asked Mary a question as they were conducting the activity: "Of all the assignments that you listed, which one most energizes you?"
 - *Response:* conferences
 - *Follow up question:* Why?
 - *Response:* Because of the relational components associated with this work.
- **Debrief (large group share out):**
- **Student responses:**
 - Optimize the job you have with meaning, your job and how effective you are at allowing students to work for the center where they are learning and gaining gives great meaning.
 - Relational crafting, because she loves working with people – perhaps with things that she doesn't get to work more people, she could build small teams to work with on these projects.
 - Relational crafting – perhaps forming a coffee group or take walks in the midday, create relational groups with those that she works with on a more recreational aspect.
 - Relational crafting – hire a bunch of interns to help her.
 - Task crafting – perhaps meeting with people across campus that perform similar job duties to learn from them and to share ideas, and this could help her recapture time to focus more on the duties she enjoys more.
 - *Follow up question:* "What questions would you have needed to ask?"
 - **Student Responses:**

- We needed to know more of what her interests are, what are her skills; when we're helping people with job crafting, it's about learning how to help people leverage their strengths more.
- Knowing how much time you spend in each space (percentages of her job duties) would have been very helpful.

Slide 6: How did Mary craft her job?

- We transition back to Mary and ask her to reveal how she's job crafted her position:
 - **Mary's response:** 10 or so years ago, she and Jane were on the university committee, she gravitated toward Jane and wanted to spend more time with her, so over the years she's had hundreds of presentations across campus and elsewhere and that energizes her deeply, these presentations help give her meaning to her everyday tasks as well (such as knowing that her budget work allows students to learn POS principles and that she is teaching them POS principles as well), she is highly motivated by relational components.
 - She is the poster child at Ross about how people are reengineering their jobs.
 - She finds job crafting to be very generative.
- We wrapped up this activity by giving Mary a thank you gift for coming and presenting. Since Mary likes blue, we gave her a little blue bird that represents the great work she does.



Slide 7



Slide 8

Slide 8: The job crafting exercise [*we switch the order of the slides to create more fluidity*]

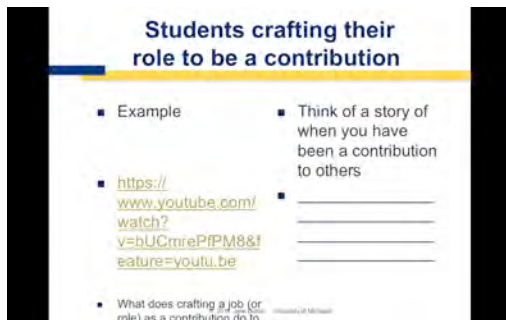
- This slide provided an opportunity to very quickly share some corporate examples of organizations that have focused on job crafting.
- McKinsey has become known for focusing on job crafting as part of everyone's job.
- This is a great place to share other organizations that are succeeding at job crafting in helping their employees create positive job meaning.

[transition to Chris to talk about what he does at HopeLab]

Slide 7: How organizations help job crafting: HopeLab example

- HopeLab instituted an annual performance conversation (others call it an annual review process).
 - This process is crafted as more of a conversation that has some foundational job crafting aspects to it.
 - The conversations focus on how the employee think about their strengths and interests can be developed and utilized in their job.
 - They are very mindful about the context for this meeting. Considerable thought is given to what might be unleashed if you have this conversation over a walk in the arboretum or over a cup of coffee. They are allowed as much time as this conversation deserves. Therefore they are encouraged to consider what could happen if the conversation lasted 3 hours.
 - He shared a handout that shows the questions they ask
 - Chris provided a copy of the appreciative questions that are asked in preparation of this meeting. He invited our students to add to the list of questions if they felt some were missing.
 - He pointed to the questions that he feels are most valuable:
 - What do you do in your role that is so meaningful and motivating to you?
 - How has your time outside of your job impacted your job?
 - What has been most significant changes in the past year?
 - What would you attempt to do in the next year if you knew you wouldn't fail?
 - This question is powerful as it is intended to empower people to be innovative or take risks without fear.
 - They encourage people to actually fill out their job description as a pre-activity to the meeting to find ways that they may want to emphasize or change in their job
- **Student question:**
 - How does compensation play into this at HopeLab?
 - **Response:** Usually people over-evaluate themselves and amp themselves up in order to get a raise (in other organizations) and this is generally not very authentic. So they take the competition out of that conversation and make it more generative. They also take a team approach to raises. They look at how the organization is doing and figure out a formula to provide raises equitably to the team members. They also keep up with cost of living and compensation equity in the Bay area to ensure that employees are appreciated and valued.
 - Interestingly enough, those organizations that focus on human talent development are the organizations that are prospering the most. HopeLab has some of the best practices.
 - Chris admitted that their process is not perfect, but the process is intended to be led by the employee and the role of the supervisor is

to be an appreciative listener. They are working on how to improve feedback on both sides -- giving and receiving.



Slide 9



Slide 10

Slide 9: Student crafting their role to be a contribution

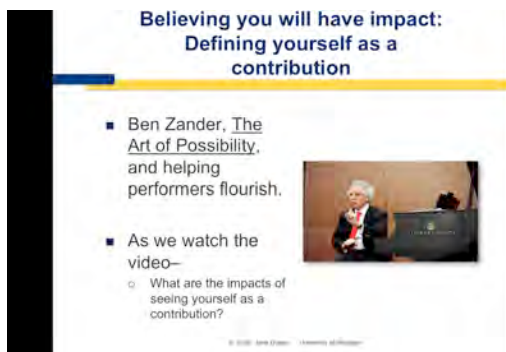
- **Activity:** video from UM Mott's Children's Hospital and Musical theater department – **Prompt:** “As you watch this video what is it doing for these students? What does it do to her? As a student, when have you been a part of a conversation like this?”
- **Debrief:** “What did you see? What did it do to her?”
- **Student responses:**
 - She was just flowing and was lit up about it.
 - Everyone gravitated toward her and the children; there is life in the space.
 - She spoke expressively.
 - She asked more people to join in; her body language also encouraged this.
 - **Follow up question:** She called her parents and what do you think it's likely to do to them?
 - Her parents would be proud.
 - They may want to go as well.
- **Activity:** “Before you leave for break, write down a story of when you have been a contribution to others.”

[BREAK]

Slide 10: Positive job meaning and being a contribution (seeing and knowing having a + impact on others)

- In response to students' requests to learn more from the research, this slide provides an opportunity to highlight the connection between creating job meaning and flourishing.
- In this slide, we shared insights from Adam Grant's dissertation work at the UM call center.

- The findings indicate that if they (the callers) had at least a 10 minute contact with the scholarship recipient, it made a lasting impact on performance t person (measured 6 months after the call/connection).
- Adam also conducted research on lifeguards, and asked a person whose life had been saved to write a letter of gratitude to the lifeguard. The response of the lifeguard was measured in relation to the impact of this letter on positive job meaning.
 - They reported that they saw others seeing them as more valuable.
- **Student challenge:** “I encourage you to think about what are the things that you can do more to find more meaning?”



Slide 11



Slide 12

Slide 11: Believing you will have impact: Defining yourself as a contribution

- This slide allowed us to understand the value of personal impact through the perspective of a world where high performance is REALLY important.
- Ben Zander was conductor of the Boston Philharmonic was raised in a very high performance family. He speaks about how he experienced deep stress and self-doubt, yet he performed very well. He argues that the quality of the music performed is much higher if the performer believes that they are making a contribution to the audience.
- **Activity:** Video on the Ben Zander & the Philharmonic – **Prompt:** “What does it do to Debbie to think of herself as a contribution, as a cellist? What would be the power to you in thinking of yourself as a contribution?”
 - Following the prompt, while preparing the start of the video, is a window of opportunity to possibly share a personal story of how we find meaning in our everyday life.
- **Debrief:** “Any reactions? Or thoughts from this?”
- **Student responses:**
 - Did he prepare that? Or did he prompt the person to get up and dance?
 - **Response to student questions:** My guess is that it was spontaneous. His work is generally not canned.
 - It’s great to focus on the contribution.

- From an evolutionary perspective, we are born to contribute and give to others, but from a cultural perspective we are socialized against this.
 - She felt that she was making a contribution and she lit up.
- This is not about compromising performance. The quality is still really high. It is about improving performance by tapping in to the very innate and competent capacity called forth by people's innate desire to serve and contribute to others. This also greatly enhances the organizational capacities.

[Turning to Chris again to talk about how they do this at HopeLab]

Slide 12: HopeLab examples of connecting employees to their impact (part 1)

- He gave a presentation at the positive business conference last year, and this resonated with him. He was very nervous and concerned about what the faculty and others members would think of him, and he did not relax until he thought of himself as a contribution.
- Hopelab's early product was the development of software for kids with cancer, where they created a multilevel video game to give the opportunity to go into a person's body and go to battle with your chemo gun and battle cancer. The theory behind the game involved helping to strengthen kids as fighters of their cancer (and their immune systems), with the result of becoming more resilient both physically and psychologically.
- HopeLab has a research branch. When they were developing the game, they brought in actual kids with cancer to improve the game. This was impactful for the kids as they felt that they were contributing to other kids with cancer, and to the staff they felt empowered and motivated as well.



Slide 13



Slide 14

Slide 13: HopeLab examples of connecting employees to their impacts (part 2)

- The photo on this slide is of a previous intern who had cancer as a young person, and passed away while working with them. She truly motivated the staff to understand the impact that their work is having.

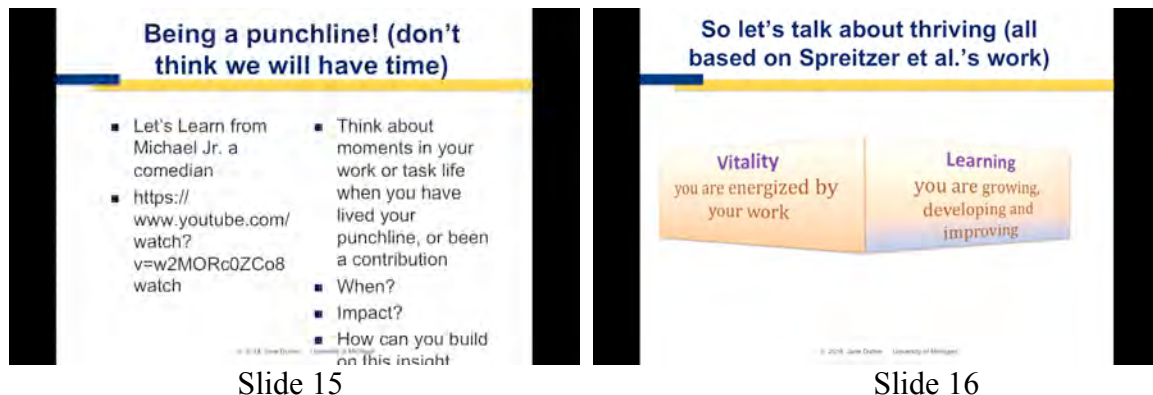
- They held a survivors retreat where they crafted an experience for the participants to talk to each other about going through chemo and cancer, talking about what got them through and people to help them get through.

Slide 14: HopeLab examples of connecting employees to their impacts (part 3)

- They crafted videos of survivors and their experiences.
 - Young people crafting these pieces and sharing it with the world was very empowering and life giving to the staff.
 - **Video:** about Paul Ruel (from HopeLab)
 - Even for Paul, this was life giving to know that he was a contribution to other cancer patients around the world.

[transition back to Jane]

- At this point, we emphasized the power of narratives.
- We posed a question, to encourage students in contributing to others' growth. "How can we help people narrate themselves as contributions as a way to find strength?"
- Technology is being used more frequently as a tool to help people narrate their stories.

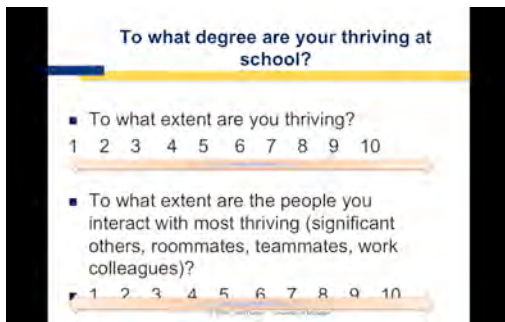


Slide 15: Being a punchline! (don't think we will have time)

- If pressed for time, this is a slide that can be skipped.

Slide 16: So let's talk about thriving (all based on Spreitzer et al.'s work)

- This slide transitions the conversation from creating meaning to thriving.
- In doing so, we began by providing a definition of thriving to help ground the concept.
- According to Spreitzer and colleagues, thriving is the state of being energized and are in the state of learning and growing.



Slide 17



Slide 18

Slide 17: To what degree are you thriving at school?

- This slide served to illustrate one of the tools used to measure thriving.
- We asked students to ponder their magnitude for thriving. "This morning, where are you on this scale? Don't share this out loud, just to yourself. And where are others around you on this scale?"
- We are reminded of the impact that others have on us. Our potential to thrive is derived partially by how others around us are doing.

Slide 18: Impacts of thriving

- When limited for time, this is a slide that can be skimmed over.
- In this slide, we simply underscored that thriving is a more sensitive measure than engagement.



Slide 19



Slide 20

Slide 19: How do organizations cultivate thriving in their culture and practices

- In considering how organizations cultivate thriving, this is a slide that can be skimmed through by reading through the bullet points. However, if time permits, this is an opportunity to explain each bullet point with more detail and provide examples.

Slide 20 : (*blank title*: How to cultivate thriving in the everyday?)

- This slide served as a cue to transition the conversation over to Chris.



Slide 21



Slide 22

Slide 21: HopeLab examples of enlivening meetings

- **Question to Chris** (as he transitions back to speak): “How do you use meetings to foster thriving?”
- Chris began by stating that they have a lot of laughter at their meetings.
- They begin their meetings with a tradition they call “Headlines.”
 - These are a quick 5 point side that highlights “Headlines” within the organization about organizational accomplishments and personal accomplishments. Some are serious headlines, and others are funny.
- The team also adopted a method called “Petchacucha.”
 - Petchacucha allows the staff to share an accomplishment at work with some strict parameters, but to build some energy and get to know something about each other.
- The main part of their meetings is about updates.
 - The people that come to provide the updates tell a story about what they are doing in their job, how it is going, and where they need help in their job. These presentations generally contain very few words on the slides, they integrate a lot of pictures, and are very visually engaging.

[Transition back to Jane]

- **Extracurricular activity:** “For your self-flourishing intervention, perhaps you can think about how can you change the way your meetings are run?”

Slide 22: Savoring a raisin...

- **Activity: Prompt** – “Take out one raisin, what I’m going to ask you to do is savor this raisin. Savor it for one minute, don’t swallow it. Let it swirl around, and chew it but don’t swallow it. Maybe consider closing your eyes. Ok, now you can swallow it. Ok, what was that experience like?” (*We talked the students through the experience.*)
- **Student responses:**
 - I can honestly say that was the best raisin I’ve ever had. I’ve never tasted food that intricately before.

- I learned something new about a food that I've had since I was little like 2 or 3.
- I felt like I got to know the raisin.
- **Follow up question:** "Why is this attitude about the raisin important?"
- **Student responses:**
 - You can appreciate the small details.
 - Automatically thinking about something as having value. You go in looking for the contribution and the value it brings.
 - The interaction that happens between the raisin and your tongue makes you pay closer attention to that interaction. And when we don't savor things, we miss those interactions.
 - When we go through life so quickly, we miss out on a lot of things. We get more of the life experiences, really in any way, when we savor.
 - I found myself thinking about the raisin's story. (Chris)
- We were reminded that conceptually savoring is requires us to fully immerse in an experience.
- Imagine the things that can be unlocked if we savor our experiences at work? Savoring can help us create more mindful moments at work.

Organizations are implementing mindfulness practices

- Daniel Goleman and Jon Kabat Zinn
- Who is doing it?
 - Google General Mills
 - Aetna Intel
 - Green Mountain Coffee Roasters: monthly daylong mindfulness retreats to its employees. Post-lecture and training, they implemented it.
- Impacts
 - Stress reduction
 - Increased listening and decision making skills
 - Well-being, happiness, Creativity

Aetna CEO talks about mindfulness (2013)
<https://www.youtube.com/watch?v=Sd93ou9SE8w>
<https://www.youtube.com/watch?v=BjrmH-JJzQ>

Slide 23

Take-aways for today

- We can foster flourishing through cultivating positive job meaning
 - People craft their jobs to create pos meaning to foster flourish
 - Orgs can foster job crafting
- We can enhance + job meaning by connecting people to their impact and helping people see themselves as contributions to others.
 - Work organizations can help us see impact and be a contribution
- Thriving is an important metric of flourishing which focuses on vitality and energy
- Everyday activities like meetings, journaling, mindfulness practices can foster thriving

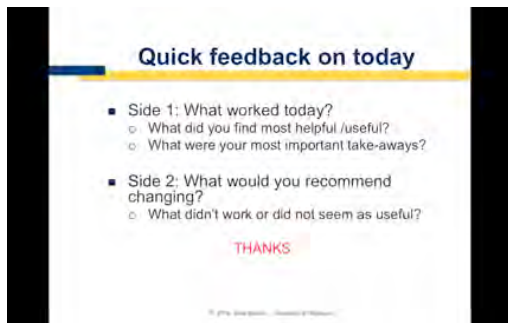
Slide 24

Slide 23: Organizations are implementing mindfulness practices

- Due to time constraints, we were not able to watch the videos on this slide. However if time permits, watching the videos on mindfulness practices could serve to be very helpful.
- In light of a tight timeline, we read through the bullet points on the impacts.
- In addition, with one of the main goals of this class focusing on exposing students to thought and research leaders in this work, we shared some important names in this work, including: Jon Kabat Zinn and Daniel Goleman, Aetna CEO.
 - There are two videos on mindfulness on this slide that we could not watch, but encourage students to watch them in their own time.
- Mindfulness practices are about everyday things that we can do, that can have a huge impact – personally and organizationally.
- We shared a resource on mindfulness – “Head Space”: the best app on mindfulness, with the strongest research behind it and its impact.
- Additionally, NYU is doing a lot of work around mindfulness

Slide 24: Take aways from today

- When limited for time, this is a slide that can be skimmed over.



Slide 25

Slide 25: Quick feedback on today

- We wrapped up class by presenting Chris with a gift of appreciation.
 - It is a gift that Betsy picked out for him. It is an everyday drinking glass that they hope serves as a reminder of beauty and nourishment.
- In preparation for next week, we reminded students that Bob Quinn will be presenting and he will expect that us have read his book. He is not shy about cold calling, so we need to come prepared for Tuesday.



MO 455/555: Foundations in Positive Organizational Scholarship

Session 7 (2/2/16)

Instructor: Jane E. Dutton

Facilitator: Betsy Erwin

University of Michigan

Teaching Note – Prepared by Aurora Kamimura

University of Michigan

Flourishing Systems

Guest Presenter: Robert Quinn

Materials Needed for Class:

- There were no power point slides for this class. Bob mainly used the board to depict anything he needed.

Description and flow of the class:

We began class by introducing our guest speaker, Dr. Bob Quinn. Amongst the many accomplishments that Dr. Quinn has achieved, we mentioned that he co-developed the competing values framework with Dr. Kim Cameron. The competing value framework is the most widely used schema in POS.

[Transitioned over to Bob]

Bob began the class with an activity.

- **Activity: Prompt** – “Imagine that this building is a cathedral. If it were, to what god would it be working for? The god of knowing OR the god of learning? *[Bob had written “knowing” on one side of the board and “learning” on the other side of the board]* Think about the following questions.
 - Question 1: In each cathedral, what would the culture be like?
 - Question 2: In each cathedral, what would the role of HQCs be?
 - Question 3: If I spent a long time in each of these cathedrals what would happen?”

[He gave the students 90 seconds to write down responses to these questions]

- **Follow up prompt** -- “Question 4: Write down one other answer, as you think about what you’ve written about, what was the one most important insight?”

[He gave the students another 60 seconds to write down responses to these questions]

Student responses:

- With the god of knowing, there is a limit to your capacities; whereas with the god of learning, the capacities are limitless
 - ***Insight:*** knowing means that seeking facts whereas learning is about seeking insight around you and seeing everyone around you as a resource
- Learning is a process-based approach, whereas knowledge is goal-based.
- You can know something but not understand it; but when you learn something you really have to understand how it works.
- Knowing is more independent and learning is more collaborative.
- Knowing can be very comfortable, because you are in an environment of what you already know, but learning can be very uncomfortable and you have to be vulnerable.
- Learning is humble, and the more you know the more you realize how little you know in learning.
- God of learning you're much more people focused, as there's so much more you can learn from others because they have so much to offer; in learning you're linked to others, because you need other people.
- In learning you have to have curiosity whereas knowing you have zeal to seek more facts/information.
- ***Follow up question:*** *"What's the role of life and death in these cathedrals? What happens to you after you spend a long time in each of these cathedrals?"*
- In knowing you become very competitive whereas in learning you become collaborative.
- In learning by being in a more collaborative environment you can find your own strengths; and you would learn to appreciate the strengths of others and you appreciate others (you increase their value) – you learn to love others and what they have to offer.
- ***Insight:*** *"What's necessary to go to war? Two things:"*
 - 1. Depersonalize the enemy
 - 2. You have to have love – you have to love the person next to you
- ***Follow up question:*** *"What happens when people you experience love (i.e., unity)? Have you ever been a part of an organization that was world class? If you have, what was it like?"*
- It was energizing. Our leader let us learn on our own, let us take risks, let us fail and learn. We did a lot of work both individually and collectively.
- We had purpose. Everyone on the team had purpose and a role.
- When you're on a team and everyone understands their role, you are able to bring out the best in each other.
- ***Follow up Question:*** *"What is collective intelligence? The majority of executives have no idea what collective intelligence is."*

Bob helped define collective intelligence for the group through an example. He shared an example of a 2nd grade teacher who asks the question: “*What is 6 times 6?*”

- When the students answered the question, from there was safety to take risks and answer the questions even if the answer was not correct. The person who got the correct answer pulled on her personal knowledge but also on the knowledge and safety in the room to get to the correct answer. She used collective intelligence.

Insight: When you worship the god of knowledge you have to look *smart*, therefore it is traditionally not a safe place where people take risks and are comfortable.

- **Question:** “*What are some costs of being in this cathedral?*”
- **Student responses:**
 - You’re not able to form HQCs.
 - Leads to a bit of closed-offness. The culture is completely different and it’s sad. There’s lost potential for HQCs. People are achievement focused versus learning focused. People are here to advance your own good.
 - It’s harder to learn because you don’t feel safe asking questions.
 - The fear of looking dumb is very limiting.
 - If I carry that fear of looking dumb, then it also cheats everyone else because I won’t contribute – so it limits the collective intelligence.
 - You don’t think of others in the cathedral of knowing. It’s very self-interested versus interested in the good of the whole.
- **Follow up question:** “*If I’m terrified that someone is going to ask me a question, is there any way that I can change? Is it possible for me to change and suddenly start raising my hand – has anyone ever made this change?*”
- **Student response:**
 - By shifting your perspective to seeing that you have a purpose in life or in your job, then you see that you have something to contribute.
 - If I have a purpose I see the world differently. I begin to see the world by what I can contribute to the world and that impacts myself and the world around me.

As Bob continues to take the class through a learning exercise regarding flourishing spaces and limiting spaces (as exemplified by the temple of knowing versus the temple of learning), he transitioned the class into an activity.

Activity: “Find a partner, one of you is number 1 and the other is 2. Now you have 2 minutes if you’re number 1, I want you to go to chapter 2 and run your fingers through the pages and refresh your memory. Then person number 2 will do the same for chapter 3. Then you will teach each other what was in these two chapters. How are these two men in these two chapters the same?”

- **Follow up questions -- after students reviewed the chapters and before they teach each other. These are questions to consider as they work in pairs.** “*What did you learn about purpose generally, purpose individually, purpose collectively, becoming a bilingual learner, etc.?*”
- **Debrief: large group** – “*How are these two people the same?*”
- **Student responses:**

- They both started off in similar positions -- they were indifferent – until they found an urgency.
- They both learned that they learned something.
- The leader has to be the expert.

Bob asked the students to flip open the book to p. 21. He asked them to look at the list on that page. **Prompt** – “I’d like for you to tell me what this list is in your own words, not the words of the book.”

- **Student Response:**

- This is the traditional way that organizations run.

Bob challenges the students to ponder the following statements: “What if I were to say that this list reflects a religion? This is the religion of the Business School. What if I were to say this is the religion of all of the schools on campus? What if I were to tell you that this is the religion that you learned when you were 3 years old, possibly even younger.”

- This perspective affects the way we go out and do research. It substantiates that people are self-interested.
- People are path-dependent, meaning that we learn from experience and we are dependent on that experience. Therefore the past determines the present.
- **Question:** “*When does the future determine the present?*”
- **Student response:**
 - When you have goals. When I’m committed to goals.
 - “*Purpose is the anchor you throw into the future*” – a man that Bob quoted
- **Follow up question:** “*How did these two CEOs become different when they found purpose?*”
- **Student responses:**
 - They weren’t trained in conventional analysis.
 - This training propelled them to the top, but what was the problem when they got there? Neither was able to lead. They went into crisis.
 - Once they realize that they are going to get fired, they become more engaged and vulnerable (as the urgency sets in) and others around them become more engaged and vulnerable as well.
 - **Follow up question:** *What happened to the hierarchy?*
 - It flattens, and the team takes on a collective mindset. They were committed to a collective purpose.

Bob takes some time to explain conventional analysis and the ways in which it can be limiting. Here is one way in which he explains that it can happen:

- First, I objectify the thing/person I am going to analyze. Therefore it has no agency and no value to add.
- People are going to resent that thing/person and are going to waste time talking to their colleagues about the situation.

- The organization becomes “sick” as they lose trust and opportunities for HQCs. It not only loses physical capacity and social capacity rather than gains it in this type of analysis.

An example was shared regarding a faculty meeting where the energy moved from focus on threat toward possibility and other-centered.

Bb reminded us that in the extraordinary (counter to conventional) everything is possible. He asked us to flip open to p. 29 in the book. This is a completely different list from p.

21. He asked us to contemplate the following:

- “How do you turn the list on p. 21 into the list on p. 29? It’s through leadership.
- In this place, called excellence, we are learning from the place where the present meets the future, and not learning from the past.”
- **Question:** “*What does it mean to be bilingual (according to the work)?*”
- Being bilingual at work means understanding the conventional mental map and where people are coming from, but also understanding the extraordinary.
 - If we cannot *see* the possibility, we will always be more limited.
 - We need to become real leaders of positive influence.

We all came with the conventional template, and will leave with that template at graduation. But we, in this class, if we learn this concept, will be fundamentally different and more powerful because we see the extraordinary – because we are bilingual!

[BREAK]

When we returned to class, Bob began with an activity.

Activity: “What I would like you to do is: write down your most authentic question? Here’s what that means: it is something you really want to know that you don’t know the answer to. Often times this is something we don’t often dare to ask.”

• **Debrief – student responses:**

- If you were going into a company for the first time and you could ask them a question about what level of POS they practice, what question would you ask them?
- How can I get funders of non-profits to see the value of funding overhead so that we can foster a better environment to provide better provisions?
- With what I have left in my life, how can I make the most of myself?
- How do you best equip yourself live out the template and how do I inspire others to do so as well?
- What if I’m not a leader?
- How do I find my purpose?
- As a consultant how do you experience failure or resistance? What did you learn from it?

Bob proceeded to respond to the questions that students posed individually.

Bob's responses and explanations for the questions students asked:

Student Question: If you go into an organization, how do you know if you're going into a positive organization?

- *Response/Key concepts:*
- When you start to understand how organizations function, you begin to pick up the cues in seconds.
- We all do this all the time. Subconsciously we are assessing spaces and organizations within the first seconds we encounter them.

Bob challenged the students to take one step back and think about the learning that had transpired in this class period, and the mechanisms he used to teach. He posed this

Question: "What did I spend most of this class doing?"

- ***Student response:*** Asking probing questions that force me to think. Which means that they must have been hard questions. But these are all answerable questions. You just have to have the courage to answer them.

Bob transitioned to discussing some key concepts for the fundamental state of leadership. These include:

- Most leaders spend their time being externally-centered, comfort-centered, internally-close, self-centered.
- Many times they espouse one thing, but mean another. Body language is 9 times more powerful than words.
- Several questions we can ask ourselves about how to change this behavior:
 - 1. What result do I want to create? (Become purpose-centered)
 - 2. What is the common good? What is the good of the relationship? (become others-centered)
 - 3. Am I externally open?
- In answering these questions, we have the potential to become positively deviant. But this is not what the world wants us to do because this means we begin to challenge authority effectively.

In response to Jane's question, that she posed in the last discussion: how do I make the best of myself with the remainder of my life? Bob challenged the class by asking: "What would you say to her?"

- ***Student responses:***
- What contribution would you like to make that you feel that you haven't yet -- Maybe one that you haven't gotten around to.
 - The basic question here is really: what is your purpose? Who are you?
- Maybe the question should be, what have I done that fulfills me and makes me happy? Should I not continue to do more of this?
 - She commented that she is constantly being retrained to think about things differently in this POS work.

Bob narrows it down to what he believes is “the real question”: Who am I now? What is my purpose?

- Am I living out my deepest dreams? Is my life joyful?

As Bob wrapped up, he reminded us that in the positive mental mindset, failure is a great servant. We should always be building the bridges to places that we’ve never been before. We need to be reborn everyday.

He shared an example of how he does this in his life. He shared that if he’s sitting in a boring meeting and he remembers his purpose. For Bob, his purpose is “to inspire positive change.” When he does this, his mindset changes and he becomes more active.

- If he is critically clear about his life purpose, he is asking his bosses difficult and different questions.

He encouraged all of us to “become the speaker of the whole,” by asking: “what is the authentic question for the class/the whole?”

Jane presented Bob with a thank you gift. It is the gift for the class presenters – a glass for drinking water to remind him of how much nourishment he provides to others.

At the end of class, we asked students to submit feedback cards as usual. However, since these will go to Bob, we asked them to answer slightly different questions. Here are the prompts:

(Side 1) What inspired you most?

(Side 2) What was most useful that you learned?



MO 455/555: Foundations in Positive Organizational Scholarship

Session 8 (2/4/16)

Instructor: Jane E. Dutton

Facilitator: Betsy Erwin

University of Michigan

Teaching Note – Prepared by Aurora Kamimura

University of Michigan

Positive Culture

Communication via Canvas between sessions 7 & 8:

- Message on Feb. 2nd:

“Wanted to urge you to like the Center for Positive Organizations on Facebook. Terrific announcement about a Strengths Challenge offered by Michelle McQuaid announced today. (free). Also, please remember to bring your laptop to class on Thursday for the opening exercise.”

Videos and materials needed:

- Zappos video (link: <https://www.youtube.com/watch?v=axlWBn7YQA4>)
- DropBox video (link: <https://www.youtube.com/watch?v=-ZuxQcp84o0>)
- Handout: Organizational Culture Impacts
- Handout: Western Washington University

Description and flow of the class:



Slide 1

Slide 2

Slide 1: Intro slide

- We began class by recapping what we covered in the last session. Bob's session was intended to get us thinking about flourishing at the collective level and some of the more macro mechanisms for that. However, the talk turned out to be more about leadership, which is also important.
- As with most classes, this slide provides an opportunity to introduce the day's topic and connect it to prior and upcoming sessions. We introduced that we were going to be thinking about how culture fits into the flourishing triangle on an organizational level.
- In looking forward, we also shared that Monica Worline will be here next week. She is a leading scholar in the area of resourcing in practices and routines.
- One exciting activity that might be integrated into the teaching for this class is the newly developed case study around the Positive Pillars at Ross. If an activity involving the case study is planned, this could be a nice time to share a bit about the case study and encourage students to prepare by reading it with time, especially since it is a lengthy case study. Therefore, we shared that next week, we as a class will be reading and do an activity around the newest case around the positive pillar here at Ross. The case is on Canvas, and it is long so build in time to read it and review it ahead of time. We will be the first set of students that read and review this case study.

Slide 2: Game Plan

- This slide provides an opportunity to briefly address the main areas that will be covered in class.
- We shared that during today's class we want to get our arms around "what organizational culture is."
- This is an invitation to think about – "what is a positive culture?"
- Therefore, we are going to practice knowing how we recognize positive cultures.



Slide 3

What is Organizational Culture?

- Organizational culture is a system of shared assumptions, values, and beliefs, which governs how people behave in organizations. These shared values and beliefs influence people in the organization and dictate how they dress, act, and perform their jobs.

First challenge: Trios- search the web. How would you describe U of M's culture?

Slide 4

Slide 3: Tracking the link between org culture and flourishing triangle

- This slide can begin to introduce the ways in which organizational culture has an impact on the mechanisms of the flourishing triangle (i.e., positive emotions, positive meaning, and positive relationships), which we've been discussing in the last few sessions.
- Later, we will be showing glimpses of several positive cultures. We encouraged the students to think about the positive meanings and positive relationships that people are making in their organization.
- The framework on this slide can be use in assessing these. We will return to this framework for an activity towards the end of class.

Slide 4: What is Organizational Culture?

- Since understanding definitions can be important in learning new concepts, this slide introduces the conceptual definition of organizational culture. One way to introduce this definition is by reading it from the slide. Another technique might encourage a student to volunteer and read the definition aloud.
- **Activity: Prompt --** "Get in trios and search the website for UM. What is the culture here at UM (via what you see on the web)?"
 - **Follow up prompt** – *several minutes after the triads had been at work:*
"As you talk, you can start to record the shared beliefs, meaning, and so. You can start to fill out the framework."
- **Debrief (large group):** "What did you see? Based on what you saw and what you know, how would you describe the culture here at UM?"
- **Student responses:**
 - There is a focus on diversity. Diversity is definitely a value. We saw events advertised, for example a celebration for the Lunar New Year.
 - One thing they are doing is moving the multicultural center back to central campus.
 - We have a lot of pride, and we have a strong value for sports especially football. The "Signing of the Stars" event yesterday shows that we demand excellence.
 - The UM twitter page has all current topics, like the water crisis. This shows that we as a campus have an opinion on all of these topics. This shows that we are thoughtful and engaged in the world.
 - We, as a group, started talking about how the campus unifies us, and athletics really creates that unity for us.
 - **Follow up question:** "Is the culture positive?"
 - There are some markers at least externally that the culture is positive. But these are really only pockets.
 - In the readings, it talked about the 4 characteristics that are important in identifying a positive culture. I really feel like a positive culture is underlined by HQCs. So looking at how people interact (what does that look like), and asking is that positive? Are they smiling, or are they on their phones?
 - **Follow up question:** "What are the symbols, actions, claims that indicate that an organization has a positive culture?"

- **Key concepts:**
 - One way to signal that commitment is real is through space allocation. Therefore, on our campus, buildings that are in prominent locations show evidence of commitment to diversity.
 - There are many symbols, such as mantras (i.e., “Leaders and the Best”) and the block M, that create the common foundation and unite organizations.
 - Some organizations, like UM, have pockets of positivity.
 - It takes about 5-7 years to change a culture. Smaller organizations are slightly easier to change the culture, but larger organizations with more than about 100 members it is significantly more difficult to change the culture. The founding conditions and the values of the founders really continue to be a foundation in the organization, and this is often very difficult to change. It is really difficult to change initializing conditions.



Slide 5



Slide 6

Slide 5: Example #1: Organizational culture as strategy

- This slide provides a window to share an example of a positive organization. Thus far we have been discussing the concept more abstractly, and now we formally moved into considering examples that are well known for their positive culture.
- Zappos has received a lot of press these days due to their structurally radical organization (holocracy). It's become this poster child for positivity.
- **Activity:** Zappos video – **Prompt:** “After this brief video, tell me what the culture is like?”
- **Debrief (large group):** “How does positive culture get manifested at Zappos?”
- **Student responses:**
 - One of the things that the CEO really focuses on is happiness, and that happiness is integrated in a holistic way throughout the organization.
 - Fun and creative
 - You can tell they value relationships. They get promotions based on how they go outside of their area to connect with others.


- They are very careful with their hiring practices, to ensure that their culture remains strong.
- It seemed like there was a little bit of tension between they were wanting to hire people to match their culture, but then at the end of the video they said they wanted to hire people based on their values.
- This organization is not very tolerant of diversity. Either you fit the culture or you don't. Either they fit or people will want to leave.
- **Key concepts:**
 - Perhaps thinking about thriving is a better indicator of a more positive culture than happiness, because sometimes happiness can be very surface level whereas thriving is deeper.
 - The practices, such as hiring and promotion, should match an organization's intentions to be a positive organization.
 - There are a lot of practices that are supporting this positive culture that seems to foster flourishing and it is based in a strong relational commitment.
 - Zappos uses culture as a strategic weapon. Culture is not imitable, and the CEO speaks to this in the video.

Slide 6: What is positive organizational culture?

- This slide provides the opportunity to focus more in-depth on the assigned readings. In defining a positive organizational culture, we turned first to Cameron's work on the culture of abundance.
- Through the culture of abundance work, Cameron demonstrates that organizations with more of virtuous capacities consistently have higher financial outcomes.
- Thus, a culture is more positive when the organization has more virtuous capacities, and when the norms, beliefs, values and artifacts support these virtuous assumptions.
- At the core of an organizational culture, all stakeholders grow, and flourish. People-centered cultures are at the core values of positive organizations.
- This provides us the opportunity to read aloud a passage from the book, Firms of Endearment. As Sisodia et al. discuss, culture undergirds a firm of endearment.

What are the impacts of being part of a positive culture in an org. team etc?

- Stand up and find a trio (pugs anyone?)
- Share insights on your compelling case- what were the impacts of being part of a positive culture?



Slide 7

Some of the most powerful aspects of culture remain invisible



The diagram shows an iceberg floating in water. Above the water line are three categories: 'Norms, Behaviors and artifacts' (labeled as 'Visible, tangible'), 'Personal Values and Attitudes' (labeled as 'Less visible, but can be talked about'), and 'Cultural Values and Assumptions' (labeled as 'Usually not visible at all, often held subconsciously, rarely if ever questioned in everyday life'). To the right of the iceberg, three examples are listed: 'e.g. physical architecture, ure, clothes, decorations' (pointing to the top of the iceberg), 'e.g. what we jointly believe or think is good' (pointing to the middle section), and 'e.g. basic assumptions about human nature' (pointing to the bottom section).

Slide 8

Slide 7: What are the impacts of being part of a positive culture on an organization, on a team etc.?

- **Activity: Prompt** --“Stand up and find a trio. Stay standing and connect. You all did your second compelling case study. Based on those, share your insights about being a part of a positive culture?”
- **Debrief (large group):** “Stay where you are. Let’s have some [large group] sharing about how being a positive culture impacted you?”
- **Student responses:**
 - Collaboration
 - Lasting relationships beyond the job
 - When you’re part of a positive culture you are more present and you can recall it more easily.
 - We felt a sense of empowerment by being trusted and empowered by our employers. This made us stay longer and be more innovative.
 - I felt passionate and committed.
 - *Student question: how do you identify or create a positive culture in an organization that requires a high turnover (like college jobs)?*
 - *Response:* If employees are in a positive environment, they will go out and recruit others. They become the recruitment engine.
- **Key concepts:**
 - When fear is not as present, you are empowered.
 - You have more renewable resources when you are in a state of passion.

[BREAK]

Slide 8: Some of the most powerful aspects of culture remain invisible

- As we returned from break, it provided an opportunity to discuss how we might detect a positive culture.
- With the upcoming assignment to read the Ross case study regarding the positive pillar, we signaled to students to look for ways in which they will see how this pillar is really changing the culture at Ross.
- One of the possible ways to visually demonstrate the depth of culture is through the image on the slide of the iceberg. This is one of the images that has experienced the most traction around organizational culture. It shows how the majority of culture is under the surface level.
- At the tangible level (or above the surface level) are norms, behaviors and artifacts.
- What sustains them are personal values and attitudes.
- What are almost at the subconscious level (or below surface level) are the cultural values and assumptions. In an organization, we can learn some of this by talking, not to the leaders, but to the employees –especially those with the least power.



Slide 9: Some of the contributors to culture (complex process!)

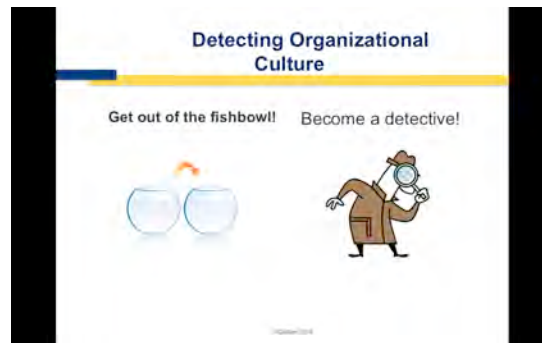
- This slide could build from the previous slide. This slide outlines the primary contributors to culture, primarily: founding conditions, practices, routines, policies, physical conditions, and leaders' words and actions.
- Culture is determined by so many factors, which makes it so difficult to change.
- In the following slide, we introduced an opportunity to practice identifying culture. Therefore, we asked students to pull out the handout titled "Organizational Culture Impacts" to utilizing while watching the upcoming video.

Slide 10: Example #2 DropBox

- **Activity:** DropBox video – **Prompt:** "Start to fill out the framework. As you watch this video about Dropbox, how would you describe this culture?"
- **Debrief:** "So, how would you describe this culture?"
- **Student responses:**
 - I would have to think it's sillier. They don't take themselves too seriously. The puppets give this impression.
 - I think collaboration, because everyone mentioned that the people really make the organization.
 - They care about their employees. They have benefits for their employees, such as a gym and food.
- **Key concepts:**
 - Due to the nature of their work, collaboration is important for productivity.
 - It is beyond benefits, these positive cultures invest in their employees' health and growth.
 - We are able to grow more in positive cultures.



Slide 11



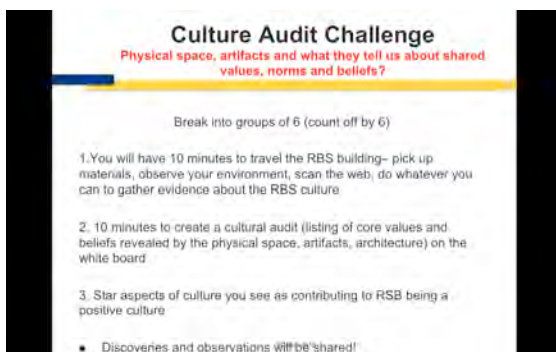
Slide 12

Slide 11: Looking for culture

- If time does not permit, this slide can be skipped or skimmed over very quickly.

Slide 12: Detecting organizational culture

- This slide could serve as a visual introduction to the cultural audit that students will conduct. The directions for the cultural audit exercise are explained on the following slide.



Slide 13



Slide 14

Slide 13: Cultural Audit Challenge (physical space, artifacts, and what they tell us about shared values, norms, and beliefs?)

- **Activity:** Conducting a cultural audit. *Prior to the activity, students are encouraged to form groups of 6. One way to help them form these groups is by having them count off by 6 to form groups of 6.* **Prompt**—“Take 10 minutes in groups of 6, and go around the Ross Business School building. Look like a detective. Conduct a cultural audit. List the core values and beliefs. List what’s in the physical space, artifacts, architecture. Use your framework to list these. Then star the ones that contribute to a positive culture, and possibly put a negative (sign or symbol) next to the ones that take away from the positive culture, if you find

any. When you return, list the core values and beliefs. List evidence from your observations. Think about if and how they support a positive culture.”

Slide 14: When you come back – on the board

- This slide provides the visual directions for the activity there were verbally shared prior to the students conducting the cultural audit.
- Therefore, when students returned from their cultural audit, they listed on the board values/beliefs, evidence, and positive culture (if it contributed, detracted, or was indifferent to a positive culture). They were encouraged to place a “++” (double plus signs) next to the ones that they felt were most important.
- Students created their lists under their respective group number that had already been written on the board (i.e., groups 1-6).
- **Activity Debrief (large group):** “Give me one core value or belief, the evidence, and why you thought so”
- **Student responses:**
 - There are symbol that promote good health, like a gym, healthy food, but these are not very accessible. So it does not really produce a healthy lifestyle.
 - There was a mixed message about the health. There’s a sense that you could almost live here, but then is that really a healthy lifestyle?
 - All the donor banners show that alums stay involved.
 - “Paying it forward” as a value.
 - The modern architecture and spaces, especially the offices, are very closed off. But the entrepreneurial center that was warm and inviting.
 - A group found a Zappos culture book on display.
 - There was a lot of interaction between business and the community. There was also a bookshelf full of awards for working with the community.
 - We went to the 6th floor of the building and talked about the architecture, and compared it to the other areas of campus. We hadn’t realized how nice Ross was until today.
 - The artwork (and the artist who created them) gives the impression that the school spends a lot on art.
 - Most students are very dressed up, so it gives the impression that it’s all about work and that you can’t often come dressed in less than business wear.
 - The art also feels exclusionary because there isn’t an explanation or coherence between them.
- **Key concepts:**
 - How we display artifacts can be either more inviting or less inviting. This is important in our spaces. Thinking about how we invite or exclude others with artifacts is critical to the culture of the organization.

Importance of leaders and stories in creating and sustaining positive cultures

- Motley Fool and investing in culture
- Tom Gardner, CEO of Motley Fool



Slide 15

One leader's email: What does this tell you about an organization's culture?



- Bruce Shepard, President of Western Washington University Fall 2008, became 13th president of the university
- "Dr. Shepard is a compelling leader who listens and inspires, with a demonstrated record of achievement. He is the right choice for Western."
- <http://media.wcu.edu/president/factcards.wmv>

Slide 16

Slide 15: Importance of leaders and stories in creating and sustaining positive cultures

- If time does not permit, this slide can be skipped or skimmed over very quickly.

Slide 16: One leader's email: What does this tell you about an organization's culture?

- If time does not permit, this slide can be skipped or skimmed over very quickly.

Impact of leaders in cultural change

- Leaders influence local systems of meaning
- They change practices
- Leaders shape what can be mobilized in a system by what they focus on and emphasize
- A leader at Ford using positive lens and positive assumptions to shift culture: A change campaign POWER UP

<http://www.youtube.com/watch?v=kL9kTxOuJY0>

Slide 17

Conscious Cultures (Mackey & Sisodia, *Conscious Capitalism*)

- The Container Store culture
 - <http://www.consciouscapitalism.org/content/container-store%E2%80%99s-employee-focused-culture>
- 3.5 min
- How do positive cultures affect the core elements of the flourishing triangle?
 - Positive relationships?
 - Positive emotions?
 - Positive meaning?

Slide 18

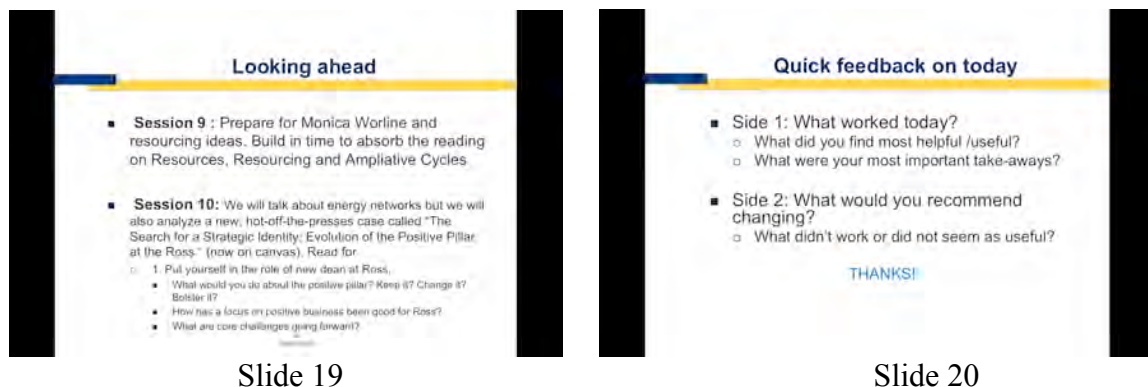
Slide 17: Impact of leaders in cultural change

- The original intention with this slide was to show, through a video from Ford (link: <https://www.youtube.com/watch?v=kL9kTxOuJY0>) the impact that leaders have in cultural change. Unfortunately we experienced some technical difficulties and moved onto Plan B.
- **Plan B:** "Pull out your handout of the email sent out by the president of Western Washington University [referring to the email from the previous slide that was skipped]. This is in response to a student case when the student committed suicide. As you read this, think about what it tells you about the culture."
- **Debrief:** "Write down one or two words about the impact of the culture of this university. What would getting an email like this tell you? What would the impact be on the culture?"
- **Student responses:**

- I thought it was a strong message about “we.” He mentioned in the email that we are a community, and we have to care about each other.
- I think he’s being very genuine. He’s being very personal and how it affected him.
- He signs his name “Bruce.” Most presidents don’t sign their emails by first name.
- The transparency shows that you can share almost anything and that resources are available.
- He listed so many resources, not just a few. He mentioned after hours resources which signals that they care at all hours.
- **Key concepts:**
 - The impact of vulnerability in the message is powerful. The power of modeling the behavior is important in opening the doorway.
 - Task enabling is happening by empowering the university community with resources.
 - Even when email is often not personal, there are ways to convey a personal message. This is a great example of how we can convey care and positive culture. This was a way of tapping into the humanity of community.
 - We can chose to put our humanity on display, or we can close it down in the culture, as a leader.

Slide 18: Conscious cultures (Mackey & Sisodia, *Conscious Capitalism*)

- If time does not permit, this slide can be skipped or skimmed over very quickly.



Slide 19

Slide 20

Slide 19: Looking ahead

- In wrapping up the class, this slide introduces a window to preview the upcoming sessions and ways in which students should be preparing.
- Students are encouraged to plan with ample time to read Monica Worline’s work on resources, resourcing, and ampliative cycles.

- Two sessions from today, we will be discussing the newest case study from Ross. This is a lengthy read, so we encouraged students to leave ample time to read over this case study. We also shared the excitement for their feedback, as they will be the first group to review this case study.
- We asked students to think about the questions on this slide as they read the case study.

Slide 20: Quick feedback on today

- Students were encouraged to provide feedback on the index cards.



MO 455/555: Foundations in Positive Organizational Scholarship

Session 9 (2/9/16)

Instructor: Jane E. Dutton

Facilitator: Betsy Erwin

University of Michigan

Teaching Note – Prepared by Aurora Kamimura

University of Michigan

Energy Networks and the Business of Positive Business

Communication via Canvas between sessions 8 & 9:

- Message on Feb. 5th:

“It turns out that Monica Worline will be with us on Thursday of next week, not Tuesday. This means I need you to prepare the readings on energy networks, and in particular, the Positive Business case, for Tuesday. It is downloadable off of Canvas, session 10. Please let me know if you have any trouble accessing it. Please prepare with these questions in mind:

Address these questions with the case:

Put yourself in the role of new dean at Ross,

What would you do about the positive pillar? Keep it? Change it? Bolster it?

How has a focus on positive business been good for Ross?

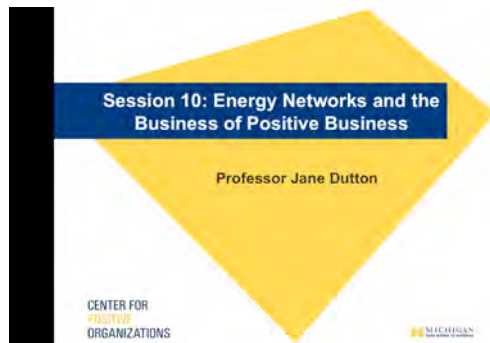
What are core challenges going forward?

A case requires some cold calling, so will need you to be prepared. The case is long, so build in some time to read and absorb it. Think about it as a leadership case, where a leader is trying to bring this POS perspective to the organization and the challenges (and opportunities) in doing this. You can also think of it as a change case, and look for the elements in the process that foster effective change, as well as the elements, which challenge effective change. Will see you on Tuesday. I will hand back your compelling case #3 on Thursday as I teach this weekend and won't have time to enjoy and grade them until mid-week.”

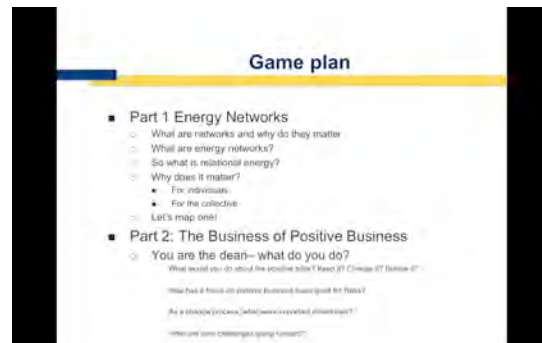
Videos and materials needed:

- Color dot stickers
- Video: Purpose of Business (<http://michiganross.umich.edu/>)

Description and flow of the class:



Slide 1



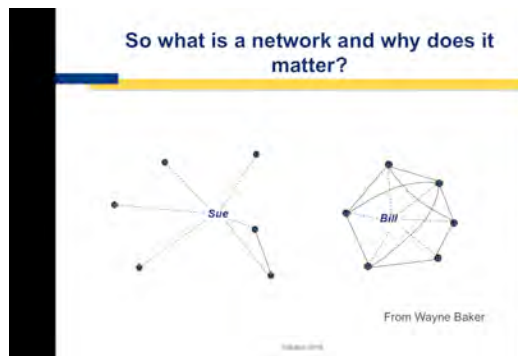
Slide 2

Slide 1:

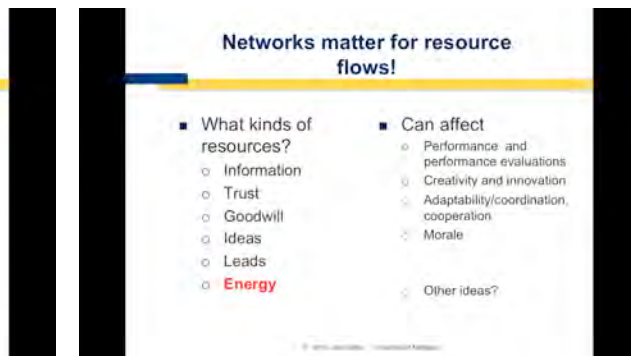
- *[Note: the power point slide says session 10, but this session was switched with Thursday's session when Monica Worline will present.]*
- We began class today with great enthusiasm for the discussion regarding the case study during this session. This is the first time that the Ross case study was shared publically.
- This case study was developed on the request of the current dean who is outgoing, as the school seeks the new dean. This is also a general case of an organization that is trying to make positive part of its strategy.
- This slide provides the opportunity to forwardly connect the sessions to a larger learning goal for the class. This is a continuation of our discussion on organizational flourishing. This is part 2 of this series. Part 1 was on culture, and today's session is on energy. Part 3 will be next, as Monica Worline will introduce organizational resourcing as the third component of organizational flourishing.
- As a caveat, we do not actually know how organizational energy impacts individual flourishing yet, but we can speculate.
- Next week, our last week together, on Tuesday we will do the first hour will be about organizational change through a positive perspective, and we will have a guest who will bring a live case. His case exemplifies how he uses appreciative inquiry. Thursday, the whole class will be dedicated to students' integrative maps. Students will make a visual depiction of how they are integrating POS. They will bring in 6 copies to share and talk to others in the class about. There are some samples of integrative maps at the CPO, if students would like to see others' maps. We did warn students that this can sometime their your perspective as they prepare their own map.

Slide 2: Game plan

- This slide could be utilized to introduce the broad overview of this session. However, in our case, much of this was covered in the introductory slide, therefore we shared a few more nuanced details regarding the day's agenda.
- We shared that our plan was to begin with energy networks, what are they, and why they matter.
- We also shared that we would be trying a new exercise, where students will try to map their own network.



Slide 3



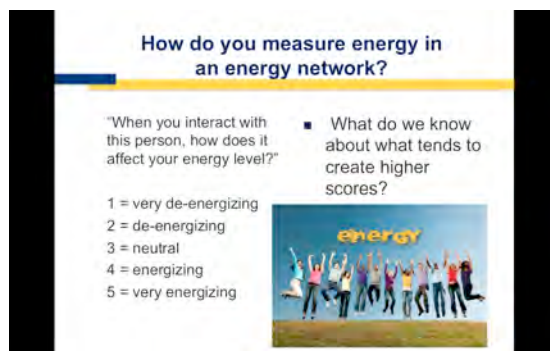
Slide 4

Slide 3: So what is a network and why does it matter?

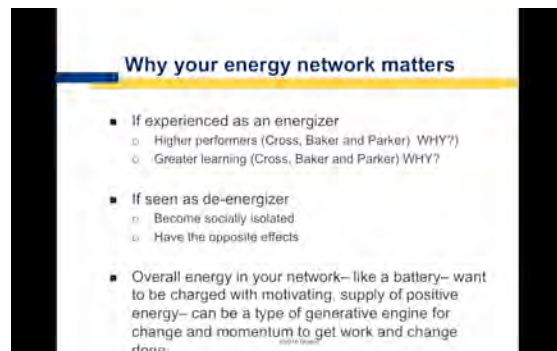
- This slide introduces images of two different networks (i.e., Sue and Bill) in an effort to demonstrate how distinct every network can be.
- **Question prompt:** “Who can tell me something about Sue and Bill’s network?”
- **Student responses:**
 - Bill connections have linkages amongst the school, where as Sue’s connections are mostly outside of the school.
 - Sue’s network is very dependent on her, if she leaves then her network would be very isolated, whereas Bill’s network could continue without him because there are connections amongst the others outside of Bill.
 - Sue controls the information, where as Bill does not control all of the information flow.
- **Key concepts:**
 - Network scholars usually map information flow and/or power.
 - Where an individual is in an energy network is 4 times more powerful than where they are in a power network relative to individual and organizational performance (in industries or contexts where outcomes are difficult to evaluate—e.g., knowledge work and consulting)
 - Energy is less important when a person can easily assess how well they are doing.

Slide 4: Networks matter for resource flows!

- As a way to create a more concrete image of our networks, this slide introduces the kinds of resources and what can affect them in our networks.
- We compared networks to highways, as a way to exemplify the flow of resources in and throughout our network.
- This led to a conversation regarding the types of resources, by drawing on the ones listed on the slide.
 - We did note that power (as a resource) is missing from the list, but is really important.
- **Question:** What can adaptability and coordination be most important for?
 - **Response:** Trust and goodwill tell us about the ties, and its ability to become more adaptable.
 - *Student question:* What units would be used to measure goodwill?



Slide 5



Slide 6

Slide 5: How do you measure energy in an energy network?

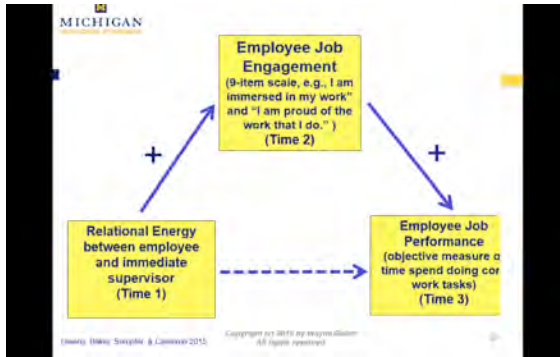
- In this slide, we begin to transition toward ways to measure energy in our networks, and what the literature says about measurement of these resources.
- How might scholars answer this question: "When you interact with this person, how does it affect your energy level?"
- Some members of dyads experience networks very differently. One person might say one is very energizing, and the other person might experience it as not energizing.
- It is important when you are mapping a network it is critical to map from both perspectives (from both individuals involved in the dyad).
- In the readings scholars talk about what drives energy. This next discussion derives from reflections on the readings.
- **Activity: prompt question:** "What are the drivers or predictors that consistently drive up energy in an energy network?"
- **Student responses:**
 - When you are fully engaged is a driver of energy.
 - Having a good relationship and a collective vision for the organization. If you have people that are clear about where they are going and what they

are trying to accomplish, it is easier for them to find their place and purpose.

- Learning and growth is energizing. For example if you are doing research at an organization and you discover something new, it energizes you and those around you.
- **Activity: prompt question** – “Reflecting on your compelling cases, tell us about the level of energy and growth that you experienced there.”
- **Student responses:**
 - There were no offices. I felt able to be creative because there was a lot of brainstorming. There was a culture team that gave people agency to plan fun events.
 - Being able to contribute meaningfully is energizing. Pulled from the reading a quote where the leader invites insight from the employee about a decision.
 - Appreciation is a really important thing. The organization I worked for focused on verbal rewards.
 - Appreciation is important because we want to feel relevant at a base level.
- **Key concepts:**
 - Energy networks are connected to culture and organizational practices.
 - The real contribution is in having a voice as an organizational member; also in being given genuine empowerment is important to energizing.
 - Having rituals and processes for appreciation is really important because we need to feel relevant on a regular basis. We need to have purpose, and we have to continue to be reminded on a regular basis. Phrases such as “You are worthy” becomes more and more important as we seek purpose.
 - Self-doubt and other de-energizers around us can kill our self-worth.
 - We should constantly reflect on what will energize us, and how we can increase energy in what we do.

Slide 6: Why your energy network matters

- This slide provides summary points and highlights from the readings.
- **Activity: prompt question** – “Why would people who are identified as positive energizers perform better?”
- **Student responses:**
 - People will have more energy to put into the work.
 - An energizer creates a purpose for the group through their passion.
- **Key concepts:**
 - De-energizers become socially isolated, which is sometimes fine except for when they are central to the organization.
 - De-energizers are often times toxic.



Slide 7

Mapping your energy network

- Grab your stickers and think about a group or team you are a member of and which is important to you.
- Put yourself in the network.
- Designate each person in that group with a sticker (put their initials in the sticker center, include yourself).
- Put stickers closer together if they have a closer tie (more connected– interact more).
- Draw lines to connect people who interact with each other (virtually or in person).
- Designate whether the interaction is + or – or neutral by answering this question– when X and Y interact, they are more energized, less energized or do they remain the same.

Slide 8

Slide 7:

- This slide introduces a new model developed by Kim Cameron, Wayne Baker , and colleagues very recently regarding the importance of relational energy.
- If time permits, this is a slide that can be discussed more in depth, or summarized if time is restricted.

Slide 8: Mapping your energy network

- This slide provides an opportunity to engage in a new activity for this class – mapping of energy networks.
- Mapping activity: Prompt** –[10 minute exercise] “Grab your stickers and think about a team or group you are a member of that is important to you. Put yourself in the network (you don’t have to be at the center but somewhere in the network). Designate each person in the group with a sticker, put their initials on the sticker center, and include yourself. Put stickers close together if they have a close tie (if they are more connected or interact more). Then draw lines to connect people who interact with each other. Designate whether the interactions are positive (+), negative (-), or neutral by answering the question: ‘When X and Y interact, they are more energized, less energized or do they remain the same.’ If you want to be fancy, try to guess how they would answer questions and see if they have a mixed interaction or similar interaction. Let’s see if we learn something about our networks.”

“So whats” about your network

- How would you describe the overall energy network of your group?
- What could you do to improve the energy network?

Slide 9

The Business of Positive Business

PART 2: THE CASE

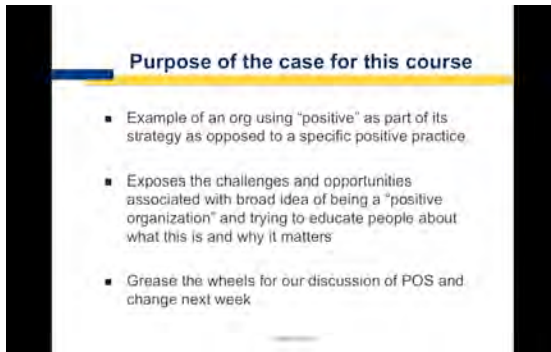
Slide 10

Slide 9: “So whats” about your network

- **Debrief (for the activity in slide 8):** “How would you describe the overall energy of the network of your group? What are one or two things that you could do that could increase the overall positive energy of your network. I will have you share with a partner near you.” *Follow up question:* “What kind of things did you learn from mapping your network?”
- **Student responses:**
 - I had to separate friendship from organizational work. For example you can have a person who is a really good friend, but in the work environment they make not allow you to flourish. So the energy flow can be different in different contexts.
 - What are the implications of context? I don’t think it’s healthy to have different energy relationships in different spaces because it means that you are bringing a different authenticity to the interactions.
 - I was thinking about how you interact with people differently is ok because we have different relationships with different people.
 - There’s room to argue that depending on the nature of the relationship, your interactions need to change in different contexts (i.e. home vs. work).
 - When you can’t take people out of your context, one way to increase the energy of the interaction is by going to them for contexts when the positive energy can increase. For example, going to a person that draws on their strengths can increase the positive energy flow.
 - Interactions that have double negatives doesn’t mean that the two people are de-energizers, it could just reflect a strained relationship where maybe trust was previously lost.
- **Key concepts:**
 - We aim as POS consultants to increase the positive energy flow.
 - If we have some de-energizers that will always be a part of our life or our organization, then we need to compensate for it especially if we can not change the energy network.
 - It is very important for us to be aware of our impact on other and others’ energy.
 - Physical co-location becomes really important in the strength and nature of the energy interaction between individuals. For example, people who physically work closer together can increase their positive energy.

Slide 10: The Business of Positive Business: Part 2 The Case

- As shared earlier in the introduction, we now transitioned to the second part of class where we discussed the Ross case study. We reminded students that this case study is hot off the press, as it had just been completed 2 weeks prior. Therefore, we were seeking great insights and feedback regarding the case study.



Slide 11



Slide 12


Slide 11: Purpose of the case for this course

- In an effort to jump quickly into the activity, we simply read through these bullet points on this slide. However, if time permits or students appear tentative this is a great slide to dive more deeply into understanding the purpose and relevance of this case study to the class.

Slide 12: Positive pillar

- This slide discussion can begin with some context setting question, such as the ones we utilized below.
- **Activity: prompt** – “Why did we adopt this pillar?”
- **Student responses:**
 - We are in a time when organizations need to differentiate themselves. This is one way that Ross saw as a way to differentiate themselves.
 - It helped recruit faculty members that want to be in a positive environment versus a cut-throat environment.
 - Based on the case, I do think it was a differentiator. Vision is more about serving shareholders and vision is not usually a part of this. This fills something that helps fill a different part of your life.
 - It’s a pivotal moment when the dean came in. This pillar was a potential contrast to the current environment, and she knew they needed change.
 - It names what already existed at the school. It was tapping into this resource.
- **Key concepts:**
 - The positive pillar provides a language for how people can have more impact.
 - There was no sense from the school’s members that the organization as in such financial distress.
 - Positive was a frame that brought together strengths that already existed.
- **Activity:** “If you were asked to describe the positive pillar, what would you say?”
 - As a leader, part of what our dean was doing was giving the pillar a more concrete anchor.
- **Activity-- Video:** Purpose of Business

- As a side note, we shared with students that this video has received more views than any other video produced by Ross.
- **Debrief:** “Those of you who are not in Ross, what did you like and what did you not like?”
- **Student responses:**
 - There’s a couple of shots where people are in the community.
 - Something that the dean said at the beginning about business having more power than government and NGOs could have been viewed as possibly insulting, but then I rethought it and thought it could attract people interested in making an impact.
 - It’s one thing to hear the dean talk about it, but it would be more powerful with more testimonials.
 - **Follow up question:** “What about Ross-ers?”
 - **Responses:** There’s a bit of a disconnect between the video and the actual experience. The video talks about students, but the environment is much more about faculty and staff impact.
 - The case does not mention at all how the pillar affects the students at all.
 - I stopped listening to what she was saying and just started watching her. If I were shopping around for business schools, the video does a good job of “showing” what it would be like to be a student here and I could imagine myself here.
 - From the MBA perspective, you can tell that the school is not all-in on the positive pillar. You can see it in the student body. There are pockets of positivity, which is where the school is at overall, there are pockets of it but not everyone is all-in.
- **Key concepts:**
 - A huge issue with this becoming a more positive place, we need more input from all members of the school, especially students.
 - One of the tensions when we talk about organizations that are aiming to create a flourishing environment is that there has to be vulnerability.



Slide 13



Slide 14

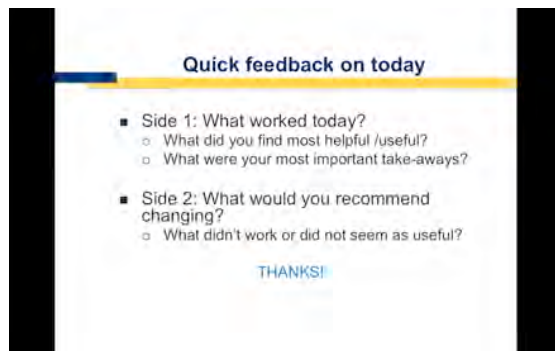
Slide 13: A leadership dilemma

- In drawing from the case study, we transitioned to discussing leadership decision-making.
- **Activity: prompt question** -- “You’re the new dean. Do you kill it? Or do you keep it? Or something in between?”
- **Student responses:**
 - I think you have to change it. It is a differentiator, but some practices have to change (i.e. the grading curve). The practices and routines are not aligned with this pillar.
 - At the undergraduate level, I think they should do interview instead of essays to get more realistic aspects of a person. This is about fit for the program.
 - Maybe changing the prerequisites to the major that would serve as a primer to the positive pillar.
 - If I were the dean, I would want to change the framing to appeal to people that aren’t on board yet. I have 2 examples: 1) Quantify what industries the faculty are coming from that are drawn to the POS pillar. Are they harder science or softer industries? 2) We learn in MO about the financial impact of management, but studying the financial impact in our classes.
 - Part of what has to be dealt with is that staff seem afraid to give their feedback. Their fear is stated in the case.
 - The case mentioned that the staff would sit in on faculty’s lectures so they could gain benefit and understand the pillar, but also so that it would allow the staff to see the faculty in a different light. They wanted the staff to see faculty as teachers versus only making demands.
 - During a time when the university was experiencing financial cuts and centralization of shared resources, Ross did not have any staff layoffs.
 - There was a shift in how finances and extra money was seen. Departments that didn’t spend all of their money, they were allowed to give it to the common pot of money to benefit the whole.
- **Key concept:**
 - The routines and practices need to align with the pillar and desired environment.
 - There has been a literal turn around on the culture of the staff here at Ross.
 - When the school chose not to layoff any staff, it was able to turn a potentially negative situation into an opportunity. They did this through a lot of job crafting and reframing.
 - The current dean has made a complete turn around in the financial situation, from a \$60 million deficit to \$20 million profit.
- **Activity: prompt** -- “Write down one take away from this case. Imagine you are a leader looking at this case, what’s one perspective you would offer?”
- **Debrief (large group) -- Student responses:**
 - It’s important to unite your organization with a common purpose that can energize it.
 - Really being able to embody the message from top down.

- Knowing the differentiator, is it internal about how people are doing? Is it external in trying to draw in more people? Or is it a combination of both?
- There needs to be a sense of belonging and inclusion.

Slide 14: Case Take Aways

- If time permits, this is a slide that can be expanded upon. However, if time is limited, this is a slide that can quickly be summarized by reading aloud the few summary bullet points. This slide provides the opportunity nicely wrap up the learning concepts for the day.



Slide 15

Slide 15: Quick feedback on today

- For this class especially (with the trial of the new activity and case study) we really solicited feedback on this class content and the activities. These were new activities and we wanted their feedback on what worked and what did not.

MO 455/555: Foundations in Positive Organizational Scholarship

Session 10 (2/11/16)

Instructor: Jane E. Dutton

Facilitator: Betsy Erwin

University of Michigan

Teaching Note – Prepared by Aurora Kamimura
University of Michigan

Resourcing: Generating Resources from Within

Guest presenter: Professor Monica Worline

Stanford University & CPO Affiliate

Videos and materials needed:

- Understanding Resourcing (worksheet)
- Bags of “resources” for the end of class activity (“Resource Your Pop-Up Shop”)

Description and flow of the class:



Slide 1:

- With a guest presenter as our lead for this session, this first slide provided the opportunity for our instructor (Jane) to introduce our guest (Monica) and their work together as it relates to the content of this course.
- Jane and Monica have done extensive work on compassion over the years. Monica is a great partner to CPO, and was one of the persons who helped conceptualize this foundations course.

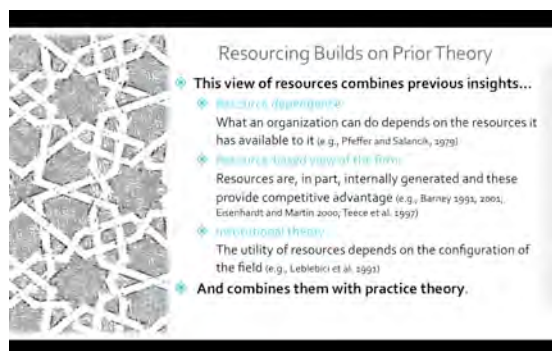
- Monica talks about how it is not important enough to simply transfer knowledge as a professor, rather we should be moving people and inspiring people.

[Jane transitions to Monica]

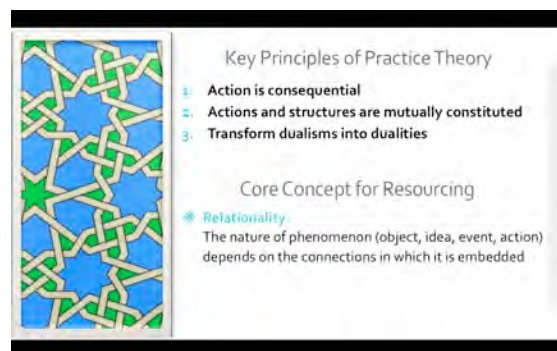
- Monica introduced the topic of resourcing, which can be abstract at the beginning.
- Her goal for the class is to introduce the concept, but then make it very tangible by the end of class.
- She credited Martha Feldman, who is now at UC Irvine, for being the inspiration behind their resourcing work.

Slide 2: Two parts

- This slide allowed us to grapple with the two main questions that we would be discussing throughout the session: 1) What is the resourcing perspective? And 2) What does it help us see?



Slide 3



Slide 4

Slide 3: Resourcing builds on prior theory

- This slide provides the opportunity to lay a foundation for resourcing, conceptually and practically. In doing so, we began by discussing how the literature defines resourcing.
- Resourcing means that the verb part is very important. The “ing” is about making the switch from a noun to a verb.
- The view of resourcing derives from research conducted on “resources”, such as resource dependence, resource-based view of the firm, institutional theory.
- Resourcing is about: How could we reimagine way more resources that could be available? How can we make more stuff available?
 - This builds directly from resource dependence theory.
- In the resource-based view of the firm, competitive advantage comes from how organizations can harness their internal resources. The notion that resources are within the organization that are unique and not duplicable.
- POS unlocks resources from within. Resourcing truly centers on this perspective.
- Institutional theory is about how things become normative within organizations and limits what is possible. Resourcing breaks through new opportunities as organizations import resources and ways of doing from other institutions.

- We should pay a lot of attention to what we “do” and on “action.”
 - Practice theory is about switching the noun to the verb. As such, it requires actionable research.

Slide 4: Key principles of practice theory

- This slide provides an outline for the 3 basic premises of practice theory and of core concepts for resourcing. If time is limited, this is a slide that can be read aloud or skimmed over, as later slides will cover these concepts in-depth.



Slide 5



Slide 6

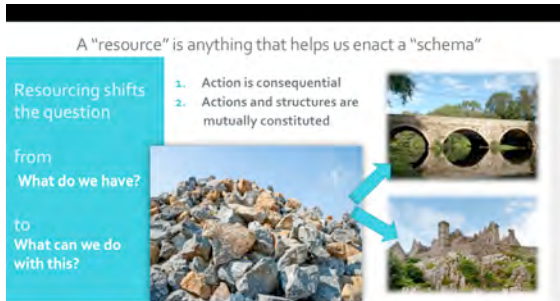
Slide 5: Countering substantialism

- In our session, we skipped this slide for the time being as we returned to it at a later time. Perhaps the instructor could reconsider the placement of this slide, if a different order creates a better fit.

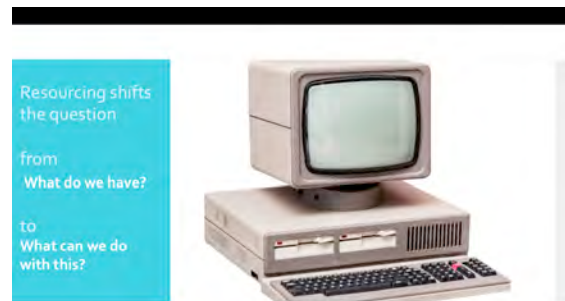
Slide 6: Resourcing shift 1

- As a way to help create a more concrete understanding of resourcing, we engaged in an exercise regarding the diverse utility of an orange (fruit).
- **Activity: question** – “What can we do with this orange?”
- **Student responses:**
 - Play catch
 - Eat it
 - Decorate
 - Whiten your teeth with it
 - Make juice
 - Compost it
 - Put it in the garbage disposal to make it smell nice
 - Cook with it
 - Make smoothies
 - Use it as a teaching tool
 - You can grow more oranges
 - Use it as a stress ball or to exercise with

- Make it into a Valentine
- Nurses can use it to practice injecting
- **Key concepts:**
 - Making the switch from “what do we have here” to “what could we do with this?”
 - The more ways that we find value in an item or a resource the more it can generate additional value and the more ways in which we can find ways to use it.



Slide 7



Slide 8

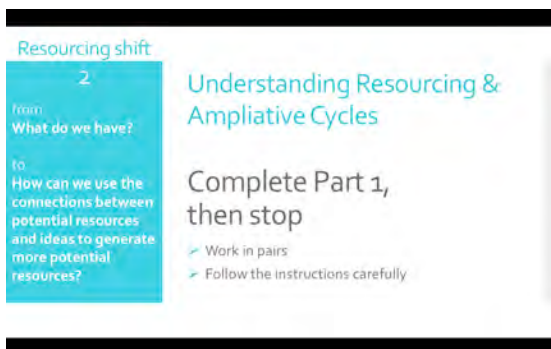
Slide 7: A “resource” is anything that helps us enact a “schema”

- In this slide, we began the discussion around how we change resource from a noun into a verb. A significant part of how this occurs is by changing the premise of the question from “what do we have” to “what can we do with this?”
- The resource is both the action and the “thing” created. For example, the orange doesn’t have an innate value to it. It is the action that we bring to it that creates the value for it.
- Value is assigned to things by the action that we bring to it.
- Action is consequential.
- Actions and structures are mutually constituted.
- The rocks in these images can be resources for protection and for building.
- The action and the structure create and recreate each other.
- “What can we do with this *now*?” becomes the question. It is about reconfiguring a new schema.
- Even if you have built something that appears very fixed, resourcing is about reimagining its use and value.

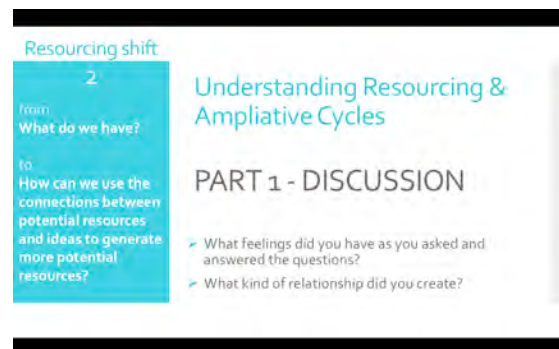
Slide 8: Resourcing shifts the question

- **Question (large group):** “What can you do with a computer?” [referring to the image of the computer on the slide]
- **Student responses:**
 - You can store information and things, and you can share.

- Prepare word sheets, documents, and presentations; create documents and share them
- Can play games on it
- Use it as a doorstep
- Can take it apart and use its parts for other purposes
- Could trade it for credit or a newer computer
- Create pictures and art
- You can puzzle over to find out why there is only one red button
- You can use this computer to teach history
- You can hollow out the monitor and make it a fishbowl
- You can use it to teach more people
- You can use it to defend yourself
- Use it as a heater
- Use it as a lamp
- Can put a blanket over it and use it as a decoration
- Use the floppy as a coaster



Slide 9



Slide 10

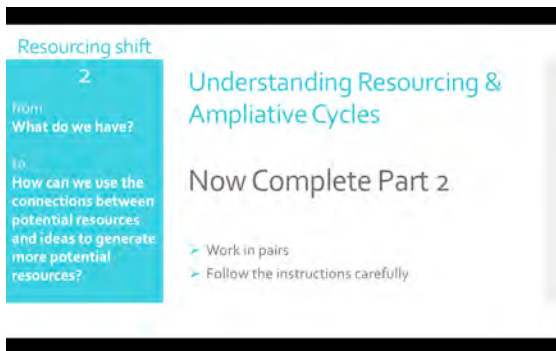
Slide 9: Resource shift 2: Understanding resourcing & ampliative cycles

- **Activity – Prompt:** “Take your handout, work with one person next to you. Follow the instructions as closely as you can. Work in pairs. Stop when you’re done. Once the room gets quiet, wait for the next set of instructions.”

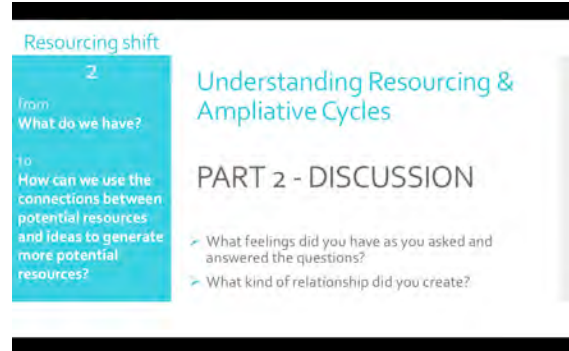
Slide 10: Resource shift 2: Understanding resourcing & ampliative cycles

- **Debrief in pairs: Prompt --** “What I would like you to do next is discuss this. As your partner was doing the activity, what types of feelings did you have as you asked and answered the questions? What kind of relationship did you create? Go ahead and talk to your partner.” *After students have discussed, then we prompted them to:* “I want you to put a bracket around that experience. Now can a few of you share some of your thoughts?”
- **Student responses:**
 - I enjoyed that it was dichotomous because it allowed me to make quick decisions but my partner did not like the dichotomous nature.

- We both talk in class a lot about POS stuff, but we don't usually talk about other stuff like what kind of music do you like. It gave us a chance to get to know each other.
- I liked talking about this but I felt like I wanted to justify my answers and I wanted to explain myself.



Slide 11



Slide 12

Slide 11: Resource shift 2: Understanding resourcing & ampliative cycles

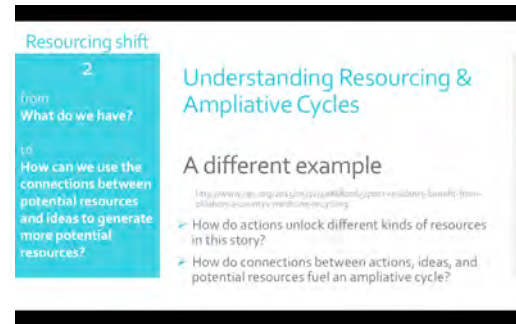
- **Activity: prompt --** “Now turn the paper over. Now follow the instructions on part 2. Keep time and follow the directions closely so each of you has time to talk and share.”

Slide 12: Resource shift 2: Understanding resourcing & ampliative cycles

- **Debrief in pairs:** “Debrief with your partner. How did it feel to be able to ask open-ended questions? What type of relationship did this build?”
- **Student responses:**
 - It was a lot more energizing. It got him excited and me more excited to be able to ask more questions.
 - It was much more generative. I got to learn about something that was important to her. I got to know her on a higher connection level.
 - It allowed us to showcase what was important to us.
 - Alex and I thought this was harder to do because it was so open ended, whereas the other exercise was much more efficient.
 - This does require much more effort. You have to think about a specific story, and your partner has to think about questions.
 - It provided an opportunity to share an intimate story, and I was very grateful for it.



Slide 13



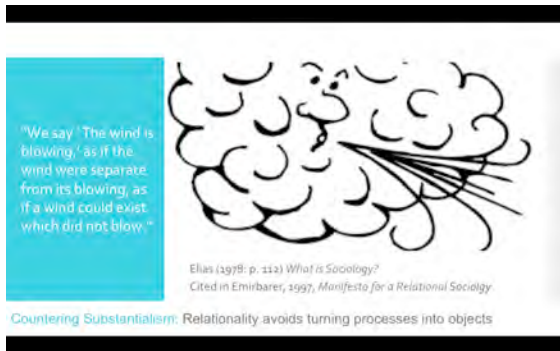
Slide 14

Slide 13: Resource shift 2: Understanding resourcing & ampliative cycles

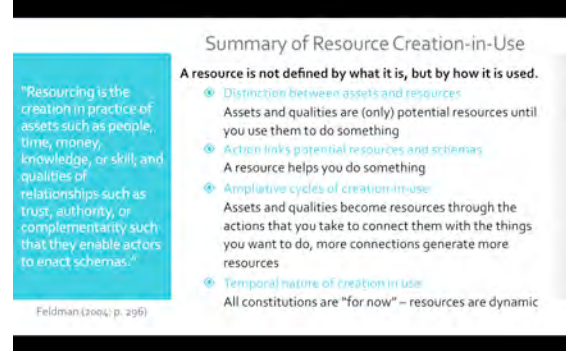
- Drawing from this activity, thus far, we began to see how we build norms and ways of interacting every time we repeatedly interact. Therefore if we build our relationship on sharing stories that are more intimate, it created norms and creates a set of expectations.
- If we figure out ways to do things differently, we create opportunities for possibility.
- **Activity (discussion): prompt** -- “Reflecting on your own workplace, think about the activities you just did. Did it help you see anything different about structures of interacting?”
- **Student responses:**
 - I can’t tell you what type of music my co-workers listen to, but we do have very strong relationships based on intimate stories. This is the type of work environment that I want to be working in and that gets me up in the morning.
- **Key concept:** Positive emotion can be a resource that can be amplified and generated through intimacy in relationships.
- **Student Question:** *do you need the words to convey the resourcing? Or are there other ways to convey the emotion or ways of getting to know each other?*
 - **Response:** Yes, the patterns in their behavior build social norms and expectations for the relationship. The normative patterns and expectations become so strong over time and can be built in a variety of ways.

Slide 14: Resource shift 2: Understanding resourcing & ampliative cycles

- If time permits, this is an additional exercise that can be implemented. In our session, this slide was skipped.



Slide 5



Slide 15

Slide 5: Countering Substantialism

- After our in-class exercises that helped us better understand how to make resources (nouns) into resourcing (verb), and after understanding the relational power involved, we returned to slide 5 that introduces some of the challenges involved in this work, most prominently that “rationality avoids turning processes into objects.”
- Life is always in motion, and resource are always in motion.
- This cartoon shows how wind is something that exists in action (not in inaction). This is similar to resourcing. It does not exist without the action component of it.

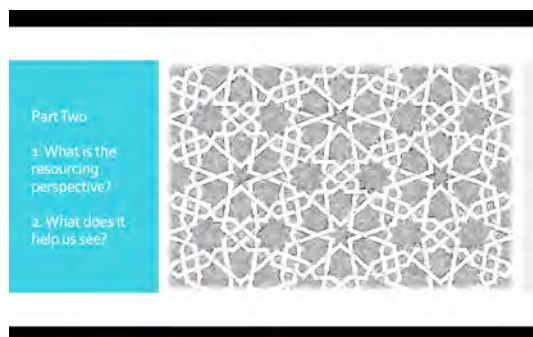
Slide 15: Summary of resource creation-in-use

- This slide can vary in presentation options. If time is limited, this is a slide that can be skimmed over. In our class, it provided the opportunity to share a bit more about Feldman’s work around resourcing.
- Martha Feldman and her doctoral student teams have conducted research for over 15 years in Grand Rapids. Their work is around resourcing. They look for ways that civic participation is generated in this city. As budget cuts came along for the city, they conducted a really similar exercise to learn about city participants’ values and interests. But the way they practiced city resourcing contradicted this effort and created many angry community members. The city council invited all of the angry members to join an advisory group and turned the power over to them. They were reversing the schema that had previously been in place. The city council asked themselves “What do we have? And what could we do with this?” And over time they were able to re-resource the schema for the city of Grand Rapids.
 - A major lesson here is that as a manager what we are intending isn’t always the way it is received. So how can we switch the schema? How can we turn to resourcing?
- When you do not assume that things are stuck or are limited, rather that they are fluid and flexible, then the possibilities open up.

[BREAK 7 minutes]

Slide 15: Summary of resource creation-in-use (continuation)

- If you like academic work and want the technical definition of resourcing you can find it in Feldman (2004, p. 296)
 - The definition is displayed on the slide.
- A resource is not defined by what it is, but by how we use it.
- Ampliative cycles are generative upward spirals. As a leader you have the opportunity to create ampliative cycles.
- In the world of sustainability, where we need to be able to do more with less, this is a radical perspective for transformation for the world. Today, management tends to see things and teach about resources as fixed. This is a way to completely transform this perspective.
- We are often taught about how stuff has to fit and that resources are fixed is based in an equilibrium view, but POS is about creating a dynamic view. This opens up the possibilities for the future, as the resources are not fixed rather there is action put behind the resource to amplify its value.
- A way to think about what we already have and how we could use it differently.
- This is about how to create and how we act and react on a micro-basis is what we want to take place at a macro level. What happens at the individual level – we want to generate that and create it at the collective level and enhance at the collective level.



Slide 16



Slide 17

Slide 16: Part 2: 1) What is the resourcing perspective? 2) What does it help us see?

- This slide primarily serves to transition the discussion to the second part of resourcing.

Slide 17: Resourcing shift 3

- At this point in the session, we moved into the discussion on the resourcing shift.
- To lay this foundation, we should first consider the difference between dichotomy (two opposed things) to duality (holistic interrelation of seeming opposites).
- When resources are limited, we have to give up one for the other. In resourcing, we do not have to give anything up. It is more of a “both and” view.

- Scott Sonenshein (2014) is a Ross graduate. He wrote a story about a retail organization that wanted to grow but was faced with many resource restrictions. Usually these organizations that grow generally deplete innovation. In this type of organization (similar to school districts) function in a dichotomy of centralized control versus localized control. By resourcing this organization was able to innovate and create a “boutique store” feeling. It recreated the relationship between central and local control. It moved away from an “us-them” dichotomy.

Slide 18

Slide 19

Slide 18: Resourcing shift 3

- Any time we encounter one of these dichotomous trade-off, we are encouraged to think about how to resource.
- In order to have ample time for the final activity, we skimmed through this slide and transitioned to the activity.

Slide 19: Resource your pop-up shop

- **Activity:** “Let’s create 6 groups by counting off by 6. Reconfigure yourselves into your new groups. Think about how you are going to resource your pop up shop. You will get a ship drop of materials that you will have to sell. After some discussion, when I announce, you will be able to use your \$48 Rosa bucks for shopping. Each person will have his or her own \$48 to spend on shopping around. We are the centralized control that will drop ship your materials. Betsy will be our banker. The shop that makes the most money wins the honor of the class.”

Resourcing shift

3

from
Dichotomy
(two opposed things)

to
Duality
(holistic interrelation
of seeming opposites)

Pop-Up Shop Debrief

- What potential resources did your actions put to use?
- What potential resources did you leave unused?
Consider material, financial, social, emotional, cognitive
- What structures did your actions create on your team?
- Would you be able to create an ampliative cycle over time? How?
- Can you see anything new about how "centralized" and "localized" are 2 sides of the same coin?

Slide 20


Resourcing shift

3

from
Dichotomy
(two opposed things)

to
Duality
(holistic interrelation
of seeming opposites)

How does a billing unit reduce errors it doesn't make?



The Practicality of Practice Theory
(Feldman & Worline, 2016)

Slide 21

Slide 20: Resourcing shift 3: Pop-up shop debrief

- Debrief** -- *After the shopping period*: "As a team, give yourself a resourcing score. How well did you resource your pop up shop? What resources did you use well? Which resources could you have used better? Discuss as a team."
- Follow up question**: *For the winning team*: What was your best technique?
 - We created party packs.

Slide 21: Resourcing shift 3

- If time permits, this is a discussion that can be facilitated. In our session, this slide was skipped.

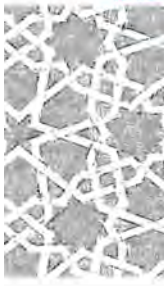
Resourcing Take-Away Ideas



- Resources aren't static
- Switch from noun to verb is meaningful, action creates resources by putting them to use for a particular schema
- Connections between schema, actions, and potential resources are generative
- Ampliative cycles come from finding new connections
- Positive or innovative managerial practices often involve challenging dichotomies or tradeoffs in ways that allow us to put new resources into use

Slide 22

Resourcing questions that catalyze change



- What are the things (very broadly construed) that exist now (including events, frames and stories, points of view, people and groups, technology) that are not being used, which we might somehow put to use for our aims?
- As we put new things to use, what are those things connected to, and how can we adjust our actions or ideas so that we put even more things into use?
- How could we change our activities or borrow practices from other parts of work and life to make even more things even more useful for our aims?

Slide 23

Slide 22: Resourcing take-away ideas

- If time permits, this is a slide that can be talked about in-depth (if need be, as questions may still linger). However, as was our case, when time is limited, this is a slide that can serve to summarize the main highlights from the session.

Slide 23: Resourcing questions that catalyze change

- This slide opens the possibility for students to begin to imagine how they can implement resourcing strategies into their daily activities.

- In addition, this slide introduces important questions in thinking about how to resource in any organization.
- We discussed the three highlights on the slide. Monica helped the students understand these highlights by applying the techniques that the teams used in their pop-up shops to illustrate these highlights.

Wrap up

- Students we asked to please fill these out the reflection cards similar to how they did for Bob.
- (One side) What did you find most useful? (Other side) What was most inspiring?



MO 455/555: Foundations in Positive Organizational Scholarship

Session 10 (2/16/16)

Instructor: Jane E. Dutton

Facilitator: Betsy Erwin

University of Michigan

Teaching Note – Prepared by Aurora Kamimura
University of Michigan

Engaging Positive Change

Guest presenters: Fritz Seyferth & Jim Richardson

Communication via Canvas Between Session 10 & 11:

- Messages sent separately on 2/15/16:

“Tomorrow, in the second half of class we are fortunate to have Fritz Seyferth here to share his wisdom as a successful consultant and executive coach (see <http://fritzfsa.com/>). He will need you to read the response from members of an organization that he has worked with and transformed. He asks you to read through the employees' responses and be prepared to address: 1) **From the Employee Feedback, what do you see as the main problem?** and 2) **What might you suggest management do to improve employee morale (and flourishing more generally?)**”

“Here are quick links to the files you'll need to read in prep for Fritz's visit: (1) [16.01 DUTTON MBA CLASS CLIENT INFO from Fritz S docx.docx](#) and (2) [AI INTRO from Corporation for Positive Change.docx](#).

You can also find the readings in Modules > Under the heading "Session 11 (2/16) Engaging Positive Change"

Videos and materials needed:

- Video – David Cooperrider Speaking about Appreciative Inquiry (<https://www.youtube.com/watch?v=n9yCJxtLMnM>)
- Video: Dawn, a Hastings employee (link is embedded in slide 13)

Description and flow of the class:

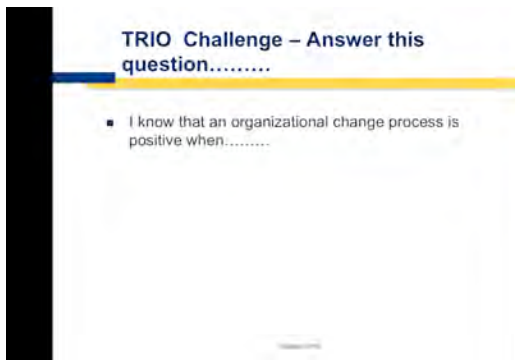


Slide 1:

- This first slide provides an opening to introduce the day's topic and/or provide a broad overview as to how the topic fits into the larger scope of the class. We began class by sharing that today's session is a little bit of a continuation from the last session, as we transitioned into positive change. In addition, engaging positive change also feeds from the Ross case study.
- We had two guests join us for our session, Fritz Seyferth and Jim Richardson. Our instructor taught the first half of the class, and Fritz taught the second half.
- Our instructor introduced both of our guests and a bit of their connection to this class and UM. Fritz is a Michigan person through and through. He played football for Michigan, and worked for many years in Michigan Athletics.
- Jim Richardson was the women's swimming coach for many years here at Michigan.
- Fritz wanted to understand excellence, therefore he investigated this by studying coaches who win at the highest levels versus coaches that simply win a lot. Jim was one of the coaches he worked with on this study.

Slide 2: Game plan

- This slide introduced the two major topics that would be covered.
- The first part of class focused on "what is positive organizational change?"
- The second part of class looked at how to "make it real," putting positive organizational change into action.



Slide 3



Slide 4

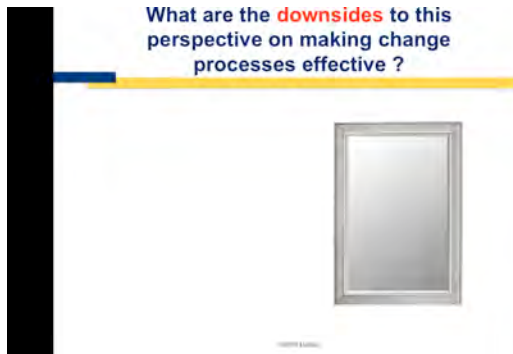
Slide 3: TRIO Challenge – Answer this question...

- **Activity: TRIO challenge – prompt:** “Get into groups of three and discuss the following prompt: ‘I know that an organizational change process is positive when...’”
- **Debrief:** “Can we get some ideas about how you completed the sentence? How would you know if a process is positive?”
- **Student responses:**
 - Compassion exists
 - When they don’t feel threatened
 - The process is positive when those involved in the process have a voice to affect the process.
 - When people are complaining it’s a good thing because they feel comfortable to be vocal. We should worry when people are quiet.
 - When people are actively engaging and supporting the change.
 - When it makes things easier for everyone. Effectiveness is high.
 - If there’s some kind of vision.
 - It’s what leads to learning or growth.
- **Key concepts:**
 - We can infer that we will get positive outcomes (like effectiveness) when the process (i.e., compassion exists, not threatened, etc.) is positive.
 - A healthy organization experiences a full range of emotions (not simply positive emotions exist).
 - A process is positive if capabilities of individuals and the organization are enhanced.
 - There are multiple ways to think about the process of engaging positive change. Therefore it is very typical to think about this process and the outcomes in a variety of ways.

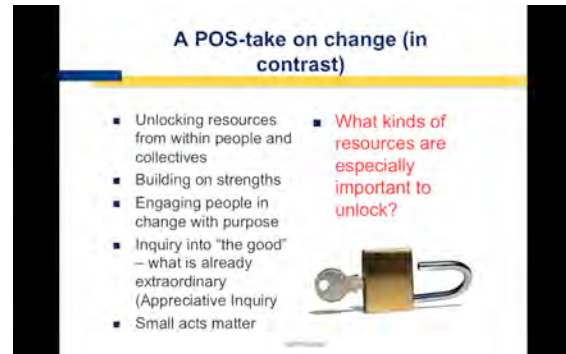
Slide 4: The typical way of thinking about organizational change processes

- This slide allowed us to introduce the discussion regarding the ways that organizational change processes are traditionally viewed in the literature.

- Organizational change tends to focus on upper leadership. Often times there is a top-down process envisioned. That is the dominant story of what organizational change looks like.



Slide 5



Slide 6

Slide 5: What are the downsides to this perspective on making change processes effective?

- Question prompt:** “What’s the downside of this perspective of organizational change?”
- Student responses:**
 - Limited possibilities
 - Suppresses innovation
- Activity: prompt** --“Look into this mirror (that I’m showing around). I’m going to ask someone to come up to this mirror and sing into the mirror...in a baby voice. (pause) No I’m not going to make you do that! What was your first reaction when I said that?”
- Student responses:**
 - Scared
 - My heart sunk
 - A little nervous
 - Excited to see someone actually do that, so long as it’s not me.
- This was a brief exercise to get students to “feel” more about change. People like certainty, so when we are working with positive change there will still be some anxiety.
- A primary question to ask is: So what does that mean for the change process?
- When we have people that are scared but they can vocalize the reason why they are scared, asking why they are scared sends a message of care.
- This is not to say that the dominant perspective about organizational change is wrong. It is just that it more often puts people in a more defensive and less empowered position

Slide 6: A POS-take on change (in contrast)

- In an effort to ensure that all four of the bullet points were shared, we read through them briefly as we turned to this slide. If time permits, this is an opportunity where concrete examples of each can be shared to help students better understand the concepts.
- **Key concepts:**
 - Positive change is about unlocking the resources from people within.
 - It is about inquiry into the “good”. One way to do this is through appreciative inquiry.
- **Activity: Prompt** -- “What kinds of resources are particularly important to change processes?”
- **Student responses:**
 - Knowledge of strengths and exercising the strengths of the team
 - Capitalizing on the perspectives of new employees. They bring in a new and fresh perspective.
 - Your employees and more specifically the employees that are change agents -- the ones that are well-respected and well-connected in particular.
 - Passion and energy within individuals and the organization
 - People’s ability to be flexible.
 - Humility – in order to ask for help.
 - Humility and humbleness creates spaces where people can be more authentic.
 - Trust which is developed through transparency.
- **Key concepts:**
 - Adaptability and flexibility is a resource. This can be an individual quality, but also can be a group or organizational quality.
 - Stronger capabilities take the organization into a zone of broader possibilities.

So what do Golden-Biddle and Mao tell us?

Positive change = change processes that foster the development of people and local capability

- Acting with compassion– what would that mean in a change context? (in the Pos Pillar case)
- Fostering agency– activating people’s capacity to be empowered and make a difference (in the Pos Pillar case?)
- Sustaining cultural continuity– Making meaning where what is existing is continuous from the past into the future (in the Pos Pillar case?)

Slide 7

Let’s listen to David Cooperrider

- What resonates for you? <https://www.youtube.com/watch?v=n9yCJxtLMnM>
- What nuggets are useful for thinking about change?




Slide 8

Slide 7: So what do Golden-Biddle and Mao tell us?

- This slide allowed us to connect the concepts back to scholarship. We focused primarily on Golden-Biddle and Mao for now.

- We discussed the three different ways in which these scholars talk about positive change: 1) acting with compassion, 2) fostering agency, and 3) sustaining cultural continuity.
- The main question to think about is: “How can you make meaning of the change in a way that can connect it to their experiences will create more positivity?”
- The Ross case study demonstrated the enduring nature of the organization and the sustainability in moving forward.

Slide 8: Let’s listen to David Cooperrider

- This slide moved us into hearing about positive organizational change from the voice of another scholar – Cooperrider.
- Cooperrider is the main thought-leader on appreciative inquiry. He’s an organization development scholar, who looks at organizational change.
 - He began his work by asking the group he was studying a different set of questions, and he noted that the way he asked the questions brought out a different sense for the case studies.
 - David is literally changing the world.
 - He is working internally with organizations to create global change.
 - He helped develop a masters program on positive organizational development at Case Western.
-
- **Activity: Video** – David Cooperrider Speaking about Appreciative Inquiry **prompt**—“What nuggets are useful for change when we listen to him?”



Slide 9



Slide 10

Slide 9: Importance of trusting in positive organizational change

- This slide highlights one of the primary resources that is necessary for positive organizational change to be effective – trust.
- **Activity: prompt** – “Come down and pair up with someone. I want you to chose a leader in the pair, and I want the leader to raise their hand.” Then pass out blindfolds to all the leaders. “Followers are going to lead the leaders. Followers

are going to very ethically lead them. Now follow me outside for about 7 minutes.”

- Our instructor walked in front of them and asked the pairs to follow her. She walked around and through the lobby and into another classroom.
- Once the students return to the classroom, she instructed them to “stay with your partner. Once you’re inside you can take your blindfold off.”
- **Debrief: Prompt for pair-share--** “What I want you to do is...leaders think about one piece of feedback to the follower that they did that helped you trust them. Share this piece of feedback with them.”

Slide 10: Why is trusting so important for positive organizational change?

- **Debrief large group:** “What would be the implications of this trust that was experienced for what would be important for organizational change?”
- **Student responses:**
 - Lindsay was really confident that it was going to be ok. Communicating the confidence in the change process.
 - Transparency was helpful. The updates on our location and where we were going were helpful.
 - Kevin not only knew where we were, but I also told him about obstacles, I allowed him to touch the obstacle and we both acknowledged that an obstacle existed.
 - Physical support – having her physically hold my hand – paired with the relationship that was built outside of the class really helped.
 - Appreciating how important it is to have a person’s trust.
- **Key concepts:**
 - Trust comes with a large amount of responsibility.

[BREAK]



Slide 11



Slide 12

Slide 11: Let’s get real talk about change: Fritz Seyferth

- At this point in our session, we turned the attention over to Fritz for his presentation.

Slide 12: What would you do for this company?

- **Activity: Prompt:** “Now that you’ve done the reading, from the employee feedback, what do you see as the main problem?”
- **Student responses:**
 - Disconnect
 - Lack of respect
 - Lack of training and mastery
 - The equipment of the facilities reflects the value of the employees
 - Lack of clear vision of what the company is trying to do – lack of clear direction
 - Everything was run on the end of the month schedule which created an inconsistent work flow
 - A theme of waste (i.e., wasted time)
 - Employees didn’t understand why their work mattered
- **Follow up question:** “Was anyone surprised to read this?”
 - He noted that no one in class raised their hands, and he affirmed that the case they read is not unusual.
- **Follow up question:** “So if you worked at a place like this, or you were a consultant, what would you suggest for the management to do to improve the morale?”
- **Student responses:**
 - Remove the physical barriers
 - Take a couple leaders from each department and have them join in on management meetings; maybe the floor could elect the person/leader so they could feel represented
 - Do some kind of 360 review of how the managers are viewed
 - Immediately give the employees a quick win – immediate feedback on progress
 - Respond to their immediate needs, like painting the facility, by showing progress
 - Implement a method where people can express gratitude – some kind of appreciation that do not require monetary rewards
 - Engage the influencers
 - Create a problem-solving process where feedback on problems can be given and responded to quickly
 - Leaders need to take ownership of the problem and what they’ve created.
- **Follow up question:** “Why do you think it is this way? Why do you think this company operates this way? Why do you think they treat each other this way?”
- **Student response:**
 - Efficiency is a priority.
 - It’s easy in these types of companies to see people as commodities and see people as dispensable.

- Past experience in companies similar to this one, they implement from their experience. This is all they know.
- It's unionized environment so it creates an "us versus them" mentality.
- In top-down authoritative perspective, egos get in the way of leading.
- **Follow up prompt:** "Looking at it from the management perspective, why do you think they think they are doing the right thing?"
- **Student responses:**
 - Lack of purpose
 - Lack of investment
- At this point, Fritz described the background to the company and the change in leadership along with the financial challenges they faced. This background was provided to help students better understand how this company ended up in the current situation.
- He shared that in order to turn the company around, they decided to work on "improving the quality of life"
 - In doing so, they closed a division of a product that was not selling and created internal issues.
 - They did not lay anyone off in the closing of this department. They found them jobs in other areas of the company.
- **Question – prompt:** "So of the things that you mentioned (ways to improve morale), what would you actually implement?"
- **Student responses:**
 - Now that you've shared background on how long many of these employees have been there and that they've lost salary for the past 13 years, I wouldn't do any of the things that we talked about. I would find a way to "invest" in the employees.
 - I would actually probably start on initiatives by having face-to-face interactions and use appreciative inquiry to show value of the employees.
 - I would have the managers follow some of these floor leaders and show that they trust their experience and knowledge, by learning from them.

So what do Golden-Biddle and Mao tell us?

Positive change = change processes that foster the development of people and local capability

- Acting with compassion— what would that mean in a change context? (in the Pos Pillar case)
- Fostering agency— activating people's capacity to be empowered and make a difference (in the Pos Pillar case?)
- Sustaining cultural continuity— Making meaning where what is existing is continuous from the past into the future (in the Pos Pillar case?)

Slide 7

Dawn
47 Year Employee who has seen a lot



©Dawn 2016

Slide 13

Slide 7: So what do Golden-Biddle and Mao tell us?

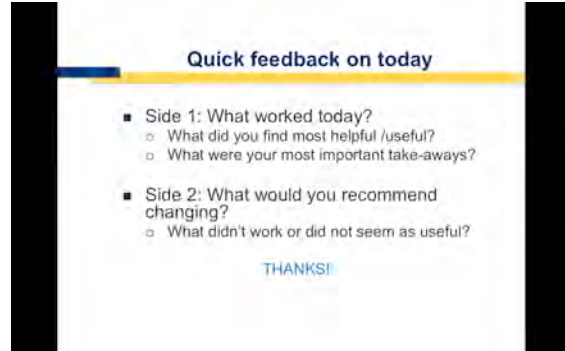
- At this point in the session, Fritz returned to Slide 7 and shared more on this case study.
- Our philosophy is “when you are at your best what does that look like?”
- The employees just wanted to be proud of the place they worked. When they asked the interviewees if they had anything else to add that they hadn’t been asked about, consistently they responded: “help us ship products that represents who we are when we are at our best.”
- When we train managers, we train them to become the best self/leader they can be. But often times there is dissonance between the organizations and who the leaders are when they are at their best.
- Our organizational purpose in life has to be about serving others. It has to be about giving more than we get back.
- You need to take care of people so they can trust you.
- Identity is developed by working through these questions: “What are our guiding principles on what we stand for (what are our values)? Where do we want to go (what is our vision/purpose)?”
- They have a philosophy that “we are all on a journey through the jungle of life.”
- Their philosophy instills a sense of “I am being prepared for something larger in life, and we have to take advantage of all opportunities that are presented – we must have a growth mindset always!”
- Opportunities are not as random as we are all led to believe, especially if we have a growth mindset that all activities/opportunities are part of a larger plan.
- If we do not have a template for what we look like at our best as an organization, we will end up hiring the wrong people. Most organizations have about 10-20% employees that are a wrong fit, and they undermine the positive change process.

Slide 13: Dawn – 47 year employee who has seen a lot

- Fritz introduced a video about one the employees from this organization, Dawn, who has been through many cycles of change throughout her 47 years of employment.
- **Activity: Video:** Dawn, a Hastings employee
- **Debrief:** Life is about energy, and it is about being energized when we come to work. A person who is not engaged, do not process the company’s problems in their subconscious because they have checked-out. So the organization loses out on hundreds of people subconscious energy as a resource.



Slide 14



Slide 15

Slide 14: (message from Dawn)

- Fritz shared an electronic message from Dawn as an example of the way that positive organizational change was affecting her.
- He mentioned that one of the highlights of working with this organization pointed back to the fact that the CEO is not college educated and is dyslexic, yet he is an outstanding leader.

[At this point, Fritz opened the session up for questions from the students.]

Questions from students:

- Level 1 is about taking care of yourself. So how do you shift from stage 1 to serving others?
 - *Response:* It can't be about the individual, it has to be about something bigger that is compelling.
- So you've talked about working with organizations for 2 years. Do you ever work longer with organizations or for less than two years? Why?
 - *Response:* Every meeting at this organization starts with a story about what we look like at our best. This moves from seeing toward feeling "what fit is." It takes two years to move from "seeing" to "feeling."
 - The inverted pyramid shows that the most important and critical information/knowledge flow is with the employees that do the work, and manager need to recognize that.

Slide 15: Quick feedback on today

- This slide helped us wrap up the session. In a similar way to other sessions when we had guest presenters, we asked students to fill out their index cards providing information on what they learned, and what was most inspiring.
- We also reminded students to bring a hard copy of their map and at least 6 copies to share to class on Thursday.



MO 455/555: Foundations in Positive Organizational Scholarship

Session 12 (2/18/16)

Instructor: Jane E. Dutton

Facilitator: Betsy Erwin

University of Michigan

Teaching Note – Prepared by Aurora Kamimura

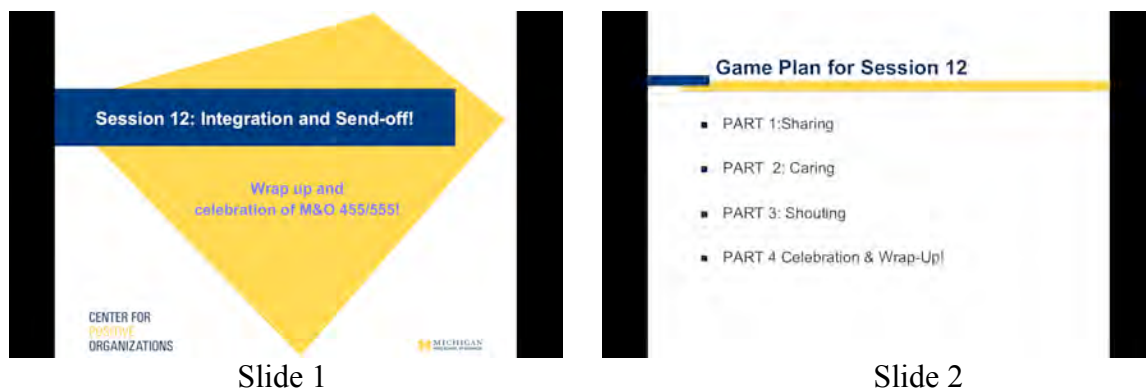
University of Michigan

Integration and Send-Off: Wrap up and celebration of M&O 455/555

Videos and materials needed:

- Video: “What’s your big regret?” [by Strayer University]
(http://aplus.com/a/clean-slate-blackboard-experiment?c=7434&utm_campaign=i102&utm_source=a92158)
- Video: “Take a Seat and Make a Friend” [Soul Pancake]
(https://www.youtube.com/watch?feature=player_embedded&v=HfHV4-N2LxQ)

Description and flow of the class:



Slide 1

Slide 2

Slide 1:

- This slide provides an opportunity to open and set the tone for the session.

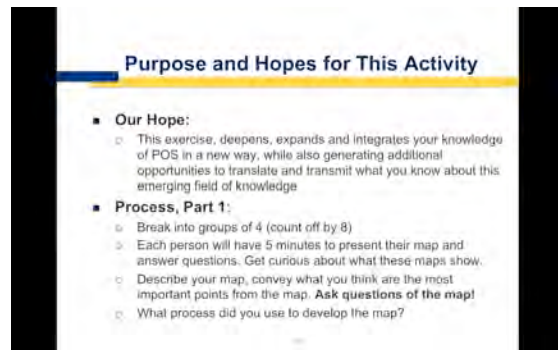
- We began by acknowledging that this was the last class, and that today was much more of a celebration.
- We also took this moment to provide some last minute administrative updates regarding final assignments.

Slide 2: Game plan for session 12

- This slide can help provide a guide for the session. We used this slide to briefly share the broad agenda for the day.
- Today's session was split into four primary parts:
 - Part 1: Sharing of the maps
 - Part 2: Caring
 - We will watch 2 final videos.
 - Part 3: Shout out
 - This will involve taking a picture.
 - Part 4: Celebration and wrap up!



Slide 3



Slide 4

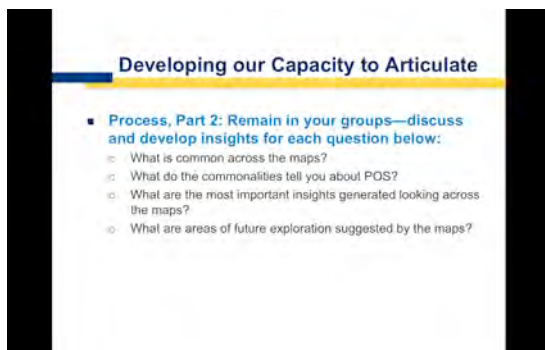
Slide 3: Sharing and articulating POS for yourself

- In an effort to quickly move toward the main activity for the class, we utilized this slide as an introduction for it. Since the activity is based in students sharing their maps with each other, this slide's graphic can help provide the transition into the activity.

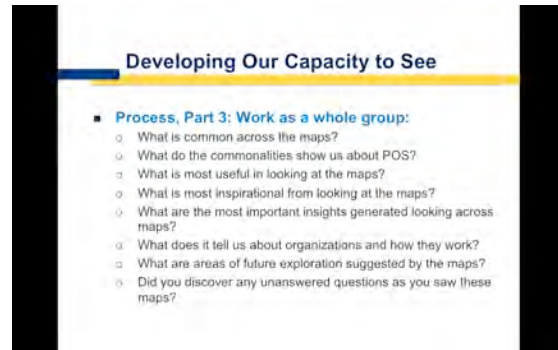
Slide 4: Purpose and hopes for this activity

- This slide provides a window to share the purpose and desired outcome for the activity.
- Our hope for the map exercise is that it will help us use and retain the information we learned more readily. The exercise deepens, expands and integrates our knowledge of POS in a new way. This helps us learn how to talk about ourselves and our maps.
- **Activity: group sharing of maps:** "Break out into group of 4 or 5. We will do this by counting off by 8 (to form 8 groups of 4 or 5). Each person will take about 5

minutes to present their map and answer questions. Feel free to ask each other questions and get curious about what the maps show. During your 5 minutes, describe your map and share what you think is most important. Others are to ask questions about the map. Also take time to share the process that you used to develop the map.”



Slide 5



Slide 6

Slide 5: Developing our capacity to articulate

- **Activity: Process, Part 2:** “Remain in your groups – discuss and develop insights for each question [posted on the slide]:
 - What is common across the maps?
 - What do the commonalities tell you about POS?
 - What are the most important insights generated looking across the maps?
 - What are the areas of future exploration suggested by these maps?

Slide 6: Developing our capacity to see

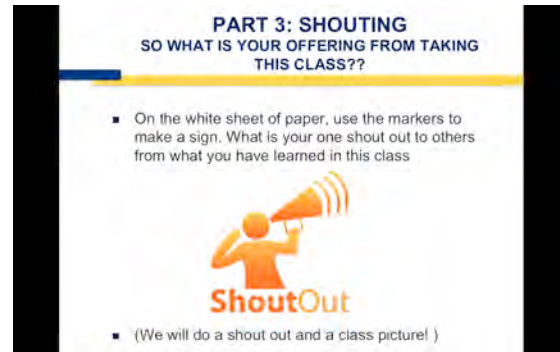
- **Debrief (large group): Process, Part 3 -- prompt--**“What were some of the main themes across the maps?”
- **Student responses:**
 - We all had an aspect of resourcing and seeing other people and ourselves as dynamic entities. We all portrayed it in a different way, but it was part of all of our maps.
 - We talked a lot about growth of the individual and the organization, both from a nature perspective and student perspective. We correlated it the growth of the POS field and people growing.
 - We had a full nature theme. What was common was how different they all were, but they all came from things that we are all passionate about outside of this class.
 - One thing we said was that it shows how applicable the field of POS, and how there are many ways to foster a POS organization.
 - In our group we really had very different things but we were all drawing on our experience from something that helped us grow (i.e., sport, music,

nature). The way that we mapped out was based on something we are passionate about including mapping on sheet music.

- There's always an aspect about how this affects others and how there's always an aspect of a common purpose. This is an integration of self and other. This could cultivate our resourcefulness.
- **Follow up question:** "What's most useful about the maps? Or what's most inspirational? When you looked at people's maps what was your first reaction?"
- **Student responses:**
 - They were all so unique, and these maps were so helpful. Yesterday I had to explain this class to someone and I pulled out my map and walked my way through it.
 - Inspiration and usefulness
 - There were aspects of how a person's ideas or feelings about the class changed, while others zeroed in on one aspect or used a more holistic perspective.
 - People had things on their maps that were deeply meaningful, and that was impactful for me. The sharing of that was personally impactful and deeply meaningful. We had deep feelings throughout the sharing process.
 - It was interesting to hear everyone's artwork, but our group always asked very generative questions that drew out how much personality was behind the image. The generative questions allowed the maps to come to life, as we got behind the surface of the images.
 - If you don't know what something looks like, it remains very fuzzy. This exercise of putting our learning into a picture was a great learning process. It made some fuzzy concepts more concrete and helped us explain the concepts better.
 - This counters slightly that things are more meaningful to us. As we were looking and sharing it was neat to see how we found little pieces of meaning in each other's work that unveiled a lot of commonality. It works really well to see little parts of ourselves in each others' work. This is about seeing the common humanity. It's a reminder of our commonalities.
 - I was looking at this to see how this works in organizations and what we could draw from this exercise. As we were sharing it made me think about decision-making and the fact the certain pre-conditions have to exist. In my group, many others in my group thought of it as a map with steps to take to get there, while I thought about it more conceptually.
- **Key concepts:**
 - There was a reflection provided regarding the three ways this exercise has been interpreted: conceptually what POS means, mapping of the meaning, map as steps to take conceptually.



Slide 7



Slide 8

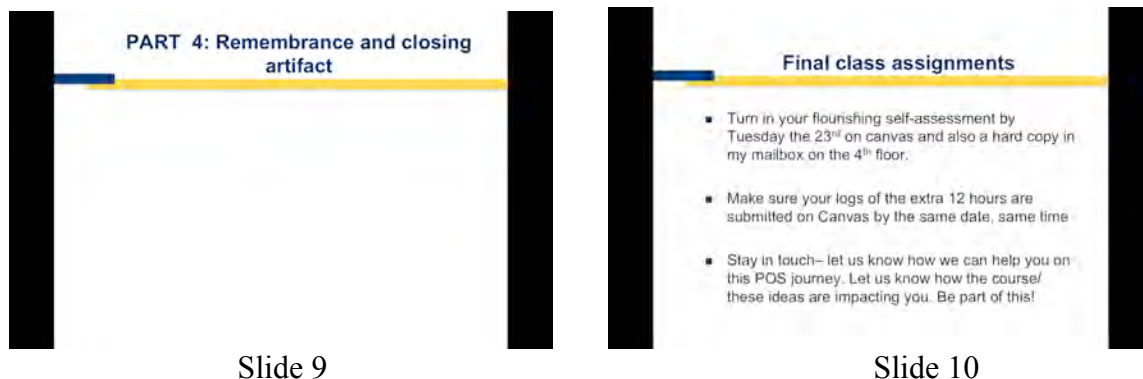
Slide 7: Part 2: CARING (and some final videos of course)

- This slide allowed us to provide lessons and suggestions for living in a more positive way.
- One of the take-aways is that every day is a clean slate. Here's a video to exemplify this on our last day. **Activity - Video: What's your big regret?** [by Strayer University]
 - One main take-away from this video refers to the negative impact regret has on our lives. This video encourages us to not live in regret and to take advantage of every day as a new opportunity.
- This is a reminder that for every person there is a potential for a HQC. **Activity - Video: Take a Seat and Make a Friend** [by Soul Pancake]

Slide 8: Part 3: SHOUTOUT (So what is your offering from taking this class?)

- **Activity: Prompt** --“You should have a pen or a marker and a piece of paper. What I want you to do is use your marker, and what is your one shout out to others from what you learned in this class. What is one thing you would shout out? Then we are going to shout it out at the end.”
- **Follow up prompt**--“The shout out means that you are going to stand up and shout it out. It can be more than one word, just not an essay.”
- **Student responses:**
 - Be your best self
 - The B School can have positive feelings
 - You are all so full of life and potential
 - Surround yourself with positivity, it's contagious
 - Always try to view the glass half full
 - The importance of gratitude journals
 - Appreciation enriches everything
 - Shout out to being grateful
 - Spot strengths in others
 - Share love
 - Gratitude is a habit
 - Make HQC

- Unlock
 - Flourish
 - Positive people = authentic
 - Thank you being an amazing example of being a positive environment
 - Positivity comes in many forms
 - First moments matter
 - Express gratitude often
 - Meaning matters
 - Authentic reciprocity
 - Compassion – there is always pain in the room
 - Look beyond yourself
 - Don't settle for less than POS
 - You are worth it
- Part 3 ended with a group photo and everyone holding up their shout out card.



Slide 9: PART 4: Remembrance and closing artifact

- This slide introduces the closing exercise for the class – our class graduation ceremony.
- Each student received strengths-spotting cards. These are about encouraging us to see strengths in ourselves and in others. This is just an artifact as we send students off.
- **Activity – prompt:** “So come on down, and shake our hands and receive your strengths spotting cards. (And get a hug and a picture). We called each student by name and asked them to come down.”

Slide 10: Final class assignments

- Since this is intended as more of a logistical slide, we simply read through the bullet points.
- We acknowledged that this was the first, bigger, and 3 credit course offered for Foundations of POS. Each student really impacted the 4 of us (on the team).
- We encouraged the students to stay in touch.



Slide 11

Slide 11: Course evaluation

- We took at moment as we wrapped up class to remind students to please fill out and submit their evaluation for this course. We also reminded them of how valuable their feedback is to us.