



HRD 356
Introduction to Positive Human Resource Development
Human Resource Management Program
Spring 2016 Module 2 Credit Units: 2 units
Division of Behavioral and Organizational Sciences
Claremont Graduate University

Monday 7:00 – 9:50 p.m.
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Office Hours: Mondays: 5:00 – 7:00 p.m. and by appointment

The best way to reach me is via email.

COURSE DESCRIPTION

This 8-week overview course will provide an introduction to positive psychology and strengths-based perspectives, theories and methods that have been revolutionizing HR practice over the last few years. While historically, scholars and practitioners have been primarily concerned with what goes wrong in organizations and how to remedy problems, the positive approach focuses on what works, and how to capitalize on strengths. Accordingly, this course will provide an overview of topics such as strengths-based and positive approaches to talent management, performance management, training and development, job design and job crafting, employee empowerment, managing diversity, virtuous downsizing, and job satisfaction. This is a hands-on course and will involve active participation and discussion.

The main purpose of this course is to gain exposure on how to create an attractive corporate culture, increase employee engagement, infuse meaning into the workplace, cultivate openness to change, build trust, create sustainable performance, enhance employee well-being, and foster organizational flourishing. Drawing from positive psychology principles, this course along with the other courses in the Positive Human Resource Development concentration is designed to attend to the ever-changing market needs of the HR function to go beyond the administrative role of HR and actively cultivate and support a flourishing, positive organization.

COURSE OBJECTIVES

- (1) To develop a basic understanding of the theory, practice, principles, concepts, and language of positive psychology as it relates to HR topics
- (2) To help you articulate, introduce, and translate positive psychology principles in an organization's HR processes

- (3) To learn the techniques, tools, strategies, methods and processes used in positive psychology to improve an organization's HR function and develop its human resources
- (4) To develop the capacity to apply positive psychology principles and give you the opportunity to examine and receive feedback about your own behavior and determine whether certain aspects help or hinder your effectiveness. In addition, you will have the opportunity to practice new skills.
- (5) To further develop your analytical skills and to learn to effectively communicate your analyses, both in oral and written form.
- (6) In short, the ultimate objective is to enhance your individual and organizational skills so that you will be better prepared for a successful career.

COURSE REQUIREMENTS

There are NO PRE-REQUISITES to take this course. The format of this class is a combination of lecture, discussion and experiential learning. You must come to class prepared to critically discuss and integrate the material. Our classroom climate should be one that is supportive, inclusive, and conducive to learning. In this class, it is very important to be respectful of others' voices. Each class, you are expected to listen carefully to each other's insights and to offer your own insights into the readings. Our class will be an open learning environment through which our understanding of the issues will become enriched by multiple perspectives.

DISABILITY ACCOMODATIONS

CGU is committed to offering auxiliary aids and services to students with verifiable disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. To ensure that their individual needs are addressed, students with special needs are encouraged to contact the Dean of Students Office as early as possible. Additional resources can be found on the linked page (<http://www.cgu.edu/pages/1154.asp>).

ATTENDANCE

Students are expected to attend all classes. Students who are unable to attend class must seek permission for an excused absence from the course instructor. Unapproved absences or late attendance for three or more classes may result in a lower grade or an "incomplete" for the course. If a student has to miss a class, they should arrange to get notes from a fellow student and are strongly encouraged to obtain the missed material.

SCIENTIFIC AND PROFESSIONAL ETHICS

The work you do in this course must be your own. Feel free to build on, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are working with. You must explicitly acknowledge when your work builds on someone else's ideas, including ideas of classmates, professors, and authors you read. If you ever have questions about drawing the line between others' work and your own, ask the course professor who will give you guidance. Individual assignments must be completed independently. Any collaboration on them, unless expressly permitted, may result in an automatic failing grade and possible expulsion from the Program. *Additional information on CGU academic honesty is available on the Student Services webpage* (<http://www.cgu.edu/pages/1132.asp>). A useful resource for citing sources is <https://owl.english.purdue.edu/owl/resource/560/1/>

IN-CLASS BEHAVIOR

1. Please arrive on time.
2. With the exception of class discussions, talking during lectures and presentations is impolite.

3. Leaving during class is disruptive. Don't do it except for emergencies.
4. Please turn off cell phones during class. No texting during class.
5. Laptop computers may be used for note taking only!

ONE FINAL NOTE

If you find that you are having some trouble in class (e.g. with contribution, assignments, other team members, etc.), I want to know about it as soon as possible. I will do my best to help students who, despite a sincere and solid effort, are experiencing difficulty. Please DO NOT wait to share such problems at the end of the semester, or after you have received final grades. At that point, there is little I can do.

COURSE WEBSITE

We will be using the Canvas to host the additional readings. To log in:

1. Log into Canvas through the Student Portal
 - a. Open the Claremont Portal at <http://mycampus.cgu.edu/>
 - b. Type in your CGU username and password
 - c. Click 'Login'
 - d. Click on the "Canvas" icon at the bottom left of your Launchpad.
2. Click on "Courses" and choose "Introduction to Positive Human Resource Development" for Spring 2016
 - a. You will arrive at the course page: CGU HRD 356.1 SP2016 M2
3. Course materials are in the "Files" folder.
 - a. You can download all the files at once by clicking on the " " icon.

COURSE MATERIALS

There are no required textbooks for this course. All readings are posted on the course website and links to readings and resources are provided in the syllabus.

COURSE REQUIREMENTS

In attempts to accomplish the course objectives, students will be involved in a variety of learning experiences. The course format will emphasize lectures, discussions, in-class exercises, and assignments.

Text and Lectures - An outline of the lecture topics and associated course material is provided in the schedule below. Assigned readings should be completed in advance of the date designated for a particular topic since the lectures are designed to provide only an overview of the material. Classes should also be used to clarify any questions about the reading materials. Hence, much more will be gained from the lectures and in-class exercises if you are well prepared on the subject matter. **Please** don't let yourself fall behind in your reading assignments – it will be very difficult to catch up.

In class exercises - In-class experiential exercises will play a large part in this course. Group as well as individual experiential exercises will foster greater understanding and appreciation of the topics. To participate fully in these exercises, students should plan on attending all class sessions and plan to engage actively in class.

Participation & Attendance – You are expected to attend class and participate in exercises, ask questions, and make contributions to group discussions. You will be given points for attendance and participation.

Assignments -

1. **Strengths Analysis – 15 points – due Monday, 4/11.** Reflect and write down your top 5 strengths that you believe you bring to your workplace/organization/work. Explain and provide a brief summary for each of the strengths and how you demonstrate them at work. Next, take the Clifton Strengths-finder and note the top 5 strengths according to this test. Compare the strengths that you identified through your own reflection with the results of the Strengths-finder. Discuss whether you agree with the results. Why or why not? Your complete analysis should be at least 1 and ½ page, 12 point font, double spaced.
2. **Critical analysis – 25 points – due Monday, 4/25.** Find a published practice article or white paper on an HR issue presented from a deficit-based perspective. To locate one, you can peruse an HR website – e.g., HR.com, worldofwork.com, SHRM.org, HBR, etc. or any relevant HR magazine or trade publication. Briefly discuss and critique the issue presented. How would you use a positive psychology perspective to address the issue? What would your approach be? Why? What would the likely outcome look like? Provide a 2 page analysis. Submit on canvas, both the original article and your analysis paper.
3. **Essay or Blog -** You will formulate a problem/question of interest to you, on positive HR in general or in the context of a specific aspect or topic; critically review the relevant theoretical and research literature; and discuss one direction for future work on the topic. A half page topic proposal is due on **Monday, April 4th**. You will **present** the paper in class (15 minute presentation) on **Monday, May 9th**. The final publishable-quality essay or blog (about 5-6 pages) will be due on **Wednesday, May 11th**. More information will be provided in class. For samples of publishable scholar-practitioner essays, here is a newsletter from the Work and Organizations Division of the International Positive Psychology Association (IPPA) - <http://www.ippanetwork.org/divisions/work/positive-work-and-organizations-research-and-practice/>

Exams – There are no exams for this course.

COURSE GRADING

I do *not* grade on a curve. Technically, everyone in the class could get an A+, and nothing would please me more. To get an A, you must demonstrate superior work on all fronts and consistently apply what you have learned. Your grade book will be updated frequently on Canvas. You must manage your own grade and resolve any issues of concern on a timely basis. I will update it frequently, so it is your responsibility to check your grade often and resolve any items of concern. Your final grade in this course will be based on the following requirements and point allocations:

Item	Points	
Attendance & Participation	10	Including class attendance and in-class activities
Strengths Analysis	15	Due 4/11

Critical Analysis Paper	25	Due 4/25
Essay or Blog proposal		Due 4/4
Presentation	20	Due 5/9
Final Essay or Blog	30	Due 5/11
Total Points	100	

General Grading Policy: Grades will be based on the total number of points at the end of the semester, according to the scale below.

A+ = 100-97	A = 96-93	A- = 92-90
B+ = 89-88	B = 87-83	B- = 82-80
C+ = 79-78	C = 77-73	C- = 72-70

WORKLOAD – Please be realistic in adjusting your outside responsibilities (work, family, social obligations, etc.) in order to allow sufficient time for your education. In order to receive a quality education, you must not overload yourself. As a general rule, you should allow two to three hours of study outside of class, for each hour spent in class.

WRITING CENTER

I want to remind you of the existence of the Writing Center at CGU. The Writing Center is fully staffed– a nice place to visit and an important resource for ALL students. I want to encourage each of you to take drafts of your papers to the center for review. This will improve your grammar and your grade in the class.

Introduction to Positive Human Resource Development Spring 2016 Schedule

Week 1: 3/21/2016: Overview

Seligman, M. P., & Pawelski, J. O. (2003). Positive Psychology: FAQs. *Psychological Inquiry*, 14(2), 159-163.

Mills, M. J., Fleck, C. R., & Kozikowski, A. (2013). Positive psychology at work: A conceptual review, state-of-practice assessment, and a look ahead. *The Journal Of Positive Psychology*, 8(2), 153-164.

Simple power of noticing the good. Bono and Glomb <https://hbr.org/2015/09/the-powerful-effect-of-noticing-good-things-at-work>

Supplementary resources:

Brief history of positive psychology - <http://www.livehappy.com/science/positive-psychology/happiness-revolution>

Gable, S. L., & Haidt, J. (2005). What (and why) is positive psychology?. *Review Of General Psychology*, 9(2), 103-110.

In class: Constructing an elevator speech for positive psychology

Week 2: 3/28/2016: Job Crafting, Flow, Meaning

Turn the job you have into the job you want. Wrzesniewski, Berg, & Dutton

<https://hbr.org/2010/06/managing-yourself-turn-the-job-you-have-into-the-job-you-want>

Quinn, R. W. (2005). Flow in knowledge work: High performance experience in the design of National Security technology. *Administrative Science Quarterly*, 50, 610-641.

Dimitrov, D. (2012). Sources of meaningfulness in the workplace: A study in the US hospitality sector. *European Journal Of Training & Development*, 36(2/3), 351-371.
doi:10.1108/03090591211204788

Supplementary resource:

Job crafting by Amy: https://www.youtube.com/watch?v=C_igfnctYjA

In class: Job crafting exercise

Week 3: 4/4/2016: Mindfulness, Employee Engagement, Mindsets

Hyland, P. K., Lee, R. A., & Mills, M. J. (2015). Mindfulness at work: A new approach to improving individual and organizational performance. *Industrial And Organizational Psychology: Perspectives On Science And Practice*, 8(4), 576-602. doi:10.1017/iop.2015.41

Kahn, W. A., & Fellows, S. (2013). Employee engagement and meaningful work. In B. J. Dik, Z. S. Byrne, M. F. Steger, B. J. Dik, Z. S. Byrne, M. F. Steger (Eds.), *Purpose and meaning in the workplace* (pp. 105-126). Washington, DC, US: American Psychological Association.
doi:10.1037/14183-006

Keating, L. A., & Heslin, P. A. (2015). The potential role of mindsets in unleashing employee engagement. *Human Resource Management Review*, 25(4), 329-341.
doi:10.1016/j.hrmr.2015.01.008

Supplementary reading:

Cartwright, S., & Holmes, N. (2006). The meaning of work: The challenge of regaining employee engagement and reducing cynicism. *Human Resource Management Review*, 16(2), 199-208. doi:10.1016/j.hrmr.2006.03.012

Hülshager, U. R., Alberts, H. J. E. M., Feinholdt, A., & Lang, J. W. B. 2012. Benefits of mindfulness at work: The role of mindfulness in emotion regulation, emotional exhaustion, and job satisfaction. *Journal of Applied Psychology*, 98(2), 310-325.

Assignment due: Proposal for essay or blog

In class: Guest Speaker – Nikki Murphy, Past HR Director at Ceridian, Green Technologies and General Orthocare

Week 4: 4/11/2016: Talent Management

Strengths-based recruitment. Nicky Garcea <http://www.hrzone.com/engage/customers/the-emerging-practice-of-strengths-based-recruitment>

Strengths-based development in practice. Hodges & Clifton

<http://strengths-dev2.uark.edu/documents/development-in-practice.pdf>

Assignment due: Take the Clifton Strengthsfinder - <https://www.gallupstrengthscenter.com/>
Submit on canvas, the Strengths Analysis paper.

In class: Strengths-based Paired Interviews - <https://www.assessmentday.co.uk/free/strength-based-interview/Strength-Based-Interview-Questions.pdf>

Week 5: 4/18/2016: Performance, Psychological Capital and Energy Networks

Creating sustainable performance. Sprietzer & Porath <https://hbr.org/2012/01/creating-sustainable-performance>

Luthans, F., & Youssef, C. (2004). Human, social, and now positive psychological capital management: Investing in people for competitive advantage. *Organizational Dynamics*, 33(2), 143-160.

Energy in Organizations. Cross, Baker & Parker

http://webuser.bus.umich.edu/wayneb/pdfs/energy_networks/what%20creates%20energy%20in%20organizations.pdf

Supplementary readings:

Whitener, E. M. (1997). The impact of human resource activities on employee trust. *Human Resource Management Review*, 7(4), 389.

Kuchinke, K. P. (2010). Human development as a central goal for human resource development. *Human Resource Development International*, 13(5), 575-585.
doi:10.1080/13678868.2010.520482

In class: Mapping your energy network

Week 6: 4/25/2016: Positive Organizational Culture, Virtuous Downsizing

Abundance mindset –

<http://www.hci.org/blog/abundance-mindset-overcoming-culture-erosion-create-safe-healthy-workplaces-part-1-4>

<http://www.hci.org/blog/abundance-mindset-overcoming-culture-erosion-create-safe-healthy-workplaces-part-2-4>

<http://www.hci.org/blog/abundance-mindset-overcoming-culture-erosion-create-safe-healthy-workplaces-part-3-4>

<http://www.hci.org/blog/abundance-mindset-overcoming-culture-erosion-create-safe-healthy-workplaces-part-4-4>

Virtuous Downsizing

<http://sloanreview.mit.edu/article/downsizing-the-company-without-downsizing-morale/>

Supplementary resource:

Conscious capitalism by Sisodia: <http://www.consciouscapitalism.org/node/4434>

Positive work cultures. Seppala & Cameron <https://hbr.org/2015/12/proof-that-positive-work-cultures-are-more-productive>

Assignment due: Critical Analysis paper

In class discussion: Bringing positive psychology to the dark side of HR

Week 7: 5/2/2016: Empowerment, Diversity, Resilience

Boyd, N., & Gessner, B. (2013). Human resource performance metrics: Methods and processes that demonstrate you care. *Cross Cultural Management*, 20(2), 251-273.
doi:10.1108/13527601311313508

Rao, M. (2014). Cultivating openness to change in multicultural organizations: Assessing the value of appreciative discourse. *Organization Development Journal*, 32(3), 75-88.
The power of resilience. David Cooperrider. <https://www.youtube.com/watch?v=-SoAKaTKAYA>

In class: Integration: Revisit the elevator speech for positive psychology. Construct a revised speech for positive HR.

Week 8: 5/9/2016: Final Presentations
5/11/2016: Final Essay/Blog due

** Additional take-home exercises, case-studies and readings may be assigned. Any additional assignments will be posted on Canvas. Additional rubrics may be posted on Canvas or distributed in class.

** Schedule may change to accommodate guest speakers, changes in content, or other unforeseen events. Changes may be announced in class without prior or post announcement written notice.

Faculty Bio:

Meghana (Meg) A. Rao is Assistant Professor of Practice and Director of Human Resource Management Programs at Claremont Graduate University (CGU). She serves as the President of the Work & Organizations Division of the International Positive Psychology Association, Associate Director and Co-founder of the Western Positive Psychology Association (WPPA), and was Chair of the WPPA Conference in 2014. She serves as the Editor-in-Chief of the IPPA Work and Organizations Division scholar-practitioner publication *Positive Work and Organizations: Research and Practice*. In her role at CGU, she developed the first Master's level concentration in Positive Human Resource Development, and led a major program review, restructuring, and accreditation of the Master's degree program with the Society for Human Resource Management (SHRM). Meg has published several peer-reviewed journal articles in positive psychology and is currently co-authoring two books, *Positive Organizational Psychology: Theory, Research, and Application* by Wiley Publishers and *Theory-driven positive psychology: A culturally responsive scientific approach* by Routledge Publishers, and is co-editing two edited volumes, *Scientific advances in positive psychology*, and *The positive psychology of relationships*, by Praeger Publishers.

In addition, as a scholar-practitioner, over the past 13 years, Meg has served as an organizational development and evaluation consultant to a variety of non-profits, government, and public institutions. Her interests are in applying positive psychology to complex social issues. Some of her projects have included using Appreciative Inquiry for strategic planning at a non-profit serving refugees and asylum seekers, strengths-driven evaluation of a women's half-way house for parolees who have served life sentences, using a positive lens to combat HIV stigma in Africa, among others. Meg has a Master's degree in Organizational Development and an MBA in Human Resource Management.