

**ESC-M5-HRM-07-E-L-BOD**  
**POSITIVE LEADING PEOPLE AND ORGANIZATIONAL  
EXCELLENCE**  
**SEQUENCE 2 & 4 , 2014 – 2015**

|                     |                                                  |
|---------------------|--------------------------------------------------|
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| <b>COURSE DELIVERABLE</b> | <b>DUE DATE</b>              | <b>WEIGHT ON FINAL GRADE</b> |
|---------------------------|------------------------------|------------------------------|
| Team assignment           | Session 9 <sup>th</sup>      | 40%                          |
| Individual participation  | Throughout the entire course | 10%                          |
| Final Examination         | Session 10 <sup>th</sup>     | 50%                          |

**Kedge Business School and its professors, encourage you to use your Pro-Acts, company projects and internships as privileged opportunities to apply the reflections, theories, concepts and tools presented during this course**

## INTRODUCTION AND OBJECTIVES

### *Course Purpose & Objectives*

The goal of this course is to provide students an overview of the positive organizational psychology field and an analysis of major factors that can ensure organizational excellence and an optimal human functioning at work with positive effects on general and career well-being. This course will challenge students to engage with the core topics and foundational theories of positive psychology, and to investigate the impact that the structure of the work has on employee general and career well-being. There is consensus among scholars that an essential imperative for organizations to succeed consists of building a “sustainable workplace” (Kossek, Valcour, & Lirio, 2014), which is characterized by a deep caring for the sustainability of people, their work-life balance, and well-being. At the end of this course, students will be able to:

- Identifying organizational strategies to create a sustainable workplace;
- Identifying factors that can impact on general and career well-being;
- Identifying factors that can increase employees’ positive energy, flourishing and optimal functioning at work;
- Identifying techniques to cope with stress and increase resilience;
- Developing positive leadership skills, including positive communication, compassion, and mindfulness;
- Planning and assessing positive human resource interventions and strategies.

### *Courses contribution to program objectives.*

- KM3. Demonstrate Leadership, Interpersonal and Communications Skills
- KM4: Apply high standards of Integrity, Ethics and Social Responsibility

### *Course Contribution to Application of Critical Thinking*

This course encourages students to identify possible ways to increase employees’ general and career well-being and to favor organizational excellence. It goes beyond traditional models in management, such as the ‘disease model’ (e.g., strategies to prevent/resolve burnout), which drive most organizational interventions at work. Indeed, it draws insight on relevant paradigms from other disciplines such as psychology, anthropology, and clinical research to foster positive states rather than healing negative ones. In so doing, it encourages students to wide their horizon of analysis when dealing with people management in contemporary organizations.

### *Courses description*

This course is designed to allow students to identify and analyze appropriate organizational interventions that can help business leaders to maximize workers' full potential, growth, virtuousness, and strengths and increase their effectiveness at work. This course draws on

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the "positive organizational scholarship" approach, which assumes that the structure of the work has a strong positive impact on the employees' lives (Spreitzer & Grant, 2006).

Positive Psychology is a movement that challenges the field of psychology to reconsider the positive aspects of life. It encourages research on strengths as well as weaknesses, on building the best things in life as well as on repairing the worst, and on making the lives of normal people fulfilling as well as on healing pathology. Topics of interest include happiness, positive energy, resilience, creativity, finding meaning, and optimism.

### **COURSE MATERIAL**

#### ***Textbooks***

[1] Cameron, K. (2012). *Positive leadership. Strategies for extraordinary performance*. Berrett-Koehler Publishers, Inc, San Francisco. [Notes: this book is available for consultation at the school library (i.e. informateque) and on Scholarvox]

[2] Dutton, J.E. (2003). *Energize your workplace*. University of Michigan Business School Management Series. [Notes: this book is available for consultation at the school library (i.e. informateque)]

[3] Friedman, S.D. (2008). *Total Leadership: Be a better Leader, Have a Richer Life*. Harvard Business Press, Boston, MA, USA. [Notes: this book is available for consultation in my office n. 1461]

Whetten, D. A., & Cameron, K. S. (2011). *Developing Management Skills* (8th Editio., p. 744). Boston: Prentice Hall.

#### ***Academic papers***

The academic paper listed in this syllabus are available online through the library system and will be included also in the course pack distributed to all students at the beginning of the course.

**COURSE CONTENTS AND TIMETABLE**

| <b>SESSIONS</b>                           | <b>TOPICS</b>                                                                  | <b>PRELIMINARY READING(S)</b>                                                                                                                                                                                                                                                                                          | <b>ADDITIONAL READING(S) AND ASSIGNMENTS</b>                                                                                                                                                                                                                                                                                         |
|-------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                         | Introduction to the course and to the concept of “positive deviance”           | Spreitzer, G.M., Sonenshein, S. (2003). “Positive Deviance and Extraordinary Organizing”, in K.S. Cameron, J.E. Dutton and R.E. Quinn (Eds.), <i>Positive Organizational Scholarship. Foundations of a new discipline</i> . San Francisco: Berret-Koehler.<br><br>TED’s video “Martin Seligman on Positive Psychology” | Pfeffer, J. (2010). Building Sustainable Organizations: The Human Factor. <i>Academy of Management Perspectives</i> , 34–45.<br><br>Online post: <b>Great Leadership is not about you.</b> <a href="http://blogs.hbr.org/2014/08/great-leadership-isnt-about-you/">http://blogs.hbr.org/2014/08/great-leadership-isnt-about-you/</a> |
| <b>POSITIVE HUMAN RESOURCE MANAGEMENT</b> |                                                                                |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                      |
| 2                                         | Individual and organizational strategies to promote people’s thriving at work. | Spreitzer, G., Porath, C. L., & Gibson, C. B. (2012). Toward human sustainability. <i>Organizational Dynamics</i> , 41(2), 155–162.<br><br>Schwartz, T., & McCarthy, C. (2007). Manage Your Energy, Not Your Time. <i>Harvard Business Review</i> , 85, 63–73.                                                         | Cameron, K., & Pews, E. (2012). Positive leadership in action: <i>Organizational Dynamics</i> , 41(2), 99–105.                                                                                                                                                                                                                       |
| 3                                         | Building positive relationships at work.                                       | Chapter 1 & 2 [2]<br><br>Exercise: “ <b>Building high quality connections at lightening speed</b> ” by Jane E. Dutton.                                                                                                                                                                                                 | Rob Cross, Wayne Baker, and Andrew Parker, “What creates energy in organizations?” <i>Sloan Management Review</i> , Summer 2003. <a href="http://sloanreview.mit.edu/article/what-creates-energy-in-organizations/">http://sloanreview.mit.edu/article/what-creates-energy-in-organizations/</a>                                     |

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|---------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4                                           | Encouraging a positive management of the work-life interface       | <p>Christianson, C. (2010). How will you measure your life? <i>Harvard Business Review</i>, July-August, 2-7</p> <p>Exercise: “<b>The Four-Way Attention Chart</b>” by Stewart D. Friedman</p> <p>TED’s video “Nigel Marsh on Work-Life Balance”</p> | <p>Hewlett, A., &amp; Luce, C. B. (2006). Extreme Jobs. The Dangerous Allure of the 70-Hour Workweek. <i>Harvard Business Review</i>, (December), 49–58.</p> <p>Online post: <b>Give your organization a work-life vision</b> <a href="http://blogs.hbr.org/2014/09/give-your-organization-a-work-life-vision/">http://blogs.hbr.org/2014/09/give-your-organization-a-work-life-vision/</a></p> <p>Groysberg, B., &amp; Abrahams, R. (2014). Manage Your Work, Manage Your Life. <i>Harvard Business Review</i>, (March), 2–10.</p> |
| 5                                           | Fostering meaningfulness and setting positive expectations at work | <p>Livingston, J. S. (2003). Pygmalion in management. 1969. <i>Harvard Business Review</i>, 81(1), 97–106.</p> <p>Chapter 5 [1]</p> <p>TED’s video “Dan Ariely on What makes us feel good about our work?”</p>                                       | <p>Manzoni, J. F., &amp; Barsoux, J. L. (1998). The set-up-to-fail syndrome. <i>Harvard Business Review</i>, 76 (2), 101–113.</p>                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>POSITIVE LEADERSHIP SELF-DEVELOPMENT</b> |                                                                    |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 6                                           | Constructive responses to stress and developing resilience         | <p>Hamel, G., &amp; Valikangas, L. (2003). The quest for resilience. <i>Harvard Business Review</i>, 8, 52–63.</p> <p>Coutu, D.L. (2002). How resilience works. <i>Harvard Business Review</i>, 80, (5), 46-55</p>                                   | <p>“<b>Sandler O’Neill’s journey from Ground Zero</b>” <a href="http://fortune.com/2011/09/01/sandler-oneills-journey-from-ground-zero/">http://fortune.com/2011/09/01/sandler-oneills-journey-from-ground-zero/</a></p> <p>“<b>How Successful People Stay Calm</b>” <a href="http://www.forbes.com/sites/travisbradberry/2014/03/26/9-things-emotionally-intelligent-people-wont-do/">http://www.forbes.com/sites/travisbradberry/2014/03/26/9-things-emotionally-intelligent-people-wont-do/</a></p>                              |

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|----|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7  | Developing leadership skills: Mindfulness              | <p>Brown, K. W., &amp; Ryan, R. M. (2003). The benefits of being present: Mindfulness and its role in psychological well-being. <i>Journal of Personality and Social Psychology</i>, 84(4), 822–848.</p> <p>Interview with Ellen Langer (2014) Mindfulness in the age of complexity. <i>Harvard Business Review</i>, March, 68-73.</p> <p>TED's video "Andy Puddicombe: All it takes is 10 mindful minutes".</p> | <p>Goleman, D. (2013). The Focused Leader. <i>Harvard Business Review</i>, (December), 50–60.</p> <p>Online post: <b>Mindfulness is the antidote to multitasking</b> <a href="http://www.fastcompany.com/3026119/leadership-now/why-mindfulness-is-the-antidote-to-multitasking?partner">http://www.fastcompany.com/3026119/leadership-now/why-mindfulness-is-the-antidote-to-multitasking?partner</a></p> <p>Online post: <b>Mindfulness for people who are too busy to meditate</b> <a href="http://blogs.hbr.org/2014/03/mindfulness-for-people-who-are-too-busy-to-meditate/">http://blogs.hbr.org/2014/03/mindfulness-for-people-who-are-too-busy-to-meditate/</a></p> |
| 8  | Developing leadership skills: Supportive Communication | <p>Chapter 4 [1]</p> <p>Exercise: <b>Tools for active listening and supportive communication</b></p>                                                                                                                                                                                                                                                                                                             | <p>Online post: <b>Three elements of great communication according to Aristotle</b> <a href="http://blogs.hbr.org/2013/01/three-elements-of-great-communication-according/">http://blogs.hbr.org/2013/01/three-elements-of-great-communication-according/</a></p>                                                                                                                                                                                                                                                                                                                                                                                                           |
| 9  | Developing leadership skills: Compassion               | <p>Dutton et al., (2002). Leading in times of trauma. <i>Harvard Business Review</i>, January, 55–61.</p> <p>Role play: <b>Compassionate downsizing</b></p>                                                                                                                                                                                                                                                      | <p>Sutton, R.I. (2009). How to be a good boss in a bad economy. <i>Harvard Business Review</i>, 87(6), 42-50.</p> <p>Mishra, Aneil K., Mishra, Karen E., Spreitzer, Gretchen M. (2009). Downsizing the company without downsizing morale. <i>Sloan Management Review</i>, 50(3): 39-44.</p> <p>Online post: <b>The rise of compassionate management (finally)</b> <a href="http://blogs.hbr.org/2013/09/the-rise-of-compassionate-management-finally/">http://blogs.hbr.org/2013/09/the-rise-of-compassionate-management-finally/</a></p>                                                                                                                                   |
| 10 | Final exam                                             |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## TEACHING APPROACH/ INSTRUCTIONAL METHODS

### *A Word of Advice*

My teaching philosophy is aimed at making a long-term impact by delivering high value through exposing students to versatile knowledge bases, thus enabling them to develop a deep understanding of organizational and managerial issues. My approach is to encourage students to challenge existing knowledge and develop insights into the richness and complexity of the business, social, and political spheres. I also encourage students to have an active role in my class. I strongly believe that teaching is an interactive learning experience that can be successful only if it involves the active participation of both the instructor and students.

### *Organization of the sessions*

There will be 10 sessions, each lasting 3 hours and 15 minutes. Each will cover a specific topic (see above). The last session is dedicated to the final exam.

For each session you will be asked to prepare specific assignments that will help you put theory into practice and should lead to fruitful class discussions.

The first part of the lecture will be dedicated to the introduction of the concepts for the day. In each session, the student group will present their work for the day with a presentation of 15-20 minutes.

In the second part, students will analyze a case study illustrating relevant problems and/or best practices in building organizational excellence and nurturing human thriving. In some sessions, students will play the role of business leaders facing relevant organizational problems, such as downsizing and conducting termination interviews, and will be asked to approach such problems adopting a positive approach. In the sessions dedicated to self-development, students will be engaged in exercises to develop essential leadership skills, such as self-regulation, mindfulness, and positive communication.

In the third and final part of each session, students will be asked to watch and discuss a TED video (e.g., Nigel Marsh on work-life balance or Martin Seligman on Positive Psychology) and will be invited to identify major takeaways that they can bring into their future organizational life.

### *Classroom Etiquette*

- **No computers or phones in class.** We have a no technology policy in class. This means no use of laptops or smartphones in class. Turn off and put any electronics away in your backpack before class begins. Any student receiving messages that make noises during a class must provide food (e.g., cookies, candy, or some other treat) for the entire class at the next class meeting.
- **Arrive on time.** The classroom door will be closed 5 minutes after the official time for the beginning of the class. Students who arrive late will not be admitted in the class.

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- **Breaks.** Each session has a break of 15 minutes. Students who will leave the class during the break will be considered absent for the day.
- **Be courteous.** Come on time and do not leave early. Do not interrupt or engage in private conversations while others are speaking. It is also disrespectful to your classmates to read the newspaper or surf the web during class.
- **Have an opinion and respect others'** rights to hold opinions and beliefs that differ from your own. There are many different possible lenses for interpreting the material in this class.
- **Allow everyone the chance to talk.** If you have much to say, try to hold back a bit. If you are hesitant to speak, look for opportunities to contribute to the discussion.

**EVALUATION OF STUDENT PERFORMANCE**

| DELIVERABLE              | %   |
|--------------------------|-----|
| Team assignment          | 40% |
| Individual participation | 10% |
| Final Examination        | 50% |

*Methods Used to Evaluate Student Performance***Individual Assignments (60%)*****Individual Participation (10%)***

Class participation will be evaluated throughout the entire course. Specifically, each person will be evaluated on a weekly basis for their contribution to the class discussion of cases, readings, quizzes and exercises. The criteria used to determine the participation grade will be relevance, substance, lack of redundancy, and persuasiveness. Students who are not in class will receive no credit toward their participation grade for that day.

Each student will receive an additional grade for his or her team spirit if they have shown high level of cooperation, enthusiasm and involvement in all team activities that will be organized in class.

*Assessment Criteria*

| <b>Rubric</b>              | Below Requirements | Meets Requirements | Exceeds Requirements |
|----------------------------|--------------------|--------------------|----------------------|
| <b>Class participation</b> | 0                  | 3                  | 5                    |



**Final exam (50%)**

The final exam will consist in 5 multiple-choice questions (evaluated 1 point in the case of correct answer and 0 in the case of wrong answer) and three open-ended questions that will be evaluated 5 points maximum each. Those questions will be scored according to the appropriateness and completeness of the answer according to the scheme below:

*Assessment Criteria*

| <b>Rubric</b>                                     | Inappropriate response | Appropriate <b>but</b> incomplete response | Appropriate <b>and</b> complete response |
|---------------------------------------------------|------------------------|--------------------------------------------|------------------------------------------|
| <b>Each open-ended question in the final exam</b> | 0                      | 3                                          | 5                                        |

**Team assignment (40%)**

Students will be randomly assigned to a team at the beginning of the course. The teams will be created in a way to **maximize internal diversity** and **favor cross-cultural communication**. Team members will need to work **together** and **independently** (this means they need to organize internal task division and group work on their own without the instructors' help).

The goal of each team is to submit by the 9th lecture a **reaction paper** (max 6 pages, font: Times New Roman, 12pt, double-spaced) to a particular reading that will be assigned to each team. The reaction paper must contain an analysis of the team's assigned reading. The followings are three questions that students need to respond in their reaction paper, after having summarized the main ideas illustrated in the assigned reading:

1. What are the most (up to three) powerful and generative ideas covered in the team's assigned reading?
2. In what ways have these ideas influenced you (how have they changed your perspectives and way of thinking)?
3. How can you incorporate, leverage, and reconfigure these ideas in your future career?

*Criteria of evaluation for the reaction paper*

| Section                                                   | Marks     | Criteria                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Accurateness in the presentation of the main ideas</b> | out of 5  | <p>How well (i.e., thoroughly and concisely) you have described the context, the relevant parties, and the factors that are important to comprehend the assigned reading.</p> <p>Accurate and thorough use of course concepts; integration of course concepts with information about the reading</p> |
| <b>Quality of the paper</b>                               | out of 10 | <p>Accurateness of the paper, structure of the paper, effort demonstrated in incorporating relevant concepts and real anecdotes in enriching your work; quality of the responses to the three questions.</p>                                                                                         |
| <b>Relevance of your implications</b>                     | out of 5  | <p>Extent to which implications and final conclusions are consistent and relevant.</p>                                                                                                                                                                                                               |



## **BIOGRAPHY**

Marcello Russo is Assistant Professor of Organizational Behavior and Human Resource Management at Kedge Business School, France. He obtained his Ph.D. at University Parthenope of Naples, Italy and has been Visiting Ph.D. Student at Columbia University, New York, USA. His research is addressed to identify individual and organizational factors that can enable individual and organizational excellence. He conducts research on work-life balance, individual thriving, diversity at work, and global talent management. His works have been published in *Journal of Vocational Behavior*, *Human Resource Management Journal*, *Journal of Managerial Psychology*, and *Harvard Business Review Italy*.

## ACADEMIC FRAUD

### *Definition*

Academic fraud is a breach of ethics.

*“Is achieved using unfair means or deception, to obtain material or undue moral advantage, or with the intent to avoid the enforcement of laws”. (Translated from the original source: Dictionnaire Juridique des Lois, 2010, available at: [www.dictionnaire-juridique.com/definition/fraude/php](http://www.dictionnaire-juridique.com/definition/fraude/php))*

Plagiarism consists of attributing authorship by (partial or total) copying, imitation or misappropriation.

The act of fraud is committed by one or more students/participants when they:

- appropriate written or oral work to themselves when they are not the author (in whole or in part) of the work, by omitting any references or quotations to the author or to the owner of the work;
- present any data that has been falsified or invented in any way;
- use the identity of the author, attributing the contents of and/or a resource to him/her, but without explicitly mentioning that they are not the author;
- appropriate the creative work of someone else and present it as their own;
- acquire excerpts of texts, images, results etc. from external sources by including them in their own work without mentioning the origins of the excerpts;
- summarise the original idea of an author by expressing it in their own words but omit quoting the source;
- cheat in an academic evaluation.

Plagiarism can occur in:

- an academic article or book;
- an exercise or a case study;
- a study or a report;
- a dissertation or a thesis;
- any document of which the student/participant is not, but purports to be the author.

### *Sanctions*

Any student/participant having committed academic fraud, or having participated in it, will be sanctioned by the professor in charge of the course. The professor can apply 1<sup>st</sup> and 2<sup>nd</sup> level sanctions (detailed below). The professor will send a copy of the sanction to the student's/participant's programme. The student/participant will be informed/and or convoked by the programme director (or his/her representative) to a hearing prior to the possible convening of the Kedge Business School Disciplinary Council. In the case of a hearing of the Disciplinary Council, they can decide to apply 3<sup>rd</sup> and 4<sup>th</sup> level of sanctions.

Any student/participant guilty of academic fraud will receive one of the following sanctions:

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- Applied by the professor in charge of the course, Kedge Business School faculty member (1st and 2<sup>nd</sup> level):
  - A grade of zero for the work concerned and a formal warning;
  - A grade of zero for the course or module concerned and a formal warning.
- Applied by Kedge Business School's Disciplinary Council (3<sup>rd</sup> and 4<sup>th</sup> level):
  - Suspension from the programme for one or two semesters;
  - Exclusion from the programme.

N.B.: Plagiarism within a partner institution can result in these sanctions being applied by Kedge Business School, notwithstanding partner's decision.