PSYCH 495-001
POSITIVE ORGANIZATIONAL PSYCHOLOGY

Term:	WINTER 2024
Time:	M & W 2:30PM TO 4:00PM
Class Room:	1230 USB
Instructor:	Mari Kira, PhD
Email:	*marikira@umich.edu*
Internet:	Canvas site
Office Hours:	Mon (EH 3272) & Tue (Zoom)
	4:15pm to 5:00pm, and by appointment
Office Hour Zoom link:	https://umich.zoom.us/j/97427755994

1. INTRODUCTION

COURSE DESCRIPTION

Think about the best times you've had when working. What happened then? Your thoughts may go back to moments when you felt a deep connection to your work; you were doing something meaningful that resonated with who you are; with your strengths, competences, values, and interests. Perhaps you are thinking about a team you were a part of; that special connection with your co-workers, when you felt that you belonged. Or perhaps you think of an organization that you were proud to be a part of, or a leader who motivated you and your colleagues to put yourselves on the line for something that you all believed in. Whatever came to your mind, it probably had something to do with having an experience that connected you better to yourself, to your colleagues, and/or to those benefiting from your work, and that allowed you to grow and contribute. This is the topic we will focus on in this seminar: How work can be an enriching momentary experience, resulting in positive long-term psychological outcomes.

Organizational psychology is *"the science of psychology applied to work and organizations"* (Kozlowski, 2012[1]). Psychology, when applied to work, has often adopted a problem-focused perspective and focused on avoiding or alleviating negative consequences of work, such as stress, burnout, and social conflicts. However, during this seminar, we'll focus on solutions and strengths – on positive psychological and also social phenomena and processes at work.

The emerging field of Positive Organizational Psychology (POP) has been defined as *"…the scientific study of positive subjective experiences and traits in the workplace and positive organizations, and its application to improve the effectiveness and quality of life in organizations."* (Donaldson & Ko, 2010[2]). During the seminar, we will cover this whole definition as we explore individuals' positive psychological states (e.g., psychological wellbeing and thriving at work), positive traits (e.g., character strengths), and positive activities at work (e.g., job crafting). In addition, we'll explore positive inter-individual processes that build human and social resources (e.g., high-quality connections, psychological safety, compassion, respect), and also consider positive leadership and organizational change.

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[1] Kozlowski, S. W. J. (2012). The nature of organizational psychology. In S. W. J. Kozlowski (Eds), *The Oxford Handbook of Organizational Psychology*, Volume 1. Oxford University Press.

[2] Donaldson, S. I., & Ko, I. (2010). Positive organizational psychology, behavior, and scholarship: A review of the emerging literature and evidence base. *Journal of Positive Psychology*, 5, 177-191.

In addition to providing an in-depth look into this field, the seminar aims at encouraging you to consider why adopting the positive lens in organizational psychology might be conceptually interesting and practically beneficial. The seminar aims at supporting self-reflection on how you could contribute to the emergence of positive workplaces as an employee or leader.

PEDAGOGICAL APPROACH

The seminar sessions include presentations and in-depth discussions on the material to be studied for each week. In addition to input from me and the material studied, the aim is that the seminar participants have opportunities to learn from each other and to learn together. *Your informed participation is vital for the success of this seminar!*

In this class, I want to create a psychologically safe discussion climate. Psychological safety has been defined as *"feeling able to show and employ one's self without fear of negative consequences to self-image, status, or career"* (Kahn, 1990: 708[3]). When psychologically safe, students are able to engage in their learning authentically as themselves and express their ideas freely. Psychological safety therefore fosters individual learning and also collective learning. As the instructor, I will support a safe climate by being accessible and open, and by inviting input and contribution from everybody and, as a student, you can foster psychological safety by being respectful and attentive towards the other students and by actively listening to their insights (Edmondson, 2003[4]).

SUMMARY OF COURSE REQUIREMENTS

Your grade will be determined by several individual and team performances all described in detail in this syllabus. Here, I've indicated how each of these performances influences your grade and summarized the relevant deadlines (there are a maximum of 100 **points** to earn):

- Attendance and participation (20 points):
  - You will need to attend regularly to secure attendance and participation points that altogether can make up 20 points. You can miss **six** sessions during the semester.
  - Any absences departing from the attendance policy outlined later in this syllabus will not accumulate your attendance grade.
- Discussion Questions (20.25 points):
  - We will have ten Readings during the semester and, for each Reading, you will submit two Discussion Questions.
  - You can miss one Discussion Question (i.e., you will need to submit Discussion Questions for nine readings). Further missed Discussion Questions will not accumulate your Discussion Question grade.
- Positive Links Speaker Series talk assignment (4.75 points)
  - For this assignment, you will watch online one Positive Links Speaker Series talk and write a reflection paper on the talk. Deadline for submission is **3/28; 5pm**.
- Thriving at Work Interview (15 points):
  - Your task in this assignment is to apply the concepts and theories from the class by interviewing someone about their experiences at work and by identifying the main topics in your interview. You will also learn about interviews as a research method in organizational psychology.

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[3] Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33: 692-724.

[4] Edmondson, A. C. (2004). Psychological safety, trust, and learning in organizations: A group-level lens. R. M. Kramer & K. S. Cook (Eds.), *Trust and distrust in organizations: Dilemmas and approaches* (pp. 239-272). New York: Russel Sage Foundation.

- o Submission 1: Preparing to conduct an interview – Completing the PEERRS training, designing interview questions, and securing an interviewee (5 points; deadline **2/15, 5pm**).
  - o Submission 2: Conducting the interview, transcribing it, analyzing it, and writing a report (10 points; deadline **3/14, 5pm**).
- Positive Organization Analysis (15 points):
  - o You will select one organization (a business organization, a non-profit organization, a collaborative, etc.) and collect data on its positive organizational practices in the Internet. You write and submit a report describing the organization's practices on the basis of your Internet research. The deadline for the submission is **4/18, 5pm**.
- Seminar Presentation (25 points)
  - o Group work in a group of 3 or 4.
  - o *Seminar Presentation plan* (5 points): Share your plan (e.g., slides of Google Doc notes) with me one week before the presentation. Also reach out to me to make an appointment to discuss your plan.
  - o *Seminar Presentation* (20 points): Will be scheduled during the first sessions.

GRADE DISTRIBUTION:
Grades will be assigned using the following distribution:

A+:	100% to 97%	C+:	< 80% to 77%	F:	< 61% to 0%	
A:	< 97% to 93%	C:	< 77% to 73%			
A-:	< 93% to 90%	C-:	< 73% to 70%			
B+:	< 90% to 87%	D+:	< 70% to 67%			
B:	< 87% to 83%	D:	< 67% to 63%			
B-:	< 83% to 80%	D-:	< 63% to 61%			

2. ASSIGNMENTS

POLICY FOR LATE ASSIGNMENTS
Late assignments will not be accepted. However, if you need a time extension, do reach out to me well advance to the relevant deadline, so that we can discuss the situation.

ATTENDANCE POLICY
You will need to attend regularly to secure attendance and participation points that altogether can make up 20 points. However, during the semester, you are allowed **six 'no-questions asked' absences** without the need to notify me about your absence or do a make-up assignment. You may not use a 'no-questions asked' absence for a session when it is your and your team's turn to give the Seminar Presentation.

In addition to the six 'no-questions asked' absences, you may receive **an excused absence** in cases of illness, religious observance, having a job interview, or other such unavoidable reason. All such excused absences require advance notification (i.e., alert me to your absence at least 24 hours in advance or as soon as you know it will happen). If your absence is excused, you will be allowed the opportunity to complete a make-up assignment. Information regarding the make-up assignment will be made available to you at the time of your absence and will be due within one week of the session that you miss.

Each attended (or made up) session accumulates your attendance grade by one point (we have 26 sessions with required attendance, and you are allowed six no-questions asked absences). Any absences departing from the attendance policy will not accumulate your attendance grade.

Make sure to schedule your turn for Seminar Presentation such that the presentation time will *not* collide with a pre-seeable excusable absence. In case you cannot make the presentation due to a sudden illness, let me know as soon as possible, and I will assign to you at that time a make-up assignment, corresponding to the extent of the Seminar Presentation. You will need to hand in the make-up assignment within a week.

DISCUSSION QUESTIONS

During the course, we cover several Readings (see Table below). For every week with assigned readings, you will need to read the material assigned, and ponder its meaning and implications for employees and organizations. Based on your reading, you should write *two Discussion Questions* that you'd like to discuss in the class, and submit your Discussion Question **via CANVAS DISCUSSION by MONDAY 10am**. Please, note that you will be able to see others' Discussion Questions, and the other students will be able to read your Discussion Question posts.

Your Discussion Questions can focus on any aspect of the readings; e.g., an aspect that you did not fully understand and would like to unravel further with others, an aspect that has interesting practical relevance, or an idea for further research. Each question should be a few sentences long and should include some description of your thinking about the question you are raising. The questions you submit should generate discussion (i.e., their answer should not be a simple yes or no). Well-constructed questions might interrogate the constructs and key assumptions that underpin the readings, or synthesize the ideas found in the readings with material from this and other courses, and/or provide a critical analysis or application some aspect of the reading or author's argument. Be sure to comment on things that you found compelling and on things that you found problematic or questionable. In the case of the latter, you should aim at offering constructive suggestions for the improvement of theory, research, and/or practice.

There are 10 readings all together. You can miss submitting a Discussion Questions for one of them. Each submitted Discussion Question accumulates your Discussion Question grade by 2.25 points (total 20.25 points/9 mandatory Discussion Questions). Further missed Discussion Questions will not accumulate your Discussion Question grade. **You will need to submit a Discussion Question also for the week when you are presenting your Seminar Presentation and for any week during which you use one of your six 'no-questions-asked absences'** (see the section "Attendance Policy").

POSITIVE LINKS SPEAKER SERIES TALK (4.75 points)

This assignment replaces our classroom session right after the Spring Break on 3/4, and you can earn max 4.75 points for this assignment. The deadline for the submission is on **3/28, 5pm**. First, view online one of the Positive Links Speaker Series talks organized by Center for Positive Organizations, the Ross School of Business. You can choose which talk of the academic year 23/24 you view; the talk dates, speakers, their topics, and session registration links can be found on and via this site: https://positiveorgs.bus.umich.edu/conferences-meetings/positive-links-speaker-series/.

After you have viewed the talk, your assignment is to write a short reflection (max one page, double-spaced) responding to the following questions:

1) What were the key ideas presented in the Positive Links Speaker Series talk?
2) Your personal takeaways of the talk: Which ideas especially spoke to you as you are learning about positive psychology in organizations?
3) Which idea presented in the talk could you implement in your life? How would you do that?

THRIVING AT WORK INTERVIEW (15 points)

This assignment gives you an opportunity to apply the concepts and theories from the class by interviewing someone about their experiences at work and by identifying the main topics of the interview. You will also learn about interviews as a qualitative research method in organizational psychology.

For this assignment, you will first need to identify one person who is working in an organizational setting and whose work you find interesting. Having invited the person for an interview and having received a positive response, your task is then to conduct an interview with this person (a personal interview, one-on-one) inquiring into their work experiences from the perspective of positive organizational psychology. Finally, your task is to analyze the interview to identify its most important and interesting topics and themes. The Grading Rubrics document on Canvas explains in detail the evaluation criteria for this assignment. Note that the interview you conduct may be used to contribute to a research project focusing on people's well-being in the changing working life. The assignment consists of the following two steps:

1. **Submission 1** (max 5 points; deadline: **2/15, 5pm**). For the Submission 1, you should complete PEERRS Human Subjects Research Protections Course on line (see https://research-compliance.umich.edu/peerrs-human-subjects-research-protections-course-details, click the link "Human Subjects Research Protections" underneath "Course Registration Link" on right). By completing this PEERRS course, you will learn about research ethical questions involved when collecting data from human subjects (such as when interviewing them for a research study). As a part of Submission 1, you also need to secure your interviewee and draft your interview questions. I have provided some example interview questions in the document addressing the Interview Procedures and Questions (available on Canvas). You're here task is to:
    1. Select the example interview questions you want to use,
    2. Customize these questions so that they fit your interests and the work of your interviewee, and
    3. Develop further interview questions expressing your unique interests and learning in the class.

    Your Submission 1 in Canvas should consist of (submit all these parts in <u>one</u> document):
    1. A simple statement attesting that you have completed the PEERRS Human Subjects Research Protections Course (now or in context of your earlier studies/lab work),
    2. Information of your interviewee: their name, company, and professional role/title.
    3. A list of your interview questions.
    4. Optional: Any questions you have to me about the assignment (e.g., let me know if you want to have feedback on e.g. a specific interview question)

2. **Submission 2** (max 10 points; deadline: **3/14, 5pm**). Conduct the interview either in person or online. The interview should last for about an hour, and you should conduct it in a distraction-free environment where you and the interviewee can speak without interruptions. If allowed by the interviewee, the interview should be recorded (e.g., with the help of Zoom, on your cell phone). If the interviewee prefers not to be recorded, simply take brief notes as you listen, then write up your notes comprehensively immediately afterward. The transcript/your notes need to be included as an appendix to your report. Before you begin asking questions, make sure you remind the interviewee that this is a research interview. You can provide them a copy of the Interview Information Sheet posted on Canvas. For further guidelines for the interview procedures, please, see the Interview Procedures and Questions document posted on Canvas.

    If you have been given a permission to record the interview by the interviewee, you should secure a transcript of the recording (either with Zoom's closed caption feature (see: https://support.zoom.us/hc/en-us/articles/115004794983-Audio-transcription-for-cloud-recordings)

or e.g. with an online transcription service, such as https://otter.ai/). Next, the task is to analyze the transcript/your notes to identify the most central and interesting topics that emerged in the interview and report them in a document. Here you should first note single points that your interviewee made, and then collect these points together to form higher level topics/themes (see Braun & Clarke, 2006, posted on Canvas on how to conduct a thematic analysis). For instance, your interviewee may speak about positive connections they have with their coworkers and about feeling safe to make suggestions in their team meetings. Recognizing these interesting single points, you could then collect them under a topic/theme high-quality connections at work, for instance. Use relevant concepts and theories in the course and see how they play out in your interviewees' lives at work and in an organization. Finally, write a report (from 2 to 3 pages) capturing the most important topics and content in the interview. Include also some quotes from your interviewee in the report to illustrate the topics you are reporting. Submit your report <u>AND</u> the transcript/your original interview notes via Canvas in one document.

POSITIVE ORGANIZATION ANALYSIS (15 points)
This assignment gives you an opportunity to study and analyze the positive practices of a company (or other organization, such as a non-profit organization or a collaborative). The goal is to use the concepts and theories learned in the class and see how they feature in a life of an organization. For instance, how does your target organization promote employee well-being and high-quality connections between workers? How do the leaders of the company exemplify positive leadership approaches? The assignment includes one submission (deadline on **4/18 at 5pm**) in which you document your analysis. The Grading Rubric document uploaded in Canvas lists the grading criteria also for this assignment.
To complete this assignment, you need to take the following steps:
1) Select an organization (a company, non-profit, collaborative, etc.) that you will focus on.
2) Search information about this organization online. Use the organization's own website, but see if you can also find information on websites providing reviews of employees, such as Glassdoor (https://www.glassdoor.com/index.htm), Best Place to Work (https://www.greatplacetowork.com/best-workplaces/100-best/2022), and/or Indeed (https://www.indeed.com). Look also for public media reports, social media posts, and magazine stories addressing the organization you are focusing on.
3) Once you are satisfied with the amount of material you have, analyze the positive practices of the organization by focusing on SOME of the questions provided below. If you don't find information relating to all these questions, focus on those that you can find information on and that you think are relevant for this particular organization. Make sure, however, to address questions <u>a. and b.</u> below:
   a. What does this organization do; what are its products and services?
   b. Why did you select this organization for this assignment?
   c. How does the culture of this organization reflect the topics we studied in the class? In other words, what makes this organization a "positive organization"?
   d. What are some of the organization's practices when it comes to promoting employee thriving, well-being, and/or engagement?
   e. How does the organization foster its employees' positive identities?
   f. How does the organization ensure that its employees can do meaningful work?
   g. What are some of the organization's practices when it comes to promoting high-quality connections among its employees and/or between employees and the customers?
   h. How has the organization supported its employees through some difficult times?
   i. What is the role of compassion in this organization?
   j. What is the role of respect in this organization?

> k. How do the leaders in this organization practice and exemplify positive leadership?

4) On the basis of your analysis, write a short report (from two to three pages). Remember to cite the material that you have used as your sources in the text throughout (if you are deriving a lot of information from a single website, you can just note this at the start of your analysis and no further citations to that website are needed in the text). Also include a reference list providing the detailed information on these materials. The deadline for the submission of this assignment is 4/18, 5pm.

SEMINAR PRESENTATIONS (25 points)

The Wednesday sessions are usually dedicated for Seminar Presentations. This is a team assignment, and it will yield at max 25 points; 5 points for the presentation plan and 20 points for the presentation in the class room. The Grading Rubrics document on Canvas explains in detail the grading criteria for this assignment.

We will form teams for the Seminar Presentations and distribute the topics at the beginning of the semester. Table 1 includes both the presentation topics and, for each topic, some suggested materials that the presenting team can to build on. This material is meant to give you a starting point, but do look for further material according to your presentation goals. You also do not need to use all of the material provided in Table 1.

The Seminar Presentations are aimed at helping us to further understand **the practical implications** of the week's topic for individual employees and/or organizations in which they work. A Seminar Presentation should take about 60 minutes (however, usually teams end up using the whole session which is quite okay as well!). Note that your team should share with me your plan at least one week in advance to your scheduled presentation to discuss your plans for the presentation. At this point, please, share with me you plan as, e.g., preliminary slides or a Google Doc notes.

There are three alternatives to craft the Seminar Presentation: (1) The team presents examples of the topic in one or several real work settings, (2) The team organizes class-room exercises on the topic, and/or (3) The team combines alternatives (1) and (2) in their presentation – in the past years, students have most often chosen the alternative (3). Here are more details on (1) and (2):

(1) Examples in a real work setting or work settings

The team explores how their topic manifests itself in 'real' work organizations. You do not have to cover the whole topic and all its aspects, but you can focus on some aspect of the topic especially interesting to you. You can use your own experiences in work organizations as examples, and/or find a poignant case or several examples in the public media (e.g., the Internet, trade and professional magazines, TV programs) that describe and illustrate your topic. *You should present your examples with aim to show the meaning and implications of the topic to workers, leaders, and organizations, and to engage all students in active and shared learning on it.* In your presentation, you can address e.g. following questions:

- What can you learn about the topic in this context/these contexts? For instance, what does it mean to the employees or leaders? What influence does it have for stakeholders such as customers?
- What kinds of work or individual or organizational practices can you see that relate to the topic?
- Who is doing what? In other words, how do the actions of employees/ supervisors/ leaders/ customers influence this topic in this work context?
- What are positive and/or negative outcomes - What are the pros and cons?
- In the light of the chosen topic, what kind of further development is needed? For instance, what kind of obstacles can you detect regarding your topic in this particular context?

The aim is that the presenting team provides an inspiring practical illustration or illustrations of their topic.

(2) An exercise

The presenting team develops (or finds and applies) an exercise on the topic to be carried out in the classroom by students. You can come up with the exercise yourself or use and apply an exercise found e.g. in the Internet or a book. And you can choose any aspect relating to your topic as the theme of the exercise. The team coordinates the execution of the exercise in the class.

Here you can use your creativity and choose freely what kind of an exercise you create/use. Your aim should be to engage and involve the whole class to some activities so that they learn more about the topic and something about themselves in relation to the topic. Your aim should be to provide them a chance to gain insights and experiences that can support them in their careers, or in their work as psychologists in various contexts. Some ideas of what you can do are:

- You can provide case problems that the participants are to solve.
- You can organize a quiz on the topic (e.g., by using Kahoot).
- You can organize small group discussions on the topic.
- You can ask the participants to complete small surveys (e.g., by using Mentimeter), analyze the responses on the spot, and provide feedback to support the participants' self-reflection and development.
- You can find a coaching or training exercise relating to your topic in the Internet. Apply this exercise in the class and help everyone to learn more about the topic through their experiences in the exercise.
- You can include different types of activities and exercises in one session.

Hallmarks of an interesting class-room exercise are: (a) You come up with a good idea for the exercise, (b) You are able to execute it well in the class – Everybody knows what is happening and why, and they find it easy to take part, (c) You guide the class well, and coordinate and summarize well the activities in the class.

In case you fall ill and unexpectedly cannot be there to deliver the Seminar Presentation, coordinate with you team so that they can present without you and let me know as soon as possible about your illness-related absence. I will assign you a make-up task, corresponding to the extent of the missed presentation. You will need to hand in the make-up task within a week of the missed session.

3. COURSE PROGRAM AND READINGS

INTRODUCTION AND CHARCTER STRENGTHS		
Date	**Topic**	**Session Description/Readings**
1/10	**Seminar:** Introductions and Syllabus	• Introductions • Syllabus: Program, assignments, and grades
1/15	**MLK DAY**	• No session
1/17	**Seminar:** What is POP?	• Introduction to the field of Positive Organizational Psychology • Introduction to the topics of Positive Organizational Psychology • Forming teams for the Seminar Presentations
POSITIVE PSYCHOLOGICAL STATES, TRAITS, AND PRACTICES AT WORK		
Date	**Topic**	**Session Description/Readings**
CHARACTER STRENGHTS AND WELLBEING AT WORK		
1/22; 10am	**Discussion question 1 due**	**Readings 1:** • TEDx talk *"A universal language that describes what's best in us"* by Dr. Ryan Niemiec (https://youtu.be/DMWck0mKGWc) **Homework:** • Take this survey to learn your character strengths: *https://www.viacharacter.org/survey/account/register* • Bring your survey results to the class on Mon 1/22. • You do not need to submit you survey results in any other way.
1/22	**Seminar:** Character strengths	• What are character strengths and what role do they play at work? • What are your character strengths? How to use them at work?
1/24	**Seminar:** Engagement at work, wellbeing, and thriving	• What is engagement at work and how can it be fostered? • What does well-being at work mean? • How can we thrive at work?
POSITIVE IDENTITIES AND AUTHENTICITY AT WORK		
1/29; 10am	**Discussion question 2 due**	**Readings 2:** • Roberts, L. M. (2014). Cultivating positive identities. In J. E. Dutton & G. M. Spreitzer (Eds), *How to be a positive leader* (pp. 55-64). Berrett-Koehler. • Ibarra, H. (2015). Authenticity paradox. *Harvard Business Review*, January-February, 52-59.
1/29	**Seminar:** Positive identities at work	• What are positive identities at work? • What role do they play at work? • What is authenticity at work? • What are some challenges when it comes to authenticity at work?

Date	Topic	Session Description/Readings
POSITIVE IDENTITIES AND AUTHENTICITY AT WORK (CONTINUED)		
1/31	**1. Seminar Presentation:** Authenticity and positive identities at work	**Suggested material for the presenting team:** • Cha, S., & Roberts, L. M. (2019). The benefits of bringing your whole identity to work. *Harvard Business Review.* Digital article: https://hbr.org/2019/09/the-benefits-of-bringing-your-whole-identity-to-work • Dutton, J. E., Roberts, L. M., & Bednar, J. (2020). Prosocial practices, positive identity, and flourishing at work. In S. I. Donaldson, M. Csikszentmihalyi, & J. Nakamura (Eds), *Positive psychological science* (pp. 128-144). Taylor & Francis.
GROWING THROUGH ADVERSITIES AT WORK & RESILIENCE		
2/5; 10am	**Discussion question 3 due**	**Readings 3:** Maitlis, S. (2009). Who am I now? Sensemaking and identity in posttraumatic growth. In L. Morgan Roberts & J. E. Dutton (Eds.), *Exploring positive identities and organizations: Building a theoretical and research foundation* (p. 47-76). Psychology Press.
2/5	**Seminar:** Adversarial growth	• What kinds of adversarial experiences there are at work? • How do people cope with adversities? • What types of growth patterns can result from coping with adversities?
2/7	**2. Seminar Presentation:** Adversarial Growth and Resilience	**Suggested material for the presenting team:** • Coutu, D. L. (2002). How resilience works. *Harvard Business Review*, May 2002. • Matilis, S. (2020). Posttraumatic growth at work. *Annual Review of Organizational Psychology and Organizational Behavior*, 7, 95–419. • Webinar "Trauma Resilience & Growth at Work with Sally Maitlis": https://www.youtube.com/watch?v=IJDkSfzb3sw
JOB CRAFTING		
2/12; 10am	**Discussion question 4 due**	**Readings 4:** Wrzesniewski, A. (2014). Engage in Job Crafting. In J. E. Dutton & G. M. Spreitzer (Eds), *How to Be a Positive Leader: Small Actions, Big Impact*. San Fracisco: Berrett-Koehler Publishers, Inc.
2/12	**Seminar:** Job crafting	• What is job crafting? • Why do people craft their jobs? • What outcomes does job crafting have to job-crafters and their organizations?
2/14	**3. Seminar Presentation:** Job Crafting	**Suggested material for the presenting team:** • Wrzesniewski, A., Berg, J. M., & Dutton, J. E. (2010). Turn the job you have into job you want. *Harvard Business Review, June*, 114-117. • Berg, J. M., Wrzesniewski, A., & Dutton, J. E. (2010). Perceiving and responding to challenges in job crafting at different ranks: When proactivity requires adaptivity. *Journal of Organizational Behavior*, *31*, 158-186.
2/15 5pm	**Submission deadline:**	Submission 1: Thriving at work interview

Date	Topic	Session Description/Readings
MEANINGFUL WORK		
2/19: 10am	**Discussion question 5 due**	**Readings 5:** Lips-Wiersma, M. and Morris, L. (2009). Discriminating between 'meaningful work' and the 'management of meaning'. *Journal of Business Ethics*, 88, 491–511.
2/19	**Seminar:** Meaningful work	• What makes work meaningful? • What are the sources of meaningful work? • What can workers do to make their work and careers more meaningful?
2/21	**4. Seminar Presentation:** Meaningful Work	**Suggested material for the presenting team:** • Bailey, C., & Madden, A. (2017). Time reclaimed: Temporality and the experience of meaningful work. *Work, Employment and Society*, 31, 3–18. • Oelberger, C. R. (2019). The dark side of deeply meaningful work: Work-relationship turmoil and the moderating role of occupational value homophily. *Journal of Management Studies*, 56, 558–588.
2/26 and 2/28	Spring Break!	
SPECIAL SESSION AND CO-CREATION ACTIVITY		
Date	Activity	
3/4	**Special Session:** No classroom meeting	• We will not meet in the class today. Instead, you will view online one of the Positive Links Speaker Series talks from this academic year, and write and submit a short reflection. The dates, times, registration links, and recordings of Positive Links Speaker Series talks can be found here: *https://positiveorgs.bus.umich.edu/conferences-meetings/positive-links-speaker-series/*. • The deadline to submit your short reflection is on 3/28, 5pm.
3/6	**Co-creation activity in classroom:** Working on the "Thriving at work interview"	• Bring your interview transcript to this session • Share about your interview with others and receive their feedback and support to finalize the task • Get advice and guidance from Dr. Kira
POSITIVE CONNECTIONS AT WORK		
Date	Topic	Readings
HIGH-QUALITY CONNECTIONS AND PSYCHOLOGICAL SAFETY AT WORK		
3/11; 10am	**Discussion question 6 due**	**Readings 6:** Dutton, J. E., & E. Heaphy, E. D. (2003). The power of high-quality connections. In K. S. Cameron, J. E. Dutton and R.E. Quinn (Eds), *Positive Organizational Scholarship* (pp. 263-278). San Francisco: Berrett-Koehler.

Date	Topic	Readings
HIGH-QUALITY CONNECTIONS AND PSYCHOLOGICAL SAFETY AT WORK (CONTINUED)		
3/11	**Seminar:** High-Quality Connections (HQC)	• What are High-Quality Connections (HQC)? • Why do HQC matter at work? • What is psychological safety? • How can we promote HQCs and psychological safety?
3/13	**5. Seminar Presentation:** HQC and Psychological Safety at Work	**Suggested material for the presenting team:** • Carmeli, A., Brueller, D., & Dutton, J. E. (2009). Learning behaviours in the workplace: The role of high-quality interpersonal relationships and psychological safety. *Systems Research and Behavioral Science*, 26: 81-98. • Dutton, J. E. (2014). Build High-Quality Connections. In J. E. Dutton & G. M. Spreitzer (Eds), How to Be a Positive Leader (pp. 11-21).). San Francisco: Berrett-Koehler. • https://hbr.org/ideacast/2019/01/creating-psychological-safety-in-the-workplace
3/14 5pm	**Submission deadline:** Submission 2: Thriving at work interview	
Date	Topic	Readings
RESPECT AND DIGNITY AT WORK		
3/18: 10am	**Discussion question 7 due**	**Readings 7:** Rogers, K. M., Corley, K. G., & Ashforth, B. E. (2017). Seeing more than orange: Organizational respect and positive identity transformation in a prison context. *Administrative Science Quarterly*, 62, 219-269.
3/18	**Seminar:** Respect and dignity	• Case Televerde on respect. • What do particularized and generalized respect mean? • How does respect connect with positive identities?
3/20	**6. Seminar Presentation:** Respect and Dignity	**Suggested material for the presenting team:** • Porath, C., & Pearson, C., (2010). The cost of bad behavior. *Organizational Dynamics*, 39, 64-71. • Robotham, K. & Cortina, L. (2019). Promoting respect as a solution to workplace harassment. *Equality, Diversity, and Inclusion: An International Journal*, 40, 410-429.
COMPASSION AT WORK		
3/25: 10am	**Discussion question 8 due**	**Readings 8:** This week, the reading is a recording – Watch the following recording and write your discussion questions on it: Jane Dutton and Monica Worline: Thought Leadership Showcase: https://www.youtube.com/watch?v=I8qfdwDUARs
3/25	**Seminar:** Compassion	• What is compassion, and when is it needed? • Does compassion really matter in today's workplaces? • What difference does compassion make?

Date	Topic	Readings
COMPASSION AT WORK (CONTINUED)		
3/27	**7. Seminar Presentation:** Compassion	**Suggested material for the presenting team:** • Dutton, J. E., Workman, K. M., & Hardin, A. E., (2016). Compassion at work. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 277-304. • Lilius, J., Worline, M. C., Dutton, J. E., Kanov, J. M., & Maitlis, S. (2011). Understanding compassion capability. *Human Relations*, 64, 873-899. • http://www.thecompassionlab.com/ • Monica Worline et al.: Rising to the moment: Leading and working with compassion now. A Positive Links Speaker Series Talk. https://positiveorgs.bus.umich.edu/videos/rising-to-the-moment-leading-and-working-with-compassion-now/
3/28 5pm	**Submission deadline:** Reflections on a Positive Links talk.	
POSITIVE ORGANIZING		
Date	Topic	Readings
POSITIVE ORGANIZATIONAL CHANGE		
4/1; 10am	**Discussion question 9 due**	**Readings 9:** Cooperrider, D. L. (2012). The concentration effect of strengths: How the whole system ''AI'' summit bring out the best in human enterprise. *Organizational Dynamics*, 41, 106-117.
4/1	**Seminar:** Appreciative inquiry	• What are some challenges in organizational change? • What is the appreciative inquiry approach to organizational change? • How can we pose appreciative questions?
4/3	**8. Seminar Presentation:** Positive Organizing	**Suggested material for the presenting team:** • Grandy, G., & Holton, J. (2010). Mobilizing change in a business school using appreciative inquiry. *The Learning Organization*, 17:178-194. • Quinn, R. E., & Wellman, N. (2012). Seeing and acting differently: Positive change in organizations. In K. S. Cameron & G. M. Spreitzer (Eds), *The Oxford Handbook of Positive Organizational Scholarship*. New York: Oxford University Press. • https://davidcooperriderai.co/
POSITIVE LEADERSHIP		
4/8; 10am	**Discussion question 10 due**	**Readings 10:** Cunliffe, A., & Eriksen, M. (2011). Relational leadership. *Human Relations*, 64, 1425-1449.
4/8	**Seminar:** Positive and Relational leadership	• What is leadership? • How is positive leadership understood in research and practice? • Case TSA on relational leadership.

Date	Topic	Readings
POSITIVE LEADERSHIP (CONTINUED)		
4/10	**9. Seminar Presentation:** Positive Leadership	**Suggested material for the presenting team:** • Avolio, B. J., Gardner, W. L., Walumbwa, F. O., Luthans, F., & May, D. R. (2004). Unlocking the mask: A look at the process by which authentic leaders impact follower attitudes and behaviors. *The Leadership Quarterly*, 15, 801–823. • Owens, B. P., & Hekman, D. R. (2012). Modeling how to grow: An inductive examination of humble leader behaviors, contingencies, and outcomes. *Academy of Management Journal*, 55, 787-818. • Kim Cameron's talk at Google on Positive Leadership: https://www.youtube.com/watch?v=eGInot4IGl0 • Simon Sinek's TED talk "Why good leaders make you feel safe." https://youtu.be/lmyZMtPVodo

WELL-BEING AT WORK, POS ORG ANALYSIS, AND WRAP UP	
Date	**Activity**
4/15	**Seminar:** Practical ideas for being well at work	• Practical ideas on how to foster our own well-being at work, e.g.: o Theresa Glomb: Let's make work better o Kristin Neff: Self compassion
4/17	**Co-creation activity:** Positive Organization analysis	• Sharing about your work on the 'Positive Organization Analysis' assignment. • Getting feedback and support from others to finish your assignment. • Get advice and guidance from Dr. Kira
4/18 5pm	Submission deadline: Positive Organization Analysis assignment	
4/22	**Seminar:** Wrap Up session	• Activities to pull together all that we've learned during this course • Moving forward…

4. COURSE POLICIES

COURSE WEBSITE

     Announcements, assignments, session slides, etc., will be posted on the course's Canvas site. It is your responsibility to check the site regularly in order to keep up-to-date with the progress of the course and to ensure that you do not miss any important assignments or deadlines.

USE OF TECHNOLOGY

     During the sessions, make sure not to engage in any non-course related use of devices (e.g., to check or send email, surf the web, check Facebook). I know that sometimes it's tempting to engage in such activities, but do prioritize being present. Your presence and respectful engagement ensures the best possible learning experience for you and your peers! If you want to take notes on an electronic devise, please, turn on your device's 'airplane mode' to create a distraction-free digital environment.

USE OF GENERATIVE AI TOOLS

The use of generative AI tools (ChatGPT, etc.) is permitted in this course for ONLY the following activities:

- Brainstorming and refining your ideas;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion questions.
- Completing group work that your group has assigned to you.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs, or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within policies on academic honesty. (For example, among other information not relevant to our class, the following site provides an example on how to report the use of AI in your work and how to properly cite it in the APA style: https://apastyle.apa.org/blog/how-to-cite-chatgpt). Any assignment that is found to have used generative AI tools in unauthorized ways will be treated as academic misconduct (see below). When in doubt about permitted usage, please ask for clarification.

STUDENTS WITH DISABILITIES

The University of Michigan recognizes disability as an integral part of diversity and is committed to creating an inclusive and equitable educational environment for students with disabilities. Students who are experiencing a disability-related barrier should contact Services for Students with Disabilities https://ssd.umich.edu/; 734-763-3000 or ssdoffice@umich.edu). For students who are connected with SSD, accommodation requests can be made in Accommodate (a tool you will find on the SSD website). If you have any questions or concerns please contact your SSD Coordinator or visit SSD's Current Student webpage. SSD considers aspects of the course design, course learning objects and the individual academic and course barriers experienced by the student. Further conversation with SSD, instructors, and the student may be warranted to ensure an accessible course experience.

ACADEMIC MISCONDUCT

The University of Michigan community functions best when its members treat one another with honesty, fairness, respect, and trust. The college promotes the assumption of personal responsibility and integrity, and prohibits all forms of academic dishonesty and misconduct. All cases of academic misconduct will be referred to the appropriate administrative unit. Being found responsible for academic misconduct will usually result in a grade sanction, in addition to any sanction from the college. For more information, including examples of behaviors that are considered academic misconduct and potential sanctions, please see lsa.umich.edu/lsa/academics/academic-integrity.html

STUDENT SEXUAL MISCONDUCT POLICY

Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success, and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, 734.936.3333 and at sapac.umich.edu.

STUDENT MENTAL HEALTH AND WELLBEING

      Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me (marikira@umich.edu) so that we can find solutions together. For personal concerns, U-M offers many resources, some of which are listed at Resources for Student Well-being on the Well-being for U-M Students website (https://wellbeing.studentlife.umich.edu/resources-list). You can also search for additional resources on that website.