"Seeding" POS in an Undergraduate Capstone Course – Lynn Perry Wooten, Ross School of Business

"Going to college changes people. Regardless of their age or stage in life, people's understanding of the world, themselves and their sense of what is possible are affected by the experience of higher education."

- Pascarealla & Terenzini, 2005

Pedagogical Perspective

There is a growing movement for universities to "rethink" business education. One aspect of this rethinking business education is the conceptualization of pedagogical approaches for capstone courses. Capstone courses are classes designed for graduating seniors that foster integration and synthesis of a student's academic major. In this roundtable, we will explore how a POS lens can be used as a pedagogical foundation for a capstone management course.

A POS perspective enables students to build and broaden their integrative capabilities by focusing on how leaders "seed" excellence in their organizations, teams, and personal experiences. A POS perspective calls for business educators to examine how we develop skills in our students, such as resourcefulness, resilience and the ability to use a strength-based approach for solving problems, innovating, seizing opportunities, managing crises, and managing stakeholders.

Moreover, a POS perspective encourages integrative, action-based learning - an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus (Association of American Colleges & Universities):

Integrated Learning Competency	*Capstone- Level of Competency*
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view.
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**
Communication Skills	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning**, making clear the interdependence of language and meaning, thought, and expression.
Facilitates the Contributions of Team Members & High Quality Connections	Engages team members and high quality connections in ways that facilitate their contributions to meetings

| Integrated Learning Competency	Capstone- Level of Competency
	by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).

POS Teaching Frameworks for Strategizing Organizational Excellence

The Perspective: Seeing possibilities & opportunities, unlocking resources, transformational change, innovation, strategic alignment, managing paradoxes, value-centric, and results-oriented

SOAR: "SOAR is a strategic planning framework with an approach that focuses on strengths and seeks to understand the whole system by including the voices of relevant stakeholders" (Stavros and Hendricks, 2009). SOAR represents a more positive model to utilize during an organization's strategic planning process, as it can help identify the internal desires of an organization's employees, what they want to achieve, and even how they will accomplish the goals. "SOAR helps people connect their purpose and values to their work through the strategic conversations" (Stavros and Hendricks, 2009).

STRENGTHS: **What are the organization's greatest assets?**	**OPPORTUNITIES: What are the organization's best possibilities for innovations & new markets?**
ASPIRATIONS: What is the organization's preferred future?	**RESULTS: What are the measurable results?**

The Competing Values Model: Competing Values is about understanding how to appreciate conflicting values and integrate them successfully so that the organization is positioned for innovation, strategic alignment and change.
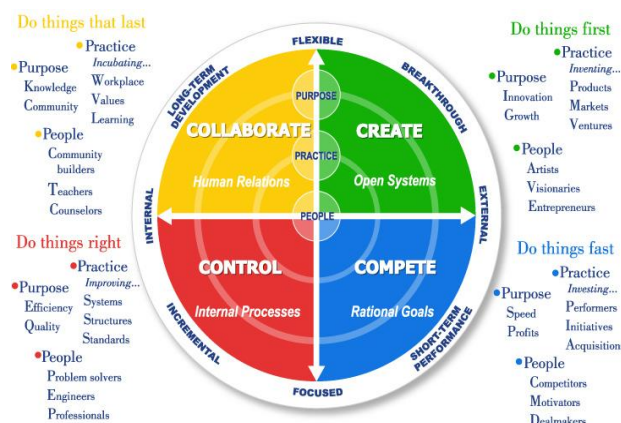
Bottom Line: **POS principles change performance trajectories for individuals, teams, and organizations** (Dutton, 2010).

Teaching Tools for Enabling Excellence in Teams

The Focus: Inspiring team tasks, managing boundaries, learning, leveraging diversity, clarifying roles, high-quality connections, and the work climate.

Experiential Exercises: Tower Building, Survival Simulation, Puzzle Solving, the Cooking Assignment & Creating a Personal Board of Directors

Favorite Movies: 12 Angry Men. Remember the Titans & Akeelah the Bee

POS Personal Development Teaching Tools

The Reflected Best Self: The Reflected Best Self Exercise™ (RBSE™) enables people to identify their unique strengths and talents, making it an excellent tool for personal development. Each participant requests positive feedback from significant people in his or her life and then synthesizes it into a cumulative portrait of his or her "best self."

StrengthsQuest: StrengthsQuest is a research-based student development program developed by the Gallup Organization. StrengthsQuest begins with a 30-minute online assessment of talent. At the completion of the assessment, students receive a customized report detailing their top five talent themes along with action items to put these themes to work in school, career, and beyond.

The *Values in Action Inventory of Strengths (VIA-IS)* is a psychological assessment measure designed to identify an individual's profile of character strengths. It was created by Professors Christopher Peterson and Martin Seligman. The major constructs are Wisdom & Knowledge, Courage, Love & Humanity, Justice, Temperance and Spirituality & Transcendence

Electronic Learning Portfolios: Generative Learning - a teaching, assessment and e-portfolio methodology that supports students in integrating the explicit (conscious and formal) knowledge they've gained in their academic courses, with the tacit (unconscious and informal) insights, skills and capacities they've acquired from life experience

Personal Branding Cases – Leading the Josie Esquivel Franchise & Rachel Ray: Cooking up a Brand (Harvard Business School Publishing) – both cases illustrate how individuals leverage their best self and manage changes in their careers.

Selected References

Association of American Colleges (2010). *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes.

Cameron K. S., Lavine, M. (2006). *Making the Impossible Possible.* San Francisco, CA: Berrett-Koehler.

Cameron, K. S. (2008). *Positive Leadership: Strategic for Extraordinary Performance*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Cameron, K. S., Quinn, R. E., Degraff, J., Thakor, A. V. (2006) Competing Values Leadership: Creating Value in Organizations. Northampton, MA: Edward Elgar Publishing, Inc.

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

Carroll, K. (2004). Rules of the Red Rubber Ball. New York, NY: ESPN Books.

Clifton, D. O, PH.D., Anderson, E., PH.D, & Schreiner L.A., PH.D. (2006). Strengths Quest: Discover and Develop Your Strengths in Academics, Career, and Beyond. New York, NY: Gallup Press.

Davis, M. & Riley, M. (2012). Exploring Teamwork Essentials: Building Team Skills, Diversity Appreciation, and Friendships. West Bloomfield, MI: Positive Diversity, LLC.

George, B. & Sims, P. (2007) True North. San Francisco, CA: Jossey-Bass.

Gladwell, M. (2008). Outliers, The Story of Success. New York, NY: Little. Brown and Company.

Lewis, S. (2011). Positive Psychology at Work. San Francisco, CA: Wiley-Blackwell.

Morgan, L., Dutton, J. Spreitzer, G., Heaphy, E. & Quinn, R. (2005). Composing the Reflected Best-Self Portrait: Building Pathways for Becoming Extraordinary in Work Organizations*The Academy of Management Review*, 30: 712-736 .

Pausch, R. & Zaslow, J. (2008). The Last Lecture. NY: Hyperion.

Power, A. T. & Maltibia, T. E. (2009). A Leader's Guide to Leveraging Diversity. Oxford, UK: Elsevier.

Quinn, R. E. (2012). The Deep Change Field Guide: A personal Course to Discovering the Leader Within. San Francisco, CA: Jossey-Bass.

Quinn, R. E., Faerman, S. R., Thompson, M.P., McGrath, M. R. (2003). Becoming A Master Manager. John Wiley & Sons.

Robbins, S. (2009). What if? Short Stories to Spark Diversity Dialogue. Boston, MA: Nicholas Brealey.

Stavros, J. M., & Hinrichs, G. (2009). Soar: Building Strengths-Based Strategy. Bend, OR: Thin Book Publishing Co.

Whetten, D. A. & Cameron, K. S. (2005). Developing Management Skills (6th ed). Upper Saddle River, NJ: Pearson Prentice Hall.

Zander, R. S., Zander, B. (2000). The Art of Possibility. New York, NY: Penguin Books.