

Innovation and Leadership through Positive Psychology



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Conceptual Fundamentals

Why Innovation is Important

Innovation is considered a key strategic element by most organizations and has a direct effect on organization performance (Baregheh, Rowley, & Sambrook, 2009; Vinarski-Peretz & Carmeli, 2011). Through the innovation process, people who comprise organizations are able to rapidly respond to both changing market dynamics and customer demands (Baregheh et al., 2009) through the ongoing adaptation of their products, goods, and services (Baregheh et al., 2009; Mahsud, Yukl, & Prussia, 2011). The innovation process gives organizations the ability to become competitive and recover or sustain a competitive edge within the marketplace (Ganter & Hecker, 2013). Innovation itself is both created and advanced by individuals (Goepel, Hölzle, & zu Knyphausen-Aufseß, 2012). Organizational innovation depends on each employee generating new ideas and engaging in associated behaviors to implement those ideas (Tan & Nasurdin, 2011) in an effective and efficient manner. Leadership then becomes a key factor in the organization's ability to innovate (Hsiao & Chang, 2011), and leaders, by virtue of the organization authority or community influence, become powerful promotional agents of innovation within their organizations (Oke, Munshi, & Walumbwa, 2009).

How Leadership Affects Innovation

In any organization, the act of leadership is one of the most influential predictors of innovation (Rosing, Frese, & Bausch, 2011), and in order to drive the innovation process forward, the right type of leadership is paramount (Oke et al., 2009). Leaders who incorporate strategies and techniques inside their cultures, that are focused on creating environments that support employees generating better ideas and taking calculated risks, demonstrate leadership that is more likely to lead to innovative work behavior (Oke et al., 2009).

Leadership can be defined as "the process whereby an individual influences a group of individuals to achieve a common goal" (Northouse, 2010, p. 10). Traditionally, the ability to "influence people" has also been associated with hierarchical authority. Over the past decade a growing number of companies (especially those in the technology industry) have broadened the leadership paradigm to include anyone in the organization who can have impact and influence on organizational goals, not just those in authority. The use of positive psychology's character strengths infused into one's leadership style is highly suited to this new frontier of leadership because character strengths are unique and innate to each person. It enables people to lead from their core selves instead of following a theoretical model that may or may not be effective, given the personality type of the leader.

A Definition of Innovation

The concept of innovation can be traced back to ancient Greece in the 5th century B.C. (Godin, 2015). At the time, it was not identified with either business or the commercialization of a technical invention, but rather with the philosophical meaning of introducing change into the existing social order, most notably the politics of the day (Godin, 2015). Some ancient philosophers, including Aristotle and Plato, saw innovation as an introduction of change into the culture or political systems that was not considered desirable (Godin, 2015). Ancient Egyptians even forbade innovation in their artwork or dance (Godin, 2015). Innovation was viewed with suspicion because it was seen as changing the very underpinnings of the existing social order, thus causing uncertainty (i.e., reformation, revolution, and social reform) (Godin, 2015) in the very fiber of daily life in a community or organization. This arguably caused negative emotions around change or innovation trauma (Välikangas, Hoegl, & Gibbert, 2009). Such traumas can have an impact on the four antecedents of innovation: creativity, engagement, positive work culture, and positive emotions. It could be argued that fear of change is still present in many work cultures. Positive psychology, as a field, is centered on well-being, optimal functioning, character strengths, and positive emotions rather than viewing things from a fear-based perspective.

The 21st-century definition of innovation is vastly different from what was originally envisioned by the ancient world. One definition for the 21st century is: "Innovation is the multi-stage process whereby organizations transform ideas into new/improved products, services, or processes in order to advance, compete, and differentiate themselves successfully in their marketplace" (Baregheh et al., 2009, p. 1134). This multi-stage process breaks down into three particular task areas in which leaders can focus the employees' innovative behavior. These three areas are idea generation, idea promotion, and idea realization (Rietzschel, 2011).

Antecedents for Innovation

The concept of innovation has evolved throughout the centuries to become a process (Baregheh et al., 2009) that when applied can not only create technological advancements, but also result in positive change to the human condition and spirit. Innovators can also experience a high failure rate (Välikangas et al., 2009). Therefore, it is important for leaders to understand the factors that lead up to the innovation process and gear their leadership efforts toward maximizing potential innovation breakthroughs, whether in processes or products.

Innovation needs certain antecedents for the desired change or innovation to take place. These antecedents include creativity (Eisenbeiß & Boerner, 2010), an engaged workforce (Bhatnagar, 2012), a positive work culture (Shipton, West, Parkes, Dawson, & Patterson, 2006), and positive emotions (Fredrickson & Cohn, 2008). Management that allows leadership to be creative and deploy various leadership styles

addressing these four antecedents plays a large role in creating an environment of innovation within their organizations (Hsiao & Chang, 2011). This is true no matter what model of leadership is germane to the organization: hierarchy and responsibility or impact and influence (which enable individual contributors to be considered leaders).

Definition of Psychology

The word psychology is made up of two Greek roots, *psyche*, meaning mind, and *logos*, meaning word (Kalat, 2013), and is translated as the study of the mind (Kalat, 2013). The American Psychological Association defines the field of psychology as follows: “Psychology is the study of the mind and behavior. The discipline embraces all aspects of the human experience...in every conceivable setting...the understanding of behavior is the enterprise of psychologists” (APA, 2013).

The understanding of human behavior and the human experience is not only a very broad definition, but it can also encompass many sub-disciplines within the field of psychology. Examples include: industrial/organizational psychology, cognitive psychology, developmental psychology, and school psychology (Kalat, 2013). Each sub-discipline contributes to the overall field of psychology by using a specific lens to understand human behavior and create a fuller human experience. To fully understand human behavior, a researcher must ask questions about life itself, culture, and belief systems that result in various behaviors (Milton, 2010). Traditionally, many of these questions are studied by scholars from other disciplines, such as theology, philosophy, or biology. Each of these fields has a specific definition that outlines the premise of the field and what it will study. Psychology draws upon all these fields—and more—to construct its theories.

Definition of Positive Psychology

The subfield of positive psychology focuses on helping people and organizations create well-being and meaning in their lives in order to understand and enhance their human experiences. A relatively new branch within the field of psychology, positive psychology is roughly about a decade old (Adams, 2012). As a definable field within psychology, it has roots back to Martin Seligman’s 1999 presidential term in the American Psychological Association (Wong, 2011). Seligman asserted that psychology since World War II had focused on the negative aspects of the human experience and was working within a disease-to-remedy framework (Kristjánsson, 2010), thus straying from the primary purpose of psychology, which is helping people create fulfilling and productive lives (Seligman & Csikszentmihalyi, 2000).

This new field of positive psychology has seen remarkable growth since its inception (Schui & Krampen, 2010). Its concepts are now being applied in many areas (Vella-Brodrick, 2011) including the workplace (Froman, 2010), counseling and psychotherapy (Wood & Tarrier, 2010), and the field of education (Hoy & Tarter, 2011), and in corporate

training. Despite being a relatively new area, positive psychology's conceptual framework is "deeply grounded in the wealth of existing theories and empirical findings" (Avey, Luthans, & Youssef, 2010, p. 432).

Positive Psychology Framework

With a paper published in the January 2009 issue of the *American Psychologist* (Csikszentmihalyi, 2009) Martin Seligman and Mihaly Csikszentmihalyi created positive psychology as a definable field. Seligman felt that during the latter half of the 20th century, psychology had become skewed toward addressing disorders (Adams, 2012). In perpetuating a lens focused on the negative, the field of psychology neglected other underlying psychological axioms about life, such as enabling people to lead productive and fulfilling lives that would incorporate and utilize their strengths (Lopez & Snyder, 2011). Psychology is a tool much like theology or philosophy that enables individuals, communities, and organizations to create behaviors allowing optimal functioning leading to happy and meaningful lives.

In his seminal work, *Authentic Happiness*, Seligman talks about three routes to happiness, using happiness interchangeably with well-being. The three routes are meaning (the meaningful life), positive emotions (the pleasant life), and engagement (the engaged life) (Cohrs, Christie, White, & Das, 2013). Positive psychology includes the scientific study of positive experiences, positive character strengths, and positive institutions that facilitate well-being and optimal functioning (Duckworth, Steen, & Seligman, 2005). In a meaningful life, individuals find meaning through the achievement of virtue (Sirgy & Wu, 2009), which usually involves participating in positive institutions (Duckworth et al., 2005) or engaging in meaningful activities that are bigger than the self (Seligman et al., 2006). In 2011, Seligman revised his initial theory, shifting from three different types of life to describing well-being in terms of five domains: positive emotions, engagement, relationships, meaning, and accomplishment (PERMA) (Kern, Waters, Adler, & White, 2014). Of the new domains, two map directly to the framework of the Innovation and Leadership through Positive Psychology program, and the other three are supporting schema that can help in the innovation process.

Positive Psychology and Organizational Behavior

Positive psychology with regard to the workplace has been studied under numerous titles (Donaldson & Ko, 2010). In 2002, Luthans was one of the first to apply positive psychology to the workplace by establishing the concept and theoretical framework of positive organizational behavior, which he defined as "the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in the workplace" (Luthans & Church, 2002, p. 59).

Within this framework, there has been evidence of the effectiveness of positive leadership on employee performance (Luthans & Church, 2002) and that the positive psychological state created by positive psychology can give an organization a competitive edge (Luthans & Youssef, 2007). Organizational behavior is highly influenced by the behavior of the leaders. Positive leadership practiced and perfected by an organization's leaders creates positive psychological experiences, or a culture where creative behavior can emerge and organizational innovation can take place (Cohen-Meitar, Carmeli, & Waldman, 2009).

Positive Psychology and Leadership

Conventional wisdom supports the idea that leaders whose leadership style entails positive attributes would elicit positive outcomes (Avey, Avolio, & Luthans, 2011). While interest in both positivity and leadership has grown over the last decade (Avey et al., 2011), it has only been recently that researchers have given direct attention to the interplay of positivity and the leader-follower dynamic (Carmeli, Ben-Hador, Waldman, & Rupp, 2009). Several theories have been put forward, but there exists no specific definition of positive leadership (Youssef & Luthans, 2012). Attributes that are usually assigned to positive leadership include a charismatic nature, positive directive, and a participatory style when engaging subordinates (Linley, Harrington, et al., 2010). These attributes can be found in various leadership theories. Examples of these include the authentic leadership theory, the transformational leadership theory, the charismatic leadership theory, the altruistic leadership theory (Donaldson & Ko, 2010), and the spiritual leadership theory (Youssef & Luthans, 2012).

Positive Psychology and Innovative Behavior

Managers who infuse positive psychology into their leadership style can create a positive psychological work culture within the employee base and allow employees to begin to naturally practice antecedents of innovation such as creativity and engagement that lead to innovation itself. One way for leaders to infuse their leadership style with positive psychology is to cultivate the use of their character strengths. Leaders can use positive psychology to create and support a more positive organizational culture that in turn creates positive psychological states within the employees of an organization. Within this new psychological paradigm, employees are not merely products of cultural events and experiences; they become invested in or take psychological ownership of their work (Avey, Avolio, Crossley, & Luthans, 2009), thus allowing a more innovative mindset to emerge.

Positive Psychology's Character Strengths

Positive leadership can be defined as the application of character strengths to leadership and management situations in order to create a virtuous organization where employees can flourish. Virtues are values that have been identified by various philosophical systems. Positive psychology's framework encompasses six virtues, which

include wisdom and knowledge, courage, humanity, justice, temperance, and transcendence (Peterson & Seligman, 2004). Character strengths are behavioral ways in which the virtues are expressed.

Character and character strengths matter because they are the psychological vehicles that lead people to engage in both personal and societal good and achieve goals in the face of various challenges (Wright & Lauer, 2013). A growing body of research points to the fact that strengths are associated with a number of desirable outcomes, both behavioral and psychological (Biswas-Diener, Kashdan, & Minhas, 2011). The literature reports that people who use their strengths experience happiness, the ability to achieve goals, a higher-than-normal self-esteem, engagement at work (Biswas-Diener et al., 2011), and meaning in life (Littman-Ovadia & Steger, 2010). Strengths can be cultivated and are mutable (Biswas-Diener et al., 2011). This would support the idea that cultivation of character strengths is a desirable pursuit for organizational development professionals (Biswas-Diener et al., 2011).

The application of character strengths in the workplace correlates with engagement—an antecedent of innovation—and positive experiences (Harzer & Ruch, 2013), which are associated with the creation of an environment where innovative work behavior can flourish. Positive experiences within a workplace can arguably generate a positive culture, which is an antecedent for innovative work behavior.

Positive Psychology and the Engineering Discipline

Engineers are among the First Test Group for Positive Psychology in the Workplace

Many organizations have similar issues and questions about growing their business, maintaining profitability, creating and sustaining innovation, creating a culture where employees are engaged, productivity is high, and safety incidents are low (Linley, Harrington, & Garcea, 2010). As researchers began to explore these questions and issues using concepts such as positive culture and positivity, they made a conscious effort to focus on empirical data to drive theory and applications (Linley et al., 2010). Opportunities to address some of these questions arose within the University of Maryland's Clark School of Engineering (Linley et al., 2010), where the Project Management Program involved both graduate engineers and senior project managers from technology firms (Linley et al., 2010). Guest lectures given within the program on the subject of positive psychology were presented using quantitative findings (Linley et al., 2010). As a result, the group enthusiastically adopted the positive psychology concepts (Linley et al., 2010).

How a Number of Silicon Valley Companies have Implemented Positive Psychology in their Workplace

Silicon Valley, a place known for cutting edge innovation, is embracing the ideas of positive psychology. From software and hardware companies to social networking companies, the “Valley” has found the application of positive psychology means positive business cultures, innovative thought, and actions that impact the bottom line in a positive fashion. Rich Taylor, Director of Global Talent Development, at Palo Alto Networks, has seen the application of Positive Psychology within various companies during his tenure within Silicon Valley. “Positive psychology gives organizations a new prism from which to view professional development. Traditional approaches focus on fixing what’s wrong, where as positive psychology focuses on strengths and contributions rather than weaknesses. This creates the opportunity for employees to unleash the tremendous talents they possess.” He says, “When a culture is open and you can give your best, people tend to be creative and innovative.”

Jessica Amortegui, Senior Director of Learning and Development at Logitech, has also seen the impact of positive psychology, in particular the use of Character Strengths first hand, “Logitech has used the VIA character assessment to help managers' focus not just on competence, or skill-building, with their employees but also on character development. The result is that employees feel more seen and visible, and that beyond the work they do, they realize who they are also matters” says Amortegui.

Facebook and LinkedIn have more than social networking in common. They also embrace positive psychology in the workplace, and that has strengthened both their corporate cultures and employee contributions. At Facebook, strengths are core to their culture and allow people to do the work they love and are passionate about. As a result of this environment, people seek out learning about the things they care about and think will have the biggest impact, Amy Hayes, Global Head of L&D at Facebook says, “Managers at Facebook create an environment where real-time feedback is encouraged. We tell managers that their job is not to prevent people from making mistakes, but to help them learn from mistakes. Encouraging people to become curious about failure rather than hide it helps create a positive culture allowing creativity and innovation to surface and be nurtured.” Facebook, a data-driven company, has experienced a correlation between a positive work culture and performance, engagement, and employee tenure.

LinkedIn also stresses individual transformation as a path toward well-being in the workplace. “Transformation is a core part of our culture and one way we enable it is to uplift the strengths of individuals rather than focusing on the weaknesses. We don't rely on traditional HR frameworks such as employee competency models,” says Rajon Tumbokon, Sr. Learning & Development Partner, Engineering at LinkedIn. “Our leadership also encourages compassionate management, which enables us to make thoughtful decisions based on the motivations, emotions, strengths, and challenges of others, which is one reason we’re in the top 8 percent on the Sirota Tech Benchmark in terms of

employee engagement. This relates to a positive approach and fostering people's happiness and strengths."

As an organization, VMWare specializes in creating ways to enhance the world's ability to connect, but they don't stop there. That same passion for connectivity is an essential component of their corporate culture. "We imbue positive psychology into our leadership training at VMware and we have seen the information and concepts breathe new life into people," says Victoria Sevilla, Senior Manager of People Development. "From finding their power zone with the VIA (Values in Action Inventory of Strengths) to practicing active constructive responding with team mates, our employees have expressed a renewed belief in the work that they do and a sense of empowerment that increases authenticity, productivity, connection and overall well-being."

Experiences at Companies beyond Silicon Valley

Engineers and Silicon Valley may have been earlier adoptees of positive psychology in the workplace, but many other companies beyond the region have incorporated its use into their organizational fiber. Gina Valenti, Vice President, Brand Hospitality, Hilton Worldwide, has found that positive psychology, in particular the use of positive emotions, makes a significant impact on both Hampton's culture and the way their team members deliver top notch service. This is no small task since the Hampton organization has 80,000 team members, across 2150+ hotels, in 20 countries. "Hamptonality is not just a made up word ... it is the underpinning of our brand's customer experience. Hamptonality reflects our culture movement, a culture grounded in strengths – inspiring team members to lead with their authentic personality," says Valenti. Hampton's guiding values of *Friendly, Authentic, Caring and Thoughtful* or F.A.C.T. have become part of Hampton's cultural DNA and help to create an environment where positive emotions inspire a consistent service experience. "We strive to deliver upon a customer experience that promises, Making You Happy Makes Us Happy. In fact, at Hampton, it's more than a promise ... It's our guarantee!"

The benefits of positive psychology can be seen in other companies as well, including Toyota Motor Corp., Ann Taylor Stores, Castrol, and Standard Chartered Bank (Coplan, 2009). In short, many organizations, including the U.S. Army (Mills, Fleck, & Kozikowski, 2013) and the U.S. Air Force (Michel & Neuman, 2010) have shown an increased interest in incorporating the potential benefits of positive psychological principles. The question behind this newfound interest in positivity is whether organizations will be able to create work environments that not only meet their mission and economic goals, but also support innate human aspirations, such as happiness and well-being. Positive psychology accomplishes this by creating an affirming and proactive environment where economic realities and human goals can be achieved in tandem (Froman, 2010).

The Three-Day Executive Education Experience

The three-day *Leadership and Innovation through Positive Psychology* executive education program brings together principles of the innovation process, leadership, and positive psychology to help create work cultures where innovation can flourish. Through presentations, case study discussions, and break-out activities, participants will learn how to begin applying positive psychology as a leadership tool and encourage a culture of innovation. The program is designed to be highly *interactive* and a *hands-on experience*. As such, the program development team has decided to limit each cohort to a class size of only 25-30 participants.

The underlying framework of the program is built on a strengths-based leadership model. Different from other strength-based leadership models, the positive psychology framework of strengths are derived from six universal human values rather than behavioral constructs developed by individuals or organizations. These human values have found expression within almost every culture around the world (Dahlsgaard, Peterson, & Seligman, 2005). Values are the building blocks of behaviors and help determine one's character. As such, the six universally researched values translate into 24 behaviors, or character strengths. Leaders are taught how to lead from these character strengths toward four cultural antecedents that foster innovation. The result is to create a human-to-human experience of leadership and a culture of well-being where innovation happens naturally.

To achieve this, the program is divided into three areas of study: 1) gaining an understanding of the underlying concepts of positive psychology and innovation; 2) applying positive psychology concepts to innovation; and 3) creating a leadership style to foster innovative work behavior. Finally, a team project is woven throughout the program which gives participants the opportunity to work together and practice applying the concepts learned to real life organizational situations.

Innovation and Leadership through Positive Psychology UC Berkeley Executive Education Program

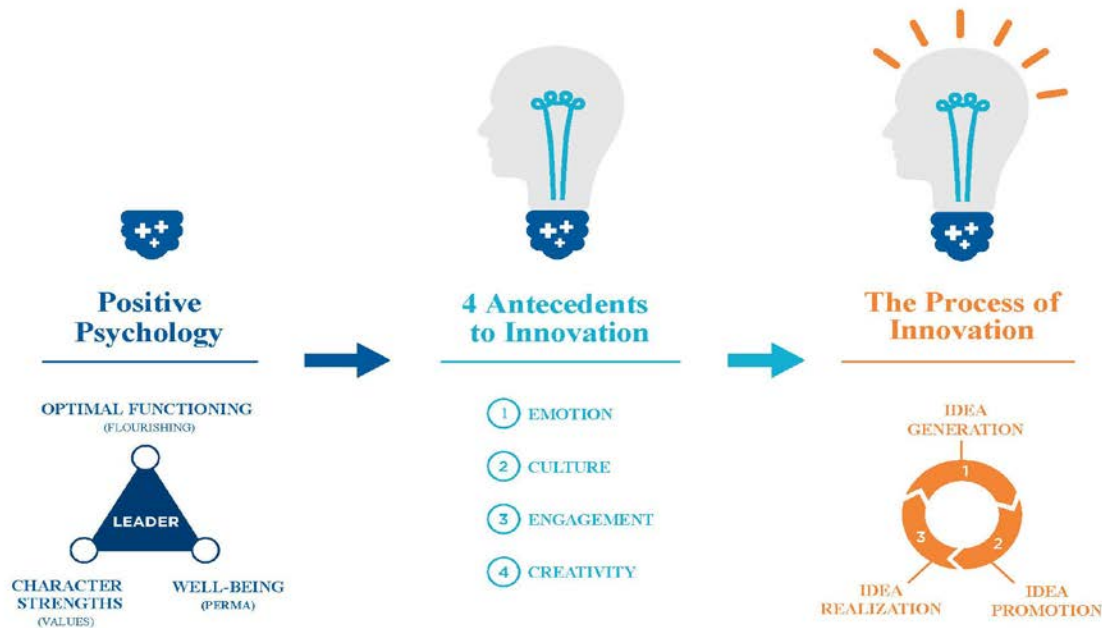


Figure 1- Program Flow

The Areas of Study within the Program

The program is broken into three areas of study:

Positive Psychology and Innovation Module – During the first segment of the program participants will gain an understanding of the field of positive psychology, character strengths, and the innovation process.

Applying Positive Psychology Concepts to Innovation – In the second segment of the program, industry experts share their experiences of applying positive psychology to the four antecedents of innovation (positive culture, creativity, positive emotions, and engagement).

Creating a Leadership Style – The final segment of the program focuses on leadership. Participants will be exposed to ways in which positive psychology and appreciative inquiry can be applied within a leadership style. Industry experts will also share ideas for creating strategies to overcoming organizational obstacles in creating a positive innovative culture.

The Program Project

Students will work in teams to create and deliver a project. The goal of the project is to incorporate the knowledge being acquired within the program into a tool kit that can be utilized upon return to their respective organizations. Before coming to the program, each participant will have a call with Dr. Gatto, Positive Psychology Fellow. The call serves three functions: to extend a personal welcome to the program, an opportunity to review what the participant hopes to achieve by attending the program in alignment with the program outcomes, and finally to evaluate the participant's background and interests so they can be assigned to a group of peers for the project. Once this is completed the student is formally admitted and assigned to a group of peers to work with during the program. Each group will also be assigned an industry expert (some of whom have taken the program already) to help guide them through the project process and give them insights from an industry perspective. The team, accompanied by their industry advisor, then presents their project to the class and instructors for community feedback.

Ongoing Webinars

Our goal is to create a community of people who are interested in making a positive shift within the world of work and foster more innovation within organizations. One way to achieve this is to have periodic webinars, where alumni can hear how others from various cohorts are implementing the concepts and tools learned in the program. Another way is to engage guest speakers, such as our board members, to share ideas for using positive psychology within organizations or how they are creating the antecedents of innovation within their organizations. Dates and times of the webinar are published in our alumni newsletter, on the website, and all alumni receive an email letting them know when the next webinar will take place.

Networking Opportunities

Because our goal is to encourage a community of like-minded professionals whose focus is to create more positive and innovative workplaces, networking is highly encouraged throughout the program. Therefore, we have set aside one night within the program where participants gather at UC Berkeley's historic Faculty Club (<http://www.berkeleyfacultyclub.com/>) to relax and get to know each other, our board members, and instructors. Participants form professional bonds that will help them with this work as they go back to their respective organizations.

Feedback from Our Participants

The following is some of the feedback we have received from our participants:

"This was among the best educational programs I've attended in recent memory. The juxtaposition of cutting-edge research and real-world implementations was thought-provoking, and I felt privileged to be learning from top talent in both academia and the corporate world. I also appreciated the opportunity to work through concepts and applications in small groups, with people from a different countries and a variety of organizations."

~ Juliette Hirt
Associate General Counsel
Sierra Club
USA

"I am a positive psychologist practitioner who has been researching, studying and teaching positive psychology for the past 6 years. The UC Berkeley executive program, Innovation and Leadership through Positive Psychology, was an unforgettable experience. The combination of excellent academics and world class industry experts provided me the opportunity to gain new insight into leadership and the innovation process."

~ Andrés Cabezas Corcione, Ph.D.
CEO-Founder Latinamerican Center of Applied Positive Psychology
Chile

"The Innovation and Leadership through Positive Psychology Program at UC Berkeley College of Engineering was probably the best educational experience I have had. The perfect blend between theory and practice, combined with the various industry experts and UC Berkeley's distinguished educators, such as Dr. Keith Gatto and Dr. Lee Fleming, really made this program extremely hands-on. The program which covers a large amount of topics such as positive emotions in the workplace, character strengths to create a leadership style or appreciative inquiry, is an extremely useful toolkit for any professional who wants to create a high-performing organization, foster creativity, innovation and inspire leaders."

~ Paul Racine
Founder, Life Lab
France

The Berkeley Academic Team

The academic team from UC Berkeley brings a combination of research knowledge and professional experience to the program. The team consists of:

Lee Fleming, PhD (Innovation) -Dr. Fleming earned his bachelor's degree in electrical engineering at UC Davis and went on to earn a master's degree in engineering management from Stanford University in the Honors Cooperative Program. He then received his PhD in organizational behavior in the Department of Industrial Engineering at Stanford. He also completed a master's degree in statistics during his doctoral years. Between 1998 and 2011, he was the Albert J. Weatherhead III Professor of Business Administration at the Harvard Business School. His research investigates how managers

can increase their organization's likelihood of inventing a breakthrough through various types of collaboration, the integration of scientific and empirical search strategies, and the recombination of diverse technologies. He is currently using Big Data techniques to study innovation, entrepreneurship, knowledge flow, and science policy.

Keith P. Gatto, PhD (Positive Psychology, Leadership) - Dr. Gatto has held academic management and leadership positions at UC Berkeley for the past decade and currently serves as the Positive Psychology Fellow at the Fung Institute of Engineering Leadership in the College of Engineering. He is the recipient of a PhD in organizational leadership from the Chicago School of Professional Psychology, a Master of Education in psychology from Cambridge College, and a Bachelor of Science in business administration and marketing from Villanova University. Dr. Gatto has taught courses and presented executive education lectures on leadership and team building, the psychology of leadership, technology leadership, business ethics, human relations in the workplace, and the psychology of success. In addition, he has conducted research focused on the impact of positive psychology on innovative work behavior. He is the curriculum architect of this program, and the program is based on his graduate research. Before pursuing a career in higher education management and teaching, he was employed in account management, corporate training and marketing communications roles in the financial services industry for such companies as Vanguard, CIGNA, and MFS Investment Management. He also served on the boards of the Greater Boston Business Council and the Certified Financial Planning Board of Standards.

Our Industry Instructors

The program is designed to be a partnership between the University and industry. As such our industry instructors play an important role in the delivery of the program. Each instructor is vetted to ensure both a wealth of appropriate background knowledge and experiences as well as excellent presentation and delivery skills. Past instructors have come from companies such as LinkedIn, IDEO, Hampton Hotels Worldwide, Facebook, Samsung, and Logitech. The program is always looking for new companies and instructors to become part of our community. Industry instructors who have taught in the program three or more times are awarded the honorary title of *Dean's Teaching Fellow* in recognition of the wealth of knowledge and commitment to the program.

The Industry Advisory Board

Unique to this executive education program is the industry advisory board which is comprised of diverse professionals who are interested in promoting the value of a positive culture and its impact on innovation, the board provides input, from an industry perspective, on the program's development and helps disseminate information about the program to the public. The 2016-2017 Industry Advisory Board consists of representatives from Ascension Health, Autodesk, Cisco, Facebook, IDEO, LinkedIn,

PlusPlus, and Salesforce (Board member names and bios can be found in Appendix A). The board provides feedback and service to the program in three main areas: program development, student experience, and marketing and promotion.

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Appendixes

Appendix A - Bios of the Program's 2016 -2017 Industry Advisory Board

Marko Gargenta, Industry Advisory Board Chair

Founder and CEO of PlusPlus and Investor at Sand Hill Angels

Marko Gargenta is founder and CEO of PlusPlus, a knowledge sharing software company. Prior to PlusPlus, Marko was the Director of Twitter University where he focused on enabling Twitter engineers and engineering managers to be the best in the world at what they do. At Twitter, he created a culture of learning where engineers learn from one another. Prior to Twitter, Marko co-founded and led Marakana, an open source software training company that focused on training engineers at companies such as Intel, Qualcomm, Cisco, Motorola, Department of Defense and others. Marakana was acquired by Twitter in 2013. Marko studied Mathematics and Software Engineering at University of Waterloo, Canada. He's the author of Learning Android published by O'Reilly Media.

Jenny Blackburn

Director, Technology People & Leadership, Salesforce

Jenny is currently a program director on the embedded learning and development team in Salesforce's Technology & Products organization. While spending most of her career in tech driven environments, she is a multi-industry, experienced professional who has had success leading content, delivery and evaluation teams and projects to achieve aggressive performance goals in high growth, diverse environments. She is driven by innovation and has spearheaded numerous initiatives in tribal knowledge sharing and reward systems, making measurable impact in building towards a learning organization mindset. She has led enterprise learning operations management, product development, enterprise learning system implementation, and general program management in globally distributed companies. Jenny's specialties are enterprise learning strategy, program management, team leadership, process development, change management, and learning technology implementation (business process side).

James Desrosier

Internet of Things Talent Consortium Lead, Learning @ Cisco

James is leading global talent development initiative with strategic and channel partners for the multi-tiered Learning@Cisco B2B training organization and growing contingent of global players: GE Digital, Rockwell Automation, Panduit, MIT Sloan School of Management, Pearson Workforce Readiness, Disney HR, IQ Navigator (HRIS SaaS), New York Academy of Sciences, and global training companies FastLane and ANI. He's also

driving organizational design / development, research on trans-disciplinary leadership development, content development strategy, business rules for courseware sharing, learning pathways for certification and badging, curriculum design, e-learning training methods, web strategies, sales positioning and communications, and program implementation. James' experience spans leadership development, corporate learning and development, customer and sales enablement, executive education, professional development, and accredited higher education. James is currently completing his doctoral dissertation on Creativity Management at the European Graduate School, which is fully accredited by the European Union. He has worked with SMEs in 20 categories to develop ~100 courses and 16 certification programs, and designed/directed executive education, professional development and academics in 22 fields.

Amy Hayes

Global Head of Learning & Development, *Facebook*

Amy is a learning and development consultant and coach with over 18 years' experience helping leaders navigate the challenges they face in their roles. As the Global L&D Leader she has responsibility for making Facebook a great place to learn to lead and for ensuring the company has the leadership capability needed today and in the future. Amy believes that the world needs leadership more than ever...and that being a leader is more challenging now than ever before. She has tremendous respect for those who take on leadership roles and is passionate about being a resource for those who are making a difference in the world. Prior to joining Facebook, Amy spent 14 years with PwC in various HR/L&D leadership roles in Boston, London and New York. Amy has a Bachelor's degree in Business Management from George Mason University, an MS from Boston University and has recently completed Hudson Institute of Coaching's program. As a former, "east coaster", she is a new resident of San Francisco and is enjoying the California sun.....immensely!

The Rev. Dennis H. Holtschneider, C.M., ED.D.

President of DePaul University and Chairman of Ascension Health

The Rev. Dennis H. Holtschneider, C.M., is president of DePaul University, the nation's largest Catholic university and chairman of Ascension Health, the nation's largest Catholic and non-profit health system. He also serves on the boards of the American Council on Education (ACE), the Chicago History Museum, and the steering committee of the Illinois Business Immigration Coalition. Fr. Holtschneider became DePaul's 11th president in 2004 and oversees a \$550 million budget, 23,539 students, and 924 full-time faculty on four Chicago campuses as well as online. He joined the board of Ascension Health in 2009 and moved to the parent board of Ascension Health in 2012, where he chaired the audit committee for the \$26 billion healthcare organization consisting of the

healthcare system and an array of health-related businesses. He is a professor of education at DePaul and a faculty member in the Harvard Graduate School of Education's Management Development Program and the Harvard Seminar for New Presidents, where he teaches strategy and governance. He also is a founder and faculty member at Boston College's Institute for Administrators in Catholic Higher Education.

Elizabeth Kim

Executive Director of Talent, *IDEO Palo Alto*

At IDEO Palo Alto, their mission is to humanize technology. That means making sure that human emotion, beauty, fears, and dreams inform technology — transforming it from “simply something new” to an experience that transforms the human experience. As the Executive Director of Talent at IDEO-PA, Elizabeth's job is to find amazing people who can deliver on this audacious mission and to create experiences that challenge, excite, and inspire them to achieve their full creative potential. To do that, Elizabeth and her team work tirelessly to identify and inspire amazing people, bring them to IDEO, and find amazing experiences that help them learn, grow, flourish. Prior to coming to IDEO, Elizabeth spent 15 years at McKinsey & Company and played a variety of roles including Associate Principal and Senior Learning Expert. Her passion has always been to find ways to help people learn and grow — whether external clients or internal consultants. As a Senior Learning Expert, Elizabeth worked with McKinsey's senior leaders to develop learning experiences for consultants of all tenures. Some of her favorite examples include mobile learning for consultants serving unfamiliar industries, functional learning for project managers, transformational learning for engagement managers, and teaching senior partners about our expanding service offers. In her personal life, Elizabeth is a mom to three young children and wife to a quantum physicist.

Danny Ryan

Director of Technical Training & Development, *Autodesk*

Danny is the director of Technical Training and Development at Autodesk where he focuses on both the horizontal development of engineers as they add new technical skills and vertical development where learners grow their technical leadership skills. Danny is an electronic engineer who worked in Philips (NL), DEC and Cypress Semiconductor before coming to Autodesk. Fueled by his hobbies of improv and standup comedy, he made the transition from engineering and engineering management to learning and development about 10 years ago. Nothing satisfies Danny more than seeing people grow while enjoying the process. At Autodesk Danny leads a small team that has implemented several major programs including a 6-week Engineering Bootcamp and has been piloting a virtual leadership development program that brings small teams together in an online gaming environment to develop their skills for building trust, coordinating action and leading teams.

Victoria Sevilla

Senior Manager, Global People Development, VMWare

Victoria Sevilla believes in the power of positive organizational cultures, not only for what they can achieve, but how they make people feel. Her love of learning and development evolved from her experience teaching courses in Interpersonal Communication, Intercultural Communication, Public Speaking, and Critical Thinking in small groups at two San Francisco Bay Area universities: San Jose State University and Santa Clara University. Victoria's interest for praxis and innovation led her to consult for high tech companies in Silicon Valley, where her passion for the field of learning and development was further fueled. Victoria currently works in leadership development at VMWare, headquartered in Palo Alto, CA, where she creates and facilitates cutting-edge experiential learning programs. These cutting edge programs are based in positive psychology research, yet are practical and focused on real-world application. The goal of these programs is to equip leaders with the skills and mindsets that enable them to build micro-climates of human flourishing within their units. She has published two articles on her work experiences: "Why Some Motivational Strategies Fail and How to Create Inspiration at Work," which was named one of the top ten articles in 2015 by Fulfillment Daily, and "Everything is Awesome. Why You Can't Tell Employees they're doing a Bad Job," which was featured on the front page of the Wall Street Journal. Victoria is also the recipient of HR.com's Leadership Excellence award for the Best Global/International Leadership Program.

Rajon Tumbokon

Head of Tech Academy & Sr. Learning Partner for Engineering, *LinkedIn*

Rajon manages Tech Academy, LinkedIn's technical learning program, where engineers can develop themselves on the technologies that connect the world's professionals to be more productive and successful. Tech Academy's flagship program, Engineering Bootcamp, transformed LinkedIn's engineering onboarding experience and helped new engineers increase their first-month productivity by 100%. Rajon is also responsible for delivering talent development programs for engineers, including programs for career development, manager effectiveness, and change management. In addition to his duties at LinkedIn, Rajon founded the Bay Area Learning Design & Technology meetup group, where learning & development professionals can discuss and foster innovative approaches to workplace learning. Prior to LinkedIn, Rajon worked at Google where he developed mobile learning apps for Googlers. Rajon also held key learning & development roles at WebLearning and Johnson & Johnson. Rajon studied computer science at Stevens Institute of Technology and is a husband and father to two young daughters.

Appendix B – Definitions

Creativity: “the production of novel and useful ideas” (Amabile, 1996, p. 1)

Engagement: “a positive, fulfilling work-related state of mind characterized by vigor, dedication and absorption” (Schaufeli, Bakker, & Salanova, 2006)

Positive Work Culture: Actions by an employee that foster or create a meaningful experience within the workplace (Gatto, 2015).

Positive Emotions: Positive emotions can be considered fertilization for the seeds of innovation. They create emotional ground for the seeds of innovation to flourish. Positive emotions motivate employees to take part in activities of the organization (Fredrickson & Cohn, 2008), create environments that have personal meaning or are valued by individuals (Carlson, Kacmar, Grzywacz, Tepper, & Whitten, 2013), and build personal resources such as cognition (Fredrickson & Cohn, 2008).