

Designing Positive Organizational Psychology Interventions

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The contemporary version of the science of positive psychology introduced by Professors Martin Seligman and Mihaly Csikszentmihalyi at the turn of the 21st century (Seligman & Csikszentmihalyi, 2000) rests on the shoulders of some of the earlier pioneers and thought leaders in the discipline and profession of psychology. Most notably, William James and Abraham Maslow introduced the concepts of optimal functioning, self-actualization, and positive psychology decades before the current perspective was launched (see James, 1908; Maslow, 1954). Nevertheless, Seligman and Csikszentmihalyi's vision and call to the next generation of psychological scientists is what led to an explosion of activity worldwide, and the development of a substantial peer-reviewed scientific literature on well-being, excellence, and optimal human functioning over the past two decades (Donaldson et al., 2020a; Donaldson et al., 2020b; Donaldson et al., 2015; Kim et al., 2018).

While there are now more than 50 regional and national positive psychology professional organizations across the world (see Kim et al., 2018), one of the largest professional organizations of positive psychologists in the world today is the International Positive Psychology Association (IPPA) with several thousand members from more than 70 countries. The IPPA describes positive psychology as a field that focuses on the study and practice of positive emotions, strengths, and virtues that make all individuals, institutions, and communities thrive, and has a three-part mission:

1. To promote the science of positive psychology and its research-based applications.
2. To facilitate collaboration among researchers, teachers, students, and practitioners of positive psychology around the world and across academic disciplines.
3. To share the findings of positive psychology with the broadest possible audience.

The IPPA currently has five divisions, with the largest division of over 1,000 members focused on positive organizational psychology (POP). The IPPA Positive Work and Organizations Division's mission is to serve as a bridge

between research and practice and facilitate collaboration to increase the incorporation of positive psychology in academic research related to organizations and the practice of positive psychology in the organizational context, thereby positively transforming the way the world works.

Positive Organizational Psychology

Donaldson and Ko (2010) defined POP “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.” They identified two related multidisciplinary streams of scholarship and research, positive organizational behavior (POB; Luthans, 2002) and positive organizational scholarship (POS; Cameron et al., 2003), that greatly contributed to the understanding of POP topics such as positive leadership, positive organizational development and change, positive psychological capital (PsyCap), organizational virtuousness and ethics, well-being at work, work engagement, flow at work, and the like.

Inspired by the new vision for the addition of a positive approach to psychological science, Fred Luthans, Professor of Organizational Behavior at the University of Nebraska, published his seminal work on POB in 2002 (see Donaldson et al., 2020b). He defined POB 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 today’s workplace” (Luthans, 2002a, p. 59). He envisioned POB capacities, such as hope, optimism, resiliency, and self-efficacy, as something one can measure, develop, and use to improve performance (see Donaldson et al., 2020b; Warren et al., 2017).

A year later, Cameron et al. (2003) provided an even more expansive vision for POS, which is “concerned primarily with the study of especially positive outcomes, processes, and attributes of organizations and their members” (Cameron et al., 2003, p. 4). POS is focused on understanding the drivers of positive behavior in the workplace that would enable organizations to rise to new levels of achievement (Roberts et al., 2005). POS seeks to study organizations characterized by “appreciation, collaboration, virtuousness, vitality, and meaningfulness where creating abundance and human well-being are key indicators of success” (Bernstein, 2003).

Donaldson and Ko (2010) suggested that POP serves as an umbrella term that covers POB, POS, and other related labels (e.g., positive psychology at work) with regard to their research topics, foci, and the level of analysis. More recently, Warren et al. (2017) proposed the umbrella term positive work and organizations (PWO), which encourages integration among POP, POB, and POS. The unifying framework enriches traditional organizational behavior approaches, such as applied organizational psychology, organizational behavior, and management. It also influences technology, hospitality, management, law, and financial planning as a consequence of the growing popularity of the positive perspective in the workplace (Warren et al., 2017). The goal of this book is to understand specific practices, programs, and interventions that can be designed based on the large and growing body of scientific literature to improve work life and organizational

effectiveness. We will broadly call these efforts positive organizational psychology interventions (POPIs). We will first briefly review the scientific evidence for positive psychology interventions (PPIs) more generally, and then discuss the effectiveness of POPIs, which are the application of PPIs in the workplace.

Positive Psychology Interventions

Donaldson et al. (under review) recently systematically reviewed and analyzed the findings from 22 meta-analyses and 231 randomized controlled trials (RCTs) designed to determine the efficacy of PPIs. They found that the science of PPIs has matured to the point where we now have numerous systematic reviews and meta-analyses to determine which PPIs are most effective under specific conditions (see Table 1.1). Most of these reviews and meta-analyses of RCTs show that PPIs, on average, do have at least small to medium-sized positive effects on important outcomes. For example, three recent meta-analyses based on numerous empirical tests and thousands of participants clearly illustrate the conditions under which PPIs can generate well-being and optimal human functioning (Donaldson et al., 2019a; Hendriks et al., 2020; Koydemir et al., 2020).

Table 1.1 Positive Psychology Intervention Meta-Analyses.

References	Title	Sample	Findings
Heekerens and Eid (2020)	Inducing positive affect and positive future expectations using the best-possible-self intervention: A systematic review and meta-analysis	34 randomized controlled trial (RCT) studies, 4,462 participants	The best-possible-self (BPS) interventions were effective positive psychology interventions (PPIs) with small effects for positive affect and optimism, with no substantial follow-up effects. Moderators included: assessment of momentary affect immediately after the intervention and conceptualizing optimism as positive future expectations instead of a general orientation in life.
Hendriks et al. (2020)	The efficacy of multi-component positive psychology interventions: A systematic review and meta-analysis of randomized controlled trials	50 RCT studies in 51 articles, 6,141 participants	Multicomponent PPIs were effective with small effects for subjective well-being and depression, small to moderate effects for psychological well-being and anxiety, and moderate effects for stress, after taking study quality and outliers into account. Moderators included region and study quality. Non-Western countries and lower quality studies found greater effects.

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Table 1.1 (Cont'd)

References	Title	Sample	Findings
Koydemir et al. (2020)	A meta-analysis of the effectiveness of randomized controlled positive psychological interventions on subjective and psychological well-being	68 RCT studies of non-clinical populations, 16,085 participants	PPIs were effective with small effects for psychological well-being and subjective well-being, with small to moderate effects when targeting both types of well-being, with evidence for sustained effects at follow-up. Moderators included: longer interventions (vs shorter), traditional methods (vs technology-assisted methods), and mixed outcomes for age.
Brown et al. (2019)	The effects of positive psychological interventions on medical patients' anxiety: A meta-analysis	12 RCT studies with 1,131 participants; 11 non-randomized trials with 300 participants, patients	PPIs were effective with small to medium effects for patient anxiety, sustained eight weeks post. Moderators included: clinician-led interventions (vs self-administered) and longer interventions (vs shorter).
Carrillo et al. (2019)	Effects of the Best Possible Self intervention: A systematic review and meta-analysis	29 studies in 26 articles, 2,909 participants	BPS interventions were effective PPIs with small effects for well-being, optimism, negative affect, and depressive symptoms, as well as moderate effects for positive affect. Moderators included: older participants and shorter (total minutes of) practice. BPS was more effective than gratitude interventions for positive and negative affect outcomes.
Donaldson et al. (2019a)	Evaluating positive psychology interventions at work: A systematic review and meta-analysis	22 studies, 52 independent samples, 6,027 participants from 10 countries	Five workplace PPIs (psychological capital, job crafting, strengths, gratitude, and employee well-being) can be effective with small effects for desirable work outcomes (performance, job well-being, engagement, etc.) and with small to moderate effects for undesirable work outcomes (negative performance, negative job well-being). Moderators for both desirable and undesirable outcomes did not include the type of theory or intervention delivery method.

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Table 1.1 (Cont'd)

References	Title	Sample	Findings
Howell and Passmore (2019)	Acceptance and Commitment Training (ACT) as a positive psychological intervention: A systematic review and initial meta-analysis regarding ACT's role in well-being promotion among university students	5 randomized experiments of university students, 585 participants	Acceptance and Commitment Training was an effective PPI with small effects on well-being.
Lomas et al. (2019)	Mindfulness-based interventions in the workplace: An inclusive systematic review and meta-analysis of their impact upon wellbeing	35 RCT studies, 3,090 participants	Mindfulness-based interventions were effective with moderate effects for stress, anxiety, distress, depression, and burnout, as well as small to moderate effects for health, job performance, compassion, empathy, mindfulness, and positive well-being, with no effects for emotional regulation. Moderators for health included: region, mindfulness-based stress-reduction intervention type, and age (younger vs older). Moderators for positive well-being and compassion included: gender.
Slemp et al. (2019)	Contemplative interventions and employee distress: A meta-analysis	119 studies, 6,044 participants	Contemplative interventions (e.g., mindfulness, meditation, and other practices) were effective with small to moderate effects for reducing employee distress sustained at follow-up. Moderators included: type of contemplative intervention and type of control group. Adjustments for publication bias lowered overall effects.
White et al. (2019)	Meta-analyses of positive psychology interventions: The effects are much smaller than previously reported	2 previous meta-analyses (Bolier et al., 2013; Sin & Lyubomirsky, 2009)	When small sample size bias was taken into account, PPIs were effective with small effects for well-being, with mixed effectiveness for depression. Notes need for increasing sample sizes in future studies.

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Table 1.1 (Cont'd)

References	Title	Sample	Findings
Chakhssi et al. (2018)	The effect of positive psychology interventions on well-being in clinical populations: A systematic review and meta-analysis	30 studies, 1,864 participants with clinical disorders	PPIs were effective with small effects for well-being and depression, moderate effects for anxiety, and no significant effects for stress, with similar effects 8–12 weeks post. Moderator for well-being included: guided PPIs (vs unguided, such as self-help). Moderator for stress included: control group type. Moderators did not include: population type, intervention format (individual vs group), intervention duration (shorter vs longer), or type of PPI.
Curry et al. (2018)	Happy to help? A systematic review and meta-analysis of the effects of performing acts of kindness on the well-being of the actor	27 studies in 24 articles, 4,045 participants	Kindness interventions (e.g., random acts of kindness) were effective PPIs with small to medium effects for well-being (for the actor of kindness). Moderators did not include: sex, age, type of participant, intervention, control condition, or outcome measure.
Hendriks et al. (2018)	The efficacy of positive psychology interventions from non-Western countries: A systematic review and meta-analysis	28 RCT studies, 3,009 participants	PPIs from non-Western countries were effective with moderate effects for well-being and large effects for depression and anxiety.
Hendriks et al. (2019) ^a	How WEIRD are positive psychology interventions? A bibliometric analysis of randomized controlled trials on the science of well-being	188 RCT studies in 187 articles from 24 countries, 43,582 participants	Most PPI studies that employ RCTs come from Western Educated Industrialized Rich Democratic (WEIRD) populations. 78.2% of the RCT studies reviewed were conducted in Western countries. However, the number of non-Western publications has increased since 2012.
Dhillon et al. (2017)	Mindfulness-based interventions during pregnancy: A systematic review and meta-analysis	14 articles (some RCT and some non-RCT studies), pregnant (prenatal) participants	Mindfulness-based interventions showed no significant effects for anxiety, depression, or perceived stress in the pooled RCTs, but each showed a significant effect in the pooled non-RCTs. Further, four RCTs and four non-RCT studies showed effectiveness for mindfulness as an outcome.

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Table 1.1 (Cont'd)

References	Title	Sample	Findings
Dickens (2017)	Using gratitude to promote positive change: A series of meta-analyses investigating the effectiveness of gratitude interventions	38 studies, 5,223 participants	Gratitude interventions can be effective with small to medium effects for well-being, happiness, life satisfaction, grateful mood, grateful disposition, positive affect, and depressive symptoms, with mixed findings for negative affect and stress, and no significant effects for physical health, sleep, exercise, prosocial behavior, or self-esteem. Moderators included: adults (vs children or college aged). Moderators did not include: gender, type of neutral comparison group, duration of the follow-up period.
Davis et al. (2016)	Thankful for the little things: A meta-analysis of gratitude interventions	32 studies in 26 articles	Gratitude interventions were effective PPIs with small effects for psychological well-being but not gratitude itself in comparison to measurement-only controls. However, gratitude interventions were effective with moderate effects for gratitude and small effects for psychological well-being, with no significant effects for anxiety, in comparison to alternate-activity conditions. Moderators did not include: type of gratitude intervention or dosage (neither days nor minutes of participation).
Weiss et al. (2016)	Can we increase psychological well-being? The effects of interventions on psychological well-being: A meta-analysis of randomized controlled trials	27 RCT studies, 3,579 participants	Behavioral interventions were effective with moderate effects for psychological well-being, with small effects at follow-up. Moderators included: clinical groups (vs non-clinical) and individual face-to-face interventions (vs self-help or group face to face). Moderators did not include: age, number of sessions, measurement instrument, and control group. Lower-quality studies found greater effects.
Theeboom et al. (2014)	Does coaching work? A meta-analysis on the effects of coaching on individual-level outcomes in an organizational context	18 studies, 2,090 participants, organizational context	Coaching was effective with moderate to large effects for goal-directed self-regulation and with small to moderate effects for performance/skills, well-being, coping, and work attitudes in an organizational context.

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Table 1.1 (Cont'd)

References	Title	Sample	Findings
Bolier et al. (2013)	Positive psychology interventions: A meta-analysis of randomized controlled studies	39 RCT studies in 40 articles, 6,139 participants	PPIs were effective with small effects for subjective well-being, psychological well-being, and depression. Moderators for decreasing depression included: longer duration (four or eight weeks instead of less than four weeks), recruited as a referral from a healthcare practitioner or hospital (as opposed to recruitment at a community center, online, or a university), the presence of psychosocial problems, and individual delivery (vs self-help or group). Lower-quality studies found greater effects.
Mazzucchelli et al. (2010)	Behavioral activation interventions for well-being: A meta-analysis	20 RCT studies, 1,353 participants	Behavioral activation (BA) interventions were effective with moderate effects for well-being in both non-clinical participants and those with depressive symptoms, indicating that BA can be useful for non-clinical populations alongside its more common setting as a treatment for depression.
Sin and Lyubomirsky (2009)	Enhancing well-being and alleviating depressive symptoms with positive psychology interventions: A practice-friendly meta-analysis	51 studies, 4,266 participants	PPIs were effective with moderate effects for well-being and depressive symptoms. Moderators included: self-selection to participate in the PPI, older age, depression status, individual (vs group therapy), and relatively longer duration.

^aA bibliometric analysis not a meta-analysis (Donaldson et al., under review).

For example, Hendriks et al. (2020) meta-analyzed 50 randomized controlled trials (RCTs) including a total of 6,141 participants to examine the efficacy of multicomponent positive psychological science interventions (MPPIs). After controlling for study quality and other important covariates, they concluded that MPPIs had an overall small effect on subjective well-being and depression, and a small to moderate effect on psychological well-being. Furthermore, they suggest MPPIs had an overall small to moderate effect on anxiety and a moderate effect on stress.

Koydemir et al. (2020) followed a more comprehensive approach in the selection of studies by including new moderators, focusing on adult non-clinical populations and increases in well-being, and comparing the effects of PPIs targeting subjective and psychological well-being (i.e., hedonism or eudaimonia) or a combination of the two. They found PPIs do increase well-being and that longer interventions showed stronger immediate effects than shorter ones, and interventions based on traditional methods were more effective than those that used technology-assisted methods.

Finally, Donaldson et al. (under review) discovered that many of the meta-analyses they reviewed underscored how important the quality of an RCT seemed to be in terms of accurately estimating PPI efficacy and the generation of outcomes. That is, lower-quality RCTs often overestimated the effects of PPIs. Therefore, Donaldson et al. (under review) developed an evaluation procedure to determine the top 3 and top 10 most successful PPIs – in terms of being tested with a high-quality RCT, having positive effects on well-being over time, and being adaptable to implementation in diverse, marginalized, and disadvantaged populations during a global pandemic. They illustrated how future efforts to generate well-being can now build upon this causal evidence and emulate the most efficacious PPIs to be as effective as possible across a diverse range of participants and settings.

Positive Organizational Psychology Interventions

Drawing from streams of science under the PWO umbrella, including POP, POB, and POS, Donaldson et al. (2019a, 2019b) set out to find which POPIs seem the most promising to date for enhancing well-being and optional functioning at work. They were able to isolate and analyze 22 of the most rigorously tested POPI studies conducted in the workplace. All of these studies (1) implemented an experimental or quasi-experimental intervention in an organizational setting (e.g., with employees, managers, teachers, nurses, staff members, etc.), (2) included pre- and post-test measures, and (3) were analyzed at the individual, team, or organizational level (Donaldson et al., 2019a, 2019b). These 22 peer-reviewed studies were included in a meta-analysis containing 52 independent samples. The total number of participants in this meta-analysis was 6,027 ($n(\text{treat}) = 2,187$; $n(\text{control}) = 3,840$), representing 10 nations (e.g., Australia, China, Netherlands, Sweden, United States, etc.).

It was found that POPIs had small to moderate positive effects across both desirable and undesirable work outcomes (e.g., job stress), including well-being, engagement, leader–member exchange, organization-based self-esteem, workplace trust, forgiveness, prosocial behavior, leadership, and calling. Furthermore, they found the following five types of POPIs to be the most successful:

- Psychological capital interventions
- Job-crafting interventions
- Employee strengths interventions
- Employee gratitude interventions
- Employee well-being interventions

The specific effects of each of the five POPIs are described in detail in Donaldson et al. (2019a).

Donaldson et al. (2019b) followed up their meta-analysis with an in-depth analysis of the theory-driven design of each POPI, and described the theory of change and theory of action for each successful POPI (see Chen, 2005; Donaldson, 2007, in press). The theory of change illustrates exactly what the POPI is expected to improve. The theory of action illustrates exactly what was done in an effort to create those improvements in work life and optimal functioning at work. Tables 1.2 and 1.3 provide details on how successful POPIs have been designed to date.

Table 1.2 POPI Theories of Change (TOC).

References	PP Theory	Change Model	Explicit TOC (Y/N)	Implicit TOC	Expected Work Outcomes	Actual Work Outcomes	Supporting Literature
Chan (2010)	Gratitude	Count-your-blessings model	N	Gratitude has a causal influence on well-being, and an effective strategy to enhance well-being is to lead people to count their blessings or to reflect on those aspects of their lives for which they are grateful.	Increase in subjective well-being consistent with gratitude interventions used in the Chinese population.	Significant decrease in emotional exhaustion and depersonalization— aspects of Maslach's burnout inventory.	(Chan, 2009; Froh et al., 2008; Lyubomirsky et al., 2005; Seligman et al., 2005, 2006; Watkins et al., 2003)
Harty et al. (2016)	Gratitude	Count-your-blessings model	N	Grateful outlook creates more positive and optimistic appraisals of one's life, higher levels of positive affect and more prosocial motivation.	Psychological capital can play an important role in performance, satisfaction, and devotion to work, resulting in less absence from work due to illness and a reduction in cynicism, deviant behavior, stress-related symptoms, and resignations.	Significant increase in job satisfaction.	(Emmons & McCullough, 2003; Seligman et al., 2005)

References	PP Theory	Change Model	Explicit TOC (Y/N)	Implicit TOC	Expected Work Outcomes	Actual Work Outcomes	Supporting Literature
Grant and Gino (2010)	Gratitude	Gratitude expressions	N	Gratitude expressions can increase helpers' prosocial behaviors by increasing their agentic feelings of self-efficacy and their communal feelings of social worth.	Prosocial behavior will increase based on the number of voluntary calls that each fundraiser made during the week before and the week after the intervention.	Significant increase in prosocial behavior.	(McCullough et al., 2001)
Kaplan et al. (2014)	Gratitude	Sustainable happiness model	N	Volitional actions can influence well-being, that is, people can intentionally facilitate cognitions and behaviors to increase their own happiness and well-being.	Research suggests that effect sizes associated with these types of interventions are larger for the components of subjective well-being (including affect) than for other psychological outcomes such as eudaimonic well-being or depression.	Significant increase in positive affective well-being and negative affective well-being.	(Boiler et al., 2013; Lyubomirsky et al., 2005)
Winslow et al. (2017)	Gratitude	Sustainable happiness model	Y	Gratitude counteracts the "negativity bias" by shifting employees' focus from negative events to positive ones.	Job-related positive and negative affective well-being and job stress will improve.	Null findings for positive affective well-being and negative affective well-being. Null findings for job satisfaction and job stress.	(Baumeister et al., 2001; Lyubomirsky et al., 2005)

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Table 1.2 (Cont'd)

References	PP Theory	Change Model	Explicit TOC (Y/N)	Implicit TOC	Expected Work Outcomes	Actual Work Outcomes	Supporting Literature
Van Wingerden et al. (2016)	Job crafting	JD-R model	Y	JD-R theory postulates that job resources gain their motivational potential when employees are confronted with highly challenging job demands.	JD-R model suggests that work engagement and performance can be fostered through interventions by targeting the most important job demands and (job and personal) resources.	Significant increase in work engagement and in-role performance.	(Bakker, 2011; Bakker & Demerouti, 2014)
Demerouti et al. (2017)	Job crafting	JD-R model	N	Through proactive behaviors like job crafting, individuals are likely to become more open to the undergoing changes and adapt more successfully to these changes.	Job crafting can improve employee well-being, job characteristics, and job performance in changing settings.	Significant increases in positive affect well-being, openness to change, and adaptive performance.	(Gordon et al., 2013; Kramer et al., 2004; Van den Heuvel et al., 2015)
Van Wingerden et al. (2017) (2)	Job crafting	JD-R model	Y	The JD-R model provides a clear description of the way demands, resources, psychological states, and outcomes are associated. Additionally, personal resources can be helpful in dealing with job demands and may contribute to improved performance.	The JD-R model suggests that work engagement and performance can be fostered through interventions that stimulate participants to optimize their job demands and (job and personal) resources.	Significant increase in work engagement and in-role performance.	(Bakker, 2011; Bakker & Demerouti, 2008, 2014; Bakker et al., 2012; Demerouti et al., 2001)

References	PP Theory	Change Model	Explicit TOC (Y/N)	Implicit TOC	Expected Work Outcomes	Actual Work Outcomes	Supporting Literature
Van den Heuvel et al. (2015)	Job crafting	JD-R model	N	The content of the job-crafting intervention is based on the role of job crafting in the JD-R model.	Personal resources help to deal with adversity, goal attainment, and adaptivity.	Significant increase in leader–member exchange and a significant decrease in negative affective well-being. Null findings for positive affective well-being.	(Bakker et al., 2014; Van den Heuvel et al., 2014; Van den Heuvel et al., 2010; Xanthopoulou et al., 2009).
Van Wingerden et al., 2017 (1)	Job crafting	JD-R model	Y	The JD-R model provides a clear description of the way demands, resources, psychological states, and outcomes are associated. Additionally, personal resources can be helpful in dealing with job demands and may contribute to improved performance.	The JD-R model suggests that work engagement and performance can be fostered through interventions that stimulate participants to optimize their job demands and (job and personal) resources.	Null findings for work engagement but a significant increase in in-role performance.	(Bakker, 2011; Bakker & Demerouti, 2008, 2014; Bakker et al., 2012; Demerouti et al., 2001)

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Table 1.2 (Cont'd)

References	PP Theory	Change Model	Explicit TOC (Y/N)	Implicit TOC	Expected Work Outcomes	Actual Work Outcomes	Supporting Literature
Williams et al. (2016); Williams et al. (2017)	PsyCap	IO-OI model	Y	The IO-OI model is a dual approach process model that proposes that work happiness is influenced by factors “inside” the employee and factors “outside” of the employee. Factors inside the employee are those that influence an employee’s experience of work and that cannot be separated from the individual, such as attitudes, values, beliefs, emotions, and behaviors.	Seeing more virtues in others elevates organization members to behave more virtuously. The elevation proposition explains how the processes of selective exposure and confirmation bias may contribute to increasing the capacity for virtuousness at the collective level, thus building organizational social resources leading to increased work happiness.	Null findings for organizational virtuousness.	(Fisher & Boyle, 1997; Luthans Williams et al., 2015; Williams et al., 2016, unpublished; Youseff & Luthans, 2011)
Yuan (2015)	PsyCap	PsyCap microintervention model and conversation of resource theory	N	According to the conservation of resource theory, people seek to obtain, retain, and protect resources; and stress occurs when there is a net loss of resources, the threat of loss, or a	There is evidence of PsyCap among the Chinese population. PsyCap was positively associated with employer-rated performance.	Significant increase in work engagement.	(Hofboll, 2002; Luthans, 2004, 2008; Luthans et al., 2008)

References	PP Theory	Change Model	Explicit TOC (Y/N)	Implicit TOC	Expected Work Outcomes	Actual Work Outcomes	Supporting Literature
				lack of resource gain following the investment. At the same time, resource gains could buffer the negative effects of resource loss and create more opportunities for further gains. PsyCap on the other hand, just like human and social capital, can be considered as another resource that is developable and accumulative.			
Zhang et al. (2014)	PsyCap	PsyCap microintervention model	Y	The principles of PsyCap will improve organizational competitiveness.	PsyCap directly influences job engagement, job satisfaction, job performance, organizational commitment, counterproductive work behavior, and organizational citizenship behavior.	Significant increase in job performance.	(Avey et al., 2010; Luthans et al., 2006, 2007)

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Table 1.2 (Cont'd)

References	PP Theory	Change Model	Explicit TOC (Y/N)	Implicit TOC	Expected Work Outcomes	Actual Work Outcomes	Supporting Literature
Williams (2010)	Strengths theory	Clifton StrengthsFinder	N	Principles can be used to govern the development of strengths, including knowing one's strengths, valuing one's strengths, assuming personal responsibility for developing the strengths, and practicing the strengths.	The intended positive effect on employee engagement is to help create a fulfilling work environment where employees (1) are not afraid of appraisals, (2) look forward to receiving performance feedback, and (3) are clear about how their strengths help them contribute to the organization.	Null findings on performance appraisals.	(Clifton & Anderson, 2006; Gable & Haidt, 2005; Kowalski, 2008; Lindborn, 2007).
Harzer and Ruch (2012)	Strengths theory	VIA framework	N	The application of individual signature strengths is related to positive experiences in life, like life satisfaction, well-being, and meaning in life as well as to positive experiences at	Individuals with a calling perceive their work as being meaningful due to helping other people or the broader society (directly or indirectly). Individuals with a calling regard their work	Significant increase in calling.	(e.g., Dik & Duffy, 2009; Elangovan et al., 2010; Harzer & Ruch, 2013, 2014; Littman-Ovadia & Steger 2010; Proctoret al., 2011; Wood

References	PP Theory	Change Model	Explicit TOC (Y/N)	Implicit TOC	Expected Work Outcomes	Actual Work Outcomes	Supporting Literature
MacKie (2014)	Strengths theory	Manualization framework	N	work, like job satisfaction, pleasure at work, meaning at work, and job performance.	to be their purpose in life rather than a means for financial rewards or career advancement.		et al., 2011; Wrzesniewski et al., 1997)
				Manualization offers the opportunity to be specific and consistent about what is meant by strengths development by requiring the coachee to rate themselves on four criteria.	Executive coaching that explicitly targets leadership development must by necessity use reliable and valid measures of leadership behavior that gather data from a wide range of stakeholders to assess the impact of the coaching intervention.	Significant increase in other-rater feedback on transformational leadership.	(Biswas-Diener et al., 2011; Bowles et al., 2007; Kauffman, 2006; Seligman, 2007)
Meyers and van Woerkom (2017)	Strengths theory	Positive-activity model	N	Engaging in positive activities, such as employing one's strengths, makes people feel good about themselves in the short term, which contributes to their longer-term well-being.	Results of prior research have supported an association between identifying and working on one's strengths and positive affect, self-efficacy as a component of PsyCap, and satisfaction with life.	Significant increase in work engagement and a significant decrease in burnout.	(Douglass & Duffy, 2015; Lyubomirsky & Layous, 2013; van Woerkom & Meyers, 2015; Wood et al., 2011; Zwart et al., 2015)

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Table 1.2 (Cont'd)

References	PP Theory	Change Model	Explicit TOC (Y/N)	Implicit TOC	Expected Work Outcomes	Actual Work Outcomes	Supporting Literature
Page and Vella-Brodrick (2013)	Strengths theory	Character strengths and virtues framework	N	Individuals who use their strengths at work are more likely to be engaged and happy in their jobs. This in turn predicts other valued organizational outcomes, including business unit performance, turnover, and productivity.	Strengths can lead to increases in well-being, including lowered stress, greater self-esteem, and improved vitality and positive affect, as has been shown in longitudinal research	Null findings on work-related well-being.	(Harter et al., 2002; Wood et al., 2011)
Neumeier et al. (2017)	Well-being	PERMA	N	PERMA proposes that well-being consists of five components: positive emotions (experiencing positive emotions such as happiness, hope, and joy), engagement (being highly absorbed and interested in life activities; experiencing flow and focused	PERMA improves organizational outcomes of higher workplace well-being levels, including lower absenteeism, higher job satisfaction, less turnover intention, better organizational citizenship behavior, and higher customer satisfaction.	Significant increase in employee well-being.	(Boehm & Lyubomirsky, 2008; Bowling et al., 2010; Diener & Seligman, 2004; Layous et al., 2014b; Lyubomirsky et al., 2005a; Pelled & Xin, 1999; Wright, 2010)

References	PP Theory	Change Model	Explicit TOC (Y/N)	Implicit TOC	Expected Work Outcomes	Actual Work Outcomes	Supporting Literature
Laschinger et al. (2012)	Positive relationships	CREW program	N	attention, and using one's strengths), relationships (feeling valued by others and having close, mutually satisfying relationships), meaning (having a sense of purpose derived from something viewed as larger than the self), and accomplishment (striving for achievement; feelings of mastery).			
				CREW was designed to promote positive interpersonal working relationships among healthcare workers.	Numerous anecdotal reports of uncivil behavior in nursing settings and empirical studies indicate that high levels of supervisor and coworker incivility can have detrimental effects, such as lower productivity and organizational commitment.	Significant increases in empowerment, trust in management, and significant decreases in supervisor incivility.	(Lewis & Malecha, 2011; Osatuke et al., 2009; Smith et al., 2010)

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Table 1.2 (Cont'd)

References	PP Theory	Change Model	Explicit TOC (Y/N)	Implicit TOC	Expected Work Outcomes	Actual Work Outcomes	Supporting Literature
Fiery (2016)	Self-compassion	JD-R-model and self-compassion	Y	The JD-R framework is considered the dominant model of work stress in the literature today and is increasingly used to explain how and why individuals may differ in their well-being in the face of similar job demands and resources.	Self-compassion is predictively and longitudinally associated with decreased stress and anxiety; it negatively predicts emotional exhaustion and positively predicts job satisfaction in preliminary cross-sectional studies among clergy and first-year pediatric residents.	Significant increase in work-related psychological flexibility.	(Bakker & Demerouti, 2014; Barnard & Curry, 2012; Neff et al., 2007; Olson et al., 2015)

Table 1.3 POPI Action Models

References	PP Theory	Intervention Exercises	Intervention Protocols	Intervention Implementers	Implementing Organization	Target Group
Chan (2010)	Gratitude	Weekly log of three good things recorded using a count-your-blessings form.	Naikan meditation-like questions through an online questionnaire	Online	Chinese University of Hong Kong	Chinese school teachers
Harty et al. (2016)	Gratitude	Observing and documenting things for which they are appreciative on five occasions.	Five-step protocol with lectures and instructional activities	Two researchers	Non-governmental organization	Physiotherapists, occupational therapists, nurses, assistant nurses, etc.
Grant and Gino (2010)	Gratitude	A director of annual giving visited the organization to thank the fundraisers for their work. She explained to the fundraisers, "I am very grateful for your hard work. We sincerely appreciate your contributions to the university."	In-person conversation	Director of annual giving	Public university	Fundraisers at a university
Kaplan et al. (2014)	Gratitude	Log at least three times per week things that they are grateful for related to their job.	Gratitude prompt	Online	Two large public universities	Staff members (e.g., administrative assistant, program coordinator, financial aid)

(Continued)

Table 1.3 (Cont'd)

References	PP Theory	Intervention Exercises	Intervention Protocols	Intervention Implementers	Implementing Organization	Target Group
Winslow et al. (2017)	Gratitude	At least twice weekly, participants were asked to think about and record two things in their job or work for which they are grateful (examples included supportive work relationships, sacrifices, or contributions that others have made for you, advantages or opportunities at work, and thankfulness for the opportunity to have your job in general).	Gratitude prompt	Online	Large social service agency	Agency directors
Wingerden et al. (2016)	Job crafting	First, participants acknowledged, shared, and discussed their thoughts and feelings about their careers with each other. They looked back on things they experienced at work, shared the things they like in their recent job, and discussed their future ambitions. Second, the participants practiced giving and receiving feedback, including gracefully receiving compliments. Third, they practiced refusing requests. Fourth, participants made an overview of their job tasks and their personal strengths, motivation, and possible risk factors at work.	Michigan Job Crafting Exercise	Trained facilitators	Healthcare organization	Healthcare professionals (treat hearing impairments)

References	PP Theory	Intervention Exercises	Intervention Protocols	Intervention Implementers	Implementing Organization	Target Group
Demerouti et al. (2017)	Job crafting	This intervention consisted of a one-day training that focuses on achieving individual changes at two different levels: (1) cognitions and (2) behavior (Zwaan et al., 2005). To achieve the first goal, employees are encouraged to reflect on their work situation and to recognize their work tasks and aspects of their job that they would like to change. The second goal is achieved through familiarization with the theory of job crafting and the JD-R model.	Michigan Job Crafting Exercise	Trained facilitators	Municipality	Social services municipality
Van Wingerden et al. (2017) (2)	Job crafting	The participants made an overview of their job tasks and sorted them into three categories: tasks they spent a lot of time at, tasks they had to do often, and tasks they had to do sometimes. They also designated whether they did the task individually or with others. The participants wrote the outcomes on small, medium, and large notes and stuck them on a piece of brown paper. After this, they labeled the tasks in terms of urgency and importance. Then the participants made an overview of their personal strengths, motivations, and possible risk factors in their work and matched these to their tasks. At the end of the first training session, they made a personal crafting plan.	Michigan Job Crafting Exercise	Trained facilitators	Primary schools for special education	Teachers

(Continued)

Table 1.3 (Cont'd)

References	PP Theory	Intervention Exercises	Intervention Protocols	Intervention Implementers	Implementing Organization	Target Group
Van den Heuvel et al. (2015)	Job crafting	The training day included background theory on the JD-R model (Bakker & Demerouti, 2007) and job crafting (Wrzesniewski & Dutton, 2001). Participants mapped their tasks, demands, and resources on a poster. Reflection on the poster helped them to identify situations at work they would like to craft. Personal crafting stories were shared and analyzed in the group. Following this, a plan with specific job-crafting goals, such as how to seek resources, how to reduce demands, and how to seek challenges, was drawn up by each participant	Michigan Job Crafting Exercise	Trained facilitators	Police district	Police officers
Van Wingerden et al. (2017) (1)	Job crafting	The job-crafting intervention consists of exercises and goal setting aimed at increasing social job resources, increasing challenging job demands, increasing structural job resources, and decreasing hindering job demands.	Michigan Job Crafting Exercise	Trained facilitators	Primary schools for special education	Teachers

References	PP Theory	Intervention Exercises	Intervention Protocols	Intervention Implementers	Implementing Organization	Target Group
Williams et al. (2017)	PsyCap	Participants are taught how to dispute negative thinking patterns with more optimistic perspectives, to foster optimism and hope; participants learn about the ABC model of cognitive-behavioral therapy (Ellis, 1957) and how to identify deeply held beliefs that may be driving unhelpful thought patterns and behaviors to build resilience; and at the end of each topic, participants identify how they could use the skill or knowledge taught in their personal and professional lives to build efficacy.	PsyCap research and materials from UPENN's Positive Psychology Center	Trained facilitators	Large independent school	Teaching and non-teaching roles
Williams et al. (2016)	PsyCap	Participants are taught how to dispute negative thinking patterns with more optimistic perspectives, to foster optimism and hope; participants learn about the ABC model of cognitive-behavioral therapy (Ellis, 1957) and how to identify deeply held beliefs that may be driving unhelpful thought patterns and behaviors to build resilience; and at the end of each topic, participants identify how they could use the skill or knowledge taught in their personal and professional lives to build efficacy.	PsyCap research and materials from UPENN's Positive Psychology Center	Trained facilitators	Large independent school	Teaching and non-teaching roles

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Table 1.3 (Cont'd)

References	PP Theory	Intervention Exercises	Intervention Protocols	Intervention Implementers	Implementing Organization	Target Group
Yuan (2015)	PsyCap	Four training sessions each targeting an aspect of PsyCap: (1) hope using SMART goals, (2) self-efficacy using expressive writing, (3) optimism taught using the ABCDE model, and (4) resilience using risk management and resource leverage practice skills	<i>Happy@Work</i> training materials	Online	Chinese University of Hong Kong	Random employees of organizations in China
Zhang et al. (2014)	PsyCap	Then they were provided with the structured reading material and informed that they had 30 minutes to read the material independently and silently.	Structured reading materials	Trained facilitator	Beijing Normal University	Employees of five random companies in China
Williams (2010)	Strengths theory	Participants did an online strengths-identification assessment, received feedback on their respective strengths from the facilitator, and received training on how to incorporate a discussion on strengths into the organization's existing performance-appraisal interview.	Strengths-identification assessment	Online and facilitator	Non-profit community health organization	Leaders

References	PP Theory	Intervention Exercises	Intervention Protocols	Intervention Implementers	Implementing Organization	Target Group
Harzer and Ruch (2012)	Strengths theory	Participants were invited to a web-based training platform; there they learned about their four highest character strengths (derived from the rank order of the VIA-IS scales in the pretest) in step 1. In step 2 they thought about daily activities and tasks at work, and subsequently, in step 3, collected the ways they currently use their signature strengths in daily activities and tasks at work. Finally, in step 4, they developed if-then plans about how to use the four highest character strengths in new and different ways in daily activities and tasks at work.	Activities outlined by Seligman et al. (2005)	Online	University of Zurich	Diverse group of German-speaking employees in different jobs
MacKie (2014)	Strengths theory	Each coachee received six 90-min coaching sessions that followed a format articulated in their coaching manual.	Interview protocol, 360° feedback, Realise2 inventory	Executive coaches	Multinational non-profit organization	Senior managers

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Table 1.3 (Cont'd)

References	PP Theory	Intervention Exercises	Intervention Protocols	Intervention Implementers	Implementing Organization	Target Group
Meyers and van Woerkom (2017)	Strengths theory	Before the training, participants were asked to complete a preparatory assignment (strengths identification). To this end, they received a stack of strengths cards with 24 strengths applicable in the working context and some blank cards that could be filled in individually. Participants were triggered to search for their own talents. Subsequently, participants took part in a half-day face-to-face training, which was given to 40–45 individuals at a time and was facilitated by two professional trainers.	Strengths questionnaires, feedback from third parties, and self-reflection exercises	Trained facilitator	Dutch consultancy specialized in training and development	Convenience sample of employees in implementing organization
Strengths theory	Strengths theory	The program consisted of six, one hour, small group-based sessions. Each session was facilitated by the first author according to a set training manuals to ensure consistency across groups. Participants focused on their strengths and learned from their best (or peak) experiences, to increase motivation and facilitative change, as	Training manual	Researcher	Large government agency	Customer service, human resources, marketing, and communications

References	PP Theory	Intervention Exercises	Intervention Protocols	Intervention Implementers	Implementing Organization	Target Group
		per appreciative inquiry (Cooperrider, 1986; Cooperrider et al., 2008). Care was taken to optimize well-being and learning outcomes for participants by facilitating sessions in a positive, supportive, and affirming environment (Joseph & Linley, 2006) and providing opportunities for autonomy and group discussion (Ryan & Deci, 2000; Vella, 2000). The facilitator recorded adherence to this approach using field notes and ratings (5-point Likert scale where 1 = poor adherence and 5 = strong adherence), which was completed at the end of each session. Notes and ratings were also taken regarding other elements of delivery, including fidelity and participant attendance. This data formed part of the process evaluation.				

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Table 1.3 (Cont'd)

References	PP Theory	Intervention Exercises	Intervention Protocols	Intervention Implementers	Implementing Organization	Target Group
Neumeier et al. (2017)	Well-being	The PERMA framework of Seligman's well-being theory (2018) was applied to select the varied psychology interventions (PIs) for the program. For each selected PI, empirical research suggested that the exercise affects at least one of the five well-being components proposed by the PERMA framework, covering all five components in their combination in each, that could be integrated into the daily working routine in different workplace settings (i.e., self-reflective writing exercises and activities that did not require any special material or environment).	Seven PERMA-based exercises	Online	LMU Munich	Self-registered employees (online)
Laschinger et al. (2012)	Positive relationships	The CREW program organized five activities: promote respectful interactions among staff on the unit, develop skills in conflict management, team building on the unit, share successes within and outside of units, and eliminate negative communication associated with poor resources system.	CREW process manual	Trained facilitator	Hospital	Nurses

References	PP Theory	Intervention Exercises	Intervention Protocols	Intervention Implementers	Implementing Organization	Target Group
Fiery (2016)	Self-compassion	The first week's meditation, a compassionate body scan, is designed primarily to facilitate mindfulness by asking the listener to get in touch with and "just notice" bodily sensations, and is very similar to the first in a series of guided meditations implemented in the widely accepted and researched mindfulness-based stress-reduction program by Jon Kabat-Zinn (1982). The second week's meditation is grounded in the breath, again incorporating mindfulness, but also self-kindness and common humanity as listeners are asked to breathe in affection and kindness to themselves while breathing out affection and kindness toward others who are suffering. The third week's meditation is a variant of a "loving-kindness" meditation, an ancient Buddhist practice designed to increase goodwill toward the self and others.	Three guided self-compassion meditations taught in the mindful self-compassion program	Online	Animal shelter	Random sample of employees at an animal shelter

Designing Next-Generation Positive Organizational Psychology Interventions

The authors in this volume have used the science of PWO as described above, as well as the lessons from the first wave of POPI designs and evaluations to explore potential candidates for the next generation of POPIs. Each of the POPIs explored uses the best positive psychological science available (see Donaldson et al., under review) to improve the well-being and work life of diverse workers across a wide range of organizational settings.

In Chapter 2, Matt Dubin explores the concept and science of flow at work (Csikszentmihalyi, 1975, 1990). He describes the challenges modern-day employees face when trying to achieve this state of intense focus, especially in the increasingly technologically complex work environment. An in-depth overview of the FLOW POPI (Find, Learn, Own, Wrap) and associated tools to overcome these challenges is described. The FLOW POPI is designed to enhance productivity, focus, engagement, and job satisfaction in the modern workplace.

Chapter 3 focuses on the issue of engagement at work through the lenses of self-determination theory and optimal distinctiveness theory. Christopher Chen introduces JobCraft+, a POPI that integrates components of traditional job crafting and positive psychology concepts such as identification of strengths, reflected best-self activation, and relational affirmation. Using a persona approach, Chen guides the reader through the details of the JobCraft+ POPI from a participant's experience.

Chapter 4 presents an example application of POP to the traditional performance review process. Hannah Foster Grammer and Adrian Bernhardt provide an overview of the limitations inherent to the traditional performance review and related theories surrounding the proposed positive psychology-enhanced components. Through a detailed summary of the POPI, Grammer and Bernhardt weave in elements from appreciative inquiry to goal-setting theory to help strengthen the performance review process for both managers and their reviewees.

Taking a step outward to the organizational level, Chapter 5 examines the use of POP for capacity building in social impact organizations. After discussing the research underlying her POPI, such as the science of well-being (PERMA) and psychological capital, Vicki Cabrera presents a framework for positive capacity building by integrating tenets from appreciative inquiry and evaluation. Using this framework, Cabrera presents the incorporation of positive psychology topics such as mindfulness, reflected best-self activation, and appreciation into her POPI.

Chapter 6 shifts our focus to the realm of diversity, equity, and inclusion. Lawrence Chan and Adrian Reece first discuss the limitations of traditional forms of cultural competency training. Using healthcare organizations as an example, the authors build on double-loop learning theory to introduce a POPI that aims to develop the participants' cultural awareness and humility with the goal of improving positive relationships. A detailed overview of each step of the POPI and applicable tools is provided.

Continuing in the area of diversity, equity, and inclusion, Chapter 7 addresses the impacts of sexual harassment in the workplace and challenges associated with sexual harassment prevention training. By incorporating psychological concepts such as the bystander effect and positive psychological concepts such as positive deviance, Eli Kolokowsky and Sharon Hong present a novel POPI that is both more proactive and less punitive in nature compared to traditional interventions in preventing the occurrence of sexual harassment in the workplace.

Chapter 8 explores concerns regarding the well-being of civilian law enforcement employees, specifically those who take emergency calls and dispatch officers to the scene. Emily Zavala and Lawrence Chan present research showing emergency call dispatchers experiencing heightened levels of stress, burnout, and peritraumatic/posttraumatic stress disorder, while also experiencing lower levels of job satisfaction and work–life balance. Several POPIs aimed at increasing psychological capital and mindfulness among law enforcement officers are discussed, with the authors proposing similar POPIs for emergency call dispatchers.

Chapter 9 examines the principles of positive leadership and leader development programs. Using the ADDIE (Analyze, Design, and Develop, Implement, and Evaluate) training model, Jennifer Nelson presents a POPI for the further development of positive leaders. Nelson provides a detailed overview of each phase of the intervention along with their components, such as strength assessments, goal setting, building psychological capital, creating high-quality relationships, and reflective journaling.

Stewart I. Donaldson, Scott I. Donaldson, and Christopher Chen discuss the importance of the measurement and evaluation of POPIs in Chapter 10. They discuss the distinction between efficacy and effectiveness evaluations of POPIs and provide detailed examples of how measurement and evaluation procedures can be developed across all types of investigations and settings. They conclude that the future success of POPIs is highly dependent on the use of appropriate measurement and evaluation approaches.

Conclusion

This volume was designed to provide readers with a summary of developments during the past two decades that have led the emerging area of POP, and to present the state of the science related to efficacy and effectiveness of POPIs. In the chapters ahead, you will learn about new applications of the science of POP, the theory-driven and research-based design of new POPIs, and state-of-the-art measurement and evaluation approaches critical to the success of future PPIs designed for the contemporary global workplace. We wish you many insights related to your own work, well-being, and meaningful life contributions as you explore the future of positive psychology applied to work in the forthcoming chapters.

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*References marked with a single asterisk indicate interventions included in Table 1.1.

**References marked with a double asterisk indicate interventions included in Table 1.2.

***Table 1.2 supporting literature available upon request

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