

Introduction to Positive Organizational Psychology

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At the dawn of the 21st century, Professors Mihaly Csikszentmihalyi and Martin Seligman issued a bold invitation: what if the science of psychology turned more of its attention toward the conditions that allow individuals, teams, organizations, and communities to thrive (Seligman & Csikszentmihalyi, 2000)? Their call was not a rejection of psychology's historic focus on illness and dysfunction, but rather a complementary vision—one that asked how science might illuminate the pathways to human flourishing, optimal functioning, and enduring well-being.

The contemporary version of the science of positive psychology rests on the shoulders of some of the earlier pioneers and thought leaders in the discipline. Most notably, William James and Abraham Maslow introduced the concepts of optimal functioning, self-actualization, and positive psychology decades before the current scientific perspective was launched (see James, 1908; Maslow, 1954). Nevertheless, Csikszentmihalyi and Seligman'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., 2015, 2020a, 2020b, 2023).

While there are now more than 50 regional and national positive psychology professional organizations across the world (see Donaldson et al., 2023; 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 thousands of 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 largest division within IPPA with approximately 1,000 members focuses on positive organizational psychology (POP). The IPPA 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, 2002, 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 & Donaldson, 2025; 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; Cameron, 2025).

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. 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).

One goal of this book is to understand specific practices, activities, programs, and interventions that can be designed based on the large and growing body of POP, POB, and POS 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. (2021a) 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

Table 1.1 Positive Psychology Intervention Meta-Analyses.

References	Title	Sample	Findings
Heekerens and Eid (2021)	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 PPIs: A systematic review and meta-analysis of RCTs	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 PPIs on subjective and psychological well-being	68 RCT studies of nonclinical 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 (versus shorter), traditional methods (versus technology-assisted methods), and mixed outcomes for age.
Brown et al. (2019)	The effects of PPIs on medical patients' anxiety: A meta-analysis	12 RCT studies with 1,131 participants; 11 nonrandomized 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 (versus self-administered) and longer interventions (versus shorter).
Carrillo et al. (2019)	Effects of the BPS 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 PPIs 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 and negative job well-being). Moderators for both desirable and undesirable outcomes did not include the type of theory or intervention delivery method.

Table 1.1 (Cont'd)

References	Title	Sample	Findings
Howell and Passmore (2019)	Acceptance and Commitment Training (ACT) as a PPI: 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 well-being	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 versus 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 PPIs: The effects are much smaller than previously reported	Two previous meta-analyses (Boiler 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 the 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 PPIs 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 (versus unguided, such as self-help). Moderator for stress included control group type. Moderators did not include population type, intervention format (individual versus group), intervention duration (shorter versus 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 PPIs 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. Furthermore, four RCTs and four non-RCT studies showed effectiveness for mindfulness as an outcome.

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 (versus children or college aged). Moderators did not include gender, type of neutral comparison group, and 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 (versus nonclinical) and individual face-to-face interventions (versus 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.

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Table 1.1 (Cont'd)

References	Title	Sample	Findings
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.
Boiler et al. (2013)	PPIs: 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 health care practitioner or hospital (as opposed to recruitment at a community center, online, or a university), the presence of psychosocial problems, and individual delivery (versus 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 nonclinical participants and those with depressive symptoms, indicating that BA can be useful for nonclinical populations alongside its more common setting as a treatment for depression.
Sin and Lyubomirsky (2009)	Enhancing well-being and alleviating depressive symptoms with PPIs: 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 (versus group therapy), and relatively longer duration.

^a A bibliometric analysis not a meta-analysis (Adapted from Donaldson et al., 2021a, 2021b).

which PPIs can generate well-being and optimal human functioning (Donaldson et al., 2019a; Hendriks et al., 2020; Koydemir et al., 2020).

For example, Hendriks et al. (2020) meta-analyzed 50 RCTs including a total of 6,141 participants to examine the efficacy of multicomponent positive psychology 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 nonclinical 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. (2021) 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. (2021) 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 (a) implemented an experimental or quasi-experimental intervention in an organizational setting (e.g., with employees, managers, teachers, nurses, and staff members), (b) included pre- and post-test measures, and (c) 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, and United States).

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, 2022). 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.

Designing Next-Generation, Evidence-Informed Positive Organizational Psychology Applications

In his 1969 article “Psychology as a Means of Promoting Human Welfare,” often known as “Giving Psychology Away,” George A. Miller urged psychologists to make their science accessible and useful to the public. He argued that psychology should move beyond academic boundaries and serve society directly, helping people solve real-world problems and improve their lives. Miller envisioned a “psychology of the people,” where knowledge about human behavior and mental processes would be shared freely, empowering individuals and communities (Miller, 1969). His call marked a pivotal shift toward applied psychology and remains a foundational statement for applying the science of psychology to improve society (Donaldson et al., 2011).

In the spirit of George A. Miller’s 1969 call to “give psychology away,” Giving Positive Psychology Away urges scholars, practitioners, and policymakers to make the science of human flourishing accessible and actionable for all (Donaldson et al., 2020a). Despite two decades of remarkable research growth, positive psychology remains too often confined to academic journals, elite institutions, and privileged populations. This new call to action envisions a world where the principles of well-being, resilience, positive relationships, and meaning are freely shared and applied to improve lives in every community (Donaldson et al., 2020a, 2020b).

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., 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)
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)

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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
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)
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. (2017a, 2017b) (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)
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., 2010, 2014; Xanthopoulou et al., 2009).

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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., 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)
Williams et al. (2016, 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., 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 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. The principles of PsyCap will improve organizational competitiveness.	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)
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 (a) are not afraid of appraisals, (b) look forward to receiving performance feedback, and (c) 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; Lindbom, 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 work, like job satisfaction, pleasure at work, meaning at work, and job performance.	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 to be their purpose in life rather than a means for financial rewards or career advancement.	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 et al., 2011; Wrzesniewski et al., 1997)

MacKie (2014)	Strengths theory	Manualization framework	N	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 long-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)
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)

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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
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 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).	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)

Laschinger et al. (2012)	Positive relationships	CREW program	N	CREW was designed to promote positive interpersonal working relationships among health care 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)
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	Nongovernmental 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, and financial aid)

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	Health care organization	Health care professionals (treat hearing impairments)

(Continued)

Table 1.3 (Cont'd)

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: (a) cognitions and (b) 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. 2005	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

Demerouti et al. (2017)	Job crafting	This intervention consisted of a one-day training that focuses on achieving individual changes at two different levels: (a) cognitions and (b) 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. 2005	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
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 nonteaching 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 nonteaching roles
Yuan (2015)	PsyCap	Four training sessions each targeting an aspect of PsyCap: (a) hope using SMART goals, (b) self-efficacy using expressive writing, (c) optimism taught using the ABCDE model, and (d) resilience using risk management and resource leverage practice skills	<i>Happy@Work</i> training materials	Online	The 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	Nonprofit community health organization	Leaders

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Table 1.3 (Cont'd)

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, they 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 nonprofit organization	Senior managers
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 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.	Training manual	Researcher	Large government agency	Customer service, human resources, marketing, and communications
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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

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 as well as self-kindness and common humanity as listeners are asked to breathe in affection and kindness toward 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
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Since the first edition was published during the COVID-19 pandemic, Donaldson argues that positive psychology is now evolving more into a public good integrated into education, workplaces, health systems, and policy design. Through frameworks like PERMA+4, Flow 2.0, evidence-informed interventions, and global collaborations, the field is advancing its capacity to empower individuals, families, and organizations to flourish (Donaldson & Cabrera, 2026; Donaldson & Chen, this volume; Donaldson & Dubin, 2025). “Giving Positive Psychology Away” challenges us to democratize well-being science—translating data into daily practice, replacing competition with compassion, and ensuring that the benefits of human thriving reach those most in need. Just as Miller’s essay transformed psychology’s public mission, Donaldson’s 2025 vision calls for a new generation of scholars and practitioners committed to designing flourishing systems, for people and the planet alike.

A recent mapping of the entire field of demonstrates that positive psychology has matured into a globally integrated, multidisciplinary science of human flourishing (Donaldson et al., 2023). Over the past 25 years, it has built a robust infrastructure of more than 50 international and regional professional societies, hundreds of university programs, and dozens of applied research centers and practitioner organizations across six continents. The integration of frameworks like PERMA+4 has expanded the field’s reach into culturally diverse and under-represented contexts, while advances in digital technology—such as AI-enhanced coaching, real-time well-being tracking, and virtual reality empathy training—are transforming both research and practice. Together, these developments signal the arrival of a more systemic and inclusive era of positive psychology, with applications extending across education, health care, business, and public policy (Donaldson et al., 2023).

This mapping also reveals the emergence of flourishing systems that connect academic research, practitioner innovation, and policy implementation into a dynamic ecosystem for advancing human and planetary well-being. Positive psychology practitioners now serve as key knowledge brokers, bringing evidence-based interventions to diverse communities and workplaces. As Donaldson and colleagues argue, the next generation of positive organizational psychology must harness these global networks, technological advances, and culturally inclusive models to cocreate thriving organizations and societies rooted in science, compassion, and collective flourishing (Donaldson et al., 2023).

Some of the early pioneers of positive organizational psychology have also recently reflected on the field’s growth and impact since its early beginnings. For example, in a new volume titled *Advancing Positive Organizational Behavior* (Cooper et al., 2025), Professor Luthans contributed a chapter titled *Positive Organizational Behavior and Psychological Capital: An Evidence-based 20-Year Journey*. In this retrospective analysis, Luthans traces the evolution of POB from its conceptual origins at the turn of the 21st century to its current global application. He emphasizes how the core construct of PsyCap—comprising hope, efficacy, resilience, and optimism—has become one of the most empirically validated frameworks in organizational science. Drawing from hundreds of peer-reviewed studies and meta-analyses, Luthans demonstrates how PsyCap interventions consistently enhance employee engagement, performance, and well-being across

industries and cultures. His reflections underscore the importance of grounding positivity at work in rigorous research and practical measurement, aligning closely with the evidence-informed philosophy that defines next-generation positive organizational psychology.

Building on this foundation, Luthans calls for a renewed focus on integrating PsyCap and related strengths-based approaches into leadership development, team dynamics, and organizational strategy. He highlights the need for scholars and practitioners to address contemporary challenges such as remote work, technological disruption, and burnout through scalable, evidence-based well-being interventions. Luthans' reflections also emphasize the synergistic potential between POB and POP—arguing that the two should now be viewed as complementary dimensions of a broader science of human flourishing at work. His closing message resonates with Donaldson's call to “give positive psychology away”: to ensure that the proven principles of PsyCap and human flourishing are not confined to academic research but are actively applied to create healthier, more resilient, and high-performing workplaces worldwide.

Professor Kim Cameron also took stock of the field in his chapter *Positive Organizational Scholarship: An Introduction*. As one of the founding architects of the POS movement, Cameron reflects on how the field has evolved from a pioneering vision at the University of Michigan's Ross School of Business into a vibrant global network of scholars and practitioners. He revisits the central tenets of POS—such as virtuous leadership, positive deviance, compassion, and high-quality connections—and provides compelling evidence of their enduring relevance in today's rapidly changing organizational landscape. Cameron highlights how decades of empirical research have confirmed that organizations fostering positive cultures not only perform better financially but also cultivate resilience, trust, and innovation during times of disruption. His analysis affirms that the science of positive organizational dynamics continues to demonstrate that human flourishing and organizational excellence are mutually reinforcing, not competing, goals.

Cameron further argues that the next frontier of POS lies in its integration with emerging disciplines and technologies that amplify its systemic impact. He envisions organizations as “flourishing systems” where PsyCap, positive relational energy, and collective purpose converge to generate sustainable high performance. Reflecting on two decades of progress, Cameron calls for a renewed commitment to compassion and virtue as strategic resources for 21st-century leadership. His reflections align closely with Donaldson's and Luthans' visions—urging the fusion of POS, POB, and POP into a unified, evidence-informed science of thriving organizations. Together, their work underscores that the future of organizational science depends on expanding from individual and team well-being toward designing entire systems that enable people, organizations, and communities to flourish in harmony with the planet.

The Donaldson Professors contributed the final chapter in the new volume *Advancing Positive Organizational Behavior*. They reflected about methodological and technological advances in the field in their chapter titled *PERMA+4 and Positive Organizational Psychology 2.0: Opportunities for Embracing Methodological and Technological Advances* (Donaldson & Donaldson, 2025).

They reflected on the remarkable methodological and technological advances that are transforming the field.

In this forward-looking contribution, they argue that the next generation of positive organizational psychology will be defined by its ability to integrate rigorous scientific methodology with emerging technologies that allow for real-time, personalized, and scalable well-being interventions. Drawing on two decades of meta-analytic evidence, cross-cultural studies, and applied evaluations, the Donaldsons describe how advances in psychometrics, data analytics, and AI-enhanced research tools are expanding the precision and reach of positive organizational psychological science (also see van Zyl, 2023). They emphasize the importance of methodological pluralism—combining quantitative rigor with qualitative insight—to fully capture the complexity of human flourishing at work. Their chapter positions PERMA+4 as a dynamic, evidence-informed framework that can guide both scholars and practitioners in designing adaptive, data-driven systems for enhancing performance and well-being.

Another new volume (in press) focuses on the empirical evidence base of positive organizational psychology research that has accumulated over the past 25 years that will be published in the coming months (Gaffaney & Donaldson, 2026). *Advances in Positive Psychology Research in the Workplace* aims to provide additional insights and evidence that can be used to strengthen further applications and to give POP research away.

The authors in this volume draw on the best of contemporary positive organizational psychological science to elevate the well-being, performance, and sense of purpose of diverse workers across industries and cultures. Each chapter translates rigorous evidence into inspiring, actionable approaches for creating more humane, resilient, and flourishing organizations. Together, they illuminate the next generation of POPIs and applications designed to help individuals, teams, leaders, and organizations flourish.

Chapter 2—Systems-Informed PERMA+4 Pathways for Flourishing at Work (Stewart I. Donaldson)

Donaldson introduces a transformative systems-based model that integrates the PERMA+4 framework with organizational design principles. Readers are guided through practical pathways to embed flourishing into the DNA of work systems—linking individual strengths, team vitality, and organizational purpose. The chapter demonstrates how small shifts in structure and culture can unleash sustainable well-being and performance across entire workplaces.

Chapter 3—Flow: Sustaining Focus at Work in the Age of Distraction (Matthew Dubin)

Dubin revisits Csikszentmihalyi's classic concept of flow and reimagines it for the digital era. He explores how employees can achieve deep engagement and creativity despite the constant pull of technology and multitasking. Through the FLOW (Find, Learn, Own, Wrap) POPI, readers discover science-based tools to reclaim focus, elevate motivation, and rediscover joy in their daily work.

Chapter 4—Vitality: Supercharging Your Work Environment (Jamie Shapiro & Stewart I. Donaldson)

Shapiro and Donaldson show how vitality, the dynamic energy of body and mind, fuels engagement and performance. Drawing on cutting-edge research in health psychology and organizational behavior, they reveal strategies to optimize physical and psychological energy, transform workplace culture, and design environments where people and performance thrive together.

Chapter 5—Mindset: Growth and Psychological Capital (PsyCap) in Contemporary Workplaces (Stewart I. Donaldson & Tatiana Shemiakina)

Donaldson and Shemiakina explore the intersection of growth mindset and psychological capital (PsyCap), a core construct of positive organizational behavior (POB). They illustrate how cultivating hope, efficacy, resilience, and optimism transforms individuals and organizations alike. This chapter provides evidence-informed tools for developing a thriving mindset culture where challenges become catalysts for growth.

Chapter 6—Resilience: Bouncing Back from Adversity and Trauma (Matthew Higgins & Stewart I. Donaldson)

Higgins and Donaldson delve into the science of resilience, offering compelling evidence and interventions that help individuals and teams adapt, recover, and even grow stronger through adversity. This chapter is both practical and uplifting—showing how organizations can foster collective strength amid disruption and change.

Chapter 7—Crafting Your Best-Self: Integrating Job Crafting and Positive Psychology Interventions (Christopher L. Chen)

Chen blends job crafting theory with positive psychology to introduce JobCraft+, a powerful new POPI that empowers employees to reshape their roles for greater meaning and motivation. Readers follow an engaging, persona-based journey through the process of identifying strengths, activating the “reflected best-self,” and cultivating high-quality connections that sustain engagement.

Chapter 8—Positive Capacity Building for Social Impact Organizations (Victoria Cabrera)

Cabrera bridges science and service by applying positive psychology to strengthen mission-driven organizations. Her chapter presents a framework that integrates appreciative inquiry, evaluation, and well-being science to enhance learning, innovation, and impact. Through inspiring examples, she shows how organizations can cultivate resilience, compassion, and optimism in pursuit of social good.

Chapter 9—Positive Cultural Humility in Organizations: Improving Relationships in the Workplace (Lawrence Chan & Adrian Reece)

Chan and Reece reimagine diversity, equity, and inclusion through a positive lens. Moving beyond compliance-based models, they introduce a POPI grounded in double-loop learning that fosters cultural humility, empathy, and relational growth. Readers gain a road map for building workplaces where diversity flourishes and psychological safety becomes the foundation of performance.

Chapter 10—Bystander Intervention: A Positive Approach to Sexual Harassment Prevention (Eli Kolokowsky & Sharon Hong)

Kolokowsky and Hong offer a refreshing, hopeful approach to one of the most difficult workplace challenges. Drawing from the science of positive deviance and bystander engagement, they design a POPI that empowers employees to act proactively and compassionately to prevent harm. Their approach replaces fear and punishment with courage, accountability, and collective care.

Chapter 11—Positive Organizational Interventions in Law Enforcement: Promoting Optimal Well-Being for Police Service Representatives (Emily Zavala & Lawrence Chan)

Zavala and Chan bring attention to the often overlooked well-being of emergency dispatchers and law enforcement professionals. Through data-driven insights and innovative POPIs that promote mindfulness and psychological capital, they offer a path toward resilience and renewal for those who serve on the front lines of crisis response.

Chapter 12—The EdFam Well-Being Experience: A Multicomponent Positive Organizational Psychology Intervention for Public School Administrators and Staff (Jaclyn Gaffaney & Amanda Wisniewski)

Gaffaney and Wisniewski present a powerful real-world case study of positive organizational psychology in action. Her educator well-being initiative demonstrates how multicomponent interventions can transform school climates, enhance teacher resilience, and promote student flourishing—offering a hopeful model for education systems worldwide.

Chapter 13—Evidence-Informed Positive Organizational Psychology Activities: Enhancing PERMA+4 (Tatiana Shemiakina & Stewart I. Donaldson)

Shemiakina and Donaldson provide a practical tool kit of evidence-informed activities that translate PERMA+4 into action. With creativity and rigor, they guide readers through activities that build positive emotion, engagement, relationships, meaning, accomplishment, and the four additional components—health, mindset, environment, and economic security.

Chapter 14—Measuring and Evaluating Positive Organizational Psychology Interventions and Activities (Stewart I. Donaldson, Scott I. Donaldson & Christopher L. Chen)

The closing chapter emphasizes that flourishing organizations depend on rigorous science. The Donaldsons and Chen outline how to measure what matters—clarifying the distinctions between efficacy and effectiveness and demonstrating how evaluation drives innovation. They inspire readers to see evaluation not as bureaucracy but as a vital source of learning, improvement, and sustained impact.

Conclusion

This volume invites you on a journey through two decades of discovery, innovation, and transformation in the evolving field of *Positive Organizational Psychology*. It celebrates how far the science has come, illuminating the pathways that connect rigorous research with real-world flourishing. In the chapters ahead, you will encounter bold new applications of positive psychology at work, theory-driven and evidence-informed interventions that uplift people and organizations, and advanced tools for measuring and sustaining well-being in the modern global workplace.

As you turn the pages, we hope you find not only insight, but inspiration, sparks that ignite new ways of leading, collaborating, and living with purpose. Whether you are a researcher, practitioner, leader, or lifelong learner, may the ideas within this volume energize your own journey toward greater flourishing at work and in life. The future of *Positive Organizational Psychology* is being written by those who dare to apply its principles, may you be among them.

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