

Optimistic Culture and Leadership

By

Stuart G. Danforth, MA

Founder, Advisor and Coach



Positive Leadership Dynamics

1 Hollis Street – Suite 206

Wellesley, MA 02482

(617) 640-4797

sgdanforth@positiveleadershipdynamics.com

Copyright 2009, Stuart G. Danforth. All rights reserved

TABLE OF CONTENTS

INTRODUCTION.....	1
OPTIMISM.....	2
<i>Learned helplessness and optimism.....</i>	<i>2</i>
<i>Benefits of an optimistic explanatory style.....</i>	<i>4</i>
<i>Optimism as a learned state.....</i>	<i>5</i>
OPTIMISTIC CULTURE.....	6
<i>Levels of culture.....</i>	<i>6</i>
<i>Cultural transference.....</i>	<i>7</i>
<i>Benefits of an optimistic culture.....</i>	<i>8</i>
OPTIMISTIC LEADERSHIP.....	10
<i>The leader as model.....</i>	<i>10</i>
<i>Mindful leadership.....</i>	<i>12</i>
<i>Developing mindfulness.....</i>	<i>14</i>
CONCLUSION.....	15
<i>Adoption of optimism.....</i>	<i>15</i>
<i>Positive organizational behavior as a useful construct.....</i>	<i>16</i>
<i>Future directions.....</i>	<i>17</i>
REFERENCES.....	19

INTRODUCTION

The field of organizational behavior has long held an interest in the effects of optimism on culture and leadership, but only recently have researchers and authors begun to look at this psychological state in detail. Fred Luthans, a driving force behind this new study of Positive Organizational Behavior (POB) notes: "Since the very beginnings of the academic field of organizational behavior (OB) at the Hawthorne Works of the Western Electrical Company, a clear relationship between the positive feelings of employees and their performance has been recognized" (2002, p. 57). The Hawthorne experiments, now recognized as a seminal and classic study of organizational behavior, provided our first glimpse into how employees' feelings and attitudes affected their work performance. It mattered to these workers that someone paid attention to them; it was important and motivating to them that someone cared.

The dramatic emphasis in the OB field of study quickly transformed, however, to research situations in which something had gone wrong, and endeavored to help define and describe solutions to less than efficient or effective organizational structures. This type of migration happened in another field of study. Martin Seligman, a similar driving force in the new field of Positive Psychology has noted that research in his discipline focuses heavily on human psychological dysfunction, rather than on examining human psychological strengths and adaptations (Seligman, 2000). Luthans, following Seligman's lead, proposed to take the study of organizational behavior in a similarly positive direction. His term positive organizational behavior is derived from Seligman's own positive psychology:

Using the positive psychology movement as the foundation and point of departure, I will specifically define positive organizational behavior (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 (2002, p. 59).

It is important to note the three criteria that Luthans describes as essential to the POB construct: elements must be measurable, able to be developed, and able to be effectively managed. In other words, the critical elements of POB must be tools with which leaders, managers, and cultures can actively work to enhance productivity and performance. In the same article, Luthans goes on to name five central elements of POB that meet these criteria and create the acronym CHOSE: confidence (self-efficacy), hope, optimism, subjective well being, and emotional intelligence(2002, p. 59).

One of the central constructs of positive psychology and one that Luthans adopts as "the heart of POB"(2002, p. 64) is the psychological state of optimism. The research on optimism will show us that it meets the three inclusion criteria for POB. The research from the field of positive psychology will also show us the many beneficial aspects of optimism. The task at hand will be to identify optimism as an organizational behavior construct, to translate the effects of individual optimism into organizational terms and to discuss whether optimism might be a defining characteristic of efficient, effective, and successful organizations. I will then apply the research to leadership and culture to determine how best to approach this positive organizational construct. Finally, I will present indications for further research and analysis.

OPTIMISM

Learned helplessness and optimism. To understand the value of optimism, it is helpful to understand one of the primary determinants of this field of research was not the study of optimism, but the study of helplessness. Early in his career, Martin Seligman

studied the effects of helplessness in animals (Seligman, 1990). Some of the original research included placing dogs in a cage in which there was a low barrier dividing the cage. One set of animals could escape an electric shock conducted in the flooring by jumping to the other side of the barrier. The other set of dogs' cages contained no barrier: nothing they could do could prevent the electric shocks from occurring. When the second set of dogs was placed in a cage with a barrier over which they could find relief, Seligman found that these dogs had "learned" helplessness. They no longer sought behaviors that might lead to a cessation of shock (Seligman, 1990, pp. 19-20). As the research progressed to look at what makes animals persevere in situations where there may be no hope, a second well-known experiment involved placing rats in a tank of water. Some of these rats were placed in a tank of water that contained one small island just under the surface of the water. As they swam around they accidentally found this safe haven. When these rats were placed in a tank without an island they were able to continue swimming for a considerably longer time than rats with no such previous experience. Such a previous experience of control made the animals into "behavioral optimists" (Maier & Watkins, 2000, p. 42).

Attempting to transfer this knowledge to human behavior, Seligman posited that individuals could learn a style of cognition that created the effect of learned helplessness. In continuing his studies, the researcher also found that there were some people that no matter what the circumstances were able to maintain an optimistic and hopeful outlook. What was the cause of this difference? Seligman believed that a cognitive explanatory style was the root of the discrepancy. Those with pessimistic outlooks tended to see

negative events as personal, pervasive and permanent. Optimists experienced bad events as external, limited and transient (Seligman, 1990).

Benefits of an optimistic explanatory style. The explanatory style that leads to optimism has been researched extensively and has many positive benefits. Optimism has been associated with better moods, the ability to persevere and create success, good morale, effective problem solving, popularity, resilience, better physical health, long life and freedom from trauma (Peterson, 2000; Seligman & Csikszentmihalyi, 2000). Where optimism is based on internal cognition and perceptions, it necessarily needs to separate itself from pure reality. At the same time optimism that occurs completely separate from reality does not help individuals cope or succeed. To attend to this delicate balance, researchers propose the attainment and cultivation of "flexible optimism" (Seligman, 1990, p. 281). When the future can be changed by positive thinking, optimism is effective (Peterson, 2000).

Flexible or complex optimism might be a mind-frame from which a person can be happy while realistically appraising one's life and at the same time working to improve it (Seligman and Csikszentmihalyi, 2000). Such attitudes and positive emotional states facilitates flexible, effective problem solving, decision making and evaluation of events (Wright, 2003). Complex optimism is both motivating and a motivator (Peterson, 2000), and the interaction between motivation and optimism seems to be an optimizing process: "people high in motivation remain optimistic even when the score is against them." (Goleman, 1998, p.100). Writing on Martin Seligman's research, Daniel Goleman commented that "High functioning people generally feel more optimistic about their prospects and possibilities than average performers. Their rose-colored lenses, in fact,

fuel the enthusiasm and energy that make the unexpected and the extraordinary achievable" (2001, p.48). This circular effect between optimism, motivation and achievement is self reinforcing; the more optimistic one is, the more likely one is to be motivated, the more likely one is to achieve, the more likely one is to be optimistic.

Optimism as a learned state. To be an effective POB construct, optimism must be an identifiable and learnable state. Seligman's seminal work on the subject titled "Learned Optimism" (1990) argues that optimism is just this kind of learned state. Drawing on the research and discipline of cognitive psychology, Seligman states that optimism is a state that an individual can grow and learn to develop over time. To do so, an individual interested in pursuing an optimistic outlook must learn to examine how she or he responds to adversity. In his book, Seligman translates the classic ABC model of cognitive psychology (Antecedent, Behavior, and Consequence) to stand for adversity, beliefs, and consequence (p. 213). When faced with adversity, individuals harbor certain beliefs, and these responses lead to consequences. Seligman advocates using an internal cognitive dialogue to dispute beliefs that may lead to a more pessimistic outlook.

This approach is contrary to the work of Marcus Buckingham of the Gallup Organization. In his books "First, Break All The Rules" (Buckingham & Coffman, 1999) and "Now, Discover Your Strengths" (Buckingham & Clifton, 2001), Buckingham argues that changing such thought patterns is arduous work, and therefore is unhelpful in optimizing individual performance and efficacy in the workplace. Buckingham advocates seeking inherent individual traits or talents and working to maximize these talents, rather than trying to facilitate such cognitive state change or growth. Both researchers agree that the biological, psychological and social work that needs to be done

to re-train an individual toward an optimistic explanatory style is significant.

Buckingham argues this work isn't worth the time; Seligman states the change to optimistic cognition is eminently useful in a variety of life's settings.

To some people, optimism comes naturally, to others it is hard work. As we begin to look at the psychosocial interactions involved in organizational behavior, I will argue that the organizational setting is particularly suited to facilitating optimistic explanatory styles across an institution. Moreover, an organization which contains a culture and leadership derived from complex optimism is one in which motivation, achievement, resilience and success flourish. Therefore, within the parameters of POB, organizations must attend to and encourage such constructs as optimism in order to achieve and maintain a sustainable competitive advantage through an engaged, motivated and positively oriented workforce.

OPTIMISTIC CULTURE

Levels of culture. Can a culture be optimistic? Much of the research on culture now adheres to Schein's (1990) basic model definition of "three fundamental levels at which culture manifests itself: (a) observable artifacts, (b) values, and (c) basic assumptions"(p. 111). An optimistic culture would, indeed, manifest itself in these three levels. For example, optimistic organizations would demonstrate observable artifacts in the manner in which employees addressed each other and interacted, with how group or team meetings were conducted, with the manner in which reports were written. Organizational stories and myths of an optimistic culture would be one way to expose the values of the institution. It is certainly possible that stories related to optimistic and

resilient behavior could clearly become evident at this level. Perhaps the best fit in Schein's model relates to assumptions. Schein defines this level as "taken-for-granted, underlying, and usually unconscious assumptions that determine perceptions, thought processes, feelings, and behavior." (1990, p. 112) Here we can note a similarity between Schein's assumptions, and Seligman's cognitive psychology. Each refers to perceptions, thought, feelings and behavior.

Cultural transference. Schein goes on to note: "Culture is ubiquitous. It covers all areas of group life." (1990, p. 112) To be ubiquitous, culture must involve indoctrination and assimilation of group members. In other words, the essence of culture must be transferable. For any of the POB constructs to be considered cultural, they must be able to be actively shared on a conscious and unconscious level between group members. The fields of positive, social, and behavioral psychology all concur that emotions can be contagious (Hatfield, Cacioppo & Rapson, 1993). Individuals are able to behaviorally mimic those close to them, and this behavioral mimicry translates to emotional mimicry. Therefore a workgroup or culture that is imbued with positive emotional states, and positive organizational behavior is able to indoctrinate new members into the positive culture. The field of neuropsychology concurs. Daniel Goleman explains that the brain's limbic system, which is the emotional center of the brain, is referred to as an open-loop system. "A closed-loop system is self regulating, whereas an open-loop system depends on external sources to manage itself. In other words, we rely on connections with other people to determine our moods" (2001, p. 46).

Human beings are neurologically (Maier & Watkins, 2000; Drugan, 2000) and behaviorally (Hatfield et al., 1993) predisposed to share their emotional and

psychological lives. This is one of the primary reasons why Shein finds culture to be universal within an organization. Not only do we as human beings share our values, beliefs and assumptions with others; our biological make up requires us to do so. Therefore, individuals who cannot subscribe to a particular culture's thoughts and beliefs often find themselves leaving the organization. The cognitive and emotional dissonance created by this cultural mis-match eventually becomes too great, and this may manifest in employment issues, or a desire by the individual to move on. In this way, organizational culture and integrity is maintained.

Benefits of optimistic culture. "An individual with an optimistic explanatory style sees the causes of aversive events as changeable, controllable, and limited in scope. Greater motivation could arise from high expectancies of control or optimistic predictions of success" (Satterfield, 2000, p. 350). A psychosocial culture composed of individuals sharing and reinforcing positive cognitive attribution styles creates a sense of opportunity, safety, health, success and achievement. In an edited volume "The Science of Optimism and Hope" (Gillham, 2000) chapters describe the myriad positive effects of optimism. These include biological and neurological well being, psychosocial resilience, effective coping with adverse stress, strengthened positive family relationships and effective child rearing, happiness, and faith. Optimism then, needs to be considered within this holistic framework. Optimistic organizational cultures seek to enhance the holistic well being of their constituents and thereby influence effective and successful performance within the organization.

In short, culture "conveys and ensures group identity" (Knapp & Yu, 2000, p. 17). When such a cohesive group faces challenges or opportunity, "culture defines the

possibilities considered and attitudes which are brought to bear on the effort" (Knapp & Yu, 2000, p. 17). Consider such a group composed of individuals who are most likely to feel empowered and motivated, likely to look for solutions, are resilient and hopeful in the face of defeat, and willing to persevere longer than others to achieve a goal. A culture with an embedded optimistic explanatory style comprises individuals who will "seek and receive more social support and develop and intense, task specific focus." (Satterfield, 2000, p. 352) The very nature of the optimistic explanatory style therefore, dictates that workgroups become both more interactive and supportive, and more task focused.

Are such positives necessary? In a detailed meta-analytic review on the relationship of personality to performance motivation, Judge and Ilies (2002) developed some pertinent results. Culled from a study of articles in the PsycINFO database published between 1887 and 2000, the authors claimed two findings related to relevant cognitive constructs of positive organizational behavior. The first finding was that neuroticism was a consistent negative correlate of performance motivation. Individuals showing a tendency toward stress, anxiety, and depression had significantly low scores related to performance motivation. Additionally, extraversion was a consistent positive correlation with performance motivation. As Judge and Ilies note: "Given that positive emotionality is the hallmark of extraverts, it makes sense that extraverts would have greater confidence in their abilities to perform" (p. 803). Recognizing that optimism effectively reduces stress, anxiety and depression (Drugan, 2000; Goleman, 2002; Maier & Watkins, 2000; Peterson, 2000; Peterson & Bossio, 1991; Seligman, 1990, 2000, 2002), and that extraversion and positive psychology are well correlated (Judge and Ilies,

2002), creating and maintaining an optimistic culture would also seem to produce a high performance motivation within an organization.

Optimistic culture is transferable. It is both cognitive and affective. Optimistic culture would seem to be positively correlated with holistic well being and high performance motivation while negatively correlated with, neuroticism, rumination, stress, anxiety, and depression. Clearly there is much to be gained through engendering an optimistic culture.

OPTIMISTIC LEADERSHIP

Where culture is learned, and culture recreates itself through the socialization of new members (Schein, 1990), we need to explore how culture is created. Specifically, if one desires to create an optimistic culture in an organization, what are the methods and tactics that may be used to do so? The prevailing social learning theories, leadership theory, and emotional intelligence theory all have a role in our education on this point.

The leader as a model. Members of a culture look toward their leaders for the establishment of acceptable cultural norms, values and assumptions (Schein, 1990, p. 115). The group tends to assimilate these elements of culture from the leader and then transfers this inherent cultural knowledge to others in the group. This classic example of learning theory is simple and direct, but it does little to tell us how such modeling might relate to optimism. Daniel Goleman, in his work on emotional intelligence and leadership makes many relevant points in this examination. Goleman bases his research on the previously mentioned bio-psycho-social nature of emotional contagion. In other words, human beings tend to biologically, psychologically and behaviorally share their

emotional states with each other. As a species we have a predisposition to do so. To influence others, Goleman writes, one must recognize and actuate the ability to direct and manipulate the emotional contagion of a group (Goleman, 2001).

Leadership theory regarding power provides an important emphasis here. McClelland and Burnham in a classic Harvard Business Review article from 1976 and reprinted in 2003 argue that "managers must be interested in playing the influence game in a controlled way." (2003, p. 122). The authors call the best management style the "institutional manager," which describes managers who seek power for the good of the institution, like to work, are organization minded, willing to sacrifice for the welfare of the organization and have a strong sense of justice (2003, p. 123). Such leaders, McClelland and Burnham (2003) tell us, create high morale because they are able to inspire the greatest sense of organizational clarity and team spirit. This statement correlates well with the previous discussion of optimists as task oriented and socially reinforcing.

Leaders must be aware of and use power and influence intelligently. Until recently, however, the ability for leaders to use this power to consciously direct the emotional and cognitive states of the workgroup or culture was relatively unknown and unstudied. In several articles and books, Goleman directs leaders to understand the power and influence emotional contagion holds over just these elements of their cultures' existence. Goleman makes clear his message: "A leader needs to make sure that not only is he regularly in an optimistic, authentic, high-energy mood, but also that, through his chosen actions his followers feel and act that way, too. Managing for financial results, then, begins with the leader managing his inner life so that the right emotional and

behavioral chain reaction occurs" (2001, p. 44). Modeling positive psychology and positive organizational behavior becomes a critical leadership task in creating an optimistic culture.

In 1998 a team from the University of Cincinnati looked at optimism and pessimism in business leaders. Their results confirmed the contention that leaders' levels of optimism and pessimism correlate highly with those of their constituents. (Wunderly et al., 1998) Further, it was reported that a leader's level of optimism was positively correlated with "inspiring a shared vision" and "encouraging the heart," two assessment categories related to an optimistic approach to life. This is one indication that leaders' optimism has a positive motivational effect on their employees (Wunderley et al., 1998), as mentioned earlier. Leaders' effective management of their own emotional and cognitive states transfers to their workgroups and cultures. Leaders interested in creating an optimistic culture must then model optimism consistently and constantly.

Mindful leadership. Neurologists generally agree that by our mid-twenties, or basic brain chemistry is set, and our behaviors are ingrained habits (Goleman, 1998). Marcus Buckingham explains that this occurs through a pruning of neurological pathways in the brain during our young life (Buckingham & Coffman, 1999). This process can be seen behaviorally through childhood and adolescence as youngsters experiment with different behaviors and emotional responses. Once this early process is complete, the brain seems to lose its easy ability to adapt. From early adulthood on, psychological and behavioral change requires sustained and committed effort. Schein comments that creating cultural change is "akin to therapy" (1990, p. 117) and certainly such attention to psychosocial change requires the person leading the change in an

organization to be both self-aware and psychologically minded. Daniel Goleman calls this process emotional intelligence.

Business leaders and managers can capitalize on the positive benefits of optimism in their organizations if they are willing to explore and understand their own psychosocial behavior. With the research indication that emotions and behaviors are contagious, leaders interested in fostering POB constructs within their organizations must first look inward. As leadership power and influence creates a strong position from which to implement such change, I would argue that such change must be addressed mindfully on the part of the leader.

Mindful leadership involves both the intellectual and emotional understanding of the biologic, social and behavioral elements of change. In other words, leaders wishing to create change within their organizations must be willing to step back and analyze their own beliefs and attitudes first, as these emotions and moods tend to travel fastest within an organization (Goleman, 1998). Further, a leader's mood is most transferable and has its greatest impact on employees performance when it is upbeat (Goleman 1998) and optimistic.

Seligman, Goleman, and Buckingham all agree that creating such change is difficult (Buckingham & Coffman, 1999; Goleman, Boyatzis & Mckee, 2002; Seligman, 2002) and both Buckingham and Seligman agree that seeking and promoting natural talents or signature strengths for a particular job is a critical strategy (Buckingham & Coffman, 1999; Seligman, 2002). Advancing from such a position of strength to create both individual and cultural change is quite possible, however, as both Seligman and Goleman argue (Goleman et al., 2002; Seligman, 2002). Both of these authors contend it

is possible for leaders to re-train the brain toward optimistic and emotionally intelligent behaviors. Goleman notes:

The process begins with imagining your ideal self and then coming to terms with your real self, as others experience you. The next step is creating a tactical plan to bridge the gap between the ideal and real, and after that, to practice those activities. It concludes with creating a community of colleagues and family – call them change enforcers – to keep the process alive. (Goleman et al., 2001, p. 48)

Developing mindfulness. Creating a tactical plan and practicing such activities in relation to optimism involves engaging cognitive psychological strategy. Returning to the ABC model, Seligman adds two additional elements to this acronym: Disputation and Energization (1990). Leaders interested in creating an optimistic explanatory style follow the cognitive practice of identifying adversities, analyzing beliefs, and noticing consequences of those beliefs. To re-train one's mind the individual must then create an internal dialogue to dispute pessimistic beliefs. Once this is done, one can then recognize the energization and opportunity one feels from the release of pessimism.

Modeling such practices to employees also frees them to engage in similar practices. As we have seen, the nature of power and influence combined with the biopsychosocial nature of emotional contagion indicates that a developing mindfulness and optimism in leaders has a larger effect on the organization. Supporting such work through organizational training, executive coaching, team development and social interactions reinforces behavior across the organization. This development of mindful leadership may or may not come naturally to a given leader. Where it comes naturally, it is likely to be powerful. Where mindful leadership comes with difficulty and hard work, this too can have positive benefits across an organization as group members note the commitment shown in the power base to these new approaches.

CONCLUSION

Adoption of optimism. Leaders who understand the organizational and psychological constructs of power, influence, modeling, and culturalization are well suited to foster positive organizational behavior, and specifically, optimism. In the face of negative or adverse events, individuals and cultures with optimistic explanatory styles are typically highly motivated, task oriented, socially interactive and supportive, resilient, able to persevere, less prone to stress and depression, able to make effective decisions, and solution focused. With this range of positive organizational influences, taking the time to adopt optimistic explanatory styles within an organization would likely produce efficient, effective and successful work forces.

During an economic environment where unemployment is at an historically low range, employees are more likely to attend to job satisfaction as a critical element in employment longevity (Seligman, 2002). While the current perception of unemployment is somewhat negative in 2004, the overall trend is improving, and employers will need to continue to seek to hire and retain successful employees. Organizations that focus on positive organizational behaviors will take into account the holistic needs of their constituents, providing a social and psychological foundation for well being, satisfaction and success.

Positive organizational behavior as a useful construct. The complex issues relating to human needs and motivations have long been the study of the field of organizational behavior. Recent research in the field has specifically focused on emphasizing strengths, talents and positive success factors. The developing field of

positive psychology, emphasizing human strengths, possibilities, and holistic well being has influenced the related study of strengths and positive personal and professional development in organizations. To succeed, further work in the POB field needs to be grounded in empirical research, transferable to applicable practices, and shown to directly affect organizational outcomes. Fred Luthans comments: "Probably the key difference to what I am proposing and other positive approaches in OB is the state-like requirement that lends itself to leadership and employee development and performance management" (2002, p. 703). Thomas Wright goes further, suggesting "to make a truly valuable contribution to the field the mission of POB must also include the pursuit of employee happiness, health and betterment issues as viable goals or ends in themselves" (2003, p. 441).

Utilizing intermittent positive reinforcement rather than punishment has long been known to provide stronger motivational effects. Therefore, praising positive activity in an organization is far more powerful than punishing negative behavior. Seeking out and rewarding behaviors related to confidence, hope, optimism, subjective well being, emotional intelligence, and resiliency compounds the positive and successful psychosocial elements of an organization, while embedding such behaviors as a valued cultural norm. In addition, managers and leaders who hire, retain and strengthen employees with a natural talent or propensity for such characteristics enhances an organization's efficiency and success (Buckingham & Clifton, 2001). Positive organizational behavior requires more than positive thinking. It requires a sustained managerial and organizational commitment to seeking, strengthening, training and rewarding positive behaviors.

Future directions. Optimism has a long history of detailed research. Organizational success has been shown to depend to a large degree on the talents, motivations, efficiencies, and successes of its employees. Further research directly studying the effects of optimistic explanatory styles in organizations would be extremely valuable. For instance, does an organization in which optimism flourishes correlate with positive and growing earnings of a corporation? Does optimism promote a directly relevant sustainable competitive advantage? Is productivity within an organization increased with an optimistic culture? It is clear from the research to date that optimism correlates with subjective well being: does well-being correlate with organizational success?

Where much of the management literature focuses necessarily on financial gain and profitability of organizations, research endeavoring to discover whether there is a correlation between financial strength and positive organizational behavior would be helpful in supporting this type of organizational change. As Wright (2003) and others have stated, the personal gains exhibited by such behavior must be seen as ends to themselves, and yet I suspect widespread adoption and implementation of such strategies would most likely occur in an environment where demonstrable competitive and financial advantage were important outcomes. The study of POB and that of optimism within organizations needs to clarify these critical issues. A demonstrated alignment of financial, organizational, and personal well being could well influence the direction of organizational practices for the coming generation.

REFERENCES

- Buckingham, Marcus & Clifton, Donald O. (2001). *Now, discover your strengths*. New York, NY: The Free Press.
- Buckingham, Marcus & Coffman, Curt. (1999). *First, break all the rules*. New York, NY: Simon & Schuster.
- Drugan, Robert C. (2000). The neurochemistry of stress resilience and coping: A quest for nature's own antidote for illness. In Jane E. Gillham (Ed.), *The science of optimism and hope* (pp.57-71). Philadelphia, PA: Templeton Foundation Press.
- Gillham, Jane E. (Ed.). (2000). *The science of optimism and hope*. Philadelphia, PA: Templeton Foundation Press
- Goleman, Daniel. (1998). What makes a leader? *Harvard Business Review*, 76(6), 93-94.
- Goleman, Daniel, Boyatzis, R. & McKenna, A. (2001). Primal leadership. *Harvard Business Review*, 79(11), 42-51.
- Goleman, Daniel, Boyatzis, Richard & McKee, Annie. (2002). *Primal leadership*. Boston, MA: Harvard Business School Press.
- Hatfield, Elaine, Caciopo, John T. & Rapson, Richard L. (1993). Emotional contagion. *Current Directions in Psychological Science*, 2(3), 96-99.
- Judge, Timothy A. & Ilies, Remus. (2002). Relationship of personality to performance motivation: A meta-analytic review. *Journal of Applied Psychology*, 87(4), 797-807.
- Knapp, Ellen & Yu, Dorothy. (1999). Understanding organizational culture. *Knowledge Management Review*, 7, 16-21.
- Luthans, Fred. (2002). Positive organizational behavior: Developing and managing psychological strengths. *Academy of Management Executive*, 16(1), 57-72.
- Luthans, Fred. (2002a). The need for and meaning of positive organizational behavior. *Journal of Organizational Behavior*, 23, 695-706.
- Maier, Steven F. & Watkins, Linda R. (2000). The neurobiology of stressor controllability. In Jane E. Gillham (Ed.), *The science of optimism and hope* (pp.41-56). Philadelphia, PA: Templeton Foundation Press.
- McClelland, David C. & Burnham, David H. (2003). Power is the great motivator. *Harvard Business Review*, January, 117-126.

- Peterson, Christopher. (2000). The future of optimism. *American Psychologist*, 55(1), 44-55.
- Peterson, Christopher & Bassio, Lisa M. (1991). *Health and optimism*. New York, N.Y.: The Free Press.
- Satterfield, Jason M. (2000). Optimism, culture and history: The roles of explanatory style, integrative complexity, and pessimistic rumination. In Jane E. Gillham (Ed.), *The science of optimism and hope* (pp.41-56). Philadelphia, PA: Templeton Foundation Press.
- Schein, Edgar H. (1990). Organizational culture. *American Psychologist*, 45(2), 109-119.
- Seligman, Martin, E. P. (1990). *Learned optimism*. New York, NY: Alfred A. Knopf.
- Seligman, Martin, E. P. (2002). *Authentic happiness*. New York, NY: The Free Press.
- Seligman, Martin E. P. & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14.
- Wright, Thomas A. (2003). Positive organizational behavior: an idea whose time has truly come. *Journal of Organizational Behavior*, 24, 437-442.
- Wunderley, Linda J., Reddy, Brendan W., & Dember, William N. (1998). Optimism and pessimism in business leaders. *Journal of Applied Social Psychology*, 28(9), 751-760.