

# Positive Organizations: Creating Flourishing Workplaces

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**CRN:** GR: 20279

**Faculty:** Dariush Khaleghi, 425 999 0306 (message), khaleghd@evergreen.edu

**Credits:** 4, Prerequisites: None

**Class Sessions:** Mondays, 6:00 pm - 7:50 pm via Zoom

## **Course Description**

Today's workplaces have been strained by the crises they face internally and externally, impacting organizational life and productivity adversely. In this course, we'll use applied positive psychology to learn how to create flourishing workplaces. This course will include discussions on key topics in applied positive psychology, including strengths and virtues, hope, positive emotions, meaning, authenticity, and self-awareness. The offering also will elaborate on the role of managers and leaders in integrating a positive psychology framework into the organizational life to develop thriving work communities.

This course will be delivered remotely. The offering will include lectures, workshops, and seminars. Our approach will emphasize participation in synchronous (Zoom) sessions; however, if students find themselves unable to participate due to technology, caregiving obligations, economic disruption, health risk, or illness, they can work with faculty to pursue alternate options to earn related credit.

## **Learning Objectives (after completing this course, the student will be able to):**

- Explain System Leadership Theory
- Foster Positive Relationships
- Tap Into Employees' Inner resources and Strengths
- Create a Productive and Positive Culture
- Drive Resourceful Change During Crises

## **Required Text**

1. How to Be a Positive Leader: Small Actions, Big Impact (2014, 1<sup>st</sup> ed.) by Jane Dutton and Gretchen Spreitzer. ISBN: 978-1626560284.
2. System Leadership: Creating Positive Organizations (2018, 2<sup>nd</sup> ed.) by Ian McDonald, Catherine Burke, & Karl Steward. ISBN: 978-1138036574.

## **Credit Equivalency**

4 Hours graduate credit in Business Management, Leadership Studies, Organizational Psychology, or Organizational Behavior

## **Materials and Equipment**

Students will need access to the internet, Canvas, Zoom, and the ability to send documents in a format compatible with MS Word or Adobe Acrobat Reader. This equipment and software are available on campus free of charge for students.

### **Online Course Structure**

This course is designed to provide an online learning experience via Canvas and Zoom. You can find training resources to use Zoom and Canvas in your class Canvas link.

**Zoom F2F sessions** will be held on Mondays from 6 to 7:50 pm. F2F sessions are activity-based and provide opportunities for class interactions through seminars, discussion groups and activities, videos and cases, and final project presentations.

### **Students with Special Needs**

Students with special needs are encouraged to take advantage of TESC's resources, as identified in the Student Handbook and on the Web. If you would like assistance, please contact a faculty or staff member as soon as possible and schedule an appointment.

### **Holidays for Reasons of Faith or Conscience**

Please inform us in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at <https://www.evergreen.edu/policy/religious-observance>.

### **Course Policies**

Students are required to review and adhere to the course covenant, TESC's Social Contract, and Student Conduct Code. This includes, but is not limited to the sexual harassment, plagiarism and smoking policies. The Social Contract and Code of Conduct can be located on the Evergreen Web Page at <http://www.evergreen.edu/advising/academicpolicies.htm>. Students are expected to attend, be on time and prepared for each class. Exceptions may be allowed on a case by case basis. All assignments are expected to be completed and turned in on time and represent the student's best effort.

### **Expectations**

Learning in this class will be interdependent and dynamic. It will require everyone's best effort and full commitment. Students are expected to participate fully in all aspects of the class, to thoroughly prepare for each class session and to complete all assignments on time. ***Late assignments may not be accepted. Attendance is essential. Unexcused absences, late, incomplete or unsatisfactory completion of assignments or plagiarism will constitute grounds for loss of credit.*** Faculty is expected to provide feedback on written assignments in a timely manner, to be available for consultation by appointment, and to provide a written evaluation of the student's overall work in the course.

### **Student Feedback**

Students are encouraged to provide feedback to the faculty at any time using any format. As part of a learning community, every opportunity for improvement should be seized. Students having difficulties meeting the course objectives or expectations will be contacted during mid-quarter for meeting dates if in attendance. If not, they will be contacted via email or telephone as soon as possible to discuss an improvement plan. This should provide enough time for each student to make any necessary changes.

### **Estimated Work Load**

The amount of time necessary to be successful in this course will vary with each individual based on their background, skill level, and effort.

### **Final Student Evaluation**

You will be evaluated on:

- Attendance and participation.
- Completion of all assignments.
- Thorough reading of assignments and preparation for class & seminar discussions.
- The content, quality of ideas and effective communication skills in presentations.
- The degree to which you achieve the course objectives as evidenced by your class participation, engagement in the seminar discussions, group project, and final presentation.
- The Five Foci of Learning at Evergreen:
  1. Interdisciplinary Study
  2. Collaborative Learning
  3. Learning Across Significant Differences
  4. Personal Engagement
  5. Linking Theory with Practical Applications

Students are expected to be engaged in all aspects of this course. They will be expected to voice their opinions and participate in group discussions and will be evaluated on their level of class participation. The written and oral presentations will be evaluated based on content and presentation.

### **Credit Equivalency**

4 Hours Graduate Credit in Business Management, Leadership Studies, or Organizational Psychology or Behavior

### **Attendance and Participation**

Attendance and participation will be required in this course. If you are unable to attend, please, notify me in advance.

### **Online Postings**

Online posts are a blend of individual and group activities. For the online assignments, students are required to ***complete readings and other assignments and post comments in the designated Discussion Forums***. The student comments and entries need to be substantive and at least 200 words. ***Students are also required to respond to two of their peers' comments***. The discussion posts need to be supported by evidence, examples, quotes, or facts from the readings. Students' responses to their peers' posts should expand, clarify, or refine the discussions. Students need to have access to Canvas to complete online assignments and discussions.

*Note:* A critical comment is not your opinion on a topic or a mere presentation of public policy arguments. A comment should be analytical, independent and reflective and draw from the readings and/or debate as appropriate. You could use the questions below as a guide to generate your comments.

1. What am I actually learning here, and how does it deepen my understanding?
2. What part of the learning does resonate with my natural gifts and passion?
3. What different actions do I need to take to change the outcome next time?
4. How does the material help me to become a more effective leader and professional?
5. What am I learning about myself, and why is that important?

**Deep Dive Summary Post**

Students are required to watch a movie, listen to a podcast or webinar, or read articles related to a topic of their interest. They need to summarize the content, min 500 words, and post them to Canvas under **W5 Post.**” The goal of a review is to help students to:

- Delve deeper into the topic of their interest
- Synthesize information to compose clear arguments or thoughts
- Articulate and share their insights and takeaways

**Group Research Project and Presentation – Due on the Last Day**

Students are required to work in groups and complete a final research paper. The paper should be a minimum of five pages on a topic of their interest and present their findings in our last class. The final paper written assignment needs to be submitted to the faculty via canvas under **“Post Final Papers”** tab before the last class. Written assignments need to be double spaced and typed 12-point font, and include appropriate citations. Endnotes and bibliography are in addition to the text if needed. You will be expected to use a style and citation format appropriate to academic research papers. Each team will have about 15 minutes to present their paper. Alternatively, students may complete a team project on the topic and present their work in a creative format they select.

**Note: Class Schedule**

**This schedule is not set in concrete. Current events, learning challenges, etc. may dictate modifications.**

Week – Day	Assignments and Agenda
<b>W1 – Jan 4</b>	<p><b><u>Pre-Class Assignment</u></b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b><u>Class Agenda:</u></b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Community Building Activity</li> <li>• Discuss Syllabus</li> </ul>
<b>W 2- Jan 11</b>	<p><b><u>Pre-Class Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Read Dutton, Ch’s 1-3</li> <li>• Read Burke, Ch’s 1-2</li> </ul>

	<ul style="list-style-type: none"> <li>• Complete Online Discussion</li> </ul> <p><b><u>Class Agenda:</u></b></p> <ul style="list-style-type: none"> <li>• Small-Group Discussion on Reflections/Reading</li> <li>• Class Seminar Reflections/Reading</li> <li>• Instructor: Article, Case, or Video for Discussion</li> </ul>
<b>W3 – Jan 18</b>	<b>Martin Luther King Holdiay</b>
<b>W4 – Jan 25</b>	<p><b><u>Pre-Class Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Read Dutton, Ch’s 4-6</li> <li>• Read Burke, Ch’s 3-5</li> <li>• Complete Online Discussion</li> </ul> <p><b><u>Class Agenda:</u></b></p> <ul style="list-style-type: none"> <li>• Small-Group Discussion on Reflections/Reading</li> <li>• Class Seminar Reflections/Reading</li> <li>• Instructor: Article, Case, or Video for Discussion</li> </ul>
<b>W5 – Feb 1</b>	<p><b><u>Pre-Class Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Read Dutton Ch’s 7-10</li> <li>• Read Burke, Ch 6</li> <li>• Complete Online Discussion</li> </ul> <p><b><u>Class Agenda:</u></b></p> <ul style="list-style-type: none"> <li>• Lecture/Seminar</li> <li>• Small-Group Seminar</li> <li>• Instructor: Article, Case, or Video for Discussion</li> </ul>
<b>W6 – Feb 8</b>	<p><b><u>Pre-Class Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Read Dutton, Ch’s 11-13</li> <li>• Read Burke, Ch’s 7-11</li> <li>• Complete Online Discussion – Deep Dive Summary</li> </ul>

	<p><b><u>Class Agenda:</u></b></p> <ul style="list-style-type: none"> <li>• Lecture/Seminar</li> <li>• Small-Group Seminar</li> <li>• Instructor: Article, Case, or Video for Discussion</li> </ul>
<b>W7 – Feb 15</b>	<b>President's Day</b>
<b>W8 – Feb 22</b>	<p><b><u>Pre-Class Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Read Burke, Ch's 12-15</li> <li>• Complete Online Discussion</li> </ul> <p><b><u>Class Agenda:</u></b></p> <ul style="list-style-type: none"> <li>• Lecture/Seminar</li> <li>• Small-Group Seminar</li> <li>• Instructor: Article, Case, or Video for Discussion</li> </ul>
<b>W9 – Mar 1</b>	<p><b><u>Pre-Class Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Read Burke Ch's 16-22</li> <li>• Complete Online Discussion</li> </ul> <p><b><u>Class Agenda:</u></b></p> <ul style="list-style-type: none"> <li>• Lecture/Seminar</li> <li>• Small-Group Seminar</li> <li>• Instructor: Article, Case, or Video for Discussion</li> </ul>
<b>W10 – Mar 8</b>	<p><b><u>Pre-Class Assignment</u></b></p> <ul style="list-style-type: none"> <li>• Post Final Papers</li> </ul> <p><b><u>Class Agenda:</u></b></p> <ul style="list-style-type: none"> <li>• Final Presentation</li> </ul>