

## Chapter #6

# THE EFFECTIVENESS OF POSITIVE PSYCHOLOGY INTERVENTIONS IN FACILITATING THE READINESS FOR ORGANIZATIONAL CHANGE

Ivanna Shubina

*American University of the Middle East, Liberal Arts Department, Kuwait*

### ABSTRACT

The emerging interest in utilizing positive psychology in an organizational environment has increased attention to its potential in supporting both managers and employees in coping with organizational change. However, the field still lacks a holistic overview of the role of positive psychology interventions in enhancing the readiness for change among employees. The present paper focuses on the literature review of recent researches in resistance and readiness for change, personal resources impact, and positive psychology interventions as interrelated constructs. The potential directions for future studies have been discussed, as well as specific recommendations regarding how to enhance the research on the effectiveness of positive psychology intervention in facilitation of organizational change.

*Keywords:* positive psychology interventions, resistance and readiness for organizational change, PsyCap, psychological flexibility, appreciative inquiry, gratitude.

### 1. INTRODUCTION

Positive psychology has become increasingly dominant in an organizational environment in recent years. It has been noticed that positive psychology interventions provide many benefits for organizational development, increasing job satisfaction and commitment among employees. Specifically, companies are concerned with establishing an appropriate climate at work and providing appropriate support in coping with organizational changes for employees. However, the positive practices in the organizational field usually have been neglected and placed in the scope of researchers' attention just recently (Peterson & Seligman, 2003).

The recent interest in positive psychology intervention in the organizational field increased the number of researches and publications in the mentioned area. Some recent studies (Berson, Oreg, & Dvir, 2008) highlighted that readiness for organizational change is influenced by job satisfaction, job enrichment (Luna-Arocas & Camps, 2008), employees' attitudes (Thompson & Prottas, 2006), and affective commitment (Panaccio & Vandenberghe, 2009). However, there has been no integrated synthesis of such findings with actionable management implications and interventions for multiple such constructs.

Although, the research on the organizational change is represented widely in recent literature, a more holistic approach is required to understand the nature of organizational change and discover the opportunities for its facilitation. Therefore, this paper aims to gather, analyze and synthesize available studies to establish the deeper understanding of interrelations between organizational change, personal potential and positive psychology interventions. The present chapter seeks to begin remedying this gap.

The semi-systematic review was conducted to address the main goal of this chapter. A content analysis was applied to identify, analyze, and report patterns in the form of themes and findings within analyzed sources (Braun & Clarke, 2006). Therefore, the main contribution could be stated as the ability to map a field of research, synthesize the state of knowledge, and create an agenda for further research (Ward, House, & Hamer, 2009). The main strength of the used methodology is that this review was designed for topics that have been conceptualized differently and studied by various groups of researchers within diverse disciplines. However, the current study can be reinforced with appliance of more qualitative approaches, for example meta-analysis (Greenhalgh, Robert, Macfarlane, Bate, & Kyriakidou, 2004). The future research will focus on comparison between different types of studies on positive psychology interventions enhancing readiness for organizational change. The particular directions for future research have been indicated in part 3.

## **2. BACKGROUND**

### **2.1. Organizational change: Models and factors facilitating readiness for change**

#### **2.1.1. Resistance and readiness for organizational change**

Recently, organizations faced various transformations to adjust their functioning to changeable life conditions. As a result, organizations became more complex structures which require effective managing organizational change among workers (Pettigrew, Woodman, & Cameron, 2001). The resistance to organizational change can be viewed as one of the significant obstacles to successful accomplishing of different types of organizational change (Avey, Wernsing, & Luthans, 2008).

Traditionally, resistance and readiness for a change were studied in dialectical approach when both concepts are defined as opposite to each other. The reason for establishing this approach is the nature of organizational change which is described as a multileveled construct (Weiner, 2009). In recent literature, resistance and readiness for change is viewed as different concepts (Holt, Armenakis, Harris, & Feild, 2007). Furthermore, Self and Schraeder (2009) stated that there are three following domains which can trigger resistance to organizational change: individual factors, organizational factors and change-specific factors.

The significant research question focuses on the impact of the nature of organizational change on the resistance to this change among employees. Recent studies suggested the following factors that influence the attitudes and employees' resistance to change: the communication of change, the level of understanding of change, the consistency of the management actions with the objectives of the change initiative, and the participation in the change process (Erwin & Garman, 2010).

#### **2.1.2. Job satisfaction as an organizational factor facilitating employees' readiness for change**

An increase in job satisfaction is considered as a powerful tool in facilitating the readiness for organizational change. Based on studies, it has been stated that organizational culture, climate dimensions and policies are significantly related to employees' job satisfaction (Berson, Oreg, & Dvir, 2008). It has been shown that salary and job enrichment (Luna-Arocas & Camps, 2008), work-family balance strategies (Baltes, Clark, & Chakrabarti, 2010) as well as employees' attitudes such as perceived control (Thompson

& Prottas, 2006) and affective commitment (Panaccio & Vandenberghe, 2009) are positively correlated with job satisfaction.

The other set of significant variables influencing job satisfaction is related to employees' attitudes towards change (e.g. feelings and intentions towards change, evaluation of the costs and benefits related to organizational change) (Oreg, 2006), to employee engagement (Marks, 2006), and their problem-solving style (Amiot, Terry, Jimmieson, & Callan, 2006).

Research on leadership impact at a job satisfaction shows controversial results. It has been stated that satisfaction with supervisors has a positive impact on the job satisfaction (Mardanov, Heischmidt, & Henson, 2008). However, according to Avolio and colleagues (2009), the leadership is a complex construct which includes various aspects such as supervisors, followers, work context, culture, and the leader itself. The recent data considers a servant leader to provide a higher level of trust in an organization (Joseph & Winston, 2005), while transformational leadership increases job satisfaction (Liu, Shiu, & Shi, 2010), psychological well-being (Nielsen, Randall, Yarker, & Brenner, 2008), and social support perceptions (Lyons & Schneider, 2009).

### **2.1.3. Perceived organizational support and employees' readiness for change**

According to Luthans, Norman, Avolio, and Avey (2008), perceived organizational support enhances employees' positive psychological capital (PsyCap) and consequently higher readiness for change. Experiencing organizational support establishes a hope, and sets goals which will help to accomplish organizational tasks and accomplishments. Additionally, a supportive organizational climate may reinforce employees' resilience (Luthans et al., 2008) and optimism (Bakker & Schaufeli, 2008).

Perceived organizational support facilitates the readiness for organizational change if employees view it as legitimate and rational (Self, Armenakis, & Schraeder, 2007). According to recent studies, readiness for change is reflected in employees' attitudes, beliefs, and intentions related to the implementation of the change and the organization's ability to execute organizational change successfully (French, Bell, & Zawadzki, 2004). According to Eby, Adams, Russell, and Gaby (2000) perceived organizational support and readiness for change are interrelated, stating that the increase in organizational support enhances readiness for change (Madsen, Miller, & John, 2005). Consequently, interaction and social support are viewed as strong and positive components of the organizational culture, which can facilitate readiness for change.

Perceived supervisor's support is when employees believe that their organization appreciates their contribution and values their well-being, which results in an employee's commitment to the organization. Perceived supervisor support has an impact on positive emotions, psychological hardiness, (Cole, Bruch, & Vogel, 2006), job performance (Kuvaas & Dysvik, 2010) and job retention (Eisenberger, Stinglhamber, Vandenberghe, Sucharski, & Rhoades, 2002).

### **2.1.4. Social factors facilitating employees' readiness for change**

Recently, organizations pay attention to establishing and supporting positive relationships among employees by forming workgroups (Lewis, 2011), encouraging 'dream teams' through role clarity, diversity, advancement potential, supportive leadership, collective efficacy, and trust (Richardson & West, 2010). Establishing 'dream teams' results in enhanced creativity and innovation (Richardson & West, 2010; Shubina & Kulakli, 2020), increased work performance (Losada & Heaphy, 2004), engagement (Weigl et al., 2010), and job satisfaction (Mickan & Rodger, 2005). Recent studies have

stated that optimism, team efficacy, and resilience contributed to positive relationships at work overtime.

It has been stated that leaders have a power in promoting positive relationships between employees through modeling and the contagion effect (Hatfield, Cacioppo, & Rapson, 1994), via emphasizing the ethical practices and moral identity within organizations (Cameron, 2008). According to a positive approach to leadership, realistic optimism, intelligence, confidence, and hope help to manage subordinates and inspire them more efficiently (Luthans, Luthans, Hodgetts, & Luthans, 2001) and as a result help to increase job satisfaction and organizational commitment among employees (Kim & Brymer, 2011).

## **2.2. Positive psychology interventions and facilitating readiness for organizational change**

Applying positive psychology at the workplace has grown extremely fast within the last two decades, offering organizations effective strategies and tools directed towards managing organizational change and maintaining high well-being among employees'. However, not much details were discovered regarding the mechanism that constitutes positive psychology interventions at these levels.

Analysis of existing models related to the predictors of work engagement, performance and overall well-being provides three categories of drivers including personal resources, organizational resources and job experience. Personal resources are mainly related to the psychological capital, cognitive flexibility, self-confidence, emotional intelligence, resilience, and time use. Organizational resources include establishing a climate of trust, providing managerial support, social interaction and friendly environmental conditions. Among factors related to job experience, it is possible to mention autonomy, variety, mastery, structure and relationships (Boniwell & Tunario, 2019).

In accordance with a study conducted by Prochaska, Redding, and Evers (1997), the self-efficacy of employees is an essential condition for successfully accomplishing an organizational change. Moreover, employees with positive emotions, higher self-efficacy, and optimism, will gain more confidence to overcome the obstacles and challenge related to the organizational change (French et al., 2004; Luthans et al., 2008) and will experience a decrease of anxiety and resistance about organizational change (Cummins and Worley, 2009).

Among the most significant benefits of having happy workers, the following should be mentioned: setting more challenging tasks, reaching goals faster, producing more creative ideas, better interactions with colleagues, providing more support and help, learning more, getting promoted faster. Happy workers would more focus on promotion goals vs avoidant goals, they are more cooperative in negotiations, and search for more concessions, more efficient solutions and results in lower deviance at work (Boniwell & Tunariu, 2019). Consequently, modern organizations more often focus on well-being as a strategic goal of implementing an organizational change, increasing employees' performance and engagement.

Self-efficacy can be developed through mastery experiences of performance attainments, vicarious positive experiences or modelling, positively oriented persuasion, and/or physiological and psychological arousal. According to Bandura (Boniwell & Tunariu, 2019), cognitive mastery modelling, and self-regulatory competences are the effective strategies enhancing self-efficacy (Shubina, 2018). Workers with higher levels of self-efficacy will be able to set more challenging goals, put more effort to accomplishing

their goals and manage obstacles, and facilitate productive teamwork and collective efficacy of teams.

It is possible to facilitate resilience at an organizational level. Proactive training provides workers with necessary resources to deal with challenges or obstacles when they occur. Sutcliffe and Vogus (2003) established strategies to enhance resilience at the individual, group, and organizational levels. They allow workers' to enhance competence and efficacy through increasing their access to personal and external resources, improving their learning attitude, and organizing their experiences.

Appreciative inquiry is an essential element in organizational development (Cooperrider & Sekerka, 2003) which approaches organizational change through tends to focus on individual's strengths, and organizations attitude towards change. Appreciation inquiry focus on organizational struggles and identifying the positive behavioral and strategic examples of organizational practice afterwards enhancing and promoting these practices. A study by Fry, Barrett, Seiling, and Whitney (2001) has found that appreciation inquiry facilitates employee's engagement and helps them effectively managing with the corporate changes.

Gratitude is considered as one of five qualities of mindfulness, which reduces the feeling of anxiety amongst workers experiencing employment uncertainty (Jacobs & Blustein, 2008). It decreases stress (Wood, Maltby, Gillett, Linley, & Joseph, 2008), raises the feeling of responsibility towards society and their colleagues (Andersson, Giacalone, & Jurkiewicz, 2007), and enhances social relationships and increases their subjective well-being (Seligman, Steen, Park, & Peterson, 2005).

According to study by Kaplan and Kaiser (2010) positive leadership training is significantly positive psychology interventions (PPI) enhancing the increase of awareness among leaders about their own strengths without relating them to possible improvements of their weaknesses or deficits. Supervisors can improve employees' PsyCap through effective interventions (Mills, 2010), including a web-based training program (Luthans, Avey, & Patera, 2008) instructing employees on the PsyCap components and asking them to report where they had witnessed such constructs in their own work lives.

Among examples of PPI at an organizational level the successful seem to be delivered bonuses, open for discussions climate, atmosphere of fairness, flexible work, and focus on outcomes, valuing exploration, growth opportunities, and effective socializing environment. All mentioned examples may enhance healthy relationships at work, and openness for a change (Boniwell & Tunario, 2019).

### **3. FUTURE RESEARCH DIRECTIONS**

While it is clear that much research has identified the effectiveness of positive psychology interventions in the organizational field, it is considered as an emerging area of study, with actual research needs to address. For example, more empirical research on the role of PsyCap and appreciation inquiry is necessary, as both have recently occurred in literature and are not widely utilized in practice. More specifically, research on how PPI may use PsyCap to increase its readiness for organizational change is under high demand. Due to the fact that the majority of studies are focused on some particular areas in using PPI in the organizational environment, the more complex study on how PPI would facilitate an organizational change on one hand, increasing awareness about personal potential and its relation to job satisfaction, employee performance and commitment, and on the other hand, improving organizational culture, environment, providing support and adjusting policies.

Longitudinal research must be useful in exploring PPI and its long-term effects on employees' readiness for organizational change and organizational support in this matter. The majority of research investigating various aspects of PPI utilizes self-reported survey data that limits the understanding of PPI effects and impacts on explored relevant outcomes. Thus, to gather more objective and reliable data self-reported surveys could be supported with surveys conducted by managers. Reports on how effective various strategies are at enhancing workers' well-being (e.g. setting more challenging tasks, producing more creative ideas, providing more support and help, getting promoted faster, enhancing resilience and gratitude, etc.) will help to overcome the mentioned above limitations.

To investigate characteristics of PPI it is important to focus on its effects as complex and successful approach. Furthermore, increased research attention needs to be given towards personal resources, positive constructs, and effective interventions targeting these constructs on an employee and manager level. Finally, to keep objectivity and follow a holistic approach research on effectiveness of PPI should comprehensively study both positive and negative aspects of the employee and organizational functioning. Consequently, for more exploration and more applicable results, research on effectiveness of PPI must follow a wider angle of consideration of framed constructs.

Negativity is an essential requirement to gain some particular positive outcomes. For example, to experience resilience, both employees and organizations should go through certain negative circumstances. In addition, to be able to increase employees' readiness for organizational change, detailed information regarding resistance for change seems to be essential for its overcoming. Therefore, exploring of the negative circumstances' impacts and how they integrate with PPI would increase understanding of PPI and the interactive effects of positive and negative organizational behavior and circumstances in relation to one another.

#### **4. CONCLUSION**

In sum, many employees and organizations are struggling in today's social and economic environment. Therefore, fostering organizational change by PPI may be the essential point that each can apply to increase the organizational success and employee adaptability to various changes. As explicated throughout this study, the available research has evidenced that when organizations take a positive approach to their corporate culture and their employees, the organizational development ultimately benefits. Recent research has found that using strengths and personal resources increases engagement and enjoyment. As such, companies and corporations with their management would be efficient if they will consider the constructs and applications discussed in this paper as well as will implement such positive interventions and initiatives within their own organizational environment and structure. Interventions facilitating resilience, enhancing self-efficacy, reinforcement of an individual's strengths, enhancing social interactions will result in a decrease of stress and maintain employees' well-being. Consequently, these PPI will support employees and management in facilitating readiness for organizational change through developing personal potential, increasing job satisfaction, commitment and performance among workers.

This semi-systematic review identified, analyzed, synthesized and reported the main findings on the effectiveness of PPI in relation with organizational change. The obtained results allow to extend the future analysis through comparison of different types of studies and findings on positive psychology intervention enhancing the readiness for organizational change.

## REFERENCES

- Amiot, C. E., Terry, D. J., Jimmieson, N. L. & Callan, V. J. (2006). A longitudinal investigation of coping processes during a merger: Implications for job satisfaction and organizational identification. *Journal of Management*, 32(4), 552-574.
- Andersson, L., Giacalone, R., & Jurkiewicz, C. (2007). On the relationship of hope and gratitude to corporate social responsibility. *Journal of Business Ethics*, 70(4), 401-409.
- Avey, J. B., Wernsing, T. S., & Luthans, F. (2008). Can positive employees help positive organizational change? Impact of psychological capital and emotions on relevant attitudes and behaviors. *The journal of applied behavioral science*, 44(1), 48-70.
- Avey, J. B., Hughes, L. W., Norman, S. M. & Luthans, K. W. (2008). Using positivity, transformational leadership and empowerment to combat employee negativity. *Leadership & Organization Development Journal*, 29(2), 110-126.
- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current theories, research, and future directions. *Annual Review of Psychology*, 60(1), 421-449.
- Baltes, B. B., Clark, M. A. & Chakrabarti, M. (2010). Worklife balance: The roles of work-family conflict and work-family facilitation. In P. A. Linley, S. Harrington & N. Garcea (Eds.), *Oxford handbook of positive psychology and work*. (201-212). New York, NY, US: Oxford University Press.
- Bakker, A. B., & Schaufeli, W. B. (2008). Positive organizational behavior: engaged employees in flourishing organizations. *Journal of Organizational Behavior*, 29(2), 147-154. <https://doi.org/10.1002/job.515>
- Berson, Y., Oreg, S. & Dvir, T. (2008). CEO values, organizational culture and firm outcomes. *Journal of Organizational Behavior*, 29(5), 615-633.
- Boniwell, I., Tunariu, A.D. (Eds.) (2019). *Positive Psychology: Theory, Research and Applications* (2<sup>nd</sup> edition). UK: Open University Press.
- Boniwell, I., Tunariu, A.D. & Hefferon, K. (Eds.) (2019). *Positive Psychology: Theory, Research and Applications* (2<sup>nd</sup> edition). UK: Open University Press.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Cameron, K. S. (2008). *Positive leadership: Strategies for extraordinary performance*. San Francisco, CA: Berrett-Koehler.
- Cole, M., Bruch, H., & Vogel, B. (2006). Emotions as mediators of the relations between perceived supervisor support and psychological hardiness on employee cynicism. *Journal of Organizational Behavior*, 27(4), 463-484.
- Cooperrider, D. L., & Sekerka, L. E. (2003). Toward a theory of positive organizational change. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline* (225-240). San Francisco, CA: Berrett-Koehler.
- Cummings, T. G., & Worley, C. G. (2014). *Organization development and change*. Cengage learning.
- Eby, L. T., Adams, D. M., Russell, J. E. A., & Gaby, S. H. (2000). Perceptions of Organizational Readiness for Change: Factors Related to Employees' Reactions to the Implementation of Team-Based Selling. *Human Relations*, 53(3), 419-442. <https://doi.org/10.1177/0018726700533006>
- Eisenberger, R., Stinglhamber, F., Vandenberghe, C., Sucharski, I. L., & Rhoades, L. (2002). Perceived supervisor support: Contributions to perceived organizational support and employee retention. *Journal of Applied Psychology*, 87(3), 565-573.
- Erwin, D.G., & Garman, A.N. (2010). Resistance to organizational change: linking research and practice. *Leadership & Organization Development Journal*, 31(1), pp. 39-56.
- French, W., Bell, C., & Zawacki, R. (2004). *Organization development and transformation: Managing effective change*. New York: McGraw-Hill.
- Fry, R., Barrett, F., Seiling, J., & Whitney, D. (2001). *Appreciative inquiry and organizational transformation: Reports from the field*. Westport, NY: Quorum Books.

- Greenhalgh, T., Robert, G., Macfarlane, F., Bate, P., & Kyriakidou, O. (2004). Diffusion of innovations in service organizations: Systematic review and recommendations. *Milbank Quarterly*, 82(4), 581–629. <https://doi.org/10.1111/j.0887-378X.2004.00325.x>
- Hatfield, E., Cacioppo, J. T., & Rapson, R. (1994). *Emotional contagion*. New York: Cambridge University Press.
- Holt, D. T., Armenakis, A. A., Harris, S. G., & Feild, H. S. (2007). Toward a comprehensive definition of readiness for change: A review of research and instrumentation. *Research in organizational change and development*, 16, 289-336.
- Jacobs, S., & Blustein, D. (2008). Mindfulness as a coping mechanism for employment uncertainty. *Career Development Quarterly*, 57(2), 174–180.
- Joseph, E. E., & Winston, B. E. (2005). A correlation of servant leadership, leader trust, and organizational trust. *Leadership & Organization Development Journal*, 26(1), 6- 22.
- Kaplan, R. E., & Kaiser, R. B. (2010). Toward a positive psychology for leaders. In P. A. Linley, S. A. Harrington, & N. Garcea (Eds.), *Oxford handbook of positive psychology and work* (107–117). New York: Oxford University Press.
- Kim, W. G., & Brymer, R. A. (2011). The effects of ethical leadership on manager job satisfaction, commitment, behavioral outcomes, and firm performance. *International Journal of Hospitality Management*, 30(4), 1020–1026.
- Kuvaas, B., & Dysvik, A. (2010). Exploring alternative relationships between perceived investment in employee development, perceived supervisor support and employee outcomes. *Human Resource Management Journal*, 20(2), 138–156.
- Lewis, S. (2011). *Positive psychology at work: How positive leadership and appreciative inquiry create inspiring organizations*. Malden: Wiley-Blackwell.
- Liu, J., Siu, O. & Shi, K. (2010). Transformational leadership and employee well-being: The mediating role of trust in the leader and self-efficacy. *Applied Psychology: An International Review*, 59(3), 454-479.
- Losada, M., & Heaphy, E. (2004). The role of positivity and connectivity in the performance of business teams: A nonlinear dynamics model. *American Behavioral Scientist*, 47(6), 740–765.
- Luna-Arocas, R. & Camps, J. (2008). A model of high performance work practices and turnover intentions. *Personnel Review*, 37(1), 26-46.
- Luthans, F., Luthans, K., Hodgetts, R., & Luthans, B. (2001). Positive approach to leadership PAL implications for today’s organizations. *Journal of Leadership Studies*, 8(2), 3–20.
- Luthans, F., Avey, J. B., & Patera, J. L. (2008). Experimental analysis of a web-based training intervention to develop positive psychological capital. *Academy of Management Learning and Education*, 7(2), 209–221.
- Luthans, F., Norman, S. M., Avolio, B. J., & Avey, J. B. (2008). The mediating role of psychological capital in the supportive organizational climate - employee performance relationship. *Journal of Organizational Behavior*, 29(2), 219-238. <https://doi.org/10.1002/job.507>
- Lyons, J. B., & Schneider, T. R. (2009). The effects of leadership style on stress outcomes. *The Leadership Quarterly*, 20(5), 737-748.
- Madsen, S. R., Miller, D., & John, C. R. (2005). Readiness for organizational change: Do organizational commitment and social relationships in the workplace make a difference? *Human Resource Development Quarterly*, 16(2), 213-234.
- Mardanov, I. T., Heischmidt, K., & Henson, A. (2008). Leader-member exchange and job satisfaction bond and predicted employee turnover. *Journal of Leadership & Organizational Studies*, 15(2), 159-175.
- Marks, M. L. (2006). Workplace recovery after mergers, acquisitions, and downsizings: Facilitating individual adaptation to major organizational transitions. *Organizational Dynamics*, 35(4), 384-399.
- Mickan, M. S., & Rodger, S. A. (2005). Effective health care teams: A model of six characteristics developed from shared perceptions. *Journal of Interprofessional Care*, 19(4), 358–370.
- Mills, M. J. (2010). *Rethinking the hedonic treadmill within the context of broaden and build theory: Developing resources through positive employees* [Unpublished doctoral dissertation]. Kansas State University, Manhattan, Kansas.



The Effectiveness of Positive Psychology Interventions in Facilitating the Readiness for  
Organizational Change

- Nielsen, K., Randall, R., Yarker, J., & Brenner, S. (2008). The effects of transformational leadership on followers' perceived work characteristics and psychological wellbeing: A longitudinal study. *Work & Stress, 22*(1), 16-32.
- Oreg, S. (2006). Personality, context, and resistance to organizational change. *European Journal of Work and Organizational Psychology, 15*(1), 73-101.
- Panaccio, A., & Vandenberghe, C. (2009). Perceived organizational support, organizational commitment and psychological well-being: A longitudinal study. *Journal of Vocational Behavior, 75*(2), 224-236.
- Peterson, C., & Seligman, M. E. P. (2003). Positive organizational studies: Thirteen lessons from positive psychology. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline* (14–27). San Francisco, CA: Berrett-Koehler.
- Pettigrew, A. M., Woodman, R. W., & Cameron, K. S. (2001). Studying organizational change and development: Challenges for future research. *Academy of management journal, 44*(4), 697-713.
- Prochaska, J. O., Redding, C. A., & Evers, K. E. (2015). The transtheoretical model and stages of change. In K. Glanz, B. K. Rimer, & K. V. Viswanath (Eds.), *Health behavior: Theory, research, and practice* (125–148). Jossey-Bass/Wiley.
- Richardson, J., & West, M. (2010). Dream teams: A positive psychology of team working. In A. Lindley, S. Harrington, & N. Page (Eds.), *Oxford handbook of positive psychology and work* (pp. 236-250). New York: Oxford University Press.
- Seligman, M. E., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologist, 60*(5), 410–421.
- Self, D. R., & Schraeder, M. (2009). Enhancing the success of organizational change: Matching readiness strategies with sources of resistance. *Leadership & Organization Development Journal, 30*(2), 167-182.
- Self, D. R., Armenakis, A. A. & Schraeder, M. (2007). Organizational Change Content, Process, and Context: A Simultaneous Analysis of Employee Reactions, *Journal of Change Management, 7*(2), 211-229. doi: 10.1080/14697010701461129
- Shubina, I., & Kulakli, A. (2020). The Research Patterns of Creativity and Innovation: The Period of 2010-2019. *International Journal of Emerging Technologies in Learning, 15*(21), 89-102.
- Shubina, I. (2018). Locus of Control and Sense of Happiness: A Mediating Role of Self-esteem?. In Leung MT., Tan LM. (Eds.) *Applied Psychology Readings*. Singapore: Springer. doi.org/10.1007/978-981-10-8034-0\_6
- Sutcliffe, K. M., & Vogus, T. J. (2003). Organizing for resilience. In K. S. Cameron, J. E. Dutton, & R. E. Quinn (Eds.), *Positive organizational scholarship: Foundations of a new discipline* (94–110). San Francisco, CA: Berrett-Koehler.
- Thompson, C. A. & Prottas, D. J. (2006). Relationships among organizational family support, job autonomy, perceived control, and employee well-being. *Journal of Occupational Health Psychology, 11*(1), 100-118.
- Ward, V., House, A., & Hamer, S. (2009). Developing a framework for transferring knowledge into action: A thematic analysis of the literature. *Journal of Health Services Research and Policy, 14*(3), 156–164. <https://doi.org/10.1258/jhsrp.2009.008120>
- Weigl, M., Hornung, S., Parker, S. K., Petru, R., Glaser, J., & Angerer, P. (2010). Work engagement and accumulation of task, social, and personal resources: A three-wave structural equation model. *Journal of Vocational Behavior, 77*(1), 140–153.
- Weiner, B. J. (2009). A theory of organizational readiness for change. *Implementation science, 4*(1), 67.
- Wood, A. M., Maltby, J., Gillett, R., Linley, P. A., & Joseph, S. (2008). The role of gratitude in the development of social support, stress, and depression: Two longitudinal studies. *Journal of Research in Personality, 42*(4), 854–871.

## ADDITIONAL READING

- Armenakis, A. A., Harris, S. G., & Mossholder, K. W. (1993). Creating readiness for organizational change. *Human relations*, 46(6), 681-703.
- Compton, W. C., & Hoffman, E. (2019). *Positive psychology: The science of happiness and flourishing*. Sage Publications.
- Cunningham, C. E., Woodward, C. A., Shannon, H. S., MacIntosh, J., Lendrum, B., Rosenbloom, D., & Brown, J. (2002). Readiness for organizational change: A longitudinal study of workplace, psychological and behavioural correlates. *Journal of Occupational and Organizational psychology*, 75(4), 377-392.
- Luthans, F., Avey, J. B., Avolio, B. J., Norman, S. M., & Combs, G. (2006). Positive psychological capital: Toward a micro-intervention. *Journal of Organizational Behavior*, 27, 387–393.
- Nelson, D., & Cooper, C. L. (Eds.). (2007). *Positive organizational behavior*. London: Sage.
- Peterson, C. (2006). *A primer in positive psychology*. Oxford university press.
- Rath, T., & Harter, J. (2010). *Wellbeing: The five essential elements*. San Francisco, CA: Gallup Press.
- Vakola, M. (2013). Multilevel readiness to organizational change: A conceptual approach. *Journal of change management*, 13(1), 96-109.
- Warren, S. (2011). What's wrong with being positive? In P. Linley, S. Harrington, & N. Garcea (Eds.), *Oxford handbook of positive psychology and work* (313–322). New York, NY: Oxford University Press.

## AUTHOR INFORMATION

**Full name:** Ivanna Shubina

**Institutional affiliation:** American University of the Middle East, Liberal Arts Department

**Institutional address:** Kuwait, 15453 Egaila, block 3, building 1

**Short biographical sketch:** Dr. Ivanna ShubinaI have 19 years of teaching, supervising, mentoring experience in psychological, pedagogic, medical, business and engineering schools in UG and PG levels in total in Kuwait, Poland and Ukraine. She has worked for the past 9 years at the American University of the Middle East in Kuwait as a Professor of Psychology. (Previously she worked at the University of Humanities and Economics in Lodz during 2006-2013). Among the main courses that she used to teach are Business and Organizational Psychology, Motivation, Psychology of Stress, Positive Psychology, Elementary Psychology, Clinical Psychology, Social Psychology, Self-Development courses. While working as a professor she has published 6 book chapters, 23 journal papers, and 17 proceeding articles. She used to work as a cognitive-behavioural therapist supporting individuals experiencing depression, phobias, PTSD etc. She successfully initiated and implemented numerous projects, including the ‘Transregional Center of Labor Market’, “Working mother”, “Diagnosis in preschool education”, “Key-qualifications – chance for development”. She is a member of International Association of Applied Psychologists and Ukrainian Association of Psychologists.