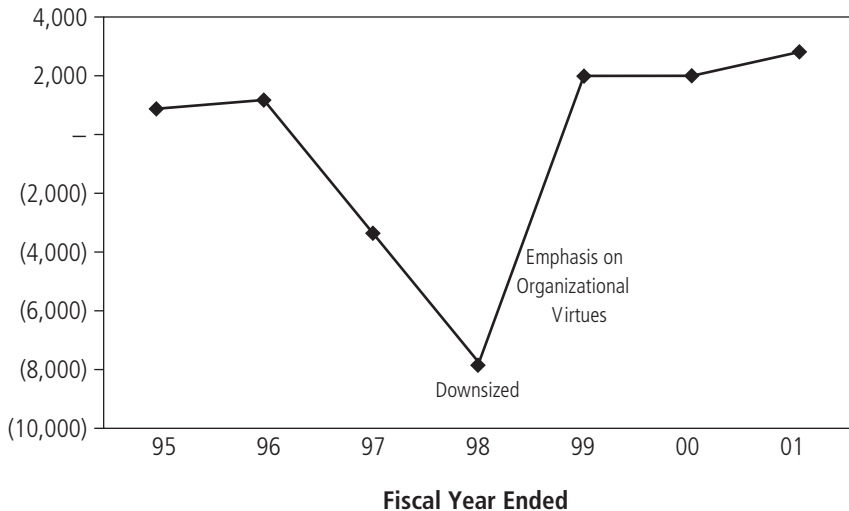


**FIGURE 1.1** A Deviance Continuum

	<u>Negative Deviance</u>	<u>Normal</u>	<u>Positive Deviance</u>
<b><u>Individual:</u></b>			
<b>Physiological</b>	Illness	Health	Vitality
<b>Psychological</b>	Illness	Health	Flow
<b><u>Organizational:</u></b>			
<b>Economics</b>	Unprofitable	Profitable	Generous
<b>Effectiveness</b>	Ineffective	Effective	Excellent
<b>Efficiency</b>	Inefficient	Efficient	Extraordinary
<b>Quality</b>	Error-prone	Reliable	Perfect
<b>Ethics</b>	Unethical	Ethical	Benevolent
<b>Relationships</b>	Harmful	Helpful	Honoring
<b>Adaptation</b>	Threat-rigidity	Coping	Flourishing

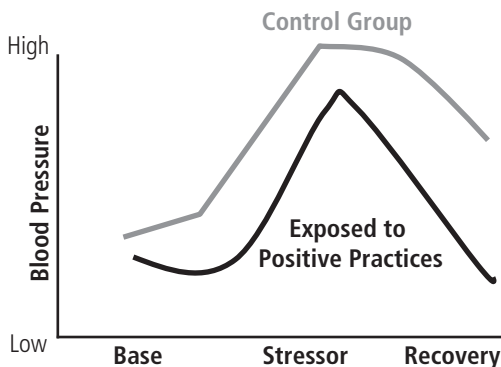
(SOURCE: Cameron, 2003)

**FIGURE 1.2** Financial Performance after a Leadership Intervention



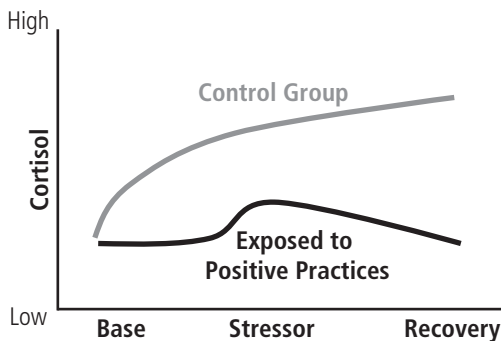
*(SOURCE: Cameron, 2003)*

**FIGURE 1.3** Blood Pressure Recovery after Exposure to a Major Stressor—Comparison of High versus Low Positive Emotions and Positive Practices



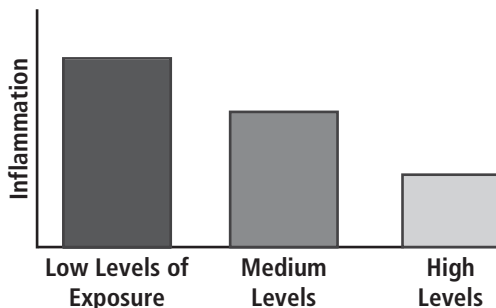
(SOURCE: Dockray & Steptoe, 2010)

**FIGURE 1.4** Cortisol Levels after Exposure to a Major Stressor—Comparison of High versus Low Positive Emotions and Positive Practices



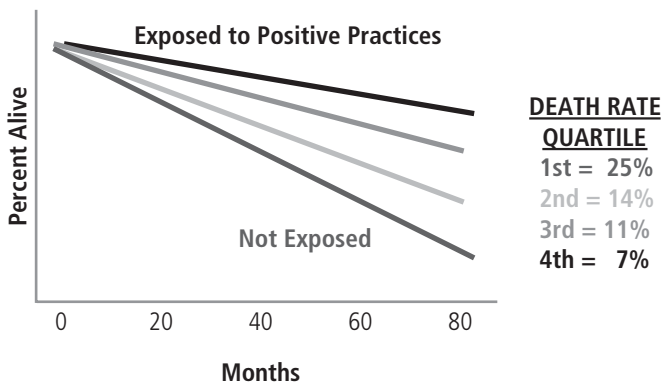
(SOURCE: Bostock et al., 2011)

**FIGURE 1.5** Inflammation Levels—Comparison of High versus Low Positive Emotions and Positive Practices



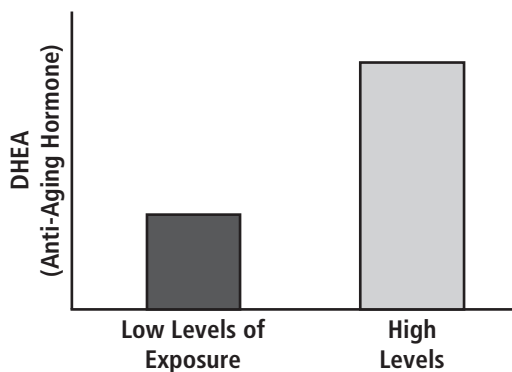
(SOURCE: Dockray & Steptoe, 2010)

**FIGURE 1.6** Death Rates in People over Age 70—Comparison of High versus Low Positive Emotions and Positive Practices



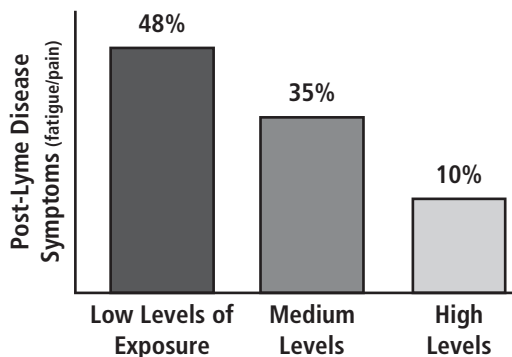
(SOURCE: Chida & Steptoe, 2008)

**FIGURE 1.7** DHEA (Anti-Aging Hormone) Levels—  
Comparison of High versus Low Positive  
Emotions and Positive Practices



(SOURCE: Van Reekum et al., 2010)

**FIGURE 1.8** Post-Lyme Disease Symptoms—Comparison  
of High versus Low Positive Emotions  
and Positive Practices



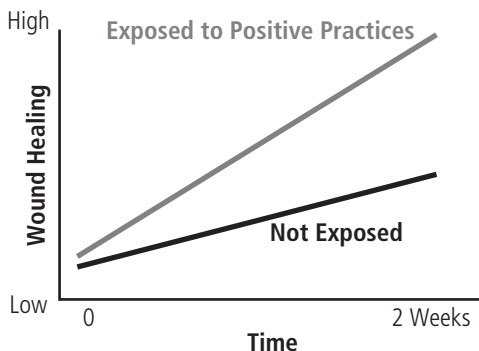
(SOURCE: Hasset et al., 2009)

**FIGURE 1.9** Brain Activity in ADHD Children—  
Comparison of Trained and Untrained  
Children in Positive Emotions and  
Positive Practices



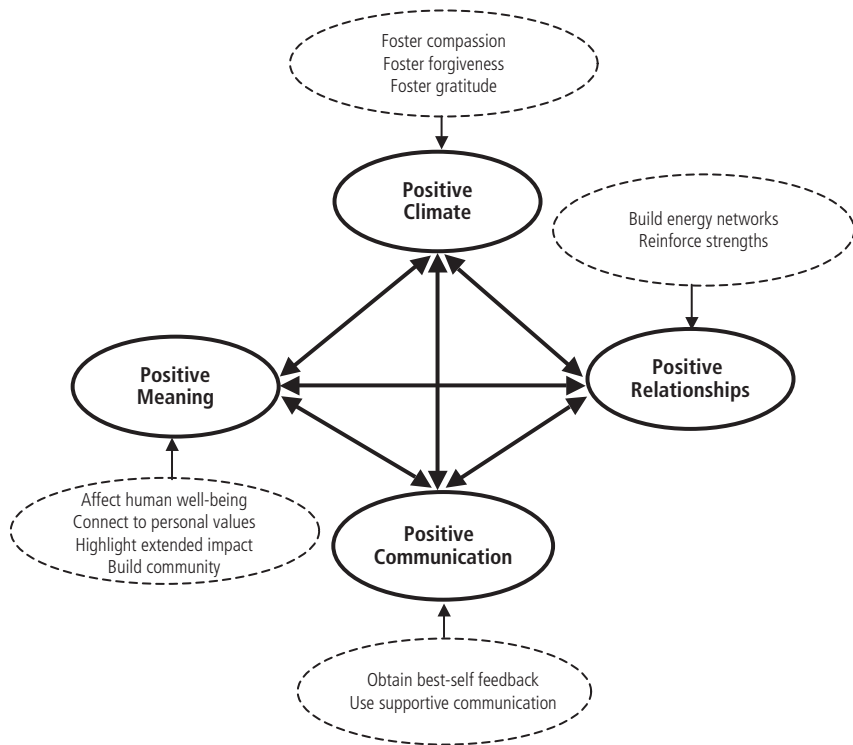
(SOURCES: Lutz, Slagter, Dunne, & Davidson, 2008;  
Van der Oord, Bogels, & Bejnenburg, 2011)

**FIGURE 1.10** Wound Healing—Comparison of Trained  
and Untrained People in Positive Emotions  
and Positive Practices

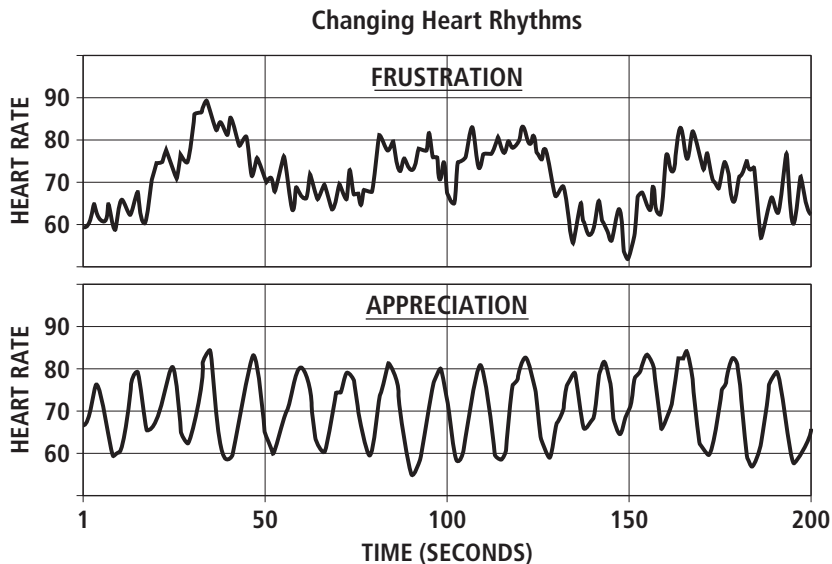


(SOURCE: Robles, Brooks, & Pressman, 2009)

**FIGURE 1.11** Four Leadership Strategies That Enable Positive Deviance



**FIGURE 2.1** Heart Rhythms in Gratitude and Frustration Conditions

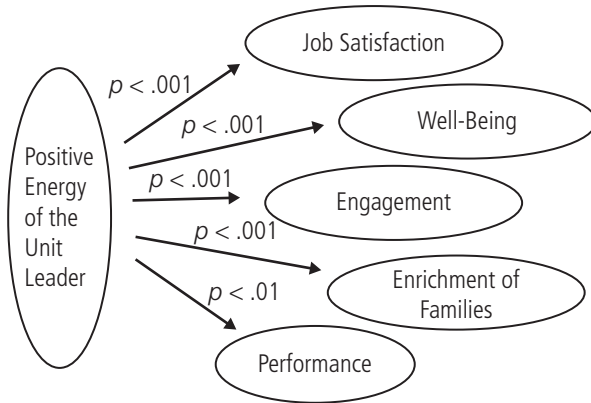


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(SOURCE: McCraty & Childre, 2004)

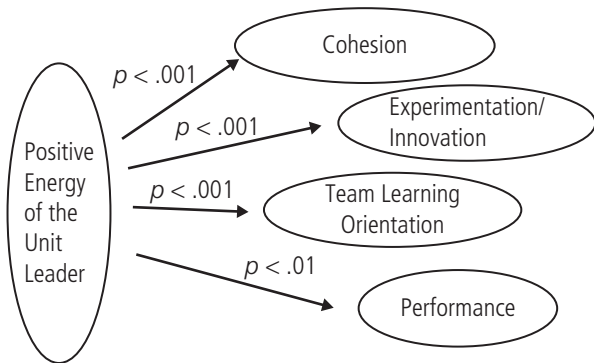


**FIGURE 3.1** Impact of Positively Energizing Leaders on Employee Performance



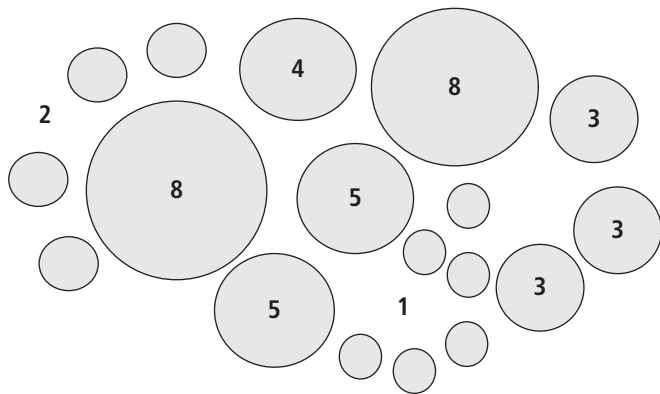
*(SOURCE: Owens, Baker, & Cameron, 2011)*

**FIGURE 3.2** Impact of Positively Energizing Leaders on Unit Performance



*(SOURCE: Owens, Baker, & Cameron, 2011)*

**FIGURE 3.3** A Simplified Positive-Energy Network Map



*(Numbers indicate number of times mentioned as a positive energizer.)*

**TABLE 4.1 Communication in Top-Management Teams**

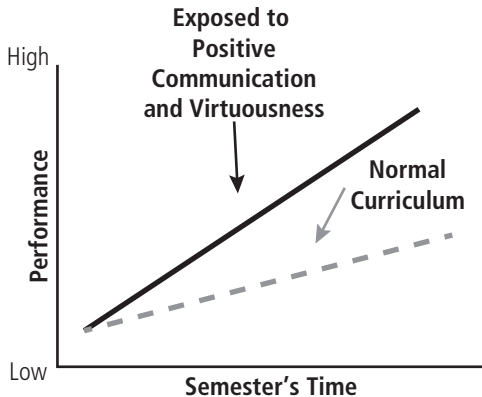
	TEAM PERFORMANCE		
	High	Medium	Low
Positive Statement Ratio	5.6 to 1	1.8 to 1	0.36 to 1
(supportive, encouraging, appreciation versus critical, disapproval, contradictory)			
Inquiry/Advocacy Ratio	1.1 to 1	0.67 to 1	0.05 to 1
(questioning versus asserting)			
Others/Self Ratio	0.94 to 1	0.62 to 1	0.03 to 1
(external versus internal focus)			
Connectivity Average	32	22	18
(mutual influence, assistance, interaction)			

*Source: Losada & Heaphy, 2004*

**TABLE 4.2    The Effects of at Least a 3 to 1 Positivity Ratio**

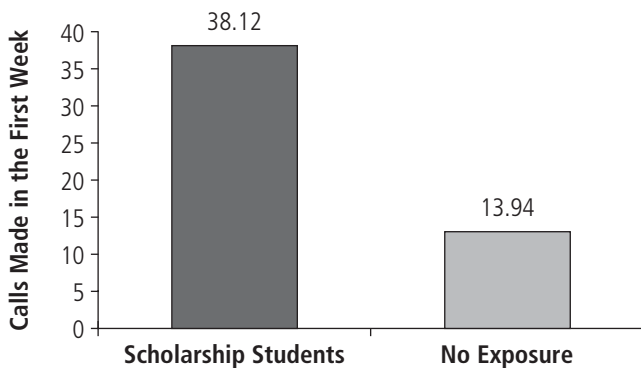
- People live longer (+11 years).
- People succumb to fewer illnesses.
- People have higher survival rates after a serious illness or an accident.
- People stay married longer.
- People tolerate pain better.
- People work harder.
- People perform better on the job.
- People make more money (+30 percent).
- People display more mental acuity.
- People make higher-quality decisions.
- People are more creative and more flexible in their thinking.
- People are more adaptive and resilient after trials and trauma.
- People engage in more helping behaviors and citizenship activities.

**FIGURE 4.1** A Comparison of Ninth-Grade Literature Class Students' Performances



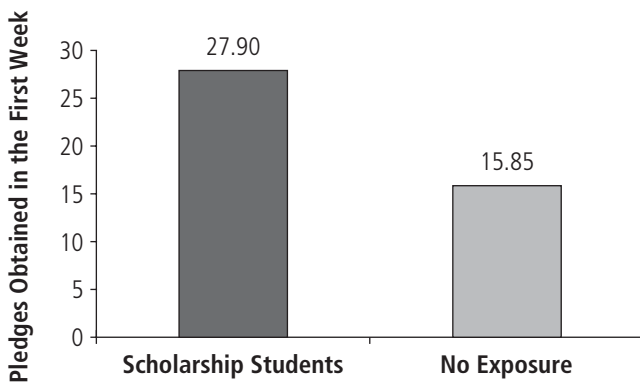
*(SOURCE: Seligman, 2011)*

**FIGURE 5.1** Calls Made in the First Week after Hearing a Scholarship Student



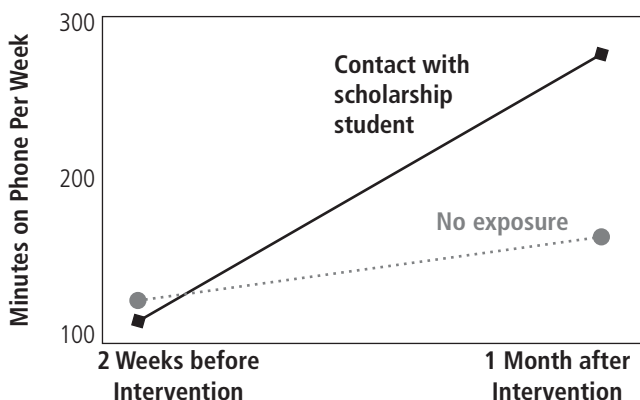
(SOURCE: Grant, 2008)

**FIGURE 5.2** Pledges Obtained in the First Week



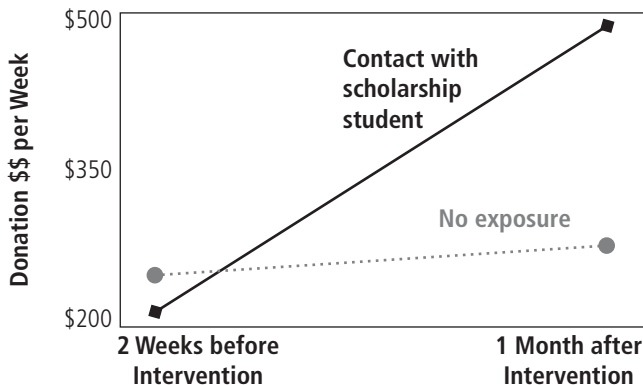
(SOURCE: Grant, 2008)

**FIGURE 5.3** Minutes on the Phone per Week after One Month



(SOURCE: Grant et al., 2007)

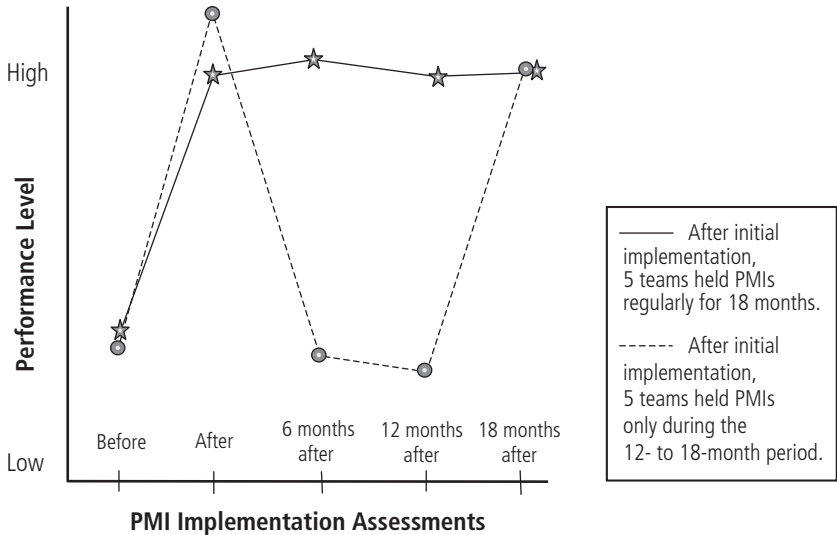
**FIGURE 5.4** Amount of Pledges Obtained



(SOURCE: Grant et al., 2007)



**FIGURE 6.1** Intact Teams' Performance before and after Implementing PMIs



(SOURCE: Boss, 1983)

**TABLE 6.1 Examples of Role-Negotiation Session Agenda Items**

A psychological contract is established.

The focus is on clarifying detailed expectations of one another, including:

Role performance

Areas of responsibility

Accountability and rewards

Interpersonal relationships

Mission, goals, and values

Clear agreements regarding performance are established.

Nonnegotiable issues are identified and justified.

A written account of the results of the session is made available to both participants.

Results of the session are shared with those who will be affected by the agreements.

**TABLE 6.2 Examples of Agenda Items for PMI Sessions**

Major goals:
Continuous improvement
Team building and personal development
Feedback
Reinforce positive climates, positive relationships, positive communication, and positive meaning
First agenda item is to follow up on action items from the previous PMI session
Major agenda items include:
Organizational and job issues
Information sharing
Training and development
Resource needs
Interpersonal issues
Obstacles to improvement
Targets and goals
Appraisal and feedback
Career development
Personal issues
A supportive, nonpunitive environment
Advanced preparation of agenda items by both parties
Accountability required of both parties
Training of participants in advance
Last agenda item is to review action items arising from the session

**TABLE 7.1**  
**Positive Leadership Assessment**

	1 = Never	2 = Seldom	3 = Sometimes	4 = Frequently	5 = Always
As a leader, to what extent do you:					
1. Foster information sharing so that people become aware of colleagues' difficulties and, therefore, can express compassion?					
2. Encourage the public expression of compassion by sponsoring formal events to communicate emotional support?					
3. Demonstrate forgiveness for mistakes and errors rather than punish perpetrators or hold grudges?					
4. Provide support and development as an indicator of forgiveness for individuals who have blundered?					
5. Express gratitude to multiple employees each day?					
6. Make gratitude visits and the distribution of gratitude notes a daily practice?					
7. Ensure that employees have an opportunity to provide emotional, intellectual, or physical support <i>to</i> others in addition to receiving support <i>from</i> the organization?					
8. Model positive energy yourself, and also recognize and encourage other positive energizers in your organization?					
9. Diagnose your organization's energy networks so that you support and utilize individuals in energy hubs as well as help develop peripheral members?					
10. Provide more feedback to individuals about their strengths rather than their weaknesses?					
11. Spend more time with your strongest performers than with your weakest performers?					
12. Communicate a ratio of approximately five positive messages for every negative message to those with whom you interact?					
13. Provide opportunities for employees to receive best-self feedback and develop best-self portraits?					

**TABLE 7.1 (continued)**  
**Positive Leadership Assessment**

	1 = Never	2 = Seldom	3 = Sometimes	4 = Frequently	5 = Always
As a leader, to what extent do you:					
14. Consistently distribute notes or cards to your employees complimenting their performance?					
15. Provide negative feedback in supportive ways—especially using descriptive rather than evaluative statements—so that the relationship is strengthened?					
16. Focus on the detrimental <i>behavior</i> and its consequences, not on the person, when correcting people or providing negative feedback?					
17. Establish, recognize, reward, and maintain accountability for goals that contribute to human benefit so that the effects on other people are obvious?					
18. Emphasize and reinforce the core values of the individuals who work in the organization so that congruence between what the organization accomplishes and what people value is transparent?					
19. Tie the outcomes of the work to an extended time frame so that long-term benefits are clear?					
20. Ensure that contribution goals take precedence over acquisition goals for individuals in the organization?					
21. Clarify for your direct reports the specific set of expectations and responsibilities associated with their roles, as well as the mission, values, and culture of the organization?					
22. Meet at least monthly in one-on-one meetings with your direct reports?					
23. Consistently and continually emphasize continuous improvement and the development of strong interpersonal relationships among your direct reports?					
24. Have a formalized routine (such as PMIs) in which you can regularly demonstrate positive climates, positive relationships, positive communication, and positive meaning associated with the work?					

**TABLE 7.2 Implementing Positive Leadership**

<b>Positive Leadership Strategy</b>	<b>Personal or Family Life</b>	<b>Professional or Work Life</b>
<b>Encourage compassion</b>		
Notice and share information		
Express emotions and feelings		
Enable appropriate compassionate responses		
<b>Encourage forgiveness</b>		
Acknowledge harm		
Identify a positive purpose		
Maintain high standards		
Provide personal support		
Use forgiving language		
<b>Encourage gratitude</b>		
Conduct gratitude visits		
Write gratitude letters		
Keep a gratitude journal		
<b>Foster positive energy</b>		
Provide opportunities for serving others		
Personally model positive energy		
Diagnose the unit's energy network		
Recognize and reinforce positive energizers		
Manage negative energizers in stages		
<b>Capitalize on others' strengths</b>		
Spend time with the strongest performers		
Provide opportunities for others to do what they do best		
Frequently celebrate positive outcomes		

*(continued)*

**TABLE 7.2 Implementing Positive Leadership (continued)**

<b>Positive Leadership Strategy</b>	<b>Personal or Family Life</b>	<b>Professional or Work Life</b>
<b>Provide best-self feedback</b>		
Obtain information from associates on unique personal contributions		
Help others develop a best-self portrait—when they are at their best		
Utilize strength recognition cards		
<b>Use supportive communication</b>		
Provide five positive statements for every negative piece of feedback		
Habitually use supportive communication		
Use descriptive statements in providing negative feedback		
Remain problem- not person-focused in providing negative feedback		
<b>Enhance the meaningfulness of the work</b>		
Identify the work's direct impact on other people		
Associate the work with a core personal value		
Clarify the long-term effects of what is being accomplished		
Reinforce contribution goals more than achievement goals		
<b>Implement Personal Management Interviews</b>		
Hold a role-negotiation meeting with direct reports		
Hold regularly scheduled, one-on-one meetings with direct reports		
Provide regular personal-development opportunities for direct reports		
Ensure regular accountability for continuous improvement		