



## **POSITIVE PSYCHOLOGY IN ORGANISATION MANAGEMENT - THEORETICAL APPROACH**

**Alina Matlakiewicz**

### **Abstract:**

The article aims to review theories rooted in the positive psychology trend of Martin Seligman and Mihaly Csikszentmihalyi, which constitute the foundation for the development of concepts to improve employee functioning and organisation improvement and allowed for the implementation in the work environment. Further, the author discusses the notions developed in economic sciences, i.e. Positive Organisational Scholarship and Positive Potential of Organisation.

**Keywords:** positive psychology, *flow* concept, psychological well-being, the hedonistic and eudemonistic theory of mental well-being, Vitamin Model of well-being in the work environment, Positive Organisational Scholarship, Positive Potential of Organisation

**DOI:** 10.19197/tbr.v17i4.316

The current situation on the labour market encourages employers and managers to seek solutions that give the possibility of long-term employee retention and constant building of employee involvement. Nevertheless, the three commonly recognised groups of motivation theories, representing the three main directions in psychology, i.e.

- content theories originating in the humanistic psychology trend, including the concepts by Abraham Maslow, Frederick Herzberg, David McClelland, as well as Clayton Alderfer's ERG theory;
- process theories in cognitive psychology (Edwin Locke's goals theories, Victor Vroom's expectations'

- theories, and theories justice of by John Stacey Adams);
- B. F. Skinner's theory of reinforcements derived from Behaviourism

are by no means exhaustive. It is worth referring to one of the latest trends in psychology, which focuses on exclusively positive aspects, a feature that distinguishes it from most concepts and areas of interest in 20th-century psychology. Below, the theories rooted in the stream of positive psychology are revised. They constituted the foundation for the development of the ideas serving to improve the functioning of employees and improve the organisations and allowed the implementation into the work environment.

### **Positive psychology and its realm of interest**

The initiator of positive psychology is considered Martin Seligman, who, as the chairman of the American Psychological Association at the time, proclaimed the emergence of a new trend in psychology. This announcement took place at the turn of the 20th and 21st centuries. In 2000, Seligman, together with Mihaly Csikszentmihalyi, published a special issue of *American Psychologist* devoted to positive psychology (Czerw 2016). As the authors stated, "it is in opposition to the 'negative psychology' trend that prevailed in the 20th century, focusing on undesirable conditions, disorders and pathologies (Seligman, Csikszentmihalyi 2000), while publications on positive experiences are much less common (Czapiński 2004). This new trend departs from what is feeble and sick in an individual and focuses on intensifying the sense of happiness and optimizing the quality of life (Moczydłowska 2013). Thus, the core of interest in positive psychology are good life, happiness, health, strength and virtues of an individual, and its primary purpose is to determine the factors that positively affect the quality of life as well as develop the connections that will facilitate the achievement of positive state of body and mind (Trzebińska 2008). Positive psychology relies on three pillars. The first is created out of positive emotions, the second – of positive

qualities (primarily strengths and virtues) as well as skills (intelligence, endurance), while the third pillar of positive psychology consists in the institutions such as democracy, stable family, and freedom, which all support virtues and positive emotions and improve the general quality of life (Chodorek 2016).

### **M. Csikszentmihalyi's notion of *flow***

The pioneers of positive psychology, Mihaly Csikszentmihalyi and Martin Seligman, see the sources of the comprehensiveness of life in different categories. Csikszentmihalyi focuses on the process of *flow*, namely “a state of mind consisting in the fact that mental energy in the form of attention, the awareness of concentration is optimally aligned with the task” (Csikszentmihalyi 2005). The key to achieving *flow* is the compliance of processed information with one's own priorities, celebrating mindfulness and focusing on issues that are important to a person or which one can give particular meaning. Csikszentmihalyi does not prioritize activities that may promote the achievement of *flow* since it is related to the subjective assessment of reality by the individual and their ability to actively experience and appreciate it. He further indicates that even extremely negative experiences can trigger the effect of *flow* as a form of enriching one's self if this is how an individual chooses to perceive them. He indicates that everything depends on how one approaches what happens to them. Employing an example of eating a meal, Csikszentmihalyi states that for one person it can be a simple act of consumption, which is accompanied by positive emotions due to the pleasure of tasting and satisfying hunger, while for the other it is a contribution to achieving a *flow* effect, because they analyse the taste, juxtapose this meal with previous experiences, focus on this, discuss with others, which makes the consumption not only a satisfying but also an enriching experience (Kozłowski 2013). Psychological entropy is opposite to the *flow* effect. It occurs when the resources of attention and concentration are wasted on performing activities perceived by the individual as unsatisfactory, not exciting and not enriching for them.

Csikszentmihalyi means all activities, e.g. at work, which are considered meaningless or pointless; they are assessed in such a way because they are incompatible with the individual's values or priorities or perceived by them as a waste of their own potential.

"It is hard to consider pleasure as an enriching experience, it is different if, thanks to focusing on a given process, concentration and reflection, we transform it into long-term satisfaction, into an enriching experience" (Csikszentmihalyi 2005). On the basis on extensive international research, Csikszentmihalyi formulated eight basic features that characterize the *flow* effect: 1. the task must have a chance of success; 2. the person must be able to focus on it; 3. the task must set a clear goal; 4. one must have reliable and relatively swift feedback on the progress of the operation; 5. involvement is a crucial feature, as it which makes a person forget about everyday problems that can distract them, 6. acting within *flow* must give the person a sense of control, 7. the impression of loss of self is characteristic as well; the problems related to ego cease to matter, 8. the perception of time is also changing: despite the fact that occupation absorbs the individual for long hours, they estimate that time passes very quickly (Csikszentmihalyi 2005; Kozłowski 2013). The author of the *flow* concept emphasises that all information appearing in a person's mind and every experience can be positively utilised; nonetheless, this requires mindful training.

Arnold Bakker was one of the first to implement the *flow* concept in the work environment. He distinguished three principal indicators of achieving *flow* in a work situation: work absorption, the joy of work, and internal motivation to work. Work that is absorbing occurs in a situation of complete concentration on a task at hand, sinking into it, hence being absorbed by one's work. The employee does not notice other signals coming from outside. It is also connected, as indicated by Csikszentmihalyi, the author of the *flow* concept, a sense of loss of control over time. The second indicator of *flow* in the workplace is the emotional component, i.e. the feeling of joy from work. The last *flow*

indicator is the employee's internal motivation, which is associated with the individual's self-awareness and self-control, their pursuit of achieving their goals (Bakker 2008).

Researchers agree that relating the concept of *flow* to the work environment is pertinent because people experience *flow* in a work situation more often than while performing other activities because it is the result of devoting both their time and energy. The condition of achieving *flow* occurs particularly powerfully when the tasks performed are in line with the employee's skills and preferences and when the work situation is perceived as inspirational and refers to the employee's aspirations (Bakker 2008, Salanova et al. 2006). The employee needs to adapt to the work environment, i.e. their predispositions, competences and qualifications ought to correspond to their position and type of work. This means that it is possible to manage human resources that will relate to the above indicators and guidelines and to deliberate shaping of the work environment conducive to achieving *flow* by employees.

### **M. Seligman's concept of psychological well-being**

Following the assumptions of positive psychology, the individual's lack of care for good emotions and quality of life results in unwanted health consequences of both physical and mental nature. Thus, a crucial element of caring for psychological well-being is the person's cognitive and emotional assessment of their own life (Czapiński 2004). The determinant of well-being is not prosperity or high social status. On the other hand, the lack of undesirable emotions and feelings such as disappointment, pain, stress and suffering do not guarantee well-being as well. Therefore, it depends only on the subjective assessment of one's life situation. The origins of well-being are internal mental processes and not external circumstances. It refers to the individual's ability to perceive their position in a way that gives them a sense of satisfaction. So, mental well-being is the result of a positive assessment of one's life.

The term psychological well-being should be understood as “full of possibilities”, i.e. a state of advantageous functioning in everyday life, as well as the feeling of satisfaction with life, which can be defined as an emotional response of pleasure experienced in connection with the performance of specific tasks, functions, and roles (Bańka 2000).

The components of mental well-being identified by Martin Seligman are, to a large extent, matching the categories proposed by Csikszentmihalyi in his concept of *flow*. They include positive emotions, absorption, sense of meaning, and achieving the goal. The factor supplementing the former theory, social relations, deserves attention (Kozłowski 2013), as, according to Seligman, people experience most positive states not while being alone, but in a social context. The level of the so-called subjective well-being is of crucial importance for achieving a sense of happiness within the current of positive psychology. People who experience positive emotions more frequently are better at social contacts, negotiations, problem-solving and are more creatively and cognitively productive (Chodorek 2016). One of the exercises recommended by Seligman, which gives a chance to experience the pleasure of small things, concerns finding three positive things that happened to us during the day, thinking about them and enjoying them. As Kozłowski notes, this corresponds to the conclusions of the study by Daniel Kahneman, who stated that people tend to focus on extreme values, ignoring the common ones, predominant in day-to-day existence. Consequently, minor pleasures are overlooked or marginalised. According to him, Seligman’s notion of fullness of life is primarily based on the affirmation of average values (Kozłowski 2013). This element of underestimating everyday life/ordinariness is associated with the individual getting used to pleasant experiences, consequently labelling them as invaluable as being particularly favourable due to their frequent occurrence or low stimulus strength.

### **Hedonistic and eudemonistic theory of psychological well-being**

Researchers distinguish two main pathways to mental well-being. They come from ancient philosophical systems and present different visions of achieving a good life. **The hedonic approach to well-being** is derived from the concept of Aristippus, a Greek philosopher from the 4th century B.C., who believed that the purpose of human life was to maximize pleasure, which was perceived as referring to bodily pleasure. The psychological approach to hedonism also indicates mental preferences. The hedonistic model of achieving psychological well-being leads through experiencing pleasure and experiencing something good. The pioneer of research in this realm was Edward Diener, who defined mental well-being as a cognitive and emotional assessment of one's life subjectively made by the subject. According to Diener, psychological well-being includes:

- the ability to experience pleasant emotions;
- maintaining a high level of life satisfaction;
- low level of negative moods (June 2017).

According to the hedonistic approach to well-being, the most important thing is for a person to feel satisfaction, regardless of why they experience it. This is a relatively simple vision of achieving well-being. "The weakness of the hedonistic approach is to equate the happiness of Mother Teresa of Calcutta with the temporary euphoria of a drug addict after taking ecstasy" (Czapiński 2004). The hedonistic approach is, therefore, considered by some to be too superficial to explain the complex psychological mechanisms that lead to well-being. Representatives of the hedonistic concept include Władysław Tatarkiewicz, Daniel Kahneman and Ed Diener. Agnieszka Czerw also incorporates **Janusz Czapiński's "onion" theory of happiness** into this trend. The author distinguishes three layers that shape a sense of happiness:

- The inner layer, genetically determined will to live, assumes that every person has an individual genetic predisposition to feeling a certain level of happiness that stabilizes them and prevents suicidal tendencies;

- The intermediate layer, i.e. general subjective well-being is more dependent on situational factors;
- The outer layer, which is influenced by such areas of life as a family, work, finances, holidays, material goods, and so forth. The external factors have a substantial impact on happiness. It is the most sensitive layer to objective living conditions.

According to this “onion” theory of happiness, external factors affecting the individual affect all layers of mental well-being. They most strongly affect the outermost layer of well-being and penetrate deeply affecting both general subjective well-being and the will to live. In contrast, internal factors, operate from the inside and remarkably strongly affect the deepest layer of well-being, while affecting the others only to an insignificant extent (Czapiński 2004).

**The eudemonistic vision of well-being** derives from the assumptions of Aristotle’s philosophy referring to daemons, or the authentic “spirit-self” of a person, a concept that is associated with self-expression. Achieving pleasure and, consequently, well-being is associated with taking actions that result from deeply rooted values of the individual. This concept assumes that to accomplish a good life, a person should have specific appreciated attributes and core virtues, they should develop valuable notions, their talents and use their potential. Some theorists point to some connections of this concept with humanistic psychology, especially Maslow’s theory of self-realisation, because the eudemonistic theory of well-being also refers to the pursuit of perfection, with particular emphasis on compliance with one’s own aspirations and beliefs and self-steering (Trzebińska 2008, Czerw 2017). The adversaries point out the universalistic approach to creating a model of a satisfying life, assuming that the nature of all people is the same, so the path to achieving well-being can be the same for everyone. It is about living following the natural needs of the individual. The principal representatives of positive psychology, such as Martin Seligman, Carol Ryff and



Csikszentmihalyi, are supporters of the eudemonistic vision of achieving psychological well-being. A theory that refers to the eudemonistic approach is **Carol Ryff's multidimensional model of happiness**, indicating six dimensions of mental well-being:

- Life goal – the ability of an individual to formulate the meaning in life, to set its direction, and to set and carry out life tasks.
- Control over the environment – an active form of adapting to the environment; it involves initiative in creating and nurturing the family environment, work, and so forth. It requires effort and action, but communing in such a situation brings out the individual's fortes.
- Positive relations with others - close contact with other people and positive emotions connected with it. Experience of intimacy, love, friendship, and so forth.
- Autonomy – following one's beliefs, the ability to stick to them and act in line with them, even in the face of the prevailing different view.
- Personal development – the ability to use and develop one's talents and potential, as well as the ability to acquire new skills and opportunities.
- Self-acceptance – self-respect and positive self-perception as a result of noticing and accepting both advantages and disadvantages (Czerw 2017).

Empirical research carried out using this model has shown some regularity: a sense of happiness, which is the result of the impact of well-being components on people's lives, paradoxically, is often correlated with the occurrence of suffering, pain, conflict and life difficulties. It turns out that it is in such situations that the individual discovers in themselves layers of internal strength that have not yet appeared. This leads to the development of the abilities described in all aspects of well-being, and thus also to the feeling of happiness and a good life. So it turns out that avoiding suffering and difficulties is not the best way to achieve mental well-being, and challenging events, if overworked, serve human development.

Both approaches to mental well-being have their pros and cons, which have contributed to repeated attempts to integrate them, but the barrier of a different understanding of human nature in both approaches is too strong to break it.

### **Peter Warr's Vitamin Model of achieving well-being in the work environment**

Researching employee welfare in 1987, Peter Warr, an American psychologist, developed Vitamin Model that takes into account the significant impact of the work environment on the mental health of employees. According to Warr, the foundations of work-related mental health should be traced to a three-axis affective well-being model that enables empirical research. This model shows three dimensions that are employed to measure affective well-being: displeasure-pleasure, anxiety-comfort, and depression-enthusiasm. The researcher distinguished nine factors of the work environment affecting the mental health of employees, and then divided them into two groups – analogous to fat-soluble vitamins, the excess of which is harmful to the body, and water-soluble vitamins, with which no overdose can occur, however, their positive impact also has its limited capabilities. Still, a shortage of both is dangerous for the body.

To the group of work environment factors affecting mental health,(additional decrement AD,), with which the shortage or excess negatively affects the well-being of employees Warr included:

- the ability to exercise control,
- the ability to use skills,
- goals imposed from the outside,
- diversity,
- environmental transparency,
- the ability to establish and maintain interpersonal contacts.

In contrast, to the group of work environment factors affecting mental health (permanent effect, CE), a shortage of which negatively affects employees' well-being, and the excess does not cause harm, however, from a certain point, i.e. after achieving stabilization of mental health, their impact remains constant:

- availability of financial resources,
- physical security,
- high social status (Chmiel 2007).

Employees vary in their level of demand for specific environmental factors at work, as these are closely related to the personality traits of a given employee (Zalewska 2003). Therefore, if an employee has a strong need for a sense of control, then a work environment with a culture of innovation organisation (conducive to creativity, partnership) will not give them satisfaction. A person who feels a strong need for social contacts, in turn, requires the work environment to provide the possibility to establish interpersonal connections, which will shape their high level of well-being. It is, therefore, distinctive for each employee and depends on their personality traits (Bartkowiak 2009).

Each of the theories presented above can serve as a category for analysing business reality, answering the question of how far a given work environment is conducive to achieving the mental well-being of an employee, and thus a contribution to change. As it is emphasised in the current of positive psychology, it largely depends on the subjective assessment of reality by the individual; however, an enterprise wanting to positively influence the commitment and effectiveness of its employee should take into account common categories that will foster employee performance.

### **Positive Organisational Scholarship (POS) and Positive Potential of Organisation (PPO)**

His Positive psychology emphasises the importance of positive institutions that support a person in the development of their virtues and predispositions. In the

process of implementation of the indications of positive psychology, they began to be transferred into the reality of work performed by an individual but also that of teamwork, referring to creating a driven team, building relationships, strengthening team potential or seeking the modes a manager can inspire their subordinates. In quest of a practical adaptation of the indications of positive psychology in the organisation, the concept of Positive Organisational Scholarship (POS) was created. It focuses on the strengths of the organisation, reveals its resources, features and results<sup>1</sup>. This theory is very close to the concept of Positive Organisational Behaviour (POB), which refers to the study of behaviour in a work situation, as well as employee psychological resources that are used in the work environment. These are the strengths of the employee, their abilities and psychological features, which can be evaluated, developed and managed to improve the effectiveness of work results. The sources of the POS concept in economic sciences can be found in the so-called resource theory of enterprise and resource school of strategic management (Moczydłowska 2012). As A. Sopińska notes, the following theories played the most significant role in the resource approach: Gary Hamel and C.K. Prahalad's as well as John Kay's core competencies; George Stalk, Peter Evans, and Lawrence E. Shulman's core capabilities; and distinctive competencies by Charles Hill and Gareth Jones (Sopińska 2005).

The essence of the POS paradigm is the focus of both researchers and practitioners, following the model of positive psychology, on positive phenomena occurring in the organisation, in particular on seeking in institutions such dynamics of phenomena that leads to employee development, supports their potential and creativity, cultivating above-average achievements of the organisation

---

<sup>1</sup> In 2003, Kim S. Cameron, Jane E. Dutton and Robert E. Quinn released a book entitled *Positive Organizational Scholarship - Foundations of a New Discipline*, which was published as a proclamation of the emergence of a new scholarly trend in management called Positive Organisational Scholarship (POS).

itself as well as the people working in it. Therefore, it emphasises the role of, e.g. employee characteristics such as creativity, accomplishment drive, optimism, emotional intelligence, as well as their emotional states favourable to the organisation: involvement in work and organisation, job satisfaction or a sense of self-fulfillment. The concept of positive management emphasises such issues as “what is above average and unique” in the organisation and “what does it consist in, and what shapes it?” (for Chodorek 2016, Zymonik 2007). POS assumptions can be considered in the context of its tripartite name. “Positive” means the desire to understand positive states, such as resistance, perseverance in action, fulfillment, as well as the dynamics and effects associated with these states: gratitude or positive interpersonal relations. “Organisational” signals that the POS concept focuses on positive processes and declares that take place in organisations. It is not only about studying positive phenomena occurring in organisations, but also about exploring the organisational context that could be called positive. The considerations are carried out at the corporate level, not at the individual level – as in the case of positive psychology. Finally, “scholarship”, science or discipline, is to emphasise the intellectual approach to the issues presented above. However, it is not about explicitly answering the question of how to create a positive organisation that fully utilizes the human potential and makes the employees feel fulfilled, satisfied and having the sense of being themselves at work. Instead, it is about understanding the causes and effects of positive phenomena and their dynamics to be able to consciously use them in managing organisation and human capital (Kalinowska-Adrian 2006). Fundamental specific POS theories include: B. Fredrickson’s positive spiral; a five-factor model of organisational virtues and results as well as the concept by K. S. Cameron and G. M. Spreitzer who divided positive topics in the theory of positive management into nine areas: 1. positive individual attributes; 2. positive emotions; 3. strengths and virtues; 4. positive relationships; 5. positive human resource management practices; 6. positive organisational processes; 7. positive leadership and change;

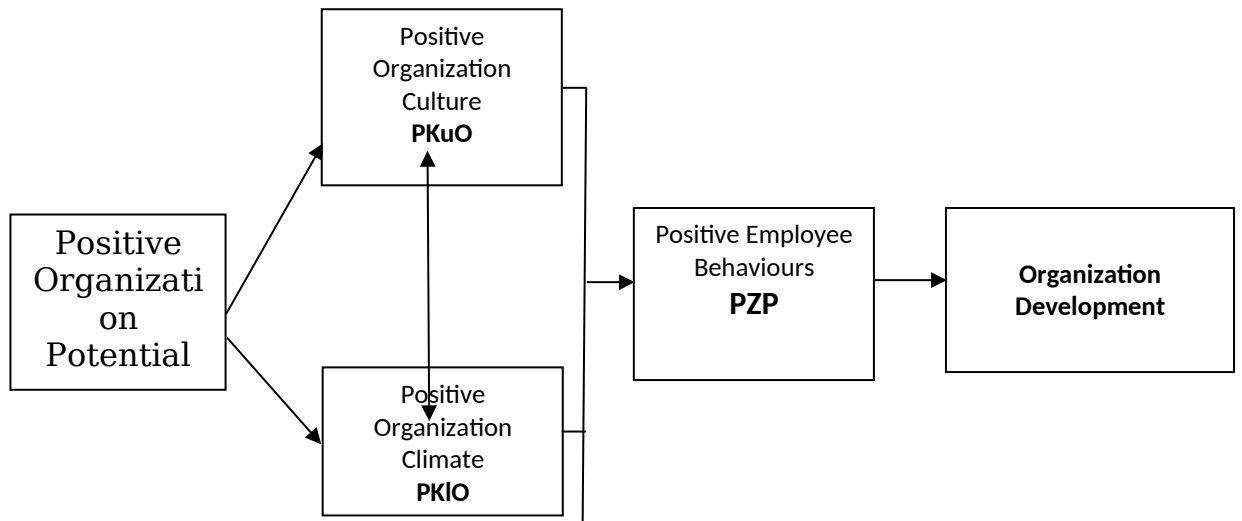
8. a positive outlook at problems and challenges; 9. development of a positive organisation theory. The authors indicated in each of these categories the subcategories that are detailed guidelines for researchers and practitioners.

A Polish research team headed by M. J. Stankiewicz<sup>2</sup> developed the concept of Positive Organisation Potential (PPO, *Pozytywny Potencjał Organizacji*), defined as “the states, levels, and configurations of organisational resources which via stimulating a positive organisational culture and positive organisational climate, promote positive, pro-development behaviour of employees” (Glińska-Neweś A. 2010). According to this concept, the vital factor shaping employee behaviour is a positive organisational culture and a positive company climate (Figure 1).

---

<sup>2</sup> Research on PPO was conducted by a team composed of: Marek Jacek Stankiewicz, Aldona Glińska-Neweś, Bohdan Godziszewski, Robert Karaszewski, Monika Chodorek, Monika Kalińska, Rafał Haffer, Ryszard Lorenczewski, and Barbara Józefowicz.

Figure. 1. Cause-effect relationships in the concept of Positive Organisational Potential



Source: Glińska-Noweś A., (2010), "Pozytywny Potencjał Organizacji jako prorozwojowa architektura zasobów przedsiębiorstwa" [Positive Organisation Potential as a pro-development architecture of enterprise resources], [in:] M. J. Stankiewicz (ed.), *Pozytywny Potencjał Organizacji. Wstęp do użytecznej teorii zarządzania* [Positive Organisation Potential. Introduction to useful management theory], Toruń: TNOiK, p. 47.

To develop an organisation, it is crucial to define the needs of this institution:

- the constituents of the Organisational Positive Potential, which include material resources (e.g. equipment, site friendliness, living and social infrastructure, etc.) and the intangible ones (strategy, organisational structure, human resources management, power and democratisation of management, control, innovation, integration and the identification with the company and with leadership);

- the elements of a positive organisational culture and climate;
- behavioural manifestations in the form of pro-development employee behaviour (Chodorek 2016).

The above analysis does not exhaust the issues raised; it merely serves as a groundwork for further investigation; however, it indicates the enormous potential inherent in concepts rooted in positive psychology. These theories ought not to be reduced to the level of guidebooks or immeasurable categories. That is why it is crucial to maintain the scientific rigour of this trend, along with the creation of measurement tools<sup>3</sup> to improve the functioning of the individual in the organisation.

### References:

Bańka, A. (2000). "Psychologia organizacji", [in:] J. Strelau (ed.), *Psychologia. Podręcznik akademicki* (vol. 3), Gdańsk: Gdańskie Wydawnictwo Psychologiczne.

Bartkowiak G., (2009), *Człowiek w pracy. Od stresu do sukcesu w organizacji*, Warszawa: Polskie Wydawnictwo Ekonomiczne.

---

<sup>3</sup> According to Agnieszka Czerw, the following questionnaires can be used to measure eudemonistic psychological well-being: *Psychological Well-Being at Work Dagenais-Desmarais and Savoie* from 2012 and *The Work and Meaning Inventory* by Stegera et al. from 2012, neither of which, however, is available Polish. There are questionnaires which, according to A. Czerw, do not fully meet the task of measuring eudemonistic approach to well-being, such as the Kasprzak's *Professional Orientation Questionnaire* from 2012, *Sense of Mission in One's Professional Career Questionnaire* by Czerw and Borkowska from 2010 and *Questionnaire of Values and Motives at Work* by Czerw and Gańsorowska from 2011. That is why Agnieszka Czerw constructed and conducted research based on her own tool: *Questionnaire on Welfare at Work*, published in: Czerw A., (2017), *Psychologiczny model dobrostanu w pracy. Wartość i sens pracy*, Warszawa: Wydawnictwo Naukowe PWN.



Bartkowiak G., (2010), *Psychologia w zarządzaniu. Nowe spojrzenie*, Poznań: Wydawnictwo Uniwersytetu Ekonomicznego w Poznaniu.

Bakker A. B., "The work-related *flow* inventory: Construction and initial validation of the WOLF", [in:] *Journal of Vocational Behaviour*, 2008, 72 (3).

Carr A., (2009), *Psychologia pozytywna*, Poznań: Zysk i S-ka.

Csikszentmihalyi M., (2005), *Przepływ. Psychologia optymalnego doświadczenia*, Taszów: Biblioteka Moderadora.

Chmiel N. (ed.), (2007), *Psychologia pracy i organizacji*, Gdańsk: Gdańskie Wydawnictwo Psychologiczne.

Czapiński J., (2004), *Psychologia pozytywna. Nauka o szczęściu, zdrowiu, sile i cnotach człowieka*, Warszawa: Wydawnictwo Naukowe PWN.

Czerw A., (2017), *Psychologiczny model dobrostanu w pracy. Wartość i sens pracy*, Warszawa: Wydawnictwo Naukowe PWN.

Chodorek M., (2016), *Uwarunkowania zarządzania talentami w przedsiębiorstwie w kontekście teorii pozytywnego zarządzania*, Toruń: Wydawnictwo Uniwersytetu Mikołaja Kopernika w Toruniu.

Glińska-Neweś A., "Prorozwojowe zachowania pracowników. Wyniki badań empirycznych", [in:] „*Studia i Prace Kolegium Zarządzania i Finansów SGH*”, 2010, no.98.

Haffer R., Glińska-Neweś A., "Pozytywny Potencjał Organizacji jako determinanta sukcesu przedsiębiorstwa. Przypadek Polski i Francji", [in:] „*Zarządzanie i Finanse*”, 2013, vol. 11, no.4, part 1.

Kalinowska-Adrian A., "Positive Organisational Scholarship – nowy trend w nauce zarządzania", [in:] *e-mentor*, no.1 (13), 2006.

Kozłowski T., "Dobrobyt contra dobrostan konsumpcjonizm a ideał dobrego życia z perspektywy psychologii pozytywnej", [in:] „*Kultura i Społeczeństwo*”, 2013, no.4.

Lubrańska A., (2017), *Psychologia pracy. Podstawowe pojęcia i zagadnienia*, 2nd extended edition, Warszawa: Difin.

Markiewicz K., (2014), *Psychologia przemysłowa*, Warszawa: Difin.

Moczydłowska J. M., (2012), "Rozwój przedsiębiorstwa w koncepcji POSITIVE ORGANISATIONAL SCHOLARSHIP. Doświadczenia przedsiębiorstw polskich", [in:] Adamczyk J., Hall H. (ed.), *Zarządzanie – teoria, praktyka i perspektywy*, Rzeszów: Oficyna Wydawnicza Politechniki Rzeszowskiej.

Ryff C. D., Singer B., (2004), "Paradoksy kondycji ludzkiej: dobrostan i zdrowie na drodze ku śmierci", [in:] J. Czapiński (ed.), *Psychologia pozytywna. Nauka o szczęściu, zdrowiu, sile i cnotach człowieka*, Warszawa: Wydawnictwo Naukowe PWN.

Salanova M., Bakker A. B., Llorens S., "Flow at work: Evidence for an upward spiral of personal and organisational resources", [in:] *Journal of Happiness Studies*, 2006, 9.

Seligman M. E. P., Csikszentmihalyi M. (2000), "Positive psychology. An introduction", [in:] *American Psychologist*, 2000, vol. 55, no. 1.

Seligman M., (2011), *Pełnia życia*, Poznań: Media Rodzina.

Sopińska A., (2005), "Przewaga konkurencyjna", [in:] P. Wachowiak (ed.), *Pomiar kapitału intelektualnego przedsiębiorstwa*, Warszawa: Oficyna Wydawnicza SGH.

Stankiewicz M. J. (ed.), (2010), *Pozytywny Potencjał Organizacji. Wstęp do użytecznej teorii zarządzania*, Toruń: TNOiK.

Trzebińska E., (2008), *Psychologia pozytywna*, Warszawa: Wydawnictwo Akademickie i Profesjonalne.

Zalewska A., (2003), *Dwa światy*. Warszawa: Academica.

Zymonik Z., "Positive Organisational Scholarship (POS) nowym trendem w naukach o zarządzaniu", [in:] *Problemy Jakości*, 2007, no.10.