# THE DYNAMICS OF POSITIVE EMOTIONS DURING AN ORGANIZATIONAL CHANGE PROCESS:
# AN EXPLORATORY STUDY

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# Abstract

**Aim:** The aim of the present study is to better understand the contribution of positive emotions to successful change processes in organizations.

**Theoretical background:** The recent attention to positive effects of organizational change has shown a broad range of outcomes, including organizational success and employee wellbeing. We explore the influence of positive emotions, since positive emotions help broaden the perspective of professionals and build necessary resources for success. Experiencing positive emotions can, through the process of positivity resonance, create an upward spiral, because inspiring social interactions can facilitate flourishing relationships, which in turn enables new positive interactions and development of the organization.

**Method:** The positive emotions were examined by means of ten duo-interviews with colleagues working in an organization that has recently switched to self-directed teams. The participants were colleagues who are working in different teams within the same healthcare organization. The research consisted of two parts. First, the participants were asked to describe the positive emotions they experienced during the development towards self-directed teams. Second, the interactions during the interviews were studied on vocal, facial and physical cues to analyse the process of positivity resonance on all positive emotions.

**Results:** The respondents viewed the development to self-directed teams mostly in a positive way. All of the most prominent positive emotions from the broaden-and-build theory were identified (e.g. inspiration, pride, interest and serenity). The development to self-directed teams supports 1) team improvements, 2) confidence in their colleagues, 3) motivation of the development process and 4) the ease that is necessary for a good job performance. The results of the observation on the process of positivity resonance shows that the upward spiral is not only visible through the emotion love but is present through almost all other positive emotions. An addition to the three existing elements of positivity resonance is the element of physical proximity. This element is expressed through touch.

**Practical implications:** Organizations can facilitate the development to self-directed teams through paying attention to positive emotions, as they broaden awareness and build individual resources through which lasting changes are instigated. The development towards self-directed teams should focus more on the available relational strengths. To ensure the long-term effectiveness the possibilities to exchange interactions by means of positive emotions should be facilitated and encouraged.

**Future research:** The study supports the effectiveness of positive emotions on the development to self-directed teams. Future research is necessary to evaluate these effects on the long term. A quantitative study could provide additional results to support the findings. Furthermore positivity resonance needs to be evaluated in the contexts of job performance and relational behaviour between colleagues. The element of physical proximity should be evaluated and further researched. Additionally, the research findings should be compared with a control group as this research concentrated on a single case study.

# Samenvatting

**Doel:** Het doel van deze studie is om de bijdrage van positieve emoties aan succesvolle veranderingsprocessen in organisaties beter te begrijpen.

**Theoretische achtergrond:** Recente aandacht voor de positieve effecten van organisatorische veranderingen hebben een breed spectrum aan uitkomsten opgeleverd waaronder bijdrages aan organisatorisch succes en het welbevinden van de werknemers. Er worden onderzoeken naar de invloed van positieve emoties uitgevoerd omdat positieve emoties het perspectief van de professionals verbreden en daarmee de noodzakelijke bronnen voor succes uitbouwen. Het ervaren van positieve emoties kan, door middel van het proces van positieve resonantie, een opwaartse spiraal creëren omdat inspirerende sociale interacties gezonde werkrelaties vergemakkelijken. Dit maakt vervolgens nieuwe sociale interacties en de ontwikkeling van de organisatie mogelijk.

**Methodologie:** De positieve emoties werden onderzocht door middel van tien duo-interviews met collega's die werken bij een organisatie die recentelijk gewijzigd is naar een zelfsturende team-structuur. De deelnemers werken in verschillende teams bij dezelfde organisatie. Het onderzoek bestond uit twee delen. Ten eerste werd de deelnemers gevraagd om de positieve emoties te beschrijven die zij ervaren hebben tijdens het proces van verandering naar een zelfsturend team. Vervolgens werd de interactie tussen de deelnemers bestudeerd door middel van observatie op vocale en fysieke aanwijzingen en op gelaatsuitdrukkingen om zo het proces van positieve resonantie te kunnen bestuderen.

**Resultaten:** De deelnemers zien de ontwikkeling naar zelfsturende teams vooral als een positieve ontwikkeling. De tien meest voorkomende positieve emoties zijn geïdentificeerd (bijvoorbeeld inspiratie, trots, interesse en rust). De ontwikkeling naar zelfsturende teams levert een bijdrage aan: 1) de verbeteringen binnen het team, 2) het vertrouwen in de collega's, 3) het stimuleren van het ontwikkelproces en 4) de rust die nodig is om dit werk goed te kunnen doen. Het resultaat van de observatie over het proces van positieve resonantie laat zien dat de opwaartse spiraal niet alleen zichtbaar is bij de emotie liefde, maar in bijna alle andere positieve emoties ook voorkomt. Een toevoeging aan de reeds bestaande drie elementen van het proces van positieve resonantie is het element van fysieke nabijheid, dat zich uit in aanrakingen.

**Praktische implicaties:** Organisaties kunnen de ontwikkeling naar zelfsturende teams positief beïnvloeden door aandacht te schenken aan positieve emoties. Deze verbreden het bewustzijn en bouwen individuele middelen en sporen hierdoor aan tot blijvende veranderingen. De ontwikkeling naar zelfsturende teams zou zich meer moeten concentreren op de beschikbare relationele sterktes. Om de lange termijn effectiviteit te waarborgen zou de uitwisseling van interacties door middel van positieve emoties moeten worden gefaciliteerd en aangemoedigd.

**Aanbevelingen voor toekomstig onderzoek:** Dit onderzoek steunt de effectiviteit van positieve emoties op de ontwikkeling naar zelfsturende teams. Toekomstig onderzoek is nodig om de effecten te evalueren op de lange termijn. Daarnaast zal ook het proces van

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positieve resonantie moeten worden geëvalueerd in de context van werkprestaties en werkrelaties en daarnaast ook op het element van fysieke nabijheid. Ten slotte zouden de onderzoeksresultaten moeten worden vergeleken met een andere onderzoeksgroep. Omdat dit onderzoek aangeeft dat kwalitatief onderzoek interessante resultaten geeft in de bestaande literatuur over positieve emoties, is het aan te bevelen om kwalitatief onderzoek vaker te gebruiken in dit onderzoeksveld.

**Trefwoorden**: 'broaden-and-build theory', zelfsturende teams, positieve emoties, positieve resonantie, positieve organisatieveranderingen.

# Contents

# 1. INTRODUCTION

The vision that a team of professionals, working in healthcare organizations, is perfectly capable of performing their daily duties without the constant supervision of a team manager has gained a lot of attention in recent years. While the change to self-directed teams can have negative reasons (e.g. the need for cost reduction), there is a much-appreciated side to it: a better understanding of existing human capital in the organization (Carter, Achilles, Armenakis, Field & Mossholder, 2012) and trust in the competences of professionals (Lilius, Worline, Dutton, Kanov & Maitlis, 2011). Furthermore a self-directed team contributes to organizational effectiveness (Banker, Field, Schroeder & Sinha, 1996) and meets the demands of the modern workplace (Cohen & Bailey, 1997). This begs the question how healthcare organizations that switch their organizational business model to self-directed teams can achieve positive outcomes.

Implementing an organizational change is often complex and does not always lead to the proposed goal. Nohria and Beer (2000) argued that "70 percent of change programs fail because of lack of strategy and vision, lack of communication and trust, lack of top management commitment, lack of resources, lack of change management skills and internal resistance to change" (p. 87). Efforts to change can put a lot of pressure on organizations and also on individual employees (Elias, 2009; Vakola & Nikolaou, 2005). Employees sometimes have a contemplative view on change in their execution of their tasks and responsibilities. Employee resistance to change can form an obstacle for effective organizational change processes and programs (Armenakis & Bedeian, 1999; O'Toole, 1995; Strebel, 1996). Resistance can stem from dysfunctional attitudes like disengagement or cynicism, or from behaviour like deviance (Abrahamson, 2000). Oreg (2006) stated that resistance to change is the most important reason why organizational change initiatives fail.

To reduce possible resistance and negative reactions from within the organization, it is crucial for organizations to know more about how these change initiatives can succeed. While much attention has been given to how to overcome resistance to change, the role that positive employees play in positive organizational change has been smaller. This study therefore focuses on the positive experiences of employees who are going through change.

Employees who work together in an organization build relationships with their colleagues. In the field of organizational change a lot of research about work relationships has been undertaken as these have an important role in producing positive individual and organizational outcomes (Cameron, Dutton & Quinn, 2003). Work relationships with peer colleagues are very important, especially in the research area of self-directed teams. Madsen et al. (2005) found that "feelings, attitudes, and perceptions (positive or negative) toward workplace colleagues (supervisors, subordinates, and peers) with whom they work directly or indirectly are significantly related to the attitude toward change and organizational culture" (p. 228). Furthermore, Gittell, Cameron, Lim and Rivas (2006) found out that positive relationships have an impact on resilience during the process of change.

In order to find out the implications for positive organizational change, much research has been done to explicate the relationship between positive employees and their attitudes and behaviour. An important theory in studying the role that positive emotions have in generating broader ways of thinking and behaving is anchored in the broaden and build theory of Fredrickson (1998; 2003; 2013). This theory states that positive emotions lead to a broadened awareness and that this awareness builds personal resources. Furthermore positive emotions stimulate the ability to make good decisions (Chuang 2007). Baumeister, Gailliot, DeWall and Oaten (2006) found out that positive emotions may help employees cope with organizational change. They broaden perceived options while maintaining an open approach to problem solving. Additionally, positive emotions supply energy for adjusting the behaviours to new work conditions (Avey, Wernsing & Luthans 2008). Fredrickson (2013) found that the most reported positive emotions are: joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love.

Because of the aforementioned positive effects attributed to positive emotions it is important that more research is done regarding work relationships during organizational change. In this study positive emotions, as an important part of work relationships, were examined by means of a series of duo-interviews. This method is not used very often but in this research it proves to be of additional value because of the visible interactions between the respondents.

Another element of this study focused on the upward spirals of positive emotions. Sekerka and Fredrickson (2013) stated in their research that the broadened awareness, which leads to building resources, enables an upward spiral, which helps employees to survive and thrive (Fredrickson, 2003). This upward spiral is also referred to as positivity resonance. As Fredrickson (2013) attributes positivity resonance only to the emotion love, an interpersonal emotion, this study researches if positivity resonance can also be visible when observing other positive emotions. The literature on the process of positivity resonance and upward spirals of positive emotions is not very elaborate. This present study will attribute to this theory by observing the elements of positivity resonance on all positive emotions. To accomplish this element of the present study an observation instrument was designed in which verbal, facial and physical cues were registered.

This study contributes to the broaden-and-build theory, organizational change, positive organizational scholarship, the process of positivity resonance and self-directed team literature by discussing the dynamics of positive emotions during the process of organizational change.

The aim of the present study is to gain insight into how team members in their development towards self-directed teams benefit from positive emotions they experience during this process. With the outcomes of this research the knowledge about the effects of positive emotions on the development to self-directed teams will be expanded for both the employees as well as for the healthcare organization, which is used in this case-study.

The research questions, which will be questioned in the line of the broaden-and-build theory, therefore are:

- Which positive emotions between team members are described when team members share their experiences of the change to self-directed teams?
- Which positive emotions contribute to the process of positivity resonance?

## 2. THEORETICAL FRAMEWORK

In this framework, the theoretical perspective and most important constructs included in this study are introduced. At first, change is described as a shift to a new organizational model in which employees need to find new methods and modified relationships in order to fulfil their current and new responsibilities. Next, the broaden-and-build theory of Fredrickson (1998; 2003; 2008; 2011; 2013) is introduced as the ground theory of describing emotions as a means to broaden awareness and to build resources. The experiences of positive emotions can be transformational and in that way enable optimal individual and organizational functioning. This process of positivity resonance, as this upward spiral is called, is described as well in the context of the present study.

The research was executed in a Dutch healthcare organization that changed their organizational structure to a new business model in which self-directed teams operate. In this theoretical framework characteristics of self-directed teams therefore are also described. Finally, the conceptual research aim and the research questions of the present study are given.

### 2.1 Change

Change is seen as elementary for organizations to survive and to prosper (Carter et al, 2012). Change can have multiple causes. Because of the various causes change can occur and become visible in processes, responsibilities, tasks and duties.

Change always has an impact on the employees of the organization. Research attention has shifted the focus to positive outcomes on the process of change for employees. Sekerka and Fredrickson (2008) viewed this process of change as a transformative cooperation in which co-creation is more important than an effort aimed at changing individuals. If an organization focuses on a new vision, in which more attention is being paid to the well being of the employees this can result in positive self-development. This benefits not only the individual but also the organization. Roberts, Dutton, Spreitzer, Heaphy and Quinn (2005) found that individuals move closer to their 'best self' if they are given feedback about how and when they add value in changing situations. Individual employees are capable of interpreting who they are in their working environment and they can make conscious changes to develop themselves in wanted directions (Carlsen, 2006).

Finding positive connections between organizational change and individual well-being is a much-appreciated development, seen from not only an employee point of view but also from a management point of view. More research into this field edifies positive organizational change (Cooperrider & Sekerka, 2006) by explicating how positive emotions serve as the cornerstone for transformative cooperation in change. Avey, Wernsing and Luthans (2008) investigated, by means of a questionnaire, a heterogeneous sample of workings adults, and found that psychological capital of employees is related to the positive emotions and that these positive emotions were related to their attitudes and behaviours. Their research showed that "employees' psychological beliefs, expectancies and appraisals

(like hope), may be a good potential source of positive emotions and subsequent employee attitudes and behaviour related to positive organizational change" (p 65). Avey et al. (2008) concluded in their research that psychological capital is related to positive emotions of employees and that positive emotions are positively related to the attitudes and behaviours of employees. In another research by Kotter and Cohen (2002), the relation between emotions and positive organizational change is confirmed. They concluded that, in order to change an organization, it is important that the behaviour of all the employees changes. This can be achieved when an employee first sees the need for change and then feels the change. Subsequently, his behaviour changes the organization in the indicated direction.

An organizational change is more successful if emotions play an important role in this process. It is therefore interesting to continue this literature investigation through a research on the role of positive emotions. With this as our starting-point this theoretical framework continues by describing how positive emotions contribute to the process of change. To relate this to the organizational setting we discuss how the broaden-and-build theory, which will be introduced hereafter, can be attributed to multiple organizational implications.

## 2.2 Broaden-and-Build theory

Barbara Fredrickson (1998; 2003; 2008; 2011; 2013) developed a widely appreciated theory around the function of positive emotions: the broaden-and-build theory. The model of the broaden-and-build-hypothesis is described in an upward way and consists of two parts. 1) The 'broaden-hypothesis' targets the ways people change while experiencing a positive emotion, and 2) the 'build-hypothesis' targets the lasting changes that follow repeated positive emotional experiences over time. As positive emotions have the ability to broaden changes it is very interesting to examine the positive emotions during a process of organizational change. Positive emotions facilitate people to build a variety of important resources, and these resources prove to be valuable in increased satisfaction and functioning (Fredrickson & Cohn, 2009). The origin and additional information on this theory is presented in this part of this theoretical framework.

First, Fredrickson (1998; 2013) describes that the form of positive emotions 'broaden' people's momentary thought action repertoires. Positive emotions broaden ways of thinking. People who show positive emotions are flexible (Isen & Daubman, 1984), integrative (Isen, Rosenzweig & Young, 1991), open to information (Estrada, Isen & Young, 1997), forward-looking (Pyone & Isen, 2011) and efficient (Isen et al., 991).

Second, this awareness of the positive emotions lead to action, and this function of positive emotions is to build enduring personal resources (Fredrickson, 1998; 2003). This next step of the broaden-and-build theory shows that people, when they experience positive emotions are more resilient (Fredrickson, Tugade, Waugh & Larkin, 2003), socially connected (Mauss, Shallcross, Troy, John, Ferrer & Wilhelm, 2011) and more likely to function at optimal levels (Fredrickson & Losada, 2005).

Fredrickson (2013) stated that the means, by which this build function is achieved, is by a momentary state of awareness. This state creates a form of consciousness within individuals, which leads to a wider array of thoughts, actions and perceptions.
Positive emotions have a broadening function in which new thoughts, new or changed activities and relations are possible. This awareness builds enduring personal resources on social support, skills and knowledge. Furthermore this process can even produce enhanced health and fulfilment. From a dairy-study that was executed by Lambert, Gwinn, Baumeister, Strachman, Washburn, Gable and Fincham (2013), it could be concluded that positive affect, happiness, and life satisfaction reach a peak only when participants share their positive experiences and when the relationship partner provides an active-constructive response. This on-going process of positive emotions continues by producing more experiences of positive emotions. The model of the broaden-and-build theory is presented in Figure 1.
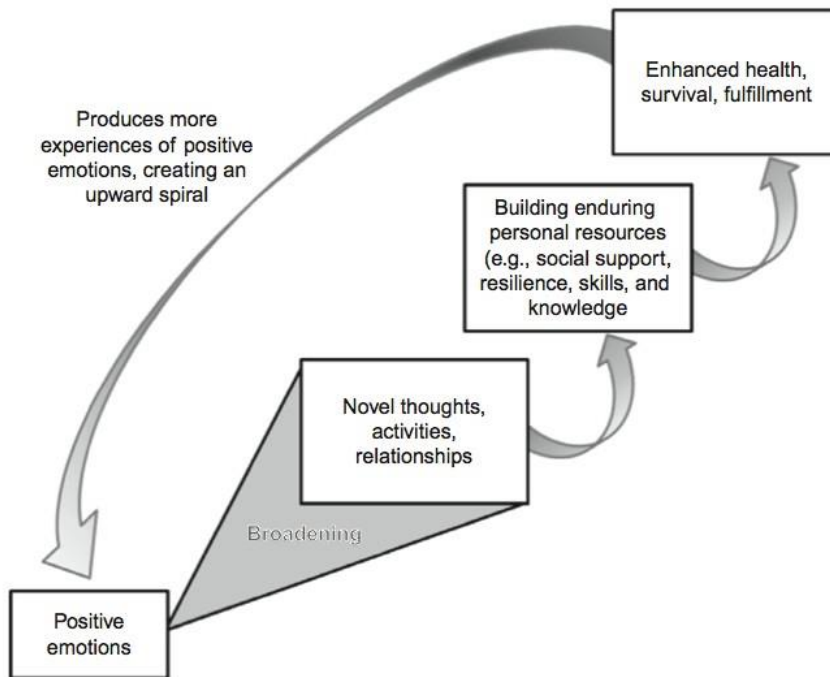


Figure 1. The broaden-and-build theory of positive emotions. *Adapted from Fredrickson and Cohn (2008)*

The function of positive emotions is to build resources for coping with all kinds of situations. Experiences of positive emotions can be transformational and subsequently benefit both the individual and the team. Research that was undertaken to understand positive emotions has also brought interesting results for organizational purposes. For instance, Wrzesniewski and Dutton (2001) found out that positive emotions help employees to find positive meaning in their job. Furthermore, positive emotions stimulate involvement and social connection (Fredrickson, 2003). Staw, Sutton and Pelled (1994) stated that employees with positive

emotions would be more successful in organizational life than employees with negative emotions. Also Sekerka and Fredrickson (2008) explicated that an organization can stimulate cooperation during the change processes by "creating experiences that foster collective positive emotional environments" (p 535).

Fredrickson (2013) found that the most reported positive emotions are: joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe and love. To include a more extensive meaning of these ten most mentioned emotions she created the Modified Differential Emotions Scale: MDES (Fredrickson, 2013). In order to describe every emotion, three emotion adjectives were selected. By adding these three adjectives to the most reported positive emotions a broader understanding, which proofs to be helpful for a broader set of meanings, is established. The MDES is presented in Table 1.

## 2.3 Positivity Resonance

Positive emotions can have social origins which people experience as they interact with others (Watson & Clark, 1992). Fredrickson (2013) stated that the emotion love takes on a special position. She stated that this positive emotion is felt in the context of people's connections with others whereas the other positive emotions are individual, light-hearted states of mind. Love comprises an emotion that is felt in the context of a relationship. In the MDES the core trio for love is: closeness, trust and love.

In the work sphere love is usually seen in relation to trust and closeness. In lasting relationships, like the ones that can be found among colleagues, this positive emotion brings social bonds and this cycle can repeat itself (Izard, 1977). Fredrickson (2013) called this upward spiral of positive change a process of positivity resonance. Positivity Resonance has three defining attributes: 1) Biobehavioural Synchrony, 2) Shared Positivity and 3) Mutual Care. The first element is defined by Vacharkulksemsuk and Fredrickson (2012) as a key mechanism through which self-disclosure produces an embodied sense of rapport. Rapport can be seen as a mutual closeness displayed in synchronous behaviour. The second element, shared positivity, is characterized by forming social bonds. And finally, mutual care is seen as a momentary state that rises and falls in step with changes in context and emotion.

As the outcomes of the broaden-and-build theory are mostly personal effects it is interesting that within organizations the broaden-and-build theory can create more innovation within workplaces. Organizational outcome of positive emotions in the workplace is seen through: more productivity, attention for health issues (stress reduce) and improved job-performance (Garland et al., 2010).

In her broaden-and-build-theory Fredrickson (2013) stated that positivity is of great importance. Positive emotions lead to a broadened awareness and furthermore positive emotions build enduring resources. These emotions can therefore be very important in the development to self-directed teams as will be explicated in the section on self-directed teams in this theoretical framework.

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These elements of positivity resonance are also resource-building. Positivity resonance is described by Fredrickson (2013) as a back-and-forth reverberation of positive emotional energy which sustains until the temporarily connection fades away. Experiencing positivity resonance therefore is very valuable in the development towards self-directed teams because it fosters resilience and other adaptive responses. Positivity resonance occurs in higher-quality connections, which are valuable in the development of self-directed teams (Dutton, Workman & Hardin, 2014).

Furthermore positivity resonance helps a team to cope with problems. Lilius, Dutton, Maitlis, Worline and Kanov (2011), described this in their study on compassion capability. From their investigation it becomes clear that in organizations with high quality connections it is easier for employees to express suffering as well as for others to respond to a difficult situation. The respondents of this case study mentioned that a good understanding of the personal lives of the team members is essential for a good team. It is not necessary to maintain relations outside the workplace but it is good to know what is going on and to be able to respond or anticipate.

## 2.4 Self-directed teams

Teams usually do not exist solely within the boundaries of the literal definition of a group of colleagues who are working together. Levi (2007) stated that, within a team task behaviours and social behaviours are required for a team to function effectively. Teamwork is a process of exchanges between colleagues. This teamwork consists of functional aspects and social aspects. The task behaviours focus on the functional accomplishments of a team's task. Social behaviours focus on the social and emotional aspects of the teamwork. This functional aspect and social aspect are therefore reoccurring components within a team. (Douglas & Gardner, 2004). Colleagues who are working in a team need to perform tasks; this is the functional aspect, while working together: the social aspect. Depending on the nature of the tasks and the nature of the relationships sometimes one aspect needs to or will prevail above the other. However, it goes without saying that if both aspects are well developed the teamwork will be fulfilled in a positive way, which benefits both the functional as well as the social aspects of a team.

According to Katzenbach and Smith (2005), the essence of a team is shared commitment. Without it co-workers are individuals but with shared commitment they become a powerful team, which will perform their tasks collectively. An effective team is worth more than the sum of their parts. It is therefore of major importance for an organization to pay close attention to all aspects of their teams; not only performance but also on social and psychological aspects and team compositions.

Recently, a change in the organizational structure of many healthcare organizations has been noticed. More and more organizations are changing their business model to self-directed teams. Douglas and Gardner (2004) defined self-directed teams as: "autonomous work units capable of self-management" (p 47). There are various reasons for an organization to make the change to self-directed teams. A reason for this development can

have an economic origin; the fewer managers, the lesser the costs of personnel. In health-care organizations where clients are need of 24/7 care and attention employees usually are the largest resources but also the largest expenses.

Another reason is more competence driven, as Kauffeld (2006) shows in her research by mentioning that self-directed teams are more competent than traditional work groups on various aspects of competence. They show greater methodological competence and, to some extent, greater professional and self-competence. It goes without saying that the competence driven reason is also of economic value; a competent team performs their tasks in an efficient and effective way and by doing this they ensure a professional result.

A self-directed team can be characterized through the change from behaviour-oriented work to result-oriented work (Kauffeld, 2006). In traditional teams the employees are told what to do, and what and how to perform their tasks. In result-oriented teams the team itself sets their goals (within the given boundaries by the management) and is responsible for deciding how to attain these results.

In order to develop the organization to a structure of self-directed teams many roads can be taken and many processes needs to be changed. Numerous attempts that investigated this development have been described. Frieling et al. (2005) developed a checklist with important elements that need to be considered in order to develop in to self-directed teams. In another research Kauffeld (2006) stated that multiple elements like formal team communication and team-oriented tasks are important characteristics in to the development of self-directed teams. These guidelines however, in which some researchers and / or managers mould the development to self-directed teams, have a contradictory element. If organizations trust their employees to operate in self-directed teams shouldn't the organizations trust their team members to structure their own development? According to Ling (1996), self-directed teams structure offers more autonomy while ensuring their performance and accountability. As performance is of major concern and importance within self-directed teams (Katzenbach & Smith, 2005), the best teams invest a substantial amount of time shaping a purpose that they can own. Furthermore they translate their purpose into specific goals, which can be achieved and measured, not only by the team members but also by the management of the organization.

## 2.5 The present study

The change processes towards self-directed teams gains a lot of attention from the field of positive organizational scholarship. In this process an important role goes to the positive employee. Fredrickson (2003) mentions that change starts with the unleashing of positive emotions. Positive emotions are contagious and are therefore important assets in an organization because they have a positive effect on employees. Although not every employee is equally emotionally competent, the benefits of positive emotions circulate and affect others in various degrees. Emotionally competent employees touch upon the heart of the organization by shifting a change to appreciative inquiry instead of deficit inquiry (Cooperrider & Sekerka, 2006).

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The aim of this research is to understand how positive emotions contribute to the goals of organizational change. The broaden-and-build theory was used in in this research by observing the positive emotions that were mentioned by a series of respondents who are working in a healthcare organization that has recently changed their business model to self-directed teams. The examples of positive emotions were examined on aspects that broaden awareness and build personal resources.

Subsequently, positivity resonance as an outcome of upward spirals of positive change in an organization was observed and illustrated by the researcher. By examining positive emotions between team members in a mutual frame, which is done by using duo-interviews, insight will be obtained how positive emotions contribute to the development to self-directed teams.

# 3. METHOD

In the present study, the dynamics of positive emotions during an organizational process of change to self-directed teams were examined through a series of semi-structured duo-interviews. The first element of the research part of this study consisted of a narrative element in which the most frequently reported positive emotions were coded. The second element consisted of an observational part in which the process of positivity resonance was investigated.

## 3.1 Context

The data were collected in an organization that provides care for mentally disabled clients. The organization has a large number of different houses and locations where clients live or are being taken care off. This organization employs around 1050 persons and the majority of these employees work on location with clients. A small number of employees have a staff function. Recently the organizational change was made to self-directed teams and the organization therefore went through developments in order to implement the various elements, which are necessary for this process.

## 3.2 Data collection

This research focused on positive emotions, which were expressed within dialogues and narrated by colleagues. Emotions are dynamic and linked to social interaction. Qualitative research therefore is an appropriate research method because it gives a more thorough insight into the dynamic and interpersonal processes. Through qualitative research the respondents can give in-depth answers and provide additional responses. It also allows the interviewer to investigate the personal experiences that are revealed.

The data collection method used in this research is duo-interview. The interviews were video-recorded, observed and coded. Research by Duthie, Trueman, Chancellor and Diez (1998) showed that this interview approach encourages quality discussion and stimulates debate from different perspectives. Employees of a healthcare organization usually operate in teams and need to do their tasks with other colleagues. The participants in this study were used to giving colleagues feedback, and could therefore easily adapt to the format of the duo-interviews. The chosen method also benefitted participants: by answering questions about emotions within the teams, the team members were given the opportunity to ventilate their opinions about the recent organizational changes.

Duo-interviews furthermore encourage discussion because they allow participants to react upon each other while answering. By using this method different viewpoints can be highlighted or explained by the participants themselves. In the research area on positive emotions a duo-interview definitely forms an important addition; the researcher also observes the similarities and differences in reactions and answers. Furthermore, as emotions are not only verbally expressed, their vocal, facial and physical cues between the

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respondents attributed to the results.

Finally, duo-interviews allow the observation of positivity resonance because it entails an interpersonal element. To analyse this interpersonal process, other methods like questionnaires are unsuitable. Using duo-interviews in order to investigate emotions is an addition to the already existing literature about emotions labelled through self-report as has been done by Fredrickson (2008; 2013). The outcomes of this research will attribute additional results to the growing body of literature on positive emotions.

In order to give every team member the opportunity to participate an open invitation was published on the Intranet of the organization. The invitation gave details about the research topic, the time period in which the interview would take place, the duration of the interview, the processing of the interview as well as the fact that it was a duo-interview. Employees were invited to join by sending an email. If they needed information before applying they could ask the researcher for more information by phone or by email. This invitation is included in Appendix A (in Dutch). Before the invitation was published, the ethical committee of the University of Twente approved the contents and the method of the research.

Twelve respondents subscribed to participate in this research. The participants chose their own partner. An appointment was scheduled with all twelve respondents but eventually ten duo-interviews were held because one respondent could not find a partner to do the interview with, and another respondent had to cancel because of other activities.

Twenty employees participated in this research. All participants were colleagues who knew each other, for a period longer than a year. Ten participants have the job description "personal supporter"; this means they take care of a number of clients who live in a location of the healthcare organization. Two participants are job coaches; this means they take care of the process of supporting clients who have a job outside the healthcare organization. They work in either in the same team within the organization, which was the case in eight of the duo-interviews, or work in the same location but operate in different teams. This was the occasion for two duo-interviews. The age of the participants varied between 30 and 55 with a mean of 37.5. Fourteen participants were female and six were male. In two interviews only men participated, in six interviews only women and in two interviews a male/female combination occurred.

The interviews were scheduled during working hours and took place in the working environment, usually the living room of the location or sometimes in an office. These situational conditions encourage participants to give open and honest answers (Öberseder, Schlegelmilch & Gruber, 2011).

## 3.3 Instrument
The research consisted of two elements. 1) A narrative part in which the respondents were interviewed.  2) An observational part in which the process of positivity resonance was observed. The researcher constructed separate instruments for both elements. The hand-

out that served as the instrument for the interviews is presented in Figure 2. The observation instrument is presented in Figure 3.
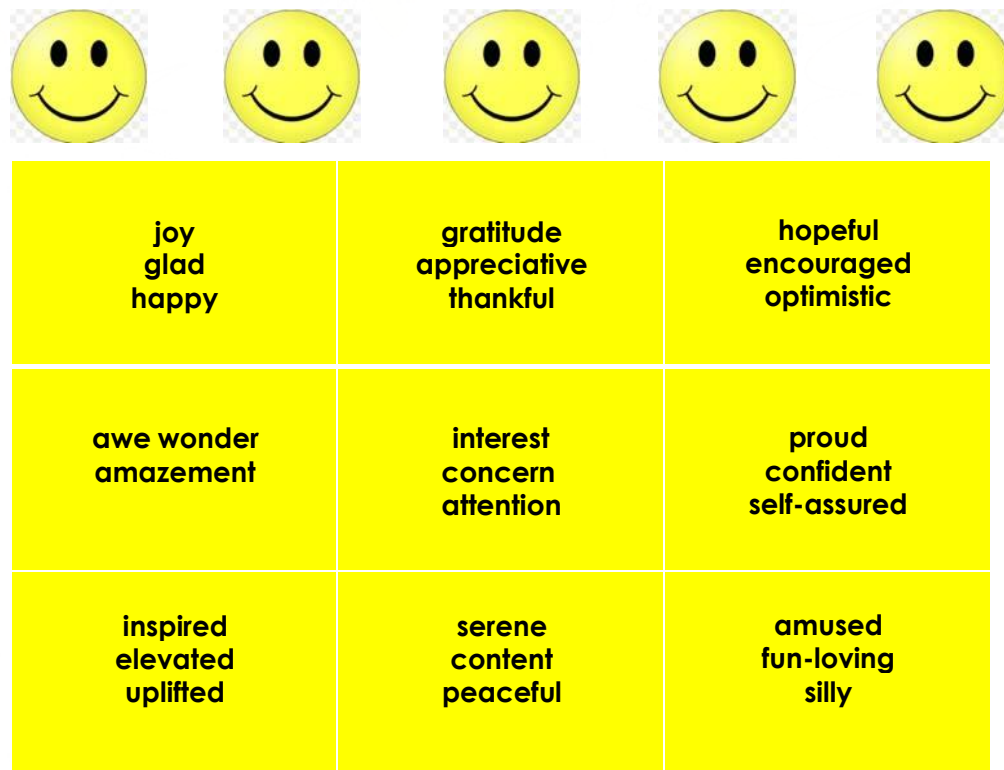
| | | |
|---|---|---|
| joy<br>glad<br>happy | gratitude<br>appreciative<br>thankful | hopeful<br>encouraged<br>optimistic |
| awe wonder<br>amazement | interest<br>concern<br>attention | proud<br>confident<br>self-assured |
| inspired<br>elevated<br>uplifted | serene<br>content<br>peaceful | amused<br>fun-loving<br>silly |

Figure 2: the hand-out used in the interviews

**Narrative Instrument**

**Modified Differential Emotions Scale**
Fredrickson (2013) collected and described the ten most frequently reported positive emotions. In order to describe and distinguish these emotions she assembled three words to give an accurate description of each emotion. These three words describe the emotion in a broader way. Examples are: joyful, glad or happy for the emotion labelled joy, or proud, confident or self-assured for the emotion labelled pride. Fredrickson (2013) named this the Modified Differential Emotions Scale (MDES). In the present study the MDES was used because the definitions of the mentioned emotion clarified the emotion labels to the participants. The choice to mention emotions was made easier by using the MDES because of the mixed feelings emotions can summon.

In order to use the MDES in a Dutch context, the English words were translated into the Dutch language by the researcher and checked by an English teacher who was aware of the contents of the research. Some alterations were made in this forward-translation.

Subsequently another English teacher translated these words back into English in order to avoid miscommunication and to enhance a good and valuable comprehension of the MDES. This forward-and-back translation technique, which involves testing both source and target language versions was done in order to detect words which could lead to yielding deviations (Maneesriwongul & Dixon, 2004).

The MDES was used to position the nine most frequently reported positive emotions, in random order, on a hand-out with a happy look and feel. This hand-out was presented to the respondents at the beginning of each interview.

A remark needs to be addressed regarding the Modified Differential Emotions Scale. From the analysis it showed that the respondents mentioned they sometimes experienced mixed feelings about certain words, especially in the context of their jobs. An example can be found in the emotion gratitude. A respondent said that gratitude in health care easily arouses feelings of humility and/or hierarchy. Another respondent stated that outsiders often use the word gratitude. "It is such a grateful job," and this expression is almost always followed by, "but I do not want to do this." Therefore some of the respondents had developed a dislike to the word gratitude. The Modified Differential Emotions Scale makes use of universally used words. These adjectives however are not always objective. Because of the structure of the duo-interviews the researcher was aware of these objections. Other examples of the mixed feelings about the adjectives of the MDES are presented in the results section.

**Interview Questions**
After some introductory small talk and after outlining the anonymous processing of the interviews, the researcher posed the first interview question. This interview instrument is presented in Appendix B. The researcher asked the respondents to look at the nine blocks with emotions on the hand-out. The following introduction was given:

"Which of the given positive emotions come to mind when you think of your team in the process of the development to a self-directed team? Please discuss your thoughts with your colleague. Could you mention the emotions that occurred most frequently and explain them to me using examples why you both selected these emotions?"

Initially the participants were asked to mention three emotions from the hand-out (Figure 3) that came to mind when thinking of their team, in the process of the development towards a self-directed team. However, because of the organic nature of the duo-interviews it became clear that all respondents felt the need to mention at least four emotions. During the ten interviews the respondents mentioned 40 emotions, which were elaborately explained using examples. If respondents mentioned more emotions, the researcher asked the four most frequently or obvious occurring ones.

The interview continued with two additional questions that were posed after the four most felt emotions were mentioned, discussed and explained. The first question was whether participants experienced 'love' during the organizational change process. This question followed from the research of Fredrickson (2013) in which the emotion love is seen as the

most frequently experienced positive emotion. Frederickson (2013) stated that love builds a wide range of enduring resources, especially social bonds and community. This emotion could also cause positivity resonance. However, the emotion love is usually felt in the context of a safe and interpersonal connection, and has not been researched often in the context of work relationships. This study poses an interesting addition to the research on positive emotions because it investigates the occurrence of love in work relationships. Because of the dual meaning of this emotion, love was not placed on the hand-out but investigated via this semi-open question.

A final question was added to the research in order to give the respondents the opportunity to mention an issue, which they thought, was important for their organization in the development towards self-directed teams. Although the aim of the research focused on the influence of positive emotions this extra question was deliberately put into the instrument for two reasons. 1) The answers that were given could hold valuable information for the organization. 2) The answers could contribute to the research questions because of the additional information given by the respondents. Especially for the observational part of the research, the answers and the observed interactions gave additional information that was needed in order to analyse the different cues. The answers to this final question were handed over to the healthcare organization. In Appendix C these remarks are registered.

**Observation Instrument**

In order to analyse the observed positive emotions it is very important to pay attention to the verbal and to the non-verbal answers of participants. In order to process these non-verbal answers systematically, a coding-scheme with facial, verbal and physical cues, was designed for this study. This observation instrument is presented in Table 1. The aim of this instrument is to give the researcher additional information on the given answers. Because the interviews were held in duos, this additional information could consist of visible indications on the mentioned emotions.

Liu and Maitlis (2007) developed an elaborate instrument in which facial, verbal and physical cues are outlined. For this present study these authors kindly shared their instrument by e-mail. The positive emotions that are described in their instrument are: excited, amused and relaxed. Because this study focuses on the positive emotions mentioned by Fredrickson (2013), the observation instrument of Liu and Maitlis (2007) was used as a basis that was modified to meet the requirements of this study. The cues belonging to amused were used in the emotion amusement. The cues belonging to relaxed fitted in with the emotion serenity. The cues belonging to excited did not have a full match with a specific emotion from the research by Fredrickson (2013) but inspiration and interest both could be seen as appropriate. In order to describe all emotions the instrument was completed with the other positive emotions. The other cues were constructed by the researcher using literature on emotions by Ekman (2007) as a starting point. In order to describe all cues in a reliable way the observation instrument was discussed with several independent and uninvolved persons. After each discussion alterations were made until no further adaptations seemed necessary because different persons agreed on the final version. These discussions about the facial, vocal and physical cues also helped the researcher with the analysis of the interviews.

## 3.4 Analysis

In order to process both elements of this research the duo-interviews were recorded on video and transcribed. This method allows capturing micro-behaviours and interactions (Johnson et al. 2007). Furthermore, through video recording fleeting, nuanced and emotional expression can be observed (Cohen, 2011). Data from ten interviews were used.

All the interviews were recorded and transcribed by the same researcher. In order to enhance the reliability of this research the duo interviews were coded by a second person. The inter-rater reliability is measured through Cohen's Kappa, and can be seen as the degree of agreement between both raters. The appraisal themes and the definition of the subparts were coded and this gave a result of Cohen's Kappa of κ 0.8. This is considered as substantial. The observational part of the research was coded and gave κ 0.61. This is a moderate agreement. Cohen's Kappa describes a score of the degree of homogeneity, or consensus, this research contains in the measured ratings. As the emotions itself were chosen from a hand-out by the respondents there was no explicit need to measure the inter- rater reliability on the mentioned emotions.

The research consisted of two parts: 1) A narrative element and 2) an observational element. The analysis of this research is therefore described separately.

Table 1

The MDES and observational instrument (*adapted from Fredrickson (2003) and Liu & Maitlis (2007)*)

|  | MDES | Emerges when | Facial cues | Vocal cues | Physical cues |
|---|---|---|---|---|---|
| **Joy** | joyful glad | unexpected good fortune | smile with mouth and eyes | rise in speech pace | tilting one's head towards another |
|  | happy | you want to be involved | slightly raised eyebrows |  |  |
| **Gratitude** | gratitude | another person is the source of unexpected good fortune | gives a shy feeling when encountered | soft tone | bowing one's head, looking down |
|  | appreciative thankful | kindness and care to others | focus on another blush |  | you look smaller |
| **Serenity** | serene | circumstances are cherished, right or satisfying | slight smile | even pace | relaxed |
|  | content | integrating in new values |  |  | no tension |
|  | peaceful |  |  |  | lean backward |
|  |  |  |  |  | leaning toward another, tense |
| **Interest** | interest concern | safe but offering novelty | forehead frown | asking voice | body posture |
|  | attention | creates learn and expanding | eyelid raise | higher voice | tilting one ear towards another |
| **Hope** | hopeful encouraged | creates the urge to turn around | eyes turned upward and or away | easy | shoulder upward |
|  | optimistic | includes optimism | shiny eyes |  | tension |
| **Pride** | proud confident | accomplishing an important goal | tight smile and cheeks | louder and upward in voice | looking bigger |
|  | self-assured |  | open and shiny eyes |  | open posture |

| | | | | | |
|---|---|---|---|---|---|
| **Amusement** | amused fun-loving | share a laugh, socially bonding, nonserious | smile with mouth and eyes | louder | shaken movements of body |
| | | | | laughter in voice | |
| | silly | | | | |
| | | when witnessed human | | | body movements |
| **Inspiration** | inspired elevated | excellence | open eyes | active, fire | upwards |
| | uplifted | creates the urge to excel oneself | | | |
| | | overwhelmed by | | | |
| **Awe** | awe | something more powerful than life | eyes wide open, mouth open | lowering voice | face slowly turned upwards |
| | | creates momentary perceptions of social connection and self- | | | |
| | | | | | hands before |
| | wonder | expansion | lean backward | | mouth |
| | amazement | | face forward | | |

**Analysis on the narrative element**

When analyzing the mentioned examples that accompanied the chosen emotions, it followed that each emotion could be categorized into different appraisal themes. The positive emotions were therefore subdivided into these themes. These themes were defined in the context of the organizational change process. An example of segmentation into appraisal themes clarifies the emotion interest: "if I can read a budget, I can make better decisions for our team". The suitable appraisal theme is 'team learning'. Team learning is a positive development in an organizational change process. The researcher defined these appraisal themes in order to elucidate the connection with the organizational change process. Subsequently, the experiences in which these emotions occurred were coded on their ability to broaden awareness, which is the thought-action tendency, and on their ability to build resources. These resources attributed to the lasting changes that support the development to self-directed teams.

**Analysis on the observational element**

The process of the various elements of positivity resonance was studied during and after the interviews. This could be done by means of the observation instrument that was designed for this study. Through this instrument, in which three cues (facial, vocal and physical) were placed, the observed emotions were categorized in a more accurate way. By trying to be as accurate as possible, the following remarks with regards to the different cues were taken into account during the analysis of this research.

Facial cues: some people have very open faces and easily show their emotions. Knowing that you easily show your emotions can cause feelings of unpleasantness in a new situation, which being a respondent in an interview is. This may cause people to pay more attention to their facial expressions. Other people have less visible cues in their faces and therefore show less facial emotions.

Vocal cues: the volume, intention and pace in which somebody responds can add or reduce the other cues.

Physical cues: movement and position give indications of the emotional state of the respondents. Leaning towards another implies interest and gratitude whereas leaning backwards can mean awe.

Emotions in this research were observed in relation to other respondents, and therefore the matter in which physical cues were observed depended on the extent of intimacy or familiarity these colleagues had. This also depended on the setting in which the interviews took place.

Fredrickson (2013) attributed the process of positivity resonance only to the emotion love. The researcher was interested to find out if the emotion love, and subsequently the process of positivity resonance, would be mentioned and could be observed in a work-environment. Because of the mixed feelings the emotion love could summon this emotion was deliberately not placed on the hand-out.

Initially, the observation instrument was designed to serve as an additional instrument to investigate within the duos, the mentioned emotions on their similarities or variances. The researcher was interested to find out if the verbal cues, the mentioned emotions, matched the facial, vocal and physical cues that were being expressed by one respondent and that were addressed or accompanied by the other respondent. Furthermore, the observation instrument served as a means to watch the process of positivity resonance, which occurs according to Fredrickson (2013), only in the emotion love.

However, throughout the interviews the researcher noticed that the process of positivity resonance did not only occur when the respondents mentioned the experiences of the emotion love. When the respondents mentioned other emotions and explicated them together, in almost all interviews the process of positivity resonance became visible. This interesting finding will be explicated along the elements of positivity resonance.

# 4. RESULTS

The aim of the present study is to better understand the contribution of positive emotions to successful change processes. This section contains information on the results of both elements of this study: the narrative part and the observational part. A full overview of the results is presented in Table 2.

Table 2
Complete overview of the results of the research

| Emotion | # | Appraisal theme | Definition | Broadening | Building |
|---|---|---|---|---|---|
| **Inspiration** | 9 | introduction to something new | an improved way of work | "attending the experiment days gives inspiration for performing our jobs" | "we feel more self-assured and think of the future" |
| | | | | "we spoke about how physical contact with a client is good for his wellbeing" | "by mentioning we inspire each other of how to present this to others and put it into practice" |
| | | | | "we love getting inspired by what we see" | "new possibilities for our clients" |
| | | | | "are we part of the pilot for self-directed teams? That is wonderful" | "ownership' of our job makes us more professional" |
| | | enthusiasm | being happy about new achievements | "our client goes to day-care after spending a week in his room" | "a feeling that we are achieving something" |
| | | | | "f you thinks it is good: do it" | "this builds my individual resources because I can do other things as well" |
| | | team improvement | development to self-directed teams | "our communication during team meetings has improved" | "we have more confident thoughts because of other colleagues" |
| | | | | "we can find inspiration in our own environment through our colleagues" | "you can fulfill your need for new responsibilities" |
| | | | | "we let our colleagues try new things" | "other persons may succeed where previous attempts failed" |
| **Pride** | 7 | better practice than others | 26 | superior performance | "we noticed we do better than other teams" |
| | | | | | "when we heard what a self-directed team is all about we felt that we are doing this" |
| | | | | | "changes in how we approach the target group" |

"I like to talk about my work to family and friends"

"knowing that your organization choses your direction makes you stronger"

the dynamics of positive emotions

"we provide a better place for them"

| | | | | | |
|---|---|---|---|---|---|
| | | team assurance | acknowledgement of the right direction | "the development to a self-directed team is an admission to the direction our team took" | "motivates our team because of the achievements we made" |
| | | | | "we are convinced that what we do is the right thing" | "together we can expand our possibilities" |
| | | | | "ideas are made up by us, we are self-assured" | "we are at the driving-wheel of the car in stead of in the back-seat; we can change our direction, the speed and the path" |
| | | | | "we give compliments to another" | "we make our team stronger" |
| **Interest** | 7 | team learning | growing consciousness | "if I know how much we spend on groceries we can make adjustments in our expenses" | "this knowledge builds self-assurance in performing my task" |
| | | | | "if I know more about the budgets, or can read a budget, I can make better decisions for the best interest of my team" | "I am up to more responsibilities" |
| | | | | "we give another colleague room to express his ideas" | "this might be a good improvement for our team" |
| | | | | "we lear from the Experiment Days" | "I want to use this knowledge in my team" |
| | | | | "interested in learning" | "we need support to bring theory to practice" |
| | | care | awareness of wellbeing of other teammembers | "I like it when my colleague asks me about a personal issue which I mentioned earlier | this builds a feeling of comfort within a team |
| | | | | "you do this because you want to make the lives of our 'people' as good as possible" | well-being benefits an entire team (clients and colleagues) |
| **Serenity** | 5 | being at ease in your team | feeling comfortable within my team | "we feel at ease in our team, knowing we are heading in the right direction" | we are capable of achieving more |
| | | | | "we have faith knowing that other teams fear change | no doubts about the future we are not afraid to make adjustments |
| | | ground-position | natured attitude | "an essential attitude in our jobs" | our clients thrive well |
| | | | | "keeps us calm in our jobs" | "fights negativity" |

| | | | | | |
|---|---|---|---|---|---|
| **Gratitude** | 5 | towards the organization | feeling supported by the organization | "we are developing towards self-directed teams and aid in this process is most appreciated" | "i have trust in my organization |
| | | | | "freedom of entrepreneurship" | " we are in a team that is ready for the future" |
| | | | | "realization of new activity" | "we are appreciated by clients and parents" |
| | | towards colleagues | outspoken appreciation of teammembers | "because we need to rely more on each other this encourages social initiatives" | "also besides our working environment are in contact with each other" |
| | | | | "we cooperate" | "we complement each other" |
| **Hope** | 3 | optimistic about the future | confident about new possibilities | "we have an improved team" | "we are better equipped to perform our duties" |
| | | | | "we stay positive because we know about our financial issues" | gives more confidence in the future |
| | | | | "we do not know how everything" | "we feel that we are up to the new organization" |
| Amusement | 3 | short moments of fun | an important feeling for the well-being | "there are numerous moments of shared amusement during the day" | "this is very good for the teamspirit" |
| | | | | "I like working with all my team members now" | "because I get along with everybody new possibilities arise" |
| | | | | "we like to amuse each other" | "it relativizes" |
| Joy | 3 | a confident feeling | a smoothly going process | "after a special day I am happy if everything ends well" | "this creates self-assurance" |
| | | happy with developments within Frion | glad to be part of this team | "it is a good development in my organization" | "we have feelings of heading in to the right direction" |
| Awe | 1 | unexpected observation | an overwhelming experience | " when I witnesse an unexpected and succesful interaction between clients" | "if these encounters are possible than we are up to something bigger" |

## 4.1 Results on the narrative part

Communicating about positive emotions that accompanied positive experiences in the development to self-directed teams was a pleasant occasion for the participants. Most participants had no difficulty in choosing which emotions fitted best their thoughts about

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the change processes they are going through. The findings from the narrative part are presented along the nine most mentioned emotions. The emotions are presented in the frequency they were mentioned by the participants.

The results are presented and supported by quotes from the mentioned examples. These quotes were translated from Dutch. These results attributed to the presupposition that the resources these positive emotions build can be linked to successful change processes. Therefore, these connections are also explicated.

**Inspiration**

People can feel inspired when they see someone else perform at an unparalleled level. The appraisal themes that were mentioned by the respondents are: 1) introduction to something new, 2) enthusiasm and 3) team improvement.

1) Introduction to something can be defined by an improved way of work. A team mentioned that they like to be inspired by what they see. From this inspiration other possibilities arise, and subsequently these possibilities help the team in the development to self-directed teams. The respondents are aware of the possibilities and continue this process for the well-being of other clients. "We sense 'ownership' and this makes us more professional". This builds resources for the self-directed teams because they have no managers and have to make their own, professional decisions.

2) Inspiration was also expressed through enthusiasm: an adjective from the core-trio of inspiration. This emotion was felt when a respondent was happy about new achievements of a client. For example: a respondent mentioned that a client went to day-care after spending a week in his room. This change in behaviour of the client gave an enthusiastic feeling of achievement and was expressed by: "we did it!" This feeling benefited the entire team. By the resources accrued the team gets more enthusiast about the possibilities and will put personal effort in to let other small, and sometimes bigger changes happen.

3) The third appraisal theme of inspiration is team improvement. A respondent mentioned that they listened to other team members who came up with input for new approaches, methods or procedures. Even though some aspects of these new approaches have been brought up before, they still embraced these new ideas. They felt they are inspired by these novel thoughts. This open attitude is a sign of broadened awareness of the possibilities of the team. The respondent explained it by saying: "other colleagues may succeed where previous attempts from us failed." Being aware of the resources other colleagues may have builds confidence in opportunities for lasting changes. This broadened awareness of team improvement builds resources of personal growth; respondents have more confident thoughts because other colleagues give them more confidence.

Inspiration builds personal resources for more self-assurance, which is also beneficial for job-performance. Self-assured is an element of the core trio that is formed for the emotion Pride. The researcher viewed the emotion pride when the respondents mentioned the example of the experiment days; these days really gave them the strength to continue with the way they were shaping their vision. The emotion inspiration therefore broadens their

awareness to strive toward higher goals. This emotion builds a motivation for personal growth, which makes them optimistic for the future of their team. The cues of the emotion hope were visible as the respondents mentioned these examples.

**Pride**
People feel pride when an important goal is accomplished. The appraisal themes found in this research are: 1) better practice than other teams, and 2) team assurance.

1) Better practice than others was mentioned as a felt emotion that was experienced during the Experiment Days. These days were organized by the healthcare organization to inform the teams about new ideas and new possibilities on the development to self-directed teams. A team mentioned pride because they noticed that their team was more up to the announced changes than other teams they met on these Days. Some respondents mentioned that their team is better equipped than other teams in order to develop into a self-directed team. They added that this emotion may sounded arrogant, but they felt the emotion pride out of confidence. Being aware of this confidence stimulated the value of their achievements. The personal resources that pride builds is shown by the following quote: "I like to talk about my work to family and friends, I am proud of my job and about the achievements we have made."
When viewed in the light of the development towards self-directed teams, a team that performs in a better way stimulates other teams to make changes as well. Furthermore, this team is proud. This positive feeling benefits the organization because it gives a sense of reward for the adjustments in the organizational structure. This building of resources ensures lasting changes because these changes are developed out of confidence.

2) Team assurance was mentioned because the respondents felt that they are ready for the development to a self-directed team. Sometimes they put it even stronger: "we performed our duties in a manner a self-directed way, even before our organization announced this change." This emotion is therefore very useful in the change processes because it stimulates a positive feeling about the future. The most frequently noticed example accompanying the emotion pride is, that respondents feel they are working in a self-directed team already. Their awareness is stimulated because their job performance is socially valued between team members. This confirmation is spread within the team by saying: "we are doing well!" Being self-assured, together with all your colleagues, helps a team to perform their tasks in the changed direction of the organization. Being aware of this positive stimulus is considered an acknowledgement. The personal resources this acknowledgement builds is motivation. This motivational part will help the team to continue with the desired development to self-directed teams.

As pride broadens individual awareness and builds team resources, a remark with regards to the core trio accompanying the emotion pride needs to be addressed here. The word self-assured seemed less applicable because the respondents mentioned that the team development was better described in the words pride and convinced than in the feeling of self-assured. In most cases, it was really the team that accounted for the emotion pride and therefore pride is not considered as an individual accomplishment that could be attributed to the adjective 'self-assured'.

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The emotion pride was sometimes accompanied by the formulated cues from the emotion joy. One respondent mentioned: "yes, we achieved it! This duo labelled pride for this emotion but the cues showed also the emotion joy. This process of fleeting emotions will be further described in the observational part of the results as the process of positivity resonance. The non-verbal cues and facial cues differed according to the extent in which the emotion pride was presented. If pride concerned the team than the interviewees showed it by opening up their posture and smiling with open eyes. When one respondent mentions pride the other nodded in consent. Sometimes however, a hint of modesty sneaked in and this showed in a downward look after the initial visible cues in relation to pride

### Interest

People feel interest when they encounter something challenging yet not overwhelming. The appraisal themes are: 1) team learning, and 2) care.

1) The respondents mentioned interest because this emotion represented the learning phase in the development towards self-directed teams. An example of this growing consciousness is being aware of the financial budgets of their house. A respondent said: "we have freedom to do our own shopping and control our own expenses." This freedom created the urge to expand this knowledge into practice and to more responsibilities. By having new knowledge resources of ascertained responsibility are build, which benefits the team members towards the development to self-directed teams.

2) Care for other colleagues is the other appraisal theme of the emotion Interest. Care for a colleague was expressed by the following quote: "How are you doing today because you mentioned some dizziness earlier?" Respondents said that being aware of their colleagues and showing interest in them builds a mutual feeling of comfort and trust. If there is trust in other colleagues, the road to the future is paved for a self-directed team.

### Serenity

People experience serenity when they feel at ease in their jobs. The first appraisal theme is being at ease in your team. Furthermore, serenity is viewed as a ground position needed for a good job performance. This natured attitude is the second appraisal theme.

1) The thought-action tendency of serenity, is feeling comfortable within the team. From this awareness of knowing that they are heading in the right direction, priorities and new views can evolve, which is the building part of this emotion. The respondents explicated this by saying: "we are capable of achieving more" and "we are not afraid to make adjustments."

2) Serenity is considered as being a state of mind. The respondents mentioned that it is a natured attitude that employees in a healthcare organization need to have in order to fulfil their responsibilities, in an appropriate way. One respondent explains this as follows: "if I am not calm and at ease, the clients will notice it immediately." If the respondents do not offer a safe and familiar appearance, their jobs cannot be performed accordingly. In other words:

serenity is essential. By being content in one's duties, new views can arise. These are the resources accrued from the state of serenity, and from this point onwards the change processes will thrive.

**Gratitude**

Gratitude emerges when awareness of one's own good fortune is combined with admiration for another. Gratitude can be labelled into two appraisal themes. The first is being appreciative towards the organization. The second is being appreciative towards colleagues.

1) Being appreciative towards the organization is mentioned by means of the support the organization gives in the development to self-directed teams. The respondents are aware of this aid. They do not feel alone, but supported in the development to self-directed teams. The support that the organization gives is, for instance, through the Experiment Days. Furthermore, the organization provided assistance in the development process to self-directed. This assistance and help is being seen as "a gift" and was therefore referred to by the emotion gratitude. The resources this emotion builds in the development towards self-directed teams, are expressed by a respondent who said: "I have trust in my organization, they are taking care of me".

2) The second appraisal theme of gratitude is being grateful towards colleagues. This is defined as an outspoken appreciation of team members. One respondent addressed the other respondent by saying: "I appreciate your experience and skills in our team". Being aware of the value of other colleagues supports the individual colleague. Through this cooperation within the team, the respondents build confidence. By complementing each other they build assurance: their team is ready for the new responsibilities and tasks.

**Hope**

The respondents mentioned one appraisal theme of the emotion hope: optimism about the future. Although every duo mentioned being enthusiast and optimistic about the future the emotion hope was not expressed often as one of the four most memorable emotions that emerged when thinking of the change to self-directed teams. An explanation for this result could be that the basic feeling within this group of respondents is already a positive and broadened awareness of the change process. The respondents view this development as a change for the better. The building resources are expressed by: "we have more confidence in the future".

**Amusement**

The appraisal theme of the emotion amusement is: short moments of fun. These short moments of fun form an important feeling for the well-being of the team members. Non serious utterances give possibilities for multiple ways of communication in a verbal and non-verbal way. The thought-action tendency of joviality and laughter builds social bonds. The respondents mentioned they felt socially connected with all team members: "I used to look at my time schedule to see with whom I was working, but now I am just looking to see the hours. I like working with everybody". This social aspect of amusement is very important for team development to self-directed teams.

All respondents mentioned that they are working in a good atmosphere and that amusing things happen all day long. The emotion label amusement however, was only mentioned in three interviews. The feeling arose within the interviewer that the emotions amusement and joy (which was also mentioned three times), are in most teams so frequently displayed that the other emotions felt more important to mention. Especially when viewed at in the light of the development to self-directed teams.

**Joy**
Joy creates the urge to play and get involved. The appraisal themes are 1) a confident feeling and 2) being happy with the developments within the organization.

A confident feeling can be defined as a smoothly going process. Clients need a secure and safe environment without any disturbances. Sometimes events occur that disturbed the routine and if this routine was restored because the team members cooperated smoothly, the team members were happy. A respondent explained this emotion by saying: "when everybody is returned and safely in their beds on January first after they have had an different and busy New Years Eve, I feel happy." Feeling confident about situations and events that occur supports the trust in the change process.

The second appraisal theme is: being happy with the development to self-directed teams. The respondents mentioned that they were glad to be a part of this team because they really felt they were heading in the right direction. This makes them happy. Their assurance of: "it is a good development", confirmed this. This acknowledgement of the direction chosen by the organization builds assurance. This is a lasting change that benefits the development process.

A remark to the results of the emotion joy needs to be taken into account. The respondents only mentioned the emotion joy, as being one of the four emotions they had to choose, in three interviews. However, the emotion joy was mentioned often as a result of another emotion. The resources accrued by the emotion joy are 'skills gained via experimental learning'. Through the emotion joy, the respondents profited from the developments to self-directed teams. The building resources of the emotion joy have an important positive impact on the change processes.

**Awe**
Although only one duo mentioned the emotion label awe as one of the three chosen emotions, it is worth mentioning because this emotion is expressed when people are overwhelmed by something beautiful. The appraisal theme of the emotion joy is: an unexpected observation. This is a beautiful emotion when experienced during work. One respondent mentioned this emotion after observing a social interaction between three clients who could normally not even sit together, without ending up in a quarrel. The respondent felt really involved and overwhelmed. He was amazed that this could happen in his team. His face showed awe by an open mouth, raised eyelids and an open posture. He relived this moment because he absorbed and accommodated it when it happened.

The word awe, however, also felt to have a claim to religiousness or hierarchy in which most

respondents felt no recognition. This emotion was consequently often discussed, but only once mentioned by one respondent and not by the duo.

**Love**
From the research of Fredrickson (2013) the emotion love emerges as the most frequently experienced positive emotion. In this research love has been deliberately left out in the hand-out and could therefore not be chosen as one of the most frequently experienced emotions during the change processes. This was done because love is seen as a two-way emotion rather than an individual expression. Besides the aforementioned reason, the word love is subject to multiple interpretations. Therefore it could cause mixed feelings in the working or amicable atmosphere that the respondents encounter when working.

At the end of each interview however, the question was posed in what way love is an actual emotion that is experienced in the team. All respondents mentioned that they felt a form of this emotion in relation to their team members. The majority mentioned the words closeness and trust to define and describe their opinion about the emotion love. Some respondents mentioned forms of friendship to describe love. Furthermore the words involvement and commitment were used to give a description of the word love. Love definitely broadens awareness of mutual care, which is expressed by one respondent as: "we do not have to drink coffee together in my house but I like to know what is going in the personal situation so we can look after each other."

The defining terms of this two-way emotion forms social bonds. These are the resources that are being built on the emotion love. Through these social bonds a team functions better and is more capable of going through the change processes in a successful way. The occurrence of these mentioned aspects (trust, closeness, involvement and commitment) are therefore important in the development to self-directed teams.

The more intimate meaning of the word love summoned more connections outside the professional lives and into the personal lives of the respondents. Some respondents mentioned that the word love also elicited some turbidity and therefore could imply an unprofessional behaviour.


## 4.2 Results on the observational part
In this section, the findings from the observational part are presented. In the observational element of this research the process of positivity resonance was analysed. This back-and-forth reverberating of positive energy was observed by means of verbal, non-verbal, facial and physical cues.

Initially, the observation instrument was constructed to serve as an additional instrument to investigate the mentioned emotions on their similarities or variances. The researcher was interested to find out if the verbal cues (which are the mentioned emotions), matched the facial, vocal and physical cues that were being expressed by one respondent and that were addressed or accompanied by the other respondent. Furthermore, the observation

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instrument served as a means to watch the process of positivity resonance, which occurs according to Fredrickson (2013), only in the emotion love.

However, throughout the interviews the researcher noticed that the process of positivity resonance did not only occur when the respondents mentioned the experiences of the emotion love. When the respondents mentioned other emotions and explicated them together, in almost all interviews the process of positivity resonance became visible. This interesting finding will be explicated along the elements of positivity resonance. An overview of the results of positivity resonance is presented in Table 3.

Table 3
Elements of Positivity Resonance

|  | defined by | examples |
| --- | --- | --- |
| Shared Positivity | social bonds | agreements on given answers |
| Biobehavioural Synchrony | similar positions and movements | leaning back- or forwards at the same time |
| Mutual Care | personal interest in others | informing by what's app groups |
| Physical Proximity | touching another | a friendly touch on the arm |

First, the visible elements of positivity resonance will be described by how they appeared during the interviews. Second, the observed examples of positivity resonance seen in other emotions will be described and accompanied by detailed examples.

Another interesting finding will be presented in this results section. According to Fredrickson (2013), the process of positivity resonance has three defining elements. During the research of the present study a fourth element of positivity resonance was discovered: this element is called physical proximity. This element will be described and accompanied by an example.

**Shared Positivity**
Shared positivity is characterized by forming social bonds. At the start of the interviews the team members mentioned one or two emotions after looking together at the hand-out. They looked at each other to feel or sense the right direction and then started talking about it. These are moments of shared positivity and this forms a social bond. The researcher is not aware of the outcome of the consultation and is sometimes somewhat surprised by the first move. The moments of shared positivity were numerous. There were hardly any surprises in the given emotions or examples expressed by the individual respondents of the duo-interviews. The shared emotions were presented in a positive way and attributed to the accrued resources from the given emotions.

Another example of shared positivity is the way in which respondents told a story together. If one respondent mentioned an example to accompany a chosen emotion, the other respondent usually knew what the example entailed. In this way both respondents explicated their examples in alternating turns. They supplemented each other in a positive way. Being assured about their mutual findings means that they formed a social team.

In every interview shared positivity moments occurred. These moments were visible in different ways. First, it was viewed in the shared laughs and moments of positive understanding and attention for the other during the interviews. Second, it could be witnessed through the cues from one member of the duo that matched the example given by the other member. "We laugh so much during the day", one respondent mentioned. The other nodded in agreement, smiled with entire face and looked the other in the eyes. The agreement on the chosen emotions was visible through this element of shared positivity. This feeling of confidence, expressed through shared positivity, attributes positively to the change process. It makes an individual stronger and more confident, if he or she knows that a colleague is supportive.

An example of the process of positivity resonance was observed when one respondent mentioned the emotion amusement. She mentioned that they shared numerous moments of fun while working. This is an important feeling for the well-being of the employees. The other respondent added the example of a colleague who does things that might seem a little bit weird at first sight, but this can turn into wonderful experiences for the clients. This emotion of amusement, being short moments of fun circled to the emotion joy.
Joy inspires another person to be involved. This showed by the respondents through the facial and physical cues. They tilted their heads towards another, their speech pace rose and big smiles opened up their faces. Finally, the emotion inspiration was observed. By recalling this emotion of, what first just seemed amusement, they inspired each other to fetch this memory so it could be used in their team development. Their bodies moved upwards, their voices had an active tone and their eyes were wide open; this could be attributed to the emotion inspiration.

**Biobehavioural Synchrony**
Elements of biobehavioural synchrony are visible in attitude. These elements were witnessed through the facial, physical and non-verbal cues during the interviews. The respondents sat next to each other, usually in an open triangle so the researcher could easily observe the cues. The movements, body postures and facial expressions were usually quite identical and visible at the same time.

Furthermore, it showed that when the first respondent told a story and accompanied that story with facial gestures of body movements the other respondent copied these gestures. An example of synchronous behaviour is mentioned by the following. One respondent repeatedly folded his arms in his neck and leaned backward. When this respondent figuratively handed over his turn of speech by looking at his colleague, this colleague finished the answer and also folded his arms in his neck. Some other examples are: leaning forward at the same time, looking at the respondent simultaneously or following the other respondent in the direction in which the respondent seemed to be looking for an answer. Examples from the facial cues are smiles and sparkling eyes. Examples from the non-verbal cues are nodding or pointing at the emotions on the hand-out.

Although biobehavioural synchrony was witnessed during every interview it could not be attributed to every emotion. The emotions gratitude and awe summoned mixed feelings for

some respondents. For the other emotions that are less subjective in interpretation, biobehavioural synchrony was witnessed through all the cues.

The process of positivity resonance within biobehavioural synchrony was observed through the emotion pride. Two, male, respondents mentioned the emotion pride in the following example. After a turbulent period their team seems to be on the smooth road towards a bright future. This direction has been confirmed by the organization and they really are proud of this development. The visible, interpersonal utterance of this emotion was formed through a 'high-five'. Through this expression the emotion started from one person and moved to the other and by this movement the process of positivity resonance started an upward spiral of emotions. The emotion hope (expressed by shiny eyes and a tense posture) and joy, (which emerged in order to involve the other), emerged after the respondents mentioned the emotion pride.

Another interesting element of biobehavioural synchrony was noticed: biobehavioural language. This element could be explicated by the findings that some distinctive technical terms, specifically used in the healthcare context, were used in a different way by the different duos. Both colleagues in one team however, always used the same expressions for these terms. Two noticeable examples are mentioned below.

1) The respondents mentioned different words in order to address the people they take care off. In some locations, the respondents talked about the clients while other respondents used the words residents, target group or just mentioned the persons by their name. Also, a friendly and popular reference of the word 'people' was noted.

2) Another example is given by the different words the respondents used for the location where they worked. The researcher noted house, home, location and establishment.

**Mutual Care**
The third attribute of positivity resonance is mutual care. The core trio of love, closeness and trust motivate mutual care and this was observed in different interviews. For example, in one interview the care for others within the team was clearly told and could be observed. "We look after each other by asking how your day went, even if you are not at work". The care for their colleagues stretched out into personal care: these colleagues had formed a what's app group in order to facilitate easy ways of communication, keeping each other informed and connected. In another interview (with two employees who did not operate in the same team) one respondent mentioned one emotion and the other respondent agreed by saying; "this was exactly my thought of your team". The non-verbal cues amplified the spoken words by an open look that emanated care and interest.

The process of positivity resonance was found in mutual care through the emotion gratitude. One respondent mentioned that his appreciation for the other team member was a noticeable emotion. By mentioning gratitude the other respondent felt uplifted and expressed the emotion inspiration. This upward spiral of positivity resonance reinstated and confirmed an interest in each other and the approval that these team members were up to

the on-going change process; they had each other and knew that their care for each other would be of major importance.

Another example of mutual care was mentioned by a duo that said that their team was happy to participate in the pilot, because this gave their team an opportunity to discover and be curious. They explained the building of resources through the emotion interest. A respondent explained the motivation for interest by saying; "we need concern in our performance and in our team; if somebody else suggests a new approach we always let this happen because we are interested in what else can be achieved. We get inspiration from letting this happen." Therefore this open mind and care towards colleagues created awareness and being open to new possibilities builds inspirational resources.

**Physical Proximity**

Besides the three aforementioned elements of positivity resonance, another element became visible during the interviews: physical proximity. The participants often moved closer to each other during the interviews, sometimes literally by moving a chair, but in other interviews they bended over towards each other. Moments of laugher and enthusiasm brought the participants more closely to each other. They sometimes also touched on the arm or shoulder. This interesting finding was witnessed during every interview.

A specific example of physical proximity is given by two respondents who mentioned the emotion inspiration. While telling a story on how physical health could improve the well-being of a client they exemplified their story by touching each other on the arm. Through physical proximity, the emotion inspiration was elaborated. This upward spiral emerged through the emotions of interest, subsequently gratitude showed and finally the trusted feeling of joy emerged. This upward spiral of positivity resonance showed the dynamics of positive emotions in their ability to ensure lasting changes.

## 4.3. Summary of the results

The respondents mentioned all positive emotions that were presented to them on the hand-out. The emotions inspiration, pride, interest and serenity were mentioned most frequently. From the analysis of these results it showed that the development to self-directed teams contributed to team improvements and confidence. Furthermore, it stimulates the learning process and finally it creates a solid ground position, which is needed in their job performance. The occurrence of the emotion love through the adjectives of the Modified Differential Emotions Scales ensured social connections. The process of positivity resonance, and the upwards spiral of positive change are very valuable in the development towards self-directed teams because they enhance lasting changes. Besides the three elements of positivity resonance a fourth element was found in this study. This element is physical proximity. The remarkable process of positivity resonance that benefits the organizational change process was witnessed in every interview and indicated, for the investigated teams, a positive attitude and an optimistic outcome of the organizational change process this healthcare organization has commenced.

# 5. DISCUSSION

This research was conducted to expand the knowledge about the effects of positive emotions on successful change processes in organizations. The aim of the present study was to better understand the contribution of positive emotions on the development to self- directed teams. The dynamics of positive emotions were examined by means of ten duo- interviews. The research consisted of a narrative part and of an observational part. In the narrative part the positive emotions were questioned by means of a semi-open interview. The process of positivity resonance was witnessed during the interviews by means of an observation instrument in which the facial, vocal and physical cues were witnessed. The results contribute to the literature by providing additional evidence on the contribution of positive emotions in an organizational change process. The results of the narrative part of this study showed that the ten most reported positive emotions all contributed, by means of their ability to broaden awareness and to build resources, to the development to self- directed teams. The results of the observational part showed that the process of positivity resonance was witnessed through eight of the ten emotions. It turned out that a fourth element could be added to the process of positivity resonance. This element is called
physical proximity. In the next part, these findings will be discussed and the implications for theory will be presented together with the limitations and suggestions for future research. Finally, some practical implications can be derived. Both research questions: 'which positive emotions between team members are described when team members share their experiences of the change to self-directed teams?', and 'which positive emotions contribute to the process of positivity resonance?' can be answered with the discussion points and conclusions in the next section.

## 5.1 Discussion of the results

The first part of this study concentrated on the broaden-and-build theory. This theory served as a cornerstone to examine positive emotions within team members. The positive emotions were presented to the respondents by the Modified Differential Emotions Scale and were coded on their ability to broaden awareness and to build resources. As the positive emotion love takes a special position because it is an interpersonal emotion this emotion was questioned separately. From the results of this part of the research it showed that the dynamics of positive emotions supported the successful development to self-directed teams. Sharing these experiences of positive emotions in duos contributed to the change process as well because the respondents mentioned, and showed, that they enjoyed participating in this research.

This research illustrates the important role that positive emotions have on the development towards self-directed teams. The respondents mentioned all the positive emotions. The most reported positive emotions are inspiration, pride, interest and serenity. From this research it followed that the emotions fell apart in to multiple appraisal themes. These appraisal themes were defined by the researcher and explicated by means of detailed examples, from which it followed that these emotions contribute to the development to self-directed teams because they build lasting changes.

The emotion love takes on a special position because this is an interpersonal emotion. Viewed in an organizational setting, the findings of the emotion love present a better fit to the words closeness and trust (adjectives from the MDES) than to the word love. The resources that are being built through the experiences of the emotion love are socially bonding and this enables a team to function better. The occurrence of these mentioned aspects (trust, closeness, involvement and commitment) are therefore important in the development to self-directed teams.

Furthermore the upward spirals of positivity resonance were observed through verbal, facial and physical cues. This study has strived to gain more insights into this upward spiral because studying the process of positivity resonance was observed in all interviews on different emotions. This study contributed to the research into upward spirals by showing that the process positivity resonance attributes to the development to self-directed teams through all emotions, not just the emotion love.

These upward spirals of positivity resonance were observed through biobehavioural synchrony, mutual care, shared positivity and physical proximity. Physical proximity has not been described earlier in the context of positivity resonance. This element was viewed because of the nature of the duo-interview method. The element of physical proximity was witnessed in every interview.

Besides the fourth element of positivity resonance, physical proximity, another subpart of the element biobehavioural synchrony was noticed during the analysis of the duo- interviews: synchronous language. These additional elements were noticed because in this research the unusual method of duo-interview was used. By using this method additional information to the increasing amount of interesting studies on the broaden-and-build theory and the importance of positive emotions in an organizational environment was added.

## 5.2. Theoretical Implications

The existing literature on positive emotions, specifically the literature on the broaden-and-build theory has gained a lot of academic attention. Fredrickson (2003; 2013) has founded a solid base of literature on positive emotions in her broaden and build-theory by proving, through mostly quantitative studies of self-reports, that positive emotions broaden awareness and build resources. This present study provides support for the broaden-and-build theory through a different research method. By conducting a field research during organizational change process, additional outcomes of the dynamics of positive emotions were presented by means of duo-interviews. The interactions that were studied gave additional information, in depth answers and the possibility to encourage mentioning examples. Through these additional outcomes, the results gave indications for practical information on the development of self-directed teams.

Furthermore, this study also researched into the process of positivity resonance, which according to Fredrickson and Sekerka (2008) can be contributed to the emotion love. The results of this study showed however, that the process of positivity resonance was also visible in seven other emotions: inspiration, interest, pride, joy, serenity, amusement and hope. In this study the process of positivity could not be witnessed through the facial, vocal

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and physical cues within the emotions of awe and hope. From the results of this study these two emotions seemed to summon more personal experiences, which could be explicated by the subjectivity of the core trio of the Modified Differential Emotion Scales

In the literature on the effects of positive emotions, a dairy-study was executed by Lambert et al., (2013). They concluded that positive affect, happiness, and life satisfaction reaches a peak only when participants share their positive experiences and when the relationship partner provides an active-constructive response. This study provides support for their conclusions. The respondents felt at ease communicating about positive experiences in the development to self-directed teams. Sharing their experiences contributed to the effects of these positive emotions in their ability to ensure lasting changes. Being interested in other team members stimulates team learning and a successful development to self-directed teams.

Lilius et al. (2011) investigated positivity resonance in their study on compassion capability, and found that this process helps a team to cope with problems. The analysis for this study revealed that sharing positive emotions can bring team improvements and confidence for the future of their team. From their investigation it becomes clear that in organizations with high quality connections it is easier for employees to express suffering as well as for others to respond to a difficult situation. This is in line with the outcomes of the current study in which the respondents mentioned that a good understanding of the personal lives of the team members is essential for a good team development.

## 5.3 Limitations and Suggestions for Future Research

Despite the noticeable findings in this study, the results should be interpreted with respect to the following limitations, resulting in suggestions for future research.

This study has limitations regarding the data gathering, as the results are only based on interviewed respondents who subscribed to an interview on positive emotions with regards to the development of self-directed teams. Voluntarily subscribing to attend a duo-interview on a previously known subject has some advantages and disadvantages. On the one hand, the respondents were aware of the subject of the interviews and subscribed only if they would ventilate their opinion. On the other hand, only team members who would like to share their thoughts on the development towards self-directed teams, with regards to positive emotions, subscribed. This could have led to a bias because team members who were not so thrilled with the development towards self-directed teams were likely not to subscribe. As this study explores the experiences of positive emotions on the development to self-directed teams it is valuable that only positive experiences were mentioned. If the respondents had other thoughts or contributions they could share it with the researcher, knowing that this would be handed over to the organization.

This present study supports the effectiveness of positive emotions on the development to self-directed teams. Fredrickson (2013) and Avey et al. (2008) found that positive emotions contribute to positive lasting changes in personal and organizational settings. Future research is necessary to evaluate these effects of positive emotions on the long term.

Furthermore, the results of this study show that not only the emotion love contributes to the process of positivity resonance. This is an interesting finding and therefore needs to be further investigated in other contexts of job performance and relational behaviour between colleagues. These upward spirals of positivity resonance need to be further investigated for all positive emotions in order to add more knowledge to the results that were found in this exploratory study. Another finding in this exploratory study that should be further investigated is the fourth element of positivity resonance: physical proximity.

Additionally, as this research was done in one organization, and therefore is a single case-study, the research should be executed in other organizations who are going through change processes. The objective of this study however, was not to generalize the results to a broader perspective but to get a better understanding of the dynamics of positive emotions and the process of positivity resonance.  The findings of this exploratory study could serve as a starting point for a quantitative study in order to compare this small set of results to a broader group.

## 5.4 Conclusion and Practical Implications

The results from this study show that employees have a positive view on the development to self-directed teams. Organizations can facilitate the development to self-directed teams through paying attention to positive emotions, as they broaden awareness and build individual resources through which lasting changes are instigated. The occurrence of positivity resonance in almost all reported positive emotions enhances these lasting changes. The development towards self-directed teams should focus more on the available relational strengths. The development to self-directed teams supports 1) team improvements, 2) confidence in their colleagues, 3) motivation of the development process and 4) the ease that is necessary for a good job performance. To ensure the long-term effectiveness the possibilities to exchange interactions by means of positive emotions should be facilitated and encouraged.

**"Positive emotions spread through organizations
by creating chains of events that carry positive meaning for others"**

Barbara Fredrickson

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# APPENDICES

## A. Interview Instrument

Beste collega,

U als werknemer van Frion bent van groot belang in de ontwikkeling naar zelfsturende teams. U maakt deel uit van een team dat verantwoordelijk is voor de beste begeleiding van uw cliënten. Daarnaast is het ook erg waardevol hoe de onderlinge samenwerking binnen de teams is; deze is immers van groot belang bij de ontwikkeling naar zelfsturende teams.

Frion is erg benieuwd naar de ontwikkelingen binnen de zelfsturende teams en met name naar de positieve gebeurtenissen of momenten die tussen collega's en binnen teams voorkomen. Om deze momenten in kaart te brengen en zodoende beter de ontwikkeling naar zelfsturende teams te volgen wordt er een onderzoek gehouden door een studente van de Universiteit Twente. Tijdens dit onderzoek wordt vooral gekeken naar positieve gebeurtenissen in uw team en tijdens uw werk.

Het onderzoek.
Het onderzoek zal bestaan uit interviews die in duo's gehouden worden; u praat dus samen met een collega van uw eigen team over positieve ontwikkelingen. Wij nodigen u van harte uit om deel te nemen aan dit onderzoek, dat vanzelfsprekend tijdens werktijd, plaats mag vinden, en gehouden wordt binnen het eigen team. De duur van de interviews is maximaal 30 minuten. Het tijdstip wordt in overleg met u afgesproken. De interviews worden gehouden in de week van maandag 26 januari tot en met vrijdag 30 januari. Om de interviews goed te kunnen verwerken worden ze opgenomen. Voor de volledigheid geven wij hier aan dat medewerking vanzelfsprekend volledig op vrijwillige basis is en dat alle resultaten van het onderzoek anoniem verwerkt worden waarbij alleen het onderzoeksteam de opnames gebruikt om de antwoorden te analyseren. Buiten het onderzoeksteam hebben overige personen geen toegang tot deze opnames.

Doet u mee?
Graag ontvangt Marlies uw aanmelding per mail, maar kunnen wij ons ook voorstellen dat u eerst meer informatie wil ontvangen. Dat kan door een e-mail te sturen aan marliesroemaat@gmail.com, of via de telefoon: 06-42051731.

Alvast hartelijk bedankt voor uw medewerking!

Met vriendelijke groet,

Marlies Roemaat-Tijhuis

## A. Interview Questions

Inleiding tot de interviews:

Wat fijn dat jullie mee willen werken aan het onderzoek dat gaat over de positieve gebeurtenissen of positieve momenten tussen collega's en binnen teams. Het onderzoek gaat over de ontwikkeling naar zelfsturende teams. De uitkomsten van dit interview worden vertrouwelijk en anoniem verwerkt, dat kan ik jullie verzekeren. Het interview duurt maximaal 30 minuten.

Ik ga jullie een aantal vragen stellen en vind het fijn als jullie hier samen op willen antwoorden. Alle antwoorden en reacties zijn goed. Voor het onderzoek is het van belang dat ik jullie antwoorden, en jullie reacties zo goed mogelijk kan beschrijven en observeren en daarom neem ik het interview op. Ook hierbij kan ik jullie beloven dat de opnames alleen door het onderzoeksteam, en alleen in het belang van dit onderzoek worden gebruikt. De resultaten blijven anoniem en vertrouwelijk en de opnames zullen vanzelfsprekend nooit worden gepubliceerd of door anderen, buiten het onderzoeksteam, worden bekeken.

De vragen gaan over positieve emoties die je, recent, hebt gevoeld, meegemaakt of ervaren. Er is een top tien van positieve emoties, en negen van deze emoties zien jullie hier op dit A4-tje. Alle emoties zijn beschreven in drie steekwoorden. Ik zou jullie willen vragen om 4 positieve emoties te selecteren die je niet al te lang geleden hebt ervaren in je werk. De voorbeelden die je hierbij hebt, hoor ik graag van jullie. Het mogen emoties zijn die je samen hebt maar ook individuele momenten mag je delen.

Hebben jullie vragen? Zo niet dan beginnen we!

Aan het einde van het interview worden nog twee vragen gesteld.
1. Er is nog een andere, belangrijke en positieve emotie waarvan mensen aangeven dat ze die het meest ervaren; liefde.  Is dit een emotie die jullie op binnen jullie werk ook ervaren?  Heb je een voorbeeld?
2. Als laatste vraag ik jullie of jullie nog positieve zaken hebben die jullie graag aan Frion door willen geven?

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## C. Practical indications for the organization

To end the interview a last question was asked; is there something you would like to inform your employer about? As open as this question was as open are the answers. The answers all had connections with the topic of positive emotions in the development of self-directed teams and are presented in random order. It is a wide array of ideas, thoughts and recommendations. This could be expected when asking an open question. These remarks were handed over to the organization.

- The Experiment Days created calmness, which is important in the development of self-directed teams
- You cannot have a state of serenity, it is always action and you always want things to go one step ahead. For our clients however calmness is of great importance.
- We can ask the head office everything we need to know.
- The answers from the head office do not come as quickly as wanted....
- The judgment of the head office about what a team thinks is important
- The role of the management coach (bedrijfsvoerings coach) is not fully clear.
- Our management coach helps us out with different issues
- It is good that every employee gets or senses more responsibilities otherwise it would be handy to pass it all over to Frion. Now it is up to you and this creates opportunities
- It is interesting to think about the responsibilities in a team concerning the different position employees have. Some PO'ers (personal supporters) mentioned that within a self-directed team everybody in the team needed to attribute to the decision making process. Other PO'ers stated that now they needed to learn how to delegate the implications of the decisions they made.
- The role of the management coach (bedrijfsvoeringscoach) is not fully clear.
- Our management coach helps us out with different issues
- Start organising the network within the teams as soon as possible
- We need to be interested in each other, and to focus on the other
- It is very positive that the management of Frion lives, thinks and acts in the spirit of the self-directed teams. I know other examples where that is not happening.
- There is a difference between being result responsible or self-directing. Our team wants to be self-directing rather than result responsible.
- Our manager did the administration, now this is our task, so we have more work, but we will find our way.
- One needs to be cautious that the work gets done without getting viscous or that we get silted up in too many consultations.
- We have invited another employee from another team to inform us about their methods of working. It is good that we can do this
- We have a house with residents where love prevails, we do not work in an institution and we want visitors to be welcome here. We would like to see that in other houses with Frion clients as well.
- With further cut down in expenses we might not manage to give the necessary care.
- We need to steer towards tasks and describe them carefully in order to delegate them to other employees.
- We make a plan and our team is capable of executing this plan everything in detail.

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