Welcome to old-timers, as well as newcomers! Once again, we have a wonderful list of speakers and events this year, and we are so glad you could come. The International Positive Psychology Summit is the highlight of the year for many positive psychologists, and this year has all of the excellent events and talks to make it another hit.

As always, the major aim of the Summit is to promote the Science of positive psychology by bringing together the best researchers in the world who are studying people's strengths, abilities, and well-being. A second purpose has been to also offer applied talks and workshops for those practitioners who attend the Summit.

This is my last year to chair the Summit. Because I will be on sabbatical next year, and out of the country during the Summit next year, it is time to bring in new blood with new ideas. I have chaired the Summit for six of the first seven years (Mihalyi Csikszentmihalyi did it one year), and it is time to let another person have a turn at organizing this fun event. I want to express my deepest appreciation to Jim Clifton, to Sheila Kearney, and to the other Gallup staff who have been instrumental in organizing the Summit over the years, as well as to the Gallup Organization for their generous financial support.

This year I had an able committee assist me, and I would like to express my gratitude to them. Chris Peterson was in charge of travel fellow scholarships, and he did an excellent job. Barbara Fredrickson ably headed the awards committee, and Sonja Lyubormirsky took command of the poster judging and awards. They all helped lighten my load, and I thank them.

It has been a pleasure to watch the Summit succeed so well over the years, and I look forward to attending in the future. Just as Positive Psychology has continued to grow and prosper, I am sure the Summit will do the same.

Ed Diener
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The Gallup International Positive Psychology Board

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Dr. Martin E. P. Seligman, Professor, University of Pennsylvania
Edward “Chip” Anderson, former director of the UCLA Academic Advancement Program and professor of educational leadership in the Graduate School of Education who worked at UCLA for 28 years, died July 5 after battling with lung cancer. He was 63.

While Anderson was in the hospital receiving treatment, he would tell his students to come to the hospital to work on their dissertations.

Anderson had even asked the hospital why it didn’t have a business center where he could go to work with students on their dissertations, said Laurie Schreiner, a friend and colleague of Anderson’s at Azusa Pacific University, where he taught after leaving UCLA in 1999.

“He was an advocate of raising awareness of the strengths students bring with them to college,” Schreiner said. Peter Fong, a friend, colleague and former student of Anderson’s, said this “strength-based approach” was evident in many of the things Anderson did.

“Chip always felt humbled that in education, we always focus on people’s weaknesses. He believed in building on people’s strengths, which would in turn build up their weaknesses,” Fong said.

Aside from his work with AAP, Anderson was a professor of educational leadership in the Graduate School of Education. Anderson also consulted with more than 100 colleges and universities across the nation and was honored with the “Uncommon Citizens Award” at Azusa Pacific for the awareness he raised of students’ strengths.

Anderson was born on Feb. 15, 1942, to Grace and Eddie Anderson. During his early high school years, he moved with his family to Riverside. He graduated from Pasadena Nazarene College, now known as Point Loma University, and went on to earn his doctorate in counseling psychology from UCLA. After working for 28 years at UCLA, Anderson went to Azusa Pacific in 1999 as a professor in the Doctoral Studies in Education program, where he worked until his death.
2005
INTERNATIONAL POSITIVE PSYCHOLOGY SUMMIT

Lifetime Achievement Award
In Positive Psychology

Dr. Ed Deci
University of Rochester

Committee Judges for IPPI Lifetime Achievement Award:
Ed Diener, Shelly Gable, Jon Haidt, Barry Schwartz, and Barbara Fredrickson

THE GALLUP INTERNATIONAL POSITIVE PSYCHOLOGY INSTITUTE
AWARDS

Academic
Leadership Excellence in Positive Psychology

Dr. Mihaly Csikszentmihalyi
Professor of Psychology
The Peter Drucker School of Management

29 September 2005

Corporate
Leadership Excellence in Positive Psychology

Bradbury H. Anderson
Vice Chairman and Chief Executive Officer
Best Buy

29 September 2005

Committee Judges: Gallup International Positive Psychology Institute Board
As vice chairman and chief executive officer of Best Buy, Brad Anderson champions the ongoing development of leaders at all levels within the enterprise in order to germinate new ideas to drive and sustain the company’s growth and success. He believes that constant innovation is required to enhance the quality of the customer’s experience and is convinced that the best ideas come from those employees who are closest to the customer.

Anderson, a voracious reader of biographies and history, recognizes that innovation is often accompanied by challenge and change, which can become the platform for tremendous learning opportunities. He is convinced that taking advantage of people’s inherent strengths and talents provides the necessary fuel to run the engine of top-line growth, value creation, and sustained profitability. He believes employees can have fun while being the best and demands that integrity, humility, and respect are demonstrated by all.

A lifelong audiophile, Anderson joined the company in 1973 as a commissioned salesman at the fledgling Sound of Music, a small chain of stereo stores that was the precursor to Best Buy. Within weeks of joining the company, Anderson was ready to quit because he had not made a single sale. Then, he discovered the power of asking the right questions and truly listening to the customer’s answers. He became a successful salesperson and eventually was named store manager. It was this early work that left Anderson with the indelible impression that a close-to-the-customer understanding of needs and operations would be key to Best Buy’s continued innovation and growth.

Best Buy founder Dick Schulze recognized the success of Anderson’s retail operations expertise and named him vice president in 1981. Anderson worked closely with Schulze on all of the major strategic initiatives that transformed and grew Best Buy, including the move to a non-commissioned store staff and the decision to let customers browse for themselves in warehouse-style stores.

In 1986, Anderson was promoted to executive vice president and was elected to Best Buy’s Board of Directors. In April 1991, he was promoted to president and chief operating officer. Anderson was named vice chairman in 2001. In June 2002, he assumed the position of chief executive officer.

Today, Anderson leads nearly 100,000 employees throughout North America who strive to provide customers with superior experiences as they seek the technology and entertainment products and services to make their lives easier and more fun. He is guiding Best Buy through another transformation — from a product-centric company to one that is talent-powered and customer-driven.

A native of Sheridan, Wyoming, Anderson has an associate degree from Waldorf College, a liberal arts college located in Forest City, Iowa, and a bachelor’s degree from the University of Denver.

Anderson’s charitable and volunteer efforts are highlighted by his participation on the boards of the American Film Institute, the Best Buy Children’s Foundation, the International Mass Retail Association, Minnesota Public Radio, and National Junior Achievement. He also serves on the Waldorf College Board of Regents.

Anderson and his wife, Janet, live in Minneapolis, Minnesota. They have two sons.
Announcing
The Gallup World Poll

In a series of recent landmark projects — The Gallup Poll of Baghdad, The Gallup Poll of China, and The 2002 Gallup Poll of the Islamic World, to name just a few — The Gallup Organization has shown leaders that we often don’t understand the people of the world as well as we believe, and we don’t always have the insights we need to make decisions with predictable outcomes.

Whether the goal is foreign assistance, law enforcement, trade, diplomacy, intelligence, logistics, disease prevention, monetary policy, or prevention of terrorism, the need to understand what the world’s 6 billion people think about themselves, their governments, their neighbors, and the United States is vital if we are to maximize the effectiveness and safety of U.S. government efforts around the world.

That’s why Gallup is launching the most ambitious and far-reaching project in our 70-year history — The Gallup World Poll.

The Gallup World Poll is an extensive and ongoing effort to inform world leaders about the perceptions of people in up to 200 countries on political stability, personal well-being, economic confidence, and the levels of trust, hostility, or resentment between nations.

The Gallup World Poll will measure and, most importantly, track trends in three key dimensions:

- **Personal well-being, including perceptions of safety, hope, and quality of life.** Recent polling from China revealed that even though average household income has risen sharply in China in the past decade, reported satisfaction with household income has actually declined significantly since Gallup’s two previous surveys. Less than half of all Chinese now describe themselves as satisfied with their savings, incomes, education, leisure time and activities, and jobs.

- **Civic well-being, including issues of safety and crime, economic prosperity, national identity, optimism about the future, the influence of religion, and confidence in institutions.** Our recent polling in Iraq shows that Iraqis are divided as to whether their country is better off now than it was prior to the coalition invasion. Nearly two-thirds, however, believe their country will be somewhat or much better off five years from now than it was prior to the invasion. Majorities of Iraqis believe the country’s new constitution should include provisions specifically guaranteeing freedom of speech, assembly, and religion.

- **Worldwide relationships and attitudes about other nations.** The 2002 Gallup Poll of the Islamic World revealed that the United States is broadly viewed as “ruthless,” “aggressive,” “conceited,” “arrogant,” “easily provoked,” and “biased.” Across the board, Britain is viewed nearly as unfavorably as the United States. In contrast, France is viewed favorably in a majority of the nine countries surveyed.
**Marc H. Bornstein**

Marc H. Bornstein is Senior Investigator and Head of Child and Family Research at the National Institute of Child Health and Human Development. He holds a B.A. from Columbia College and M.S. and Ph.D. degrees from Yale University. Bornstein was a Guggenheim Foundation Fellow and has received awards from the Human Relations Area Files, National Institutes of Health, American Psychological Association, the Theodor Hellbrügge Foundation, the American Mensa Education and Research Foundation, and the Japan Society for Promotion of Science. Bornstein has held faculty positions at Princeton University and New York University as well as visiting academic appointments in Bamenda, London, Munich, New York, Paris, Seoul, and Tokyo. Bornstein is co-author of Development in Infancy (4 volumes) and general editor of The Crosscurrents in Contemporary Psychology Series (10 volumes) and the Monographs in Parenting (8 volumes). He has also edited the Handbook of Parenting (Vols. I-V, 2 editions), and he co-edited Developmental Psychology: An Advanced Textbook (5 editions) as well as numerous other volumes. He is author of several children’s books, videos, and puzzles in The Child’s World and Baby Explorer series. Bornstein is Editor Emeritus of Child Development and Founding Editor of Parenting: Science and Practice. He has contributed scientific papers in the areas of human experimental, methodological, comparative, developmental, cross-cultural, neuroscientific, pediatric, and aesthetic psychology. Visit [www.cfr.nichd.nih.gov](http://www.cfr.nichd.nih.gov) and [www.parentingscienceandpractice.com](http://www.parentingscienceandpractice.com).

**Abstract**

Of 55 or so chapters in the red ‘bible’ of positive psychology, most are concerned (perhaps as they should be) with identification and measurement of positive characteristics and values. Only one chapter is concerned with the equally critical question of how we acquire a positive psychology. My talk takes a positive youth development perspective as its starting point. In the “business plan” I propose to develop, it is critical to have a clear idea of the goals to which we are headed, followed by an analysis of how best to achieve those goals. What are the positive characteristics and values we like to see and promote in children, and just how can parents and family, community and environment, foster their development? In the first part of my talk, I look to the literature to define desirable positive characteristics and values in children. In second part, I address the important goal of how we can best help children achieve those desirable positive characteristics and values.

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**Marc Brackett**

Marc Brackett, Ph.D., is an associate research scientist in the Department of Psychology at Yale University, where he teaches Introductory and Personality Psychology. He also is the associate director of Yale’s Health, Emotions, and Behavior Laboratory. Brackett received his doctorate from the University of New Hampshire with Dr. Jack Mayer and was a postdoctoral fellow at Yale University with Dr. Peter Salovey.

Brackett’s current research focuses on (a) the measurement of emotional intelligence (defined as a set of skills pertaining to the perception, use, understanding, and management of emotion) in children and adults, (b) links between emotional intelligence and the quality of interpersonal relationships, psychological well-being, and other important life outcomes, including academic performance and success in the workplace, (c) understanding people’s (limited) knowledge about their own emotion-related skills, and (d) whether emotion-based skills can be taught and whether such training can improve personal lives and academic/work performance. He is extending his research to different cultures, including England, Spain, Croatia, Switzerland, and Japan.

Brackett is the author or co-author of more than two dozen publications, including Emotional Literacy in the Middle School and Emotional Literacy in the Elementary School (forthcoming). He also is the principal investigator on two grant-funded projects examining the short- and long-term effects of emotional literacy training in school children. He regularly works with school systems and corporations in the areas of assessment, training, and leadership development. He also holds a 5th degree black belt in Hapkido, a Korean martial art.

**Abstract:**

In the past twenty years, numerous programs have sprung up to promote social competence among youth and to combat the growing drug and violence problem facing many of our nation’s schools (see Elias et al., 1997; Greenberg et al., 2003). Meeting varying degrees of success, many of these programs focus on preventing or ameliorating problems such as bullying, but do not address the underlying emotion-related skills that may foster positive social development and improved academic performance.

The present research evaluates the effectiveness of an new intervention program, Emotional Literacy in the Middle School (ELMS; Maurer, Brackett, & Plain, 2004). ELMS is a 30-week program that is rooted in emotional intelligence theory (Mayer &
Salovey, 1997). The program integrates activities to promote social and emotional learning into existing language arts and social studies curriculum. In this study, participants were Fifth and sixth grade students \((N = 270\) divided among 15 classrooms) with varied ethnic and socioeconomic backgrounds from three schools on Long Island, NY. The classrooms were assigned randomly to either the experimental or control condition.

My talk will focus on: 1) the correlates of children's EI, as measured by performance tests as opposed to self-report questionnaires, and 2) the effects of the ELMS program on children's (a) emotion-related skills (e.g., understanding of emotion and emotion management, (b) social competence, (e.g., increased prosocial behavior and decreased aggressive behavior); (c) relationships with peers and teachers, and (d) academic performance. This type of applied research provides a rigorous test of the fundamental tenets of emotional intelligence; specifically that: emotional intelligence involves skills that can be developed and taught as opposed to stable traits, and that emotion-related skills are directly related to functional outcomes. The importance of integrating social and emotional learning programs into school curriculum in order to increase children's social competence and academic achievement will be discussed.

### Edward G. Carr
Leading Professor, Dept. of Psychology, State University of New York at Stony Brook

Edward Carr, Ph.D., Leading Professor in the Department of Psychology at the State University of New York at Stony Brook, is internationally recognized for his research on new treatments for autism and related disabilities. He is one of the co-developers of Functional Behavioral Assessment and Positive Behavior Support, a strategy for dealing with learning and behavior issues mandated by the Individuals With Disabilities Education Act. Carr is the author of the best-selling book, *Communication-Based Intervention for Problem Behavior* (Paul H. Brookes, 1994). He has received numerous awards including the Applied Research Award in Behavior Analysis (American Psychological Association, 2001), the Distinguished Research Award for Career Achievement (Association for Retarded Citizens, 1999), and a Certificate of Commendation (Autism Society of America, 1981). Carr is president of the Association for Positive Behavior Support and a Fellow of the American Association on Mental Retardation as well as the American Psychological Association.

**What People With Autism Teach Us About Positive Psychology**

Autism is a pervasive developmental disorder that is present from birth. It is characterized by impaired social interaction and communication as well as markedly restricted and idiosyncratic interests. Unfortunately, people with autism often exhibit the most extreme forms of human behavior including self-injury, aggression, and violent tantrums. These behaviors destroy quality of life for the person with autism and his/her family. Traditionally, treatment for such behavior has focused on the use of chemical restraint (drugs), physical restraint, and exclusion/institutionalization. Recently, a new approach, Positive Behavior Support (PBS), philosophically related to Positive Psychology, has emerged as a strategy for dealing with extreme problem behavior. PBS represents a move away from pathology-based models of intervention to a model that stresses personal competence and environmental integrity. The personal competence aspect includes systematically strengthening skills such as communication, social interaction/rapport, and self-management. The environmental integrity aspect includes creating positive living contexts that encourage choice-making, modifying academic curricula to focus on individual strengths, providing attention and encouragement for prosocial behavior, and making available community activities that are meaningful and engaging. Combining skills acquisition with the creation of positive living contexts addresses quality of life issues and, just as importantly, produces substantial reductions in problem behavior in up to two-thirds of the individuals treated. Apparently, the benefits of a Positive Psychology approach extend even to populations as extreme as those suffering from autism.

### James K. Clifton

Jim Clifton is best known in the polling and survey research field for leading the acquisition of The Gallup Organization in 1988, at which time he became CEO of the organization founded by the renowned polling pioneer, Dr. George H. Gallup.

Under Clifton’s leadership, Gallup has enjoyed a tenfold increase in its billing volume and has expanded from a predominantly U.S.-based company to a global organization with 40 offices in 20 of the world’s largest nations. The Gallup Organization is one of the world’s largest think tanks and providers of public opinion polling and management consulting.

Clifton is best known in the business world as the creator of The Gallup Path. This metric-based economic model establishes the linkages between human nature in the workplace, customer engagement, and business outcomes. The Gallup Path is integral to the performance management systems in more than 500 companies worldwide and forms the basis of most of Gallup's total revenues.

His recent research includes surveys of citizens of the top 100 American cities; it also includes a wide range of cities around the world, including Moscow, Berlin, and key cities in Iraq. The goal of the research is to discover the key drivers in building a city with high well-being, a growing economic base, and a general feeling of optimism, which creates a migration of “stars” to that community.

Clifton serves as Chairman of the Thurgood Marshall Scholarship Fund. His honorary degrees include a Doctor of Commerce from Bellevue University and a Doctor of Humane Letters from both Medgar Evers College and Jackson State University.

Clifton and his wife, Susan, live in Washington, D.C. They have three children, Nicole, Jonathan, and Jackie.
One of the world’s leading authorities on the psychology of creativity, MIHALY CSIKSZENTMIHALYI is the C.S. and D.J. Davidson Professor of Psychology at the Peter F. Drucker Graduate School of Management at Claremont Graduate University, and Director of the Quality of Life Research Center. He is also emeritus professor of human development at the University of Chicago, where he chaired the department of psychology.

Csikszentmihalyi’s life’s work has been to study what makes people truly happy. Drawing upon years of systematic research, he developed the concept of “flow” as a metaphorical description of the rare mental state associated with feelings of optimal satisfaction and fulfillment. His analysis of the internal and external conditions giving rise to “flow” show that it is almost always linked to circumstances of high challenge when personal skills are used to the utmost.

The Hungarian-born social scientist and graduate of the classical gymnasium “Torquato Tasso,” in Rome completed his undergraduate studies at the University of Chicago and earned a Ph.D. in psychology there in 1965. After teaching in the department of sociology and anthropology at Lake Forest College, where he rose from instructor to associate professor, he returned to Chicago in 1970 and was appointed a full professor in 1982, a position he held until 1999. He has been a visiting professor at the University of Waterloo in Ontario, Canada; the University of Illinois; the University of Milan; the University of Alberta; Escola Paulista de Medecina in São Paulo, Brazil; Duquesne University; the University of Maine; the University of Jyveskyla in Finland; and the British Psychological Society. His research has been supported by the United States Public Health Service, the J. Paul Getty Trust, the Sloan Foundation, the W.T. Grant Foundation, the Hewlett Foundation, and the Spencer Foundation.

A former resident scholar at the Rockefeller Center at Bellagio, resident fellow at the Center for Advanced Studies in the Behavioral Sciences in Palo Alto, senior Fulbright Fellow in Brazil and New Zealand, and a Gallup Senior Scientist, Csikszentmihalyi holds honorary doctor of science degrees from Colorado College and from Lake Forest College and a doctorate of fine arts from the Rhode Island School of Design. He is a fellow of the American Academy of Arts and Sciences, the American Academy of Political and Social Science, the American Psychological Society, the National Academy of Education, and the National Academy of Leisure Studies, and is a foreign member of the Hungarian Academy of Sciences.

Serving on the editorial boards of numerous professional journals, he has been a consultant to business, government organizations, educational associations, and cultural institutions, and invited to give lectures throughout the world. In addition to the hugely influential Flow: The Psychology of Optimal Experience (1990), which was translated into 17 languages, he is the author of 13 other books and some 225 research articles. Becoming Adult (with Barbara Schneider) was published in 2000 by Basic Books; Good Work: When Excellence and Ethics Meet (with Howard Gardner and William Damon) was published in 2001. Good Business: Leadership, Flow, and the Making of Meaning is his latest book, published by Viking Press in 2003.

CAROL DIENER

Carol Diener has a Ph.D. in clinical psychology and a J.D. in law. She is a visiting associate professor at the University of Illinois in Urbana-Champaign. She is the Director of the Juvenile Justice Projects and Child/Adolescent undergraduate internship program.

A Positive Approach to Juvenile Detainment

Juvenile Detention Centers are frequently perceived as “punishing” and rarely as “positive”. This talk will present information on the transformation of a Juvenile Detention Center from the standard correctional model to a model of positive intervention with the detained youth. Changes in policy, procedures, staff training, and specific intervention techniques with the youth will be described. Roadblocks and successes will both be explored.

ED DIENER

Ed Diener is Alumni Professor of Psychology at the University of Illinois. He has recently been named the Founding Editor of a new journal of the American Psychological Society, tentatively titled Advances in Psychological Science, which will publish large, integrative review and theoretical articles. Diener is past president of the International Society of Quality of Life Studies, as well as of the Society of Personality and Social Psychology. Diener was the editor of the Journal of Personality and Social Psychology from 1998 to 2003, is currently the editor of Journal of Happiness Studies, and is on the editorial boards of the Journal of Personality and Journal of Research in Personality.

Diener won the 2000 Distinguished Researcher Award from the International Society of Quality of Life Studies. Diener has contributed to about 200 publications; about 150 of those are in the area of well-being. Diener is listed by the Institution for Scientific Information as one of the most highly cited psychologists; his citation count is approximately 8,500. He is a Fellow of ISQOLS, the American Psychological Society, the American Psychological Association, and the Experimental and Social/Personality Divisions of APA. Diener’s scholarship focuses on several areas: the measurement of subjective well-being; temperament and personality influences on well-being; money and happiness; and possible national indicators of well-being. Recently, Diener co-authored “Beyond Money: Toward an Economy of Well-Being” (Psychological Science in the Public
Diener employs the experience-sampling methodology for recording subjective well-being, but also has conducted laboratory studies as well as large-scale surveys across many cultures. He has edited three recent books on well-being and quality of life: *Well-Being: The Foundations of Hedonic Psychology* (with Daniel Kahneman and Norbert Schwarz), *Advances in Quality of Life Studies* (with Don Rahtz), and *Culture and Subjective Well-Being* (with Eunkook Suh). His most recent book, edited with Michael Eid, will be published by APA Press: *Handbook of Psychological Measurement*.

**Jacquelynne S. Eccles**

McKeachie Collegiate Professor of Psychology, University of Michigan

Dr. Jacquelynne S. Eccles (McKeachie Collegiate Professor of Psychology) received her Ph.D. from UCLA in 1974 and has served on the faculty at Smith College, the University of Colorado, and the University of Michigan. In 1998 to 1999, she was the Interim Chair of Psychology at the University of Michigan. She has chaired the MacArthur Foundation Network on Successful Pathways Through Middle and was a member of the MacArthur Research Network on Successful Pathways Through Adolescence. Eccles was program chair for the Society for Research on Adolescence, has served on the SRA Council, and is now Past-President of SRA. She is currently a member of NICHD governing council and was Program Chair and President for Division 35 of the APA, a member of the DBASSE Committee of the National Academy of Science (NAS), and chair of the NAS Committee on Community-Based Programs for Youth.

Eccles' awards include: the Spencer Foundation Fellowship for Outstanding Young Scholar in Educational Research, the Sarah Goddard Power Award for Outstanding Service from the University of Michigan, the APS Cattell Fellow Award for Outstanding Applied Work in Psychology, SPSSI's Kurt Lewin Award for outstanding research, the Thorndike Career Achievement award from Division 15 of APA, and the University of Michigan Faculty Recognition Award for Outstanding Scholarship. She has conducted research on topics ranging from gender-role socialization and classroom influences on motivation, to social development in the family, school, peer, and wider cultural contexts. Much of this work focuses on the socialization of self-beliefs and the impact of self-beliefs on many other aspects of social development. Eccles’ most recent work focuses on: (1) ethnicity as a part of the self and as a social category influencing experiences, and (2) the relation of self-beliefs and identity to the transition from mid- to late-adolescence and then into adulthood.

**Supporting Positive Youth Development**

There is growing concern about the ways in which our society might provide better support for positive development during childhood and adolescence. Although most young people are faring well in the major domains of their lives (self-development, school, family, peers, and leisure), too many are not thriving and too many show signs of less than optimal development in one or more of these domains. Several reports have documented the positive role of community-based programs for healthy development during these years. In this presentation, I will summarize the findings from these reports and discuss their implications for designing optimal programs to support positive youth development. I will take a developmental perspective focused on the importance of designing programs to meet the changing developmental needs of young people as they move into and through adolescence. We know, for example, that many youth turn off to school and become increasingly alienated from both formal educational and informal youth development programs as they move into the secondary school years (e.g., middle schools and junior high schools). My own research has documented the link of this decline with developmentally inappropriate changes in the kinds of experiences young people confront as the move into and through the middle grades and then high school. Intervention efforts directed at both schools and community-based programs have been successful in stopping, or at least slowing, these negative changes. These successful interventions share the following characteristics: age-appropriate levels of adult structure and supervision; opportunities to engage in challenging, meaningful, and genuinely useful activities; support for the participants’ feelings of autonomous engagement and opportunities for genuine leadership roles and decision-making authority; strong social support from adults and peers with prosocial values and attitudes; and opportunities to learn new and important skills in the context of a mastery motivational climate.

**Robert A. Emmons**

Professor of Psychology, University, Company: University of California

Robert A. Emmons, Ph.D., is Professor of Psychology at the University of California, Davis. Emmons received his doctorate in personality and social ecology from the University of Illinois at Urbana-Champaign. He is the author of over 80 original publications in peer-reviewed journals or chapters in edited volumes, including the books *The Psychology of Ultimate Concerns: Motivation and Spirituality in Personality, The Psychology of Gratitude*, and *Words of Gratitude for Mind, Body, and Soul*. Emmons is the founding editor and editor-in-chief of *The Journal of Positive Psychology* and a consulting editor for the *International Journal for the Psychology of Religion*. He is past president of the American Psychological Association’s Division of the Psychology of Religion. Emmons’ research focuses on the psychology and spirituality of gratitude and thankfulness, personal goals, purpose, and psychological and physical well-being.

**Gratitude, Stress and the Legacy of Hans Selye**

Pioneer stress researcher Hans Selye stated that “Among all emotions, there is one which, more than any other, accounts...
for the presence or absence of stress in human relations: that is the feeling of gratitude.” Recent scientific research has begun to corroborate Selye's claim. Gratitude is a cognitive-emotional stance resulting from perceived benevolence. It achieves its significance by deepening and strengthening human social relationships and the human-divine encounter. Research will be presented showing that as a fundamental orientation to life, gratitude lends significance and meaning to relationships, events, experiences, and ultimately, to life itself.

**Ronald E. Fry**

Associate Professor of Organizational Behavior; Director, Masters Program in Positive Organization Change & Development, Weatherhead School of Management, Case Western Reserve University

Ronald Fry joined the faculty of the Weatherhead School of Management’s Department of Organizational Behavior at Case Western Reserve University in 1978 and was tenured in 1984. Before coming to CWRU, he received a B.S. in engineering at the University of California at Los Angeles (1969), and an S.M. in management from the Alfred P. Sloan School of Management at the Massachusetts Institute of Technology (1971), where he also received a Ph.D. in organizational psychology (1978).

Fry is the director of the new Masters Program in Positive Organizational Development and Change, after having directed the Executive M.B.A. Program for the past 15 years. Both programs have consistently earned high national and international rankings in their respective areas. His department of organizational behavior is currently ranked number one in the world by the Financial Times.

Fry has been involved in research and consulting with industrial, service, and public sector organizations in the areas of human resource development and organizational change for the past 30 years. His fieldwork has involved a variety of systems, including Ford, General Electric, Northern Telecom, Key Services Corporation, Mittal Steel, MSNBC, Greater Houston Mental Health Association, Lubrizol, Boys & Girls Clubs of America, the U.S. Navy, World Vision, and Roadway Express in projects related to employee involvement, participatory management systems, fundamental cultural change, team building and executive development, and strategic planning.

Fry is widely published in the areas of appreciative inquiry, organizational development, team building, change management, executive development, and the role and functions of the CEO. He was part of the group that originated the Appreciative Inquiry approach and continues to both apply and study the applications of AI in the field. Fry has recently co-edited *Appreciative Inquiry and Organizational Transformation: Reports From the Field* (Quorum, 2001). His latest book with Frank Barrett, *Appreciative Inquiry: A Positive Approach to Building Cooperative Capacity*, will be available in October 2005. With David Cooperrider, he co-directs the CASE Weatherhead Certificate Program in Appreciative Inquiry for Business and Society. Fry is editor and Chief of the Case Center for Business as Agent of Work Benefit's global inquiry and directs the Center's Institute for Advances in Appreciative Inquiry.

**Changing Complex System With a Strength-Based Methodology: The Appreciative Inquiry Summit Process**

Appreciative Inquiry (AI) Summits are large group, multi-stakeholder interventions designed to help systems transform from a strength-based perspective. This session will overview the basic principles of AI and the specific application of this pioneering methodology to increasing cooperative capacity in human systems. The use of AI Summits at Roadway Express will be cited and described as a longitudinal case study (still in progress).

Appreciative Inquiry is a strength-based methodology to help human systems discover their greatest strengths and opportunities in order to imagine a shared future and co-construct ways to reach that ideal state. Through the phases of Discovery, Dream, Design and Destiny, groups from 10 to over 17,000 have been able to self-organize positive change initiatives to move toward shared images of a preferred future.

Building upon provocative research from the medical sciences, sociology, sports psychology, positive organization science and positive psychology, work with AI is reshaping the way we think about human systems change. In particular, emerging principles are becoming the bases for innovative change methods and practice. These principles include: 1) Words create worlds; human systems grow in the direction of what they most frequently talk and ask question about; 2) Change begins with the first questions you ask – questions are fateful; 3) Whatever you study (inquire into) will Grow; 4) In order to change current behavior, change the anticipatory image of the future; and 5) Positive images will bring positive changes.

**Arthur M. Freedman**

Arthur M. Freedman is a consulting psychologist who specializes in organization development and change. He earned both his B.S. and MBA at Boston University’s College of Business Administration and his Ph.D. in Personality and Clinical Psychology at the University of Chicago. He is the former Director of the AU/NTL MS in OD in the Department of Public Administration, School of Public Affairs, American University (Washington, D.C.). Freedman has consulted throughout North America as well as Estonia, Latvia, Lithuania, Sweden, Russia, Western Europe, United Kingdom, Singapore, and Zimbabwe. He is a Fellow and former board member of the Society of Consulting Psychology (Division 13, American Psychological Association) and past-president of the Society of Psychologists in Management. He has been a member of the NTL Institute since 1969. His most recent book, with R.E. “Zack” Zackrison, is *Finding Your Way in the Consulting Jungle* (Jossey-Bass, 2001).
Applying Positive Psychology Principles in Management Consulting

A brief synopsis of organizational consulting interventions will serve to illustrate application of positive psychology principles. Participants will be invited to present a current project for a review of its positive psychology dimensions and receive suggestions from the group using a mini-case study technique. This interactive workshop format offers a summary of relevant research, examples of the positive psychology techniques used in management interventions, and the opportunity for participants to briefly practice and discuss what they have experienced.

Adrian Furnham

Adrian Furnham was educated at the London School of Economics where he obtained a distinction in an MSc Econ., and at Oxford University, where he completed a doctorate (DPhil) in 1981. He subsequently earned a DSc (1991) and DLitt (1995) degree. Previously a lecturer in psychology at Pembroke College, Oxford, he is now a professor of psychology at University College London. He has lectured widely and held scholarships and visiting professorships at, among others, the University of New South Wales, the University of the West Indies, and the University of Hong Kong. He has written over 600 scientific papers and 42 books, including Culture Shock (1994), The New Economic Mind (1995), Personality at Work (1994), The Myths of Management (1996), The Psychology of Behaviour at Work (1997), The Psychology of Money (1998), The Incompetent Manager (2003), The Dark Side of Behaviour at Work (2004), The People Business (2005), and Personality and Intellectual Competence (2005)

Furnham is a Fellow of the British Psychological Society and is ranked the second most productive psychologist in the world since 1980. He is on the editorial board of a number of international journals, as well as the current elected president of the International Society for the Study of Individual Differences. He is also a founder and director of Applied Behavioural Research Associates (ABRA), a psychological consultancy. He writes regularly for the Sunday Times and the Daily Telegraph and is a regular contributor to BBC radio and television. Please see the latest Who’s Who for more details.

Like Noel Coward, he believes work is more fun than fun and considers himself to be a well-adjusted workaholic. He rides a bicycle to work (as he has always done) and does not have a mobile phone. He is however, often sought after by bridge, tennis, and squash players who like to win. Furnham enjoys writing popular articles, traveling to exotic countries, consulting on real-life problems, and going to the theater.

The Anatomy of an Aha: A new approach to facilitating positive change based on neuroscience and the study of insight.

Creating positive change in anyone can be hard work. Through simple exercises combined with a presentation of research, this session illustrates a new model developed over 8 years for how make facilitating change in others significantly easier.

The session draws on research into neuroplasticity, neural darwinism, the quantum effects of the brain, and the study of the “Aha!” experience, together with research from the field of executive and personal coaching.

The topics include:

- The brain as a connection machine
- The truth about how different our brains are
- The link between perception and our mental maps
- The working mind versus hardwiring
- How we learn
- How we develop habits
- How we relearn
- The anatomy of the aha experience: the four faces of insight
- How to bring about insights in others quickly and easily

Marisa Galisteo

Marisa Galisteo, Ph.D., is a New York University-certified organizational and executive coach, with a client base of high performing professionals.

Prior to coaching, Galisteo was a research scientist. She earned her Ph.D. in biotechnology from the University of Granada in Spain. As a biophysicist at the University of Granada and at MIT, and as a molecular biologist at NYU Medical Center, she has significantly contributed to our understanding of how proteins acquire their three-dimensional structure and how they communicate with one another both in vitro and in vivo. Her research has generated more than 15 publications in specialized scientific journals. Galisteo is the leader of the research team at Results Coaching Systems, and in partnership with David Rock, is researching the links between an effective approach to coaching and brain functioning. She is launching a coaching research elective in 2006 at NYU to help drive further research into coaching.

Carol Graham

Carol Graham is professor of Public Policy at the University of Maryland and senior fellow in the Economic Studies Program at The Brookings Institution, where she also co-directs the Center on Social and Economic Dynamics.

She is the author of Happiness and Hardship: Opportunity and Insecurity in New Market Economies (with Stefano Pettinato, Brookings, 2002); Private Markets for Public Goods: Raising the Stakes in Economic Reform (Brookings, 1998); Safety Nets, Politics and the Poor: Transitions to Market Economies (Brookings, 1994); Peru’s APRA (Lynne Rienner, 1992); Improving the Odds: Political Strategies for Institutional Reform in Latin America, (with Merilee Grindle, Eduardo Lora, and Jessica Seddon, IDB, 1999); and A
Diane F. Halpern
Professor of Psychology, Claremont McKenna College


Halpern has won many awards for her teaching and research, including the 2002 Outstanding Professor Award from the Western Psychological Association, the 1999 American Psychological Foundation Award for Distinguished Teaching, the 1996 Distinguished Career Award for Contributions to Education given by the American Psychological Association, the California State University's Statewide Outstanding Professor Award, the Outstanding Alumna Award from the University of Cincinnati, the Silver Medal Award from the Council for the Advancement and Support of Education, the Wang Family Excellence Award, and the G. Stanley Hall Lecture Award from the American Psychological Association.

In addition, Halpern has served as president of the Western Psychological Association, the Society for the Teaching of Psychology, and the Division of General Psychology of the American Psychological Association. Most recently (2005), Halpern participated in the panel discussion Women in Science: Are They Being Held Back? sponsored by the EST/Sloan project in partnership with the Women Investigators Network at the New York Academy of Sciences, and provided testimony to the U.S. Senate about the under-representation of women in some areas of science.

Retirement: It’s a Whole New Phase in the Life Span

One of the main benefits of increased longevity is the creation of a new phase of life for many people—a time that precedes old age, during which mature adults can alter their work status and make decisions about how to spend their time. This is not retirement as we used to know it, defined by an abrupt stoppage of work brought on by or followed soon after by the problems of an aging body. Instead, for those fortunate enough to enjoy the new retirement, it is a phase of life that more often involves reduced employment, often with changes in employment, and conscious choice about meaningful activities.

In this study, 778 psychologists over the age of 50 were surveyed to tell us what they learned and what they wish they knew about the process of retiring and growing older. Several hundred additional psychologists participated in group sessions that addressed this topic. Three distinct constructs emerge from the quantitative survey data: the importance of maintaining their professional identity as a psychologist, winding down their employment while still staying employed or professionally-active at least part-time, and concerns about the declines associated with old age. Even this elite sample want and wish they had more information about the aging process, and as they age, they value and recommend living with communities of older adults that can support each other.

These psychologists, all members of our national association, are highly educated. They represent a variety of backgrounds in psychology including clinical practice, research, teaching, an assortment of applied areas, and mixes of these specialties. They provide advice on how to retire and age based on personal experiences, and in some cases, their plans for retirement. There is much wisdom and positive psychology to be found in their personal stories. These retiring psychologists provide a model for retiring and aging positively.
James K. Harter
Chief Scientist, Workplace Management and Well-Being, The Gallup Organization

Jim Harter, Ph.D., is Chief Scientist for The Gallup Organization’s workplace management and well-being research. Since joining Gallup in 1985, he has authored or co-authored more than 1,000 research studies for profit and nonprofit organizations on employee engagement, talent, and well-being as well as topics in industrial and organizational psychology. His specialties include performance impact/utility analysis and estimating the practical effects of management initiatives.

Harter is the primary researcher and author of the first meta-analysis to investigate the relationships between work-unit employee engagement and various performance outcomes, including profitability, productivity, turnover, customer engagement, safety, and health. This study, which is updated annually, currently covers more than 13,000 business units and 30 industries. Results of the 2002 study, which were published in the Journal of Applied Psychology, received the “Outstanding Publication in Organizational Behavior” award from the Organizational Behavior Division of the Academy of Management in 2003. With John Fleming and Curt Coffman, Harter recently published an article on Gallup’s HumanSigma management model in the Harvard Business Review (July/August, 2005). This groundbreaking management approach assesses and improves the quality of the employee–customer encounter.

Harter received his doctorate in psychological and cultural studies in quantitative and qualitative methods from the University of Nebraska-Lincoln (UNL). He frequently lectures in university business and psychology courses and has served as adjunct faculty at UNL.

Tim Hodges
Director of Research and Graduate Programs
The Gallup Organization

Tim Hodges is Director of Research and Graduate Programs for The Gallup Organization. As Director of Research, he collaborates with other Gallup researchers and Gallup Senior Scientists to conduct research on positive psychology, strengths-based development, and leadership development programs. As Director of Graduate Programs for Gallup University, Hodges is responsible for program development and delivery of Gallup University programs, including the Gallup/University of Nebraska-Lincoln (UNL) MBA/MA in Executive Leadership program.

Hodges has delivered many presentations and written several journal articles, technical reports, and book chapters on topics including the Clifton StrengthsFinder, strengths-based development, and leadership development. His publications include book chapters in the Handbook of Positive Psychology in Practice and Organizational Behavior, Tenth Edition. His research has also appeared in the journals Educational Horizons, Organizational Dynamics, and College and University.

Hodges joined Gallup in 2000 as Director of Human Resources. He consulted with hiring managers, interviewed and analyzed more than 2,000 candidates for employment, and led the development of new employees in sales, consulting, and management positions. He has been in his current role since 2003. Hodges is active in Omaha: He is a member of the Entrepreneur Advisory Council at Metropolitan Community College, a board member of The Gallup Federal Credit Union, and is the Fundraising Director at Royal Family Kids Camp, where he is responsible for raising more than $25,000 to fund a summer camp for Omaha children recovering from abuse and neglect. Additionally, Hodges is one of eleven Commissioners on the Nebraska Coordinating Commission for Postsecondary Education (CCPE). Hodges and other CCPE Commissioners recommend policy to the legislature and governor to improve and support postsecondary education, approve academic degree programs, and approve each new tax-funded building proposed at the 13 public institutions.

Hodges received a bachelor’s degree in agribusiness and a master’s degree in leadership education from the University of Nebraska-Lincoln (UNL). Currently, he is a doctoral candidate in business with a leadership major at UNL.

Stephen Joseph
Reader in Health Psychology, University of Warwick

Stephen Joseph studied at the London School of Economics and at the Institute of Psychiatry, London, where he completed his Ph.D. in 1991 on the topic of attributions and emotional processing in survivors of major disasters. Joseph has also trained in client-centered psychotherapy at the Metanoia Institute in London. Currently, he is a Reader in Health Psychology at the University of Warwick, where he teaches on the Clinical Psychology Program, and specializes in client-centered psychotherapy. Joseph is a senior practitioner member of the British Psychological Society’s Register of Psychologists Specializing in Psychotherapy. His research interests are in understanding how people cope with stress and trauma, growth following adversity, and more broadly, in positive psychology and its applications to health. His most recent book (with Richard Worsley) is Person Centered Psychopathology: A Positive Psychology of Mental Health (PCCS Books, 2005). Joseph is also co-author (with William Yule and Ruth Williams) of Understanding Posttraumatic Stress (Wiley, 1997), and co-editor (with P. Alex Linley) of Positive Psychology in Practice (Wiley, 2004).

Positive Psychology of Mental Health: The Person-Centered Perspective.

The person-centered approach is founded on the meta-theoretical assumption that human beings have an inherent tendency toward actualization, development, and socially constructive positive psychological functioning. But, under unfavorable social-environmental conditions the actualizing tendency becomes usurped so that the direction of self-actualization becomes
incongruent with the actualizing tendency leading instead to growth and development which is negative and destructive. How does this theoretical approach relate to positive psychology? First, it is an approach to understanding human nature that resonates with contemporary positive psychology and finds support in self-determination theory. I propose that the person-centered meta-theoretical approach offers a foundation stone for the practice of positive psychology, and for grounding research and theory. To illustrate this I will discuss theoretical work on traumatic stress and how the person-centered approach provides a holistic theory of both posttraumatic stress and posttraumatic growth. Second, it is an approach that raises a number of questions about the practice of positive psychology in relation to mental health. I will show how the person-centered perspective rejects the medicalisation of human distress. Psychological problems are not viewed as analogous to physical problems, but as manifestations of the extent to which the tendency toward actualization is incongruent with self-actualization. Psychological problems are not viewed as resulting from internal states but are seen as reflective of social-environmental conditions. Psychopathology and well being are not seen as categorically distinct but as continuous. The person-centered approach is therefore equally concerned with understanding and facilitating well-being as it is with understanding and alleviating distress. In conclusion, I will argue that what is unique about the person-centered approach is that it offers a vision of positive psychological practice that doesn’t just supplement traditional interventions for suffering but promises to replace them with integrative and non-medical model based interventions.

Curiosity and Pathways to Wellness

This talk will present an overview of how curiosity may play a role in the development of well-being, and the pathways to different types of well-being. Everyone experiences moments of intense curiosity and when individuals feel curious in response to novel and challenging opportunities, there is a greater willingness to explore, persist, be authentic, and experience pleasure; when there is progress toward valued goals, life is evaluated as being more meaningful. By definition, more curious individuals are particularly sensitive to novelty and challenge and subsequent feelings of curiosity. It is proposed that curiosity and subsequent exploratory behavior are important antecedents to wellness. A distinction is made between two different pathways in which curiosity might facilitate and sustain wellness: (a) engaging in hedonic behaviors and extracting pleasant feelings and (b) engaging in growth-oriented, eudaimonic behaviors, leading to personal growth and meaningful living. This research investigated the conceptual stream among dispositional curiosity, engagement in growth-oriented (eudaimonic) and hedonic activities, feelings of curiosity and pleasure, and the building of life satisfaction and meaning in life. Individual differences in curiosity are differentially associated with the selection of activities and their positive psychological consequences. The implications of this ingredient to wellness are explored in conjunction with suggestions for intervention.

Todd B. Kashdan

Todd Kashdan is assistant professor in the clinical psychology department at George Mason University. He obtained his undergraduate degree from Cornell University in 1996 and his Ph.D. in 2004 from the State University of New York at Buffalo. He is on the editorial board of the *Journal of Social and Clinical Psychology* and the *Journal of Positive Psychology*. Kashdan’s published work has focused on diverse topics such as curiosity, gratitude, meaning in life, social anxiety, depression, emotion regulation, and methods to assess social interactions and well-being in the context of everyday life. One of his current research projects concerns developing and testing interventions to increase positive emotions in socially anxious individuals and combat veterans returning to civilian life. His work has been funded by grants from the National Institute of Mental Health, Society for a Science of Clinical Psychology, the Anxiety Disorder Association of America, the Veterans Integrated Service Network, and the Positive Psychology Network. He has received a series of honors recognizing his research and teaching. Further information, including reprints, can be obtained from his Web site: http://mason.gmu.edu/~tkashdan.

Carol Kauffman

Carol Kauffman, Ph.D., ABPP teaches positive psychology as part of the Internship Training Program at McLean Hospital, which is part of the Psychiatry Department at Harvard Medical School. She will be developing positive psychology groups for eating disordered clients at the Klarman Eating Disorder Unit this academic year. For the past 20 years she’s been in full-time practice and now focuses primarily on her positive psychology coaching practice.


*Pivot Points: Small Choices With the Power to Change Your Life,* will be published by Evans Press in 2006.
Sheila M. Kearney
Executive Director, The Gallup International Positive Psychology Institute, The Gallup Organization

Dr. Sheila Kearney is Executive Director of The Gallup International Positive Psychology Institute (GIPPI) and is responsible for GIPPI’s day-to-day operations, an annual international summit, an interactive Web site, publications, and implementing strategy and programs by recommendations of GIPPI’s board of expert researchers and managers.

In addition to her work with the Gallup Positive Psychology Institute, Kearney manages and supports key projects on behalf of Gallup's Chairman and CEO, Jim Clifton, which include his chairmanship of the Thurgood Marshall Scholarship Fund board (the largest provider of merit-based scholarships, programs, and capacity-building support for the nation’s 47 historically black public colleges and universities), Gallup's $4.4 million dollar Strengths Practice gift to all Thurgood Marshall Scholarship Fund schools, its presidents, faculty, and students, and the launch of the Gallup World Poll.

Previously, as Vice President of Gallup Poll Social Audits, she managed several national, in-depth social interest surveys on topics such as Black/White Race Relations, “Haves and Have Nots,” Gambling in America, Workplace Inclusiveness, and Priorities for American Youth. In addition, Kearney is certified as a Gallup Selection and Leadership analyst and consultant.

Before joining Gallup, Kearney was Director of the Executive Leadership Foundation (ELF) in Washington, D.C., a membership association of senior-level black corporate executives of Fortune 500 corporations. During her tenure, she was responsible for implementing the Foundation’s mission and managing daily operations to promote economic development, education, and research on issues affecting the African American community, U.S. corporations, and the federal government. Preceding her working with ELF, Kearney was a foundation program officer and manager at the Prudential Insurance Company. While there she was a senior advisor to the chairman and chief executive officer regarding corporate-initiated policy and programs to improve public schools. In addition to these responsibilities, Kearney also initiated a corporate office of voluntarism, managed a multi-million dollar education grant portfolio, and implemented several regional programs including a kindergarten pre-school registration and screening program and the Ready Scholars program, a student-mentor program affiliated with the Newark Boys and Girls Club.

Before her foray into philanthropy and community service programs, Kearney was research manager at the Harvard School of Public Health in Boston, responsible for project management of a comprehensive research intervention program to prevent substance use and abuse in adolescents. She began her career as a special education teacher and administrator in the Boston Public Schools system. Kearney completed a doctorate and master’s degree from Harvard University in Administration, Planning, and Social Policy, also a master’s degree from Boston College in Educational Psychology. She is currently a volunteer for Children’s National Medical Center in Washington, D.C., a board member of the Doley Foundation, The Chopra Foundation, and chair of the Thurgood Marshall Scholarship Fund’s Academic and Research Committees.

Francis J. Keefe

Francis J. Keefe is a professor of Psychiatry and Behavioral Sciences and Associate Director for Research in the Duke Pain and Palliative Care Initiative at Duke University Medical Center and professor of Psychology: Social and Health Sciences at Duke University. Keefe received his undergraduate degree in psychology at Bowdoin College (B.A., 1971) and his Ph.D. in Clinical Psychology at Ohio University (Ph.D., 1975). Following graduate school he completed a post-doctoral fellowship in the Psychophysiology Lab at Massachusetts Mental Health Center (Harvard Medical School) where he conducted research on clinical applications of EMG biofeedback. He has broad interests in behavioral and psychological aspects of pain and pain management. He is recognized for his research on pain coping and his controlled treatment outcome studies evaluating the efficacy of coping skills training interventions for persons suffering from persistent disease-related pain. Keefe has played a key role in the development of clinical pain services and pain research programs at Duke Medical Center. For 20 years he directed the Pain Management Program and was a leader in the development of Duke Medical Center’s multidisciplinary pain programs (both in-patient and out-patient). Keefe has developed and refined a number of treatment protocols for persistent pain including spouse- and partner-assisted pain coping skills training interventions. After spending a year and a half on the faculty of Ohio University, Keefe returned to Duke in the fall of 1999 to take a position as Associate Director for Research in Duke’s new Pain and Palliative Care Program. He is currently Psychology Section Editor for the journal Pain. He is a fellow of the Division of Health Psychology and of the Society of Behavioral Medicine. He has been active in the Society of Behavioral Medicine and International Association for the Study of Pain. Keefe has published over 170 papers, 44 book chapters, and three books on topics ranging from pain during mammography to the assessment of cancer pain. In recognition of his clinical research, Keefe was awarded the Wilbert Fordyce Clinical Investigator Award at the American Pain Society. He has served on numerous NIH Study Sections including the Behavioral Medicine Interventions and Outcomes Study Section.

What Can Positive Psychology Contribute to Our Understanding of Pain and Pain Management?

The purpose of this presentation is to highlight the potential role of positive psychology in pain and pain management. The presentation will be divided into three sections. In the first section, a conceptual background will be provided for a positive psychology approach to pain. Traditionally, psychologists working with people having persistent pain have focused on identifying and alleviating problematic psychological responses to pain (e.g. depression, anxiety, maladaptive coping). Over the past decade, however, there has been growing interest in a
strengths-based approach to pain. A key tenet of this approach is that pain management is optimized when one assesses and builds upon positive, adaptive responses to pain. In the second of this presentation, we will highlight results of several lines of research that illustrate the potential utility of positive psychology in pain and pain management. Research will include recent studies conducted in our own lab and others on the role of acceptance in the pain experience, the effects of spiritual and religious pain coping on arthritis pain, and the efficacy of partner-assisted pain coping skills training in managing cancer pain at end-of-life. In the third section of this presentation, important future directions for research and clinical practice in this area will be highlighted.

Do-Yeong Kim is assistant professor of Management and Organizational Behavior, College of Business at Ajou University, South Korea. Prior to taking the position in 2005, he has served as assistant professor of Psychology at Macquarie University, Sydney, Australia. After receiving his B.A. in Psychology from the Ohio State University, Kim moved to the University of Washington and earned his M.S. and Ph.D. in Social and Personality Psychology. His dissertation earned him the Tanaka Memorial Dissertation Award in Ethnic Minority Psychology from the American Psychological Association. He also worked as a Post-Doctoral Fellow of Psychology at University of Illinois, Urbana-Champaign. Kim's research interests are in the area of implicit social cognition, culture/acculturation, subjective well-being, conflict resolution, and methodology. His work has included the investigation of implicit psychological phenomena and the development of implicit measures of psychological constructs such as life and job satisfaction, risk-taking, and culture/acculturation. His research aims to test and understand the psychological and methodological characteristics of implicit social cognition in both laboratory and real-world settings including hospitals and business organizations.

Do-Yeong Kim

Two Faces of Human Happiness: Explicit and Implicit Life Satisfaction

Previous findings reported consistent ethnic and cross-cultural differences in subjective well-being assessed by self-report measures. While these findings are replicated results, some inconsistencies undermine their conclusiveness. It has been demonstrated that different cultures have different conceptualizations of the same subjective experiences. Consequently, culture may define how the SWB construct is outwardly expressed. As such, measures of SWB which originate from one culture may be insensitive to different conceptualizations of SWB.

A series of studies attempted to investigate the nature of such ethnic and cultural differences in not only conventional explicit life satisfaction, but also in implicit life satisfaction in the US, Australia, and East Asia (Hong Kong and South Korea). It was reasoned that an implicit measure of SWB may be context reduced and would be less susceptible to voluntary control or cognitive influence because it is not necessarily apparent to the participant the construct being assessed. Therefore the implicit measure potentially provides a neutral basis for comparison between cultures; because the methodology is based on automatic associations, explicitly observable “cultural syndromes” (Triandis, 2001) such as self-criticism among East Asians, which may be the cause of cross cultural differences of SWB on an explicit level, may be ameliorated. Also, if cultures do really differ in explicit articulations of the same SWB concept, supplementing explicit measures with implicit measures may provide useful information as to potential reasons of why or how this is taking place.

Across Study 1 and 2, the Implicit Life Satisfaction measure (Kim, 2004) demonstrated (a) the construct validity showing theoretically meaningful correlations with neuroticism, optimism, and pessimism; (b) the criterion and incremental validity; (c) participants could not voluntarily enhance their satisfaction with life on the ILS (i.e., positive enhancement); (d) most people are implicitly happy as the explicit measures do. A noticeably different pattern of ethnic/cultural differences was found in explicit and implicit life satisfaction. European Americans reported highest explicit life satisfaction among American ethnic groups, particularly higher than Asian Americans and East Asians. However, no difference was observed in implicit life satisfaction. Study 3 found that inducing positive mood under collectivistic cultural context (e.g., group) did not increase European Australians’ explicit life satisfaction but did so in the Chinese. However, the pattern was not observed in implicit life satisfaction.

Overall, an implicit evaluation of happiness shows different pattern of results across cultures from explicit expression of happiness which is sensitive to both cultural and environmental influences. Implications of these findings for culture and multifacets of SWB construct will be discussed.
Alex Linley

Alex Linley received his B.S. (honors) in Psychology from the University of Leicester in 2001, graduating summa cum laude with the Sluckin Prize. His doctoral research into positive change following trauma and adversity was carried out at the University of Warwick, under the supervision of Dr. Stephen Joseph. Linley joined the faculty of the School of Psychology, University of Leicester, in 2003. He completed his doctoral research in 2004, and graduated with a Ph.D. from the University of Warwick in January 2005. During this period, Linley edited a special issue of *The Psychologist* on positive psychology (with Stephen Joseph and Ilona Boniwell), and the volume *Positive Psychology in Practice* (with Stephen Joseph). He also served as the Chair of the European Network for Positive Psychology. Linley currently serves as an Associate Editor of *The Journal of Positive Psychology* and *The Psychologist*, and regularly speaks on positive psychology to audiences throughout the U.K. and Europe. His primary research interests are concerned with the applications of positive psychology (particularly in relation to executive coaching), and the assessment and applications of psychological strengths. Further information about his activities may be obtained from www.le.ac.uk/pc/pal8.

**Putting Positive Psychology into Practice**

What is the practice of positive psychology? What would it look like? Who would it be for? Where would it be applied? How would it relate to existing psychological practice? These are substantive questions at the dawn of applied positive psychology. In this presentation, I shall address each of them, as well as identifying what I see as being some of the major issues that applied positive psychology might consider. First, I shall consider the practice of positive psychology both as a new domain of psychological practice, and as a different approach to existing psychological practice, considering the pitfalls and advantages of each. Second, I shall briefly consider the application of positive psychological approaches within the domains of coaching, education, work, and clinical practice, contrasting a positive psychological approach with traditional approaches. Third, I shall raise some provocative questions about the applications of positive psychology, and invite the audience to consider them in relation to their own theorizing, research, and practice. In concluding, I will draw together the themes from each of the preceding sections, and offer a view on the future of applied positive psychology.

Paul Lloyd

Paul Lloyd is a professor of psychology at Southeast Missouri State University and teaches courses in organizational psychology, health psychology, and cross-cultural psychology. He is also director of the psychology internship program. Lloyd is a 1978 graduate of Saint Louis University with a Ph.D. in psychology and the 2002 recipient of the outstanding alumni award as a graduate of its organizational psychology program. He holds appointments to the undergraduate, graduate, and honors faculties. He has extensive administrative/managerial experience at the university, having served as director of the Center for Health Professions, as chairman of the Department of Psychology, director of the Missouri London Program at the University of London’s Imperial College, and president of the Faculty Senate. He has dozens of articles, chapters, conference presentations, and seminars to his credit. These include scholarly contributions to “Guidelines for Education and Training at the Doctoral and Post-Doctoral Level in Consulting Psychology/ Organizational” and “Creating Healthy, High Performance Workplaces” published in the *Consulting Psychology Journal*; a chapter on “Evaluation of Preventive and Rehabilitative Exercise Programs” published by the *American College of Sports Medicine*; “Positive Leadership that Inspires: Theoretical and Empirical Perspectives from Positive Psychology, Existential Theory, and Hardiness Research” published in *The Psychologist-Manager Journal*; and “Organizational Consulting on Healthy Lifestyles” published in the *Handbook of Organizational Consulting Psychology*.

As a consulting psychologist, Lloyd specializes in organizational development, program evaluation, and lifestyle enhancement (positive psychology). Consultation clients have included businesses, medical centers, governmental agencies, mental health centers, and universities. He is licensed as a psychologist and is a graduate of the Authentic Happiness Coaching Program. He is a Fellow of the American Psychological Association (APA) and the American Psychological Society (APS).

Lloyd’s greatest impact on the field of psychology has been through service in leadership roles in professional organizations. He recently served on the Board of Directors of three national and one international professional associations: He served six years as an elected member of the American Psychological Association Council of Representatives, which is its governing body and equivalent to a board of directors in the private sector; past-president and executive board member of the American Psychological Association (APA) Society of Consulting Psychology; past-president of the Society of Psychologists in Management (SPIM); former treasurer of the International Council of Psychology, which has NGO consultative status with the United Nations; and past board member of the geropsychology section of the International Association of Applied Psychology (IAAP). Lloyd served three terms as National President of Psi Chi, the National Honor Society in Psychology, twice chaired the APA Committee on Undergraduate Education, served four years as a member of the APA Board of Educational Affairs and was editor of the *Consulting Psychology Bulletin* for eight years. In 2005, he was elected to serve a three-year term on the APA Membership Committee, which is charged with membership recruitment, retention, and election of Fellows.

**Applying Positive Psychology Principles in Management Consulting**

A brief synopsis of organizational consulting interventions will serve to illustrate application of positive psychology principles. Participants will be invited to present a current project for a review of its positive psychology dimensions and receive suggestions from the group using a mini-case study technique.
This interactive workshop format offers a summary of relevant research, examples of the positive psychology techniques used in management interventions, and the opportunity for participants to briefly practice and discuss what they have experienced.

**Sonja Lyubomirsky**

Sonja Lyubomirsky is professor of psychology at the University of California, Riverside. Originally from Russia, she received her A.B., summa cum laude, from Harvard University (1989) and her Ph.D. in social psychology from Stanford University (1994). Lyubomirsky currently teaches courses in social psychology and positive psychology and serves as graduate advisor. She has been recognized by the Faculty of the Year and Faculty Mentor of the Year Awards for her teaching and mentoring of students. She is an associate editor of the *Journal of Positive Psychology*.

In her work, Lyubomirsky has focused on developing a science of human happiness. To this end, her research addresses three critical questions: 1) What makes people happy? 2) Is happiness a good thing? and 3) How can we make people happier still? For example, to answer the first question, she has developed a construal theory of happiness, which posits that to understand why some people are happier than others we must understand the thoughts, goals, and behaviors that serve to maintain people's chronic happiness. Lyubomirsky's current focus is on exploring different psychological processes that play a role in sustaining or increasing happiness — for example, counting one's blessings, practicing altruism, and avoiding obsessively dwelling about oneself and making excessive social comparisons. She is currently testing the potential of such happiness-sustaining activities to durably increase a person's happiness level higher than his or her "set point." For example, in ongoing longitudinal intervention studies, participants are asked to apply a strategy, such as committing random acts of kindness, regularly and with concerted effort and commitment.

**Andrew MacLeod**

Andrew MacLeod is professor of Clinical Psychology and Director of Clinical Psychology Training at Royal Holloway, University of London. He completed his undergraduate degree at the University of Aberdeen before going on to do a Ph.D. at the University of Cambridge and completing clinical training. He became interested in positive psychology through his own research on future-directed thinking showing that most clinical patients are lacking in positivity about the future rather than having an excess of negativity. More recently, MacLeod has become interested in psychological mechanisms that underlie positive cognitions, as well as developing ways to enhance well-being within the general population through administering brief, psychological interventions.

**Mike Morrison**

In the mid-1990s Mike Morrison was stuck in a job that he hated. He realized after a lot of soul searching that a new job was not the answer. Morrison didn’t feel the need to reinvent himself. Rather, he wanted to make clear and consistent choices about the things that were most important to him. He also felt it would be important to put his intentions in writing. And that has made all the difference. Today, he is the Dean of the University of Toyota, where he gets to do his life’s work on a daily basis.

Morrison has been a student of “human potential” for as long as he can remember. His Ph.D. is from Claremont Graduate University (his research focused on leader-follower relations). He lives in Los Angeles with his wife Kerry, son Zack, daughter Mackenzie, and their two Schipperkes, Kane and Addy.

**Harry T. Reis**

Harry T. Reis is professor in the Department of Clinical and Social Sciences in Psychology at the University of Rochester. He was editor of the *Journal of Personality and Social Psychology: Interpersonal and Group Processes* (1986 to 1990) and is currently editor of *Current Directions in Psychological Science*. Reis recently completed 10 years as Executive Officer of the Society for Personality and Social Psychology, and has served as member and Chair of the APA Board of Scientific Affairs. He is past-president of the International Association for Relationship Research, Fellow of the American Psychological Association and the American Psychological Society, and a former Fulbright Senior Research Fellow. His research has been funded by the National Institute of Mental Health, the National Science Foundation, the National Heart, Lung, and Blood Institute, and the Fetzer Institute. Author or editor of more than 100 scholarly publications and books, including the *Handbook of Research Methods in Social and Personality Psychology* and *An Atlas of Interpersonal Situations*, his research concerns the mechanisms that regulate interpersonal processes in close relationships.

**David Rock**

David Rock is one of the thought leaders in the global coaching profession. The integrated coaching system he created in the mid-1990s has since been taught to over 3,500 professionals in more than 15 countries. He is the author of *Personal Best* (Simon & Schuster), and is working on *Quiet Leadership* (to be published by HarperBusiness in April 2006), as well as a book on the science of coaching (for Wiley & Sons, late 2006).

Rock’s work with organizations includes developing internal coaches across the globe with clients such as EDS, ClearChannel,
HSBC, and many government departments. As an adjunct professor at NYU, he co-created a complete coach training certificate curriculum, and is working on the development of a Graduate Certificate in Coaching for launch in 2006. Rock is passionate about bringing more science to the field of personal and executive coaching and has been researching, together with a group of NYU coaching graduates, the connections between coaching and neuroscience, and the impact of a coaching approach on performance in the workplace.

**Willibald Ruch**

Willibald Ruch, Ph.D. is a professor of psychology at the University of Zurich, Switzerland, where he is a chair of the section on Personality and Assessment. He received his Ph.D. from the University of Graz, Austria, and later worked at the Universities of Düsseldorf, Berlin (Humboldt) and Frankfurt in Germany, and Queens University Belfast in the U.K. Between 1992 and 1998 he held a Heisenberg-fellowship awarded by the German Research Council. He was the 2002 president of the International Society for Humor Studies (ISHS). His research interest is in personality and assessment, the psychology of humor, laughter, and positive emotions, and in character strength and virtues. Ruch is co-editor of the *Humor Research* book series and member of the editorial board of *HUMOR: International Journal of Humor Research*. In 2001 he founded the annual International Summer School and Symposium on Humor and Laughter, which was held this year at the University of Tübingen.

Ruch has about 90 publications, of which about 50 are in the field of humor, laughter, and cheerfulness. His research on humor and laughter focuses on several areas of interest: the development and validation of a taxonomy of jokes and cartoons, its cross-cultural stability, the study of the relationship between humor appreciation and personality, the use of humor as an objective test of personality, the role of emotion, mood, and temperament in humor, and, the relationship between humor, laughter, and health. In the previous years he focused on the definition and measurement of the sense of humor. He edited *The Sense of Humor: Exploration of a Personality Characteristic*.

**The positive psychology of humor and laughter.**

The VIA-classification of strength and virtues lists humor as strength of character. Indeed, humor and related variables (e.g., playfulness, cheerfulness, laughter) can be seen as a core area of Positive Psychology, as it is an important ingredient of the good life, and several desirable outcome variables are associated with it. Humor has been shown, among other variables, to be a stress buffer, to improve mood, and to enhance creativity. The sense of humor is seen as a desirable trait but still lacks appropriate measurement. Laughter was speculated to be involved in the production of endorphins, enhancement of immune functioning and reduction of stress hormones. The talk will give an overview of research on the positive effects of humor and laughter and specifically focus on the presenter's studies of the effects of humor and laughter on pain tolerance, lung function, and coping with adversity.

**Ulrich Schimmack**

Ulrich Schimmack received his Ph.D. at the Free University Berlin in 1997. He then worked as a post-doctoral student in Ed Diener's Subjective Well Being laboratory at the University of Illinois, Urbana-Champaign. In 2000, Schimmack joined the University of Toronto — Mississauga as an assistant professor and was promoted to associate professor in 2005. He has published over 20 peer-reviewed articles on subjective well being-related topics such as (a) the structure of emotions, (b) cultural influences on emotions, (c) the memory representation of past emotional experiences, and (d) the cognitive processes underlying life satisfaction judgments. His most recent research program examines the contribution of social relationships to well being from a dyadic perspective.

**Constantine Sedikides**

Constantine Sedikides graduated from the Aristotle University of Thessaloniki, Greece, in 1982. He received a master's degree in developmental psychology from Fordham University in 1984; a master's degree in social psychology from Ohio State University in 1986; and his Ph.D. in social psychology from Ohio State University in 1988. Sedikides was an assistant professor at the University of Wisconsin-Madison (1988-1993), was an associate and full professor at the University of North Carolina at Chapel Hill (1993-1999), and a professor at the University of Southampton, England. Currently, he is the Head of the Social and Personality Psychology Research Group and the Director of the Center for Research on Self and Identity.

His research interests are in the area of the self. His current work focuses on (1) intrapersonal and interpersonal constraints of self-superiority beliefs (self-enhancement), (2) relative benefits and performance consequences of self-enhancing versus self-improving feedback, (3) narcissistic self-esteem, (4) genetic bases of self-esteem, (5) implicit and explicit strategies deployed to protect the self against threatening feedback, (6) the importance of close relationships for the self, and (7) functions of nostalgia. Research in these and other topics has resulted in approximately 140 publications and seven volumes.

Sedikides is a Fellow of the American Psychological Association, the American Psychological Society, and the Society for Personality and Social Psychology. He is also the past-president of the International Society for Self and Identity. He has received several awards (e.g., Favorite Faculty Award, Ford Foundation Award, Faculty Appreciation Award) and grants (e.g., British Academy, Economic and Social Research Council, National Institute of Health), and has given several keynote addresses (e.g., Second Iena Meeting on Intergroup Behavior, Annual Conference of The Dutch Social Psychological Association, Annual Conference of the German Social Psychological Association). He has been a co-editor of *Psychological Inquiry* and serves or has served on the editorial boards of several journals (e.g., *European
Martin E.P. Seligman

Martin E.P. Seligman, Ph.D. works on positive psychology, learned helplessness, depression, ethnopolitical conflict, and on optimism. He is the director of the Positive Psychology Institute and the Fox Leadership Professor of Psychology at the University of Pennsylvania. Among his books are Learned Optimism, What You Can Change & What You Can't, The Optimistic Child, and Helplessness. His latest book, Authentic Happiness, is published by Simon & Schuster. He received both the American Psychological Society’s William James Award (for basic science) and the Cattell Award (for the application of science). The National Institute of Mental Health, the National Science Foundation, the Guggenheim Foundation, the Templeton Foundation, and the MacArthur Foundation have supported his research. He holds honorary doctorates from Madrid (Complutense) and Uppsala (Sweden). In 1996 he was elected president of the American Psychological Association by the largest vote in modern history. He is the director of the Positive Psychology Network, and his current mission is the attempt to transform social science to work on the best things in life — virtue, positive emotion, and positive institutions — and not just on healing pathology.

Public. His books have been translated into more than a dozen languages and have been best-sellers both in America and abroad. His work has been featured on the front page of the New York Times, in Time, Newsweek, U.S. News and World Report, the Reader's Digest, Redbook, Parents, Fortune, Family Circle and many other popular magazines. He has been a spokesman for the science and practice of psychology on numerous television and radio shows. He has written columns on such far-flung topics as education, violence, and therapy. He has lectured around the world to educators, industry, parents, and mental health professionals.

In 1996 Dr. Seligman was elected President of the American Psychological Association, by the largest vote in modern history. His primary aim as APA President is to join practice and science together so both might flourish; a goal that has dominated his own life as a psychologist. His major initiatives concerned the prevention of ethnopolitical warfare and the study of Positive Psychology.

Alexander Shapiro

Alexander Shapiro, Ph.D. is Senior Research Fellow of the Institute of Preschool and Family Education, Russian Academy of Education, Moscow, Russia. He graduated from Moscow State University (psychology department) in 1978 and received his Ph.D. in psychology (on family psychology theory) from Moscow State University as well. He did postgraduate work in training and supervision programs of family psychotherapy with K. Whitaker, F. Kaslow, G. Checcin, P. Pittman, N. Pesseshkian, W. Nichols, C. Winer, W. Seltzer, and others. Shapiro is an expert in psychological theory, evolutionary psychology, history of psychology, family psychology, and family psychotherapy research and practice. He teaches at several psychological departments in Moscow (including the State University of Humanitarian Sciences, Russian Academy of Science, Moscow State University). Shapiro also gave lectures at western universities and spoke at many international scientific conferences on psychology and family therapy (United States, Norway, Greece, Hungary, Israel, Slovakia, Czech Republic, Switzerland, Germany, Croatia, and Serbia). He is an author of more than 125 articles and papers, which have appeared in both Russian and foreign publications and conference proceedings. Shapiro does much translation and editorial work. He is the founder and a former chair of the family psychology and family therapy division of the Russian Psychological Association. Shapiro was a member of the board of directors of the International Family Therapy Association 1997 to 2003. In Moscow, he leads two scientific seminars on the concept of positivity in contemporary psychology and on contemporary family research.

Abstract

There is a lot of negativity in contemporary family, but at the same time it is an island of positivity in modern world. Positive psychology is important to discover an adequate methodological language which can deal with the epistemological, social and moral perspectives of psychological research and practice on families; to overcome the negative views of family process, as well as developing new positive forms of psychological practice to work with families in crisis. Being positive does not necessarily mean being happy and not paying attention to the negative sides of human existence. Being positive means to be real, to deal with all aspects of a given situation, not just taking into account only a part of it, to reconcile several different subcultures in one cultural unit. The modern world teems with the most varied, sometimes conflicting, cultural-normative orientations. Even within one family people often live in different worlds and do not understand each other. Family therapy stresses the importance of hearing the voices of everyone in the family, including children and old people, teaches how to understand and tolerate differences. Author believes that in addition to using such traditional positive concepts in family therapy as Family Resilience, Reconciliation, Tolerance it is important to adapt the concepts of Well-being, Flow and Creativity within a family psychology field. Also an important step on this road is looking at those concepts in a evolutionary-genetic perspective. We also need an image of a positive family, protecting the individual at all stages of his or
her life path from the manipulative actions of the particular social group of which he or she is a part, in which the struggle for resources often is more important than human life itself. A positive family is necessary for a healthy society and vice versa: in order to make the family more healthy we have to make society more positive. Some illustrations concerning the author's work with Russian families and Russian family culture are included.

Philip Stone

Philip Stone is a professor of psychology at Harvard University and a senior scientist with The Gallup Organization. His contributions at Gallup primarily stem from his experience in computer-based content analysis. Gallup has applied his General Inquirer software to interview databases as large as 7 million words and has sponsored his software being made widely available on laptop computers for academic research. For the better part of a decade (until Donald Clifton's death), Clifton and Stone worked closely together in studying how signature strengths can be identified in open-ended interviews. In addition, Stone has worked with Robert Manchin of Gallup Europe on media monitoring in Bosnia for conformance to the Dayton Accords as well as projects studying views toward European unification. He is currently extending his and Clifton's work to examine the crafting of activities into signature strengths.

Shannon Suldo

Assistant Professor of School Psychology, University of South Florida

Shannon Michele Suldo, Ph.D. is an assistant professor in the School Psychology Program at the University of South Florida. Her current research interests pertain to subjective well-being during childhood and adolescence, including the effects of school climate and academic pressure on students' life satisfaction — a dual-factor model of mental health, and positive indicators of children's psychological well-being. Her applied interests include strengths-based assessment and intervention, and school-based mental health services. Suldo received her Ph.D. in 2004 from the University of South Carolina.

George E. Vaillant

Vaillant is a professor of Psychiatry at Harvard Medical School and the Department of Psychiatry, Brigham and Women's Hospital. Vaillant has spent his research career charting adult development and the recovery process of schizophrenia, heroin addiction, alcoholism, and personality disorder. He has spent the last 35 years as Director of the Study of Adult Development at the Harvard University Health Service. The study has prospectively charted the lives of 824 men and women for over 60 years. His published works include Adaptation to Life, 1977, The Wisdom of The Ego, 1993, and The Natural History of Alcoholism-Revisited, 1995. His summary of the lives of men and women from adolescence to age 80, Aging Well, was published by Little, Brown in 2002.

A graduate of Harvard College and Harvard Medical School, Vaillant did his residency at the Massachusetts Mental Health Center and completed his psychoanalytic training at the Boston Psychoanalytic Institute. He has been a Fellow at the Center for the Advanced Study in the Behavioral Sciences, is a Fellow of the American College of Psychiatrists, and has been an invited speaker and consultant for seminars and workshops throughout the world. A major focus of his work in the past has been to develop ways of studying defense mechanisms empirically; more recently, he has been interested in successful aging.

Vaillant has received the Foundations Fund Prize for Research in Psychiatry from the American Psychiatric Association, the Strecker Award from the Institute of Pennsylvania Hospital, the Burlingame Award from The Institute for Living, and the Jellinek Award for research in alcoholism. Most recently he has twice received research prizes from the International Psychogeriatric Society.

Hannelore Weber

Hannelore Weber was born on April 22, 1955, in Plaidt, Germany. From 1974 to 1981 she studied Psychology and Communication Science at the Johannes-Gutenberg University in Mainz. She received her diploma in psychology in 1981. From 1982 to 1994 she served as Research Assistant and Lecturer at the University of Bamberg, where she received her Ph.D. in 1987. In 1994 she was appointed Full Professor of Psychology (chair position for Personality Psychology and Psychological Assessment) at the University of Greifswald, where she continues to work. In 2003 she received an offer for a chair position at the University of Heidelberg, which she rejected.

Weber's research interests lie in the areas of personality psychology and health psychology, primarily in the areas of stress and coping. She was speaker of the Health Psychology Division of the German Psychological Society (DGPS), and is currently president of the German Psychological Society.
Thomas A. Wright

Thomas A. Wright is a Professor of Organizational Behavior at the University of Nevada, Reno. He received his Ph.D. in organizational behavior and industrial relations from the University of California, Berkeley. Similar to the Claude Rains character from the classic movie, *Casablanca*, he has published in many of the “usual suspects.” He is currently an editor for both the *Journal of Organizational Behavior* and the *Journal of Management*. He owes his strong research and teaching interests on issues involving employee health and well-being and business ethics to both his mother, Mary, and his co-author and father, Vincent, who tirelessly worked to raise him “right.” His personal interests are designed to help foster a more positive outlook on life, including spending time with his wife (Kay) and family, hiking in the Sierra Nevada mountains, walking on a quiet ocean beach, and competitively lifting weights with other aging gym fanatics.

Jorge Yamamoto

Jorge Yamamoto is Associate Professor of Psychology at the Pontifical Catholic University of Peru. He is a social psychologist and anthropologist as well.

As a mountaineer and professional nature photographer, he frequented isolated villages in the Andes and in the Amazonian rainforest. The friendship he developed with the villagers he has met along the way has taught him the wisdom of those ancient cultures and the bizarre behavioral patterns of the modern world.

He has conducted research in isolated communities on environmental issues, life sense and life end, socialization, native development beliefs and values, and well-being. His work has been funded by the Ministry of Education of Peru, the Ministry of Labor and Social Promotion of Peru, the Peruvian Amazonian Research Institute, USAID, and The Netherlands Agency for International Development SNV, among others. He is a consultant for several companies and is a lecturer in organizational behavior as well as in social psychology. He is member of the Wellbeing in Developing Countries Research Group, funded by UK Economic and Social Research Council and his methodological approach is leading the Quality of Life investigation in the countries of Ethiopia, Bangladesh, Thailand, and Peru.

Yamamoto is convinced of the potential contribution of remote villages to the investigation of positive psychology. This perspective is mediated by epistemological and methodological challenges.
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A Life Worth Living

A Life Worth Living brings together the latest historical, philosophical, and empirical perspectives on what matters for personal happiness and well being, and demonstrates that subjective experience can be studied scientifically and measured accurately.

This volume presents many important conclusions. Two of the most surprising are that hardship and suffering do not necessarily make us unhappy, and that although personal happiness is much more commonly attributed to material success, popularity, and power, it is ultimately derived from constructing personal goals and developing individual strengths, intrinsic motivation, and a sense of autonomy. Autonomy and freedom are, in fact, among the rights we hold most precious. The research in this volume also makes it clear that working toward a meaningful life can begin at any age; optimal values can be formed in childhood, but if they are not, individuals can evolve, even very late in life, from acting out of purely material and selfish concerns to take on broader responsibility, embrace the goals of others, and become concerned about the world around them.

A major contribution to the study of what makes people happy and life meaningful, this volume will be a valuable resource for student and professional researchers in positive psychology, as well as in social and health psychology.

Mihaly Csikszentmihalyi is the C.S. and D.J. Davidson Professor of Psychology at the Peter F. Drucker Graduate School of Management at Claremont Graduate University and Director of the Quality of Life Research Center. He is also Emeritus Professor of Human Development at the University of Chicago, where he chaired the department of psychology. His life’s work has been to study what makes people truly happy.

“Transformational! A Life Worth Living brings a new level of insight and clarity to the emerging positive psychology pathway. Its poetic title hints at the rich depth of meaningful discussion that ensues--offering a profound new view of the human condition. Csikszentmihalyi brings art to the new science.”
—Michael W. Morrison, Ph.D., Dean, University of Toyota

“One of the next major scientific human accomplishments is our understanding and commitment to engage all aspects of ‘well-being’ in our lives. Anyone interested in being on the leading edge of this quickly advancing science must read this collection of papers from the First International Positive Psychology Summit.”
—Jim Clifton, Chairman & CEO, The Gallup Organization

“A Life Worth Living distills the research and the wisdom of many of the leaders of positive psychology. The Gallup Organization has done the field a great service in bringing the work of these key investigators together in one volume.”
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