

A Message from the Conference Chair

A warm welcome to the Meaning Conference 2010!

It has been ten years since our first International Meaning Conference in Vancouver. Over the years, we have made many new friends and spread the message of positive revolution through meaning around the globe.

We have now reached a significant milestone -- the 10th anniversary of Meaning Conference. This calls for celebration and reflection. We have gone through our highs and lows, and overcome overwhelming challenges, but we have grown stronger, revitalized by integrating the new energies of positive psychology and with the enduring vision of Viktor Frankl.

From the perspectives of both logotherapy and positive psychology, work is more than a means of making a living or creating wealth. It can also be a higher calling that ennobles the soul, endows life with meaning, and enhances humanity.

Much can be done to humanize the workplace, to which we devote most of our adult life. Let's put our heads together to find out how we can bring out the best in people and make work a major source of significance and fulfillment.

I look forward to working with you all throughout this conference and beyond to create psychologically healthy workplaces.

Paul T. P. Wong, PhD, C.Psych.



Hosts & Organizers

The 6th Biennial International Meaning Conference is hosted by the International Network on Personal Meaning (INPM), based in Toronto, and the Sunshine Coast Health Center, located in Powell River, BC.

We are also delighted to have support of many outstanding organizations:

The Milton H. Erickson Foundation
Viktor Frankl Institute, Vienna
Trinity Western University
Meaning-Centered Counselling Institute, Inc.
Ed Kennedy Recordings
Adler Graduate Professional School
VIA Institute on Character

Conference Committee

Conference Chair	Paul T. P. Wong, PhD
Deputy Conference Chair	Kenneth Hart, PhD
Conference Manager	Daniel Jordan
Program Manager	Lilian C. J. Wong, PhD
Assistant to Program Manager	Daniel Gingras, BA (Hons)
Finance Manager	Daniel Jordan
Conference Aides Coordinator	Lilian C. J. Wong, PhD
Assistant Coordinator	Teresa Steinfort, MA, CCC
Volunteers	Ross McKinnon Milly Ng, MA, RCC Catherine Hoy

Tia Noble
Teresa Steinfert, MA, CCC
Charles McLafferty, PhD
Pooi Chan Leong
Susanne Talkington

General Information

Registration & Information

When you arrive at the hotel, please register for the conference at the registration desk. You may wish to register for additional events at this desk. The booth will be open from 8:00AM to 6:00PM on Thursday, Friday, and Sunday; on Saturday it will be open until 6:30PM.

Identification Badges

All conference attendees are issued an identification badge. Please wear your badge at all times. Only persons who wear identification badges will be admitted to the sessions.

Meal Tickets

Meal tickets are required to attend the awards banquet on Saturday, August 7, 2010. Tickets may be purchased at the registration desk.

Message Board

A message board is located at the conference foyer. Notices may be posted and will be removed at the discretion of the conference committee.

Hospitality Centre

A hospitality centre for delegates and guests is located at the Baker room on the main floor. You are invited to meet with the invited speakers at

Bookstore

Books by conference presenters and selected additional items are available at the Odin book booth.

Recording & Photography

No audio-video recording or flash photography will be permitted throughout the conference sessions, excepting those who have a media pass. Professionally produced audio CDs and DVDs will be for sale. Please visit Ed Kennedy Recordings booth.

Session Courtesy

Smoking is not allowed in the hotel. Please mute or turn off the ringer on your cell phones during sessions. Please take any calls outside of the session area. At all times, please respect session chairs, facilitators, presenters, and the audience.

Conference Evaluation

Your registration package contains a conference evaluation form. Please fill it out and return it to Dan Jordan or the registration table. specified times. Please check the daily schedule on the message board: "Meet the speakers". Contact Dr. Lilian Wong if you have any questions or requests.

Continuing Education Credit Hours

Eligibility for Continuing Education Credit- The 6th Biennial International Conference on Personal Meaning provides CEUs for professionals with a master's degree and above in health-related fields from accredited institutions.

Accreditation

A.P.A. The Milton H. Erickson Foundation, Inc., is approved by the American Psychological Association to sponsor continuing education for psychologists. The Milton H. Erickson Foundation, Inc. maintains responsibility for this program and its content. Credit is provided on an hour-per-hour basis (28.0 hours maximum).

N.B.C.C. The Milton H. Erickson Foundation, Inc., is recognized by the National Board for Certified Counselors to offer continuing education for National Certified Counselors (Provider No. 5056). We adhere to N.B.C.C. Continuing Education Guidelines. This program provides a maximum of 28.0 contact hours.

B.R.N. The Milton H. Erickson Foundation, Inc. Provider approved by the California Board of Registered Nursing, Provider Number CEP 9376 for 28.0 contact hours.

State of Illinois Department of Professional Regulation-Registered Social Worker Continuing Education Sponsorship. The Milton H. Erickson Foundation, Inc., is approved by the State of Illinois Department of Professional Regulation to offer continuing education for social workers at The 6th Biennial International Conference (License No. 159-000501).

B.B.S. The Milton H. Erickson Foundation, Inc., is a board-approved provider (PCE No. 398). This course meets the qualifications for 28.0 hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences.

State of Florida Department of Professional Regulation – The Milton H. Erickson Foundation, Inc. is approved by the Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling as a provider of continuing education (CE Provider #: 50-2008).

Please note: It is your responsibility to contact your licensing/certification board directly to determine eligibility to meet your continuing education requirements. **Keynote Speakers**

Alexander Batthyany, PhD

Dr. Batthyany teaches Cognitive Science and Philosophy of Psychology at the University of Vienna in the Department for the Theory and Social Studies of Science. He also teaches Logotherapy and Existential Analysis at the Department of Psychiatry at Vienna Medical School.

In addition to his role as chair of the Science and Research Department of the Viktor Frankl Institute in Vienna, Batthyany works alongside of Dr. Eleonore Frankl, running the private archives of Viktor Frankl. Dr. Batthyany is principal editor of the 12-volume edition of the *Gesammelte Werke von Viktor Frankl* (Collected Works of Viktor Frankl) and together with Péter Sárkány, he is editor of the first Hungarian book series on logotherapy and meaning-oriented, existential psychology and psychiatry.

Dr. Batthyany has published several books and articles. He lectures widely on philosophical psychology, the contemporary philosophy of mind, and logotherapy and existential analysis. Together with David Guttmann, he published the first comprehensive annotated bibliography of empirical research in logotherapy and meaning-oriented psychotherapy, summarizing research studies from over two decades. His most recent book (together with Jay Levinson), the *Handbook of Logotherapy and Existential Analysis*, was published 2010

Alexander Patakos, PhD

Dr. Alex Patakos, affectionately nicknamed “Dr. Meaning,” is the founder of the Center for Meaning, based in Santa Fe, New Mexico, USA, and Crete, Greece. He is widely known and respected as a pioneer in transformational thinking. He is passionate about helping people realize their highest potential and find authentic meaning in their life and work, as well as helping organizations in all sectors and industries create meaning-centric workplaces and deliver products and services that make a positive difference and are truly meaningful. He is the author of the international best-selling book, *Prisoners of Our Thoughts*, which is based on the wisdom of and was encouraged personally by the world-renown psychiatrist, Dr. Viktor Frankl. *Prisoners of Our Thoughts* is currently available in 15 languages. A second edition, completely revised and updated with a new chapter demonstrating the critical links between meaning and happiness, resilience, engagement, and health, has been released in July 2010.

A former therapist and mental health administrator, Alex has also been a political campaign organizer, and full-time professor of public and business administration, working closely with several Presidential administrations in the USA on social and economic policy matters, and served as a personal advisor to the Commissioner of the U.S. Food and Drug Administration. He has been a faculty member at the Brookings Institution, and past president of Renaissance Business Associates (RBA), an international, nonprofit association of people

committed to elevating the human spirit in the workplace. During his tenure as president, RBA was active in Australia, Canada, Europe, Nigeria, South Africa, and the USA.

As a personal coach and mentor, Dr. Pattakos works closely with executives, athletes, celebrities, workers from all sectors, retirees, and others to help them find deeper meaning in their everyday life and work, manage life transitions, and realize their highest potential. He is a radio show host, newspaper columnist, a weekly columnist for *The National Herald*, to mention a few.

Alex proudly describes himself as a “pracademic,” that is, someone who seeks to bridge the worlds of the practitioner and academic by linking practice and theory. A pioneer in the use of technology to enhance individual and group learning, Dr. Pattakos is credited by the World Futures Society and IBM as the inventor of the “Electronic Visiting Professor” concept, an innovation in online distance learning. Among his many publications, he is the co-author of the book, *From Nation to States: The Small Cities Community Development Block Grant Program*, as well as numerous articles, book chapters, and monographs on public policy and management topics. Among his current projects, Dr. Pattakos is co-authoring a book on living a happy, healthy, meaningful life inspired by Greek culture and is working on a documentary film/television series based on and inspired by his book, *Prisoners of Our Thoughts*.

Diana Whitney, PhD

Dr. Diana Whitney is President of Corporation for Positive Change, a consulting firm dedicated to the creation of collaborative advantage in business and social profit organizations. She is an internationally recognized consultant, keynote speaker, and thought leader on the subjects of Appreciative Inquiry, positive change, appreciative leadership and spirituality at work. Dr. Whitney is a fellow of the World Business Academy, a Distinguished Consulting Faculty with Saybrook University, and a founder of the Taos Institute.

She is an author or editor of fifteen books and dozens of articles, and chapters including *The Power of Appreciative Inquiry*, *The Appreciative Inquiry Handbook*, *The Appreciative Inquiry Summit* and her newest *Appreciative Leadership: Focus on What Works to Drive Winning Performance and Build a Thriving Organization*.

Diana teaches and consults in the Americas, Europe, and Asia. The focus of her thirty years of consulting and executive coaching is culture change, strategic planning, merger integration, partnerships, large-scale transformation, service excellence, and appreciative leadership. Her clients include British Airways, CapGemini, GTE-Verizon, Glaxo Smithkline, PECO, NY Power Authority, Canadian School of Public Service, Johnson & Johnson, United Religions Initiative, and many others. She is the recipient of many awards for her writing and her work. In 1997 ASTD recognized her work with David Cooperrider at GTE-Verizon with its international Award for Best Organization Culture Change. Diana lives in Chapel Hill, North Carolina and can be contacted at

diana@positivechange.org

G. Alan Marlatt, PhD

Dr. Marlatt is Director of the Addictive Behaviors Research Center and Professor of Psychology at the University of Washington. His major focus in both research and clinical work is the field of addictive behaviors. He has authored numerous books, including "Relapse prevention: Maintenance strategies in the treatment of addictive behaviors" (2005). In 2004 he received the Distinguished Researcher Award from the Research Society on Alcoholism.

Jeff Zeig, PhD

Dr. Zeig is the architect of The Evolution of Psychotherapy Conferences, considered to be the most important conferences in the history of psychotherapy. He organizes the Brief Therapy Conferences, the Couples Conferences, and the International Congresses on Ericksonian Approaches to Hypnosis and Psychotherapy. Dr. Zeig is on the Editorial Board of numerous journals; Fellow of the American Psychological Association (Division 29, Psychotherapy); and Fellow of the American Society of Clinical Hypnosis. He is a Distinguished Practitioner in the National Academy of Practice in Psychology of the National Academies of Practice.

Dr. Zeig is an Approved Supervisor of the American Association for Marriage and Family Therapy, was a Clinical Member of the International Transactional Analysis Association (1974-1985), and was Adjunct Assistant Professor of Clinical Psychology at Arizona State University (1988-1992).

A psychologist and marriage and family therapist, Dr. Zeig has a private practice, and conducts workshops internationally (40 countries). He has been an invited speaker at major universities and teaching hospitals including The Mayo Clinic, Menningers and MD Anderson. Dr. Zeig is president of Zeig, Tucker & Theisen behavioral sciences publishers. He has editor or authored more than 20 books that appear in eleven languages.

Michael Novak, MA, DLitt

Dr. Michael Novak received the Templeton Prize for Progress in Religion (a million-dollar purse awarded at Buckingham Palace) in 1994, and delivered the Templeton address in Westminster Abbey. He has also received the Boyer Award in 1999; with Milton Friedman and Vaclav Klaus the International Prize by the Institution for World Capitalism; the Antony Fisher Prize for *The Spirit of Democratic Capitalism* presented by Margaret Thatcher; the Weber Award for contributions to Catholic Social Thought in Essen, Germany; the Cezanne Medal from the City of Provence, and the Catholic Culture Medal of Bassano del Grappa in Italy; the highest civilian award from the Slovak Republic in 1996; the Masaryk Medal, presented by Vaclav Havel of the Czech Republic, in 2000; and in December 2001, the Gold Medal of The Pennsylvania Society.

Theologian, author, and former U.S. ambassador, Michael Novak currently holds the George Frederick Jewett Chair in Religion and Public Policy at the American

Enterprise Institute in Washington, D.C., where he is Director of Social and Political Studies.

His writings have appeared in every major Western language, and in Bengali, Korean and Japanese. His masterpiece, *The Spirit of Democratic Capitalism*, has been reprinted often in Latin America, and was published underground in Poland in 1984, and recently in Czechoslovakia, Germany, China and Hungary. One reviewer called it “one of those rare books that actually changed the world.”

Dr. Novak has written some 25 influential books in the philosophy and theology of culture, including, *On Cultivating Liberty* (1999); *A Free Society Reader* (2000); *On Two Wings* (2001); *The Universal Hunger for Liberty* (2004), *Washington's God* (2006) with his daughter Jana Novak, and his latest book *No One Sees God* (2008). Mr. Novak has also published two novels: *The Tiber was Silver* (1961), *Naked I Leave* (1970).

His essays and reviews have been published in *The New Republic*, *Commentary*, *Harper's*, *First Things*, *The Atlantic*, *The New York Times Magazine*, and *National Review*, as well as *Theological Studies*, *The Yale Law Journal*, *The Public Interest*, *The Review of Politics*, and many other journals here and overseas.

“Illusions and Realities,” his twice-weekly column was syndicated nationally from 1976-1980 and was a Pulitzer finalist in 1979. He serves on editorial boards of several publications and organizations here and abroad. He was co-founder of *This World*, *Crisis*, and *First Things*, and was publisher/editor of *Crisis* until 1996. In 1974, Mr. Novak campaigned for the creation of a White House Office of Ethnic Affairs. The office was opened during the Ford administration, continued under President Carter, and Mr. Novak served as an advisor during both administrations.

Mr. Novak was appointed and served as: Ambassador of the U.S. Delegation to the UN Human Rights Commission in Geneva, 1981-1982; head of the U.S. Delegation to the Conference on Security and Cooperation in Europe (the monitor of the Helsinki Accords), 1986; with Senate approval, member of the Board for International Broadcasting (the private corporation that governs Radio Free Europe/Radio Liberty), 1984-1994; member of the Presidential Task Force on Project Economic Justice, 1985. He has served the United States during both Democratic and Republican administrations.

His teaching career began as a Teaching Fellow at Harvard. From 1965-68 he was Assistant Professor of Humanities at Stanford, where in two out of his three years, the senior class voted him one of the two “most influential professors.” From 1968 to 1973 he taught at the newly formed experimental College at SUNY Old Westbury. During 1973-1974, Mr. Novak launched the new humanities program at the Rockefeller Foundation. In 1976 he accepted a tenured chair as University Professor and Ledden-Watson Distinguished Professor of Religion at Syracuse University. He held the W. Harold and Martha Welch chair as Professor of American Studies at the University of Notre Dame for the autumn semesters of 1987 and 1988. Intrigued by the relationship between religion and economics, he joined AEI as a Resident Scholar in the spring of 1978.

He graduated (Summa Cum Laude) from Stonehill College (B.A., Philosophy and English) in 1956 and the Gregorian University in Rome (B.A. Theology, Cum Laude) in 1958. He continued theological studies at Catholic University and then at Harvard, where he received an M.A. in 1966 in History and the Philosophy of Religion. Among other awards he has received are: the Freedom Award of the Coalition for a Democratic Majority (1979); HAIS Liberty Award (1981); Friend of Freedom Award, (1981); the George Washington Honor Medal from the Freedom Foundation (1984); Award of Excellence, Religion in Media, the 8th Annual Angel Awards (1985); first U.S. member, Argentine National Academy of Sciences, Morals and Politics (1985); Ellis Island Medal of Honor (1986); the Bratislava Medal (1998); the Economics Medal (2000) from the Institute of Italian Managers and Entrepreneurs (IDI); and Twenty-six Honorary Degrees, in the U.S. and abroad [Boston University (1981), St. Louis University (1994) Marquette University (1987), Stonehill College (1977), Thomas More College (1992), Sacred Heart University (1977)...www.michaelnovak.net/

Paul T. P. Wong, PhD

Dr. Paul T. P. Wong received his Ph.D. in Psychology from the University of Toronto. He has held professorial positions at various universities, including York University, University of Toronto, and Trent University. As the Founding Director of the Graduate Program in Counselling Psychology at Trinity Western University (TWU), he has established an accredited and widely recognized graduate program. More recently, he served as the Division Chair of Psychology and Business Administration at Tyndale University College. He had been a visiting scientist at the University of California at Los Angeles and the University of British Columbia. He has been invited to lecture in numerous universities. He has just accepted the position of Academic Vice President for the Adler Graduate Professional School in Toronto. He is widely published in the positive psychology of meaning and meaning therapy. The second edition of *The Human Quest for Meaning* will be released by Routledge in January 2011.

Robert Biswas-Diener, PhD

Dr. Robert Biswas-Diener is a coach, positive psychology researcher and organizational consultant. He is author of *Practicing Positive Psychology Coaching* (September, 2010), *The Strengths Book* (2010) and *Happiness: Unlocking the mysteries of psychological wealth* (2008). Robert is USA Programme Director for the Centre of Applied Positive Psychology (CAPP).

Salvatore R. Maddi, PhD

Though pursuing a wide range of interests in personality and psychopathology, Salvatore R. Maddi is especially concerned with stress management and

creativity. According to him, these are best considered related concerns, integrated by the personality hardiness model. Through deepening the attitudes of commitment, control, and challenge which define hardiness, persons can simultaneously develop, reach their potentialities, and cope with the stresses encountered on the way. Maddi's research concerns these topics, using naturalistic designs and training with a range of adult and adolescent subjects in their occupational, familial, and school settings. Also studied is the role of psychosocial factors in the etiology and progression of various physical illnesses.

Todd Kashdan, PhD

Dr. Kashdan is Associate professor of psychology at George Mason University. He is author of *Curious? Discover the Missing Ingredient to a Fulfilling Life* (2009). His book (with Drs. Ken Sheldon and Michael Steger), *Designing the Future of Positive Psychology: Taking Stock and Moving Forward*, is being published by Oxford University Press. He is an associate editor of the *Journal of Personality* as well as the *Journal of Positive Psychology*.

Invited Speakers

Francesca Brar

Kathryn Britton, MA, *Coach and Adjunct Professor at University of Maryland*

Charles Chen, PhD, *Professor of Counselling Psychology, AECP, OISE, University of Toronto*

Eileen Dowse, PhD, *Consultant, Author, President of Human Dynamics, Founding Partner of Appreciative Inquiry Consulting*

Deborah Fortney, MA, *Owner of Team Talk Consulting*

Merv Gilbert, PhD, *Co-Chair of the Psychologically Healthy Workplace Collaborative
Adjunct Professor, Faculty of Health Sciences, Simon Fraser University*

Kenneth Hart, PhD, *Professor of Psychology, University of Windsor.*

Louis Hoffman, PhD, *Core Faculty, University of the Rockies; Editor-in-Chief, University of the Rockies Press*

Linda Page, PhD, *President of the Adler Graduate Professional School*

Michael Steger, PhD, *Assistant Professor of Psychology
Colorado State University*

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Pre-Conference Workshops: 9:00 am – 12:00 pm

Ⓜ **Ryan M. Niemiec, PsyD.**

Education Director for VIA Institute on Character

VIA Intensive: Positive Assessment

This workshop is designed for the strength-based practitioner who applies principles of wellness and positive psychology in their work with clients. Those who have worked in the mental health field will find positive assessment to be highly complementary to the assessment of dysfunction.

While this workshop will address a number of positive psychology instruments (e.g., assessing positive emotion), the bulk of the workshop will focus on measuring positive traits through the VIA Survey of character, as well as the interpretation of VIA Survey results. The participant will become familiar with the state-of-the-art, VIA Interpretive Report and will learn strategies for reviewing this as a “best practice” with clients. Participants will become familiar with the report’s content, and will learn to work with strengths of the heart, strengths of the mind, signature strengths, lesser strengths, pathways to virtues, strength combinations, and using strengths to build meaning.

Practical exercises will be interspersed throughout the workshop to help the participant apply the content immediately in their daily work.

Please note that all participants in this workshop must have previously filled out and received a VIA Interpretive Report on the web and have it with them throughout the workshop.

Ⓜ **Jeff Zeig, PhD**

Marriage and Family Therapist

Founder and Director of the Milton H. Erickson Foundation

President of Zeig, Tucker & Theisen Behavioral Sciences Publishers

Emotional Impact

The unremitting anxiety and frustration that often bring clients to seek therapy are deeply experiential states that include rigid sub-states, physical sensations, patterns of social relationship, and sequences of behavior. Clients are trapped by their lack of motivation, procrastination, passivity, etc.

Traditionally, clinicians have tried to help clients emerge from these “states” by exploring with them their pasts and life patterns, and encouraging them to change their thoughts and behaviors. But there’s a vast array of powerful human change agents that have a proven record of altering inner and organizational

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emotional, physical, cognitive, and spiritual "states": the arts--poetry, drama, music, theatre, film, painting, sculpture, and movie making. In this workshop, we will explore how to use structural methods from the arts to help clients experience different states of being, envision themselves and their lives in a new way, and begin inhabiting a more energetic, hopeful, creative, and expansive inner/relational self that will empower individuals, families and institutions.

Ⓜ **Ken Hart, PhD**

Professor of Psychology, University of Windsor.

Teaching Angry Clients How to Forgive Others and Themselves: A Spiritually-Based Twelve Step Facilitation Program

Describes an empirically validated treatment manual for inculcating forgiveness of others and oneself. Emphasis is placed on spirituality, contrition and repentance. The Twelve Step Facilitation of Forgiveness (TS-FOF) program can be delivered by mental health professionals in a group delivery format with angry clients who have shame issues.

Educational Objectives:

- Understand the difference between Stage 1 recovery from addictive disorders and Stage 2 recovery.
- Describe some of the psychotherapeutic mechanisms of change to explain the efficacy of those Steps of the AA program that are especially relevant to forgiving others and oneself
- Appreciate the role of spiritual surrender in self and other forgiveness
- Describe at least three potential obstacles that might prevent or minimize angry clients from deriving mental health benefits from our TS-FOF program

Lunch Break: 12:00PM to 1:30PM
Attendees are responsible for their own lunch

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Pre-Conference Workshops: 1:30 pm – 4:30 pm

Ⓜ **Ryan M. Niemiec, PsyD**

This is a continuation of Dr. Niemiec's workshop that began at 9:00AM.

Ⓜ **Paul T. P. Wong, PhD**

*President of the International Network on Personal Meaning
Academic Vice-President, Adler Graduate Professional School*

Short-term meaning therapy

An integrative existential positive psychotherapy based on the central construct of meaning. Attendees will learn evidence-based intervention strategies and skills.

Educational objectives:

1. Understand the distinctions of Meaning Therapy
2. Learn the main intervention strategies of Meaning Therapy
3. Observe the application of Meaning Therapy in specific cases

Ⓜ **G. Alan Marlatt, PhD**

*Director of the Addictive Behaviors Research Center
Professor of Psychology, University of Washington*

Mindfulness-Based Relapse Prevention in the Treatment of Addictive Behaviors

The purpose of this workshop is to provide an overview of Mindfulness-Based Relapse Prevention (MBRP), a group therapy program that meets weekly for 8 sessions for clients with addictive behavior problems. MBRP combines cognitive-behavioral relapse prevention with mindfulness meditation as a meta-cognitive coping skill. In addition to practicing various meditation skills (including breath and body-scan meditation, urge-surfing and breathing-space breaks), participants will learn how to develop coping skills to deal with urges and craving and other triggers for relapse.

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Educational Objectives:

- To learn how to apply MBRP interventions to work with clients with addictive behavior problems.
- To practice various meditation skills that are a central component of MBRP.
- To gain knowledge about treatment outcome research showing that MBRP is an evidence-based clinical practice.

Keynote Speaker 9:00AM – 10:00AM

Ⓚ Jeff Zeig, PhD

Marriage and Family Therapist

Founder and Director of the Milton H. Erickson Foundation

President of Zeig, Tucker & Theisen Behavioral Sciences Publishers

Emotional Impact: What can we learn from filmmakers...and social psychologists?

Effectiveness in communication can be advanced by cross fertilization, cherry-picking methods from other disciplines. Concepts from the arts, especially filmmaking, but also from social psychology, can empower communication with patients, clients, employees and peers.

The arts amplify emotions through the use of hidden codes. Influencing mood and perspective is the point of art – whether drama, painting, literature, dance, or music. Movies use implicit multi-layered methods. The viewer is often unaware of the intricate dramatic, experiential methods that filmmakers use for impact.

Social psychology studies the way in which people are influenced outside of awareness. People respond to contextual markers and demand characteristics without realizing their response or what precipitated it.

We will explore how powerful, covert codes from various arts can be folded into our daily repertoire. We will "unpack" various arts and extract principles that can be applied in the office or at home. Regardless of professional orientation and level of experience, attendees will find ways to use the concepts we uncover by using previously untapped possibilities in communication.

Coffee Break 10:00AM – 10:15AM

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Breakout Sessions 10:15 am – 12:15 am

PAPER SESSION: *Workplace Resilience*

Ⓟ **Alex Kwee, PsyD**

*Assistant Professor, MA in Counselling Psychology Program
Trinity Western University*

Making meaning from disability and chronic pain: Challenges and opportunities during occupational rehabilitation

Recognizing that existential issues—questions of identity, meaning and purpose—often emerge following workplace injury, serious illness, or the development of a chronic pain condition, this session examines the challenges and opportunities in addressing these issues when the mandate of the third party payor (e.g., WorkSafeBC or a disability management company) is strictly return-to-work. The particular challenges identified are brief treatment course, expected use of cognitive-behavioural therapy (CBT), treatment focused on “compensable injuries” and return-to-work, and third party involvement in treatment. At the same time, it is not unusual for disability clients who have experienced a permanently life changing condition to raise questions of an “ultimate” nature. As such, psychotherapy with disability clients can take an existential or even spiritual shape that does not fit conveniently within the dictated parameters of return-to-work treatment. This raises a conflict of interest between fulfilling the mandate of the third party payor, and helping the client to explore the existential questions that s/he raises as a matter of a personal treatment priority.

Presented by a rehabilitation psychologist who works with provincial and private disability management systems, this session shows how one may accommodate exploration of life meaning and purpose within a CBT framework—even one with an ostensibly narrow return-to-work focus. Specifically, it is argued that the empirically-based modalities of Motivational Interviewing (MI) and Acceptance and Commitment Therapy (ACT) have great potential for anchoring return-to-work treatment to client centered questions of overarching meaning frequently

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provoked by disability. The session will discuss the central tenets of these interventions, their relationship to modern CBT, strategies for incorporation into occupational rehabilitation, as well as their limitations. Case examples will also be provided.

Ⓟ **Jennifer Falkoski, MA**

Doctoral Candidate, University of the Rockies

The Effect of Burnout, Employee Engagement and Coping as it Applies to Creating a Resilient Culture in High-Risk Occupations

This mixed methods study explores the relationships between workplace burnout, employee engagement and type of coping in high risk occupations, namely the medical and mental health fields. In addition, this study examines the concepts of workplace motivators as they apply to job categories within the health and human services industry overall. The workplace motivators included for analysis in this study are: achievement, recognition and reward, nature of the work itself, responsibility, advancement, growth, company policy and administration, relationship with supervisor, salary, relationship(s) with peers, relationship(s) with subordinates, status and security/safety. These factors were obtained from Frederick Herzberg's article (2002) titled, *One More Time: How Do You Motivate Employees*.

Burnout, employee engagement and coping are assessed via quantitative assessments, specifically, the Maslach Burnout Inventory – Human Services Survey, the Q¹² Survey and the COPE Dispositional Inventory respectively. Workplace motivators are assessed through qualitative inquiry via the demographic survey, which asks participants to rank their top six preferred workplace motivators.

In addition, this study aims to integrate information gleaned from the data collection on burnout, type of coping, employee engagement, and workplace motivators and then extrapolate this information into a resilient culture alignment model. More specifically, this study will address what an organization can do to align its systems to inherently reinforce protective factors and utilize appropriate workplace motivators in order to reduce burnout, increase employee engagement and hone adaptive coping skills in employees, thereby fostering the development of resiliency. Fostering autonomous resiliency at a micro level, in employees, should extend to the macro level, the organizational system, therefore providing the foundation for a resilient culture. It is important to note that organizations are dynamic and so the analysis of how to align organizational systems and reinforce protective factors is always in flux as well.

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Ⓜ **Teresa Steinfert, MA, CCC**

*Behavioral Management Consultant,
High Prairie School Division, Northern Alberta*

Community Art in the Service of Work Resilience and Well-being

Metaphorically, community art strengthens the immune system of the community to prevent the escalation of crisis, chaos and conflicts (Knill, 2005). In this hands-on workshop using creative writing, drawing, improvisation, sound and movement, participants will use a low skill/high sensitivity method to co-create artistic projects that mobilize creative skills, imagination and resourcefulness in relationship to work resilience and well-being. Formal art training is not necessary.

Ⓜ **Denise Hall, MA**

Private Practice

Fostering Compassion Satisfaction in the Workplace

As a trainer in the field of Social Services and a practitioner I have developed a strong interest in healthy work environments. My MA thesis was focused on Compassion Fatigue, a combination of burnout and secondary traumatic stress. I am focusing my training and workshops in this area to assist counsellors, child care workers, vocational consultants, health care professionals and others to become more resilient to the stresses of today's workplaces. The goal is to develop higher Compassion Satisfaction and reduce Compassion Fatigue.

The helping professions in the 21st Century are developing awareness that counselors and caregivers in a variety of settings are influenced strongly by the affects of working and caring for highly distressed or traumatized clients (Figley 2002). Rothschild (2006) in her book ***Help for the Helper*** calls upon recent brain research and outlines the neurophysiology of secondary traumatic stress and burnout. This fascinating material is helpful in developing strategies to counteract the intensity of helping relationships.

Many workplaces are feeling the strain of diminishing funds and an a "doing more with less" environment. In order to be fully present, empathetic and effective therapeutically it is important to be completely aware of the influence of the work on one's self and counseling practice and develop strategies that support Compassion Satisfaction. Experience indicates that workplaces either do not have the resources and/or awareness to provide the support needed for their staff to mitigate the impact of working with traumatized and distressed individuals. Another frustration is working within systems that are, more often

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then not, inadequate in their response to the needs of vulnerable individuals. Practitioners are then left with the feelings of frustration at not being able to help.

“Compassion Fatigue” is an occupational health issue and Clinical supervisors are coming to grips with the impact of the effects on staff and the supports necessary for dealing with it in the workplace. My services are designed to develop awareness of this issue for counselors and their supervisors, and offer strategies to become more effective in their work and develop support structures in the workplace. Healthy workplaces foster happy staff and satisfied clients!

The seminar will also examine the term “compassion fatigue” and the differences between vicarious traumatization, secondary traumatic stress, compassion fatigue, burnout and counter-transference. The material in the presentation is from the presenter’s MA research. The format will be a combination of experiential and didactic approaches.

Ⓜ **Dan McKinnon, PhD**

*Registered Psychologist
Organizational Consultant*

Howard J. Parsons

*Executive Coach
Human Resource Consultant*

The Boomer Generation: Resiliency & Meaning-making Later in the Life Cycle

This presentation **will uncover the essential developmental struggles and psycho-social dilemmas that boomers can face** as they transition into and through the later stages of life.

By participating in this presentation boomers will learn how to successfully use the tools and techniques of positive psychology to build resiliency, enhance subjective well-being and create a meaningful and meaning-filled life, both at work and at home.

The psychology of human development has been scientifically researched and clinically tested for over a century. Erik Erikson, the world renowned theorist and psychologist, has been widely recognized for identifying eight dynamic stages of human psychosocial development that occur between birth and the end of life. He proposed that at each developmental stage a dilemma or crisis arises that calls forth the innate capacities that a person must then master to satisfactorily resolve their dilemma and thus, progress in their growth and life satisfaction. This presentation will address two of the stages Erickson identified as occurring during middle and late adulthood: **Generativity versus Stagnation** –“middle adults must learn to concern themselves with the world and the next generation” and **Ego Integrity versus Despair** - “later adults must learn to be content with the way that they have resolved previous psychosocial issues”.

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By clearly understanding and successfully transitioning within and through these two stages, boomers will acquire the resiliency needed for creating a happier and more meaningful life.

During the previous decade, the acclaimed researcher of “learned helplessness and learned optimism” and previous president of the American Psychological Association Martin Seligman, founded the discipline called - **Positive Psychology**. Positive psychology looks beyond clinically classifying a person’s problems and pathologies and strategically focuses on identifying and building their innate potentialities and signature strengths. **It helps create resiliency and authentic happiness for the individual in three life domains: the pleasant life, the engaged life and the meaningful life.**

This presentation blends the seminal research and theories of Erickson and Seligman into a **practical and workable framework for boomers to help them successfully transition life’s stages** as well as create a more resilient, happier and meaningful life in the process. By becoming more resilient boomers will increase their motivations, skills and abilities so as to positively adapt and evolve during life’s major transitions.

Some people are born with the psychological temperament that provides them with a greater capability to adapt and survive during challenging situations and transitions. Others seem less capable and are unable to smoothly adapt to their challenges. **Using the tools and techniques of positive psychology will help boomers build the resilient capacities they will need as they begin navigating the “blustery waters” and “stormy seas” that can arise during the later stages of the human life cycle.**

Breakout Sessions 10:15AM - 11:15AM

Ⓜ **Alex Abdel-Malek, MSW**

Meaningful Life at Work: What Does it Mean to Matter?

The world of work has been undergoing rapid changes related to the evolution of technology, globalization, changes in the structure of the family, and through a values shift in generational differences.

Employers experience urgency to attract and retain new workers as demographics continually point towards an upcoming trend of mass retirement. Simultaneously, employees are placing greater value on meaningful work, not just a paycheck and good benefits.

This session focuses on a particular and requisite element of meaningful work: the concept of mattering. What does it mean to matter at work? How is mattering important to us in our lives and in the pursuit of meaningful living at work?

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Participants will learn about research-based models of mattering, including the four-factors of Attention, Importance, Dependence, and Ego-extension (Rosenberg & McCullough(1981), Connolly & Myers (2003)) . We will explore the application of these ideas to the psychologically healthy workplace, with consideration to both the employer and employee perspective. A significant focus will be directed to the question: How can employers and employees cultivate a sense of mattering in the realm of work?

The workshop will have an interactive nature, and discussion of participant experiences related to mattering is welcomed. Participants will come away with a mix of useful theory constructs and practical ideas to begin applying in their workplaces.

Breakout Sessions 11:15AM-12:15PM

Ⓟ **Gloria Nouel, PhD**

A Dialogue on Work as Spiritual Practice

This is an open session focusing on issues of workplace spirituality. The presenter will act as a facilitator of an in-depth conversation addressing how different individuals and organizations approach spirituality, in particular contemplative practices in the workplace. Based on her experience, the presenter/facilitator will discuss both the positive and challenging aspects of working at a contemplative university that is undergoing transition. A primary focus of the discussion will be on “work as spiritual practice”. By this the presenter means the following: the ways by which people in the workplace engage in diverse spiritual practices in order to either transform difficulties or to celebrate the joys of collective work life. A particular focus of the discussion will be on contemplative approaches such as meditation, tonglen, reflection, meaningful dialogue, appreciative inquiry and any others brought up by the participants. A series of reflective questions will be provided but participants are welcome to bring their own questions and/or issues related to workplace spirituality in its contemplative and transformative dimensions.

Lunch Break: 12:15PM – 1:15PM

Attendees are responsible for their own lunch

1:15PM – 2:15PM: Keynote Speaker, G. Alan Marlatt, PhD

G. Alan Marlatt, PhD

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*Director of the Addictive Behaviors Research Center
Professor of Psychology
University of Washington*

Addiction Prevention and Recovery: From Harm Reduction to Relapse Prevention

The purpose of this presentation is to provide an overview of four different models of addiction (the moral, disease, spiritual, and cognitive-behavioral approaches), each of which has different approaches to prevention and treatment. Intervention goals may include applying harm reduction approaches to work with clients who are unable or unwilling to make a commitment to abstinence. Two harm reduction programs will be described: BASICS (Brief Alcohol Screening and Intervention for College Students) and Housing First (non-abstinence based housing for homeless alcoholics). For abstinence-based programs, relapse prevention skills may help clients stay "on the wagon" or help them get back on track if they relapse.

Educational Objectives:

- (1) To provide an overview of different theoretical approaches to addiction prevention and treatment
- (2) To teach the basic principles of harm reduction and the controversy surrounding this approach;
- (3) To become familiar with relapse rates following treatment and to learn how to assess triggers and high-risk situations for relapse.

2:15PM – 3:15PM: Keynote Speaker, Alex Pattakos, PhD

Alex Pattakos, PhD.

*Founder of the Center for Meaning, New Mexico, USA
Renowned Author and Motivational Speaker*

Rediscovering the Soul of Business: The Meaning Difference®

In this high content, dynamic, and inspiring presentation, Dr. Pattakos outlines his unique approach to finding deeper meaning in everyday life and work. Drawing on his own meaning-centered work and principles found in his international best-selling book, Prisoners of Our Thoughts, along with practical examples that bring these principles to life, Dr. Pattakos asks delegates to reflect on what is meaningful to them in their personal and work lives, and then encourages them to begin the journey of deepening this meaning-full connection so that they can realize their full potential in all aspects of their lives. He also challenges participants to examine their thinking patterns in order to overcome their own resistance to change, as well as asks them to look at their own

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behaviors and, importantly, challenge themselves to determine if they are modeling the kind of attitude and behavior that is needed for fulfillment, well-being, health, and success. Delegates will be inspired with examples of people who have overcome personal and work-related challenges and how to contribute more fully, positively, and meaningfully to their organizations and society as a whole. They will learn how to take responsibility for their own thoughts and actions, as well as learn how to motivate and model the attitudes and behaviors needed to help themselves and others reach their true potential and highest performance by finding the deeper meaning in what they do.

Educational Objectives:

This keynote address will encourage and challenge delegates to take a fresh look at their work (and personal lives) and gain a more clear understanding of what is meaningful to them. Drawing upon logotherapeutic and organizational development principles, delegates will learn easy-to-apply concepts for deepening the connection to their work and the workplace, as well as will be introduced to practical techniques for coping with change and complexity, managing the stresses of everyday life, building resilience, and creating meaningful workplaces that seek to make a positive difference.

Coffee Break

Breakout Sessions 3:30PM – 5:30PM

PAPER SESSIONS: *Positive Psychology*

Ⓟ **Kathryn Britton, MA**

Coach and Adjunct Professor at University of Maryland

Meaning in Work Groups: A Practitioner's Approach

Having a shared and valued purpose at work – a sense of collaborating on something larger than profit and personal ambition – can be a great source of energy, engagement, motivation, and team unity. This presentation will build on research about meaning and purpose, much of which focuses on individuals. It will explore the importance of shared purpose as a basis for collaboration and teamwork. The practices described in this talk can be used by employees themselves, supervisors, human resource professionals, and outside consultants. Examples include a business case justifying attention to shared purpose, a brief assessment that a group can use to explore its level of shared and valued

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purpose, a brainstorming approach for articulating the shared and valued purpose, and a flow chart for identifying situations where motivation can be boosted by a clearer sense of purpose. This presentation links research to practical actions and stories.

Underlying research includes Self-Determination Theory, Engagement work by both Gallup and the MacLeod and Clarke team in the United Kingdom, Job/Career/Calling work by Amy Wrzesniewski, and Meaningfulness at Work versus Meaningfulness in Work by Michael Pratt and Blake Ashforth.

The practical approaches come from my work at IBM, from coaching technical professionals, and from teaching. Shared purpose is a unifying theme in the graduate course on managing project teams that I co-teach at the University of Maryland. Students tell stories from experience as practicing engineers in government, corporate, and educational environments.

Ⓟ **Li-Su Su, MA**

PhD Candidate, National University of Taipei

The role of positive emotions in the English teaching classroom

This paper aims to explore the applications of positive emotions in promoting language teachers' morale and students' learning. What motivates and frustrates English language teachers will be studied through email correspondence and bbs questions posting. The researcher intends to include teachers from Taiwan, Germany, and Canada. The result will be presented as case studies. Issues concerning meaning will be analyzed. Most work environments and language learning environments call for tasks more complicated than simple drills. Focused attention on drills can be effectively rewarded by extrinsic goals. Yet language learning tasks require intrinsic motivation: autonomy, mastery, and purpose. The friendly relationships and positive rapport in the classroom might also be the soil for the flourish of intrinsic motivation. Practical suggestions for language teachers to cope with their stress and to motivate students will be given based on digest from relevant literature. This paper investigates ways of using imagery to serve as ice-breakers, assertive training as mini drama, and to induce relaxation and positive emotions which broaden thought-action repertoires and engage students in self-directed learning.

Ⓟ **Judi Wallace, MA**

The Contributions of Spirituality and Religious Practices to Children's Happiness

The relations between happiness and spirituality and religious practices in children aged 8-12 years were examined. Participants included 320 students in

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Grades 4-6 in both public and private (faith based) schools in Western Canada and their parents. Children rated their happiness using the Subjective Happiness Scale and the Oxford Happiness Questionnaire, Short Form, their spirituality using the Spiritual Well-Being Questionnaire, and their religiousness using the Religious Practice Scale adapted from the Brief Multidimensional Measurement of Religiousness/Spirituality. In addition, parents rated their children's happiness using the Faces Scale, a single-item measure. Bivariate correlations indicated religious practices were not related to children's happiness. Multiple regression analyses indicated that spirituality accounted for between 5-25% of the variance in children's happiness, depending on the person rating happiness (i.e., parents vs. children), and the happiness measure utilized. The Personal domain of spirituality accounted for a unique amount of the variance in children's happiness over and above the combined effect of all spirituality variables, again depending on the person rating happiness (i.e., parents vs. children), and the happiness measure utilized. Children who reported higher levels of meaning, purpose, and values in their own life reported higher levels of happiness as rated by themselves and their parents. Hierarchical regression analyses indicated that spirituality accounted for between 6-28% of the variance in children's happiness, depending on the person rating happiness (i.e., parents vs. children), and the happiness measure utilized when gender and school were controlled for. Gender did not explain any of the happiness variance but school (public vs. private) did. The results of the current study parallel research investigating the relation between happiness and spirituality and religion in adolescents and adults. Limitations of the current study and future direction for research in spirituality and happiness are discussed.

ⓂHeather Good, MSW

Yoga Instructor

Leadership Facilitator

Conscious Mindful Leadership: Connecting to the wisdom of the heart and mind

In order to address the current challenges of working and leading, today's leader must be in tune with the wisdom of the mind and the feelings of the heart. Drawing from exercises in her book, *Conscious Mindful Leadership: Your Path to Greatness in Work and Life*, Ms. Good will assist you to learn from the practices of mindfulness and self-reflection.

Learning to listen to the wisdom of the mind and the feelings of the heart are the keys to exceptional leadership. In this experiential session, you will learn what it

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means to be mindful, and will learn to tune into the wisdom of your body. You will also have an opportunity to apply mindfulness to a challenging situation.

Mindfulness increases awareness regarding patterns of behavior that are creating connection and cohesion and those that are creating difficulties and disconnection. Furthermore, as you increase your mindfulness, you will find that you can relate more easily with others and that you become more creative and productive.

You will leave this session feeling relaxed and having increased clarity.

This session is experiential in nature, so please bring a blanket or yoga mat.

ⓂLinda Page, PhD

President of the Adler Graduate Professional School

Meaning with Brains in Mind: How do we maintain creative capacity?

This 3-hour workshop will survey 3 important and lasting principles based on our present knowledge of neuroscience: choice, change, and connection. Participants will experience the disruption to our brain's capacity for meaning-making caused by specific types of perceived threat. Dr. Page's presentations of this material have been described as "Fantastic!" "Great metaphors and stories!" "Gifts I received: lovely sense of humor and ability to take a complex and scientific topic and make it accessible to us."

ⓂLilian Wong, PhD

Dean of Students and Core Faculty, Adler Graduate Professional School

Meaning-Centred Supervision

This workshop extends the principles of meaning-centered counselling and therapy to supervision. This approach emphasizes that ***meaning is all we need and relationship is all we have*** in therapeutic situations. Meaning is essential for understanding what troubles people and what makes life worth living. Relationship is the key for connecting with supervisees and clients in order to facilitate positive change. The effective supervisor is portrayed as a mentor who models the therapeutic presence and demonstrates meaning-based intervention

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skills. The effective supervisor will help broaden the trainee's vision to larger issues, explore the positive potentials for change, and understand aspects of meaning systems and culture that may help or hinder change. The workshop also demonstrates how to use the PURE and ABCDE in counselling and supervision. PURE stands for Purpose, Understanding, Responsible action and Evaluation; PURE defines meaning and provides a framework to build a more desirable future. ABCDE stands for Acceptance, Belief, Commitment, Discovery and Evaluation; it provides a strategy to overcome difficulties and restore meaning and hope.

Educational objectives:

The attendees will learn

1. The essential roles of meaning and relationship in counselling and supervision
2. The importance of mentoring in supervision
3. The meaning-centered interventions for restoring hope and facilitating positive change

Breakout Sessions, 3:30PM-4:30PM

Ⓟ Christopher Marrant, PhD

Voice Therapy: Philosophical Underpinnings and Applications to Death Anxiety Across the Life Span

This presentation describes Robert Firestone's theories about resistance i.e. to living a better life, and its development from the infant's defences against separation anxiety which later becomes fear of death. The "fantasy bond" is the prime defense, an imagined, soothing relationship between the infant and the incorporated image of its mother. This is protected by secondary defences: together they constitute the "voice process". The voice process is autonomous and grows, being reinforced by life's cruelties (intimations of death) and by the dictates of Society, itself the sum of individual defences against death fears. Attempts to counter the voice process arouse fear and hatred of the self (guilt). Voice therapy helps elucidate what the inner voice "says"; client and therapist collaborate in managing fear and making creative changes: transference is minimized. Guilt at going against the voice is contrasted with existential guilt at limiting one's life to lessen fear of death-- there is less life to give up so the pain decreases. This dilemma is discussed.

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Breakout Sessions, 4:30PM-5:30PM

Ⓟ **Ellery Pullman, PhD**

*Professor of Psychology and Leadership
Briercrest College and Seminary*

***The Concept of Faculty Vitality and Organizational Effectiveness
in Institutions of Higher Education***

During the past century, conditions in higher have altered radically. For over the past two decades in particular, the literature on higher education has been replete with forecasts of enrollment decline and financial stress for colleges and universities across all of North America. The forecasts of the last decade have become the facts of life of the current decade.

Over the years the most critical investment of resources that educational institutions have made has been in the human capital that is referred to as faculty. It is generally accepted that the academic vitality and quality of a college or university is a function of the vitality and quality of the institutions faculty. As higher education attempts to chart its course in and through this century, among the most critical problems institutions will face will be those involving their most valuable resource, their faculty.

A dispirited or disillusioned faculty, a faculty that lacks vitality, is an institutional problem of great magnitude. Academic institutions depend on vital, dynamic employees to accomplish their educational goals and mission. The faculty represent the key human resource asset colleges and universities have for adapting or responding to the profound changes that will be occurring in the years to come. Consequently, faculty vitality and institutional vitality are, without question, unavoidably intertwined.

This paper will explore the concept of faculty vitality definitively, and historically, as well as its current state as it relates to institutional effectiveness. Factors which enhance or diminish faculty vitality will be discussed. Implications for best practices will also be proposed.

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9:00 AM – 10:00 AM Keynote Speaker, Todd Kashdan, PHD

Ⓚ **Todd Kashdan, PhD**

*Author and Associate Professor of Psychology,
George Mason University*

Three Ideas on the Meaningful Life

In about 40 minutes I will weave through three lines of empirical research on:

- Why we need to move beyond happiness as a target for the good life
- The benefits of focusing on spiritual experiences in daily life to understand meaning in life
- How can the science of meaning inform treatments for anxiety disorders

Coffee Break, 10:00AM – 10:15AM

Breakout Sessions, 10:15AM – 12:15PM

10:15AM – 11:15AM

Ⓟ **Frederick M.E. Grouzet, PhD**

*Assistant Professor, Department of Psychology
University of Victoria*

Personal Meaning: A Goal System Approach

Finding personal meaning is a key element to happiness and involves the discovery of personal goals. However, all goals are not created equal (Ryan et al., 1996). For example, the Self-Determination Theory (Deci & Ryan, 2000) proposes that personal goals could be characterized as intrinsic or extrinsic. Examples of extrinsic goals are the desires to be wealthy, popular, physically attractive and conform to others' expectations. Intrinsic goals may include striving for personal growth and health, developing nurturing relationships and fostering community involvement (see also Kasser 2002). More recently, Grouzet and his colleagues (2005) identified a second dimension that represents a continuum, from body-oriented (e.g., hedonism) to self-oriented (e.g., personal growth or financial success), to self-transcendent (e.g., spirituality) goals. The two orthogonal dimensions (intrinsic vs. extrinsic; physical self vs. self-transcendence) serve as framework for a circumplex model of personal goal

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content. Individuals may vary in terms of the types of goal that they pursue and develop their own goal system. Individuals' goal systems can be revealed through cluster analyses. A total of four goal profiles have been empirically observed: "Extrinsic", "Physical Intrinsic", "Transcendent Intrinsic", and "Undifferentiated" individuals. Whereas well-being can be predicted by the nature of personal goals, personal meaning can be captured only through the examination of goal systems. Using Grouzet et al.'s circumplex, I propose to a closer look at the role of personal goals in finding meaning and predicting well-being.

©Neil Soggie, PhD

*Assistant Professor, Department of Psychology
Crandall University*

Successful Discursive Management: A Phenomenological Existential Investigation into Higher Educational Leadership

This presentation examines the existential essences of those in higher educational leadership, especially as it pertains to the conflict management embodied by university *Vice Presidents of Academics*. This paper grows out of a phenomenological study within the theme of heuristic research, including the analysis of interviews with seven vice presidents. The phenomenological essences drawn from this analysis are assembled into a structure of principles for successful self organization and positive conflict management in educational leadership. The results show that the foundational feature is death salience used via death acceptance and transcendence to drive the individual to create meaning through family and work efforts. This leads to a desire for internal integrity and the ability to recognize the power of choice in engaging others in a positive manner. This ability to choose one's reaction to the situation affords a level of transcendence above a conflict situation and the rational detachment to not be swayed by the discursive forces of the conflict. This transcendence then allows the leader to give voice to the stakeholders, affording care to the emotions of those involved. This flexibility to hear from all involved ensures that the leader can have positive, constructive engagement towards a positive resolution of the conflict.

Educational Objectives:

The participants will gain a better understanding of:

1. Basic worldview defense strategies and thinking errors that spark and feed most conflict.
2. How existential issues can be structured to enable positive engagement of conflict.
3. How the logotherapeutic ideas of self-detachment and self-transcendence can be used as keys to hardiness and happiness in the workplace.

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Ⓟ **Michael Steger, PhD**

*Assistant Professor of Psychology
Colorado State University*

Why Does Meaningful Work Exist?

Many counselors, psychologists, and interested individuals take it for granted that finding meaning in the work we do (and the lives we live) is a rich and desirable end. Research easily supports theoretical arguments that meaning is a part of the good life, and is associated with a host of psychological boons and a relative absence of psychological maladies. Applying what has been learned about meaningful living to the workplace leads to the obvious hypothesis that meaningful work is a good thing, too. A growing body of research has supported this hypothesis so far, yet theoretical accounts of why meaningful work is important are scarce. Using meaning in life theory as a springboard, I argue that an evolutionary perspective adds a novel and much needed framework for understanding what kind of work is likely to be meaningful, and, indeed, why meaningful work exists at all.

Educational Objective:

The educational objectives for this session are for participants to understand an evolutionary perspective on meaningful work, and consider how such a perspective contributes to a rich psychological framework for understanding why meaningful work is centrally important to people's welfare.

Breakout Sessions, 10:15AM – 12:15PM

PAPER SESSIONS: Applied Positive Psychology

Ⓟ **Roger Tweed, PhD, Gira Bhatt, Stephen Dooley, Andrea Spindler, Kevin S. Douglas, Jodi L. Viljoen**

Youth violence and positive psychology: Research and applied potential through integration

One topic receiving little if any attention within positive psychology is the application of positive psychology to youth violence. However, a positive psychology approach to youth violence may not only be possible, but beneficial. In the past, positive psychology has largely ignored aversive outcomes such as youth violence. Because of this inattention to aversive outcomes, positive psychology could be criticized as being somewhat imbalanced. Positive psychology has largely ignored challenges faced by many in society. We will argue that some core constructs and perspectives from positive psychology can be integrated into youth violence research and interventions. In particular, the study of strengths can be integrated into research and interventions targeting

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youth violence. Dimensions such as gratitude, forgiveness, sense of meaning, altruism (or at least apparent altruism), prudence, and humility have received attention within positive psychology. Empirical evidence suggests that these and other positive psychology constructs may also reduce levels of violence. However, youth violence research and interventions seldom integrate these types of constructs. Thus, positive psychology may contribute to research and interventions for youth violence. Furthermore, youth violence research may bring greater balance to positive psychology.

Ⓟ **Yoshiyuki Takano, MA**

PhD Candidate

University of British Columbia

The compassion approach: Working with the violent offenders

Working with the violent offenders are very challenging task for the counsellors and therapists in the field. Traditionally, the approach being used for working with the offenders has been a more confrontational and punitive ones. However, in the recent years, research indicates values of the quality of the therapeutic relationship and the importance of the process of engagement with the offenders to promote change (Jenkins, 1990; Murphy & Eckhardt, 2005; Scott, 2009; Stefanakis, 2008; Takano, 2010). In this regard, Stefanakis (2008, 2009) proposed the compassion approach as an effective way of working with the offenders. Compassion approach addresses the issues of violence and abuse and invites the offenders to take responsibility for their actions, while we acknowledge the struggle of them being stuck in a violence and abuse cycle (Stefanakis, 2008, 2009; Takano, 2009, 2010). Compassion is a core element of this clinical work to facilitate self-confrontation. The aim of this presentation is to discuss compassion from different theoretical perspectives to advance our understanding of the concept and application of it when working with violent offenders. The compassion is a very important concept to improve engagement with the resisting clients, while promoting their transformation.

Ⓟ **Tom Wojick, MA**

Owner of the Renewal Group

The Art and Science of Thriving in Turbulent Times

Recent history is characterized by global flux and turbulence, which has affected the structural underpinnings of our social, religious, educational, governmental and financial institutions and the fabric of life. To thrive in this climate we must possess the highest levels of personal, professional, and organizational resiliency. This presentation will highlight a model that focus on this goal.

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The Four Movements to High-Level Resiliency model integrates the concepts and skills of Maddi's 3C's, Deci's Self-Determination Theory, Bridges' Transitions and emotional intelligence, which have demonstrated their effectiveness in assisting individuals and organizations in maintaining their energy, clarity, focus, balance and courage to transform adversity into meaningful experiences that build competence and confidence in living a healthier, more satisfying and effective life. The Four Movements are: Emergence – The Leap – The Landing – The Launch

Breakout Sessions, 10:15AM – 12:15PM

Ⓜ **Deborah Fortney, MA**

Owner of Team Talk Consulting

Francesca Brar

Team Talk: How meaningful conversation created hope and productivity in a healthcare environment

In this 2 hour presentation and workshop , Deborah and Francesca will talk about their recent experiences in moving a negative work environment to one of hope and possibility through a series of focused conversations with a nursing team working in residential care. Practical techniques and powerful questions will be shared that opened up possibility, along with a new positive context for this nursing team that changed how they viewed their work and how they worked together.

Break out Sessions, 11:15AM – 12:15PM

Ⓟ **Charles Chen, PhD**

Professor of Counselling Psychology

AECP, OISE, University of Toronto

Meaning Making: Humanistic Means for Vocational Wellbeing

The emerging and evolving postmodern school of thinking in worklife psychology has shown its liveliness in promoting the vocational wellbeing of individuals in our post-industrial world of work featured by digital revolution, knowledge economy, and globalization. One of the key constructs in the postmodern vocational psychology (PVP), namely, meaning making, manifests the core of helping people manage their career and vocational

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aspects of life in a dynamic world of work that is full of uncertainty and challenges. This address focuses on the meaningfulness of exploring and elaborating the role and function of meaning making in people's worklife, aiming to facilitate individuals' vocational and career wellbeing via meaning making.

Just like PVP has its historical and philosophical roots in the humanistic tradition, the construct of meaning and meaning making has long been a foundational building block for the broad realm of humanistic psychology. From a humanistic worldview, humans are purposeful and intentional beings who make sense of their lived experiences. People construct their perceptions and reality through the interaction between their phenomenological world and external and social contexts. The centrality of human phenomenology lies with people's capacity and tendency of discerning meanings associated with living experiences. As part of their total life, people's career development and worklife pursuit exemplifies a pivotal experience of meaning making, meaning construction, and meaning implementation.

With an integrative and passionate eye on the dynamic intersection of humanistic and vocational psychology in a postmodern context, this address attempts to explicate a few related aspects. It reviews the notion of meaning in humanistic psychology, drawing upon primarily some of the key concepts of major humanistic theoretical approaches and models in counselling psychology and psychotherapy. It then highlights the meaning construct underlying key concepts in major vocational and career psychology theories, illustrating the shared construct of meaning and meaning making in humanistic and vocational psychology. Finally, meaning making will be utilized in proposing career counselling implications.

Ⓟ **Nancy L. Ras, PhD**

Professor in the Leadership Program at St Mary's College of California

Lt. Tom Maloney (Ret), MA,

Professor at St. Mary's College of California

Consultant

Leadership for the Future: Shared Meanings and Purposes

Preparing organizations to be psychologically healthy and supportive environments requires engagement with new paradigms of leadership. Before we can hope to influence the wellbeing of the future workplace, examination of taken-for-granted paradigms of understanding of leadership need be revisited and deconstructed. The industrial-age, positional authority paradigms of leadership are of quickly becoming antiquated in view of the new organizational structures and environments developing in the twenty-first century, and

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particularly in light of our understandings of the psychological needs of employees for meaning and congruence in the organizational context.

In this session, we will consider how positive organizational behavior (Ashkenasy and Daus, 2002; Cameron et al, 2003) and positive psychology (Henry, 2004; Seligman, 2002; Seligman and Dean, 2003) ontologically redirect organizational leadership from hierarchical control of individuals, to an influence relationship dynamic *among* individuals. Utilizing both disciplines, we offer an expansion of past conceptualizations of leadership in a multidimensional fashion and in so doing move toward a more inclusive and relational view of leadership that serves organizational purposes by effecting alignment between meaning, purpose, and outcome attainment thus supporting the needs and wellbeing of both individuals and organizations.

An interactive session, we will encapsulate his paradigmatic shift for the participants through an immersion exercise, as well as through discussion, to offer theoretical and applied engagement with future- looking leadership toward psychological wellbeing in organizations. This paradigmatic shift at both the individual and group levels of analysis offers a compelling new leadership discourse for the future.

Educational Objectives:

Participants in this session will be asked to consider key differences between industrial and postindustrial organizations, including how positive organizational behavior and positive psychology can facilitate the creation of a paradigmatic alignment between the well-being of employees in the generative organizational environment of the 21st century, and will be exposed to tools to facilitate this quest.

© Ryan M. Niemiec, PsyD

Education Director for Values In Action Institute on Character

Character strengths in practice: The latest interventions

The VIA Classification of 24 character strengths and 6 virtues (Peterson & Seligman, 2004) has played a central role in the field of positive psychology. Over 100 scholarly articles have reviewed, critiqued, praised, analyzed, and discussed the VIA Classification and VIA Survey. Studies suggest some character strengths more than others are strongly linked with life satisfaction, engagement, meaning, pleasure, physical health, academic achievement, effectiveness in teaching, posttraumatic growth, etc. Despite this wide acclaim and interest from educators, coaches, researchers, business executives, and psychologists, the application of the character strengths is less widely known.

Participants will learn about a 3-step approach to working with character strengths, resource priming of character strengths, and a number of general and

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specific, research-based interventions that practitioners can use to enhance character strengths.

Lunch Break: 12:15PM – 1:15PM
Attendees are responsible for their own lunch

1:15PM – 2:15PM, Keynote Speaker Diana Whitney, PhD

Diana Whitney, PhD

Author and President of Corporation for Positive Change

The Power of Appreciative Leadership

In her keynote address, Dr. Diana Whitney, who is best known for her work with Appreciative Inquiry will explore leadership at the intersection of three vibrantly emerging fields: Positive Psychology, the Strengths Movement and Appreciative Inquiry. She will provide an overview of the research and ideas in her newest book *Appreciative Leadership: Focus on What Works to Drive Winning Performance and Build a Thriving Organization* (McGraw Hill, July 2010).

She will present the Five Core Strategies of Appreciative Leadership: The Wisdom of Inquiry; The Genius of Inclusion; The Art of Illumination; The Courage of Inspiration; and The Path of Integrity, illustrated with practical examples and stories from her experience as a leading consultant and executive advisor. Join her for a rich and enlivening consideration of how the strength based, relational strategies of Appreciative Leadership can be used to create a high engagement work environment.

Breakout Sessions, 2:30PM – 5:30PM

PAPER SESSION: *Existential Psychology*

Ⓟ **Louis Hoffman, PhD**

Thursday, August 5, 2010

Core Faculty, University of the Rockies
Editor-in-Chief, University of the Rockies Press

***Social Harmony & the Rebel:
Lessons from the East-West Dialogue on Existential Psychology***

The rebel in the West is often typified as an individualistic character who goes against the larger cultural norms. Sometimes the rebel is portrayed as a villain, but the rebel also is often a heroic figure. This heroic rebel, as Camus states, "is someone who says no," who is willing to take the risk of being extricated from his or her group by taking a stand. In the East, *social harmony* is a concept reflecting the cultural norm to not stand out, to not say no, and to not go against one's culture. In Chinese history, social harmony was important in that it served to bring people together to provide greater protection from the many external forces which repeatedly invaded China. Yet, social harmony was also a beautiful and spiritual ideal about how individuals function harmoniously with each other. Although seemingly opposite ideals, social harmony and the rebel can be understood as representations of one paradoxical existential given: the need to be a-part-of (i.e., in relationship, or possibly harmony, with others) and a-part-from (i.e., the need for individuation, to be an individual). In the West, the social or collective needs are often ignored while in the East the individualistic needs are often neglected. By bringing these two concepts into dialogue it can be illustrated how these can fit together meeting the individual and social needs. This resolution, of integrating different aspects of the paradox, has implications for psychotherapy as well as organizational culture.

©**Maria R. Smith, MA**
PhD Candidate
University of the Rockies

Finding Meaning and Significance during Times of Struggle

The greatest task for any person is to find meaning in his or her life. Victor Frankl saw three possible sources for meaning: in work (doing something significant), in love (caring for another person), and in courage during difficult times. It is during times of suffering we can find significance in our relationships with family, friends, and coworkers. It is also when we can discover ourselves. Fostering resilience both on a personal and organizational level happens when one recognizes meaningfulness. When all is well, we do not pay much attention to the inner soul. Alternatively, we start to pay attention when stressors elevate; then, we look to calm and bring peace to the soul.

Nurturing the soul involves centering oneself with faith and spirituality, whatever it may be. It is learning how to tap into the mind-body connection, and how to achieve inner growth. Additionally, it involves using one's creativity, which

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can turn life from being ordinary into extraordinary. Creativity provides a sense of well-being and purpose.

One ascertains meaning and significance when dealing with grief, trauma, or chronic illness. As Frankl states, "You cannot control what happens to you in life, but you can always control what you will feel and do about what happens to you." Whatever the difficulty, one has the choice in attitude. Attitude shapes an individual's mental, emotional, and physical health. Positive emotions, resiliency, strength, and character develop depending on how we respond in engagement with others.

This paper will discuss aspects of finding meaning and significance in times of struggle by exploring spirituality, nurturing the soul, using creativity, positive attitude/emotions, and developing resiliency through nurturing and authentic engagement. Thus, groundwork can begin in exploring ways to endure more positive and fruitful interpersonal relationships in organizational settings.

Ⓟ **Therese An Beaudry, MA**

How do you anchor yourself in the work world?

This presentation builds on the workplace as a community. Imperative to creating a cohesive and collaborative work environment is to understand how you respond to experience. This response can influence a positive difference between yourself and others; or, a deconstructive difference again for you and/or others in the workplace community. Unconscious intelligence is vitally significant to your reasoning and response. In the unconscious mind, you already know how to respond before you are consciously aware of the response. Furthermore, unconscious intelligence gives an ethical and moral, accurate, and simultaneous response to every experience. Many people are aware of this; but do not apply their unconscious intelligence in practical, day-to-day experience because they think unconscious intelligence is a coincidence, a fluke, an oddity of sorts.

The influence of our response to experience defines the quality of our life and relationships in community (personal, social, cultural, and global). Yet, responding from unconscious intelligence is often underdeveloped and even overlooked. There are several modes of relating to difficult or unwanted situations; though it seems we do not take the time to understand and practice the disciplines that allow an alternative vantage point. This presentation invites you to learn the resources of your unconscious as vitally important to how you fashion the world of your response. You will also learn how practices of yoga, imagination, and meditation give access to the language of your unconscious. The discovery of your vitally important unconscious intelligence will defuse the crisis moments of experience and allow the language of your response to speak in a voice of solidarity with heart and mind.

Ⓟ **Rosalind Irving, MA**
Member of the CREST BD Team

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University of British Columbia

***MEANING MAKING: ANTIDOTE TO PSYCHOSIS:
From the perspective of a Psychotherapist.***

It is well recognised that late adolescence and early 20's can be a time of great pressure. It is the time for making hard choices that shape the course of life: values, education, career, location, mate, etc. What is less well recognised is that failure to adequately support the young person during these periods may result in anxiety, panic attacks, depression, or even psychosis.

When anxiety builds to a sufficient severity, the individual will often begin to self-medicate with drugs or alcohol. Under these conditions the individual may experience persistent intrusive thoughts which may lead to psychotic episodes unless psychotherapeutic interventions are available....which they rarely are.

A psychotic episode will often result in hospitalisation. The reality of a psychiatric ward on the undifferentiated identity of the young person can be devastating .

The confusion and distress that may have caused the condition are compounded. The young person is surrounded by an environment of illness. This confirms what they have been dreading, that there is something wrong with THEM.

This speaker will expand on her belief that society has a responsibility to help young people navigate the turbulent waters of becoming adult in our complex world, and will narrate from her experience the dramatic benefits of Existential Psychotherapy.

Breakout Sessions, 2:30PM – 5:30PM

PAPER SESSIONS: *Workplace Well-Being*

© **Thea Comeau, MA**

Sexual Assault Center of Edmonton

Meaning Making in the Work Place: Compassion Satisfaction as Tool for Success

Frankl said, "Ever more people today have the means to live, but no meaning to live for." In today's economic climate, the search for meaning in life and in work may be an unattainable luxury. Many workplaces have been forced to implement layoffs and cut budgets to maintain economic viability. These efforts may negatively impact employee morale by increasing workloads without

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matched institutional support. This can be particularly true for individuals involved in the helping professions. Research has shown that therapists and other helping professionals are particularly vulnerable to the impacts of compassion fatigue and burnout (Mahoney, 1997). These conditions can negatively impact one's ability to conduct effective and ethical psychotherapy. By increasing meaning, support, and self-care within the work place, employees develop a greater degree of compassion satisfaction (Killian, 2008). This acts as a protective factor against the harmful effects of compassion fatigue and burnout, which can decrease one's ability to engage with clients. Compassion satisfaction can be defined as the positive sequelae which can result from helping professionals feeling capable of connecting empathically and conducting their therapeutic work effectively. (Stamm, 2002).

This talk will describe the concepts of compassion satisfaction and compassion fatigue as they are demonstrated in a compassion fatigue prevention program run at the Sexual Assault Centre of Edmonton. This program uses the Compassion Satisfaction/Fatigue Self-Test for Helpers, adapted by the Traumatology Institute in Toronto, Ontario.

Ⓟ **Kawasaki Hiromi, RN, MPH, PhD**

*Professor, Division of Nursing Science,
Graduate School of Health Sciences,
Hiroshima University*

Higawa Yukie

Hiroshima University

Nishiyama Mika

Hiroshima Bunkyo Women's University

Morihiro Fujita, Pete D'Angelo

Doi Clinic, Hiroshima

Support for Japanese students adapting from the "education" to the "work" environment

Background

In Japan over 30% of post-graduates moving into the workplace quit their jobs within a few months. The process of adaptation for young Japanese people is an area that was not seen by employers to be important and little if no provision was made to support the individual during this transitional period. A strong, long-term working relationship with a company is a cornerstone of Japanese cultural values and impacts not only on the individual but also on the family.

Purpose

The purpose of this research was to clarify the emotional impact on the individual and suggest a framework for psychological support.

Procedure

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Participants consisted of 72 people, newly recruited by a food sales company in 2008 and 2009. CES-D, fatigue and the marker of health care were used as the evaluation tools. Health guidance was carried out by community health nurses who reported their findings.

Results

Initial feedback (via interviews) showed that 14.8% of males thought they were healthy, and 22.2% of females scored the same. Using the marker of health care the figures were 85.1% male, 84.1% female. Depression trends (CES-D) were 37.0% male, and 55.6% female. Management of stress, lack of sleep, smoking, and stiffness in the shoulder were indicated. In the three years prior to this research, the average quitting rate for new employees was 31.3%, in the two years during this research, it was 8.2%. The employers reported that they had a greater understanding of the importance of psychological support systems.

Conclusion

The results show that increased employer awareness, the provision of support systems (e.g. The Transtheoretical Model) together with the individual's increased understanding of this support can reduce employee "turnover rate" and increase the overall sense of well-being for the individual.

©Merv Gilbert, PhD

*Co-Chair of the Psychologically Healthy Workplace Collaborative
Adjunct Professor, Faculty of Health Sciences, Simon Fraser University*

Creating and sustaining psychologically healthy workplaces... in good times and bad

A psychologically healthy and resilient organization is one that has a clear purpose, is forward thinking, has an environment characterized by support, trust, and open communication, and employs people who are proactive, collaborative and care for themselves and others. Such seemingly utopian organizations do exist, and are noteworthy because of the success they have achieved with customers, shareholders and employees. This has not been accomplished without difficulty but has been achieved and sustained by sincere commitment to the comprehensive well-being of their people and organization and a hardheaded evaluation of their existing processes and needs. The bottom line is that organizations that promote and sustain employee health are more likely to be productive and profitable.

The Psychologically Healthy Workplace Collaborative (www.phwc.ca) is a non-profit group of psychologists, business leaders, academics and informed professionals. The mandate of the Collaborative is to inform businesses and other organizations on how to create and sustain psychologically healthy workplaces, and to publicly recognize those organizations exemplifying such practices and to recognize those that have accomplished this. The collaborative

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has given awards to over fifteen British Columbia organizations, several of which have gone on to receive international recognition.

Educational Objectives:

- Overview the scientific, economic and ethical rationale maintaining psychological healthy workplaces;
- Describe the criteria for achieving this across the following dimensions:
 - Employee Involvement
 - Work– Family - Life Balance
 - Employee Growth and Development
 - Health and Safety
 - Employee Recognition
- Provide examples of the specific programs and practices of three winning organizations

© **Leslie Malchy, Msc**

University of British Columbia, School of Nursing

Joy Johnson, PhD

University of British Columbia, School of Nursing

The meaning of tobacco in community mental health: exploring how individuals and organizations create meaningful engagement within the workplace

The cigarette is an object that is laden with multiple meanings. Depending on one's standpoint tobacco use may be viewed as a vehicle for the sacred, despised as a dirty nuisance and pollutant, or coveted as an object of desire meeting an addictive need. High rates of tobacco use are evident in individuals living with mental illness, with some studies reporting prevalence up to 90%. Despite many varied consequences of tobacco use, the issue has been largely ignored in this setting. This project set out to understand how to effectively translate knowledge about tobacco from best practice research guidelines into effective and meaningful engagement in frontline care with regards to cessation and reduction.

We sought to understand the discourses underlying the meaning that community mental health practitioners assigned to the role of tobacco and cigarette smoking in their work. This project investigated six unique workplaces utilizing a case study approach to begin to understand how each entity approached the epidemic of tobacco in the context of severe mental distress.

Strengths oriented and empowerment ideas of motivational interviewing paired with the positive creative influence of appreciative inquiry informed our theoretical basis for the data analysis of qualitative interviews from 92 individuals as well as 10 interviews with key stakeholders at each site. Within this context, meaning was assigned on an individual level, an interpersonal level, and an

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organizational systemic level. Through the lens of resistance as a catalyst for change we explore how meaning and personal engagement and responsibility influenced and shaped approaches to and experiences of tobacco. We theorize about factors which enabled each case study site to creatively establish interventions that supported their own cultures while breaking through old mythologies around beliefs about tobacco.

Breakout Sessions, 2:30 PM - 5:30PM

Workshops

Ⓜ **Eileen Dowse, PhD**

Consultant, Author

President of Human Dynamics

Founding Partner of Appreciative Inquiry Consulting

THE AGILE BUSINESS LEADER

In the hectic pace of business today leaders and followers are being called on to be adaptive, flexible and responsive to emerging trends and demanding customers. They are being asked to develop skills that will ensure they provide value for the organization at the individual, team and corporate levels. These skills are seen as the key to staying ahead of shifting industry conditions and marketplace demands.

As organizations continue to re-architect, re-design, re-platform and address globalization to meet demands, they are discovering the need to build flexibility into their operations and agility into their mindset in order to be successful.

Taking an Agile approach to development means a person values the importance of human interaction, and collaboration and knows that communication and sharing of ideas and practices is what makes organizations stronger and helps contribute to their success. The Agile Business Leader (ABL) model is intended to rattle mental cages and expand consciousness. The model presents a holistic view by drawing out people's strengths and leveraging human capital the organization can maximize individual performance and potential.

Agile Business Leaders are the central ingredient for developing an organization and helping it survive and thrive. Even Charles Darwin knew the ability to be agile and adaptive to one's environment (even more than strength was the quality) was the key to survival.

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Ⓜ **Diana Whitney, PhD.**

Author

President of Corporation for Positive Change

Meaning Making: Taking it to Scale with Appreciative Inquiry

People commit to what they help create, so when hundreds or thousands of people are engaged in inquiry, dialogue and meaning making to set new directions for the future of their organization or community the results are palpable. In this highly interactive workshop, Dr. Diana Whitney will present an overview of the principles and practices of Appreciative Inquiry, a process for high engagement, large-scale transformation. She will share case examples from her work applying Appreciative Inquiry in business, religious communities and health care organizations.

Diana will present an explanation of the Appreciative Inquiry 4 –D process and share how it has been used for strategic planning, culture transformation, service excellence and process redesign. An open Q & A session will allow participants to gain insight into how AI might be applied in settings of interest to them.

Educational objectives:

1. Understand the principles of Appreciative Inquiry
2. Learn what makes a great AI question.
3. Acquire a working knowledge of the AI 4-D Process.
4. Become familiar with applications of AI in healthcare, religious organizations, businesses and communities.

2:30PM – 4:30PM

Ⓜ **Lisa Miller, PhD**

Contemplating Meaningfulness: Share the Love of Sports

Positive psychology and character strengths theory and application (Peterson & Seligman, 2004; Snyder & Lopez, 2003) are being applied to personal development in sport through contemplation of meaningfulness. Pressure and competitiveness often surround sport and may create negative spheres surrounding athletes, coaches, and other sport managers in sport organizations. "Share the Love" encourages sport enthusiasts to return to the meaningfulness of sport and why humans share a love of athletics. With a foundation of positive psychology techniques and character strengths, the meaningfulness of sport will be explored in this workshop utilizing a "Share the

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Love” theoretical framework.

The delivery of this workshop helps recreational and competitive athletes, coaches, and sport managers balance the pressure and competitiveness with personally enriching programs to improve "Share the Love of Sports" outcomes. These outcomes include: engagement, relationship building, enacting altruism, inspiring collective hope, learning compassion and empathy, developing gratitude, providing social support, and creating a positive life legacy and meaningfulness. This is a new practical application of Seligman's positive psychology movement (2003) for the purpose of positive relational outcomes in sport organizations at all levels.

This workshop presents options for practical application of the "Share the Love of Sports" based on the theoretical foundation of positive psychology and character strengths for personal development. The practical applications will be exhibited in formats such as retreats, online courses, life coaching, counseling, and study groups. Based on numerous research studies (e.g. Fredrickson & Levenson, 1998; Seligman, Nolen-Hoeksema, Thornton, & Thornton, 1990; Snyder & Pulvers, 2001), this workshop presents qualitative research results to examine how "Share the Love of Sports" is perceived and experienced by a group of sport management graduate students, coaches, and former athletes. Implications for personal development of meaningfulness in sport organizations will be discussed in addition to applications outside of sport settings.

4:30PM – 5:30PM

Ⓟ **Charles McLafferty, PhD**

Purpose Research

Werner Sutter

***The crisis of meaning in the workplace:
Restoring vocation and purpose to life work.***

Over the decades, "calling" has been intertwined with "career choice" in our research methods and theories of career counseling. Job seekers expend enormous effort to find employment; once hired, they seek to do as little as possible. Our educational systems are geared toward "finding the right answer" rather than "finding our true selves." Our schools have become like factories of mass production. Viktor Frankl's quote "one who has a why to live for can endure almost any how" has been left behind, even as we attempt to "leave no child behind." Is it possible that our current global financial crisis is related to this problem?

A "wall of silence" in education and career counseling exists regarding these topics (McLafferty, 2001). For example, a commonly used career inventory

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is based on 1950s research that *deliberately* omitted spiritual and religious factors (McLafferty, et al, in press).

In this presentation I will draw on my experience as employment counselor and educational psychologist to examine the problem.

Questions which will be addressed include:

What is the nature and origin of this crisis of meaning in the workplace?

How is it perpetuated?

Why is there resistance to the ideas of "calling" and "purpose"?

How do we begin to include "calling" and "purpose" in our educational and workplace lives?

The following ideas will be presented:

"Calling" and "purpose" should be part of every educational and training program.

It may not be possible to know one's "calling," especially early in life, but there are ways in which we are always pointed to it (and many factors that distract us from this task).

"Purpose" is not only *something to be done*, but also a sense of *being in something greater* than ourselves.

AWARDS DINNER: 6:30PM – 9:00PM

Keynote Speaker, Alexander Batthyany, PhD

Alexander Batthyany, PhD

Professor, University of Vienna

Professor, Vienna Medical School

***Meaning and the journey of becoming
who you are in work and beyond***

In the late 1920ies, the world economic crisis hit Europe; hundreds of thousands of young people were without work and orientation; they were desperate, depressed, apathetic. And in the midst of it, in Vienna, a young medical doctor - Viktor Frankl - tried to counsel and console these young people by trying to encourage them to make the best possible use of their "regrettable" abundance of available free time and to thereby overcome their existential vacuum and with, the false belief that only if they were employed, life would offer meaning to them.

Fifty years later, in the midst, and - as some claimed, precisely because - of immense affluence, an even growing rate of desperation, depression and apathy, along with a number of "new" psychological problems ("executive disease",

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"sunday neurosis", "weekend depression" brought the lesson home that even if people have enough to work and live by, what really counts for their psychological and existential well-being is the question whether they have something to live for; and whether they remain open and flexible enough to decipher the ever-changing meaning of the moment.

Another forty years later - in 2010 - , the economic crisis hit again, and it still seems as if the very same question still haunts us: What do I live for? What am I good for?

According to logotherapy, this is the most human question one can ask, whether with or without work - in fact, no matter what the outer circumstances are. In this talk, we will consider this question, and some concrete and practical guideposts will be given on how to find meaning in one's life - i.e. something where each person is irreplaceable and unique; and where meaning is not something to wait for, but something to be found.

Keynote Speaker, Paul T. P. Wong, PhD

Paul T. P. Wong, PhD

President of the International Network on Personal Meaning

Academic Vice-President, Adler Graduate Professional School

What is existential positive psychology?

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9:00 AM – 10:00 AM: Keynote Speaker, Salvator R. Maddi, PhD

Salvator R. Maddi, PhD

Professor, University of California, Irvine

Founder of the Hardiness Institute

***The Importance of Organizational Hardiness in Our
Turbulent Times***

Personality hardiness has been shown to be the pathway to resilience under stress for individuals. Organizational hardiness has the same effect for groups of people working together. Hardiness has this desirable effect by helping people to turn stressful circumstances from potential disasters into growth opportunities. The educational objectives are to introduce organizational hardiness as the group version of personality hardiness, and to explicate the importance of both versions of hardiness as the pathway to resilience under stress.

Coffee Break: 10:00AM – 10:15AM

Breakout Sessions: 10:15AM – 12:15PM

Symposium:

Todd Kashdan, PhD, *George Mason University*

Ken Hart, PhD & Tyler Carey, *University of Windsor*

Michael Steger, PhD, *Colorado State University*

Ryan Niemiec, PsyD, *VIA Institute on Character*

Paul T. P. Wong, PhD, *Adler Graduate Professional School*

**Kathryn Britton, MAPP, *Coach and Adjunct Professor at University of
Maryland***

The Future of Positive Psychology

This symposium will focus on the important issues for the future development of positive psychology. Each of the participants will present his or her view and Paul T. P. Wong will serve as the discussant.

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Workshops

Ⓜ **Salvatore Maddi, PhD**

Assessment and Training of Hardiness

The educational objective of the workshop is to introduce attendees to the assessment and training approaches that facilitate hardiness at the organizational and individual levels

Ⓜ **Heather White, MEd**

Finding the Opportunity in Workplace Conflict

Conflict is a normal part of team and organizational life and is growing in its presence and intensity for many workplaces. Research by Shain et al (2007) has highlighted the link between unhealthy workplaces and destructive forms of conflict as well as potential illness and injury. Shain (2007) has also identified the term “psychological safety” as an important precursor to sustaining and finding workplace health. Other research has highlighted that many organizations carry forward avoidance cultures that grow out of an historical discomfort with conflict and pose challenges to finding the opportunity presented by conflict for individuals, teams and organizations. In order to transform destructive conflict forces into growth inspired constructive forms, supports that encourage prevention, intervention, resolution are crucial, Respectful Workplace programs and related services have emerged to foster healthy environments and constructive conflict experiences.

This session will focus on the strengths, dynamics and challenges to be found in transforming destructive forms of conflict into constructive experiences that build teams and provide individuals the opportunity to experience growth through interpersonal and team conflict. Examples of positive, proactive organizational initiatives will be explored as well as helpful supports and services for teams and individuals to find the opportunity in conflict. An interactive format that combines evidence based best practices, self assessment, case studies and role plays will demonstrate the challenging dynamics that foster the inertia of an organizational culture of conflict avoidance. The alternative view of conflict as an experience that holds the possibility of transformative change that can strengthen individuals, teams and organizations will also be explored. Participants will learn the powerful force that constructive conflict intervention can offer to increase the health, well being and productivity of employees, teams and organizations.

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Ⓜ **Melanie Sears, RN, MBA**

Trainer, Center of Nonviolent Communications

Inner Evolution from Outer Conflict

When you experience conflict at work or at home you can empower your self by using language in a way that creates growth, empowerment, connection and peace. During this interactive presentation you will hear and practice skills such as QTIP (Quit Taking It Personally.) You will also hear how to connect with the intentions of anyone no matter how they are expressing themselves. You will learn how to use your own reactions and responses to people and situations as a stimulus to connect more deeply and compassionately with yourself.

Lunch Break: 12:15PM – 1:15PM

Attendees are responsible for their own lunch

1:15PM – 2:15PM

Ⓚ **Robert Biswas-Diener, Ph.D.**

Coach

Positive Psychology Researcher

Organizational Consultant

Using strengths stories to find meaning at work

In this presentation, Dr. Robert Biswas-Diener will present a brief introduction to strengths psychology, and illustrate the ways that teams and organizations can use business-ready storytelling techniques to appreciate performance, develop a strengths based culture and increase engagement.

Coffee Break: 2:15PM – 2:30PM

Breakout Sessions: 2:30PM – 3:30PM

PAPER SESSION: *Spirituality and Well-Being*

Thursday, August 5, 2010

Ⓟ **Mike Cannon, Margaret C. McKee, PhD,
& E. Kevin Kelloway, PhD**

***Spirituality in the Workplace and Psychological Well-being:
What can existing psychological theories tell us?***

Spirituality in the workplace is generally conceived as comprising four important dimensions: i) integration of work and self; ii) sense of meaning at work; iii) self-transcendence; and iv) growth of the inner (spiritual) self, which are predictive of individual wellbeing. To date, little attempt has been made to link this emergent literature with a large literature on occupational stress and wellbeing. With parsimony and practicality in mind, we draw on existing theories in order to understand how the dimensions of spirituality in the workplace affect the psychological health of individuals in today's workplaces.

Conservation of resources theory (Hobfoll, 1988) takes an interesting perspective, wherein the 4 dimensions of spirituality in the workplace provide important resources which help to buffer against the effects of stress on the individual. Drawing on Self-determination theory (SDT) (Deci & Ryan, 2000), we propose that the dimensions of workplace spirituality help individuals to satisfy three important psychological needs (mastery, relatedness, autonomy) as well as realize their full potential, which SDT recognizes as essential for well-being. Finally, we suggest that Warr (2007) provides an interesting perspective of psychological well-being at work which builds on some of the areas outlined in SDT, but takes other needs, such as self-integration, into account. We contend that each of these frameworks can provide researchers and practitioners with important insight into the relationship between spirituality in the workplace and psychological health. Further, two other phenomena (person-organization fit and spillover) which have received substantial attention in the organizational literature, but which have only recently been applied to workplace spirituality, will be discussed. We conclude by outlining a research agenda that builds on this framework, as well as the key implications for developing psychologically healthy workplaces.

Ⓟ **Megan Vokey, MA**
PhD Candidate, University of Manitoba

***Understanding the Roots of the Uneasy Relationship between
Psychology, Spirituality, and Religion: Applying Lessons
Learned to Promote Psychological Health and Well-Being in the
21st Century***

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For almost a century, psychology has shared an uneasy, even antagonistic co-existence with spirituality and/or religion, despite both claiming to have a major influence on the health and well-being of people (Hill, 2000). Most scholars agree that this long-term conflict is reflective of differences of ontology, epistemology, and ideology (Nelson, 2009). In this paper I will review the history of this relationship to illustrate that the problematic co-existence of psychology and religion is based on philosophical assumptions about reality and knowledge underlying science, which have changed throughout history in relation to the broader ideological context of society (Paloutzian, 1996). Next, I will review how during the last decade, in diverse areas of psychology, such as community psychology (Walsh-Bowers, 2001), humanistic psychology (Rowan, 2007), and counselling psychology (Lines, 2006), there has been a call for (a) a rapprochement between spirituality and psychology and/or science and (b) for a paradigm shift that would facilitate the re-establishment of relations. What is called for is a new metaphor of science that overcomes narrow, positivist assumptions about the world and is based instead on an inter-related, holistic worldview that integrates subjective and objective knowledge and is (a) supported by 20th century science findings, and (b) makes possible a complimentary relationship between psychology and religion (Walsh-Bowers, 2000). I will review some of the core assumptions of this emerging paradigm that pertain to building a complimentary relationship between psychology and spirituality/religious belief. Not only may the adoption of this emerging paradigm lead to a cordial relationship between psychology and religion but it may also be useful, if not necessary, for solving complex, multi-systemic problems of the 21st century. In conclusion I will discuss what a response to creating a psychologically healthy workplace would look like from this emerging scientific paradigm.

2:30PM – 3:30PM

PAPER SESSION: *Meaning and applied positive psychology*

© **Zvi Bellin, PhD**
Loyola University

Exploring a Holistic Content Approach to Personal Meaning

This dissertation study explored through narrative analysis phenomenological experiences of personal meaning. While meaning theorists, such as Frankl (1962) and Wong (1998a) have written about a sense of meaning that is ever-present and connected to one's *being*, research of late (Crumbaugh & Maholick, 1964; Klinger, 1998) has mainly conceptualized meaning as a function of action and progress. Thus, one major purpose of this narrative inquiry

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was to seek out the interplay of *meaning through being* and *meaning through doing*, as drawn from Frankl (1962), May (1961), and other existential psychologists. The impact of religious identity and spiritual identity on two separate processes of *creation of meaning* and *discovery of meaning* was analyzed. The study found that a primal experience of meaning is indeed present in the stories of the individuals. The results suggested that speaking about meaning integration, of *being* and *doing*, are closer to human experience than searching for meaning. It was also found that meaning integration can occur through chance encounter or by purposefully manipulating one's environment. The topics of expanding the sacred to include the immanent world, and willful versus willing approaches to personal meaning were discussed. The analysis was used to consider the meaning based theories of Frankl (1962), Baumeister (1991), Park & Folkman (1992), Maddi (1998), and Wong (1998). Pastoral counseling implications and issues for further study were also considered.

Ⓟ **Daniel Gingras, BA (Hons)**

Research Assistant to Dr. Paul T. P. Wong

Meaning in life and quality of life in chronic pain sufferers

The present study examines the contribution of personal meaning and factors of chronic pain to quality of life in chronic pain (CP) sufferers. Fifty six participants were recruited from online forums for CP sufferers. The measurements used were the Personal Meaning Profile (PMP; Wong, 1998), the West Haven-Yale Multidimensional Pain Inventory (WHYMPI; Kerns, Turk, & Rudy, 1985), and Flanagan's Quality of Life Scale, adapted for persons suffering from chronic conditions (QOLS; Burckhardt, Woods, Schultz, & Ziebarth, 1989). Positive correlations were found among scores on the PMP, the Life Control aspect of the WHYMPI, and QOL. Negative correlations were found among Pain Interference, Pain Severity, Affective Distress, and QOL. Support had almost no correlation to QOL ($r = .01$). The hypothesis that the PMP would better predict QOL than the WHYMPI was partially supported. Regression analysis found that a model using the PMP and the WHYMPI accounted for 78% of the variance in QOL scores ($R^2 = .78$, $p < .001$). Only pain interference, achievement, and intimacy were significant contributors to the model. A follow-up survey re-examined the original sample after 6 months had passed and replicated the major findings on a new sample.

Ⓟ **Tom Wojick, MA**

Owner of the Renewal Group

Thursday, August 5, 2010

Creating a High-Performing Organization That Works?

Motivation is a key aspect to creating and sustaining a high performance organizational culture. Are your leaders motivating employees to be accountable, creative, engaged and autonomous, or are they motivating compliance at best? This presentation challenges traditional models of motivation based upon the “carrot and stick” philosophy, which stifles employees’ desire to be authentic and derive meaning from their work, while suggesting a far more effective alternative.

The Gallop Organization, in surveying thousands of employees across all industry sectors, continues to find that 75% of employees are not meaningfully engaged with their jobs or organizations! There are numerous assumptions which can be drawn from this sobering and sad statistic, but one that is striking; organizations in which these employees work all use some form of reward and punishment, “carrot and stick”, approach to their managerial methods.

This presentation will highlight the work of Edward Deci and Richard Ryan’s Self-Determination Theory, which demonstrates that “self-motivation, rather than external motivation, is at the heart of creativity, responsibility, healthy behavior and lasting change.” Correspondingly, the concept of “Autonomous Supportive” leadership, encouraging the growth of intrinsic motivation, will be a focal point.

Recently, we have witnessed a tragic oil spill and mining accidents in the United States where reward and punishment, “carrot and stick”, managerial approaches were factors in creating conditions leading to death and environmental devastation. The enormous human and planetary costs associated with these outdated motivational theories are all too plain to see. It is now time to turn to motivation which works; rekindling the human spirit.

2:30PM – 3:30PM

POSTER SESSION

Rebecca Bruser, *Msc Candidate*
University of Northern British Columbia

The Link Between Identity Processing Style and Compassionate Love: Are Mindfulness and Self-Compassion Key Components?

Rumana Kaed, *PhD Candidate, National University of Singapore*

Thursday, August 5, 2010

Positive Psychological Adaptation among Breast Cancer Survivors in Singapore and India

Frans Cilliers, PhD

*Professor, Department of Industrial & Organizational Psychology
University of South Africa*

Leadership Coaching Experiences in a Financial Organization. A Positive Psychology Perspective

Afshan Ghasemi, MA

The impact of group Education based on Snyder's hope theory on the rate of happiness in elders' life

Jiban Joshi

Advocacy for Anti Stigma and the Creations of supportive environment to live dignified normal life for the people living with HIV and AIDS.

Mira Kim, PhD, Faculty of Education, Simon Fraser University

Language, Ethnic Identity, and Well-being

Mira Kim, PhD & Hong Seock Lee, Ph.D., M.D

Faculty of Education, Simon Fraser University

Reconsidering the Diagnosis of Conduct Disorder Among ESL Children and Adolescents

Ingra du Buisson-Narsai, MComm

Registered Industrial Psychologist, South African Health Professions Council

GPS (global positioning system) for the Soul....Your Personal Values Hierarchy: From Motivation to Inspiration

**Kathy Offet-Gartner. Associate Professor, Student Counselling Services
Mount Royal University**

Education as the new buffalo: How a positive environment contributes to the health, wellbeing and educational success for Aboriginal women

Holli-Anne Passmore & Andrew J. Howell, PhD

Grant MacEwan University

Thursday, August 5, 2010

Meaning in Life as a Mediator of the Relationship Between Nature Affiliation and Well-Being

Abaid Rehman, *Lecturer, B.Z.U Bahadur Sub Campus Layyah*

The Moderating Effect of Perceived Job Self-Efficacy in Relation Between Work Stress and Psychological Wellbeing for a Sample of Police Personals of Pakistan

Candace Reinsch, MA, *MEd Candidate, University of Manitoba*

Mixing Business with Pleasure: Exploring Positive Psychology Interventions for Employee Assistance Program Clients in a Large Public Sector Organization

Thursday, August 5, 2010

Distinguished Public Lecture: 4:00PM – 5:30PM

Michael Novak, MA, D Litt

Theologian and Author

Director of Social and Political Studies,

American Enterprise Institute in Washington, D.C

“Those who have eaten awhile of material success know that there is more to life than bread. They desire more than *having*. . . . Many are haunted by the awareness that they are not getting all that is to drunk of life, that there is somewhere an *unfound door*, through which what they seek is revealed ahead. The most heardheaded people feel this most keenly. Whatever they attain, this isn't it – not what they are looking for.

“For various historical reasons, economics and business faculties have often pictured their disciplines as more like the sciences, or more like the *servile* and *useful* arts, than like the liberal arts. . . . They have been complacently concerned almost exclusively with means rather than with ends – which often enough, they have been quite content to leave to ministers, bishops, confessors, moralists, and other (as they see things) more woolly headed thinkers. ‘We'll tell you how to get there, the costs and the benefits, but as for the ends, goals, purposes, values, that's up to you. Talk to your chaplain.’ We all know where that leaves the chaplain. . . .

“A career in business is not only a morally serious vocation but a morally noble one. Those who are called to it have reason to take pride in it and to rejoice in it. . . . Business is a demanding vocation, and one is not good at it just by being in it, or even by making piles of money. The bottom line of a calling is measured by pain, learning, and grace. Having a good year in financial terms is hard enough; having a good year in fulfilling one's calling means passing tests that are a lot more rewarding. The difference is a little like being drafted into the army and, instead, volunteering for the green berets. Doing anything as a calling – especially doing something quite difficult – is a lot more fulfilling than merely drifting.”