

FLOURISH

EXECUTIVE TOOLKIT

*Handouts and reference
materials for participants*

SEPTEMBER 3-5 • NAPA VALLEY, CA



AMERICAN PSYCHOLOGICAL ASSOCIATION
SERVICES, INC.

WELCOME

To the leaders in this room,

Leadership today requires more than managing outcomes. It requires understanding the conditions that produce them.

Organizations measure performance, retention, engagement, productivity, and workforce health. Yet many of the forces shaping those outcomes begin upstream—in the psychological and organizational conditions that influence how people think, perform, adapt, lead, and contribute.

Flourish was built around a simple proposition: What if leaders could see and act on those conditions more clearly?

That question led to the Flourishing Operating System (Flourishing OS™), a framework my team and I created to translate decades of psychological science into a practical architecture for leadership and organizational decision-making. The science is established. What is new is how it has been integrated—connecting how people flourish, how work and leadership shape that capacity, and how those effects extend across a workforce to influence organizational outcomes.

That same thinking shaped the learning architecture of this Summit.

The Executive Toolkit in your hands is designed to move that thinking into action. Use it to challenge assumptions, examine your leadership, learn from the executives around you, and identify opportunities within your organization. Most importantly, leave with one action worth taking when you return.

The perspectives and challenges you bring to Flourish will also help shape where we take this work next.

The Flourishing OS™ is part of a broader effort within APA Human Well-Being Solutions to bring psychological science more directly into organizations—translating evidence into practical tools, learning experiences, and solutions for the consequential decisions leaders make.

Thank you for bringing your experience and perspective to this inaugural gathering. I hope Flourish gives you a new lens for seeing the organization you lead—and new possibilities for what it can become.

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How to Use This Toolkit

This document contains the nine handouts and reference materials that participants engage with throughout the Flourish Executive Summit. Each handout is connected to a specific session and designed to live beyond the Summit experience, functioning as a practical working resource executives can return to as they apply these concepts within their organizations.

What is in this Toolkit

#	TITLE	PAIRS WITH SESSION	WHEN	PAGE
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Handout 2	Executive PsyCap Self-Assessment (PCQ-5)	The Psychological Capacities Behind Executive Performance	4:15 PM Thu, September 3	5
Handout 3	Signal Audit Worksheet	Keynote Fireside Chat: Leading with Signal, Not Noise	9:45 AM Fri, September 4	9
Handout 4	Applied Lab PsyCap Activation Worksheet	Applied Lab: Activating Your PsyCap	10:45 AM Fri, September 4	13
Handout 5	Chatham House Discussion Prompts and Confidentiality	The Flourishing Leader in Practice	12:00 PM Fri, September 4	17
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Working With Your Toolkit

- **Use it actively during the Summit.**
Each handout is designed to support reflection, decision-making, candid discussion, and real-time application. Respect the confidentiality of peer conversations while applying relevant insights to your own leadership.
- **Use it beyond the Summit.**
These tools are practical leadership resources you can revisit as you apply the frameworks within your organization.

HANDOUT 1

Flourishing Operating System (OS)™
Quick Reference

Resource for: Flourishing OS | Day 1, Welcome to Flourish: The Business Case and Flourishing OS™, 3:00 PM – 4:00 PM and Day 3 Summit Synthesis: The Blueprint Session, 10:00 AM — 10:30 AM

The Five-Layer Framework

The Flourishing OS™ is a five-layer, evidence-informed framework for understanding and strengthening the individual capabilities, leadership behaviors, and organizational conditions associated with flourishing.

The layers are interconnected and mutually reinforcing. While the framework moves from **Me → Us → Organization**, flourishing is not strictly linear. Development can begin in any layer, and changes in one part of the system can influence conditions across the others.



Three things that make this an operating system

- **Measurable.** Flourishing and the capabilities, behaviors, conditions, and outcomes represented across the Flourishing OS™ can be assessed using relevant individual, team, workplace, and organizational indicators. Flourishing is more than a feeling; established research demonstrates that flourishing itself can be systematically measured (Keyes, 2002; Redelinguys et al., 2019b).
- **Developable.** Many of the capabilities represented in the Flourishing OS™ can be strengthened. Psychological Capital is particularly well established as a developable psychological resource, while leadership practices and workplace conditions provide additional points of intervention across the system (Luthans, Youssef, & Avolio, 2007). **For leaders, team-level behaviors can provide an important point of leverage because they shape the conditions others experience every day.**
- **Leader-influenced.** Leaders cannot control whether another person flourishes, but they have meaningful influence over many of the conditions that support or undermine flourishing. Layers 1-3 focus primarily on the leader’s own capacities and functioning; Layers 4-5 show how leadership behavior and organizational conditions extend that influence across teams and systems.

THE BUSINESS CASE FOR FLOURISHING: LOOK UPSTREAM

Executives already track outcomes such as retention, performance, workforce health, and discretionary effort. The harder question is what is happening upstream of those numbers.

Research on workplace flourishing points to an interconnected set of individual, leadership, and workplace factors associated with how well people function at work—and with outcomes organizations already manage. Across 40 empirical workplace studies, flourishing was associated with lower turnover intention, stronger in-role performance, and greater extra-role performance (A’yunnisa et al., 2024).

The Flourishing OS™ gives leaders a way to organize and act on those upstream conditions.

References

A’yunnisa, R. N., Carminati, L., & Wilderom, C. P. M. (2024). Job flourishing research: A systematic literature review. *Current Psychology*, 43(5), 4482–4504. <https://doi.org/10.1007/s12144-023-04618-w>

Keyes, C. L. M. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*, 43(2), 207–222. <https://doi.org/10.2307/3090197>

Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital: Developing the human competitive edge*. Oxford University Press.

Redelinguys, K., Rothmann, S., & Botha, E. (2019b). Workplace flourishing: Measurement, antecedents and outcomes. *SA Journal of Industrial Psychology*, 45, a1549. <https://doi.org/10.4102/sajip.v45i0.1549>

HANDOUT 2

Executive Psychological Capital Self-Assessment

Resource for: The Psychological Capacities Behind Executive Performance | Day 1, 4:15 PM

SELF-ASSESSMENT USING THE PSYCHOLOGICAL CAPITAL QUESTIONNAIRE-5 (PCQ-5) AND SELF-REFLECTION

The Psychological Capital Questionnaire-5 (PCQ-5) is a validated, five-item measure of global Psychological Capital (PsyCap) that is freely available for use by researchers and organizations (Szerdahelyi et al., 2024).

Establish a point-in-time snapshot of your own Psychological Capital: Hope, Efficacy, Resilience, Optimism (HERO). Use your responses as prompts to consider how these capacities may be showing up in your work and where further development may be useful. This exercise is for your own reflection; your responses will not be graded or collected.

Instructions

Please indicate how much you agree or disagree with each statement as it applies to you at work right now. Place an X or checkmark in the column that best represents your response: (1) Strongly disagree, (2) Disagree, (3) Slightly disagree, (4) Slightly agree, (5) Agree, (6) Strongly agree

PCQ-5	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree
I feel confident contributing to discussions about the organization’s strategy.						
Right now I see myself as being pretty successful at work.						
I can think of many ways to reach my current work goals.						
I can get through difficult times at work because I’ve experienced difficulty before.						
I’m optimistic about what will happen to me in the future as it pertains to work.						

SOURCE: Szerdahelyi, M., Paterson, T. A., Huang, L., Martos, T., & Komlósi, L. (2024). Validation of the PCQ-5: A short form to measure state positive psychological capital. *Group & Organization Management*, 49(1), 215-245.

Drawn with permission for use of the PCQ-24 selected items from: Luthans, F., Youssef, C., & Avolio, B. (2007). *Psychological Capital* (pp. 237-238), New York: Oxford University Press.

PCQ-5 is FREE for use ONLY IF both of the following terms are fully complied with:
1. BOTH of the two sources referenced above are cited in your work.
2. You may change a few words depending on the context, CONTINGENT upon still getting acceptable reliability but if not, then no words can be altered.

Your read

Look across your responses and use them as prompts for reflection about how you approach your work, particularly under pressure.

- Statements 2 and 3 relate to **Hope (agency and pathways)**.
- Statement 1 relates to **Efficacy**.
- Statement 4 relates to **Resilience**.
- Statement 5 relates to **Optimism**.

The PCQ-5 is validated as a brief measure of overall PsyCap. Individual item responses can support reflection on HERO, but they should not be interpreted as separate validated subscale scores.

One insight from my reflection:
Name one.

One capability I would like to strengthen:
Name one.

One action I will explore during the Applied Lab:
What is one action you could take to strengthen or better use one of your HERO resources under pressure?

References

Szerdahelyi, M., Paterson, T. A., Huang, L., Martos, T., & Komlósi, L. (2024). Validation of the PCQ-5: A short form to measure state positive psychological capital. *Group & Organization Management*, 49(1), 215–245.<https://doi.org/10.1177/10596011221127383>

Luthans, F., Youssef, C.M. & Avolio, B.J. (2007), *Psychological capital: Developing the human competitive edge*. Oxford University Press.

Luthans, F., Avolio, B.J., Avey, J.B., & Norman, S. M. (2007). Positive psychological capital. *Personnel Psychology*, 60, 541–572).

HANDOUT 3

Signal Audit Worksheet

Resource for: Keynote Fireside Chat: Leading with Signal, Not Noise | Day 2, 9:45 AM

THE PREMISE

Leadership is communicated through patterns, not statements alone.

People notice what leaders repeatedly prioritize, reinforce, reward, and tolerate. Your calendar, decisions, responses, and recognition all send signals about what matters. This exercise helps you examine whether the signals embedded in your leadership behavior align with what you intend to communicate.

This worksheet connects your Inner Dashboard (Layer 2) with the observable leadership behaviors of the Flourishing Leader (Layer 4).

Part 1: What you intend to signal

Write the three values, priorities, or behaviors you want people in your organization to associate with your leadership. Be specific.

Intended signal 1:

Intended signal 2:

Intended signal 3:

Part 2: What you actually signal

For each intended signal, identify observable patterns from the last 30 days that either reinforce or contradict it. Consider what you put on your calendar, what you said yes or no to, who you recognized or rewarded, what you repeatedly asked about, and what you tolerated.

Pattern that reinforces signal 1:

Pattern that contradicts signal 1:

Pattern that reinforces signal 2:

Pattern that contradicts signal 2:

Pattern that reinforces signal 3:

Pattern that contradicts signal 3:

Part 3: The intention gap

Look at the contradictions you identified. Which gap do you think would be most visible to the people who work mostly closely with you?

The contradiction others are most likely to notice:

What I will change in the next 30 days:
Name one observable action, not a value statement.

The test:

Based solely on my behavior, what would an outside observer conclude I value most?

HANDOUT 4

Applied Lab: PsyCap Activation Worksheet

Resource for: Applied Lab: Building Psychological Capital Under Pressure | Day 2, 10:45 AM

WHAT YOU ARE DOING

You will move through four stages in 45 minutes: solo (5 min), table (10 min), dyad (15 min), room (10 min). By the end, you will identify one concrete leadership behavior or practice to strengthen or protect a HERO resource–Hope, Efficacy, Resilience, or Optimism–within a strategic priority you currently lead.

A leadership behavior or practice is not an intention. It is a specific behavior or routine, something you could put on your calendar, build into a process, or repeat consistently.

Psychological Capital is developable, and research has examined targeted interventions designed to strengthen its HERO resources (Luthans et al., 2006; Luthans, Youssef, & Avolio, 2007).

Stage 1: Solo (5 minutes)

Write silently. Do not look up.

Name a strategic priority or leadership challenge you own right now:

Something real, not hypothetical. A launch, a reorganization, a hard decision, a difficult relationship.

Which HERO resource is most likely to be tested under pressure in this initiative?

Pick one: Hope, Efficacy, Resilience, or Optimism.

What would tell you this resource is being depleted or compromised?

Name a specific observable behavior, decision pattern, or physical cue.

Stage 2: Table (10 minutes)

Each person at your table names their strategic priority and the HERO component. Tablemates ask ONE question each. The question should challenge the person’s assumptions—not simply affirm them.

The question that challenged my thinking most:

What I notice from hearing others:

Stage 3: Dyad (15 minutes)

Pair up with one tablemate. Design one leadership behavior or practice that could strengthen or protect your selected HERO resource under pressure. Then stress-test each other’s practice by asking: “Where does this break? When would you be most likely to skip it?”

My leadership behavior or practice:

Specific behavior or routine—something you can put on a calendar, build into a process, or repeat consistently.

Where my partner thinks it will break:

How I will harden it:

Stage 4: Room (10 minutes)

A few brave volunteers share their practice with the room. Listen for patterns.

A pattern I noticed across the room:

My one-sentence commitment to the room and to myself:

References

Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). *Psychological capital: Developing the human competitive edge*. Oxford University Press.

Luthans, F., Avey, J. B., Avolio, B. J., Norman, S. M., & Combs, G. M. (2006). *Psychological capital development: Toward a micro-intervention*. *Journal of Organizational Behavior*, 27(3), 387–393. <https://doi.org/10.1002/job.373>

HANDOUT 5

Chatham House Discussion Prompts

Resource for: The Flourishing Leader in Practice: Chatham House Lunch | Day 2, 12:00 PM

THE CHATHAM HOUSE RULE

When a meeting is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed. The Rule is designed to support open discussion by allowing participants to use what they learn without identifying who said it or where they work.

Take the insights with you. Leave the identities and affiliations in the room.

Your table

Each table is hosted by a **APA Flourish Voice**, a recognized expert in an aspect of organizational flourishing. They will open the discussion, set the tone for candid exchange, and steward the Rule. Their role is not to lecture, but to facilitate meaningful executive dialogue and shared learning.

The two prompts

PROMPT 1 (25 MINUTES)

“What pattern in your own organization are you afraid to name out loud?”

PROMPT 2 (25 MINUTES)

“What flourishing commitment have you made publicly that you struggle to keep?”

CLOSING PROMPT (5 MINUTES)

“What is one thing you will take from this conversation back to your work?”

Your own notes

Capture what is useful to you without recording identifying details. Do not write names, organizations, or other information that could identify a speaker. Capture the patterns, framings, and questions that stay with you.

A pattern someone surfaced that resonates with me:

A framing I want to test in my own work:

One question I will ask my team next week:

Reference

Chatham House. (n.d.). Chatham House Rule. Chatham House Rule

HANDOUT 6

Flourishing Leader Behaviors Checklist

Resource for: The Flourishing Leader: Feeling Well, Functioning Well, Leading Well
Day 2, 2:00 PM

FEELING WELL. FUNCTIONING WELL. LEADING WELL.

Flourishing involves more than feeling good. It includes both **positive emotional experience and positive functioning**—how people engage with life, pursue meaning and growth, and function socially (Keyes, 2002).

For leaders, flourishing also has a behavioral dimension: how you lead shapes important conditions other people experience at work. The Flourishing OS™ translates that leadership dimension into six observable behavior standards: Support, Fairness, Autonomy, Boundaries, Coaching, and Transparency.

The Six Observable Behaviors, a Flourish OS™ Reflection Checklist

The six behaviors are Flourishing OS™ leadership standards informed by research on leadership and workplace conditions associated with flourishing; they are not presented as a validated six-factor leadership assessment.

For each behavior, check the box that best reflects your current leadership practice. Rate yourself based on what people could observe—not what you intend. The goal is to identify the behavior with the greatest opportunity for improvement.

SUPPORT

You demonstrate that your people can count on you for appropriate support—in resource decisions, difficult moments, and when obstacles get in the way of good work.

- ☐ **Consistent:** I demonstrate this reliably; others could point to recent examples..
- ☐ **Inconsistent:** I demonstrate this sometimes, but not reliably.
- ☐ **Development area:** My behavior does not yet consistently reflect this standard.

FAIRNESS

You apply the same standards to high performers and low performers. You explain decisions. You correct yourself when you get it wrong.

- ☐ I demonstrate this consistently. My team would name this as a strength.
- ☐ I demonstrate this inconsistently. My team would say “sometimes.”
- ☐ I struggle with this. My team would name this as a gap.

AUTONOMY

You give people meaningful room to operate. You resist taking over simply because work becomes uncomfortable. Where appropriate, you give people discretion over how outcomes are achieved.

- ☐ **Consistent:** I demonstrate this reliably; others could point to recent examples..
- ☐ **Inconsistent:** I demonstrate this sometimes, but not reliably.
- ☐ **Development area:** My behavior does not yet consistently reflect this standard.

BOUNDARIES

You make expectations and limits clear. You address behavior that crosses them, even when doing so is uncomfortable. You do not allow important standards to erode through avoidance.

- ☐ **Consistent:** I demonstrate this reliably; others could point to recent examples..
- ☐ **Inconsistent:** I demonstrate this sometimes, but not reliably.
- ☐ **Development area:** My behavior does not yet consistently reflect this standard.

COACHING

You help people grow. You provide specific, timely feedback with care and invest in development beyond the immediate task.

- ☐ **Consistent:** I demonstrate this reliably; others could point to recent examples..
- ☐ **Inconsistent:** I demonstrate this sometimes, but not reliably.
- ☐ **Development area:** My behavior does not yet consistently reflect this standard.

TRANSPARENCY

You share the why, not just the what. You name uncertainty when it is real. You do not pretend to know what you do not.

- ☐ **Consistent:** I demonstrate this reliably; others could point to recent examples..
- ☐ **Inconsistent:** I demonstrate this sometimes, but not reliably.
- ☐ **Development area:** My behavior does not yet consistently reflect this standard.

Don’t calculate a total score from this checklist. Its purpose should remain reflection → identify behavior → commit to observable change, not measurement.

Your read

The behavior I most need to strengthen:

What gets in the way?

Consider time pressure, competing priorities, discomfort, habits, organizational constraints, or patterns learned from previous leaders.

One observable thing I will do differently in the next 30 days:

References

Abid, G., Ijaz, S., Butt, T., Farooqi, S., & Rehmat, M. (2018). Impact of perceived internal respect on flourishing: A sequential mediation of organizational identification and energy. *Cogent Business & Management*, 5(1), 1507276. <https://doi.org/10.1080/23311975.2018.1507276>

Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86(3), 425–445. <https://doi.org/10.1037/0021-9010.86.3.425>

Keyes, C. L. M. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*, 43(2), 207–222. <https://doi.org/10.2307/3090197>

HANDOUT 7

Crisis Lab: Leading Through AI Disruption

Resource for: Crisis Lab: Leading Through AI Disruption | Day 2, 3:00 PM

Crisis Lab Agenda

- Setup the case (5 minutes)
- Discussion round 1 · The AI Crisis Case (20 minutes)
- Discussion round 2 · The AI Disruption Continues (10 minutes)
- After-Action Review · Individual reflection (10 minutes)
- 15-minutes break
- Crisis Lab Debrief with Dr. Gena Cox at 4:00 PM in the main ballroom

Facilitator sets the stage (5 minutes)

THE SETUP: WHO YOU ARE AND WHAT IS COMING

Your table is the executive team of Arc Bugle Company (ABC), a large consumer-facing enterprise where brand trust drives customer loyalty and market valuation. AI is embedded across ABC's operations, communications, and customer-facing systems. Your leadership team has full decision authority. Your decisions take effect immediately. You will be evaluated on consequences, not intentions.

Over the next 60 minutes, you will face a single evolving AI-related crisis in two rounds. Round 1 gives you the initial situation. Between the rounds, the crisis will escalate in a way that changes what your Round 1 decision now means. Round 2 asks you to lead through that escalation. When the escalation hits, notice what changes in your thinking.

ABC ORGANIZATIONAL SNAPSHOT

Who you are

- Large, digitally enabled enterprise with global operations
- Consumer-facing brand where trust drives customer loyalty and market valuation
- Blend of legacy systems and newer AI-driven capabilities
- Stable externally; increasingly complex internally

What is at stake

- Operational continuity
- Brand trust and market confidence
- Long-term competitiveness in an AI-mediated environment
- Persistent tension between speed and governance

Role of AI

- AI embedded in mission-critical workflows
- Influences revenue, customers, operations, and talent
- Mix of decision support and automated execution
- Historically reliable outputs dependent on legacy data and system integrations

Governance and risk posture

- Uneven AI adoption across business units
- Mixed ownership and accountability
- Known technical debt and informal workarounds tolerated to preserve momentum
- No material system failures to date

Constraints

- No new funding; actions require reallocation
- Limited time and incomplete information
- Interconnected systems increase downstream risk
- High Board of Directors visibility; external reaction may be immediate

Authority

- You are the C-suite with full decision authority
- Decisions execute immediately
- Outcomes, not intent, will be evaluated

What you know and do not know

- A serious AI-related issue is escalating
- The issue appears containable, though underlying interactions are not fully visible
- Root cause, scope, and trajectory remain unclear

A few terms you will hear

- **Model drift:** An AI system’s performance degrades over time as the relationship between its inputs, its environment, and its expected outputs shift. The AI has changed even though your organization has not changed how it uses it.
- **Hallucination:** A specific failure mode where the AI generates inaccurate, fabricated, or unsupported content. Model drift is the underlying condition. Hallucination is one way that drift shows up.
- **AI reliability disruption:** The organizational fallout that follows when an AI you have been relying on can no longer be trusted at the level you assumed.

Group Discussion 1: The Case (20 minutes)

Open the Crisis Lab Cards envelope at your table. There are 2 double-sided cards.

Start with Card 1. Front side — Case Situation. Backside — Viable Solutions A, B, and C. You have 10 minutes to decide.

At your table, discuss:

- What is the immediate risk if you do nothing in this situation?
- What tradeoff does each of the three options force you to accept?
- Which option does your team finally authorize: A, B, or C?

Group Discussion 2 (10 minutes)

Pull out the next card, Viable Solutions 1, 2, and 3, for the next discussion and decision.

When time is called: Place the decision card you chose on your table. Once placed, the decision is final.

After-Action Review - Individual reflection (10 minutes)

Answer the following reflection questions individually. It is not collected or evaluated. Use it to examine how you thought, responded, and adapted under pressure and to prepare for the debrief.

1. Metacognitive control: how you thought under pressure

- What assumptions did you make early in the crisis that felt obvious or safe at the time? What signals, if any, challenged those assumptions later?
- At what point did you notice a mismatch between the system’s outputs and your mental model of how the organization actually works? What did you do when you noticed it?
- Looking back, where might confidence have outpaced evidence, or evidence have been discounted because it conflicted with the chosen path?

2. Psychological Capital: the resources you drew on under pressure

- When the AI reliability disruption was introduced, what was your immediate reaction? (narrow focus, rapid problem solving, defending the initial decision, reframing, pausing to reassess, other)
- How quickly were you able to move from surprise to recovery? What helped or slowed that shift?
- Which HERO resources did you draw on, or need more of, once the system became unreliable: Hope, Efficacy, Resilience, or Optimism?

3. Sustained functioning: leading through prolonged disruption

- What tradeoffs did you knowingly accept in Round 1? Which tradeoffs became more costly once the AI became unreliable?
- What conditions would you or your organization need to sustain effective functioning if this type of disruption were ongoing rather than episodic?

4. Transfer: one insight to carry forward

In your real role, where might AI-related decisions be deferring underlying issues rather than resolving them? Write one insight from this exercise you want to carry forward. Consider tie-in’s with PsyCap or other aspects of Flourishing leadership.

What happens next?

Take a 15-minute break. Thereafter, we will reconvene in the main ballroom for the Crisis Lab Debrief led by Dr. Gena Cox at 4:00 PM. Your reflections here will inform that conversation.

HANDOUT 8

Measurement Dashboard Template

Resource for: Executive Panel: Measuring What Matters in the Flourishing Organization + Closing Keynote | Day 3, 9:00 AM

THE SHIFT

Day 2 focused primarily on the leader. Day 3 moves to the organization. A flourishing measurement system should help leaders understand not only **what outcomes are occurring**, but also **what behaviors and workplace conditions may be contributing to them**.

No single metric tells you whether an organization is flourishing. The goal is to build a **measurement system that connects flourishing with the leading conditions and business outcomes that matter in your organization**.

The four measurement categories

A useful measurement system looks across four categories rather than relying on business outcomes alone.

LAYER	WHAT IT CAPTURES	EXAMPLE METRICS
1. Inputs	What the organization invests or puts in place	Leadership development participation; protected recovery practices; manager capacity/resources; access to coaching or development; investment in work-design improvements.
2. Behaviors	What people do	Manager 1:1 consistency; frequency of development conversations; observable autonomy-support practices; decision-explanation practices; adherence to team boundary norms.
3. Conditions	What it feels like	Psychological safety; workload and job demands; access to job resources; trust in leadership; autonomy; meaning at work; recovery/burnout indicators; workplace flourishing using a validated workplace flourishing measure where appropriate until a Flourishing OS™-specific measure is developed, and pair validated flourishing measures with relevant workplace-condition and business-outcome indicators.
4. Outcomes	What it produces	Voluntary turnover/retention; in-role performance/productivity; extra-role contribution/discretionary effort; workforce health indicators; relevant business or operational outcomes.

Your starting dashboard

For each category, identify one indicator that would help you understand your organization’s flourishing system. Choose measures that are meaningful, feasible, and actionable in your context. For each metric below, identify one you would commit to.

The goal is not more measurement. It is better visibility into the system.

Inputs metric:

Behaviors metric:

Conditions metric:

Outcomes metric:

Your principles

From the Executive panel, what principles will guide how you measure flourishing in your organization?

Principle 1:

Principle 2:

Principle 3:

References

A’yuninnisa, R. N., Carminati, L., & Wilderom, C. P. M. (2024). *Job flourishing research: A systematic literature review. Current Psychology*, 43(5), 4482–4504. <https://doi.org/10.1007/s12144-023-04618-w>

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Redelinghuys, K., Rothmann, S., & Botha, E. (2019b). *Workplace flourishing: Measurement, antecedents and outcomes. SA Journal of Industrial Psychology*, 45, Article a1549. <https://doi.org/10.4102/sajip.v45i0.1549>

Closing Commitment Card

Resource for: Closing Commitment: Defining Your Leadership Intent | Day 3, 11:30 AM

YOUR ONE COMMITMENT

You will leave the Summit with **one** written commitment. Not three. Not a list. One. The discipline of choosing is the point. Focus your attention on one change you are prepared to put into practice.

The four prompts

Answer in order. Take 4 minutes.

1. The single leadership behavior or practice I will change:

Specific. Observable. Something others could notice within the first two weeks.

2. The first action I will take to make that change:

Put it on the calendar. Take the first step within seven days.

3. The signal I will look for that the change is taking hold:

What observable behavior, response, or pattern would tell you something is changing?.

4. The person I will tell about this commitment by Monday:

Choose someone who can help you stay accountable to the commitment.

Your reminder

Photograph your closing commitment card. Save it somewhere you will see it Monday morning. Revisit it in 30 days.

The Summit ends here. The work does not.

Continue translating insight into observable leadership action—and use the Flourishing OS™ to examine what changes in you, in how you lead, and in the conditions around you.

WHAT HAPPENS NEXT

Post-Summit resources: Please follow this link to access your Executive Playbook and additional resources. workplacewellbeing.apaservices.org/executive-playbook

30-day check-in: You will receive your commitment prompt again as a reminder to reflect on what changed.

90-day resource: APA Services, Inc. will share a Flourishing OS™ reference packet to support continued application.

Continue learning: Watch for future Flourishing leadership programming and executive development opportunities.

MY COMMITMENT, IN ONE SENTENCE:

I will...

NOTES:

[illegible]

NOTES:

[illegible]

NOTES:

[illegible]



FLOURISH

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