UNIVERSITAT JAUME·I

DESARROLLO DE UNA CULTURA ORGANIZACIONAL POSITIVA (COPo) HACIA EL BIENESTAR, LA RESILIENCIA Y LA INNOVACIÓN CORPORATIVA

Una propuesta de investigación-acción en el entorno empresarial relevante del Área Industrial de Almussafes

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Diciembre, 2024

Programa de Doctorado en Psicología

Escuela de Doctorado de la Universitat Jaume I

Desarrollo de una Cultura Organizacional Positiva (COPo) hacia el bienestar, la resiliencia y la innovación corporativa.

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Development of a Positive Organizational Culture (POC) towards Well-being, Resilience, and Corporate Innovation.

A Research-Action Proposal in the Relevant Business Environment of the Almussafes Industrial Area.

Memoria presentada por Antonio Ortiz Vázquez **para optar al grado de doctor por la Universitat Jaume I**

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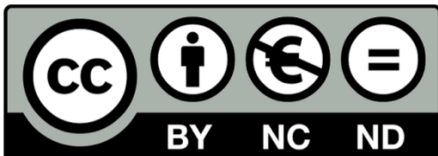
Castellón de la Plana, septiembre de 2024

Financiación recibida

La realización de la presente tesis doctoral ha sido posible gracias a la financiación de:

Fundación para el Desarrollo y la Innovación (FDI)

Esta tesis cuenta con una publicación (versión inglés y español) en uno de los capítulos de la misma y dispone de la aceptación de los coautores de la publicación y su renuncia expresa a presentarlas como parte de otra tesis doctoral:

Ortiz-Vázquez, A., Llorens, S. & Salanova, M. (2024). Development and Validation of the Positive Organizational Culture Scale (POC-S). *Psicothema,* (en prensa).

Ortiz-Vázquez, A., Llorens, S. & Salanova, M. (sometido a revista). Organizational culture and positive psychological interventions: Understanding the concept of positive organizational culture using a systematic review.

Ortiz-Vázquez, A., Llorens, S. & Salanova, M. (sometido a revista). Effects on organizational culture of three positive psychological interventions: A case study in the industrial sector.

"En cuestiones de cultura y de saber,

sólo se pierde lo que se guarda;

sólo se gana lo que se da".

Antonio Machado

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AGRADECIMIENTOS

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Hace cuatro años que empezaba esta aventura en la que jamás pensé que me embarcaría. De hecho, en primero de grado descarté dos ramas de la Psicología: clínica e investigación. Y aquí me encuentro, redactando los agradecimientos de una tesis. Aunque si esto suena "incongruente" siempre podemos recordar que cuando recibí la llamada que me condujo hasta aquí era mi primer día en un Lidl de Huelva y estaba comenzando las oposiciones a bombero. ¿Dejaré de ser tan veleta algún día de mi vida? No prometo nada. Lo siento.

Esa llamada de la que hablo la hacía Marisa Salanova, la cual no puede dejar de ser la primera en esta lista de agradecimientos. Ya no solo por brindarme la oportunidad de haber realizado este proyecto, sino porque desde el primer momento en que nos conocimos supo ver algo en mí que ni yo mismo veía, y así me lo ha demostrado en estos seis años en los que ya puedo llamar "de amistad". Gracias por haber sabido estar en los buenos momentos, pero, sobre todo, gracias por haber conseguido recomponerme hasta en dos ocasiones en las que pensaba que sería el final inconcluso de esta etapa.

Gracias infinitas también a Susana Llorens. Comenzaste a darme tu ayuda cuando aún eras ajena al proyecto, pero tanta fue esa ayuda que tengo el honor de cerrar la tesis con tu nombre en la portada como codirectora. Tu calidez y cercanía han hecho mucho más llano este camino que, como todos bien sabemos, está lleno de obstáculos, algunos de ellos vertiginosos. Quiero destacar también que sin tus conocimientos de estadística (y sin tu paciencia) aún estaría haciendo los informes de 2022. De verdad, gracias.

A todo el equipo WANT, a aquel que conocí al llegar, y al que dejo ahora. Gracias por todos los momentos vividos tanto dentro como fuera del trabajo, en los congresos y convivencias. Gracias por todos los consejos recibidos, el apoyo y la ayuda siempre amable. Es muy difícil recordar algún momento amargo en los seis años que he formado

parte del equipo y, siendo psicólogos organizacionales, ya sabemos el mérito que tiene eso. El crecimiento tanto personal como laboral a vuestro lado ha sido exponencial.

Dentro del ámbito académico también tengo que dar las gracias a José Climent y Yolanda Navarro, mis profesores en la Universidad de Huelva. Ellos fueron realmente los responsables de todo esto, pues fueron los que plantaron la semilla de la Psicología Organizacional Positiva en mi cabeza durante sus clases y tutorías. Me encanta recordar nuestras reuniones en vuestro despacho con mi compañera, colega y sobre todo amiga, Marta Abia (sin H y con B). A ti, Marta, también te debo agradecer esa tarde en la que me cogiste del brazo mientras decías: "¿Que vas a hacer el TFG de Etología? Anda ya, tira pal' despacho de Yolanda y Climent ahora mismo". Vosotros tres sois el origen de este camino que ya concluye. Eternamente agradecido.

En cuanto Ford respecta (y voy a poner el nombre de la empresa tal cual porque considero que no merece menos), me faltan palabras de agradecimiento. En primer lugar, a Enrique Roig y a Eduardo Guillamón por la confianza depositada en mí para realizar un proyecto de tal envergadura, por darme voz y por dejarme aprender tanto de vosotros. Vuestra guía y vuestro apoyo ha sido de un valor incalculable.

También quiero dar las gracias a todas y cada una de las personas que han formado parte del proyecto, desde aquellos que han dedicado parte de su tiempo a responder "EL" cuestionario (porque 40 minutos no son pocos), hasta aquellos como María Ángeles Alonso, Helios Álvarez, Javier Gisbert y Sergio Tajada, que han hecho grandes esfuerzos en sus respectivas áreas con todos sus equipos para que este proyecto sea posible.

A todo el equipo de FDI. Jesús, Cristina, Carlos, Elena, Elvira, Amparo, Javi Gi, Javi Ca, Carol, Juanma… Gracias a todos y cada uno de vosotros por haberme hecho sentir uno más en todo momento, por hacerlo todo tan fácil y por hacer que empiecen mis

días con una sonrisa. Si alguien tiene la culpa de que haya acabado esta etapa con el corazón azul, sois vosotros.

Gracias a mis amigos. A todos y cada uno de vosotros. Por haber aguantado mis altibajos y mis crisis existenciales (que no han sido pocas) a lo largo de este camino. Pero, sobre todo, gracias por celebrar y saborear conmigo cada victoria como si fuera vuestra, por pequeña que fuera. Aunque estáis a más de 700km de mí, os he sentido y os siento siempre cerca.

Y, por último, pero no por eso menos importante, gracias a mi familia. Gracias a mis padres y a mi hermana. Para vosotros son las gracias más especiales. Sin vuestra educación y ejemplo no sería quien soy hoy, y creedme cuando os digo que es esa y no otra la clave del éxito en mi vida. Soy bien consciente de ello y me siento infinitamente afortunado. No se me ocurre una mejor cuna que la que he tenido.

Abuela, a ti, aunque ya no estás aquí, también te quiero dar las gracias por haberme transmitido esa pasión por el saber, la que sin duda alguna también ha hecho que acabe embarcado en esta aventura de conocimiento.

Y, Ángel, aunque aún eres pequeño para entender de qué va todo esto del doctorado, a ti te quiero dedicar este trabajo por dos razones: una, porque realmente eres el agradecimiento más difícil de dar; y dos, porque sé que tienes capacidad de sobra para embarcarte en algo similar en el futuro y, si eso ocurriera, quiero que sepas que tu tío estará aquí para apoyarte.

CAPÍTULO 1

Introducción General

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Introducción general

En el diccionario de la Real Academia Española (RAE), el término "cultura" se define de varias maneras, todas ellas reflejando diferentes aspectos del concepto. Entre ellas, destaca la segunda acepción: "Conjunto de conocimientos que permite a alguien desarrollar su juicio crítico". Esta definición subraya la idea de que la cultura tiene un profundo impacto en el comportamiento de quienes forman parte de ella, y a su vez, cómo esas conductas individuales conforman y moldean la cultura de una sociedad o grupo, siendo esto último referido en la tercera acepción.

Incluso sin estar directamente vinculadas al ámbito organizacional, estas definiciones nos dan pistas sobre la influencia que la cultura puede tener dentro de una organización. Así como en la sociedad general, en una organización la cultura funciona como un marco educativo que guía las conductas individuales, estableciendo cuáles son los comportamientos deseables o esperados además de las consecuencias de los mismos. De este modo, la cultura organizacional no solo determina el funcionamiento interno de la empresa, sino que también afecta la forma en que los individuos perciben y se comportan en su entorno laboral.

Curiosamente, la primera acepción del término en la RAE es "cultivo", lo que invita a pensar en la cultura como un proceso dinámico. Las personas que forman parte de una organización "cultivan" su cultura a través de sus hábitos y acciones cotidianas. Con el tiempo, estos comportamientos generan una serie de valores, normas y actitudes compartidas que definen el ambiente de trabajo. Sin embargo, una vez establecida, la cultura organizacional puede ser difícil de modificar, ya que se requiere un proceso continuo y profundo para cambiar los comportamientos y valores ya arraigados (Goffee y Jones, 2001; Moreno y Moreno, 2013; Pacheco-Ruz et al., 2020).

CULTURA ORGANIZACIONAL POSITIVA

Hoy en día, el abordaje cultural de la vida organizacional es cada vez más complejo, y esto es debido a aspectos como la globalización, la convivencia de diferentes generaciones con características cada vez más diversas, y el auge de la salud mental y el bienestar de los trabajadores. La globalización ha incrementado la diversidad dentro de las organizaciones, lo que supone tanto una oportunidad como un reto en la gestión de la cultura organizacional. Integrar diversas culturas nacionales y regionales requiere un enfoque inclusivo y una gran sensibilidad cultural para evitar malentendidos y fomentar la cohesión entre los equipos (López et al., 2023). A esto se suma la creciente convivencia de generaciones diferentes en el entorno laboral, desde los *baby boomers* hasta la *Generación Z*, cada una con valores, perspectivas y expectativas distintas sobre lo que debe ser el trabajo. Mientras que algunos valoran más la estabilidad y la lealtad a largo plazo, otros buscan flexibilidad, autonomía y propósito en su labor diaria (Díaz-Sarmiento, 2017), lo que puede generar conflictos si no se gestiona adecuadamente. En este contexto, las empresas deben adaptar continuamente su cultura para promover un entorno diverso e inclusivo que permita la cooperación intergeneracional. A su vez, la creciente conciencia social sobre la importancia de la salud mental tras la pandemia del COVID-19, junto con teorías psicológicas como la del Happy & Productive Worker (Cropanzano y Wright, 2001) o el Modelo HERO (Salanova et al., 2012; 2019), han influido en las políticas organizacionales, impulsando la creación de entornos laborales más saludables que promuevan el equilibrio entre demandas y recursos organizacionales, poniendo el foco en todo momento en el bienestar de las personas trabajadoras. Esta transformación no solo mejora el rendimiento y la satisfacción de los empleados y empleadas, sino que también tiene un impacto en los resultados organizacionales, tanto a nivel de rendimiento (Benítez-Saña, 2021; Román y Bretones, 2011) como a nivel económico (Christina et al., 2017).

Estas adaptaciones y el interés actual en auge por la "Cultura Organizacional" no deja de ser una consecuencia del intento de las empresas por resistir a los entornos VUCA (por sus siglas en inglés: volátiles, inciertos, complejos y ambiguos), tratando de mitigar las consecuencias que estos ocasionan en la salud mental, como el miedo a la inestabilidad laboral, el estrés y la ansiedad ante el cambio constante, y la necesidad de adaptarse (Fonte y Pimentão, 2022).

Para comprender qué es la cultura organizacional, antes debe quedar claro qué es el clima organizacional, y es que estos conceptos están tan relacionados que pueden llegar a confundirse. Esta confusión conceptual se debe a dos razones: 1) a que el concepto de cultura organizacional nació del desarrollo del propio concepto de clima organizacional, y que, 2) históricamente, han sido estudiados desde diferentes disciplinas, como la psicología, la sociología y la antropología (Ashkanasy, 2000; Ashkanasy y Jackson, 2001; Denison, 1990; Schneider, 1985; Schneider et al., 2000).

El Origen del Concepto de Clima Organizacional

Anteriormente al concepto de cultura surge el concepto de *clima organizacional*, que se refiere a cómo perciben las personas el ambiente de trabajo. Esta idea empezó a tomar forma en los años 30, con los estudios de Kurt Lewin y sus colegas (Lewin et al., 1939). Usaban términos como "clima social" o "atmósfera social" para describir cómo las personas se sentían en sus grupos de trabajo. La idea básica era que el ambiente laboral afectaba directamente a cómo se comportaban y qué tan satisfechos estaban las personas trabajadoras.

Un estudio clave en esta época fue el de Morse y Reimer (1956), quienes analizaron cómo la participación de los trabajadores y trabajadoras en la toma de decisiones en el contexto laboral afectaba tanto a su productividad como a su satisfacción. Los resultados mostraron que cuando los empleados y empleadas no participaban en las decisiones, su

productividad aumentaba más que en los grupos donde sí lo hacían. Sin embargo, el problema residía en que las personas que no participaban sentían menor compromiso y motivación, provocando esto consecuencias desfavorables y mayores pérdidas económicas a largo plazo.

Los Años 60: Clima y Comportamiento Organizacional

Los años 60 fueron un periodo clave para el estudio del clima organizacional, ya que fue en esta década cuando más estudios se registraron al respecto (Santana y Cabrera, 2007). Investigadores como Likert (1961) y Katz y Kahn (2015) observaron que no era suficiente medir la eficacia de una organización solo por sus resultados, sino que también había que considerar a las personas y cómo las condiciones de trabajo afectaban su bienestar. Por ejemplo, Douglas McGregor (1960) introdujo la idea de que los y las líderes no solo gestionan procesos, sino que sus creencias y comportamientos crean el "clima" en el que las personas trabajan. De alguna manera, los y las líderes transmiten su visión sobre las personas a través de cómo se comportan, y esto tiene un impacto directo en el ambiente laboral.

A pesar de los avances en esta época, no todos los estudios arrojaban resultados concluyentes. Por ejemplo, Payne y Pugh (1976) investigaron cómo la estructura de una empresa (aspectos como la jerarquía o el tamaño organizacional) afectaba al clima organizacional, pero sus hallazgos no fueron tan claros como esperaban.

Problemas Conceptuales del Clima Organizacional y el Surgimiento de la Cultura Organizacional

A principio de la década de los 70 surgieron tres problemas importantes: (a) se analizaba el clima organizacional desde la perspectiva individual, lo cual no permitía entender el fenómeno a nivel grupal, (b) a menudo se confundía el clima organizacional con la

satisfacción laboral, (c) el personal investigador tomaba datos de ciertos niveles de la organización y los generalizaban para toda la empresa, lo que no siempre era correcto.

Hellriegel y Slocum (1974) propusieron una solución para estos problemas. Plantearon que cuando se analiza el clima desde la perspectiva individual, se debe hablar de "clima psicológico", pero cuando se estudia cómo lo percibe el conjunto de trabajadores y trabajadoras, se debe hablar de "clima organizacional". Esta distinción ayudó a aclarar un poco el concepto y se sigue utilizando hoy en día.

Sin embargo, en esta misma década, surgió una fuerte crítica al concepto de clima organizacional. Algunos investigadores e investigadoras consideraban que no estaba bien definido y que su medición era problemática. A la par, otros investigadores e investigadoras defensoras del término seguían refinando su definición y buscaban nuevas formas de medirlo, utilizando metodologías cualitativas, lo que generaba más críticas aún por parte de aquellos y aquellas detractoras del concepto. En este contexto de debates, surge el concepto de *cultura organizacional* (Pettigrew, 1979; Rousseau, 1985) como una alternativa para explicar mejor algunos fenómenos que tienen lugar en la organización.

Estos mismos autores entendían la cultura organizacional como un conjunto de valores y creencias compartidas por los miembros de una organización. Este concepto iba más allá del clima organizacional, ya que no solo se trataba de las percepciones inmediatas sobre el ambiente laboral, sino de algo más profundo y arraigado en la identidad de la empresa.

Clima y Cultura Organizacional en los años 80 y 90

Durante los años 80, investigadores como Schneider y Reichers (1983), continuaron desarrollando el concepto de clima organizacional, proponiendo que éste dependía mucho de los procesos de atracción, selección y retención de empleados y empleadas, es decir, que el clima estaba vinculado a la dinámica de los miembros de la organización. Sin

embargo, el foco de atención de la mayoría de los estudios comenzó a desplazarse hacia la cultura organizacional, ya que esta permitía explicar aspectos que hasta entonces se habían abordado desde el concepto de clima.

Este cambio trajo consigo una mayor influencia de la antropología, ya que la cultura organizacional se asocia más con valores, símbolos y significados compartidos, algo que esta disciplina estudiaba de manera más adecuada que la psicología o la sociología.

A pesar del interés por la cultura organizacional, investigadores como Reichers y Schneider (1990) continuaron con el estudio del clima organizacional, señalando que el concepto de clima no se había desarrollado completamente hasta los años 70, ya que fue en esta década cuando se reconoció que las organizaciones son entornos psicológicamente significativos para sus miembros, lo que significa que no solo influyen en el rendimiento, sino también en el bienestar psicológico de quienes trabajan en ellas (Peiró, 1985).

Clima y Cultura Organizacional en la actualidad

Actualmente sigue sin existir un consenso único sobre el concepto de clima organizacional, aunque sí están claras las perspectivas desde las cuales se pueden abordar este constructo. Según el estudio de Santana y Cabrera (2007), encontramos en la literatura cuatro perspectivas o enfoques del concepto de clima organizacional: (a) el enfoque estructural, que lo ve como una manifestación de la estructura organizacional; (b) la perspectiva perceptual, que lo entiende como un proceso psicológico basado en las percepciones individuales; (c) la perspectiva interactiva, que lo asocia con la interacción entre los individuos y la organización; y (d) el enfoque cultural, donde se entiende que el clima está integrado en la cultura organizacional.

En cuanto a la cultura organizacional respecta, sí que existe cierto consenso en la academia en conceptualizarla siguiendo a Rousseau (1990), que la define como "conjuntos de cogniciones compartidas por los miembros de una determinada unidad

social, las cuales se adquieren a través del aprendizaje social y de procesos de socialización que exponen a los individuos a diversos elementos culturales, como actividades e interacciones, informaciones comunicadas y artefactos materiales, que conforman la experiencia social al tiempo que dotan a sus miembros de valores compartidos, marcos de comprensión comunes y sistemas de creencias y de expectativas".

A partir de las perspectivas sobre el clima organizacional y la definición de cultura organizacional, es posible comprender cómo ambos conceptos se relacionan. El clima organizacional puede entenderse como la parte visible de un iceberg, aquella que se manifiesta y es perceptible a través de las interacciones, los comportamientos y las normas observables en el día a día de la organización. Mientras tanto, la cultura organizacional representa la parte no visible del iceberg, más profunda y arraigada, formada por creencias, valores, suposiciones y marcos compartidos que, aunque no son fácilmente observables, influyen de manera decisiva en el clima que se experimenta (Mondragón, 2022).

En la actualidad, las organizaciones no solo están interesadas en entender y/o definir su cultura, sino que además buscan activamente cultivarla de manera que promueva no solo el rendimiento, sino también el bienestar y el desarrollo positivo de los empleados y empleadas. Este claro posicionamiento por parte de las empresas se fundamenta en los principios de la Psicología Organizacional Positiva, la cual "estudia el funcionamiento óptimo de la salud de las personas y de los grupos en las organizaciones, así como de la gestión efectiva del bienestar psicosocial en el trabajo y del desarrollo de organizaciones para que sean más saludables" (Salanova et al., 2005, 2014). Cabe preguntarse entonces: ¿están las empresas buscando lo que podría ser definido como Cultura Organizacional Positiva?

CULTURA ORGANIZACIONAL POSITIVA

Estado actual de la investigación

El concepto de "Cultura Organizacional Positiva" ha comenzado a aparecer en la literatura para referirse a un tipo de cultura que se considera especialmente beneficiosa tanto para el rendimiento como para la satisfacción de los empleados, así como para la implementación de buenas prácticas en recursos humanos (Shim, 2010). Sin embargo, tampoco se ha definido de manera operativa cuáles son sus componentes y características concretas. El uso del término "positivo" se ha aplicado de manera general para describir culturas organizacionales percibidas como favorables y beneficiosas (Coleman, 2013), sin vincularlo necesariamente a un marco conceptual basado en los principios de la Psicología Positiva.

Aunque el concepto de cultura organizacional ha sido ampliamente estudiado, la idea de una cultura organizacional específicamente positiva ha recibido menos atención. No obstante, existen algunas propuestas teóricas que pueden ayudar a estructurar este constructo. Por un lado, la conducta organizacional positiva, planteada por Luthans (2002), se refiere al estudio y aplicación de las capacidades psicológicas positivas y fortalezas de los recursos humanos que pueden ser medidas, desarrolladas y gestionadas para mejorar el rendimiento laboral. Aunque esta definición podría incluir la idea de una cultura organizacional positiva, no la especifica claramente.

El propio modelo HERO (Healthy & Resilient Organization), por su parte, se enfoca en la creación de organizaciones saludables y resilientes que integren prácticas que promuevan tanto el bienestar como la resiliencia organizacional (Salanova et al., 2012; Salanova et al., 2019). Si bien este modelo ofrece una estructura que podría incluir la cultura organizacional positiva, resulta necesario definir con mayor precisión los comportamientos que la componen y su relación con indicadores de bienestar organizacional.

Otra aproximación es la de las prácticas organizacionales virtuosas, que define un entorno organizacional positivo como aquel que fomenta virtudes como el optimismo, la confianza, el perdón y la compasión (Cameron, 2003). Se ha demostrado que estas prácticas se relacionan con una mayor efectividad y productividad organizacional (Cameron et al., 2011), lo cual es clave para el florecimiento de los empleados y el aumento del bienestar y la eficiencia en los equipos (Redelinghuys et al., 2018).

A pesar de estas propuestas, aún son limitadas las investigaciones que relacionan explícitamente el desarrollo de una Cultura Organizacional Positiva con los constructos de la Psicología Organizacional Positiva. Por lo tanto, resulta crucial identificar y definir los comportamientos específicos que componen esta cultura para poder evaluar su relación con otras variables psicosociales y su impacto en el bienestar, el rendimiento y los resultados organizacionales, especialmente en momentos de disrupción.

Esta tesis tiene como objetivo delimitar y operativizar el término de Cultura Organizacional Positiva, desarrollar y validar una Escala para medir el constructo, además de estudiar la relación de dicho constructo con las variables psicosociales enmarcadas en el modelo HERO (Salanova et al., 2012; 2019). Además, el estudio explora la influencia de las Intervenciones Psicológicas Positivas (Salanova y Llorens, 2024) en los procesos de cambio de cultura organizacional. Para lograr estos objetivos, se han utilizado diversas muestras de trabajadores de una misma empresa del sector automotriz, y se ha aplicado una metodología tanto cuantitativa como cuantitativa, que incluye: Análisis Factorial Exploratorio (AFE), Análisis Factorial Confirmatorio (AFC), Modelado de Ecuaciones Estructurales (SEM), ANOVAs, ANOVAs de Modelo Mixto, y una Revisión Sistemática de la literatura. Este conjunto de metodologías garantiza una cobertura completa de los objetivos propuestos, arrojando luz a la disciplina sobre la

relación de la Cultura Organizacional Positiva con el bienestar de los empleados y empleadas, así como en las demandas y recursos organizacionales, y en el desempeño.

Retos de investigación

Esta tesis busca abordar diversas preguntas de investigación que servirán de guía para alcanzar los objetivos principales de este trabajo académico.

RETO DE INVESTIGACIÓN 1: ¿Cuál es el estado actual de la literatura sobre la Cultura Organizacional y las Intervenciones Psicológicas Positivas?

El cambio de cultura organizacional ha sido un tema ampliamente debatido en el ámbito de la gestión empresarial, pero el uso de intervenciones psicológicas positivas como herramienta para facilitar este cambio es un campo emergente. Las intervenciones psicológicas positivas, que buscan promover el bienestar, el compromiso y el desarrollo de las fortalezas de los empleados, han mostrado ser efectivas en la mejora de variables como liderazgo (Corbu et al., 2021; Peláez-Zuberbuhler et al., 2024), compasión (San Román-Niaves et al., 2024), reducción del estrés (Argyriadis et al., 2023), entre otras, pero su impacto en la transformación cultural aún no ha sido completamente explorado.

Hasta ahora el estudio de las Intervenciones Psicológicas Positivas ha estado enfocado principalmente a nivel individual (Bhui et al., 2012). No obstante, se necesita un enfoque integral que aborde los diferentes niveles propuestos por Nielsen et al. (2018) en el modelo IGLO: Individual, Grupo, Líder y Organización. En este sentido, al abordarse desde una perspectiva multinivel, las intervenciones psicológicas positivas podrían desempeñar un papel crucial en el desarrollo de una Cultura Organizacional Positiva.

A medida que las organizaciones enfrentan entornos laborales más dinámicos y exigentes, existe una creciente necesidad de explorar cómo estas intervenciones pueden ayudar a moldear culturas organizacionales que no solo promuevan el rendimiento, sino

que también faciliten el bienestar y la resiliencia de sus miembros. Este reto de investigación busca llenar los vacíos en la literatura y examinar hasta qué punto las intervenciones psicológicas positivas han demostrado impulsar y sostener un cambio en variables relacionadas con la cultura organizacional.

RETO DE INVESTIGACIÓN 2: ¿Cómo se conceptualiza y cómo se operativiza la Cultura Organizacional Positiva?

La Cultura Organizacional Positiva es un constructo relativamente nuevo dentro del campo de la Psicología Organizacional, y aunque está recibiendo una atención creciente, aún existen desafíos en cuanto a su conceptualización y operativización. Si bien el término "positivo" se asocia generalmente con aspectos favorables y beneficiosos para el bienestar y el rendimiento en el trabajo, aún falta un consenso claro sobre qué componentes específicos definen una cultura organizacional como "positiva".

Varios acercamientos teóricos, como el concepto de "conducta organizacional positiva" de Luthans (2002), el modelo HERO (Salanova et al., 2012; 2019), o el concepto de "prácticas organizacionales virtuosas" de Cameron (2003), sugieren que una cultura organizacional positiva es aquella que de forma proactiva desarrolla e implanta recursos y prácticas organizacionales centradas en la salud y el bienestar de sus miembros. Sin embargo, la operativización de este concepto sigue siendo una tarea compleja, ya que implica definir comportamientos y prácticas organizacionales que se alineen con este tipo de cultura. Además, se necesita establecer medidas empíricas que permitan evaluar de manera confiable los resultados asociados a estas culturas.

Este reto de investigación se centra en explorar cómo se puede estructurar una definición operativa de la Cultura Organizacional Positiva, así como proporcionar un marco para medir su efectividad en el tiempo a partir del desarrollo de un instrumento de evaluación propio. La claridad en su conceptualización permitirá a las organizaciones

implementar estrategias más coherentes y orientadas al bienestar y la sostenibilidad a largo plazo.

RETO DE INVESTIGACIÓN 3: ¿Qué impacto tienen las Intervenciones Psicológicas Positivas de Survey Feedback Apreciativo, Líder Coach y Emocionalidad Saludable en la Cultura Organizacional Positiva y en las variables psicosociales del Modelo HERO en una empresa del sector industrial?

Como se ha mencionado anteriormente, el uso de Intervenciones Psicológicas Positivas en las organizaciones ha demostrado ser eficaz para mejorar el bienestar individual de los empleados (Bhui et al., 2012), pero su impacto en la transformación de la Cultura Organizacional hacia una cultura más positiva sigue siendo un área que requiere mayor investigación.

Este reto de investigación se centra en evaluar si las Intervenciones Psicológicas Positivas, como el Survey Feedback Apreciativo, el Líder Coach y la Emocionalidad Saludable, logran impactar en las dimensiones clave de la Cultura Organizacional Positiva [medido con la escala POC-S (Positive Organizational Culture – Scale) desarrollada en el Capítulo 3 de esta tesis], además de en las variables psicosociales enmarcadas en el Modelo HERO (Salanova et al., 2012; 2019). Para ello, se aplicarán estas intervenciones en una empresa automotriz, tras llevar a cabo una evaluación psicosocial y un diagnóstico detallado del entorno organizacional que justifican el uso de esas tres intervenciones ya mencionadas.

Resumen de la tesis

A lo largo de los capítulos 2, 3 y 4, se exploran de forma detallada los diversos desafíos relacionados con este concepto. En el Capítulo 2, se realiza una revisión sistemática con la que se busca esclarecer qué impacto tiene en la Cultura Organizacional la aplicación de diferentes Intervenciones Psicológicas Positivas y cuán efectivas son. A

continuación, el Capítulo 3 aborda la delimitación conceptual de Cultura Organizacional Positiva, el estudio de sus factores y el desarrollo y validación de un instrumento de medida para dicho constructo. Seguidamente, en el Capítulo 4, se expone un estudio empírico sobre el impacto y la influencia de tres Intervenciones Psicológicas Positivas desarrolladas por el Equipo WANT (Survey Feedback Apreciativo, Leader Coach y Emocionalidad Saludable) en variables relacionadas con la Cultura Organizacional Positiva y factores psicosociales, dentro del sector industrial. Por último, el Capítulo 5 resume los principales hallazgos de la investigación, discute las implicaciones tanto teóricas como prácticas, y sugiere direcciones para futuras investigaciones. La Tabla 1 ofrece una visión general de los temas abordados en cada capítulo.

Tabla 1

Resumen de los retos de investigación abordados a lo largo de los capítulos de la tesis.

		Capítulos		
		2	3	4
Reto 1	¿Cuál es el estado actual de la literatura sobre la Cultura Organizacional y las Intervenciones Psicológicas Positivas?	X		
Reto 2	¿Cómo se conceptualiza y cómo se operativiza la Cultura Organizacional Positiva?	X	X	
Reto 3	¿Qué impacto tienen las Intervenciones Psicológicas Positivas de Survey Feedback Apreciativo, Líder Coach y Emocionalidad Saludable en la Cultura Organizacional Positiva y en las variables psicosociales del Modelo HERO en una empresa del sector industrial?			X

***Capítulo 2: Organizational culture and positive psychological interventions: Understanding the concept of positive organizational culture using a systematic review** [Cultura organizacional e intervenciones psicológicas positivas: Entendiendo el concepto de cultura organizacional positiva usando una revisión sistemática].*

Este capítulo presenta una revisión sistemática de la investigación empírica sobre cultura organizacional e Intervenciones Psicológicas Positivas en el lugar de trabajo usando el modelo PRISMA, abarcando el período de enero de 2000 a marzo de 2024.

CULTURA ORGANIZACIONAL POSITIVA

Tras la revisión de la literatura se incluyeron 39 artículos para un análisis de contenido sistemático. El principal objetivo de este estudio es examinar la relación entre la gestión de la cultura organizacional mediante intervenciones psicológicas positivas y el bienestar de los empleados. También se espera poder hacer un primer acercamiento al concepto de Cultura Organizacional Positiva. Además, se realiza un análisis de los diferentes niveles organizacionales en los que inciden las diferentes intervenciones psicológicas positivas, así como en los sectores en los que se desarrollan. Se espera que este estudio arroje luz sobre la influencia de las intervenciones psicológicas positivas en la cultura organizacional y en variables psicosociales, así como conocimientos sobre cómo y a qué nivel organizacional están incidiendo las mismas.

Capítulo 3: Development and validation of the Positive Organizational Culture Scale (POC-S) [Desarrollo y validación de la Escala de Cultura Organizacional Positiva (E-COPo)].

En este capítulo se presenta el desarrollo y la validación de la Escala de Cultura Organizacional Positiva (COPo), una herramienta diseñada para medir dimensiones clave de la cultura organizacional basadas en comportamientos observables. El estudio se realizó con una muestra de 1208 empleados de una gran empresa automotriz en España. Se realizan análisis factoriales exploratorios y confirmatorios con el objetivo de conseguir los parámetros de fiabilidad y validez de constructo de la escala. También se realizan correlaciones entre los factores detectados en el proceso de validación. Se espera que la Escala COPo consiga ser un instrumento capaz de hacer entender cuán positiva es la cultura organizacional de las empresas, proporcionando una herramienta diagnóstica útil que permita abordar aspectos culturales a través de diferentes intervenciones organizacionales.

Capítulo 4: **Effects on organizational culture of three positive psychological interventions: A case study in the industrial sector.** *[Efecto en la cultura organizacional de tres intervenciones psicológicas positivas: Un estudio de caso en el sector industrial].*

Este capítulo examina el efecto de tres Intervenciones Psicológicas Positivas (IPP) en la cultura organizacional dentro de una empresa automotriz española. Las intervenciones evaluadas son el Survey Feedback Apreciativo, Líder Coach y Emocionalidad Saludable. Participaron un total de 92 empleados del departamento de Logística en una empresa automotriz, divididos tres grupos experimentales y otro grupo control inactivo. Se utilizaron las herramientas HERO-Check (Salanova et al., 2012; 2019) y la Escala COPo (diseñada y validada en la presente tesis) para medir los efectos de tales intervenciones en variables psicosociales y culturales. Se esperan cambios significativos en los grupos experimentales tanto en variables culturales como psicosociales debido a las Intervenciones Psicológicas Positivas implementadas.

Capítulo 5: Conclusiones generales

Este último capítulo recoge los principales resultados, conclusiones y contribuciones de los capítulos empíricos de la tesis, destacando también las implicaciones prácticas más relevantes. Asimismo, se identifican las limitaciones de los estudios realizados y se sugieren posibles direcciones para investigaciones futuras.

CAPÍTULO 2

Organizational Culture and Positive Psychological Interventions:

Understanding the concept of Positive Organizational Culture using a

Systematic Review

CAPÍTULO 2

Organizational Culture and Positive Psychological Interventions: Understanding the concept of Positive Organizational Culture using a Systematic Review

Abstract

This study provides a systematic review of empirical research on organizational culture and positive psychological interventions in workplace from January 2000 to March 2024. A comprehensive search was conducted using four databases: PsycArticles, PsycInfo, ProQuest, and Business Sources Premier. The key topics were Organizational Culture, Positive Psychology, and Interventions. After screenings, 39 articles were selected for systematic content analysis. This study explores the relationship between managing organizational culture through positive psychological interventions and employee well-being. The findings suggest that organizations implementing Positive Psychological Interventions focus on enhancing their organizational culture, aiming for a more positive environment by improving psychological and social work conditions. These improvements lead to better task performance across sectors, including healthcare, industry, public service, education, and non-profits. Additionally, the review highlights the limited research on positive psychological interventions aimed at shaping organizational culture. It calls for further investigation into how these interventions influence employee well-being in workplace.

Keywords: Organizational Culture, Positive Psychology, Positive Psychological Intervention.

POSITIVE ORGANIZATIONAL CULTURE

Organizations increasingly recognize that prolonged exposure to labor demands can detrimentally affect workers well-being, leading to decreased productivity, as posited by the Happy and Productive Worker Theory (Zelenski et al., 2008). However, there is growing evidence (Demerouti et al., 2001b; Martínez-Corts et al., 2021; Schaufeli & Bakker, 2004) that the provision of resources can "balance the scale" and mitigate the discomfort caused by these demands.

In this context, Positive Psychological Interventions (PPI) can impact psychosocial variables (Bolier et al., 2013; Koydemir et al., 2021) that affect both workers well-being and organizational outcomes, achieving a balance between demands and resources. This contributes to worker well-being and better organizational results, aligning with the HERO (HEalthy & Resilient Organizations) Model (Salanova et al., 2012) and influencing the culture of the organization, thereby fostering a Positive Organizational Culture.

Organizational Culture

Organizational Culture (OC) has been a challenging concept to operationalize in academic literature. Traditionally, definitions have focused on either external contextual and environmental factors or individual perceptions of the work environment (Bretones & Mañas, 2008). Earlier studies, such as those by Payne and Pugh (1976) and Kopelman (1990), already highlighted this variability in approaching OC within their models, ranging from the general (organizational culture or context) to the specific (the individual, their immediate context, and organizational behaviors). However, according to Rousseau (1990), organizational experts generally define culture as a set of knowledge shared by members of a specific social unit. This knowledge is acquired through social learning and socialization processes that introduce individuals to different cultural components. These components include activities and interactions, transmitted information, and physical

artifacts, which shape the social experience while providing members with common values, shared frames of understanding, and uniform systems of beliefs and expectations. There are other more technical definitions, such as the one proposed by Schein (1992, p. 25), where OC is defined as: "A pattern of shared basic assumptions that the group has learned through its external adaptation and internal integration problems, which has worked well enough to be considered valid and therefore to be taught to new members as the correct way to perceive, think, and feel in relation to these problems".

Following Schein (2000), we can interpret the organizational climate as a cultural artifact resulting from the values and tacit assumptions shared by its members. It is evident that culture and climate are different constructs; while the former refers to shared assumptions or meanings, the latter refers to shared perceptions about group behaviors, but both concepts are interconnected (Moran & Volkwein, 1992). Numerous studies have delved into the climate variables and factors influenced by OC. Koys and Decottis (1991) suggest factors such as autonomy, cohesion, trust, pressure, support, recognition, fairness, and innovation. More recent research has updated these factors (Patterson et al., 2005), but all significantly affect worker well-being. Additionally, OC helps to explain many organizational behaviors and their impact on productivity and performance. It is related to variables such as job satisfaction, role conflict, role clarity, team commitment, and turnover (Mañas et al., 1999). Other studies (Glisson & James, 2002; Jigjiddorj et al., 2021; Kim & Chung., 2012) show a strong relationship between OC and organizational commitment. Thus, the influence of OC on worker behavior and group and organizational dynamics is evident, ultimately impacting variables such as well-being and performance. Therefore, it is interesting to view OC not only as something to be transformed for the benefit of individuals and organizations but also as a tool to support us in achieving these changes.

POSITIVE ORGANIZATIONAL CULTURE

Positive Psychological Interventions

A good way to achieve changes in organizations is through Psychological Interventions. Organizations, like individuals, sometimes require psychological interventions, especially during difficult or changing times. Psychological interventions apply psychological principles and techniques by specialized professionals to help individuals and groups understand, reduce, or overcome problems, and improve skills or relationships with the environment, always involving assessment and monitoring (López-Mena, 2008).

Following Positive Psychology, as defined by Seligman and Csikszentmihalyi (2000), psychological interventions in organizations would focus on highlighting positive aspects, not just deficits. Thus, we talk about Positive Psychological Interventions (PPI) when referring to activities or methods that identify, build, and/or expand any positive aspect within the organization (Meyers et al., 2013). Furthermore, this same author describes three levels at which the intervention can occur: individual (micro), groups and work teams (meso), and organizational (macro). Nielsen et al. (2018) add another level within the IGLO model, which understands an organization at four different levels: individual level (I), group level (G), leader level (L), and organizational level (O). With this classification, it is possible to assess at what level the different actions and organizational practices are impacting, as well as the different PPIs that are developed.

PPIs have shown their effectiveness regardless of the sector or context in which they are developed. Evidence of this is the recent mega-analysis conducted by Carr and colleagues (2023), in which they analyze 198 meta-analyses, integrating data from 4.065 studies with a total sample of 501.335 people. This study showed that PPIs have statistically significant positive effects on well-being, quality of life, and character strengths, in addition to reducing parameters in variables such as stress, anxiety, and

depression. Other studies have also demonstrated a positive relationship between PPIs and variables such as commitment, trust, prosocial behaviors (Donaldson et al, 2019); also in variables related to physical health (Townsley et al., 2023); and variables related to the development of work resources (Knight et al., 2017).

Positive Organizational Culture

There are different perspectives on Organizational Culture, but recently Positive Organizational Psychology (POP) has gained prominence. POP is the scientific study of the optimal functioning and health of individuals and groups in organizations, and the effective management of psychosocial well-being at work (Salanova et al., 2005, 2019). This approach aims to promote positive organizations committed to the promotion of comprehensive, interdisciplinary, and multicausal health.

The term "Positive Organizational Culture" refers to a culture that is beneficial for performance, worker satisfaction, and good HR practices (Shim, 2010), although its specific components are not yet operationally defined. The qualifier 'positive' often denotes 'favorable' or 'beneficial' (Coleman, 2013), without a specific conceptual framework.

Several theoretical frameworks contribute to the approach to the concept of Positive Organizational Culture. One of them is Positive Organizational Behavior, which according to Luthans (2002), focuses on the study and application of positive psychological capabilities and human resource strengths, with the goal of improving performance in the workplace. Another relevant theoretical framework is the HERO Model (Salanova et al., 2012; 2019), which focuses on creating Healthy and Resilient Organizations; this model considers health and resilience as central characteristics and suggests that positive organizational culture can be seen as an organizational practice. Lastly, the concept of Virtuous Organizational Practices (Cameron, 2003) proposes that

a positive work environment should promote virtues such as optimism, forgiveness, trust, and compassion, which according to Cameron (2011), are linked to greater effectiveness and productivity. However, it is notable that there is little research specifically addressing how to develop an organizational culture that aligns with the principles of Positive Organizational Psychology.

Research Question and Objective

Given that PPIs have demonstrated their effectiveness in improving variables related to psychosocial well-being at various levels, this can influence OC through the positive effects of PPI on wellbeing and performance. Indeed, OC-related variables such as trust, recognition, commitment, performance, among others, are the subject of study in many PPIs. Despite this, there are very few studies aimed at observing the impact of PPIs on OC and therefore, that gather and present information on this matter. Therefore, it is necessary to conduct an updated systematic review to provide a clear theoretical and practical understanding of Organizational Culture (OC) and its relations with Positive Psychological Interventions (PPI), along with their implications for different sectors and levels within an organization, which could help researchers and professionals to clarify how OC works and how it influences the well-being of workers for the correct implementation of intervention programs. Our main goal is, therefore, to understand what is the impact of PPI on OC across different sectors and organizational levels, and analyze which constructs related to CO are related with the PPI. A systematic review is an effective approach to locate, assess, and compile all the research relevant to the question posed in this review.

Method

Search strategy

A systematic search of the literature published from January 2000 to March 2024 was carried out.This period of time was selected because, prior to the year 2000, studies related to our topic were scarce or nonexistent. To do this, a search string that included the desired search criteria was constructed (see Table 1). The search was made in titles and abstracts in four web databases (PsychArticles, PsychINFO, ProQuest and Business Sources Premier) commonly used to obtain better search coverage (Lam & McDiarmid, 2016). We chose these databases because they include aspects and constructs from the psychology field (PsychINFO, PsychArticles), from the business field (Business Source Premier) and because different disciplines and contexts are analyzed (ProQuest). We limited search results to complete articles. We do not restrict our search to any type of organization or context because one of the main objectives of this study is to show that the application of intervention based in organizational culture change is effective in any type of organization.

Table 1. Search string organized by inclusion criteria

Search criteria	Search string
Full search string	("organizational culture" OR "positive organizational culture" OR "organizational climate" OR "psychological climate" OR "organizational health" OR "work environment" OR "work climate" OR "work culture" OR "organization change") AND ("psychological health" OR "psychological well-being" OR "emotional well-being" OR "subjective wellbeing" OR "eudaimonic wellbeing" OR engagement OR "employee well-being" OR "social well-being" OR optimism OR flourishing OR meaning OR resilience OR happiness) AND (intervention OR change OR training OR program)
Organizational Culture	("organizational culture" OR "positive organizational culture" OR "organizational climate" OR "psychological climate" OR "organizational health" OR "work environment" OR "work climate" OR "work culture" OR "organization change")
Positive Psychology	("psychological health" OR "psychological well-being" OR "emotional well-being" OR "subjective wellbeing" OR "eudaimonic wellbeing" OR engagement OR "employee well-being" OR "social well-being" OR optimism OR flourishing OR meaning OR resilience OR happiness)
Intervention	(intervention OR change OR training OR program)

Inclusion Criteria

The inclusion criteria were the following:

1. The article describes an original empirical research study.

2. The article is written in English, Portuguese or Spanish (corresponding to the command of the language among the authors).

3. The study was carried out in an organizational setting, either in the public or private sector.

4. Support was provided to workers, leaders, or organizations (not for users or clients) in the form of skill / knowledge development, team development, or change at the organizational level.

5. At least one baseline and at least one outcome measure, quantitative or qualitative, of the organizational culture, climate, or social context reported by the provider or leadership was collected and analyzed, or a cross-variable analysis was performed that can influence the organizational culture.

Study Selection Process

The selection process was conducted in three phases. Phase one involved transferring all the papers identified in the database searches to the Rayyan system. This system facilitated the automatic elimination of duplicate articles and allowed for subsequent analysis.

Phase two entailed a thorough review of all study titles, abstracts, and keywords to identify studies that met the inclusion criteria. Studies were excluded if they were written in a non-eligible language, were purely theoretical, or if their focus was not related to the study of organizational culture (e.g., focused on improving medical processes, industrial processes, or conducted in the context of community social intervention or user/client-

focused studies). Cross-sectional studies that interrelated variables of interest for this review were included.

The principal investigator managed phases one and two, reviewing the remaining total sample of abstracts (n = 790) to make the initial exclusions. Subsequently, the remaining abstracts (n = 87) were randomly assigned to two authors, with one author reviewing 44 abstracts and the other 43, independently.

Phase three consisted of a peer review of the articles to identify those that fully met the inclusion criteria and to carefully evaluate any uncertainties to ensure consensus. In this phase, Reviewer 1 evaluated 44 articles, and Reviewer 2 evaluated 43 articles. Following this initial review, Reviewer 1 reviewed the 43 articles initially assessed by Reviewer 2, and Reviewer 2 reviewed the 44 articles initially assessed by Reviewer 1. Articles that both reviewers agreed to include were included, and those that both agreed to exclude were excluded. For articles with discrepancies, Reviewer 1, who led the investigation, conducted a detailed review based on Reviewer 2's comments and made the final decision on inclusion or exclusion. Ultimately, 48 articles were excluded based on eligibility criteria.

For reference, a PRISMA study selection flow chart (Preferred Reporting Items for Systematic Review and Meta-Analyzes) is included (see Figure 1).

Data Extraction and Analysis

Two authors were in charge of data extraction. Each author received a set of complete manuscripts (n = 20 and n = 19) that met the criteria after phase three and independently extracted the most relevant data (reference, location, sample, measurement times, design, sector and intervention component) and the results (listed in Table 2). The first author reviewed all data extractions for completeness and accuracy.
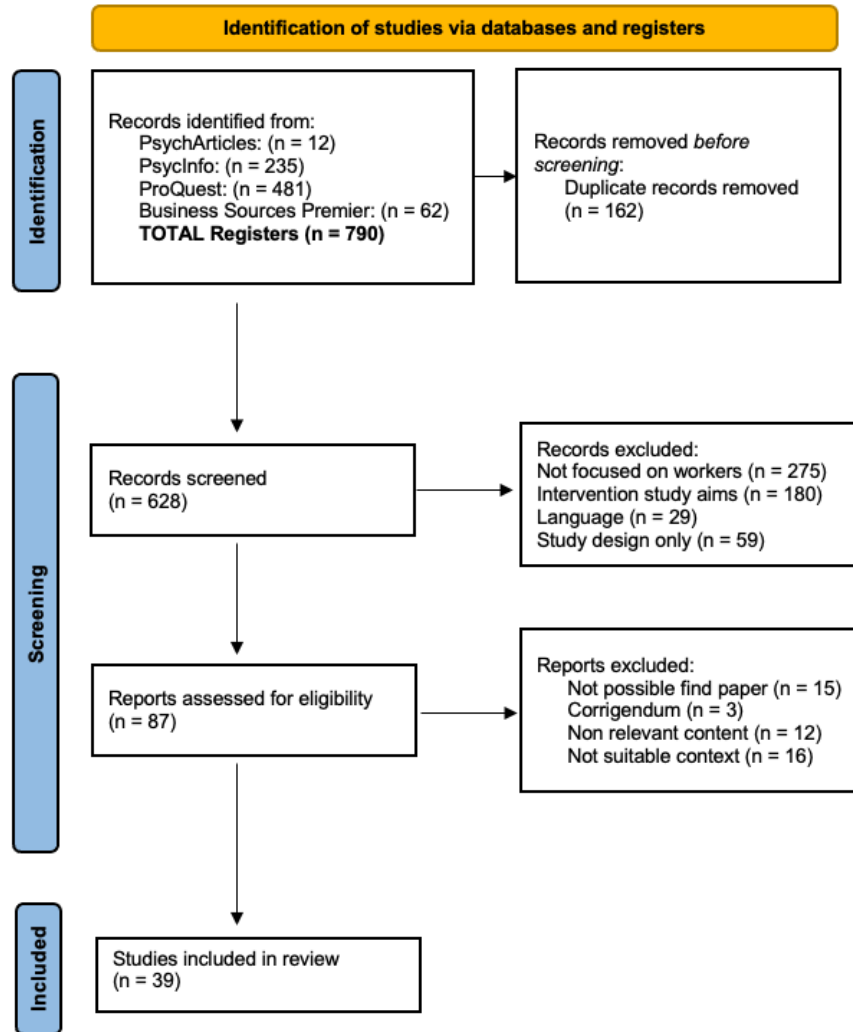
Figure. 1. Preferred reporting items for systematic reviews and meta-analyses (PRISMA) flow diagram.

Data Extraction and Analysis

Two authors were in charge of data extraction. Each author received a set of complete manuscripts (n = 20 and n = 19) that met the criteria after phase three and independently extracted the most relevant data (reference, location, sample, measurement times, design, sector and intervention component) and the results (listed in Table 2). The first author reviewed all data extractions for completeness and accuracy.

Table 2. Information extraction and results.

Reference	Location	N	Time measures	Design	Sector	Intervention component	Results related to POC
Ahn, S., Cho, C. K. & Cho, T. S. (2021)	EEUU	98 firms with 447 firm-year observations.	1 per year during 7 years	Longitudinal	Industrial sector	Regulatory focus	Organizational growth / Efficiency / Negative performance feedback
Assi, H. et al. (2024)	Jordan	238 (M: 100 – F: 138)	1 time	Cross-sectional	Healthcare sector	Authentic leadership	Engagement / Organizational trust / Healthy work environment
Barclay, L. J., & Skarlicki, D. P. (2009).	EEUU	100 (M: 25% - F:75%)	t1 pre intervention t2 (4 weeks) post intervention	Longitudinal	Industrial sector	Expressive writing	Psychological well-being / Personal resolution / Intentions to retaliate* / Anger*
Barrech, A., et al. (2018).	Switzerland	103 (M: 60% - F:40%)	t1 pre intervention t2 (3 months) post intervention	Longitudinal	Industrial sector	Leadership interventions	Job insecurity* / Exhaustion tendency* / Anxiety* / Mental health** / Somatic health**
Biron, C., et al. (2018).	Canada	192 (M: 79% - F:21%)	t1 pre intervention t2 (3 months) post intervention	Longitudinal	Public sector	Psychosocial safety climate (PSC)	Managerial quality / Job control / Social support** / Job demands**
Bronkhorst, B. (2015).	Netherlands	6230 (M: 19% - F: 81%)	1 time	Cross-sectional	Healthcare sector	Psychosocial safety climate (PSC)	Social support / Autonomy / Quantitative overload*
Ceravolo, D. J., et al. (2012).	EEUU	4032 practicing nurses - 1160 faculty students	t1 pre intervention t2 (3 years) post intervention	Longitudinal	Healthcare sector	Assertive communication	Respectful workplace perception / Verbal abuse experiences* / Turnover rate*

Author (Year)	Country	Sample	Time	Design	Sector	Topic/Intervention	Outcomes
Ceravolo, D. J., et al. (2012).	EEUU	4032 practicing nurses - 1160 faculty students	t1 pre intervention t2 (3 years) post intervention	Longitudinal	Healthcare sector	Assertive communication	Respectful workplace perception / Verbal abuse experiences* / Turnover rate*
Cifre, E., Salanova, M., & Rodríguez-Sánchez, A. M. (2011).	Spain	108 (M: 74% - F: 26%)	t1 pre- intervention t2 (9 months) post-intervention	Longitudinal	Industrial sector	Work stress Interventions	Innovation climate / Perceived competence / Vigor / Professional self-efficacy / Dedication
Di Fabio, A., Palazzeschi, L., & Bucci, O. (2017).	Italy	258 (M: 59% - F: 41%)	1 time	Cross-sectional	Different private and public organizations	Intrapreneurial self-capital (ISC)	Life satisfaction / Flourishing
Dollard, M. F., & Bakker, A. B. (2010).	Australia	288 (M: 19% - F: 81%)	t1 pre intervention t2 (6 weeks) post intervention t3 (12 months) follow up	Longitudinal	Educational sector	Psychosocial safety climate (PSC)	Engagement / Psychological stress* / Emotional overload*
Dowey, A., et al. (2007).	UK	54 (M: 18 - F: 36)	t1 pre intervention t2 (immediately after int.) post intervention	Longitudinal	Public sector	Applied behavior analysis	Correct causal behavioral hypotheses / Incorrect behavioral causal explanations* / Internal and organic emotional causal explanations**
Fedorowski, R., et al. (2015).	Israel	420 health care workers	1 time	Cross-sectional	Healthcare sector	Health practices and respect for infection prevention	Engagement / Stress* / Overload* / Leadership**

Study	Country	Sample (N)	Times measured	Design	Sector	Focus variable	Outcomes
Huddleston, L. M., Paton, D., & Stephens, C. (2006).	New Zealand	512 (M: 75% - F: 25%)	t1 pre intervention t2 (1 year) post intervention	Longitudinal	Public sector	Traumatic Stress	Empowerment* / Recognitions* / Mental health** / Physical health**
Hu, H., et al. (2021)	China	243 (M: 10% - F: 90%)	1 time	Cross-sectional	Healthcare sector	Workplace psychological violence	Organizational climate* / Vitality* / Dedication* / Work engagement*
Idris, M. A., et al. (2012).	Australia	126 (M: 13% - F: 87%) Australian sample 180 (M: 56% - F: 54%) Malaysian sample	1 time	Cross-sectional	Healthcare sector (Australia) Multiple sectors (Malaysia).	Psychosocial safety climate (PSC)	Job demands* / Psychological health problems* / Physical safety climate**
Joosten, T. C. M., Bongers, I. M. B., & Janssen, R. T. J. M. (2014).	Netherlands	188	t1 pre intervention t2 (1 year) post intervention	Longitudinal	Healthcare sector	Learning sessions (face-to-face meetings with experts)	Productivity / Goal achievement / Organizational climate**
Kohnen, D. (2024)	Belgium	1117 (M: 201 – F: 916)	1 time	Cross-sectional	Healthcare sector	Engaging leadership	Wellbeing / Work engagement / Intrinsic motivation / Burnout*
Kohnen, D. (2023)	Belgium	1729 (M: 17% - F: 83%)	1 time	Cross-sectional	Healthcare sector	Intrinsic motivation	Work motivation / Work engagement / Burnout*
Law, R., et al. (2011).	Australia	220 (M: 99 - F: 117)	1 time	Cross-sectional	Industrial sector	Psychosocial safety climate (PSC)	Engagement / Psychological health / Bullying/harassment**

Authors	Country	Sample	Measurement	Design	Sector	Variables
Lillo Sepúlveda, H., et al. (2014).	Chile	228 (M: 92,4 % - F: 6,4%)	t1 pre intervention t2 (11 months) post intervention	Longitudinal	Industrial sector	Positive Culture Model towards Safety; Engagement; Work satisfaction; Security behaviors; Accidents reduction
Löikk, C. T. J., & Arnetz, B. B. (2000).	Sweden	26 (M: 1 - F:25)	t1 pre intervention t2 (20 weeks) post intervention t3 (30 weeks) follow up	Longitudinal	Healthcare sector	Stress management; Work demand; Positive feelings about work; Work comfort; Social support
Mathisen, G. E., et al. (2017).	Norway	1319 (AB Change) - 6768 (AB NO Change)	t1 pre intervention t2 (1 year) post intervention t3 (2 year) post intervention t4 (3 years) follow up	Longitudinal	Industrial sector	Risk management; Psychosocial work enviroment; Work-related illnesses*
Metin, U. B., Peeters, M. C. W., & Taris, T. W. (2018).	Netherland	80 (M: 50% - F: 50%)	1 time	Cross-sectional	Public sector	Job crafting; Work engagement; In-role performance; Extra-role performance; Work procrastination**
Nwachukwu, C. et al. (2021)	Ghana	232 (M: 167 – F: 65)	1 time	Cross-sectional	Industrial sector	Religiosity at work; Work engagement; Empowerment
Osatuke, K., et al. (2009).	EEUU	899 (CREW 1) - 1295 (CREW 2)	t1 pre intervention t2 (1 year) post intervention	Longitudinal	Public sector	CREW: Civility, Respects, Engagement in Workforce; Work engagement; Positive feelings about work; Social support
Özer, G., Griep, Y., & Escartín, J. (2022)	Spain & Turkey	2447 (M: 980 - F: 1319)	t1 pre intervention t2 (3 months) post intervention t3 (9 months) follow up	Longitudinal	Services, manufacturing, education, health, and wholesale and retail trade	Organizational justice; Psychological health; Physical health; Perpetration**

Autor (año)	País	Muestra	Medidas	Diseño	Sector	Intervención/Variable	Resultados
Park, J. E., & Song, M. R. (2023)	South Korea	100 (M: 11 - F:89)	1 time	Cross-sectional	Healthcare sector	Turnover intentions	Patients' Experience of Violence; Resilience*; Leader's support*
Pattali, S. et al. (2024)	Kingdom of Bahrain	296 nurses	1 time	Cross-sectional	Healthcare sector	Transformational leadership	Social support; Turnover intention*
Rania, N., et al. (2014).	Italy	391 nursing students	1 time	Cross-sectional	Educational sector	Well-being	Self-esteem; Academic performance; Social support
Sarkar, A., & Garg, N. (2020).	India	347 (M: 70.1% - F: 29,09%)	1 time	Cross-sectional	Industrial sector	Nonviolence behavior	Hope; Optimism; Resilience; Self-efficacy; Spirituality
Schneider, K. T., DeSouza, E. R., & Durst, R. N. (2015).	EEUU	192 (M: 23% - F: 77%)	1 time	Cross-sectional	Non-Profit Organization	Workplace Spirituality	Meaning of life; Job satisfaction; Congruence of values
Sianoja, M., at al. (2018).	Finland	255 (M: 8,2% - F: 91,8%)	t1 pre intervention t2 (20 weeks) post intervention t3 (24 week) follow up	Longitudinal	Public administration, educations, health care, media, engineering and finance	Walks and meditation	Concentration; Wellbeing; Levels of strain and fatigue*; Detachment at work**
Strolin-Goltzman, J., et al. (2009).	EEUU	526 workers (12 county agencies)	t1 pre intervention t2 post intervention	Longitudinal	Public sector	Design teams	Commitment; Job satisfaction; Burnout*; Intent to leave*
Tsutsumi, A., et al. (2009).	Japan	97 (M: 62 - F: 35)	t1 pre intervention t2 (1 year) post-intervention	Longitudinal	Industrial sector	Participatory intervention	Mental Health; Job performance

Study	Country	Sample	Measurement	Design	Sector	Construct	Variables
Weziak-Bialowolska, D. et al. (2023).	EEUU	1209 (M: 187 - F: 1022)	t1 pre intervention, t2 (1 year) post-intervention	Longitudinal	Public sector	Psychological climate for caring	Wellbeing, Mental health, Physical health, Social support, Diagnosed depression*, Diagnosed anxiety**, Character strengths**, Work-family conflict(**
Williams, N. J., et al. (2017).	EEUU	475 (M: 85 - F: 390)	t1 pre intervention, t2 (24 months) post intervention (1/3), t3 (36 months) post intervention (3/3)	Longitudinal	Healthcare sector	ARC organizational strategy (Availability, Responsiveness and Continuity)	tentions to adopt Evidence Based Practices (EBP) organizational competition culture leading to an increase in intentions to adopt EBP 'ork-related barriers*
Williams, P., Kern, M., & Waters, L. (2017).	Australia	N = 51 (M: 24 - F:27)	t1 pre intervention, t2 (1 week) post intervention, t3 (9 week) follow up, t4 (48 months) follow up	Longitudinal	Educational sector	Psychological capital training intervention	Organizational Virtuousness Work happiness
Winarno, A. et al (2022).	Indonesia	377 respondent	1 time	Cross-sectional	Industrial sector	Effective human resource practices	Organizational support Work engagement Turnover intention**
Zenk, L. et al (2022).	Austria	59 respondent	1 time	Cross-sectional	Public sector	Intraorganizational knowledge sharing	Social support Commitment Organizational support Turnover intention**

Notes. F = Female; M = Male; * Negative relation; ** Absence of relation

Results

Search Results

Overall, 628 non-duplicate articles were found through the database search. The search results for each database are reported in Figure 1. Then, 540 articles were discarded after the initial selection of abstracts and titles. The complete review of the papers was completed for 87 articles, of which 48 were excluded because they did not meet the criteria for the following reasons: it was not possible to access the full article (n = 15), the papers were corrigendum of others that already they had been included (n = 3), the context was not suitable (16), and the content was not relevant (12) either due to the selection of the sample or lack of it, or because it did not address the culture at the organizational level. Finally, 39 articles met the inclusion criteria and were included in the data extraction phase.

Settings

Of the 39 included studies, 42,5% (n = 17) took place in the healthcare sector (hospitals, geriatric, psychiatric, child welfare), 32,5% (n = 13) in the industrial sector (manufacturing, meet production, oil and gas production, transportation), 22,5% (n = 9) in the public sector (government, public administration, police), 12,5% (n = 5) in the educational sector (schools, institutes and universities), and 2,5% (n = 1) in non-profit organizations. The studies were conducted in 25 countries: United States (n = 8), Australia (n = 4), Netherlands (n = 3), Italy (n = 2), Spain (n = 2), Belgium (n = 2), Jordan (n = 1), Sweden (n = 1), Switzerland (n = 1), Canada (n = 1), United Kingdom (n = 1), Israel (n = 1), New Zealand (n = 1), China (n = 1), Chile (n = 1), Norway (n = 1), India (n = 1), Finland (n = 1), Japan (n = 1), Ghana (n = 1), Turkey (n = 1), South Korea (n = 1), Kingdom of Bahrain (n = 1), Indonesia (n = 1) and Austria (n = 1).

Study Design

Of the 39 studies, 100% included at least one quantitative outcome in the form of surveys or observational data. Six studies (15,4%) also incorporated qualitative data, primarily from focus groups or semi-structured interviews. Sample sizes ranged from 26 to over 6230 participants. Fifteen studies (38,5%) used a cross-sectional methodology, while the remaining 24 (61,5%) adopted a longitudinal approach.

Five studies (12,8%) did not perform significance tests or calculate effect sizes to examine changes over time, instead qualitatively describing shifts in average values from pre- to post-intervention. Only 17 of the 24 (70,8%) longitudinal studies included a comparison group; of these, eight used random allocation.

Among the seven longitudinal studies without a comparison group, only 28.6% reported improvements in all measured variables related to Organizational Culture. In contrast, 57.1% reported mixed findings, finding a direct relationship with variables such as engagement, job control, and psychological health, and an inverse relationship with variables like turnover rate, emotional overload, and psychological stress. The remaining 14.3% found inverse relationships or no relationship between the target variables of the study. Among the 17 studies with a comparison group, 70% reported improvements in all outcomes, and the remaining 30% reported mixed findings. These results suggest that studies with comparison groups report better outcomes, indicating that there is no publication bias in the studies included in this systematic review.

Regarding the cross-sectional studies, 11 of the 15 (73,3%) included in this review reported favorable relationships between the constructs studied and variables related to organizational culture. The remaining four studies (27,7%) provided mixed results, finding no relationship with some of the variables studied, such as work procrastination, physical safety climate, or bullying/harassment.

Sector-Based Analysis of Positive Organizational Culture Outcomes

The analysis of the results based on sectors highlights distinctive trends and significant differences in the outcomes.

Healthcare Sector

Studies developed in the healthcare sector have demonstrated significant relation across multiple dimensions of the work environment. Direct, significant and positive correlations are observed in engagement, organizational trust, and well-being (Assi et al., 2024; Fedorowsky et al., 2015; Kohnen, 2024). These correlations are complemented by increases in social support and staff autonomy, as well as a more positive perception of a respectful workplace (Ceravolo et al., 2012; Pattali et al, 2024). Additionally, these studies have shown negative and significant correlations with POC in quantitative overload, verbal abuse experiences, and turnover rates (Bronkhorst, 2015; Pattali et al, 2024). Factors such as stress, work overload and burnout have also decreased with the implementation of different psychological interventions related to intrinsic motivation (Kohnen, 2023). Regarding worker health, a notable improvement has been reported in both psychological and physical health (Idris et al., 2012; Özer et al., 2022).

However, there are areas where evidence of the impact of interventions related to POC remains limited or inconsistent. Specifically, effects on organizational climate, physical safety climate, and perpetration have not been conclusively demonstrated (Idris et al., 2012; Joosten et al., 2014; Özer et al., 2022), indicating a need for further research. Nevertheless, variables such as intrinsic motivation and leader support present mixed or negative results, suggesting underlying complexities that warrant more detailed analysis.

Industrial Sector

In the industrial sector, interventions and studies have revealed significant patterns regarding the impact of various target variables. Employee engagement and

psychological health stand out as the most positively affected variables within this sector (Law et al., 2011; Lillo et al., 2014; Nwachukwu et al., 2021; Winarno et al., 2022). Psychological health is also positively related to personal resolution and job performance in the studies developed by Barclay & Skarlicki (2009) and Tsutsumi et al. (2009), respectively. The quality of psychosocial well-being and the work environment receive significant attention (Ahn et al., 2021; Mathiesen et al., 2017), as improvements in these areas are associated with a reduction in work-related illnesses and accidents, in addition to promoting more robust safety behavior among employees (Lillo et al., 2014). Furthermore, negative and significant relationships are found between psychological interventions based on leadership with variables such as: job insecurity, exhaustion tendency, and anxiety (Barrech et al., 2018). In the study conducted by Barclay and Skarlicki (2021), improvements are also observed in the levels of intentions to retaliate and anger through a psychological intervention based on expressive writing. Finally, some variables such as harassment and perpetration (Law et al., 2011; Özer et al., 2022), along with mental and somatic health (Barrech et al., 2018), do not show clear evidence of impact with the use of leadership interventions or those based on organizational justice.

Public Sector

In the public sector, interventions and studies focused on Positive Organizational Culture (POC) have shown a significant relationship with various work-related variables. The most notable are engagement, social support, and the overall well-being of employees (Metin et al., 2018; Osatuke et al., 2009; Sianoja et al., 2018; Weziak-Bialowolska et al., 2023; Zenk et al., 2022). Managerial quality, job control, and in-role and extra-role performance stand out as positive elements (Biron et al., 2018; Metin et al., 2018). Conversely, variables such as burnout, intention to leave employment, diagnosed depression, and work-family conflict are negative indicators that have proven to be

susceptible to reduction through interventions promoting POC (Strolin-Goltzman, 2009; Weziak-Bialowolska et al., 2023). However, there are several areas where the evidence of intervention impact is limited or inconsistent, such as mental and physical health and emotional causal explanations (Dowey et al., 2007; Huddleston et al., 2006). Variables like work procrastination, detachment at work, and diagnosed anxiety also do not show a clear relationship with the applied interventions (Metin et al., 2018; Weziak-Bialowolska et al., 2023).

Educational Sector

In the educational sector, a positive relationship of interventions focused on POC is reported in self-esteem, academic performance, social support, organizational virtue, and job happiness (Rania et al., 2014; Williams et al., 2017). Furthermore, the study by Dollard and Bakker (2010) indicates a reduction in levels of psychological stress and emotional overload, along with improvements in engagement.

Non-Profit Sector

The PPI implemented in the non-profit sector reported positive outcomes, such as improvements in the sense of life, job satisfaction, and value congruence through a psychological intervention focused on Workplace Spirituality, with no negative or insignificant results in other variables (Schneider et al., 2015).

IGLO-Level Based Analysis of Positive Organizational Culture Outcomes

The analysis of the selected studies has been carried out using the IGLO model (Nielsen et al., 2018), which considers four levels of intervention in organizations: individual (I), group (G), leader (L), and organizational (O). The results are presented below, categorized according to these levels, highlighting the specific variables impacted by the interventions related to positive organizational culture. For this analysis, only longitudinal studies in which interventions have been developed were used.

POSITIVE ORGANIZATIONAL CULTURE

Individual Level

Interventions at the individual level primarily focus on improving workers' psychological well-being and mental health. Barclay and Skarlicki (2009) found that expressive writing improved psychological well-being and personal resolution, reducing intentions to retaliate and anger. Lökk and Arnetz (2000) demonstrated that stress management reduced work demands and improved positive feelings about work, work comfort, and social support. Sianoja et al. (2018) reported that walking and meditation improved concentration, well-being, and reduced fatigue and detachment at work. Nwachukwu et al. (2021) observed that religiosity at work increased job commitment and empowerment.

Group Level

Interventions at the group level focus on improving group dynamics and perceptions of the work environment. Ceravolo et al. (2012) demonstrated that assertive communication in the health sector reduced verbal abuse experiences and turnover rates, improving the perception of a respectful work environment. Mathisen et al. (2017) highlighted that risk management improved the psychosocial work environment and reduced work-related illnesses. Strolin-Goltzman et al. (2009) found that design teams increased commitment, job satisfaction, and reduced burnout and intent to leave.

Leader Level

Interventions directed at leaders have shown promising results in improving the psychosocial climate and leadership quality. Barrerch et al. (2018) observed that leadership interventions reduced job insecurity and exhaustion tendency, improving mental and somatic health. Biron et al. (2018) emphasized that a psychosocial safety climate (PSC) improved managerial quality, job control, and social support, reducing job demands. Huddleston et al. (2006) evidenced that training in traumatic stress management

empowered workers, improved their mental and physical health, and increased recognition. Joosten et al. (2014) found that learning sessions with experts improved productivity, goal achievement, and organizational climate.

Organizational Level

Organizational-level interventions have had a significant impact on the culture and climate of the organization. Ahn et al., (2021) showed that a regulatory focus increased organizational growth and efficiency. Lillo Sepúlveda et al. (2014) demonstrated that a positive safety culture model increased commitment and job satisfaction, reducing safety behaviors and accidents. Williams et al. (2017) found that the ARC organizational strategy improved the intention to adopt evidence-based practices, despite work-related barriers. Weziak-Bialowolska et al. (2023) observed that a caring psychological climate improved well-being, mental and physical health, social support, and reduced diagnosed depression and anxiety, as well as work-family conflict. Özer et al., (2022) highlighted that organizational justice improved psychological and physical health and reduced the perpetration of negative behaviors.

Relationship Between Sectors and Levels of Intervention

In the industrial sector, interventions are predominantly focused on the individual level, with a total of seven interventions (Barclay & Skarlick, 2009; Barrech et al., 2018; Cifre et al., 2011; Dollar & Bakker, 2010; Mathisen et al., 2017; Nwachukwu et al., 2009; Tsutsumi et al., 2009). Additionally, two interventions impacting the group level (Cifre et al., 2011; Mathisen et al., 2017), one at the leader level (Nwachukwu et al., 2021), and one at the organizational level were identified (Ahn et al., 2021). This focus suggests that the industrial sector places a great emphasis on improving employee well-being and mental health, as well as increasing their motivation and commitment.

Interventions in the healthcare sector are balanced between the group (Ceravolo et al., 2012; Lökk & Arnetz, 2000; Williams et al., 2017) and organizational levels (Ceravolo et al., 2012; Joosten et al., 2014; Williams et al., 2017), with three interventions each. At the individual level, two interventions were identified (Kohnen, 2023; Lökk & Arnetz, 2000), while no variables were found at the leader level. This balance indicates a significant focus on social support, psychological well-being, and organizational productivity.

In the public sector, interventions encompass all levels, with a particular emphasis on the individual and group levels. Seven interventions were identified at the individual level (Huddleston et al., 2006; Lökk & Arnetz, 2000; Osatuke at al., 2009; Sianoja et al., 2018; Strolin-Goltzman et al., 2009; Weizak-Bialowolska et al., 2023; Zenk et al., 2022), four at the group level (Biron et al., 2018; Osatuke et al., 2009; Weizak-Bialowolska et al., 2023; Zenk et al., 2022), two at the leader level (Biron et al., 2018; Huddleston et al., 2006), and only one at the organizational level (Zenk et al., 2022). This suggests a focus on improving management quality and job control, as well as fostering commitment and social support among employees.

In the educational sector, interventions are more oriented towards the individual level, with two identified interventions (Dollar & Bakker, 2010; Williams et al., 2017). At the organizational level, one intervention was found (Williams et al., 2017), while no interventions focused on the group (G) or leader (L) levels were identified.

For a summary of this information, see Figure 2.
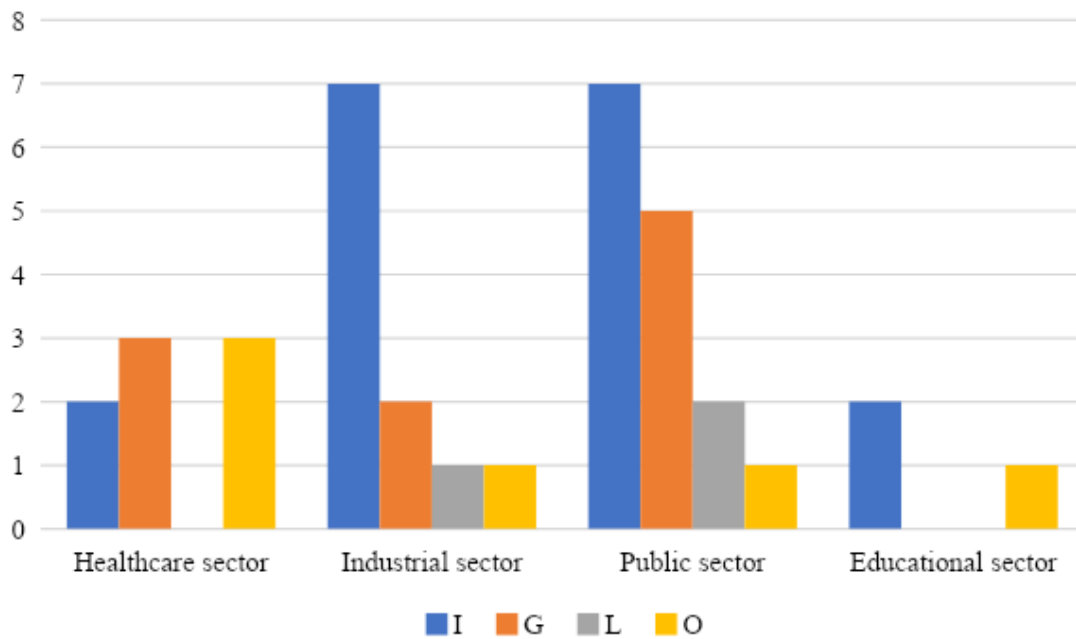
Figure 2. Number of Interventions related to POC by IGLO level and sector.

Discussion and Conclusion

Based on the information presented above, the importance of organizational culture in employee productivity and well-being has been evidenced. Positive psychological interventions (PPI) have proven to be a valuable tool in promoting a positive organizational culture, aligning with models such as the Healthy and Resilient Organizations (HERO) model.

PPI have shown a significant impact on various organizational variables. Interventions such as assertive communication, stress management, and the creation of psychosocial safety climates have proven to be particularly effective. For instance, studies like those of Ceravolo et al. (2012) in the healthcare sector show a reduction in verbal abuse experiences and turnover rates, improving the perception of a respectful work environment. Consequently, the most influenced variables at individual and group level include work engagement, job satisfaction, organizational trust, social support, and employees' mental health.

POSITIVE ORGANIZATIONAL CULTURE

The most effective interventions are often those that simultaneously address multiple levels of the organization, such as those based on the IGLO (Individual, Group, Leader, and Organization) model. A notable intervention that shows effectiveness at multiple levels of the IGLO model is the implementation of the "psychosocial safety climate" (PSC). This intervention has demonstrated a positive influence on leadership quality (leader level) and social support (group level), as well as the reduction of perceived job demands, work control and exhaustion (individual level). Additionally, at the organizational level, it has improved the overall work environment, fostering a healthier and more productive culture. Studies like those of Biron et al. (2018) and Dollard and Bakker (2010) support the effectiveness of this intervention in various contexts.

The impact of PPI varies by sector, reflecting the unique characteristics and needs of each. In the healthcare sector, interventions are focused on improving social support, staff autonomy, and the perception of a respectful work environment. Studies like those of Fedorowsky et al. (2015) and Kohnen (2023) show that PPIs reduce stress, exhaustion, and turnover rates, improving engagement and organizational trust. These interventions mainly target group and organizational levels.

In the industrial sector, PPI excel in improving psychological health, engagement, and job performance. Interventions focused on expressive writing and leadership management are effective in reducing job insecurity and anxiety. This sector primarily focuses on the individual level but also considers the group and organizational levels.

PPI in the public sector show a significant impact on employee engagement, social support, and overall well-being. Managerial quality and job control are enhanced through psychosocial safety climates interventions. This sector encompasses interventions at all levels of the IGLO model, with an emphasis on individual and group levels.

In the educational sector, interventions are geared towards improving self-esteem, academic performance, and social support. Dollard and Bakker (2010) showed a reduction in psychological stress and emotional overload, with improvements in work engagement. Interventions primarily target the individual level, with some also addressing the organizational level.

In the nonprofit sector, the effectiveness of PPI is less documented, as the only study included in this review is cross-sectional. However, it can be concluded that aspects such as workplace spirituality show a positive relationship with job satisfaction and value congruence, without negative results in other variables.

Notably, most interventions primarily focus on the individual level, and it follows the same findings as those found by other authors such as Carr et al. (2023) and Fleming (2023). This focus is not entirely negative, as the individual is the source of behaviors that, when transformed into habits, shape organizational culture. By focusing on employees' personal well-being and development, the foundations are laid for positive change that can extend to group, leadership, and organizational levels, thereby promoting a positive organizational culture holistically. Similarly, this influence can also cascade from organizational culture to the individual, forming a spiral of positive influence.

The mechanisms through which PPI contribute to a positive organizational culture involve enhancing individual psychological resources (e.g., resilience, optimism), improving social interactions and support networks, and fostering a safe and empowering work environment. These mechanisms help create a feedback loop where improved individual well-being and social dynamics reinforce a positive organizational culture, which in turn further supports individual and collective well-being and performance. This virtuous cycle of positivity (Salanova et al., 2005) can be sustainable over time, leading to sustained improvements in both employee satisfaction and organizational outcomes.

Following these conclusions, the authors propose a first approach to the concept of "Positive Organizational Culture": "the set of values, beliefs, and behaviors of the members of an organization, which consciously and intentionally lead to the improvement and optimization of the individual (at work and personal level), work groups, leaders, and the organization itself, through the facilitation of healthy practices and resources."

In conclusion, PPI have a positive and significant impact on organizational culture, improving various critical variables for employee well-being and performance. Sectors show differences in the levels of the IGLO model where interventions are concentrated. The healthcare sector particularly benefits from interventions at the group and organizational levels, while the industrial sector focuses more on the individual level. The public sector encompasses all levels of the IGLO model, and the educational sector prioritizes the individual level.

The implementation of PPI should be adapted to the specific characteristics and needs of each sector and organizational level. Fostering a positive organizational culture requires a holistic and systematic approach, considering the interactions between the different levels of the organization and the particularities of the sectoral context. This systematic review highlights the importance of PPI for the development of a positive organizational culture, emphasizing the need for future research to delve into the effectiveness of these interventions in various organizational contexts.

This contribution has significant implications for both researchers and professionals in the field of organizational psychology. For researchers, the effectiveness of positive psychological interventions across various sectors opens new avenues for exploring differential impacts and mechanisms operating within different organizational contexts. Professionals can use this information to design and implement tailored intervention programs that prioritize outcomes at different organizational levels, which could catalyze

broader improvements in organizational culture. By integrating these practices into organizational policies and strategies, there is potential to foster a sustainable shift towards more positive work environments, enhancing employee well-being and organizational performance. Additionally, involving both researchers and professionals, the need for robust monitoring and evaluation systems presents an opportunity to develop new tools and methodologies that can enhance the precision and efficacy of these interventions.

Limitations and Future Research

This study presents several limitations that must be considered when interpreting the results. First, although this study groups findings from various sectors, variability in measurement methods and contextual differences between sectors may affect the generalization of the results. Moreover, most interventions focus on the individual level, which might not fully capture the actual impact of PPI across the organization. Finally, there is still limited information available on psychological interventions in organizations and across highly heterogeneous contexts, meaning that the conclusions drawn so far are not fully generalizable, but it can be a starting point.

Regarding future research directions, based on the gaps identified in the systematic review and the presented data, several necessary lines of research emerge to advance the understanding and application of PPI for their impact on organizational culture. Firstly, there is an evident need for more studies in the educational and healthcare sectors. Although these sectors are critical for social well-being, the amount of research on the impact of PPI in them is limited. Studies are needed to evaluate how these interventions can improve organizational culture, employee well-being, and ultimately educational and health outcomes.

Additionally, there is currently a shortage of studies focused on the impact of PPI at the leader and organizational levels, following the IGLO model. While individual and group-level interventions are important, understanding how PPI affects leadership dynamics and organizational policies is crucial for developing a positive organizational culture. It is ideal for future studies to adopt a multi-level approach, considering all levels of the IGLO model, to obtain a more holistic view.

It is also important to conduct more studies that include multiple temporal measurement points to evaluate the sustainability of PPI effects. Of the longitudinal studies reviewed, only eight out of 24 had more than two temporal measurements. Evaluating the duration and persistence of the benefits of PPI over time will provide a deeper understanding of their effectiveness and long-term applicability.

Furthermore, investigating how to personalize PPI according to the specific characteristics of employees and the existing organizational culture can increase their effectiveness. This includes considering factors such as context, cultural diversity, different career stages, and individual employee needs. Personalization allows interventions to be adapted to specific contexts and needs, thereby increasing their impact.

CAPÍTULO 3

Development and Validation of the Positive Organizational Culture Scale

(POC-S)

Development and Validation of the Positive Organizational Culture Scale

(POC-S)[1]

Abstract

The aim of the present study is to develop, analyze and validate the factor structure of the Positive Organizational Culture Scale (POC-S) within the industrial sector in a Spanish automotive company. The scale was developed and validated through exploratory and confirmatory factor analyses, involving blue- and white-collar workers. The POC-S consists of six factors: Open Communication and Support (OC&S), Strategic Knowledge (SK), Trust and Collaboration (T&C), Learning Orientation (LO), Recognition (REC), and Resilience (RES). Results demonstrate high reliability and construct validity of the scale, with significant inter-scale correlations suggesting coherent relationships between its dimensions. This tool facilitates a deeper understanding of organizational culture's impact on workplace dynamics and employee well-being, providing a robust framework for organizational diagnostics and targeted interventions.

Keywords: positive organizational culture, scale validation, organizational psychology, factor analysis.

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[1] Chapter 3 has been published as: Ortiz-Vázquez, A., Llorens, S. & Salanova, M. (2024). Development and Validation of the Positive Organizational Culture Scale (POC-S). *Psicothema,* (in press).

CULTURA ORGANIZACIONAL POSITIVA

In the dynamic business landscape of the 21st century, the concept of organizational culture is emerging as a fundamental element to address for the determination of organizational success and sustainability (Laniado, 2017; Omprasad, 2021). Among its multiple facets, organizational culture stands out as an essential construct, defining the work atmosphere, shaping interactions, policies, and business strategies (Abdullah et al., 2021; Ramezannia et al., 2022).

Promoting behaviors related to open communication, support, trust and recognition is fundamental to organizational success (Farmanesh & Zargar, 2021; Flores, 2022; Nielsen, 2022). When these behaviors are integrated in organizational practices and policies, they enrich the work environment and also drive the development and well-being of individuals within the organization (Cooper et al., 2018). Nagibina, Komyshova, Sklyarov, and Sviridova (2021), have examined the impact of well-being management on communication and trust. These values foster a healthy and motivating work environment and correlate with increased productivity (Avey et al., 2011), innovation (King et al., 2001), and talent retention (Berson et al., 2014).

The focus on "positive organizational culture" (POC) is, therefore, a recognition that companies are not only economic entities, they are also human communities whose success significantly depends on the psychological and emotional well-being of their members (Murthy, 2014; Pelealu, 2022). By prioritizing and nurturing a culture based on positive aspects, organizations can unlock the full potential of their employees, fostering a virtuous cycle of growth, satisfaction, and achievement (Choi & Baik, 2023; Fahreza et al., 2023).

Background of the Construct of Positive Organizational Culture

The term "Positive Organizational Culture" has been introduced in academic literature to denote a culture that is particularly beneficial for aspects such as performance and employee satisfaction, as well as healthy human resource practices (Shim, 2010). Despite its growing recognition, the construct still lacks a clear operational definition detailing its specific components and characteristics.

Traditionally, the concept of culture in the organizational context has been defined as the way things are done within an organization, shaping the expectations, norms, and behaviors of employees (Cooke & Szumal, 1993; Verbeke et al, 1998). However, there are several theories and models that have attempted to theoretically shape the construct of POC. For example, Luthans (2002) proposal on positive organizational behavior is presented as "the study and application of positive psychological capabilities and human strengths that can be measured, developed, and effectively managed to improve performance in the workplace" (p. 59). This perspective could include positive culture, although it does not explicitly define it.

The HERO model, focused on the concept of HEalthy & Resilient Organization (Salanova et al., 2012, 2019), focuses on a range of well-being indicators such as healthy organizational practices and resources, healthy employees, and organizational outcomes. According to this model, HEROs are defined as "organizations that make systematic, planned, and proactive efforts to improve the health of employees using good practices (Salanova et al., 2012). The HERO model could conceptualize different aspects of POC as a practice that promotes well-being and resilience between other variables related to psychosocial factors.

CULTURA ORGANIZACIONAL POSITIVA

Finally, Cameron (2003) proposes that a positive organizational environment is one that fosters virtues such as optimism, forgiveness, trust, and compassion. This approach highlights specific practices that could define the behaviors of a positive culture, and it has been shown that these practices are related to greater effectiveness and productivity (Cameron et al., 2011; Redelinghuys et al., 2018).

Despite its increasing recognition, POC still lacks a clear operational definition that details its specific components and characteristics. This underscores the pressing need to develop a robust conceptual framework, aligned with Applied Positive Psychology. The creation of a specific questionnaire to measure this construct would be a crucial step towards standardization and practical application in the organizational field.

Measurement of Organizational Culture and the Need for New Instruments

The measurement of organizational culture has been a key focus in both academic and business contexts. Various methods and tools have been developed to capture its complexities and dynamics. Common approaches include surveys and questionnaires, such as the Organizational Culture Assessment Instrument (OCAI) by Cameron & Quinn (2006), which assesses four types of organizational cultures: Clan, Adhocracy, Market, and Hierarchy. Another example is the Denison Organizational Culture Survey (Denison, 1990), focusing on areas like Mission, Adaptability, Involvement, and Consistency, relating them to organizational effectiveness. Hofstede's cultural dimensions (Hofstede, 1980) and the Schneider Culture Model (Schneider, 1994) help companies understand cultural preferences, values, and impacts on the work environment. Qualitative methods like interviews and document analysis are also common, providing detailed insights into how values and norms manifest in daily practices (Munizu et al., 2023).

Existing instruments like the OCAI often focus on broad dimensions, which can lead to general interpretations of culture (Hidayat, 2023; Lumbantoruan et al., 2018). The Denison survey may not fully capture the dynamism of real-time culture and relies on perceptions rather than observed practices, suggesting the use of qualitative methods for a fuller picture (Strengers et al., 2022). Hofstede's dimensions and the Schneider Culture Model, while useful, may be too general and fail to capture individual or team differences, which are essential for understanding organizational culture at a granular level (Escandón-Barbosa et al., 2022). Additionally, Hofstede's model, based on data from 1970, may be outdated and less transferable to different contexts. Schneider's model focuses on perceptions, omitting specific behaviors necessary for practical changes (Schneider, 1987; Schaubroeck et al., 1998).

Traying to solve these limitations, the instrument that we propose, the Positive Organizational Culture Scale (POC-S), focusing on observable behaviors, represents a significant evolution in measuring organizational culture from the perspective of positive psychology. This instrument departs from traditional methods that rely only on subjective self-reports, choosing instead to assess observable behaviors in the workplace. To enhance objectivity and reliability, self-reports are complemented with insights from focus groups, providing qualitative data to ensure a comprehensive understanding of organizational culture.

By dividing culture into different distinct factors, the POC-S not only enables a more specific and targeted assessment of key areas of organizational culture but also underscores the importance of building and maintaining a work environment that promotes openness, support, strategic knowledge, trust, collaboration, learning, recognition, and resilience.

The need for a new instrument like the POC-S arises from the growing understanding that a POC is a critical component for sustainable success (Ahsan, 2024; Amayreh, 2023; Choiriah & Sudibyo, 2020). A tool that directly evaluates behaviors reflecting this positive culture allows for precise and evidence-based interventions in the science of positive organizational psychology. Therefore, the POC-S positions itself as an innovative tool for business leaders and researchers seeking to promote an organizational culture that is productive and also enables employees to thrive and reach their full potential.

Based on that, this study aims to develop and validate the POC-S by identifying and defining its key dimensions and components, structuring the scale to incorporate these identified dimensions, and validating the scale using appropriate statistical methods to ensure its reliability and validity. Consequently, we propose the following hypothesis 1: The POC-S is expected to exhibit satisfactory psychometric properties, specifically in terms of validity and reliability (H1).

Method

Participants

The general study sample consisted of a total of 1208 workers from an automotive industry in Spain. Participants were divided into two samples. Sample 1 consisted of 418 employees hired in the Body and Stamping department of a Spanish automotive organization, out of which 878 employees (47.6%) were selected to participate in the evaluation process. Respondents' organizational tenure ranged from 0.6 to 38 years, with an average of 10.14 years ($SD = 7.55$). The participants' age ranged from 27 to 68 years, with the following distribution: 18–35 years (22.5%), 36–45 years (42.8%), 46–55 years (29.4%), and over 55 years (5.3%). The gender distribution was basically male (95%).

Secondly, sample 2 consisted of 790 employees who were recruited from various departments (Body & Stamping, Material Planning & Logistics, Engines, Assembly, Quality, Paintshop, Launch, IT, Maintenance, Distribution, Human Resources and Finance) within the same Spanish automotive organization than sample 1. This organization had a total workforce of 6512 employees, representing approximately 12.13% of the total workforce. The size of the departments varied, ranging from 14 to 1928 employees, with an average of 394 employees ($SD = 563.34$). The participant's organizational tenure ranged from 0.6 to 35 years, with an average of 10.83 years ($SD = 7.85$). Regarding age distribution, participant's ages ranged from 21 to 61 years, falling within the following categories: 18-35 years (16.7%), 36-45 years (47.8%), 46-55 years (31.5%), and over 55 years (3.9%). In terms of gender, the sample consisted primarily of male (84.4%).

Instruments

Positive Organizational Culture Scale (POC-S): to create and develop this instrument, 48 initial items were established. These items were created based on the company's key values, which are: Put People First, Do the Right Thing, Be Curious, Create Tomorrow, Play to Win, Built Tough Organization, One Team & The Plan. From the definition of each of these values, manageable constructs from psychology were derived according to the literature, and with these constructs, the final items were constructed. For the first application of the questionnaire in Sample 1 only one initial dimension was expected, the one formed by the construct of POC itself.

To ensure the appropriateness of the items in reflecting the concept of POC and to establish content validity, a panel of external judges with expertise in the field of organizational psychology reviewed the 48 initial items, and an exploratory factor analysis was developed. Once the exploratory factor analysis provided a structure with

the items evaluated by experts, these same experts assessed the adequacy of the items for each factor as well as their alignment with the conceptualization of the factors. After this process, only 24 items were selected and 6 new dimensions were proposed (Table 1) and evaluated with Sample 2: Open communication and support (OC&S) (9 items, $\alpha = .95$), Strategic knowledge (SK) (3 items, $\alpha = .89$), Trust and collaboration (T&C) (4 items, $\alpha = .86$), Learning orientation (LO) (3 items, $\alpha = .88$), Recognition (REC) (3 items, $\alpha = .89$) and Resilience (RES) (6 items, $\alpha = .89$).

Participants rate the behavioral/attitudinal statements using a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Healthy Employees were assessed by seven items included in the HERO-Check questionnaire, the short version of the HERO (HEalthy & Resilient Organizations) questionnaire (Salanova et al., 2012). Seven different variables were considered, with one item in each ($\alpha = .72$): (1) efficacy beliefs, (2) work engagement, (3) resilience, (4) optimism, (5) burnout, (6) vertical trust and (7) horizontal trust. An example of item is "The degree to which you usually expect the best in difficult times, are optimistic about the future, and generally expect more good things to happen than bad". A 7- point Likert-type scale ranging from 0 (never) to 6 (always) was used.

Organizational Outcomes were assessed by two items included in the HERO (HEalthy & Resilient Organizations) questionnaire (Salanova et al., 2012). Two different dimensions were considered, with one item in each ($r = .32$; $p <.001$): (1) in-role performance, and (2) organizational commitment. An example of item is "The degree to which you feel committed to the organization and its outcomes, feel proud to belong to the organization, and have the desire to remain in it". A 7-point Likert-type scale ranging from 0 (never) to 6 (always) was used.

Table 1. *Final Version of Positive Organizational Culture Scale (POC-S)*

Item	Open communication and support
1	At my work information is conveyed with sincerity and respect.
2	At my work worker's values align with those of the organization.
3	At my work critical thinking is valued.
4	At my work information flows freely among individuals regardless of their position.
5	At my work individuals are important to the company.
6	At my work trust is placed in employees.
7	At my work errors can be acknowledged without fear of judgment.
8	At my work errors do not generate discomfort or burden.
9	At my work concern and care for employees are present.
Item	**Strategic knowledge**
10	At my work the company's mission and vision are known.
11	At my work the company's goals are understood.
12	At my work the organization's priorities are known.
Item	**Trust and collaboration**
13	At my work there is enough trust with colleagues to share personal concerns.
14	At my work workers respect and take care of each other.
15	At my work positive work relationships are developed both inside and outside the company.
16	At my work teamwork is embraced whenever necessary.
Item	**Learning orientation**
17	At my work efforts are made to extract learnings from challenges and difficulties.
18	At my work questions are asked to learn more when aspects of the work generate doubts.
19	At my work the reasons and purpose behind activities are sought.
Item	**Recognition**
20	At my work well-done job is recognized.
21	At my work work is valued and acknowledged.
22	At my work achievements are celebrated.
Item	**Resilience (adaptability in work)**
23	At my work the ability to overcome obstacles on the go is present.
24	At my work adaptation to changing demands and realities is observed.
25	At my work different perspectives are adopted to solve the same problem until resolved.
26	At my work energy, confidence, and composure are maintained in stressful moments.
27	At my work a positive and optimistic perspective towards the future is maintained.
28	At my work awareness of the physical or mental burden of the work being performed exists.
Item	**Discarded**
29	At my work people put themselves in others' shoes.
30	At my work resources are provided to perform and improve tasks.
31	At my work there is an awareness of how the work performed impacts the client.
32	At my work help is offered selflessly.
33	At my work team members are encouraged to always act with integrity.
34	At my work inequalities or conflicts are resolved fairly.
35	At my work there are equal opportunities regardless of origin, culture, or gender.
36	At my work self-learning is encouraged and resources are provided for it.
37	At my work possible obstacles that might arise when establishing a work plan are anticipated.
38	At my work ideas or solutions are proposed when a point of improvement is detected.
39	At my work solutions centered on people are offered.
40	At my work innovation is promoted and facilitated.
41	At my work hope is maintained when difficulties arise.
42	At my work challenges are perceived as a source of motivation.
43	At my work commitments are fulfilled.
44	At my work it is known how the work impacts different areas or departments.
45	At my work it feels like a big family.
46	At my work there is enough trust with supervisors to share personal concerns.
47	At my work many areas are involved to carry out some actions.
48	At my work new ideas, initiatives, or methodologies are rewarded.

Procedure

This study was conducted within an organization, starting with a pilot at the Body plant to assess the project's feasibility and make necessary adjustments before full implementation. To obtain the sample in an industrial sector organization, a comprehensive plan was developed in collaboration with production-linked plants, facilitating the participation of line employees without disrupting the production flow.

The main variable, POC-S, was derived through a thematic analysis of existing cultural contents (values, ethical code, history, context) following the criteria set by Braun & Clarke (2006). Additionally, a literature review relevant to Organizational Culture was conducted as recommended by McCoach, Gable and Madura (2013). The steps included: (1) familiarization with the organizational context through focus groups, interviews, and organizational documentation; (2) an extensive literature review on Organizational Culture; (3) review of the organization's cultural content including mission statements and policies; (4) generation of codes to capture significant data units; (5) thematic search to identify recurring patterns and themes using a grounded theory approach; and (6) definition and assignment of appropriate names to the identified themes.

During the implementation process of the POC-S, the Qualtrics platform was utilized for survey administration. Prior approval from the company was obtained to conduct data collection within their organizational context. Additionally, the research received ethical clearance from the relevant Ethics Committee, ensuring adherence to ethical principles and participant protection. The study was conducted in accordance with GDPR regulations, with approval from the University's Ethics Committee.

Data Analyses

Initially, an exploratory factor analysis (EFA) was carried out with Sample 1 to ascertain the number of factors to be extracted, applying the maximum likelihood estimation method and parallel analysis. Finally, the factor structure of the POC-S was scrutinized through confirmatory factor analysis (CFA) with Sample 2, adopting the maximum likelihood estimation method as well. The goodness-of-fit for the proposed structures was determined by the chi-square (χ^2) test, normalized χ^2, Comparative Fit Index (CFI), Non-Normed Fit Index (NNFI), Tucker-Lewis Index (TLI), Incremental Fit Index (IFI), Root Mean Square Error of Approximation (RMSEA) with a 90% confidence interval, adhering to the fit criteria and thresholds set by the European Journal of Psychological Assessment (Schweizer, 2010). We used IBM SPSS Amos 26 (Arbuckle, 1997). Regarding the RMSEA, values below .05 are considered to denote excellent fit, around .08 are deemed as reflecting an acceptable fit, and values above .10 are grounds for model dismissal (Browne & Cudeck, 1993). For the relative fit indices, figures exceeding .90 are seen as indicative of satisfactory model fit, following Hu and Bentler (1999). The evaluation also covered reliability, as well as discriminant and convergent validity assessments using Composite Reliability (CR) and Average Variance Extracted (AVE) across all proposed models. Moreover, Maximum Shared Variance (MSV) values were detailed for both sets of six-factor solutions. The analysis adhered to the established cutoff points outlined in Hair, Black, Babin and Anderson (2010). In the confirmatory factor analysis, Pearson's correlation was initially used to construct the correlation matrix. To further assess the internal consistency and validity of each factor, polychoric correlations were also employed. Additionally, to explore the discriminative capacity of the scale, we conducted an Analysis of Variance (ANOVA) by gender and age, providing a comprehensive evaluation of the scale's performance across different demographic groups. Finally, concurrent validity was ensured through an analysis of correlations

between the POC-S and the different variables of Healthy Employees and Organizational Outcomes, both factors belonging to the HERO-Check questionnaire.

Secondly, we reviewed descriptive statistics, which means, standard deviations, skewness, kurtosis, and Pearson correlation coefficients for all the study variables in the last version of the scale. Internal consistency was assessed by computing Cronbach's Alpha and McDonald's Omega for each subscale of the POC-S by using IBM SPSS 26 (IBM Corp, 2019).

Results

Table 2 presents the descriptive statistics and reliability tests for the final questionnaire items structure with six distinct factors obtained after exploratory factor analysis: OC&S, SK, T&C, LO, REC and RES. Following Field (2009), we computed Keyser-Meyer-Olkin test to measure for sampling adequacy (KMO= .973) and Bartlett's test of sphericity ($\chi^2 = 15050.052$, $df = 1128$, $p < .001$) and both tests proved the adequacy of the data for further analyses. Consistent with Streiner's (2003) criteria, the alpha (α) and omega (ω) coefficients for each subscale demonstrate excellent reliability, all registering values well above the .70 and below .95 threshold, indicating robust internal consistency. Notably, none of the subscale items exhibited a negative discrimination index, suggesting a positive association with their respective scales. Furthermore, the internal consistency of the different factors, as measured by both alpha and omega coefficients, did not show any increase upon the hypothetical removal of any single item. This underlines the contribution of each item to the overall scale coherence. Additionally, inter-scale correlations are significant and strong ranging from .50 to .83, with all p-values being less than .001, reflecting the meaningful relationships among the different facets of POC. Only the correlations between OC&S and SK shows a negative relationship. Floor effects (percentage of individuals with the minimum score = 0) were less than 15% across

all dimensions. Ceiling effects (percentage of subjects with the maximum score = 4) were notable in the LO and REC dimensions, indicating limitations in the scale's ability to capture variability in these constructs. These same results also indicate that all categories obtained a sufficient number of responses, showing an adequate distribution of frequencies.

Table 3 delineates the Confirmatory Factor Analysis (CFA) goodness-of-fit indices for two distinct models. The six-factor model (Model 2), representing the refined version of the POC-S, exhibited superior fit compared to the single-factor Model (Model 1) as evidenced by the Comparative Fit Index (CFI) and Incremental Fit Index (IFI), with values surpassing the .90 benchmark suggestive of an excellent model fit. The high TLI and NNFI values in Model 2 indicate a strong model. The RMSEA pointed to a more favorable fit for Model 2 compared to Model 1, with a notable decrease in the RMSEA value. Adhering to the guidelines set forth by Cheung and Rensvold (2002), a cutoff value of .01 for changes in TLI and CFI is generally accepted as a decisive criterion for model selection. As such, the enhanced relative fit indices and the parsimonious nature of Model 2 dictated its selection as the definitive version of the scale, particularly given that the single-factor model (Model 1) did not approach acceptable fit indices.

Table 2

Descriptive Information of the Scales and Reliability Test Results (n = 790)

	Item	M	SD	S	K	Discr. index	α	α when item is dropped	ω	ω when item is dropped	OC&S	SK	T&C	LO	REC	RES
OC&S	Item1	2.61	1.20	-0.62	-0.49	.81		.94		.93						
	Item2	2.44	1.11	-0.48	-0.42	.75		.94		.94						
	Item3	2.31	1.21	-0.35	-0.77	.81		.94		.93						
	Item4	2.14	1.32	-0.21	-1.11	.77		.94		.94						
	Item5	2.41	1.33	-0.46	-0.96	.77	.95	.94	.95	.94	1					
	Item6	2.63	1.19	-0.72	-0.33	.84		.94		.93						
	Item7	2.29	1.30	-0.34	-1.00	.80		.94		.94						
	Item8	2.03	1.23	-0.05	-0.94	.75		.94		.94						
	Item9	2.46	1.24	-0.53	-0.69	.81		.94		.93						
SK	Item1	2.73	1.09	-0.84	0.25	.86		.81		.79						
	Item2	2.78	1.08	-0.93	0.43	.84	.89	.81	.90	.81	-.65 (<.001)***	1				
	Item3	2.88	1.02	-0.90	0.51	.68		.94		.81						
T&C	Item1	2.88	1.03	-0.91	0.44	.75		.81		.81						
	Item2	2.74	1.06	-0.79	0.07	.75		.81		.81						
	Item3	2.54	1.11	-0.62	-0.23	.67	.86	.84	.86	.85	.70 (<.001)***	.50 (<.001)***	1			
	Item4	3.13	0.95	-1.19	1.20	.67		.84		.84						
LO	Item1	2.76	1.06	-0.87	0.37	.77		.84		.84						
	Item2	2.82	1.04	-0.89	0.44	.79	.88	.81	.88	.81	.80 (<.001)***	.65 (<.001)***	.63 (<.001)***	1		
	Item3	2.70	1.13	-0.74	-0.18	.76		.85		.85						
REC	Item1	2.30	1.28	-0.38	-0.96	.86		.79		.79						
	Item2	2.23	1.30	-0.32	-1.08	.75	.89	.88	.90	.88	.80 (<.001)***	.59 (<.001)***	.59 (<.001)***	.72 (<.001)***	1	
	Item3	2.18	1.23	-0.30	-0.85	.76		.87		.87						
RES	Item1	3.10	0.85	-1.12	1.81	.69		.88		.88						
	Item2	2.82	0.99	-0.77	0.31	.76		.87		.87						
	Item3	2.78	0.99	-0.75	0.34	.74		.87		.87						
	Item4	2.62	1.15	-0.65	-0.39	.76	.89	.87	.89	.87	.83 (<.001)***	.63 (<.001)***	.66 (<.001)***	.76 (<.001)***	.73 (<.001)***	1
	Item5	2.68	1.12	-0.79	-0.01	.69		.86		.86						
	Item6	2.20	1.31	-0.19	-1.14	.69		.88		.88						

Notes: OC&S = Open Communication and Support; SK = Strategic Knowledge; T&C = Trust and Collaboration; LO = Learning Orientation; REC = Recognition; RES = Resilience (adaptability in work); Confidence intervals for reliability statistics were built on 95% of confidence; *** p <.001.

Table 3

Model Statistics and Comparisons (n = 790)

	χ^2	df	p	CFI	NNFI	TLI	IFI	RMSEA	$\Delta\chi^2$	Δdf	$\Delta P > \chi^2$	ΔCFI	$\Delta NNFI$	ΔTLI	ΔIFI	$\Delta RMSEA$
Model 1	3681.3	350	<.001	.807	.806	.807	.821	.110								
Model 2	1466.3	335	<.001	.939	.923	.931	.939	.065								
Diff. 1 - 2									2214.94	15	<.001	−.132	−.117	−.124	−.118	−.045

Notes. Model 1 = 1-factor model; Model 2 = 6-factor model. χ^2 = Chi-square; df = degree of freedom; CFI = Comparative Fit Index; NNFI = Non-Normed Fit Index; TLI = Tucker-Lewis Index; IFI = Incremental Fit Index; RMSEA = Root Mean Square Error of Approximation; Diff. and Δ = differences.

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Figure 1 shows the final factor structure of the POC-S and the factor loadings of each item in Model 2. All items demonstrated significant factor loadings, indicating that each contributes meaningfully to the variability of the latent factor. All absolute standardized loadings in this model exceed the value of .40, which is commonly considered the threshold for assessing the contribution of each item to the variability of the latent factor (Guadagnoli & Velicer, 1988).
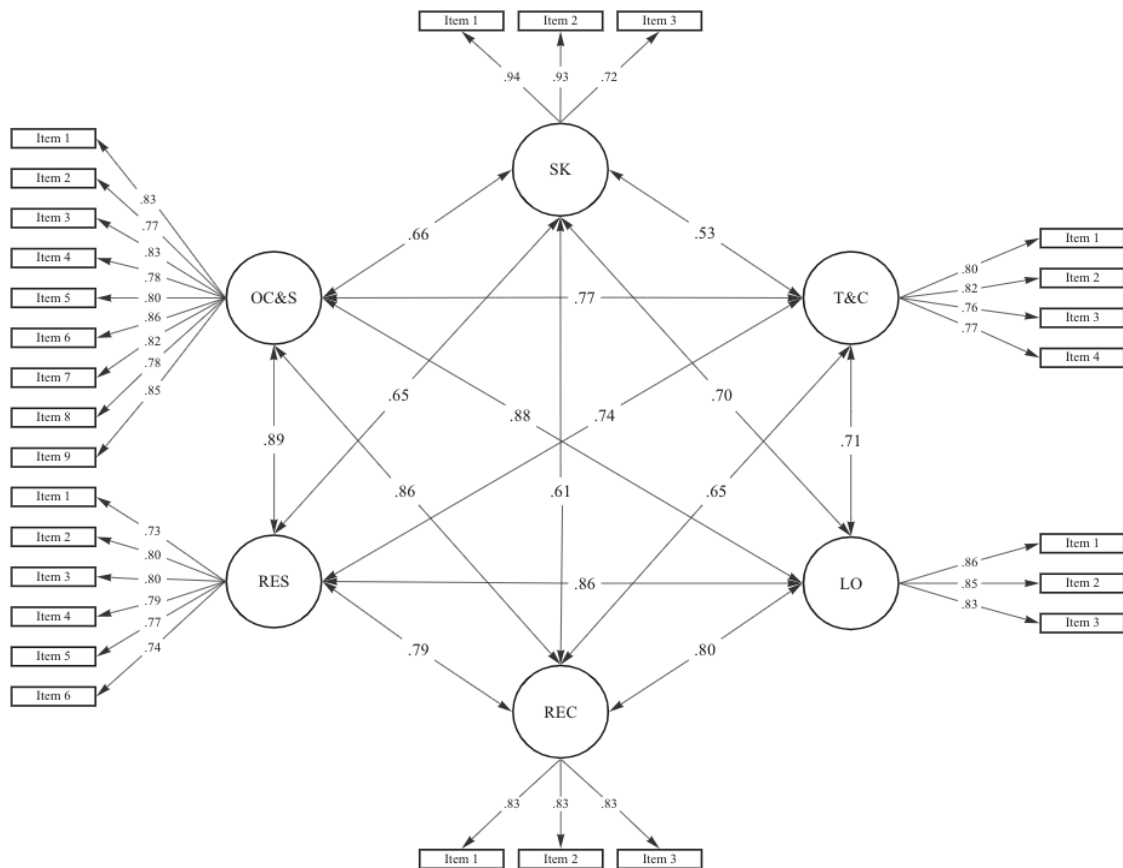
Figure 1. Factor model and CFA results for model 2

Additionally, the polychoric correlations among the items of each factor, applied as a complementary measure, reinforce these findings, demonstrating strong interrelationships and internal consistency within the factors (OC&S presents values from .65 to .79; SK presents values from .73 to .92; TC presents values from .67 to .81; LO

presents values from .76 to .79; REC presents values from .71 to .84; and RES presents values from .58 to .76).

The ANOVA results for gender and age revealed no significant differences ($p > .05$) in the scale scores across these demographic groups. This lack of significant variation suggests that the scale operates with a high level of consistency and neutrality with respect to these sociodemographic factors. These findings support the scale's applicability and validity across a diverse population, affirming its utility in settings where gender and age diversity are present.

Lastly, results from Table 4 highlight the Composite Reliability (CR) for all constructs in Model 2, with scores exceeding .87, which suggests a strong internal consistency across the factors. Average Variance Extracted (AVE) values ranged from .62 to .75, indicating that most constructs meet the threshold for acceptable convergent validity. However, a closer look at the constructs of OC&S, T&C and RES reveals a nuanced picture. While their respective CR values suggest robust reliability, their AVEs compared to the Maximum Shared Variance (MSV) (.66 vs. .8, .62 vs. .59, and .67 vs. .8, respectively) present an interesting pattern. This pattern implies that, although the constructs exhibit a good degree of shared variance, indicating relatedness, there may be an overlap that warrants further consideration to ensure conceptual clarity. The overlapping variances do not necessarily detract from the validity of the constructs but do suggest the possibility of a more intricate relationship among these constructs than initially posited.

Table 4
CR, AVE and MSV (n = 790)

	Model 2		
	CR	AVE	MSV
OC&S	.94	.66	.8
SK	.90	.75	.48
T&C	.87	.62	.59
LO	.88	.72	.77
REC	.89	.74	.75
RES	.90	.67	.8

Notes. OC&S = Open Communication and Support; SK = Strategic Knowledge; T&C = Trust and Collaboration; LO = Learning Orientation; REC = Recognition; RES = Resilience (adaptability in work); CR = Composite Reliability; AVE = Average Variance Extracted; MSV: Maximum Shared Variance.

Finally, the concurrent validity shows that the six factors of the POC-S are positively and significantly related to different indicators of well-being and organizational results. Concretely, for the second sample (n = 790) POC (α = .97) were positively and significantly related to different indicators of healthy employees (α = .87) (i.e. mental competence: r = .19, p <.001; emotional competence: r = .26, p <.001; optimism: r = .48, p <.001; resilience: r = .63, p <.001; engagement: r = .53, p <.001; vertical trust: r = .60, p <.001; horizontal trust: r = .47, p <.001; and burnout prevention: r = .39, p <.001) and organizational results (i.e. commitment: r = .54, p <.001; and in-rol performance: r = .21, p <.001).

Discussion

The main objective of this study was to develop and validate a multifactor scale that measures the different components of POC. This instrument was designed to provide information on the cultural profile of an organization based on observable behaviors, rather than solely on subjective perceptions. Using exploratory factor analysis, we were able to delineate the number of factors that make up POC and, with the use of

confirmatory factor analysis, we confirmed the proposed structure, demonstrated its consistency, and its reliability.

The results obtained show that each of the factors that make up a POC (OC&S, SK, T&C, LO, REC, and RES) exhibit high levels of internal consistency, with alpha and omega coefficients exceeding the recommended thresholds. These findings indicate a strong coherence within each scale, affirming that all items contribute significantly to their respective constructs. No item showed a negative discrimination index. This implies that each item has a positive correlation with its corresponding factor. Additionally, the inter-scale correlations were significant and strong, highlighting both the autonomy of each subscale and its ability to coherently relate to other dimensions within the general model. The unexpected negative correlation between SK and OC&S underscores the need for a deeper examination of the interactions between these constructs across varying organizational contexts. This finding suggests the potential for suppressor effects or unexamined third variables that could influence organizational culture dynamics. Notably, during the assessment period, the organization was undergoing a change in general management and values, which may also have impacted these relationships. All in all, we can conclude that the POC-S can be used reliably and validly in organizational settings, having obtained empirical evidence that supports Hypothesis 1 of this study: "The POC-S (Positive Organizational Culture Scale) is expected to exhibit satisfactory psychometric properties, specifically in terms of validity and reliability".

The methodology of this study aligns with the latest research for test validation and item analysis, as detailed in recent publications. Ferrando et al., (2022) provide a comprehensive framework for the factorial analysis of test items, which has been fundamental in reviewing our analytical approach. Similarly, Sireci and Benítez (2023) discuss various pieces of evidence necessary for the validation of measurement

instruments, offering guidelines that we have followed to ensure the robustness of our scale. These studies have also been helpful in identifying critical limitations that we have addressed.

This study contributes to the field of Organizational Psychology by providing an empirically validated tool for the assessment and improvement of Organizational Culture. The POC-S offers human resources professionals and organizational psychologists an instrument to measure multiple facets of POC, which is essential for the design and implementation of evidence-based psychological interventions. The ability to intervene precisely enhances the effectiveness of these initiatives and maximizes resource allocation, ensuring that improvement efforts are directed towards areas that truly need attention. Additionally, this scale's ability to provide measurements related to Organizational Culture facilitates the monitoring of the impact of organizational interventions over time, allowing for data-based adjustments to continuously optimize cultural management strategies.

This instrument moves beyond reductionist views of organizational culture to provide insight into where organizations stand in developing a POC that enhances human capital, well-being, and psychological resources. It complements organizational diagnostics by identifying strengths and needs not evident without a specific tool. The POC-S deepens understanding of how cultural practices impact outcomes and employee well-being.

Finally, this study contributes to organizational theory by confirming the multifactor structure of organizational culture and its impact on the work environment. This theoretical advancement allows for greater precision in future research and professional practice, helping to clarify the relationships between the various facets of organizational culture and their tangible effects on organizational effectiveness.

Several limitations have been identified following Ferrando et al., (2022) and Sireci & Benítez (2023) that must be considered when interpreting the results. The main limitation lies in the generalization of the findings, as the sample used for the validation of the scale consisted exclusively of employees from a single large organization. This may raise questions about the applicability of the scale to organizations of different sizes, sectors, and organizational cultures.

Another limitation of this study was the initial use of Pearson correlation to perform the correlation matrix for the POC model, which is composed of polytomous Likert-type items. Although the AMOS software used does not support polychoric correlations, these correlations were additionally performed for each factor using the Jamovi program to try to address this limitation.

Although an ideal approach for confirming the stability and reliability of the scale would have included a test-retest procedure, the application of this questionnaire in an industrial setting, involving line operators as well as office staff, precluded the possibility of conducting a second assessment shortly after the initial data collection.

Given these limitations, it is recommended that future research explore the applicability and validity of the scale in a wider variety of organizational and cultural contexts. Future studies could include samples from multiple organizations that vary in size, industry sector, and corporate culture to examine the consistency of the measurements and the universality of the scale's factor structure. Replicating this study in different contexts will allow for an assessment of the scale's robustness and its generalized applicability.

In conclusion, this study effectively validates the Positive Organizational Culture Scale (POC-S) as a reliable tool for measuring and enhancing organizational culture. By addressing methodological and contextual limitations, it highlights the need for further

research to broaden its applicability and deepen our understanding of how cultural practices impact both organizational outcomes and employee well-being.

CAPÍTULO 4

Effects on organizational culture of three positive psychological

interventions: A case study in the industrial sector

CAPÍTULO 4

Effects on organizational culture of three positive psychological interventions: A case study in the industrial sector.

Abstract

Positive Psychological Interventions (PPIs) have emerged as a promising approach to improving workplace mental health and organizational performance. Grounded in Positive Psychology and Positive Organizational Psychology, PPIs aim to enhance well-being and productivity by fostering positive psychological states. This study evaluates the effectiveness of three multilevel PPIs—Appreciative Survey Feedback, Leader Coach, and Healthy Emotionality—designed to promote organizational well-being. Using the IGLO Model, these interventions were applied at organizational, leader, and individual levels in a Spanish automotive company. The results demonstrated significant improvements in cultural and psychosocial variables, with each intervention producing unique benefits. The findings support the integration of PPIs in creating Healthy and Resilient Organizations (HERO) and underscore the strategic role of PPIs in fostering Positive Organizational Culture.

Keywords: positive organizational culture, positive psychological interventions, appreciative survey feedback, healthy emotionality, leader coach, employee wellbeing.

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Positive Psychological Interventions (PPIs) have emerged as an innovative and effective approach to addressing occupational mental health and well-being at workplace. These interventions, grounded in Positive Psychology and Positive Organizational Psychology, are designed not only to reduce distress but also to promote positive psychological states that support the holistic development of individuals and organizations (Meyers et al., 2013). In an increasingly competitive and demanding work environment, where the costs associated with mental health have significantly risen (Nielsen et al., 2023), PPIs offer an alternative that strengthens both well-being and productivity. Their implementation in organizational dynamics enhances employee mental health while optimizing overall organizational performance (Donaldson et al., 2019).

PPIs are applied at different levels: individual, group, leader and organizational following the IGLO Model (Nielsen et al., 2018). Numerous studies, mentioned in the mega-analysis made by Carr et al. (2023), have supported their effectiveness in improving quality of life, mental health, and work performance. To ensure these practices are genuinely effective, it is crucial to develop them in alignment with the specific values and goals of each organization, ensuring sustainable integration (Van Woerkom, 2021). After the organizational diagnosis we developed three multilevel PPIs to test in this study such as Appreciative Survey Feedback (organizational level), Leader Coach (leader level), and Healthy Emotionality (individual levels), each addressing different dimensions of organizational well-being from a positive perspective (Salanova & Llorens, in press).

Appreciative Survey Feedback

Appreciative Survey Feedback (ASF) integrates the techniques of Survey Feedback with Appreciative Inquiry, innovatively combining these traditional approaches to organizational development (Cooperrider & Srivastva, 1987; French &

Bell, 1995). Through Appreciative Survey Feedback, the perceptions of organizational members are collected and analyzed while exploring and enhancing the strengths and positive aspects already present in the organization. This intervention facilitates both the identification of areas for improvement and the recognition and amplification of existing resources and capabilities, that is why this PPI is focused on the Organizational level of the IGLO Model (Nielsen et al., 2018).

Appreciative Survey Feedback fosters bidirectional communication between facilitators and employees, based on a detailed organizational diagnosis (London & Smither, 2002). Unlike problem-focused approaches, Appreciative Survey Feedback adopts an appreciative perspective that seeks to build on what is already working well within the organization. This approach helps reduce resistance or negative emotions that may arise during the feedback process, a problem identified in previous studies on Survey Feedback (Fridner et al., 2014). Furthermore, the flexibility of Appreciative Survey Feedback allows it to be adapted to the specific needs and contexts of each organization, which enhances its benefits (Nielsen & Miraglia, 2017).

In previous studies, the Appreciative Survey Feedback intervention has demonstrated significant improvements in organizational knowledge, effectiveness in internal communication, and a notable strengthening in collaboration and team cohesion (Ortiz-Vázquez et al., in press).

Leader Coach

In modern organizations, leadership involves not only guiding teams toward achieving goals but also facilitating the personal and professional development of their members. Leader Coach intervention has emerged as a key tool for enhancing leadership skills within organizations. This approach combines traditional leadership competencies

with coaching techniques, developing leaders who inspire and empower their teams (Gallwey, 2014).

The Leader Coach PPI is based on Coaching Psychology, a discipline that applies principles of Positive Psychology to promote the development of skills and competencies in the workplace (Grant, 2001), and it is focused on the Leader level of the IGLO Model (Nielsen et al., 2018). Recent research shows that leaders who employ coaching techniques not only improve productivity but also strengthen workplace relationships, increase employee self-efficacy, and facilitate organizational change (Bozer & Jones, 2018). Integrating Positive Psychology into coaching reinforces the use of personal strengths and fosters optimal functioning within organizations (Green, 2014; Linley & Harrington, 2006). Other studies, such as those conducted by Corbu et al. (2021) and Peláez-Zuberbuhler et al. (2020), have demonstrated the effectiveness of this intervention, reporting benefits in terms of psychological capital and perceived self-efficacy. Additionally, a recent systematic review also highlighted the positive outcomes of coaching-based psychological interventions, reporting improvements in well-being and work-related outcomes (Peláez-Zuberbuhler et al., 2024).

Healthy Emotionality

Healthy Emotionality intervention is fundamental to promoting intrinsical resources in the workplace. This concept refers to individuals' ability to manage their emotions in a balanced and adaptive manner, responding constructively to life experiences (Davidson & Begley, 2012). In a challenging work environment, the ability to regulate emotions, be resilient, and maintain robust psychological well-being is essential for both individual and organizational success. This PPI is focused on the Individual level of the IGLO Model (Nielsen et al., 2018).

The Healthy Emotionality intervention focuses on improving emotional regulation, increasing resilience, and fostering psychological well-being—key aspects for a healthy work environment (Kok et al., 2013). These competencies are linked to specific brain circuits and can be strengthened through techniques such as mindfulness and cognitive-behavioral therapy, leveraging the brain's neuroplasticity to reconfigure patterns of emotional activity (Allen et al., 2021). This approach not only enhances employees' quality of life but also contributes to creating a more positive and productive work environment. In Merhi et al. (in press), the impact of this PPI is reported, obtaining benefits in resilience and a reduction in emotional deterioration in workers in the healthcare sector, and also achieving an improvement in self-knowledge and levels of psychosocial well-being in high school students, thus highlighting the versatility of this PPI.

Changing organizational culture through PPIs

The implementation of Positive Psychological Interventions (PPI) is key to promote a Positive Organizational Culture over time which is characterized by values, practices, and norms that foster personal and organizational resources, as well as employee well-being (Ortiz-Vázquez et al., 2024). By integrating PPIs into organizational dynamics, companies can progress towards a culture aligned with the principles of HEalthy and Resilient Organizations (HERO) (Salanova et al., 2012, 2019). HERO organizations are those that systematically, proactively, and intentionally strive to improve both employee and organizational processes and outcomes. This involves implementing healthy organizational resources and practices aimed at enhancing the work environment, particularly during times of turbulence and change (Gómez-Borges et al., 2022; Peñalver at al., 2023; Salanova et al., 2012; Villarroel et al., 2024).

Thus, PPIs are not merely tools for improving individual well-being but also strategic mechanisms for transforming organizational culture into one that reflects the values of HERO organizations, where well-being, resilience, and productivity coexist and mutually reinforce each other (Coo et al., 2021; Corbu et al., 2021; Nebot-Gresa et al., 2021; Peláez-Zuberbuhler et al., 2023; San Román-Niaves et al., 2024).

The primary objective of integrating PPIs is to influence the key psychosocial variables associated with HERO and Positive Organizational Culture. These interventions target various dimensions of organizational life, including leadership practices, employee engagement, and emotional well-being, thereby creating a more adaptive and supportive work environment. As organizations evolve through the adoption of PPIs, they not only enhance individual well-being but also contribute to the development of a resilient and positive organizational culture capable of sustaining long-term success.

Based on that, this study aims to evaluate the effectiveness of three different PPIs (Appreciative Survey Feedback, Leader Coach and Healthy Emotionality) in improving organizational outcomes. Specifically, we expect that the experimental group receiving the Appreciative Survey Feedback intervention will show significantly better results compared to the control group at Time 2 in both cultural and psychosocial variables (H1). Similarly, the experimental group receiving the Leader Coach (LC) intervention will outperform the control group at Time 2 (H2). Finally, the experimental group receiving the Healthy Emotionality intervention will also demonstrate superior outcomes compared to the control group at Time 2 (H3).

Method

Participants

The sample for this study consisted of 92 employees from the Logistics Department of a Spanish automotive company, representing 43% of the total workforce in that department. The participants were divided into different groups for the study: an experimental group for the SFA PPI (n=5), an experimental group for the Leader Coach PPI (n=15), an experimental group for the Healthy Emotionality PPI (n=14), and a inactive control group (n=58) that did not participate in any intervention. The demographic composition of the sample was 68.5% male, 30.4% female, and 1.1% identifying as other. Age distribution was segmented into ranges, with 11 individuals aged between 18 to 35 years (12%), 49 individuals aged between 36 to 45 years (53.3%), 30 individuals aged between 46 to 55 years (32.6%), and only 2 individuals older than 55 years (2.2%).

Measurements

The variables assessed in this study encompass components of the HERO Model (Salanova et al., 2012; 2019) pertaining to Healthy and Resilient Organizations. These were evaluated using the abbreviated version of the scale, the HEROCheck instrument (Salanova et al., 2012; 2019; Villaroel et al., in press). The model comprises 24 variables, which are divided into four distinct scales. A 7-point Likert-type scale ranging from 0 (never) to 6 (always) was used in every scale in HERO-Check.

Job Resources. This scale includes seven items (Pre α = .79 and Pre ω = .81; Post α = .81 and Post ω = .82) that measure different job resources such as job autonomy, feedback, social support climate, team coordination, mental competence, emotional

competence, and positive leadership. An example of item is *"Degree to which people are coordinated with each other to act in work situations"*).

Job Demands. This scale includes eight items (Pre α = .81 and Pre ω = .82; Post α = .79 and Post ω = .80) that measure different job demands such as: quantitative overload, mental overload, emotional overload, role ambiguity, role conflict, routine, mobbing, and emotional dissonance. An example of item is *"Degree to which the employed person perceives demands that are incompatible with each other. That is, to perform one task you must stop doing another. Or that in order to do something correctly, you must do something wrong"*).

Healthy Employees. This scale includes seven items (Pre α = .87 and Pre ω = .87; Post α = .87 and Post ω = .88) as indicators of occupational mental health such as: job burnout (inverse), efficacy beliefs, work engagement, vertical trust, horizontal trust, resilience, and optimism. An example of item is *"The degree to which people feel immersed, full of energy and dedicated to their work, creating a positive climate of fulfillment and enthusiasm"*).

Organizational Outcomes. This scale includes two items (Pre r = .27; p <.001) (Post r = .35; p <.001) measuring in-role performance and organizational commitment (i.e., *"The degree to which you feel committed to the organization and its outcomes, feel proud to belong to the organization, and have the desire to remain in it"*).

Positive Organizational Culture. Variables associated with Positive Organizational Culture were also assessed using the Positive Organizational Culture Scale (POC-S) (Ortiz-Vázquez et al., 2024). Participants rate the behavioral/attitudinal statements using a 5-point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). This scale comprises six factors: "Open communication and support" (9 items, Pre α = .91 and

Pre ω = .91; Post α = .92 and Post ω = .92), "Strategic knowledge" (3 items, Pre α = .84

and Pre ω = .86; Post α = .92 and Post ω = .92), "Trust and collaboration" (4 items, Pre α

= .85 and Pre ω = . 86; Post α = .81 and Post ω = .83), "Learning orientation" (3 items,

Pre α = .87 and Pre ω = .88; Post α = .76 and Post ω = .79), "Recognition" (3 items, Pre

α = .86 and Pre ω = .86; Post α = .92 and Post ω = .92) and "Resilience (change

adaptability)" (6 items, Pre α = .88 and Pre ω = .89; Post α = .78 and Post ω =. 80), that

compose the global construct of Positive Organizational Culture (Pre α = .91 and Pre ω =

.91; Post α = .90 and Post ω = .91).

Procedure

This study is part of a larger project on psychosocial assessment and organizational

culture change at a multinational automotive corporation. The initial phase of the project

involved a comprehensive evaluation of the factory using the HERO-Check and POC-S

tools, identifying areas in need of intervention, such as the logistics department discussed

in this case study. The first evaluation (T1) was conducted in September 2022, yielding

245 responses from a total population of 362 employees, representing a 67.7%

participation rate. The survey was distributed digitally via the Qualtrics platform, and a

tracking code was established to ensure anonymity and to monitor changes in the sample

following the post-intervention evaluation (T2). This tracking code consisted of the first

initial of the father's name, the first initial of the mother's name, and the last two digits of

the identity document. This process was conducted in accordance with GDPR regulations

and received approval from the University's Ethics Committee.

Following the evaluation and subsequent diagnosis for the logistics department,

three Positive Psychosocial Interventions (PPIs) were established with the aim of

improving the psychosocial and cultural variables of the department: Appreciative Survey

Feedback (ASF), Leader Coach (LC), and Healthy Emotionality (ES). The development

of these interventions was carried out throughout 2023, conducting the Appreciative Survey Feedback in January, February, and March, with refreshment sessions approximately every two months until the end of the year; the Leader Coach-derived sessions were conducted from March to July, with a refreshment session in October; and the Healthy Emotionality intervention was developed in September and October, without a subsequent refreshment session.

Finally, after the development of all PPIs, in March 2024, the evaluation (T2) was conducted again using the HERO-Check and POC-S tools to monitor potential changes in the assessed variables (see Figure 1). On this occasion, 189 responses were obtained from a total population of 214, representing an 88.3% participation rate. Only 92 individuals responded at both time points (T1 and T2). The total number of employees in this department decreased because, during 2023, the company suffers a Record of Employment Regulations (RER).
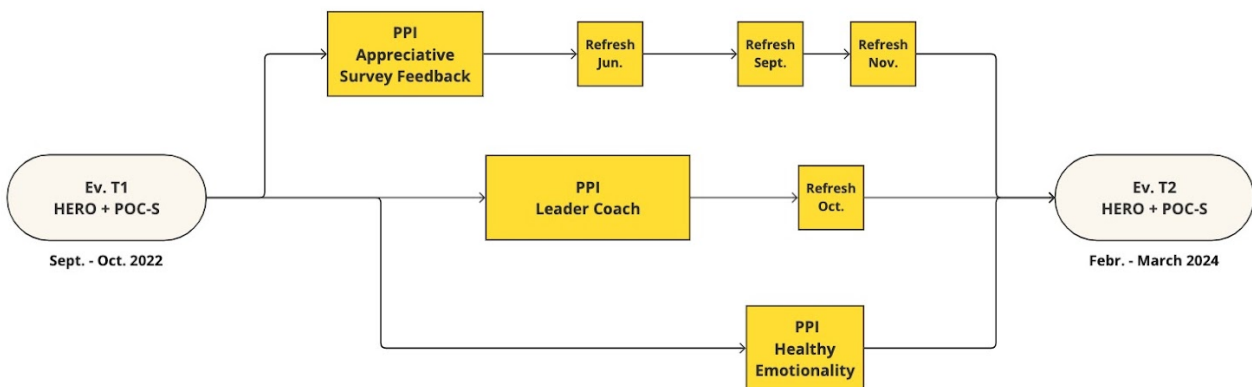
Figure 1. Intervention design.

The following section outlines the procedures implemented for each PPI:

Appreciative Survey Feedback. This PPI was implemented over four group work sessions, each lasting two hours and scheduled every two to three weeks, interspersed with a management reporting session following each group session. During the initial session, the results were presented, and the key variables that employees should prioritize were identified. The second and third sessions were devoted to developing action proposals to address these variables using the 4-D's methodology. In the final session, both employees and management convened to formalize work agreements in a timely and structured manner. Following this conclusion, a one-hour follow-up session was conducted bi-monthly to monitor the progression of the established agreements and to address any potential obstacles or challenges (see Table 1).

Table 1. Summary of contents: Appreciative Survey Feedback

Weeks	Session	Brief Description
1	Welcome and First Work Session	Introduction to the intervention structure, presentation of organizational evaluation results with HEROCheck and POC-S, and initiation of the ASF process (4Ds: Discover, Dream, Design, Destiny) with participants identifying key improvement themes.
3-5	Second and Third Work Session	Continuation of the Appreciative Inquiry process, focusing on remaining themes from the evaluation and proposing actionable strategies. The process again follows the 4Ds.
7	Agreement and Final Session	Meeting with teams and management to assess the feasibility of proposed actions, assign responsibilities, and finalize the plan for implementation.
15-23	Follow-up Sessions	Review of progress on implemented actions, discussion of setbacks if necessary, and adjustment of plans, ensuring continued engagement and accountability.
32	Final Closure Session	Final review of all implemented actions, assessment of outcomes, and evaluation of participant satisfaction with the intervention.

Leader Coach. This PPI includes four group sessions, each lasting three hours, and three micro-coaching sessions for each participant, with two lasting one and a half hours and the final session one hour. The initial group session offered theoretical-practical training on intrapersonal leadership skills such as emotional self-regulation. In the second group session, participants received theoretical-practical training on interpersonal communication skills, including compassion, self-compassion, effective listening, and positive feedback. The final group session before micro-coaching focused on theoretical-practical training in supporting the achievement of individual and team objectives, role clarity, and workload reorganization, integrating character strengths comprehensively. These sessions were held bi-weekly.

The individual micro-coaching sessions aimed to assist participants in achieving their goals following the GROW model (Goal, Reality, Obstacles and options, and Will or way forward). The first micro-coaching session focused on helping the participant establish their Goal (desired situation), related to the development of Leader-Coach competencies. This session employed a character strengths-based approach, concentrating on Phase 1, GOAL, of the GROW model. The second micro-coaching session, held two weeks later, aimed to develop an action plan considering potential alternatives, focusing on Phase 2 REALITY, Phase 3 OPTIONS, and Phase 4 WILL of the GROW model. Finally, the last micro-coaching session aimed to monitor and supervise the established action plan, review goals, actions, and commitments, as well as evaluate outcomes, assess achievements, and encourage new actions. This session took place three to four weeks after the second to allow time to implement the established action plan (see Table 2).

Table 2. Summary of contents: Leader Coach

Weeks	Session	Brief Description
1	Welcome workshop and intrapersonal skill development of the Leader-Coach	Introduction to positive leadership and emotional self-regulation techniques.
3	Session 2: Interpersonal skills of the Leader-Coach	Focus on compassion, self-compassion, effective listening, and constructive feedback through role-playing and group exercises.
5	Session 3: Supporting the achievement of individual and team goals	Developing character strengths for achieving goals, reflecting on admired qualities, and visualizing a future positive leader.
6	Session 1: Individual coaching (GROW Model - Goal)	Establishing goals related to the development of Leader-Coach competencies, focusing on character strengths and past achievements.
8	Session 2: Individual coaching (GROW Model - Reality, Options, Will)	Analyzing personal strengths and weaknesses, environmental opportunities and threats, and formulating an action plan using the GROW model.
12	Session 3: Individual coaching (Follow-up and evaluation)	Reviewing the action plan, evaluating progress, identifying challenges, and exploring further opportunities for growth.
14	Session 4: Final group session and closing	A final group closure session was held to share experiences and promote vicarious learning among leaders.

Upon completion of the three coaching sessions, a final group closure session was reconvened, where experiences from the process were publicly shared to facilitate vicarious learning among different leaders.

Healthy Emotionality. This PPI comprises an intensive 7-week program designed to enhance emotional capacity in both professional and personal contexts. The program begins with an in-person welcome session where participants are introduced to the Healthy Emotionality module and other relevant modules. During this session, a video is presented detailing the program's objectives and methodologies, and any queries regarding the use of the virtual campus are addressed.

The subsequent three weeks are devoted to autonomous work on the virtual campus, starting with the Healthy Emotionality module, which is activated after the first follow-up session. This module includes videos and infographics that train the participants on how emotions interact with behavior and performance, introducing techniques such as Mindfulness Meditation and reflective exercises to promote better emotional management. As the course progresses, participants gain access to the modules on Perspective, Social Intuition, and Context Sensitivity, each supplemented with educational materials and practical exercises designed to develop specific skills for managing emotions across various social and work-related contexts. The final phase of the program is an in-person follow-up session where progress on the Healthy Emotionality and other modules is discussed, fostering the exchange of experiences and learnings among participants and reinforcing the practical application of the techniques learned (see Table 3).

Data Analysis

Initially, descriptive analyses such as means, standard deviations, intercorrelations, and reliability tests, using Cronbach's alpha and McDonald's omega (Streiner, 2003), were conducted using the SPSS statistical software (IBM Corp., 2020).

Secondly, a one-way analysis of variance (ANOVA) was executed to determine if the experimental and control groups were sufficiently similar at the start concerning the variables that showed significance in previous analyses. Non-significant results from these tests would allow for further analysis of the intervention's effect, including post-intervention measures for both groups (experimental and control).

Table 3. Summary of contents: Healthy Emotionality

Weeks	Session	Brief description
1	Welcome session	Presentation of the program, objectives, and methodology. Explanation of the modules and guide for the use of the virtual campus.
1-3	Module 1: Attention	Videos and exercises on the relationship between attention and emotions. Techniques such as Mindfulness and Body Scan to improve focus.
	Module 2: Self-awareness	Videos and exercises on self-awareness and well-being. Meditations and activities to increase awareness of thoughts and emotions.
	Module 3: Resilience	Definition of resilience and strategies such as 'Tonglen' meditation and psychoeducation to develop emotional recovery skills.
4	First follow-up sessions	In-person review of the first three modules. Questions and answers, and reflection on participants' progress.
5-7	Module 4: Perspective	Strategies to maintain an optimistic attitude and techniques to reinforce a positive outlook through reflection and visualization.
	Module 5: Social Intuitions	Development of social perception and empathy skills through observation exercises and specific meditations.
	Module 6: Context sensitivity	Techniques to regulate emotional responses according to the context and adapt to different environments through exercises and meditations.
8	Second follow-up session and closing	Review of the last modules and reflection on the entire program.

Thirdly, the impacts of the PPI were assessed by considering both the group (i.e., experimental and control group) and time (i.e., pre- and post-intervention). For this purpose, Mixed-Design Repeated Measures ANOVA with a 2x2 design (Group x Time) were utilized, encompassing both groups and the two-time measures for all variables involved. These analyses aimed to identify differences in the average values of each variable based on group classification. The interaction effect of group X time indicates whether interventions like SFA, Leader Coach, and Healthy Emotionality are effective in enhancing dependent (i.e., psychosocial or POC-related) variables.

Effect sizes were estimated using partial eta squared (η^2). Cohen's criteria for effect sizes were applied for descriptive purposes: .02 for small, .13 for medium, and .26 for large effects, respectively (Cohen, 1988).
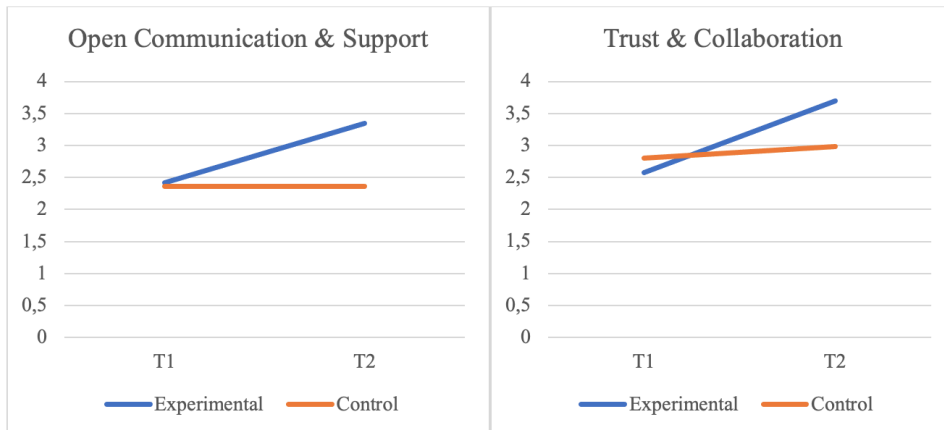
Results

First, the descriptive analyses showed that the reliability analyses of all scales meet the criterion proposed by scientific research (Nunnally & Bernstein, 1994) at both measurement times, pre- and post-intervention: Job Resources (Pre α = .79 and Pre ω = .81; Post α = .81 and Post ω = .82), Job Demands (Pre α = .81 and Pre ω = .82; Post α = .79 and Post ω = .80), Healthy Employees (Pre α = .87 and Pre ω = .87; Post α = .87 and Post ω = .88), Organizational Outcomes (Pre r = .27; p <.001; Post r = .35; p <.001), and Positive Organizational Culture (Pre α = .91 and Pre ω = .91; Post α = .90 and Post ω = .91). Additionally, the correlation analysis among the pre-intervention variables indicates that all variables are significantly related (mean r = .61, ranging from .32 to .72) to each other, with negative relationships found between Job Demands and the other factors (i.e., Job Resources, Healthy Employees, and Positive Organizational Culture). In addition, the correlation analysis among the post-intervention variables indicates that all variables are significantly related (mean r = .53, ranging from .31 to .74) with the same trend as the pre-intervention variables.

The Mixed-Design Repeated Measures ANOVA analysis showed positive and significant Time*Group interaction effects in the experimental group for the Appreciative Survey Feedback PPI on two HERO variables: Feedback [F (1, 65) = 4.452, p = .039, η^2 = .064], Social Support Climate [F (1, 65) = 4.661, p = .035, η^2 = .067] (see Figure 2); and on two POC-S variables: Open Communication and Support [F (1, 63) = 3.958, p = .050, η^2 = .059], and Trust and Collaboration [F (1, 63) = 5.025, p = .029, η^2 = .074] (see Figure 3) (see Table 4). Additionally, marginally significant improvements are also

observed in the experimental group in HERO variables such as Coordination [F (1, 65) = 3.039, p = .085, η^2 = .045] and In-role Performance [F (1, 64) = 3.084, p = .084, η^2 = .046].
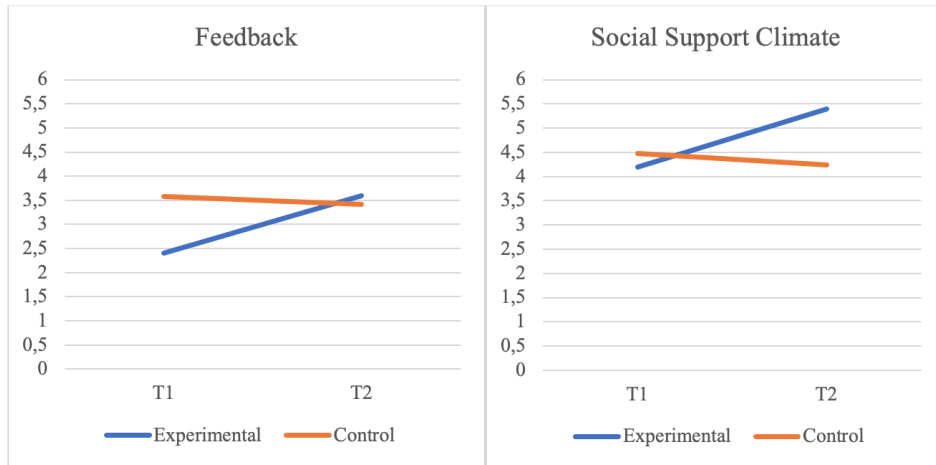
Figure 2. Line plots showing the interaction Time x Group on HERO variables in SFA PPI

Figure 3. Line plots showing the interaction Time x Group on POC-S variables in SFA PPI
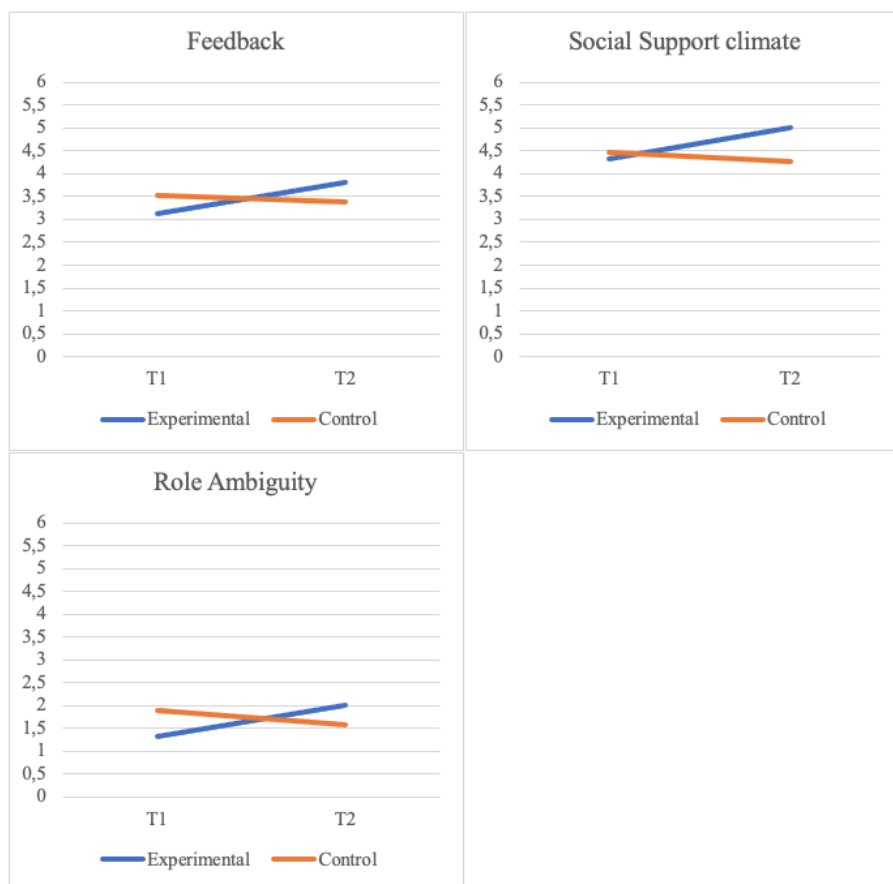
Table 4. Descriptive analysis results and effectiveness of Appreciative Survey Feedback PPI.

| | Intervention (n=5) | | | | Control (n=62) | | | | Time*Group | | | | |
| | Pre | | Post | | Pre | | Post | | | | | | |
	M	SD	M	SD	M	SD	M	SD	Df effect	Df error	F	p	η2
Autonomy	4.20	0.83	4.24	1.45	4.60	1.14	3.95	1.66	1	65	0.573	.452	.009
Feedback*	2.40	1.14	3.60	.55	3.58	1.36	3.42	1.32	1	65	4.452	.039	.064
Social support climate*	4.20	1.92	5.40	.54	4.48	1.92	4.24	1.31	1	65	4.661	.035	.067
Coordination	4.40	.89	5.60	.55	4.74	.97	4.76	1.32	1	65	3.059	.085	.045
Positive Leadership	3.60	1.14	4.80	.44	3.94	1.68	3.87	1.69	1	65	1.919	.171	.029
Quantitative overload	3.60	1.51	3.00	1.87	2.66	1.13	2.62	1.28	1	64	0.606	.439	.009
Mental overload	4.80	1.09	4.00	1.41	4.30	1.16	4.23	1.13	1	64	1.443	.234	.022
Emotional overload	3.60	1.14	3.60	1.14	2.97	1.49	3.11	1.49	1	64	0.021	.885	.000
Role ambiguity	2.00	1.41	1.00	1.00	1.92	1.24	1.62	1.28	1	64	1.060	.307	.016
Role conflict	2.00	1.41	0.60	.89	1.95	1.49	1.75	1.42	1	64	2.342	.131	.035
Routine	2.40	1.51	2.40	1.50	3.20	1.19	3.07	1.50	1	64	0.023	.879	.000
Mobbing	1.20	1.30	0.00	0.00	1.38	1.59	1.34	1.58	1	64	2.158	.147	.033
Emotional dissonance	1.40	1.14	1.20	1.30	1.98	1.58	1.90	1.47	1	64	0.021	.886	.000
Mental competence	5.00	1.73	5.40	.54	4.87	1.05	4.85	1.81	1	65	0.541	.464	.008
Emotional competence	5.00	1.73	5.00	.71	5.11	.91	5.02	1.03	1	65	0.044	.834	.001
Efficacy beliefs	4.80	1.09	5.80	.45	4.89	.93	4.83	1.21	1	64	2.108	.151	.032
Engagement	4.60	1.14	4.80	.84	4.62	1.16	4.75	1.24	1	64	0.009	.927	.000
Resilience	4.20	2.05	5.20	.84	4.25	1.18	4.26	1.25	1	64	1.630	.206	.025
Optimism	4.20	1.64	4.60	.55	4.51	1.22	4.05	1.39	1	64	1.123	.293	.017
Burnout	1.60	1.51	.40	.55	1.49	1.29	1.33	1.35	1	64	1.462	.231	.022
Vertical trust	4.00	1.58	5.00	1.22	4.13	1.51	4.03	1.29	1	64	1.864	.177	.028
Horizontal trust	4.80	1.09	5.20	.84	4.79	.95	4.80	1.22	1	64	0.362	.549	.006
In-role performance	4.60	1.14	5.60	.89	5.38	.99	5.44	.92	1	64	3.084	.084	.046
Organizational commitment	4.40	1.14	5.60	.89	4.72	1.14	4.77	1.39	1	64	2.230	.140	.034
Open communication and support*	2.42	1.25	3.34	.45	2.36	.90	2.36	.95	1	63	3.958	.050	.059
Strategic knowledge	2.72	.93	2.89	1.13	2.86	.83	2.61	1.05	1	63	0.804	.373	.013
Trust and collaboration*	2.58	.93	3.70	.29	2.80	.90	2.98	.87	1	63	5.025	.029	.074
Learning orientation	3.16	1.17	3.50	.35	2.81	.93	3.10	.70	1	63	0.012	.913	.000
Recognition	2.28	1.32	3.28	.61	2.32	1.04	2.41	1.19	1	63	2.725	.104	.041
Change adaptability	2.80	1.09	3.17	.54	2.69	.88	2.79	.73	1	63	0.374	.543	.006

Notes. From Autonomy to Commitment (HERO variables) (0 = Minimum; 6 = Maximum), and from Open communication and support to Change adaptability (POC-S variables) (0 = Minimum; 4 = Maximum).

For the Leader Coach PPI, positive and significant effects in the experimental group were found on the same two HERO variables: Feedback [F (1, 75) = 3.974, p = .050, η^2 = .050], Social Support Climate [F (1, 75) = 3.975, p = .050, η^2 = .050]. However, Role Ambiguity [F (1, 74) = 4.619, p = .035, η^2 = .059] shows significant but negative effects in the experimental group (see Figure 4). For this PPI, positive and significant effects were found in the experimental group on four POC-S variables: Open Communication and Support [F (1, 72) = 5.310, p = .024, η^2 = .069], Strategic Knowledge [F (1, 72) = 6.363, p = .014, η^2 = .081], Trust and Collaboration [F (1, 72) = 4.713, p = .033, η^2 = .061], and Recognition [F (1, 72) = 9.056, p = .004, η^2 = .112] (see Figure 5) (see Table 5). Morover, marginally significant improvements are also observed in the experimental group in HERO variables such as Autonomy [F (1, 75) = 3.210, p = .077, η^2 = .041] and Vertical Trust [F (1, 74) = 3.007, p = .087, η^2 = .039].

Figure 4. Line plots showing the interaction Time x Group on HERO variables in LC PPI

Figure 5. Line plots showing the interaction Time x Group on POC-S variables in LC PPI

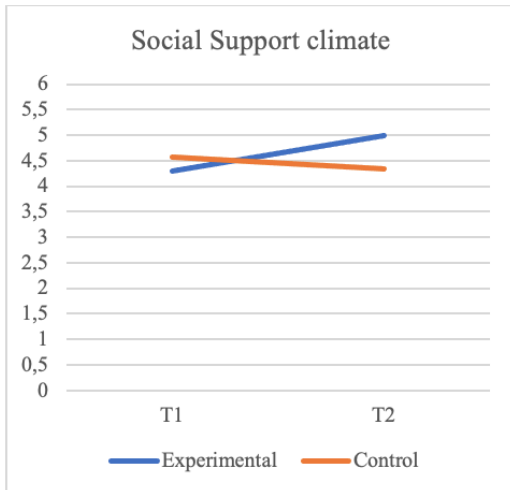**Table 5.** Descriptive analysis results and effectiveness of Leader Coach PPI.

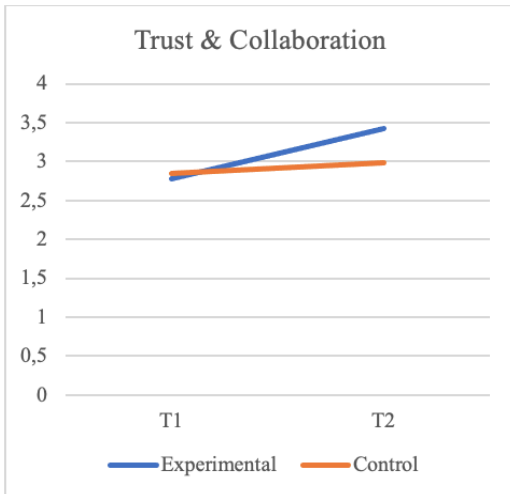| | Intervention (n=15) | | | | Control (n=62) | | | | Time*Group | | | | |
| | Pre | | Post | | Pre | | Post | | | | | | |
	M	SD	M	SD	M	SD	M	SD	Df effect	Df error	F	p	η2
Autonomy	4.13	1.92	4.87	1.06	4.15	1.54	3.85	1.67	1	75	3.210	.077	.041
Feedback*	3.13	1.41	3.80	1.57	3.52	1.35	3.39	1.28	1	75	3.974	.050	.050
Social support climate*	4.33	1.40	5.00	.76	4.45	1.50	4.27	1.33	1	75	3.975	.050	.050
Coordination	4.67	1.45	4.87	1.06	4.69	.98	4.76	1.32	1	75	0.097	.757	.001
Positive Leadership	3.60	1.64	4.40	.91	3.97	1.66	3.89	1.71	1	75	2.482	.119	.032
Quantitative overload	2.80	1.21	3.00	1.73	2.69	1.13	2.64	1.26	1	74	0.319	.574	.004
Mental overload	4.47	1.19	4.20	1.08	4.26	1.18	4.25	1.13	1	74	0.423	.517	.006
Emotional overload	3.47	1.30	3.47	1.41	2.89	1.84	3.07	1.51	1	74	0.085	.772	.001
Role ambiguity*	1.33	.90	2.00	1.77	1.90	1.25	1.57	1.31	1	74	4.619	.035	.059
Role conflict	1.87	1.30	1.33	1.39	1.97	1.51	1.75	1.42	1	74	0.039	.510	.006
Routine	2.87	1.12	2.53	1.59	3.26	1.21	3.13	1.54	1	74	0.144	.705	.002
Mobbing	.80	.86	.53	.91	1.36	1.60	1.34	1.48	1	74	0.276	.601	.004
Emotional dissonance	2.07	1.39	1.87	1.59	1.92	1.56	1.87	1.46	1	74	0.092	.763	.001
Mental competence	5.00	1.06	5.00	.84	4.81	1.09	4.85	.81	1	75	0.020	.887	.000
Emotional competence	5.33	.97	5.13	.74	5.08	.98	5.03	1.04	1	75	0.319	.574	.004
Efficacy beliefs	4.53	1.06	5.13	.99	4.89	.93	4.92	1.20	1	74	2.084	.151	.027
Engagement	4.40	1.12	5.00	.84	4.62	1.15	4.75	1.24	1	74	1.097	.298	.015
Resilience	4.67	1.44	4.87	.91	4.20	1.21	4.34	1.24	1	74	0.014	.906	.000
Optimism	4.60	.98	4.93	.70	4.49	1.24	4.03	1.38	1	74	2.657	.107	.035
Burnout	1.33	1.63	1.40	1.18	1.49	1.28	1.30	1.37	1	74	0.247	.621	.003
Vertical trust	4.13	1.35	4.87	1.06	4.15	1.52	4.03	1.29	1	74	3.007	.087	.039
Horizontal trust	4.80	.94	5.00	1.00	4.77	.97	4.80	.94	1	74	0.183	.670	.002
In-role performance	5.20	1.08	5.47	.74	5.34	1.03	5.44	.92	1	74	0.279	.599	.004
Organizational commitment	5.07	1.22	5.20	.86	4.69	1.16	4.80	1.40	1	74	0.002	.969	.000
Open communication and support*	2.20	.83	2.93	.74	2.35	.94	2.36	.94	1	72	5.310	.024	.069
Strategic knowledge*	2.82	.78	3.33	.86	2.83	.86	2.58	1.03	1	72	6.363	.014	.081
Trust and collaboration*	2.81	.83	3.30	.76	2.78	.92	2.98	.88	1	72	4.713	.033	.061
Learning orientation	2.80	.82	3.48	.48	2.78	.95	3.07	.69	1	72	1.537	.219	.021
Recognition*	1.84	.87	2.95	.98	2.32	1.04	2.36	1.16	1	72	9.056	.004	.112
Change adaptability	2.87	.83	3.25	.56	2.64	.90	2.75	.69	1	72	0.859	.357	.012

Notes. From Autonomy to Commitment (HERO variables) (0 = Minimum; 6 = Maximum), and from Open communication and support to Change adaptability (POC-S variables) (0 = Minimum; 4 = Maximum).

And, finally, for the Healthy Emotionality PPI, significant and positive effects in the experimental group were found on one HERO variable: Social Support Climate [F (1, 70) = 5.656, p = .020, η^2 = .075] (see Figure 6); and on one POC-S variable: Trust and Collaboration [F (1, 68) = 4.356, p = .041, η^2 = .060] (see Figure 7) (see Table 6).

Figure 6. Line plots showing the interaction Time x Group on HERO variables in HE PPI

Figure 7. Line plots showing the interaction Time x Group on POC-S variables in HE PPI

Table 6. Descriptive analysis results and effectiveness of Healthy Emotionality PPI.

	Intervention (n=14)				Control (n=62)				Time*Group				
	Pre		Post		Pre		Post						
	M	SD	M	SD	M	SD	M	SD	Df effect	Df error	F	p	η2
Autonomy	4.14	1.09	4.50	1.02	4.28	1.45	3.98	1.63	1	70	1.365	.247	.019
Feedback	3.57	1.28	3.79	1.25	3.50	1.36	3.34	1.34	1	70	0.804	.373	.011
Social support climate*	4.29	1.07	5.00	.78	4.57	1.38	4.33	1.23	1	70	5.656	.020	.075
Coordination	4.79	.97	5.07	.82	4.76	.99	4.79	1.19	1	70	0.387	.536	.005
Positive Leadership	4.36	1.27	4.71	.73	4.00	1.64	3.86	1.63	1	70	0.761	.386	.011
Quantitative overload	3.14	1.02	3.00	1.24	2.63	1.06	2.60	1.26	1	69	0.053	.818	.001
Mental overload	4.93	.91	4.86	.94	4.30	1.14	4.25	1.12	1	69	0.002	.962	.000
Emotional overload	3.71	1.14	3.79	.97	2.91	1.44	3.07	1.46	1	69	0.019	.892	.000
Role ambiguity	2.43	1.50	2.00	1.11	1.79	1.17	1.51	1.13	1	69	0.103	.749	.001
Role conflict	2.21	1.12	1.93	.61	1.89	1.44	1.72	1.30	1	69	0.053	.819	.001
Routine	2.29	1.20	2.64	1.08	3.16	1.16	3.00	1.52	1	69	0.891	.348	.013
Mobbing	1.29	1.13	.71	1.20	1.26	1.51	1.25	1.36	1	69	1.153	.287	.016
Emotional dissonance	2.07	1.14	1.36	1.33	1.88	1.48	1.81	1.38	1	69	1.620	.207	.023
Mental competence	4.86	1.16	5.07	.61	4.95	.94	4.90	.78	1	70	0.724	.398	.010
Emotional competence	4.79	.80	5.14	.66	5.17	.86	5.16	.81	1	70	1.901	.172	.026
Efficacy beliefs	4.79	.69	5.07	.73	4.86	.89	4.93	1.03	1	70	0.436	.511	.006
Engagement	4.50	.94	4.57	.64	4.61	1.14	4.81	1.11	1	70	0.094	.760	.001
Resilience	4.36	1.08	4.36	1.01	4.23	1.21	4.42	1.13	1	69	0.235	.629	.003
Optimism	4.21	1.18	4.36	.74	4.47	1.21	4.11	1.30	1	69	1.261	.247	.019
Burnout	1.79	1.18	1.64	1.08	1.44	1.29	1.25	1.24	1	69	0.010	.922	.000
Vertical trust	4.14	.77	4.36	.84	4.19	1.5	4.07	1.19	1	69	0.549	.461	.008
Horizontal trust	5.00	.55	4.57	.64	4.81	.93	4.82	1.07	1	69	1.424	.237	.020
In-role performance	5.07	.91	5.50	.76	5.37	1.01	5.47	.88	1	69	0.979	.326	.014
Organizational commitment	4.79	1.25	5.36	.74	4.72	1.17	4.88	1.26	1	69	0.890	.349	.013
Open communication and support	2.52	.57	2.73	.67	2.39	.91	2.33	.94	1	68	0.873	.353	.013
Strategic knowledge	2.85	.64	3.09	.90	2.82	.83	2.55	1.04	1	68	2.874	.095	.041
Trust and collaboration*	2.78	.86	3.42	.50	2.84	.86	2.98	.86	1	68	4.356	.041	.060
Learning orientation	2.95	.58	3.35	.47	2.79	.93	3.04	.71	1	68	0.286	.595	.004
Recognition	2.40	.70	2.83	.90	2.36	1.03	2.31	1.19	1	68	1.901	.173	.027
Change adaptability	2.88	.44	2.90	.51	2.73	.82	2.75	.71	1	68	0.000	.991	.000

Notes. From Autonomy to Commitment (HERO variables) (0 = Minimum; 6 = Maximum), and from Open communication and support to Change adaptability (POC-S variables) (0 = Minimum; 4 = Maximum).

The results of the baseline ANOVA test showed no significant differences between the control and the experimental groups on those variables (see Table 7).

Table 7. Pre-Intervention one-way ANOVAs with groups as comparison factor.

SFA	Df effect	Df error	F	p
Feedback	1	65	3.544	.064
Social support climate	1	65	0.175	.677
Open communication and support	1	63	0.026	.873
Trust and collaboration	1	63	0.314	.577
LC				
Feedback	1	75	0.953	.332
Social support climate	1	75	0.007	.932
Role ambiguity	1	74	2.747	.102
Open communication and support	1	72	0.315	.577
Strategic knowledge	1	72	0.003	.955
Trust and collaboration	1	72	0.012	.914
Recognition	1	72	2.672	.107
HS				
Social support climate	1	70	0.515	.476
Trust and collaboration	1	68	0.061	.806

Notes. ASF = Appreciative Survey Feedback, LC = Leader Coach, HE = Healthy Emotionality

Discussion

The findings of this study provide valuable insights into the effectiveness of PPIs in enhancing both occupational mental health and cultural variables within an organizational setting. The results highlight the potential of interventions such as Appreciative Survey Feedback, Leader Coach, and Healthy Emotionality in fostering a Positive Organizational Culture and aligning with the principles of HEalthy and Resilient Organizations (HERO; Salanova et al., 2012, 2019).

Firstly, the significant improvements observed in the experimental Appreciative Survey Feedback group suggest that this intervention is particularly effective in enhancing feedback quality, social support climate, and trust and collaboration within the organization. The improvement in open communication and support further emphasizes the role of Appreciative Survey Feedback in promoting an environment where employees feel valued and engaged, which is essential for a thriving organizational culture (Imran et

al., 2020; Santos et al., 2023). The results also indicate a marginally significant positive effect on coordination and extra-role performance, demonstrating that this PPI has a greater impact on job resources as well as some influence on organizational outcomes. These results support H1: experimental group receiving the Appreciative Survey Feedback intervention will show significantly better results compared to the control group at Time 2 in both cultural ("open communication and support" and "trust and collaboration") and psychosocial variables ("feedback" and "social support climate").

The Leader Coach intervention also demonstrated substantial effects across a broader range of variables, including other variables as Strategic knowledge and Recognition. These findings lend support to the theory that coaching-based leadership enhances interpersonal dynamics (Corbu et al., 2021). The observed increment in the Recognition variable within the Leader Coach group reinforces the notion that effective leadership is closely linked to the acknowledgment and appreciation of employees' contributions (Vinh et al., 2022). An important phenomenon was observed in the role ambiguity variable, which increased significantly in the experimental group compared to the control group. This increase may be attributed to the role adjustment process that leaders undergo after establishing various work plans derived from the micro-coaching sessions. However, it would be valuable to monitor this variable more closely in future research to further test this hypothesis. In addition, marginally significant positive results were also obtained in the variables of "autonomy" and "vertical trust", supporting the idea that through this PPI, both job resources and the psychosocial well-being of leaders and their teams are improved. This results support H2: experimental group receiving the Leader Caoch intervention will show significantly better results compared to the control group at Time 2 in both cultural ("open communication and support", "strategic

knowledge", "trust and collaboration" and "recognition") and psychosocial variables ("feedback" and "social support climate").

The Healthy Emotionality intervention, although showing significant effects on fewer variables compared to Appreciative Survey Feedback and Leader Coach, still contributed notably to improving the social support climate and trust and collaboration within teams, supporting H3 (experimental group receiving the Healthy Emotionality intervention will show significantly better results compared to the control group at Time 2 in both cultural (trust and collaboration) and psychosocial variables (social support climate)). This indicates that the Healthy Emotionality intervention, which focuses on emotional self-regulation, plays a crucial role in building supportive interpersonal relationships at work. These findings support the inclusion of emotional competence as a central component of organizational development programs (Luna-Chávez et al., 2018; Sierra-Barón, 2022), having demonstrated its effectiveness in industrial settings.

Moreover, the lack of significant differences between the experimental and control groups at baseline (T1) for most variables indicates that the observed improvements can be attributed to the PPIs rather than to pre-existing conditions.

The analysis of the effectiveness and impact of the interventions conducted reveals a progressive trend, highlighting that the Leader Coach PPI exerts the greatest impact, affecting a total of seven variables, particularly in relation to Positive Organizational Culture variables. Following this is the Appreciative Survey Feedback PPI, which influences four variables, two of them related to psychosocial aspects and two to organizational culture. Lastly, although there is an observed impact on both psychosocial and cultural variables, only one variable is affected in each of these categories. This finding is significant, as the interventions that show the greatest impact are those in which participants are actively involved in decision-making and in the development of

subsequent actions (Knight et al., 2017; Nielsen et al., 2021). In the Leader Coach PPI, participating leaders develop an action plan aimed at achieving a specific goal; in the Appreciative Survey Feedback PPI, it is the workers themselves who propose solutions and actions to address issues they consider relevant in their daily work environment. Finally, the "Healthy Emotionality" intervention shows a more moderate impact, as its effectiveness entirely depends on the individual application of the knowledge transmitted during the intervention and does not require the structural commitment that characterizes the other two interventions mentioned.

These results have important implications for organizational practices. The effectiveness of these PPIs in improving both psychosocial and cultural variables suggests that organizations seeking to foster a Positive Organizational Culture and achieve HERO status should consider the systematic implementation of such interventions. By addressing different dimensions of organizational life, from leadership practices to emotional well-being, these interventions contribute to creating a work environment that is not only healthier for employees but also more resilient in the face of challenges (Salanova et al., 2019).

Limitations and future research

This study, while providing significant insights into the effectiveness of PPI within an organizational context, presents certain limitations that should be acknowledged.

Firstly, the sample size for the experimental groups was generally small, which could impact the robustness of the findings. However, it is important to note that for interventions like Healthy Emotionality and Leader Coach, the number of participants was consistent with the typical group sizes for such workshops, where a more focused, smaller group is necessary to ensure effective engagement and personalized feedback. In contrast, the sample size for the Appreciative Survey Feedback intervention was

particularly small (n=5), largely due to participant dropout caused by an Record of Employment Regulations (RER) and other external factors. This small group size potentially limits the statistical power of the findings related to Appreciative Survey Feedback and should be considered when interpreting these results.

Secondly, the generalizability of the study's findings may be limited by its focus on a single department within a Spanish automotive company. Although the department provided a relevant context for testing the effectiveness of PPI, the specific cultural and operational dynamics of this setting may differ from those in other industries or regions, thereby limiting the broader application of the results.

Thirdly, the study design included only two measurement points, which provides valuable insight into the immediate effects of the interventions but does not capture the long-term sustainability of these effects. Notably, the PPIs that included follow-up sessions, such as Leader Coach and Appreciative Survey Feedback, showed effects across more variables compared to Healthy Emotionality, which was conducted last and did not include follow-up sessions before the second measurement (T2). This suggests that continued engagement may play a role in sustaining the benefits of these interventions, an aspect that future research should explore further.

Fourthly, although the PPI were generally effective, they did not uniformly enhance all psychosocial and cultural variables. For instance, the Leader Coach intervention led to a significant increase in role ambiguity, suggesting that while certain aspects of organizational functioning improved, others may have been inadvertently impacted in negative ways. This highlights the complexity of implementing such interventions and underscores the importance of considering potential unintended consequences.

Lastly, the influence of external variables, which were not under the direct control of the researchers, should be considered. The study was conducted in a live, dynamic

industrial setting where multiple external factors could have impacted the outcomes over the lengthy project period. While these variables are inherent in real-world research, they underscore the need for caution in attributing observed changes solely to the interventions.

Future research should explore the long-term impact of PPI by incorporating longitudinal designs that include multiple follow-up assessments over time in order to assess the long time effects on these IPPs. Also expanding the study to diverse organizational settings across different industries and cultural contexts will also be crucial to enhance the generalizability of the findings. Additionally, investigating the specific mechanisms by which PPIs influence various organizational outcomes, and addressing potential unintended consequences like increased role ambiguity, will be important for refining these interventions and optimizing their effectiveness in dynamic work environments.

Final note

In conclusion, this study demonstrates the value of integrating PPI into organizational strategies aimed at improving both individual and collective outcomes. The results provide strong evidence that Appreciative Survey Feedback, Leader Coach, and Healthy Emotionality are effective tools for transforming organizational culture and enhancing key psychosocial variables.

CAPÍTULO 5

Conclusiones Generales

CAPÍTULO 5

Conclusiones generales

El propósito último de esta tesis era ampliar los conocimientos en la disciplina de la Psicología Organizacional Positiva en particular y la Psicología Organizacional en general a través de la delimitación y operacionalización del concepto de Cultura Organizacional Positiva, además de estudiar cómo se relaciona ésta con variables psicosociales enmarcadas en el Modelo HERO (Salanova et al., 2012; 2019) a través de la aplicación de Intervenciones Psicológicas Positivas (PPIs). Para alcanzar este objetivo y, así, abordar los vacíos en la literatura científica a este respecto, se han planteado tres preguntas o retos de investigación, los cuales han sido resueltos con la realización de un estudio de revisión sistemática (capítulo 2) y dos estudios empíricos (capítulo 3 y 4). En general, los resultados de los tres estudios mencionados validan el objetivo principal del proyecto además de confirmar las hipótesis propuestas.

El estudio de revisión sistemática (capítulo 2) tuvo como objetivo evaluar el impacto de diferentes IPPs en la Cultura Organizacional. Dado que hay escasos estudios sobre esta relación, la revisión busca proporcionar una comprensión clara de cómo las IPPs influyen en la Cultura Organizacional y sus implicaciones para diversos sectores, así cómo estudiar en qué niveles IGLO (Nielsen et al., 2018) están incidiendo estas IPPs hasta la fecha.

Para la realización de los estudios empíricos (capítulo 3 y 4) se llevó a cabo un proceso de investigación-acción en una empresa automotriz del entorno empresarial de Almussafes (Valencia). Para recabar los datos necesarios para la investigación fueron utilizados dos instrumentos: el HEROCheck (Salanova et al., 2012; 2019) y la Escala COPo (Ortiz-Vázquez et al., 2024). También se realizaron diversos análisis estadísticos como análisis factorial exploratorio y confirmatorio, ANOVAs, ANOVAs de modelo

mixto, correlaciones, etc., para poner a prueba las hipótesis de cada estudio empírico, además de aplicar la metodología PRISMA para la realización de la revisión sistemática.

En la siguiente sección, se presenta un análisis detallado sobre los aspectos clave, los principales hallazgos y las contribuciones de cada estudio para abordar los retos de investigación descritos en el capítulo 1. Además, se examinan las implicaciones teóricas y prácticas, así como las limitaciones Finalmente, se proponen sugerencias para futuras líneas de investigación.

Abordaje de los retos de investigación

RETO DE INVESTIGACIÓN 1: ¿Cuál es el estado actual de la literatura sobre la Cultura Organizacional y las Intervenciones Psicológicas Positivas?

En respuesta a esta pregunta de investigación planteada al inicio de esta tesis, se ha logrado arrojar luz sobre el estado actual de la literatura en torno a la Cultura Organizacional y las IPPs. La revisión sistemática ha mostrado que, aunque el cambio de cultura organizacional es un tema recurrente en la gestión empresarial, el uso de IPPs es un campo emergente que presenta un gran potencial para influir de manera positiva en dicha transformación cultural. Hasta el momento, las variables más influidas por las IPPs han demostrado ser el engagement, el apoyo social y la salud mental, seguidas por el burnout y el clima organizacional. Sin embargo, el impacto específico de las IPPs en el cambio cultural sigue siendo un área poco explorada.

El análisis de la literatura ha revelado que la mayoría de los estudios sobre las IPPs se han enfocado principalmente en el nivel individual. Sin embargo, al adoptar un enfoque multinivel, como el propuesto por el modelo IGLO, se evidencia que las intervenciones pueden tener un mayor impacto en la cultura organizacional. Las intervenciones más efectivas son aquellas que abordan simultáneamente múltiples niveles, demostrando que

al fomentar la salud psicosocial es posible impulsar mejoras tanto en el bienestar grupal y organizacional como en el desempeño.

A lo largo del trabajo, también se ha identificado que los efectos de las IPPs sobre las variables psicosociales varían según el sector. En sectores como el sanitario, industrial, público, educativo y sin ánimo de lucro, las intervenciones han mostrado diferentes niveles de efectividad en función de las necesidades específicas de cada contexto. En este sentido, adaptar las IPPs a las características del sector y a los niveles organizacionales resulta clave para maximizar su impacto y promover una Cultura Organizacional Positiva.

En resumen, la revisión sistemática ha permitido identificar los avances y vacíos en el estudio de las IPPs en relación con la cultura organizacional. A pesar de los avances realizados y de las conclusiones alcanzadas, se necesita mayor investigación para comprender plenamente cómo estas intervenciones pueden facilitar el cambio de cultura organizacional.

RETO DE INVESTIGACIÓN 2: ¿Cómo se conceptualiza y cómo se operativiza la Cultura Organizacional Positiva?

A través de la información recopilada en la revisión sistemática del capítulo 2, se ha logrado realizar un primer acercamiento al concepto de Cultura Organizacional Positiva. Las características comunes de todas las IPPs analizadas en diversos sectores organizacionales nos han permitido esbozar una definición preliminar. La Cultura Organizacional Positiva puede entenderse como "el conjunto de valores, creencias y comportamientos de los miembros de una organización que, de forma consciente e intencionada, favorecen el bienestar y la optimización tanto del individuo como de los grupos de trabajo, los líderes y la organización en su conjunto, a través de la implementación de prácticas y recursos saludables".

CULTURA ORGANIZACIONAL POSITIVA

Este concepto planteado en el capítulo 2 es posteriormente delimitado y operativizado en el capítulo 3, donde se valida empíricamente la Escala de Cultura Organizacional Positiva (Escala COPo) en una empresa del sector industrial. En este proceso, se identifican los seis factores que componen su estructura: "Comunicación abierta y apoyo", "Conocimiento estratégico", "Confianza y colaboración", "Orientación al aprendizaje", "Reconocimiento", y "Resiliencia (adaptabilidad al cambio)".

Además, la Cultura Organizacional Positiva mostró correlaciones significativas y positivas con diversas variables relacionadas con el bienestar de los empleados y los resultados organizacionales. Entre ellas se encuentran el engagement, optimismo, la resiliencia, la confianza vertical y horizontal, así como la prevención del burnout. Estas relaciones indican que una Cultura Organizacional Positiva está directamente vinculada con un entorno laboral saludable y productivo, lo que beneficia tanto a los individuos como a la organización en su conjunto.

De esta forma, para abordar la segunda pregunta de investigación, el capítulo 2 proporciona un primer acercamiento al concepto de Cultura Organizacional Positiva, mientras que la información derivada del estudio empírico de validación en el capítulo 3 permite delimitar y operacionalizar de manera más precisa dicho constructo.

RETO DE INVESTIGACIÓN 3: ¿Qué impacto tienen las Intervenciones Psicológicas Positivas de Survey Feedback Apreciativo, Líder Coach y Emocionalidad Saludable en la Cultura Organizacional Positiva y en las variables psicosociales del Modelo HERO en una empresa del sector industrial?

A partir de los hallazgos del estudio de caso realizado en el capítulo 4, se concluye que las IPPs implementadas –Survey Feedback Apreciativo, Líder Coach y Emocionalidad Saludable– tienen un impacto significativo en la mejora tanto de variables culturales como psicosociales en el entorno organizacional, confirmando las hipótesis de

estudio. Las intervenciones, en particular, han demostrado ser efectivas para promover una Cultura Organizacional Positiva, alineándose con los principios del modelo HERO.

La intervención de Survey Feedback Apreciativo (nivel Organizacional) destacó por su capacidad para mejorar el feedback, el clima de apoyo social, la confianza, la colaboración, y la comunicación abierta y apoyo, lo que refuerza la importancia de crear espacios donde los empleados se sientan escuchados y valorados. Esta intervención permitió que los trabajadores participaran activamente en la identificación de problemas y en la propuesta de soluciones, lo que puede ser reflejo de los resultados obtenidos. Además, se obtienen resultados significativos marginales que sugieren que esta IPP no solo impacta de forma favorable en los recursos laborales, sino que también lo hace en los resultados organizacionales.

Por su parte, la intervención de Líder Coach (nivel Líder) mostró un impacto más amplio, afectando a un mayor número de variables, incluidas el reconocimiento y el conocimiento estratégico, reforzando la idea de que un liderazgo basado en el coaching es esencial para fortalecer las dinámicas interpersonales y la apreciación de los esfuerzos de los empleados. Aunque se observó un aumento en la ambigüedad de roles, este fenómeno puede estar relacionado con los ajustes que los líderes realizan al redefinir objetivos y estrategias dentro de su rol.

En cuanto a la intervención de Emocionalidad Saludable (nivel Individual) , aunque tuvo un impacto más moderado en comparación con las anteriores, se demostró que es eficaz en la mejora del clima de apoyo social y la confianza y colaboración dentro de los equipos, evidenciando la relevancia de la competencia emocional en la creación de relaciones laborales saludables.

Algo interesante a destacar es que las intervenciones que involucran activamente a los participantes en la toma de decisiones y en el diseño de acciones parecen tener un

mayor impacto, sugiriendo que la participación activa es un factor crítico en la efectividad de las IPPs así como en el proceso de cambio de cultura organizacional.

En resumen, este capítulo aporta evidencia valiosa sobre la capacidad de estas tres intervenciones para influir positivamente en la Cultura Organizacional y en variables psicosociales clave. Estos resultados refuerzan la importancia de implementar intervenciones sistemáticas y adaptadas a las necesidades organizacionales para promover entornos laborales más saludables y resilientes.

Implicaciones prácticas

El desarrollo del proceso de investigación-acción realizado como proyecto de esta tesis ha tenido diversas implicaciones prácticas. Principalmente, la delimitación conceptual del constructo de Cultura organizacional Positiva permite tanto a investigadores e investigadoras como a profesionales dentro de las organizaciones a trabajar con este concepto, hasta ahora ideado de forma aproximada en la literatura académica (Cameron, 2003; Luthans, 2002). Para los y las profesionales de la investigación aplicada, esto ayuda a evitar la ambigüedad y a crear una base común para futuros estudios. Además, al abordar el concepto de manera precisa, los investigadores podrán diseñar mejores estudios, comparables y replicables, fomentando el avance del conocimiento en el área. Para los y las profesionales del ámbito empresarial, tener una comprensión clara del constructo les permite aplicar intervenciones más efectivas y evaluar el impacto de forma medible. También puede guiar a líderes y responsables de recursos humanos en la toma de decisiones para fomentar una cultura más positiva, lo que puede tener efectos directos en el bienestar y productividad de los empleados.

Este estudio también proporciona una visión actualizada del panorama académico en relación con la Cultura Organizacional y su abordaje a través de las Intervenciones Psicológicas Positivas (IPPs), destacando el impacto de estas intervenciones según el

sector de la organización y el nivel IGLO (Nielsen et al., 2018) en el que se concentran. El análisis contextual y multinivel realizado permite arrojar luz sobre el diseño, implementación y adaptación de intervenciones o prácticas organizacionales, con el fin de asegurar que sean adecuadas y, en consecuencia, más eficaces. Es crucial considerar este aspecto, dado que protocolos de intervención rígidos diseñados para un contexto específico pueden no ser aplicables, o incluso resultar contraproducentes, en otros entornos. Asimismo, la falta de delimitación clara respecto al nivel IGLO al que se dirige una intervención puede generar interferencias entre los diferentes niveles organizacionales.

Además de la delimitación conceptual, este trabajo ha dado lugar a la creación de un nuevo instrumento de medición: la Escala de Cultura Organizacional Positiva (Escala COPo). Este instrumento tiene importantes implicaciones tanto para el ámbito académico como para el empresarial. En términos de investigación, la escala proporciona una herramienta robusta y validada que permite medir de manera fiable las dimensiones clave de la Cultura Organizacional Positiva, facilitando así la comparación entre estudios y contextos organizacionales diversos. Su implementación ayudará a avanzar en la sistematización y cuantificación de este constructo, lo que a su vez mejorará la calidad y la precisión de las investigaciones futuras en el área. Además de esto, en el ámbito empresarial, la Escala COPo permite a los y las profesionales de recursos humanos y liderazgo evaluar con mayor precisión el estado de la cultura organizacional en sus empresas. Esto, a su vez, les posibilita identificar áreas de mejora y tomar decisiones informadas para implementar intervenciones específicas que fomenten un entorno de trabajo más saludable y productivo. La capacidad de medir la cultura organizacional de manera objetiva facilita la evaluación continua de las estrategias implementadas, asegurando que las intervenciones sean adecuadas y efectivas a lo largo del tiempo.

Finalmente, en línea con estudios previos sobre la efectividad de las IPPs en las organizaciones (Carr et al., 2023), esta tesis continúa contribuyendo al desarrollo de este campo al ofrecer datos específicos sobre su aplicación en el sector industrial. Los resultados obtenidos en este estudio aportan una visión detallada sobre cómo las IPPs pueden influir de manera positiva en la cultura organizacional y en variables psicosociales clave dentro de entornos industriales. Al proporcionar evidencia empírica que respalda la efectividad de estas intervenciones en un sector con características particulares, esta investigación amplía el alcance de las IPPs y su potencial de implementación, contribuyendo así al avance del conocimiento en la Psicología Organizacional aplicada.

Limitaciones y líneas de investigación futura

Esta tesis presenta diversas limitaciones derivadas de los tres estudios que la componen, que sugieren importantes direcciones para futuras investigaciones en el ámbito de la Cultura Organizacional Positiva y las IPPs.

En primer lugar, la revisión sistemática realizada en el capítulo 2 agrupa datos que provienen de diversos sectores, lo que conlleva una gran variabilidad en los métodos de medición y en los contextos organizacionales. Estas diferencias limitan la generalización de los resultados obtenidos, ya que las IPPs evaluadas pueden no tener el mismo impacto en todos los sectores. Además, la mayoría de las intervenciones revisadas se centraron en el nivel individual, lo que no permite comprender completamente su impacto a nivel organizacional. En consecuencia, futuras investigaciones deberían ampliar el análisis a sectores menos estudiados, como el educativo y los organismos públicos, para evaluar el impacto de las IPPs en la cultura organizacional y en el bienestar de los empleados y empleadas. Asimismo, sería necesario un enfoque multinivel, utilizando el modelo IGLO, para explorar los efectos de las IPP no solo a nivel individual y/o grupal, sino también a nivel de liderazgo y organizacional. Por último, se recomienda que los estudios futuros

incluyan diseños longitudinales con más puntos de medición temporales para evaluar la sostenibilidad de los efectos de las IPP a largo plazo, ya que se ha detectado una escasez metodológica a este respecto en los diferentes estudios que componen la revisión.

El capítulo 3, que se centra en la validación de la Escala de Cultura Organizacional Positiva (COPo), presenta también limitaciones importantes. La principal limitación hasta el momento es la generalización de los resultados, ya que la muestra utilizada para la validación proviene de una única gran organización. Esto dificulta la aplicabilidad de la escala a organizaciones de diferentes tamaños, sectores y culturas organizacionales. En consecuencia, futuras investigaciones deberían replicar el estudio en otros contextos organizacionales y culturales para evaluar la consistencia de las mediciones y la estructura factorial de la escala en entornos diversos. Además, la ausencia de un procedimiento test-retest en este estudio impidió confirmar de manera concluyente la estabilidad de la escala. Por tanto, estudios futuros deberían incorporar este tipo de evaluación para verificar la consistencia temporal de las mediciones. Cabe destacar también que, aunque los ítems de la escala POC-S son autoinformados, están basados en conductas observables dentro de la organización. Esto es relevante, ya que si bien la cultura organizacional opera en un nivel más amplio y abstracto, son las conductas diarias de los miembros las que terminan moldeando y reflejando dicha cultura. Aunque la cultura organizacional pueda parecer un constructo mayor que las acciones individuales, son precisamente estas conductas las que, de manera acumulativa, tienen el poder de transformarla y consolidarla (Acosta, 2006).

Por último, el capítulo 4 también presenta varias limitaciones. En primer lugar, el tamaño reducido de las muestras, especialmente en la intervención de Survey Feedback Apreciativo, limita la potencia estadística de los resultados. Además, el estudio se llevó a cabo en un único departamento dentro de una misma empresa, lo que restringe la generalización de los hallazgos a otros sectores o contextos culturales. Futuras

investigaciones deberían ampliar el análisis a diversas organizaciones y sectores para evaluar la efectividad de las IPP en diferentes contextos y con muestras más representativas. Cabe destacar en este sentido que, por un lado, las IPPs de Líder Coach y Emocionalidad Saludable están diseñadas para grupos de ese tamaño (15 personas aproximadamente), y que, por otro lado, el ERE sufrido en la empresa donde se ha desarrollado el proyecto ocasionó mucha muerte muestral en general y en el grupo de Survey Feedback Apreciativo en particular. Asimismo, el diseño del estudio incluyó sólo dos puntos de medición, lo que impide evaluar la sostenibilidad de los efectos a largo plazo. Sería recomendable que futuras investigaciones incorporen diseños longitudinales con múltiples puntos de seguimiento para examinar cómo se mantienen los beneficios de las IPP a lo largo del tiempo.

En resumen, las limitaciones de estos estudios sugieren la necesidad de seguir profundizando en el concepto de Cultura Organizacional Positiva. Las investigaciones futuras deben centrarse en evaluar cómo este constructo puede medirse y desarrollarse en otros contextos diversos. También es crucial comprender cómo las IPP pueden contribuir al fortalecimiento de una Cultura Organizacional Positiva a través de intervenciones más personalizadas y adaptadas a los diferentes niveles del modelo IGLO. Esto permitirá no solo mejorar el bienestar y la productividad de los empleados, sino también crear organizaciones más resilientes, saludables y sostenibles a largo plazo.

NOTA FINAL

Esta tesis aborda el concepto de Cultura Organizacional Positiva y su influencia en el bienestar de los empleados y empleadas y en el funcionamiento organizacional. A través del desarrollo y validación del constructo, se añade conocimiento valioso a la creciente evidencia científica que respalda la importancia de las intervenciones psicológicas positivas y su relación con el bienestar en el trabajo.

El valor de esta tesis radica en su enfoque integral, el cual incluye una revisión sistemática, la validación de un nuevo instrumento de medición —la Escala de Cultura Organizacional Positiva—, y un estudio de caso en el sector industrial. En los capítulos 3 y 4 se aportan datos empíricos utilizando diversas metodologías, como análisis factoriales exploratorios y confirmatorios, modelos de ecuaciones estructurales y ANOVAs de modelo mixto. Este enfoque metodológico proporciona las bases para la comprensión del impacto de una cultura organizacional positiva en el rendimiento individual y organizacional.

Una de las principales aportaciones de esta tesis es la propuesta de un marco conceptual y práctico que permite a investigadores e investigadoras y a profesionales del sector evaluar e implementar intervenciones centradas en la mejora de la cultura organizacional. Al ofrecer herramientas y modelos aplicables, se facilita la creación de estrategias para fortalecer el bienestar organizacional y el compromiso de los empleados.

Por último, la tesis subraya la importancia de realizar evaluaciones continuas de las intervenciones implementadas y de fomentar su adaptación a contextos específicos. Al centrarse en estos aspectos, se enfatiza la necesidad de que las organizaciones no solo promuevan una cultura positiva, sino que también evalúen de manera sistemática su impacto a lo largo del tiempo y en diferentes niveles organizacionales.

En resumen, esta tesis no solo resalta la relevancia de una Cultura Organizacional Positiva, sino que también aporta una comprensión más profunda de sus implicaciones para el bienestar individual, grupal y organizacional. A través de evidencia empírica y enfoques prácticos, se sientan las bases para el desarrollo de organizaciones más saludables, productivas y resilientes.

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SUMMARY (English)

The main objective of this thesis is to expand knowledge in Positive Organizational Psychology by defining and operationalizing 'Positive Organizational Culture' and studying its relationship with psychosocial variables through Positive Psychological Interventions. To achieve this, three research questions are addressed:

Research challenge 1: What is the current state of the literature on Organizational Culture and Positive Psychological Interventions?

Research challenge 2: How is Positive Organizational Culture conceptualized and operationalized?

Research challenge 3: What is the impact of Positive Psychological Interventions such as Appreciative Survey Feedback, Coaching Leadership, and Healthy Emotionality on Positive Organizational Culture and the psychosocial variables of the HERO Model in an industrial sector company?

Throughout the chapters of this thesis, these challenges have been addressed through a systematic review (Chapter 2) and two empirical studies (Chapters 3 and 4). First, Chapter 2 presents a review that links Organizational Culture and Positive Psychological Interventions based on the sector they belong to and the IGLO level at which they are focused. Chapter 3 presents the construction and validation of the Positive Organizational Culture Scale (COPo Scale). Finally, Chapter 4 presents an action-research process that evaluates the impact of three Positive Psychological Interventions (Appreciative Survey Feedback, Coaching Leadership, and Healthy Emotionality) on psychosocial and cultural variables. These chapters are framed by a general introduction (Chapter 1) and final general conclusions (Chapter 5).

In general, the findings from the conducted studies support the main objective of the thesis and confirm the proposed hypotheses. Additionally, they offer a valuable

contribution to the understanding of Positive Organizational Culture and its relevance within organizations by providing empirical evidence of its positive impact on variables related to well-being.

RESUMEN (Español)

Esta tesis tiene como objetivo principal expandir el conocimiento en Psicología Organizacional Positiva, definiendo y operativizando la "Cultura Organizacional Positiva" y estudiando su relación con variables psicosociales mediante Intervenciones Psicológicas Positivas (IPP). Para ello, se abordan tres preguntas de investigación:

Reto de investigación 1: ¿Cuál es el estado actual de la literatura sobre la Cultura Organizacional y las Intervenciones Psicológicas Positivas?

Reto de investigación 2: ¿Cómo se conceptualiza y cómo se operativiza la Cultura Organizacional Positiva?

Reto de investigación 3: ¿Qué impacto tienen las Intervenciones Psicológicas Positivas de Survey Feedback Apreciativo, Líder Coach y Emocionalidad Saludable en la Cultura Organizacional Positiva y en las variables psicosociales del Modelo HERO en una empresa del sector industrial?

A lo largo de los capítulos de esta tesis, estos desafíos han sido abordados a través de una revisión sistemática (Capítulo 2) y dos estudios empíricos (Capítulos 3 y 4). En primer lugar, el Capítulo 2 presenta una revisión que relaciona la Cultura Organizacional y las Intervenciones Psicológicas Positivas en función del sector al que pertenecen y del nivel IGLO en el que están enfocadas. El Capítulo 3 presenta la construcción y validación de la Escala de Cultura Organizacional Positiva (Escala COPo). Por último, el capítulo 5 expone un proceso de investigación-acción en el que se evalúa el impacto de tres Intervenciones Psicológicas Positivas (Survey Feedback Apreciativo, Líder Coach y Emocionalidad Saludable) en variables psicosociales y culturales. Estos capítulo quedan enmarcados por una introducción general (Capítulo 1) y conclusiones generales finales (Capítulo 5).

En general, los resultados obtenidos en las investigaciones realizadas apoyan el objetivo central de la tesis y corroboran las hipótesis planteadas. Asimismo, ofrecen una valiosa contribución al conocimiento sobre la Cultura Organizacional Positiva y su relevancia en las organizaciones, aportando evidencia empírica de su efecto positivo en variables vinculadas al bienestar.

Esta tesis tiene como objetivo principal expandir el conocimiento en Psicología Organizacional Positiva, definiendo y operativizando la "Cultura Organizacional Positiva" y estudiando su relación con variables psicosociales mediante Intervenciones Psicológicas Positivas (IPP). Para ello, se abordan tres preguntas de investigación:

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Reto de investigación 3: ¿Qué impacto tienen las Intervenciones Psicológicas Positivas de Survey Feedback Apreciativo, Líder Coach y Emocionalidad Saludable en la Cultura Organizacional Positiva y en las variables psicosociales del Modelo HERO en una empresa del sector industrial?

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