GRAU EN ARQUITECTURA TÈCNICA I EDIFICACIÓ

HAPPINESS AND ENTREPRENEURSHIP

EDUCATIONAL MODEL

GEORGIA ERRANDO POCH

TREBALL FINAL DE GRAU - UPC - EPSEB

JORDI VILAJOSANA

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1. INTRODUCTION

1.1.OBJECT

The proposal is based on establishing a new educational model, training entrepreneurs in a program at University level. This new formation concept aims to educate and train entrepreneurship and happiness (well being) as a key for running a business.

In the course of this project, we will invest about happiness and related terms, as positive psychology and its applications and interventions; we will expose different real examples of institutions that are setting up those techniques, to finally explain our idea of happiness and entrepreneurship.

1.2. OBJECTIVE

We want to carry out this program successfully, it means that what we aim to set up the educational model we have created and that we describe in this project.

In the first place, we intend to make people understand that traditional education is not sustainable anymore, lots of schools are innovating their education, so, we have to do the same at Universities. Besides, we have proved that companies, to hire someone, no longer give as much importance to academic titles as before, but to the skills you have at a more personal and creative level. If we mix this academic knowledge with the training of happiness and well being, the result is the future for organizations: people who, in addition to knowing a lot about the economy and entrepreneurship, always bet on a positive attitude and leadership, always focused on personal growth.

This innovator formation program we created aims to train future entrepreneurs with coexistence and team skills, self esteem, personal growth, physic activity, creativity and of course with business knowledge. We want universities around the world to adopt our educational system based on happiness.

Basically, the main objective is to raise awareness of society and institutions to break with traditional education, break schemes and innovate, we have to realize that the world of work is changing and education can not be left behind. We need to renew education, to bring it to the level of new trends, future trends, and not stall in the past, in the education of the 60s.

"The only thing that is constant is change." (Heraclitus, Greek philosopher)

1.3. METHODOLOGY

Till the date, nobody created an educational formation based on happiness at a University level. This concept is totally innovator, that's why it's been so hard to find any information or articles that related happiness or well being with an entrepreneurship education.

I found almost all the information on Internet, basically on scientific articles from Web Of Science. Some of the information comes from articles in websites of entrepreneurs, websites of psychology, nature, sports, etc. I also took information from other University projects that I found also on Internet.

In addition, I also had some interviews to young entrepreneurs that talk to us about their point of view about happiness and well being at entrepreneurship.

1.4. RESUME

For redacting this project, despite the lack of information, we could obtain much information about positive psychology, which has been essential for the execution of this project. As positive psychology is a science, we have plenty information, whereby we could see there are so many studies, from the clinical point of view, that shows the utility of using it in our current life. We realized that positive psychology has created many educational models to apply at schools, from childhood to primary, with excellent results. There also are lots of companies and organizations that enforce this well being techniques and the results are inspiring.

Moreover, we also looked for information of Social Entrepreneurship, which from my point of view has similar values with the kind of education we want to give to our students.

To capture all this theory and take it to a real level, we also expose at chapter 3 some of the institutions and schools that are also beginning this journey to the education of the future, in an international and national level. In chapter 4, we will give some examples of current organizations that focus on happiness and wellbeing, some of them big monsters like *Google*, but also national organizations like *Mercadona*.

We also wanted to include real cases of entrepreneurs explaining how they rule their company applying wellbeing and their experiences from close-up.

Among the psychological-spiritual aspects of happiness, we observed that those who practice gratitude -understood as an emotion of empathy, an attitude or a coping response directed at other people or nature (Teigen, 1997) - are more prone to happiness, vitality, optimism and hope, as well as greater satisfaction with life (Lazarus & Lazarus, 1994).

Basically, this project is about how important is to apply happiness and well being at entrepreneur education, because these current students will one day be part of the occupational world. If we teach future entrepreneurs by our educational model, we are making the future companies at national and international level become an example to follow for the other institutions, creating a domino effect in which public and private companies join the innovation. In this way, we may succeed in building a world in which citizens are happy, at work, social, political and economic level.

[1. INTRODUCTION]

2. STATE-OF-ART.

2.1. CONCEPTS

2.1.1. CONCEPT OF HAPPINESS

According to Shigehiro Oishi, Jesse Graham, Selin Kesebir, and Iolanda Costa Galinha (2013), across cultures and time, happiness was most frequently defined as good luck and favorable external conditions. However, in American English, this definition was replaced by definitions focused on favorable internal feeling states. Our findings highlight the value of a historical perspective in the study of psychological concepts.

Happiness is considered positive because it allows individuals to take advantage of objective conditions, favoring the achievement of the proposed goals. It is an intimate emotion, which can't be externally perceived. It is not to be confused with joy, which is an intense emotion, and of short duration, and with a clearly recognizable external expression.

Overcoming a challenge can be an experience that brings us closer to happiness, and, in turn, a way to overcome the next challenge, as noted above. It can't be said that life is a succession of challenges, it would be enormously anxious and harmful, but life without challenges to overcome is so gray and sad that it is equally harmful. Knowing how to face the challenges is as important as the very fact of overcoming them. When a person believes he has reached a desired goal, he experiences a sum of emotions that we have called "happiness" (Rafael Santandreu.2016).

But let us return to the concept of "subjectivity" that we have already used to define happiness. We have noticed that being or being happy translates into a positive mood. Such a mood is subjective, and implies that the same set of facts can be perceived differently by people with different temperaments, and therefore what can be a happy situation for another can lead to dissatisfaction and even frustration. , Happiness is considered a subjective and individual situation.

In addition, human beings are unique and unrepeatable, with different aspirations, ambitions and goals in life, and consequently, different ways to achieve happiness.

Students of happiness do not agree on whether individual happiness can be quantified in any way. If so, it would facilitate scientific studies, but being a subjective and relative concept, the difficulty of translating it into something measurable, such as a grade or category that might indicate that a person is more or less happy, is elevated. Despite this, some psychologists have tried to measure the degree of happiness through various tests, sometimes with results considered significant, and even, and very important in our case, has studied the relationship of happiness with sports practice (ND Theodorakis et al., 2013, P. Downward et al., 2011, PJ McCarthy 2011, JW Adie et al., 2008, P. Hills et al., 1998, I. Balaguer et al. et al., 2010; 22 MP Boyd et al., 2011, L. Young et al., 2010).

· Ancient concept of Happiness

Philosophers and historians have most extensively analyzed the concept of happiness. Most philosophers and historians agree that the concept of happiness in antiquity centered on good luck and fortune, whereas contemporary Americans view happiness as something over which they have control and something that they can actively pursue (Kesebir & Diener, 2008; McMahon, 2006; Oishi, 2012). For example, Lu (2001) analyzed the influential classic Liji (禮記), or the Classic of Rites, compiled sometime between the 5th and 1st century B.C., and observed that "fu" (福) was used to mean "fortunate, lucky, smooth and free of obstacles" (p. 409).

Similarly, historian McMahon (2006) observed that the Greek term eudemonia (the term often translated as happiness in English; Thomson, 1953) was first used by the poet Hesiod in the Work and Days as follows: "Happy and lucky the man" (eudaimon te kai olbios). Because the related term eudaimon (the adjective of eudemonia) is the combination of eu (good) and daimon (god, spirit, demon), McMahon concludes, eudemonia thus contains within it a notion of fortune—for to have a good daimon on your side, a guiding spirit, is to be lucky—and a notion of divinity, for a daimon is an emissary of the gods who watches over each of us.

Thus, in ancient Greece, happiness was deemed as something beyond human agency, controlled mainly by luck and the gods. McMahon (2006) goes on to declare, "Happiness is what happens to us, and over that we have no control".

· Happiness and personal growth

As a differential from the description of "ancient happiness" from above, using the word happiness, we mean that is not a feeling, but a decision. The decision to see the good things of the life you have (Lazar 2010).

The goals to a perfect personal growth, it depends on every person, but could be the following (Lazar 2010):

1) Fullness (develop your talents and also turn them into the good of at least one more person, and if you can, many more people)

2) Learn your lessons (we all go to our adult life with issues to work, something that would be the conceptual opposite of talents to develop, or difficulties to overcome)

3) Peace of mind (which requires alignment with your moral conscience and use it as a compass of "good" and thus avoid doing evil)

4) The intellectual pleasure of learning new things

5) The aesthetic pleasure of capturing beauty (whether of nature, of a work of art or of a symphony)

6) The moral pleasure of doing "good" helping someone to be better, defining "better" for items 1, 2, 3, 4 and 5 above.

And then there are the means to an end that are necessary to achieve those goals; the health of the body, health of the mind and economic autonomy so that you can be financially independent and get your basic needs and if you can, comfort, without being a burden for others who have to work for you.

· **Happiness Study - Countries**

The measurement of happiness has been used as an instrument of many national governments to show their achievements in development policy and national welfare to their people. The indicators developed are mostly related to GNP or GDP, but there is also another way to measure national happiness.

Veenhoven (2009) comments that if the goal is only to measure a greater degree of happiness for the largest number of citizens, the ideal measure is "average happiness", if the emphasis is placed on lasting happiness, it will be necessary to combine average happiness with longevity in order to obtain the index of "happy years of life", it is also intended to reduce differences among citizens, the relevant indicator is the "inequality in happiness" between countries. The mean and the dispersion can also be combined to obtain an index of "happiness adjusted for inequality", Veenhoven (2009). In this article, the author comments that the comparison between countries reveals significant differences in all these measures of Gross National Happiness, a divergence that corresponds to social characteristics on which political leaders, such as freedom and justice, can act.

Diener (1997), already mentioned a few years ago, in his article: "Measuring quality of life: Economic, social, and subjective indicators" the importance of defining and measuring quality of life through social indicators such as health and delinquency, measures of subjective well-being (evaluation of people's evaluative reactions to their lives and societies), and economic indexes. These alternative indicators evaluate three philosophical approaches to welfare that are based, respectively, on normative ideals, subjective experiences, and the ability to select goods and services one desires.

According to the conclusions of Diener's paper, Beyond Money: Toward an Economy of Well-Being, Seligman and Martin (2004), the domestic policy of countries is now largely centered on economic performance, although economic indicators omit, and even induce errors about the well-being that the population wants. It is shown that economic indicators have many defects, and that welfare measures point to important conclusions that are not evident from economic indicators alone. For example, this study notes that although economic output has increased considerably in recent decades, there has been no increase in life satisfaction during this period, and there has been no substantial increase in depression and mistrust. It is argued that economic indicators were extremely important in the early stages of economic development, when the satisfaction of basic needs was the main theme.

The first report was in the 2012 promoted by the Prime Minister of Bhutan, to measure the social and economic progress of the countries, and in this way to assess national policies.

The UN report is very often, since in making a classification of countries based on the happiness and subjective well being of its inhabitants, it is a way of measuring and analyzing the quality of human development, and therefore of developing policies that support a better life, according to the set standards. According to the latest report, that of 2016, they analyze the inequality among the inhabitants of a country as a factor that undermines happiness. "World happiness report" Helliwell, Layard and Sachs (2016).

In previous reports the editors have argued that happiness provides a better indicator of human well being of income, poverty, education, health and good governance is measured separately. In parallel, they now argue that welfare inequality provides a broader measure of inequality. They find that people are happier living in societies where there is less inequality of happiness. They also find that happiness and inequality have increased significantly (comparing 2012-2015 with 2005-2011) in most countries, in almost all regions of the world, and for the world's population as a whole.

In the article "Will money increase subjective well-being?" Diener and Biswas (2002), arrives at some conclusions to take into account, regarding the economic income and the subjective well-being:

1. There are strong correlations between the wealth of nations and the SWB media reports on it.

2. They are not mostly small correlations between income and subjective well being within countries, although these correlations appear to be higher in poor countries, and the risk of unhappiness is much higher for the poor.

3. The economic growth of the last decades in the most economically developed societies has been accompanied by little increase in subjective wellbeing.

4. People with more material goals tend to be substantially less happy, unless they are wealthy. Therefore, more money can increase subjective well-being when it means avoiding poverty and living in a developed nation, but income increases little subjective well-being in the long run, when these people are well-off, whose desires are material.

In conclusion, happiness in the countries is a complex issue, since it consists of managing happiness for a large number of people. There are several studies that refer to income as a source of happiness, but it is considered that wealth or power only provide temporary happiness, since the material elements can disappear at any time.

The contribution of Easterlin (1994) and Hagerty and Veenhoven (2003) are apparently conflicting contributions, but they note the complex nature of defining happiness and, above all, quantifying it in terms of the population of a nation, to help better manage a country without the existence of comparisons.

· **Definition of happiness around the world**

· **Argentina** (*Diccionario Practico*, Crijalbo 1996)

Felicidad: State of complete and ordered satisfaction that proceeds from the enjoyment of a desirable good.

· **Australia** (*Macquarie Dictionary*, 4th edition,The Macquarie)

Happiness: The quality or state of being happy.

· **Brazil** (*Novo Dicionário Aurélio da Língua Portuguesa*, Positivo 2004)

Felicidade: 1. Concurrence of circumstances that cause venture 2. State of the happy person 3. Luck. 4.Venture, good fortune. 5. Good success.6. the eternal happiness: blessedness.

· **China** (Xiandai Hanyu Da Cidian)

快乐: Excited (used commonly to describe life, mood, or facial expression); relaxing.

· **Ecuador** (*Diccionario Esencial de la Lengua Española*, RAE 2006)

Felicidad: 1. State of great spiritual and physical satisfaction. 2. Person, situation, object, or group of these that contribute to happiness. 3. Lack of inconvenience or trouble/mess.

· **Estonia**

Õnn: 1. Happy feeling and deep satisfaction with one's own circumstances, a happy state. 2.The goodwill of fate; by chance or success depending on some outside force, windfall. 3. Õnneks. Luckily. (as a postposition) good or favorable for someone. 4. (in well wishing).

· **France**

Bonheur: 1. Happy event, favorable luck. 2. Perfect success in style or manner (literature and fine arts). 3. Inner state of perfect satisfaction.

· **Germany**

Glück: Something which is the result of a concurrence of especially opportune or fortunate circumstances; especially fortunate or opportune coincidence, fortunate or opportune destiny of fate. 2.The personified imaginary "Glück"; fortune. 3. a. Pleasant and joyful state of mind, in which one finds oneself when they come into possession or pleasure of something they had wished for; state of inner satisfaction and high spirits. b. Single happy/fortunate situation, happy/fortunate result, experience.

· **Guatemala** (*Diccionario de la Lengua Española*, Larousse 2000)

Felicidad: A mood state acquired through the possession of a good. Satisfaction, pleasure, content. Good luck, a favorable circumstance.

· **India (Hindi) (**www.definition-of.net)

Khusi: Bliss, relish, delight, delectation, boot, welfare, quiet, joy, hilarity, gusto, fun. 2. Glee.

· **Indonesia (***Kamus Besar Bahasa Indonesia*, Balai Pustaka 1995)

Senang: 1.Content and relieved, no hard feelings, disappointment, etc: he finishes the work with—;—is my heart now after having finished all the task; 2. Comfortable: I always—living in a cold area; 3. Being happy (nothing is upsetting, nothing is lacking in his life): he is quite—with his life now; 4. Cheerful/like, glad: his parents—towards their to be son- in-law; with—he welcomes the birth of his baby; 5. In good condition (on health, comfort, etc.): already a couple of days I feel not—; we are always in the condition of—; 6. Easy, all easy, practical: this stove—to use; his job—, the salary is big;—over.

· **Iran (Farsi)**

Khoshali: 1. Good fortune; 2.To becomes successful; 3. Feeling of joy.

· **Israel**

Osher: Pleasure, good fortune, a general feeling of pleasantness that is caused by success and great satisfaction.

· **Italy** *(Dizionario della* Lingua Italiana, 1988)

*Felicità: 1.*Experiencing fully every fulfilled desire; a serene, pure, calm happiness; to enjoy and taste days of happiness; eternal happiness, heavenly bliss; happiness! wish (although today much less common than saying salute!, or bless you (after sneezing), often in a joking manner); Sometimes, joy; Concr. Event that happens according to one's wishes. 2. Opportunity that went/ended extremely well [From the Latin, felicitas].

· **Japan** *(Ko-ji-en*(広辞苑)6th edition, 2008)

幸福: Luck. Chance. Stroke of good luck. 2. Natural course of events. Result. 3. Happiness. Good fortune. Luck. Smile of a fortune.

· **Kenya (Swahili) (***Kamusi ya Karne)*

Furaha: 1. Being jovial 2.The situation of being satisfied 3.The state of being between joy and enjoyment.

· **Korea (***Standard Korean Language Dictionary)*

행복: 1. Good luck. 2. A state of being satisfied and feeling joy in daily life. Contentment.

· **Norway (***Bokmålsordboka. Definisjons og rettskrivingsordbok)*

Lykke: 1. Destiny, coincident. 2. (a) Fortunate destiny, luck. (b) Luckily, it turned out well, being successful. (c) Wish you luck. (d) Congratulatory. 3. Good living conditions. 4. Deep and lasting feeling of enjoyment and well-being.

· **Pakistan** *(The Pånjábí Dictionary* (Munshi Gulab Singh & sons, 1895)

Khus, Khush: Glad, joyful, delighted, pleased, happy; merry, cheerful, gay; well-off; willing, ready; lucky, fortunate.

· **Russia (***Novyj tolkovo-slovoobrazovatel'nyj slovar' russkogo yazyka* [New explanatory and word- formative dictionary of the Russian language], Drof 2000)

счастье: 1. Success, luck. 2. Happy occasion, happy turn of events. 3. Said about state when one feels very good ("one feels" is implied, literally "when it is very good"). 4. Said about luck, good fortune that accompany someone.

· **South Africa (***Handwoordeboek van die Afrikaanse Taal*)

Geluk: 1. State/condition of contentment; satisfaction of your wishes and desires; joy 2. Fortune; fate; opportunity/chance. 3. Favorable coincidence; advantageous circumstances; prosperity gained without own effort

· **Spain** *(Diccionario de la Real Academia de la Lengua Española*, 22nd edition)

Felicidad: 1. Affective state involving satisfaction with the possession of something. 2. Satisfaction, pleasure, contentment.

· **Turkey** *(Büyük Türkçe Sözlük*, 2007)

Mutluluk: The state of pleasure that comes from having attained all one's longings completely and lastingly, prosperity, good fortune, felicity.

In conclusion, we can see that there are some differences between countries about the concept of happiness. In Asia in general, they describe it like a state of good, when you feel relaxed, satisfied. In Indonesia they relate it to the absence of stress or disappointment; I guess it's because of the religion's influence. In South America like in Guatemala and Brazil the definition of happiness is related to good luck, good venture and fortune. It means it comes from an extern factor. In Spain, RAE defines it as the pleasure of possessing something. That says a lot about the kind of society we live in.

2.1.2. CONCEPT OF SUBJECTIVE WELL-BEING

Definitions of subjective wellbeing are often not explicit in the literature. Many authors have tried to define happiness or wellbeing.

Quality of life has been identified with social wellbeing and, due to its equation with economic wellbeing, not a few have linked it with macro-socioeconomic indicators from the perspective of political distribution (Veenhoven, 1994), from the so-called social engineering. In this line, Drewnowski defines it in his work for the Social Development of the United Nations as: "the state or degree of well-being as it exists and can be measured in a given moment", reducing it to what he calls " measurable welfare ", necessarily quantitative concept by definition. At the same time, during the past decades, a great number of researchers have been dedicated to analyzing the demographic correlates and the variables that were linked to human wellbeing. This has led to studies examining the personal differences in this variable by considering factors such as gender, age, social class, marital status, health, or income level. A sample of this approach is the conclusion given by Wilson (1967) in his famous study on variables and personal characteristics linked to happiness.

According to Veenhoven (1994), the "quality of life" denotes two meanings. On the one hand, the presence of conditions considered necessary for a good life, on the other, the practice of living well as such. This second meaning opens the door to the consideration of factors that are more dependent on the subject's performance and perception of his life than on the objective conditions in which it is developed. In this same sense, Lawton (1983) wanted to emphasize the psychological perspective of the quality of life, introducing the concept of "good life" or "good living", three of whose four components are fundamentally psychological content.

This conception justifies the introduction of subjective or personal wellbeing (throughout the text the term "personal well-being" will also be used, referring to its subjective dimension) as one of the relevant elements in the study of the quality of life. It is from this perspective from which the present work is presented.

According to Diener and Diener (1995) these conceptions can be grouped around three broad categories. The first describes wellbeing as the individual's valuation of his own life in positive terms. This grouping is related to "satisfaction with life".

A second category affects the preponderance of positive feelings or affects over negative ones. This point of view was initiated by Bradburn (1969) with the development of his Affective Balance Scale. For this author, happiness results from the global judgment that people make when comparing their positive feelings with negative ones. The definition of wellbeing from this perspective is closer to the daily use that is made of that term. In this sense, it is understood that a person is happier when in his life the positive affective experience predominates over the negative. Faced with this, the last of these three conceptions, closer to philosophical-religious approaches, conceives of happiness as a virtue or grace. The definitions under this latter perspective can be considered normative, since it is not contemplated as a subjective wellbeing but rather as the possession of a desirable quality (Coan, 1977). In this sense, when Aristotle and the classical philosophers speak of eudaemonia, they consider it as a desirable state that can only be aspired by leading a virtuous or desirable life, qualified as such from a particular value system.

Social scientists have based their studies principally on the first two approaches. Thus, a large part has been concerned with studying the aspects that lead a person to positively evaluate their existence. In this sense, Veenhoven (1984) defines subjective wellbeing as the degree to which a person judges in a general or global way his or her life in positive terms or, in other words, to what extent the person is comfortable with the life he or she bears. According to Veenhoven, the individual uses two components in this evaluation, his thoughts and his affections. The cognitive component, satisfaction with life, represents the perceived discrepancy between their aspirations and their achievements, whose broad evaluative range goes from the sense of personal fulfillment to the life experience of failure or frustration. The affective element is the hedonic plane, that is, that contains the pleasure experienced by the person with their most frequent feelings, emotions and states of mind. These components are to some extent related.

A person who has pleasurable emotional experiences is more likely to perceive his or her life as desirable and positive. Likewise, subjects with greater subjective wellbeing are those in whom this positive evaluation of their circumstances and vital events predominates; While the "unhappy" would be those who rate most of these events as harmful. In this sense, satisfaction with life and the affective component of subjective wellbeing also tend to correlate because both elements are influenced by the subject's assessment of the events, activities and general circumstances in which it develops his life. However, they also necessarily have to differ, since just as satisfaction with life represents a summary or overall assessment of life as a whole, the affective balance depends more on the specific reactions to concrete events that occur in the course of life.

According to Miguel Ángel García Martín (2002) we can see that the subjective well-being is influenced by several variables, first of all health, in addition to certain socio-demographic variables, including age, gender, marital status, educational level or income.

2.1.3. CONCEPT OF POSITIVE PSYCHOLOGY

Positive psychology is "the scientific study of what makes life most worth living," or "the scientific study of positive human functioning and flourishing on multiple levels that include the biological, personal, relational, institutional, cultural, and global dimensions of life". Positive psychology is concerned with eudemonia, "the good life", reflection about what holds the greatest value in life – the factors that contribute the most to a well lived and fulfilling life (Christopher Peterson, 2008).

Positive psychology began as a new domain of psychology in 1998 when Martin Seligman (Srinivasan, 2015) chose it as the theme for his term as president of the American Psychological Association. Mihaly Czikszentmihalyi and Christopher Peterson are regarded as co-initiators of this development. It is a reaction against psychoanalysis and behaviorism, which have focused on "mental illness", meanwhile emphasizing maladaptive behavior and negative thinking. It builds further on the humanistic movement, which encouraged an emphasis on happiness, well being, and positivity, thus creating the foundation for what is now known as positive psychology.

Positive psychology is the academic study of what makes life worth living and what enables individuals and communities to thrive. It is also the study of the conditions and processes that lead to optimal functioning in individuals, relations, and work. *Solution-focused brief therapy* (SFBT) is the pragmatic application of a set of principles and tools, best described as finding the direct route to 'what works' for this client, at this moment, in this context. The emphasis is on constructing solutions as a counterweight to the traditional emphasis on the analysis of problems. It is an approach to change, which invites conversations about what is wanted, what is working, and what might constitute progress (Bannink and Jackson 2011).

2.2. POSITIVE PSYCHOLOGY INTERVENTIONS

In this chapter, we expose all the kinds of interventions that positive psychology has in all levels, starting from ourselves, then we will explain a few concepts about clinical interventions, and finally educational interventions: positive psychology at schools.

2.2.1. POSITIVE PSYCHOLOGY - THE FIRST STEP IS OUR SELVES.

In our busy "Auto pilot" world, we seek commonly and compulsively to understand, anticipate, and predict causation within the world we live in (Martin et al. 2007). We analyze, categorize, and label the world we encounter. By doing this, by judging, naming, labeling, and predicting our world, we feel safer and potentially more in control (Hogg and Vaughan 2008).

Our computers, telephones, and tablets, all create a flood of information and demands on us that may, in reality, be cognitively distracting from the world around us and at worst impossible to deal with.

This life context and style runs the risk that we become, at the same time, potentially disconnected from our 'being' while flooded with demands on our 'doing'.

What we want to explain during this project is how important is the positive influence that happiness and positive psychology has in our emotions, and so in the condition of people's life. Everything that you do in your life, will be affected by who you are and what you bring, that's why is so important to learn to apply these concepts, in your family surroundings or if you want to run a business.

This quality of attention to others involves a capacity for listening and attention, and a stillness to respond creatively and a potential vulnerability that represents a functioning at a peak of our own strengths and emotional capacity. Fromm (1957) asserts this quality of 'giving' is an experience of our strength, power, vitality, and potency. It involves or creates an aliveness and joyousness. This form of giving may be an attention to those we are with, but the openness is a reflection of our selves, our aliveness, and our life.

The first step for learning this new lifestyle is changing our habits, change our perception in order to see and hear openly, because it may happens that we can not perceive what we see in front of us (Davies 2012). We should allow ourselves time to fully perceive, an opportunity to encounter and accept what we see, before deciding to act. Davies proposes that this form of attention has a meditative or mindful quality, gives us time to communicate our attention to those we work with, to witness and accept what we encounter, before rushing into an action. The quiet on our perception before the action is one way to offer the core conditions for growth. Are we able to perceive, to not fully know, and to be surprised? Yes, we may perceive more than we had expected.

· Why should we learn to listen and Mirror in Depth?

Is voice tone at variance with the words spoken? Do the words say *yes*, but the tone say *uncertainty*? As positive psychology professionals, do we allow ourselves to explore these experiences, and what we perceive, without the rush to label or categorize. Our experience mirror that of the person or people we are working with. When we free ourselves to perceive openly, rather than to 'do', we have the chance to notice what the possibility of change is really bringing about for those we work with (Machon 2010).

When we perceive, feel and listen we become a 'mirror of hope' for the individual or group. If we work in this way, as the structure of Snyder's (1994, 2000) model of hope, we may hear their goals, 'will power" and 'way power'. Which of the two support an individual's action? What questions may support a group becoming more exact about a goal, will power or way power?

We are challenged, in ourselves and in our work with others, to accept they are in the process of becoming, rather than ever reaching an end-point. We bring to those we work with that authentic acceptance of our own process of becoming, and of theirs, and in turn the attentiveness to what this might be (Machon 2010).

Further, the related discipline of appreciative inquiry proposes that this depth of attention and listening offers others the majority of what are termed 'the six freedoms' which are believed to release a personal and/or organizational power when experienced. These 'freedoms' are described as being known in relationship, to be heard, to be positive, to act with support, to dream in community, and to contribute to the world around them (Whitney and Trosten-Bloom 2010).

If we can accept that our attitude is a reflection of actions and behaviors of love, we will be accepting the human qualities of those we are with (Fromm 1957).

To work in this manner is an act of love, art and creation. These ideas are more related to other disciplines, that we also want to bring in our Educational Model, such as social work, organization development and coaching (Cheung-Judge 2001, Curran et al. 1995; Heydt and Sherman 2005).

Offering the rarity of attention and belief to others initiates a capacity to relate and respond to the creative growth we want for our students.

That's why in our new *Educational Model* we purpose to do *happiness workshops*, where the student can learn how to manage his perceptions in order to become more compressive with people around us, that need something from us, and we have to detect and perceive this needs. This is useful for a business, in one hand, you have to be able to know what your employees need for a perfect productivity and organization. In the other hand, if you want your business to success, you have to know what the clients need.

· **Why is so important a Volunteer Intership**?

For the science that studies happiness, that is positive psychology, we have beliefs about the positive in life, balance between positive and negative, seek of happiness, etc. These beliefs include expectations around helping others, their need for helping, and *why you must help*. If we must help, then we actually need those who require help. So, somehow, we are dependent on them. Help actually is a measure of your personal value, represents your personal success (Joseph and Linley 2006).

Later in this project we will expose how to integrate a volunteer intership in our Educational Model and the importance that it has for our personal growth, because it makes us show our ethical and moral part, essential for our journey to this new discipline.

2.2.2. CLINICAL INTERVENTIONS: COGNITIVE BEHAVIORAL THERAPY (CBT)

We are going to see how CBT becomes positive CBT, with a shift in the focus of therapy from what is wrong with clients to what is right with them, and from what is not working to what is. This is a very technical and clinical point of view; we explain what therapists apply working with clients. I just want to introduce, and explain broadly the psychological part of this project, how behaviors affect our brain and how we can change our feeling and emotions. This therapy gets great results with clients and its efficacy is evident,

CBT has been strongly influenced by the medical model of diagnosis and treatment. The structure of problem-solving—determining the nature of the problem and then intervening—influences the content of interaction between therapists and clients: they focus on pathology and on what is wrong with clients. Assessments focus on problems, limitations, and deficiencies and mention few or no client strengths and abilities. It is, however, the clients' strengths, abilities, and resources that are most important in helping to bring about change. Seligman (2011), cofounder of the positive psychology movement, states that if we want to flourish and have well- being, we must minimize our misery; but in addition, we must have positive emotion, meaning, accomplishment, and positive relationships.

Positive CBT draws on research and applications from positive psychology and solution-focused brief therapy.

Traditional CBT uses a logical positivist view, while positive CBT uses a social constructivist view (the individual's notion of what is real is constructed in daily life in communication with others). Positive CBT uses the term 'becoming better at' because there are always expectations to the problem (Wittgenstein 1968).

· **Positive CBT**

If there is a *positive* CBT, is there also a *negative* CBT, one may wonder. In the past 30 years however, there has been a paradigm shift with the development of competency-based, more collaborative approaches to working with clients. Positive psychology and SFBT are amongst these approaches directed toward clients' strengths and their preferred futures, instead of their past or present deficits and problems.

Traditional CBT aims to obtain a clear picture of situations which are distressing to clients, by helping them to clearly differentiate thoughts from emotions, it empathizes with their emotions throughout the process and helps them to evaluate the dysfunctional thinking which has influenced their mood. The therapist's job is to minimize negative effect: by dispensing drugs or in instigating psychological interventions, thereby rendering people less anxious, angry, or depressed. Seligman (2011), however, described some disappointing results with this approach of making miserable people less miserable. He found that as a therapist, he would help a client get rid of his anger, anxiety, or sadness. He thought he would then get a happy patient, but he never did.

In positive CBT the focus is on positive emotions: *'How will you feel when your best hopes are met?'*, *'What will you be feeling differently when you notice that the steps you take are in the right direction?'*. Also bringing back the best from the past by asking questions about previous successes and competences triggers positive emotions.

Positive CBT employs the same types of behavioral experiments, but with a positive focus. Experimental manipulation of the environment: clients are invited to explore exceptions to the problem: what has the client done—even slightly—differently before? How has that been helpful? Does the client think it might be a good idea to use this solution again? Observational experiments: clients are invited to observe and gather evidence, which is relevant to their specific *positive* thoughts and beliefs. For example, the client may answer the question: *'Will people think I am likeable if I go to this party?'*. When they pay attention to their positive thoughts or beliefs, chances are that clients will find evidence for these positive ones, whereas when they pay attention to negative thoughts or beliefs, chances are that clients will find evidence for the negative ones too. Discovery-oriented experiments: clients are invited to act as if their preferred future has already arrived or are one or two points higher on the scale of progress. During the session clients may be invited to pretend things are going better and show the therapist (for some minutes) how their life/ relationships will be different and how this will appear.

Positive CBT offers the best constructive vision to date of what cognitive behavior therapy looks like when joined with positive psychology and solution focused brief therapy. Positive CBT shifts the focus of therapy from what is wrong with clients to what is right with them, and from what is not working to what is. This transition represents a paradigm shift from problem analysis to goal analysis, from a focus on deficits and weaknesses to one that builds on resources and strengths, and from reducing distress to building success. Positive CBT recently emerged from the desire to find a new way forward in the application of traditional CBT. Research is currently being done at the Maastricht University in the Netherlands to find out how positive CBT is distinct from, or may be even superior to traditional CBT.

In conclusion, we need to teach our students to be a positive person, focus on the goals, to give the best of them, their strengths, to success in their life (personal and professional). The problem-solving, the ability to find a quick answer or solution, the attitude in front of any circumstance are the kind of values we want to convey. This positive point of view versus life will determine your personality and your capability to success; what makes the difference, where you decide what kind of person you want to be.

· FOSTERING HUMOR: Clinic Clown Interventions

Research on humor and positive interventions utilizing humor preceded the formal foundation of positive psychology. Ruch (2010) and Ruch et al. (2010a) showed how humor fits into positive psychology:

(a) The study of humor contributes to the study of positive experience, that is, amusement, hilarity, and cheerfulness (see Ruch and Hofmann 2012). Furthermore,

(b) Humor is a positive trait and various components of the sense of humor are seen to help individuals in a variety of ways. For example, humor assists the adaptive coping with stress, smoothens social interactions, increases creativity, and enhances life satisfaction and wellbeing (e.g., Kuiper and Martin 1998; Martin 2001; Martin and Lefcourt 1983; Marziali et al. 2008; Park et al. 2004; Proyer et al. 2011; Ruch et al. 1996, 2004; Ruch et al. 2010b, c). Also, higher levels of humor correspond to lower levels of depression, anxiety, and negative emotion (Deaner and McConatha 1993; Kuiper and Martin 1998; Lefcourt and Martin 1986; Moran and Massam 1999; Nezu et al. 1988; Yovetich et al. 1990). Thus, humor does not only induce positive emotions and builds personal resources, it also reduces negative emotions, and both pathways contribute to wellbeing. Moreover,

(c) Humor is a key component that may make an institution a positive institution. Indeed, the presence of humor is one factor that fosters positive experience and growth in institutions (family, schools, workplace, nations).

(d) Furthermore, studies show that humor may support different virtues, but is most frequently associated with humanity and wisdom (Ruch and Proyer 2015).

(e) Finnally, Ruch (2010) argued that humor trainings also contribute to the field of positive interventions aimed at increasing happiness and lowering depression.

Within health care institutions, clinic clowns are the most commonly found 'humor practitioners' pursuing humor interventions repeatedly to varying groups of patients. These clown groups or clown visits follow certain rules, hospital regulations, and rituals and are usually conducted by trained clinic clowns. The clinic clowns may work alone or in pairs and follow their clown 'routine' or come with a set of skills and tricks (i.e., magic, puppetry, slapstick) that they use to amuse individuals or groups. Although the repertoire is somewhat fixed, the interventions are not fully standardized, as the clowns respond to the situation and the people (patients, relatives, hospital staff). Whereas most early empirical research based on qualitative data and reports, the recent years have brought about an increase in quantitative empirical research assessing the positive effects such clinic clown interventions have.

Research on clowning in health care settings focused mainly on the impact of clinic clowns on the patients, looking at the reduction of negative outcome variables in clown intervention groups compared to control groups (see Auerbach et al. 2014 for an overview; Vagnoli et al. 2010). Some studies show increases in trait and state ratings of cheerfulness (Hirsch et al. 2010) and short-term increases in self- and parent-reported psychological wellbeing (Pinquart et al. 2011). Moreover, clown interventions were found to be effective in reducing disruptive behavior (Higueras et al. 2006) and symptoms of depression in geriatric patients (Hirsch et al. 2010), as well as self-reported pain (e.g., Bertini et al. 2011).

Other studies looked at the influence of clinic clowns on physiological changes: these studies showed positive effects reducing hyperinflation in severe obstructive lung disease patients (Brutsche et al. 2008) and one yet unreplicated study even reported increased pregnancy rates in women who were entertained by a clown after in vitro fertilization compared to women with no entertainment by a clown (Friedler et al. 2011). Furthermore, a few studies focused on the interaction between clowns, patients, families, and staff. These studies found positive attitudes towards and acceptance of the clowns on the part of patients and staff (see Auerbach 2016 for an overview).

Auerbach et al. (2014) studied the differential effect on emotional states induced by clinic clown interventions compared to interventions of empathic nurses and clinic clowns. They developed a broad research instrument the *29 Clown Emotion List* (CLEM-29) allowing for the assessment of emotional states induced by clinic clown interventions (amusement, transcendence, arousal, unease). They could show that clinic clowns elicited mostly amusement and feelings of transcendence (e.g., feeling appreciated by the clown, elevation and awe when observing the clown). While the circus clown also elicited amusement (or hilarity), this type of clown failed to elicit the 'moral goodness'. Furthermore, while the clinic clown and the nurses elicited feelings of transcendence, the nurses did not elicit amusement. Thus, the clinic clowns unite the elicitation of feelings of amusement and hilarity, as well as transcendence. Moreover, the CLEM-29 predicted global positive and negative outcomes after the interventions better than traditional instruments for the assessment of mood and emotional states. Auerbach et al. (2016) partially replicated their findings in an experimental setting studying clinic clown and nurse interventions in a physical rehabilitation center for adults. They found that clinic clown interventions elicited amusement and arousal from pre to post intervention, but no change in unease was found. Interestingly, the effects did not change for individuals observing the interventions or individuals being directly involved in the intervention, thus showing that the positive effect of clinic clowns is present for patients as well as bystanders.

In conclusion, Humor is not center place in positive psychology and did not get a lot of attention. Nevertheless, the research conducted so far confirms that humor can be trained and that doing so in turn leads to desirable outcomes (e.g., increased positive affect and decreased negative affect, life satisfaction). Changes induced by training prevail at least for a few months. Long-term changes are not documented so far. Intervention studies should also go beyond examining effects on wellbeing and examine increases in variables that are associated with the use of humor (e.g., smoother interactions, popularity as a friend, partnership quality). While correlations exist such variables have yet to be examined in humor intervention studies.

Future research on humor trainings should also test their boundaries. Are humor trainings useful for everyone, or moderated by certain factors? For example, is the same program fitting independent of the level of humor? Maybe special modules will have to be developed for use with 'humor starters' and 'advanced humor users'. In any case, humor should be in the toolbox of applied positive psychologists.

Thus, if we want to focus our educational model on positive psychology and happiness, we have to consider integrating some kind of subjects or workshops including the study of humor. If we want that our students, future directors of managers in a company, to be able to direct their employees, they have to be able to create a good team mood. The example of clinic clown explained above shows us that having a positive attitude everything seems to be easier. The coexistence at work and to feel accepted by your workmates, and the good vibes are crucial for having a positive, productive and united team. Therefore, we can't dismiss the idea of having dinners or parties with people from the office, where the team can feel more united.

2.2.3. EDUCATIONAL INTERVENTIONS

Mental health concerns being perhaps the most significant barrier to student flourishing on post-secondary campuses (MacKean 2011; Kettmann et al. 2007; Sharkin and Coulter 2005; Schwartz 2006; Erdur-Baker et al. 2006; Gallagher 2010; Blanco et al. 2008). Mental illness is also the most common medical condition to emerge during adolescence, with half of all mental disorders having their onset by age 14, and three-quarters having their onset by age 24 (Kessler et al. 2005).

In Canada about 18% of adolescents (ages 15–24) report a mental illness or substance abuse problem (Kirby and Keon 2006). This is consistent with trends reported on other North American campuses (National College Health Survey 2016). Overall, statistics indicate that mental health concerns on post-secondary campuses are increasing.

Further, the research studies conclude that it is not just a result of increased awareness or sophisticated assessment techniques (Pedrelli et al. 2015; Much and Swanson 2010; Conway et al. 2006). That is, the increase in prevalence, chronicity, and severity appears to be real. Further complicating this reality, are stigma associated with seeking mental health treatment and the remedial approach to student problems that characterize a post-secondary setting. Given substantial transition challenges of first-year students, new models exploring strengths- based approaches provide promise of a more complete approach to supporting their mental health and wellbeing.

In the past years, there are lots of schools that have implemented different educational models, totally innovators, where mental and emotional education is the most important task.

In the course of this project, we are going to explain the many different institutions and schools that carry out this new educational model, from childhood to University, such as Escola Sant Ignasi, Fundació Jesuïta and Escola Joan Oró in Catalunya.

· **Remedial Approach**

Historically, post-secondary institutions have approached the above noted concerns by a remedial approach. Academic units consider salient markers of student success to be grade point average, registration, and graduation status. In support of these academic targets, student support services focus on remediating deficits. For example, counseling services offer counseling to manage symptoms of stress and motivation. Disability services focus on providing accommodations, while academic advising focuses on specific ways to improve academic abilities, such as time management and study skills.

As a result, post-secondary institutions have evaluated effectiveness by measuring the extent to which students use remedial services (e.g., number of students using academic or counseling services or number of students accommodated).

However, over the last two decades, it has become increasingly clear that remedial effectiveness, grade point average, and graduation are not the only determinants of student success (Lounsbury et al. 2009; Karris 2007). Remediation only corrects for weaknesses, and academic achievement only accounts for 22–25% of student success among full-time students enrolled in 4-year university programs (Zwick and Schlemer 2004).

Accordingly, we have proved that getting good grades doesn't mean that the student is productive or successful. We have to make our students think openly, see things beyond and expand horizons. This new educational model will give them the keys to achieve personal growth, teaching them emotional values to reach success and happiness.

We want to train our students to be successful in their respective lifes, that includes also at work. Our future entrepreneurs will be able to manage a group of people, a team, and try to give them the best wellbeing they can. That means, try to have you employees happy, healthy and motivated. We propose a new way to rule: analyze the strengths, the creativity and the values your employees have and take advantage on that.

That's the reason why we have to start educating our students from early childhood, in this new educational model, because in a nearly future this kids will be the owners or managers of their companies, and they have to inspire and motivate their employees using this new way of behavior.

· Complete Mental Health

A college or university campus is a fertile ground for students to grow intellectually, emotionally, and socially. According to Corey Keyes' model of mental health, the absence of symptoms is not the presence of mental health.

This means that not all the students that seem to be OK are actually well, the teachers have to be able to perceive if something wrong is happening. However, sometimes nothing wrong happen, is just that they don't feel happy. The teacher's task is trying to get the best out of each student, their strengths, in an individual way.

In some psychological disorders, such as depression, the individual is unable to enjoy life and set goals to achieve, and even to obtain benefits from objectively favorable situations. Instead, under a state of happiness, individuals are able to perform a constant activity in an environment with already experienced and known variables, and the different aspects of mental activity flow harmoniously, with internal and external factors interacting with the limbic system. In this process you can experience derived emotions, which do not have to be pleasant, resulting from a learning before a variable medium. (Aguirre Haney, et al., Motivational factors, sport and socio-demographical variables in university sportsmen 2012).

Later in this project, we will explain some of the psychological theories and how the schools execute this different and innovators educational models.

· Resilience Programming in Post-secondary Settings

Models of student success have started underscoring the importance of incorporating strengths in student services in order to build student resilience and well-being (Louis 2011; Clifton et al. 2006; Lounsbury et al. 2009; Karris 2007). Leading models of university student development have also started echoing the importance of strengths in student development (Chickering and Reisser 1993; Tinto 2004). There are a few successful illustrations where these models have and are being applied in creating learning environments that maximize student potential by building resilience and well-being (e.g., Seligman et al. 2006). Some of these illustrations are:

1. **Penn Resilience Project:** Perhaps the most widely researched and applied program in this regard is the *Penn Resilience Project* (PRP; Brunwasser et al. 2009), which has been in place for more than 20 years, from the University of Pennsylvania. PRP teaches students resilience, optimism, and citizenship. Validated through more than 21 controlled, mostly randomized studies, this program teaches students resilience, optimism, and interpersonal skills, thereby enhancing their flourishing (Seligman et al. 2007).

2. **Bounce Back:** Designed in 2004, the *Bounce Back* program was created at the University of San Diego. The overarching goal of the program was to increase resilience of students, especially those most vulnerable to dropout from the university (Hanger et al. 2007). The program has demonstrated its effectiveness in terms of academic outcomes including probation removal, probation continued, disqualification, retention, credits earned, and grade point average (Hanger et al. 2011).

3. **What Makes Life Worth Living:** More recently, a comprehensive campus- wide initiative called *What Makes Life Worth Living* at University of Michigan,

Ann Arbor has been introduced. This program engages university students and community groups to create events centering on the theme of flourishing in art, dance, music, film, play, toys, foods, religion, and service to others. To date, no empirical data is available on the program. However, anecdotal reports suggest that the program is well received by students and community members. http://wmlwl.com.

Integrating these lines of research, we conceived of the *Flourish* program and posited that understanding and building student strengths will enhance their emotional, academic, and physical resilience, which in turn, will enhance students' flourishing.

Students are provided comprehensive feedback and a rich repository of online and campus-wide resources to support their flourishing (see Appendix for a sample). The program, in collaboration with peer leaders and professional staff, offered day-long experiential workshops to struggling students focusing on building their psychological, physical, and academic well-being and resilience.

2.3. HAPPINESS, SPORT & NATURE

2.3.1. PHYSIOLOGY OF HAPPINESS

Like all emotions, happiness has a physiological explanation, the result of a neurological activity in which the internal and external factors interact stimulating the limbic system, which is located deep in the brain. It consists of several structures: thalamus, hypothalamus, hippocampus, cerebral amygdala, septum, corpus callosum and midbrain. Its function can be summarized in managing the physiological responses to stimuli of emotions. It is related to memory and behavior. It deals with the instinctive behaviors related to the feeding, the aggressiveness and the sexuality. (Treaty of Medical Physiology Guyton).

The limbic system controls emotional behavior, impulses, and motivations. It also regulates functions as important as body temperature, osmolality of body fluids and the impulses of eating and drinking (the so-called "vegetative functions", independent of the will and essential for survival). (Treaty of Medical Physiology Guyton).

2.3.2. NEUROTRANSMISORES

As we know, the nervous system is formed by the central nervous system (brain, cerebellum, brain stem, spinal cord and spinal cord) and the peripheral nervous system, formed by innumerable nerves and nerve endings that arise from the central system. The transmission of the electrical impulse takes place through the neurons, the highly specialized nerve cells that form the nervous system. The transmission of the impulse from one neuron to another is performed by chemical-electric stimuli taking place at the synapses, which is the space between one neuron and the next. The stimulus travels the neuron from one end to the other, transmitting to the next.
The neurotransmitters are protein substances, formed in different places of the central nervous system, that modulate the conduction of the electric impulse in the nervous system.

There are several neurotransmitters that intervene in the body's pleasurable response to different stimuli. Several studies suggest that the habitual discharge of these substances favors the desire to repeat the behavior that has caused it. In the case of physical exercise, it is demonstrated that it results in the discharge of different neurotransmitters, which would explain the habit to practice it. The most studied are: Serotonin, dopamine and endorphins, this ones are essential for health:

- ✓ They favor the calm and the tranquility
- ✓ Causes well-being
- ✓ Improve mood
- ✓ Reduce pain
- ✓ Delay aging
- ✓ Boost the immune system
- ✓ Reduce high blood pressure
- ✓ Reduce high levels of adrenaline in anxiety

The pleasure gained from sports can't become a problem. We are dealing with people who want to be happy and who the sport will help to be. For this, the practice of sport must be harmonious and pleasurable, never obsessive and unhealthy. This will in itself lead to the happiness of the user, but also to the obvious improvement in performance. In our gym, the promotion of sport as a source of pleasure and harmony will be a priority, and we will try to detect if any users are not. The promotion of healthy habits of life will be one of our priorities (R.J. Vallerand et al., 2008, M.V. Jones et al.2005, M.A. Lafreniere et al., 2011, A.M. Lane et al., 2012, L. Young et al. It is widely demonstrated that the care of one's own health, through food and physical and mental activity, increases the perception of happiness. The greater the self-care, the better the quality of life and the perception of wellbeing and happiness (C. Booker et al., Weel-being in adolescence-an association with health-related behaviors 2014).

The psychic benefits of sport are:

- ✓ Increased self-esteem.
- ✓ Increased self-confidence.
- ✓ Improvement of memory.
- ✓ Greater emotional stability.
- ✓ Better intellectual performance.
- ✓ Greater independence.

Regarding the period immediately following the practice of sports, there have been significant changes in the mood of users, which improves significantly. And if that practice is regular, these changes remain stable, improving the mood no longer in a punctual, if not sustained. In fact, several comparative studies among sports and non-sports adolescents have shown that the former have higher scores on the indicators of physical, mental and emotional well-being (ND Theodorakis, et al., M. Kanning et al 2013; et al., 2010, JE Maddux 1997, F. Wang et al., 2010).

2.3.3. NATURE AND HAPPINESS

A recently released study featured in the American Chemical Society (ACS) journal *Environmental Science & Technology* proves that exposure to nature directly improves mental health.

With nearly 80 percent of the world's population residing in urban areas, ACS researcher Mathew P. White cites mental wellbeing as a major public health concern, listing "unipolar depressive disorder as the leading cause of disability in middle- to high-income countries."

The study, which was conducted in the UK, compared the mental health of 100 people who moved from city landscapes to greener, more natural settings and those who relocated in the reverse direction. The data showed that those who relocated to settings with a higher exposure to nature were found to be overall happier during the three years that their mental health was recorded.

The researchers concluded that "moving to greener urban areas was associated with sustained mental health improvements, suggesting that environmental policies to increase urban green space may have sustainable public health benefits."

· **Nature makes you feel alive**

Previous studies have shown that exposure to the great outdoors directly increases one's feelings of vitality, which subsequently generates more energy and even helps develop a more resistant immune system.

The lead author and a professor of psychology at the University of Rochester, Richard Ryan, insists, "Nature is fuel for the soul. Often when we feel depleted we reach for a cup of coffee, but research suggests a better way to get energized is to connect with nature."

Not only does direct exposure to nature increase happiness, but simply imagining yourself outdoors or recalling previous outdoor excursions has been shown to increase serotonin levels, thus boosting mood, decreasing exhaustion and improving overall health (Wilson 2014).

In a separate study conducted by the University of Rochester, researchers sampled the effects of nature on 537 college students in both real and imagined situations.

One experiment included students taking a 15-minute walk through indoor hallways or outside along a tree-lined river path. A second experiment consisted of students examining photographic scenes of buildings or landscapes, while the third experiment asked students to imagine themselves in a variety of scenarios including being both indoors and outdoors, active and inactive and with others or alone.

The final part of the experiment recorded the students' mood and energy levels, which were then documented through diary entries. The data found that individuals who spent time outdoors, or simply imagined themselves in nature, consistently experienced higher energy levels and increased feelings of happiness. Researchers noted that just 20 minutes outdoors a day greatly boosted energy levels and improved one's mood.

Additionally, according to the study, the presence of nature such as indoor plants had an independent energizing effect above that of being outdoors. In other words, just being outdoors was vitalizing because of the presence of nature.

A psychologist at the University of Hamburg, Germany, Ryan Netta Weinstein, asserts that, not only does outdoor exposure increase happiness, but it also influences character traits. Studies show that those who are exposed to greener landscapes reportedly build generosity and a more caring attitude than those who are continually surrounded by city life.

"Nature is something within which we flourish, so having it be more a part of our lives is critical, especially when we live and work in built environments," said Weinstein.

Scientists believe that, because of our innate connection with living things, it's extremely important to incorporate natural elements into our urban landscapes.

· Virtual reality replacing the great outdoors

A recent survey released by the Vision Council revealed that 70 percent of adults experience "digital eye strain," which stems from too much time spent staring at TVs, tablets, laptop computers and cellphones.

Because the blink response is suppressed while staring at digital screens, the eye becomes dry after being denied its natural lubrication. The effects include blurry vision, fatigue, neck and shoulder strain, and even macular degeneration and cataracts.

Technology is steadily replacing our natural environment, with "digital eye strain" being just the latest negative impact on human health.

2.4. HAPPINESS AT SCHOOLS

2.4.1. EARLY CHILDHOOD

The science of character strengths and mindfulness has increased voluminously in the last couple decades but the application of each in the classroom, especially character strengths, has been limited and shallow. We outline four areas of learning around mindfulness and character strengths to enable teachers to bring forth an optimal impact on the strengths of children. Special attention is given to parents in this model as well. We argue that the zeitgeist of social-emotional learning in the classroom offers particular value around *well doing* as children learn prescribed skill-sets and the building of positive relationships. What is missing from social emotional learning (SEL), however, is a focus on wellbeing that speaks to the positive identity of each unique child.

To this end, we adapt Niemiec's (2014) integration program (Mindfulness-Based Strengths Practice; MBSP) to an individualized coaching model.

The best in children are their inner strengths, happiness, and goodness and the outer expression of corresponding traits and values. Parents' wishes for their children are grounded in these strengths, and those wishes are both universal and timeless. And while these parental hopes are timeless, the scientific study of the nature of character strengths, especially in young children, is relatively recent.

The purpose of this chapter is to capture the crucial insights from this field and bring them from this practice on kids to our project oriented to adults.

What character strengths are young children most likely to express?

How can these strengths be identified by adults in the child's life?

How will these character strengths be optimally nurtured and reinforced by teachers and parents?

Helping children to be aware of their emergent strengths and to apply these strengths in the classroom not only reinforces the likely repetition of strength-driven pro-social 'well-doing' but also the acquisition of positive 'well- being' convictions about themselves and their place in the world.

These six virtue categories are: wisdom, courage, humanity, justice, temperance, and transcendence.

In recent years, the link between social and emotional learning (SEL) and academic success has been well established. SEL has become an accepted and celebrated component of educating the whole child. However, we suggest that 'what' is being learned in SEL is artificially narrow. The SEL field is heavily concerned with the acquisition of prescribed pro-social skill sets at the expense of acquiring individual positive mindsets. Said another way, SEL focuses on behavioral well doing and not sufficiently on experiential wellbeing. Indeed, both are important for children and character strengths are equally crucial for positive identity development/ who the child is (well-being) and acting-with-strength/healthy connecting (well-doing).

What aim to set up a new Educational Model that not only evolve students. Our teachers have to learn as well, and prepare (if they are also new at this) for the new way of teaching. If we have to focus on the well being more that on the behavioral well doing, we have to change from the traditional education. Students and teachers need to do some mindfulness exercises if they want to reach happiness and success, then, we are going to explain the relation between mindfulness and wellbeing ant the importance to introduce this practice in our project.

2.4.2. WELL BEING & MINDFULNESS

Daniel Siegel (1999, 2010), a Harvard-trained neuroscientist, coined the term 'mind sight' to describe an attentional focus that allows us to observe our own mental activity. He described mind sight as our 'seventh sense' that allows us to see and reflect on our internal world. This concept, well grounded in neuroscience, is confirmed in the growing literature on mindfulness. Siegel refers to several kinds of 'mind sight maps' (me-maps and you-maps) that provide insight into others and ourselves. Mindsight, whether emerging from skilled parenting, attained through clinical interventions, or nurtured through contemplative practices, is essential to our sense of wellbeing.

Why teachers need to learn mindfulness?

Mindfulness opens a door of awareness to who we are and character strengths are what are behind the door since character strengths are who we are at our core. Mindfulness opens the door to potential self-improvement and growth while character strengths use is the growth itself.

One of the results of this integration is mindfulness-based strengths practice (MBSP), which integrates the best practices of character strengths, mindful living, and mindfulness meditation.

We envision four distinct learning phases that are pivotal for bringing the science of mindfulness and character strengths to early childhood development:

1. Teachers learn mindfulness practice and strength sight with their own character strengths.

2. Teachers use mindful awareness to 'strength-spot' in children.

3. Teachers skillfully nurture emerging character strengths in children.

4. Teachers teach parents to spot and nurture strengths in their children.   For teachers, children, and parents, this effort combines implications of research

In both mindfulness and character development. The goal is to promote both awareness of internal experiences and insight about both the cause and effect of internal experience on external expressions and behavior.

Practicing mindfulness both at school (or University) or at home, we turn conscious of the present moment, the reality. This is so helpful for us by everyday, but especially for depression, stress or mental illness. It consists of paying attention, moment by moment, to thoughts, emotions, bodily sensations and the surrounding environment, accepting them, that is, without judging whether they are correct or not. The attention is focused on what is perceived, without giving rise to rumination, the latter defined as excessive concern about problems and their possible causes and consequences, rather than being aimed at finding solutions (Lecomte, T.; Fortin, G., *et al.* (2013).

Later in this study, we are going to explain more concretely the applications of mindfulness and how we will educate our students to make from it a daily activity.

Example of the phases the teachers learn for applying mindfulness and well being in their educational model, in an early childhood school:

Phase 1: Teachers Learn Mindfulness Practice and Strength sight with Their Own Character Strengths

In phase one of this model (typically six to eight sessions), teachers develop a mindfulness practice and become aware of their character strengths through exercises adapted from Niemiec's (2014) MBSP.

Catch AP-ASAP: Cultivating mindfulness is a prerequisite for teachers' greater awareness of their own strengths and their ability to spot emerging strengths in the classroom. The general concepts of mindfulness are taught through explanations and exercises.

Phase 2: Teachers Learn to Spot Emerging Strengths in Young Children

Early Manifestations of Character Strengths: as children begin to develop cognitively and emotionally, character strengths begin to emerge. Park and Peterson (2006) collected parents' written descriptions of their children (ages 3–9) and then rated for character strengths.

Phase 3: Teachers Learn to Nurture Emerging Character Strengths

As discussed in Linkins et al. (2014), Neal Mayerson, Chairman of the VIA Institute on Character, provides valuable insight on how teachers, parents, and researchers might think about promoting the development of character strengths in young children.

Phase 4: Teachers Support Parents' Strength-Spotting and Nurturing

The last phase involves training teachers and directors to have the competence and confidence in strength-spotting and strength appreciation so they can transfer these skills to parents.

In conclusion, true social and emotional learning for children, parents, and teachers is not a process of bringing something from the outside in, but rather bringing something from the inside out. It is not just learning prescribed social skill sets, but more importantly tapping into strengths-based mindsets. And the new insights of character science and mindfulness provide tools for facilitating that process. The early childhood years are the incubator for character strengths, and until recently the important adults in the child's life lacked the effective monitors to detect and promote those strengths. In this application of character science to early childhood, this deficit is remedied and the pathways open up for tuning into, exploring, and expressing the best qualities of oneself and others.

The New Educational Model we aim to introduce in this project is based in the reach of happiness. As we described above, one of the conditions to be happy is the absence of stress and worries. So, mindfulness is one of the practices to achieve a higher level of consciousness which main goal is to erase the negative thoughts affecting your current life.

Accordingly, in our Educational Model we apply among other practices, mindfulness and relaxation. We are going to base our training on the phases explained before, this example inspired us to realize them in a similar way to our students.

[2. STATE-OF-ART.]

2.4.3. RELATIONSHIPS & WELLBEING & EDUCATION

Although academic success opens doors and gives young people access to more choices, sustainable wellbeing does not lie in getting high scores. You can be a successful A-plus student and live a miserable or shallow life if other things are not in place (Feinstein 2015). You can also have a meaningful and enjoyable existence without being a perfect student at school.

Learning the values and practices of healthy relationships needs to be a component of the educative process. Social and emotional knowledge and skills, however, cannot simply be taught in a didactic lesson format. Children learn how to relate by watching others and listening to how they speak to and about each other, the values they espouse, and how they demonstrate these. Their understanding comes from their own family members, teachers at school, the media and public figures on the television.

Some of what children learn may be negative and unhelpful, especially in a culture that promotes individual success at the expense of collaboration and empathy.

The quality of our relationships is now recognized as being critical for wellbeing at home, at work, and within our communities (Seligman 2011). Healthy relationships enhance a sense of connectedness, boost resilience, and give us reliable alliance. Sharing the good times with others often enhances positive experiences, and having emotional and practical support makes the worst of times more bearable.

Children and young people need to learn the social and emotional values and skills that will enable them to live well with others: communicate effectively, be a team-player, be compassionate and ethical, manage conflict, support, value and include others, and be confident in resisting pressure.

In this chapter we aim to explain how important is for us the way we communicate, the relationships that we have and how we treat them. We want to traduce this from an educational level to university or even at workplaces. Our impact to others is crucial, we have to learn how our messages arrive to our employees or our team, or if we have to express a plan, or in a conference.

There are so many scenarios for our future entrepreneurs where they will need the proper social skills to treat people. It can happen that we need something of somebody, if we know how to, we can be able to take advantage of our skills to get what we want.

In our formation course for entrepreneurs, we will train and teach our students how to look after relationships and to get the communication abilities they need for the society we live in.

· The Importance of Process in Group Interactions

Circle Solutions is a value-based philosophy and pedagogy for practice in learning relationships. It builds on other similar interventions, such as the yarning circles in Aboriginal culture, learning circles, magic circles, quality circles, tribes and circle time.

It has been developed not simply as a stand-alone intervention but as a tool for wellbeing and healthy relationships. In a school context students spend regular structured sessions with each other in a Circle format, but their learning relates to how they interact the rest of the time. The same framework can be used whenever there is a group process: in staff meetings, working with families, community consultations, policy and practice discussions, or student representative councils. It gives everyone a voice and addresses the often unspoken process issues that determine whether or not a meeting is constructive.

This is very important for the equality factor: when everyone has the opportunity to participate in activities and there is no individual competition, there is no winners or losers. The ability to participate fully and be on the same level as everyone else is a critical skill. It is the difference between being in charge of proceedings and being in control of people. Teachers have commented how much they have learnt about their students by joining in, and how being on the same level has often changed relationships in the whole class or group. Circles give *all* students an authentic voice, not just the natural leaders. Everyone has an opportunity to speak.

Young people who have been silenced or have little control in their lives might shout to be heard, sometimes not just with words but also with behaviors. When pupils are not used to being taken seriously they can behave in silly ways at first. This soon stops when they know their turn will come to have their say.

We know that the more equality in a society the greater the wellbeing for all (Wilkinson and Pickett 2010) Therefore, alongside the important value of freedom is the equally important value of responsibility. Rights and responsibilities are two sides of the same coin. Working out what is fair can be complex but children need to learn how to balance their rights with the rights of others.

In conclusion, if we want our students to create a good coexistence, team, and personal growth, we need to teach them the social values that are needed for relationships. The ability to communicate, to interact in-group are keys to have a leadership activity and attitude. That's why is so important to train our future entrepreneurs to communicate properly, give them the tools needed to be a good leader that is able to give a clear message that arrives to the others.

2.5. HAPPINESS AT WORK

Experts predict that 50% of occupations in organizations today will no longer exist by 2025 (CBRE 2014). So, in an increasingly volatile, uncertain, complex, and ambiguous environment (VUCA; Bawany 2015), individuals, teams, and organizations are looking for evidence-based approaches that can not only build resilience to survive, but enhance achievement, creativity, innovation, *and* wellbeing to gain competitive advantage.

Some organizations have managed to adapt and respond with agility to such positive disturbances and associated challenges, however others have been forced out of business.

What differentiates the organizations that flourish in this constantly evolving environment? Whilst currently small in number, an increasing proportion of organizations are turning their attention to the field of positive psychology (PP), as the science of optimal human functioning (Gable and Haidt 2005), to use evidence- based positive psychology interventions proven to enhance performance and well- being (Sin and Lyubomirsky 2009; Bolier et al. 2013). Similarly, there is increasing interest in the complementary field of positive organizational scholarship (POS) (Cameron et al. 2003). POS was developed to profile the extraordinary in organizations, the positive practices, attributes, and outcomes of the organizations themselves, and the positive organizational behaviors (POB) of their members (Cameron et al. 2011; Luthans et al. 2006).

In this vein, there are an increasing number of progressive organizations applying a 'positive deviance' approach to their organizational strategies, or an intentional and significant positive shift involving a range of deliberate interventions (Cameron et al. 2011; Mroz and Quinn 2009). However, because individual differences can vary so widely and organizations are complex, changes can be challenging to measure across the board as positive or negative (Henry 2004; Lopez and Snyder 2003; Peterson 2006).

So while there may not be one 'silver bullet' to achieving positive psychology at work (PPW), there is growing evidence to suggest a multifaceted approach, across all levels of the organization, and underpinned by cultural change, can be positively related to productive organizational outcomes (Froman 2010; Salanova et al. 2013). In this chapter we aim to provide an overview of the science and practice of PP and its application in the workplace (PPW), supported by examples of positive organizational scholarship.

In this section of my project, I will attempt to uncover the evidence base for the extraordinary positive mindsets, capabilities, activities, and honorable behaviors, and the positively deviant organizations that have experienced a range of benefits including enhanced engagement, collaboration, innovation, well-being, and productivity.

2.5.1. THEORETICAL UNDERPINNINGS

I will explain below the different theories that are relevant to Positive psychology at work. I have chosen four key psychological theories I believe are of utmost relevance to organizations and with particularly actionable potential. These being broaden and build theory (Fredrickson 1998), hope theory (Snyder 2000), self-determination theory (SDT) (Deci and Ryan 1985, 1991), and the positive emotion, engagement, relationships, meaning, and accomplishment model (PERMA; Seligman 2011).

The practical application of these theories has proven to correlate with positive outcomes for organizations including improved wellbeing, optimal performance, and growth (Froman 2010; Peterson 2006; Spreitzer and Sonenshein 2004).

1. Broaden and built theory

Fredrickson's (1998, 2001) broaden-and-build theory of positive emotions purports that positive emotions, such as hope, joy, gratitude, and interest, *broaden* peoples' momentary thought-action repertoires and *build* long-lasting personal resources that are critical for individual well-being (Fredrickson 1998, 2004; Froman 2010; Kelloway et al. 2013; Mills et al. 2013). Fredrickson suggests these upward and outward spirals in positive emotion broadens attention, cognition, and action, enabling people to see new possibilities, bounce back from setbacks, connect with others, and reach full potential (Derryberry and Tucker 1992; Fredrickson 1998; Gasper and Clore 2002; Isen 1987; Johnson et al. 2010; Mills et al. 2013; Renninger 1992). In addition, they enable individuals to build skills and resources that have a long-term impact on psychological and physical wellbeing (Kelloway et al. 2013; Mroz and Quinn 2009).

In an organizational context, research suggests work groups with high positive to negative interactions from seemingly inconsequential interactions, such as a thank you note or a new productive collaboration, report valuable workplace outcomes, such as greater well-being, life satisfaction, creativity, productivity, resilience, and relate more positively with others (Foster and Lloyd 2007; Froman 2010; Kelloway et al. 2013; Vacharkulksemsuk and Frederickson 2013).

For example, one study found that positive managers were more accurate and careful in strategic decisions and boosted their team's morale, resulting in more coordinated and effective activities (Fraser 2011). This relational aspect is particularly pertinent, as positive emotions can build relational capacity and resources, thereby providing a powerful tool for leaders and team members to foster relationships at work. Such positive affect spirals out from high performing teams, in line with emotional contagion (Barsade 2002), to client and community relationships also (Mills et al. 2013; Mroz and Quinn 2009; Spreitzer and Sonenshein 2004).

2. *Hope Theory*

One particularly powerful positive emotion in organizations is hope, found to support and sustain the capacity of employee resilience (Froman 2010). Hope theory (Snyder 2000), is in contrast to other emotion-based hope theories (see Farran et al. 1995) and emphasizes individual's perceptions of their capacities to:

(1) Clearly conceptualize goals (*goals*)

(2) Develop alternate routes to reach those goals (*pathways*)

(3) Initiate and sustain the motivation for using those strategies (*agency*) (Green et al. 2006; Lopez et al. 2003; Rand 2009).

Snyder (2000) claims that emotions are a product of goal-directed thought positive emotions reflect perceived success in the pursuit of goals and negative emotions reflecting failures. Snyder also acknowledges that there will be obstacles to almost any goal, high hopers can anticipate challenges and more readily generate alternate pathways (Luthans et al. 2006).

In organizations, research has found that high hopers report less burnout, are more optimistic, use knowledge to find better pathways to overcome obstacles, experience greater levels of well-being, organizational satisfaction and commitment, and perform better, particularly in challenging jobs (Bailey et al. 2007; Froman 2010; Peterson and Byron 2008). Hope also has the potential to buffer against the cost of mental illness at an individual and organizational level (e.g., through lost wages, medical costs, and disability claims), being increasingly relevant given the prevalence of depression in this setting as reflective of the wider community (Green et al. 2006; Lopez et al. 2003; Seligman and Csikszentmihalyi 2000; Seligman 2002).

The empirical evidence on hope, and its potential to increase wellbeing and optimal functioning, is dependent on whether hope is nurtured and developed (Peterson 2006). As such, leaders should be encouraged to evoke (and reinforce) hope in organizations (Lopez et al. 2003; Peterson and Byron 2008).

For example, hope can be enhanced by encouraging individuals and teams to understand the power of hope by the creation of alternate plans, persevering despite obstacles, and developing key messages, visions, and goals shrouded in hope. The use of evidence- based coaching has also been shown to increase hope (Green et al. 2006; Grant et al. 2010).

In addition, the use of executive coaching or broader workplace coaching in organizations may also be a highly effective way of building hopeful organizations.

[2. STATE-OF-ART.]

3. *Self-Determination Theory*

Self-determination theory (SDT) is a motivational theory that proffers that people can optimize their functioning and growth when three related psychological needs are met; the need for competence, autonomy, and relatedness (Deci and Ryan 1985; Ryan and Deci 2000). Studies that led to the emergence of SDT included research on intrinsic motivation, that is, autonomously (or internally) motivated goals that are self-determined, and therefore authentic and self-concordant (Gagné and Deci 2005; King et al. 2004). The theory argues that when these needs are met, greater goal attainment, happiness, and wellbeing are achieved (King et al. 2004; Seligman and Csikszentmihalyi 2000; Sheldon and Elliot 1999).

It's recommended that organizations and their leaders become familiar with this theory and its practical implications.

For example, leaders and their teams should be encouraged to set their own autonomous goals and identify their intrinsic motivation to do so. Targeted support should be given to those individuals that set or strive for goals that are extrinsically motivated (controlled goals). This might be done through one-on-one discussions or workplace coaching, to enhance motivation broadly for the task at hand or the job more broadly.

In terms of the three psychological needs (competence, autonomy, and relatedness), consideration can be given at the individual, team, or broader organizational perspective when looking to review how well these needs are currently being met or what could be done better to fulfill these needs. This might involve teaching SDT principles to leaders and staff more broadly and then supporting them to formulate changes that use those principles to create environments that facilitate greater satisfaction of these basic psychological needs. Deci et al. (2001) assessed satisfaction of employees' needs for competence, autonomy, and relatedness at work and found direct positive relations between the degree of need satisfaction and both work engagement and wellbeing on the job. Baard et al. (2004) found relations between satisfaction of these needs and employees' performance evaluations.

Examples of SDT at work that support autonomy include technology giant Google, the multinational conglomerate, 3M (made famous for 'Scotch tape'), and the highly successful enterprise software company Atlassian. Each of these respective organizations has employed 'innovation times' where employees are allowed to spend time pursuing projects of personal interest. These projects clearly support the psychological need for autonomy, but can also provide employees with the opportunity to experience competence, particularly if they are working on a project that plays to their strengths and/or in teams that fulfill the psychological need of relatedness. The results speak for themselves and have resulted in products such as 'Gmail' and 'Google Maps' for Google and 'Post-It Notes' for 3M.

4. PERMA

The PERMA model, developed by Seligman (2011), is a theoretical framework that represents the five essential elements of lasting wellbeing:

· Positive emotion (P)

· Engagement (E)

· Relationships (R)

· Meaning (M)

· Accomplishment (A)

The multidimensional nature of the PERMA model unpacks what constitutes wellbeing (instead of focusing on happiness alone) and therefore enables tailored approaches to improvement (Kern et al. 2014; Seligman 2011).

Organizational strategies to support and cultivate well-being might include setting goals, ensuring policies and practices are aligned to the PERMA principles, such as identifying and using talents and strengths at work, recognizing people and events that give pleasure and bringing these to daily routines to evoke positive emotions, and creating opportunities for flow (Kern et al. 2014; Seligman 2011).

Other strategies might include devoting time to building and maintaining relationships, determining the extent to which the organization (and colleagues) are aligned to personal strengths, values, and beliefs, and devoting time and energy to accomplishing personal dreams (or pulling back if it's too much) (Seligman 2011).

There is an study of a private school in Australia, an evaluation of employee well-being, and they found that positive emotion, meaning, and accomplishment were most strongly related to health and life satisfaction, whereas engagement and relationships were most strongly related to job satisfaction and organizational commitment (Kern et al. 2014).

In further support of this investment, a PricewaterhouseCoopers (2014) report commissioned by Beyondblue found that for every dollar spent on successfully implementing an appropriate 'mentally healthy workplace' action, such as well-being checks and coaching programs, there was on average $2.30 in benefits to be gained by the organization.

2.6. SOCIAL ENTREPRENEURSHIP

As the almost absence of information and literature about the concepts "happiness and entrepreneurship" or "happiness and organizations", we want to introduce a bit of social organizations and social entrepreneurship because we think they have some points in common, and we can learn a lot from these organizations.

2.6.1. DEFINITION OF ENTREPRENEUR AND ENTREPRENEURSHIP

Interestingly enough, there is a debate over the definition of an entrepreneur. Some experts have a wide definition that encompasses anyone who works for himself. Others have a narrower point of view, suggesting that an entrepreneur doesn't just work interdependently but also, his business involves innovation and leadership.

They do tend to agree on the idea that an entrepreneur takes an idea, develops a business around it, manages the business, and assumes the risk for its success.

From the seminal work of Cantillon (1755) to the work carried out by Shane and Venkataraman (2000), entrepreneurship has been linked with the discovery of profitable opportunities. These last authors take the definition of opportunity of Casson (1982) and declare that "entrepreneurship opportunities are those situations in which new goods, services, raw materials and methods of organization can be sold and introduced at a higher price than their costs of production "(Shane and Venkataraman, 2000, p.220). "The entrepreneur is then who discovers, evaluates and exploits profitable opportunities, taking into account risk, alert to opportunities and need for innovation.

The business dictionary describes it as the capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit. The most obvious example of entrepreneurship is the starting of new business.

In economics, entrepreneurship combined with land, labor, natural resources and capital can produce profit. Entrepreneurial spirit is characterized by innovation and risk-taking, and is an essential part of a nation's ability to succeed in an ever changing and increasingly competitive global marketplace.

2.6.2. SOCIAL ENTREPRENEURSHIP

Given the description of entrepreneurship from above, where does the social aspect fit into this conceptual framework for entrepreneurship? "(Roberts and Woods, 2005, p. This questioning facilitates starting a discussion that concludes in the presentation of a definition of social entrepreneurship.

The creation of sustainable social value is the key feature that differentiates social entrepreneurship from charitable works or the charitable actions of well-intentioned individuals. Social entrepreneurs "act as 'agents of change' in the social sector, innovating and acting in accordance with the desire to create sustainable social value" (Harding 2004: 41). According to Reis and Clohesy (2001, p. 116), "social entrepreneurship is strongly influenced by the desire for social change and sustainability of the organization and social services it provides." This is why business plans for social enterprises are focused on financial sustainability (Novy-Hildisley, 2007).

Thus, one can't speak of social entrepreneurship, leaving aside sustainability.
For Roberts and Woods (2005, p. 49) "social entrepreneurship is the construction, evaluation and pursuit of opportunities for transformative social change carried out by visionary, passionately dedicated individuals." This definition allows highlighting other key aspects of social entrepreneurship. The first is that social opportunities are not discovered, but are built through the generation of ideas, are evaluated and if so, are developed with the aim of addressing specific social problems. The second aspect is related to the characteristics of social entrepreneurs. In this paper it is considered that for purposes of a definition of social entrepreneurship, it is not necessary to take into account the characteristics of the individual. Therefore, contributions such as those made by Hemingway (2005) are excluded, who present a theoretical discussion about how values determine the individual's propensity to generate social entrepreneurship. In this section, we aim to define characteristics of social entrepreneurship and not of the social entrepreneur.

The foregoing discussions allow us to present a definition of social entrepreneurship, understanding it as a specific kind of enterprise that seeks solutions to social problems through the construction, evaluation and pursuit of opportunities that allow the generation of sustainable social value, achieving new and stable equilibrium in relation to social conditions, through direct action carried out by non-profit organizations, companies or government agencies.

In conclusion, considering that any organization can advance social entrepreneurship, the debate about corporate social responsibility emerges. Although some theorists argue that it is none other than the generation of profits for shareholders, it is argued here that the management of private companies should seek the welfare of different interest groups, developing social enterprises that complement their economic actions. Given this, entrepreneurship can't be completely separated from social entrepreneurship, since they coexist in a continuum between economic and social objectives. In spite of this, for conceptual clarity, it is possible to highlight clear differences between the two types of entrepreneurship.

The main difference between social and business enterprises is that while entrepreneurs approach the problem from a purely economic point of view, social entrepreneurs focus on a topic they wish to solve in the social sector and they are not necessarily motivated by material or monetary remuneration for themselves. In addition to the aim pursued, social enterprises differ from business ventures by the characteristics that social entrepreneurship adopts as a special entrepreneurial activity. For example, market failures can be a barrier to business ventures, but they are a source of opportunities for social entrepreneurship (Guzmán 2008).

The author recommends us to delve deeper into empirical research and compare theoretical predictions related to social enterprises, especially in developing countries, due to the impact of this type of entrepreneurship on the economic well-being of these nations.

3. PRECEDENTS OF HAPPINESS AT EDUCATION

3.1. FRODINGHAM INFANT SCHOOL (ENGLAND)

This chapter describes the evolution and impact of a well-being project which was co-created by an educational adviser with experience of positive psychology and psychodynamic theory and a cluster of schools in areas of urban deprivation in the north of England. It argues that such projects need to be underpinned by a philosophy of education and suggests that there are three important levels of think- ing and action for education—theory, framework, and practice. Finally, it argues for a specifically educational theory of well being and what that might contain.

· Working with Character Strengths on Staff and Children

Judith is the head teacher of an infant school in an area of high social deprivation in the north of England. She has worked with Celebrating Strengths for 7 years. Judith has described Celebrating Strengths as the *'platform from which we function'* (personal communication December 10, 2014).

On a practical level, Celebrating Strengths is present in every classroom, in the corridors and in weekly assemblies. In the classroom there might be a display on the wall, or a display asking how the children have used their strengths. The corridors are full of displays that show strengths in action in traditional stories and fairy tales. Every week starts with a whole school assembly where Judith retells a traditional or faith story that shows one of the character strengths in action.

In addition, Judith constantly revisits the character strengths with staff and, at least once a term, staff do a 'strengths spotting' exercise at a staff training evening, where they encourage their colleagues by saying what strengths they have seen in each other in the past weeks.

The result of this consistent focus is that staff is able to draw quite naturally on a language of strengths in their everyday interactions with one another and with the children, even when working, as they frequently do, under extreme stress. Teachers are supported in looking for the best in children at all times.

Celebrating Strengths has given adults and children in this school a language to speak about and reflect on positive, good, and beautiful things—and the opportunities to do so. It has changed what they talk about and what they focus on.

3.2. MULTI-SCHOOL COLLABORATION (NEW ZEALAND)

Transforming Our Schools Together: A Multi-School Collaboration to Implement Positive Education

We are going to expose the story of the decade-long collaboration by a cluster of low- to mid-SES state schools that implemented positive education and transformed their school cultures. In the process they developed more cohesive staff teams and supported leadership development at principal and teacher level, as well as enhancing student and teacher wellbeing. The Cluster schools embedded gratitude, strength spotting, and appreciative inquiry as core practices in their schools and introduced and developed programs and activities aligned with positive education.

Factors contributing to the success of this collaboration included the shared values of a leadership group committed to improving student flourishing, an inclusive and flexible approach to planning and implementation, and recognition of each school's particular context and priorities. This group of schools overcame numerous challenges providing evidence that low- to mid-SES schools can successfully collaborate to implement positive education with significant benefits for students and staff.

It is almost a decade since the label *positive education* was coined to describe the adoption of positive psychology in schools with the explicit goal of supporting student wellbeing (Norrish 2015). Since the mid-2000s the scientific literature on positive education has grown as programs and practices for schools have been developed and researched (e.g., Green et al. 2007; Norrish et al. 2013; Oades et al. 2011; Seligman et al. 2009; Waters 2011). Schools however, are not laboratories and the myriad of factors on which they can differ means conducting randomized con- trolled trials is problematic. Programs that are not effective in a brief controlled trial may work well over a longer time period, as a component of a broader wellbeing effort, in a different teacher's classroom, or in a different school environment. Fortunately, there is much we can learn from the experiences of schools that have implemented positive education.

The positive education journeys of schools provide important information and inspiration for other schools. Geelong Grammar School, an elite Australian school that pioneered implementation of positive education, has shared valuable case studies, rich details of activities, and insights from staff and students in the story of its decade-long journey (Norrish 2015). However, less is known about how lower-SES schools have managed to support wellbeing on limited budgets or how schools have collaborated to achieve their well-being goals.

To our knowledge, this is the first collaborative cluster to implement positive psychology across their schools. This collaboration has helped build cohesive staff teams, supported leadership development, and enhanced student and teacher wellbeing. We hope that some of the lessons learned and benefits obtained may be of use to others in education that serves similar communities.

Implementing positive psychology in the classroom required self-awareness and reflection on the part of teachers. For a small number, it was challenging to adopt a way of thinking that emphasized the positive in a situation or a person. To support teachers to demonstrate greater flexibility in their thinking, staff participated in workshops that explored thinking styles and some common thinking traps (Reivich and Shatte 2002). Teachers recognized that being able to separate an event from their thoughts or beliefs about it was a skill that could help prevent angry outbursts or fighting for some of their students, and would support self-regulation, relation- ships, and resilience for all. Learning to be flexible in their thinking and identify more than one possible explanation for a problem situation was useful for teachers, both personally and to share with students. *'Have you fallen into a thinking trap?'* became a popular question in some schools.

· *Inquiry, Reflection, and New Development*

By 2012, the strengths-focus, circle time, and storytelling, along with other practices, such as gratitude and kindness, were being used on an ongoing basis in each classroom as well as in assemblies, staff meetings, newsletters, and parent evenings. A new program aligned with positive psychology was introduced in March when a lead teacher-training day was held on '*The Art of Possibility*' (Zander and Zander 2000). This program provided teachers with alternative ways to think about finding the 'positive core' or strengths of each student. It encouraged teachers to examine the structures and routines of their classrooms to ensure they were consistent with the positive, enabling environment teachers wanted to create for their students. Storytelling in the classroom was boosted by a visit from a UK expert in storytelling and strengths (Fox Eades 2008). A storytelling workshop held for Year 5 potential young leaders was very effective. These students subsequently led storytelling in their classrooms the following year.

· *Professional Development Aligned with Positive Education*

The Cluster responded to teachers' concerns over student anxiety stemming from learning or home challenges by introducing a new program in 2013 that brought relaxation and mindfulness to the classroom. The program used stretching, massage, breathing techniques, visualizations, and mindfulness to help students be relaxed and calm in the classroom. Introducing mindfulness to classrooms was consistent with the goals and vision of positive education and with the Cluster priorities for enhancing students' ability to learn. This program provided new information and practices that were adopted by teachers who were comfortable with this approach and found it easy to integrate into their classroom routine. Further mindfulness programs have subsequently been implemented in other Cluster schools.

· **Principles of the cluster**

- ✓ The school deals with the whole child—a holistic approach.

- ✓ We all, children and adults, deserve respect.

- ✓ Children are not problems to be solved but mysteries to be understood.

- ✓ Everybody has strengths; we can use these to help with challenges and   solutions.

- ✓ We believe that we deal best with problems when we identify and acknowledge strengths and look for solutions.

- ✓ Mistakes are part of learning.

- ✓ It's OK for every child and adults to make and learn from our mistakes.

- ✓ We can choose how we think about and respond to others and events.

- ✓ We have the capacity to be flexible in our thinking.

In conclusion, The Cluster demonstrates that schools with limited budgets can successfully collaborate to implement positive education, bringing about significant positive change in school culture and practices. The shared vision and commitment of school principals was pivotal to initiate and provide momentum to the process of change. However, once change was underway, the commitment of lead teachers to drive the process at a classroom level was essential to keep it going. Now, after almost a decade, it may be these teachers that ensure the ongoing development of positive education in their schools.

Most importantly, teachers have seen how students can grasp concepts like strengths and gratitude and benefit from being encouraged to focus on what is right with them rather than what is wrong. Students have demonstrated repeatedly that they can engage with, understand and benefit from this appreciative approach to education. At times their understanding and insight has awed their teachers and increased their respect for students, such as when a 10-year old girl described going outside to see beauty in a cherry tree's blossom to calm her anger. Or when one 11-year old boy, previously bullied and from a challenging background, described feeling grateful 'because you know, we get to live this life'.

3.3. LA FUNDACIÓ JESUITA DE CATALUNYA (SPAIN)

The *Fundación Jesuita Educación de Catalunya* wants to be a pioneer in a new educational model. Outside examinations, farewell to the grading schedules and end to the subjects, as they have been known traditionally. They speak of a profound change, of giving prominence to the student and of an evaluation that will depend on the interdisciplinary knowledge of each school.

Based on these pillars, the Jesuits of Catalonia have created a new intermediate stage that ranges from fifth of Primary to second of ESO. Three of the eight centers that the Jesuits have in Catalan territory have already implanted this pedagogical model.

It is hoped that, in the not too distant future, it will expand to other schools. The first premise is to transform the classrooms into spacious spaces, bright, colorful and with furniture adapted to encourage children to acquire knowledge by doing joint projects.

This pilot experience, which aims to be a pioneer in Spain, has already been established in the 5th grade of Primary and 1st of ESO.

Before implementing the educational model, Jesuits collected 56,000 ideas from parents, students and teachers.

To carry out the project, called "Horizon 2020", the walls of the classrooms have been torn down, transforming them into large spaces for work. The teacher and the new technologies will acquire a vital presence so that the student becomes an autonomous actor and with critical sense.

In the three schools that are experiencing this new form of teaching, there are 60 students coming from each class and three teachers. They accompany them throughout the school day and tutor their work. Teachers are presented as a team and weekly make an educational plan.

Salvador Pont, professor of 1º of the ESO of Jesuitas Sant Gervasi, states "it is positive that the students work in different subjects without having the sensation that it is the hour of Mathematics, it is to facilitate the learning and to increase its motivation".

Although there are no subjects, they also put notes, but they score first the competences of each student.

The methodology enhances the curiosity and creativity of the student. Individual and group work is combined to achieve greater development of multiple intelligences and problem solving.

"With the traditional classes, the student is bored," says José Menéndez, deputy director of the center.

The dream of any student comes true. No worries about test dates, but not a set time for recess. The students begin the day with 20 minutes of reflection and end with another 20 minutes of discussion about whether or not the goals are met.

[3. PRECEDENTS OF HAPPINESS AT EDUCATION]

"We have transformed education so that the student is the protagonist, so that there is real teamwork and the students discover what is their vital project, what they want to do in life and teach them to reflect, because they are going to live in an era that Is going to disconcert, "argues the director general of the Jesuit Education Foundation of Catalonia, Xavier Aragay.

Families are also part of the skeleton of this pedagogical model. They collaborate in the learning processes of their children and establish a fluid communication with the educators of the center.

Yvonne Hernández, mother of a child student, said in the social networks, after the presentation of the project "we have been marveled at the enthusiasm that we have transmitted from the school."

Reference: article del PAIS

3.4. JOAN ORÓ SCHOOL (SPAIN)

A high school in Lleida, Joan Oró, paralyzes its ESO and Bachillerato classes 20 minutes each day to devote time to teaching another fundamental skill: to know how to stop. Three days a week dedicate this pause to read for pleasure and the other two dedicate to meditation sessions.

Every day at 11:40 a bell rings at the Institut Joan Oró in Lleida. When they hear it, the academic activity for and all secondary students are dedicated exclusively to training their ability to concentrate and mindfulness. "They work the posture, the breathing, the attention, the corporal sensibility, the senses and the meditation", explains Silvia Porté, one of the teachers who are behind the initiative, which has been baptized *Project Silence*.

To remove these twenty minutes daily, the institute decided to take five minutes to each subject. "We think it is a transversal activity that has repercussions in the improvement of all the subjects", says the director of the center, Enma Carreras.

The project integrates two previous initiatives, one of reading and the other of meditation, says Silvia Porté, who is a professor of Philosophy and is been working on this project for years. "Before some students were already meditating, but it was not systematized as it is now and the playful reading only applied to ESO first. Now we have expanded it, from beginning to end, " she says.

The true is that many studies detect the need to enhance the attention of students to counter environmental noise: "The boys receive many messages, they are all day with the cell phone, all day listening ... and silence for them is terrifying. "

At the end of the meditations the students transfer to a notebook their feelings, write or draw how they felt before beginning and what they feel afterwards.

"It helps me get the bad thing that happened to me during the week and get the most beautiful. It is a project that makes the center more special ", describes a companion. "It's good because we came from the backyard and we relaxed and concentrate," says another girl from the same course. In the same line, another student says: "I liked it a lot because you forget all the worries and you relax."

However, he recognizes that not all students are equally receptive. Those who find it difficult to meditate are given mandalas to paint and disconnect, or they ask them to do origami or other work that does not require them to enter the interior. It is not easy because the mind is used to going very fast, we are thinking all day.

The predisposition of teachers is also a key. The director explains that the cloister is well aware that the current society imposes a very fast pace to everyday life, so the school's educational team felt that a look inside can benefit the students. "We did a survey about Christmas about meditation and both the teachers and students positively valued it and even asked if there could be more practices," he says.

Porté prepares weekly meditation exercises for the mindfulness team. The presence at the center of a core of committed teachers has been key: "Monday to Monday I practice yoga and meditation with some teachers in an inner classroom that we have enabled, the classroom of serenity." "And for teachers who can not come there is advice," he adds.

The goal is to spend a little time a week learning to stop, to see how we are emotionally. "We are convinced that their academic results will improve because the boys and girls will be more present not doing one thing thinking about another: they will know how to listen better and listening will have more facility to do their homework," she adds.

For visitors who do not know the center, see meditate to a whole institute collides. This week the surprise it's been a group of German students who have visited Joan Oró. "It has surprised them, but they have understood that not only do we have academic results and cognitive or competence learning, but we want to grow people, give them social skills that they need," summarizes Enma Carreras.

Porté recalls that her institute has several innovative projects: "We got involved in pedagogical renewal because we liked it, because most of the teachers were in their 30s and 40s, with experience and desire to do things." One of the first was English language immersion and now the center offers 80% of English classes for older students. "We are on this path, to see if it can be taught otherwise, we want to adapt to the complexity," he concludes.

In conclusion, as this example of high school, we can say that meditation is a transversal activity that has repercussions in the improvement of all the subjects and for all students.

3.5. IE BUSSINESS UNIVERSITY (SPAIN)

· Master degree in positive leadership

The Spanish IE Business School, the first school in Europe according to The Finnancial Times, is is a pioneer in the development of a specific mastership of positive leadership for a year, but it is not the only one that has been concerned to take this field of psychology to the world of management management to implement its tools in organizations. It is surprising that some of the best Australian managers' education centers seem to be more concerned about developing this type of leadership.

Juan Humberto, is associate of Positive Organizational Design Ag and one of the pioneers of applying PP in the organizational strategy. He defends that positive emotions has a therapeutic effect, so they keep the heart rate and this is helpful for our health. ¿And, is there a more positive emotion than happiness?

"Everybody believes that happiness is innate. But it's not. It's a competence, so it can be learned". He believes we can reach happiness just doing some repeated activities, some of them really simple, like thanking others or thinking about the good points of life. A few easy techniques that we can also apply in organizations, because he defends business dynamics are based in human relationships.

"PP wants to bring positive emotions to the organizations, so this becomes a nutrient, from where creativity is generated, and that's what all companies want".

Through this one-year master in IE Business School they pretend to change the mentality and the habits of CEO's to create the companies of the future.

The students say: "This is the unique program that is specific on PP, others just teach it a bit in some subjects".

"I was looking for something different, because most of the companies follow the same patterns, so they have the same results. As the world is changing, I think we need to adapt to those changes", says Roberto Zurdo, one of the 22 students of the class.
 Ref. Article del PAIS

3.6. OTHER UNIVERSITIES

The Australian Business School offers a two-day program aimed at managers with experience for 2,500 euros and at the University of Melbourne, the Faculty of Economics also has a module that aims to develop techniques for the efficiency of executives, also for two days and with a slightly lower cost, something more than 1,700 euros.

But if there is a business school that has made a difference in these types of programs, that is the University of Michigan, which, in fact, has a specific place to investigate positive leadership called the Center for Positive Organizations. The Michigan Ross Executive Education Center has a master's degree that runs from December through June to increase profitability, customer satisfaction, and employee retention. In this case, the price exceeds 7,500 euros.

The University of Peace itself, of the United Nations, gives credibility to the usefulness of positive psychology in the management of organizations with a positive leadership program that promotes in its center of executive education, Upeace. With duration of two days, its price is 645 euros.

Similar courses are offered at the Colombian University of the Andes, as well as in some European centers, such as the École Centrale de Paris (two days for a price of 5,500 euros). Although in this case they are less.

Positive leadership masters are not yet as widespread as positive psychology, that is present in the best universities in the world, see Harvard or Stanford, even in MOOC (open mass online courses) format.

· Other universities that studies happiness:

- Hardvard University

- Universidad Tecmilenio (estamos pendientes de un convenio)

-LSE

- University of MIAMI (estamos pendientes de un convenio)

- Berkeley, California (estamos pendientes de un convenio)

- Instituto del Bienestar (estamos pendientes de un convenio)

4. HAPPINESS AT WORKPLACES - CASES OF STUDY

4.1. GOOGLE

There is a paucity of case studies documenting organizational focus on positive emotions, associated psychological wellbeing, and linking it directly to organizational effectiveness. This is not to say that there has been a lack of practical examples. One such example of an organization that has been widely documented and stands out as an exemplary organization, where employee wellbeing is a key performance strategy, is Google.

Positive emotion and 'happiness' is a cornerstone of the Google culture, as there is a fundamental belief by the leadership team that it is critical to success. In line with the data driven nature of the company, their 'well- being strategy' has met the standard of rigorous data testing (Baldwin 2012).

In addition, the Human Resources department is titled 'People Operations', as they view their people, just like their products, as an operational lever in the company's organizational effectiveness and outcomes (Pearce 2013; Kotler 2014). To this end, there are a number of ways in which Google has targeted the positive affect of their employees through positive practices including job structure, workplace design, and perks of which we will now explore.

Google has recognized that routine and repetitive work is a sure way to dull employee spirits through a failure to harness innate individual energy and potential. As previously mentioned, they offer employees up to 20% of the week as innovation time, to devote to projects of personal interest (although aligned with organizational priorities). By being given the opportunity to break free of requisite workplace routine, tasks, and duties, employees can engage with their strengths and interests, which Harzer and Ruch (2012, 2014) found to have a direct, positive impact on pleasure, engagement, and job satisfaction.

Workplace design is another key offering that makes up the Google employee value proposition and organizational strategy. Google is the well-documented pioneer of modern workplace design that offers employees freedom of choice in how they interact and use the environment. Not only do they provide playful spaces, such as cinemas, bowling alleys, and karaoke bars, but they also dedicate a significant proportion of their workplace to collaborative, activity-based zones versus conventional seating. They have adopted the hot-desking concept whereby employees have an individual locker and seating is not assigned.

These initiatives provide opportunity for autonomy, adaptability, collaboration, and the spontaneous exchange of ideas, knowledge, personal interactions, and collaborative work. In doing so, individuals have enhanced opportunity to experience connectedness and positive emotions, which as we have outlined, lead to enhanced personal resources and positive organizational outcomes.

Similar to their workplace design, the elaborate perks enjoyed by Google employees well exceed the norm for typical blue chip organizations. Whilst this may not necessarily be a financially viable strategy for the vast majority of organizations and there isn't a definitive bundle of perks which are considered to be most effective in enhancing organizational outcomes, there is a lesson to be learnt for all organizations in valuing employee wellbeing and the individual's experience of the workplace. It points to a firm belief in the power of leveraging the individual's innate potential beyond a set point skill set, which is truly aligned with the philosophy of PP, focused on positive human functioning.

Undoubtedly, further focus on research is required to validate the positive signs of early research on the impact of positive affect on organizational outcomes. Furthermore, it will be important to look at ways to leverage employee affect in economical and accessible ways to ensure that the broad organizational community can benefit from evidence based findings.

4.2. GALLUP ORGANIZATION

One of the most promising approaches to promoting positivity at work, and one that has gained substantial traction in recent years in research and application, is the identification and development of individual strengths (Park and Peterson 2009). Strengths are what we're naturally good at *and* enjoy doing, or patterns of thinking, feeling, or behaving that excite, engage, and energies, enabling performance at an optimal level (McQuaid and Lawn 2015). Research suggests that when we work from our strengths, it makes our goals easier to achieve, lowering stress levels, and improving wellbeing (McQuaid and Lawn 2015). Studies have found the more hours each day people use their strengths, the less likely they are to experience worry, stress, anger, sadness, or physical pain; and the more likely they are to have ample energy, feel well-rested, be happy, smile or laugh a lot, learn something interesting, and be treated with respect (Asplund 2012).

The Gallup Organization has been championing the use of strengths in organizations for many years on the basic premise that 'to produce excellence, you must study excellence' (Clifton et al. 2002; Hodges and Clifton 2004). Over the last 30 or so years, millions of employees worldwide have been asked the question 'at work do you have the opportunity to do what you do best everyday?'. In their analysis, this single item is the strongest predictor of customer satisfaction, profit, productivity, turnover, and employee safety (Harter et al. 2002). Critically, less than 20% 'strongly agree'. Despite the majority of workplaces having traditionally focused on improving areas of weakness, this latest research suggests we optimize our experiences when we use our strengths (Froman 2010; Hodges and Clifton 2004; McQuaid and Lawn 2015; Spreitzer and Sonenshein 2004). As such, Buckingham and Clifton (2001) advocate for strengths-based organizations (SBO), or the systemization of strengths (Mroz and Quinn 2009).

The emerging research has also highlighted a significant role for organizational leaders and managers in supporting individuals and their strengths use at work (Park and Peterson 2009; Gallup 2013).

For example, *2015 Strengths @ Work Survey* (McQuaid and VIA Institute 2015) found when managers had a meaningful discussion about employees' strengths, 78% of these employees reported feeling engaged and energized and 65% described themselves as 'flourishing' at work. Unfortunately, 68% of managers fail to have these conversations. Similarly, Gallup Research (2013) found that employees who feel ignored by their managers are twice as likely to be actively disengaged at work, while managers who focus on their employees' weaknesses cut active disengagement to 22% (indicating that even negative attention is better than no attention at all). In contrast, managers who focus on their employees' strengths cut active disengagement to 1%. The Corporate Leadership Council (2004) have also found that when managers focus on the weaknesses of an employee on average their performance declines by up to 27%, whereas when they focus on the strengths of an employee on average performance improves by up to 36%. Of course there is a time and place to address weaknesses and organizations and managers should also be mindful that developing strengths might not be appropriate for every employee in every circumstance (Biswas-Diener et al. 2011; Cooperrider and Godwin 2011; Linley et al. 2006).

4.3. IBM

IBM is one organization that has successfully shifted thinking, behaviors, improved performance, and received outstanding feedback through top-down 'strengths- based leadership' interventions.

The IBM Positive Leadership Program was established to provide senior leaders with the tools and resources to enhance their own leadership capability, personal resiliency and positive mindset, with subsequent positive impacts on their teams and the business. Executives completed the online VIA Survey and undertook exercises to help them identify, understand, and build their strengths. They also had the opportunity to take part in one-on-one coaching sessions. With similar goals in mind, IBM also ran a three part strengths-based leadership classroom series for all managers.

In addition to the classroom content on strengths research, participants also completed the VIA Survey (Peterson and Park 2009; Peterson and Seligman 2004), received a tool kit with exercises to help them to continue to explore and build their signature strengths, and were invited to join a coaching call to hear how leaders had personally applied strengths at work both individually and with their teams. IBM also facilitated tailored strengths sessions at the team level for different business groups focused on providing an introduction to the principles of positive psychology, the strengths based approach to maximizing human potential, and the opportunity to explore their individual strengths and how to use them to build performance and improve personal and team satisfaction.

4.4. NASA

Resilience and 'mental toughness' (Clough et al. 2002) have been another PP focus for many organizations, particularly in the current climate.

Work related stress is costing Australian industry more than $14.81 billion and financial impact to the bottom line has been cited as high as 45% of company operating costs (Medibank 2008).

With resilience being defined as flexibility in response to changing situational demands, and the ability to bounce back from negative emotional experiences (Block and Kremen 1996), it is no surprise that in the increasingly demanding and dynamic world of business that this topic is rising to the fore as a key priority on the leadership agenda.

Resilience in the workplace is not a new topic. It has received extensive attention and research, and been conceptualized at both the organizational (system) level as well as the individual (employee) level. A *resilient organization* is seen to maintain a high level of performance even when environmental pressures mount, threats arise, and uncertainties deepen.

It may even enhance performance as a result of the trauma: NASA has been cited as such an organization (Boin and Schulman 2008).

In conclusion, in terms of organizational applications, involving longer term organizational change initiatives, we need to admit that there have been many passing management fads stemming from the latest management book or what might be perceived to be working for competitors that aren't necessarily grounded in academic research (Henry 2004). We also know that the majority of organizational change efforts fail (Pascale 1999), however success is more likely if the change is collaboratively designed with a focus on organizational support for sustainability (Froman 2010; Henry 2004).

In addition, these movements toward more open, positive organizational cultures take time, which can be difficult to maintain when competing against short-term organizational goals (Mroz and Quinn 2009).

Moving an organization toward a positive deviance is indeed a difficult undertaking particularly as there is often so much pressure to confirm to the 'norm'. It requires a number of individuals, clear on who they are and what they believe in, with continuous and sustained effort, and the right environment that supports it (Schaufeli and Salanova 2010). Two seemingly enduring challenges for organizations in pursuit of a 'positive' status have been the complexities inherent in systems, and difficulties in measuring success (Henry 2004; Spreitzer and Sonenshein 2004).

More evidence is needed to prove PPW produces desirable changes in organizational effectiveness and validate precisely how these positive interventions translate to business outcomes (Cameron et al. 2011).

In conclusion, in this chapter we have seen that there are lots of organizations that apply the positive psychology and happiness at their respective work places. It's so difficult to prove it, but there exist so many evidences that to bet for happiness and well being in your office will increase the productivity of your employees. Introducing these concepts in your organization will make it success.

In summary, the number of organization including happiness and well being is increasing but, who taught these different entrepreneurs? Nowadays, there are a few universities that introduce happiness and personal growth to their educational model. Our goal is to create this new educational model, including all the concepts described in this project, molding the student from inside, a future entrepreneur with values, successful and happy.

4.5. INTERVIEWS TO REAL ENTREPRENEURS

To get this project to the next level, and to capture our idea using current reality, we had the opportunity to interview three young entrepreneurs, in this case from Barcelona, who are developing their projects using the innovative ideas that Google uses, ultimately happiness at work. We interviewed Alex Lopera (Verse App), Eugenio Oller (Flash libros y Emprende Aprendiendo) y Marc Caballé (Lonbali).

We can say that the three agree that these types of concepts are basic to carry out a good development, if you want to be successful in your company. They have witnessed the direct relationship between the happiness of the employee and the productivity and effectiveness of the company. They are totally linked concepts, "having the employee happy causes an increase in productivity" says Alex, founding partner of Verse company, which currently has a capital of 30 million dollars. According to him, the affection and the treatment that you give to your employees is essential to make them let go and dump all their creativity and good ideas in the company.

"What we do is provide a very good working environment, offices where you feel comfortable working, flexible hours, work by objectives, etc. These people seek to be surrounded by people with whom they can learn, bright people, if not, they get bored, they are people who move by challenges, and if what they are doing seems to them unambitious, they get tired, so we have to continually stimulate them, we can't have a routine. " (Alex, 25)

Verse's offices are like Google's, open concept, a room with a ping-pong table, free food restaurant and a cinema room. One thing I found really surprising was: the owners of the company are sitting in the same desk as the rest of the employees; no one has a desk for himself.

According to Marc Caballé García, is essential to take care of your employees, to talk to them, listen to them and give them the best work environment, because is so important to feel good and confortable while you're working, so you can set your creativity free, and that's what entrepreneurs want.

5. EDUCATIONAL MODEL CONCEPT

5.1. FORMATION AND EDUCATION

5.1.1. HAPPY ENTREPRENEURSHIP EDUCATIONAL TRAINING

The main idea is to create a new educational model, at university level, forming entrepreneurs starting from the base of happiness and positive psychology.

From the state-of-art explained above, we can see that right now some Universities and Schools are trying to adapt to the changes of 21th Century. This means that the future has become the present, and we have to join this adaptation if we want to be actualized according these new needs.

In regard to the world of work, in"Happiness at work" chapter, we have seen that this sector is changing so fast. Some organizations have managed to adapt and respond with agility to such positive challenges:

- ✓ Amazon. Jeff Bezos, 2nd place in Forbes list in 2017.
- ✓ Google. Larry Page, one of the richest mans in the world.
- ✓ AirBnB. Nathan Blecharczyk, 2008.
- ✓ Uber. Travis Kalanick, 2009.

Our goal is to be able to give the right education to train people who can be as successful as those named above using happy entrepreneurship.

We have also seen the concept of happiness, and there are different definitions and theories, but at least being happy is a skill, is something you can learn. It doesn't depend of if you have good luck or economic well being. Using the right therapies, like mindfulness, or other activities like spend time in the nature and outdoors we have proved you can reach it.

The education and training of future entrepreneurs in our educational model idea has a clear goal: to work the personal well-being in order to educate happy entrepreneurs who will transmit that well-being to their businesses.

5.1.2. WHAT DOES "HAPPY ENTREPRENEURSHIP" MEANS?

In fact, it is a totally innovative concept, which has hardly been spoken or written. This has its advantages and handicaps; on the one hand, the lack of information and knowledge of this specific concept makes difficult the task of writing this project, having a history almost nonexistent.

On the other hand, although not specifically named "happy entrepreneurship", innovative educational methods are being developed and applied in schools, companies and organizations. Being a concept so different from what we have had in the past, it is still not recognized with a name of its own.

5.2. THE PROGRAM

HAPPY ENTREPRENEURSHIP AND PERSONAL LEADERSHIP

5.2.1. OUR APPROUCH - THE PROGRAM

This Formation Course is a university formation and capacitation program that tries to improve entrepreneurship and personal leadership within the creation of new entrepreneur projects, at an individual level or at an organizational one.

The structure of the academic program is based from a sequence of activities that are needed for the creation, development and start-up of a business:

1. Business idea generation
2. Strategic and market analysis of the new business model
3. Development of the new product or activity
4. Marketing mix plan
5. Economic and financial plan
6. Presentation of the ideas to investors
7. Run the business
8. Monitoring and contingency plan

The development of this Master Degree will be based from three big working lines:

1. Organizational management, orientated to the creation and development of new business projects.

2. Directive and management skills, communication and group working.

3. Personal Excellence and happiness of the entrepreneur.

To achieve this goals, we dispose the tutor's figure (individual and team ones), who will have a great importance, because they'll guide the student throw the duration of the program, driving them into the development and running of the business project, assuming the role of a "coach" or a "mentor". At the same time, they'll be close to the students in the process of personal growing for achieve the new objectives. This Master aims to develop transversal projects putting together the industrial network and the technologic (ICT's).
The globalization and internalization of the projects, and facilitate to the student the possibility to travel abroad and share experiences and projects, will be a key element of this program.

The need detected on the organizational sector, is not just to have workers with a technical knowledge; like construction, industrials, informatics, telecommunication, etc., SINO work with professionals, with an entrepreneur and positive attitude that have a continued adaptation skills to the evolution of the enterprise sector and with leadership SKILL.

5.2.2. METHODOLOGY

The methodology of this master will be the following:

- Previous course of basic knowledge of business management on-line, where the student will have to achieve previously at the beginning of the master.

- Master classes of the content of every phase of the new model of business.

- Practical classes with cases to discuss the problematic that the student will find through the project.

- Classes about debate and expositions.

- Role games for practicing the management skills for the business.

- Seminary / workshops where, where in addition to the participation of the student of the master, external students will also be able to participate.

- Two kinds of tutorials; individual ones, where the professor will be the "coach", and group ones that will be a monitoring.

- Student Intership and stays in other countries.

- Conferences and online talks.

- Double Degree.

- Participation in seminaries / workshops.

- Shared job board.

- Realization of group projects.

In addition, activities are also planned to increase the relationship with the business network, such as:

- Conferences or seminaries about concurrent interesting themes.

- Meetings or reunions with actors of the business scene that are considerate important for the projects: investors, bankers, suppliers, etc.

5.2.3. STUDENT'S PROFILE

Young people and seniors over 50 years old with a lot of experience in need niches, in the United States, are the largest group of entrepreneurs.

University degree, with priority of origin with technical degree training: industrial, building, IT and telecommunications, but not strictly necessary, wants to create the most transversal work groups.

We do not require previous work or professional experience, but rather an entrepreneurial attitude and with enthusiasm to develop a project, either on their own or on an organization.

5.2.4. NEW COMPETENCES THAT WILL BE OBTAINED WITH THE PROGRAM.

The four main competencies that we want to manage and achieve are:

- ✓ Entrepreneurial attitude

- ✓ Leadership

- ✓ Teamwork

- ✓ Creativity and innovation

With regard to transversal competences:

TEAMWORK - Level 1: Participate in the team work and collaborate, once the objectives and collective and individual responsibilities have been identified, and jointly decide on the strategy to follow.

ENTREPRENEURSHIP AND INNOVATION - Level 2: Take initiatives that generate opportunities, new objects or new solutions, with a vision of implementation of process and market that implies and makes participants to others in projects to be developed.

EFFICIENT ORAL AND WRITTEN COMMUNICATION: Communicate orally and in writing with others about the results of learning, thinking and decision-making; Participate in debates on subjects of their own specialty.

SOLVENT USE OF INFORMATION RESOURCES - Level 3: Plan and use the information necessary for an academic work (for example, for end-of-degree work) based on a critical reflection on the information resources used.

THIRD LANGUAGE: Learn a third language, which will be preferably English, with an adequate level of oral and written expression, in accordance with the needs of the graduates in each education.

SUSTAINABILITY AND SOCIAL COMMITMENT - Level 3: Take into account the social, economic and environmental dimensions in applying solutions and carrying out projects consistent with human development and sustainability.

5.2.5. OBJECTIVES OF THE PROGRAM

The main objective of the master's degree in entrepreneurship and personal leadership is the formation of a new style of entrepreneurs, based on specific knowledge in the development of projects, in the awareness of new aspects in leadership and personal growth.

The three objectives that we consider essential are:

- ✓ Encourage entrepreneurial attitude and personal excellence.

- ✓ Contribute teamwork among the different professional profiles that exist in our university, through the development of a project as a whole.

- ✓ Globalize projects with agreements with other universities and relationships with business clusters.

And all this under the educational methodology of "learning by doing", applied in other universities outside Spain, and with a recognized success.

5.2.6. INITIAL DESCRIPTION OF THE CONTENTS OF THE PROGRAM.

The contents have been divided into three thematic areas:

A. BUSINESS MANAGEMENT. Prior to the start of the course, all students must have completed and passed the on-line course of basic business management skills, this will allow us to standardize and provide students with equality.

In this area, the specific thematic foundations will be worked on in the creation and management of new businesses, in each one of their thematic areas. The conceptual relationship is as follows:

1. Creativity and innovation of the product and the organization.

2. Lean Startup and the development of the viable minimum product.

3. Sectorial study: strategic, economic and international environment.

4. Market research for the launch of new products and services.

5. Strategic planning, integrated management and a new business card scored card.

6. Marketing plan: product / service, price, promotion and distribution.

7. Strategies for digital marketing and social networks.

8. Communication and personal leadership.

9. Budgetary management and economic costs.

10. Project Finance: financial planning, financing instruments and profitability analysis.

11. Information technologies applied to the company: ERP, CRM, Business Intelligence and Big Data)

12. Company law: commercial, labor and civil.

13. Operations and contingency plan.

14. Professional talent management.

B. DIRECTIVE SKILLS. In this second area, it is a matter of which the student becomes aware of the importance of the different capacities and abilities necessary for the development and management of projects and new business.

1. Tools and abilities in personal leadership.

2. Leadership and team management.

3. Public exhibitions.

4. Negotiation: financial, labor and commercial.

5. Personal Brand

C. EXCELLENCE AND PERSONAL HAPPINESS. In this third area, we will work for the entrepreneur from himself, for an improvement in his growth and balance and for a personal well-being and happiness.

1. Happiness as corporate value: personal, equipment and clients.

2. Intelligence and emotional management.

3. Techniques in emotional management: conscious breathing, mindfulness and meditation.

We plan to carry out workshops and seminars that will help us to complete the three thematic areas discussed, but that will be different from the master classes, to be concentrated in a maximum of one day, to be subject matter in a relevant situation and more will be the possibility of the attendance of participants that are not from our master's degree (agreements with other universities) and may also be workshops taught by other universities.

A previous and orientated description:

- Role-playing Strategic planning and business development. B) Role playing banking negotiation.

- Workshop on mindfulness for teamwork.

- Workshop on the happiness of the entrepreneur.

- Game storming, on business ideas.

- Organizational decision-making and internationalization of companies. G) Solvent use of information resources.

- Teamwork: each person's relational style.

- The incorporation of BIM into a construction company.

- Entrepreneur, what emotions govern your decisions?

- Case "Nespresso" and the adaptation of "Nestlé" to ecommerce.

In addition to the academic program, the student of the master's degree will have a typology of tutorials:

A. Tutor team of team. Will carry out a mentoring project that the students will develop, will guide them throughout the project.

B. Personal trainer. Will carry out a coaching task, working on aspects of personal growth, leadership and teamwork.

C. Academic tutor. Will monitor the Master's and the final project.

[5. EDUCATIONAL MODEL CONCEPT]

5.2.7. RESOURCES NEEDED TO COMPLETE THE PROGRAM.

We will have the following resources:

A) Human resources. We have managed to group a cross-sectional team, both functionally and sectorally, of professionals, business people and professors of the UPC.

B) Spaces. We will have three types of spaces:

- ✓ Classrooms for lectures 20-25 students.
- ✓ Two or three smaller spaces for meetings and team work.
- ✓ Office "professional", to assist investors and customers.

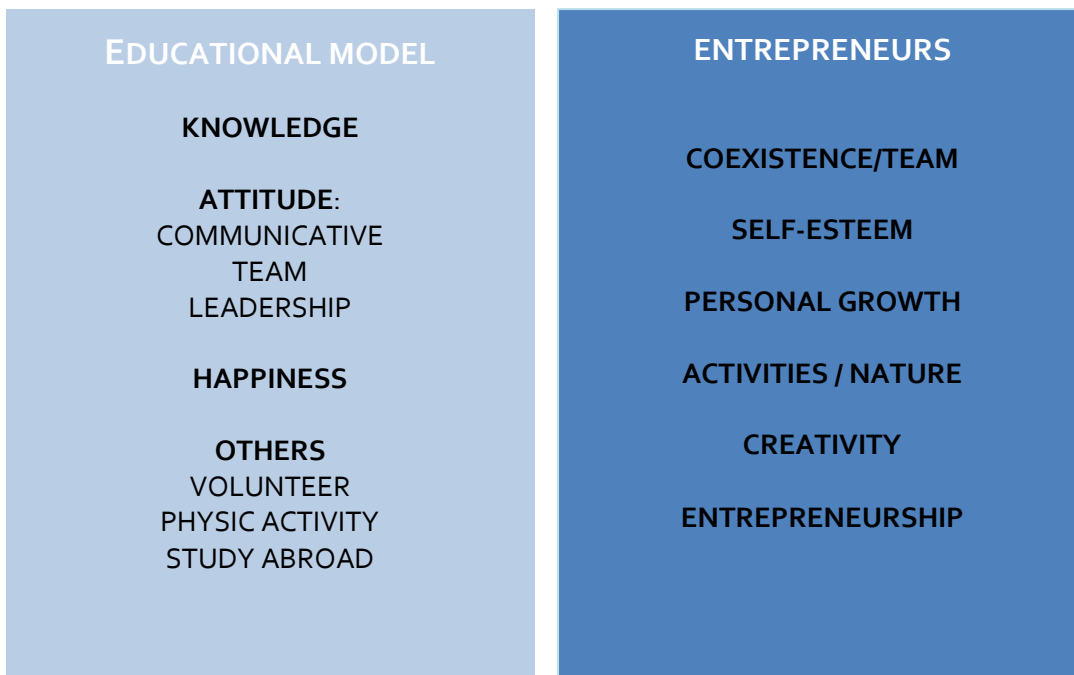C) Online training platform: documentation, chat and videoconferencing

6. CONCLUSIONS

We have proved that happiness is so related to productivity at work. We can say that nowadays lots of big companies are applying these concepts, one thing that seemed to be the future has become the present. We know that we have to adapt to these new trends if we don't want to stay behind.

Education at schools is changing, so let's change older students, at a University level, to prepare them for the occupational work existing.

In resume, our Educational Model wants to give knowledge to our students. We will teach them to achieve activity and attitude in different ways; communicative skills, interactions in group and leadership personality. Teaching them about positive growth and happiness, and other factors like volunteer intership, sport and nature activities and study abroad; we will create a new generation of entrepreneurs with the values needed for our society. These values are, among others, coexistence and team, self-esteem, personal growth and happiness, physical activity, creativity, attitude and above all, companies and entrepreneurship knowledge.

In the figure below we can see it clearly:

EDUCATIONAL MODEL	ENTREPRENEURS
KNOWLEDGE	**COEXISTENCE/TEAM**
ATTITUDE: COMMUNICATIVE TEAM LEADERSHIP	**SELF-ESTEEM**
HAPPINESS	**PERSONAL GROWTH**
OTHERS VOLUNTEER PHYSIC ACTIVITY STUDY ABROAD	**ACTIVITIES / NATURE** **CREATIVITY** **ENTREPRENEURSHIP**

Related to the attitude, coexistence and team, in chapter 2 we can see that a positive attitude is always useful for problem-solving and productivity. For leadership we need our students to have a high self-esteem, and we have seen in chapter 2 how useful is for children, parents and teachers to practice strengths. We have also show that to getting good grades at school doesn't mean happiness, our students need to know the social and emotional values to achieve this personal growth. Other activities like mindfulness help us to be more open-minded and explode our creativity. From the Happiness at work Chapter, we conclude that having this capacity of listen and attention, these emotional skills help us to become a complete and happy person.

In conclusion, the writing of this project has been a long journey, in which we have been able to compare educational centers where already is being innovated and carrying out a modern and futuristic education. In addition, interviewing founders and entrepreneurs, we have realized that the world is really bending very fast, and we have no choice but to follow that pace.

I firmly believe that the application of happiness, in addition to being evident its need to apply it to the world of work, it is necessary that we do it on a personal level. This is what our project is about; trying to change the traditional mentalities of the last century and making people join our mission. We have to change many things, but the first step is ourselves, we must deepen our soul and ask ourselves what makes us really happy. Only in this way can we reach the hearts of our students, therefore, we are training a new and better generation of entrepreneurs. The next step is to create a better society. If this change of mentality that we want to apply takes place, in a few years we may have made a better world than the one we found.

7. ANNEX

· ENTREVISTES A EMPRENEDORS

1. ENTREVISTA A ALEX LOPERA · SOCIO FUNDADOR DE VERSE[R]

Alex Lopera nos recibe en sus oficinas en pleno centro de Barcelona, en plaza Catalunya, donde sus empleados disfrutan de un espacio de concepto abierto, de colores claros y relajantes, con una sala con una mesa de ping pong, otra sala con un proyector de cine, un restaurante y un patio interior con mesas y hamacas para relajarse.

El ambiente que se respira es fantástico, un chico amable y sonriente me pregunta si me puede ayudar en algo. Otro se ha puesto a tocar el piano.

Empezamos la entrevista:

Mi nombre es Alex, soy uno de los fundadores de Verse, una empresa de pagos, actualmente tenemos un producto de consumo que sirve para hacer pagos a personas, disponible en 27 países con base en Barcelona. En la empresa somos 32 personas trabajando y llevamos dos años trabajando en esta larga y difícil aventura.

1. ¿Cómo se te ocurrió la idea para poner en marcha tu empresa?

El producto que tenemos ahora y el que vamos a sacar dentro de muy poco, no es de un día para otro, viene de varios proyectos que han ido definiendo la trayectoria de esta empresa. Inicialmente empezamos a trabajar con el mundo del bitcoin, de ahí vimos que había cabida en el mercado del tipo "transacciones entre personas", y luego de invertir mucho tiempo y dinero vimos que podíamos dar soluciones a empresas. A parte de particulares, muchas empresas están usando el método Verse para cobro a sus clientes. Hay gente muy buena en la industria de los pagos y con muchas habilidades en el desarrollo de la tecnología, ahí vimos que podíamos hacer cosas muy interesantes.

2. ¿Cómo pasas del "sistema bitcoin" a esto, esto es dinero de siempre, no?

Exacto, nosotros inicialmente desarrollamos cajeros automáticos para bitcoins, de ahí pasamos a desarrollar un software para entidades financieras para que los clientes pudieran comprar y vender bitcoins, y ahí vemos que la gente lo empieza a usar como método de cobro entre personas, y vimos que debíamos dejar de intentar hacer comprender a la gente algo tan complejo como los bitcoins y hacerlo más accesible: con euros, dólares, etc.

3. ¿Cómo sabes cuándo la idea puede tirar adelante?

Al final tu lanzas una versión muy simple del producto que tu quieres desarrollar y a partir de aquí vas tirando, la gente te dice que lo que has hecho les es útil, a tiempo real, midiendo el uso que le dan.

[7. ANNEX]

4. ¿Con qué capital inicial contaste? ¿Cuánta financiación has conseguido en total para tu proyecto?

Inicialmente aplicamos para una aceleradora de empresas, en San Francisco que nos dio 25.000$ y espacio de oficina y para alojarnos. Con ese dinero pudimos desarrollar la primera versión, que no se llamaba ni Verse, y de ahí empezamos a crecer y a desarrollar nuestros nuevos productos y a fecha de hoy la empresa ha levantado 30.5 millones de dólares en tres rondas distintas: una de 1.8m otra de 8.3m y la última de 20.5m. (Sonríe)
Ha sido muy complicado y un "show" llegar hasta aquí, cuesta mucho que la gente confíe en ti de esta forma.

(Se oye música muy alta de repente, y me cuenta que después de cenar los empleados ven una peli en el proyector que hay en una sala con sofás y cojines al lado de donde hacemos la entrevista).

5. Volviendo un poco a la época de estudiante en la universidad ¿En tu opinión eras un buen estudiante? ¿Cómo es tu método de aprendizaje?

Podemos decir que no, no era un mal estudiante tampoco, pero no sacaba muy buenas notas porque durante mi época en la universidad y el colegio mis intereses iban más allá de lo académico, luego me liaba con proyectos y mil cosas, que luego se veía reflejado en mis resultados académicos. Creo que la calle y el día a día te puede enseñar muchísimo más que estando en un aula con 25 personas más. Mi aprendizaje ha sido totalmente autodidacta, nadie te va a enseñar a controlar una empresa más que llevándola tú mismo. Y son los palos que te vas a pegar, los errores que vas a cometer los que te dirán qué camino trazar en tus siguientes pasos.

6. ¿Cuál es el factor clave de éxito en tu empresa?

El talento. La gente con la que te rodeas es la gente que va a definir tu éxito, si tu te rodeas de gente mejor que tú, tus posibilidades de éxito son mayores, luego el riesgo de fracaso está mitigado.

7. ¿Qué criterios utilizas para la selección del personal?

Pues somos muy selectivos, aquí cuando alguien quiere aplicar para una posición hay un proceso que va desde una entrevista para evaluar las habilidades sociales de esa persona, para ver si encaja en la compañía y luego dependiendo del puesto, si se trata de un ingeniero de software hay unas pruebas técnicas que tiene que superar. Somos muy rigurosos contratando por el tema que te comento en la pregunta anterior. No buscamos personas que estén a sueldo y desmotivadas. Hay un porcentaje bastante elevado de empleados que no tienen ni carrera ni máster, que han aprendido en su tiempo de ocio. No buscamos gente con carrera en Hardvard, que si la tienes, fantástico, pero buscamos personas inteligentes, hábiles y muy despiertas, en el sentido de que esta no sea la primera cosa que hayan hecho, que puedan enriquecer la compañía con su experiencia en otros sitios.

[7. ANNEX]

8. ¿Cómo ves la importancia del crecimiento personal o felicidad en el emprendimiento?

Es importante, piensa que invertimos mucho en el talento, son personas que van muy buscadas en el mercado y difíciles de encontrar, hay demanda y poca oferta. Tenemos gente de todos los países, desde Rumania hasta Estados Unidos. Lo que hacemos es facilitar un entorno de trabajo muy bueno, oficinas en las que te sientas a gusto trabajando, horarios flexibles, trabajo por objetivos, etc. Esta gente busca estar rodeada de gente con la que pueda aprender, luego tienen que ser muy brillantes, si no se aburren, son personas que se mueven por retos, y si lo que están haciendo les parece poco ambicioso o que no va a tener un impacto el día de mañana se cansan, por lo que tenemos que estimularlos continuamente, no puede haber una rutina. Buenos sueldos, les damos acciones de la empresa a los empleados para que sientan que son propietarios también, les damos comida para que no tengan que preocuparse por nada, clases de inglés, snacks, en definitiva lo que haga falta para que esta persona de el 100% y piense que esté en el trabajo de su vida. Y mola mucho.

9. ¿Aplicas el bienestar en tu oficina/empleados?

Ya me contestas en la pregunta anterior.

10. ¿Crees que hay relación directa entre la felicidad del emprendedor y sus empleados y la productividad de la empresa? ¿Por ejemplo?

Es muy importante que el fundador o el emprendedor conozca muy bien a todas las personas que forman parte de su organización porque si tienes que cambiar la forma de trabajar de alguien, lo primero es conocerle.

(Para hacerme entender, le explico el ejemplo donde Google, aplicando las horas flexibles dentro de la jornada laboral, una empleada vuelve con la genial idea de Google Maps).

Aquí hacemos algo parecido, durante una semana y dos veces al año, le damos a los empleados la posibilidad de que durante una semana construyan lo que quieran, mientras esté relacionado con nuestro proyecto pero totalmente a libre elección, y al final de la semana lo presentan. Quedarías asombrada de las cosas que salen de ahí. Muchos de los proyectos que tenemos ahora en proceso provienen de esto. Esto dota de una creatividad e innovación al proyecto que para nada nos hubieramos planteado. Otro ejemplo comparativo con otras empresas, los bancos no son nuestra competencia directa, pero tienen una organizacion muy distinta a la hora de operar, con miles de empleados, no apuestan tanto por el beneficio del trabajador, si tu comparas los productos de consumo que ellos sacan con los que hacemos aquí, no hay color. Somos una empresa que funciona por cuán bien esta hecho el producto que tu vendes a tus usuarios, nos tomamos muy en serio todo el feedback que puede haber, siempre y cuando lo podamos solucionar.

[7. ANNEX]

11. ¿Eres feliz?

Sí, la verdad es que estoy muy contento, el nivel de responsabilidad que he adquirido es muy alto y a veces sí que te pones nervioso si no saber a donde vas, pero no cambiaría para nada estos dos ultimos años de mi vida. El aprendizaje que he adquirido y las competencias que esto me ha dado, sé que el diq de mañana si esto no funciona por lo que sea, sería 100% competente. Desde contratar, despedir, invertir dinero, lo que sea para aflotar una empresa, y lo mejor de todo y más importante que he aprendido es el trato con las personas. Cualquier cosa que debas hacer hoy o mañana vendrá regido por como tratas a las personas, las relaciones y la comunicación es esencial.

[7. ANNEX]

2. ENTREVISTA A EUGENIO OLLER · FUNDADOR DE FLASH LIBROS

Quedamos para tomar café en un bar. La entrevista se convirtió en una conversación muy amena y dinámica, sin seguir las preguntas pautadas desde el principio, pero llegando a un desarrollo de los conceptos muy interesante. Eugenio Oller, un empresario de 27 años, ha creado varias empresas, algunas han fracasado, pero él ha seguido su instinto queriendo siempre emprender y crear nuevas compañías. He aquí su historia.

1. ¿Nunca has trabajado para nadie?

en las prácticas del Máster, trabajé en un museo de aviación en San Francisco. Yo estudié ADE, luego hice un máster en Emprendimiento y Management el cual no me sirvió de nada, fue muy bonito, pero a efectos prácticos no me aportó conocimiento en general, sólo para ser parte de una empresa a nivel metódico, pero no te enseñan la psicología que hay que tener para montar una empresa. Conceptos como que "te mereces lo que tienes" que es lo que te enseñan en la Uni, no existen en la realidad, que es más parecida a una partida de póker, en el sentido que puedes estar haciendolo bien y aun así que todo salga mal. Cuando empiezas una empresa, estás en una incertidumbre extrema, un bissiness plan puede ser un error, porque psicológicamente empiezas sa enamorarte de una idea que no sabes si vas a encajar en el mercado. La alternativa es enfrentar una propuesta valor en el mercado, con el mínimo de tiempo y recursos posible. Psicológicamente, el ser humano, cuanto más invierte en algo, más se aferra, y eso es un error. Lo más probable es que tu idea fracase.

2. ¿Porqué?

Hay un 99% de las empresas que van a mercado fracasan. Si lo normal es que tu idea no tenga hueco en el mercado, y más si es tu primera, no es necesario el plan de empresa. Yo cuando empecé con "Emprende Aprendiendo" sabía que tardaría más de un año, pero al cabo de un mes ya habíamos viralizado el primer video en YouTube con más de 130.000 seguidores, porque vi un hueco en el mercado. Todavía no hemos empezado con los cursos on-line, hemos hecho la ingeniería inversa: mi propuesta de valor es gratuita en las redes sociales en vez de los cursos de pago. He colgado vídeos en YouTube acerca de mis casos prácticos, con visitas de 9 millones de personas. En vez de crear un business plan y en vez de justificarlo, y recrearnos en la falacia narrativa, cuanto más lo describes más te lo crees, tú mismo empiezas a creerte esa idea inventada. Yo no descarto un plan de empresa, sólo lo pospongo: ¿porqué no antes de ir al banco a pedir financiación, creas la idea, un producto mínimo viable? ¿Qué puedo hacer, lo mínimo, para ver si esto es viable o no? El line Start-Up es muy conocido, sobretodo en Silicon Valley, y es en lo que se basan mis cursos. El caso más conocido es Zappos, la primera tienda de zapatos online, lo que hizo, antes de montar el negocio la web, etc, fue a todas las tiendas de zapatos: ¿Puedo hacer fotos de tus zapatos y ponerlo en internet, y si lo vendo, te lo compro? Obviamente las tiendas aceptaron.

3. ¿Dónde está el negocio?

Desde fuera parece que no gana nada, es más pagaba el envío. No hay negocio, pero estaba comprobando la hipótesis: creo que la gente quiere comprar zapatos por internet. Él fue uno de los pioneros, no ganaba nada al principio, lo que ganó fueron clientes, porque le compraban los zapatos a él.

4. ¿Ganas dinero con YouTube?

Para mi es una herramienta, intento extraer atención para redirigirlo a mis proyectos, es un túnel de conversión. Yo ya tengo mi marca, lo más importante para mí es la atención, cuando empecé a ver que tenía 200.000 seguidores vi que había recolectado la atencion necesaria.

5. ¿Con cuantos proyectos cuentas ahora mismo?

Yo ahora mismo tengo Flash Libros, es un producto acabado, que ya he automatizado, era un reparto de libros durante seis meses, con vídeos y audios relacionados con la empresa. Se trataba de un pequeño curso extra para profundizar. Fundé una membresía en la que pagabas 19,90€ al mes y recibías un libro a la semana. Se inscribieron 600 alumnos, así que hice un lanzamiento del producto, el curso, que pagan 199€ con 28 libros más contenido extra.

6. ¿Cuál es el precio de Emprende Aprendiendo?

El primer curso es gratuito, el precio es tu e-mail, te tienes que hacer una cuenta. Tenemos un sistema automático de unos 110.000 emails, y eso son clientes alrededor del mundo.

7. ¿Crees que hay crisis?

No, hay muchísimas oportunidades, a mí me molesta ser sólo una persona, ojalá pudiera clonarme. Ahora hay muchísimos sectores que están creciendo, muchos sitios donde innovar. Cada día se están disrupteando nuevos negocios, AirBnb, Uber, etc. A mí me va bien que hayan "empresas carcas", así tengo más oportunidades de crecer.

8. ¿Cómo ves la importancia del crecimiento personal o felicidad en el emprendimiento?

A un empresario no le puedes convencer, tienes que mostrarle números, no creo que haya que imponerlo en ningún sitio. Creo que quien lo hace muestra un carácter y una impresión clara. Si los trabajadores vienen más felices a trabajar, te asegura un éxito diferencial, eso está claro.

9. ¿Crees que hay relación directa entre la felicidad del emprendedor y sus empleados y la productividad de la empresa? ¿Por ejemplo?

Hay una empresa de videojuegos que hace un poco como Google, horarios flexibles, que todo el mundo vaya a su rollo, y así despertar la creatividad de los empleados. Para que esto funcione tiene que haber un liderazgo potente, tener claro los conceptos. Por ejemplo, no creo que sea aplicable en una empresa donde los trabajadores no crean en la misión de la empresa.

10. ¿Qué criterios utilizas para la selección del personal?

Yo tengo dos empleados, yo tengo un baremo que son las "soft skills", habilidades landa, que son la motivación, la forma de empatizar y el desarrollo de esa persona, y luego están las "duras", conocimientos de PhotoShop, diseño, etc. que se requieren. El título universitario no importa. Ahora justo he contratado a un chico, editor de vídeos, que le pago bastante bien, y le he contratado porque hace seis meses pregunté si alguien me podía ayudar con los vídeos para mi canal de YouTube, y él se prestó. Ahí empecé a pedirle que me editara los vídeos de *Emprende Aprendiendo,* a la vez que paralelamente, se lo dije a otro chico. Tenía a dos personas a la vez haciendo el mismo trabajo. Quería formarlos a los dos y quedarme con uno. Resulta que uno fracasaba siempre, pero a los dos les decía que su trabajo no servía de nada. Entonces así empecé a ver qué tipo de presión podían aguantar, y lo reactivos que eran. Todo esto fue sin cobrar, ahí vi si querías trabajar conmigo por dinero o por la misión de la empresa. Después de 3 meses y medio vi que el que fracasaba mejoró y tenía motivaciones para mejorar día a día mientras que el otro se mantenía en un estilo llano sin cambiar nada, así que contraté al chico que había visto sus mejoras, le pagué 1000€ por el trabajo realizado y ahora está a sueldo. Me basé en que progresaba, cada vídeo que me pasaba era mejor que el anterior, mientras el otro se estancaba. Mi idea era escalar, no necesitaba un editor de vídeos profesional. Es más, me confesó que no había editado un vídeo antes, vio tutoriales y aprendió. Ahora sus vídeos son impresionantes.

11. ¿Eres feliz?

Sí. Mucho. Qué pregunta más rara, hay que definir la felicidad. Soy humano, no creo que haya felicidad extrema. Hago lo que hago porque me gusta, me he dado cuenta de que nos vamos a morir todos y pienso que si consigo avanzar un poco a los humanos con mis actos, puedo dejar marca aquí. No creo en la felicidad como un concepto constante, creo que hay altibajos, digamos que no puedes disfrutar de los máximos y los mínimos. Si nunca has pasado por una crisis, no puedes valorar los momentos buenos. Es bonito tener obstáculos, tocar fondo y ver cómo puedes salir adelante y reconducir tu vida. Fue romper con mi novia que hizo reconfigurarme y coger este camino, de ese trauma pude sacar cosas muy buenas, te preparas para el día de mañana y le das sentido a tu vida inspirando a los demás. Al final los pequeños problemas del día a día son mínimos.

[7. ANNEX]

3. ENTREVISTA A MARC CABALLE GARCIA · DIRECTOR Y FUNDADOR LONBALI

Nos dedicamos al comercio al por mayor y pormenor de bolsos, bolsas y todo producto que se le asemeje para mujer. Comercio textil, sector moda. Vendemos digitalmente, tenemos un año y dos meses. Somos cinco trabajadores en nómina y uno externo.

1. ¿Cómo se te ocurrió la idea para poner en marcha tu empresa?

Mis hermanas me sacan 10 años y llevan tiempo pensando que hay un nicho de mercado en la personalización de bolsos, por eso nació Lonbali. Ese es nuestro gancho, nuestro valor añadido para entrar en el mercado son la funcionalidad y los materiales.

2. ¿Cómo sabes cuándo la idea puede tirar adelante?

Hay un estudio detrás importante, de arriba a abajo, PyG, cashflow, estudio de mercado, todo. Nosotros hicimos una encuesta brutal a más de 100.000 mujeres, que tuvimos que pagar, con una parte del dinero de nuestro proyecto para saber si es viable antes de tirar el dinero. Entre el estudio, el feeling y el feedback tiramos adelante la idea, aun teniendo riesgo.

3. ¿Con qué capital inicial contaste? ¿Cuánta financiación has conseguido en total para tu proyecto? ¿Quiénes son tus socios actuales?

Nos financió un fondo extrangero, de Luxemburgo, con una inversion inicial de 100.000€, que basicamente se derivó en compra de material, ya que en el sector moda, primero se invierte y luego se vende. Con el tiempo, pedimos otra de 40.000€, así que podríamos decir que contamos con una financiación total de 140.000€. Aun así tenemos una línea de crédito.

4. Volviendo un poco a la época de estudiante en la universidad ¿En tu opinión eras un buen estudiante? ¿Cómo es tu método de aprendizaje?

Yo aprendo de lo práctico, vídeos, imágenes, o practicándolo. Mi manera de estudiar era hacer un esquema, subrayar con colores y memorizar las palabras. Lamentablemente, lo que estudiaba no me gustaba, sólo buscaba el aprobado. Sólo me interesaba una pequeña parte de la carrera de ADE. Soy muy curioso, no me gusta que me den las cosas dadas, soy una persona que me espabilo y me encanta aprender. También tengo que decir que mi modelo de negocio es algo que mi familia lleva haciendo desde hace generaciones, y es algo que he mamado en casa desde pequeño. He aprendido a llevar una empresa mezclando los conocimientos de la universidad, los aprendidos en casa y lo aprendido por mi cuento por mi manera de ser. Siempre me he preguntado las cosas, siempre he dudado.

5. ¿Cuál es el factor clave de éxito en tu empresa?

El servicio añadido. Somos una pequeña empresa, no podemos competir contra Inditex o Louis Vuitton. Entonces intentamos que nuestro servicio sea lo más sincero y rápido posible. Intento que te llegue el pedido en menos de 48h, no quiero hacerte esperar. La gente a veces me llama reclamando algo pensando que somos una gran empresa, pero a la que lo hago entender, en seguida de bajan del burro.

[7. ANNEX]

6. ¿Qué criterios utilizas para la selección del personal?

Te pongo un ejemplo, acabamos de fichar a dos personas de prácticas, hemos buscado unos mínimos requisitos para aportar valor a la empresa, en nuestro caso, buscamos gente que entienda de PhotoShop. Aun así no es primordial, apostamos por la gente que tiene buena actitud, la chica me lo ha dicho hoy: a través de la bolsa, su profesora nos consiguió una entrevista con ella y nos dimos cuenta que había hecho varios proyectos de nuestra marca, y me quedé alucinado. Su motivación e ilusión me convenció.

7. ¿Cómo ves la importancia del crecimiento personal o felicidad en el emprendimiento?

Importantísimo, es lo que te mantiene motivado: aprender, si no, creas un bucle negativo. Creo que es un pack, si aprendes y en la empresa te tratan bien, eres feliz. Si hay felicidad, hay buen rollo dentro del grupo, por lo tanto la creatividad aflora. Yo creo sinceramente que la creatividad se corta cuando no estás cómodo en un sitio. Del mismo modo la productividad, si estás tenso, no haces el trabajo bien, no eres libre para poner en duda lo que haces. Creo que si está feliz el empleado se pone del punto de vista mío, como director, pensando en mis intereses, empatizando con la firma y la empresa.

8. ¿Aplicas el bienestar en tu oficina/empleados?

Lo intento. Por ejemplo, el pasado viernes, despues de una presentación para el corte ingles, hicimos una pequeña reunion exponiendo nuestras experiencias, mientras compartíamos todos juntos un desayuno que traje a la oficina. Además, les dejé una nota a cada uno en su despacho poniendo que buen trabajo y gracias.

9. ¿Crees que hay relación directa entre la felicidad del emprendedor y sus empleados y la productividad de la empresa? ¿Por ejemplo?

Ofrecemos descansos cada rato para los trabajos mecánicos, sobretodo los de almacén. Por otro lado, en el sector creativo, de toda la jornada laboral, cada mañana nos sentamos y debatimos ideas todos juntos. También hacemos cursos pagados para los empleados, damos las herramientas necesarias para aprender nuevas habilidades. Si nos lo piden con tiempo tenemos horarios flexibles y días de vacaciones cuando los necesiten.

10. ¿Eres feliz?

Sí. Estoy aprendiendo, sé que le estoy siendo útil a los demás y estoy haciendo que los demás aprendan también. Aun así, para llegar a mi máxima felicidad, como buen millenial que soy, te diría que me gustaría estar en un sector que fuera mi hobbie.

[7. ANNEX]

· REFERENCES AND OTHER INFORMATION.

Our academic methodology, based on "learning by doing", is based on the model developed by these universities:

⯀ Business Kitchen (Oulu, Finland). University campus dependent on Oulu University of Applied Sciences and University of Oulu. The ADE degree program is carried out under the guidance of TEAM ACADEMY.

⯀ KaosPilot (Denmark) .- KaosPilot is a business school and hybrid design, with an education based on leadership and entrepreneurship.

⯀ Tiimiakatemia (Finland) .- It is the origin of the Team Academy ,.

⯀ Team academy in Euskadi and Catalonia.- The T.A. system At the university center of Mondragón.

How do we believe in the importance of globalization and internationalization of projects and, above all, of them?
Our students, we have the will to reach agreements and / or agreements with other universities:

1. Polytechnical Institute of Bragança (Portugal), we have reached a pre-agreement to carry out a double degree, they will begin the formalities for the official Master's degree in Entrepreneurs. We will follow the same academic program.

2. Oulu University of Applied Sciences (Finland), intends to reach a collaboration agreement, to share and develop projects jointly, we are very interested in our technological and industrial aspects.
We plan to open other contacts in different universities in Europe, to ensure that the student has the maximum cultural integration, the possibility of traveling, and above all a vision of the most international and global businesses.
We are also negotiating with different institutions in the world of entrepreneurship and technology to be able to collaborate on the projects to be executed.

Other resources to start:

⯀ Forum for investors. - Meeting point with investors to exchange ideas and financing.
⯀ MocCS. - Promotion of seminars online.
⯀ Business project work bank - help students to publicize their projects.
⯀ Coworking.- Workplace for students of the Master, up to the start of the business.

[7. ANNEX]

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