EXECUTIVE SUMMARIES

THE SECRET SAUCE FOR ORGANIZATIONAL SUCCESS: MANAGING AND PRODUCING STAR PERFORMERS
by HERMAN AGUINIS, KYLE J. BRADLEY

Star performers are those individuals who produce a disproportionately large amount of results—be it basketball points, shareholder wealth, Emmy awards, sales, or scientific publications. These star performers, also called scale tippers, difference players, and game changers, are essential for an organization's long-term sustainability and very survival regardless of size and industry. Star performers are not only found in the executive suite or in the form of extremely successful entrepreneurs and athletes, but rather exist throughout all levels of the organization, from frontline workers all the way to the top. Using a pizza pie analogy, a star's slice is usually larger in comparison to the others in the organization (e.g., higher salary, better perks). Star performers also have the effect of making the pizza pie larger for the entire organization because, through their behavior and results they produce, they improve the productivity of those around them. Our article describes how to manage and produce star performers, and we focus on transparency and fairness in policies, the structure of work, training and development interventions, employment decisions, and compensation practices. Implementing these recommendations is likely to accomplish the goal of turning human capital into a true competitive advantage.

DOING NOTHING AND NOTHING TO DO: THE HIDDEN VALUE OF EMPTY TIME AND BOREDOM
by MANFRED F.R. KETS DE VRIES

Paradoxically, doing nothing and being bored can be invaluable to the creative process. In our present networked society, introspection and reflection have become lost arts. Instead, we are at risk of becoming victims of informational overload. The balance between activity and inactivity has become seriously out of sync. However, doing nothing is a great way to induce states of mind that nurture our imagination. Slacking off may be the best thing we can do for our mental health. Seemingly inactive states of mind can be an incubation period for future bursts of creativity.

Keeping busy can be a very effective defense mechanism for warding off disturbing thoughts and feelings. But by resorting to manic-like behavior we suppress the truth of our feelings and concerns, consciously or unconsciously avoiding periods of uninterrupted, freely associative thoughts. Yet unconscious thought processes can generate novel ideas and solutions more effectively than a conscious focus on problem solving. To that effect, this article describes a number of actions and conditions that can help achieve this state of mind.

TEAM RESILIENCE: HOW TEAMS FLOURISH UNDER PRESSURE
by GEORGE M. ALLIGER, CHRISTOPHER P. CERASOLI, SCOTT I. TANNENBAUM, WILLIAM B. VESSEY

Teams face challenges that can negatively affect member and team performance and well-being. While some teams may recover and even thrive after facing a difficult stressor, others will show reduced achievement and suffer loss of morale and cohesion. What makes the difference? In this article, we demonstrate that one central, crucially important construct is *team resilience*. Team resilience is the capacity of a team to withstand and overcome stressors in a manner that enables sustained performance; it helps teams handle and bounce back from challenges that can endanger their cohesiveness and performance. This group-level resilience does not necessarily arise when a team is composed of individuals each of whom is resilient at an individual level—rather, it is truly a team-level phenomenon. We underscore this fact by providing five dimensions along which team resilience can be assessed, and 40 team-level behaviors, categorized within three major behavioral strategies: those that address conditions prior to a challenge and which act as anticipatory control (Minimize), those which are used to handle the challenge as it unfolds (Manage), and those used to regain resources and team health after a challenge (Mend). Since teams are now ubiquitous in the business world, this discussion on team resilience will have relevance to many readers.

EMPLOYEE ENGAGEMENT AND POSITIVE PSYCHOLOGICAL CAPITAL

by KENNETH R. THOMPSON, GRACE LEMMON, THOMAS J. WALTER

Current research suggests that engagement can be developed and maintained through proper management of employee capital. To support and expand this perspective, we first synthesize existing literature on predictors of engagement, using resource theory. Through this theory it is apparent that existing predictors of engagement sort into three traditional forms of capital: human, social, and family. We then incorporate a new form of capital, positive psychological capital (PsyCap), which encompasses the hardiness and fortitude of the cognitive self, into the present understanding of how employee engagement develops. We suggest that PsyCap provides a fourth significant approach to both directly and indirectly influence employee engagement. There is considerable research evidence that PsyCap can be improved through training efforts, suggesting that PsyCap is malleable. From this perspective, our quantitative and qualitative research suggests the PsyCap of an employee can be directly influenced by leader behavior, indicating that leaders can take an active role in improving employee engagement. To demonstrate this, we focus on five case-specific examples.

Employee engagement, or the complete cognitive, emotional, and physical immersion of the self in one's work, is often touted as the pinnacle of positive employee attitudes. There is robust research to support this claim: Higher levels of employee engagement lead employees to perform work of higher quality (e.g., fewer errors), to be more committed to the organization, to be more likely to go above-and-beyond for the organization, and leave the organization at a reduced rate. As a result, organizations realize observable gains in productivity and employee replacement costs plummet. Further, engaged employees are more interested in and capable of forming strong connections with customers, as demonstrated in studies that link employee engagement to lower customer attrition rates and higher customer spending rates.

An engaged workforce, then, appears critical to developing and maintaining high-quality customer service relationships. As a consequence of the robust utility of engagement, researchers in a recent *Organizational Dynamics* article assert that employee engagement should also be included as an a fifth element in the Kaplan and Norton's Balanced Scorecard, in addition to the traditional four elements: financial, customer, internal processes, and learning and growth. The authors rightly argue that the relationship between employees connecting with and delighting customers and positive financial results from the employees' efforts warrant such an inclusion. Beyond this article, popular press examples of such a linkage can be found at companies such as Whole Foods, Costco, and Zappos, where a customer-centric and employee-centric culture purportedly drive organizational performance.

Despite its renown, there are few practical guides that are rooted in peer-reviewed and evidence-based research on how to develop employee engagement, as well as what specific outcomes to expect from engaged employees. Therefore, the purpose of this paper is to (1) provide a framework for understanding existing research on predictors of employee engagement, (2) expand that framework by describing a new predictor and enhancer of employee engagement rooted in one's own psychological state, Psychological Capital (PsyCap), and (3) provide managers and leaders with case studies that illustrate how to improve employee engagement through the use PsyCap. Here we will specifically draw on our recent qualitative and quantitative research gleaned from several diverse organizations to both make the case for the importance of PsyCap and to illustrate how leaders can improve the PsyCap of their followers through behaviors and cultural shifts.

THE SHOW MUST GO ON: LEADERSHIP LEARNING ON BROADWAY

by STUART PAUL, GEOFFREY WHITTAM

Where can those aspiring to lead 21st century organizations uncover successful approaches to leadership that place an emphasis on creative and innovative responses? This article presents findings from the first study of entrepreneurial leaders in one of America's most dynamic and successful industries, namely the Broadway theater. The leaders studied are Broadway theater producers whose endeavors have helped create a multi-billion dollar industry.

The study addressed two specific questions. First, what do producers need to learn in order to successfully lead teams engaged in developing and commercializing ideas for the Broadway stage? Second, how does this leadership learning happen; specifically, what activities and processes facilitate and enhance producers' leadership capabilities? Based on this research, we provide a leadership learning framework to assist managers and scholars in understanding the relationship