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RESEARCH INSTITUTE INSIGHTS

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Cohort of t2pRI Fellows



VIBRANT LEADERS

**Enduring
Principles.
New
Realities.**

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**RESEARCH
INSTITUTE**

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INTRODUCING t2PRI....

Welcome! It is my pleasure to introduce the think2perform Research Institute (t2pRI) and the Institute's inaugural news magazine issue. For background as to why think2perform Research Institute was founded, our reason for being, and what we aspire to achieve, read on.

RESPONDING TO A DRIVE FOR PERSONAL DEVELOPMENT

Throughout my career in leadership, I leveraged best practices founded in research—such as Moral Intelligence, Emotional Intelligence, Situational Leadership, and Purpose—to continuously improve my ability to serve. As a coach of others, I observed that top-performing and high-potential leaders actively work to advance their skills and stay current with leadership best practices. Successful leaders engage in active self-reflection, solicit feedback from others (outside the review process), seek mentors and read voraciously. They are polymaths: ever vigilant for skills and new techniques to amplify their personal and team leadership effectiveness. Responding to this observed desire for continuous professional development and growth and the impact of research in our own lives, legendary leader and coach Doug Lennick and I co-founded think2perform Research Institute in 2016.

t2PRI MISSION AND VALUES

The mission of think2perform Research Institute is to **advance moral and purposeful leadership to inspire, engage and develop current and emerging leaders**. The Institute actively funds high-quality, cutting-edge leadership research addressing the most pressing and current management issues. The skills and behavioral techniques drawn from this research may then be immediately applied by leaders at all stages of their career to improve relationships and personal performance.

Best of all...t2pRI is a **nonprofit—a registered 501(c)3**—so our research findings and best practices are available to you and others, at minimal cost. Our vision is to lead in developing innovative solutions and propagating best practices for moral and purposeful leadership. Currently, t2pRI is actively working to deliver our research findings to you in the manner that best meets your needs—for your reading pleasure, as a part of an interactive group, and/or online through video.

HELPING YOU BECOME YOUR BEST SELF

t2pRI is committed to helping YOU become your **BEST SELF** and build your potential as a moral and purposeful leader. We live by the values of morally-intelligent leadership—integrity, responsibility, compassion and forgiveness. Through the research of another t2pRI Director Fred Kiel, it has been proven that moral leaders and companies have superior performance. Moral leadership is beneficial both personally and professionally!

We hope that you enjoy this first issue that highlights our work. If you support our mission and values, we hope that you will choose to become a supporter and donor of t2pRI. Then, you can enjoy the benefits of our research and practically apply the cutting-edge practices provided by t2pRI for your own continued personal growth and success. See page 26 for information on how to become a supporter.

Warmest regards,



Kris Petersen
Chair, Board of Directors
think2perform Research Institute

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SENIOR LEADER VIEWPOINT: IS INTEGRITY NECESSARY?

think2perform Research Institute Co-Founder DOUG LENNICK Talks With CAROL KEERS

Doug Lennick, legendary executive, author and leadership coach, recently sat down with Carol Keers of Change Masters® and co-author of *Seeing Yourself as Others Do* to explain why he created the think2perform Research Institute, what it means to him, and why YOU should care.



LEADERSHIPS NEED INSIGHTS & INNOVATIONS

CK: Doug, tell me about this whole concept of think2perform Research Institute. What is it about?

DL: Years ago as I progressed to leadership, I observed that I needed to learn how to develop and motivate people. Motivated people are happier and achieve much more than those simply fulfilling their job requirements. As a leader, I recognized the need to understand people—bosses, subordinates, peers and customers—and their values and concerns. I hungered for insights and practical methods to help me be a better leader.

That's why I co-founded the think2perform Research Institute, with Kris Petersen, an accomplished executive. It is a nonprofit—a registered 501c3.

The Institute does what most leaders don't have time to do on a daily basis, but need so badly: It sponsors scientific research into today's leading-edge, most-pressing leadership questions. Then it makes the findings and their practical applications available to all leaders seeking innovative approaches and personal growth.

The Institute seeks answers to questions like: Why is integrity important for leaders?

WHY IS INTEGRITY IMPORTANT?

CK: Why *is* integrity important? Is it profitable? Do you make money taking care of people? What have you found?

DL: We found that acting with integrity is very smart! Fred Kiel, who co-authored *Moral Intelligence: Enhancing Business Performance & Leadership Success* with me, conducted research proving that **integrity does matter!** Fred, who is also a Research Institute Board member, completed a seven-year longitudinal study with 120 CEOs and 8,000 of their employees focusing on the question: Are CEO moral principles and behaviors profitable? And the answer was a resounding "Yes!" Fred's 2015 book, *Return on Character: The Real Reason that Leaders and their Companies Win*, details these findings.

IS INTEGRITY REALISTIC THESE DAYS?

CK: Doug, people operate under significant daily pressure. When you talk about integrity, it sounds like a lot of "nice to have" stuff. Is it a realistic expectation? What's the payoff?

DL: What's interesting is that Fred looked at detailed organizational performance data—financial indicators, employee surveys and customer satisfaction results over many years. He conducted interviews with leaders and employees. He found that the companies whose leadership possessed moral competencies AND acted on them PERFORMED SIGNIFICANTLY BETTER than their less morally-competent peers. Companies that had leaders who demonstrated the character values **of integrity, responsibility, compassion and forgiveness were FIVE times more profitable.**

CK: So you're saying that the CEOs with character, who LIVE their values—"walk their talk"—realize better performance for their companies. How else does it pay for leaders and their employees to have integrity?

DL: We corroborated Fred's findings with research focused specifically on the financial services industry. It explored: "What are the competencies of a financial professional that result in excellence and a superior portfolio return for the customer?" It turned out the

results confirmed Fred's findings: The **top competence for financial advisors is integrity**.

However, let me offer a word of caution. Leaders have to **truly care about people to act with integrity**. If they don't, their employees and customers will sense it. Concern for others **MUST** be authentic.

CK: Isn't this just like the "Golden Rule?"

DL: Well, Carol, there's a better rule than the Golden Rule. It's what I call the Platinum Rule, which I define as "Treat people as they would like to be treated." So, look at their point of view, needs and desires. Leaders must take the extra step to truly understand what their employees want and help them accomplish it. My wife, Beth Ann, taught me that. She doesn't want to be treated the way I want to be treated. I've progressed to try to see things from the unique perspective of others, and what they want for themselves.

GREAT LEADERS WHO LIVE BY THE PLATINUM RULE

CK: Doug, you've worked with a lot of great leaders. Who have you met who best lives the Platinum Rule and the values of integrity, responsibility, compassion, and forgiveness?

DL: Ken Chenault, recently retired as CEO and Chairman of American Express, is one of today's leaders who lives these values. He, together with his predecessor, Harvey Golub, saw American Express through some very difficult times. I knew them both very well, and personally observed how they lived these values.

When 9/11 happened, American Express' world headquarters in lower Manhattan was located right next to the World Trade Center towers. When the towers collapsed, tragically 11 American Express employees lost their lives.

Additionally, the American Express Tower sustained such collateral damage that employees could not work in the building. The whole workforce was displaced into the tri-state area around New York City. Employees and their families were deeply traumatized.

To reassure, communicate and provide services to AMEX employees, Ken arranged an all-employee meeting at Madison Square Garden. He called me because of my background in understanding human behavior and emotions, and asked me for my help with the meeting.

At the meeting, Ken acknowledged employees' emotions of grief, fear, shock, and uncertainty, and helped them understand that the most important thing was taking care of themselves and making sure that their families were safe.

The thing that was most telling was when, years later, the company was experiencing some difficult financial times. Ken recognized his responsibility to multiple constituents—shareholders, employees, customers, and the community more broadly. He made decisions to reduce the size of the workforce, but he did it so humanely, recognizing displaced employees' many years of service, contributions and their responsibilities to their families. He ensured that employees were treated so well that he received letters of gratitude and support from many displaced workers. Ken was, and continues to be, compassionately honest.

Of the four moral principles—integrity, responsibility, compassion, and forgiveness, the one that makes the most difference is compassion. Ken demonstrated his strong sense of compassion—actually caring—about his employees in many ways.

I am a great believer that if you serve your people, your people will serve your customers, and your customers will bring you profitability. I tell leaders to focus on your people and care about them. And that's what compassion is: actively caring about the well-being of your people.

YOUNGER YEARS: SOURCE OF PASSION FOR THE INSTITUTE

CK: Tell me a little bit about your background, Doug. How did you become so passionate about moral intelligence?

DL: I grew up in western North Dakota. I was the beneficiary of wonderful parents and grandparents from whom I learned important values and life lessons.

In fact, speaking of moral intelligence, one of my most vivid memories is my first lesson in honesty and integrity. When I was a five-year-old boy, I took some candy from a store that was owned by my cousin while visiting with my mom.

Later, on the way home from the store, I was eating this piece of candy and my mom asked, "Where'd you get the candy?"

"In the store," I replied.

“Where’d you get the money to pay for the candy?”

I looked at her uncomprehendingly, and said, “I just took it.”

She looked at me, frowning, brows furrowed, “We’re going back and you’re going to tell them that you stole the candy. You took something that wasn’t yours. You are going to pay for that candy.”

I marched back into my cousin’s store, apologized, looking up from my sightline below the counter, and handed over my penny for the candy. This incident taught me honesty and integrity early on.



CK: Having forsaken a life of crime in your early years, what kind of a career did you choose?

DL: My career choices led me to entrepreneurial ventures. Later, I also got into corporate business and I ended up as the head of the retail distribution business for what is now Ameriprise Financial. I had this big organization of people that I supported.

CK: Supported? What do you mean? You were their leader.

DL: I’ve always been a big believer in the concept of servant leadership. So when people ask, how many people worked for you? I’d say “none,” but I **worked** for 17,000.



CK: That is a powerful metaphor for learning, Doug. What type of access to research and tools do you wished you had when you were leading 17,000 people?

Through the Research Institute, what are you making available to others in the next generation of leadership?

DL: As a young professional, I didn’t have research. I realized over time through my own reading and observation, and through those who mentored me, how valuable it was to have insights into people, their behavior, emotional competence and neuroscience and to be on the leading edge of knowledge. I co-founded the Research Institute to provide emerging insights to others.

WHAT IS YOUR INTEREST IN THE RESEARCH INSTITUTE?

CK: Doug, I’ve known you and people who you “supported” for several decades now. You are known for your sense of compassionate honesty. You are also known as a person who lifts others up. You are a national expert on emotional competence for business people, too. How do all of these accomplishments relate to starting the Research Institute?

DL: I always wondered why do people do what they do and if it was possible that **we could be more ideal more often—a better leader and person?**

Dr. Barbara Fredrickson, psychologist and a researcher at University of North Carolina, and author of *Positivity* and *Love 2.0*, studied the question of “What good is feeling good” or the power of happiness. Her conclusion was that positive emotions are to the mind as daylight is to the daylily. As the light makes the daylily open, so positive emotions render people open to learning and new ideas.

DESCRIBE THE INSTITUTE: IT’S VISION AND THE RESEARCH IT CONDUCTS

CK: Tell me about think2perform Research Institute and its vision.

DL: Our vision is to enhance the world. That’s the short version. And the longer version is to do so by improving the decision-making and performance of the individuals and organizations we touch. At the Institute, we sponsor research Fellows who will come up with the next generation of new ideas and approaches to leadership. We have supported five Fellows in their research thus far. All are experienced professionals.

CK: So many people in the workplace today are under tremendous pressure and stress from their jobs, mortgages, and kids. In these situations, some make poor choices or stay silent in the face of bad decisions. Give me an example of some of the research that I might have access to as part of the Institute. What have you got that will help them cope more effectively?

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The **think2perform RESEARCH INSTITUTE** is governed by a stellar group of Directors who are highly accomplished leaders, scholars and coaches. t2pRI is grateful to its leaders for their vision and stewardship.



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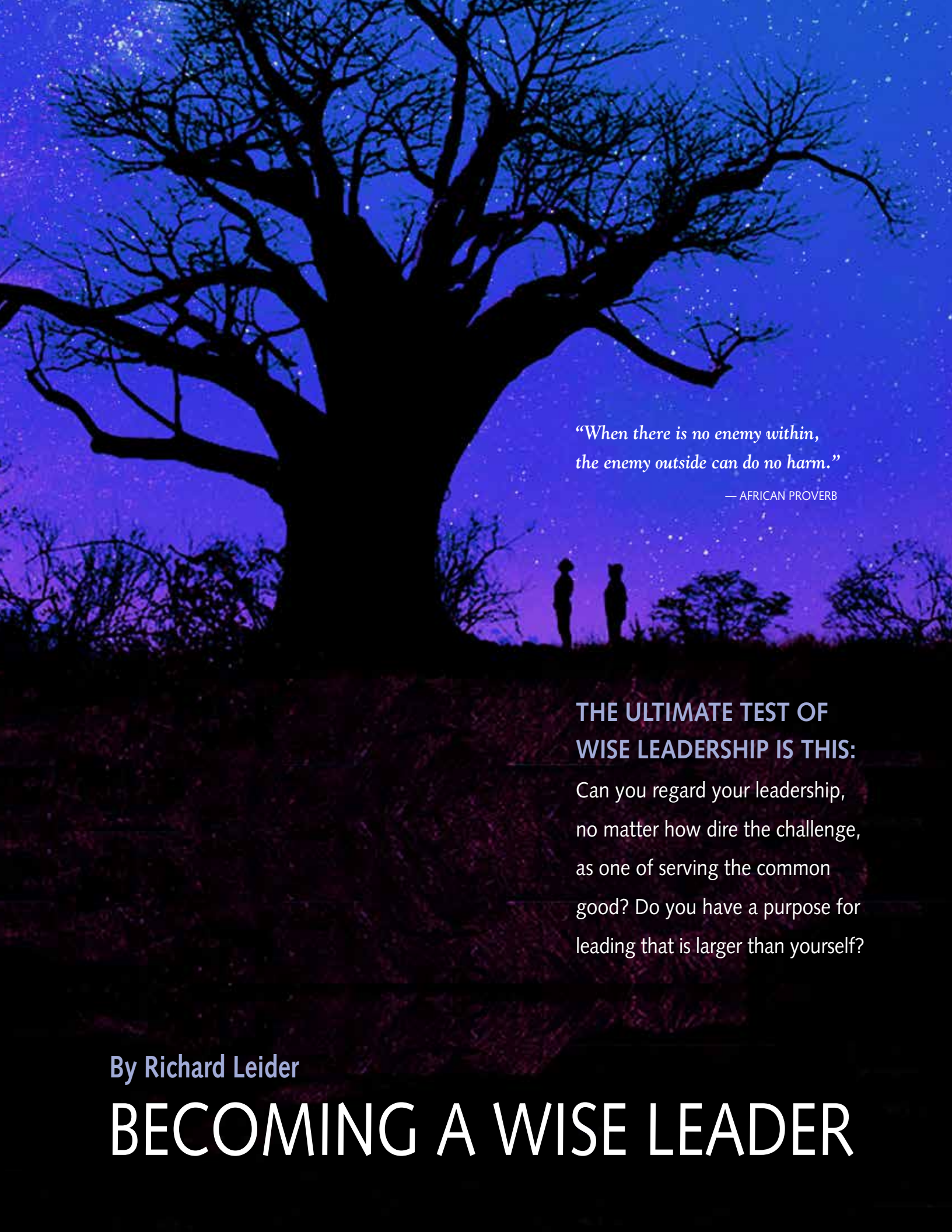
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*“When there is no enemy within,
the enemy outside can do no harm.”*

— AFRICAN PROVERB

**THE ULTIMATE TEST OF
WISE LEADERSHIP IS THIS:**

Can you regard your leadership, no matter how dire the challenge, as one of serving the common good? Do you have a purpose for leading that is larger than yourself?

By Richard Leider

BECOMING A WISE LEADER



Most of us have a keen awareness of wisdom when it is present in our leaders (and in ourselves). And we have an uneasy feeling of distrust and disengagement when it is absent. To become a wise leader, one must be “people-wise.”

Have you recently heard an inner voice whispering to you things like: “I don’t think I can do it?” “I’m not enough.” “What if I fail?”

That is the enemy within you speaking to you. It is the voice that speaks to you when you need to step outside your comfort zone. It is the voice of fear. We all hear it occasionally. It is part of being human.

The answer is not to kill it or suffocate it, but to dive headfirst into it! Identify the voice with choice, curiosity, and courage. Why? Because what you resist will persist.

Nelson Mandela’s actions reflected the truth about becoming a wise leader — that to lead wisely, one must be people-wise. When Mandela became President of South Africa on May 10, 1994, he faced countless challenges outside his comfort zone. And he faced his inner voice of fear. Upon his release from prison, he had been greeted with banners reading, “Mandela Go Home, to Prison” and “Hang Mandela.”

It took all of his people-wisdom to take a stand to serve the common good of all others. To become the leader that South Africa needed, he chose to embrace the national rugby team, the Springboks.

Popular with Afrikaners, to most blacks the Springboks represented the apartheid system that they despised. Nevertheless, Mandela chose South Africa to host rugby’s World Cup the following year with the slogan, “One Team, One Country.” As the Springboks began to win in the fierce World Cup competition, the mood in the country shifted.

When the players (all but one of them white) showed up in public, they were greeted not just by Afrikaners, but by blacks as well.

The Springboks made it to the finals. They were to play the New Zealand All Blacks, considered one of the finest rugby teams in history.

Five minutes before the game, in front of 65,000 chanting and singing fans, Mandela walked into the stadium wearing a Springbok jersey, the very symbol of apartheid that so many hated.

With millions more watching on television or listening on the radio, the crowd of mostly Afrikaners went wild with a deafening chant of “Nel-son, Nel-son!” The country was united for the moment—“One Team, One Country.” It was a moment that many people realized that this country could work. Mandela showed that he could forgive and become the wise leader they wanted.

The Springboks won the thrilling championship game in overtime.

Mandela’s stand embodied what it means to be people-wise. After decades of apartheid and after 27 years in prison, it would have been natural for him to focus on the wants of his black constituents at the expense of the broader interests of the country.

But Mandela had become a leader with a people-wise view. His actions toward the Springboks served as a powerful symbol of what the new South Africa might be like. They reflected his wise awareness of how others very different from himself would react to changes accelerating around them.

Nelson Mandela has two critical things to teach us about becoming wise leaders.

First, “becoming” means clearly understanding the difference between being smart and being wise. They are not the same. Wisdom demands insight and effectiveness with people. A leader can be very smart without being smart about people.

Becoming a wise leader requires having a feel for people—their hopes, fears, passions, and purposes.

Second, becoming a wise leader means understanding why things are the way they are. Aristotle claimed that wisdom comes from our understanding of *why*. To him, a smart person knew a lot about *what* and *how*, but a wise person understood *why*.

It was Mandela's understanding of the why of all South Africans that testifies to his greatness as a people-wise leader. He had no enemy within.¹

WHAT MAKES A LEADER WISE?

We like to believe that our leaders are smart people. But as Nelson Mandela showed us, being smart is not enough in the long run. How does one go from being a smart leader to becoming a wise leader? Start by seeing the world differently—from the inside out. A wise leader is constantly becoming more self-aware. Without self-awareness, it is very hard to move out of smartness.

The dean of leadership gurus, the late Warren Bennis, wrote: "The leader never lies to himself, especially about himself, knows his flaws as well as his assets, and deals with them directly." Even though Bennis mentored CEOs, taught countless soon-to-be leaders while teaching at Harvard, MIT, and USC, and advised U.S. Presidents John F. Kennedy, Lyndon Johnson, Gerald Ford, and Ronald Reagan, he never pretended he knew everything. He wrote, "To an extent, leadership is like beauty: It's hard to define, but you know it when you see it."

Do you see leadership in yourself? Do others see it in you?

SELF-AWARENESS
IS THE SOUL OF
WISE LEADERSHIP.
WITHOUT A SOUL,
A LEADER IS NOTHING MORE
THAN A SMART SUIT.

¹ For more information, read *Playing the Enemy: Nelson Mandela and the Game that Made a Nation* by John Carlin, and watch the film *Invictus*, starring Morgan Freeman and Matt Damon.

THE BIG IDEA: BECOMING SELF-AWARE

The Working on Purpose Quiz

Check yes or no according to how you feel about each question today.

	Yes	No
Do I wake up most Mondays feeling energized to go to work?	<input type="radio"/>	<input type="radio"/>
Do I have deep energy—feel a personal calling—for my work?	<input type="radio"/>	<input type="radio"/>
Am I clear about how I measure my success as a person?	<input type="radio"/>	<input type="radio"/>
Do I use my gifts to add real value to people's lives?	<input type="radio"/>	<input type="radio"/>
Do I work with people who honor the values I value?	<input type="radio"/>	<input type="radio"/>
Can I speak my truth in my work?	<input type="radio"/>	<input type="radio"/>
Am I experiencing true joy in my work?	<input type="radio"/>	<input type="radio"/>
Am I making a living doing what I most love to do?	<input type="radio"/>	<input type="radio"/>
Can I speak my purpose in one clear sentence?	<input type="radio"/>	<input type="radio"/>
Do I go to sleep most nights feeling this was a well-lived day?	<input type="radio"/>	<input type="radio"/>

The total number of yes responses on the inventory provides a general idea of your power of purpose at work. If you have many yeses, you're obviously intent on making a difference through your work. You probably have a sense of purpose or direction, but you might consider further clarifying your gifts, passions, and values.

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RICHARD LEIDER, Founder of Inventure – The Purpose Company, is one of America's pre-eminent executive-life coaches. He is ranked by Forbes as one of the Top 5 most respected executive coaches and by the Conference Board as a "legend in coaching." Richard has written 10 books, including three best-sellers,

which have sold over one million copies and have been translated into 20 languages. *Repacking Your Bags* and *The Power of Purpose* are considered classics in the personal development field. Richard's PBS special, *The Power of Purpose*, was viewed by millions of people across the U.S.

By Jacqueline Johnson

SETTING THE LEADERSHIP TABLE:
**WHY
SUSTAINABILITY
LEADERSHIP
MATTERS**

WHAT are the characteristics of sustainability leaders?

HOW do these characteristics interface with moral and purposeful leadership?

WHY is it important that leaders, regardless of the type of organization they represent, focus on sustainability as they work to affect organizational decisions and culture?

MEANING MATTERS

Shared meaning provides a platform for shared action. What do we mean when we use the terms “sustainable” and “sustainability”? Here are four ways to think about these concepts:

- (1) **Sustainable:** (from the Merriam-Webster online dictionary): “Capable of being sustained; of, relating to, or being a method of harvesting or using a resource so that the resource is not depleted or permanently damaged; of or relating to a lifestyle involving the use of sustainable methods.”
- (2) **The Seventh Generation Principle:** From *The Great Law of Iroquois Confederacy* comes the idea that it is important to consider how every decision made in the present will affect descendants seven generations into the future. Although an exact date is not known, *The Great Law of Iroquois Confederacy* likely dates to a period between 1142 A.D. and 1500 A.D.
- (3) **Brundtland Report:** A classic definition of sustainability used by those who work in the field of sustainable development comes from *Our Common Future: The Brundtland Report for the World Commission on Environment and Development* (1987). The report is named after the commission chair, Gro Harlem Brundtland, and the commission was formed and charged by the General Assembly of the United Nations to formulate a global agenda for change. Echoing the Seventh Generation Principle, the report states “...in the end, sustainable development is not a fixed state of harmony, but rather a process of change in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are made consistent with future as well as present needs.”

(4) The Three Legs of the Sustainability Stool:

While the focus of sustainability work is often equated with environmental and ecological issues, it is also the case that environmental sustainability is directly linked to economic and social sustainability—in particular to issues of economic and social justice. This is often referred to as the “three legged stool” of sustainability and it is the premise on which the “triple bottom line” concept is based.

How do these definitions—how does the concept of sustainability—fit with leadership as it is explored by the think2perform Research Institute? The mission of the institute—**advancing moral and purposeful leadership to inspire and engage current and emerging leaders**—illuminates the importance of developing characteristics in leaders that are directly aligned with the moral principles inherent in the concept of sustainability. Sustainability leadership means leading with a sense of moral purpose related to environmental, economic, and social justice. It means leading in such a way that decisions made in the present and affecting the present are made with attention to the needs of future generations. It means that decisions are made in such a way and with such purpose that they do not compromise those needs. There is, then, a decidedly moral and purposeful element to sustainability leadership.

What, then, do sustainability leaders need to focus on? What does their leadership look like? How is it similar to or different from that of other leaders?

WORDS MATTER

The words of a leader matter; sometimes it might seem that they matter more than they should. I remember one of my own “leadership moments”—a moment when my own actions, my own words, gave me pause and made me think about what it meant to be “a leader.” I had made what I considered to be casual

remarks about possible changes in the curriculum at the higher education institution where I was chief academic officer. I was “thinking out loud,” trying ideas out “on the air,” willing to erase them if I changed my mind or I did not like the sound of them once they were spoken. Imagine my surprise when I later heard my words repeated back to me by faculty members and staff as if they were now gospel, policy, ideas fully formed and ready to be implemented. I learned that the casual and contrary approach I had often taken as a faculty member—the words I had used from the vantage point of that role—had now taken on new meaning and new gravitas. I was speaking from a position of power. I needed to recognize this. I needed to be more mindful of how my words would be heard by others.

Leading with sustainability in mind means paying close attention to the words we speak, choosing them carefully, and understanding the impact—sometimes the differential and disproportionate impact—on those who are listening, who are looking for clues, trying to understand the leader’s agenda, her priorities, the impact on the present and the future.

FACTS MATTER; SCIENCE MATTERS, TOO

Leading with sustainability in mind means believing in science, in particular the science of climate change, and knowing the facts inherent in that science and the *danger* inherent in continuing to live as if the facts and science do not matter. There really is *no* scientific disagreement about the fact that greenhouse gases emitted by human activity are the primary driver of climate change and really no scientific disagreement about the fact that climate change is real and represents a problem of global proportion. From the American Association for the Advancement of Science to the American Chemical Society to the American Geophysicists Union to the American Medical Association to many more scientific organizations

than can be listed here, there is agreement.

The daily impact of this human intervention is seen in one extreme weather event after another. It appears in the ravages of drought or fire or flooding contributing to global crises and worldwide patterns of human displacement. Sustainability leaders must be aware of these facts, this science.

STORYTELLING MATTERS

Knowing the facts is a moral obligation of all leaders, whether they consider themselves to be leaders in sustainability or not. Moreover, the ability to share these facts is essential, but an effective and compelling leader also has to be able to tell a good story. Telling a good story means knowing your audience. It does not mean different “truths” for different audiences, but it does mean finding ways to engage your audience and speak to the things they care about in language that does not disparage, diminish, or discourage them.

I recall a colleague in the rural community where we lived and worked reminding me that “global warming” and “climate change” were words that were highly charged politically for many with whom we engaged. “Instead of using those words,” he advised, “talk about **extreme weather.**” The family whose home was just destroyed by straight-line winds and the farmer who has just seen her crops devastated by torrential rains understand extreme weather, and, regardless of their politics, they feel directly the impact it has on their ability to provide for their families, to make a living. Those interested in cultivating a leadership style undergirded by the moral principles of sustainability must be willing and able to use science, to quote climate scientists and, in so doing, to use words that will bring people together, not drive them apart. They should also be able to invoke the poets who write about the environment and the natural world, such as Wendell Berry and Vicki Graham. Tell a good story; read a good poem.

SHADOWS MATTER

“A leader doesn’t just get the message across; he is the message.” This quotation by the late Warren Bennis, for more than 30 years a distinguished business school faculty member and leadership scholar at the University of Southern California, is the headline for an article by Larry Senn and Jim Hart titled “What Leadership Shadow Do you Cast” (June 23, 2015).

In this article, Senn and Hart note that all leaders cast shadows on the organizations they lead—weak or strong, the shadow is there. The shadow can do or be many things—it can inspire or intimidate, energize or paralyze, empower or immobilize. Creating a sustainable future requires leaders who can inspire and followers who are inspired; leaders who can energize and colleagues who are energized; leaders who empower and citizens who are empowered, willing to take on their own positions of leadership when called. Creating a sustainable future requires leaders who themselves can turn words and thoughts into action, able to motivate others to act as agents of social change against powerful forces of resistance. Effective sustainability leaders will act with thoughtful contemplation of their own shadows.

PRESENT AND FUTURE FOCUSED

Sustainability leaders must be present-oriented and forward-looking, able to understand the way things are and simultaneously able to envision and imagine a future that has not yet happened. They must have the ability to know that what “is” is not what could be. What “is” is not inevitable. Every decision must be made with an awareness of the likely impact of it on the triple bottom line of sustainability, the potentially disproportionate effect on people who are privileged and those who are not, and with an eye toward environmental, economic, and social consequences seven generations out.

SET THE TABLE

Sustainability leaders, like all effective leaders, have to lead with conviction, with resolution, with certainty, but also must be aware of their own blind spots, their own shortcomings, and their own limited knowledge. They have to be prepared to set the table with minds that think “unlike.” They should create diverse leadership teams, teams of individuals whose backgrounds differ, who are different in terms of race, age, class, and gender, whose language differs, and who have the strength of character to speak truth to power, including speaking to the power of the leader who appointed them.

Setting the table with the right people, with the right number of places, also means adding positions like chief sustainability officer or chief diversity officer to senior leadership teams. In some organizations, these are relatively new positions, and having these voices at the table when decisions are made will keep issues related to environmental, economic, and social justice in the foreground, not the background.

FINALLY

Leaders guide a variety of businesses, political organizations, and nonprofit, academic, and social institutions. Obviously, not all leadership is aligned directly with an organization that has sustainability at its center. Nevertheless, if a critical component of leadership is moral and purposeful leadership, as the mission of the think2perform Research Institute suggests, then all leaders of all types of organizations need to be aware of how sustainability can serve as a compass for their own moral and purposeful leadership.

JACQUELINE R. JOHNSON, PhD, was the fifth, and the first female, chancellor of the University of Minnesota Morris, a position she held for more than ten years. Under her leadership, the campus increased enrollment; grew its endowment; improved facilities, including the addition of two Leadership in Energy, Efficiency and Design (LEED) Gold buildings; and established itself as a national leader in renewable energy and sustainability.

MEET THE FELLOWS

The think2perform Research Institute (t2pRI) solicits and sponsors original research to support the advancement of morally-intelligent and purposeful leadership. Once the research is completed, we share it with the world to influence and elevate ethical leadership practice.

In this section, think2perform Research Institute is proud to introduce and profile five of our research Fellows and their findings. Our Fellows were chosen through a competitive process, based on evidence of their scholarship and the alignment of their topic with t2pRI interests. (See t2pRI.org for further information.) With the Institute's support and assistance, t2pRI's Fellows completed research, contributing valuable insights on current and pressing topics. All of the Fellows are using and sharing their research in their work with organizations today.

READ ON TO LEARN ABOUT THE DISCOVERIES OF OUR FELLOWS IN THEIR RESEARCH ON:

Effects of Insight Meditation on Self-Awareness in Leaders
> [PAGES 16-17](#)

Leader Communication Style and Coaching Behaviors Effects on Virtual Workers' Engagement
> [PAGES 18-19](#)

The Experience of Engineers Leading Project Teams
> [PAGES 20-21](#)

The Experience of Meaning in Work for Millennials
> [PAGES 22-23](#)

Predicting Emotional Intelligence Ability through the Investigation of Trait Emotional Intelligence, Burnout, Age and Gender of Nonprofit Organizational Leaders
> [PAGES 24-25](#)

t2pRI FELLOWS DISCUSS THEIR EXPERIENCES

SOLIMAR MIRANDA:

Being a Fellow gave me the opportunity to take my research beyond academics and into the professional realm. Working with t2pRI allowed me to seek opportunities that I once thought were a dream. I started my own firm (I/O Advantage) because of my research, my previous work and the inspiration and collaboration with T2PRI!

EVE COKER

I received great feedback about enhancing my research. t2pRI Board members and staff took the time to offer their expertise and insight on expanding the meaningfulness of these findings for a broad audience.

DUTCH FRANZ

The t2pRI Fellowship goes a long way in opening doors for future opportunities. Many organizations want some assurances when working with an early career researcher, the credibility of the fellowship helps ease the hesitation and makes it easier for the organization to say "yes."



profile of t2pRI fellow

Dutch Franz, PhD

BRAIN TRAINING: MINDFUL SELF- AWARENESS AND LEADER PERFORMANCE

In the wake of the leadership failure at Wells Fargo that resulted in widespread bank fraud, a 2016 study by Deloitte found that 86% of business leaders cited leadership development as a top concern for their organization. Researchers argued that companies should focus on emotional intelligence as a method of improving decision-making of leaders at all levels.

Dutch Franz sought to explore a cost-effective and sustainable method for improving emotional intelligence and performance of organizational leaders.

He found academic literature full of research discussing the connection between self-awareness, emotional intelligence, and leader performance. Self-awareness was identified as a critical leadership skill for decision making, working in diverse groups and recognizing cultural bias and power dynamics that can derail work teams and undermine organizational culture. However, Franz found little research on how a leader might develop self-awareness, a foundational competency of emotional intelligence.

It was recent research in the field of mindfulness that presented Franz a way forward. Would a mindfulness-based training program improve self-awareness in a sample of organizational leaders? Franz decided to test this hypothesis.

STANFORD MINDFUL LEADER STUDY

For his research study, Franz chose an eight-week insight meditation program developed at Stanford University. The research incorporated experimental and control groups, and measured participants self-awareness and emotional intelligence before and after the eight-weeks using the Emotional Social Competency Inventory. The study included organizational leaders recruited from Palo Alto, California; the business incubators in Bend, Oregon; and Fortune 500 companies in Seattle, Washington. The insight meditation used in the training stressed the observance and contemplation of thoughts and feelings that arise during meditation.

POSITIVE RESULTS WITH PROMISING IMPLICATIONS

The eight-week, insight meditation training program was found to significantly increase self-awareness in the experimental group. The self-awareness scores of the control group revealed no significant increase over the eight-week period.

As a practitioner of insight meditation himself, Franz was not surprised by the results and is hopeful for its application in the business world. "Self-awareness serves as a lens through which a leader interprets the internal and external world," says Franz. "Clearing the lens through mindfulness-

based training may help a leader identify emotional hijacking and remove biases and ego-protecting habitual thinking." For leaders, this clarity of perception can lead to better decision-making and improved organizational performance.

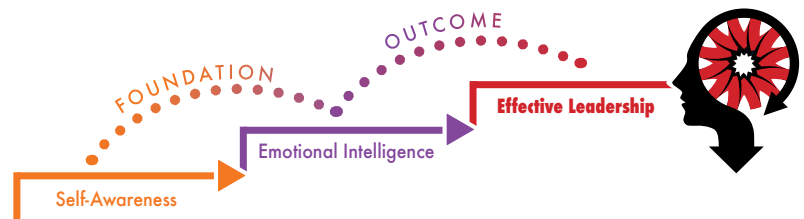


Exhibit 1: Depicts the accelerative impact of self-awareness on emotional intelligence and effective leadership.

RESEARCH IN PRACTICE

Since receiving his doctorate in Industrial-Organizational Psychology, Dutch Franz has been applying the emotional intelligence and performance benefits of mindfulness-based training to help improve the cognitive performance and emotional regulation of elite athletes and organizational leaders. He has worked with elite athletic programs —e.g., NCAA Division I teams, the NFL, Olympic hopefuls, and athletes preparing for the NFL combine—as well as business and research organizations. Franz specializes in high-tempo distress tolerance training that helps build poise and improve decision-making in high-stress situations. He is currently working on implementing a mindfulness-based training system to optimize the performance of elite quarterbacks at Stanford and Rice University using virtual reality technology.

DUTCH FRANZ, PhD, is the Chief Performance Officer of TierOne Performance Consulting. His company helps elite athletes and organizations optimize performance using a systems approach and the latest in evidence-based techniques. Prior to earning his PhD, Franz was an officer in the Army Special Forces. Find out more about his work at tierone360.com.



profile of t2pRI fellow

Wendy Anson, PhD

LEADING FROM AFAR: ENGAGING VIRTUAL WORKERS

With increased globalization and the struggle to attract and retain talent, virtual workers are here to stay. This workforce reality prompted Wendy Anson to study how leadership contributes to engagement in the virtual work environment.

Through Anson's survey of 203 virtual workers and her literature review, she uncovered the following approaches to help leaders positively influence the engagement levels of virtual workers.

Be intentional about communication channels.

When communicating complex information, choose the most effective communication channel. Video calls provide both verbal and non-verbal communication cues to convey additional meaning. Conference calls also provide cues such as inflection, vocal expression, and tone to enhance meaning. Although digital natives may prefer text, the complexity of the message will help determine if the message is best relayed by text or voice/video technology.

Be a coach.

Consistent with traditional workplaces, leaders who exhibit consistent coaching behaviors had higher levels of virtual worker engagement.

Appropriate use of the three types of motivational language can support coaching efforts: 1) Direction giving ensures clarity around job-related tasks; 2) Empathetic language aids leaders in expressing appreciation, encouragement, or criticism; and, 3) Meaning making helps virtual workers understand the culture, norms, and structures of the organization.

Plan for “unplanned” communication.

Virtual workers miss out on casual conversations with leaders in office hallways, at the coffee machine, or in elevators. To cultivate relationships that can enhance trust, leaders need to schedule regular communication check-ins while also making time for impromptu contact. As a reminder, leaders can add “unplanned” communication time as a reoccurring calendar appointment or standing to-do item.

VIRTUAL WIN: LEADERSHIP IN ACTION

After struggling to “connect” with her virtual workers, manager Elizabeth Pearsall offered two assessment tools (CliftonStrengths and 16 Personality Types) to her 16 virtual workers who had little interaction with one another. She then posed questions on a Google Form, inviting all 16 to respond. As a follow-up, Pearsall scheduled five, 60-90 minute voluntary sessions over a three-month period using Adobe Connect. Despite no agendas or topics, everyone participated. Six months later, the group continues to meet monthly by video. Now, instead of addressing performance issues, Pearsall finds herself acting more as a coach and mentor, roles she much prefers.

Cultivate a sense of belonging.

Isolation can be a challenge for virtual workers. To foster a sense of belonging, encourage collaboration and provide opportunities for interactions and bonding. For this idea in practice, see inset: **Virtual Win: Leadership in Action.**

Minimize time and space differences.

Depending on cultural background, virtual workers may possess a monochronic orientation where schedules and promptness are highly valued, or a polychronic orientation where time is more fluid with multiple events that may be happening at once and timeframes less exact. Minimize challenges by ensuring virtual workers are aware of local times zones and cultural differences, and by clarifying time expectations upfront.

“One of the key benefits to participating in the t2pRI fellowship was the insight provided by the Executive Director—who was also a member of my committee—in navigating the dissertation process,” says Anson. “In addition, meeting regularly with other fellows to discuss progress or challenges with our research, and to offer encouragement throughout the dissertation process was great.”

WENDY ANSON, PhD, SPHR, SHRM-SCP, is owner of Engaged CTC LLC, www.engagedctc.com. Prior to launching Engaged CTC, Dr. Anson was Vice President, Employee Relations and Human Resources at American Public University System where she directed all human resource functions for faculty and acted as an internal consultant to senior leadership.



profile of t2pRI fellow

Halle Horvath, PhD

DEVELOPING ENGINEERING LEADERS TO ENHANCE PERFORMANCE

While engineers' technical skills are the bedrock of innovation in companies, the leadership skills critical for effective teamwork may be underdeveloped as engineers often do not receive management training. Horvath's study recommends ways to leverage formal training strengths to help prepare high-performing engineers for successful team leadership roles.

As a non-engineer working for an engineering organization, Halle Horvath is fascinated by the unique way engineers solve problems and how they easily defer to another's expertise. However, what most intrigues Horvath is how engineering leaders connect with the individuals on their teams, rally support when needed, and create environments of collaboration and teamwork to achieve astonishing results.

In an effort to bridge the gap between cultural stereotypes of engineers and her reality, Horvath dedicated her research to understanding the foundations of effective engineering project leadership.

THE TURNING POINT

The path to leadership varied for the ten participants—nine male and one female—in Horvath's study. However, one thing was relatively consistent: a difficult reflection point. In some instances, it was a self-observation of not achieving desired outcomes. In others, it was harsh feedback on their style and the negative impact it was having on their careers or their teams' output. In both cases, developing solid leadership skills was born out of the harsh reality of ineffectiveness.

SYSTEMS THINKING

Horvath discovered that systems thinking, developed in engineering education and training, was utilized not only for solving technical issues, but also to better understand people. Many participants discussed individual engineers in terms of being unique systems— with strengths and weaknesses, and as influencers of others—who are impacted by outside factors that require understanding. Through her research, Horvath found that engineering leaders of top performing teams applied their systems mindset to teams and human relations. Systems thinking helped them to understand the group dynamics, outside factors influencing the group, and how the group fits into the organization and the larger market.

MENTORSHIP

A majority of participants cited mentorship as the largest influence on their leadership development, including both formal and informal mentoring, with specific feedback both positive and negative. Trained in problem solving, these engineering leaders made a deliberate effort to learn from both positive and negative experiences, and to understand what factors influenced the behaviors and results.

"If organizations wish to develop engineering leaders, they should invest in mentoring and self-reflective practices to develop an engineering leadership mindset and the skills required to effectively manage complex projects."

DEVELOPING ENGINEERING LEADERS

"The most immediate takeaway from my study is the importance of mentoring for engineers," says Horvath. "If organizations wish to develop engineering leaders, they should invest in mentoring and self-reflective practices to develop an engineering leadership mindset and the skills required to effectively manage complex projects."

After Horvath presented her research to her organization's CEO, the company established a mentoring program for emerging engineering leaders to help hone their human systems thinking and team management skills.

HALLE HORVATH, PhD, MPH, SHRM-CP, is a Human Resource Professional with over ten years of experience in organizational and employee development, human resources, and operations management. She is currently the VP, People and Process for Neundorfer, Inc., an engineering firm in the air pollution control industry.



profile of t2pRI fellow
Eve Coker, PhD

INSIDE THE MINDS OF MILLENNIAL WORKERS

Millennials now represent the largest generation in the U.S. workforce. This dominance is prompting companies to re-examine organizational culture, including values, flexible work environments and leadership styles, in an attempt to attract, engage and retain the best and brightest millennial workers. However, companies continue to seek clarity regarding what millennials want from work and how to accommodate it while maintaining organizational effectiveness.

Eve Coker wanted to tap into the millennial mindset to understand how this population viewed work—what made it meaningful?

HOW MILLENNIALS FIND MEANING

In Coker's qualitative study of 11 participants, shared patterns of meaning emerged among the millennials from various job backgrounds, including the desire for autonomy and structure. "Participants expressed a desire for autonomy because they despised micromanagement," says Coker. "However, autonomy was only as good as the structure and expectations put in place through clear, proactive communication of policies, procedures, and leadership." When participants knew how they were expected to operate, doing so with autonomy fostered a sense of positive meaning.

Another shared pattern was the need to feel valued. "Being valued as an individual was a huge part of helping participants find a sense of meaning," says Coker. Participants who felt valued, especially by leadership, expressed loyalty to their companies and motivation to do their best work. In one instance, a participant was looking for another job until a person from senior leadership showed interest in him, valuing him as a person, and coaching him for a move up the corporate ladder. He was pleased with the recognition, stayed with his company, and was eventually promoted to a higher position.

A sense of altruism was also reflected in the responses as participants reported satisfaction when helping clients and co-workers, whether in a work-related capacity or a social one. Additionally, helping their organizations allowed them to feel as though they were also contributing to the world outside their organization. "While not all millennials may have altruistic intentions towards their workplace, many want to feel like they are contributing to others in some way," says Coker. This aspect of altruism directly connects

to the mission of think2perform Research Institute. "Advancing moral and purposeful leadership can help to inspire and engage altruistic millennials," Coker says.

ENGAGING MILLENNIAL WORKERS

Balance Autonomy with Clearly Communicated Parameters.

Value Individuals.

Reinforce Altruism Within the Organization and Through Volunteerism.

Encourage and Model Personal Responsibility and Work-Life Balance.

Establish Personal, Respectful Relationships with Employees.

Connect to a Deeper and Personal Sense Of Purpose.

WHY MEANING MATTERS

Whether following a passion or focusing on making money to enjoy life outside of work, finding positive meaning, or purpose, in work is important because it contributes to the well-being of the worker and the organization as a whole.

If leaders embrace practices that promote positive meaning in work for millennials, they will be rewarded with engaged individuals fueled by greater motivation, commitment, and a desire to do their best.

EVE COKER, PhD, LPC, has her doctorate in industrial-organizational psychology and is a licensed counselor. Aside from her fascination with learning about individual lives, her passion is to help people do well on a systemic level.



profile of t2pRI fellow

Solimar Miranda, PhD

COMBATING BURNOUT IN NONPROFIT EMPLOYEES

As nonprofit leaders strive to enact their organizations' missions, they face a host of **challenges** including high employee turnover rates, budgetary **constraints** and reactionary decision-making. These factors, along with the mental and physical **demands** of the work itself, can cultivate a breeding ground for employee **burnout**.

INSPIRED BY PERSONAL EXPERIENCE

A veteran of the nonprofit sector, Solimar Miranda was inspired to find solutions to the issues she witnessed in previous work environments. Knowing that leadership practices grounded in Emotional Intelligence (EI) have proven to result in job satisfaction, employee motivation and organizational loyalty, Miranda questioned if there were factors that could predict EI in nonprofit leaders. By understanding the factors in EI development, she proposed that they would assist in coping with burnout.

IS PREDICTING EI POSSIBLE?

For her research, Miranda examined two theoretical models of Emotional Intelligence: Trait EI is a behavioral disposition that is found in the lower levels of personality and, the EI ability model where emotional reasoning is a function of social intelligence, driven by a developmental process of understanding and managing emotions. For her study, Miranda examined: Do the variables of age, gender, trait emotional intelligence, and burnout predict emotional intelligence ability in nonprofit organizational leaders?

Using non-experimental quantitative analysis, Miranda studied 88 current, or recently retired, nonprofit leaders, ages 30-70, supervising 3 or more employees, with 5 years of supervisory experience and no prior EI training. The outcome of the research indicated that neither age, nor

gender, was a statistically significant factor in predicting EI ability.

“However, trait EI demonstrated a statistically significant relationship with predicting the EI ability of the nonprofit leaders in the sample,” says Miranda. There appear to be common personality characteristics among leaders with high Emotional Intelligence ability that successfully prepared them for the challenges they face in nonprofit industry.

COMBATING THE EFFECTS OF BURNOUT

Previous research has indicated that public school teachers who have high levels of EI ability were able to cope with the demands of the workplace and effectively decrease the effects of burnout. Additionally, leaders' behaviors have a significant impact on subordinates' ability to cope with burnout, and on subordinates' job satisfaction.

Understanding that EI strengthens the ability to cope with burnout, Miranda considered how budget-restricted nonprofits could offer leadership development that includes EI training to current and emerging leaders. She believes a big solution exists in creating collaborative agreements between private and public entities that can facilitate leadership development within nonprofit organizations. “These collaborative partnerships can help pave the way for future funding sources from corporate allies and promote increased volunteerism as skilled nonprofit leaders create productive environments,” says Miranda.

LEADING THE WAY IN ATLANTA

Since completing her dissertation, Miranda launched I/O Advantage, LLC, a consulting firm focused on leadership and organizational development. Recent consulting work with AID Atlanta's Leadership Academy allowed Miranda to put her research into practice by creating leadership development content and facilitating the leadership development programming for this nonprofit agency, the most comprehensive AIDS service organization in the Southeast. In fall of 2018, Miranda will also be presenting her dissertation research at the International Conference on Organizational Behavior, Performance, and Leadership in New Orleans.

In addition, Miranda is working with Emory University on a capacity building project with nonprofit organizations in the Deep South States. Through this consulting assignment, she will be creating leadership development content as well as facilitating webinars and face-to-face executive coaching sessions for groups and individuals of nonprofit organizations in need of assistance and support.

SOLIMAR MIRANDA, PhD, is the Chief Consultant and founder of I/O Advantage, LLC. She possesses a clear understanding of the needs of nonprofit organizations gained over 19 years of professional experience serving industries ranging from public health and social services to criminal justice and immigration.

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- > Invitations to Senior Leader Spotlight Speaker & training events

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*For further information, contact Executive Director Kate Berman at kberman@t2pri.org or 612-843-5006.

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continued from Page 5

DL: One of our Fellows, Dutch Franz, served in the military special forces before returning to school to obtain his PhD. Dutch researched building self-awareness and emotional intelligence in executives. He developed expertise in helping people focus using mindfulness techniques, even in the most stressful, even life-threatening situations. Today he is applying his findings to training elite athletes and sports teams at Stanford and Rice Universities. We are providing techniques and supports to help leaders do the right thing for themselves and all stakeholders, no matter what's going on in their lives.

WHY SHOULD PEOPLE CARE ABOUT THE INSTITUTE?

CK: Why should people donate to and support the Institute's work?

DL: I'll give you three reasons for becoming a donor: First, Institute findings can **help leaders to be their BEST SELVES**; that is, to become more effective, have better personal and professional relationships, make better decisions and enjoy more personal fulfillment.

Second, by focusing and supporting moral and purposeful leadership, the current and next generation can "do well by doing good." As we discussed earlier, leading according to the moral principles of integrity, responsibility, compassion and forgiveness can be profitable too. So **it is better for a company's performance** to attract, develop and retain moral and purposeful leaders.

Third, the Institute meets the needs of both individuals and companies, in fact, all stakeholders, including the world in general.

ADVICE FOR AN EMERGING EXECUTIVE: ACCEPT THE MANTLE OF SOCIETAL LEADERSHIP

CK: If you were talking to an emerging executive, a younger version of yourself sitting across the table, how would you acknowledge their fears? How would you share that you too have been scared at times? What brought you peace?

DL: Like many who are in positions of leadership, I had a lot of pressure. I've run small businesses and I've had big roles in big businesses. I started every day at

4:30 am with my first appointment at 6:00. I worked 80 hours a week. I worried all the time: will we be successful?

I worried about the people, and I worried about the profitability of the business. In the 13 years that I was privileged to be responsible for the Advisor organization at Ameriprise Financial, we increased earnings every quarter of every year by 15 percent year over year, quarter over quarter. It had something to do with me, but so much of it had to do with so many other people.

So what I would say to my younger self is this: YOU have an opportunity to do well by doing good, and more importantly, **the world needs it now more than ever. Businesses have become the most powerful and influential institutions in the world**, governments, more powerful than religious institutions or schools. Business leaders need to accept the responsibility that comes with power. **The good news is leaders can be both morally and purposefully responsible, and profitable. We at the Research Institute hope you will join us in advancing moral and purposeful leadership now. (See page 26 for ways to support the Institute.)**

DOUG LENNICK, CEO of think2perform, is legendary for his innovative approaches to developing high performance in individuals and organizations, and for his expertise in the art and science of human behavior. Before founding think2perform, Doug served as Executive Vice President – Advice and Retail Distribution for American Express Financial Advisors (now Ameriprise Financial). His is the author of six books, including *Moral Intelligence 2.0*.

CAROL KEERS of Change Masters® has coached over 1,500 executives to be more effective communicators. She is co-author, with Thomas Mungavan, *Seeing Yourself As Others Do: Authentic Executive presence at Any Stage of Your Career*. Her focus is to combine insightful, practical and extremely candid feedback with humor and compassion to rapidly improve the impact of her clients as leaders and communicators. She also delivers seminars with live coaching for groups of professionals on the area of executive presence.

Special thanks to Thomas Mungavan, Founder of Change Masters® for producing and video-recording this interview at his company's studio.

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