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INSPIRED POSITIVE ORGANIZATIONAL DEVELOPMENT (IPOD): THE
BENEFICIAL EFFECTS OF MINDFULNESS ON NONPROFIT
ORGANIZATIONAL LEADERSHIP

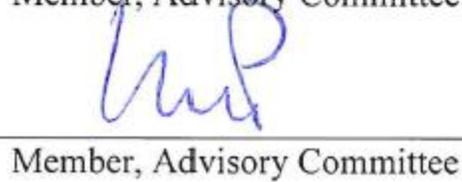
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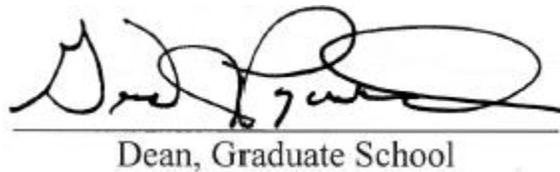
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INSPIRED POSITIVE ORGANIZATIONAL DEVELOPMENT (IPOD): THE
BENEFICIAL EFFECTS OF MINDFULNESS ON NONPROFIT ORGANIZATIONAL
LEADERSHIP

BY

KRISTEN O. BENNETT

Submitted to the Faculty of the Graduate School of
Eastern Kentucky University
in partial fulfillment of the requirements for the degree of

DOCTORATE OF EDUCATION

2019

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DEDICATION

I dedicate my research to my omnipresent heavenly father, my supportive family, friends, but especially my husband, Alan for inspiring and pushing me every day. I have accomplished most of my success because of Alan's steadfast love, unwavering support and sincere guidance. Alan, I can never repay you for all you have done for me. Angelica, Faith, Gianna and baby Denzel Alan, you are such an inspiration and driving force for me; I love you both with all of my heart. Mom and Dad, I hope I have made you proud. To my dear brothers, sisters, aunts, uncles and other family, thank you for listening to me on those difficult days when I needed encouragement to keep going and never give up. To my wonderful friends and colleagues, thank you for being there for me with words of encouragement and always listening. I am lucky to have each one of you in my life.

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ABSTRACT

Worldwide, nonprofits and corporations are either succeeding or failing based on leadership effectiveness through either ineffective or effective problem-solving strategies. Corporate leaders have long benefited from numerous studies on successful problem solving approaches to increase leadership effectiveness, unlike nonprofit leaders. Despite public desires for accountability and the increasing need for more effective nonprofit leadership because of their basic needs impact on millions of individuals, an effective problem solving approach for nonprofit leader's remains. Nonprofits are unique compared to corporations in that they provide critical services that corporations don't have the structure, mission and expertise to address. Inspired Positive Organizational Development (IPOD) and specifically mindfulness within the framework of IPOD as a problem solving approach for nonprofit leaders is a key but under-researched topic. Using an IPOD framework and qualitative, exploratory analysis methods, this study examines the beneficial effects of practicing mindfulness on five nonprofit leaders in Kentucky. This research included a pre-survey, twenty-one days of readings, trainings, daily practices on IPOD and mindfulness and a post-survey taken by five nonprofit leaders in Kentucky and at least two of their staff. The analysis focuses on the nonprofit organizations creating positive work-family balance, leadership effectiveness and performance through nonprofit leaders utilizing mindfulness practices in their everyday work lives.

Keywords: nonprofits, nonprofit leaders, nonprofit leadership effectiveness, mindfulness, inspired positive organizational development, positive work-family balance and performance.

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CHAPTER 1: INTRODUCTION

Definition of Terms

For better understanding of this study, the following terms are defined:

Appreciative inquiry (AI): is a change management approach that offers a new change imperative by suggesting that we be aware of the negativity bias that pervades our investigations into organizational life. It posits that human systems move in the direction of the questions they most frequently and automatically ask; knowledge and organizational destiny are intimately interwoven; what we know and how we study it has a direct impact on where we end up (Cooperrider & Avital, 2003, Gergen, 1994).

Authentic leadership: is an approach to leadership that emphasizes building the leader's legitimacy through honest relationships with followers who value their input and built on an ethical foundation. Authentic leaders are positive people with truthful self-concepts who promote openness (Kernis, 2003b, pg. 1-26).

Biomimicry: is an approach to innovation that seeks sustainable solutions to human challenges by emulating nature's time-tested patterns and strategies (Benyus, 1997, pg. 309).

Collective efficacy: refers to the ability of members of a community to control the behavior of individuals and groups in the community (Sampson, 1997, pg. 918).

Instructional Design: is the practice of systematically designing, developing and delivering instructional products and experiences, both digital and physical, in a consistent and reliable fashion towards an efficient, effective, appealing, engaging and inspiring acquisition of knowledge (Merrill; Drake; Lacy; & Pratt, J., 1996, pg. 5-7 & Wagner, 2011, pg. 33).

Emotional intelligence: is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior and manage and/or adjust emotions to adapt to environments or achieve one's goal(s) (Coleman, 2008, pg. 3).

Hope: a feeling of expectation and desire for a certain thing to happen (Oxford Dictionaries English, 2019).

IPOD: Inspired Positive Organizational Development: focuses on companies fostering a positive work life and performance. The four key components of positive organizational scholarship (POS) are self-efficacy, hope, optimism, and resiliency. Companies that are successful in adapting the four components are able to manage organizational performance in a positive manner (Youssef, 2007). The converging fields that inform the theory and practice of IPOD are detailed as appreciative inquiry, positive organizational scholarship, positive psychology, design theory and the rise of sustainable enterprises. The theory of change underlying IPOD is articulated, including the three stages in creating strengths-based organizational innovation: 1) the elevation and extension of strengths, 2) the broadening and building of capacity and 3) the establishment of the new and eclipsing of the old (Cooperrider & Godwin, 2012, pg. 1). IPOD is presented as both a radical break from the problem solving approaches that have come to dominate the field, as well as a homecoming to OD's original affirmative spirit. IPOD is a calling for a focus on designing positive institutions that refract and magnify our highest human strengths outward into society (Cooperrider, 2003).

Leadership Development: expands the capacity of individuals to perform in leadership roles within organizations. Leadership roles are those that facilitate execution of a company's strategy through building alignment, winning mindshare and growing the capabilities of others (O'Conner, AMPLFY, 2016).

Leadership Style: is the manner and approach of providing direction, implementing plans, and motivating people. As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader (Newstrom, Davis, 1993, pg. 1).

Methodology: is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques (Irny, S.I. and Rose, A.A., 2005, Volume VI, Number 1).

Mindfulness: a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique (Oxford Dictionaries English, 2018).

Nonprofit organization: A nonprofit organization is a business granted tax-exempt status by the Internal Revenue Service (IRS). Donations made to a nonprofit organization are typically tax deductible to individuals or businesses that make them, but the nonprofits must make financial and operating information public so that donors are certain their contributions are used effectively. Nonprofits pay no income tax on the donations they receive or on any money, they earn through fundraising activities.

Nonprofit organizations are sometimes called NPOs or 501(c) (3) organizations based on the section of the tax code that permits them to operate (IRS.gov, 2018).

Optimism: hopefulness and confidence about the future or the successful outcome of something (Oxford Dictionaries English, 2018).

Organizational Development (OD): is the study of successful organizational change and performance. OD focus on aligning organizations with their rapidly changing and complex environments through organizational learning, knowledge management and transformation of organizational norms and values. Key concepts of OD theory include: organizational climate (the mood or unique “personality” of an organization, which includes attitudes and beliefs that influence members’ collective behavior), organizational culture (the deeply-seated norms, values and behaviors that members share) and organizational strategies (how an organization identifies problems, plans action, negotiates change and evaluates progress (Med.upenn.edu, 2019).

Peak Performance: a state in which the person performs to the maximum of their ability, characterized by subjective feelings of confidence, effortlessness and total concentration on the task (Dictionary of Sport and Exercise Science and Medicine by Churchill Livingstone, 2008).

Positive Change Attributes: has three broad themes: communication, adaptability, and ownership. These themes were delineated from my reading of the literature authored by management experts (e.g., Fielder, 1967; Higgs & Rowland, 2005, Miller, 2010; Pascale, Millemann, & Gioga, 1997; Pettigrew, 1987; Zeffane, 1996).

Positive psychology: is the scientific study of the strengths that enable individuals and communities to thrive. The field was founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work and play (Seligman, Martin E. P.; Csikszentmihalyi, Mihaly, 2000: 5–14).

Psychological capital: is the positive and developmental state of an individual as characterized by high self-efficacy, optimism, hope and resiliency (Luthans F., & Youssef, C.M., 2004, 143-160).

Qualitative Research: is a scientific method of observation to gather non-numerical data. This type of research "refers to the meanings, concepts definitions, characteristics, metaphors, symbols, and description of things" and not to their "counts or measures." Qualitative research approaches are employed across many academic disciplines, focusing particularly on the human elements of the social and natural sciences; in less academic contexts, areas of application include qualitative market research, business, service demonstrations by nonprofits, and journalism (Babbie, 2014, 303-04).

Resiliency: the capacity to recover quickly from difficulties; toughness (Oxford Dictionaries English, 2018).

Self-efficacy: individual's belief in his or her innate ability to achieve goals (Oxford Dictionaries English, 2018).

Strategic Change: a restructuring of an organization's business or marketing plan that is performed in order to achieve an important objective. For example, a strategic change

might include shifts in a corporation's policies, target market, mission or organizational structure (Web Finance Inc. Business Dictionary English, 2018).

Strengths-based strategy: a strengths-based strategy that concentrates on the inherent strengths of individuals, families, groups and organizations, deploying personal strengths to aid recovery and empowerment. In essence, to focus on health and well-being is to embrace an asset-based approach where the goal is to promote the positive (Pattoni, 2012, pg. 1).

Sustainability: is the process of maintaining change in a balanced environment, in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations (What is sustainability.www.globalfootprints.org, Retrieved 2 May 2018).

Conceptual Framework

In this research, an IPOD lens is utilized (Cooperrider & Godwin, 2012). “Like the arteries of a living organism, nonprofit organizations carry a life force that has long been a centerpiece of American culture—a faith in the capacity of individual action to improve the quality of human life.

They thus embody two seemingly contradictory impulses that form the heart of American character: a deep-seated commitment to freedom and individual initiative and an equally fundamental realization that people live in communities and consequently have responsibilities that extend beyond themselves. Uniquely among American institutions, those in the nonprofit sector blend these competing impulses, creating a

special class of entities dedicated to mobilizing private initiative for the common good” (Salamon, 2003, pg.9).

According to the National Center for Charitable Statistics 2018 report, over 1.5 million nonprofits today provide services from basic needs like food and shelter to quality of life programs that make a significant impact on millions of people around the world (NCCS, 2016, pg. 1). It is because of the enormity of services provided to individuals and the overall impact that leadership effectiveness has on the leaders themselves and their staff through reducing stress, increasing focus, improved decision-making and increased performance that researching nonprofit leadership effectiveness is so critical to the improved well-being of so many. Subsequently, it is vitally important for nonprofit organizations and their leadership to understand the importance of leadership effectiveness, organizational performance and work-family balance.

Countless nonprofit organizations have either succeeded or failed due to the actions or in-actions of their leaders. The difference between a good organization and a great organization can be linked to many factors, but perhaps one of the most compelling drivers of success is great leadership. Effective leadership can turn a high-turnover employee pool into a committed, engaged workforce; it can spur innovation and creativity where others are stumped by challenges; and it can empower individuals to take ownership and pride in their work instead of shifting the responsibility.

Any organization that places a priority on the importance of effective leadership will reap the benefits in every aspect of their workforce and their organization's performance (Cullen, 2019). The aim of any organization is to survive and sustain its

presence by improving performance. According to Arslan & Staub (2013) with the aim of meet the needs of the highly competitive markets, organizations should increase their performance. The role of leadership is critically important for achieving the performance of organizations (Peterson, Smith, Martorana, & Owens, 2003).

One practice shown to improve leadership effectiveness outcomes through improved problem solving is inspired positive organizational development (IPOD) with a focused emphasis on practicing mindfulness. Specifically, IPOD is a problem solving approach for leaders that focuses on organizations creating positive work-family balance, leadership effectiveness and performance. The converging fields that inform the theory and practice of IPOD are appreciative inquiry, positive organizational scholarship (POS), mindfulness, positive psychology, design theory and the rise of sustainable enterprises (Cooperrider & Godwin, 2012, 225-240).

The theory of change underlying IPOD includes the three stages in creating strengths-based organizational innovation: 1) the elevation and extension of strengths, 2) the broadening and building of capacity and 3) the establishment of the new and eclipsing of the old. IPOD is presented as both a radical break from the problem solving approaches that have come to dominate the field, as well as a homecoming to OD's original affirmative spirit. (Cooperrider & Godwin, 2012, pg. 1).

“The four key components of positive organizational scholarship (POS) are self-efficacy, hope, optimism, and resiliency. Organizational leaders that are successful in adapting the four components are able to manage organizational performance in a positive manner” (Youssef, 2007, pg. 792). Research on the beneficial effects of

mindfulness and IPOD has been limited to general studies for corporate leaders and very few studies designed with a control group.

Using the IPOD framework, this research study is an exploratory, qualitative study on the beneficial effects of utilizing an IPOD focused practice of mindfulness for nonprofit leaders. Specifically, this research attempts to illustrate the beneficial effects of nonprofit leaders practicing mindfulness in their quest to lead their nonprofit toward overall long-term success by increasing their perceived leadership effectiveness, nonprofit performance and work-family balance practices. The following Figure 1.1 illustrates the relationship of the framework more clearly.



Figure 1.1. Conceptual Framework

Introduction to the Problem

Worldwide, nonprofits are succeeding or failing based on leadership effectiveness through effective problem solving strategies. Corporate leaders have long benefited from numerous studies on effective problem-solving approaches, but the same is not true for nonprofit leaders. Despite public desires and the increasing need for more effective nonprofit leadership because of their impact on millions of individuals, a successful problem solving approach for nonprofit leader's remains.

“Like the arteries of a living organism, nonprofit organizations carry a life force that has long been a centerpiece of American culture—a faith in the capacity of individual action to improve the quality of human life. They thus embody two seemingly contradictory impulses that form the heart of American character: a deep-seated commitment to freedom and individual initiative and an equally fundamental realization that people live in communities and consequently have responsibilities that extend beyond themselves. Uniquely among American institutions, those in the nonprofit sector blend these competing impulses, creating a special class of entities dedicated to mobilizing private initiative for the common good” (Salamon, 2003, pg.9).

And respond they did. Within two months, individuals, corporations, and foundations had contributed \$1.3 billion in assistance to a wide array of relief efforts. Some of the institutions involved in mobilizing this response were household words—the Red Cross, the Salvation Army, and United Way. Altogether, some 200 charitable organizations reportedly pitched in to help directly with the relief and recovery effort in New York alone and countless others were involved more

indirectly. According to one recent survey, an astounding 70 percent of all Americans contributed to this response (Salamon, 2003).

When three hijacked planes crashed into the World Trade Center and the Pentagon on the morning of September 11, 2001, the first responders of New York City, Washington, D.C., and the U.S. government were not the only entities to respond with heroism and élan. The events of that horrific morning also triggered a spirited response from the vast, uncharted network of nonprofit institutions that forms the unseen social infrastructure of American life. In small towns and large cities, from the Florida Keys to northernmost Alaska, people rushed to offer assistance (Salamon, 2003).

According to the National Center for Charitable Statistics 2018 report, over 1.5 million nonprofits today provide services from basic needs like food and shelter to quality of life programs that make a significant impact on millions of people around the world (NCCS, 2016, pg. 1). It is because of the enormity of services provided to individuals in need that nonprofit leadership effectiveness is so critical to the well-being of those in need. Subsequently, it is vitally important for nonprofit organizations and their leadership to understand the importance of leadership effectiveness, organizational performance and work-family balance. Countless organizations have either succeeded or failed due to leadership effectiveness.

However, current research does not address nonprofit leadership effectiveness. To explore this lack of research, this study focused on increasing knowledge in the field of nonprofit leadership by conducting an exploratory, qualitative research method on the

benefits of practicing IPOD through mindfulness practices. This study seeks to go beyond previous studies with a focus on benefiting a vital sector within our society-nonprofits.

In a series of studies conducted by Alan Bryman (Bryman, *Studies in Higher Education*, Vol. 32, Issue 6, 2007), the importance of the following facets of leadership at both departmental and institutional levels are critical to the success of a leader and the organization in which they lead:

- Providing direction
- Creating a structure to support the direction
- Fostering a supportive and collaborative environment
- Establishing trustworthiness as a leader
- Having personal integrity
- Having credibility to act as a role model
- Facilitating participation in decision-making; consultation
- Providing communication about developments
- Representing the institution to advance its cause(s) and networking on its behalf
- Respecting existing culture while seeking to instill values through a solid vision
- Protecting staff autonomy

Nonprofits and nonprofit success is critical to the thriving and success of our society just like corporations. However, leadership effectiveness and organizational development studies have primarily focused on corporate leaders. Thus, a study focusing on nonprofit leaders needs to be conducted. This study takes on that important role by providing our vitally important nonprofits and their leadership with a clearer

understanding of how to utilize the (IPOD) approach to problem solving through utilizing mindfulness practices in an effort to lead the human capital of an organization effectively and increase the success and performance of their nonprofit organization. Thus, fulfilling the mission of the organization.

Background of the Study

Leaders and staff from varying industries could directly benefit from this study. However, based on the focus of this research, nonprofit leaders will specifically have a better understanding of how they can more effectively lead their organizations through an effective problem solving approach in order to improve their leadership effectiveness, performance and work –life balance results in achieving their mission through utilizing IPOD and mindfulness practices. Subsequently, the leaders that change their leadership style to fit the IPOD and mindfulness model at their organizations will potentially increase the effectiveness and performance of their organization, attract better employees, create an atmosphere of work-family balance to retain quality employees and increase the overall success of fulfilling their mission and serving a greater number of those in need.

Significance of the Study

The significance of this study is to provide nonprofit leaders with a benchmark of knowledge on how to lead an organization more effectively and garner leadership that is more effective, increase performance and work-family balance for the leaders, their organization and employees. In recent years, the increase of nonprofits and the mismanagement of them have been ever increasing. One example comes from King and Roth Nonprofits under Scrutiny published article (King, 2008) where they illustrate how

five trustees of Bishop Estate, a 501(c) (3) charity, hired themselves as chief executives in designated areas of that charitable organization and paid themselves a million dollars a year, *each*. They had no job descriptions, no agreed-upon objectives, no annual reviews, and no staff executive (King, 2008).

A trustee, asked during his deposition to explain who within the organization was responsible for holding him and the other self-appointed chief executives accountable, replied, “Nobody,” then changed his answer to “Us.” Either way, it amounted to power without accountability—a recipe for disaster. And a disaster—or at least a debacle—it became. By the time the trustees had been removed from office, in a scandal that shook the State of Hawaii’s power structures to their foundation, the trustees of Bishop Estate had made an art out of charitable trust abuse (King, 2008).

They certainly had the resources for it. In 1995, the *Wall Street Journal* estimated that Bishop Estate was the nation’s wealthiest charity, with a financial value greater than the endowments of Harvard and Yale—combined (King, 2008).

For native Hawaiians, Kamehameha Schools—the multi-campus educational institution operated by Bishop Estate was a beacon of hope. For others, Bishop Estate is the high-water mark for misconduct by insiders at a charitable organization—the Enron of charities. Other large charities (and many smaller ones, too) have had their own problems in recent years. Examples include United Way, American Red Cross, Princeton University, Smithsonian Institution, and Getty Trust (King, 2008). The unifying theme is that charitable organizations are now coming under greater scrutiny.

All this comes at a time when there is a growing awareness of the central place charities occupy in contemporary American society. The Panel on the Nonprofit Sector reminds us that charities play a host of roles, from “offering relief from disasters, nurturing our spiritual and creative aspirations, caring for vulnerable people, protecting our natural and cultural heritage” to “finding solutions to medical and scientific challenges.” Charities also represent a rapidly growing sector of the economy (King, 2008). The IRS has estimated that charitable organizations control more than \$8 trillion of the nation’s wealth, and that each year they take in another trillion dollars in private donations, government grants, and service fees—all tax-free (King, 2018).

Most nonprofits are structured as corporations, but there also are a large number of trusts and unincorporated associations. No one structure is inherently superior to the others. Lawyers who specialize in nonprofit organizations frequently recommend incorporation (for very good reasons), yet Bill and Melinda Gates and Warren Buffet consciously chose to use trusts to distribute their largesse. The best legal structure in one set of circumstances can be the worst in another (King, 2008).

Individuals serving on the governing boards of nonprofit organizations—whether as directors or trustees or by some other name—are usually not paid. All of them are subject to fiduciary duties of care and loyalty anyway, although state statutes often lower the standard of care for uncompensated directors of nonprofit corporations (King, 2018).

Lawyers sometimes serve on such boards, but more typically provide independent legal counsel on behalf of either the charity or the board members acting in a fiduciary capacity (which is functionally similar to representing the charity). Unless a lawyer is

retained specifically to represent board members personally, the interests of the charity must take precedence over those of its personnel, including board members.

This increase in mismanagement has caused many recipients of services to be denied services that they truly need because of a leaders ineffective actions. Currently, there are other studies regarding IPOD and mindfulness for profit organizations, but not nonprofits. Despite the aforementioned issue with some nonprofits, most nonprofits are successful. However, a study like this could potentially double the impact on those receiving nonprofit services across the leaders (King, 2018).

Statement of the Problem

The need for nonprofit services has increased since the late eighties. Social service nonprofits represent, in many respects, the core of the nonprofit sector. These organizations have faced a series of political, organizational, and economic challenges in recent years that have transformed them in fundamental ways. According to University of Washington scholar Steven Rathgeb Smith (Smith, 2003), nonprofit social service agencies have greatly increased in number and the diversity of their programs. But many of these organizations also face complex organizational dilemmas related to mission, financing, and strategy that have tremendous implications for the quality and access of social services to the citizenry. Smith's analysis is part of a broader assessment of *The State of Nonprofit America* coordinated by Dr. Lester M. Salamon of the Johns Hopkins University and published by the Brookings Institution Press in collaboration with the Aspen Institute (Smith, 2003).

One of the most significant developments affecting nonprofit social service agencies are the increased demand for their services. This growth in service demand is due to several recent social and demographic changes such as the graying of the population, welfare reform, and the changing labor force participation of women. As a result, social services are increasingly in demand from a far broader part of the population.

At the same time, government support for these organizations, which figured prominently in their development in the 1960s, has been transformed. In the last 20 years, federal support of social services has increased substantially through new grant and contract programs and expanded access to public health insurance programs such as Medicare and Medicaid (Smith, 2003).

To secure such support, however, nonprofits have had to master complex reimbursement systems and compete in the market with other nonprofits and, depending upon the service, with for-profit firms. In addition, government support for social services increasingly comes from a much more diverse set of agencies, including health care, criminal justice, and housing. Consequently, in an effort to monitor their programs, nonprofit agencies are under growing pressure to improve their management capabilities. (Smith, 2003).

Because of the increased demand and expanded government funding, for-profit firms entered many service fields previously dominated by nonprofit organizations including childcare, home care, mental health, drug and alcohol treatment, and job

training. In some fields such as daycare and home care, for-profit firms now predominate in terms of employment and the number of organizations (Smith, 2003).

Side by side with the increased funding and expanded competition is a growing demand for improved performance on the part of social service providers. Today, government agencies and private funders often require nonprofit agencies to meet specific performance targets as a condition of funding. This accountability environment puts special pressures on agency management, especially when issues of confidentiality, cost, and the difficulty of client tracking seriously complicate the task of program evaluation and accountability. In the current tight funding environment, these new accountability pressures – while certainly needed – can create difficult tradeoffs for nonprofits as they contemplate the allocation of scarce resources between direct program services and the need for evaluation. Thus, the need for effective nonprofit leadership is critical in nature because so many nonprofit services are vital to the health, well-being and survival of individuals across the globe (Smith, 2003).

Purpose of the Study

This research attempts to illustrate the beneficial effects of utilizing inspired positive organizational development (IPOD) and mindfulness for nonprofit leaders in leading a nonprofit toward overall long-term success through increased leadership effectiveness, nonprofit performance and work-family balance practices.

The major research used to enhance the leadership acumen and performance of nonprofit leaders came from previous corporate studies on the beneficial effects of IPOD and mindfulness for corporate leaders. This study went further, focused on the beneficial

effects of mindfulness and the inspired positive organizational development problem solving strategy of mindfulness for nonprofit leaders in order to increase leadership effectiveness, work-family balance and performance.

Worldwide, nonprofits are succeeding or failing based on leadership effectiveness through effective problem solving strategies. Corporate leaders have benefited from numerous studies on effective problem-solving approaches, but not nonprofits. Despite public desires and the increasing need for more effective nonprofit leadership because of their impact on millions of individuals, a successful problem solving approach for nonprofit leaders' remains.

Inspired Positive Organizational Development (IPOD) and specifically mindfulness within the framework of IPOD as a problem-solving approach for nonprofit leaders is a key but under-researched topic. Using an IPOD framework and qualitative, exploratory analysis methods, this study examines the beneficial effects of practicing mindfulness on five nonprofit leaders in Kentucky. The analysis focuses on the nonprofit organizations creating positive work-family balance, leadership effectiveness and performance through nonprofit leaders utilizing mindfulness practices in their everyday work lives.

An exploratory, qualitative research perspective was used to further knowledge of the benefits of practicing IPOD and mindfulness for nonprofit leaders. Due to time and geographical constraints a phenomenological qualitative approach which would have been ideal was not utilized for this study. Current research is focused on corporate and

general populations. This study added to the current research by going beyond previous studies and benefiting a vital sector of within our society.

Nonprofit leaders are struggling with leadership effectiveness and thus it is affecting their overall organizational success. Five nonprofit leaders in Kentucky want to increase their leadership effectiveness by learning how to implement IPOD and mindfulness strategies in their work interactions and problem solving activities.

To address this issue, this study will focus on the following research questions:

Research Q1: Have the current leadership practices for nonprofit performance and work-family balance employed by the five nonprofit leaders been effective based on the leaders perspective?

Research Q2: Did nonprofit leaders obtain beneficial effects of practicing IPOD and mindfulness through IPOD and mindfulness training and increase leadership effectiveness, nonprofit performance and work-family balance practices based on their perception?

Research Q3: Have the current leadership practices for nonprofit performance and work-family balance employed by the five nonprofit leaders been effective based on the perception of their staff?

Research Q4: Did nonprofit leaders obtain beneficial effects of practicing IPOD and mindfulness through IPOD and mindfulness training and increase leadership effectiveness, nonprofit performance and work-family balance practices based on the perception of their staff?

Research Q5: Did nonprofit performance increase during 21-day period of IPOD and mindfulness training?

Research Q6: Did perceived leadership effectiveness and work-family balance practices improve during 21-day period of IPOD and mindfulness training?

Research Q7: Was there a difference in beneficial effects of increased leadership effectiveness, nonprofit performance and work-family balance practices on participant group of IPOD and mindfulness training versus the control group that had no IPOD and mindfulness training?

This study expands upon the IPOD and mindfulness research studies already completed and then share that information. The data collected will directly help the five participating nonprofit leaders in Kentucky lead more effectively and thus enhance overall success of their mission. This study will also provide nonprofit leaders with numerous strategies on how to lead more effectively through IPOD and mindfulness practices given during the training portion of the study. This research will explore what general strategies the nonprofit leaders have utilized thus far in their careers and how implementing IPOD and mindfulness strategies will allow them to be even more successful in leading their organizations.

This research is also designed to analyze how nonprofit leaders should lead their nonprofit for greater overall success of fulfilling their mission and garnering more effective leadership abilities. Specifically, this study will focus on how to become a more effective nonprofit leader through the utilization of IPOD and mindfulness strategies. This research project will provide five nonprofit leaders in Kentucky with IPOD and

mindfulness strategy knowledge to facilitate growth within themselves as leaders and within their organization with the ultimate goal of serving more individuals in need of the services they provide.

Exploratory Research Questions

In order to gain a general understanding of how leaders can lead nonprofits more effectively through the implementation of IPOD and mindfulness strategies virtual interviews will be conducted via surveys, email correspondence and online training. The pre and post surveys and feedback will be studied by looking at perceived leadership style and abilities prior to IPOD and mindfulness training and perceived leadership style and abilities after IPOD and mindfulness training. Thirty questions will be used for qualitative analysis. Confidentiality waivers will be presented and signed and a final report will be given to the leaders of the study. Data will be disposed of approximately one year after the final use.

Research Q1: Have the current leadership practices for nonprofit performance and work-family balance employed by the five nonprofit leaders been effective based on the leaders perspective?

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Research Q7: Was there a difference in beneficial effects of increased leadership effectiveness, nonprofit performance and work-family balance practices on participant group of IPOD and mindfulness training versus the control group that had no IPOD and mindfulness training?

Exploratory research aims at connecting ideas as to unveil the “why” of potential cause/effect relationships. This occurs when researchers get started at understanding what they are actually “observing” when in the process of building cause/effect models.

Exploratory questions are equivalent to the formal hypotheses of a confirmatory study, without that level of precision and concretion. Exploratory questions usually discuss about relationships between complex data groups (multidimensional) out of which the more relevant concrete elements are yet unknown (Butler, 2017).

Assumptions

Please consider the following assumptions about the participants of the study:

1. Participants can hear, read and understand the survey questions and training.
2. Participants will answer all questions in survey openly and honestly.

Limitations and Delimitations

This study is limited to the state of Kentucky and nonprofit leaders of five KY nonprofits and at least two of their staff. Participant forthrightness, honesty, along with their perceived confidentiality may vary due to the delicate nature of the questions on leadership style and strategies. Time and resources did not allow for long-term assessment nor did this study allow for a phenomenological qualitative approach due to relocation of researcher to another state. This study was over a twenty-one day period. The delimitation boundary of this study is limited only to the beneficial effects on perceived increase in leadership effectiveness, performance and work-family balance of practicing IPOD through the practice of mindfulness for five Kentucky nonprofit leaders for 21 days.

Organization of Study

Chapter one introduces and creates a foundation of key factors regarding IPOD, mindfulness as an effective problem-solving approach, the important role of nonprofits, and the importance of effective nonprofit leadership. Nonprofits play a major role in our society and the importance of effective leadership is critical within nonprofits. Significant terms were defined for clarification and the assumptions and limitations were discussed. Chapter two introduces and reviews literature with reference to leadership styles,

mindfulness, performance, various aspects of IPOD and other critical elements of IPOD. Chapter two also describes how to lead more effectively using IPOD and mindfulness strategies for better performance and ultimately overall success for their nonprofit. In addition, chapter two reviews recent studies on IPOD, mindfulness and the outcomes of IPOD and mindfulness strategies for leaders within for profit institutions. Chapter three illustrates the study and methods used including, but not limited to explanations of the survey questions. Chapter four shows the outcomes and conclusion, discussing the suggestions for future research to be made. Lastly, chapter five offers a synopsis of the study including a conclusion and discussion of limitations. Now, let's look at the literature that provides the foundation for this study.

CHAPTER 2: LITERATURE REVIEW

Critical Theory

Imagine that you are preparing a presentation about your latest research. You think you will be speaking to a large group of male, late-career and senior military personnel. You then arrive to share your presentation and the audience is actually a small group of female, new military personnel. Would you have prepared differently had you known that the audience was going to be completely different from you planned? Because of mistaken assumptions, your efforts to create a useful talk awry, at a minimum, your talk will not be as effective as it might have been, and it could be a complete failure.

As with this example, good intentions and good research do not guarantee good outcomes. Highlighting the powerful influence of assumptions is an important part of critical management studies (CMS). The critical theory perspective enhances IPOD by increasing the likelihood of beneficial change. Critical theory analyzes management, life inside organizations and the experience of unhappiness in its observations. (Alvesson & Willmot, 1992, p. 439). To be engaged in critical management studies is to say that there is something wrong with management as a practice and as a body of knowledge (Fournier & Grey, 2000, pg.6) and there is always a dark side in management practice (Alvesson, 2008).

CMS would seem to be the opposite of POS, but using a critical perspective means paying attention to that which is absent, marginalized, or silenced in the business of organizing (Alvesson, 2008). CMS recognizes that people are shaped by the

interdependence of organizing, and that this shaping inevitably favors some parties at the expense of others. It is therefore important to recognize these asymmetries in an effort to make organizations “less irrational and socially divisive” (Fournier & Grey, 2000, p. 23). In particular, Horkheimer (1976, p. 220) described critical theory as being “motivated by the effort to transcend the tension and to abolish the opposition between the individual’s purposefulness, spontaneity, and rationality, and those work-process relationships on which society is built.”

Three elements in particular are central to viewing POS through the CMS lens for a balanced assessment for positive organizational change. Fournier and Grey’s (2000) three elements are performativity, denaturalization and flexivity. Performativity refers to the issue of automatically making traditional business-related outcomes (e.g., efficiency, profit) the top priority in organizations. Denaturalization concerns revealing the constructedness of organizations and organizing processes.

In other words, it makes visible the “un-naturalness or irrationality” of current practice (Fournier & Grey, 2000, p.18). Reflexivity calls for awareness of one’s personal practice and its implications: both philosophical and methodological. Reflexivity asks the researcher to consider the influence that arises from what they pay attention to and what they create through their actions. For example, reflexivity highlights that “objectivity, neutrality, and universality” are working ideologies, rather than existential realities (Alvesson, Bridgeman, & Willmott, 2010, p.9). As such, positivism is an approach to be argued for, not an assumption from which to begin.

In keeping this theory in mind throughout this study, the hope is to prevent POS (see Table 1.1) from falling into the traps its predecessors have, so that it does not become a “false and stunted humanism wanting change without really changing anything” (Aktouf, 1992, p. 412). Table 1.1 illustrates how the 3 elements of critical inquiry are interrelated and serve not so much as a template, but as a guide to inquiry.

Table 1.1 *Three elements of critical inquiry.*

Element	Description	Questions Raised
Critical performativity	Challenge the automatic dominance of financial and economic performance; consider other outcomes that may be of equal or greater importance in organizations.	What goals and values does POS explicitly pursue? What goals and values are implicitly supported, because they are not challenged? What, if any, outcomes are just as important as profit? What, if any, outcomes are worth pursuing, even at the expense of profit?
Denaturalization	Recognize the constructed nature of judgements and labels.	What is being taken for granted about: Individuals? Groups? Relations among people? The nature of organizing? What possibilities do these assumptions preclude?
Reflexivity	Consider the implications of one’s choices and the possibilities that those choices preclude.	Who and what are (implicitly) made negative by not receiving the label “positive”? What does POS make most important in organizations? Who and what is studied? In what ways? How do these choices influence what POS can say, and how it can say it?

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). The Oxford Handbook of Positive of Positive Organizational Scholarship. NY, NY. Oxford University Press. Pg. 968.)

Thematic Sections

Importance of Nonprofit Leadership

According to Wilcox and Capanario (2018), leadership can make or break an organization. Leadership in nonprofit organizations presents a specific set of challenges and therefore requires a unique set of skills. Executive mentoring and leadership development training can be key to growing nonprofit core competencies among board members and volunteers alike. At the end of the day, this type of training can create a team that will better serve an organization and help them meet their goals. Whether you are interested in learning nonprofit leadership skills or exploring options for nonprofit leadership development training, here are some thoughts from Third Sector about the importance of leadership development training in nonprofits.

The idea of “leadership” is the same across the private, public, and nonprofit sectors. Good leadership is rooted in the ability to achieve growing and sustaining the engagement of people to accomplish something extraordinary together. It does not matter which sector leadership takes place in because each requires people who are engaged and want to remain engaged for personal and group accomplishment. To name just a few, the following should be a part of the leadership equation for leaders across all sectors:

- Methodical processes
- Clear goals
- Fair compensation and recognition
- Clear communication and respect

How that leadership plays out, however, has some unique aspects about it depending on the sector. There is a huge importance of leadership in nonprofits, and there are some unique elements associated with leadership in the nonprofit sector. A primary difference in nonprofit leadership is that it takes both paid and unpaid people to fulfill the mission. Most for-profit organizations and most governmental organizations engage their people initially through employment while most nonprofits engage their people initially through voluntarism. A nonprofit leader must operate from a different definition of equity than a business owner (Wilcox & Capanario, 2018).

It seems clear that leadership is the most important of the three legs nonprofit organizations stand on (the other two being strategy and capital). Nonprofits can develop sound strategies and attract sufficient capital, but without strong leaders at the helm, they are unlikely to deliver outstanding results (Simms, 2010). Effective leadership is vitally important to any organization, and that is certainly true for nonprofits (Cardello, 2014).

Community equity is both financial and nonfinancial. There is a “social value” to the work of nonprofits that cannot be calculated solely using a “financial value” equation taught in most business schools. There is also an “in-kind” income stream that for-profits don’t measure which is the “value” of people’s volunteered time, donated goods, and pro-bono expertise that a for-profit would otherwise have to pay for in a vendor relationship. The nonprofit leader must provide a “social return” on investment as opposed to a “financial return” that these same individuals would be seeking from an investment in a business. The nonprofit leader has to engage people to not only create a positive “profit or financial bottom line” for the corporation but must also work equally

hard with people to show a measurable “social bottom line or social profit” resulting from the work (Wilcox & Capanario, 2018).

According to Greer, Maher & Cole and their 2018 study, higher levels of nonprofit accountability are related to higher levels of an organization’s commitment to operating standards and to higher levels of transformational leaderships as exhibited by the organization’s leader. Their study results indicated that both predictor variables are positively and significantly related to nonprofit accountability, with transformational leadership is the stronger indicator of accountability and success (Geer, Maher & Cole, 2008)

What makes that difficult is that the nonprofit has less control over some variables in its impact because it occurs in a community instead of inside a building or factory. These are just a few examples of the leadership outcomes that are different between sectors. Leadership is a life-long learning process for any professional whether he or she is employed by a corporation, by government or by a nonprofit (Wilcox and Capanario, 2018).

Every person involved with and in a nonprofit organization is participating in a dynamic. Forces in politics, economics, and society are constantly affecting people’s lives and nonprofit organizations are on the front lines of enhancing the quality of life for people in a certain way. Those ways include such things as enhancing education, helping people to stand proudly on their own feet, benefiting from artistic expressions and experiences, protecting our wildlife and lands, or successfully coping with a health condition whether that is physical, emotional, or developmental. These are complex

challenges being tackled by professionals as well as ordinary people making extraordinary contributions as volunteers (Wilcox & Capanario, 2018).

The only real-time learning laboratories that people have to understand how to lead communities, manage organizations dependent on voluntary contributions, and to advance society is through nonprofit organizations. The most successful nonprofits have defined themselves as “learning organizations.” This means leaders are willing to take the time to help everyone understand the complexities of social issues, how to work effectively with diverse people, the best practices of nonprofit and community leadership, and the business expertise to make prudent financial decisions that are extremely to make in the face of human need. Many choose the nonprofit sector as a career because each knows a life-long learning opportunity is in store as each pursues jobs that have been designed to make the leaders a better place (Wilcox and Capanario, 2018).

Because every nonprofit organization is different, a single set of competencies is difficult to articulate. However, there are seven key nonprofit leadership skills that anyone who wants to exercise prudent leadership in the nonprofit sector should seek to build throughout their careers, whether as a professional or as a volunteer board member. These nonprofit core competencies include:

- **Financial Management:** Nonprofit organizations, by nature of their work, have extremely narrow profit margins and are entrusted, in many cases, with public funds and private philanthropy. Guaranteeing to a diverse group of stakeholders that the nonprofit is in good hands with a basic understanding of balancing financial realities with social need is key.

- **Fundraising** or as we like to call it, “building nonprofit equity.” A successful leader may not like fundraising but each knows he or she must have a demonstrated competency in order to attract givers and their giving over a sustainable period.
- **Human Resourcing:** Money does not change the leaders, people do. The nonprofit leader must know how to assign people to tasks and manage those tasks and workers with a sense of fair accountability. The leader is also especially attuned to the diversity of the community and demonstrates a cultural competency that brings out the best in diverse people to work together to do great things. With limited resources, nonprofit organizations constantly have to change their designs, teams, and ways of doing business. A sense of working with people and understanding accountable people structures is key, as nonprofits are the only sector in the economy that includes volunteered human resources as part of their human resource equation.
- **Program Knowledge:** Helping feed the hungry requires some knowledge about the extent of hunger in a community, how hunger affects a community, and successful programs that have had significant impact. Every nonprofit is seeking to make a difference in a particular area. It is incumbent on the nonprofit leader to have working knowledge of that area.
- **Governance:** Every nonprofit organization must, according to the IRS, have a board of directors. Many problems exist in nonprofits because their leaders have not received formal training on the roles and responsibilities of nonprofit boards.

- **Planning:** Virtually every contributor to a nonprofit wants to know its plan for helping people in efficient and effective ways. They also want to know that the organization is evolving with the community that it serves and is astute about the political, economic and social factors weighing on its future. Social problems will not end on their own. Sustainable arts programs will never be able to reach everyone who can benefit without community involvement and participation. The health needs of people will require a combination of health care institutions, the community and the government. Every nonprofit must have a realistic plan.
- **Community Relations and Communication:** The most effective nonprofit is “in touch” with the community, it serves. Nonprofit leaders cannot be afraid to make speeches, meet and greet, network, and be visible in and to the community. Nonprofits largely are community-based organizations, which means each was started by someone in the community to be of benefit to the rest of the community. A nonprofit leader is not going to get very far if he or she is not interacting with, communicating with, and advocating the mission to the community (Crawford, 2010).

Nonprofits have such a significant impact on our society so it only stands to reason that the leadership leading them is critical to the vitality, growth and strength of our entire leaders that needs their services so desperately every single day (Crawford, 2010).

Positive Leadership & Change

As a leader, you directly influence the behaviors of others. A leader is a person who has an unusual degree of power to project on other people his shadow or his light

(Bremer, 2016 –pg. 1). Therefore, if you need people to open up to change and possibilities, being a Positive Leader is your best way to lead. The research evidence is compelling: applying Positive Leadership makes a difference in productivity, satisfaction, and happiness at work. It also makes it easier to trust, and it becomes safer to open up and change.

Based on positive psychology, positive leadership departs from an “abundance mindset.” It is having an open eye for “positive possibilities.” The “normal mindset” aims for the default baseline: "We fix a problem to go back to normal" (Bremer, 2016, pg. 1).

Part of the positive mindset is a permissive, encouraging, empowering basis - without being weak or boundless. Positive leaders are quick to gently correct people who abuse their trust, or whose good intentions lead to negative outcomes. They are gentle and firm. They keep the greater good and the organization in mind. They serve the whole. Positive leadership also means stopping individuals who go too far, wander astray or don't contribute, in the best interest of everybody else (Bremer, 2016, pg. 2).

By comparison, conventional leadership prefers the control mindset, and the default answer is no, unless you ask permission in advance, or you can prove that this will be useful. The latter is difficult as things develop over time and, especially, if they have not been tried before. Change in itself is what you aim for in the future - so you can never be absolutely in control and 100% sure that a particular activity will be useful (Bremer, 2016, pg. 4).

Positive leadership is necessary for change processes. It helps to envision possibilities that are not there yet, to believe them before you can see or prove them, and

to trust that the right things will emerge. It enables the team to pull it off with your positive guidance (Cooperrider, D.L., & Srivastva, S., 1987).

Positive leadership builds on what is already working well - just like Appreciative Inquiry (Cooperrider, D.L., & Srivastva, S., 1987). It values people for their unique contributions. The positive leader trusts people, and they might surprise you in a positive way. This leadership acknowledges good things and actions. It includes leadership basics such as connecting with and caring for people, being authentic and honest, communicating continuously and coaching people as well as stimulating them with compliments - but correcting them if needed. This focus simply empowers people because it increases their energy, their ideas and their ability to open up. Feeling safe, trusted, and positive, people collaborate and change together.

The last thing you want during organizational change is that people close themselves off. You need them to be open, to take in the information, to process it, to contribute their ideas, to muster their energy, and to engage in the action of change. The last thing you want is fear, accusations, not feeling safe and respected. The last thing you want is negative projections from the past. Your task is to help them open their eyes to the present situation, be mindful of what they observe, and to let go of any negative baggage. Your task is to help people see with fresh, appreciative eyes - and see positive possibilities in the future. Ask them to participate and let them truly do so (Cooperrider, D.L., & Srivastva, S., 1987)

Focus on the energizing things that work well. Be the change you want to see on your team. See their potential and believe that you can pull it off with this team. They

will surprise themselves in a positive way if you enable them with positive leadership. Undoubtedly, positive leadership on change management is critical to the overall success and sustainability of an organization (Cooperrider, D.L., & Srivastva, S., 1987)

Leadership Styles

According to the (Goleman, Daniel. & Boyatzis, Richard, & McKee, Annie., 2002) research study, there are six leadership styles. The research discovered that a manager's leadership style was responsible for 30% of the company's bottom-line profitability. Imagine how much money and effort a company spends on new processes, efficiencies, and cost-cutting methods in an effort to add even one percent to bottom-line profitability, and compare that to simply inspiring managers to be kinetic with their leadership styles.

Here are the six leadership styles Goleman uncovered among the managers he studied, as well as a brief analysis of the effects of each style on the corporate climate (Goleman, Daniel, & Boyatzis, Richard, & McKee, Annie, 2002)

1. **The pacesetter leader** expects and models excellence and self-direction. If this style were summed up in one phrase, it would be "Do as I do, now." The pacesetter style works best when the team is already motivated and skilled, and the leader needs quick results. Used extensively, however, this style can overwhelm team members and squelch innovation.

2. **The authoritative leader** mobilizes the team toward a common vision and focuses on end goals, leaving the means up to each individual. If this style were summed up in one phrase, it would be “Come with me.” The authoritative style works best when the team needs a new vision because circumstances have changed, or when explicit guidance is not required. Authoritative leaders inspire an entrepreneurial spirit and vibrant enthusiasm for the mission. It is not the best fit when the leader is working with a team of experts who know more than him or her.
3. **The affiliative leader** works to create emotional bonds that bring a feeling of bonding and belonging to the organization. If this style were summed up in one phrase, it would be “People come first.” The affiliative style works best in times of stress, when teammates need to heal from a trauma, or when the team needs to rebuild trust. This style should not be used exclusively, because a sole reliance on praise and nurturing can foster mediocre performance and a lack of direction.
4. **The coaching leader** develops people for the future. If this style were summed up in one phrase, it would be “Try this.” The coaching style works best when the leader wants to help teammates build lasting personal strengths that make them more successful

overall. It is least effective when teammates are defiant and unwilling to change or learn, or if the leader lacks proficiency.

5. **The coercive leader** demands immediate compliance. If this style were summed up in one phrase, it would be “Do what I tell you.” The coercive style is most effective in times of crisis, such as in a company turnaround or a takeover attempt, or during an actual emergency like a tornado or a fire. This style can also help control a problem teammate when everything else has failed. However, it should be avoided in almost every other case because it can alienate people and stifle flexibility and inventiveness.
6. **The democratic leader** builds consensus through participation. If this style were summed up in one phrase, it would be “What do you think?” The democratic style is most effective when the leader needs the team to buy into or have ownership of a decision, plan, or goal, or if he or she is uncertain and needs fresh ideas from qualified teammates. It is not the best choice in an emergency situation, when time is of the essence for another reason or when teammates are not informed enough to offer sufficient guidance to the leader (Goleman, Daniel., & Boyatzis, Richard., & McKee, Annie, 2002, Chapter 1, 82-83)

For any organization to survive, appropriate impact of leadership on the employee must be followed. Specifically, a study conducted by Igbaekemen & Odivwri showed that

leadership style affects significantly on employee performance and participative/democratic leadership styles helps to improve performance among employees.

Leadership is vital to employee performance and corporate excellence. Consequently, organization spends substantial sum of money in search of effective leadership in training of their personnel in effective leadership behavior. There is also relative scarcity of effective leadership and that is why organizations search constantly for it and lead them to effect, design and develop all the effective leadership potentials possible in those who are associated with corporate management. (Igbaekemen G. & Odivwri J., 2015).

The performance of any company, in terms of growth, is derived from the productivity of that company (Ocho, 2010). Depending on the style utilized in leading a nonprofit an organization will thrive or fail. It is because of a leaders effective style and decision making practices use in decision making or problem-solving that an organization will either increase effectiveness, organizational performance and work-family balance or will fail miserably.

Thus, in order to conduct a more encompassing study, this study assessed the various leadership styles of the five nonprofit leaders before and after the study to correlate any potential links between the training and changes in leadership style for improved performance. This study also examines the importance of understanding organizational development as a leader and the dynamic role that plays in the decision-making process and increasing organization performance and leadership effectiveness.

Let us look at organizational development a little deeper to understand its purpose in the overall effective leadership and organizations.

Organizational Development

Organizational Development (OD) is both a “field of social action and an era of scientific inquiry” (Cummings & Worley, 2009, p.1). Specifically, Organizational Development is a system wide application and transfer of behavioral science knowledge to the planned development, improvement, and reinforcement of the strategies, structures, and processes that lead to organization effectiveness (Cummings & Worley, 2009, p.1-2).

Organizations, particularly large ones, have a wonderful complexity. They may employ a rich diversity of human beings. They may operate in numerous economies and cultures around the world. They may possess a bewildering variety of processes, procedures and goals both large and small. Their organizing structure-their “architecture”-may be almost a work of art. In short, there are fundamental tasks that all organizations, regardless of their purpose and complexity, must do reasonably well in order to exist, called “core issues” of organizing (Woodman, 1993, 2008). Organization development lives because it deals with the core issue of organizing (Cameron & Spreitzer, 2012).

According to (Cameron & Spreitzer, 2012), OD is successful because it follows these four avenues for success:

- OD deals with a “core issue” of organizing.
- OD is easy to utilize.
- OD effectively bridges the scholar-practitioner gap.

- OD engages paradox more effectively than most change approaches and OD is a positive approach to organizational change with its emphasis on shared decision-making, high levels of participation, collaboration, human growth and fulfillment through work experience (Cameron & Spreitzer, 2012).

According to (Cameron & Powley, 2008) another interesting link exists between positive organizational change and OD. With OD's emphasis on developing human potential and fulfillment through work experience as a crucial component of development organizations, it could be argued that OD has always focused on the positive side of organizational life (Cameron & Spreitzer, 2012).

Organizations are failing currently in this arena and thus OD should be explicitly utilized in all organizations (Cameron & Spreitzer, 2012). In short, organizational change in coordination with OD must emphasize positive aspects of organizational change in order to succeed.

A fundamental congruency exists between positive organizational change and OD (et., Cameron & Powley, 2008). With its emphasis on developing human potential and fulfillment through the work experience as a crucial component of developing organizations, one can argue that OD has always focused on the positive side of organizational life (Cameron & Spreitzer, 2012). This leads us to a deeper discussion on Positive Organizational Scholarship (POS).

Positive Organizational Scholarship

In 2003, positive organizational scholarship was introduced as a new field of study in the organizational sciences developed by Cameron, Dutton & Quinn. Positive

organizational scholarship (POS) is an umbrella concept used to unify a variety of approaches in organizational studies, each of which incorporates the notion of “the positive.” Several descriptions have been espoused about POS, like “the states and processes that arise from and result in life-giving dynamics, optimal functioning, and enhanced capabilities and strengths” (Dutton & Glynn, 2007, p. 693); “an emphasis on identifying individual and collective strengths (attributes and processes) and discovering how such strengths enable human flourishing (goodness, generativity, growth and resilience)” (Roberts, 2006, p. 292); “the study of especially positive outcomes, processes, and attributes of organizations and their members, “ and a “focus on dynamics that are typically described by words such as excellence, thriving, flourishing, abundance, resilience, or virtuousness” (Cameron, Dutton, & Quinn , 2003, p.4); and “organizational research occurring at the micro, meso, and macro levels which points to unanswered questions about what processes, states, and conditions are important in explaining individual and collective flourishing. All of these descriptions describe processes, dynamics, perspectives, and outcomes considered positive.

In brief, the “O” (organizational) in POS focuses on investigating positive processes and states that occur in association with organizational contexts. It examines positive phenomena within organizations and among organizations, as well as positive organizational contexts themselves. The “S” (scholarship) in POS focuses on pursuing rigorous, systematic and theory-based foundation for positive phenomena. Positive organizational scholarship requires a careful definition of terms, a rationale for prescriptions and recommendations, consistency with scientific procedures in drawing

conclusions, a theoretical rationale, and grounding in previous scholarly work (Cameron & Spreitzer, 2012).

The most controversial concept associated with POS is the “P”-*positive*. Most of the misunderstandings and criticisms of POS have centered on this concept, creating controversy in organizational studies and spawning both skeptics and advocates. The term “positive” is accused of having a potentially restrictive connotation and values bias (Fineman, 2006; George, 2004) and as being a naïve and dangerous term producing more harm than good (Ehrenreich, 2009). On the other hand, some convergence on the meaning of “positive” has begun to occur as the term has been employed in scholarly work over the past decade. The convergence can be summarized in four approaches to help specify the domain of POS.

One approach to “positive” is adopting *a unique lens or an alternative perspective*. Adopting a POS lens means that the interpretation of phenomena is altered. For example, challenges and obstacles are reinterpreted as opportunities and strength-building experiences rather than as tragedies or problems (Gittell, Cameron, Lim, & Rivas, 2006; Lee, Caza, Edmondson, & Thomke, 2003; Sutcliffe & Vogus, 2003). Adopting a POS lens means that adversities and difficulties reside as much in the domain of POS as do celebrations and successes, but a positive lens focuses attention on the life-giving elements or generative processes associated with these phenomena.

A second consensual approach to the concept of “*positive*” is *a focus on extraordinarily positive outcomes or positively deviant performance* (Spreitzer & Sonenhein, 2003). This means that outcomes are investigated that dramatically exceed

common or expected performance. Reaching a level of positive deviance, in other words, extends beyond achieving effectiveness or ordinary success. Instead, it represents “intentional behaviors that depart from the norm of a reference group in honorable ways” (Spreitzer & Sonenshein, 2003, p.209).

A third area of convergence regarding the term “positive” is that it represents *an affirmative bias that fosters resourcefulness*. Positive organizational scholarship accepts the premise that positivity unlocks and elevates resources in individuals, groups and organizations, so that capabilities are broadened and capacity is built and strengthened (Fredrickson, 2002, 2009). “Resourcefulness” means that individuals and organizations experience an amplifying effect when exposed to positivity, such that resources and capacity expand (Dutton & Sonenshein, 2009; Fredrickson, 2002).

A fourth area of convergence regarding the concept of the positive is *the examination of virtuousness or the best of the human condition*. Positive organization scholarship is based on a eudemonic assumption—that is, the postulation that an inclination exists in all human systems toward achieving the highest aspirations of humankind (Aristotle, *Metaphysics XII*; Dutton & Sonenshein, 2009).

POS is not value-neutral. It advocates the position that the desire to improve the human condition is universal and that the capacity to do is latent in almost all human systems. Whereas, traditionally positive outcomes such as improving the organization, and achieving goals or profitability are not excluded from consideration, POS has a bias toward life-giving generative, and ennobling human conditions regardless of whether

they are attached to traditional economic or political benefits (Cameron, & Spreitzer, 2012).

Essentially, POS produces a “heliotropic effect” (Cooperrider & Srivastva, 1987; Drexelius, 1627, 1862). Heliotropism is defined as the tendency in all living systems toward positive energy and away from negative energy-or toward that which is life-giving and away from that which is life-depleting (e.g., D’Amato & Jagoda, 1962; Mrosovsky & Kingsmill, 1985; Smith & Baker, 1960).

In nature, positive energy is most often experienced in the form of sunlight, but it may occur in other forms as well such as interpersonal kindness (Dutton & Heaphy, 2003; Erhardt; Siebold, 1937). Following this logic, human systems, like other biological systems in nature, possess inherent inclinations toward the positive. Understanding this tendency is an important need in social and organizational sciences (Cameron & Powley, 2008). This leads to understanding the neuroscience of POS in the next section.

Neuroscience Underpinning of POS

In order to understand the mental process of manager’s studies have been conducted to provide insights into how and why managers behave and act the way they do. These neuroscience studies have implications for POS and provide a basis or means for positive organizing and leadership (Cameron & Spreitzer, 2012).

Based on the findings of three neuroscience studies conducted by Cameron & Spreitzer which looked at SToM-Study 1 (Sales Theory of the Mind), ToM and Emotional Basis of Customer Orientation-Study two and ToM and Empathy Underlying

Machiavellianism in Sales Force: Good or Bad-Study three the following was found to be true.

- Management can develop capabilities of employees to “read the minds” of people with whom they interact.
- The greater the customer orientation, the higher the activation of the left and right processing and greater effectiveness in interactions with customers.
- Sales managers that score high in Machiavellianism resonate empathetically with customers largely.

Neuroscience provides new ways to think about and conduct research in organizations by illustrating how Machiavellians (is a personality style that involves manipulation of other persons for person gain and they administer influence in both coercive and prosocial ways) are better at resonating to the feelings of others in automatic ways but at the same time are less able to take the perspective of others (put themselves in the shoes of others) and feel more anxiety in interactions, among other differences. Neuroscience is a promising area for future research in management and organizations in general and POS in particular. It would seem to be particularly useful in the study of the bases for interpersonal communication and joint welfare, and to provide insight into the social or self-conscious (e.g., pride, shame, guilt, embarrassment, envy, jealousy) and moral emotions (e.g., anger, disgust, contempt, awe, gratitude, and elevation, as well as ToM and empathy (Cameron & Spreitzer, 2012). To understand people and yourself as a manager even beyond the neuroscience of these studies, one must look at emotional intelligence as well.

Emotional Intelligence

POS and Emotional Intelligence (EI) share a common element-an emphasis on how people navigate social interaction and relationships; otherwise known as, social intelligence, which has two main assumptions as it, relates to POS and EI:

- *Assumption 1: A useful model of POS and emotional intelligence in relation to each other needs to delineate the nature of the social context in order to understand when and why people apply their EI skills.*
- *Assumption 2: A useful model of EI needs to integrate fundamental conceptions of how the mind works, by defining the interaction between intuitive (automatic) and deliberative (controlled) mental processes to capture the flexibility with which people make sense of their social words and influenced by it.*

POS provides a perspective for creating exceptional performance through a focus on the internal, social environment of organizations (e.g., Cameron, 2008). This perspective is essential to developing successful organizations that foster “positive deviance” or performance above the norm (e.g., Spreitzer & Sonenshein, 2003). EI, is a diffuse construct. EI refers to anything related to understanding oneself and other people, even if the ‘emotional’ connection is rather tenuous.

Research has shown that low levels of EI are associated with negative emotional reactions and negative coping strategies in response to stress (Jordan, Ashkanasy, & Hartel, 2002). Low EI has also been related to worry and avoidance coping (Matthews et al., 2006). On the other hand, high EI has been associated with a greater level of well-being (positive mood and high self-esteem), higher economic self-efficacy (Engelberg&

Sjoberg, 2006), and adaptive coping following negative events (Shutte, Malouff, Simunek McKenley, & Hollander, 2002). Importantly, recent work demonstrates that EI is associated with such positive outcomes (e.g., job satisfaction; well-being) over and above that predicted by personality (Singh & Woods, 2008).

The construct of EI is germane to the issue of creating positive organizational environments. Managers need to explicitly apply their EI skills as they attempt to navigate their interactions and relationships with others and how the pursuit of positive organizational goals (or lack thereof) influences the EI process.

Both social-emotional recognition and control can operate through a deliberate process (see Table 1.2 below) (Cameron & Spreitzer, 2012). For example, an employee can consciously focus on what his boss is saying and attend to the boss' facial expression and gestures to infer not only what the boss wants done, but when and by whom.

Table 1.2 2x2 Model of social-emotional intelligence.

Type of Processing	Social-emotional recognition	Social-emotional control
Deliberate	Consciously focusing on the new boss' communications and expressions to infer intentions and what the boss wants done.	Exerting cognitive resources (attention, working memory) to switch mindsets and reappraise the meaning or consequences of impending layoffs.
Intuitive	Quickly recognizing a smile or friendliness in a customer's face, even when the customer is at a distance	With the help of internalized organizational values, automatically speaking up against a coworker who makes a discriminatory comment.

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). *The Oxford Handbook of Positive of Positive Organizational Scholarship*. NY, NY. Oxford University Press. Pg. 208.

The interplay of individual mental processes applied to interactions and relationships with others can be fostered to support positive social connections to influence organizational and individual performance. This leads us to understanding AI in the aim for greater emotional intelligence.

Appreciative Inquiry

Contrasted with the dominant, deficit-based management culture, it is easy to see why the strengths based movement is being called a revolution. The radical idea at the core of this movement is that, just as the Heisenberg principle holds true for the physical world (1949), so it is true for our social systems. In other words, the process of studying a phenomenon actually changes the phenomenon. The birth of Appreciative Inquiry (AI) suggests that the very act of asking a question has profound impact (i.e., Gergen, 1982). Inquiry and change are not separate moments. Our questions focus our attention on what is “there” to be noticed (Cameron & Spreitzer, 2012).

AI highlights the relationship between inquiry and the stimulus construction of reality (Cooperrider, Barrett, & Srivastva, 1995). AI suggests that we be aware of the negativity bias that pervades our investigations into organizational life. AI posits that human systems move in the direction of the questions they most frequently and authentically ask; knowledge and organizational destiny are intimately interwoven; what we know and how we study it has a direct impact on where we end up (Cooperrider & Avital, 2003; Gergen, 1994).

AI questions the mindset that organizations are problems to be solved (Copperrider & Srivastva, 1987). Organizations are not machines incessantly in need of

repair, but instead are mysteries and miracles of human relatedness; they are living systems, webs of infinite strength and limitless human imagination (Copperrider & Srivastva, 1987).

What gives life to the system when it is most alive? The strengths-based philosophy that AI has helped inject into the management practices (Cameron & Spreitzer, 2012). Because AI is central to the emergence and practice of inspired positive organizational development (IPOD), it is important to remember that innovation-igniting methodologies are critical to the phases of AI-discovery, dream, design and destiny (Cameron & Spreitzer, 2012).

We live in worlds that our inquires create (Cooperrider, Barrett, & Srivastva, 1995). When we study excellence, there will be an impact. When we study low morale, there will be an impact. The questions we ask, determine what we find, and what we find becomes a powerful resource for planning, imagining and creating the future realities of organizations (Cameron & Spreitzer, 2012)

Because AI is so central to the emergence and practice of IPOD, it is important to discuss its innovation-igniting methodologies and the new action research phases of AI known as the *4-D cycle*-discovery, dream, design and destiny (summarized in Figure 1.2 below (Cameron & Spreitzer, 2012).

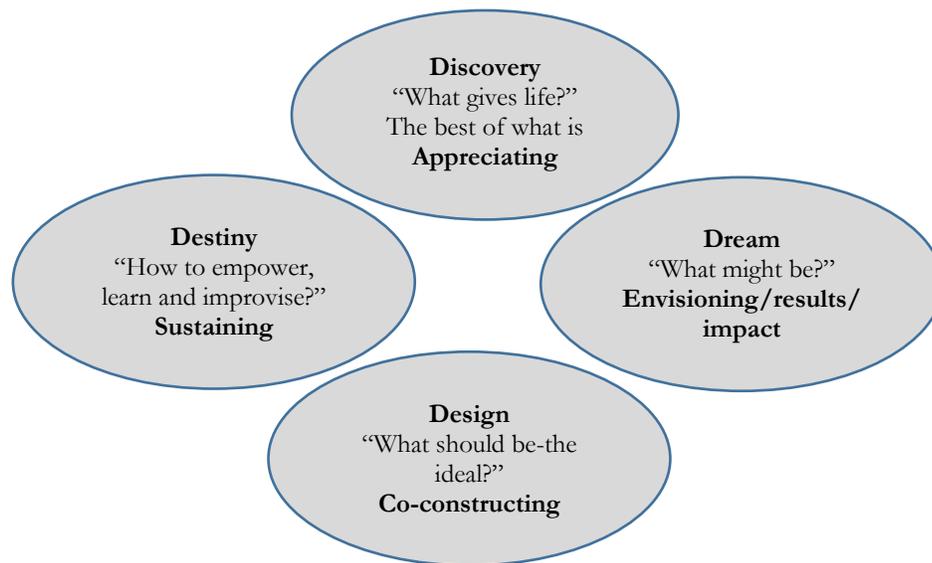


Figure 1.2 *The 4-D model of appreciative inquiry.*

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). The Oxford Handbook of Positive of Positive Organizational Scholarship. NY, NY. Oxford University Press. Pg. 741.)

Failure and success are not opposites; they are merely different, and thus must be studied separately (Cameron & Spreitzer, 2012). Seligman and Csikszentmihalyi (2000) and then Cameron, Dutton and Quinn (2003) call for a new positive psychology and POS knowledge of human sciences.

Positive Psychology

There are three decisive components to positive psychology. First, there has been a rich vocabulary of the positive. As Wittgenstein (1981) once reasoned, “the limits of language are the limits of our worlds,” meaning that if we do not have nuanced vocabularies available, then not only will we not be able to converse about a phenomenon, but we also will be unlikely to act collaboratively in relation to the

phenomenon. Thus, it is fitting that one of the very first pieces of scholarly work done in positive psychology was the production of an encyclopedia of human strengths, *Character Strengths & Virtues: A Handbook and Classification* (Peterson & Seligman, 2004) which offers a classification in contrast to the American Psychiatric Association's classic *Diagnostic and Statistical Manual of Mental Disorders (DSM)* (1994).

The second significant component of the positive psychology-POS tandem came from an illuminating framework proposed by Cameron (2003). Cameron created a continuum depicting a state of normality or healthy performance in the middle, with a condition of negatively deviant performance on the extreme left and extraordinary positive performance on the farthest right (Cameron, 2003).

Lastly, it is in this search for positive deviancy that some of the most influential and exciting research of our times is taking place (i.e., Prahalad, 2004; Thachenkery, Cooperrider, & Avital 2010; Spreitzer & Sonenshein, 2003). As such, POS does not represent a single theory, but rather provides a compass to understanding dynamics described by words such as excellence, thriving, flourishing, life giving, flawless and extraordinary. Positive psychology sets the stage for a fundamental shift in our understanding of the human condition and its prospects. Although the normative business ethics literature elaborates positive visions of the "good," the behavioral ethics literature primarily focuses on unethical behaviors or decision processes that either lead to or prevent those behaviors (Cameron & Spreitzer, 2012). The former literature this leads us to understanding positive ethics as part of the positive psychology shift for organizations.

To better theorize a positive counterpart to unethical behavior, a construct called “good works,” is defined as morally praiseworthy, discretionary, and positively deviant. Elucidation of these three criteria based on their theoretical foundations helps to distinguish good works from other related behaviors. The model of the decision making process that precedes good works, otherwise known as positive business ethics is based in part upon moral identity, moral imagination and the sense making intuition model. Let discuss positive business ethics on a deeper level.

Positive Business Ethics

Positive business ethics is the study of that which is morally excellent or praiseworthy in business. Although the field of business ethics has seen increasing attention by management scholars. However, the majority of the research in business ethics has focused on attempting to unpack dependent variable, processes and conceptions of the “good” that disproportionately focus on negative aspects of human behavior and morality (Cameron & Spreitzer, 2012).

Positive business ethics offers the promise of better articulating the positive foundations of ethical versus unethical behavior as well as for providing a model for how other research streams in POS can use normative theories to better understand what “positive” means. Through the good works construct and its integration into a decision-making model that, unlike many other models in the business ethics literature, explicitly focuses on explaining positive ethical behavior-not unethical transgressions (Cameron & Spreitzer, 2012).

The stream of theorizing why positive business ethics is important to our lives is due to the time spent in work communities throughout our lives. The good life in business ethics is drawn from the virtue tradition that stretches back to Aristotle, a theme that POS scholars have used (Cameron, 2003). On the instance that a well-functioning surrounding community enables individual happiness, Solomon (1992), a set of classically grounded virtues, when practiced by business people is conducive to the collective well-being of organizations.

Organizations with positive business ethics practices are characterized by “continuity, stability, clearness of vision, constancy of purpose, corporate loyalty and individual integrity”. This kind of workplace environment creates an atmosphere where their job is more than just a job. Their work means something despite periods of frustration enjoys their work (Solomon, 1992).

Positive business ethics and especially a theory of good works, calls for the importance of understanding the normative foundation of positive behavior. Business ethics especially makes salient the need for theoretical clarity around what is positive. Positive has implications for fundamental questions of what is right or wrong. At the same time, the descriptive model about good works is fundamentally rooted in social science, with implications for theorizing about the descriptive mechanisms and processes that lead to positive ethical behavior (Cameron & Spreitzer, 2012; Donaldson & Dunfee, 1994; Trevino & Weaver, 1994). Now that we have discussed positive business ethics and its importance in the workplace, we can look deeper into the resourcefulness within organizations.

Resourcefulness

To understand resourcefulness one must have a greater understanding of resourcing theory as compared to resource dependence and the resource based view of the organization. Three mechanisms of resourcing arise among POS scholars that lead to a better understanding of resourcefulness within organizations and its benefits to the positive organizational development of organizations.

Having resources is generally considered crucial for success in any context, and the study of resources has long had a central role in organizational scholarship. The focus on resources has given rise to several perspectives on organizations and organizing, such as resource dependence (Pfeffer, 1982; Pfeffer & Salancik, 1978), the resource-based view of the organization (Barney, 1991, 2001), dynamic capabilities realized through organizational processes (Eisenhardt & Martin, 2000; Teece, Pisano & Shuen, 1997), and resourcing as an organizational process (Brickson & Lemmon, 2009; Feldman, 2004; Howard-Grenville, 2007; Quinn & Worline, 2008; Spreitzer, Sutcliffe, Dutton, Sonenshein, & Grant, 1995).

Resourcing as a process contributes to positive organizational scholarship. Although it is in the nature of resources that they can be used for good and evil (and often for both simultaneously), understanding the process of resourcing is a powerful tool for managers who want to promote positive spirals in organizations (Cameron & Spreitzer, 2012).

Understanding the process of resourcing contributes to positive spirals in two ways. First, it enables managers and other organizational participants to understand how

they can use the process endogenously to create ampliative cycles. Ampliative is a term used in logic and is based on the Latin verb meaning to enlarge. Webster's dictionary defines ampliative as, "Enlarging a conception by adding to that which is already known or received" (1998). Ampliative cycles enlarge the outcome of the process.

Second, understanding the resourcing process can help managers and other organizational participants to separate the evaluation of the process from the evaluation of the outcome and thus promote attention not only to whether the process is ampliative but also to whether the outcome is desirable (Cameron & Spreitzer, 2012).

So what is resourcing, specifically? The most typical view of resources in organization theory, adopted in resources dependence theories (Pfeffer & Salancik, 1978) and in the resources-based view of the organization (Barney, 1991), imagines them as tangible or intangible assets that can be possess or owned (Amit & Shoemaker, 1993; Barney, 1991; Penrose, 1959; Wang, 2009). This view suggests that resources are valuable because of some innate qualities contained within them. Eisenhardt and Martin (2000, p. 1107) define resources as "specific physical (e.g., specialized equipment, geographic location), human (e.g., expertise in chemistry), and organizational (e.g., superior sales force) assets that can be used to implement value creating strategies.

"The resources based view of the organization argues that the innate qualities of resources are highly valuable: "competitive advantage derives from the resources and capabilities an organization controls that are valuable, rare, imperfectly imitable and not sustainable" (Barney, Wright, & Ketchen, 2001, p. 625).

Resourcing is relevant to POS for several reasons. First, the awareness of resourcing dynamics on the part of organizational participants affects their ability to engage those dynamics constructively. Although the endogenous and ampliative resourcing dynamics may occur as unintended consequences, the ability to recognize and direct resourcing enables people to make choices about what they would like to promote. This discussion of resourcing and its importance leads to resourcing and the collective efficacy.

Collective Efficacy

Organizations that achieve their best depend daily on the choices of individual members to creatively and resiliently pursue and reach challenging goals. At their core, decisions to tackle difficult work-whether they involve coaching a single worker to develop a capacity, transforming an unresponsive work group or redesigning an organization's central mission in response to changing external environments-require individuals to exercise agency in ways that affirm self-assuredness and confidence (Cameron & Spreitzer, 2012).

The degree to which group members work together effectively to accomplish such challenges depends heavily on their sense of the collective efficacy. When organizational members are confident in the capabilities of their coworkers and leadership to reach given goals, it is likely that such expectations will positively influence the normative environment of the workgroup. Such expectations, in turn, tend to energize individuals and help them manage their personal and interdependent capabilities to achieve organizational goals (Cameron & Spreitzer, 2012).

Collective efficacy aligns well with positive organizational scholarship because it helps us understand the choices individuals and groups make in pursuit of organizational goals (Cameron, Dutton & Quinn, 2003). Groups characterized by a robust sense of collective efficacy tend to interpret setbacks as challenges to be overcome and tend to exhibit the creativity, resiliency and commitment required to reach performance goals. This is central to the pursuit of this study on nonprofit leaders and their increased performance due to practicing mindfulness and POS. Collective efficacy research suggests that it is associated with positive outcomes such as sports team effectiveness (Watson, Chemers & Preiser, 2001), reduced neighborhood obesity (Cohen, Finch, Bower & Sastry, Raudenbush, & Earls, 1997), and the academic learning of public school students (Bandura, 1997; Goddard, 2001). However, to better understand collective efficacy we have to better understand the design of work.

The Design of Work

During the past several years, a substantial amount of attention has focused on the emerging discipline of positive organizational scholarship (POS) (see Cameron, Dutton & Quinn, 2003a; Fineman, 2006; Luthans & Youssef, 2004; Roberts, 2006). In contrast to the disciplines that focus on negative outcomes and behaviors (e., errors, overcoming resistance and unethical actions), POS emphasizes the importance of especially *positive* outcomes, processes and attributes of organizations and their members (Cameron et al., 2003a). POS scholars argue that the management of organizations should be concerned with developing those practices and strategies that foster these positive outcomes among individual's employees (Cameron et al., 2003a; Grant, 2008a).

If organizations are successful in developing strategic approaches that promote positive experiences and actions, such as altruism and employee well-being, it is expected that both individual employees and the organizations that employ them will thrive and prosper over the long term.

It has long been established that one organizational strategy-the design of jobs-can make a significant contribution to an employee's positive experiences and positive actions at work (Grant, 2008a).

For the past 50 years, few topics in the organizational sciences have received as much research attention as job design (Clegg & Spencer, 2007; Fried, Levi & Laurence, 2008). At the most basic level, job design refers to the actual structure of jobs that employees perform. This, job design focuses squarely on the work itself-on the tasks or activities that individuals complete in their organizations on a daily basis. Individuals may be able to avoid contact with many aspects of the context in which they work, but it is very difficult for them to avoid contact with their jobs. Therefore, the way jobs are structured and designed should play a significant role in determining how people respond in their employing organizations.

To enhance employee motivation and job satisfaction, jobs should be *enriched* rather than simplified (Herzberg, 1966). Work should be designed to foster responsibility, achievement, growth in competence, recognition and advancement. Conditions extrinsic to the work itself, such as good supervisory practices and pleasant working conditions were "hygiene factors" that could create dissatisfaction if poorly managed but never

motivate employees to work hard or boost employees' satisfaction with the work itself (Herzberg, 1966).

Boosting the standing of one employee's job on the core or social characteristics has effects on the employee's positive outcomes, but, perhaps more importantly, on the positive outcomes of many others in the workplace and beyond. Now that we have discussed the design of work, let us discuss the mindful organizing of work and how it plays a critical role in understanding POS and IPOD (Cameron & Spreitzer, 2012).

Mindful Organizing

POS seeks to rethink organization studies through an affirmative bias (i.e., understanding excellence), a focus on endogenous resourcefulness (i.e., emergent organizational capabilities), and a careful rendering of the subjective experience of work (Cameron, Dutton, & Quinn, 2003). These studies illuminate the capability that underlies the exceptional performance of organizations is mindful organizing-the collective capability to detect and correct errors and unexpected events (Weick, Sutcliffe, & Obstfeld, 1999; Weick & Sutcliffe, 2001; Weick & Sutcliffe, 2007; see also Sutcliffe & Christianson (2011), Chapter 64.

At first, the collective capability to detect and correct errors and unexpected events might seem to be a poor fit for POS. However, if we consider systems in dynamic environments tend toward disorder and entropy, then preserving order, reversing chaos and containing errors and near misses becomes exceptional (Weick & Sutcliffe, 2003). In other words, an organization performing in a nearly flawless manner is an extraordinary organization (Cameron & Spreitzer, 2012).

Reliability is essential for survival, but difficult to achieve. Reliability is so challenging because many organizations operate in trying conditions rife with complexity, dynamism, interdependence and time pressure. *Complexity* refers to the nature of the technical knowledge required. *Dynamism* refers to the fact that the knowledge base is ever changing and growing, and that novel problems are regularly emerging. *Interdependence* means that reliability is a collective achievement rather than a sum of individual achievements. *Time pressure* means that action cannot be postponed.

High reliability organizations are those (e.g., aircraft carrier flight decks, air traffic control, nuclear power plants) that demonstrate an exceptional ability to navigate these conditions in a nearly error-free manner (Roberts, 1990; Schulman, 1993; Weick et al., 1999; Weick & Sutcliffe, 2007). They do so by solving challenges of complexity, dynamism, interdependence and time pressure through mindful organizing (Cameron & Spreitzer, 2012).

The capability of mindful organizing is a function of a collective's (e.g. workgroup) attention to context and capacity to act (Levinthal & Rerup, 2006). Attention to context is the sustained attention to operational challenges in the form of efforts to develop, deepen and update a shared understanding of local context. Capacity to act is the collective's ability to marshal the necessary resources to act on that understanding in a flexible manner that is tailored to the unexpected event (Cameron & Spreitzer, 2012). The discussion of mindful organizing that follows refers to the construct as conceptualized and measured by Vogus and Sutcliffe (2007a). Table 1.3 illustrates how the conceptual component of mindful organizing relates to specific survey items in Vogus

and Sutcliffe’s (2007a) measure. The table contains all nine survey items measured using a seven point Likert scale (from “not at all” to “a very great extent”). Mindful organizing is then constructed for a collective by averaging all nine items across all respondents. All items are behavioral (to capture the fact that mindful organizing is a social process) and that the referent of each item is “we” (to capture the fact that mindful organizing is a collective capability).

Table 1.3 Correspondence theory and measurement of the processes of mindful organizing

Concept	Definition	Survey Items
Preoccupation with failure	Operating with a chronic wariness of the possibility of unexpected events that may jeopardize safety by engaging in proactive and preemptive analysis and discussion.	When handing off an activity to another employee, we usually discuss what to look out for. We spend time identifying activities we do not want to go wrong.
Reluctance to simplify interpretations	Taking deliberate steps to question assumptions and received wisdom to create a more complete and nuanced picture of ongoing operations.	We discuss alternatives as to how to go about our normal work activities.
Sensitivity to operations	Creating and maintaining an up-to-date understanding of the distribution of tasks and expertise, so that these are appropriately utilized in the face of unexpected events.	We have a good “map” of each other’s talents and skills. We discuss our unique skills with each other so we know who on the unit has relevant specialized skills and knowledge.
Commitment to resilience	Discussing errors and deriving lessons learned, such that a collective is able to extract the most value from the error data they have to prevent more serious harm.	We talk about mistakes and ways to learn from them. When errors happen, we discuss how we could have prevented them.
Deference to expertise	During high-tempo times (i.e., when attempting to resolved a problem or a crisis), decision-making authority migrates to the person or people with the most expertise with the problem at hand, regardless of their formal authority.	When attempting to resolve a problem, we take advantage of the unique skills of our colleagues. When a crisis occurs, we rapidly pool our collective expertise to attempt to resolve it.

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). *The Oxford Handbook of Positive of Positive Organizational Scholarship*. NY, NY. Oxford University Press. Pg. 666).

Emerging evidence suggests that pairing mindful organizing with other supportive practices enhances the impact of mindful organizing on performance. Specifically, in a study of 73 hospital nursing units, Vogus and Sutcliffe (2007b) found that fewer medication errors occurred over the subsequent six months on units with high levels of mindful organizing and registered nurses reported high levels of trust in their nurse managers (i.e., these managers had created a sense of psychological safety).

In POS, positivity is socially embedded. Mindful organizing embodies this embeddedness as a collective capability. In the next section, we will discuss the design theory that illustrates the foundation of mindful organizing.

Design Theory

In the late sixties, Nobel Laureate Herb Simon outlined the three pillars of organization and management: intelligence, choice and design (1969). Yet, somehow, over the years, the design pillar was conspicuously glossed over in favor of decision-analytic stance. This is now changing as organizations everywhere discover the power and promise of design thinking.

Increasingly, managers are turning to architects, creative artists, graphic specialists and product designers as inspired models for innovation, improvisational leadership and collaborative designing. Volumes such as *Managing as Designing* (Boland & Collopy, 2004); *Artful Making; What Managers Need to Know About How Artists Work* (Austin & Devin, 2003); *Discovering Design* (Buchanan & Margolis, 1995), and *The Design of Business* (Martin, 2009), are changing our conceptions of management.

These volumes portray the essence of management not as a science of rational decisions within a stable world, but rather as the art of generating artifacts and designs of a better future, rapid prototypes, feedback loops and agile interactive pathways embedded within an increasingly uncertain and dynamic world (Cameron & Spreitzer, 2012).

Ironically, many of the methods in the design field, for example group brainstorming on a flip chart, had their origins in the early days of OD (Marrow, 1967). Yet, it is design firms such as IDEO that are becoming the “go to” places for organizational development. One reason, argues Avital, Boland and Cooperrider (2008) is that design thinkers see the world through a positive lens, where even mistakes are valued as “material” for new possibilities. Similarly, Barrett (1998) describes how artists see everything as positive possibility; for example, jazz musicians who regularly say “yes to the mess.” Indeed, an innovation –inspired positive OD discipline is rapidly emerging today, at is being enriched by the question: What can we, as an OD field, learn about nondefecit positive change from architects, performing artists, musicians and product designers-especially the ways in which they create real-time changes through the tools of visual representation, metaphor and revolutionary innovation (Cameron & Spreitzer, 2012).

Just as AI is the search for what gives life to human systems, biomimicry is a field of work dedicated to the conscious emulation of life’s genius-it is all about innovation inspired by nature and will be discussed further in the next section on positive emotions and sustainable enterprises (Benyus, 1997).

Positive Emotions & Sustainable Enterprises

Bios, from the early Greeks, literally means “life, “ and unlike the Industrial Revolution, the biomimicry revolution is a call to relate to nature, not on what we can *extract* from it, but what we can *learn* from nature, with implications for organizations and industries. For example, biomimicry raises the question of how organizations, like true living organisms, can not only create less waste, but eliminate the very concept of waste (where every “waste” is transformed into a “food” for another part of the system), thus creating sustainable enterprises that help build a better world (Cameron & Spreitzer, 2012).

Biomimicry invites OD to explore the fertile crests where ecology meets commerce, computing, human flourishing, energy, manufacturing, community, organizational design, and most importantly, the creation of *sustainable value* (Cameron & Spreitzer, 2012).

OD is the intersection between AI, positive psychology, POS, design thinking, and biomimicry for the creation of sustainable value. Part of the essence of Biomimicry is the underpinning of positive emotions and use of the broaden and build theory of positive emotions. Researchers validate how employee decisions are inextricably linked to emotions at every level of analysis, from the individual up to the organizational (e.g., Elfenbein, 2007).

Positive emotions shape favorable attitudes and outlooks known to stimulate learning and task accomplishment and are associated with successful actions, such as prosocial behaviors, group development and establishing ethical cultures and ongoing

learning (Arnaud & Sekerka, 2010; Akrivou, Boyatzis, & McLeod, 2006; Luthans, Vogelgesang, & Lester, 2006; Trivila & Dafermos, 2008). Positive emotions demonstrate how to cultivate a workplace climate that fosters new ways of thinking that may help generate more sustainable and healthier business practices. Although today's managers are now aware that they need to spend time dealing with the emotional aspects of work, the desire to achieve efficiency and effectiveness through a more strategic cognitive – based approach remains dominant in many organizations (Cameron & Spreitzer, 2012).

Positive emotions serve as a mechanism to achieve transformation, contributing to an organization's dynamic evolution through upward spirals of development. Positive emotions are useful to cultivate responsibility toward broadening and building organizational development (Cameron & Spreitzer, 2012).

Further, the long-term existence and development of humans and organizations depend, largely, on the application of the concept of sustainable enterprise. As described by Potocan and Mulej (2007) and Pfeffer (2010), this means evidence of moving toward the achievement of economic, ecological, ethical and social aims. These aims are an important feature of organizations that hope to foster this type of healthy growth and ongoing development.

The basis of our discussion stems from Fredrickson's (1998, 2001, 2009), *broaden-and-build theory* of positive emotions. Unlike negative emotions (e.g., anger, fear, worry), which narrow people's attention and mobilize cardiovascular and other bodily systems to support quick, survival-promoting action, positive emotions (e.g. joy, interest, appreciation) function in the short term to *broaden* one's attention and quell

heightened bodily reactivity to *build* one's cognitive, social, psychological and physical resources over the long term (Cameron & Spreitzer, 2012).

Correlational studies in organizational behavior also suggest an association between positive emotions and built resources. Positive emotions are linked with work achievement and high-quality social environments (Staw, Sutton, & Pelled, 1994), and creativity (Amabile, Barsade, Mueller, & Staw, 2005). For example, George (1998) found that those with a “can-do” attitude could help create positive emotional climates that contribute to increases in company sales and customers.

Since the introduction of the broaden-and-build theory, a host of revelations has emerged, showing that individual decisions, actions and competencies are associated with positive emotions. For example, leaders with tendencies toward feeling pride and gratitude are likely to demonstrate prosocial behaviors, namely, engagement in activities displaying social justice and altruism (Michie, 2009). Positive emotions are also more closely associated with transformational leadership, rather than transactional leadership (Rowold & Rohmann, 2009). In fact, Bono and Llies (2006) found that leaders' expression of positive emotions in the workplace creates perceptions among employees of leaders' effectiveness and elevates their desire to work for them.

Because leaders often drive how employees feel, emotions expressed from the “top” can truly make a difference in the organizations climate, which can contribute to higher revenue and growth (Ozcelik, Langton & Aldrich, 2008). The display of positive self-conscious emotions, such as pride and empathy, have beneficial effects on personal

accomplishment (Zapf & Holz, 2006) and can favorably impact customer relations (Bagozzi, 2006).

Understanding what creates an effective and sustainable workplace is nearly impossible without considering the influence of emotions. A focus on the mechanistic operations and one-time fixes to drive production are not enough to promote the systemic and dynamic processes needed for organizations in the 21st Century. The broaden-and-build effects of positive emotions can be used as drivers for ongoing change dynamics, such as the creation of organizations that genuinely reflect the meaning of sustainable enterprise. Positive emotions hold adaptive value that transcends “feeling good” at the individual level in a way to influence grander reverberating effects on larger contexts (Cameron & Spreitzer, 2012).

Positive emotions have the power to transform individuals, small groups and whole organizations, in both the short and long term, giving us reason to be optimistic about successful sustainable enterprise in organizations. To culminate the transformation of positive emotions and the concept of sustainable enterprise our next discussion builds on these findings and more.

Positive Organizational Development: Innovation Inspired Change

Building on and extending the concepts of AI, positive human science, biomimicry’s emulation of life, and the designer’s mind, IPOD is grounded on incorporating three primary tasks: the elevation of strengths, the alignment or connected magnification of strengths, and the creation of strengths-based organizations to become

positive institutions-vehicles for elevating, magnifying, and refracting our highest human strengths outward to the leaders (Cameron & Spreitzer, 2012).

Whether working with individuals, organizations. Or broader social systems, there are three primary tasks in almost all positive organization development work: the *elevation* of strengths, the alignment or connected *magnification* of strengths and the creation of strengths-based organizations to become positive institutions-vehicles for elevating, magnifying and *refracting* our highest human strengths outward to the world.

Figure 1.3 depicts these three interrelates spheres that form the framework for IPOD.

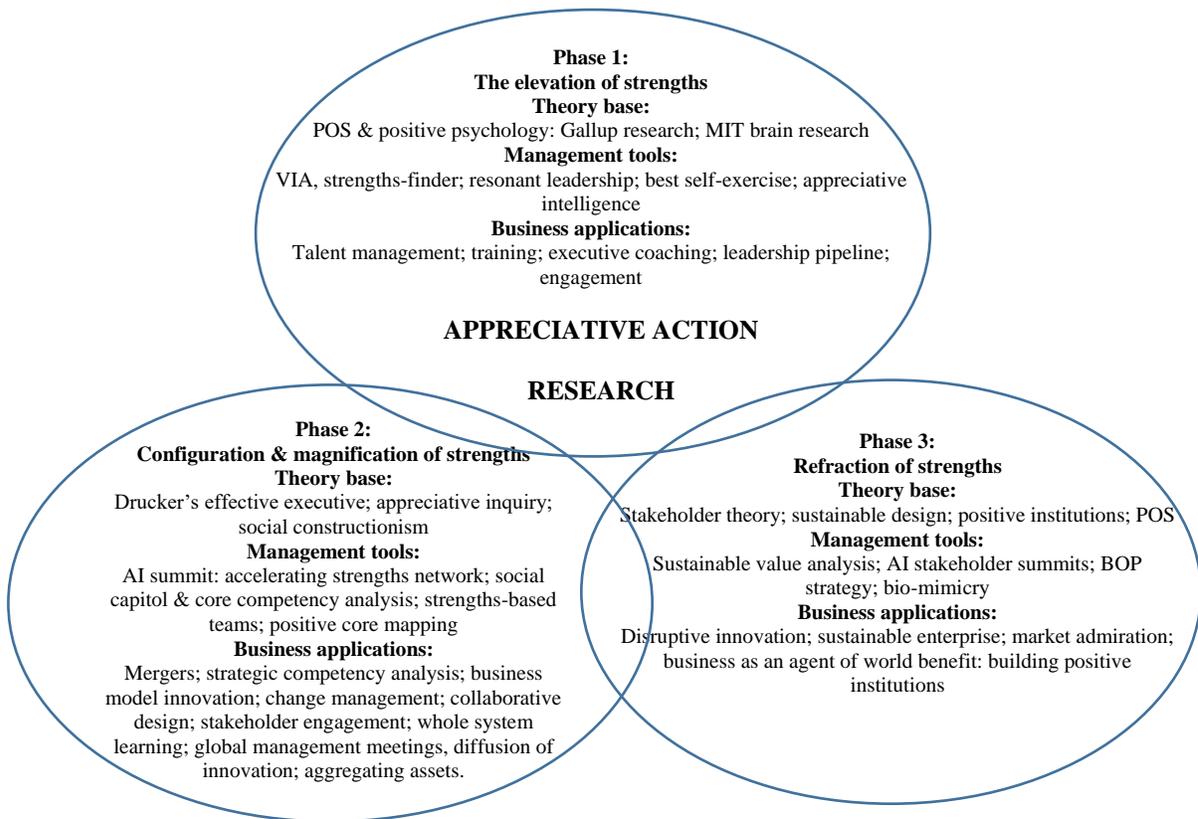


Figure 1.3 Three circles of the strengths revolution for positive organizational development

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). *The Oxford Handbook of Positive of Positive Organizational Scholarship*. NY, NY. Oxford University Press. Pg. 744).

At the center of the overlapping circles is the individual capacity to see the world not as a problem-to-be-solved, but rather an invitation for inquiry into what gives life to a system when it is most alive. In this framework, strengths are defined as those things that make us feel stronger—the things that bring our institutions and ourselves to life. AI provides the action research methodological architecture for this collaborative search into “what gives life.” This model connects the many diverse streams of work that underpin the emerging discipline of IPOD (Cameron & Spreitzer, 2012).

With the aim to elevate strengths, the first circle highlights knowledge domains such as positive psychology and POS, the work of appreciative intelligence (i.e., Thachenkery & Metzger, 2006) and the leadership work on emotional intelligence and strengths-based management (i.e., Buckingham, 2006; Boyatzis & McKee, 2005). The focus of this domain of work is largely at the individual and small group or team levels and the applications range from corporate talent management, executive coaching, career and job crafting, to strengths-based leadership education and more (Cameron & Spreitzer, 2012).

The second circle goes beyond the lifting up of individual strengths and works with configurations and constellations of the whole. The primary work of this realm is to intensify and leverage existing positivity with an eye toward creating intentional *transformational* uses of system’s positive core (Cameron & Spreitzer, 2012). This circle asks how do we take these isolated strengths and help take them to a new octave. The social constructionist literature in anthropology, with its illustrations of the power of narrative and story (i.e., Miller, Potts, Fung, Hoogstra & Mintz, 1990), the magic of

intergenerational connections (i.e., Whitehouse, Bendezu, FallCreek & Whitehouse, 2000) and the identity shaping power of symbols and ritual moments (i.e., Powley & Cameron, 2006), provides a rich array of approaches for amplifying individual strengths into a symphony of the whole.

The third circle represents the largest frontier for transforming OD. This level goes beyond the elevation of internal strengths; it involves the discovery and design of positive institutions-institutions that elevate, combine, magnify and *refract* our highest human strengths into the world. In business, for example, it bespeaks of the stakeholder theory of the firm (Freeman, 1984), the call for sustainable value (Laszlo, 2008), and the search for business to act as an agent of world benefit (BAWB) (Piderit, Fry & Cooperrider, 2007). Tools for accomplishing these lofty aims include the bottom of the pyramid protocol, biomimicry (Benyus, 1997), cradle-to-cradle design (McDonough & Braungart, 2002), the next generation AI Summit or “the sustainable design factory” (Cooperrider, 2008), and the BAWB world inquiry.

Taking the three primary tasks as a coherent whole, IPOD: is a strengths-based approach to organizational innovation and change that is *appreciative and inquiry-driven*, applying AI-based, action research methods for everything that gives strength and life to organizations and their surrounding ecosystems of stakeholders; *innovation inspired*, focused on amplifying widespread assets or constellations of strengths for transformational purposes-positing an enterprise for distinctive breakthrough leadership in its domain (Cameron & Spreitzer, 2012).

Informed by the theory and technologies of the *positive human sciences*, especially social constructionist thought; an embodiment of the heart of *classic OD values*, including collaborative designing, the spirit of inquiry and positive assumptions about human systems; seeking to *build positive institutions* that are increasingly exceptional at the connection and magnification of strengths and the extended refraction of our highest strengths into society; and applicable to *any* innovation or change agenda in organizational and societal life that can benefit from a strengths-based approach to innovation *as* change.

In summary, we must explore many questions within each of the three pillars of IPOD. First, as we seek to foster the elevation of strengths, we must improve our methods for identifying strengths within others and ourselves. (Cameron & Spreitzer, 2012).

Mindfulness

Positive person-to-person mindful and strategic interaction leads to individual and organizational well-being. Research suggests that mindfulness leads to an array of positive psychological and physiological outcomes at the individual level and improves well-being (Baer, 2003; Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006; Baer et al., 2008; Carmody & Baer, 2008).

Although there are individual differences in the ability to be mindful, it is a skill can be developed. A reliable and validated measure of mindfulness (Baer et al., 2006) includes five factors: observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience. Long-term meditation practice

appears to cultivate these mindfulness skills (Baer et al., 2008) and statistically explains the effect of mediation on improved well-being (Carmody & Baer, 2008).

Mindful meditation increases brain activation in areas associated with positive affect and immune functioning (Davidson et al., 2003). Mindfulness also improves task persistence (Evans, Baer, & Segerstrom, 2009). In addition, therapeutic interventions that incorporate mindfulness training, such as mindfulness-based stress reduction (MBSR; Kabat-Zinn, 1982, 2009), mindfulness-based cognitive therapy (DBT; Linehan, 1992b, 1993a), and acceptance and commitment therapy (ACT; Hayes, Strosahl, & Wilson, 1999), led to clinically significant improvements in psychological functioning related to chronic pain, eating disorders, anxiety, depressive relapse, emotion regulation in borderline personality disorders.

A holistic approach to person-to-person interaction (Rogers, 1959, 1961) requires the ability to mindfully engage in social interactions. Mindfulness is bringing one's complete attention to the experiences occurring in the present moment, in a nonjudgmental or accepting manner (Baer, 2003; Brown & Ryan, 2003; Kabat-Zinn, 1982; Linehan, 1993a). This includes the individual's thoughts, feelings and behaviors, as well as external stimuli such as the other party's verbal and nonverbal behavior.

In psychology, mindfulness is conceptualized at the individual level and differs, for example, from collective mindfulness, which has been studied in the context of high-reliability organizations (e.g., Weick & Sutcliffe, 2007; Weick, Sutcliffe & Obstfeld, 1999). Whereas the collective mindfulness in high-reliability organizations is conceptualized as an enhanced quality of attention, the psychological concept of

mindfulness differs in that it focuses on nonjudgmental and nonreactive integration of an individual's emotional and cognitive responses.

Building on this framework, it is suggested that a reflective process of self-narration (Kopelman et al., 2009) enables leaders to develop positive regard for self and others through mindful and strategic emotion management. Figure 1.4 illustrates this framework to improve outcomes, as well as individual and organizational well-being.

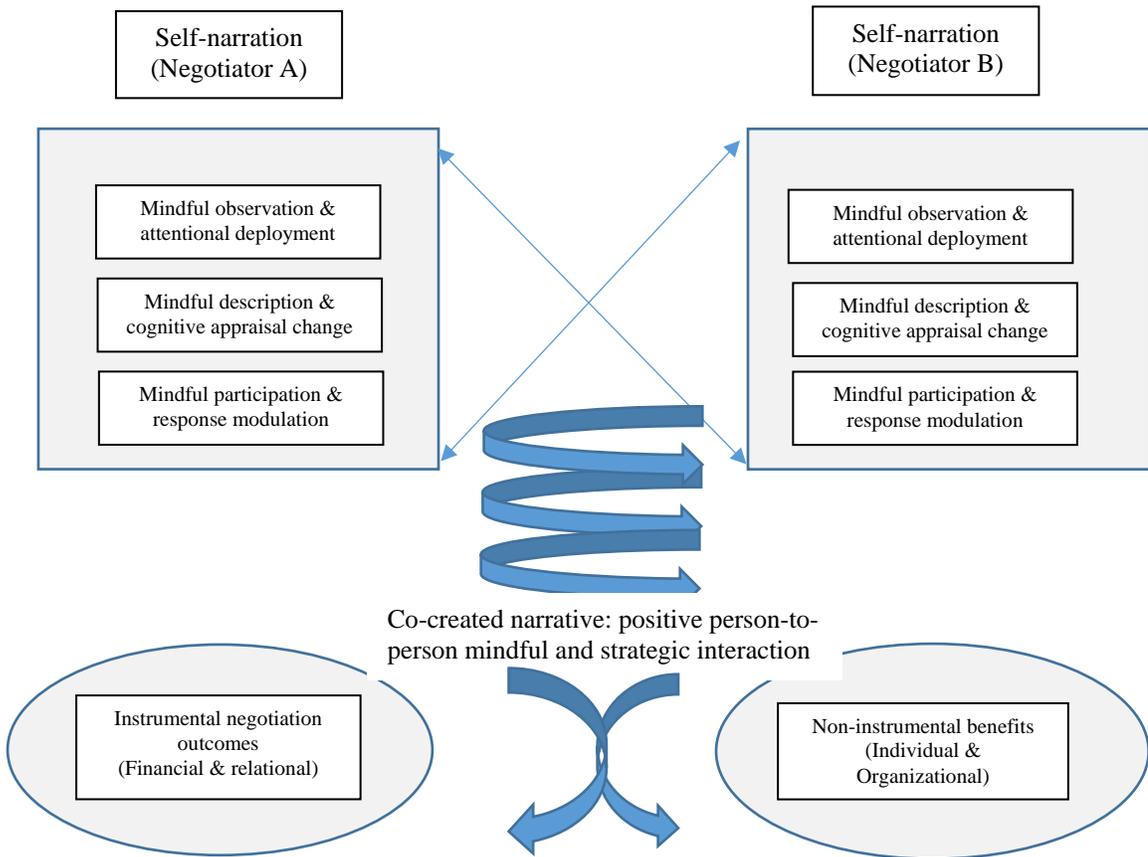


Figure 1.4 *The mindful negotiator: narrative process of strategic emotion management*

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). *The Oxford Handbook of Positive of Positive Organizational Scholarship*. NY, NY. Oxford University Press. Pg. 594).

Mindfulness necessitates a reflective capacity. It is state of mind that allows for objective observation and acceptance of one's thoughts and feelings in the moment. A nonjudgmental and nonreactive attitude that requires the awareness of the constant stream of judging and reacting to inner and outer experiences, step back from it and assume the stance of an impartial witness to one's own experience (Kabat-Zinn, 2009). Mindfulness can be contrasted with states of mind in which attention is focused elsewhere and behavior is automatic (Brown & Ryan, 2003); that is, one interacts socially without awareness of one's actions. Paradoxically, being aware of the present moment and fully accepting it provides an opportunity for change. Nonjudgmental and nonreactive acceptance allows an individual to reflectively harness adaptive cognitive and emotional resources and behave in a strategic and effective manner.

Self-narration includes three stages of mindful and strategic emotion management (Figure 1.3). Mindful observation enables attentional deployment for example, by perceiving and paying attention to other stimuli in the environment, not only the salient one that triggered a reaction (e.g., noticing not only the clock that indicates it's late, but the people around the table who seem worn out and tired). Mindful description enables cognitive appraisal change or reinterpreting the meaning assigned to stimuli at the focus of one's attention (e.g., it is late and we have had a productive morning). Finally, mindful participation enables response modulation, for example, by changing one's physiological response in the moment (e.g., although noticing it is late and appraising this as stressful, taking a deep breath to slow down one' heart rate and decrease the experiences anxiety (Cameron & Spreitzer, 2012).

A reliable and validated measure of mindfulness (Baer et al., 2006) includes five factors: observing, describing, acting with awareness, non-judging of inner experience and non-reactivity to inner experience. Long –term meditation practice appears to cultivate these mindfulness skills (Baer et al., 2008) and empirical studies have shown that increases in mindfulness resulting from meditation practice statistically explain the effect of meditation on improved well-being (Carmody & Baer, 2008). Mindful meditation increases brain activation in areas associated with positive affect and immune functioning (Davidson et al., 2003). Mindfulness also improves task persistence (Evans, Baer & Segerstrom, 2009).

Mindfulness training, such as mindfulness-based stress reduction (MBSR; Kabat-Zinn, 1982, 2009), mindfulness-based cognitive therapy (MBCT; Segal, Williams & Teasdale, 2002), dialectical behavioral therapy (DBT: Linehan, 1993b, 1993a) and acceptance and commitment therapy (ACT; Hayes, Strosahl & Wilson, 1999), which has led to clinically significant improvements in psychological functioning related to chronic pain, eating disorders, anxiety, depressive relapse, emotion regulation in personality disorders, fibromyalgia and psoriasis (Baer, 2003). Merely being aware of the complexity interactions may be sufficient to instigate a different quality of being and interacting that promotes positive growth and well-being (Cameron & Spreitzer, 2012). This leads us into a discussion of those positive growth and change attributes that facilitate mindfulness benefits.

Positive Change Attributes

Positive organizational scholarship (POS) is about seeing differently (Weick, 2003, p. 68). Although most organizational research focuses on problem solving, managing uncertainty, overcoming resistance, and competing against others, POS adopts an affirmative bias. POS researchers seek out individuals and organizations that are “exceptional, virtuous, life-giving and flourishing” (Cameron, Dutton & Quinn, 2003, p.5). POS adopts an affirmative bias, seeking out and building upon the exceptional in organization life. POS reveals how change can unleash the positive forces inside organizations, a process that is characterized more by growth and transcendence than by rigidity and competition (Cameron & Spreitzer, 2012). In reviewing change literature, it was found the POS studies differ from traditional change research on 11 important dimensions, which are summarized in Table 1.4.

Table 1.4 Comparing traditional and positive perspectives on organizational change

<i>Individual Level</i>	Normal Change	Positive Change
Change target	Others	Self
Orientation to purpose	Comfort-centered	Results-centered
Expectations	Externally directed	Internally directed
Relationships	Self-focused	Other-focused
Learning	Internally closed	Externally open
<i>Organizational Level</i>		
Individual agency	Bounded	Limitless
Basic vision	Preserve the organization	Facilitate positive organizing
Knowledge	Expertise	Learning
Communication	Analyze the present	Symbolize the desired future
Search process	Find the problems	Find the possibilities
Ratio of positive to negative emotions	Low	High

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). *The Oxford Handbook of Positive of Positive Organizational Scholarship*. NY, NY. Oxford University Press. Pg. 752).

The first five dimensions are relevant to the individual level of analysis of differences between traditional and POS perspectives and the bottom six dimensions are organizational level. Comparing the perspectives of the table above the traditional prospective change agent employs all the resources at their disposal to encourage others in the organization to change (Quinn & Sonenshein, 2008). They campaign to acquire the necessary support for their predetermined objectives or agenda. They draw on their expertise to tell people how to change, and they draw on their hierarchal authority and political acumen to overcome resistance and leverage change (Ford & Ford, 1995). In both cases, they act “on” the human system just as they would act “on” any other object.

The POS perspective though, suggest change agents can access two additional strategies in addition to imposing change on others (Quinn & Sonenshein, 2008). The first is participation. The change agent can begin to act “with” others, co-creating trusting relationships and jointly constructed, attractive futures. This approach requires surrender of control, the creation of trust and investment of time. Positive change agents trust participation and employ it with authenticity (Cameron & Spreitzer, 2012).

The next strategy for the positive change agent is the strategy of self-change. It is based on the argument that the success of an intervention is most dependent upon the interior condition of the intervener (Scharmer, 2009). What a change agent knows and what a change agent does is less important than the inner state from which they are operating. Two people can engage in exactly the same behavior and get very difference reactions.

In this perspective, there is a shift from telling people how to be. There is a focus on moral power (Weick & Quinn, 1999). As the change agent becomes more purposive, authentic, empathetic, and open, he or she models an elevated condition of positive influence (Quinn & Quinn, 2009). Moral power increases, as the change agent becomes a living symbol, a “metaphor for metamorphosis” (Chatterjee, 1998). This elevated state repels some people, while it attracts others. As people gather around the positive change agent, a new community forms and the way is open for new dialogs and new relationships (Cameron & Spreitzer, 2012). The POS perspective suggests that change can spiral up through organizations, driven by positive transformations in individual members who may or may not occupy positions of authority.

POS and utilizing the attributes mentioned above is about acting differently to promote positive organizational change. POS suggests that individuals, through self-change, can move both themselves and their organizations to positive states that promote flexibility and enable flourishing. POS encourages growth by embracing change as necessary and constant, and employ search processes, such as appreciative inquiry, to identify instances of positive deviance to create a vision of the improved future that serves as an attractor for other members (Cameron, 2012). Implementing change is a difficult task but conducted in a POS way can be extremely successful but you must practice some essential positive traits to implement this change successfully, which leads us to the next discussion on positive traits.

Positive Traits

Now let us look at some positive traits associate with flourishing at work. The focus of POS has been on understanding and supporting aspects of the work environment that foster, develop and support employee thriving (Cameron, Dutton & Quinn, 2003). The goal is to examine traits and associated behaviors, attitudes and goals of individuals who seem to naturally flourish at work.

The word *flourishing* is in reference to individuals who prosper at work, to those are happy, engaged, self-motivated, successful and learning. This definition is congruent with Spreitzer, Sutcliffe, Dutton, Sonenshein and Grant's (2005) definition of employee thriving, as it includes the experience of vitality and learning, but it is a bit broader in that it also includes happiness, positive moods, positive emotions and work engagement.

Flourishing at work leads to strong performance (see Spreitzer, Porath, Gibson and Stevens, 2010) and performing well at work might be a source of feelings of vitality, satisfaction and meaningfulness. Reflecting on the literature linking personality with job satisfaction (reflecting hedonic aspects of flourishing) and self-determination (reflecting eudemonic aspect of flourishing), both of which have been linked to employee well-being, at work and in life a small set of traits are associated with the core aspects of flourishing at work (Cameron & Spreitzer, 2012).

Two broad traits that emerge from job satisfaction and success studies is *extraversion* and *core self-evaluations* (Cameron & Spreitzer, 2012). *Extraversion* is a central personality trait that can be found in most personality taxonomies. People who score high on extraversion have been described as assertive, dominant, ambitious,

sociable, active, energetic, talkative, enthusiastic, people-oriented and fun loving (e.g., Costa & McCrae, 1992). McCrae and Costa's (1987) version of extraversion with sociability at the core and facets of warmth, assertiveness, excitement-seeking activity and positive emotions.

Extraverts are likely to flourish at work because they are approach-oriented with goals, people and information; and they experience and express positive emotions, leading them to be happy with their accomplishments and making them likely to keep an eye out for opportunities for success in the future. These tendencies lead extraverts to make positive evaluations of themselves and others, develop wide-ranging social relationships, attain positions of leadership and succeed in them, acquire broad-ranging knowledge and skills and be more creative and innovative (Cameron & Spreitzer, 2012) (see Figure 1.5).

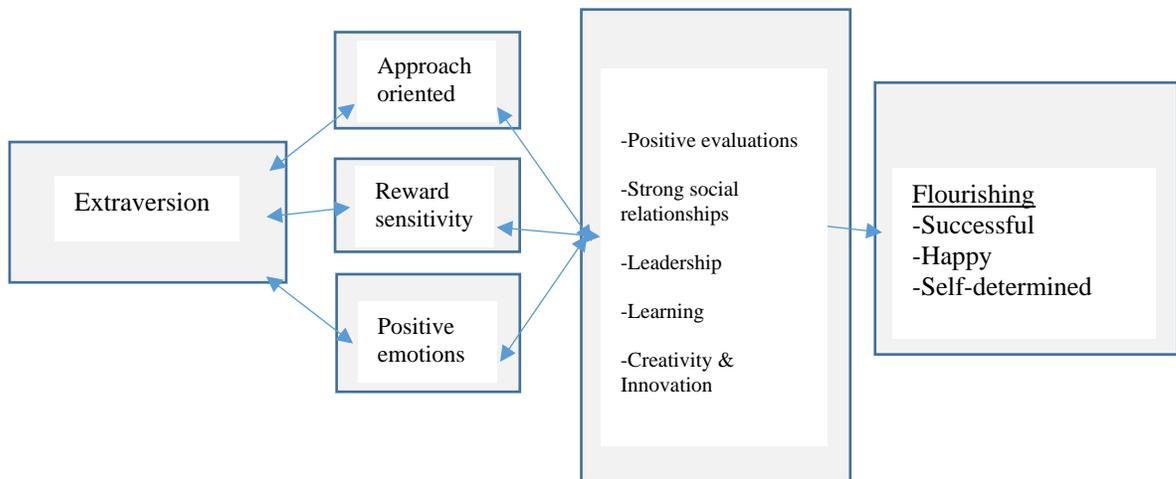


Figure 1.5 Mechanisms by which extraversion leads to flourishing

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). *The Oxford Handbook of Positive of Positive Organizational Scholarship*. NY, NY. Oxford University Press. Pg. 128).

Now let us look deeper into the second trait, core self-evaluations as a means to flourishing at work.

Core self-evaluations (CSE) is a constellation of global, evaluative personality traits reflecting a person’s perceptions of self-worth, capabilities and control. Initially, CSE was developed to explain why some individuals are happier with their jobs than others (Judge, Locke & Durham, 1997). In their development of the CSE construct, Judge and colleagues (1997) defined core evaluations as “basic conclusions, bottom-line evaluations, that we all hold subconsciously pertaining to self, reality and other people”. Thus, core evaluations of the *self*-included individual characteristics such as self-esteem, generalized self-efficacy and LOC. According to Judge and colleagues, people with positive core self-evaluations consider themselves capable, worthy and in control of their lives (Judge, Van Vianen & De Pater, 2004). (Cameron & Spreitzer, 2012) (see Figure 1.6).

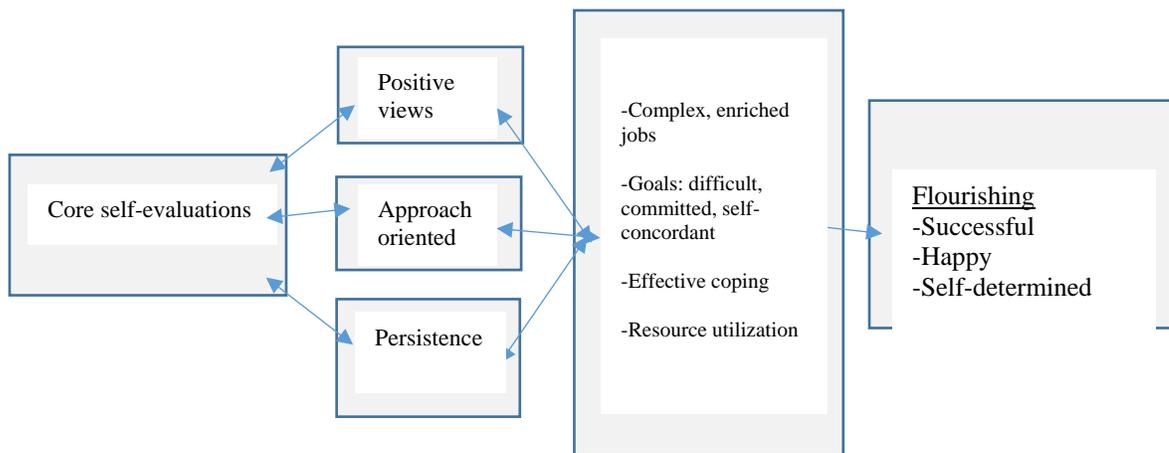


Figure 1.6 Mechanisms by which core self-evaluations (CSE) leads to flourishing

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). *The Oxford Handbook of Positive of Positive Organizational Scholarship*. NY, NY. Oxford University Press. Pg. 131).

In summary, individuals high in CSE tend to flourish at work because they evaluate themselves and their work environments positively, they persevere in the face of obstacles and change, and they have an approach-oriented motivational style. These three tendencies lead them to obtain and create better jobs; set self-concordant, difficult goals and commit to them; cope well with stress; and make good use of the resources available to them (Cameron & Spreitzer, 2012). However, it is not enough just to exude these positive traits that allow you to flourish at work; the real work comes with implementing change within your organization utilizing these traits and a positive lens.

Implementing Positive Change

Must change be so devastating and life depleting? Are we destined to leave “human remains strewn in the ditches” of change processes in organizations? We do not deny the fear and anxiety, even pain, which can accompany individual and organizational change. All emotions are vital to the human experience (Armenakis & Bedeian, 1999; Pettigrew, Woodman, & Cameron, 2001).

Developing a combined lens of positivity and process creates a more positive experience during change within an organization. Specifically, leaders need to proceed with three clusters of small acts in order to facilitate a more positive change process.

Specifically, cluster one is acting with compassion in organizational change. Compassion counts as a connection to the human spirit and to the human condition. In organizations, there is suffering and pain, as there is joy and fulfillment. There is a need for dignity and self-respect in these settings, and to the extent that our theories, models,

and practices ignore these dimensions, so do they distort our understanding of life in these enterprises. (Frost, 1999, p.131)

Cluster two is fostering agency in change. Fostering agency in change helps direct attention toward viable possibilities for people to act to create or shape the direction and impact of change, even in situations that might be considered beyond an individual's control. As Feldman and Khadamian suggest:

Enabling employees to approach the task of the organization, utilize information and engage people in creative and alternative ways is empowering, and nurtures individual vitality, which can expand and create organizational resources and enhance organizational vitality (p.344).

Cluster three promotes sustaining cultural continuity in change. A typical conception of change is that of breaking away from the past to create a new future. However, studies show that connecting the past and the future in the present is the best navigated change. Meaningfulness for people experiencing change to carry forward some of what is familiar while embracing the unfamiliar that comprises change (Golden, 1988; Shils, 1981).

Sustaining cultural continuity in change suggests that certain meanings prevail, albeit often in altered form. The connection between prior and emerging meanings and how people engage these meanings in creating the desired future by drawing on the best of the past while people build the future in the present (Cameron & Spreitzer, 2012).

In short, promoting these three small acts help strengthen relational systems, relieve people's suffering, and generate alternative change patterns that enrich rather than deplete the human experience in change (Cameron & Spreitzer, 2012). Now let us look

further at the how self-efficacy plays a major role in implementing change and leadership effectiveness.

Self-efficacy, Hope, Optimism and Resiliency

Self-efficacy is the mechanism through which experience and thought lead to agency. A self-efficacy belief represents an individual's overall judgment of his or her capacity to successfully organize and execute the tasks required to reach a specific goal. For example, athletic success in any domain requires more than mastery of physical skills; athletic performance also depends on an individual's understanding of his or her own capability. Not surprisingly, a firm sense of efficacy positively influences athletic performance (Bandura, 1997).

According to social cognitive theory, people characterized by high levels of self-efficacy approach difficult tasks as challenges. They set ambitious goals for themselves and maintain a strong commitment to meeting these goals. When faced with a setback, they are resilient and therefore tend to recover quickly. Those with a strong sense of efficacy tend to attribute failure to insufficient effort, knowledge or skill.

According to Bandura (1997), four primary sources of experience inform cognitions that lead to self-efficacy beliefs. These include mastery experience, modeling and vicarious experience, verbal persuasion and physiological arousal. *Mastery experience* is one of the most important sources of information influencing efficacy beliefs. Recurrent success tends to bolster self-efficacy beliefs, whereas consistent failure tends to produce thoughts of self-doubt and a lowered sense of efficacy.

Modeling and vicarious experience impact self-perception because the social comparison involved in watching skilled others perform a task can build knowledge that positively informs one's own sense of self-efficacy. *Verbal persuasion* is a strategy employed to convince people that they can accomplish their goals. The persuasive skills of coaches, colleagues and leaders all have the power to influence the ways in which individuals understand their self-capabilities and capacity to attain challenging goals (Bandura, 1997). Finally, people rely on their *physiological and affective states* to judge their capability; Individuals make judgments about their anticipated performance based on positive arousal such as excitement and enthusiasm, or on negative factors such as fear and anxiety. We not turn to how hope and optimism plays a major role in understanding in leadership effectiveness (Bandura, 1997).

The dreams we carry in organizations are many. Sometimes, dreams take the form of goal-driven pursuits; to improve performance; to create a healthy workplace where people thrive, to conquer markets, to win against competitors or to do good for outside beneficiaries. At other times, dreams are built on complex longings, where it is not the prospects of a specific achievement that call upon us but the naked terrains of possibility and its unpredictable openness: to shape a new role, to form new connections with people, to embark upon a new project adventure, to enter a new industry, to marvel at the beauty and indeterminacy of a single powerful idea, to aspire to ideals of human betterment (Rorty, 2000), or simply, to believe that what we do today will somehow prove beneficial and matter tomorrow in ways we yet cannot foresee (James, 1880, 1896/2000). All of these dreams, whether goal driven or possibility expanding, pleasant

or desperate, are fueled by some shade of hope. Yet, hope in organizations is something we know little about. What is hope and how is it experienced and enabled in organizations? Hope is a complex and fundamental category of human experiencing that has been approached from many parts of social science. A quest to understand hope should be a humble quest. The experiencing of hope in organizations cannot be fully appreciated if we connect it to organizational ends alone.

Organizations are targets of hope, but also sites for hope that proceeds inward to individual lives and outward to broader causes and purposes. Wilmott and Srivastava (1997) in *Human Relations* offer a contrast to a *vocabulary of deficit thinking* by proposing the building blocks for a *vocabulary of hope*. Cameron & Spreitzer's (2012) hope research falls along three pathways that are driving force behind the development of POS and organizational theory at large. The first path is hope with positive psychology and the related emergent literature on positive psychological capital, both having a dominant focus on measuring states of hope as individual goal attainment. This contrasts with the key notion of hope as a *relational possibility* in Ludema et al. (1997), representative for a second path of research within other vistas of social science. Characteristic of this path- paying particular attention to pragmatism and narrative theory-are notions of hope as future-oriented quests for utopia, human betterment or progression in life stories. The third path argues for a phenomenological approach to understand how hope is experienced and enabled at work. This path illustrates the dynamics between hope and imagination. See Table 1.5 below for a summary of the paths.

Table 1.5 Paths of hope research in comparison

	First Path: Hope As Individual Goal Attainment	Second Path: Hope As Relational Possibility	Third Path: Hope As Organizational Processes
Key conceptions	Hope as positive expectancy of goal attainment resulting from an interaction of <i>ways</i> (a sense of available pathways) and <i>will</i> (a sense of agency); primarily individual, goal-oriented and cognitive in orientation	Hope as a mode of acting that is intensely relational, thrives on the open-ended, is sustained by moral dialogue, and is a generative engine of development; acknowledges collectivity, emergence and emotion	Hope as phenomenon; a future-oriented and emotive quality of experiencing that interacts with other organizational processes and is contextually and situationally shaped; acknowledges collectivity, emergence and emotion
Underpinning traditions of research and philosophy	Solid tradition dominated by the hope theory of Snyder (2000a; 2000b; 2002) and colleagues in positive psychology as well as Luthans, Youseff and Avolio (2007) and others on positive psychological capital; antecedents in psychiatry and clinical psychology; some use of narrative theory	Fragmented field of theorizing with limited uptake in organizational studies; except for the paper by Ludema, Wilmot and Srivastava (1997); broad inspiration from many parts of social science including theology, psychology, pragmatist philosophy and narrative theory	Established tradition of process studies of hope within health-related research; emergent tradition within positive organizational scholarship; uses broad theoretical inspiration, e.g., from positive psychology, narrative theory and the philosophy of pragmatism
Main thrust of studies	Measurements of covariance of positive states based on standardized scales	Philosophical and conceptual work with societal focus, with the exception of mixed-methods life story studies within narrative psychology	Studies of processes and functions of hope in everyday work, mainly with qualitative, interpretive orientation

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). *The Oxford Handbook of Positive of Positive Organizational Scholarship*. NY, NY. Oxford University Press. Pg. 290).

The two theories of hope in hope theory-will and ways-are each on their side relates to two other forms of cognitive expectancies held to be determinants of behavior. *Will* is seen as overlapping with *self-efficacy* (Bandura, 1997; Stajkovic & Luthans, 1997); one's expectancy that one is capable of performing specific actions to attain specific outcomes.

It is fruitful to approach phenomenon of hope in organizations as a differentiated and future-oriented quality of experiencing that may be directed toward anticipated *attainment* of specified outcomes and purposes, but can also address an expectation of *opening-up* to unknown possibilities and *unarticulated horizons* of expectations and their beyond; is *relationally* construed and sustained; presupposes and enables *believed in imaginings of narrative form*; may be *inherited* from previous experience, as well as *emerge* from new events and jolts in experience; is *emotionally charged* in its origin and mobilizing affect; and accommodates both *potentially positive outcomes* and *negative elements* of despair, doubt, conflict and loss. This leads to another important aspect of IPOD; resilience. Resiliency at work is a positive developmental trajectory characterized by demonstrated competence in the face of, and professional growth after, experiences of adversity in the workplace.

Turbulent, ambiguous, complex-sound familiar? Uncertain, exhausted, afraid-this too? Every era has its challenges. The fact is that bad things happen. They happen to individuals, to groups, to organizations and to industries. Literature of coping has taught us, however, that difficult events do not themselves determine the trajectories of

individuals, groups or organizations. How each responds differentiates those that succeed in the present and into the future.

Experiencing negative events and stressors in the workplace can lead to poor personal and professional outcomes such as burnout (e.g., Bunnk & Schaufeli, 1993; Lee, 1993; Maslach, 1982; Maslach, 2001; Pines, Aronson & Kafry, 1981), but does not always do so. Many individuals recover and are able to cope with adversity (e.g., Pines et al., 1981). Some even thrive as they experienced difficult circumstance (Bonanno, 2004, 2005; Bonanno et al., 2002). In fact, many individuals actually emerge from adversity with competency, efficacy and growth (Sutcliffe & Vogus, 2003). These “resilient” individuals, groups and organizations adapt positively during and following adversity or risk.

Resilience is much needed in today’s business environment. In fact, organizational resilience is often pinned as a critical strategic advantage in businesses today (Hamel & Valikangas, 2003) and increasing number of articles and cases have been aimed at teaching individuals how to build resilience at work (e.g., Coutu, 2002; Margolis & Stoltz, 2010). This all leads to a need in understanding how exhibiting these traits leads to leadership that is more authentic.

Authentic Leadership

The concept of authenticity has been a prominent subject in philosophical writings for several centuries. Beyond early philosophical discussions of what constitutes an authentic person, authenticity has been defined and described in several different ways

over the last 50 years. For example, Sartre (1966) defined authenticity as the absence of self-deception, which involves actually being true to who you are.

According to Brumbaugh (1971), authenticity was characterized by the ability to make individual choices, take responsibility for one's errors and recognize one's drawbacks, while working toward the fulfillment of one's potential. Kernis (2003) and Avolio, Gardner, Walumbwa, Luthans and May (2004) described authenticity as the "unobstructed operation of one's true, or core, self in one's daily enterprise" (p.1) and knowing, accepting and remaining true to one's self.

Authentic Leadership is a process that draws from both positive psychological capacities and a highly developed organizational context, which results in both greater self-awareness and self-regulated positive behaviors on the part of leaders and associates, fostering positive self-development (Luthans and Avolio, 2003, 241-258).

Kerns (2003) also proposed that the construct on authenticity with the following outcomes as authentic leadership:

- Authentic leadership can be reliably measured, and is comprised of four component factors (i.e., self-awareness, relational transparency, internalized moral perspective, and balanced processing) representing a higher-order construct of authentic leadership (Luthans and Avolio, 2003, 241-258).
- Authentic leadership has been shown to be discriminately valid in multiple field studies across multiple samples and settings when compared to measures of transformational and ethical leadership (Luthans and Avolio, 2003, 241-258).
- Authentic leadership has been shown to predict a range of performance outcomes across time and organizational contexts (Luthans and Avolio, 2003, 241-258).
- Authentic leadership relates to a number of mediators that have been hypothesized in the foundational models discussed at the outset of this chapter.
- Evidence for moderation of authentic leadership has also been provided.

Authentic leaders aspire to be authentically transactional, transformational, directive, participative and other positive orientations toward leadership (Luthans and Avolio, 2003, 241-258).

In summary, authentic leaders seek to transform their organizations by leading as an authentic example of self-awareness and transparency within their organizations and departments. Leadership for authentic leaders is the key to their success and leadership development as leaders.

Leadership Development

Leadership is an important source of competitive advantage for organizations (McCall, 1998; Tichy & Cohen, 1997; Vicere & Fulmer, 1998). Leadership is an important predictor of follower job performance and satisfaction, group effectiveness, and organizational performance (DeRue, Nahrgang, Wellman, & Humphrey, 2011; Waldman, Ramirez, House, & Puranam, 2001). Yet, leadership is not simply about meeting performance standards or individuals' being merely satisfied at work.

Leadership is also enabling individuals, groups, and organizations to thrive, be the best they can be, and dramatically exceed expectations.

As Cameron states (2008, p.13), "leaders focus on organizational flourishing, enabling the best of the human condition, and creating exceptionally positive outcomes, not merely on resolving problems, overcoming obstacles, increasing competitiveness, or even attaining profitability." People look to work for meaning in life (Wrzesniewski, 2002) and long to be part of something larger and more significant than themselves.

Leadership can be a catalyst for enabling individuals to discover this meaning and realize their sense of purpose at work and beyond.

Leadership can be a catalyst for enabling individuals to discover this meaning and realize their sense of purpose at work and beyond. So what is the value in adopting a positive view of leadership development? McCall (2010, p.15) describes leadership as a process of “creating a context in which people can reach their full potential in serving an organization’s mission.” Likewise, Cameron (2008) suggests that leadership is most effective and most likely to enable extraordinary performance when individuals accentuate what is right, what is inspiring, and what is good in organizations.

In adopting a strengths-based approach to the leadership development approach, an individual’s starting point in terms of leadership skills, for example, will affect the form and/or type of leadership development that occurs, as well as the role or trajectory of that development over time. In addition, strengths-based perspective on leadership development highlights how important the framing of developmental experiences might be to understanding why some people learn from hardships and others do not (Cameron & Spreitzer, 2012). Table 1.6 illustrates the key propositions and research questions of positive leadership development.

Table 1.6 *Positive leadership development: key propositions and research questions*

	Propositions	Research Questions
Strengths-based Leadership Development	Positive developmental experiences will explain variation in leadership development above and beyond and affects associated with challenges and hardships.	What types of positive development experiences are developmental? What types of positive development experiences are developmental? What are the mechanisms through which positive experiences facilitate leadership development?
	Leveraging one's talents in progressively more complex and significant tasks will facilitate leadership development.	What is the relative validity of a strengths-based approach, beyond a deficit-based approach of leadership development? How can an individual's strengths and talents be used to identify appropriate developmental experiences?
	Framing negative-valence experiences as positive opportunities to capitalize on existing strengths and abilities will facilitate leadership development.	How do different positive and negative frames influence leadership development processes and outcomes?
Positive Cycles of Leadership Development	Positive development cycles of leadership development occur when developmental experiences build on and reinforce the lessons of prior experiences.	What characteristics of experiences determine how those experiences should be sequenced? What is the optimum ratio and sequence of positive and negative valence experiences?
	Positive emotions enable positive development cycles of leadership development to occur.	To what extent and how do positive emotions shield people from the negatives associated with adversity and hardship? What mix of positive and negative emotions best facilitates leadership development?
	A climate of compassion leads to positive cycles of leadership development.	How do compassionate acts between and among individuals affect the learning process? When and how can forgiveness within the context of a compassionate organization facilitate leadership development?
High-quality Relationships and Connections	Mutuality and relatedness among individuals provides a relational context for leadership development.	Do mutuality and relatedness promote the development of more relational and shared forms of leadership?
	Positive relationships facilitate leadership development through the provision of meaning and purpose.	How does the structure of positive relationship networks influence the degree to which people seek out and take on leadership identities and roles in the organization

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). The Oxford Handbook of Positive of Positive Organizational Scholarship. NY, NY. Oxford University Press. Pg. 793).

Simply stated, if we adopt a positive view of leadership, the fundamental question with respect to leadership development changes to: how can organizations develop a capacity for leadership that enables people to reach their full potential and foster extraordinary performance that exceeds expectations (Cameron, 2012). This leads us to another important discussion that is an attainment goal during leadership development; leadership effectiveness.

Leadership Effectiveness

The rapid growth of the economic environment as well as the emergence of the internet made it easier to communicate with countries around the world. This in turn changed the business environment in every country, causing a competitiveness in the market that increases with each passing year (Friedman, 2007). In order to keep their business afloat, business owners discovered they had to offer better quality products at a lower cost, employ strategies that were uniquely suited for the organization to adapt according to current business trends and flexibility in facing the rapid change of the business environment.

Effective leadership is one of most essential parts of the overall method for an organization to sustain their business in the face of problems caused by the rapid growth of the economic environment. (CabezaErikson, Edwards, and Van Brabant, 2008)

Leaders are the one who control and take charge of the operation of an organization and good leaders are able to set optimistic goals and objectives while steering the operation of the company towards those goals through effective strategies. Other than that, good leaders can also influence their employees and motivate them by strengthening a positive

organization culture and through generous employee benefits, for instance health care insurance, worker compensation, leave benefit and others.

Intelligent leaders also have the responsibility to use their skills and knowledge to effectively and efficiently guide their business forward in the face of an uncertain future and to decrease the feelings of insecurity in their employees caused by that uncertainty. A leader has the power to influence the success of the organization, due to his full power to control the direction of the organization, as well as through the influence they exert on their employees that motivates them to bring the company to greater heights (Moo & Yazdanifard, 2015).

Leadership is a kind of power where one person has the ability to influence or change the values, beliefs, behavior and attitudes of another person (Ganta, and Manukonda, 2014). A person with strong leadership ability will be a good example or role model to their employees, because the leader who is able to effectively achieve some good result or achievement gains the trust and admiration of their employees, and inadvertently changes their values, beliefs, behavior and attitudes, for mimicry is the sincerest form of flattery (Grint, 2007). Northhouse (2009), who states that leaders who possess strong leadership have the strength to influence others to achieve the goals and objectives of the organization, also supports this statement.

There is also another way to define a leader that has strong leadership. A characteristic of effective leaders is that they give a clear direction to their employees, and lead their employees to commit to their jobs and to work as a group to achieve the organization's goals and objectives (Wasim, and Imran, 2010).

This also tells us that good leaders usually have a clear vision for the company and therefore can easily identify the problems and obstacles that currently stand between them and the aims of the organization. In this way, they are able to effectively and efficiently bring about the necessary reforms that will bring the company into the future while keeping abreast with contemporary changes in the business world. According to Jackson and Parry (2008), leadership is a process where leaders use their skills and knowledge to lead and bring a group of employees in the desired direction that is relevant to their organization's goals and objectives.

Additionally, an effective leader that has strong leadership skills should also be in possession of certain characteristic, such as, passion, consistency, trust and vision; for only leaders who own these characteristics are able to build trust in employees.

Leadership and management are two different aspects, management is more like the traditional way of managing business, which the owner of the business has complete control of the organization, and will singlehandedly establish a direction and direct their employees to do their work in accordance to the owner's instruction and plan.

On the other hand, leadership is when the leader guides their employees towards the organizational goals, all the while trying to communicate and motivate their employees in order to make sure their employees are in the right position to use their talents and commit to their jobs. Leadership strategies also will change according to the current trends when necessary; unlike management that merely follows, it is old, traditional rules. (Graetz et al., 2010).

Effective leadership is essential in managing change and change is the only method to sustain the organization in the current business environment. As usual, change is hard for people, people will feel uncomfortable because of change and even sometimes deny the change, continue as they are and be eliminated by the society. Therefore, leadership can be a factor to motivate and encourage people to continuously make change and push them to change (Graetz et al., 2010).

Leadership plays a role in an organization to motivate and encourage the employees to change in order for the organization to be able to sustain and adapt to the business environment, to make sure the organization will improve and be innovative. The case of Nokia, the giant that fell from the top to the bottom, is a cautionary tale on the dangers of failing to improve and should be remembered (Graetz et al., 2010).

Effective leadership skills can help leaders to gain the trust of employees, making other tasks easier to operate because the employees trust their leaders. This could make other parts of business management easier too, such as shaping the culture in an organization. A positive organizational culture can bring lots of benefit to the organization, as the positive culture can encourage and motivate the employees in the organization to learn, communicate and work with each other.

A good culture in the organization not only provides a good working environment for their employees, but also gives a sense of belonging to the employees and increases the commitment of employees to continue working in the organization. Innovative ideas will be produced when leadership motivates the employees to communicate with each other and share their thoughts with each other. Leadership skills also enable the leaders to

lead their employees into the correct direction, in accordance to the organization vision and mission (Graetz et al., 2010).

When an organization's leader leads the employees in the correct direction and motivates them to continuously improve and innovate, the organization's performance will surely increase and be able to sustain the organization in the current complex business environment. Hence, effective leadership is the main factor that brings change to the organization, if there is no leadership in the organization there will be no chance at all (Atkinson, 2015). Another standard of an effective leader is one that actively promotes and lives out a positive work-family balance. Let us discuss work-family balance further.

Positive Work-Family Dynamics

A variety of terms has been used to describe the positive connections between work and family, including enhancement, enrichment, positive spillover, work-family enrichment and work-family facilitation. Researchers argue these terms represent distinct constructs (Carlson, Kacmar, Wayne & Grzywacz, 2006; Wayne, Grzywacz, Carlson & Kacmar, 2007).

Enhancement refers to the acquisition of benefits, privileges or other gains within a particular role (i.e., work or family). When a person experiences an increase in self-esteem after a successful presentation at work, for example, he or she has experienced a form of enhancement within the work role. Enhancement occurs at the individual level and is a prerequisite to any positive transfer between work and family. After enhancement occurs, positive spillover from one role to another can take place.

Positive spillover occurs when experiences at work generate similar experiences at home or vice versa (Edwards & Rothbard, 2000). For instance, if a person's positive affect at home carries over into the work environment and changes the way that he or she feels at work (e.g. Heller & Watson, 2005), spillover has occurred.

The next two processes are unique because they are contingent on a person perceiving or experiencing real improvements in their work or family. *Work-family enrichment (WFE)* is: the extent to which experiences in one role improves the quality of life in the other role" (Greenhaus & Powell, 2006, p.73) with quality of life defined at the individual level. An example of WFE is when self-esteem gained from work accomplishments makes a person better role model to his or her child.

Work-family facilitation (WFF) is similar to WFE but results in improved quality of life at the system-level (i.e., workplace or family unit). System-level indicators of effective functioning in the workplace might include workgroup cooperation, whereas indicators in the family domain might include family cohesion (Cameron & Spreitzer, 2012). Table 1.7 illustrates the dimensions of positive spillover and work-family enrichment in more detail.

Table 1.7 Dimensions of positive spillover and work-family enrichment

Work or Family Resource	Description	Sample Item			Dimension of Spillover/WFE		
			Greenhaus & Powell (2006)	Kirchmeyer (1992)	Carlson et al. (2006)	Hanson, Hammer & Colton (2006)	Van Steenbergen et al. (2007)
Affect	Mood, spirits	<i>Being in a positive mood at home helps me to be in a positive mood at work.</i>			Affective gains	Affective	Energy-based
Positive emotions	Optimism, hope	<i>Having a good day at work allows me to be optimistic with my family.</i>	Psychological and physical recourses		Affective gains	Affective	Energy-based
Skills	Task-based or interpersonal skills/knowledge	<i>Being a parent develops skills in me that are useful at work.</i>	Skills and perspectives	Personality enrichment	Develop-mental gains	Behavioral-based	Behavioral
Positive sense of self	Self-esteem, security, personal fulfillment	<i>My involvement in my work provides me with a sense of success and this helps me be a better family member.</i>	Psychological and physical recourses		Capital gains		
Perspectives /Frame of Reference	Ways to perceive and handle situations	<i>My involvement in my work provides me with a sense of success and this helps me be a better family member.</i>	Skills and perspectives	Personality enrichment	Develop-mental gains		Psychological
Interpersonal relationships	Connections, influence, information	<i>Being a parent earns me certain rights and privileges that otherwise I could not enjoy.</i>	Social capital	Status enhancement			
Material resources	Money, gifts	N/A	Material resources				
Flexibility	Discretion in where, how and when role requirements are met	N/A	Flexibility				
Rights/Privileges	Liberties inherent in a role (e.g., being able to make suggestions)	<i>Being a parent earns me certain rights and privileges that otherwise I could not enjoy.</i>		Privileges gained			
?	Using one domain to compensate for failure in the other domain	<i>Being a parent makes disappointments on the job seem easier to take.</i>		Status security			
Values	Work ethic, obedience, self-direction	<i>Values developed at work make me a better family member</i>			Value-based		
?	Power of family life to motivate increased efficiency at work	<i>My involvement in my family requires me to avoid wasting time at work and this helps me be a better worker.</i>			Efficiency gains		Behavioral

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). *The Oxford Handbook of Positive of Positive Organizational Scholarship*. NY, NY. Oxford University Press. Pg. 604-605).

From the empirical research reviewed, it is clear that rich resources are derived from work and family roles. Putting ideas into perspective is a key strength of positive organizational scholarship and ultimately helps build a better-balanced view of work-family dynamics. This leads directly into performance and peak performance in particular.

Peak Performance

Southwest Airlines, Royal Dutch Shell and IDEO have achieved sustained performance in industries defined by competition, consolidation and turbulence. Financially, they have outperformed their rivals. For example, Southwest posted profits for 37 consistent years, despite extensive bankruptcies and acquisitions within the airline industry. Royal Dutch Shell holds the largest retail fuel network and is the second largest oil and gas company. IDEO, a privately owned design firm, has been thriving and growing its number of offices and employees since 1991 (Cameron & Spreitzer, 2012).

In addition, these firms remain generative and creative places in which employees thrive and new ideas emerge. What enables these organizations to thrive in the present, while flourishing for the future? Traditional research argues that the exemplary success that these firms demonstrate depends on focus and alignment. According to this perspective, success involves visionary leaders assessing the environment, aligning their strategies with the environment and designing their organizations to execute those strategies (Beer, 1980; Lawrence & Lorsch, 1967).

Changing environments demand that leaders shift their strategic focus and in turn, alter their organizations in order to succeed (Tushman & Romanelli, 1985). Following

this argument, focus facilitates consistent interactions among the many components of a complex organizational system, resulting in greater efficiency and effectiveness.

Yet, although focus and alignment enable short-term and local optimums, research suggests that these same efforts also thwart long-term, peak performance. An alternative approach argues that organizational success depends not on building consistency and alignment, but on supporting inconsistency, tensions and contradiction. According to this perspective, organizations inherently host paradoxical tensions, “contradictory yet interrelated” demands on the organization (Cameron & Quinn, 1988; Lewis, 2000).

Strategic paradox refers to competing organizational agenda, including expectations to explore new opportunities while exploiting existing capabilities, achieve profits while engaging people and the planet, connect globally while responding to local demands, manage competition while enabling cooperation and prioritize employee engagement while ensuring customer satisfaction. A paradoxical approach argues that long-term success depends on supporting these competing strategies simultaneously. All of this leads us to the conclusion that organizational sustainability-achieving peak performance today while creating conditions to thrive tomorrow-depends on leveraging strategic paradox (Cameron & Spreitzer, 2012).

To achieve this strategic paradox and peak performance at an individual and organizational level sustainability is key. Sustainable organizations attend to multiple stakeholders and time horizons, they reflect on positive dynamics Sustainable leaders fuel strategic flexibility, adaptability and synergy and facilitate peak performance by doing so.

As a result, sustainability does not reflect a fixed income, but a positive and dynamic cycle (Cameron & Spreitzer, 2012).

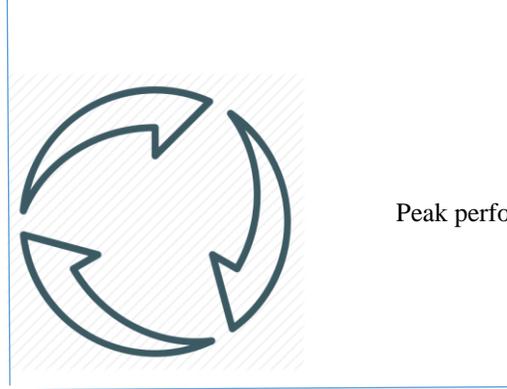
For example, at Southwest Airlines, expanding employee engagement benefits, rather than deters from, attending to customer needs. At IDEO, new exploratory technologies and processes help reinvent, rather than render obsolete, existing capabilities that they exploit. Figure 1.7 depicts sustainability as a positive, virtuous and dynamic cycle (Cameron & Spreitzer, 2012).

Peak performing involves virtuous cycles between strategy A, strategy B and a synergy of A & B

Strategy A

e.g.

- Exploit
- Financial performance
- Global needs
- Competition
- Customers



Peak performing

Strategy B

e.g.

- Explore
- Social performance
- Local needs
- Cooperation
- Employees

Figure 1.7 Organizational sustainability as a positive, virtuous, dynamic spiral.

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). *The Oxford Handbook of Positive of Positive Organizational Scholarship*. NY, NY. Oxford University Press. Pg. 800).

Attending to strategic paradox unleashes human potential. Purposefully engaging contradictions offers opportunities for individuals to experience positive energy through

the ongoing interplay of challenges and success. Positive energy creates the conditions for individuals to be more engaged in high-quality connections (Dutton & Heaphy, 2003), more resilient in the face of future challenges (Seligman & Csikszentmihalyi, 2000), and more dedicated to reaching their goals (Kirchenbaum, 1984). In turn, this energy helps raise team effectiveness (Losada & Heaphy, 2004), as well as organizational performance (Cameron & Lavine, 2006).

In sum, attending to paradox reinforces commitment to multiple, competing agendas, enabling the organizing process to become fluid, reflective and sustainable. Engaging strategic paradoxes simultaneously is complex and challenging and requires significant individual, team and organizational energy to resist forces for simplicity, consistency and status quo. Yet, doing so unleashes organizational energy, fueling virtuous cycles that enable sustainability and strategic change (Cameron & Spreitzer, 2012).

Strategic Change

One of the many important questions facing positive organizational scholarship (POS) is its link to business strategy, which focuses on organizational performance. During relatively stable times, in which managers have more bountiful psychological and organizational resources to build stable, quality relationships, many dimensions of POS, such as thriving at work (Spreitzer, Sutcliffe, Dutton, Sonenshein & Grant, 1995), relational quality (Dutton & Heaphy, 2003) and experiencing positive energy (R.W. Quinn & Dutton, 2005) seem relevant to increasing business performance, although more research is needed to explore the associated boundary conditions.

However, when organizations need to deal with the pressure of strategic change, which is often associated with low or declining organizational resources and time pressure, a POS perspective can help us think about what organizations can do to create an enabling and constructive social-psychological context for beneficial change in business strategy (Cameron & Spreitzer, 2012).

Strategic change refers to a qualitative change in the organization's philosophy or core perspective/identity (Bartunek, 1984; Johnson, 1987). Core identity is defined as the central, enduring and distinctive characteristics of the organization that all members feel proud of and have personally identified with (Dutton & Dukerich, 1991). Strategic change is deep and large-scale and not only causes a major and pervasive redistribution of resources and power, which is already highly upsetting in itself, but by definition demands a paradigm shift that challenges members' most basic assumptions about the nature of the organization (Reger & Gustafson, 1994).

In sum, the field of positive psychology can be enriched by exploring the rich diversity of specific positive and negative emotions, how these interact with each other, as well as various organizations' emotional capabilities to perceive and manage individual and collective emotions to achieve both employees' well-being and high organizational performance and adaptation. This brings us to a focus on a strengths-based strategy and how this supports the facilitation of strategic change.

Strengths-Based Strategy

Today's challenging business climate makes it necessary to create and execute a strategy that delivers results and makes stakeholders believe in the future. A growing

number of strategy researchers are suggesting that we need to rethink our strategy concepts, frameworks and models for competing in the 21st century (Hamel & Prahalad, 1996; Hitt, Keats & DeMarie, 1998; Lowendahl & Revang, 1998; Kim & Mauborgne, 2005).

Strategy must be generated in real time to create and anticipate opportunities proactively. Historical ways of thinking about strategy may limit its ability to effectively address and adapt to the ever-changing conditions and turbulent environment in which organizations exist today (Selsky, Goes & Baburoglu, 2007). Organizations with the highest performance had a clear purpose, an understanding of *strengths*, shared *aspirations* and leaders who know how to unleash ideas (*opportunities*) with a *result-driven* process (SOAR) (Isern & Pung, 2007).

In essence, these organizations have found an alternative way for creating strategy that moves beyond a problem solving mentality by purposely focusing on strengths to create a shared image of potential (Barrett, Cooperrider & Fry, 2005). This is a perspective of strategy that seeks out and transforms glimpses of future possibilities into actionable images that provide direction for goal setting and a pathway for achieving the desired results (Hamel & Prahalad, 1994). It allows for organizational flexibility through a continuous process of improvising and learning as strategy evolves through discovery, dialoging and deliberating (Mintzberg, 1994).

Through the use of frames, organizational members can organize information to think strategically and plan actions because frames provide a lens for understanding, identifying, responding and adapting to the opportunities and challenges confronting

them (Pisapia et al., 2009). In a world of complexity and equivocality, organizational members use frames as maps to focus their attention, make sense of their world and direct their strategic actions (Bolman & Deal, 1991; Weick, 1979).

SOAR is an approach for framing strategy through a positive organizational scholarship (POS) lens. SOAR stands for *strengths, opportunities, aspirations and results*. SOAR focuses on the formulation and implementation of strategy through a POS lens by identifying and building strengths, feeding creativity in the form of opportunities, encouraging individuals and groups to share aspirations and determining results (Cameron & Spreitzer, 2012).

The result is the capacity to see acknowledge and use the contributions of each member in an organization. SOAR is understood as a strengths-based framework with a participatory approach to strategic thinking that allows an organization's stakeholders to co-construct and execute its future through collaboration, shared understanding and commitment to action. SOAR provides the underpinning to the discussion of strategy formulation, strategic plans and execution, but it is not intended to provide a roadmap or set of specific instructions (Cameron & Spreitzer, 2012).

SOAR acknowledges the value of visioning as a tool to inspire and guide action. The framework invites participants to visualize the organization's future by asking questions designed to elicit a vision of its desired future and outcomes through a discussion of individuals' aspirations (Cameron & Spreitzer, 2012). Table 1.8 provides a list of standard SOAR questions.

Table 1.8 Standard SOAR questions

<p>Strengths What are we most proud of as an organization? What are our greatest assets?</p>	<p>Opportunities What are the best possible opportunities? How might we best partner with others?</p>
<p>Aspirations What do we care deeply about? What is our preferred future?</p>	<p>Results How do we know we are succeeding? What are our measurable results?</p>

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). The Oxford Handbook of Positive of Positive Organizational Scholarship. NY, NY. Oxford University Press. Pg. 833).

Strategies should be living and generative actions. Furthermore, strategy should be part of everyone’s job. The SOAR framework provides a fresh and innovative approach to traditional strategy conversations and strategic planning efforts that encourages positive strategy. SOAR accelerates the strategic planning efforts that give life and energy to the organization’s members and their future (Cameron & Spreitzer, 2012).

Resiliency Under Adversity

Turbulent, ambiguous, complex-sound familiar? Uncertain, exhausted, afraid-this too? Every era has its challenges. The fact is that bad things happen. They happen to individuals, to groups, to organizations and to industries. Scholarly literature on coping has taught us, however, that difficult events do not themselves determine the trajectories of individuals, groups or organizations. How each responds differentiates those that succeed in the present and into the future.

Experiencing negative events and stressors in the workplace can lead to poor personal and professional outcomes such as burnout (e.g., Buunk & Schaufeli, 1993; Lee, 1993; Maslach, 1982; Maslach, 2001; Pines, Aronson & Kafry, 1981), but does not

always do so. Many individuals recover and are able to cope with adversity (e.g., Pines et al., 1981). Some even thrive as they experience difficult circumstances (Bonanno, 2004, 2005, 2010; Bonanno et al., 2002).

In fact, many individuals actually emerge from adversity with competency, efficacy and growth (Sutcliffe & Vogus, 2003). These “resilient” individuals, groups and organizations adapt positively during and following adversity or risk.

Resilience had been defined in multiple ways over time and across disciplines. Bridges (1995, p. 57) defines resiliency simply, as “the ability to bend and not break.” In the social sciences, *resilience* in a number of ways to describe a general state of being that allows living organisms to positively adapt to adversity. Resilience requires a precondition of some negative stressor or exposure to a significant threat and an individual’s achievement of positive adaptation in the face of this stress or threat (Garmezy, 1990; 1993; Luthar et al., 2000; Masten & Reed, 2002).

Resilience in the context of work also benefits from a developmental perspective. Just as children are prone to rapid growth and development, so too are adults who are progressing in their careers. The emphasis on the role of adversity in promoting growth aligns the concept of resilience at work most closely with the psychological construct labeled *post-traumatic growth* (PTG); as reviewed by Maitlis (2011, Chapter 69, this volume).

Resilience is distinct from other positive trajectories such as recovery, thriving and post-traumatic growth (See Table 1.9 for a summary).

Table 1.9 Comparison of resilience to similar concepts (in the context of work)

Term	Definition	Role of Adversity	Reaction to Adversity	Functioning After the Event
Recovery	The process of regaining something that has been lost and of returning to a former state (Sonnentag & Neff, Chapter 66, this volume).	Negative events are considered a necessary precondition.	Negative states are reduced, but positive states are also increased.	Return to an earlier state of functioning.
Resilience	A developmental trajectory characterized by demonstrated competence in the face of and professional growth after, experiences of adversity in the workplace.	Essential precondition that causes a trajectory of positive adaption.	Demonstrated competence during the adversity and some degree of professional growth post-adversity.	The individual continues on a positive developmental trajectory and is better prepared for future challenges.
Posttraumatic Growth	The experience of positive change that occurs as a result of the struggle with highly challenging life crises (Maitlis, Chapter 69)	Large adversity that shatters previously held schemas is essential.	The individual endures a period of distress after the event that leads to a significant positive transformation.	Transformational growth after the event.
Thriving	A psychological state in which individuals experience both a sense of vitality and a sense of learning at work (Spreitzer, Sutcliffe, Dutton, Sonenshein & Grant, 2005).	Thriving does not require adversity as a precondition	This state is not in reaction to an external event.	Individual demonstrate vitality and learning.

(Cameron, Kim S., & Spreitzer, Gretchen M. (2012). *The Oxford Handbook of Positive of Positive Organizational Scholarship*. NY, NY. Oxford University Press. Pg. 899).

Research on coping with loss, childhood resilience, career resilience and organizational resilience has all contributed to our understanding of individual resilience

at work. Identity is an important mechanism of resilience at work and that relational practices that support and enrich an individual's identity will influence his or her ability to follow a resilient trajectory (Cameron & Spreitzer, 2012).

Conclusion of Literature Findings

In concluding the review of research, a synthesis of the many findings are highlighted regarding positive organizational scholarship and grouped in the following six categories: complicating the meaning of positive; specifying mechanisms undergirding generative dynamics; noting key outcomes; identifying positive human resource and organizational practices; and advancing construct development (Cameron & Spreitzer, 2012).

Less than a decade ago, Cameron, Dutton and Quinn (2003) published *Positive Organizational Scholarship*. This volume helped introduce POS as a new lens for understanding the conditions and processes that explain flourishing in organizational contexts. A POS lens enriches organizational studies by expanding the range of topics and constructs seen as valuable within organizational behavior and organizational theory (Dutton & Sonenshein, 2009).

Positive organizational scholarship helps us see new possibilities for organizational studies –it helps move constructs and ideas to the foreground that are often in the background or are even invisible. A positive lens is an orientation toward, for example, strengths rather than weaknesses, optimism rather than pessimism and supportive rather than critical communication (Cameron, 2008).

A POS lens foregrounds strengths, capabilities, possibilities and background weaknesses, problems and threats. Indeed, Baumeister, Bratslavsky, Finkenauer and Vohs (2001) provided compelling evidence that human beings over attended to negative events and dynamics. POS theory focuses more directly on strengths, capabilities and possibilities. Based on the literature review and finding, it is clear that POS and all its constructs have a significant impact on the success of leadership effectiveness, performance and work-family balance.

In summation, positive organizational scholarship and mindfulness directly benefits leaders and their effectiveness (Cameron & Spreitzer, 2003). The literature shares the same essence and constructs across the board in that practicing from an IPOD perspective is paramount to the success, longevity, and sustainability to nonprofit organizations and its leaders.

The progress achieved over the last decade conveys the energy and excitement about what questions have been raised as we move beyond the first decade of POS. Positive organizational scholarship provides an enriching lens for organizational development. It encourages organizational scholars to expand their horizons in theorizing empirically investigating OB and OT topics. It expands the range of topics seen as valuable and legitimate in organizational science (Cameron & Spreitzer, 2012). Next let's discuss the methodology used to conduct this study.

CHAPTER 3: METHODOLOGY

Qualitative Study

An exploratory descriptive analysis design was used for this qualitative study. Exploratory research is defined as the initial research into a hypothetical or theoretical idea. This is where a researcher has an idea or has observed something and seeks to understand more about it. An exploratory research project is an attempt to lay the groundwork that will lead to future studies or to determine if what is being observed might be explained by a currently existing theory. Most often, exploratory research lays the initial groundwork for future research (Watson, 1913). Due to time and geographical constraints a phenomenological qualitative approach which would have been ideal was not utilized for this study.

To make this a little more understandable, imagine you are blindfolded or placed into a room without light. You are not told if something is in the room, but you have a suspicion there is something in there. You shuffle out slowly into the room, exploring with the tips of your fingers until you find something. Exploratory research can come in two big forms: either a new topic or a new angle. A new topic is often unexpected and startling in its findings. For example, American psychologist John Watson (1913) really began his behaviorism research with a new topic on the study of human behaviors and learning: rats. Because humans have brains and rats have brains, it makes a certain kind of sense. There was an attempt to find the universal laws of learning in all brains (Watson, 1913).

New angles can come from new ways of looking at things, either from a theoretical perspective or from a new way of measuring something. For instance, computers have allowed large populations to be looked at. Old experiments can now involve thousands of people from around the globe instead of a few people from the local train station (Kowalczyk, 2002).

Once the groundwork is established, the newly explored field needs more information. The next step is descriptive research, defined as attempts to explore and explain while providing additional information about a topic. This is where research is trying to describe what is happening in more detail, filling in the missing parts and expanding our understanding. This is also where as much information is collected as possible instead of making guesses or elaborate models to predict the future - the 'what' and 'how,' rather than the 'why' (Kowalczyk, 2002).

In order to ascertain if a viable correlation exists between Inspired Positive Organizational Development (IPOD) and mindfulness training and benefits on nonprofit leaders, a two-step approach is necessary. First, each individual will be asked to complete the qualitative interview using the interview guide. This was created for a quick assessment of donor motivations. The second step is to employ an exploratory descriptive analysis from the interview data designed to identify several differing variables. The information will be analyzed to determine if there is or is not a connection between IPOD and mindfulness practices and successful nonprofit leadership.

This chapter presents the research design and methodology used in this research study. Specifically, it describes the research design, hypotheses, and variables. It also

describes the data gathering instruments, population, survey procedures, data analysis, and ethical considerations concerning the use of human participants in this study.

Methodology and Design

To execute the parameters of the project, an exploratory, qualitative research technique will be employed. In the developed pre and post surveys, there is opportunity to allow for descriptions of this convenience population to help enhance further studies. However, this project is skewed toward qualitative research methods, those behavioral-centered questions will allow for narratives to play a major role in the analysis. The qualitative research method is the best research method for studying aspects of social life, and it generates words rather than numbers as data for analysis (Patton, 2012). Qualitative methods address questions about the what, how, or why of a phenomenon (Patton et al., 2012).

Quantitative methods, opposed to qualitative methods, address measurable questions in a controlled environment (Kruth, 2015). Quantitative research tests relationships, hypotheses, and examines cause-and-effect relationships in an objective environment (Kruth, 2015). A mixed-methods research design includes the collection and analysis of quantitative and qualitative data in a single study related to the research problem (Yin, 2012). The current study had no quantitative component, no surveys, and no statistical analysis; thus, quantitative and mixed methods were not appropriate.

Methodological Assumptions, Limitations and Delimitations

Some of the factors in the nonprofit leaders and their staff perception of before and after behaviors from the training that are beyond the scope of this study are: (a)

different technical proficiencies of the sample group, (b) whether or not they received formal training on mindfulness fully, and (c) number of days of training not being long enough for full beneficial effects for the nonprofit leaders. These questions may affect the long-term benefits of the training and are worth exploring in a future study.

For this study, the following assumptions are also made: 1. Participants can hear, read and understand the survey questions and training. 2. Participants will answer all questions in survey openly and honestly.

This study was limited to the state of Kentucky and the nonprofit leaders of five nonprofits and at least two of their staff registered therein and five more nonprofit leaders for the control group. Participant forthrightness and honesty, along with their perceived confidentiality may vary due to the delicate nature of the questions on leadership style and strategies. Time and resources did not allow for long-term assessment. This study was over a twenty-one day period. The delimitation boundary of this study is limited only to the beneficial effects on performance and work-family balance of practicing IPOD through the practice of mindfulness for five Kentucky nonprofit leaders.

Research Questions

For the five nonprofit leaders in Kentucky to better serve their staff, clients they serve and increase the overall success of the organization, a baseline of IPOD and mindfulness best practices should be assessed. The overall purpose of this study is to collect data and determine if a significant correlation exists between IPOD and mindfulness practices, effective leadership, performance and work-family balance, which ultimately leads to organizational success. These are the research questions:

Research Q1: Have the current leadership practices for nonprofit performance and work-family balance employed by the five nonprofit leaders been effective based on the leaders perspective?

Research Q2: Did nonprofit leaders obtain beneficial effects of practicing IPOD and mindfulness through IPOD and mindfulness training and increase leadership effectiveness, nonprofit performance and work-family balance practices based on their perception?

Research Q3: Have the current leadership practices for nonprofit performance and work-family balance employed by the five nonprofit leaders been effective based on the perception of their staff?

Research Q4: Did nonprofit leaders obtain beneficial effects of practicing IPOD and mindfulness through IPOD and mindfulness training and increase leadership effectiveness, nonprofit performance and work-family balance practices based on the perception of their staff?

Research Q5: Did nonprofit performance increase during 21-day period of IPOD and mindfulness training?

Research Q6: Did perceived leadership effectiveness and work-family balance practices improve during 21-day period of IPOD and mindfulness training?

Research Q7: Was there a difference in beneficial effects of increased leadership effectiveness, nonprofit performance and work-family balance practices on participant

group of IPOD and mindfulness training versus the control group that had no IPOD and mindfulness training?

Participants and Sampling Procedures

The population of this study was derived from a convenience sample of 467 nonprofits in Kentucky picked by a random name calculator. The individuals were adults ages 21 and up. The IPOD and mindfulness training and surveys were to assess each of the five nonprofit leaders before, after the training, and the perception of two of their staff before and after their leaders 21 days of training. The researcher was able to work with 15 participants in Group A and 5 participants in Group B for the study. The participants ranged from 32-68 years of age and were nonprofit leaders and their nonprofit staff. Group A, which included five nonprofit leaders, took part in the 21-day training with two staff from each leader that observed their behavior before and after training and Group B was five of the control group leaders who did not receive the training but only read a mindfulness article. The participants in this study are disguised with alphanumeric codes by the researcher to conceal their identity and protect their information, which they were informed of in the consent letter and at the beginning of each training. These codes have no meaning: A1, A2, A3, A4, A5, A1a, A1b, A2a, A2b, A3a, A3b, A4a, A4b, A5a, A5b, B1, B2, B3, B4 and B5.

Instrumentation

IPOD and mindfulness online training, pre and post surveys were used to collect data for this study. A virtual/online training a line of appropriate questioning via pre and

post surveys was assimilated with the help of my committee Chairman and committee members, the ARB questions were formulated to meet appropriate survey standards.

Data Collection and Analysis

Prior to collecting data, participants were provided a written statement of confidentiality and subsequently asked electronically by the research administrator to consent to participating in the research study. The pre-survey, online training and post survey will be distributed directly to the participant via email. Included will be an introductory letter from the researcher stating the purpose of the study, a written consent form with a confidentiality statement.

Once the individual has consented to participating, the research administrator will provide the pre-survey, online training and instructions for 21-days. After the study culminates, a post-survey was given and analyzed through a qualitative, exploratory, descriptive analysis lens. The completed consent forms and completed surveys were alphanumerically coded and directly deposited into an envelope in order to protect the anonymity and confidentiality of every respondent.

Descriptive analysis has been used to organize the participant information and correlate IPOD/Mindfulness training with beneficial effects for nonprofit leaders and ultimately increases organizational success and address the research questions.

Ethical Considerations

The researcher of this study is cognizant of the personal nature of this topic. Individual names were collected from the participating individual, but the researcher will maintain confidentiality and ensure privacy. Furthermore, the researcher will maintain

objectivity and adherence to the purpose of the research while avoiding misrepresentation of the results. The following code of ethics will be applied to ensure that confidential information and other key aspects of the study are protected. The ethics utilized, but not limited to:

1. Advocate, uphold, and defend the individual's right to privacy and the doctrine of confidentiality in the use and disclosure of information.
2. Put service and the health and welfare of persons before self-interest and conduct themselves in the practice of the profession so as to bring honor to themselves, their peers, and to the nonprofit profession.
3. Preserve, protect, and secure personal information in any form or medium and hold in the highest regard the contents of the records and other information of a confidential nature, taking into account the applicable statutes and regulations.
4. Refuse to participate in or conceal unethical practices or procedures.
5. Advance nonprofit leadership information management knowledge and practice through continuing education, research, publications, and presentations.
6. State truthfully and accurately their answers, opinions, and experiences.
7. Facilitate interdisciplinary collaboration in situations supporting effective nonprofit leadership best practices.
8. Respect the inherent dignity and worth of every person. The researcher completed and submitted a research application to the Eastern Kentucky University Ethics Review Board in compliance with the Institutional Review Board prior to collecting data and conducting research.

Trustworthiness

Litchman (2013) identifies that trustworthiness includes “transparency of the process, data gathered for a purpose, search for multiple perspectives, and change in the researcher and in the practice and results that matter” (p. 292). Creswell (2009) and Litchman (2013) were used as the primary recommendations to ensure for trustworthiness.

The survey transcripts were reviewed and identified/corrected any errors in the documentation. A coding alphanumeric style was created in order for the researcher to not shift the coding process or analyze haphazardly. The findings were shared with the participants and committee members, known as member checking.

Summary

This chapter has presented the methods, instruments, and procedures used. The population for this study is Kentucky nonprofit leaders, 21 years of age and up. These individuals were approached randomly, and volunteered their time and effort for the completion of this study. Due to this study, being made of a convenience sample of the entire population the information here cannot be inferred for the entire population. However, the information can be used as a foundational base for future IPOD and mindfulness nonprofit studies. The next chapter will discuss the findings from the study.

CHAPTER 4: FINDINGS

Method of Interpretation

The qualitative method of this research proved to be the best means of identifying and addressing this study. All of the leaders who participated in the study remarked that they not only appreciated the topic of the investigation, but they appreciated the convenience of the surveys and training. Some participants had mentioned that they had heard of mindfulness; however, it was through passive avenues like reading online articles or watching a television show, but never participated in a formal study with training.

This study sought to address the need for nonprofit leaders to find a solid problem-solving approach to their leadership through IPOD and specifically, mindfulness training. Identifying domains such as their leadership style, perceptions prior and after the study and garnering the perceptions of their staff before and after the study allows the researcher and readers to understand and compare their experiences to the participants. The results of the interviews were organized based on seven primary research questions and the subtopics, which related to the themes.

Five nonprofit leaders in Kentucky and two of their staff agreed to participate in this study and their transformation had differences and overlapping similarities. They expressed their leadership styles, the role of effective decision making, their professional skills and weaknesses, identified and commented on the barriers, changes, and improvements from the mindfulness training and practices for more effective problem-

solving as leaders, as well as provided advice for future nonprofit leaders while sharing their own experiences from which the readers and researcher to learn.

Interpretation of Research Findings

For the five nonprofit leaders in Kentucky to better serve their staff, clients they serve and increase the overall success of the organization, a baseline of IPOD and mindfulness best practices should be assessed. The overall purpose of this study is to collect data and determine if a significant correlation exists between IPOD and mindfulness practices, effective leadership, performance and work-family balance, which ultimately leads to organizational success. These are the research questions used to analyze the survey responses:

Research Q1: Have the current leadership practices for nonprofit performance and work-family balance employed by the five nonprofit leaders been effective based on the leader's perspective?

Research Q2: Did nonprofit leaders obtain beneficial effects of practicing IPOD and mindfulness through IPOD and mindfulness training and increase leadership effectiveness, nonprofit performance and work-family balance practices based on their perception?

Research Q3: Have the current leadership practices for nonprofit performance and work-family balance employed by the five nonprofit leaders been effective based on the perception of their staff?

Research Q4: Did nonprofit leaders obtain beneficial effects of practicing IPOD and mindfulness through IPOD and mindfulness training and increase leadership

effectiveness, nonprofit performance and work-family balance practices based on the perception of their staff?

Research Q5: Did nonprofit performance increase during 21-day period of IPOD and mindfulness training?

Research Q6: Did perceived leadership effectiveness and work-family balance practices improve during 21-day period of IPOD and mindfulness training?

Research Q7: Was there a difference in beneficial effects of increased leadership effectiveness, nonprofit performance and work-family balance practices on participant group of IPOD and mindfulness training versus the control group that had no IPOD and mindfulness training?

Table 1.10, is an overview of participant demographic information.

Table 1.10-Participant demographics

Nonprofit Leaders Group A	Staff	Nonprofit Leaders Group B
Age 48-64	Age 32-43	51-68
Female- 2, Male-3	Female-8, Male-2	Female 1, Male 4
Average years in leadership role 22.3	Average years in staff role 4.4	Average years in leadership role 7.2
Educational Degree(s); Masters (3); Bachelors (2)	Educational Degree(s); Masters (3); Bachelors (6) Associates (1)	Educational Degree(s); Masters (2); Bachelors (3)

Participants A1-A5 (Pre-training) answered no to actively participating in mindfulness and showed a basic understanding of mindfulness as being in the moment.

“Mindfulness means being fully in the moment”. A2

“I think it is a state in which a person is not worrying about might happen or ruminating over what happened”. A1

“Mindfulness involves monitoring your breathing and/or repeating a phrase”. A5

Participants A1-A5 believed that mindfulness involved special breathing, meditating and repeating a certain phrases. Participants A1-A5 believed there was scientific evidence that showed emotional and physical benefits to practicing mindfulness.

“Mindfulness could offer a tool that can help my staff and me be more productive/less anxious”. A4

“I believe there is a growing body of scientific evidence that shows there are physical and emotional benefits to those who routinely practice mindfulness exercises”. A3

“Mindfulness should have a positive impact on the performance of our agency”. A1

Participant A1-A5 hoped to learn more mindfulness practices into the day to day operations of their nonprofits that would enable them and their staff to perform their duties with greater effectiveness. Participants A1-A5 did not practice IPOD nor heard of the concept.

“I hope to learn more about ways to incorporate mindfulness practices into the day to day operations of our agency that will enable my staff and me to perform our duties with less stress/anxiety and great effectiveness”. A4

“I am not familiar with IPOD”. A2

“As a leader I hope that by participating in this mindfulness training that I lead with greater effectiveness”. A1

“I have no idea what IPOD is. Never heard the term before, but I do look forward to learning more and participating in the training to become a more effective leader”. A5

“As a leader I want to be more effective. I am hopeful this training will make me a more effective leader”. A3

Participant A1-A5 saw themselves at the following leaders prior to the training:

- A1: Strategic and Team Leadership Style
- A2: Visionary Leadership Style
- A3: Team Leadership Style
- A4: Team Leadership Style
- A5: Laissez-fair Leadership Style

The following are comments from the pre-survey on leadership style before the training:

“I have a typical INTJ management style. I work in a logical, efficient and disciplined manner. I think strategically and have a clear idea of where I want to take the agency. I have no problem directing, delegating and putting plans in place. I like setting goals and working my plan to reach those goals. I work best when leading a small group who are technically competent and mission focused. I am very task/goal oriented which is both a strength and a weakness. My strength is I am highly determined to reach my goals. My weakness is I am not always tuned in to how others feel about my plans and actions. It is a challenge to lead when you value logic and reason and you work in the non-profit world where most people value feeling and passion. I am probably a strategic leader”.
A1 Leader

“I’ve sometimes described myself as an “accidental leader,” but align most closely with the Visionary Leader description. I’d include aspects of Democratic and Inspirational (hopefully)”. A2 Leader

“I feel like I should be a team leader, but feel like my tendencies are to be more laissez-fair about my decisions. I think after reading the descriptions I feel I am too relaxed in the way I approach leading my team and myself. I need to improve”. A5 Leader

The following are comments from the pre-survey on what they hoped to learn:

“I hope to truly engage in the practice of mindful meditation to benefit not only my work life, but personal life, as well. Specifically, I’d like to calm my “monkey mind,” to be more focused and not always racing through everything – to better pace myself”. A3 Leader

“I hope to learn more about ways to incorporate mindfulness practices into the day to day operations of our agency that will enable my staff and me to perform our duties with less stress/anxiety and greater effectiveness”. A4 Leader

Participants A1a & b-A5a & b (Pre-training) answered no to actively participating in mindfulness and showed a basic understanding of mindfulness as being focused. Participants A1a & b-A5a & b believed that mindfulness involved meditating, staying in the moment and repeating a certain phrases. Participants A1a & b-A5a & b believed that if their leaders were more mindful and stay focused they would handle challenges more effectively.

“I think mindfulness is being focused”. A1a

“I think the use of mindfulness for our leader will affect our nonprofit performance directly”. A4b

“I am hoping that our leader will learn to handle stress better and lead by example”. A2a

“I have never participated in mindfulness and I definitely think our leader hasn't. I hope this helps us all”. A1b

“I believe I have heard mindfulness is about being in the moment”. A3b

“This training has the potential to make us all more mindful and focused so we can be more effective”. A2b

“Mindfulness is meditating and ignoring everything around you”. A5b

“If our boss does this training, I think he is going to be a more effective leader”. A5a

“It's paying attention to what is happening in the present moment and focusing on just that in a particular way”. A3a

“Mindfulness is focusing on one task at a time rather than multi-tasking”. A4a

Participant A1a & b-A5a & b hoped to learn more mindfulness through their leaders. Participants A1a & b-A5a & b wanted their leaders to lead by example and be role models for them. They believed that mindfulness would reduce stress and facilitate effective problem-solving to create more success.

Participant A1a & b-A5a & b saw their leaders as practicing the following leadership style prior to the training:

A1a: Team Leadership Style
A1b: Team Leadership Style
A2a: Visionary Leadership Style
A2b: Visionary Leadership Style
A3a: Team Leadership Style
A3b: Team Leadership Style
A4a: Team Leadership Style
A4b: Laissez-faire Leadership Style
A5a: Laissez-faire Leadership Style
A5b: Team Leadership Style

“I think mindfulness will be very helpful for her as she has described herself as having a pinball machine for a brain and struggles to focus on one task at a time because there are so many things to do and so many distractions. Whenever she made the decision to have a day out of the office every other week to work on grants she was much more effective at writing and was able to submit more grants. I think it will be helpful for her stress level as well. Honestly, I am a bit jealous that she’s the one that gets to do this and makes me realize that I need to work more on mindfulness myself”. A3b staff

“I hope to learn how to practice mindfulness in all areas of my work and personal life. This practice can increase my overall productivity and impact on others. My leader participating will be of great benefit to me as I work to help others”. A4a staff

“Working for a non-profit there are many challenges. The more challenges you encounter the more stress. If your leader can be mindful, stay focused and work with less stress it becomes easier to overcome the challenges. A mindful leader that leads by example makes a wonderful role model for other staff members. Less stress, more success”. A1a staff

“I hope to learn from what my boss learns because I hope to be a leader one day. I think this is going to impact our office more than we think”. A1b staff

“I hope that it changes the culture here. Our office is constantly in turmoil and I think this will help us all interact better with each other and definitely for my boss. A2a staff

“I hope to learn how to be a more effective staff person and interact with our leader”. A5b staff

“I truly hope that our leader can lead more effectively and be a role model for us all by promoting less stress and more success”. A4b staff

“I hope to learn more about mindfulness and how we can all work better together”. A5a staff

“I hope we all learn to relax and be more mindful of ourselves and one another”. A2b staff

“I think we are all going to learn to be more self-aware and make better decisions”. A3A staff

Participant A1-A5 learned and practiced more mindfulness practices into the day to day operations of their nonprofits that would enable them and their staff to perform their duties with greater effectiveness. Participants A1-A5 perceived a difference in themselves and their staff after the training. All participants, but A3 perceived that practicing mindfulness was beneficial to their leadership actions/effectiveness, increased their work-life balance and their overall nonprofit performance. A3 believed the mindfulness training was beneficial to their leadership effectiveness, but did not believe it increased performance or work-life balance. Here are the leader comments after the study:

“Practicing mindfulness has helped me be less anxious about work so I am less likely to overact to a problem or expected change. It has also helped me be more patient and work more collaboratively with staff and others. I find myself listening more closely to what others say which helps improve internal communication and reduce errors/misunderstandings”. A2 Leader

“I think I am a better leader for participating in this study. I find myself focusing more on my staff’s strengths (rather than their weaknesses) and looking for ways to help the agency achieve its mission by building my staff’s strengths. I think this has helped staff morale and improved their motivation/productivity”. A1 Leader

“As I began to consistently practice mindfulness, I noticed that I was less anxious and able to listen more attentively when others were speaking to me. I found my thinking became clearer and less distracted. By focusing on my staff’s strengths, I found myself expressing appreciation to my staff more”. A5 Leader

“Mindfulness has helped quiet my “squirrel mind” by helping me focus on the here and now using the various techniques taught in this study”. A3 Leader

“I definitely think that the mindfulness training helped me be a better leader, more aware of my actions and increased my performance naturally. This mindfulness training has increased myself awareness, helped with memory and focus. It has reduced conflict among my workers and helped avoid passive-aggressive behaviors”. A4 Leader

“This mindfulness training has helped me be more present with others and focused on my decision-making and increase our intake at work”. A2

“The self-care of this training really helped me reduce my stress and lead in a calm manner and make better decisions quicker. My staff say that I am leading more effectively and they love the new work-life balance atmosphere. They can see that I care about them”. A4

“Participating in this mindfulness training has helped me focus, be more present and keep work and home life in better balance”. A1

“My performance, effectiveness and work-life balance has definitely improved in just 21 days of practicing mindfulness. I am less stressed, focused and making better decisions, easier”. A5

Participant A1a & b-A5a & b saw their leaders as practicing the following leadership style after the training:

A1a: Visionary Leadership Style
A1b: Strategic Leadership Style
A2a: Visionary, Team and Democratic Leadership Style
A2b: Visionary Leadership Style
A3a: Team Leadership Style
A3b: Visionary Leadership Style
A4a: Team Leadership Style
A4b: Team Leadership Style
A5a: Team Leadership Style
A5b: Visionary Leadership Style

Participants A1a & b-A5a & b had the following comments about their leaders effectiveness, performance and work-life balance actions:

“Our boss is less stressed and more focused and the relationships with co-workers is More positive, resulting a better work place”. A1a

“I feel performance has increased in just a short time frame simply due to the stronger effort to work in a more positive focus” A1b

“Work-life balance has definitely improved. Sometimes we just need to be reminded of the importance of work life balance”. A4b

“Because of my leader being a more mindful leader, I have learned to breathe deeper and stay more focused by blocking out negativity and being as positive as possible”. A2a

“He is less stressed and seems happier at work”. A3b

“There is a more positive attitude among employees and volunteers which has increased the performance of all of us”. A5b

“Staff are more a part of the decision making now and it is so great”. A4a

“This has been a real positive for our leader, us and our organization. Thank you”. A2b

“My leader seems to be more mindful and focused and that helps us work better and more efficiently”. A3a

“Our leader more present and focused. Definitely a better leader” A5a

The control group of B1, B2, B3, B4 and B5 read an article on mindfulness and were asked to give their opinion on mindfulness as a leadership style. The control group was used to show the benefits of mindfulness training on nonprofit leadership effectiveness, performance and work-life balance. The control group was given the same pre and post survey, but without the 21 days of training. The following are comments from control group B participants after they read the mindfulness article:

“I hoped to learn about mindfulness to become a better leader and thought mindfulness is practicing staying in the moment, but I think it much more. I think I will try to learn more in the future”. B4

“This article has opened my eyes to mindfulness and what it really is. I really thought it was a bunch of meditation mumbo jumbo. I think I may check out some books on mindfulness to learn more”. B1

“I learned a lot from this article. I think if more people practiced mindfulness in the world it would be a better place to live for all of us”. B2

Based on the results of the surveys and feedback, the following interpretation is made and agreed by the participants.

Research Q1: Have the current leadership practices for nonprofit performance and work-family balance employed by the five nonprofit leaders been effective based on the leader’s perspective?

All leaders agreed that their leadership styles before the training were not as effective as they would have liked them to be in the areas of performance, work-life balance and effectiveness. For example, from the statements above the leaders perceived

a reduction in stress, increased focus, increased work-life balance efforts, increased effectiveness with their staff due to more self-awareness, more positive interactions between leaders and staff, reduction in conflict and increased intake of clients at some nonprofits that increased performance.

“Practicing mindfulness has helped me be less anxious about work so I am less likely to overact to a problem or expected change. It has also helped me be more patient and work more collaboratively with staff and others. I find myself listening more closely to what others say which helps improve internal communication and reduce errors/misunderstandings”. A2 Leader

“I think I am a better leader for participating in this study. I find myself focusing more on my staff’s strengths (rather than their weaknesses) and looking for ways to help the agency achieve its mission by building my staff’s strengths. I think this has helped staff morale and improved their motivation/productivity”. A1 Leader

“As I began to consistently practice mindfulness, I noticed that I was less anxious and able to listen more attentively when others were speaking to me. I found my thinking became clearer and less distracted. By focusing on my staff’s strengths, I found myself expressing appreciation to my staff more”. A5 Leader

“Mindfulness has helped quiet my “squirrel mind” by helping me focus on the here and now using the various techniques taught in this study”. A3 Leader

“I definitely think that the mindfulness training helped me be a better leader, more aware of my actions and increased my performance naturally. This mindfulness training has increased myself awareness, helped with memory and focus. It has reduced conflict among my workers and helped avoid passive-aggressive behaviors”. A4 Leader

“This mindfulness training has helped me be more present with others and focused on my decision-making and increase our intake at work”. A2

“The self-care of this training really helped me reduce my stress and lead in a calm manner and make better decisions quicker. My staff say that I am leading more effectively and they love the new work-life balance atmosphere. They can see that I care about them”. A4

“Participating in this mindfulness training has helped me focus, be more present and keep work and home life in better balance”. A1

“My performance, effectiveness and work-life balance has definitely improved in just 21 days of practicing mindfulness. I am less stressed, focused and making better decisions, easier”. A5

“Our boss is less stressed and more focused and the relationships with co-workers is More positive, resulting a better work place”. A1a

“I feel performance has increased in just a short time frame simply due to the stronger effort to work in a more positive focus” A1b

“Work-life balance has definitely improved. Sometimes we just need to be reminded of the importance of work life balance”. A4b

“Because of my leader being a more mindful leader, I have learned to breathe deeper and stay more focused by blocking out negativity and being as positive as possible”. A2a

“He is less stressed and seems happier at work”. A3b

“There is a more positive attitude among employees and volunteers which has increased the performance of all of us”. A5b

“Staff are more a part of the decision making now and it is so great”. A4a

“This has been a real positive for our leader, us and our organization. Thank you”. A2b

“My leader seems to be more mindful and focused and that helps us work better and more efficiently”. A3a

“Our leader more present and focused. Definitely a better leader” A5a

Research Q2: Did nonprofit leaders obtain beneficial effects of practicing IPOD and mindfulness through IPOD and mindfulness training and increase leadership effectiveness, nonprofit performance and work-family balance practices based on their perception?

“Practicing mindfulness has helped me be less anxious about work so I am less likely to overact to a problem or expected change. It has also helped me be more patient and work more collaboratively with staff and others. I find myself listening more closely to what others say which helps improve internal communication and reduce errors/misunderstandings”. A2 Leader

“I think I am a better leader for participating in this study. I find myself focusing more on my staff’s strengths (rather than their weaknesses) and looking for ways to help the agency achieve its mission by building my staff’s strengths. I think this has helped staff morale and improved their motivation/productivity”. A1 Leader

“As I began to consistently practice mindfulness, I noticed that I was less anxious and able to listen more attentively when others were speaking to me. I found my thinking became clearer and less distracted. By focusing on my staff’s strengths, I found myself expressing appreciation to my staff more”. A5 Leader

“Mindfulness has helped quiet my “squirrel mind” by helping me focus on the here and now using the various techniques taught in this study”. A3 Leader

“I definitely think that the mindfulness training helped me be a better leader, more aware of my actions and increased my performance naturally. This mindfulness training has increased myself awareness, helped with memory and focus. It has reduced conflict among my workers and helped avoid passive-aggressive behaviors”. A4 Leader

“This mindfulness training has helped me be more present with others and focused on my decision-making and increase our intake at work”. A2

“The self-care of this training really helped me reduce my stress and lead in a calm manner and make better decisions quicker. My staff say that I am leading more effectively and they love the new work-life balance atmosphere. They can see that I care about them”. A4

“Participating in this mindfulness training has helped me focus, be more present and keep work and home life in better balance”. A1

All leaders, but A3 agreed that they saw direct benefits from practicing IPOD and mindfulness which increased their leadership effectiveness, nonprofit performance and work-life balance practices like increased time-off, leadership understanding of home-life issue resolutions, increased promotion of leaving work at work and focusing on home-life when at home and increased promotion of leisure activities outside work. Specifically,

some of the benefits that the leaders described slowing down, self-awareness, increased EI, stress reduction, control of emotions, more open to creative solutions to challenges, increased productivity, focused,

Research Q3: Have the current leadership practices for nonprofit performance and work-family balance employed by the five nonprofit leaders been effective based on the perception of their staff?

All staff agreed that their leader's leadership practices prior to the training were not as effective as they could be based on their perception.

"Our boss's current leadership style is ok, but could be more effective. Our leader gets stressed real easily". A2a

"Our leader is too Laissez-fair which is good in some ways, but not effective in making decisions and creating a better vision". A1b

"Our boss is a team leader, but is way too stressed and sometimes it leads to hasty decisions and negative staff interactions". A3b

"Our leader has a great vision, but has a hard time calming down and focusing. I hope this training helps". A5a

"No, I think our leader is too lazy in making decisions. It hurts our performance". A1a

"Our leader's current style of leadership is not as effective as it could be". A5b

"Our leader is pretty effective, but could relax more and be more effective and definitely promote more work-life balance". A4a

"Our leader needs to focus better, I hope this training helps". A4b

“We need more work-life balance in our office and our leaders current leadership style is not effective”. A2b

“Our leader has a decent leadership style, but could be better in promoting work-life balance and making better decisions”. A2b

Research Q4: Did nonprofit leaders obtain beneficial effects of practicing IPOD and mindfulness through IPOD and mindfulness training and increase leadership effectiveness, nonprofit performance and work-family balance practices based on the perception of their staff?

“Our boss is less stressed and more focused and the relationships with co-workers is More positive, resulting a better work place”. A1a

“I feel performance has increased in just a short time frame simply due to the stronger effort to work in a more positive focus” A1b

“Work-life balance has definitely improved. Sometimes we just need to be reminded of the importance of work life balance”. A4b

“Because of my leader being a more mindful leader, I have learned to breathe deeper and stay more focused by blocking out negativity and being as positive as possible”. A2a

“He is less stressed and seems happier at work”. A3b

“There is a more positive attitude among employees and volunteers which has increased the performance of all of us”. A5b

“Staff are more a part of the decision making now and it is so great”. A4a

“This has been a real positive for our leader, us and our organization. Thank you”. A2b

“My leader seems to be more mindful and focused and that helps us work better and more efficiently”. A3a

“Our leader more present and focused. Definitely a better leader” A5a

All staff agreed that their leaders obtained beneficial effects from the training and practicing IPOD and mindfulness, which directly increased their leader's effectiveness, performance of the nonprofit and work-life balance practices.

Research Q5: Did nonprofit performance increase during 21-day period of IPOD and mindfulness training?

Yes, all leaders, but A3 and All staff perceived an increase in nonprofit performance during the 21-day mindfulness training by increasing client intake, more completion of tasks and increasing of income.

"Our boss is less stressed and more focused and the relationships with co-workers is More positive, resulting a better work place". A1a

"I feel performance has increased in just a short time frame simply due to the stronger effort to work in a more positive focus" A1b

"Work-life balance has definitely improved. Sometimes we just need to be reminded of the importance of work life balance". A4b

"Because of my leader being a more mindful leader, I have learned to breathe deeper and stay more focused by blocking out negativity and being as positive as possible". A2a

"He is less stressed and seems happier at work". A3b

"There is a more positive attitude among employees and volunteers which has increased the performance of all of us". A5b

"Staff are more a part of the decision making now and it is so great". A4a

"This has been a real positive for our leader, us and our organization. Thank you". A2b

"My leader seems to be more mindful and focused and that helps us work better and more efficiently". A3a

"Our leader more present and focused. Definitely a better leader" A5a

Research Q6: Did perceived leadership effectiveness and work-family balance practices improve during 21-day period of IPOD and mindfulness training?

Yes, all leaders, but A3 and All staff perceived an increase in leadership effectiveness during the 21-day mindfulness training.

“Practicing mindfulness has helped me be less anxious about work so I am less likely to overact to a problem or expected change. It has also helped me be more patient and work more collaboratively with staff and others. I find myself listening more closely to what others say which helps improve internal communication and reduce errors/misunderstandings”. A2 Leader

“I think I am a better leader for participating in this study. I find myself focusing more on my staff’s strengths (rather than their weaknesses) and looking for ways to help the agency achieve its mission by building my staff’s strengths. I think this has helped staff morale and improved their motivation/productivity”. A1 Leader

“As I began to consistently practice mindfulness, I noticed that I was less anxious and able to listen more attentively when others were speaking to me. I found my thinking became clearer and less distracted. By focusing on my staff’s strengths, I found myself expressing appreciation to my staff more”. A5 Leader

“Mindfulness has helped quiet my “squirrel mind” by helping me focus on the here and now using the various techniques taught in this study”. A3 Leader

“I definitely think that the mindfulness training helped me be a better leader, more aware of my actions and increased my performance naturally. This mindfulness training has increased myself awareness, helped with memory and focus. It has reduced conflict among my workers and helped avoid passive-aggressive behaviors”. A4 Leader

“This mindfulness training has helped me be more present with others and focused on my decision-making and increase our intake at work”. A2

“The self-care of this training really helped me reduce my stress and lead in a calm manner and make better decisions quicker. My staff say that I am leading more effectively and they love the new work-life balance atmosphere. They can see that I care about them”. A4

“Participating in this mindfulness training has helped me focus, be more present and keep work and home life in better balance”. A1

Research Q7: Was there a difference in beneficial effects of increased leadership effectiveness, nonprofit performance and work-family balance practices on participant group of IPOD and mindfulness training versus the control group that had no IPOD and mindfulness training?

Yes, all leaders, but A3 and all staff perceived an increase in nonprofit performance during the 21-day mindfulness training versus the control group.

Summary

According to the findings of this study, the direct impact on nonprofit leadership effectiveness, performance and work-life balance for the leaders and staff were evident. Other beneficial effects like mood, less stress, focus, positivity and quality interaction between the staff and leaders was also apparent. The benefits from mindfulness and IPOD training were beneficial for all participants. Only one did not believe the benefits were improved enough, but believed a longer training would be beneficial. An atmosphere of positivity and focus seemed to permeate throughout the responses of all the participants. The next chapter will discuss the conclusion and recommendations for future studies.

CHAPTER 5: DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

Study Limitations

This study is limited to the five nonprofit leaders who participated in mindfulness training and two of their staff in Kentucky as well as a control group of five nonprofits that did not participate in the mindfulness training. Participant forthrightness and honesty along with their perceived confidentiality may vary due to the delicate nature of the questions asked about their leadership styles before and after the training. Time and resources did not allow for long-term assessment of leadership effectiveness and the beneficial effects of mindfulness. The data analysis of this study was limited by the number of participants, and by the convenience sample method of collecting the data. More studies would need to be conducted to evaluate leadership effectiveness and the beneficial effects of mindfulness for more of the nonprofit leaders in Kentucky and all other fifty states in the US.

Findings and Conclusions

The data produced by this study chronicled several major themes from the research questions. The study found several unique findings as they pertained to mindfulness and the beneficial effects it has on perceived leadership effectiveness, performance and work-family balance.

Based on the results of the surveys and feedback, the following interpretation is made and agreed by the participants.

Research Q1: Have the current leadership practices for nonprofit performance and work-family balance employed by the five nonprofit leaders been effective based on the leader's perspective?

All leaders agreed that their leadership styles before the training were not as effective as they would have liked them to be in the areas of performance, work-life balance and effectiveness.

Research Q2: Did nonprofit leaders obtain beneficial effects of practicing IPOD and mindfulness through IPOD and mindfulness training and increase leadership effectiveness, nonprofit performance and work-family balance practices based on their perception?

All leaders, but A3 agreed that they saw direct benefits from practicing IPOD and mindfulness which increased their leadership effectiveness, nonprofit performance and work-life balance practices.

Research Q3: Have the current leadership practices for nonprofit performance and work-family balance employed by the five nonprofit leaders been effective based on the perception of their staff?

All staff agreed that their leader's leadership practices prior to the training were not as effective as they could be based on their perception.

Research Q4: Did nonprofit leaders obtain beneficial effects of practicing IPOD and mindfulness through IPOD and mindfulness training and increase leadership effectiveness, nonprofit performance and work-family balance practices based on the perception of their staff?

All staff agreed that their leaders obtained beneficial effects from the training and practicing IPOD and mindfulness, which directly increased their leader's effectiveness, performance of the nonprofit and work-life balance practices.

Research Q5: Did nonprofit performance increase during 21-day period of IPOD and mindfulness training?

Yes, all leaders, but A3 and All staff perceived an increase in nonprofit performance during the 21-day mindfulness training.

Research Q6: Did perceived leadership effectiveness and work-family balance practices improve during 21-day period of IPOD and mindfulness training?

Yes, all leaders, but A3 and All staff perceived an increase in leadership effectiveness during the 21-day mindfulness training.

Research Q7: Was there a difference in beneficial effects of increased leadership effectiveness, nonprofit performance and work-family balance practices on participant group of IPOD and mindfulness training versus the control group that had no IPOD and mindfulness training?

Yes, all leaders, but A3 and All staff perceived an increase in nonprofit performance during the 21-day mindfulness training versus the control group.

The direct impact on nonprofit leadership effectiveness, performance and work-life balance for the leaders and staff were evident. Other beneficial effects like mood, less stress, focus, positivity and quality interaction between the staff and leaders was also apparent. The benefits from mindfulness and IPOD training were beneficial for all participants. Only one did not believe the benefits were improved enough, but believed a

longer training would be beneficial. An atmosphere of positivity and focus seemed to permeate throughout the responses of all the participants.

Recommendations

Based on the literature review, data analysis, and findings, solutions were developed to address the research questions in the problem statement. Four recommendations were formulated for the nonprofit leaders:

Recommendation #1 – Continue mindfulness practices to increase leadership effectiveness, performance and work-family balance.

Recommendation #2 – Continue practicing the constructs of IPOD to increase peak performance, sustainability and leadership effectiveness.

Recommendation #3 – Provide mentoring to staff on how they can practice mindfulness in their daily responsibilities.

Recommendation #4 – Provide mentoring to staff on how they can practice the constructs of IPD to increase peak performance, sustainability and leadership effectiveness.

By adopting a mindfulness practice, the nonprofit leaders increase their likelihood of leadership effectiveness, performance and work-family balance for them and their staff.

Implications for Practice

This study indicated that subjects who participated in IPOD and mindfulness focused strategy made better decisions and ultimately increased their effectiveness, performance and work-family balance to fulfill the mission of their organizations. The lack of beneficial practices like IPOD and mindfulness will continue to decrease the

success of nonprofit leaders and their organizations. The findings from this research will allow the nonprofit leaders themselves to increase their connection to themselves, their staff, their organization, which may lead to increased growth and success of their nonprofit mission. The implication is that without the mindfulness practices, IPOD strategies, the mission will not be fulfilled, less of those in need will receive the support, and services they need to survive.

Recommendations for Future Research

There are three recommendations for further research for all nonprofits.

1. Expand the research to include at least five nonprofits in each state over a twelve-month period.
2. Determine if a viable correlation exists between multi-year mindfulness training of nonprofit leaders and increased leadership success.
3. Determine if a viable correlation exists between multi-year mindfulness training of nonprofit leaders and increase in financial success of organization.

Summary

The results from this study were impressive given that the mindfulness training was over a 21-day period. A more extensive training would benefit the nonprofit field greatly. This research show that a problem-solving strategy that is focused on practicing mindfulness and IPPD is an effective way to increase leadership effectiveness, organizational performance and work-life balance.

All of the literature on POS and mindfulness illustrated the effectiveness of practicing IPOD and mindfulness for more effective leadership and organizational development. IPOD is grounded on incorporating three primary tasks: the elevation of

strengths, the alignment or connected magnification of strengths, and the creation of strengths-based organizations to become positive institutions-vehicles for elevating, magnifying, and refracting our highest human strengths outward to the leaders (Cameron & Spreitzer, 2012).

Positive person-to-person mindful and strategic interaction leads to individual and organizational well-being. Research suggests that mindfulness leads to an array of positive psychological and physiological outcomes at the individual level and improves well-being (Baer, 2003; Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006; Baer et al., 2008; Carmody & Baer, 2008).

Although there are individual differences in the ability to be mindful, it is a skill can be developed. A reliable and validated measure of mindfulness (Baer et al., 2006) includes five factors: observing, describing, acting with awareness, non-judging of inner experience, and non-reactivity to inner experience. Long-term meditation practice appears to cultivate these mindfulness skills (Baer et al., 2008) and statistically explains the effect of meditation on improved well-being (Carmody & Baer, 2008).

Mindful meditation increases brain activation in areas associated with positive affect and immune functioning (Davidson et al., 2003). Mindfulness also improves task persistence (Evans, Baer, & Segerstrom, 2009). In addition, therapeutic interventions that incorporate mindfulness training, such as mindfulness-based stress reduction (MBSR; Kabat-Zinn, 1982, 2009), mindfulness-based cognitive therapy (DBT; Linehan, 1992b, 1993a), and acceptance and commitment therapy (ACT; Hayes, Strosahl, & Wilson, 1999), led to clinically significant improvements in psychological functioning

related to chronic pain, eating disorders, anxiety, depressive relapse, emotion regulation in borderline personality disorders.

The results of this study surprised me in that there were more beneficial effects on the leaders and staff than I thought there would be. The results also increased my sense of excitement about conducting further long-term studies with in-depth analysis on the financial and cultural performance and effectiveness. Although, due to time and relocation constraints I did not get to conduct a longer study, the results were significant and meaningful.

This study also showed the effects of positivity on the staff and leadership. We must engage staff, volunteers and ourselves more mindfully and positively for great results in performance and effectiveness. “A simple mantra for inspiring effective, mindful leadership: cultivate peace of mind and go about doing good” (Tenney, 2016).

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APPENDICES

APPENDIX A:

Consent Form

INSPIRED POSITIVE ORGANIZATIONAL DEVELOPMENT (IPOD): THE
BENEFICIAL EFFECTS OF MINDFULNESS ON NONPROFIT ORGANIZATIONAL
LEADERSHIP

AGREEMENT TO PARTICIPATE IN STUDY

By signing this document, you grant approval to Kristen Bennett to conduct research with you for the purpose of satisfying requirements towards a doctorate degree in Educational Leadership and Policy Studies (Ed.D.) from Eastern Kentucky University.

This study will provide nonprofits boards and those in leadership a clearer understanding of how to use innovation-inspired positive organizational development (IPOD) and mindfulness techniques to effectively lead their human capital and increase the likelihood of success in fulfilling the mission of their organization. “IPOD is a problem solving approach based on the theory and practice of appreciative inquiry, positive organizational scholarship, positive psychology, design theory and the rise of sustainable enterprises. IPOD is articulated by three stages in creating strengths-based organizational innovation: the elevation and extension of strengths, the broadening and building of capacity and the establishment of the new and eclipsing of the old” (Cooperrider and Godwin, 2012).

All data is confidential, unless law requires disclosure of data. No identifying information will be collected or disclosed. Participation in this study is completely is confidential. Any questions should be directed to me, Kristen Bennett at kristen_bennett17@mymail.eku.edu or call me at 859-626-2744. I affirm, the information above is true, correct and complete. I,

certify that I give permission to conduct the research study.

**Participant
Signature**_____

Print and Sign

Date:_____

APPENDIX B:
Training Materials

INSPIRED POSITIVE ORGANIZATIONAL DEVELOPMENT (IPOD): THE
BENEFICIAL EFFECTS OF MINDFULNESS ON NONPROFIT ORGANIZATIONAL
LEADERSHIP

EDUCATIONAL MATERIALS #1

MINDFULNESS TRAINING

The five nonprofit leaders will watch the following three videos on mindfulness, then practice the meditations for 21 days once a day and rotate through each one in order and read the second set of materials during the 21-day period.

<https://youtu.be/v0CNZLIkIqw?list=PL6VigDNVLUP5nmGPAyduBkLR8FPtWnT>



[Mindful Leadership, Finding the
Space to Lead: Janice Marturano](#)

Talk by Janice Marturano, Institute
for Mindful Leadership, at Wisdom
2.0 Business 2013.

www.wisdom2conference.com.

youtu.be

<https://instituteformindfulleadership.org/illusion-control/> Mindfulness article #1

<https://instituteformindfulleadership.org/holding-space-leading-moment/> Mindfulness
article #2

[https://instituteformindfulleadership.org/summertime-using-purposeful-pauses-savor-
season/](https://instituteformindfulleadership.org/summertime-using-purposeful-pauses-savor-season/) Mindfulness article #3

<https://instituteformindfulleadership.org/guided-meditation-gratitude/>
Meditation 1

https://ggia.berkeley.edu/practice/mindful_breathing
Meditation 2

<https://instituteformindfulleadership.org/meditate-right/>
Meditation 3

<https://instituteformindfulleadership.org/guided-reflection-finding-win-win-win-solution/>
Meditation 4

<https://instituteformindfulleadership.org/guided-meditation-appreciating-everything/>
Meditation 5

INNOVATION-INSPIRED POSITIVE ORGANIZATIONAL DEVELOPMENT
(IPOD): THE BENEFICIAL EFFECTS OF MINDFULNESS ON NONPROFIT
ORGANIZATIONAL LEADERSHIP
EDUCATIONAL MATERIALS #2

<https://instituteformindfulleadership.org/illusion-control/> Mindfulness article #1

<https://instituteformindfulleadership.org/holding-space-leading-moment/> Mindfulness
article #2

<https://instituteformindfulleadership.org/summertime-using-purposeful-pauses-savor-season/> Mindfulness article #3

INSPIRED POSITIVE ORGANIZATIONAL DEVELOPMENT TRAINING

<http://positiveorgs.bus.umich.edu/an-introduction/> Article #1

POS video

<https://www.youtube.com/watch?v=lbi5FW9EIqo&feature=youtu.be>

Article #2

https://www.researchgate.net/publication/265150118_Positive_Organization_Development_Innovation-inspired_Change_in_an_Economy_and_Ecology_of_Strengths

SlideShare PP

https://www.slideshare.net/2012waic/positive-organization-development?from_action=save

APPENDIX C:

Pre-Surveys

INSPIRED POSITIVE ORGANIZATIONAL DEVELOPMENT (IPOD): THE
BENEFICIAL EFFECTS OF MINDFULNESS ON NONPROFIT ORGANIZATIONAL
LEADERSHIP

PRE-SURVEY FOR LEADERSHIP PARTICIPANTS

1. Do you actively practice mindfulness? If so, please stop survey. If not, continue to remaining questions for this research.

- Yes
- No

2. If you answered no, please describe what you know about mindfulness (use extra paper to answer, if needed):

3. What is your viewpoint on using mindfulness to be a more effective leader, increase nonprofit performance and work-life balance for you and your staff (use extra paper to answer, if needed)?

4. Please describe what you hope to learn or benefit from by participating in this study regarding mindfulness (use extra paper to answer, if needed)?

5. Do you actively practice inspired positive organizational development practices?

If so, please stop survey. If not, continue to remaining questions for this research.

- Yes
- No

6. If you answered no, please describe what you know about inspired positive organizational (IPOD) scholarship (use extra paper to answer, if needed):

7. What is your viewpoint on using IPOD to be a more effective leader, increase nonprofit performance and work-life balance for you and your staff (use extra paper to answer, if needed)?

8. Please describe what you hope to learn or benefit from by participating in this study regarding IPOD (use extra paper to answer, if needed)?

9a. How long have you held a nonprofit leadership role? _____

9b. How many staff report to you? _____

9c. Would you allow at least 2 staff participate in this study on their perceptions of beneficial effects of training before and after?

- Yes
- No

If Yes, please provide their names and email addresses (use extra paper if needed):

10. What is your current title? _____

11. How would you describe yourself in terms of leadership style? Either describe your style in your own words or choose one that is closest to your current style.

____ *Autocratic Leadership*

Autocratic leadership style is centered on the boss. In this leadership the leader holds all authority and responsibility. In this leadership, leaders make decisions on their own without consulting subordinates.

____ *Democratic Leadership*

In this leadership style, subordinates are involved in making decisions. Unlike autocratic, this leadership is centered on subordinates' contributions.

____ *Strategic Leadership Style*

Strategic leadership is one that involves a leader who is essentially the head of an organization. The strategic leader is not limited to those at the top of the organization. It is geared to a wider audience at all levels who want to create a high performance life, team or organization.

____*Transformational Leadership*

Unlike other leadership styles, transformational leadership is all about initiating change in organizations, groups, oneself and others. Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible.

____*Team Leadership*

Team leadership involves the creation of a vivid picture of its future, where it is heading and what it will stand for. The vision inspires and provides a strong sense of purpose and direction.

____*Cross-Cultural Leadership*

This form of leadership normally exists where there are various cultures in the society. This leadership has also industrialized as a way to recognize front runners who work in the contemporary globalized market.

Organizations, particularly international ones require leaders who can effectively adjust their leadership to work in different environs. Most of the leaderships observed in the United States are cross-cultural because of the different cultures that live and work there.

____*Facilitative Leadership*

Facilitative leadership is too dependent on measurements and outcomes – not a skill, although it takes much skill to master. The effectiveness of a group is directly related to the efficacy of its process. If the group is high functioning, the facilitative leader uses a light hand on the process.

____ *Laissez-faire Leadership*

Laissez-faire leadership gives authority to employees. Departments or subordinates are allowed to work as they choose with minimal or no interference.

____ *Transactional Leadership*

This is a leadership that maintains or continues the status quo. It is also the leadership that involves an exchange process, whereby followers get immediate, tangible rewards for carrying out the leader's orders. Its focus is on exchange.

____ *Coaching Leadership*

Coaching leadership involves teaching and supervising followers. A coaching leader is highly operational in setting where results/ performance require improvement. Basically, in this kind of leadership, followers are helped to improve their skills. Coaching leadership does the following: motivates followers, inspires followers and encourages followers.

____ *Charismatic Leadership*

In this leadership, the charismatic leader manifests his or her revolutionary power. Charisma does not mean sheer behavioral change. It actually involves a transformation of followers' values and beliefs.

____ *Visionary Leadership*

This form of leadership involves leaders who recognize that the methods, steps and processes of leadership are all obtained with and through people.

12. Employees need to be supervised closely, or they are not likely to do their work.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

13. Employees want to be a part of the decision-making process.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

14. In complex situations, leaders should let subordinates work problems out on their own.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

15. It is fair to say that most employees in the general population are lazy.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

16. Providing guidance without pressure is the key to being a good leader.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

17. Leadership requires staying out of the way of subordinates as they do their work.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

18. As a rule, employees must be given rewards or punishments in order to motivate them to achieve organizational objectives.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

19. Most workers want frequent and supportive communication from their leaders.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

20. As a rule, leaders should allow subordinates to appraise their own work.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

21. Most employees feel insecure about their work and need direction.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

22. Leaders need to help subordinates accept responsibility for completing their work.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

23. Leaders should give subordinates complete freedom to solve problems on their own.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

24. The leader is the chief judge of the achievements of the members of the group.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

25. It is the leader's job to help subordinates find their "passion."

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

26. In most situations, workers prefer little input from the leader.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

27. Effective leaders give orders and clarify procedures.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

28. People are basically competent and if given a task will do a good job.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

29. In general, it is best to leave subordinates alone.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

30. Do you consider your current leadership strategies to be as effective as possible?

- Yes
- No

If so, please explain why (use extra paper if needed):

31. As a leader work-life balance practices are important?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

32. Do you actively participate in work-life balance practices?

- Yes
- No

If so, please explain current practices (use extra paper if needed):

33. Do you actively promote work-life balance practices with staff?

- Yes
- No

If so, please explain current practices (use extra paper if needed):

34. As a leader collaboration is important?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

35. As a leader providing a positive environment for organizational performance is important?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

36. As a leader promoting self-efficacy, hope, resiliency and optimism in a work environment is critical to performance of a nonprofit organization?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

37. As a leader promoting mindfulness practices in a work environment is critical to performance of a nonprofit organization.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

38. Have the current leadership practices for nonprofit performance and work-life balance employed by you as a leader been effective based on your perspective?

- Yes
- No

If so, please explain how (use extra paper if needed):

Thank you for participating in this pre-survey. Please feel free to contact me, Kristen Bennett at: kristen_bennett17@mymail.eku.edu with any questions or concerns. Once the study is complete you will receive a copy of the final report.

INSPIRED POSITIVE ORGANIZATIONAL DEVELOPMENT (IPOD): THE
BENEFICIAL EFFECTS OF MINDFULNESS ON NONPROFIT ORGANIZATIONAL
LEADERSHIP

PRE-SURVEY FOR STAFF PARTICIPANTS

1. Does your leader actively practice mindfulness? If so, please stop survey. If not, continue to remaining questions for this research.

- Yes
- No

2. If you answered no, please describe what you know about mindfulness (use extra paper to answer, if needed):

3. What is your viewpoint on using mindfulness to be a more effective leader, increase nonprofit performance and work-life balance for you as a staff person (use extra paper to answer, if needed)?

4. Please describe what you hope to learn or benefit from by your leader participating in this study regarding mindfulness (use extra paper to answer, if needed)?

5. Does your leader actively practice inspired positive organizational development practices? If so, please stop survey. If not, continue to remaining questions for this research.

- Yes
- No

6. If you answered no, please describe what you know about inspired positive organizational (IPOD) scholarship (use extra paper to answer, if needed):

7. What is your viewpoint on using IPOD to be a more effective leader, increase nonprofit performance and work-life balance for you as a staff person (use extra paper to answer, if needed)?

8. Please describe what you hope to learn or benefit from by your leader participating in this study regarding IPOD (use extra paper to answer, if needed)?

9. What is your current title? _____

9b. What is your leaders name and title _____

10. How would you describe your leader in terms of leadership style? Either describe his/her style in your own words or choose one that is closest to his/her current style.

____ *Autocratic Leadership*

Autocratic leadership style is centered on the boss. In this leadership the leader holds all authority and responsibility. In this leadership, leaders make decisions on their own without consulting subordinates.

____ *Democratic Leadership*

In this leadership style, subordinates are involved in making decisions. Unlike autocratic, this leadership is centered on subordinates' contributions.

____ *Strategic Leadership Style*

Strategic leadership is one that involves a leader who is essentially the head of an organization. The strategic leader is not limited to those at the top of the organization. It is geared to a wider audience at all levels who want to create a high performance life, team or organization.

____*Transformational Leadership*

Unlike other leadership styles, transformational leadership is all about initiating change in organizations, groups, oneself and others. Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible.

____*Team Leadership*

Team leadership involves the creation of a vivid picture of its future, where it is heading and what it will stand for. The vision inspires and provides a strong sense of purpose and direction.

____*Cross-Cultural Leadership*

This form of leadership normally exists where there are various cultures in the society. This leadership has also industrialized as a way to recognize front runners who work in the contemporary globalized market.

Organizations, particularly international ones require leaders who can effectively adjust their leadership to work in different environs. Most of the leaderships observed in the United States are cross-cultural because of the different cultures that live and work there.

____*Facilitative Leadership*

Facilitative leadership is too dependent on measurements and outcomes – not a skill, although it takes much skill to master. The effectiveness of a group is directly related to the efficacy of its process. If the group is high functioning, the facilitative leader uses a light hand on the process.

____*Laissez-faire Leadership*

Laissez-faire leadership gives authority to employees. Departments or subordinates are allowed to work as they choose with minimal or no interference.

____*Transactional Leadership*

This is a leadership that maintains or continues the status quo. It is also the leadership that involves an exchange process, whereby followers get immediate, tangible rewards for carrying out the leader's orders. Its focus is on exchange.

____*Coaching Leadership*

Coaching leadership involves teaching and supervising followers. A coaching leader is highly operational in setting where results/ performance require improvement. Basically, in this kind of leadership, followers are helped to improve their skills. Coaching leadership does the following: motivates followers, inspires followers and encourages followers.

____ *Charismatic Leadership*

In this leadership, the charismatic leader manifests his or her revolutionary power.

Charisma does not mean sheer behavioral change. It actually involves a transformation of followers' values and beliefs.

____ *Visionary Leadership*

This form of leadership involves leaders who recognize that the methods, steps and processes of leadership are all obtained with and through people.

The questions below are your viewpoint on how your leader acts and thinks:

12. Your leader thinks employees need to be supervised closely, or they are not likely to do their work.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

13. Your leader thinks employees want to be a part of the decision-making process.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

14. Your leader thinks that in complex situations, leaders should let subordinates work problems out on their own.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

15. Your leader thinks that most employees in the general population are lazy.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

16. Your leader thinks providing guidance without pressure is the key to being a good leader.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

17. Your leadership requires staying out of the way of subordinates as they do their work.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

18. As a rule, your leader thinks employees must be given rewards or punishments in order to motivate you to achieve organizational objectives.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

19. Your leader thinks most workers want frequent and supportive communication from their leaders.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

20. As a rule, your leader thinks leaders should allow subordinates to appraise their own work.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

21. Your leader think most employees feel insecure about their work and need direction.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

22. Your leader thinks leaders need to help subordinates accept responsibility for completing their work.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

23. Your leader thinks subordinates should have complete freedom to solve problems on their own.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

24. Your leader thinks the leader is the chief judge of the achievements of the members of the group.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

25. Your leader thinks it is the leader's job to help subordinates find their "passion."

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

26. Your leader thinks that in most situations, workers prefer little input from the leader.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

27. Your leader thinks effective leaders give orders and clarify procedures.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

28. Your leader thinks people are basically competent and if given a task will do a good job.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

29. Your leader thinks in general, it is best to leave subordinates alone.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

30. Do you consider your leaders current leadership strategies to be as effective as possible?

- Yes
- No

If so, please explain why (use extra paper if needed):

31. Your leader thinks work-life balance practices are important?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

32. Do you actively participate in work-life balance practices promoted by your leader?

- Yes
- No

If so, please explain current practices (use extra paper if needed):

33. Does your leader actively promote work-life balance practices with staff?

- Yes
- No

If so, please explain current practices (use extra paper if needed):

34. Your leader thinks collaboration is important?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

35. Your leader thinks providing a positive environment for organizational performance is important?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

36. Your leader thinks promoting self-efficacy, hope, resiliency and optimism in a work environment is critical to performance of a nonprofit organization?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

37. Your leader thinks promoting mindfulness practices in a work environment is critical to performance of a nonprofit organization?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

38. Have the current leadership practices for nonprofit performance and work-life balance employed by your leader been effective based on your perspective?

- Yes
- No

If so, please explain how (use extra paper if needed):

Thank you for participating in this pre-survey. Please feel free to contact me, Kristen Bennett at: kristen_bennett17@mymail.eku.edu with any questions or concerns. Once the study is complete you will receive a copy of the final report.

APPENDIX D:

Post-Surveys

INSPIRED POSITIVE ORGANIZATIONAL DEVELOPMENT (IPOD): THE
BENEFICIAL EFFECTS OF MINDFULNESS ON NONPROFIT ORGANIZATIONAL
LEADERSHIP

POST-SURVEY FOR LEADERSHIP PARTICIPANTS

1. Do you agree that practicing mindfulness has been beneficial to your leadership actions by making you a more effective leader?

- Yes
- No

2. How do you feel that mindfulness training has helped you improve your previous leadership abilities?

3. Now that you have participated in mindfulness training, please describe what you know about mindfulness (use extra paper to answer, if needed):

4. What is your viewpoint on using mindfulness to be a more effective leader (use extra paper to answer, if needed)?

5. Please describe what you learned or benefited from by participating in this study (use extra paper to answer, if needed)?

6. Do you agree that actively practicing inspired positive organizational development has been beneficial to your leadership actions?

- Yes
- No

7. Now that you have participated in mindfulness training, please describe what you know about inspired positive organizational (IPOD) scholarship (use extra paper to answer, if needed):

8. What is your viewpoint on using IPOD to be a more effective leader (use extra paper to answer, if needed)?

9. Please describe what you learned or how you benefited from participating in this study regarding IPOD and Mindfulness (use extra paper to answer, if needed)?

10. Please describe how you obtained beneficial effects of practicing IPOD and mindfulness through IPOD and mindfulness training and increased leadership effectiveness, nonprofit performance and work-life balance practices based on their perception (use extra paper, if needed)?

11. Did nonprofit performance increase during 21 day period of IPOD and mindfulness training?

- Yes
- No

If yes, Please explain (use extra paper, if needed):

12. Based on your perception, did leadership effectiveness and work-life balance practices improve during 21 day period of IPOD and mindfulness training?

- Yes
- No

If yes, Please explain (use extra paper, if needed):

13. How would you describe yourself in terms of leadership style now that you garnered mindfulness and innovation-inspired positive organizational development training? Choose one that is closest to your current style.

____ *Autocratic Leadership*

Autocratic leadership style is centered on the boss. In this leadership the leader holds all authority and responsibility. In this leadership, leaders make decisions on their own without consulting subordinates.

____ *Democratic Leadership*

In this leadership style, subordinates are involved in making decisions. Unlike autocratic, this leadership is centered on subordinates' contributions.

____ *Strategic Leadership Style*

Strategic leadership is one that involves a leader who is essentially the head of an organization. The strategic leader is not limited to those at the top of the organization. It is geared to a wider audience at all levels who want to create a high performance life, team or organization.

____ *Transformational Leadership*

Unlike other leadership styles, transformational leadership is all about initiating change in organizations, groups, oneself and others. Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible.

____*Team Leadership*

Team leadership involves the creation of a vivid picture of its future, where it is heading and what it will stand for. The vision inspires and provides a strong sense of purpose and direction.

____*Cross-Cultural Leadership*

This form of leadership normally exists where there are various cultures in the society. This leadership has also industrialized as a way to recognize front runners who work in the contemporary globalized market.

Organizations, particularly international ones require leaders who can effectively adjust their leadership to work in different environs. Most of the leaderships observed in the United States are cross-cultural because of the different cultures that live and work there.

____*Facilitative Leadership*

Facilitative leadership is too dependent on measurements and outcomes – not a skill, although it takes much skill to master. The effectiveness of a group is directly related to the efficacy of its process. If the group is high functioning, the facilitative leader uses a light hand on the process.

____*Laissez-faire Leadership*

Laissez-faire leadership gives authority to employees. Departments or subordinates are allowed to work as they choose with minimal or no interference.

____*Transactional Leadership*

This is a leadership that maintains or continues the status quo. It is also the leadership that involves an exchange process, whereby followers get immediate, tangible rewards for carrying out the leader's orders. Its focus is on exchange.

____*Coaching Leadership*

Coaching leadership involves teaching and supervising followers. A coaching leader is highly operational in setting where results/ performance require improvement. Basically, in this kind of leadership, followers are helped to improve their skills. Coaching leadership does the following: motivates followers, inspires followers and encourages followers.

____*Charismatic Leadership*

In this leadership, the charismatic leader manifests his or her revolutionary power. Charisma does not mean sheer behavioral change. It actually involves a transformation of followers' values and beliefs.

____*Visionary Leadership*

This form of leadership involves leaders who recognize that the methods, steps and processes of leadership are all obtained with and through people.

14. Do you consider your new leadership practices to be as effective as possible?

- Yes
- No

15. Did you practice mindfulness and IPOD regularly now? If so, how often?

16. In future how likely are you to use any of the practices you have learned in training?

- Very likely
- Likely
- Not likely

Please explain why

17. Which benefits you perceive have you experienced from this training?

- _ Stress reduction
- _ Hope
- _ Reduction in anger
- _ Optimism
- _ Making decisions more effectively
- _ Resiliency
- _ Increase sleep
- _ Improved focus
- _ Increased organizational performance
- _ Perceived increased leadership effectiveness
- _ Increased work-life balance for self
- _ Increased work-life balance for staff
- _ Increased self-efficacy
- _ None of the above

18. What is your viewpoint on using mindfulness to be a more effective leader, increase nonprofit performance and work-life balance for you and your staff (use extra paper to, if needed)?

19. Please describe what you hope to learn or benefit from by participating in this study regarding mindfulness (use extra paper to answer, if needed)?

20. Do you actively practice positive organizational development and mindfulness practices? If so, please explain below:

- Yes
- No

If yes, please describe what you know about inspired positive organizational (IPOD) scholarship and mindfulness (use extra paper to answer, if needed):

21. What is your viewpoint on using IPOD to be a more effective leader, increase nonprofit performance and work-life balance for you and your staff (use extra paper to answer, if needed)?

22. As a leader work-life balance practices are important?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

23. Do you actively participate in work-life balance practices?

- Yes
- No

If so, please explain current practices (use extra paper if needed):

24. Do you actively promote work-life balance practices with staff?

- Yes
- No

If so, please explain current practices (use extra paper if needed):

25. As a leader collaboration is important?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

26. As a leader providing a positive environment for organizational performance is important?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

27 As a leader promoting self-efficacy, hope, resiliency and optimism in a work environment is critical to performance of a nonprofit organization?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

28. As a leader promoting mindfulness practices in a work environment is critical to performance of a nonprofit organization?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

29. Have the new leadership practices from training increased your leadership effectiveness, nonprofit performance and work-life balance based on your perspective?

- Yes
- No

If so, please explain how (use extra paper if needed):

30. Any other comments



Thank you for participating in this survey. Please feel free to contact me, Kristen Bennett at: kristen_bennett17@mymail.eku.edu with any questions or concerns. Once the study is complete you will receive a copy of the final report.

INSPIRED POSITIVE ORGANIZATIONAL DEVELOPMENT (IPOD): THE
BENEFICIAL EFFECTS OF MINDFULNESS ON NONPROFIT ORGANIZATIONAL
LEADERSHIP

POST-SURVEY FOR STAFF PARTICIPANTS

1. Do you agree that practicing mindfulness has been beneficial to your leader's actions?

- Yes
- No

2. How do you feel that mindfulness training has helped your leader improve his/her previous leadership abilities?

3. Now that your leader has participated in mindfulness training, please describe what you know about mindfulness (use extra paper to answer, if needed):

4. What is your viewpoint on using mindfulness to be a more effective leader (use extra paper to answer, if needed)?

5. Please describe what you learned or benefited from by your leader participating in this study (use extra paper to answer, if needed)?

6. Do you agree that actively practicing inspired positive organizational development has been beneficial to your leader's actions?

- Yes
- No

7. Now that your leader has participated in mindfulness training, please describe what you know about inspired positive organizational (IPOD) scholarship (use extra paper to answer, if needed):

8. What is your viewpoint on using IPOD to be a more effective leader (use extra paper to answer, if needed)?

9. Please describe what you learned or how you benefited from your leader participating in this study regarding IPOD and Mindfulness (use extra paper to answer, if needed)?

10. Please describe how you obtained beneficial effects of your leader practicing IPOD and mindfulness through IPOD and mindfulness training and increased leadership effectiveness, nonprofit performance and work-life balance practices based on your perception (use extra paper, if needed)?

11. Did nonprofit performance increase during 21 day period of IPOD and mindfulness training?

- Yes
- No

If yes, Please explain (use extra paper, if needed):

12. Based on your perception, did leadership effectiveness and work-life balance practices improve during 21 day period of IPOD and mindfulness training?

- Yes
- No

If yes, Please explain (use extra paper, if needed):

13. How would you describe your leader's leadership style in terms of leadership style now that your leader garnered mindfulness and innovation-inspired positive organizational development training? Choose one that is closest to his/her current style.

____ *Autocratic Leadership*

Autocratic leadership style is centered on the boss. In this leadership the leader holds all authority and responsibility. In this leadership, leaders make decisions on their own without consulting subordinates.

____ *Democratic Leadership*

In this leadership style, subordinates are involved in making decisions. Unlike autocratic, this leadership is centered on subordinates' contributions.

____ *Strategic Leadership Style*

Strategic leadership is one that involves a leader who is essentially the head of an organization. The strategic leader is not limited to those at the top of the organization. It is geared to a wider audience at all levels who want to create a high performance life, team or organization.

____ *Transformational Leadership*

Unlike other leadership styles, transformational leadership is all about initiating change in organizations, groups, oneself and others. Transformational leaders motivate others to do more than they originally intended and often even more than they thought possible.

Team Leadership

Team leadership involves the creation of a vivid picture of its future, where it is heading and what it will stand for. The vision inspires and provides a strong sense of purpose and direction.

Cross-Cultural Leadership

This form of leadership normally exists where there are various cultures in the society. This leadership has also industrialized as a way to recognize front runners who work in the contemporary globalized market.

Organizations, particularly international ones require leaders who can effectively adjust their leadership to work in different environs. Most of the leaderships observed in the United States are cross-cultural because of the different cultures that live and work there.

Facilitative Leadership

Facilitative leadership is too dependent on measurements and outcomes – not a skill, although it takes much skill to master. The effectiveness of a group is directly related to the efficacy of its process. If the group is high functioning, the facilitative leader uses a light hand on the process.

Laissez-faire Leadership

Laissez-faire leadership gives authority to employees. Departments or subordinates are allowed to work as they choose with minimal or no interference.

____*Transactional Leadership*

This is a leadership that maintains or continues the status quo. It is also the leadership that involves an exchange process, whereby followers get immediate, tangible rewards for carrying out the leader's orders. Its focus is on exchange.

____*Coaching Leadership*

Coaching leadership involves teaching and supervising followers. A coaching leader is highly operational in setting where results/ performance require improvement. Basically, in this kind of leadership, followers are helped to improve their skills. Coaching leadership does the following: motivates followers, inspires followers and encourages followers.

____*Charismatic Leadership*

In this leadership, the charismatic leader manifests his or her revolutionary power. Charisma does not mean sheer behavioral change. It actually involves a transformation of followers' values and beliefs.

____*Visionary Leadership*

This form of leadership involves leaders who recognize that the methods, steps and processes of leadership are all obtained with and through people.

14. Do you consider your leaders new leadership practices to be as effective as possible?

- Yes
- No

15. Do you perceive your leader practices mindfulness and IPOD regularly now? If so, how often?

16. In future how likely do you perceive your leader will use any of the practices you have learned in training?

- Very likely
- Likely
- Not likely

Please explain why

17. Which benefits you perceive have you experienced from your leader participating in this training?

- Stress reduction
- Hope
- Reduction in anger
- Optimism
- Making decisions more effectively
- Resiliency
- Increase sleep
- Improved focus
- Increased organizational performance
- Perceived increased leadership effectiveness
- Increased work-life balance for you as a staff person
- Increased self-efficacy
- None of the above

18. What is your viewpoint on using mindfulness to be a more effective leader, increase nonprofit performance and work-life balance for you as a staff (use extra paper to answer, if needed)?

19. Please describe what you learned or benefited from as a staff person by your leader participating in this study regarding mindfulness (use extra paper to answer, if needed)?

20. Does your leader actively practice positive organizational development and mindfulness practices? If so, please explain below:

- Yes
- No

If yes, please describe what you know about inspired positive organizational (IPOD) scholarship and mindfulness (use extra paper to answer, if needed):

21. What is your viewpoint on using IPOD to be a more effective leader, increase nonprofit performance and work-life balance for you as a staff person (use extra paper to answer, if needed)?

22. As a staff person work-life balance practices are important?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

23. Do you actively participate in work-life balance practices?

- Yes
- No

If so, please explain current practices (use extra paper if needed):

24. Does your leader actively promote work-life balance practices with his/her staff?

- Yes
- No

If so, please explain current practices (use extra paper if needed):

25. Your leader promotes collaboration as important?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

26. Your leader provides a positive environment for organizational performance?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

27 Your leader promotes self-efficacy, hope, resiliency and optimism in a work environment as critical to performance of a nonprofit organization?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

28. Your leader promotes mindfulness practices in a work environment as critical to performance of a nonprofit organization.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

29. Have the new leadership practices from training increased your leader's effectiveness, nonprofit performance and work-life balance based on your perspective?

- Yes
- No

If so, please explain how (use extra paper if needed):

30. Any other comments



Thank you for participating in this survey. Please feel free to contact me, Kristen Bennett at: kristen_bennett17@mymail.eku.edu with any questions or concerns. Once the study is complete you will receive a copy of the final report.

APPENDIX E:
Randomizer List

List Randomizer

There were 470 items in your list. Here they are in random order:

1. Assurance
2. The Center for Courageous Kids
3. People's Clinic Foundation, Inc.
4. St. Vincent de Paul Community Pharmacy dba Faith Community Pharmacy
5. Devou Properties
6. Barren River Animal Welfare Association
7. CASA of Ohio Valley
8. Jessamine County Food Pantry
9. Garrard County Chamber of Commerce
10. Southeast Education Foundation
11. Frontier Housing
12. Circuit Clerks Trust for Life, Inc.
13. Lexington Children's Theatre
14. Frankfort Area Chamber of Commerce
15. Kentucky Coalition of Nurse Practitioners & Nurse Midwives
16. Lexington History Museum
17. Murray-Calloway Economic Development Corporation
18. Kids Center for Pediatric Therapies
19. The Shine House
20. Cowan Community Action Group, Inc.
21. Friends of the Lost River, Inc/Lost River Cave
22. Family Services Association of Boyle County
23. United Way of Mason County
24. Visually Impaired Preschool Services, Inc.
25. St. Vincent Mission, Inc.
26. Kentucky and Southern Indiana Stroke Association (dba Kentuckiana Stroke Association)
27. Council on Licensure Enforcement and Regulation Inc
28. Christian County Chamber of Commerce
29. Broadway United Methodist Church
30. Gateway Community Action Agency
31. Audubon Area Community Services, Inc.
32. Children's Alliance
33. St. John Center, Inc
34. GRRAND
35. Blue Grass Community Action Partnership
36. GFoundation
37. Humane Society of Oldham County
38. Felix E. Martin Jr. Foundation
39. United States Hunter Jumper Association, Inc.

40. Kentucky Chamber of Commerce
41. Oak Hill Baptist Church
42. Friend for Life Cancer Support Network
43. Matthew 25 AIDS Services
44. Jubilee Jobs of Lexington
45. Central Kentucky Youth Orchestra Society
46. Ministering to Single Moms
47. Hugh Edward Sandefur Training Center
48. Central Music Academy
49. Kentucky Primary Care Association
50. Junior Achievement of Kentuckiana, Inc.
51. CASA of the Heartland
52. Asphalt Institute, Inc.
53. Behringer-Crawford Museum
54. Bluegrass GreenSource
55. Community Action of Southern Kentucky, Inc.
56. Together Frankfort
57. Good News Homes
58. Assisting Better Living Everywhere, Inc.
59. Kidney Health Alliance of Kentucky
60. The Cralle Foundation, Inc.
61. Henry Clay Memorial Foundation
62. National Council of Nonprofits
63. Heart of Danville, Inc.
64. Community Outreach Inc
65. Kentucky Health Justice Network
66. Fayette County Farm Bureau Education Foundation
67. The Toy Chest Children's Charity
68. Covington Partners
69. Kentucky Home Birth Coalition
70. Kentucky Old Time Music Incorporated
71. Kentucky Nonprofit Network
72. Aviation Museum of Kentucky
73. Kentucky Senior Living Association
74. Life Learning Center
75. Come-Unity Cooperative Care
76. Kentucky Guild of Artists and Craftsmen
77. ACLU of Kentucky
78. Kentucky Association for Academic Competition
79. Emergency Shelter of Northern Kentucky
80. Centerstone Kentucky
81. Homeless and Housing Coalition of Kentucky
82. Opportunity for Work & Learning
83. Lyric Theatre

84. Rapha Ministries, Inc.
85. Henderson Area Arts Alliance
86. Jewish Federation of the Bluegrass
87. CASA of the Bluegrass
88. Community Coordinated Child Care, Inc.
89. Kentucky World Trade Center Lexington, Inc.
90. Blue Grass Community Foundation
91. Bluegrass Land Conservancy
92. Horizon Community Funds of Northern Kentucky
93. Christian Appalachian Project
94. Love the Hungry, Inc.
95. Central Kentucky Community Foundation
96. Equine Land Conservation Resource
97. Bluegrass Pug Rescue, Inc.
98. The Point/Arc of Northern Kentucky and Greater Cincinnati
99. Danville Library
100. Paralyzed Veterans of America - Kentucky Indiana Chapter
101. People Helping People
102. New Beginnings Bluegrass, Inc.
103. Kentucky School Boards Association
104. Kentucky Humanities
105. Wendell Foster's Campus for Developmental Disabilities
106. Wilderness Trace Child Development Center
107. Appalachian Artisan Center of Kentucky, Inc.
108. Association of Independent Kentucky Colleges & Universities, Inc.
109. Hardin County Habitat for Humanity
110. Teach For America – Appalachia
111. Girl Scouts of Kentucky's Wilderness Road Council, Inc.
112. Saint James Catholic Church
113. Lexington Rescue Mission
114. Save the Grand Theatre, Inc.
115. Kentucky Psychological Association Foundation
116. iTNBluegrass
117. Bluegrass Council of the Blind, Inc.
118. GreenHouse17
119. Learning Disabilities Association of Kentucky
120. Surgery on Sunday
121. Shirley's Way
122. Hindman Settlement School
123. Morehead/Rowan Chamber of Commerce
124. KORE Academy
125. Kentucky Oil & Gas Association
126. Barren River Area Children's Advocacy Center
127. Louisville Grows

128. Nazareth Literary & Benevolent Institution
129. My Purple Friends Epilepsy Awareness
130. Sustainable Business Ventures Corporation
131. Sisohpromatem Art Foundation, Inc.
132. Mountain Association for Community Development (MACED)
133. Accutran Industries
134. Child Watch Counseling and Advocacy Center
135. Ashland Community Kitchen
136. Lexington Community Radio
137. Gallery on the Square
138. Pine Mountain Settlement School +++
139. Susan G. Komen Kentucky
140. Big Brothers Big Sisters of the Bluegrass
141. Oldham County Educational Foundation, Inc.
142. Brighton Center, Inc.
143. Bluegrass Tomorrow, Inc.
144. Children's Advocacy Center of the Bluegrass
145. Kentucky S.A.V.E, Inc.
146. JAG Kentucky
147. Foundation for Appalachian Kentucky
148. Kentucky Horse Council
149. Lexington Hearing and Speech Center
150. Delta Dental of Kentucky
151. C.E. and S. Foundation, Inc
152. Friedell Committee for Health System Transformation
153. Camp Hendon
154. Thoroughbred Charities of America (TCA)
155. Kentucky Association of Food Banks
156. LeadingAge Kentucky
157. New Beginnings Sexual Assault Support Services
158. Lexington Leadership Foundation
159. Mission Lexington
160. Hopkins County Community Clinic
161. The Garden Club of Kentucky, Inc.
162. Kentucky Colonels
163. Colorado State Patrol Family Foundation DBA Kentucky Safe Driver
164. Hildegard House
165. Baby Health Service, Inc.
166. Kentucky Association for Environmental Education
167. Nonprofit Leadership Studies Program, Murray State University
168. Kentucky Equine Humane Center
169. Kids Cancer Alliance
170. Kentucky Center for Agriculture and Rural Development
171. Kentucky Purchasing Cooperatives

172. Elizabeth's Village
173. Jarrett's Joy Cart
174. Lexington Philharmonic Society
175. Isaiah House, Inc.
176. The Well of Lexington
177. Friends of Boone County Arboretum, Inc.
178. Jewish Community of Louisville, Inc
179. Raptor Rehabilitation of Kentucky, Inc.
180. New Opportunity School for Women
181. Feeding America, Kentucky's Heartland
182. Louisville Independent Business Alliance
183. VSA Kentucky
184. Purchase Area Sexual Assault & Children's Advocacy Center
185. Kentucky Pharmacists Association
186. Strive, Inc.Dress for Success Lexington
187. Girl2Girl Inc.
188. Society of St. Vincent de Paul - Northern Kentucky
189. Brass, Inc.
190. Maker's Mark Secretariat Center
191. Winchester-Clark County Chamber of Commerce
192. No Kill Louisville
193. Simon House, Inc.
194. Kentucky Youth Advocates
195. Partners In Education
196. Lighthouse Ministries, Inc.
197. GleanKY
198. Markey Cancer Foundation
199. United States Pony Clubs, Inc.
200. First Missionary Baptist Church
201. Kosair Charities
202. Kentucky Historical Society
203. Southeastern KY Rehabilitation Industries (SEKRI)
204. St. Matthews Area Ministries
205. Grace Cafe, Inc.
206. KCTCS
207. Catholic Diocese of Owensboro - Office of Social Concerns
208. Arbor Youth Services, Inc.
209. Habitat for Humanity of Madison County & Clark County
210. Kerrington's Heart
211. His House Ministries
212. Foundation for a Healthy Kentucky
213. Old Friends, Inc.
214. Shelter of Hope, Inc.
215. Kentucky/Tennessee Section of American Water Works Association

216. Kentucky Partnership for Families & Children, Inc.
217. Kentucky Opera
218. The Carnegie Center for Literacy and Learning
219. American Saddlebred Horse Association
220. CASA by the Lakes
221. Urban League of Lexington-Fayette County
222. Moveable Feast Lexington
223. God's Pantry Food Bank
224. NUBPL Foundation
225. Explorium of Lexington
226. Kentucky Association for Economic Development
227. Kentucky Gateway Museum Center
228. Christian Care Communities
229. Kentucky Conservation Foundation
230. Franklin County Humane Society, Inc.
231. Interchurch Organization / Henry Hosea House
232. LexArts
233. Fayette Cooperating Preschool
234. Friends of the Bell County Animal Shelter
235. Kentucky Alliance of Boys & Girls Clubs
236. Breckinridge-Grayson Programs, Inc.
237. Leadership Louisville Center
238. Passport Health Plan
239. NAMI Kentucky
240. AMEN House
241. The Plantory
242. Sarah's Place Women's Resource Center
243. The Mary E. Wharton Nature Sanctuary at Floracliff
244. Riverview at Hobson Grove
245. Pride Community Services Organization
246. Market House Theatre of Paducah Kentucky Inc.
247. The Living Arts and Science Center
248. The Bridge to Recovery
249. Leslie Knott Letcher Perry Community Action Council, Inc.
250. Kentucky Society of CPAs
251. Tweens Nutrition and Fitness Coalition
252. Ampersand Sexual Violence Resource Center (formerly Bluegrass Rape Crisis Center)
253. Kentucky Home Care Association
254. Judi's Place for Kids, Inc.
255. Thoroughbred Owners and Breeders Association (TOBA)
256. CURE KY Kids, Inc.
257. Silverleaf Sexual Trauma Recovery Services
258. Northern Kentucky Urban & Community Forestry Council

259. Masonic Homes of Kentucky, Inc.
260. Lexington Community Land Trust
261. Lexington Habitat for Humanity, Inc.
262. Great American Brass Band Festival
263. Kentucky Equal Justice Center
264. The Center for Rural Development
265. Mentoring Plus, Inc.
266. Bluegrass.org
267. Children's Montessori School of Georgetown
268. Kentucky Coalition Against Domestic Violence
269. UMCFood Ministry
270. Be That Person Inc.
271. Clark County Homeless Coalition
272. CASA of Madison County, Inc.
273. Gateway Regional Arts Center
274. Helping Hand of Hope
275. Turning Point Domestic Violence Services, Inc.
276. Eastern Kentucky Pride
277. Women's Global Cancer Alliance
278. Supporting Heroes
279. AIDS Volunteers, Inc.
280. PFLAG Central Kentucky
281. Hosparus Health
282. Compass-Kentucky, Inc.
283. Northern Kentucky Community Action Commission, Inc.
284. Master Provisions
285. Community Action Council for Lexington- Fayette, Bourbon, Harrison and Nicholas Counties
286. Kentucky Diabetes Network, Inc.
287. Warm Blessings
288. Making a Difference Now
289. Council On Developmental Disabilities
290. National Corvette Museum
291. OneWest
292. Danville - Boyle County Humane Society
293. Appalachian Pregnancy Care Center
294. Kentucky Railway Museum
295. Kentucky Waterways Alliance
296. Community Ventures Corporation
297. Women's Crisis Center
298. Kentucky Rural-Urban Exchange
299. ArtsBridge
300. Kentucky Lions Eye Foundation, Inc.
301. Kentucky Chamber of Commerce Executives

302. Teach Kentucky
303. Community Catholic Center
304. Baptist Health Foundation Richmond
305. Kentucky School for the Blind Charitable Foundation
306. Kentucky Rural Health Association
307. Flashback Theater Co.
308. Guthrie Opportunity Center Foundation
309. Sayre Christian Village
310. Mental Health America of Kentucky
311. Operation PRIDE, Inc.
312. Gateway Homeless Coalition, Inc.
313. Lexington Chamber Chorale
314. God's Food Pantry
315. Racing Officials Accreditation Program
316. Community Arts Center
317. Fed with Faith, Inc.
318. Ovarian Awareness of KY
319. Girls on the Run of Central Kentucky
320. Ronald McDonald House Charities of Kentuckiana, Inc.
321. Owensboro Symphony Orchestra, Inc.
322. Primate Rescue Center
323. Animal Care Society
324. ARC of Kentucky, Inc.
325. The Gladys Project
326. Clark County Community Services
327. Kentucky CASA Network
328. Eastern Sober Living House
329. Appalachian Roots
330. Blue Grass Farms Charities
331. Woodford Theatre
332. Central KY Riding for Hope
333. Kentucky PTA
334. Kentucky Reading Association
335. Supplies Over Seas
336. The Prichard Committee for Academic Excellence
337. Lexington Fair Housing Council
338. Lexington Art League
339. Kentucky CancerLink
340. Ronald McDonald House Charities of the Bluegrass
341. Hopewell Museum
342. Red Bird Mission
343. Leadership Kentucky Foundation
344. Family & Children's Place
345. ALS Association of Kentucky

346. Georgetown/Scott County Chamber of Commerce
347. The Plantory
348. Helping Hands of Greenup County
349. Friends and Vets Helping Pets
350. Homeless Intervention Services Company Inc.
351. Mildred V Horn Foundation
352. Americana Community Center, Inc.
353. Kentucky Habitat for Humanity
354. Commonwealth Council on Developmental Disabilities
355. Prevent Child Abuse Kentucky
356. Hope's Embrace
357. United Way of Kentucky
358. Advocacy Action Network
359. CASA of Lexington
360. Parkinson's International Foundation
361. The Gene Duffy Foundation
362. Seedleaf
363. Innovation Arts Academy, Inc.
364. Kentucky Horse Park Foundation
365. Bluegrass Youth Ballet
366. Child Care Council of Kentucky, Inc.
367. Stephen Foster Drama Association, Inc.
368. Voices Of Hope - Lexington, Inc.
369. Fund for the Arts
370. 801 Corporate Drive
371. Bob Brown House
372. Association of State Dam Safety Officials, Inc.
373. Center for Nonprofit Excellence
374. D.O.V.E.S. of Gateway, Inc.
375. World Missions and Evangelism, Inc.
376. Christian Social Services, Inc.
377. CASA of Hopkins, Webster and Crittenden Counties
378. Xclusive Basketball
379. Lexington Public Library Foundation
380. Boone County CASA
381. Affordable Energy Corporation
382. Operation UNITE
383. Franklin County Council on Aging
384. Kentucky Resources Council, Inc.
385. FEAT of Louisville
386. Japan/America Society of Kentucky
387. Safe Haven Equine Ministries
388. CHES Solutions Group
389. Nursing Home Ombudsman Agency of the Bluegrass

390. International Book Project
391. Freestore Foodbank, Inc.
392. Golden Harvest Village
393. Harlan County Boys and Girls Club
394. Community Farm Alliance
395. The Lexington Cancer Foundation
396. Women Leading Kentucky
397. Housing Assistance and Development Services, Inc.
398. The Greater Clark Foundation
399. Mission Hope for Kids, Inc.
400. Lovesome Stables Equitherapy
401. KCEOC Community Action Partnership
402. Ray and Kay Eckstein Charitable Trust
403. New Directions Housing Corporation
404. Kentucky Council of Churches
405. Camp Horsin' Around
406. Rose Mary C. Brooks Place
407. Baker Hunt Arts & Cultural Center
408. CASA of Northeast Kentucky Inc.
409. CASA of the River Region
410. National Association of State Boating Law Administrators, Inc.
411. Zoom Group
412. Kentucky Network for Development, Leadership & Engagement
413. Community Health Clinic
414. Goodwill Industries of Kentucky
415. Growing Together Preschool, Inc.
416. AppalRed Legal Aid
417. Mountain Comprehensive Care Center
418. The Berry Center
419. Kentucky Heartwood Inc
420. Mom's Closet Resource Center
421. International Dyslexia Association Kentucky
422. Steele-Reese Foundation
423. Lady Veterans Connect
424. Golden Retriever Rescue & Adoption of Needy Dogs (GRRAND)
425. Bethany House Abuse Shelter, Inc.
426. Northern Kentucky University -Scripps Howard Center for Civic Engagement
427. Family Enrichment Center
428. Step By Step, INC.
429. Easter Seals Cardinal Hill
430. Phi Eta Sigma National Honor Society
431. Kentucky Organ Donor Affiliates
432. NAMI Lexington (National Alliance on Mental Illness)
433. Food Pantry for Woodford County, Inc.

434. Kentucky River Foothills Development Council, Inc.
435. Healing Reins Therapeutic Riding
436. Maryhurst
437. Laurel County Adult Education
438. Orphan Voice
439. Kentucky School Plant Managers Association
440. Kentucky Voices for Health
441. Down Syndrome Association of Central Kentucky, Inc.
442. Urban Partnership of Covington
443. Kentucky Association of Sexual Assault Programs
444. James Graham Brown Foundation
445. Kentucky Optometric Association
446. CASA for Bracken, Fleming and Mason Counties
447. North Limestone Community Development Corporation
448. The Nest: Center for Women, Children & Families
449. Prodigal Ministries, Inc.
450. Special Olympics Kentucky
451. National Christian Foundation
452. Redwood School & Rehabilitation Center, Inc.
453. Chrysalis House, Inc.
454. Benton Family Farm, Inc.
455. New Beginnings of Winchester
456. Southern Tier Housing Corporation
457. Sustainable Berea
458. Bluegrass Sports Commission, Inc.
459. Graves County Child Advocacy Program, Inc.
460. Catholic Charities of the Diocese of Lexington
461. Franklin County Women and Family Shelter
462. Franklin Simpson Educational Excellence Foundation
463. Life Adventure Center of the Bluegrass
464. Radio Eye, Inc.
465. Community Action Kentucky
466. Exploited Children's Help Organization
467. Heartland Worship Center
468. FoodChain Inc.

APPENDIX F:

Resume

Kristen BENNETT, MBA, CFRE ®

5265 Standing Oak Ln, Rockwall, TX 75032

Cell: (859) 626-2744

Email: kristenobennett@gmail.com

SUMMARY

Accomplished CFRE ® fundraising executive with over 21 years of documented success securing six to eight figure major commitments and leading comprehensive campaigns that lead to long-term organizational and mission driven success.

Work Experience

2015 – Present VP of Institutional Advancement/Executive Director of the TVCC

Foundation

Trinity Valley Community College (Athens, TX)

Responsibilities & Accomplishments

- Oversee all aspects of the Institutional Advancement department of eleven staff and the TVCC Foundation (as the sole professional fundraiser) which includes: Marketing and Communications, Alumni Relations, Public Information, Sports Information, Media Services, Grants, Scholarships and Development to provide financial support to Trinity Valley Community College's seven campus system and budget of \$48.4MM;
- Increased private support from \$15,223 FY 2015 to \$1,730, 435 in FY2018: a 11,267.2.% increase in funding; Raised \$1,345,103 thus far in FY19. Spend 0.06 for every dollar raised.
- Implemented new, strategic donor, alumni, community and student centric engagement activities and moves management strategies;
- Started first Women's Giving Circle (LIVE) and Hispanic Initiative

- Created 38 new non-endowed and endowed scholarships totaling over \$3MM and increased scholarship awards by 308% from \$62,991 awarded in scholarships in 2015 to \$257,502 in 2019
- Provided major gift funding for capital projects like:
 - Clock Tower
 - New Pauline Knight Perkins Auditorium Renovations
 - The New Fitness Center
 - The Renovated Gym
- Instituted four new and innovative engagement events and fundraising campaigns;
- Developed first strategic fundraising plan for the Foundation, Institutional Advancement department and systemwide from infrastructure audit findings;
- Serve on Executive Cabinet and President's Council;
- Developed and implemented a 12-pt metrics-based performance management system that included moves management plans for all top individual and corporate prospects;
- Increased grant funding by \$4.92MM since 2015;
- Manage \$6,333,819MM endowment, its investments and policies;
- Rebuilding infrastructure of Foundation operations for first comprehensive campaign;
- Established new CRM database;
- Co-Revitalized brochures, valley magazine, campus beautification (banners, light pole flags, event blades) and implemented new responsive and mobile friendly website;
- Expanded Foundation Board by 7 diverse members to 24 to date;

2014 – 2015 Vice President for Advancement

Saint Catherine College (Closed) (St. Catharine, KY)

Responsibilities & Accomplishments

- Oversaw all aspects of the Advancement department and the SCC Foundation which supported the Saint Catherine College budget of \$19.8MM;
- Supervised a Director of Alumni Relations and Events, Director of Marketing and Communications, Development Associates, Director of Development and Grant Writer;
- Lead first fundraising campaign that raised \$1.6MM in six months;
- Created first strategic fundraising plan and re-branding initiative;

2013 – 2014 Director of Development

Eastern Kentucky University (Richmond, KY)

Responsibilities & Accomplishments

- Served as a staff member for ECU Foundation Board and Finance Committee, which managed Eastern Kentucky University's \$61MM endowment;
- Successfully solicited comprehensive campaign commitments totaling \$4MM;
- Collaboratively designed and implemented a comprehensive planned giving program that resulted in four, new testamentary commitments totaling more than \$12 MM that culminated in 2015-2017;
- Fundraising liaison to 8 academic colleges, the ECU-Kentucky Innovation Network and SBDC, Business and Technology Accelerator, CEDET and the university president;
- Collaboratively conducted comprehensive overhaul of gift societies and donor recognition programs that encourage leadership giving;

2012 – 2013 Development Officer/Executive Director of the Lexington Public Library

Foundation

Lexington Public Library (Lexington, KY)

Responsibilities & Accomplishments

- Developed all fundraising campaigns, grants and events yielding \$375K in less than a year;
- Created LPL Foundations first strategic fundraising plan;
- Developed new fundraising, organizational development, special events, and board development training for all seven branches;

2009 – 2012 Director of Development/Grant Writer

Habitat for Humanity International (Lexington, KY/Louisville, KY)

Responsibilities & Accomplishments

- Developed all fundraising campaigns and managed fee for service program for 51 Kentucky Habitat affiliates in (approximately 1,100 staff and 600 Board Members) that yielded over \$100MM in funding;
- Authored over 35 federal, state and private grants per year, yielding over \$9MM;

- Developed all fundraising, advocacy, organizational development, disaster relief and board development training curriculum for all 51 Kentucky Habitat affiliates, which contributed to an internal metric increase of capacity for each affiliate;
- Authored federal, private and state grants for LHFH totaling on average \$3M per year.

2008 – 2009 Development Officer

Frontier Nursing University (Formerly FNS-Closed) (Lexington, KY)

Responsibilities & Accomplishments

- Responsible for all aspects of fund development operation;
- Collaboratively created the first strategic fundraising plan;
- Authored and awarded \$4MM HRSA grant proposal;
- Implemented state registration system;

2005 – 2008 Planned/Major Gift Officer

Christian Appalachian Project (Lexington, KY)

Responsibilities & Accomplishments

- Cultivated planned, major gift, corporate, in-kind and volunteer gifts yielding \$11MM;
- Provided collaborative support for special events, grant proposals, campaign and community awareness initiatives;

2003 – 2005 Graphic Designer

Headley-Whitney Museum (Lexington, KY)

Responsibilities & Accomplishments

- Responsible for the design of all marketing, fund raising, and exhibition materials;
- Assisted curator in installation of exhibitions;

2002 – 2003 Project Coordinator

US Laser, Inc. (Columbia, SC)

Responsibilities & Accomplishments

- Responsible for recruiting businesses and schools to participate in recycling program;

2000 – 2002 Medical Records Clerk

Cardinal Hill Rehabilitation Hospital (Lexington, KY)

Responsibilities & Accomplishments

- Maintained all adult and pediatric medical records and volunteer for Easter Seals fundraising events;

1998 – 2000 Receptionist

Ball Homes, Inc. (Lexington, KY)

Responsibilities & Accomplishments

- Maintained multi-line phone system and all vendor records
- Volunteer for Ball Homes sponsored, Kentucky Education Television (KET) fundraising events;

Education

2019 Doctor of Education Candidate -Leadership & Policy Studies

Eastern Kentucky University

2012 Master of Business Administration

Midway University

2005 Bachelor of Science in Communication & Information Studies

University of Kentucky

Certifications

2015, 2018

(Recertified 2018) CFRE ® -Certified Fund-Raising Executive. CFRE International (Recertification in 2021).

2017 CNLE ®

Certified Nonprofit Leadership Executive (IUPUI)-Lily School of Philanthropy

2005 CFRM ®

Certified in Fund Raising Management (IUPUI)-Lily School of Philanthropy