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To whom it may concern,

I write this letter to provide information regarding the scientific basis of Learning as Leadership's programs.

To provide some context about myself, I am currently the Claude M. Steele Collegiate Professor of Psychology at the University of Michigan, Research Professor at the Institute for Social Research, President of the International Society for Self and Identity, Secretary-Treasurer of the Society for Personality and Social Psychology, and former President of the Society for the Psychological Study of Social Issues. I received my Ph.D. from Harvard University in 1979, and have conducted research for over 25 years on self-esteem, learning, social stigma, and motivational orientations for the self. My research has been funded by the National Science Foundation and the National Institute of Mental Health. I received the Gordon Allport Intergroup Relations Prize, an LS & A Excellence in Research Award from the University of Michigan, and an Independent Scientist Career Development Award from the National Institute of Mental Health. I am currently a Fellow of the American Psychological Association, the Association for Psychological Science, the Society for Personality and Social Psychology, and the Society for the Psychological Study of Social Issues.

I first encountered Learning as Leadership's work in 2000 when it was recommended to me by a colleague, Dr. Janet Weiss, who is Professor of Organizational Behavior, Professor of Public Policy, Vice-Provost for Academic Affairs, and Dean of the Graduate School at the University of Michigan. I have attended several of Learning as Leadership's seminars, including the 4-mastery program, and found them extremely helpful, practical, and scientifically grounded.

The key concepts of the Learning as Leadership programs are directly anchored in decades of scientific research.

For example, one key concept of the Personal Mastery seminar concerns how beliefs can shape perceptions of reality, interpretations, and behavior, so that the reality people experience is shaped by their own pre-existing beliefs. This observation can be difficult to appreciate, especially when applied to the self, but has been demonstrated many times in psychological research. It suggests that leaders' negative beliefs about other people, projects, or aspects of their organization can create shape reality and confirm those negative beliefs.

Some key concepts of Learning as Leadership seminars are at the cutting edge of current psychological research. For example, a key idea underlying their work is that when self-image or public image concerns are threatened, people tend to react in ways that can be self-defeating, and negatively affect their colleagues, projects, and organizations. This concept is consistent with a recent but substantial body of research showing that ego threats have large negative effects on decision making (leading to costly entrapment in losing endeavors), intellectual capacity, the ability to achieve goals, and aggression.

Other concepts underlying Learning as Leadership's work are at the cutting edge of psychological research and theory. In fact, their work inspired my own research examining the effects of goals on people's relationships, learning, and well-being.

Consistent with the work of Learning as Leadership, I have found in my own research that when people are motivated by ego or self-image concerns, they undermine supportive relationships, become focused on demonstrating ability rather than learning, and experience increases in anxiety. Furthermore, as Learning as Leadership's work suggests, when people have goals that transcend the self, and are good for others but not at the expense of the self, the social support available to them increases, they become more learning oriented (particularly more interested in learning from setbacks or failures), and their well-being improves. In a very recent study, we found that one person's goals can lead to changes over time in the goals, learning orientations, experience of receiving support and giving support, and emotions of other people.

Our findings to date suggest that some of the key concepts of Learning as Leadership have implications for collaboration, mentoring, job performance, and commitment to the organization. The concepts of Learning as Leadership can help us understand how people can shift from creating downward spirals for themselves and others at work to creating upward spirals. As people who have attended Learning as Leadership's seminars observe, such a shift can have powerful effects in work settings. Recently, I have begun to study how these goals affect communication, support, and commitment to organizations in business contexts, creating increased organizational effectiveness.

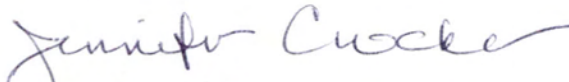
The key concepts of Learning as Leadership are taught and researched at leading Universities

I have taught the concepts and tools in the Learning as Leadership seminars to advanced undergraduate students and graduate students for five years. My students overwhelmingly indicate that the tools and concepts help them become more effective in all areas of their lives. My Ph.D. students report that the tools have helped them become more effective researchers, writers, and teachers. The tools and concepts of Learning as Leadership have been taught in undergraduate courses and Ph.D. seminars in Psychology at the University of Michigan, in the MBA program at the Ross School of Business at Michigan, at Harvard Business School, and at the Stanford Business School.

Summary

Learning as Leadership provides training and tools firmly anchored in scientific research. Many of their key concepts are at the cutting edge of research, and have inspired original research at leading universities. Their concepts and methods have been incorporated into teaching at top university psychology departments and business schools.

Sincerely,



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