New Directions in Leadership Research

**May 30-31, 2009
Duke University's
Fuqua School of Business**

Convened by

FUQUA / COACH K
CENTER ON
LEADERSHIP & ETHICS

DUKE
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OF BUSINESS

Saturday, May 30

| Time	Location	Activity
8:00 - 8:30 AM	Fox Student Center	Conference Check-in / Breakfast
8:30 - 9:00 AM	RJ Reynolds Auditorium	Opening – Sim Sitkin
9:00 - 11:30 AM	RJ Reynolds Auditorium	Session 1 – Framing Leadership (15 minute break taken during the session) • *Robert Lord – Leadership Measurement and Performance: What Do We Know and Why Don't We Know More?* • *Allan Lind, Catherine Shea, and Sim Sitkin – Empirical Test of the Six-Domains Leadership Theory* • *Deborah Ancona – Distributed Leadership: Practices, Structures, and Cultures*
11:30 - 12:45 PM	Fox Student Center	Lunch
12:45 - 3:15 PM	RJ Reynolds Auditorium	Session 2 – Leadership and Social Change (15 minute break taken during the session) • *Laura Morgan Roberts – The Invisible Work of Managing Visibility for Social Change: Insights from the Leadership of Reverend Dr. Martin Luther King Jr.* • *Ashleigh Shelby Rosette – Stereotyping and the "Dumb Jock" Effect: The Paradox of Leadership and Race in College Football* • *Scott Sonenshein – Leading Social Change: A Multi-Level Meaning-Making Perspective*
3:15 – 3:30 PM		Break
3:30 – 5:00 PM	RJ Reynolds Auditorium	Session 3 – Ethical Leadership and Leader Development • *Jason Stansbury – Moral Openness and Leadership: Reducing Normative Equivocality through Discourse* • *Ronald Riggio – A Virtue-Based Approach to Ethical Leadership*
5:00 – 6:15 PM	Roof Top Terrace (Breeden Hall)	Reception
6:15 – 7:45 PM	Fox Student Center	Dinner
7:30 – 8:30 PM	Circle Outside Fox Student Center	Shuttles to Marriott Hotel

Sunday, May 31

Time	Location	Activity
7:30 – 8:00 AM	Fox Student Center	Breakfast
8:00 - 9:00 AM	RJ Reynolds Auditorium	Session 4 – Trust and Voice in the Workplace: Can Leaders Actively Promote Positive Employee Responses? • *Kurt Dirks – Restoring Trust: Challenges and Possibilities* • *Jim Detert – Implicit Voice Theories: A New Perspective on Leadership and Employee Self-Censorship*
9:00 - 9:15 AM		Break
9:15 - 11:15 AM	RJ Reynolds Auditorium	Session 5 – Leadership, Power, and Motivation • *Adam Grant – Outsourcing Inspiration: The Motivational Effects of Inspirational Appeals from Leaders vs. Beneficiaries* • *Joe Magee – How Power Both Makes and Breaks Leaders: The Importance of Goals*
11:15 - 12:00 PM	RJ Reynolds Auditorium	Integration and Closing – Moderated discussion with all participants
12:00 PM	Fox Student Center	Box and sit down lunch provided. Shuttles to Marriott Hotel. Please sign up for transportation to the airport at the registration desk on Saturday, May 30.

SESSION 1

Framing Leadership

Robert G. Lord is a Distinguished Professor of Psychology at the University of Akron. He received his Ph.D. from Carnegie-Mellon University in 1975. His research focuses on motivation and self-regulation, leadership, and information processing. His publications have appeared in leading I/O journals, and he is an editorial board member of *Organizational Behavior and Human Decision Processes*, *Leadership Quarterly*, and the *Journal of Applied Social Psychology*. He has co-authored the books *Leadership and Information Processing: Linking Perceptions and Performance* with Karen Maher, and *Leadership Processes and Follower Self-Identity* with Douglas Brown. He co-edited *Emotions in the Workplace: Understanding the Structure and Role of Emotions in Organizational Behavior* with Richard Klimoski and Ruth Kanfer. Dr. Lord is a Fellow of the American Psychological Association and the Association for Psychological Sciences.
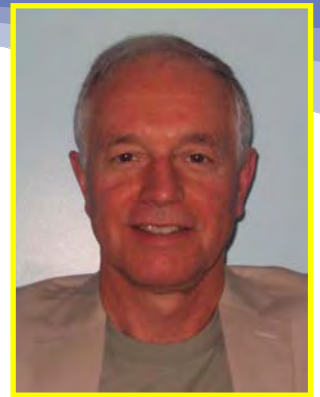
Leadership Measurement and Performance: What Do We Know and Why Don't We Know More?

Robert Lord
Department of Psychology
University of Akron

This paper maintains that the relation between leadership and performance has been understudied and has been addressed with overly restrictive conceptual and measurement approaches. Specifically, it maintains that there has been an overemphasis on specific leaders who are thought to directly cause performance. These "common sense" ideas need to be complemented with research on specific events (a within-person level), as well as group and organizational levels. In addition, research should examine indirect effects of leadership that occur through others as well as leadership effects that occur through implicit rather than explicit processes. Finally, it is argued that measurement techniques that emphasize episodic rather than semantic memory, implicit rather than explicit memory, and embodied-embedded as well as symbolic views of knowledge, should be given more emphasis.

Allan Lind is the James L. Vincent Professor of Leadership at Duke University's Fuqua School of Business. His research focuses on leadership and the psychology of fairness and authority. He is widely known for his research on the effects of fair and unfair treatment in organizations and political settings, and he has also conducted studies on conflict resolution, virtual teaming, and the effects of legal and government policies. He has published over 100 book chapters and academic and practitioner journal articles, and one book. Allan is currently working on a number of research studies on leadership and on justice judgments in organizations. He has served in editorial roles for several leading journals and was for a time on an advisory panel of the U.S. National Science Foundation. He has testified before the U.S. Congress on policy issues.

Before joining Duke in 1996, Allan held senior research scientist positions at the RAND Corporation and the American Bar Foundation. He was a faculty member in the Psychology Departments of the University of Illinois at Urbana-Champaign and the University of New Hampshire and a behavioral scientist at the U.S. Federal Judicial Center. Allan has held visiting professor positions at the University of Auckland in New Zealand and Leiden University in the Netherlands. He is a Fellow of the Association for Psychological Science.

Catherine Shea is currently a doctoral student in the Management and Organizations department at Duke University. Her research looks at how self-regulation and its failure affect organizational issues such as leadership, ethics, secrecy, and decision making. With respect to leadership, she is interested in how leaders internalize and experience conflicting role demands. Her research has been presented at the Academy of Management conference.

Sim B. Sitkin is Professor of Management and Faculty Director of the Center on Leadership & Ethics (COLE) at Duke University's Fuqua School of Business. His current research focuses on leadership and control systems and their influence on how organizations and their members become more or less capable of change and innovation. His research concerns the effect of formal and informal organizational control systems and leadership on risk taking, accountability, trust, learning, change, and innovation. He continues to work as a consultant and executive educator with many large and small corporations, non-profit and government organizations worldwide.

SESSION 1

Framing Leadership

Empirical Test of the Six-Domains Leadership Theory

E. Allan Lind   Catherine T. Shea   Sim B. Sitkin

Fuqua School of Business
Duke University

We present a new theory of leadership and an empirical test of the theory. We draw heavily on the social psychology literature, especially the social identity theory of leadership (Hogg, 2001; van Knippenberg & Hogg, 2003) which views leadership as a group identity process facilitated by the leader over time. Leadership functions in six domains: personal, relational, contextual, inspirational, supportive, and responsible; and each domain has an effect on the leader's effectiveness: credibility, trust, stronger sense of community, raised aspiration, initiative, and stewardship, respectively. Within each domain, three theoretical constructs are discussed as independent contributors to overall leadership and the domain effect. In an empirical test of the theory, each domain of leadership produced an independent effect on overall leadership in direct report and peer samples. Viewing leadership in a more psychologically-grounded manner provides a more compelling picture of the complex process and interdependencies of leadership behaviors.

Deborah Ancona is the Seley Distinguished Professor of Management at the MIT Sloan School of Management, and Faculty Director of the MIT Leadership Center. She has served as a consultant on leadership and innovation to premier companies such as BP, Vale, Merrill Lynch, Newscorp, HP, Nike, and AstraZeneca. Her work has been highlighted in the *Financial Times*, *Time* magazine, and *World Business*.

Deborah's pioneering research into how successful teams operate has highlighted the critical importance of "managing outside the team's boundary as well as inside it." This research has led directly to the concept of X-Teams as a vehicle for driving innovation within large organizations. Her book, *X-Teams: How to Build Teams that Lead, Innovate, and Succeed* was published by Harvard Business School Press in June, 2007. In addition to *X-Teams*, Deborah's studies of team performance have also been published in the *Administrative Science Quarterly*, the *Academy of Management Journal*, *Organization Science*, and the *Sloan Management Review*.

Deborah's work has also focused on the concept of "distributed leadership," and the development of research-based tools, practices, and teaching/coaching models that enable organizations to foster creative leadership at every level. This work was highlighted in a recent article in the *Harvard Business Review*, "In Praise of the Incomplete Leader," February, 2007.

Deborah received her B.A. and M.S. in Psychology from the University of Pennsylvania and her Ph.D. in Management from Columbia University.

Distributed Leadership:
Practices, Structures, and Cultures

Deborah Ancona
MIT Sloan School of Management

Over the past two decades many organizations have become flatter, more geographically dispersed, more networked, and more structurally flexible than the bureaucracies of the past. Within many of these organizations, there has also been a parallel shift in leadership practices, away from the traditional hierarchical model of one leader at each level or unit within an organization, to networks of leaders operating at all levels who cross boundaries to spur innovation and solve complex problems. Researchers and practitioners have noted the shift from concentrated to more distributed leadership patterns, but there is little conceptual clarity about, or rigorous investigation of, this shift. I will be reporting on the start of a 5-year research program exploring the practices, structures, and cultures of distributed leadership.

SESSION 2

Leadership and Social Change

Laura Morgan Roberts, Ph.D. is an educator, researcher and organizational consultant. As a professor of organizational behavior, Laura has served on the faculty of the Harvard Business School for six years, and has been a visiting professor at the University of Michigan, the Wharton School, Simmons School of Management, and Georgia State University. She is also a faculty affiliate of the Center for Gender in Organizations at the Simmons School of Management in Boston, and a faculty affiliate of the Center for Positive Organizational Scholarship at the University of Michigan's Ross School of Business in Ann Arbor. Laura has published her work on authenticity, identity, diversity, and strengths in books, top tier research journals and practice-oriented journals such as the *Academy of Management Review* and *Harvard Business Review*. She has just completed an edited book, *Exploring Positive Identities and Organizations.*

Laura is the co-founder and senior partner of R-PAQ Solutions, LLC, an Atlanta-based research and consulting firm that brings strength-based practices to current and aspiring leaders who seek extraordinary performance and personal fulfillment. Laura's work guides people in discovering the "Reflected Best-Self," crafting careers, developing leaders, and learning about, from, and across dimensions of difference. In addition, Laura consults to individuals and organizations on professional image management, discovering and developing strengths, and cultural competence.

A native of Gary, Indiana, Laura Morgan Roberts earned her B.A. in Psychology with highest distinction, and graduated Phi Beta Kappa from the University of Virginia. Laura then received her M.A. and Ph.D. in Organizational Psychology from the University of Michigan.

The Invisible Work of Managing Visibility for Social Change: Insights from the Leadership of Reverend Dr. Martin Luther King Jr.

Darryl D. Roberts	Laura Morgan Roberts	Regina M. O'Neill	Stacy D. Blake-Beard
Emory University	Harvard University	Suffolk University	Simmons College

In this article, we introduce the concept of tempered visibility as a lens through which to view Martin Luther King Jr.'s civil rights leadership. First, we review the academic literature on visibility and its implications for leadership. Second, we outline key moral and sociopolitical factors that enabled King to become visible. Third, we provide examples of how King intentionally increased and decreased his exposure while leading key events in the Civil Rights Movement. From King's example, the process by which leaders gain visibility and the positive and negative outcomes of visibility for leaders and their change efforts is learned. This analysis extends the understanding of the strategic management of visibility as a tool that is motivated by personal goals, social pressures, and moral concerns and that is critical for managing impressions and leading social change.

Ashleigh Shelby Rosette, Ph.D., is an Assistant Professor of Management and Center on Leadership & Ethics (COLE) scholar at the Fuqua School of Business at Duke University. She is also a Fellow at the Center for the Study of Race, Ethnicity and Gender in the Social Sciences and a member of the Duke Corporate Education Global Learning Resource Network. Professor Rosette studies prototypical and subtypical characteristics of leadership, culture and emotions in negotiations and decision-making, systems of privilege in organizations, and covert interpersonal aggression in work groups. Her research has been published or is forthcoming in several academic journals and books. She received her Bachelor in Business Administration degree and Master in Professional Accounting degree from the University of Texas at Austin. She received her Ph.D. in Management and Organizations from the Kellogg School of Management at Northwestern University.

Stereotyping and the "Dumb Jock" Effect:
The Paradox of Leadership and Race in College Football

Andrew M. Carton   Ashleigh Shelby Rosette
Fuqua School of Business
Duke University

An archival study on quarterbacks--one of the most important leadership positions in sports--was employed to investigate how perceivers maintain the cultural stereotype of the "dumb jock" when Black college quarterbacks are successful. Consistent with our predictions, results showed that perceivers selectively activated stereotypes that were congruent with performance outcomes. When successful, Black quarterbacks were perceived to have more athleticism than White quarterbacks. When unsuccessful, Black quarterbacks were perceived to be less intelligent than White quarterbacks. Implications for leadership, sports organizations, and motivated stereotype activation are discussed.

Leadership and Social Change

Scott Sonenshein is an Assistant Professor of Management at the Jones Graduate School of Business at Rice University. Dr. Sonenshein's research focuses on the intersection of sensemaking and change, both strategic and social. He examines the meaning constructions and the types of narratives individuals use when attempting to facilitate effective change. Sonenshein's current work investigates the psychological and sociological mechanisms that allow advocates of climate change to persevere and endure in the face of the severe challenges in becoming "sustainable environmentalists." Additionally, he is examining how organizational narratives impact the planning and implementation of strategic change. Dr. Sonenshein received his Ph.D. from the Ross School of Business, University of Michigan.

**Leading Social Change:
A Multi-Level Meaning-Making Perspective**

Scott Sonenshein
Jones Graduate School of Business
Rice University

Both micro oriented perspectives such as issue selling and macro oriented perspectives such as institutional theory offer insights for explaining social change undertaken by business organizations. While very different in their level of theorizing and analyses, these perspectives share a common foundation in meaning-making. Drawing from both micro- and macro-oriented theories, I develop a multi-level model to explain how individuals inside business organizations lead social change initiatives in their organizations. I describe the influence of both external and organizational contexts, and explain how leaders of social change initiatives act agentically to use various levels of meanings from these contexts to persuade others to adopt social issues. I describe a set of meaning-making tools to explain how leaders of social change respond to different degrees of alignment in meanings among self, organization, and environment to lead social change initiatives.

Jason Stansbury is an Assistant Professor of Business at Calvin College, where he is the Chambery Fellow in Business Ethics. He studies the management of moral uncertainty through discourse ethics and moral imagination, often in the context of organizational ethics programs. His research has been published in *Business Ethics Quarterly* and the *Journal of Business Ethics*. He also has an interest in the expression of religious worldviews through ethical behavior. He earned his B.A. from the University of Michigan, worked as a management consultant at Deloitte & Touche, and is ABD in Organization Studies at Vanderbilt.

Moral Openness and Leadership:
Reducing Normative Equivocality through Discourse

Jason Stansbury
Calvin College

History and the business press remember Howard Lutnick for paying health insurance and profit sharing to the families of 658 Cantor Fitzgerald employees killed in the World Trade Center, and M. Douglas Ivester for failing to appreciate the problem of contaminated Coca-Cola in Belgium. These examples illustrate a special problem of leadership: reducing the normative equivocality of a novel moral problem. While some leaders reduce that equivocality in Gordian fashion with a swift decision, the risk of substantially misunderstanding the problem . . . cutting the tree rather than the knot . . . is high. Another option that better facilitates moral imagination is to create moral openness, so that other people with alternative understandings of the normative issues and pragmatic constraints at stake can contribute to a practical moral discourse that informs the decision. Moral openness not only draws on the philosophical foundations of discourse ethics to describe the norms of discussion that facilitate reaching valid moral conclusions, it also highlights the role of a leader in eliciting constructive participation and taking the decision. It therefore contributes to models of transformational and authentic leadership by providing a normatively-grounded framework for perspective-taking and follower engagement, and to the model of ethical leadership by providing for the ongoing definition of normatively appropriate conduct.

Ethical Leadership and Leader Development

Ronald E. Riggio, Ph.D., is the Henry R. Kravis Professor of Leadership and Organizational Psychology and Director of the Kravis Leadership Institute at Claremont McKenna College. Professor Riggio is the author of over 100 books, book chapters, and research articles in the areas of leadership, assessment centers, organizational psychology and social psychology. His most recent books are *The Art of Followership* and *The Practice of Leadership*, Jossey-Bass, 2008, 2007), *Applications of Nonverbal Behavior* (co-edited with Robert S. Feldman; Erlbaum, 2005), and *Transformational Leadership (2nd ed.)*, coauthored with Bernard M. Bass (Erlbaum, 2006). Professor Riggio is an Associate Editor of *The Leadership Quarterly*, and is on the Editorial Boards of *Leadership, Leadership Review, Group Dynamics,* and the *Journal of Nonverbal Behavior*, and he was the originator of the *Shoptalk* column at the *Los Angeles Times*, a Q&A column dealing with workplace problems/issues. He is the current President of the Western Psychological Association.

A Virtue-Based Approach to Ethical Leadership

Ronald E. Riggio
Kravis Leadership Institute
Claremont McKenna College

Quite often research on ethics in business leadership takes an atheoretical, commonsense approach that focuses on ethical or unethical leader behaviors. We instead draw upon Aristotle's virtue-based ethics as a theoretical model to better understand ethical leadership. Aristotle's cardinal virtues of prudence, fortitude, temperance, and justice were used to create a measure of ethical leadership, the Ethical Leadership Questionnaire (ELQ). The ELQ is used to obtain follower and/or 360-degree assessments of a target leader's possession of the cardinal virtues believed to underlie ethical leadership. Research on scale construction, validation, and preliminary testing of the model will be presented, as well as the relationship of the model to theories of transformational and authentic leadership. Practical implications will be discussed.

SESSION 4

Trust and Voice in the Workplace

Kurt T. Dirks is Professor of Organizational Behavior at the Olin Business School at Washington University in St. Louis. He received a Ph.D. from the University of Minnesota. His research examines leadership and teams, particularly as they relate to the issue of trust. His work has been published in outlets such as *Academy of Management Review* (*AMR*), the *Journal of Applied Psychology* (*JAP*), *Organization Science* (*OS*), and *Organizational Behavior and Human Decision Processes* (*OBHDP*). He currently serves on the editorial boards of *JAP*, *OS*, *OBHDP*, and *JOB* and recently was the lead guest editor of an issue of *AMR*.

**Restoring Trust:
Challenges and Possibilities**

Kurt Dirks
Olin Business School
Washington University in St. Louis

Few things can be more detrimental to leaders than having their trustworthiness called into question. Unfortunately, this occurrence is not uncommon. How might trust perceptions be repaired, once they have been damaged? I will describe a framework that outlines two different logics for the repair of trust, including why they might work and the challenges that they face. I will report the results from an initial empirical investigation of these ideas.

SESSION 4

Trust and Voice in the Workplace

James R. Detert is an Assistant Professor of Management at the Johnson Graduate School of Management at Cornell University. He received his Ph.D. in Organizational Behavior from Harvard University. His current research interests involve a) the antecedents and outcomes of improvement-oriented voice to leaders, b) the effects that leaders have on voice, ethical decision making, and other important subordinate behaviors, and c) cognitive moral disengagement as a predictor of unethical behavior. He is currently engaged, among other data collections, in several longitudinal field research projects in the insurance, banking, and food service industries. His work related to leadership, voice, and ethics topics has appeared or is forthcoming in *Academy of Management Journal*, *Journal of Applied Psychology*, *Organization Science*, *Research in Organization Behavior*, and *Harvard Business Review.*

Implicit Voice Theories:
A New Perspective on Leadership and Employee Self-Censorship

Jim Detert
Johnson Graduate School of Management
Cornell University

Amy Edmondson
Harvard Business School
Harvard University

In burgeoning research on speaking up to authorities at work, leadership has been frequently portrayed as an important cause of subordinates' voice or silence. This "leader-centric" model links leader behaviors to employee behaviors through mediating cognitions (e.g., beliefs that it is unsafe or futile to speak up). In this research, we present a "follower-centric" approach to the study of leadership and voice that we developed from a series of studies investigating how people working in organizational hierarchies wrestle with the challenge of upward voice. Our results suggest that individuals bring to the workplace specific, measurable beliefs about speaking up to authorities – which we call "implicit voice theories" – and that these implicit theories lead to employee silence independent of current leader behaviors and influences. Thus, a follower-centric approach suggests that rather than being conceptualized primarily as a *cause* of subordinate beliefs about speaking up, leadership should also be theorized and studied as a *moderator* of the impact on voice of subordinates' long-standing implicit theories about the appropriateness and risks of speaking up to authorities. We present initial evidence for this moderating effect, showing, for example, how implicit voice theories are less related to silence propensity for subordinates whose bosses exhibit high levels of intellectual stimulation. Overall, this research provides support for a novel theoretical explanation for workplace silence based on implicit theories of voice and significantly broadens understanding of the relationship between leadership and subordinates' willingness to 'speak truth to power.' We discuss both the research implications of this expanded view, as well as the practical implications for managers. In particular, we note (and illustrate with data) how a follower-centric approach indicates the need for leaders who want to stimulate organizational learning to trade positive but passive leadership styles (e.g., "consideration," "openness") for active, input-eliciting styles that overcome inherent tendencies toward silence.

SESSION 5

Leadership, Power, and Motivation

Adam M. Grant received his Ph.D. in Organizational Psychology from the University of Michigan and his B.A. from Harvard University. He is currently on the faculty at UNC's Kenan-Flagler Business School, and in July, he will join The Wharton School at the University of Pennsylvania as Associate Professor of Management. His interests focus on work motivation, job design, prosocial and proactive behaviors, and employee well-being, with an emphasis on understanding the motivation to make a difference. His research appears in leading journals, including *AMJ*, *AMR*, *OBHDP*, *JAP*, *OS*, and *ROB*, and has earned awards from the NSF, APA, SIOP, and AAPSS. At UNC, he has won the Tanner Award and Weatherspoon Award for Excellence in Undergraduate Teaching. He serves on six editorial boards, including *AMR*, *AMJ*, and *JAP*. He is a former All-American springboard diver, advertising sales manager, conflict mediator, and professional magician, and is the proud father of a 1-year-old daughter.

Outsourcing Inspiration:
The Motivational Effects of Inspirational Appeals from Leaders vs. Beneficiaries

Adam Grant
Kenan-Flagler Business School
University of North Carolina

Scholars have defined inspiring employees as a central task for leaders. We challenge this view by proposing that inspirational appeals are more effective when delivered not by leaders, but rather when they are outsourced to firsthand beneficiaries of employees' work. Two field experiments with fundraisers support our hypotheses that inspirational appeals from beneficiaries increase performance by strengthening employees' sense of purpose, motivating them to work hard and smart. We discuss implications for theory and practice on leadership, influence, and motivation.

SESSION 5

Leadership, Power, and Motivation

Joe Magee is Assistant Professor of Management at the Wagner Graduate School of Public Service at New York University. His research revolves around trying to understand the role of hierarchy in organizations and society. His projects include investigations of how power differences transform the way people think and behave and how people figure out who has power over whom. These projects have revealed a series of reliable changes in the psychology of power-holders that seem to be potentially damaging for relationships, organizations, and society but, under certain conditions, actually can contribute to interpersonal and institutional effectiveness. In collaboration with Frances Milliken, Joe recently completed two empirical studies investigating the role of power in sense-making during the aftermaths of September 11, 2001 and Hurricane Katrina. Joe received his B.A. in Psychology from the University of Michigan and his Ph.D. in Organizational Behavior from the Graduate School of Business, Stanford University.

How Power Both Makes and Breaks Leaders:
The Importance of Goals

Joe C. Magee
Robert F. Wagner Graduate School of Public Service
and
Leonard N. Stern School of Business
New York University

In this talk, I will use a social-cognitive lens to look at the role of power in leaders' thinking and behavior. My colleagues and I argue that anticipating the precise changes that power causes in leaders depends on identifying the leaders' goals because power makes their goals more central in how they interpret and approach the world. As a result, power has two overarching effects: one increases leaders' effectiveness, and the other can break them. First, a number of the psychological properties of power—action orientation, optimism, and abstract thinking—appear to be due to greater coherence between goals and behavior for power-holders and are also related to effective leadership. Second, possessing power causes individuals to anchor too heavily on their own egocentric desires and inhibits perspective-taking. The more power that leaders have, the more difficult it is for them to grasp what the world looks like to the people under them. I will also discuss some recent studies showing that when power is combined with perspective-taking, it tends to yield the types of just and productive decisions that organizations hope for in their leaders.

The Conference is convened by the Fuqua/Coach K Center on Leadership & Ethics (COLE), established by Duke University's Fuqua School of Business in collaboration with Duke University's Kenan Institute for Ethics and Duke Athletics. Through this dynamic partnership, the Center leverages the intellectual resources and practical experiences of leading academic and practitioner institutions to respond to today's need for ethical leaders and their leadership development.

COLE's mission is to prepare students, practitioners, and academics to address the new and traditional leadership challenges of the 21st Century.

The Center is about developing cutting-edge leadership knowledge; about convening transformational conversations among scholars, students, and executives; and about leadership development.

COLE's activities bridge theory and practice and provide numerous opportunities for involvement and learning to researchers, students, and practitioners.

To advance leadership and ethics research, COLE prioritizes, facilitates, and disseminates research results to foster a greater understanding and appreciation of the field in both the academic and practitioner realms. COLE develops and disseminates ideas and information through sponsored research, competitions, publications (case studies and research papers), conferences and workshops, and presentations.

COLE also convenes leading scholars and corporate leaders world-wide to advance key leadership and ethics issues. Under the direction of Faculty Director Sim B. Sitkin, Managing Director Sanyin Siang, and Research Director James Emery, the Center has assembled a distinguished Leadership Board, Center Scholars Committee, Visiting Scholars, Executives-in-Residence, and Management Team to help advance its mission. Duke Men's Basketball Coach, Mike Krzyzewski, author of best-selling business books on leadership, has joined the Center and Fuqua's faculty as an Executive-in-Residence, teaching and writing on leadership and ethics during the off-season.

www.LeadershipandEthics.org

Duke University's Fuqua School of Business is dedicated to advancing the understanding of management through research, putting research knowledge at the service of business and society, and providing the highest quality education for business and not-for-profit leaders worldwide. Sustained excellence in terms of management education, research, and the advancement of management practice has been the school's mission with the end product (our graduates) being leaders of consequence. www.Fuqua.Duke.edu

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The conference will feature a variety of outstanding speakers who are proven leaders in public and private sector organizations.

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