June 4-5, 2011
Duke University's
Fuqua School of Business

New Directions in

Leadership
Research

Convened by

DUKE
THE FUQUA
SCHOOL
OF BUSINESS

COLE
FUQUA/COACH K CENTER
ON LEADERSHIP AND ETHICS

General Attendee Information

Useful Telephone Numbers

Conference Desk	225.241.9528
RDU Airport	919.840.2123
Marriot Hotel	919.768.6000
Emergency Numbers	
Duke Police	919.684.2444
Duke Hospital	919.684.1819

Shuttle Bus Information

The Marriot Shuttle runs on the hour, every hour from 6:00AM - 11:00PM.

Shuttle Times for Conference
Sat -   8:00AM - Marriot to Fuqua
          5:00PM - shuttle to Marriot
          6:00PM - Marriot to Tobacco Road Café
Sun -   8:00AM - Marriot to Fuqua
          1:00PM - shuttle to Marriot (if needed)

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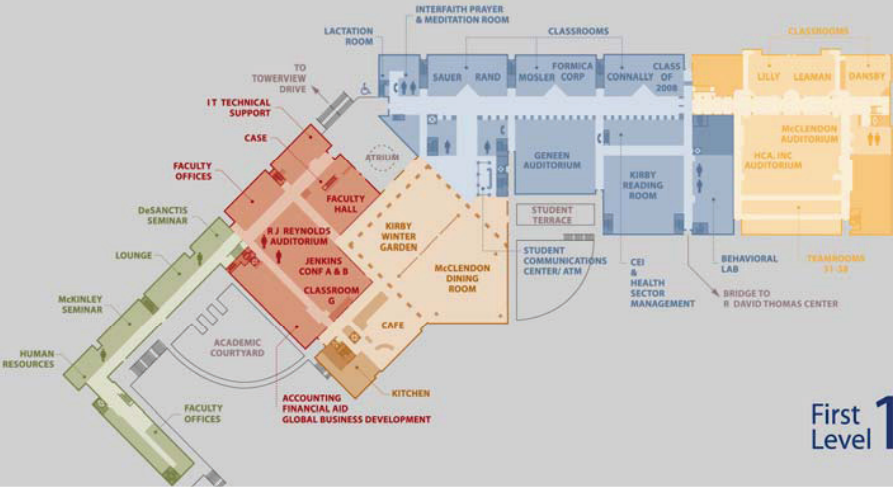
Welcome Letter

Dear Participant,

Welcome to the 2011 New Directions in Leadership Research Conference (NDLR) hosted by Duke University's Fuqua/Coach K Center on Leadership & Ethics (COLE) at the Fuqua School of Business.

The NDLR Conference convenes leading and emerging scholars doing work that is relevant to the study of leadership and ethics, including individuals whose research may be considered outside the traditional foci of the field. The conference is designed to create an intimate and highly interactive atmosphere that allows participants to optimally benefit from this diversity of perspectives in ways that we believe will generate advances in scholarship on leadership and ethics.

On behalf of the Fuqua School of Business and our conference partners, the Rotterdam School of Management, Erasmus University; INSEAD; and the Wharton Business School, University of Pennsylvania, we thank you for your participation and hope that the discussions this weekend add value to your own research as well as that of your colleagues. We also thank the Wachovia Foundation for providing the financial support to organize this conference.

Sincerely,

Sim Sitkin
Professor of Management
Faculty Director, COLE
Fuqua School of Business

Jim Emery
Adjunct Assistant Professor of Management
Research Director, COLE
Fuqua School of Business

Saturday, June 4th

Time	Location	Activity
8:00 - 8:45 AM	Faculty Hall	**Conference Check-in and Breakfast**
8:45 - 9:00 AM	RJ Reynolds Auditorium	**Welcome & Conference Opening**
9:00 - 10:00 AM		**Session 1 - Framing Leadership: Discussion Starters** **Mary Uhl-Bien** - *Complexity Leadership Theory (CLT): Key Findings and Implications* **Morela Hernandez** - *A Multi-Level Process Model of Leadership: Conceptualizing the Loci and Mechanisms of Leadership*
10:00 - 11:45 PM		**Session 2 - Ethical Leadership** **John Schaubroeck -** *Ethical Leadership and Unit Culture Influences across Management Levels* **Michael Mumford -** *Effects of Forecasting on Leader Performance and Ethics* **Kaitlin Takacs-Haynes -** *Executive Greed and Hubris: Effects on Firm Performance*
11:45 - 1:00 PM	Faculty Hall	**Lunch**
1:00 - 3:00 PM		**Session 3 - Follower Responses** **Ronald Humphrey -** *The Benefits of Leading with Emotional Labor* **Amir Erez -** *When Your Boss is Rude, Can You Think? - Effects of Authority Figures Rudeness on Individuals' Cognition* **Nancy Rothbard -** *OMG, My Boss Just Friended Me: Hierarchy, Disclosure, and Gender on Social Networking Websites* **Sim Sitkin & James Emery -** *Determinants of Follower Trust and Distrust*
3:00 - 3:30 PM		**Break**

Saturday, June 4th *cont.*

Time	Location	Activity
3:30 - 5:00 PM		**Session 4 - Relating to External Stakeholders** **Trevis Certo -** *CEO Communications and Organizational Stakeholders: A Preliminary Road Map* **Donald Ferrin -** *Exposed! Insight on Leader Trust Violation and Repair from the UK Parliamentary Expenses Scandal* **Gerry Sanders -** *Whose Experience Matters and When? The Effects of External Board Members and Top Managers on Emerging Market Entry*
5:00 PM		**Back To Hotels**
6:00 PM 7:00PM		***Cocktail Hour*** **Dinner at Tobacco Road Café**

Sunday, June 5th

Time	Location	Activity
8:00 - 8:45 AM	Faculty Hall	**Breakfast**
8:45 - 9:45 AM		**Session 5 - Servant Leadership** **Dirk van Dierendonck -** *Servant Leadership, A State-of-the-Art Overview* **Robert Liden -** *Servant Leadership: Measurement, Relationships with Individual and Team Outcomes, and Prototypes*
9:45 - 10:00 AM		**Break**
10:00 - 11:30 AM		**Session 6 - Leadership Selection & Development** **Michael Hogg -** *Self-Uncertainty, Group Identification and Thirst for Directive Leadership* **Michael Morris & Aaron Wallen -** *Selecting for Social Intelligence: Admissions Measures, MBA Student Performances, and Early Career Trajectory* **Craig Pearce -** *Beyond Heroic Leadership: Like Fine Wine Leadership is Something to be Shared*
11:30 - 12:15 PM		**Integration & Closing -** Moderated discussion with all participants
12:15 PM on		**Lunch Provided -** Boxes available **Transportation to Airport/Marriot Hotel**

SESSION 1

Framing Leadership: Discussion Starters

Mary Uhl-Bien is the Howard Hawks Chair in Business Ethics and Leadership at the University of Nebraska. Dr. Uhl-Bien's current research and teaching interests are complexity leadership, relational leadership, followership and ethics. Her research has been published in leading journals and books, and she has won best paper awards for her work on complexity leadership and followership theory. She conducted research in partnership with organizations including Lockheed Martin, Bank of America, Disney, the U.S. Fish and Wildlife Service, and the U.S. Air Force Academy. Professor Uhl-Bien is senior editor of the Leadership Horizons series for Information Age Publishers and is on the editorial boards of *Academy of Management Review, The Leadership Quarterly, Leadership,* and *International Journal of* Complexity *in Leadership and Management*. She is a founding member of the Network of Leadership Scholars in the Academy of Management and served on the OB Executive Committee. She has been a Visiting Professor at Lund University in Sweden, Catolica/Nova in Lisbon, Portugal, and Pablo de Olavide University in Seville, Spain. Dr. Uhl-Bien is active in consulting and executive education nationally and internationally, teaching for the Brookings Institute, the Gallup Organization, and universities in both the U.S. and Europe. She served as the executive consultant for State Farm Insurance Co. from 1998-2004. She participated in a Fulbright-Hays grant to Mexico during the summer of 2003, and trained Russian businesspeople for the American Russian Center at the University of Alaska Anchorage from 1993-1996 and worked on a USAID grant at the Magadan Pedagogical Institute in Magadan, Russia from 1995-1996.

Complexity Leadership Theory (CLT): Key Findings and Implications

Mary Uhl-Bien
College of Business Administration
University of Nebraska-Lincoln

Leadership research has traditionally viewed the discipline in terms of bureaucratic structures and systems. Complexity approaches add a view of leadership from the perspective of complex adaptive systems, or CAS (Uhl-Bien, Marion, & McKelvey, 2007). Examining leadership through a complexity lens allows us to consider leadership not only in terms of hierarchy and control, but also as emergent in and from complex interactive dynamics. This presentation will report findings from a two-year research program across 10 organizations that used inductive theory building and a multicase-based design. The findings show that, while the core assumptions and processes of complexity leadership theory were robustly supported across the ten studies, significant refinements and insights were identified in the areas of entanglement and the enabling leadership function. We can describe this as the "discovery" of requisite complexity (Boisot & McKelvey, 2010) in complexity leadership research. The presentation will describe the significance of requisite complexity (Boisot & McKelvey, 2010), how this discovery has led to refinement of the complexity leadership model, and the implications of these findings for practice.

SESSION 1

Framing Leadership: Discussion Starters
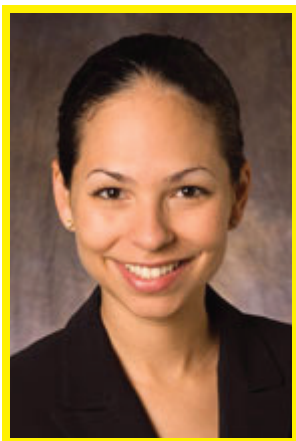
Morela Hernandez is an Assistant Professor of Management at the Foster School of Business at the University of Washington in Seattle, Washington. Her research interests and expertise are in the areas of leadership, ethics, and diversity. In particular, her work examines how leaders can create a sense of institutional and intergenerational responsibility through stewardship behaviors. She received her Ph.D. in Business Administration from the Fuqua School of Business, Duke University and her B.A. from Rice University, graduating magna cum laude and with honors in psychology. Before entering academia, Professor Hernandez worked in finance at Enron in Houston, Texas. She is originally from South America and speaks four languages.

A Multi-Level Process Model of Leadership: Conceptualizing the Loci and Mechanisms of Leadership

Morela Hernandez
Foster School of Business
University of Washington

Benefiting from the diverse theoretical perspectives within the leadership field, we offer basic principles to codify existing leadership theories—the locus and mechanism of leadership. Based on these principles, we propose a multi-level process model that offers a way to integrate current leadership theory and facilitate the expansion of boundaries for future research. We identify the model's implications for theory development and demonstrate how it can advance leadership theory by applying it to promising avenues for future inquiry.

SESSION 2

Ethical Leadership

John Schaubroeck is John A. Hannah Distinguished Professor of Psychology and Management at Michigan State University. He received his PhD. in Organizational Behavior and Human Resource Management from Purdue University. His research interests are related primarily to psychological issues associated with leadership, work related stress and employee health. He is outgoing Editor-in-Chief of the *Organizational Behavior and Human Decision Processes*.

Ethical Leadership and Unit Culture Influences across Management Levels

John Schaubroeck
The Eli Broad College of Business and Department of Psychology
Michigan State University

We tested a model of the mechanisms through which ethical leadership at higher management levels influences ethical beliefs and behavior. The sample is comprised of U.S. Army soldiers deployed to Iraq in 2009. We obtained independent measures from leaders and non-leaders at each of three contiguous levels. Ethical leadership at the company and platoon levels influenced unit ethical norms and standards indirectly through a cascading process. In addition, ethical leadership at a higher level appeared to augment the influence of ethical leadership at the next lower level, such that lower level ethical leadership effects on unit ethical norms and standards was stronger when the higher level leader was seen to exhibit high ethical leadership. Ethical leadership at each of three contiguous levels influenced transgressions, exemplary behavior, and moral efficacy primarily through the mediation of ethical norms and standards at the same level or lower levels.

SESSION 2

Ethical Leadership

Michael D. Mumford (Ph.D.) is the George Lynn Cross Distinguished Research Professor of Psychology at the University of Oklahoma where he directs the Center for Applied Social Research. He recieved his doctoral degree from the University of Georgia in 1983 in the fields of industrial and organizational psychology and psychometrics. Dr. Mumford is a fellow of the American Psychological Association (Divisions 3, 5, 10, 14), the Society for Industrial and Organizational Psychology, and the American Psychological Society. He has written more than 270 articles on leadership, creativity, planning, and ethics. He has served as senior editor of The Leadership Quarterly and is on the editorial boards of the Creatvity Research Journal, the Journal of Creative Behavior, IEEE Transactions on Engineering Management, and Ethics and Behavior among other journals. Dr Mumford has served as principal investigator on grants totaling more than $30 million from the National Science Foundation, the National Institutes of Health, the Department of Defense, the Department of Labor, and the Department of State. He is recipient of the Society for Industrial and Organizational Psychology's M. Scott Myers Award for Applied Research in the Workplace.

Effects of Forecasting on Leader Performance and Ethics

Michael Mumford
University of Oklahoma

Forecasting, or the prediction of future outcomes, has not, traditionally, received substantial attention in studies of leader cognition. In the present paper we argue that forecasting can at times be more accurate than has been assumed. Moreover, evidence is provided from a series of experimental studies indicating that forecasting is a critical influence on leader's formation of viable visions with the extensiveness of forecasting proving particularly important in shaping leader performance. In another series of studies evidence is provided indicating that forecasting is also a critical variable influencing ethical decision-making. The implications of these observations for leader development and leader performance are discussed.

SESSION 2

Ethical Leadership

Katalin Takacs-Haynes is an Assistant Professor of Management at Texas A&M University, Mays Business School. Currently, her main research interest is the study of managerial greed and hubris and their influence on firm performance. Her projects include distinguishing greed and self-interest, examining how the meaning of greed as social construct shifted in human history, and investigating institutional antecedents of top managers' self-interest and greed around the world. She received her Ph. D. at Arizona State University in 2007. Her research articles have been published in Administrative Science Quarterly, Strategic Management Journal, Journal of Management Studies and Business Horizons.

# Executive Greed and Hubris: Effects on Firm Performance*

Katalin Takacs Haynes
Mays Business School
Texas A&M University

A classic social construct of human development, greed was considered a basic element of human nature for over two millennia, and has captured scholarly attention in economics, behavioral finance, law, political economy, and cultural anthropology. Significant events in the first decade of the 21st century suggest that greed along with hubris have become increasingly common in the executive suites of major corporations. The goal of this study is to open a new line of inquiry in the field of management, introducing the concept of managerial greed. Our main theoretical contribution is introducing a novel, boundary-spanning and multi-level construct, which can find application across different extant theories in both the "macro" and "micro" domains, such as agency theory, upper echelons theory, and organizational justice theory. We develop the greed construct, including its measurement, and refine the measures of hubris in the process. We explore the effects of managerial greed and hubris on shareholder wealth, providing theoretical refinement of and empirical evidence on one of the fundamental tenets of agency theory, managerial opportunism. Finally, we examine the influence of managerial discretion, board power and CEO tenure on the main effects. Our research contributes to both upper echelons theory and corporate governance research.
*Other Authors: J. Campbell, (Texas A&M), M. Hitt (Texas A&M)

SESSION 3

Follower Responses
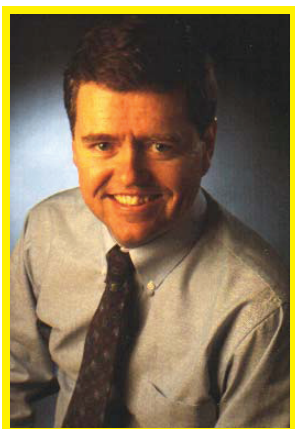
Ronald H. Humphrey is a Professor in the Department of Management at Virginia Commonwealth University. His research interests are on leadership, emotions in the workplace, empathy, emotional labor, emotional intelligence, person perception, identity theory, labeling theory, attribution theory, collective efficacy, careers, project management, assessment centers, job characteristics, and other topics. He recently edited (2008) *Affect and Emotion: New Directions in Management Theory and Research*. He is busy writing a forthcoming book to be called *Modern Leadership*. Dr. Humphrey has published in a wide range of journals, including the *Academy of Management Review*, *Academy of Management Perspectives, American Sociological Review*, *Research in Organizational Behavior, Leadership Quarterly, Social Psychology Quarterly*, *Basic and Applied Social Psychology*, *Human Relations, Organization Science, Journal of Health and Social Behavior, Public Opinion Quarterly*, *Journal of Organizational Behavior*, and other journals*.* AB: U. of Chicago; Ph.D.: U. of Michigan; Postdoctoral Fellow: Indiana University.

The Benefits of Leading with Emotional Labor

Ron Humphrey
Virginia Commonwealth School of Business
Virginia Commonwealth University

This paper will begin by reviewing some of the early research on how organizations attempt to manage and control the display of emotions in the work place. This will include a discussion of the over-rationalized view of organizational life, as well as a discussion of methods to control emotions in the workplace. It will also describe the three major ways of performing emotional labor. The next section will then review the research on the importance of leader emotional displays to perceptions of leadership ability. This section will relate leader emotional displays to various leadership theories, including charismatic leadership, transformational leadership, authentic leadership, and leader-member exchange. The third section will then develop a model of how leaders use emotional labor and emotion regulation strategies to take control of their own emotional reactions and to portray the appropriate emotions to their followers and teammates. By using emotional labor and emotion regulation tactics, leaders can take control of emotional contagion processes and thus influence the moods, motivations, and job performance of their followers. The paper will also discuss how emotional intelligence/competencies and other personality traits are related to the ability to lead with emotional labor. The paper concludes by going over some preliminary results from a field study of how entrepreneurs lead with emotional labor. In this study, entrepreneurs who used natural emotional labor had more satisfied employees and higher firm performance.

SESSION 3

Follower Responses

Amir Erez is an Associate Professor of Management at the Warrington college of Business, University of Florida. He earned his Ph.D. and M. S. at the Industrial and Labor Relations School at Cornell University. He attended the Hebrew University of Jerusalem where he earned his B. A. in Business Administration and Philosophy and M. A. in Philosophy. His research focuses on how positive moods and positive personality, influence individuals thought processes, motivation, and work behaviors. Dr. Erez also investigates how negative work behaviors such as rudeness and disrespect affect individuals' performance and cognition. He has published this research in scholarly journals including Journal of Applied Psychology, Journal of Personality and Social Psychology, Academy of Management Journal, Personnel Psychology, Organizational Behavior and Human Decision Processes, Personality and Individual Differences, Human Performance, and Journal of Organizational Behavior. He is currently serving on the Editorial Board of the Academy of Management Journal, Journal of Applied Psychology, Journal of Management, Human Resource Management, and Journal of Business and Psychology.

When Your Boss is Rude, Can You Think? - Effects of Authority Figures Rudeness on Individuals' Cognition

Amir Erez
Warrington College of Business Administration
University of Florida

Rude and disrespectful behaviors are very prevalent in organizations—and the situation is getting worse. One-fourth of employees polled in the US in 1998 said they were treated rudely once or more a week, by 2005 that number had risen to nearly half. In organizations, incivility is most often enacted by authority figures such as supervisors. For the past several years, along with several co-authors I have focused on learning more about some objective effects of rudeness. Overall, we found that rudeness, especially if it comes from authority figures, directly affects cognition. Those who encounter rudeness cannot pay attention to information, don't remember information, solve problems less well, and perform poorly on various tasks. Specifically, we found that rudeness hampered working memory, which in turn, decreased task performance. We also found that rudeness increased "inattentional blindness" and that even just the priming of rudeness caused a reduction in cognitive functioning. Overall, our studies show that many of these effects are immediate and not under the conscious control of individuals and therefore people cannot simply "get over it." Thus, our findings suggest that rudeness can tarnish a culture and that it can take a toll on people and organizations in multiple ways. I will discuss the implications of these findings for leadership and leaders' behaviors.

SESSION 3

Follower Responses

Nancy Rothbard is the David Pottruck Associate Professor in the Management department at the Wharton School, University of Pennsylvania. She received her A.B. from Brown University and her Ph.D. in Organizational Behavior and Human Resource Management from the University of Michigan. Prior to joining the Wharton School she was a post doctoral fellow at the Kellogg School of Management, Northwestern University. Her research focuses on how factors outside the workplace influence people's engagement with and enactment of their work. She has studied the enriching and depleting effects of spillover of mood and emotion from non-work roles to the work role and how people cope with these potential spillovers by segmenting work and non-work roles. Her recent work examines how online social networking affects the ways people interact with their leaders, peers, and subordinates in the workplace. She is on the editorial boards of *Academy of Management Review* and *Administrative Science Quarterly* and is a Senior Editor at *Organization Science*.

OMG, My Boss Just Friended Me: Hierarchy, Disclosure, and Gender on Social Networking Websites

Nancy Rothbard
The Wharton School
University of Pennsylvania

As the world becomes increasingly "wired" and employees engage in online social networking activities, the boundaries between employees' professional and personal domains have become increasingly blurred. If employees accept "friend requests" from people in their work lives, they are typically granting them access to vast amounts of personal information that would otherwise be unknown or remain hidden in employees' personal lives outside of work. The potential problems of blurring these boundaries may become even more pronounced when the connections between individuals cross hierarchical lines. In this paper, we examine the question of how hierarchy and self-disclosure combine to influence people's responses to social networking overtures. Moreover, given that individuals' responses to those from different hierarchical ranks (especially bosses) may depend in part on role expectations, and role expectations of leaders have been found to differ based on gender, we also consider whether the gender of the requestor will have an effect on these dynamics. Using an experimental methodology, we test hypotheses about how employees evaluate and respond to "friend requests" from new work acquaintances (bosses, peers, or subordinates) on social networking websites like Facebook.

SESSION 3

Follower Responses

Sim Sitkin is Professor of Management and Faculty Director, Fuqua/Coach K Center on Leadership and Ethics, Fuqua School of Business, Duke University. His research focuses on the influence of formal and informal organizational control systems and leadership on risk taking, accountability, trust, learning, M&A processes, and organizational change and innovation. Sitkin is Founding Editor of *Behavioral Science and Policy*, Consulting Editor of *Science You Can Use*, Advisory Board Member of *Journal of Trust Research*, and previously served on the Board of Governors of the Academy of Management, Senior Editor of *Organization Science,* and Associate Editor of the *Journal of Organizational Behavior*.

James (Jim) Emery is the Research Director of the Fuqua/Coach K Center on Leadership and Ethics and an Instructor in the Management and Organizations department at Duke University's Fuqua School of Business. His leadership research focuses on loyalty, trust and inspiration in leader-follower relationships and how educational experiences affect leadership development. Jim is also part of an interdisciplinary research team funded by a grant from the Department of Veterans Affairs to explore how to improve team work in patient care processes. He is also an executive educator and leadership coach working with for-profit corporations, non-profit organizations and government agencies. Jim received his PhD and MBA in Business Administration from the Fuqua School of Business, Duke University.

Determinants of Follower Trust and Distrust

Sim B Sitkin and James Emery,
Fuqua School of Business
Duke University

Scholars have suggested that distrust and trust rest on different causal foundations, respond to different stimuli, and thus need to be carefully distinguished theoretically and studied empirically. In recent years, the trust literature has converged around core constructs and causal models. In contrast, the distrust literature has yet to reach shared definitions of constructs or causality. In this research we explicitly examine the proposition that distrust is determined by perceived value incongruence between the trustor and trustee (in our case, the follower and leader). This contrasts with the presumption in most of the trust literature that distrust is simply the opposite end of a single continuum defined by the trust construct and thus will be determined by the same trustworthiness factors, such as trustee ability and benevolence. Results from two initial studies of follower responses to perceived leader actions support our contention that trust and distrust in a leader are empirically distinguishable, and that distrust in a leader is negatively influenced by perceived value incongruence, while trust is positively influenced by perceived leader competence and benevolence.

SESSION 4

Relating to External Stakeholders

S. Trevis Certo (Ph.D., 2000, Indiana University) is an Associate Professor and the Jerry and Mary Anne Chapman Professor of Business in the W.P. Carey School of Business at Arizona State University. His research focuses on corporate governance, top management teams, initial public offerings (IPOs), and research methodology. Trevis' research has appeared in the *Academy of Management Journal, Academy of Management Review, Strategic Management Journal, Organization Science, Journal of Management, Journal of Business Venturing, Entrepreneurship Theory and Practice, Journal of Management Studies, Business Ethics Quarterly, Journal of Business Ethics, California Management Review,* and *Business Horizons*. Trevis also serves on the editorial boards for the *Academy of Management Journal, Strategic Management Journal, Journal of Management,* and *Entrepreneurship Theory and Practice*. Trevis has taught undergraduate, MBA, EMBA, and PhD courses in strategic management, research methodology, and international business at Arizona State University, Texas A&M University, Indiana University, Tulane University, and Wuhan University (China).

CEO Communications and Organizational Stakeholders: A Preliminary Road Map

Trevis Certo
W.P. Carey School of Business
Arizona State University

As those responsible for the overall performance of their organizations, CEOs represent the ultimate leaders of their organizations. In this presentation, we provide a preliminary framework exploring how CEOs communicate with external stakeholders. To do so, we distinguish between explicit (i.e., press releases) and implicit (i.e, stock purchases) communication techniques. Despite the benefits of active communications with some external stakeholders, we also discuss how firms may suffer when competitors have access to these communications. Finally, we provide a preliminary roadmap discussing the potential influences of CEO communications on firm employees.

SESSION 4

Relating to External Stakeholders

Don Ferrin is Associate Professor of Organizational Behavior at Singapore Management University. Don received his Ph.D. from the Carlson School of Management, University of Minnesota in 2000. Don's research focuses on interpersonal trust in the workplace, including the development of trust, the impact of trust on leader effectiveness, trust repair strategies, trust networks within organizations, trust in the context of negotiation, and the effects of culture on interpersonal trust. Don serves on the Editorial Review Boards of the Journal of Applied Psychology, Journal of Management, Organizational Behavior and Human Decision Processes, and the Journal of Trust Research. Research awards include the Barry M. Richman Best Dissertation Award in 2000 (AOM International Management Division) and the International Association for Conflict Management's Outstanding Article Award for 2004. Keynotes include the Economic and Social Research Series Seminar on Building, Maintaining, and Repairing Trust Across Cultures (Durham University, UK, 2006), the British Psychological Society (Division of Occupational Psychology, Brighton, UK, 2010), the European Institute for Advanced Studies in Management Conference on Trust Within and Between Organisations (Amsterdam, 2007), and the Inaugural Seminar of the Nordic Research Network on Trust In and Between Organisations (Joensuu, Finland, 2011).

Prior to his academic career, Don worked seven years as a C.P.A. for Deloitte in Los Angeles and Hong Kong. Before that, he worked as a piano rebuilder, pizzeria manager, security guard, church organist, miniature golf course groundskeeper, bookkeeper, nursing assistant, delivery driver, rock musician, retail clothing store supervisor, and wedding photographer.

Exposed! Insights on Leader Trust Violation and Repair from the UK Parliamentary Expenses Scandal*

Don Ferrin
Lee Kong Chian School of Business
Singapore Management University

Studying trust repair in field settings is challenging first because the contexts surrounding each trust violation and repair incident are so diverse, and second because researchers seldom have complete information about the nature and magnitude of the violation, how much of this information was communicated to aggrieved parties, and how aggrieved parties reacted to this information. The 2009 UK Parliamentary expenses scandal, in which 372 of 615 MPs submitted improper housing allowance claims, provides an opportunity to examine leader trust violations and repair within a single context in which complete information is available. By analyzing newspaper, website, and voting data, we hope to provide insight into aspects of trust repair that cannot be readily studied in laboratory settings: What causes some leaders to violate trust while others do not? What factors cause a leader to choose one trust repair response (e.g., apology and penance) vs. another (justification)? Are there trust repair responses in use that have not yet been recognized in the literature? How do violation magnitude and type combine with violation response and leader power to influence outcomes such as leader reelection. And how do trust violation and repair events unfold over time? Although data coding and analysis are ongoing, I will share some initial insights regarding these questions.
 *Graham Dietz (Durham University), Nicole Gillespie (University of Queensland), Shannon Merrington (University of Queensland)

SESSION 4

Relating to External Stakeholders

Wm. Gerard (Gerry) Sanders is professor of strategic management and at the Jones Graduate School of Business at Rice University. He was previously on the faculty of the Marriott School of Management at Brigham Young University. He earned a PhD in strategic management from the University of Texas at Austin in 1996. Gerry's research is focused on the intersection of corporate governance and executive leadership, with a particular interest in their effects on firm strategic choices and performance. He is currently involved with studies of the relative effects of firm executive leadership and board member involvement in new strategic initiatives using a proprietary database of German firm entry into the former Warsaw Pact countries. In addition, he is studying the evolution of corporate governance practices in China and the effects of these changes on executive leadership and strategy. His research often tackles practical problems and some of his work on the effects of stock option pay has been featured in major news outlets such as the New York Times, the Economist, BusinessWeek, CFO, and on National Public Radio's Marketplace. Gerry is also the coauthor (with Mason Carpenter) of Strategic Management: A Dynamic Perspective, a textbook on strategic management published by Prentice Hall.

Whose Experience Matters and When? The Effects of External Board Members and Top Managers on Emerging Market Entry

Gerry Sanders
Jones Graduate School of Business
Rice University

We examine the leadership influences of top managers and external board members on focal firm strategy formulation. To do so, we study how firms learn vicarious from other firms regarding entry into emerging markets where the firm has no operating history. We focus on learning through board interlock networks and juxtapose the effects of learning from external board members, who have gained experience at other firms entering emerging markets, with the learning potential learning arising from focal firm managers serving on other firms' boards. We argue that the nature of learning and influence associated with vicarious learning depends on who brings the experience to the boardroom and the hierarchical authority of the person bringing the external knowledge. We test our framework using longitudinal analysis of foreign investments made by German firms in 21 emerging economies between 1990 and 2003.

SESSION 5

Servant Leadership

Dirk van Dierendonck is Associate Professor Organizational Behavior at the Rotterdam School of Management, Erasmus University, The Netherlands. He is co-founder of the Erasmus Centre for Leadership Studies. His expertise is servant leadership with specific attention to its influence on the flourishing of people within organizations.

Servant Leadership, a State-of-the-Art Overview

Dirk van Dierendonck
Rotterdam School of Management
Erasmus University

At the start of the second decade of the twenty-first century, academic research on servant leadership is increasingly finding its way into international journals. This research is not without its challenges. Different conceptual models differentiate a wide ranges of behaviors that all could exemplify the servant-leader. Most of what has been written is prescriptive (what ideally should be done), not enough yet has been descriptive (what actually is happening). This resulted in many interpretations of servant leadership. Not surprisingly, therefore, is that at least seven multi-dimensional and two one-dimensional measures of servant leadership are presently available. The purpose of this presentation is to introduce to attendees a model that may give more clarity and a deeper insight into the current thinking on the antecedents, underlying processes and consequences of servant leadership. It will provide a state-of-the-art overview of the current quantitative, qualitative, and conceptual research grounded in the latest insights from academia. It will provide a framework that can help place into perspective the most influential theoretical models and operationalizations.

SESSION 5

Servant Leadership

Robert C. Liden (Ph.D., University of Cincinnati) is Professor of Management at the University of Illinois at Chicago, where he is the College of Business Director of Doctoral Programs. He has served as a visiting professor at the Chinese University of Hong Kong, the Université Toulouse 1 des Sciences Sociales, Toulouse, France, and the Université Paris-Dauphine. His research focuses on interpersonal processes as they relate to such topics as leadership, groups, and career progression. Among his publications, he has over 35 articles in the *Academy of Management Journal*, *Academy of Management Review*, *Administrative Science Quarterly*, *Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, and *Personnel Psychology*. He won the Society for Human Resource Management (SHRM) Foundation's Heneman award for the best research conducted in human resource management during 1995. He also won awards (with coauthors) for the best article published in the *Academy of Management Journal* during 2001, the best article published in *Human Resource Management* during 2001, and the best organizational behavior article published in any journal during 2005 by the Organizational Behavior Division of the Academy of Management. Professor Liden is currently serving on the editorial boards of the *Academy of Management Review, Human Relations*, *Journal of Applied Psychology, Journal of Management*, *Leadership Quarterly*, and *Personnel Psychology*. He previously served on the of the *Academy of Management Journal* editorial board. He was the 1999 Program Chair and 2000-01 Division Chair for the Academy of Management's Organizational Behavior Division.

Servant Leadership: Measurement, Relationships with Individual and Team Outcomes, and Prototypes

Robert Liden
College of Business Administration
University of Illinois at Chicago

Servant leadership refers to a form of leading that focuses on the development of each followers' full potential by putting the interests and needs of followers above all else. This approach to leadership involves individualized attention, empowerment, and provision of support, as well as serving as an ethical role model. Servant leadership theory focuses on mutual trust between the leader and each follower as the key force that mediates relationships between servant leadership and follower outcomes. A program of research on servant leadership is presented that includes discussion of four studies addressing: 1) the measurement of servant leadership; 2) the influence of servant leadership on individual outcomes; 3) an assessment of servant leadership at the team level; and 4) individual servant leadership prototypes, which involves the variability in individual desire for servant leadership. Results of the four studies provide support for the validity of a measure of servant leadership, which includes the finding of positive relationships between servant leadership and job performance, organizational citizenship behaviors, organizational commitment, and psychological contract fulfillment at the individual level, and team potency and team effectiveness at the team level. Interestingly, it was discovered that there is variability in follower desire for servant leadership, which was found to moderate relationships between servant leadership and outcomes: Followers expressing a lower desire for servant leadership were found to experience lower individual outcomes the more their leaders engaged in servant leadership behaviors. Conversely, strong positive relationships between servant leadership and individual outcomes were evident for followers reporting a strong desire for servant leadership.

SESSION 6

Leadership Selection & Development

Michael Hogg is Professor of Social Psychology at Claremont Graduate University, and an Honorary Professor of Social Psychology at the University of Kent and the University of Queensland. He is a Fellow of the Association for Psychological Science, the Society for the Psychological Study of Social Issues, the Society for Personality and Social Psychology, the Society of Experimental Social Psychology, the Western Psychological Association, and the Academy of the Social Sciences in Australia. He received his PhD from Bristol University, and has held faculty appointments at Bristol University, Macquarie University, the University of Melbourne, the University of Queensland, and Princeton University, and has been a visiting professor at the University of California, Los Angeles, the University of California, Santa Cruz, the University of California, Santa Barbara, and City University, Hong Kong. He has been a British Academy Visiting Professor at Birmingham University, and an Australian Research Council Professorial Fellow at the University of Queensland. Michael Hogg's research on group processes, intergroup relations, social identity, and self-conception is closely associated with the development of social identity theory. He has published 280 scientific books, chapters and articles on these topics, and was the 2010 recipient of the Carol and Ed Diener Award in Social Psychology from the Society for Personality and Social Psychology. A past associate editor of the *Journal of Experimental Social Psychology*, he has served on the editorial board of most of the main social psychology journals, and is foundation co-editor with Dominic Abrams of the journal *Group Processes and Intergroup Relations*. Current research foci include leadership, deviance, uncertainty reduction, extremism, and subgroup relations.

Self-Uncertainty, Group Identification and Thirst for Directive Leadership

Michael Hogg
School of Behavioral and Organizational Sciences
Claremont Graduate University

Social identity theory (e.g., Tajfel & Turner, 1979; see Abrams & Hogg, 2010) argues that people in groups pay close attention to and are influenced by what they believe to be the prototypical defining attributes of the group. Thus, those individuals in a group who are deemed to best embody the group's attributes can be highly influential. Building on this, the social identity theory of leadership (e.g., Hogg, 2001; Hogg & van Knippenberg, 2003) argues that for leaders to be effective in groups that are important to their members they need to be perceived to be prototypical by their followers. In this talk I extend this analysis in the context of uncertainty-identity theory (Hogg, 2007, 2011). UIT argues that feelings of uncertainty about oneself and one's identity is a powerful motivation for group identification that can lead people to identify very strongly with highly distinctive groups, and to have a clear preference for strong directive leadership. Uncertainty may contribute to zealotry and may facilitate and empower autocratic leadership. I describe some current empirical studies and work in progress that addresses the relationship between self-uncertainty and support for directive leadership.

SESSION 6

Leadership Selection & Development

Michael Morris is the Chavkin-Chang Professor at Columbia University in the Business School and the Psychology Department. Previously he worked at Stanford University and, as a visitor, at universities in China, Japan, Korea, and Spain. He earned his Ph.D. in Social Psychology from the University of Michigan in 1993. Morris's research examines cultural differences in the conceptions of agency that shape attributions of causality and responsibility. Morris is a founding editor of *Management and Organization Review*, an executive editor of the *Journal of Trust Research*, and an editorial board member at *Social and Personality Science*. He founded and runs Columbia's Program on Social Intelligence, which sponsors research and teaching on insights about management and leadership from contemporary neuroscience, psychology, and social network scholarship.

Aaron Wallen holds a Lecturer position at Columbia University's Graduate School of Business. He joined the faculty after finishing his Ph.D. in Social-Organizational Psychology at New York University. His research in the area of conflict and negotiation has included studies of the effects of power asymmetries in simulated negotiations. His work in the area of gender stereotyping has focused on the consequences of prescriptive stereotype violation on men and women who hold gender atypical jobs. At Columbia, he serves as the administrative director of the Business School's Program on Social Intelligence He has also provided consulting services for various organizations including Goldman Sachs; Kohlberg, Kravis & Roberts; and the Families & Work Institute.

Selecting for Social Intelligence: Admissions Measures, MBA Student Performance, and Early Career Trajectory

Michael Morris & Aaron Wallen
Columbia Business School
Columbia University

What predicts MBA student leadership success? Do students' records in business school predict speed of ascent to positions of leadership? We address these broad questions with two studies of MBA students and alumni. In study 1, we explore the relationships of key admissions criteria, including both "hard" academic skills (e.g., GMATs, undergraduate GPA, undergraduate major) and "soft" social skills (e.g., poise), with academic success as well as MBA leadership ratings success. Our view is that subjective (perceptual) and objective measures of leadership are both very important, as getting promoted and being followed hinges on being perceived as effective by peers and super ordinates. This study centers on comprehensive databases we have assembled for two MBA classes at a large, urban Ivy League business school consisting of admissions data and student performance data. Admissions data include standard academic (GMAT, TOEFL, GPA-undergraduate) and demographic measures (gender, ethnicity, nationality, age, months of work experience). Although we are currently collecting data for study 2 by surveying our alumni, we will discuss our predictions and methodology with conference attendees. In this study we explore whether our measures of MBA leadership success can predict career success five years later, measured both objectively by salary and number of promotions, and measured subjectively by career satisfaction. Taken together, we hope these two studies provide insight into what variables predict leadership success both during and after business school.

SESSION 6

Leadership Selection & Development

Craig L. Pearce (Ph.D.) is the Clifton Chair in Leadership and the Director of the Institute for Innovative Leadership at the University of Nebraska-Lincoln. He has pioneered the development of shared leadership scholarship and practice. His work has appeared in top journals, is widely cited, has spawned countless doctoral dissertations across the globe, and has received widespread acclaim in the practitioner community--including a feature article in the Wall Street Journal. He has received many awards for his work including the Ascendant Scholar Award, the Asia Pacific HR Leadership Award and an award from the Center for Creative Leadership for his work on shared leadership. His book, Shared Leadership: Reframing the Hows and Whys of Leadership, is published by Sage Publications. His most recent book, The Drucker Difference, is published by McGraw-Hill. His forthcoming book, Share the Lead, will be published by Stanford University Press. He is an active keynote speaker and consultant to organizations--his clients have included such organizations as American Express, British Bakeries, the Central Intelligence Agency of the USA, Fujitsu, Land Rover, the Metropolitan Water District of Southern California, Nielsen, Panda Express, Rayovac, Rover Group, SmartScan and Serono, among many others.

Beyond Heroic Leadership: Like Fine Wine Leadership is Something to be Shared

Craig Pearce
College of Business Administration
University of Nebraska-Lincoln

Leadership development has taken on increased prominence in recent years (e.g., Pearce, 2007; Conger & Pearce, 2009). Having said that, there is a natural tendency to approach the subject of leadership as a hierarchically based process that is focused on higher level individual leaders influencing followers. This tendency is consistent with myths surrounding charismatic and heroic visionary leaders who are portrayed, often single handedly, as inspiring and directing their organizations to new heights. As interesting as this kind of framing of leadership can be when developing leaders it also lays the seeds of centralization of power that can breed contemporary workplace monsters such as corruption, power abuse, and waste of human potential. As such, I will focus on shared leadership, which offers promise for inoculating firms from such deleterious ends (Pearce & Manz, 2005; Pearce, Manz & Sims, 2008). Accordingly, I will share much of our recent research in this area (Pearce, Manz & Sims, in press). By emphasizing this highly involving and engaging leadership perspective in leadership development, while relying on a compatible advanced learning philosophy and experiential and action oriented learning methods, significant strides can be made to help make sure many of these leadership myths and monsters become a thing of the past.

Conference Partners

Fuqua/Coach K Center on Leadership & Ethics

The Fuqua/Coach K Center on Leadership & Ethics (COLE) was established by Duke University's Fuqua School of Business . COLE redefines the leadership landscape in the context of new global realities through research, education, as well as deepening and extending the way students, academics, and practitioners think about and practice business leadership and ethics in the 21st century. From supporting rigorous research to developing a leadership and ethics concentration for MBA students, developing a cadre of leadership fellows, offering cutting edge executive education courses, and hosting the annual Coach K Leadership Summit the center is at the forefront of understanding and implementing how ethical leadership education and research needs to evolve for the new world.

Erasmus Centre for Leadership Studies

The Erasmus Centre for Leadership Studies is a research center within the Rotterdam School of Management, Erasmus University Rotterdam, The Netherlands. Its mission is to advance the understanding of leadership in organizations through fundamental as well as applied research, and to leverage this understanding through teaching, training, and consultancy to change and develop leadership practice.

INSEAD

The **INSEAD Leadership Initiative** reaffirms the school's mission to develop "responsible, thoughtful leaders and entrepreneurs who create value for their organisations and their communities". As the Business School for the World, INSEAD is able to make a distinctive contribution to the study and practice of leadership by offering a truly global perspective. The **Leadership Initiative** brings together members of the INSEAD community working on leadership research and leadership development. Its ambition is to make INSEAD the world's top business school in two areas: Leadership research with an international focus, together with the development of innovative materials and tools for both teaching and practice; Leadership teaching, encompassing world-class programmes for executives and courses for the school's uniquely diverse degree participants.

Wharton Center for Leadership and Change Management

The intensifying competition for resources and demand for high performance are pressing firms to become more flexible, more results-focused, and more fast-acting. Organizations are finding that such initiatives require able leadership, and to this end, the Wharton Center for Leadership and Change Management is devoted to 1) stimulating basic research and practical application in the area of leadership and change, 2) fostering a better understanding of how to develop organizational leadership, and 3) supporting the leadership development agendas of the Wharton School, the University of Pennsylvania, and other organizations worldwide.

New Directions in
Leadership
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