



# New Directions in Leadership Research

Hosted by

Center on Leadership and Ethics (COLE)

The Fuqua School of Business, Duke University

**June 13 – 14, 2015**



**COLE**  
FUQUA/COACH K CENTER  
ON LEADERSHIP AND ETHICS



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# COLE

## FUQUA/COACH K CENTER ON LEADERSHIP AND ETHICS

Dear Participant,

Welcome to the 2015 New Directions in Leadership Research (NDLR) Conference, 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 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.

Sincerely,

A handwritten signature in black ink, appearing to read "SBS", with a long horizontal line extending to the right.

Sim B. Sitkin  
Professor of Management  
Faculty Director, COLE  
Fuqua School of Business, Duke University

# NEW DIRECTIONS IN LEADERSHIP RESEARCH CONFERENCE

## Program Schedule

All sessions will be held in the Lilly Classroom. Breakfast and lunch will be in the Kirby Reading Room.  
Paper presentations are for 30 minutes (including Q&A) with 5 minute transition between papers

**Saturday, June 13, 2015**

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7:45 AM	Bus from 21c Museum Hotel to The Fuqua School of Business
8:00-8:30 AM	Conference Check-in & Breakfast
8:30-8:45 AM	Welcome and Conference Opening

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### **Session 1: Top Management Team and Boards**

8:45-9:15 AM	Andrew Carton- <b>CEOs, COOs, and Cognition: Resolving a Top Management Team Conundrum</b>
9:20-9:50 AM	William Judge- <b>The Outside Director Selection Process: A Field Study</b>
9:55-10:25 AM	Katherine Klein- <b>Reactions to a Change at the Top: How Leader Succession Affects Collective Engagement</b>

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10:25-10:40 AM	Coffee break
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### **Session 2: Leadership and Adaptation**

10:40-11:10 AM	Scott Sonenshein- <b>Leading Resourceful Organizations</b>
11:15-11:45 AM	Amy Edmondson- <b>The Advocacy Trap: When Legitimacy Building Inhibits Organizational Learning</b>
11:50 AM-12:20 PM	Jasmien Khattab- <b>A Network Utility Perspective on the Career Advancement of Minorities in Management</b>

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12:20-1:15 PM	Lunch
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### **Session 3: Leader/Follower Relations**

1:15-1:45 PM	Daan Stam- <b>A Relational Models Theory of Leader-Follower Interactions</b>
1:50-2:20 PM	Kurt Dirks – <b>Who trusts you? Do You Know? Determinants and Implications of Trust Meta-Accuracy</b>
2:25-2:55 PM	Gilad Chen- <b>Leading From Within: The Upward Influence of Member Proactivity on Teams</b>
3:00-3:30 PM	Esther Sackett, Sim Sitkin, Rebecca Kitzmiller, Arpana Vidyarthi- <b>Physicians as Leaders of Patients: Effects of Physician Leadership Behavior on Medical and Business Outcomes</b>

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3:30-3:45 PM	Coffee Break
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### **Session 4: Leadership Conceptions**

3:45-4:15 PM	Frederick Morgeson- <b>Beyond Feature-oriented Leadership Theory: An Event-Oriented Approach</b>
4:20-4:50 PM	Timothy Judge- <b>Are Leaders Born or Made?: Some New Answers To An Old Question</b>
4:55-5:25 PM	Devin Hargrove, Richard Larrick- <b>The Challenges of Authentic Leadership: On Both Being Yourself and Projecting Yourself</b>

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5:30 PM	Bus from The Fuqua School of Business to 21c Museum Hotel
6:30 PM	Meet in hotel lobby to proceed (Walk) to dinner venue (Dos Perros, 200 N Mangum Street, Durham NC 27701)
6:45-9:00 PM	Cocktail Reception and Dinner
9:00 PM	Leave dinner venue and walk back to hotel

**Sunday, June 14, 2015**

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7:30 AM	Bus from 21c Museum Hotel to The Fuqua School of Business
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7:45-8:30 AM	Breakfast
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**Session 5: Power and Trust**

9:00-9:30 AM	Adam Galinsky- <b>When Hierarchy Wins and When it Kills</b>
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9:35-10:05 AM	Leigh Tost- <b>The Prosocial Side of Power: How, Why, and When Power Induces Solidarity With Others</b>
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10:05-10:25 AM	Coffee Break
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10:25-10:55 AM	Roger Mayer- <b>Power and Trust: Would You, Could You, Should You?</b>
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11:00-11:30 AM	Frances Milliken- <b>The Role of Power in Communication in Organizations</b>
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11:35 AM-12:30 PM	Lunch
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## **PRESENTERS AND PAPER ABSTRACTS**

# **NEW DIRECTIONS IN LEADERSHIP RESEARCH CONFERENCE**

## **Presenters**

**Andrew Carton**, The Wharton School, University of Pennsylvania

**Gilad Chen**, Robert H. Smith School of Business; University of Maryland

**Kurt T. Dirks**, Olin Business School, Washington University in St. Louis

**Amy C. Edmondson**, Harvard Business School

**Adam Galinsky**, Columbia Business School, Columbia University

**Devin Hargrove**, The Fuqua School of Business, Duke University

**Jasmien Khattab**, Rotterdam School of Management, Erasmus University

**Rebecca Kitzmiller**, School of Nursing, University of North Carolina – Chapel Hill

**Katherine Klein**, The Wharton School, University of Pennsylvania

**Richard Larrick**, The Fuqua School of Business, Duke University

**Roger C. Mayer**, Poole College of Management, North Carolina State University

**Frances Milliken**, Stern School of Business, New York University

**Frederick P. Morgeson**, The Eli Broad College of Business, Michigan State University

**Esther Sackett**, The Fuqua School of Business, Duke University

**Sim B. Sitkin**, The Fuqua School of Business, Duke University

**Scott Sonenshein**, Jones Graduate School of Business, Rice University

**Daan Stam**, Rotterdam School of Management, Erasmus University

**Leigh P. Tost**, Ross School of Business, University of Michigan

**Timothy A. Judge**, Mendoza College of Business, University of Notre Dame

**William Q. Judge**, Strome College of Business, Old Dominion University

**Arpana Vidyarthi**, Duke-NUS Graduate School of Medicine

## CEOs, COOs, and COGNITION: RESOLVING A TOP MANAGEMENT TEAM CONUNDRUM

Andrew Carton - University of Pennsylvania

The question of whether the presence of CEO/COO duos benefits firm performance has intrigued those who study top management teams and corporate leadership. Yet scholars have answered this question in ways that appear diametrically opposed. One set of researchers has concluded that COOs clearly harm firms because they are expensive and add an unnecessary layer of bureaucracy. A contrasting stream of research suggests that CEO/COO duos clearly help firms relative to CEOs acting alone because they trigger constructive task conflict, causing top management teams to more thoroughly process distinct perspectives. We suggest that both positions have merit. CEO/COO duos can either be good or bad for firm performance, and their utility depends on CEO cognitive orientation, a dispositional variable that captures whether CEOs are abstract thinkers who focus on the “big picture” or concrete thinkers who focus on fine-grained details. In a study of CEOs from the technology industry, we validate a measure of CEO cognitive orientation and find that the presence of a COO harms firm performance for abstract thinking CEOs yet boosts firm performance for concrete thinking CEOs, because COOs make abstract thinking CEOs less likely to pursue strategic change and concrete thinkers more likely to pursue strategic change.

*[Co-author: Andrew Boysen, University of Pennsylvania]*

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**Andrew Carton** is an Assistant Professor at The Wharton School at the University of Pennsylvania. He studies the micro-level (cognitive and interpersonal) foundations of organizing and leadership. An organization is a set of groups who share common goals and leadership is the act of influencing that set of groups to pursue shared goals. The behavior between groups (i.e., intergroup relations) has become more complex due to increasing diversity (e.g., greater functional and racial diversity). Meanwhile, scholars have begun to acknowledge that employees look to align their day-to-day work with broad long-term goals. Despite widespread acknowledgement of the complexity of these

topics, we know relatively little about how leaders have adapted to them. How do leaders manage tensions between groups and subgroups? How are leaders from different racial groups evaluated? How should leaders help employees shift attention between different goals? By centering his research on intergroup behavior and goal systems, he hopes to shed light on some of these questions. He obtained his Ph.D. from Duke University. He has taught courses on change management, negotiations, ethics, and an introductory course in management.

## THE OUTSIDE DIRECTOR SELECTION PROCESS: A FIELD STUDY

William Q. Judge - Old Dominion University

In a recent review of the director selection process, Withers, Hillman and Cannella (2012) reported that despite a long-standing academic interest in how outside executives gain a seat on a board of directors, there is very little understanding as to how and why certain directors gain seats on the board of directors. While there have been recent studies examining extant demographic characteristics of outside directors, we simply do not know how firms become aware of potential outside directors, who is involved in nominating directors, and why the final selection decision is made. Research has begun to explore how nominating committees function within European firms, but we do not have a comprehensive perspective regarding how outside directors recruited and selected into the firm more generally.

Our ultimate objective is to publish a rigorous inductive study of the actual, not inferred, director selection process. For this work-in-progress study, we are currently conducting systematic field interviews with a wide variety of outside directors in order to learn how they gained their board seat on a publicly-held firm listed on the NYSE or NASDAQ stock exchanges in the United States. At the conference, I expect that most of our field interviews will be complete and I will provide some preliminary insights from our field data. Currently, we have completed interviews with nine male and female independent directors based in all four geographic regions of the United States, and they have provided detailed descriptions of 25 director selection processes.



**William Q. Judge** is the E.V. Williams Chair of Strategic Leadership and Professor of Strategic Management at Old Dominion University in Norfolk, Virginia. He earned his Ph.D. degree at the University of North Carolina at Chapel Hill. His three primary areas of expertise are: (1) strategic leadership, (2) organizational innovation & change, and (3) comparative corporate governance. He has published over 50 scholarly refereed publications on these topics in premiere management journals. He also has published a leading strategic leadership teaching simulation entitled, *Change Management Simulation: Power and Influence* by Harvard Business Publishing, which is in its second edition. During 2007-2012, he served as Editor-in-Chief of *Corporate Governance: An*

*International Review* which experienced a dramatic rise in submissions and citations worldwide during his tenure. He currently serves on three editorial boards: (1) *Strategic Management Journal*, (2) *Journal of Management Studies*, and (3) *Journal of International Business Studies*. Also, Judge serves as the doctoral program coordinator for the strategic management program at Old Dominion University. Furthermore, Judge is the founding President of the International Corporate Governance Society. During his career, he has earned six different teaching awards, and has consulted with many strategic leaders in a wide variety of industries.

## REACTIONS TO A CHANGE AT THE TOP: HOW LEADER SUCCESSION AFFECTS COLLECTIVE ENGAGEMENT

Katherine Klein - University of Pennsylvania

Leadership successions occur with great frequency and may trigger significant changes in an organization's strategy and performance and in the meaning, challenges, and rewards employees experience at work. Within the voluminous OB literature on leadership, leadership succession has received scant attention. Within the strategy literature, however, succession has been the subject of considerable research. Using publicly available data to investigate changes in organizational performance and strategy following a CEO change, strategy scholars offer important insights regarding the contingent consequences of succession but cannot open the "black box" to identify the internal organizational dynamics, resources, and capabilities that shape the consequences of leadership succession.

In an effort to crack open the black box of succession, we propose a preliminary conceptual model of the effects of leadership succession on collective engagement. Defined as organizational members' "shared perceptions ... that members of the organization are, as a whole, physically, cognitively, and emotionally invested in their work" (Barrick, Thurgood, Smith, & Courtright, 2015: 113), collective engagement describes the overall motivational environment of the firm and is a critical determinant of strategic and performance change following succession. In the wake of leadership succession, collective engagement may increase or decline, we argue, as a function of shared employee perceptions of:

- a. The likelihood that the new leader will instigate organizational change;
- b. The need for organizational change;
- c. The competence of the incoming leader; and
- d. The dependence of the organization's identity and performance on the incoming leader.

We clarify the specific attributes of the organization, the succession context, and the incoming leader likely to drive these perceptions, and explore the leader behaviors that may engender changes in these perceptions and thus in collective engagement over time.

*[Co-authors: Andy Cohen, The George Washington University School of Business; and JR Keller, University of Pennsylvania]*



**Katherine Klein** is the Edward H. Bowman Professor of Management at the Wharton School at the University of Pennsylvania. She received her B.A. from Yale University and her Ph.D. from the University of Texas at Austin. Prior to coming to Wharton, Klein was on the faculty of the University of Maryland and a visiting professor at the Stanford Graduate School of Business.

An award-winning organizational psychologist, Klein has conducted extensive field research regarding a range of topics including team leadership, climate, conflict, social networks and effectiveness;

organizational change and technology implementation; employee diversity; and employee responses to stock ownership and stock options. She has taught executive education, studied, and consulted with a variety of for-profit and non-profit organizations including Charles Schwab, Rohm and Haas, North American Scientific, Medtronic, The Baltimore Shock Trauma Center, Penn Vet, the U.S. Census Bureau, and the Korean Management Association.

Her research has been published in numerous top journals including *Administrative Science Quarterly*, *Journal of Applied Psychology*, the *Academy of Management Journal*, and the *Academy of Management Review*. A former associate editor of the *Journal of Applied Psychology*, she is currently an associate editor of *Administrative Science Quarterly*. Klein is a Fellow of the Academy of Management, the Society for Industrial and Organizational Psychology, the American Psychological Association, and the Association for Psychological Science.

Klein's current research interests include race in organizations; leadership succession and social network change; and Rwanda's reconciliation and reconstruction following the 1994 genocide.

## LEADING RESOURCEFUL ORGANIZATIONS

Scott Sonenshein - Rice University

While most perspectives on leadership make ontological assumptions that treat resources as static, I draw from resourcing and practice theory to portray resources as inherently malleable. This view makes a critical distinction between an object (i.e., a tangible and intangible asset that an individual must act on) and a resource (an object that has been acted on in a useful way). A resourcing perspective highlights the importance of action in understanding a firm's resources. Using the malleability of resources as a starting point, I review three qualitative, field projects: a family business of women's fashion boutiques that grew into a publicly traded national chain, a market of food trucks that spawned a sub-category of gourmet trucks, and a Fortune 500 retailer undergoing strategic change. Based on ethnographic, interview and archival data from these sites, I identify how leaders shape and help others shape the meaning of resources in ways that advance organizational objectives around change, creativity, and inter-firm relationships. By theorizing the activities of leaders around shaping their firm's resources, I open up new avenues for understanding the practice of leadership.

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**Scott Sonenshein** is the Jones School Distinguished Associate Professor of Management at the Jones Graduate School of Business at Rice University where he teaches courses in organizational behavior, leadership and change management. He received his Ph.D. in Management and Organizations from the University of Michigan.

Sonenshein's research employs field methodologies (primarily involving qualitative data) to explain the resourceful actions of employees in the context of organizational and social/ethical change. His work usually follows an inductive approach, posing broad research questions grounded in the literature that enable the development and elaboration of theory—often in unexpected directions. This has led to contributions to a variety of theoretical perspectives including sensemaking, narratives, social influence, creativity and decision making. He has made these contributions by locating generative field settings ranging from fashion to food trucks, banks to booksellers, and entrepreneurs to environmentalists. While his studies often contain an “inductive surprise,” his work coalesces around illuminating the skill, agency, and motivation of individuals to contribute to change (in the workplaces or for the social good) as well as the corresponding organizational practices that foster these outcomes.

He currently serves as an Associate Editor at the *Academy of Management Journal* and sits on the editorial boards of *Academy of Management Review* and *Organization Science*.

## THE ADVOCACY TRAP: WHEN LEGITIMACY BUILDING INHIBITS ORGANIZATIONAL LEARNING

Amy C. Edmondson - Harvard Business School

This paper explores the relationship between learning and legitimacy building for a new firm in a nascent industry. We analyze qualitative data from a longitudinal study of a new firm in the nascent *smart cities* industry, and find that a new firm's leader's legitimacy-building activities provided benefits (helping diverse stakeholders value both the new firm and the new industry), but also created risks. Specifically, legitimacy building relied on two leader behaviors – an external focus of attention and an advocacy orientation – that limited the firm's internal focus and inquiry orientation. This, in turn, inhibited its ability to learn. We propose that a leader's legitimacy building can comprise an advocacy trap that blocks the meaningful learning vital to the success of leaders and firms. By identifying a new barrier to learning, rooted in cognition and especially salient in new firms and nascent industries, we contribute to the literature on leadership and organizational learning. By suggesting a downside to legitimacy building, we add to the institutional entrepreneurship literature, which has typically characterized legitimacy-building activities as beneficial. Further, by proposing the mechanisms through which legitimacy building activities affect learning, we develop actionable ideas for managing the tension between the two.

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**Amy C. Edmondson** is the Novartis Professor of Leadership and Management at the Harvard Business School, a chair established to support the study of human interactions that lead to the creation of successful enterprises that contribute to the betterment of society. Edmondson has taught courses in leadership, organizational learning and operations management in the MBA, PhD, and Executive Education programs. Her writings on organizational learning and leadership have been published in more than 70 articles and 30 case studies. Her books, *Teaming: How organizations learn, innovate and compete in the knowledge economy* (Jossey-Bass, 2012) and *Teaming to Innovate* (Jossey-Bass, 2013) explore the challenges and opportunities of

teamwork in dynamic, unpredictable work environments.

Before her academic career, she was Director of Research at Pecos River Learning Centers, where she worked with founder and CEO Larry Wilson to design and implement change programs in large companies. In the early 1980s, she worked as Chief Engineer for architect/inventor Buckminster Fuller, and her book *A Fuller Explanation: The Synergetic Geometry of R. Buckminster Fuller* (Birkhauser Boston, 1987) clarifies Fuller's mathematical contributions for a non-technical audience.

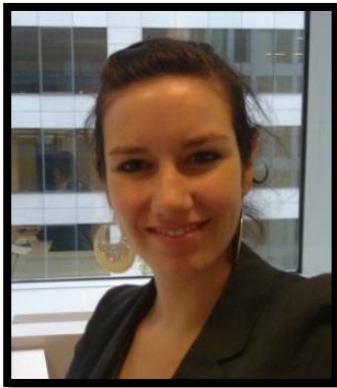
Edmondson received her Ph.D. in organizational behavior, AM in psychology, and AB in engineering and design, all from Harvard University. She lives in Cambridge, Massachusetts with her husband, George Daley, and their two sons.

## A NETWORK UTILITY PERSPECTIVE ON THE CAREER ADVANCEMENT OF MINORITIES IN MANAGEMENT

Jasmien Khattab - Erasmus University

Minorities are structurally constrained by their network with regard to acquiring social capital, which contributes to the underrepresentation of minorities in management. Nevertheless, minorities that do have social capital within the organization do not receive the same benefits from their favorable network position compared to majorities in similar network positions. We present a theoretical framework that addresses this issue by focusing on the intersection of agency and structuralism. We argue that network utilization (whether network ties are utilized for work or career purposes – by actors, direct alters, and indirect alters) interacts with network characteristics (such as density and heterogeneity) to create or cancel out constraints for minorities' career advancement, over and above the structural constraints minorities face in creating social capital.

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**Jasmien Khattab** is a Ph.D. candidate at the Rotterdam School of Management, Erasmus University Rotterdam. In her research, she focuses on minorities in leadership positions. On the one hand, she examines antecedents of the underrepresentation of minorities in management. To that end, she integrates agency and social networks perspectives to explain why minorities are less likely to obtain leadership positions compared to majorities. On the other hand, she studies the consequences of minorities in leadership positions, and tries to identify effective leadership behaviors for minority leaders in teams.

Other keywords that describe Khattab's research interests are team diversity, transactive memory in social networks, leader group prototypicality, and authentic leadership behaviors.

Prior to starting her Ph.D. in management, Khattab obtained her Bachelor of Science and Master of Science in Social Psychology (cum laude) at the University of Amsterdam.

## A RELATIONAL MODELS THEORY OF LEADER-FOLLOWER INTERACTIONS

Daan Stam - Erasmus University

Many models of leadership have emphasized the relational nature of leadership such as leader member exchange theory (Graen, 1976; Grean & Scandura, 1987), the relational model of leadership (Uhl-Bien, 2006), leader emergence theories (Derue & Ashforth, 2010) and relation theories of charisma (van Knippenberg & Hogg, 2003; Hogg et al., 2013). Unfortunately, for all the good that prior models and theories have done the field of leadership, there are, as of yet, no comprehensive answers to three fundamental questions: How do (stable) relationships between leaders and followers develop over time? Why are relationships (perceived to be) functional or not functional? How to integrate a leader-follower relationship perspective with more fundamental theories about relationships in general? In order to answer these questions a dynamic theory that disentangles specific facets of the relationship itself is required. We develop a dynamic model that encompasses different levels of analysis answer the above questions.

The model is based on the notion of relational models theory (Fiske, 1991, 1992; 2004; Haslam, 2004). This theory argues that human relations can be categorized in four distinct types: Communal sharing, authority ranking, equality matching, and marketing pricing. These relational models are cognitive schemas that people use to make sense of and act in their relationships, including leader-follower relations. We demonstrate how relational models determine the behaviors that leaders and followers display in their interactions, how they evaluate their partners' behaviors, and subsequently how satisfied leaders and followers become within their relationship. Moreover, we discuss how relational models can change over time based on the evaluations of their partners behaviors.



**Daan Stam** is Associate Professor of Innovation Management at the department of Technology and Operations Management at RSM Erasmus University, Erasmus University Rotterdam, The Netherlands. He acts as the academic director for the fulltime MBA program of RSM. His research interests include leadership and communication, in particular in innovation and operational settings. Stam is a member of the Erasmus Centre for Leadership Studies. His research is published in such academic outlets as *Organizational Behavior and Human Decision Processes*, *Organization Science*, *Journal of Operations Management*, *The Leadership Quarterly* and *Journal of Organizational Behavior*.

## WHO TRUSTS YOU? DO YOU KNOW? DETERMINANTS AND IMPLICATIONS OF TRUST META-ACCURACY

Kurt T. Dirks - Washington University in St. Louis

Do leaders know the extent to which they are trusted by their employees? This unexplored issue holds important implications for the literature on trust and on leadership. Along with this question, the paper examines the factors determine why some leaders are more accurate than others and it considers the consequences of being accurate or inaccurate. This issue is a potential challenge that many leaders may face. For research, the paper provides a new direction for the literature on trust.

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**Kurt T. Dirks** is the Bank of America Professor of Managerial Leadership and the Senior Associate Dean of Programs at the Olin Business School at Washington University in St. Louis. He holds a Ph.D. from the University of Minnesota and a B.S. and M.S. from Iowa State University.

His research is in the field of Organizational Behavior, and focuses on issues related to leadership and teams. He is best known for his research on the determinants, barriers, and outcomes of trust within organizations and published a number of highly recognized articles on the topic. His work on the topic has involved a wide range of contexts

including the military, financial institutions, technology companies, sports teams, health care teams, and laboratory settings involving experiments. In addition, he has conducted work on understanding how teams can effectively identify and formulate complex and ill-structured problems.

Dirks teaches leadership in the graduate programs at the Olin Business School. He has conducted workshops and seminars in executive education programs at Washington University, as well as for a variety of organizations.

## LEADING FROM WITHIN: THE UPWARD INFLUENCE OF MEMBER PROACTIVITY ON TEAMS

Gilad Chen - University of Maryland

To better compete in today's competitive business environment, organizations expect their employees to work collaboratively in interdependent teams, and to proactively contribute to team and organizational success. In line with this, the very definition of employee proactivity speaks to the importance of employees taking an active role in shaping positive work unit outcomes (e.g., Grant & Ashford, 2008). And yet, we know surprisingly little about the linkage between employees' proactive behaviors and team outcomes. I will present field and lab studies that examine whether, why, and when employees' proactive behaviors promote team effectiveness. This research suggests that constructive forms of proactive behaviors (innovativeness and promotive voice) translate into improved team effectiveness through team learning, but that such relationships require time and greater levels of team maturity. I will also discuss implication for theory and practice, and suggested future avenues for research.

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**Gilad Chen** is the Robert H. Smith Chair in Organizational Behavior, at the University of Maryland's Robert H. Smith School of Business. He received his bachelor degree in Psychology from the Pennsylvania State University in 1996, and his doctoral degree in Industrial/Organizational Psychology from George Mason University in 2001. Chen teaches courses on a variety of organizational behavior, human resource management, and methodological topics.

His research focuses on work motivation, adaptation, teams and leadership, with particular interest in understanding the complex interface between individuals and the socio-technical organizational context. He has won several research awards, including the 2007

Distinguished Early Career Contributions Award from the Society for Industrial and Organizational Psychology, and the 2008 Cummings Scholar Award from the Organizational Behavior Division of the Academy of Management. Chen is also an elected Fellow of the American Psychological Association, Association for Psychological Science, Society of Industrial-Organizational Psychology, and Society of Organizational Behavior.

Chen's research has appeared in such journals as the *Academy of Management Journal*, *Journal of Applied Psychology*, *Journal of Organizational Behavior*, *Personnel Psychology*, *Organizational Behavior & Human Decision Processes*, and *Research in Organizational Behavior*. He is now serving as the Editor of the *Journal of Applied Psychology* (2014-2020), after serving as Associate Editor for the journal from 2008 through 2013. He has also been serving as an editorial board member of the *Academy of Management Journal*.

## PHYSICIANS AS LEADERS OF PATIENTS: EFFECTS OF PHYSICIAN LEADERSHIP BEHAVIOR ON MEDICAL AND BUSINESS OUTCOMES

Esther Sackett - Duke University

Sim B. Sitkin - Duke University

Rebecca Kitzmiller - University of North Carolina – Chapel Hill

Arpana Vidyarthi - Duke-NUS Graduate School of Medicine

In the current healthcare delivery landscape, provider compensation is increasingly linked to patients' experiences, perceptions, and clinical outcomes. Evidence suggests that specific provider behaviors, such as communication skills, not only improve patients' experiences but also positively influence care decision making and health outcomes. Unfortunately, existing physician assessment tools lack actionable guidance for improving those skills. We apply an innovative lens from organization science by focusing on leadership behaviors within the provider-patient relationship to identify modifiable behaviors associated with improved patient experiences. To do this, we adapted the Sitkin-Lind leadership model, a 360-survey that assesses six domains of leadership behaviors in the organizational context, for the provider-patient relationship context. Preliminary results from surveys of patients reporting about their provider's leadership behaviors and their own health outcomes suggest that providers' leadership behaviors directed at patients can enhance patient retention and satisfaction, lead to more positive health attitudes, and increase the likelihood that the patient will follow their doctor's advice and health care regimen. Importantly, leadership behaviors added significant, unique predictive power above and beyond the established measures of patient experience currently used by providers in the U.S. These preliminary findings suggest that the assessment of providers' leadership behaviors during patient interactions has the potential for great impact on improved patient clinical outcomes and experiences.



**Esther Sackett** is a Ph.D. student in Management & Organizations at the Fuqua School of Business at Duke University. She has a BA in Anthropology from Ithaca College and a MPA in Health Policy and Management from the Wagner School of Public Service at NYU. Prior to her doctoral studies, Sackett worked in the healthcare industry for several years, developing, managing, and evaluating interdisciplinary programs in hospital settings. As a doctoral student, Sackett's research utilizes mixed methods approaches to investigate how individuals and teams manage the attentional demands that accompany complex work.

In particular, her primary stream of research focuses on the intersection of goal systems, collaboration, and team cognition, to better understand how members of teams navigate the multiple goals they may be pursuing at any given time, including shared team goals as well as the goals that each member is pursuing outside of the team. A related, secondary stream of research focuses on how managers balance multiple organizational roles (e.g., Physician Leaders) and the different skillsets and identities that accompany those roles.



**Sim B. Sitkin** is Professor of Management, Director of the Behavioral Science and Policy Center, and Faculty Director of the Fuqua/Coach K Center on Leadership and Ethics at Duke University. His current research, teaching and consulting focus on the effect of formal and informal organizational control systems and leadership on risk taking, accountability, trust, learning, change, and innovation. Sitkin is Founding Editor of *Behavioral Science and Policy*, Editor of *The Academy of Management Annals*, and was elected a Fellow of the Academy of Management in 2010 and the Society for Organizational Behavior in 2013. Sitkin's most recent book is *Organizational Control* and he is at work on two books, one on leadership and another on organizational trust.



**Rebecca Kitzmiller**, PhD, MHR, RN-BC is an Assistant Professor at the University of North Carolina-Chapel Hill School of Nursing and the Carolina Health informatics Program. Kitzmiller's research interests focus on healthcare leadership and teamwork, organizational change, technology implementation and training; and the ways to improve the impact of technology on health outcomes.

Kitzmiller published on these topics in *Implementation Science*, *Advances in Health Care Management*; *Journal of Continuing Education in Nursing*; *CIN: Computers, Informatics, Nursing*; *Caring*; and the *TarHeel Nurse*. She is coauthor of *The Nursing Informatics Implementation Guide* as well as two

chapters in *Introduction to Nursing Informatics* (3<sup>rd</sup> ed). Since 1998, she has presented at national, state and local conferences including the Academy of Management Annual Meeting, Southern Nursing Research Society Annual Conference, University of Maryland Summer Institute for Nursing Informatics, and Rutgers University International Nursing Informatics Conference.

Prior to doctoral training, Kitzmiller served more than two decades in the US Army Nurse Corps leading both patient care units and large-scale organizational process improvement and technology projects. Additionally, She was the Director, Nursing Informatics at Duke University Health system. Kitzmiller received her Ph.D. and MSN from Duke University School of Nursing, MHR from Oklahoma University and BSN from the University of Pennsylvania School of Nursing.



**Arpana Vidyarthi**, MD is an Associate Professor of Education and Health Systems and Services Research at Duke-NUS Graduate School of Medicine, Singapore. With a focus in leadership, she develops, conducts, and evaluates leadership development training both at Duke-NUS and the University of California San Francisco (UCSF). She is a certified coach and works with globally diverse clients (individuals and organizations) within and outside of healthcare.

Vidyarthi is also an Associate Editor for the BMJ Quality and Safety (British Medical Journal) and has published numerous articles specifically in the arenas of transitions of care and quality and safety education. Vidyarthi has

extensive experience in clinical teaching and Graduate Medical Education program administration. As a Consultant at Singapore General Hospital and Clinical Faculty at UCSF, Vidyarthi continues in her second decade as a Hospitalist and clinical teacher to trainees and medical students.

Vidyarthi received her undergraduate degree from Macalester College and her medical degree from the University of Minnesota. She completed Residency and Chief Residency in Internal Medicine at Cambridge Hospital, Harvard Medical School, and a Fellowship in Hospital Medicine and Clinical Research at UCSF. She is an alumnus of the Harvard Macy Program for Leaders in Healthcare Education, the California Healthcare Foundation Leadership Program, and the Global Health Leadership Forum. Vidyarthi is currently completing her Masters degree in Organizational Psychology (Consulting and Coaching for Change) at INSEAD.

## BEYOND FEATURE-ORIENTED LEADERSHIP THEORY: AN EVENT-ORIENTED APPROACH

Frederick P. Morgeson - Michigan State University

The leadership domain is dominated by what can be termed “feature-oriented” leadership theories and empirical studies. Feature-oriented leadership research focuses on the relatively salient, enduring, and stable representative features of leaders and leadership processes. This research has proven to be valuable to our understanding of leadership and organizational effectiveness. Yet, we know that organizational life is marked by change and adapting to and promoting change is a key leadership task. In this presentation I provide an introduction to Event System Theory (EST), a recent event-oriented approach to the study of organizational phenomena (Morgeson, Mitchell, & Liu, in press). Drawing from EST, I highlight opportunities for existing and new leadership theory in the hope of creating a dialogue on new directions in leadership research.

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**Frederick P. Morgeson**, is the Eli Broad Professor of Management in the Eli Broad College of Business at Michigan State University. For the last 20 years, Morgeson has conducted award-winning research, taught, and consulted across a range of topics, including leadership, teams, work design, and personnel selection. He is the founding and current Editor of the *Annual Review of Organizational Psychology and Organizational Behavior*, former editor of *Personnel Psychology*, is on the editorial board of the *Academy of Management Review*, *Journal of Applied Psychology*, *Personnel Psychology*, and *Organizational Psychology Review*, and is currently serving a five-year term as Executive Officer for the Academy of Management HR Division.

## ARE LEADERS BORN OR MADE?: SOME NEW ANSWERS TO AN OLD QUESTION

Timothy A. Judge - University of Notre Dame

The trait theory of leadership is arguably the oldest – and most frequently debated – theory in the leadership literature. The question of whether leaders are born or made, of course, harkens back to the person v. situation debate in psychology more generally. Though this broader person–situation debate informs the leader trait perspective in some important ways, in this talk, I take a different tack. Specifically, I argue that the way we conceptualize personality traits needs to be revisited. A broader, and more appropriate, definition of personality produces myriad benefits, including increased predictive validity, broader practical implications, and enhanced theoretical insight. This broader way of treating personality is discussed from a conceptual and methodological perspective. This new approach is then applied to leadership research in a way that may both reinforce some historical theoretical perspectives in leadership research, as well as suggest new ways in which these approaches could be adapted in future studies of leadership.

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**Timothy A. Judge** is the Franklin D. Schurz Professor in the Management Department, Mendoza College of Business, University of Notre Dame. Judge has also recently served as Visiting Distinguished Adjunct Professor of King Abdulaziz University, Saudi Arabia, and serves as Visiting Professor, Division of Psychology & Language Sciences, University College London.

Judge received his Ph.D. from the University of Illinois at Urbana-Champaign in 1990. Previously, he has been a member of the faculties of Cornell University, the University of Iowa and, most recently, the University of Florida. In his career, Judge has published 154 articles in refereed journals. According to Google Scholar, his research has been cited over 60,000 times. Recently, his co-authored paper “Hierarchical Representations of the Five-Factor Model of Personality in Predicting Job Performance: Integrating Three Organizing Frameworks with Two Theoretical Perspectives” (2013, *Journal of Applied Psychology*) received the Scholarly Achievement Award from the Human Resources Division of the Academy of Management.

Judge is a fellow of the Academy of Management, the American Psychological Association, the American Psychological Society, and the International Association of Applied Psychology. His books published include *Organizational Behavior* with Stephen Robbins and *Staffing Organizations* with H. G. Henneman III and J. D. Kammeyer-Mueller. Dr. Judge’s research interests are in the areas of personality, leadership, job attitudes, and career and life success.

Recently, Judge was appointed as incoming Associate Dean for Faculty and Research in the Mendoza College of Business. His term begins January 1, 2016.

## THE CHALLENGES OF AUTHENTIC LEADERSHIP: ON BOTH BEING YOURSELF AND PROJECTING YOURSELF

Devin Hargrove and Richard Larrick - Duke University

The researchers propose 2 projects to discuss on the topic of authentic leadership:

- 1) Research shows that authentic leadership leads to positive outcomes for organizations, leaders and team members. For example, leaders experience positive psychological well-being (Toor and Ofori, 2009); followers experience less burnout (Wong and Cummings, 2009); more job satisfaction (Gallonardo et al., 2010) and more organizational commitment (Jensen and Luthans, 2006) and organizations experience more openness of organizational climate (Hoy and Henderson, 1983). However, there has been little research into the potentially negative outcomes that may come from authentic leadership. Can a leader be *too* authentic? Can authenticity in a leader lead to less desirable outcomes? The authors, in an early-stage research project, begin to hypothesize what leader, follower and organizational outcomes may result from a leader who scores very high on the different determinants (balanced processing, internalized morality, relational transparency and self-awareness) of the authentic leadership scale.
- 2) Authentic leaders have the dual tasks of remaining true to their own values and beliefs (in order to be perceived as authentic) and simultaneously projecting an expressive persona (in order to be perceived as a leader). The authors analyze the different dimensions of the self-monitoring scale and how it might relate to authenticity in leaders in an attempt to explain which leaders meet this challenge of being themselves and projecting their persona.



**Devin Hargrove** is a fifth year Ph.D. student in Management and Organizations at Duke University's Fuqua School of Business. Hargrove has a BA from Morehouse College where he majored in Business Administration, an MBA from Dartmouth, and an MS in Sociology from the University of Wisconsin where his research interests focused on Demography, Stratification and Social Psychology. His current research interests include the psychological processes that make leaders more or less effective. Current projects include examining how differing levels of self-monitoring make leaders appear to be more or less authentic and the make-up of social networks and their impact on perceptions of leaders and teammates within those networks.



**Richard Larrick** is the Michael W. Krzyzewski University Professor in Leadership and a Professor of Management and Organizations at Duke University's Fuqua School of Business. He serves as the faculty director for Fuqua's Center for Energy, Development, and the Global Environment (EDGE) and is a faculty affiliate of the Center for Research on Environmental Decisions (CRED) located at Columbia University.

Larrick's research interests include individual, group, and organizational decision making. Specific areas of research examine environmental decision making, the wisdom of crowds, advice taking, goal setting, and debiasing.

Larrick has published in management, psychology, and general science journals, including the *Academy of Management Journal*, *Organizational Behavior and Human Decision Processes*, *Management Science*, *Journal of Personality and Social Psychology*, *Cognitive Psychology*, *Psychological Review*, *Proceedings of the National Academy of Sciences*, and *Science*.

He designed and teaches the core Fuqua MBA course on leadership in the daytime program, entitled "Leadership, Ethics, and Organizations," and has taught MBA and executive courses on leadership, negotiation, and power and politics in organizations.

Larrick received his Ph.D. in social psychology from the University of Michigan in 1991. Prior to joining Duke in 2001, he taught at Northwestern's Kellogg Graduate School of Management (1991-1993) and at the University of Chicago's Graduate School of Business (1993-2001). Larrick received his B.A. in psychology and economics from the College of William and Mary.

## WHEN HIERARCHY WINS AND WHEN IT KILLS

Adam Galinsky - Columbia University

Functional accounts of hierarchy propose that hierarchy increases group coordination and reduces conflict. In contrast, dysfunctional accounts claim that hierarchy impairs performance by preventing low-ranking team-members from voicing their potentially valuable perspectives and insights. I will present evidence that supports both of these views. First, I will present evidence when and why people desire hierarchical arrangements. Second, I will look at how hierarchy affects performance. Under some conditions, hierarchy is the path to victory. Under other conditions, hierarchy can hurt the generation of ideas and even lead to mortality. I will present a series of archival and laboratory data that identify the condition under which hierarchy wins and when it kills. Finally, I will discuss the structural and psychological conditions that help hierarchy win without killing.

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**Adam Galinsky** is the Vikram S. Pandit Professor of Business at the Columbia Business School at Columbia University. He received his Ph.D. from Princeton University and his B.A from Harvard University.

He has published more than 190 scientific articles, chapters, and teaching cases in the fields of management and social psychology. His research and teaching focus on leadership, power, negotiations, decision-making, diversity, and ethics.

In 2012, Galinsky was selected as one of the World's 50 Best B-School Professors by Poets and Quants. He has twice won the Chair's Core Course teaching award at Kellogg for teaching excellence on the topic of leadership and also received a teaching award at Princeton University.

In 2011, Galinsky received the Ver Steeg Distinguished Research Fellow at Northwestern University, which is awarded to only one faculty member each year across the university. It recognizes "a Northwestern faculty member whose research and scholarship is so outstanding as to enhance the reputation of Northwestern, nationally and internationally."

Galinsky was the sole expert witness in a 2006 defamation trial in which the plaintiff that he represented was awarded \$37 million in damages.

He is the Associate Producer on two award-winning documentaries, *Horns and Halos* (2003) and *Battle for Brooklyn* (2011), both of which were short-listed (final 15) for Best Documentary at the Academy Awards.

## THE PROSOCIAL SIDE OF POWER: HOW, WHY, AND WHEN POWER INDUCES SOLIDARITY WITH OTHERS

Leigh P. Tost - University of Michigan

Extant research on the psychological effects of power on the powerholder suggests that power induces a sense of social distance from others. We argue that this depiction of the effects of power may miss an important piece of the story. Specifically, we argue that power can induce a very specific form of social connection with those over whom one holds power: solidarity. Solidarity refers to a sense of self investment in a group. We argue that when individuals are aware of others' dependence on them, they feel a responsibility to those over whom they have power. This sense of responsibility induces solidarity, which in turn motivates powerholders to invest their own resources in the group. Four studies, three experiments and one field study, support these ideas, demonstrating the power leads powerholders to invest both time and money in their groups. The findings suggest that the experience of power can induces prosocial leadership when powerholders are aware that others are dependent on them.

[Co-authors: Hana Johnson, University of Washington]

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**Leigh P. Tost** is an Assistant Professor of Management and Organizations at the University of Michigan's Ross School of Business. Her research focuses on the psychological and sociological dynamics of power and status in organizations, with a particular focus on how hierarchy affects team functioning, moral judgments, and ethical decision making. She also examines the motivations underlying individuals' pursuits of prosocial change, focusing her research at the intersection of social psychology and institutional theory.

She obtained her Ph.D. from Duke University's Fuqua School of Business, an M.A. in Political Science at the University of North Carolina at Chapel Hill, and a B.A. in Anthropology at Harvard University. She also

held a post-doctoral position at the Center for Leadership and Strategic Thinking at the University of Washington's Foster School of Business.

Her research has been published in a broad range of journals, including *Academy of Management Journal*, *Academy of Management Review*, *Psychological Science*, *Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, and *Personality and Social Psychology Review*.

## POWER AND TRUST: WOULD YOU, COULD YOU, SHOULD YOU?

Roger C. Mayer – North Carolina State University

Recent years have seen much interest in the literature focused on understanding the importance of trust in leaders. Several calls have been made for research that illuminates the effects of the context on trust (Schoorman, Mayer & Davis, 2008; Wasti, Tan, & Erdil, 2010). Despite this interest, surprisingly little research has been published that examines the relationship between power and trust in leaders. The current research focuses on levels of trust garnered by 400 captains undergoing leadership training in the US Air Force. 360 degree evaluations of the focal officers were collected from their supervisors, subordinates, and peers. The results supported hypotheses that suggested that the relative importance of perceived ability, benevolence, and integrity of the focal officers differed depending on power imbalances. Furthermore, we found that the weights of the trustworthiness factors also varied depending on the specificity of the behavioral referent in the trust measure. Discussion will include implications of the effects of power differentials on trust in leaders, and implications of how the method of trust measurement affects results in trust research.

*[Co-authors: Joseph B. Lyons & Gene M. Alarcon, Air Force Research Lab; Alexander Barelka, Illinois State University; Philip Bobko, Gettysburg College]*

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**Roger C. Mayer** is a Professor of Management, Innovation & Entrepreneurship at North Carolina State University. He previously served on the faculties of the University of Notre Dame, Purdue University, Baylor University, Singapore Management University, and The University of Akron, where he served four years as department chair. He received a Ph.D. in Organizational Behavior and Human Resource Management from Purdue University.

Mayer's research is focused on trust, employee decision making, attitudes and effectiveness. A leading scholar on trust in organizations, his research has been published in many premiere scholarly journals; it has been cited thousands of times in the published literature across a wide variety of fields. He served for 15 years as a member of the Editorial Review Board of Academy of Management Journal where he has been recognized for the quality of his reviews and the breadth of the topics he is able to review. He has served as an organizational consultant to numerous for-profit and not-for-profit organizations. In 1994 he won the Outstanding Teacher Award at the College of Business at the University of Notre Dame. He has worked in a wide variety of organizations and industries, including firms in finance, research, construction, steel, and offshore oil drilling. He speaks frequently to business, legal, and civic groups on such topics as trust, leadership, and negotiation.

## THE ROLE OF POWER IN COMMUNICATION IN ORGANIZATIONS

Frances J. Milliken – New York University

One of the most important tasks that leaders face is that of getting accurate information in order to make high quality decisions. Obtaining information from their employees about the issues, and problems that their employees are encountering in the course of doing their jobs is essential to developing a full understanding of the organization's challenges. While obtaining such information from employees may seem straightforward, the literature on employee voice and silence suggests that there are a number of reasons why employees are often reticent to speak to their managers about the issues or problems with which they are dealing. For example, they may fear that their managers will react negatively to being told that there are unanticipated problems. Alternatively, they may come to believe that speaking up about issues is futile because issues they have raised to managers in the past have not been properly addressed. Differences in power between the employee and manager are likely to be central in understanding the phenomenon of employee silence. In this talk, I will discuss the dilemma of upward communication and how differing levels of power may lead people to perceive and interpret situations differently. I will offer some hypotheses about how employees may react to leaders' use of language in making decisions about whether to speak up or stay silent.

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**Frances J. Milliken** is currently a Professor of Management at the Stern School of Business at New York University and hold the Arthur E. Imperatore Professorship in Entrepreneurial Studies.

Her primary area of interest over her career has been in the question of how (and what) managers, employees, and organizations learn. Much of her early work focused on how managers perceived and interpreted information about trends or potential problems that their organizations faced (e.g., changing demographics; declining performance) as well as in how they responded. A related line of research focused on group information processing; especially the effects of group composition on attitudes and performance in teams.

Most recently, she has become interested in the effects of hierarchical or power differences in the transmission of information, focusing particularly on the dynamics of upward communication in organizations. For example, her colleagues and her are interested in understanding what employees do not communicate to their bosses (and why) as well as in understanding the effects that this employee silence has on organizational outcomes like learning and on individual outcomes like job engagement and well-being (e.g., Fang, et al., 2014; Morrison & Milliken, 2000; Milliken et al. 2003; Milliken & Lam, 2009). With her colleague, Joe Magee, she has also been exploring the effects of power on how people think and communicate (Magee et al., 2010). Finally, she has longed had a latent interest in corporate social responsibility and she's beginning to do some writing in the area.

She is currently an Associate Editor of the Academy of Management's newest academic journal, *Academy of Management Discoveries*.

# **NEW DIRECTIONS IN LEADERSHIP RESEARCH CONFERENCE**

## **Participants**

**Lee Ann Avery**, Fielding Graduate University

**Scott Baker**, Darden School of Business, University of Virginia

**Prasad Balkundi**, University of Buffalo, State University of New York

**Andrew Cohen**, The George Washington University School of Business

**Melanie Cohen**, U.S. Department of Housing and Urban Development

**Bret Crane**, The George Washington University School of Business

**Tobias Dennerlein**, Rotterdam School of Management, Erasmus University

**Sreedhari Desai**, Kenan Flagler Business School, University of North Carolina - Chapel Hill

**James Detert**, Johnson Graduate School of Management, Cornell University

**Matthew Fox**, The Fuqua School of Business, Duke University

**Linda Ginzel**, Booth School of Business, University of Chicago

**George Graen**, LMX--Lotus

**Cristiano Guarana**, Foster School of Business, University of Washington

**Laura Guillen**, European School of Management and Technology

**Leroy Hannes**, Johnson Graduate School of Management, Cornell University

**Morela Hernandez**, Darden School of Business, University of Virginia

**David Hofmann**, Kenan-Flagler Business School, University of North Carolina - Chapel Hill

**Bradley Kirkman**, Poole College of Management, North Carolina State University

**Andrew Knight**, Olin School of Business, Washington University in St. Louis

**Dejun Kong**, Bauer College of Business, University of Houston

**William Kramer**, Clemson University

**Joseph LeBoeuf**, The Fuqua School of Business, Duke University

**Margarita Mayo**, Instituto de Empresa Business School

**Shimul Melwani**, Kenan-Flagler Business School, University of North Carolina - Chapel Hill

**Jochen Menges**, WHU – Otto Beisheim School of Management

**Anthony Olalere**, Cornerstone Financial LLC

**Ronald Piccolo**, Crummer Graduate School of Business, Rollins College

**Naomi Rothman**, Rauch School of Business, Lehigh University

**Payal Sharma**, Rutgers Business School - Newark and New Brunswick

**Raymond Sparrowe**, Olin School of Business, Washington University in St. Louis

**Patrick Sweeney**, School of Business, Wake Forest University

**Simone Tang**, The Fuqua School of Business, Duke University

**Daan van Knippenberg**, Rotterdam School of Management, Erasmus University

**Melissa Williams**, Goizueta Business School, Emory University

**Juanita Woods**, Florida Atlantic University

**Christy Zhou**, The Fuqua School of Business, Duke University

**Weichun Zhu**, Pennsylvania State University

## NDLR CONFERENCE PARTNERS

### **Fuqua/Coach K Center on Leadership and Ethics**

The mission of the Fuqua/Coach K Center on Leadership and Ethics (COLE) is to empower *leaders of consequence* to change the world through knowledge and connections. COLE programs bridge theory and practice. It does this through its research, curricular and extra-curricular programs for MBAs, executive education for practitioners, senior-level think tank summits and roundtables, and thought-pieces in high visibility business publications. Additionally, to leverage changing business demographics, COLE's Women's Leadership Initiative (WLEAD) empowers women for more leadership responsibilities – a key product is the COLE LifeChats Collection ([www.colelifechats.org](http://www.colelifechats.org)). Through these activities the center is at the forefront of understanding and implementing how ethical leadership education and research needs to evolve for the new world.

### **Erasmus Center 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.