New Directions in Leadership Research
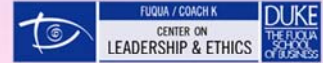
FUQUA / COACH K
CENTER ON
LEADERSHIP & ETHICS

DUKE
THE FUQUA SCHOOL OF BUSINESS

Nancy J. Adler
McGill University

Morela Hernandez
University of Washington

Randall S. Peterson
London Business School

Schon Beechler
Duke Corporate Education

Mansour Javidan
Thunderbird School of
Global Management

Boas Shamir
The Hebrew University
of Jerusalem

D. Scott DeRue
University of Michigan

Ronit Kark
Bar-Ilan University

Sim B. Sitkin
Duke University

James Emery
Duke University

Chris P. Long
Washington University

Wendy van Ginkel
Erasmus University Rotterdam

Alison R. Fragale
University of North Carolina

Daan van Knippenberg
Erasmus University Rotterdam

Joshua Margolis
Harvard University

Mary Ann Glynn
Boston College

Fred Walumbwa
Arizona State University

Chet Miller
Wake Forest University

Dan Halgin
Boston College

Michele Williams
Cornell University

MAY 31 - JUNE 1, 2008
DUKE UNIVERSITY'S FUQUA SCHOOL OF BUSINESS

Saturday, May 31

Time	Location	Activity
8:00 - 8:30 AM	Conf. Rooms 11 & 12	Conference Check-in / Breakfast
8:30 - 8:45 AM	RJ Reynolds Auditorium	Opening – Sim Sitkin and Allan Lind
8:45 - 10:15 AM	RJ Reynolds Auditorium	Session 1 – Leadership as Inspiration • *Inspiring Leaders of the Future: I Am My Mother's Daughter – Nancy Adler* • *Taking it to the Next Level: Leadership and Goal-raising – Sim Sitkin, Jim Emery, & Drew Carton* • *Promotion versus prevention: The effect of leadership on followers' self regulatory focus and outcomes – Ronit Kark*
10:15 - 10:30 AM	Conf. Rooms 11 & 12	Break
10:30 - 12:00 PM	RJ Reynolds Auditorium	Session 2 – Diversity: Emerging Implications for Leadership • *Leading To Find Value in Diversity: Leadership, Diversity Beliefs, and Group Performance – Wendy van Ginkel* • *Cognitive Dissensus and Diversity within the Upper Echelon of an Organization: The Role of Leader Discourse in Shaping their Effects – Chet Miller* • *Power Prerequisites: The Legitimating Effects of Status on Power Possession and Use – Alison Fragale*
12:00 - 1:30 PM	R. David Thomas Center	Lunch
1:30 - 3:00 PM	RJ Reynolds Auditorium	Session 3 – Inter- and Intra-Group Trust: Causes and Effects on Performance • *Threat Regulation and Trust: An Empirical Investigation of Cross-boundary Leadership – Michele Williams* • *Authentic Leadership in Groups: Effects on Trust, Psychological Capital, Organizational Citizenship Behavior and Job Performance – Fred Walumbwa* • *Leadership in the Balance: Examining Managers' Efforts to Integrate Their Control and Trustworthiness-Promotion Activities – Chris Long*
3:00 - 3:30 PM	Conf. Rooms 11 & 12	Break
3:30 - 5:00 PM	RJ Reynolds Auditorium	Session 4 – Leader Responsibility • *Rising to Leadership Responsibility: Insights from Navigating the Bind of Necessary Evils – Joshua Margolis* • *Leadership Front and Center Stage: The CEO as Organizational Dramaturgist – Mary Ann Glynn & Dan Halgin* • *Understanding the Psychology of Stewardship within Leadership – Morela Hernandez*
5:00 - 6:15 PM	Thomas Center Bar	Reception
6:30 PM		Shuttles to Marriott Hotel.

Sunday, June 1

Time	Location	Activity
7:45 AM	Conf. Rooms 11 & 12	Breakfast
8:00 - 9:00 AM	RJ Reynolds Auditorium	Session 5 – Global Leadership • *Leading with a Global Mindset: A Scientific Approach to Understanding Global Leadership – Mansour Javidan* • *Enhancing Global Leadership – Schon Beechler*
9:00 - 9:15 AM	Conf. Rooms 11 & 12	Break
9:15 - 11:15 AM	RJ Reynolds Auditorium	Session 6 – Sources of Leader Effectiveness and Ineffectiveness • *Executive Personality and Maladaptive Motives: Understanding the Psychology of Executive Derailment – Randall Peterson* • *Leader Affective Displays and Leadership Effectiveness: The Information / Contagion Model – Daan van Knippenberg* • *Reassessing the Value of Leadership Experience: Back from the Depths of Hell – Scott DeRue* • *Leadership takes time: Some implications of taking time seriously in leadership research – Boas Shamir*
11:15 - 12:00 PM	RJ Reynolds Auditorium	Integration and Closing – Moderated discussion with all participants
12:00 PM	Fox Center	Box and sit down lunch provided. Shuttles to Airport and Marriott Hotel

Nancy J. Adler is the S. Bronfman Chair in Management at McGill University in Montreal, Canada. She received her B.A. in economics, M.B.A. and Ph.D. in management from the University of California at Los Angeles (UCLA).

Dr. Adler conducts research and consults on global leadership and cross-cultural management. She has authored over 100 articles, produced the film*, A Portable Life*, and published the books, *From Boston to Beijing: Managing with a Worldview, International Dimensions of Organizational Behavior* (5th edition, 2008), *Women in Management Worldwide,* and *Competitive Frontiers: Women Managers in a Global Economy.*

Dr. Adler consults to private corporations and government organizations on projects in Asia, Europe, North and South America, and the Middle East. She has taught Chinese executives in the People's Republic of China, held the Citicorp Visiting Doctoral Professorship at the University of Hong Kong, and taught executive seminars at INSEAD in France, Oxford University in England, and Bocconi University in Italy. She received McGill University's first Distinguished Teaching Award in Management and was one of only a few professors to receive it a second time. Honoring her as one of Canada's top university professors, she was selected as a 3M Teaching Fellow.

Dr. Adler has served on the Board of Governors of the American Society for Training and Development (ASTD), the Canadian Social Science Advisory Committee to UNESCO, the Strategic Grants Committee of the Social Sciences and Humanities Research Council, and the executive committees of the Pacific Asian Consortium for International Business, Education and Research, the International Personnel Association, and the Society for Human Resource Management's International Institute, as well as having held leadership positions in the Academy of International Business (AIB), the Society for Intercultural Education, Training, and Research (SIETAR), and the Academy of Management. Dr. Adler served as the co-chair of the Global Forum on *Business as an Agent of World Benefit: Management Knowledge Leading Positive Change*, co-sponsored by the UN Global Compact and the Academy of Management. She received ASTD's International Leadership Award, SIETAR's Outstanding Senior Interculturalist Award, the YWCA's Femme de Mérite (Woman of Distinction) Award, and the Sage Award for scholarly contributions to management. She was elected to the Fellows of the Academy of International Business and the Academy of Management Fellows, as well as having been inducted into the Royal Society of Canada. Dr. Adler is also a visual artist working primarily in water-based media. Her most recent exhibition "Reality in Translation: Art Transforming Apathy into Action" was held at The Banff Centre.

Inspiring Leaders of the Future:
I Am My Mother's Daughter

Nancy J. Adler
McGill University

"We are all born with the potential to become human. How we choose to live [and to lead] will be the measure of our humanness. Civilization does not assure our civility. Nor does being born into the human species assure our humanity. We must each find our own path to becoming human."

—David Krieger, *What Does It Mean to Be Human?* [1]

Each of us has a personal story embedded in a cultural and family history that has shaped us as individuals and has given us our unique and highly personal combination of values, inspiration, and courage—our humanity—that we draw on in our day-to-day and larger leadership efforts. The more clearly we understand the roots of our identity and humanity, the more able we will be to use our strengths and core values to achieve the vision we have for ourselves and the world around us. There is no question that leadership scholars need to continue to ask the question, "Leadership for what—to what end?" The academic community needs to help society better understand what inspires people and organizations to "do good," to act courageously, generously, and compassionately, and to see with their own eyes rather than accepting the descriptions of organizational and societal reality that are readily and pervasively offered by others. How do we learn, or relearn, to take responsibility for the quality of global society? These are the leadership questions of the twenty-first century; they pose a complex and crucially important research agenda for scholars worldwide.

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[1] As cited in Frederick Franck et al, 2000, p. 273. Note that article title echoes the title of Roberts' book, *We Are Our Mothers' Daughters* (1998).

Sim Sitkin is a professor at the Fuqua School of Business, Duke University, where he is the founding Director of the Fuqua/Coach K Center on Leadership & Ethics (COLE), is Director of the Center for Organizational Research, and formerly directed the Health Sector Management Program. Sim was previously Academic Director at Duke Corporate Education and on the faculty of the University of Texas at Austin.

Sim's research focuses on leadership and control systems and their influence on how organizations and their members become more or less capable of change and innovation. He is widely known for his research on the effect of formal and informal organizational control systems and leadership on risk taking, accountability, trust, learning, M&A processes, and innovation. He has published over 40 books, book chapters, and academic and practitioner journal articles. Sim is currently working on two book projects, one focusing on leadership, and a second focusing on the development and use of organizational control systems.

Sim currently serves on the Board of Governors of the Academy of Management, as Senior Editor of Organization Science and Associate Editor of the *Journal of Organizational Behavior*, and has served on numerous editorial and review panels and organizational boards in the U.S., Canada, Australia and Hong Kong. Sim has worked as a consultant and executive educator with many large and small corporations, non-profit and government organizations worldwide, including ABB, Alcoa, American Airlines, Carolina Power & Light, Cisco Systems, Compaq Computer, Credit Suisse First Boston, Deutschebank, Duke Medical Center, Ericsson, Glaxo, IBM, La Quinta, PricewaterhouseCoopers, Red Hat Software, Siemens, Xerox.

Sim received his PhD from Stanford University, his EdM from Harvard University, and his BA from Clark University.

James (Jim) Emery holds a Ph.D. in Business (Management) from the Fuqua School of Business, Duke University. He also holds an MBA from Fuqua and a B.S. in Mechanical Engineering from Virginia Tech. Jim's research interests in leadership and learning emerged from years of management consulting work with health care organizations. His dissertation examined how personal loyalty emerges in leader-follower relationships and how loyalty affects subsequent follower behavior, including approaches to dissent. Currently, he is also working on research projects exploring inspirational leadership and the role of vision in leadership. Jim is the Research Director at the Fuqua/Coach K Center on Leadership & Ethics, an Instructor in the Management and Organizations department at Fuqua, and he teaches a business principles course to graduate students in Duke's Nicholas School of the Environment. Jim has also been a leadership coach to executives in private industry and public agencies over the past five years.

Taking it to the Next Level:
Leadership and Goal-raising

Sim Sitkin   Andrew Carton   James Emery

Duke University

Although goal-setting is a well-researched topic in organizational behavior, little is known about how leaders influence follower goal-setting, particularly goal choice over time (i.e., goal adjustment). In this paper, we start to address this deficiency in the literature by focusing initially on follower goal choice (i.e., self-set goals). We hypothesized that leaders perceived to be more inspirational would motivate followers to raise their goals higher, and that greater goal-raising would lead to greater performance gains. We also drew on the source credibility literature to predict that follower perceptions of leader competence and interactional fairness would affect follower perceptions of inspirational leadership. These hypotheses were tested using a multi-method research design; results from an experiment (n=103) and a field study (n= 879) fully supported all hypotheses. Both methods supported the same causal model. Theoretical and practical implications are discussed.

Ronit Kark is a lecturer of organizational studies in the Department of Psychology at Bar-Ilan University, Israel. She is also the head of a new graduate program in Gender Studies named: Gender in the Field: From Feminist Theory to Practice and Social Activism. Dr. Kark received her Ph.D. from the Hebrew University of Jerusalem, and completed her postdoctoral studies at the University of Michigan, Ann Arbor, USA. She received the Loreal-Rekanati Prize for the Study of on Women and Management in Israel, for her doctoral dissertation. Her current research interests include leadership, mentoring relationships, identity and identification processes, emotions and gender in organizations. Her work has been published in various leading journals, including The Academy of Management Review, The Leadership Quarterly, Organization, Journal of Organization Change Management and Journal of Applied Psychology. Dr. Kark is currently on the editorial boards of *The Academy of Management Review*, *The Leadership Quarterly* and *The International Journal of Management Review*.

Promotion Versus Prevention:
The Effect of Leadership on Followers' Self Regulatory Focus and Outcomes

Ronit Kark   Dina Van-Dijk
Bar-Ilan University   Ben-Guiron University of the Negev

The effect of transformational and charismatic leaders on followers in organizational contexts has been shown to contribute to high levels of individual and organizational outcomes. Leadership effectiveness is often defined in terms of leaders' ability to motivate followers. In the seminar I will be presenting a theoretical framework intended to understand how leaders' are able to achieve their impact on their followers. The theoretical framework integrates recent theories of motivation and leadership that are focused on the self. The framework draws on self-regulatory focus theory and on self-concept based theories of leadership. I will also present preliminary findings from on-going studies we are conducting, which are aimed to test the theoretical framework, as well as discuss more generally future directions in the study of leadership and self.

Wendy van Ginkel holds an M.A. in I&O Psychology from the University of Amsterdam, and Ph.D in Organizational Behavior from Erasmus University Rotterdam. She is currently working as an Assistant Professor of Organizational Behavior at the Rotterdam School of Management, Erasmus University. Her research interests include team processes and performance, team leadership, shared cognition, and diveristy.

Leading To Find Value in Diversity:
Leadership, Diversity Beliefs, and Group Performance

Wendy van Ginkel   Daan van Knippenberg   Steven deKroes

Erasmus University Rotterdam, The Netherlands

Organizational work teams are facing growing levels of diversity. While diversity may offer groups a wealth of new perspectives, knowledge and viewpoints, it also may pose a challenge to effectively use these resources. An important question therefore concerns what processes affect the outcome of diversity and how might positive effects of diversity be harvested. In the present study we contrast two leaderships approaches concerned with dealing with work group diversity. One such way to deal with diversity is to emphasize similarities and downplay differences in a search for common ground. While this may create feelings of harmony and a sense of sharedness within a group, we propose it may also inhibit potentially fruitful interactions stemming from diversity, leading to less discussion and integration of different ideas or viewpoints. In contrast, a second way to deal with diversity is to put emphasis on differences between group members and to treat these as valuable resources that may benefit the group rather than downplaying differences. We argue that this second leadership style is more likely to foster high levels of information elaboration that leads to higher group performance, because it is likely to engender more positive diversity beliefs. In a 2 (diversity in team members' nationalities: high/low) x 2 (leadership style: focus on common ground/focus on value in diversity) experiment using 60 3-person decision making groups, we show that leaders that emphasize the value in diversity indeed foster higher quality decisions in diverse, but not in homogenous groups. This effect is mediated by the interaction between diversity and diversity beliefs, such that when leaders emphasize the value in diversity, group members' diversity beliefs mediate the relation between leadership style and decision quality in diverse groups. Preliminary data also suggest group-level information elaboration mediates the effect of diversity beliefs on group decision quality.

C. Chet Miller: Since working as a shift manager and subsequently completing his graduate studies, Dr. Miller has taught full-time at Baylor University, Cornell University, and Wake Forest University. At Baylor, Dr. Miller served as Director of the Center for Executive Education from 1998 to 2000. At Wake Forest, Dr. Miller has served as an area coordinator, a program director, and an associate dean. He is an active member of the Academy of Management and the Strategic Management Society. Awards and honors include the Outstanding Young Researcher Award (from Baylor University), teaching awards from Duke University and Wake Forest University, and designation as the Farr Fellow in Leadership at Wake Forest. Dr. Miller has worked with a number of managers and executives. Through management development programs, he has contributed to the development of individuals from such organizations as ABB, Bank of America, Krispy Kreme, La Farge, Red Hat, State Farm Insurance, Texas Special Olympics, and the United States Postal Service. His focus has been change management, strategic visioning, and high-commitment/high-involvement approaches to managing people. Dr. Miller's published research focuses on the functioning of management teams, the design of organizational structures and management systems, and the design of strategic decision processes. His publications have appeared in *Organization Science, Academy of Management Journal, Strategic Management Journal*, and *Journal of Organizational Behavior*.

Cognitive Dissensus and Diversity within the Upper Echelon of an Organization: The Role of Leader Discourse in Shaping their Effects

C. Chet Miller
Wake Forest University

Dissensus and diversity both correspond to cognitive differences among a firm's upper-echelon managers. These constructs do not, however, represent the same phenomena. Dissensus is the degree to which upper-echelon managers disagree on what the strategy and goals of the firm *are*. Beginning with Bourgeois (1980, 1985), dissensus has been a vibrant area of research among organizational theorists and strategy researchers (e.g., Dess, 1987; Ensley & Pearson, 2005). Diversity is the degree to which upper-echelon managers disagree on what the strategy and goals of the firm *should be*. Beginning perhaps with Thompson and Tuden (1959), cognitive diversity has been a very important topic across a number of areas of inquiry, including organizational learning, sensemaking, and upper-echelons theory (e.g., Miller, Burke, & Glick, 1998).

Dissensus and diversity are important phenomena in organizations. As an aspect of the collective mind, dissensus affects the possibility of coordinated action. If managers do not share the same sense of strategic aims, they are unlikely to successfully exploit any given opportunity. In a related vein, diversity can create dysfunctional political undercurrents, particularly diversity around goals. One prominent executive said this: "It's okay to spend a lot of time arguing about which route to take to San Francisco when everyone wants to end up there, but a lot of time is wasted in such arguments if one person wants to go to San Francisco and another secretly wants to go to San Diego" (Steve Jobs quoted in Eisenhardt, Kahwajy, & Bourgeois, 1997). On the positive side, diversity might affect how creatively a firm's managers approach the examination of strategies and goals. It also might affect the thoroughness of strategic thought. Theorists and practicing managers alike have been concerned with such issues for some time.

Many years ago, Maier (1965) pointed out that leader behavior shapes the effects of cognitive differences within any group. In the current work, leader behavior is represented by the discursive practices of the CEO. These practices are examined as powerful forces that might influence the effects of both dissensus and diversity. Examples of discursive practices that might be important include those that 1) promote the short-circuiting of syllogisms related to diversity but not those related to dissensus, 2) make salient diversity rather than dissensus, and 3) create a focus on strategic means versus ends. With discursive practices receiving more attention and more empirical support as important factors in organizational behavior and outcomes, their possible role in the context of upper-echelon dissensus and diversity is an important area to investigate.

***Nandini Rajagopalan of the University of Southern California is also involved in this project.

Alison R. Fragale is currently the Mary Farley Ames Lee Fellow and Assistant Professor of Organizational Behavior at the University of North Carolina at Chapel Hill's Kenan-Flagler Business School. Alison's research focuses on the determinants and consequences of power, status, and influence in organizations, conflict resolution and negotiation, and verbal and nonverbal communication. Her work has appeared in *Academy of Management Review*, *Journal of Applied Psychology*, *Journal of Personality and Social Psychology, Organizational Behavior and Human Decision Processes* and *Personality and Social Psychology Bulletin*.

At Kenan-Flagler, Alison teaches courses on both effective leadership and negotiation skills to undergraduates, graduate students and executives. An award-winning teacher, Alison is currently the instructor for the required leadership course in the full-time MBA program at Kenan-Flagler. In addition, she has served as an instructor or consultant on leadership and negotiation for executives in numerous organizations, including ExxonMobil, Bayer CropScience, Eastman Chemical, the National Multi-Housing Council, AvalonBay, Post Properties, the U.S. Air Force, and the U.S. Navy.

Alison received her B.A. in Mathematics and Economics, magna cum laude, from Dartmouth College, where she now sits on the Board of Visitors of the Nelson A. Rockefeller Center for Public Policy and the Social Sciences. She also holds a Ph.D. in Organizational Behavior from the Stanford University Graduate School of Business. Prior to pursuing her Ph.D., Alison worked as a management consultant for McKinsey & Company, Inc. Based in Chicago, IL, she advised numerous companies in the automotive and financial services industries on issues of corporate strategy and change management.

Power Prerequisites:
The Legitimating Effects of Status on Power Possession and Use

Alison R. Fragale
University of North Carolina

The terms "power" and "status" are often used interchangeably, but they are distinct constructs. Power and status are similar, in that they both provide the bearer with a potential source of influence over others, but they differ in the source of this potential influence. Consistent with prior psychological research on these constructs, we conceptualize an individual's status as the extent to which the individual is respected and valued by others, whereas an individual's power is the extent to which the individual has the capacity to reward and punish others (by granting or withholding resources). Yet few prior empirical investigations have attempted to examine the independent, and interactive, effects of power and status. In our research, we explore how an individual's power and status interact to influence how the individual is perceived (i.e., stereotyped) by others. Across several studies we find that status serves to legitimate the amount of power that an individual can possess. In support of this assertion, we find that observers hold positive stereotypes about high power individuals, but only when these individuals also have high status. In addition, we find that an individual's use of power is also viewed as more positive and more legitimate when the individual is perceived to be of high status. In contrast, individuals who possess more power than status are stereotyped and evaluated negatively by others, and may not feel entitled to benefit from the power they do possess. These findings provide insight into how individuals conceptualize the relationship between power and status; namely, that one's status places an upper bound on the amount of power that one is legitimately allowed to possess or use. I discuss implications of this research for a variety of literatures, including social group stereotypes, resource allocation, and negotiation.

Michele Williams is an Assistant Professor of Organizational Behavior at the Industrial and Labor Relations School, Cornell University. She received her Ph.D. in Organizational Behavior from the University of Michigan, her MA in Education from Columbia University and her B.A. in Psychology from Johns Hopkins University. Before joining the faculty at Cornell in 2006, Professor Williams was a member of the faculty at the Sloan School of Management, Massachusetts Institute of Technology.

Professor Williams' research focuses on the development of cooperative, high-performance interpersonal relationships, especially on projects involving people from multiple organizations or groups within an organization. Her research concentrates on the influences of social network factors and interpersonal processes, such as perspective taking, on how interpersonal trust and cooperation evolve in cross-boundary and team-based relationships.

Williams also has a secondary research interest in the role of emotion in coordinating teams and knowledge work. Her theoretical work has been published in the *Academy of Management Review*.

Professor Williams has consulted on effective relationship development and collaboration for public and private organizations such as Booz•Allen & Hamilton and Massachusetts General Hospital. She is also co-author of the Distributed Leadership Assessment—a 360? assessment used by organizations to enhance the leadership potential of managers.

Threat Regulation and Trust:
An Empirical Investigation of Cross-boundary Leadership

Michele Williams
Cornell University

As collaborative work between organizations increases, the need for managing counterparts' negative emotions, in particular feelings and perceptions of threat, is likely to become an integral part of organizational life. This article investigates the role of discretionary, interpersonal emotion work in leading cross-boundary collaborative efforts. It examines threat-reducing behavior as a specific type of emotion work that fosters trust and effective cooperation by mitigating counterparts' fears about potential harm to their interests or well-being. Using data from senior-level consultants from a top international consulting firm, their bosses, and their clients from multiple organizations, we provide evidence that boundary-spanning leaders' perceptions of their own threat-reducing behavior are positively related to their counterparts' feelings of ease and trust in them. However, we show that threat-reducing behavior has a curvilinear effect on collaborative performance, suggesting, as hypothesized, that moderate levels of threat-reducing behavior are most beneficial for leaders.

Fred Walumbwa is an Assistant Professor of Management at the Arizona State University. Fred received his PhD from the University of Illinois at Urbana-Champaign. Fred's research interests include leadership development, organizational culture/identity, organizational justice, cross-cultural management, business ethics, and social influence processes within organizations.

Authentic Leadership in Groups:
Effects on Trust, Psychological Capital, Organizational Citizenship Behavior and Job Performance

Fred Walumbwa
Arizona State University

Although there have been recent theory and research advances in what constitutes authentic leadership, an understanding of the mechanisms and the measured impact on group outcomes has received little attention. To address this need, we examined relevant constructs linking authentic leadership with desired group outcomes. The results indicated positive associations between both group psychological capital and group trust with group citizenship behavior and group performance. These two emergent states also mediated the relationship between authentic leadership and the desired group outcomes. Implications for future research and practice conclude the article.

Chris P. Long is an Assistant Professor of Organizational Behavior at the Olin Business School, Washington University in St. Louis. His research examines how leaders integrate their efforts to promote control, trust, and fairness within both traditional organizations and new organizational forms in order to accomplish organizational performance objectives (e.g., commitment, innovation, efficiency) and respond to aspects of complex and dynamic business environments. He received his Ph.D. from Duke University.

In addition to his academic duties, Professor Long serves as an officer in the United States Army Reserve. He lives in University City, MO with his wife Jennifer and daughter Audrey.

Leadership in the Balance:
Examining Managers' Efforts to Integrate Their Control and Trustworthiness-Promotion Activities

Chris P. Long
Washington University

Scholars have recently begun focusing more research effort on examining relationships between trust and control. This attention is motivated by a belief that managers who effectively integrate their efforts to apply controls and promote trust increase their subordinates' compliance and commitment to organizational goals (Hosmer, 1995; Jones, 1995). Organizational controls refer to the formal and informal mechanisms that managers use to direct, coordinate, and motivate individuals within their organization to achieve organizational goals (Lebas & Weigenstein, 1986). Managers' efforts to promote trust refer to the actions they take to create "a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior" of their manager (Rousseau, Sitkin, Burt & Camerer, 1998: 395).

Despite the importance of relationships between trust and control, scholars continue to be challenged with understanding how these factors interact and ultimately influence relational and organizational effectiveness (Long & Sitkin, 2006). To increase our understanding of these issues, I focus this investigation somewhat differently than previous research and first examine the dynamics behind managers' joint efforts to promote control and trustworthiness. I then examine how managers' joint actions impact their subordinates' perceptions.

I propose and examine the idea that managers engage in trustworthiness-promotion activities that reinforce the controls they apply. I argue that, through these combinations of activities, managers attempt to increase the perceived credibility of their actions and, thereby, the cooperation they receive from their subordinates (Long & Sitkin, 2006). Building from propositions about specific combinations of control and trustworthiness-promotion activities, I then turn attention back to subordinates' perceptions of trust and control. I contend that the extent to which managers specifically promote or inhibit their subordinates' behavioral autonomy influences the attributions those subordinates make about their managers' intentions.

Building from research on self-determination (Deci & Ryan, 2000) examined by Weibel (2007), I argue that when managers provide their subordinates with behavioral autonomy, they communicate confidence in the willingness and ability of their subordinates to effectively perform production tasks. Under these conditions, subordinates more readily identify with their managers' values and tend to view their managers as more trustworthy. I also argue that when managers constrain their subordinates' behavioral autonomy they communicate a lack of confidence in their subordinates. Because subordinates under these conditions tend to not closely identify with their managers or their values, these subordinates will tend to objectify their managers' actions and assume that those actions are motivated by a desire to exert greater control over their own task activities.

I examine these relationships in a two-part investigation where I first evaluate how managers integrate their task control and trustworthiness-promotion activities. Results from the first set of analyses show how managers' efforts to promote particular types of trustworthiness are related to the types of controls that they apply. Building from the relationships I observe, I then evaluate the effects that particular combinations of these activities produce on subordinates' perceptions of managerial control and managerial trustworthiness. The results I obtain strongly suggest that managers' efforts to promote or inhibit their subordinates' behavioral autonomy produce significant and differential effects on subordinates' perceptions of managerial control and managerial trustworthiness in ways consistent with the hypotheses presented in the theory.

I conclude this investigation with a discussion of how the relationships between control and trustworthiness discussed in this paper extend organizational trust and organizational control research as well as work on the joint consideration of these activities.

Joshua Margolis is an Associate Professor of Business Administration in the Organizational Behavior unit at Harvard Business School. He has taught the two first-year required courses on leadership in the MBA program, and his research focuses on the distinctive ethical challenges that arise in organizations and how managers can navigate these challenges with practical effectiveness and moral integrity. Professor Margolis has published his work in *Academy of Management Review, Administrative Science Quarterly*, *Business Ethics Quarterly*, *Harvard Business Review*, *Journal of Management*, and *Organizational Dynamics*; and along with James P. Walsh, he authored the book, *People and Profits: the Search for a Link between a Company's Social and Financial Performance*. Joshua is currently engaged in three research projects. One (with Andrew Molinsky) focuses on how professionals in a variety of settings perform "necessary evils" — difficult and often unsettling tasks that require harming other human beings in order to advance a worthy purpose. A second project (with Lynn Paine and Rohit Deshpande) examines acceptance of and adherence to global business standards among large multi-national companies. The third (with John Almandoz, Art Brief, and Kristin Smith-Crowe) is exploring effective ways to speak up about ethically sensitive issues.

Joshua received his B.A. *summa cum laude* from Yale University and his A.M. (Sociology) and Ph.D. in Organizational Behavior from Harvard University, where he was also a Fellow in the Program in Ethics and the Professions. Joshua joined the Harvard faculty in 2000 after spending three years on the faculty at the University of Michigan Business School as a Fellow in the Society of Scholars. Joshua lives in Brookline, MA with his wife Sara Schutzman and their daughter Yael.

Rising to Leadership Responsibility:
Insights from Navigating the Bind of Necessary Evils

Joshua Margolis
Harvard Business School

As business leaders face rising expectations and operate in increasingly complex environments, they must meet widening ethical responsibilities—and often under inhospitable conditions. At the same time, a growing body of research and the successive flow of scandals (from Enron and WorldCom to option backdating and on to sub-prime lending) indicate that human beings all too easily glide toward wrongdoing and sometimes even march there. This illuminates a *responsibility gap*: a discrepancy between, on the one hand, the web of responsibilities leaders encounter and, on the other hand, the inadequate capacity of human beings to meet those responsibilities. How then can leaders fulfill intensifying responsibilities—how can they "rise to responsibility"—when they operate within a cascade of forces that can so easily converge to derail them?

Insight can be found from examining how professionals navigate the colliding responsibilities and unwieldy personal experience they encounter when performing necessary evils—tasks in which a person must knowingly and intentionally cause emotional or physical harm to another human being in the service of achieving some perceived greater good or purpose (Molinsky & Margolis, 2005). Using qualitative data from 111 managers, doctors, police officers, and addiction counselors who perform necessary evils, we document four "response styles" that capture how people complete the task, deliver sensitive interpersonal treatment, and preserve their own integrity. How they respond to their own experience of these tasks and to those harmed by them suggests how leaders might be equipped to bridge the responsibility gap.

Mary Ann Glynn is the Joseph F. Cotter Professor of Organization Studies and the Research Director for the Winston Center for Leadership and Ethics at Boston College.
She has served on the faculties of the University of Michigan, Yale, and Emory and currently is the Chair of the Managerial & Organizational Cognition (MOC) Division of the Academy of Management. She investigates how culture and cognitive affect leadership processes and perceptions primarily using qualitative methods.

Dan Halgin is doctoral student at Boston College who enjoys researching leaders' careers, social networks, and cultural influences on organizational leadership. His dissertation is entitled "All in the Family: Network Ties as Determinants of the Reputation and Identity of Organizational Leaders."

Leadership Front and Center Stage:
The CEO as Organizational Dramaturgist

| Mary Ann Glynn | Dan Halgin | Rodney Lacy |
| Boston College | Boston College | University of California, Irvine |

Organizational leadership engages in symbolic work in order to gain necessary support from societal evaluators by reflecting and embodying valued societal institutions. Social institutions change with time and thus symbolic leadership must align with the cultural context of the times (Mayo and Nohria, 2005a; 2005b). Over the last three decades, as financial markets changed from a small group of professional elites to mass participation and widespread media coverage, the symbolic work of leadership shifted as well so as to become increasingly accomplished through the telling of narratives that reveal the firm identity to outside audiences. Thus, a new leadership role has emerged: the CEO as dramaturgist, i.e., the "leading man" (or occasionally "leading woman") who narrates the enduring personality of the firm "front stage" to key external audiences or resource providers (Goffman, 1959). The CEO role has moved from spokesperson for the corporation to actor whose symbolic revelations are assumed to reflect those of the organization and thus used by outsiders to evaluate the organization.

The need for leadership's narration of the organization has grown out of the need of a growing mass media and public for stories, the universally accessible, often preferred means of evaluation by non-professionals. Organizations, however, are abstract collectives and not well-suited to engaging in narratives nor being attributed with enduring characteristics of a personality. Thus, the leadership role becomes critical in personifying and narrating the organization to critical audiences.

Our paper develops a theoretical understanding of CEO dramaturgy and empirically investigates its occurrence. We trace institutional changes in the investment community and mass media over the past 30 years and relate these to the changing leadership role of the CEO; we observe the increasing symbolic prominence of the individual dramaturgical activities of the CEO and delineate the new role of leaders as dramaturgist. Our analyses investigate both macro-level societal shifts and micro-level changes in the content and activities of the CEO leadership role. Our findings should inform the theory and practice of symbolic leadership.

Morela Hernandez is an Assistant Professor of Management in the Michael G. Foster School of Business at the University of Washington in Seattle, Washington. Her research focuses on the roles that stewardship, intergenerational dynamics, ethics, and trust play in leadership behavior. She also explores issues of culture and diversity within organizational contexts. Professor Hernandez teaches several courses on leadership and has been a leadership development coach for senior level executives in executive education programs at Duke University, the London Business School, and several private corporations since 2002. Prior to academia, she worked at Enron in Houston, Texas, as a financial analyst between 1999-2001. She received her B.A. in Psychology from Rice University and her Ph.D. in Business Administration from Duke University.

Understanding the Psychology of Stewardship within Leadership

Morela Hernandez
University of Washington

With a special focus on leadership behaviors, the current research explores the psychological mechanisms that drive stewardship in organizations. Stewardship is fundamentally an "other-oriented" activity; it is defined as the attitudes and behaviors that place the long-term best interests of a group ahead of an individual's self-interests (Hernandez, 2007). In this paper, I begin by positioning the construct of stewardship within the agency vs. stewardship theory dichotomy presented in much of the strategy literature. Elaborating on the control vs. collaboration themes that emerge from this work, I construct a leadership framework of stewardship that incorporates the concepts of psychological ownership and intergenerational decision making. This framework builds upon the core theories of trust, motivation, and networks to create a paradigm for conceptualizing how leaders foster a sense of responsibility in followers to: (1) consider the trade-offs between short- and long-term objectives; and (2) account for their influence on stakeholders within and outside the organization. Data from two field studies and one lab experiment are presented. The implications to exploring the complex relationships between value alignment, psychological ownership, and power in leadership research are discussed.

Mansour Javidan is a multiple award-winning executive educator and author whose teaching and research interests span the globe. He received his MBA and Ph.D. degrees from the Carlson School at the University of Minnesota. He is Dean of Research and the Garvin Distinguished Professor at Thunderbird School of Global Management in Arizona. Mansour is the President and Chairman of the Board of Directors of the worldrenowned research project on executive performance and leadership, titled GLOBE (Global Leadership and Organizational Behavior Effectiveness). As the primary editor and writer of the recently published GLOBE book, he is the co-principal investigator of the GLOBE Phase 3 research program. The book was the recent winner of the Society for Industrial and Organizational Psychology's (SIOP) award competition for "The M. Scott Myers Award for Applied Research in The Workplace." Dr. Javidan has been designated an Expert Advisor (Global Leadership) by the World Bank and a Senior Research Fellow by the U.S. Army. He is also on the Board of Directors of Business for Diplomatic Action (businessfordiplomaticaction.org). He has designed and taught a variety of executive development courses, offered and facilitated workshops, conducted consulting projects, and made presentations in 22 countries around the world. His publications have appeared in such journals as *Journal of International Business Studies, Strategic Management Journal, Academy of Management Perspectives, Leadership Quarterly, Management International Review, Organizational Dynamics, Journal of Applied Behavioral Sciences, Human Relations, Journal of WorldBusiness, and Journal of Organizational Change Management.* A proven academic, Dr. Javidan took a four-year sabbatical from his university teachings to work with the CEO of TransCanada PipeLines, a multi-billion dollar Canadian energy company. Dr. Javidan was instrumental in helping the CEO develop new directions and strategies, and facilitate cultural change within the company and its pipeline business. He was directly involved in the acquisition of a $15 billion corporation, at the time the largest such merger in Canada. The merger resulted in the formation of the fourth largest energy services company in the world. He established a process for new business development that involved over 200 employees throughout the company and produced new business ideas estimated to produce $50 million in net after tax earnings. Dr. Javidan is the Senior Editor, Global Leadership, for the *Journal of World Business*. He just completed a three-year term on the editorial board of the *Academy of Management Executive*. He was recently elected a Fellow of the Pan Pacific Business Association and was named in Lexington's 2001/2002 Millennium Edition of the North American Who's Who Registry and Empire's 2003 Who's Who Registry.

Leading with a Global Mindset:
A Scientific Approach to Understanding Global Leadership

Mansour Javidan
Thunderbird School of Global Management

This presentation will provide a new and scientific approach to defining, conceptualizing, and measuring global leadership. We first provide a detailed definition of global leadership and contrast it with the generic notion of leadership and argue that success in global leadership roles requires a set of individual attributes that enable a global leader to influence individuals, groups, and organizations that are unlike the leader's. The presentation describes the goals and objectives of the Global Mindset Project at Thunderbird, and explains the scientific process employed to define and conceptualize the construct, and the psychometric processes used to design and test the Global Mindset Inventory (GMI), in collaboration with the Dunnette Group. The presentation will also show examples of the key elements of GMI and ends with a discussion of how this work can help scholars and practitioners better understand and apply the concept of global leadership.

Schon Beechler is academic director, Duke Corporate Education, and Faculty Director of POS Leadership Programs at the Stephen M. Ross School of Business, University of Michigan where she works with executive education clients and faculty to design and deliver executive education programs globally. She was previously on the faculty of Columbia University and served as the faculty director of the Columbia Senior Executive Program for fourteen years. She has published widely in the fields of global management, HRM and global leadership and her work has appeared in leading academic journals, including the *Academy of Management Learning and Education Journal*, the *Academy of Management Review,* the *Journal of International Business Studies,* and *Human Resource Management*. Her current research is on global leadership in Western and Asian countries.

Enhancing Global Leadership

Schon Beechler
Duke Corporate Education and
University of Michigan

To compete and win in the global context, CEO's increasingly identify the need to find 'global citizens' – people who can view business with a truly global mindset and who are flexible and adaptable enough to handle and thrive in an environment characterized by complexity and uncertainty. According to a number of surveys, the demand for global leaders has (and will continue to) outstrip the available supply from Chicago to Shanghai. This demand has also raced ahead of both theoretical frameworks and empirical evidence regarding what actually distinguishes global leaders from other leaders and managers. Drawing on existing theory and research, this presentation links perspectives from the literatures in cross-cultural management, expatriation, and global leadership to suggest a framework to understand global leadership. The presentation will also discuss some avenues for developing the global leadership capabilities needed to meet the growing demand.

Randall S. Peterson is Professor of Organisational Behaviour at London Business School and Chair of the Organisational Behaviour Subject Area, and of the London Business School Ph.D. committee. He teaches executive and MBA classes on leading teams and organisations, high performance teams, leadership assessment and interpersonal skill development. He has been invited to teach and consult in these areas across the world for companies such as Alcan, Barclays, Braxton, Chevron/Texaco, Deutsche Bank, Emirates Bank, IBM, Nestlé and Roche. He is also faculty director of the High Performance People Skills programme and the leadership week of the Accelerated Development Programme, flagship Executive Education programmes at London Business School. He has also taught the HPPS programme at the Indian School of Business in Hyderabad, India.

Randall's current research activities include studies investigating how CEO personality affects top management team interaction as well as firm performance, how personality of members affects group interaction and performance, and the effects of conflict in groups - including a recent study of the crucial role trust plays in getting the benefits of task conflict without also increasing the damage of relationship conflict in top management teams in the hotel industry. Randall's recent research also includes editing and writing a book recently released entitled Leading and Managing People in Dynamic Organizations. His research has been published in the leading journals in the field including *Research in Organizational Behavior*, *Organizational Behavior and Human Decision Processes*, *Journal of Applied Psychology, Personality and Social Psychology Bulletin*, and *Journal of Personality and Social Psychology*.

Randall holds a Ph.D. in Social and Organisational Psychology from the University of California, Berkeley. Before coming to London Business School he was on the faculty of Northwestern University and Cornell University's S.C. Johnson Graduate School of Management.

Executive Personality and Maladaptive Motives:
Understanding the Psychology of Executive Derailment

Randall S. Peterson   D. Brent Smith

London Business School

Empirical Leadership leadership research began with the search for personality traits that differentiate leaders from followers, and it remains an important area of study today (House, Shane, & Herold, 1996; Judge, Bono, Ilies, & Gerhardt, 2002). As noted by Cowley (1928), "The approach to the study of leadership has usually been and perhaps must always be through the study of traits" (p. 144). Interestingly, the study of leadership "traits" fell into disrepute following the publication of two very influential reviews by Stogdill (1948) and Mann (1959) and leadership trait research was virtually abandoned. Both reviews concluded that personality inconsistently predicts leadership (defined primarily in terms of emergence), instead suggesting that organizational context plays the key role in determining which personality factors will be important for success. These reviews led many to conclude that the trait approach was overly simplistic and futile (e.g., Conger & Kanungo, 1998).

Recently, interest in the dispositional characteristics of CEOs has reemerged (cf. Peterson, Smith, Matorana, & Owens, 2003). This interest follows a general renaissance in the personality literature typically attributed to the development of a parsimonious taxonomy of personality characteristics, the five factor model or FFM, that afforded researchers a consistent language to describe trait differences. Subsequent meta-analyses and conceptual reviews based on this organizing scheme have found consistent and generalizable relationships between personality and leadership effectiveness and emergence (see Judge, et al. 2002 for one such review).

While personality constructs have now demonstrated their usefulness in explaining leadership emergence and effectiveness, we will argue in this paper that personality constructs are likely to be even more useful as explanations of leadership *failure* or derailment. This is not a subtle distinction. Although leadership research to date has focused a great deal of attention on explaining the personality characteristics that predict leader emergence (i.e., the emphasis has been on identification and development of leadership talent), we argue that a focus on understanding the determinants of leadership failure would be equally as informative for at least two reasons. First, a focus on leader personality and failure would draw attention to the important idea of leader screening – making an effort to screen out those who are likely to emerge as leaders, but who either are unlikely to be successful or are highly likely to achieve short-term success in ways that are detrimental to the long-term interests of their organization(s). Second, an emphasis on leader failure seems warranted given how commonplace lurid reports of such failures have become (e.g., Carly Fiorina at HP or Ray Nardelli at Home Depot). With this in mind, our paper will develop a theoretical framework for understanding the relationship between executive personality, the motives driven by personality, and executive derailment.

Daan van Knippenberg is Professor of Organizational Behavior in the Rotterdam School of Management, Erasmus University Rotterdam, The Netherlands. He received his Ph.D. from Leiden University, The Netherlands. His research interests include leadership, in particular the role of self and identity, fairness, and emotions, work group diversity, group decision making, creativity and innovation, and social identity processes in organizations. He is associate editor of *Organizational Behavior and Human Decision Processes* and of *Journal of Organizational Behavior*.

Leader Affective Displays and Leadership Effectiveness:
The Information/Contagion Model

Daan van Knippenberg
Erasmus University Rotterdam, The Netherlands

The study of leadership has a long history in research in organizational behavior, but it has only been moderately successful in answering its core question: what makes leaders effective in mobilizing and motivating followers? I propose that one important reason for this relative lack of success is that leadership research tends to largely overlook a critical factor in leadership effectiveness: affect (i.e., mood and emotion), and specifically the role of leaders' display of affect (i.e., observable indicators of the leader's mood or emotions) in the context of attempts to mobilize followers. The current paper addresses this gap in the literature by developing a model of leader affective displays and leadership effectiveness. The model outlines the information and contagion processes through which leader affective displays may feed into leadership effectiveness, and the determinants of these processes. It also addresses the determinants of the relative effectiveness of leader displays of positive versus negative affect.

D. Scott DeRue is an Assistant Professor of Management and Organizations at the University of Michigan Stephen M. Ross School of Business. Scott's research and teaching interests are in the areas of leadership and teamwork. His research seeks to understand how leaders and teams in organizations adapt, learn and develop over time. His research has been published in journals such as the *Academy of Management Journal, Journal of Applied Psychology*, *Leadership Quarterly*, and the *Human Resource Management Journal*. Prior to academia, Scott held leadership positions at the Monitor Group and Hinckley Yacht Company.

Reassessing the Value of Leadership Experience:
Back from the Depths of Hell

D. Scott DeRue
University of Michigan

Fielder (1970) described the relationship between leadership experience and performance as "another hypothesis shot to hell." This presentation will review a program of research designed to reframe and reassess the role of experience in understanding leadership development and performance. I will first share the results of two separate empirical studies showing that different conceptualizations of experience have unique effects on leadership development and performance. I will then present a working draft of a new theoretical model that aims to understand and explain the psychology of experience in leadership development contexts.

Boas Shamir is Dean, Faculty of Social Sciences, and Professor in the Department of Sociology and anthropology, Hebrew University of Jerusalem, Israel. He obtained his Ph.D in Social Psychology from the London School of Economics and Political Science. He held visiting positions at Ben-Gurion University, Israel, Suffolk University and Binghamton University, USA, University of St. Gallen, Switzerland, the Institute of Rural Management, India, the National University of Singapore, and the London School of Economics and Political Science. He has served on the editorial boards of several journals, including the *Leadership Quarterly* and *Leadership*. During the last fifteen years, he has published about 40 journal articles and book chapters on leadership. His earlier work focused on charismatic and transformational leadership. More recent work has focused on leaders' life stories, the role of followers in the leadership process, and the study of leadership as the management of meanings.

Leadership Takes Time:
Some Implications of Taking Time Seriously in Leadership Research

Boas Shamir
The Hebrew University of Jerusalem

I will argue that the field of leadership studies ignores the fact that leadership processes take time. This is true about the still dominant paradigm guiding leadership theories and studies, which associates some leadership inputs (leader characteristics or behaviors) with certain outputs (e.g. followers' attitudes, behaviors, performance, unit performance). Theoretical developments and empirical studies within this paradigm suggest further leadership inputs (e.g. prototypicality, authentic leadership) and additional moderators and mediators but continue to ignore the time dimension. This state of affairs becomes even more problematic once we abandon the dominant paradigm and do not view leadership as a unidirectional process but rather as a relationship that evolves over time and as a reciprocal, dynamic influence process that involves both leaders and followers. I will argue that taking the time dimension more seriously and acknowledging the relational, reciprocal, and evolving nature of the leadership process have some implications for the type of studies that are likely to advance our understanding of the leadership phenomenon.

The Conference is convened by the Fuqua/Coach K Center on Leadership & Ethics (COLE)

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

COLE's mission is to advance leadership and business ethics through research and education. The Center strives to deepen and extend the way students academics, corporations, governments, and non-profits 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 Fuqua School of Business & Coach K Leadership Conference, the center is at the forefront of leadership and ethics education and research.

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

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

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

Duke University's Fuqua School of Business is a leading graduate business school and executive education provider. Fuqua's mission is to provide the highest quality education for business and academic leaders, and promote the advancement of the understanding and practice of management through research. The vigorous curriculum, responsiveness to change and new ideas, and the emphasis on teamwork parallel the entrepreneurial style, collaborative atmosphere and leadership skills required by today's - and tomorrow's - changing business world. In addition to the Duke MBA - Daytime, a two-year residential program, Fuqua offers three non-residential executive MBA programs: The Duke MBA - Weekend Executive, The Duke MBA - Global Executive and The Duke MBA - Cross Continent. Fuqua's non-degree Executive Education programs teach leadership skills and problem-solving techniques that can be applied immediately in the workplace.

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