# Annual New Directions in Leadership Research Conference June 20-21, 2019

convened by



#### **General Attendee Information**

#### All Conference Sessions

Lilly Classroom The Fuqua School of Business 100 Fuqua Drive Durham, NC 27708

#### Lunch - Thursday and Friday June 20-21

Fugua's Winter Garden

#### Dinner - Thursday, June 20

Parizade 2200 West Main Street Durham, NC 27705

Please arrange for Uber, Lyft sharing service for your trip to Parizade. Parking is available if you will be driving.

#### **Conference Parking**

Complementary parking is available for attendees staying at the JB Duke Hotel in the Science Drive Garage (1st level). For all other attendees, general parking is available in the Science Drive visitor lot, on Science Drive. Parking is free here if you use the coupon code\_9164.

Conference Attire: Business Casual

#### **USEFUL TELEPHONE NUMBERS**

#### The Fugua School of Business

#### **Conference Organizers**

#### **Emergency Numbers**

#### RECOMMENDED CAR SERVICES

Prestige Premier Group: 919.491.4333

**Carolina Livery**: 919.957.1111 **Eno Limo**: 919.272.4586

## Welcome to the NDLR Conference

Dear Participant,

Welcome to the 2019 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 (Rotterdam School of Management, Erasmus University; INSEAD; Wharton School, University of Pennsylvania), we thank you for your participation and hope that the discussions add value to your own research as well as that of your colleagues.

Sincerely,

Sim B. Sitkin

Michael W. Krzyzewski University Professor of Leadership Professor of Management and Public Policy

**COLE Faculty Director** 

Kimberly Wade-Benzoni Professor of Management COLE Center Scholar

### **NDLR Conference Presenters**

Moran Anisman-Razin Duke University

Susan J. Ashford University of Michigan

Aaron Chatterji Duke University

Danbee Chon Duke University

Sreedhari Desai University of North Carolina—Chapel Hill

Matthew Fox University of Wyoming

Steffen R. Giessner Erasmus University

Lindred L. Greer University of Michigan

Samantha J. Heintzelman Rutgers University

Timothy A. Judge The Ohio State University

Jasmien Khattab University of Virginia

Katherine Klein University of Pennsylvania

Thomas A. Kolditz Rice University

Anyi Ma Duke University

Ashley Martin Stanford University

David M. Mayer University of Michigan

Courtney L. McCluney University of Virginia

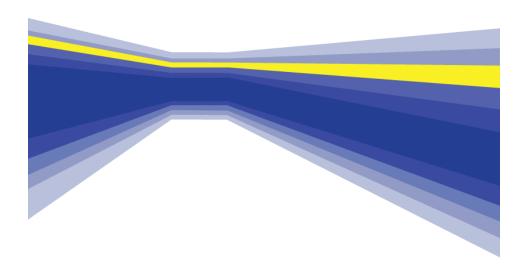
Celia Moore Bocconi University

Lily Morse Boston College

Kristin Smith-Crowe Boston University

Niels Van Quaquebeke Kühne Logistics University

# **Conference Program**

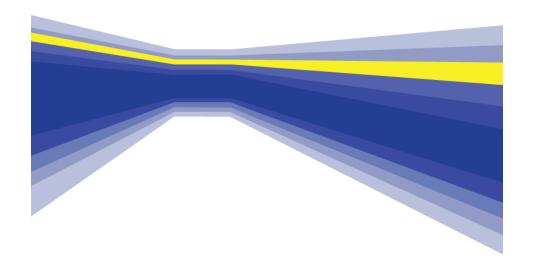


Conformed Drogram		
Conference Program		
Thursday, June 20, 2019		
8:00 AM—8:10 AM	<b>Welcome</b> —Bill Boulding, Dean, The Fuqua School of Business	
SESSION 1: TAKING THE LEAD		
8:15 AM—8:45 AM	Sue Ashford – University of Michigan Should I or Shouldn't I? Risk Perceptions and the Decision to Lead	
8:45 AM—9:15 AM	Ronnie Chatterji – Duke University CEO Activism	
9:15 AM—9:45 AM	<u>Steffen Giessner – Erasmus University</u> Willingness to Take the Lead and to Grant the Lead: A New Scale, its Antecedents and Outcomes	
9:45 AM—9:55 AM	Break	
SESSION 2: LEADERSHIP EFFECTIVENESS		
10:00 AM—10:30 AM	Katherine Klein - University of Pennsylvania Examining the Success and Failure of Leadership Succession: When is a Change in Leadership Good for Organizational Performance?	
10:30 AM—11:00 AM	<u>Jasmien Khattab – University of Virginia</u> Why Good Leaders Fail: A Temporal P-E Fit Perspective on Leader Derailment	
11:00 AM—11:30 AM	Celia Moore – Bocconi University Reading leaders: The Role of Literary Fiction in Leadership Effectiveness	
11:30 AM—12:45 AM	Lunch	
SESSION 3: WOMEN & LEADERSHIP		
1:00 PM—1:30 PM	<u>Sreedhari Desai – University of North Carolina - Chapel Hill</u> Gender Congruent Contexts and Counter-stereotypical Exem- plars: Women as Risk-Takers	
1:30 PM—2:00 PM	Anyi Ma — Duke University The Ability-Influence-Motivation (AIM) Model of Agency for Gender and leadership	
2:00 PM- 2:30 PM	<u>Dave Mayer – University of Michigan</u> Beyond Biological Sex: Women's Leadership Aspiration Increases When Their Supervisors are More Feminine	

Conference Program		
Thursday, June 20, 2019		
2:30 PM—2:40 PM	Break	
SESSION 4: SELF-UNDERSTANDING		
2:45 PM—3:15 PM	Samantha Heintzelman – Rutgers University Leveraging the Science of Meaning in Life	
3:15 PM—3:45 PM	<u>Danbee Chon – Duke University</u> Becoming More Aware of Self-awareness	
3:45 PM—3:55 PM	Break	
SESSION 5: DIVERSITY & LEADERSHIP		
4:00 PM—4:30 PM	Ashley Martin – Stanford University The Divergent Effect of Diversity Ideologies for Race and Gender Relations	
4:30 PM—5:00 PM	Courtney McCluney – University of Virginia Leading from the Margins: An Inductive Study of Black Clergy- women's Body Work	
5:00 PM—5:10 PM	Break	
SESSION 6: TEAM LEADERSHIP		
5:15 PM—5:45 PM	Lindy Greer — University of Michigan Team Hierarchical Flexing: How Start-up Teams Create Fluid Intra-team Hierarchies	
7:30 PM—9:00 PM	Dinner @ Parizade (2200 W Main St, Durham, NC 27705)	

Conference Program		
Friday, June 21, 2019		
SESSION 7: LEADERSHIP & MORALITY (1)		
8:30 AM—9:00 AM	<u>Lily Morse – Boston College</u> Moral Disengagement and Career Success	
9:00 AM—9:30 AM	Kristin Smith-Crowe – Boston University Which Way the Wind Blows: The Effect of Emotional Ambiva- lence on Morality is Context Dependent	
9:30 AM—9:40 AM	Break	
SESSION 7: LEADERSHIP & MORALITY (2)		
9:45 AM—10:15 AM	Moran Anisman-Razin — Duke University Everyday Courage: Extending Beyond the Moral Basis of Leadership Courage	
10:15 AM—10:45 AM	Niels Van Quaquebeke – Kühne Logistics University The Benefit of Abusive Supervision: Follower Guilt!	
10:45 AM—10:55 AM	Break	
SESSION 8: LEADERSHIP & TEMPORAL CONSIDERATION		
11:00 AM—11:30 PM	Matt Fox – University of Wyoming Transcending Death Through Organizational Birth: Firm Founding as Symbolic Immortality	
11:30 AM—12:00 PM	<u>Tom Kolditz – Rice University</u> Fixing the Strategic Failure of Higher Education to Develop Leaders	
SESSION 9: THE BIG PICTURE		
12:00 PM—12:30 PM	<u>Tim Judge – The Ohio State University</u> Problems or Mysteries: The State of Leadership Research and Practice	
12:30 PM	Closing and Lunch	

# Presenter Bios & Paper Abstracts



### Session 1: Taking The Lead

## Should I or Shouldn't I? Risk Perceptions and the Decision to Lead Sue Ashford—University of Michigan

Leadership in organizations is treated as a "good thing," a positive identity, something to aspire to, and an identity associated with various rewards such as status, promotions, recruitment to other organizations, and so forth. Various literatures treat it as unproblematic – that people will want to lead if given the chance. But individuals often don't step up to lead informally when they have the opportunity and many employees don't perceive their bosses, people who hold formal leadership roles, as actually leading. This presentation explores the idea that leadership involves various types of risk that deter people from engaging in it. The presentation will draw on qualitative data exploring the types of risk that people perceive in informal leadership and quantitative data examining it as a deterrent to leadership emergence in teams.



**Sue Ashford** is the chair of the Management and Organizations group at the Ross School of Business, University of Michigan and holds the Michael and Susan Jandernoa Professorship in the Management and Organization. She was previously on the faculty of the Tuck School of Business at Dartmouth College (1983-1991) and received her MS and Ph.D. degrees from Northwestern University. Sue has published papers in the fields' best journals in the areas of leadership development and leader effectiveness,

middle management voice and issue selling, job insecurity, and individual proactivity (e.g., self-management and feedback seeking). Her research has been summarized as advice for managers in the *Harvard Business Review*, the Harvard Business Review blog and New York Magazine. Sue has served as a consulting editor for the *Academy of Management Journal* and currently serves on its editorial board. In 2002, Sue was named a Fellow of the Academy of Management and was awarded the prestigious Career Achievement Award for Distinguished Scholarly Contributions to Management by that Association in 2017. Sue's passion is using her teaching and research work to help people to be maximally effective in their work settings, with an emphasis on self -leadership, proactivity, change from below, and leadership and its development. She teaches across several programs at the Ross School, in the Leading Women Executives program of the Corporate Leadership Center, and for various companies.

#### Session 1: Taking The Lead

#### **CEO Activism**

#### Ronnie Chatterji—Duke University

CEO activism refers to corporate leaders speaking out on social and environmental policy issues not directly related to their company's core business. Distinct from non-market strategy and traditional corporate social responsibility, the recent wave of CEO activism focuses on social issues unrelated to their core business, ranging from environmental issues to LGBTQ rights and race relations. In the first study of this phenomenon, we implement two framed field experiments to provide evidence on how CEO activism can influence public opinions about government policies and consumer attitudes about the CEO's company.



Ronnie Chatterji, Ph.D. is a Professor at Duke University's Fuqua School of Business and Sanford School of Public Policy. He previously served as a Senior Economist at the White House Council of Economic Advisers (CEA) where he worked on policies relating to entrepreneurship, innovation, infrastructure and economic growth. Chatterji is a Research Associate at the National Bureau of Economic Research and was previously a visiting Associate Professor at The Harvard Business School. Chatterji works at the intersection of academia, public policy and business, investigating the most important

forces shaping our economy and society. His academic work has been published in the top journals in strategic management, economics, finance and organizational studies and he has received several awards for his research, including the 2017 Kauffman Prize Medal for Distinguished Research in entrepreneurship, the Rising Star award from the Aspen Institute, and the Strategic Management Society Emerging Scholar award. His new book, co-authored with Michael Lenox, is "Can Business Save the Earth?" (Stanford University Press). Chatterji has won multiple teaching awards at Duke, both for his teaching in the core curriculum and electives. He is a frequent keynote speaker and experienced facilitator who has worked with top companies in finance, healthcare, technology, energy, retail, and sports. Chatterji has authored several op-ed pieces in the New York Times and the Wall Street Journal. He writes widely for management and policy audiences with several recent pieces in Harvard Business Review and for the Brookings Institution. Chatterji was previously a term member of the Council on Foreign Relations and worked as a financial analyst at Goldman Sachs. He received his Ph.D. from the Haas School of Business at the University of California at Berkeley and his B.A. in Economics from Cornell University.

### Session 1: Taking The Lead

## Willingness to Take the lead and to Grant the Lead: A New Scale, its Antecedents and Outcomes

Steffen Giessner-Erasmus University

To gain the full potential of teams, all members should contribute and take the lead if this is required within a team. Recent leadership approaches – subsumed under labels like shared, distributed, multiple and complexity leadership – address this aspect and researchers have started to explore its impact on individual, team and organizational functioning (cf Denis, Langley, & Sergi, 2012). To make this possible, leadership needs to emerge more flexibly within a team. In other words, in one situation an individual may need to take the lead and others need to grant him/her the lead (DeRue & Ashforth, 2010), while in other situations, the same individual may need to grant the lead to other team members. Although taking and granting the lead is assumed to be a necessity for leadership to emerge, there is, to date, no measure available – making it difficult to further study this process. Furthermore, measures like the 'motivation to lead' scale inherently assume that taking the lead and granting the lead are inversely related and represent just one dimension (i.e., the motivation to be either a leader or a follower). This can be contrasted with the idea of plural leadership. The current research addresses this gap and develops a short scale measuring taking and granting the lead. We show that these two dimensions are most often uncorrelated (r ranges from -.09 to .42). Moreover, taking the lead is positively related to extraversion and conscientiousness, as well as to all three sub-dimensions of the motivation to lead scale (Chan & Drasgow, 2001). In contrast, granting the lead is related to agreeableness and is negatively related to the affective identity dimensions of the motivation to lead scale. Finally, we show that taking the lead is the strongest predictor of initiation of structure and of other's perceptions of good leadership. In contrast, granting the lead is more predictive of consideration behavior.



Steffen Giessner is Professor of Organisational Behaviour and Change at the Rotterdam School of Management, Erasmus University (RSM). He holds an MSc in Psychology from the University of Kent at Canterbury, UK, and a PhD in Psychology from the Friedrich-Schiller-University Jena, Germany. His research is located at the intersection of organizational psychology and management. His primary research topics are employee support during organizational merger, follower's perceptions of leadership, antecedents of leader behavior, and non-

verbal communication of power. He has authored and co-authored papers in the areas of organizational behavior, management, and psychology. His research received media coverage in outlets like the *New York Times, Financial Times*, The *Guardian, Harvard Business Review, Harvard Business Manager* and *Wall Street Journal*.

### Session 2: Leadership Effectiveness

Examining the Success and Failure of Leadership Succession: When is a Change in Leadership Good for Organizational Performance?

Katherine Klein—University of Pennsylvania

CEO succession – the departure and replacement of the top executive in the organization – is common, newsworthy, and consequential. Yet research on the topic is limited. Scholars of organizational behavior have little examined the topic. Instead, most studies of the topic come from scholars of strategy who rely on publicly available data to analyze changes in company performance following a CEO change. In the absence of data on the internal dynamics of the organization, these studies document the effects of CEO succession on performance but cannot open the organizational "black box" to explain how, when, and why CEO succession results in changes in organizational performance. I will report on the initial findings of a study designed to begin to fill these gaps in the current literature. My colleagues and I collected five waves of survey data over a three-year period from more than 150 public schools, approximately half of which experienced a "CEO succession" – here a change in the school principal – during our course of study. Our data provide a unique opportunity to open the black box of CEO succession.



**Katherine Klein** is a Professor of Management at the Wharton School and the Vice Dean for the Wharton Social Impact Initiative (WSII). As Vice Dean, Katherine shapes WSII's vision and strategy, partnerships, research, and faculty engagement. An organizational psychologist, Katherine teaches on leadership, organizational change, social impact, and research methods. Her current research focuses on the effects of leadership succession on organizational change and effectiveness. Her prior research on

diversity, team effectiveness, social networks, levels of analysis, technology implementation, and employee ownership has appeared in numerous top journals including Administrative Science Quarterly, Journal of Applied Psychology, the Academy of Management Journal, and the Academy of Management Review. She 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.

### Session 2: Leadership Effectiveness

Why Good Leaders Fail: A Temporal P-E Fit Perspective on Leader Derailment

Jasmien Khattab—University of Virginia

Leader derailment—that is, when historically successful leaders unexpectedly fail—is prevalent and costly, yet theoretical explanations for this phenomenon are incomplete. We identify three significant omissions within the current literature on leader derailment (i.e., context, time, and organizational expectations), and develop theory that pushes past the perspective that leaders who derail have innately "flawed" characteristics. More specifically, we theorize that leader derailment (1) is a consequence of misfit between demands and abilities—not of specific personality traits, (2) occurs as the result of an iterative process between performance, expectations, and demands—it is therefore more than an evaluation of a leader's performance at one particular moment in time, and (3) contains an important subjective evaluation—it is not merely the result of failing to meet objective standards. We conclude with suggestions for practice to prevent, detect, and mitigate leader derailment in organizations.

[Co-authors: Charlotte Hoopes, University of Virginia; Mark Van Buren, SHL; Morela Hernandez, University of Virginia]



Jasmien Khattab is a postdoctoral researcher at the Darden School of Business, University of Virginia. She obtained her PhD in Organizational Behavior from the Erasmus University Rotterdam. Her research revolves around structural inequality, including topics such as stereotypes & leadership, social networks & diversity, and diversity & inclusion practices. Her work has been published in Academy of Management Annals and is in press at Academy of Management Review. Prior to joining academia, Jasmien Khattab worked as a policy officer

for the Permanent Representation of the Netherlands to the E.U. and the Dutch Ministry of Security and Justice.

#### Session 2: Leadership Effectiveness

## Reading Leaders: The Role of Literary Fiction in Leadership Effectiveness Celia Moore—Bocconi University

While many of us have had the experience of being changed after reading a great book, we are in the early stages of understanding the true psychological effects of reading. In this paper, we argue that reading literary fiction changes us in ways that improves our leadership effectiveness. Joining theory about the transformational effects of reading dating back to Aristotle with theory about humble leadership, we propose that reading literature both transports us and transforms us. Specifically, literature provides individuals with a perspective on the social world in which they are not the central or most important character, and where other characters' motivations and experiences matter. We argue that this develops readers' humility, and, ultimately, their leadership effectiveness. We find support for our predictions in three studies. In two studies (using a student sample and a sample of matched supervisor/ subordinate dyads), we find an association between literary fiction reading habits, dispositional humility, and, in the second case, subordinate-rated leadership effectiveness. We then provide evidence of the causal role of reading literary fiction in a controlled lab experiment, showing that reading literary fiction (vs. non-fiction) increases participants' humble behavior, ultimately increasing attributions of their leadership effectiveness.



Celia Moore is an Associate Professor in the Department of Management and Technology at Bocconi University in Milan, prior to which she was on the faculty of the London Business School for nine years. She has also been a visiting scholar at Harvard Business School and a Fellow of the Edmond J. Safra Center for Ethics at Harvard University. She is currently an Academic Fellow of the Ethics and Compliance Initiative, a collaborator at EthicalSystems.Org, and sits on the UK's Banking Standards Board Assessment Steering Committee. Her re-

search focuses on how organizations facilitate morally problematic behavior, and on how that behavior can result in unexpected outcomes for both individuals and organizations. More recently, she has focused on how individuals can enact their moral agency responsibly, even in the face of legitimate authorities who are pressuring them to behave otherwise. It has been published in *Academy of Management Journal, Organization Science, Journal of Applied Psychology, Journal of Personality and Social Psychology, Academy of Management Annals, Research in Organizational Behavior, Personnel Psychology, and the <i>Journal of Experimental Social Psychology*, as well as several in several edited volumes. Her work has been featured in the *Financial Times, Wall Street Journal, Forbes,* and *Fast Company,* as well as on NPR, the CBC, and the BBC. She has worked with several organizations on how to support more ethical behavior at work, including the Institute of Chartered Accountants of England and Wales (London, UK), the National Health Service (UK), the International Anti-Corruption Academy (Vienna, Austria), and the Brookings Institute (Washington, DC).

### Session 3: Women & Leadership

## Gender Congruent Contexts and Counter-stereotypical Exemplars: Women as Risk-Takers

Sreedhari Desai—University of North Carolina –Chapel Hill

The stereotype that women are more risk-averse than men may influence women's perceived fit for roles that require risk taking. We propose that this stereotype may be overstated by a propensity to examine gender differences in risk preferences in male-dominated decision contexts. In a set of laboratory experiments and one archival study of *Jeopardy!* participants, we show women become more risk averse in more masculine-stereotypic decision contexts. We discuss practical and theoretical implications of our findings.



Sreedhari Desai researches how individuals behave in organizations, with a focus on ethical decision making, fairness and gender diversity. In her work on ethics, for instance, she investigates broadly the role of ethical nudges or non-coercive ways of leading people down moral pathways. In her work on fairness, she examines how recalling unfair experiences from the past causes people to behave more fairly toward others. In her work related to gender diversity, she explores the influence of

traditional marriage structures on egalitarian attitudes toward working women. Across all these projects Desai relies on carefully designed laboratory experiments paired with real-world data in her exploration of answers. Her work has been published in the Administrative Science Quarterly, Journal of Applied Psychology, Journal of Personality and Social Psychology and Organizational Behavior and Human Decision Processes. It has received extensive media coverage, including Harvard Business Review, The Wall Street Journal, Forbes, The Boston Globe, Chicago Tribune, The Times of India, The Toronto Star, Les Affaires and the Gao Kao. She was previously a research fellow at the Edmond J. Safra Center for Ethics at Harvard University and a fellow at the Women and Public Policy program at the Harvard Kennedy School of Government. Prior to joining UNC Kenan-Flagler, she was a research fellow in the Harvard Law School's Program on Negotiation. She has received several grants and fellowships, including a Research Initiative Grant from the National Stock Exchange of Mumbai, India, and the Mariner S. Eccles Fellowship in Political Economy at the University of Utah. She is an artist with formal training in the fine arts from Westminster College in Salt Lake City, Utah. She received her PhD in organizational behavior at the University of Utah's David Eccles School of Business. She has an MS in finance from the University of Utah, and a BS in metallurgical engineering from the Punjab Engineering College in Chandigarh, India.

### Session 3: Women & Leadership

## The Ability-Influence-Motivation (AIM) Model of Agency for Gender and Leadership Anyi Ma—Duke University

Past gender and leadership research largely suggests that women are penalized for demonstrating agency. However, can women be rewarded for agentic behaviors? To answer this question, we will draw on the ability-influence-means (AIM) six-factor model of agency that we have recently developed. The ability-influence-means (AIM) model of agency contains six distinct factors: competent, hardworking, independent, self-assured, dominant, and ambitious agency, and also captures the distinct ways in which agency has been measured in gender and leadership research over a 40-year time period. Consistent with past research, we found that women leaders were penalized for demonstrating dominant agency. However, we also found that women leaders were evaluated even more positively than men for demonstrating self-assured, independent, hardworking, and competent agency. Taken together, these findings show that conceptualizing agency in a more nuanced way can lead to a different understanding of past research and conclusions in gender and leadership.

[Co-authors: Ashleigh Rosette, Duke University; Christy Zhou Koval, Hong Kong University of Science and Technology]



Anyi Ma is a fifth year Ph.D. student in Management and Organizations at Duke University's Fuqua School of Business. She is interested in the broad concept of agency in organizations, which historically has been conceptualized as the tendency to assert the self and master the environment. Her current and future research projects can be categorized into two interrelated lines of research: (1) understanding the various ways in which agentic people are perceived at the workplace and the implications of these perceptions for

gender and leadership; and (2) exploring the implications of having agentic experiences (i.e., being in control, having choices) for a wide range of organizational outcomes, such as employees' workplace preferences and their negotiation performance.

#### Session 3: Women & Leadership

Beyond Biological Sex: Women's Leadership Aspiration Increases When Their Supervisors are More Feminine

Dave Mayer—University of Michigan

One important predictor of advancement to a leadership position is an individual's leadership aspiration. However, previous research suggests that women, compared to men, have lower leadership aspiration. Drawing on social role and role congruity theory, we hypothesize a positive association between (a) female and (b) feminine supervisors and female employees' leadership aspiration. Across four complementary studies consisting of three experiments and one field study, we constructively replicate the finding that supervisor sex (female or male) has no direct influence on the leadership aspiration of female employees. However, supervisor femininity, but not supervisor masculinity, is positively related to women's leadership aspiration. Although not directly hypothesized, findings across studies showed that the same is generally true for male employees' leadership aspiration. Study 1, a vignette experiment, provides initial causal evidence for the effect of supervisor femininity on leadership aspiration. In Study 2, we conceptually replicate the findings of Study 1 in a field setting to establish ecological validity. In Study 3, a 360-degree feedback paradigm experiment, we constructively replicate and extend findings of Study 1 and 2, and support causal inferences for our proposed mechanism: supervisory mentoring. Lastly, Study 4 shows causal evidence for a behavioral outcome of leadership aspiration: taking on a leadership role. Theoretical and practical implications for research on gender differences in leadership aspiration and effects of gender in leadership are discussed.

[Co-author: Katherine K. Bae, University of Michigan]



**Dave Mayer** is a Professor in the Management and Organizations Area at Michigan Ross. He has published over 50 articles and book chapters including over 30 articles in leading refereed management and psychology journals. He has been awarded multiple career awards such as the Early Career Award from the International Society for Justice Research and the Cummings Scholarly Achievement Award from the Organizational Behavior (OB) Division of the Academy of Manage-

ment. He is also a Fellow of the Association for Psychological Science, American Psychological Association, and the Society for Industrial and Organizational Psychology. He is a regular contributor to the *Harvard Business Review* and *Fast Company*, and his research and ideas have been covered in *Bloomberg, Fortune, Huffington Post, HR Magazine, Los Angeles Times, Psychology Today, Slate, The Atlantic, The Wall Street Journal*, and *The Washington Post*.

## Session 4: Self-Understanding

#### Leveraging the Science of Meaning in Life Samantha Heintzelman - Rutgers University

Experiencing one's life and activities as meaningful is a central human motivation linked a host of beneficial outcomes across relationship, health, and work domains. Often meaning in life is conceived of as a grandiose experience or an aspirational destination. However, examinations of regular people in everyday life reveal that feelings of personal meaningfulness are common in less extraordinary contexts and can even be extracted from mundane features of experience. In this talk, I will present research regarding these practical features of the experience of meaning in everyday life. I will present experimental, correlational, and experience sampling method evidence supporting the importance of finding connections, making sense, experiencing stability, and engaging in routines for the experience of meaning. I will discuss a number of implications of this work for leadership science and practice.



Samantha Heintzelman is an Assistant Professor of Psychology at Rutgers University in Newark, NJ. Prior to this she received her Ph.D. from the University of Missouri and completed a Postdoctoral Research Fellowship at the University of Virginia. Heintzelman's research focuses on the experience of meaning in life for average people in everyday life, addressing questions regarding the function, structure, antecedents, and consequences of this experience. In addition, Heintzelman has also developed an empirically-based and

empirically-tested intervention program to sustainably increase subjective well-being and test its causal effects on relationships and health.

### Session 4: Self-Understanding

#### **Becoming More Aware of Self-awareness**

Danbee Chon - Duke University

Although the construct of self-awareness has recently begun to receive increased empirical attention in the management literature, the field lacks a clear, coherent, and comprehensive conceptual framework that can serve as a foundation for both theoretical and empirical development of the construct as relevant to organizational behavior. This presentation reviews previous investigations of self-awareness in both the organizational behavior and social psychology literatures to propose a synthesis of previously largely discrete literatures. Our re-conceptualization proposes a model of self-awareness that distinguishes three distinct foci: (i) Internal, (ii) External, and (iii) Social. This proposed framework is comprehensive, provides coherence to the literature by resolving conflicting patterns of results, and supplies a systematic approach to develop and test hypotheses regarding foci-specific self-awareness. A causal model of self-awareness is proposed that enhances the understanding of the complexity of the construct. The role of determinants and effects in both micro-level and macro-level phenomena are jointly considered through this framework. Implications and propositions pertaining to future research are discussed.

[Co-author: Sim Sitkin, Duke University]



**Danbee Chon** is a Ph.D. candidate in the Management & Organizations department at the Fuqua School of Business at Duke University. She has a Bachelor of Arts in Psychology from Northwestern University. Prior to her doctoral studies, Chon conducted research in both the Booth School of Business and the Kellogg School of Management. As a doctoral candidate, Chon is interested in phenomena related to the self in the context of organizations. In particular, her primary stream of research considers the theoretical and empirical

examination of self-awareness in order to better understand how individuals recognize themselves, especially in the context of power and leadership. Within this stream, Chon has explored achieving a better understanding of the construct of self-awareness through facets of review, theory, and measurement projects. A related, second stream of her research examines self- and other-interest as distinct constructs and in interaction with each other. Current projects within this stream focuses on the theoretical and empirical consideration of self- and other-interest through the dual process model lens, as well as potential interventions that could be developed through this framework.

### Session 5: Diversity & Leadership

## The Divergent Effect of Diversity Ideologies for Race and Gender Relations Ashley Martin —Stanford University

Both practitioners and scholars have shown interest in initiatives that reduce bias against, and promote equality for, underrepresented groups. Diversity ideologies or beliefs and practices regarding how to approach group differences in diverse settings—have been studied as one set of strategies to promote racial equality, and often assumed to be effective for other groups as well. The present research compares the influence of two competing and commonly used diversity ideologies awareness and blindness—on race and gender relations. In contrast to research suggesting that emphasizing racial differences (i.e., awareness) is more effective at reducing racial bias than is ignoring them (i.e., blindness), I show that the opposite is true for gender. I demonstrate that diversity ideologies act upon distinct systemjustifying rationales, where for race, awareness exposes racial differences in opportunities and experiences, increasing recognition of inequality, and thereby diminishing support for the status quo. In contrast, gender awareness highlights gender roles and their biological underpinnings, legitimizing gender differences in occupational segregation, and increasing support for the status quo. Further, I show the downstream consequences for women and racial minorities' opportunities, where race-awareness increases support for policies aimed at reducing racial inequality, while genderawareness increases stereotyping that exacerbates bias against women in the workplace. I conclude by suggesting that diversity science has overemphasized its focus on ideologies as a solution for intergroup inequality without addressing the underlying problem: the types of differences being highlighted and ignored and the purpose for doing so.



Ashley Martin is an Assistant Professor of Organizational Behavior at the Stanford Graduate School of Business. Her research focuses on the challenges and benefits associated with gender and racial diversity in organizations. Specifically, she examines how to most effectively discuss gender and race in an effort to reduce bias, empower underrepresented groups, and improve intergroup relations. She earned her PhD in Management from Columbia Business School.

### Session 5: Diversity & Leadership

Leading from the Margins: An Inductive Study of Black Clergywomen's Body Work

Courtney McCluney —University of Virginia

Our study examines how leaders from marginalized social identity groups experience and resist marginalization through their bodies. Using interviews with and observations of Black clergywomen in religious institutions as a case study, we develop a variance model describing how and when they experience their bodies as marginalized or as a resource. We uncover (1) how—in certain circumstances—Black clergywomen's physical bodies are marginalized by themselves and by others, (2) how—in other circumstances—Black clergywomen use their bodies to produce resources for themselves and others, and (3) the conversion of their marginalization into bodily resources, and their bodily resources into marginalization practices. In effect, through body work, which we define as an ongoing negotiation of legitimacy and self - preservation of the body, our participants legitimize the inclusion of their bodies as central to leadership while delegitimizing marginalization practices that prescribe centrality exclusively to White male bodies. Distinct from prior research on marginalization, which has primarily used the majority group's perspective to extrapolate strategies for mitigating marginalization, our findings speak directly to the experience of those who are pushed to work at the margins. Our inductive study of the bodily experiences of Black clergywomen changes the current understanding of how marginalized leaders can move from the periphery to the center of their institutions.

[Co-author: Morela Hernandez, University of Virginia]



Courtney McCluney is currently a Postdoctoral Fellow at the Darden School of Business and Center for Academic Strategic Partnerships for Interprofessional Research and Education (ASPIRE) at the University of Virginia. Her research considers how marginalized employees— those lacking access, resources, status, and power—successfully navigate organizational contexts so that they are not merely surviving, but thriving at work. It also investigates

factors that enable marginalized employees to construct positive work identities and experience well-being. Courtney received her PhD in Psychology (Personality and Social Contexts) at the University of Michigan and BA in Psychology and Interpersonal/Organizational Communications at the University of North Carolina at Chapel Hill. She previously worked as a Research Associate at Catalyst, Inc. and served as an AmeriCorps volunteer with New Sector Alliance. As a first- generation college graduate, Courtney dedicates her work to advancing public scholarship of and with underserved communities.

### Session 6: Team Leadership

Team Hierarchical Flexing: How Start-up Teams Create Fluid Intra-team Hierarchies Lindy Greer—University of Michigan

Much research has examined whether teams should have more or less hierarchical structures, based on the assumption that teams can be categorized as being more or less hierarchical. Our initial observations of start-up teams challenge this assumption. We found that many high performing start-up teams enacted hierarchy fluidly -- at times adopting a flat structure and at times relaying on a more hierarchical chain-ofcommand. We investigated this "hierarchical flexing" with a qualitative study of startup teams involving 52 interviews and over 100 hours of observations. A grounded theory approach allowed us to theorize that hierarchical flexing was best enabled by leaders whom had both confidence (to enact hierarchy when needed) and humility (to enact flatness when needed); teams whom had a strong sense of purpose (enabling members to believe in the mission enough to cede power during moments of hierarchy and to understand the mission enough to step up during moments of flatness), and signals and rituals built into team culture to signal when the hierarchical structure was shifting. These findings challenge characterizations of hierarchy as a stable team structure, and instead demonstrate the value of considering how social hierarchy is flexibly enacted across varying team task interactions.

[Co-authors: Nicole F. Abi-Esber, Harvard University; Charles Chu, Stanford University]



**Lindy Greer** is Associate Professor of Management & Organizations and faculty director of the Sanger Leadership Center at the Stephen M. Ross School of Business at the University of Michigan (effective July 1). Her research focuses on how to design and lead effective organizational teams, with specific interests in intra-group hierarchy, conflict, diversity, leadership, and emotion. Lindy has published in outlets such as *Academy of Management Journal*, *Organization Science*, *Journal of Ap-*

plied Psychology, Science, and Proceedings of the National Academy of Sciences, among others. Her work has been covered in media outlets including the New York Times, Forbes, and Fast Company, and she has received awards from the Academy of Management and American Psychological Association.

She is joining the *Academy of Management Journal* as Associate Editor and previously served as Associate Editor of *Small Group Research* and on the editorial boards at *AMJ, ASQ, JAP, JESP, JPSP,* and *OBHDP*. Lindy received her B.S. from the Wharton School of Business at the University of Pennsylvania, and her Ph.D. in social and organizational psychology from Leiden University in the Netherlands.

### Session 7: Leadership & Morality (1)

#### **Moral Disengagement and Career Success**

Lily Morse—Boston College

Personality research on moral disengagement has primarily focused on the negative aspects of this trait in the workplace. In contrast, the present work uncovers a potential bright side of moral disengagement: increased personal career success. We propose that strategic displays of the mechanisms underlying moral disengagement (e.g., displacement of responsibility) can foster positive perceptions from supervisors and ultimately lead to promotions and pay raises. We empirically test this prediction across a series of experimental studies and a field survey of professionals working in the financial services industry. The results provide valuable insight into previously unexamined positive consequences of moral disengagement.



**Lily Morse** (PhD, Carnegie Mellon University) is a Visiting Assistant Professor at Carroll School of Management, Boston College. Her research explores how moral character manifests in the workplace and why employees cross ethical boundaries for prosocial reasons.

Her research has been published in management and psychology journals, including *Academy of Management Perspectives*, *Journal of Personality and Social Psychology*, *Journal of Research in Personality*, and *Research in Organizational Behavior*.

### Session 7: Leadership & Morality (1)

#### Which Way the Wind Blows: The Effect of Emotional Ambivalence on Morality is Context Dependent

Kristin Smith-Crowe—Boston University

Increasingly, evidence indicates that emotions affect moral judgment and decisionmaking. Here we are interested in the effects of a complex and organizationally ubiquitous emotional experience: emotional ambivalence, or the simultaneous experience of positive and negative emotions. Grounded in the social functional theory of emotions, we view emotional ambivalence as a mechanism facilitating an adaptive response to a changing or uncertain environment in that it tends to broaden the scope of individuals' focus and motivate a balanced consideration of information relevant to the context. For this reason, we predict that individuals in a state of emotional ambivalence are more likely than others to attend to contextual cues when making moral decisions that entail choosing morality over temptation. To the extent that moral concerns are evident in a context, they are more likely than others to make moral decisions. In a series of lab experiments, we show evidence that emotional ambivalence affects ethical decision-making, but the direction of the effect is dependent on contextual cues. In contexts where harm is less apparent, participants in the emotional ambivalence condition are less likely to make moral choices; in contexts where harm is more apparent, they are more likely to make moral choices.



**Kristin Smith-Crowe** is an Associate Professor of Organizational Behavior at the Questrom School of Business of Boston University. She earned a Ph.D. in industrial-organizational psychology from Tulane University. Her research focuses on behavioral ethics, emotions, and interrater agreement. It has been published in journals such as the Academy of Management Annals, the Academy of Management Review, the Journal of Applied Psychology, Organization Science, and Organizational Behavior and

Human Decision Processes. She serves on the editorial boards of the Academy of Management Review, Organization Science, and Organizational Behavior and Human Decision Processes.

### Session 7: Leadership & Morality (2)

Everyday Courage: Extending Beyond the Moral Basis of Leadership Courage

Moran Anisman-Razin—Duke University

Courage lies at the heart of other virtues, and as such should be relevant for many behaviors in individuals' lives. Yet the literature on courage has singularly focused on moral courage. Specifically, in the management and leadership literatures there is an overwhelming focus on the role of courage in directing moral and ethical behavior in organizations (Detert & Bruno, 2017), and coping in situations in which these values are challenged. While this issue is of great importance, it appears to capture only one aspect of a broader construct, thereby excluding other potentially important and prevalent courageous behaviors that are likely to be meaningful for leadership. We propose a broader definition of courage as the pursuit of meaningful outcomes despite significant perceived risks, which includes unexplored behaviors in the personal and relational domains. We outline four types of meanings of courage: moral, instrumental, social-relational and expressive, and examine their implication for leadership. Using qualitative and quantitative data, we examine the four types of courage and their effect on leadership ratings.



Moran Anisman-Razin is a research associate at the Fuqua School of Business and the Kenan Institute for Ethics at Duke University. Her research focuses on courage in organizations, exploring courageous behavior beyond the moral and ethical domain, to personal and relational behaviors that require courage. Moran's work on leadership examines various forms of leadership courage and its implications for leadership, as well as the role of distance in leaderfollower relationships.

## Session 7: Leadership & Morality (2)

The Benefit of Abusive Supervision: Follower Guilt!

Niels Van Quaquebeke—Kühne Logistics University

Based on social exchange and justice reasoning, studies commonly argue and show that abusive supervision reduces helping. Based on research on domestic violence, we argue the opposite can be true as well. A time-lagged study, a vignette experiment, and a diary study confirm that victims of abusive supervision feel guilty for their abuse when their relationship with the supervisor (LMX) is otherwise good and they believe that they have control over events in their life (internal locus of control), which then prompts helping towards the supervisor.



Niels Van Quaquebeke is Professor of Leadership and Organizational Behavior and Head of the Management Department at the Kühne Logistics University, Hamburg, Germany. A psychologist by training, he pursued his PhD at the University of Hamburg and as a visiting scholar at various business schools around the globe. In 2008, he received the ERIM top talent post-doc fellowship at the Rotterdam School of Management of the Erasmus University where he later also taught as an Assistant Professor. He currently serves as Sen-

ior Associate Editor for *The Leadership Quarterly* (LQ) and on the editorial boards of Organizational Behavior and Human Decision Processes (OBHDP) and the *Journal of Occupational and Organizational Psychology* (JOOP). <a href="http://www.the-klu.org/quaquebeke">http://www.the-klu.org/quaquebeke</a>

### Session 8: Leadership & Temporal Considerations

#### Transcending Death Through Organizational Birth: Firm Founding as Symbolic Immortality

Matt Fox—University of Wyoming

As evidence against primacy of extrinsic financial motives for entrepreneurship has grown, scholars have begun to examine a wider range of intrinsic motives to explain firm founding. Recent research has shown that entrepreneurs' motivation is far more diverse than was previously understood. Although a wide variety of motives have been linked to entrepreneurs, relatively little is known about how common different motives are, or how entrepreneurs pursue a kind of success that meets the objectives that led them to start their firms in the first place. One way to make sense of the vast array of motives linked to entrepreneurship is to focus on the lasting impact founders hope to achieve through the creation of new firms, markets, and opportunities. Some entrepreneurs describe wanting to relational legacies benefitting specific others, such as coworkers and customers. Others focused on collectivistic legacies benefitting groups, such as their towns or the entire planet. Another set of entrepreneurs focused on individualistic legacies, emphasizing how entrepreneurship is a particularly measurable and lasting form of accomplishment, by which they can compare themselves to others. We find that entrepreneurs focused on individualistic legacies control their firms and technologies more closely, resulting in higher incomes.

[Co-authors: Kimberly Wade-Benzoni, Duke University; Katrin Burmeister-Lamp, EBS]



Matt Fox is an Assistant Professor at the University of Wyoming, where he is a faculty affiliate of the Institute for Innovation and Entrepreneurship and Center for Global Studies. His research focuses on how people craft a meaningful lasting impact, with a particular emphasis on the opportunities created by entrepreneurs. He teaches a range of strategy and entrepreneurship courses. He earned his B.A. at Colorado College, his M.B.A. at the University of Nevada, and his Ph.D. at Duke University.

### Session 8: Leadership & Temporal Considerations

## Fixing the Strategic Failure of Higher Education to Develop Leaders Tom Kolditz—Rice University

The US is experiencing a crisis in confidence of business and governmental leadership. With most leader development programs small scale, and isolated in business, engineering, and other professional schools, universities are failing in a societal obligation to produce leaders, notwithstanding their false claims of doing so. Worse, after universities graduate approximately 2.2M unprepared leaders each year, graduates advance into industry where the resources for leader development are spent mostly at the top, and among selected individuals. The solution to this strategic national problem is for universities to self-examine their failure, and to adopt leader development as a core function. Because universities are 15-20 years behind industry standards for professional leader development, they must adhere to four principles in order to successfully create programs that actually increase graduates' leadership abilities, rather than merely teaching leadership subject matter. These include 1 treating leader development as a core function, 2 using evidence-based techniques, 3 using professional leader developers and coaches, and 4 measuring outcomes. Program delivery is discussed with evidence from a tier 1 research university that provides professional leader development services to 100% of its graduate and undergraduate student bodies, with a 30% take rate. A currently forming national categorization/rating for leader development in universities, to debut in 2023, is discussed.



Tom Kolditz is the founding Director, Doerr Institute for New Leaders at Rice University—the most comprehensive, evidence-based, university-wide leader development program in the world. Prior to founding the Doerr Institute, Tom designed the Leader Development Program at the Yale School of Management and served as chairman of the Department of Behavioral Sciences and Leadership at West Point. Tom founded the West Point Leadership Center, co-founded the Thayer Leader Development Group, and his own leader develop-

ment and coaching consultancy, Saxon Castle LLC. Brigadier General Kolditz has more than 35 years in leadership positions on four continents. He received the Distinguished Service Medal, the Army's highest award for service, is a Fellow in the American Psychological Association, and is a member of the Academy of Management. Kolditz has published more than 60 articles and book chapters to date, including in the Proceedings of the National Academy of Sciences and the proceedings of the World Economic Forum. Tom has delivered more than 300 invited speeches to audiences world-wide. He has been named Thought Leader by the Leader to Leader Institute and a Top Leader Development Professional by Leadership Excellence. A highly accomplished executive coach, he was listed as #6 in the Coaching category in 2018 by a global independent professional ranking organization, Global Gurus, and in 2019, #24 in Coaching by Thinkers 50, a UK management ranking group. He holds a BA from Vanderbilt University, three master's degrees, and a PhD in Psychology from the University of Missouri.

### Session 9: The Big Picture

## Problems or Mysteries: The State of Leadership Research and Practice Tim Judge—The Ohio State University

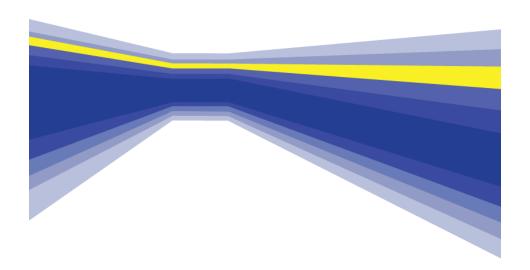
Has leadership research had an impact? This, of course, is a complex question – amenable to objective analysis but ultimately a subjective appraisal. In answering this question, one arguably facile way is to consider the way in which leadership research influences three areas: (1) learning about leadership; (2) the organizational practice of leadership; and (3) policy aspects of leadership. In this talk, I evaluate the impact of leadership research on these areas, discuss the causes, and suggest ways of improving the state of affairs.



Tim Judge is the Joseph A. Alutto Chair in Leadership Effectiveness and the Executive Director of the Leadership Initiative in the Max M. Fisher College of Business at The Ohio State University. Judge received his PhD from the University of Illinois at Urbana-Champaign. According to the Journal of Industrial and Organizational Psychology in 2017, Judge was named the Most Influential Researcher in I-O Psychology. In his career, Judge has published more than 160 articles in refereed journals. His publication of more than 80 articles in top-tier journals is the most in the

100-year history of management research (out of 20,059 authors). According to Google Scholar, Judge's research has been cited more than 105,000 times. A 2017 study identified him as the most cited out of more than 8,000 scholars in applied psychology. In 2019, Judge was awarded the Leadership Quarterly Decennial Article Influence Award and the Thomas A. Mahoney Mentoring Award from the Human Resources Division of the Academy of Management.

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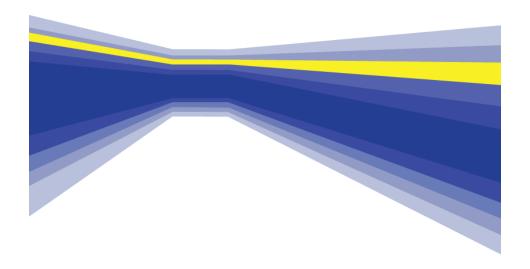
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# **Conference Partner Schools**



## **NDLR Conference Partner Schools**









## **NDLR Conference Partner Schools**

The Fuqua/Coach K Center on Leadership & Ethics (COLE) is a premier academic center based at Duke University's Fuqua School of Business. Its mission is to empower leaders of consequence to change the world. As a leadership laboratory, and through its co-curricular efforts, COLE draws on cutting edge insights from both scholars and practitioners and fosters a learning culture that in turn, produces genuine and sustainable excellence. We draw insights from research and practice that are infused into our student experiences. Hence, we focus on mindset, skillset and identity of leadership of which character and ethics, collaboration and teamwork are key. COLE fosters entrepreneurial leadership in our MBA students, meaning that they exhibit exceptional character, ethical grounding and a global mindset. These are leaders who inspire their followers to meet and exceed an organization's goals through actions that are, at one and the same time, highly productive and highly ethical, while continuously serving the best interests of all the organization's stakeholders.

The Erasmus Centre for Leadership supports RSM's mission to be a force for positive change in the world. We strive to create a hub of knowledge for state-of-the art research into leadership, to help make sure that research outcomes make their way into RSM's educational programmes, and to inspire the public to join the debate on leadership. Our center works within the spirit of the broader values at RSM. Concretely, the Erasmus Centre for Leadership is:

- Critical: We critically evaluate notions of effective leadership and how this can be developed. We try to move away from ideologies to what actually works, that for which there is evidence.
- Creative: We show ourselves open to the most innovative and groundbreaking approaches to leadership and leadership development.
- Caring: We are building a caring community of leadership enthusiasts that cares about its members, and also cares about the broader society.
- Collaborative: The initiative is supported within RSM and beyond by stakeholders and by interested individuals and organisations.

**The INSEAD Global Leadership Centre's** (IGLC) mission is to develop reflective leaders. The centre gathers a global network of professionals—nearly 150 coaches, professors and researchers—within one of the world's best business schools. They are leaders in their fields and engage with businesses and executives worldwide. Our centre has developed a range of unique cutting-edge techniques and tools to support leadership development of executives in organisations such as yours—by designing and delivering highly customized programmes focused on your needs.

The mission of Wharton's Center for Leadership and Change Management is to:

- Stimulate basic research and practical application in the area of leadership and change.
- Foster an understanding of how to develop organizational leadership, and
- Support the leadership development agendas of the Wharton School and University of Pennsylvania.

Center faculty and associates are committed to leadership outreach. Examples of these efforts include:

- Presentations on leadership to dozens of companies and associations
- Work with public and non-profit organizations (e.g. the National Interagency Fire Center, U.S. Naval Academy, President's Economic Forum, Women's World Banking)
- Frequent seminars on leadership to university students, alumni, and administrators
- Consulting with numerous print and electronic journalists on the issues of leadership and change.