Fisher Leadership Initiative
LEADERSHIP INITIATIVE ACADEMIC CONFERENCE
Thursday February 22, 2018
February 22, 2018

Dear Leadership Research Grant Conference Attendees,

On behalf of the Leadership Initiative in the Max M. Fisher College of Business at The Ohio State University, I am pleased to present this year’s recipients of the Leadership Research Grant.

The Fisher Leadership Initiative was formed in July of 2016 as the Max M. Fisher College of Business committed to developing leaders as the core of the college’s new strategic plan. Our mission is to meet the world’s need for principled leaders. As an initiative, our vision is to become the world’s preeminent center for leadership scholarship and practice, offer the broadest and deepest development experience for the leaders of tomorrow, provide innovative leadership expertise to Columbus community leaders, become self-sustaining and play a vital role in unifying and advancing Ohio State’s leadership efforts.

The Leadership Research Grant aligns with our mission and vision by helping us unify and advance Ohio State’s leadership efforts and make a relevant impact on students, educators and the Columbus community. Offering a grant for research on leadership at Ohio State is important in many ways: it helps us to build and expand the field of leadership research, incentivize collaboration and contributions to scholarship, and reposition Ohio State as a leader in the field of leadership. Through the century-long history of the academic field of leadership, Ohio State has historically held a prominent position. These research projects, along with other projects of the Fisher Leadership Initiative, will help lift Ohio State to new levels of prominence in leadership scholarship.

In the Leadership Research Grant Program’s inaugural year, we awarded $55,424 to 12 recipients. They come from eight colleges at The Ohio State University and some are even multi-disciplinary. We were impressed with the breadth and depth of leadership research offered by these authors. The recipients’ project titles range from Competition Among Mental Health Organizations: Executive Leaders’ Perceptions, Responses, and Implications for Service Delivery from the College of Social Work to Inclusive Leadership and Team Performance: A Study of Law Enforcement Work Teams by the Glenn College of Public Affairs. Each of these research projects was conducted during the 2017-2018 academic year.

On behalf of the Leadership Initiative in the Max M. Fisher College of Business at The Ohio State University, I hope you enjoy learning from these talented recipients and gain a greater understanding of the diversity in the field of leadership research.

Sincerely,

Timothy A. Judge
Joseph A. Alutto Chair in Leadership Effectiveness
Executive Director, Fisher Leadership Initiative
Conference Schedule

3:00 p.m.  Conference Welcome and Remarks  
Dr. Timothy A. Judge, the Joseph A. Alutto Chair in Leadership Effectiveness and Executive Director, Fisher Leadership Initiative

Leadership in Education

3:15 p.m.  Developing Undergraduates’ Innovation Capacities: Evidence from Curricular Experiment
3:30 p.m.  International Student Perceptions of Involvement on Campus
3:45 p.m.  School Leadership and Immigration: Funds of Knowledge, Information Grounds
4:00 p.m.  Youth Leadership Exploration and Development (YLEAD) Study
4:15 p.m.  Break

Leadership in Medicine and Healthcare

4:30 p.m.  Community Pharmacy Leadership Advancement Program (CPLAP): For Pharmacists Of Today And Tomorrow
4:45 p.m.  Competition Among Mental Health Organizations: Executive Leaders’ Perceptions, Responses, and Implications for Service Delivery
5:00 p.m.  Testing the Effectiveness of a Leadership Training Program for Early Career Physician Leaders in an Academic Medical Institution
5:15 p.m.  Break

Leadership in Diversity, Inclusion & Teamwork

5:30 p.m.  Leadership Transfer Network and Diffusion of Policy Innovation in Local Government
5:45 p.m.  Traditional vs. Shared Leadership Effects on Team-on-Team Negotiation Outcomes
6:00 p.m.  Leadership Development through Wellness-Integrated Informal Mentorship
6:15 p.m.  The Importance of Inclusive Leadership in Law Enforcement Organizations
6:30 p.m.  Closing Remarks  
Anil Makhija, Dean, Fisher College of Business and John W. Berry, Sr. Chair in Business
While curricular and co-curricular engagement strategies for promoting innovation have proliferated, efforts aimed at studying the effectiveness of such programming have lagged well behind. To fill the literature gap, this study employed an adjusted random control trial research design to understand how students with differing levels of exposure to targeted innovation curricula perform differently on the innovation measure.

The research design provided students in our sample the opportunity to take a valid and reliable survey instrument that includes the innovation measure at two time points: the beginning of the course and the end of the course. Students were randomly assigned into one of the three groups: the full dosage intervention group received a full-semester long course on innovation; the partial dosage intervention group received a guest lecture on innovation; while the control group did not receive any innovation lecture during the semester (though a video recording of the guest lecture session was made available to these students upon completion of the course).

A total of 50 students participated in this study at two time points: the beginning of the course and the end of the course. Among the final sample of 50 students, 11 students were in the full dosage intervention group, 23 students were in the partial dosage intervention group and 16 students were in the control group. Data analyses were conducted in three steps. First, a one-way multivariate analysis of variance (MANOVA) on gain scores was conducted to check whether significant differences in students’ innovation capacities exist among three groups. Second, chi-square difference testing was employed to test whether there were significant differences among three groups for age, gender, race, major and GPA. Only age was found significantly different. Thus, a multivariate analysis of covariance (MANCOVA) was conducted to control the covariate of age. Third, the covariates of two personality traits (extraversion and openness to new experience) were further added into the MANCOVA analysis.

The results from all three steps successfully confirmed the effectiveness of a targeted curriculum on the development of undergraduate students’ innovation capacities. Students who received greater levels of direct education connected to innovation were observed to have a higher change in their innovation capacity scores. This study will help educators implement developmentally-appropriate innovation interventions among undergraduate student leaders, arguably at a time when they need it the most as they transition from college to the workforce.

Dr. Matthew J. Mayhew is the William Ray and Marie Adamson Flesher professor of educational administration with a focus on higher education and student affairs at The Ohio State University. He received his Bachelor of Arts from Wheaton College in Illinois; his master’s degree from Brandeis University and his PhD from the University of Michigan. Before coming to The Ohio State University, he served as an associate professor at New York University and an administrator at Fisher College of Business and the University of North Carolina at Wilmington. He has focused his research on examining the relationship between college and its influence on student learning and democratic outcomes. To support the study of college and its impact on student development and learning, he has been awarded more than $14 million dollars in funding from sources including the United States Department of Education, the Ewing Marion Kauffman Foundation, the Merrifield Family Trust and an anonymous non-religiously affiliated organization with interests in social cooperation. He has been on the editorial boards of The Journal of Higher Education, Research in Higher Education, and The Journal of College Student Development. He recently received the American Educational Research Association Religion and Education SIG Emerging Scholar Award.
Dr. Lini Zhang earned her PhD in financial planning, housing and consumer economics from the University of Georgia in May 2017 and joined the College Impact Laboratory (CoIL) in early August at The Ohio State University as a post-doctoral researcher. Her research focuses mainly on three aspects: consumers’ luxury goods purchasing behavior, consumers’ financial literacy and financial well-being, and consumers’ financial help-seeking behavior. In addition to doing research at Ohio State, she also serves as a financial wellness counselor at Denison University, working on promoting students’ financial well-being through one-on-one meetings.

Dr. Amy Barnes is a faculty member in the Higher Education and Student Affairs (HESA) program at The Ohio State University and director of the Education Doctorate in HESA. She teaches graduate and undergraduate courses in leadership development, group dynamics, case analysis and intercultural leadership. Her research and teaching interests include critical pedagogy and student leadership development. She is an author of Innovative Leadership Workbook for College Students and recently co-authored Leadership Theory: Facilitator’s Guide for Cultivating Critical Perspectives. Amy has consulted on leadership and organizational development locally, nationally and internationally since 2005.
As the international student population on college campuses continues to grow, it is crucial that universities develop their understanding of the values of these students in order to better serve their specific needs. In this paper, perceptions held by international students regarding involvement and leadership in student organizations will be explored through a survey of Fisher College of Business. The objective of this research is to analyze factors that relate to emphasis placed on involvement and leadership by both domestic and international students pursuing business degrees. Specifically, we focus on how involvement in student organizations and on-campus activities may change from high school to college for members of both groups and seek to discover if there is a connection between time spent on leadership and extracurricular activity during high school and overall (academic and personal) success at the university. A total of 842 students at Fisher responded to an electronic survey sent via email in December 2017. Hypothesis tests and regression models were utilized to compare domestic and international students. Results show that the two groups place significantly different value on involvement and leadership in high school, with domestic students reporting higher overall importance. However, these differences diminish from high school to college, with the two groups converging to behold more similar values once at the university.

Rachel Horvath is in her last semester at Fisher College of Business, where she’s spent the last four years studying operations management with a minor in Mandarin Chinese. She developed a passion for the Chinese language and culture during high school and has been fortunate to have the opportunity to visit Guangzhou, Beijing, Hong Kong and Shanghai on two trips— including Fisher’s Operations Global Lab during May 2017. In her time at Ohio State, Rachel has served on the executive boards of the Residence Halls Advisory Council, Delta Sigma Pi, Buckeye Operations Management Society and her hall council. She worked as a research assistant during her junior year and brought this experience to her own research as part of the Honors Contract Program. Rachel is currently working as the honors and business scholars peer advisor in Fisher’s advising office, where she’s been fortunate to work directly with more than 100 first-year students. After graduation in May 2018, Rachel is excited to be joining Procter & Gamble in Cincinnati as a supply network operations manager.
School Leadership and Immigration: 
Funds of Knowledge, Information Grounds

This study explored school leaders perspectives on immigration. Drawing from research on funds of knowledge and information grounds to frame the study, we employed a conversation talk analysis approach to explore the issue. Findings suggested that school leaders conceptualize their work with immigrant students via geographic, cultural, practical, social and institutional information grounds. While not one of the frames, findings indicated the concept of whiteness was key. Both white school leaders and school leaders of color framed normativity in terms of white cultural values.

Noelle Arnold was appointed the college’s new associate dean for Diversity, Inclusion, and Community Engagement (DICE), effective July 1.

Noelle joined the college in 2015 as associate professor and director of the Educational Doctorate for Educational Administration. She successfully redesigned the program and is working with school districts on building capacity through the EdD.

Noelle has 50+ publications -- including five published books. Her most recent book is Handbook for Urban Educational Leadership. Noelle works on what she terms context-based interdisciplinary research with a focus on disparities. Noelle’s scholarship was one of only four authors’ submitted to the United States Senate for Emerging Peer Reviewed Research on Educational Leadership, Policy and Literacy in Black & Brown Communities.

Noelle serves as a consultant throughout the United States on cultural mediation, leadership for special education and culturally responsive tenure and promotion policy. Noelle was the first African American female to serve as president for University Council for Educational Administration.
A growing interest in how adolescents can prepare for the workforce and give back to their communities has contributed to the development of positive youth development (PYD) programs focused on youth leadership. This study explored what mechanisms and components support leadership development among youth participating in three different PYD programs in Ohio. The aims of the study were threefold: 1) to explore how youth perceive their leadership skill development and what mechanisms they believe have enhanced their skills over time; 2) to compare the three program models to decipher further essential elements and contextual conditions driving youth outcomes; 3) to examine what common components exist in the three PYD programs focused on leadership development. A total of three 90-minute focus groups with 17 youth in the PYD programs were conducted. The three PYD programs included: (a) Ohio 4-H Teen Leadership Council (TLC), (b) OSU LiFEsports Youth Leadership Academy (YLA) and (c) 4-H Adventure Central Job Experience Training (JET) Program. Each of these programs involve high school students, have a focus on leadership and emphasize college and workforce readiness. Nvivo, a qualitative research software, and thematic analysis were used to distill common themes the participants recognized as integral parts of the programs that contributed to their leadership skill development. Common themes included the reasons youth became involved, skills developed as a result of their participation and relationships built with peers and program staff. Participants in each program described their skill development over time. Specifically, skills reported as a result of participation in the programs included communication, public speaking, interpersonal skills, teamwork and problem-solving. Additional findings showed several mechanisms and program design components supported the leadership skill development of youth participants. For example, in two of the programs where the youth had longer involvement with the same peer groups, youth referred to themselves as “family.” Evidently, long-term involvement created a culture where youth felt their peers and program staff functioned as a major social support system in their lives. Other mechanisms that contributed to the skill development of youth participants included youth-led programming, job-specific learning opportunities and observing their peers in leadership positions. In the end, results can inform the design and implementation of effective youth leadership PYD programs, thereby further supporting youth in achieving their goals; avoiding harmful behaviors; and developing the competencies, confidence, and values, youth need to successfully transition to adulthood.

Samantha Bates is a doctoral candidate and licensed social worker with five years of experience working with at-risk youth in various social settings, including schools, communities, after-school programs and sports. Her research aims to understand the protective assets and mechanisms that maximize the opportunities youth have to develop into healthy young adults. Bates has served as a lead researcher for the Community and Youth Collaborative Institute (CAYCI) and the OSU LiFEsports Initiative. Bates currently has five peer-reviewed publications, three book chapters, five evaluation reports and more than 17 national conference presentations. Bates is currently serving on the SSWR Doctoral Student Taskforce. She is the recipient of the 2017 Ohio State College of Social Work Selma and Alexander Erlen Endowment Award, Ohio State’s Outstanding Graduate/Professional Student Award and The Albert Schweitzer Fellowship. Bates is expected to graduate in May 2018.

Christy Clary is the 4-H educator and county extension director in Brown County, Ohio and specializes in teen leadership development. Clary is also currently a doctoral student in agricultural communication, education and leadership with a research focus on teen leadership and skill development.
Dawn Anderson-Butcher is a professor in the College of Social Work and a licensed independent social worker (LISW) in the state of Ohio. She also holds a courtesy appointment in physical activity and educational services in Ohio State’s College of Education and Human Ecology. Her primary research interests focus on positive youth development in various social settings, such as schools, afterschool programs, and youth sports. Her secondary research interests include exploring how school-family-community partnerships maximize school- and community-based resources for learning and healthy development, especially in communities serving vulnerable children and families. Dr. Anderson-Butcher serves as the director of the Community and Youth Development Institute (CAYCI), as well as the director of teaching/research for LiFEsports at The Ohio State University (www.osulifesports.org). Additionally, Professor Anderson-Butcher chairs the national Mental Health-Education Integration Council, a network of interdisciplinary scholars, practitioners, policymakers and graduate students focused on workforce preparation issues in school mental health.

Theresa Ferrari is an associate professor and extension specialist in 4-H Youth Development at The Ohio State University, where she has been since 2000. As the project director of Ohio Military Kids, she has extensive experience working with military youth and families in the camp setting, having conducted 70 camps since 2005. She provides leadership to Ohio 4-H’s healthy living program. In 2015 she and a colleague created the Ohio 4-H Healthy Living Advocates program, a statewide group of teens (known as health heroes) who are focused on addressing health issues. She develops curriculum and conducts training for camp counselors and teen health advocates and also conducts formative and summative program evaluation and applied research. She supports the work of the 4-H Healthy Living Design Team and provides in-service training. Most recently, she has become involved in addressing Ohio’s opioid crisis through youth-led prevention strategies. Theresa has 37 years of experience working for the Cooperative Extension System in county, state and national positions in four states and Washington, DC. She received her PhD in family and child ecology from Michigan State University.

Ana Lourdes Gómez Volek is an adjunct assistant professor in the Department of Human Sciences. Dr. Gómez Volek is an applied scientist/practitioner bridging the gap between contemporary nutrition/exercise science and its translation for purposes of improving child, adolescent and adult health. A primary passion has been a focus on promoting healthy lifestyle behaviors in youth, especially in underserved populations. Her research background has included child/adolescent obesity and health, physical activity and resistance training, nutrition and wellness, low-carbohydrate diets, whey protein, dietary supplements, body composition assessment and a range of physiologic and performance assessment techniques. Dr. Gómez Volek has extensive expertise in the area of sustainable community interventions, assessment, evaluation and validation of in-school, after-school and summer fitness/nutrition programming in at-risk youth in urban areas. She currently serves as the College of Education and Human Ecology representative on Ohio State’s One University Health and Wellness Council.
The role of community pharmacists in direct patient care is evolving, and there is a significant need for leadership skills to help with the transition. This project aims to: 1) identify what characteristics are essential for community pharmacy leaders, 2) assess potential gaps in community pharmacy leadership preparedness, and 3) develop online education modules focused on the leadership essentials and leading and managing change.

**Methods:** In the fall of 2017, investigators identified key leaders in community pharmacy and now plan to conduct one-on-one phone interviews with them. They will be asked standardized questions related to their perspective on what are considered essential leadership characteristics and what current gaps exist for future pharmacy leaders. Analyzing the aggregate responses from the virtual focus group will identify content for online education modules. Investigators will identify content experts in those areas and online modules will be developed as web-based, active-learning experiences on an Ohio State public-facing learning management system. Content of online modules will focus on the topics of leadership and professional essentials and leading and managing change. Pharmacists and pharmacy residents participating in the online sessions will complete program evaluations to assess self-perceived readiness in leadership skills and confidence to advance pharmacy services throughout Ohio. Each participant will complete a knowledge assessment in a pre- and post-session format to evaluate broad knowledge of leadership, innovation and entrepreneurship skills and resources and identify any gaps in knowledge.

**Results:** Research in progress.

**Implications/Conclusions:** The proposed pilot program offers a solution to bridge the community pharmacy leadership gap by providing relevant content in a convenient manner through online modules. These initial two modules will lead to the creation and delivery of the comprehensive Community Pharmacy Leadership Advancement Program (CPLAP) that will allow pharmacists and employers the ability to easily develop this leadership skillset and maximize the potential for patient-centered care delivery in the community pharmacy setting.

**Bella H. Mehta, Pharm.D., R.Ph, FAPhA** received her Bachelor of Science in pharmacy and Doctor of Pharmacy degrees from The Ohio State University. She was the third graduate of the Ambulatory Care Residency at Ohio State. She is a regular clinical track faculty member at The Ohio State University College of Pharmacy with a joint appointment in the Department of Family Medicine, Division of Integrative Medicine. Dr. Mehta serves as director, continuing professional development for the university’s College of Pharmacy and is leading development of the College of Pharmacy Center for the Advancement of Pharmacy Practice (CAPP). She served for 11 years as director of the Clinical Partners Program, a nationally-recognized College of Pharmacy ambulatory/community care clinic whose mission was to help patients make the best use of medications and to educate students, residents and pharmacists through innovative practice, teaching and scholarship. She has developed and implemented pharmacy services as part of a prototype patient-centered medical home and through CAPP will lead in development of transformative pharmacy practice locally and globally. Her areas of focus include developing and advancing innovative practice in ambulatory/community care and self-care/complementary and alternative medicines. Dr. Mehta is a nationally sought-after speaker in the area of complementary and alternative medicines and herbs and dietary supplements. She has developed direct patient care services and educational experiences in this area. She has been selected for leadership development locally and nationally through the university’s President and Provost’s Leadership Institute and the American Association of Colleges of Pharmacy (AACP) Academic Leadership Fellows Program.
**Background:** Historically, mental health system reforms have sought to improve quality and contain costs by introducing competition among the nonprofit and for-profit organizations that deliver services. Yet, persistent gaps in service accessibility, effectiveness and affordability suggest that the full benefits of competition have not been realized. Competition among mental health organizations has received limited empirical attention, and as a result little is known about the influence of competition-oriented policies and the consequences for service quality and costs. This qualitative study examines competition among mental health organizations from the perspective of executive leaders and explores the resources for which they compete, the drivers of competition and their strategic response.

**Methods:** This study took place within the Central Ohio mental health system during summer and fall 2017. Among 69 identified organizations in the region, 24 were randomly selected and 15 leaders (CEOs, executive directors) agreed to participate in a semi-structured phone interview. Interviews covered participants’ roles and perceptions about the intensity, drivers and response to competition. Interviews were recorded, transcribed and analyzed using an iterative open-coding process (with two coders). Codes and themes were further interpreted by drawing on Porter’s definitions of five main competitive forces and two strategic responses.

**Results:** Two major thematic streams emerged. First, leaders perceived limited competition for Medicaid-eligible clients and funding due to the extensive community needs, current Medicaid fee-for-service payment models and a history of developing differentiated programs to reduce direct rivalry. Leaders anticipated an increase in competition for clients and funding when the state Medicaid program transitions to a managed care model, where they will compete for contracts with insurance providers. In response, leaders reported using strategies to improve the appearance of service quality and reducing cost. This transition is accompanied by extensive uncertainty and fear that small organizations, or those with fewer assets, will not survive.

Second, leaders described intensive competition for qualified personnel, which is driven by workforce shortages amidst expanding numbers of employment opportunities, suggesting that trained clinicians have extraordinary power as key “suppliers.” In response to competition for professional talent, directors rely on strategies to differentiate themselves from others in terms of salaries or work climate.

**Implications:** Policy changes that allow consumers and insurance programs more power over service types and quality may alter competition and service delivery. Smaller organizations may be disadvantaged within this new environment and need further supports.


Alicia Bunger is an associate professor at the College of Social Work at The Ohio State University. She is trained as a behavioral health services researcher with an emphasis on coordination and best-practice implementation in organizations and systems. Bunger’s research examines organizational and system-level strategies for improving behavioral health service access and has been organized around three domains: (1) the role of interorganizational relationships for reducing service fragmentation, (2) knowledge sharing and best practice implementation and (3) front-line practices that facilitate client linkages to effective services.
Although healthcare organizations hire and promote physicians based on clinical and scholarly expertise, many struggle to ensure that physician leaders have the managerial and leadership skills required to effectively assume leadership roles. Some opt to address this need through formal education or improving self-awareness and emotional intelligence in hopes of improving leadership skills. Yet formal education programs are costly, and unless geared toward healthcare professionals, they may not be directly applicable to healthcare leaders. Programs that are both more time and cost efficient and that are tailored to the physician leader provide an appealing alternative. The purpose of this study is to evaluate one such training program along Kirkpatrick’s four levels of effectiveness and to explore personality’s influence on leader attitudes and behaviors.

This study evaluates a 12-month faculty leadership program within The Ohio State University College of Medicine. Thirty healthcare professionals applied and were selected to participate in the leadership program. Thirty were selected to receive the training program. And thirty physicians who applied within the past five years, but were not selected for the program, participated as a control group and will be given personality reports upon completion of the study as compensation. We hypothesized that those who participated in the training program would have increased leadership knowledge, engage in more effective leadership behaviors and receive higher ratings of leadership effectiveness. During the intervention, participants in the experimental condition engage in monthly 3-hour workshops. After each workshop, participants in the intervention group provide their affective and utility reactions to the training. Following the completion of the program, all participants will complete a self-assessment of healthcare leadership knowledge (e.g., strategic planning, building teams, quality improvement). Evaluations include: participant self-rating of ten leadership behaviors (e.g., collaboration, communication, clinical excellence); self-report of personality along 10 specific dimensions (e.g., charisma, confidence, resilience) as well as a 50-item measure targeting the Big Five (e.g., extraversion, conscientiousness); and self-report measures on work attitudes (e.g., burnout, organizational commitment, perceived support). Additionally, participants’ supervisors will complete a six-item measure evaluating the leadership effectiveness of the participant.

This study will provide novel information regarding the efficacy of a tailored physician leadership program, including possible associated behavioral changes that are poorly explored in prior investigations of similar programs.

Philip F. Binkley, MD, MPH is currently interim chair of the Department of Internal Medicine. He is the founding and current director of the Center for Faculty Advancement, Mentoring and Engagement (FAME) of the College of Medicine. He is a cardiologist specializing in heart failure and transplantation and holds an appointment in the Division of Epidemiology in the College of Public Health.

Bhagwan Satiani, MD, MBA, FACHE, FACS is professor of clinical surgery, Division of Vascular Diseases & Surgery, Department of Surgery and medical director of Vascular Labs at The Ohio State University Medical Center, where he is also director of the Faculty Leadership Institute.

Alan Friedman is the founder and CEO of J3Personica, a research-based organization redefining personality for healthcare. He is an advisor to leaders at every level of clinical, education and healthcare systems. He is known as a results-oriented advisor with the unique ability to work across cultural, geographic and technical boundaries. Alan’s contributions have been published by numerous peer reviewed journals, including *Journal of Neurosurgery*, *Journal of Surgical Education*, *Academic Emergency Medicine* and the *American Journal of Medical Quality*.

Keaton Fletcher is a doctoral candidate in industrial-organizational psychology at the University of South Florida. His areas of expertise include leadership, teams, and training within the healthcare context.
Leadership Transfer Network and Diffusion of Policy Innovation in Local Government

While scholars have explored the effects of learning, competition and geographic proximity in the diffusion process, extant theories have not paid enough attention to the roles of the leadership transfer network in the diffusion process. This study proposes a Leadership Network Diffusion (LND) model that explicitly models the impact of the professional career path network of public managers (i.e. the leadership transfer network) on the diffusion of management and policy innovations. Under the LND model, I propose a portable innovation hypothesis that posits leaders carry policy innovations between organizations and that such portable innovation is more likely to happen between institutionally similar organizational environments. To test this hypothesis, this project explores the impact of LND on environmental policy innovations in the U.S. local government. With the funding of the Fisher Leadership Grant program, I collected and manually coded city manager turnover data from more than 600 U.S. cities with populations exceeding 25,000 to investigate how the career paths of the city leaders affect the contagion of environmental policy innovations. The results confirm the existence of portable innovation of climate policies, as realized by the transfers of local leaders, across local governments in the U.S.

This study contributes to the literature of leadership, policy innovation and diffusion, managerial performance and policy networks by proposing the agent network of leadership transfer among locations as a theoretically relevant diffusion mechanism. A second contribution comes from the application of a new method, the Dyadic Panel Logit model, which allows us to model the impact of the leaders’ career path network on the diffusion of management performance.

Several practical implications can be drawn from this study. First, the results of this study are directly relevant for the hiring practices of public managers. If the portable innovation hypothesis is supported, then organizations should pay close attention to the résumé of the job candidates for the leadership positions. Their experiences from their old work location may be transferred and copied into the new organization, leading to policy innovations. Local governments have to think about what kind of change they want to bring about before the hiring starts. Second, if leaders play a significant role in promoting changes through their career pathways, then frequent rotation of employees among subunits could be effective ways to promote learning and innovation within the public organizations.

Hongtao Yi is an assistant professor at the John Glenn College of Public Affairs at The Ohio State University. He earned his doctorate in public administration and policy from Askew School of Public Administration and Policy at Florida State University in August 2012. His research interests focus on policy process, energy policy and environmental policy. He won the Theodore J. Lowi Best Article Award from the Public Policy Section of the American Political Science Association for his contribution to the methodological advancement in policy network studies. In the past five years, Dr. Yi published 24 peer-reviewed articles and two book chapters in top outlets in the field of public affairs and environmental policy, including the Public Administration Review, Policy Studies Journal, Review of Policy Research, Global Environmental Change and Energy Policy. He has served as a manuscript reviewer for more than 50 peer-reviewed journals in the areas of public affairs, environmental and energy policy, environmental science and engineering, regional studies and natural science. He served as an international editor for Fudan Public Administration Review and a guest editor for Sustainability. He also served in the program committee for the Association of Public Policy Analysis and Management (APPAM) and leadership roles in other national associations. With his collaborators, Dr. Yi was awarded a three-year NSF grant to study the policy conflicts embedded in the shale gas development across U.S. states.
In this research project, we study how the type of leadership structure within a group will impact negotiations between groups. Specifically, we examine how traditional leadership (i.e., when one negotiator within a team has more authority) vs. shared leadership (i.e., all negotiators within a team have the same level of authority) will affect the behavior of negotiators and the quality of outcomes achieved in inter-team negotiations. Despite prior work showing that having one clear leader can bring benefits on complex tasks requiring interdependence amongst teammates, we argue that the positive effects of having one leader may not translate to successful outcomes when cooperation is needed between groups. Our findings indicate that teams with shared leadership create more value (i.e., more win-win agreements) than teams with traditional leadership. Mediation analyses show that these differences in joint gain are due to the different negotiation strategies employed as a function of the teams’ leadership structure. Overall, the current work sheds light on how leadership structure within a negotiation team can affect the strategy and quality of outcomes obtained when teams negotiate.

Robert B. Lount, Jr. is an associate professor at Fisher College of Business at The Ohio State University. He earned his PhD in management and organizations from the Kellogg School of Management at Northwestern University.

Professor Lount’s research has shed light upon how to improve negotiation outcomes, collaboration in teams, increase employee motivation and improve trust. His research has been published in leading academic journals and appeared in popular press outlets such as Harvard Business Review, The Wall Street Journal, Forbes, and The New York Times. He currently serves on the editorial boards of Organizational Behavior and Human Decision Processes, Group Dynamics, Journal of Trust Research, and Small Group Research. In 2014, he became a Dean’s Fisher Faculty Fellow at Fisher, and in 2016 he was named as one of Poets & Quants’ top 40 business school professors under 40.

Professor Lount currently teaches courses on negotiations and organizational behavior at Fisher. In addition to teaching in the graduate and undergraduate programs at Ohio State, he has also taught at the Kellogg School of Management at Northwestern University, the Johnson Graduate School of Management at Cornell University and at INSEAD in France.

Seunghoo Chung is a doctoral candidate in Management and Human Resources at Fisher College of Business. His research interests broadly include how group composition and psychological mechanisms influence performance and negotiated outcomes in groups.
Black male faculty have higher rates of attrition and lower rates of promotion to full professor or leadership positions at U.S. colleges. Thus, a study is underway to investigate the integration of leadership within health and wellness among black male faculty, with the hypothesis that wellness settings can provide for professional and leadership development. This research seeks to provide support in overcoming the prevalent challenges that hinder the promotion of black male faculty, such as isolation, discrimination, career stagnation/hindrance and John Henryism, where an extraordinarily strong work ethic emerges as a coping strategy in response to psychosocial and environmental stressors.

This work systematically tracks the participation of eight black male faculty members biweekly in aerobic and resistance group workouts. Physical and cognitive/behavioral variables are measured prior to and after the 24-week intervention. Physical measures implemented include health and functional strength assessment, cardio metabolic measures and neurological measures. Cognitive measures include the leadership practices inventory, the RAND 36-Item Health Survey, the John Henryism Active Coping Scale, PHQ-9 Patient Health Questionnaire, Interpersonal Support Evaluation List and Perceived Stress Scale. Focus groups are implemented in a pre-/post-fashion to provide a rich, contextual account of the perceptions of the intervention, personal gains of the participants, and insight into emergent outcomes as well as provide for adjustments to research structure for continual improvement and future research. Areas of surveys and focus groups include: career planning, cores strengths and areas of improvement, development of leadership competencies, leadership/protégé relationships developed and emergent leadership outcomes. Smartwatches and a smartphone application are used to track physical activity and assess the interactions between individuals and the group prior to, during and after each workout. In addition to the workouts, the development of leadership skills is enhanced through the scaffolding of formal didactic programming throughout the intervention.

Statistical analysis and correlations on quantitative data, including paired t-tests, will be used to link gains in leadership and wellness dynamics. Qualitative data is analyzed using the constant comparison method to integrate thick descriptions and context and to further clarify the quantitative data outcomes.

This presentation will provide an overview of the research structures, current status of the investigation, early results and future directions.

Dr. David A. Delaine is an assistant professor at The Ohio State University Department of Engineering Education. Within this newly-formed department, he strives to creatively impact society through investigating the intersections of engineering, education and social need through research on community engagement and collaborative processes within informal learning. He has obtained a PhD in electrical engineering from Drexel University in Philadelphia and served as a Postdoctoral Fulbright Scholar at the Escola Politécnica da Universidade de São Paulo. Dr. Delaine is a co-founder and past president of the Student Platform for Engineering Education Development (SPEED). He is investigating university-community engagement as empowerment settings and working to further the research agenda of the global community of practice within diversity and inclusion in engineering education. His research laboratory aims to support an inclusive, global pipeline of STEM talent and unify the needs of the engineering education stakeholders in order for engineering education to more accurately reflect societal needs. Diversity and inclusion, university/community engagement, informal learning, action research and student-led initiatives fall within the scope of his academic endeavors.
Dr. Joshua J. Joseph is an assistant professor of medicine in the Division of Endocrinology, Diabetes and Metabolism at The Ohio State University Wexner Medical Center, trained as a diabetes epidemiologist and clinical researcher. Dr. Joseph’s epidemiological research focus is to investigate: 1) the role of classical risk factors in the development and treatment of type 2 diabetes including physical activity, dietary intake, smoking, cholesterol, blood pressure and adiposity; 2) the role of novel risk factors including adrenal hormones and the hypothalamic-pituitary-adrenal axis, specifically aldosterone and cortisol, in the development and treatment of type 2 diabetes using data from longitudinal observational cohorts including the Multi-Ethnic Study of Atherosclerosis and the Jackson Heart Study. Dr. Joseph has also been working to shed light on racial/ethnic differences in the association of modifiable lifestyle risk factors with cardio metabolic disease. The hypotheses generated using epidemiological approaches are currently being used to design and execute detailed metabolic clinical studies to uncover explanatory mechanisms as potential targets for preventive and treatment interventions for type 2 diabetes.
The Importance of Inclusive Leadership in Law Enforcement Organizations

This study provides insight about the mechanisms through which inclusive leadership behavior may enhance performance of police units. Following prior research on product development and surgical teams (Edmonson, 1999, 2002), we argue that inclusive leadership behavior will facilitate a psychologically-safe work environment in which unit members can openly discuss difficult issues and work problems, share ideas and information, and learn from each other without the fear of making mistakes. We posit that such work climate will have a positive effect on the units’ learning activities, which in turn will improve their overall performance. We test these assertions with data collected using three separate surveys from 67 law enforcement managers, 342 of their direct reports as well as their direct supervisors. The preliminary analysis of the data shows that inclusive leadership improves psychological safety perceived within police units. We also find that the effect of inclusive leadership on unit-level learning is fully mediated by psychological safety perceived in the police units. Finally, we observe learning-oriented police units are rated more effective than those that are not learning oriented. Implications of these results for research and management practice in law enforcement organizations are discussed.

Russell Hassan is associate professor of public management at the John Glenn College of Public Affairs. His research focuses on the role of managerial practices in improving motivation, commitment and performance of public sector employees. He received his PhD in organizational behavior from the State University of New York at Albany.

Zhongnan Jiang is a doctoral candidate in public policy and management at the John Glenn College of Public Affairs. Her research focuses on diversity and representation in public organizations. She received her MPA from Texas A & M University and B.S. from the Sun Yat-Sen University in China.
Leader Identity Development Paths in Community Service Programs

Researcher unable to appear at today’s conference

Professor Mary Tschirhart

This study theory builds understanding of the strengthening/ weakening of leader identity. A typology of leader identity development paths associated with identity fluctuations emerges from an examination of participants in AmeriCorps Ohio programs, a community service setting typically consisting of one year or less. Data come from interviews, focus groups and online surveys with AmeriCorps members and program managers. The findings lead to propositions for further testing.

Existing scholarship suggests that central to the process of being a leader is developing an identity as a leader (e.g., DeRue & Ashford 2010, Ibarra, Snook & GuillenRamo 2010, and Lord & Hall 2005). There can be positive and negative spirals in leader identity development as a person takes in and interprets information confirming and disconfirming a leader identity (DeRue, Ashford & Cotton 2009). Personal characteristics (e.g. Judge et al. 2002) and social processes may contribute to seeing oneself as a leader. Some claim that the most effective and authentic leaders act in alignment with their personal values to advance a collective good (Fu, Tsui, Lui & Li 2010) and leader identity connects to a sense of a larger purpose beyond any career aspirations (Ely, Ibarra & Kolb 2011). Yet there is little research on leader identity in community service settings.

Earlier research and this study show that many AmeriCorps members are interested in developing leadership skills and experience through their service and suggest there is variation in the interplay of leader and leadership development. AmeriCorps alumni reflect varying self-efficacy to create plans, get other people to care about a problem, and organize and run meetings (Friedman 2016). AmeriCorps has programs varying in training, role-modeling, feedback, self-reflection, team-building and “worthwhile” service and leadership development opportunities (Tschirhart 2018, 2017, 2016). There is varied emphasis on building competencies and an ethic of social justice and inclusion. By looking at multiple leader development (personal) paths with sensitivity to multiple contexts (community, organization, program, and interpersonal levels), this study provides insights and propositions for further testing on the relationship between leader and leadership development. Within the same relatively short nine-month to one-year span of an AmeriCorps service term, AmeriCorps members vary in expressed leader development needs and the skills, knowledge and practice they acquire that may affect leader identity development. In this study, we see that development paths have a pattern of triggers by which identity as a leader emerges and is strengthened or weakened in an accelerated or incremental manner.

Day and Shin (2011) are not alone among leadership and leader development scholars in stating that little is known about how an identity as a leader develops over time. Within a relatively immature field (Day et al. 2014), this study breaks new ground through the integration of multiple theoretical perspectives and use of qualitative and quantitative methods. Practical implications of this work relate to ideas for training, role modeling, task assignments, and mentoring. Also, by understanding that leader identity development processes have negative as well as positive spirals, AmeriCorps members and their supervisors may see more leadership potential and more self-consciously take in and interpret information that affects their judgments of themselves and others as leaders.