



Selected Proceedings from the 1999 annual conference of the International Leadership Association, October 22-24, Atlanta, Georgia USA

Selected Abstracts

Comparing Public and Private Sector Leadership in Nigeria

Hauwa Nana Abubakar, National Electric Power Authority, Nigeria

In Nigeria, economic management is structured in a unique ideology of 'mixed economy' whereby the public sector (government) engages in business enterprises either as majority, minority shareholders or sole ownership in most cases with monopoly status.

Ownership structure of organization, selection criteria, tenure in office, motivation have all tremendous effect on the behavior of corporate leaders in Nigeria, and their performance in the achievement of goals. The incursion of military into the polity for 27 out of 39 years from independence introduced another dimension to the problem of corporate leadership.

Democracy and good governance provide the enabling environment for optimal behavior of the leader, optimizing entrepreneurial potentials and accelerating economics development. Conversely a thriving economy is just about the only guarantee for a lasting democracy.

Leader behavior determines whether any organization will succeed in the attainment of set objectives or not. Objectives are set depending on the overriding interest of the owner. Economic management Nigeria as indeed in most developing countries is dominated by government bureaucrats, who in most instances do not appreciate the need for efficient use of resources. It is ironic that these countries who have less resources than the rest, do not put appropriate management ethos for utilizing the limited resources at their disposal

It is gratifying to note that emerging economies/developing countries are accepting the dictum of liberalization, economic and political reforms with privatization, which will culminate in making entrepreneurship to drive the economies of the countries in this classification.

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

I believe, that will enhance the effectiveness of leadership behavior and improve economic management generally thereby eliminate the abject poverty prevailing in our regions.

Building Grassroots Capacity for Social Change: The Role of Leadership Training for Women

Naana Agyemang-Mensah, Associates In development, Ghana

A Legal Education and Leadership Skills Training Project in one of the under-developed regions in Ghana, has demonstrated that all deprived women be they illiterate or poor, have the potential to utilize their innate capacities for social change, that benefits them. It has also established that the empowerment of women by their peers is a cost-effective and sustainable way through which the vulnerable, can participate massively in pursuing social justice goals, and promoting social change.

A key objective was to develop a corps of grassroots women to lead a Legal Literacy campaign, and promote actions towards rights enforcement. Located in an area where strong beliefs in male supremacy, and discriminatory socio-cultural beliefs and practices, relegated women to the background, the positive changes catalyzed by the Project, have been well received by women themselves, their husbands, Traditional leaders, Local government officials and government sector organizations.

Training of Trainers Workshops, Step-down Training Sessions, and Public Educational Forums at the Community level, constituted the key activities through which knowledge about selected Laws protecting women and children, and Personal Development skills training were transmitted, to raise civic and social consciousness.

Special features of the project's design, included the following:

- Gender considerations informed the design of a multi-pronged curriculum, which covered women's personal/educational needs inside and outside the classroom.
- The concept of "Inclusion" was applied throughout the project to promote commitment and support by the broad spectrum of leadership at the Regional, District and community levels.
- Processes of "Perception, Discussion, Reflection and Action", were facilitated to promote action for social change.
- Trainees were encouraged to discuss negative socio-cultural beliefs, norms and practices in the region and to integrate them into the training, to promote focused Reflection for latter Action.
- A system for obtaining and integrating feedback on the effects of the project, into the project.
- The provision of free Legal Aid and Counseling to indigent men and women beneficiaries in their own rural communities.

Using the Social Constructive Perspective to Investigate Charismatic Leadership

Paul Arsenault, West Chester University

The study of charismatic leadership has been historically in a state of confusion because of the predominant focus on the leader. Recent progress has been made in shifting the focus away from the charismatic leader to more of an interactive process involving many variables (i.e.

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

followers) that exist within an organization. This new focus has influenced leadership researchers to advocate a social constructive approach to leadership. Social constructive theory fits better with this focus because researchers see the theory focusing on the social interactive process carried out by all individuals within organizations.

A study was conducted using six charismatically-led organizations embracing the social constructive approach. A balanced approach among the charismatic leader, follower, perceived social and physical distance of the follower from the charismatic leader, and organizational culture was implemented. Results showed that charismatic leadership is a deeply interrelated process that is shared and not dominated by the leader. In addition, this process is unique to each organization, differing in the relationships among the variables and the intensity of charisma.

The study gives credibility to the social constructive perspective. This credibility creates the opportunity to shift away securely from the traditional thinking that charismatic leadership is an individually oriented process to one that the followers and leaders co-construct. The benefit is that charismatic leadership is viewed as a naturally active process and that the same definition of charismatic leadership cannot apply to every organization.

Developing Women Leaders to Transform Government in the New Millennium

Myrna L. Bair, University of Delaware

Our program at the University has evolved over the past ten years, is for women only in order to provide a safe environment for discussion and growth, is based on the Conger model and is designed in three phases (each more intensive, as well as more expensive).

For a program to be successful, there are five critical factors. First, the program must be a quality program. Government employees deserve the same quality training as individuals in the private sector. Secondly, the programs must be offered at a reasonable cost and convenient locations. There must also be support from the highest level in state and local governments. Having the buy-in of cabinet secretaries, personnel and training administrators and local government executives is crucial. Fourth is an effective distribution system for program announcements as well as support from employees who have been through the program. The best advocates are individuals who have benefited from the experience. And, lastly is the ability of the program to adapt the program to meet needs of the participants. This means flexibility of the trainers and meaningful evaluations and exit interviews.

We often criticize our government employees for lacking leadership skills, but until we begin to develop a critical mass of those transformational leaders, we will never truly transform government.

From Russia With Love: International Leadership Training

Myrna L. Bair, University of Delaware

Over the past three years, I have had the opportunity to travel to Russia and work with Russian women in leadership development programs. This has provided unique challenges and opportunities for us individually as well as for our program which was designed for an

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

American audience.

During the ILA session, I discussed the components of a successful program. First is pre-travel information, including history, political atmosphere, customs, medical access, etc. Second are areas that help you build the bridge between your local program and the program internationally. These include a reliable local contact who can give you advice about content and format, a good interpreter who will work with you, and a local translator who can help you prepare materials ahead in their language/alphabet.

Last, is your approach to the experience. In the United States we have become very good at making presentations interesting, visually attractive, and interactive. That is not the case in most other parts of the world. It is important to give your international audience new experiences as well as new information. Offering the opportunity to ask questions, evaluate programs, and yes, even to play some games can add a great deal to the impact of the presentation.

Your attitude is very important as well. Lose the ugly American attitude: "I am from America and I'm here to help you." If you approach the experience willing to learn from your audience as they learn from you, and if you have a great passion for your topic, you can have a great impact upon your audience and, in turn, have an extraordinary experience for yourself.

On my first trip, I learned three words in Russian that have served me well: Good Day, Thank You, and Cheers. You will have much to celebrate!

Leadership Courses: A Descriptive Analysis

Sara A. Boatman, Ph.D., Nebraska Wesleyan University

The study is based on 125 undergraduate leadership course syllabi, representing approximately 100 four-year colleges and universities of varying sizes and types. Each syllabus was analyzed using a checklist to identify general characteristics, assignments/evaluative requirements, texts/readings, teaching methodologies/pedagogies, topics/units, theoretical frameworks, and student/instructor descriptive information. Results of the analysis suggested that the courses were most frequently housed in departments of education, management/business, or communication. Nearly all courses met for an entire semester or quarter, and 65% met weekly. Nearly two-thirds of instructors were clearly in the faculty ranks.

More than half of the courses used a multidisciplinary focus, with four contexts being addressed (individual, organizational, group, and broader community). Two-thirds of the classes used discussion and lecture; half used structured experiences. Nearly all courses were graded, with 80% requiring papers, 76% using class participation as grading criteria, and 54% using exams and quizzes. There were no universally-used texts, and just over a third of the classes supplemented texts with readings.

We conclude that these courses are extremely varied and broad, and we note that they include a mix of knowledge, skills, and values. We also observed a fairly substantial emphasis on self-awareness, individual reflection, and personal application. We saw a mix of traditionally-accepted evaluation methods and innovative evaluation methods, including leadership portfolios. We are continuing to collect and analyze additional course syllabi.

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

Implementing an Intercultural Model of Leadership

Roberto Chene, Chene & Associates and Ron Zee, Colorado Mountain College

The U.S. Census Bureau predicts that by 2050, America will be a country where ethnic minorities will be the majority population. Faced with demographic change of this magnitude, an urgent challenge for American society will be how to encourage more widespread sharing of leadership responsibilities. As we move into the 21st century, communities where demographics are changing more rapidly will be particularly challenged. Implementing an intercultural model of community leadership, based on the inclusion of all ethnic cultures in the design, development and implementation of a leadership education program, is essential. It must be acknowledged that American society historically has used dominance and exclusion as the primary strategy for dealing with intercultural differences. This dominance paradigm is at the root of intercultural conflict, not racial/ethnic differences per se. An intercultural paradigm of community leadership, on the other hand, is rooted in the profound awareness that human reality is culturally diverse and that unique racial/ethnic values and world-views should be integrated into the creation of public policy and institutions. The dominance paradigm must be re-framed and this will require building new intercultural relationships based on reciprocity. This is the legacy of intercultural relations that America must overcome in order to shift from a monoculturally-created America to an interculturally-created America, a truly democratic society where all racial/ethnic cultures are honored and given voice.

Whose Values? and What Values?: How Business Leaders Translate Values Into Action

*Joanne B. Ciulla, Jepson School of Leadership Studies,
University of Richmond*

Few doubt that business leaders play a role, either as founders or promoters of values in organizations. So the more important question in leadership and ethics is not "Whose values?" but "What values does the leader hold?" But just because a leader has values doesn't mean that they are good ones. Furthermore, the central questions in ethics and leadership are not about what a leader values, but what a leader actually does to demonstrate his or her values.

This paper is about how leaders translate values into action and actions into enduring organizational norms. The first part of the paper takes a historical look at how the image of a moral business leader was promoted in American history by writers such as Benjamin Franklin, William Makepeace Thayer, Bertie (B.C.) Forbes, and contemporary writers such as Michael Novak. It then reflects on what theories of leadership say about how leaders influence followers and argues that the language of having values is inadequate for understanding individual and organizational ethics. Lastly, the paper uses the case of P. Roy Vagelos of Merck & Company (and his decision to give away the drug that cured river blindness) to illustrate the how the acted upon values of founders and current leaders shape the ethics of their organizations, and how business leaders can shape the ethics and values of the industries in which they operate.

Preparing Women Leaders: The Astin Social Change Model in Action

Jennifer Cook and Madelyn Young, Converse College

The Converse College Institute for Leadership (CCIFL) has used the Astin Social Change Model

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

to create a holistic approach to women's leadership education. This particular model provides an effective means for blending academics and out-of-classroom experiences into a dynamic leadership program consistent with the goals of Converse College. This presentation describes the program framework and content, and illustrates how the CCIFL is helping to change the educational paradigm from a teaching environment to a learning one by adopting an interconnected approach to leadership training.

Delineating Democratic Leadership: Social Capital and the Common Good

Richard A. Couto, Jepson School of Leadership Studies, University of Richmond

The place of values in leadership stymies some leadership scholars and divides them. The simplest measure of their perplexity the various answers to the old chestnut of leadership discussion, "Was Hitler a leader?" We could ask the same about Pol Pot, Idi Amin, Jim Jones, and any number of others whom other people follow to their own harm or to the harm of others and in apparent violation of basic human values - a common good.

The paper argues that values such as the common good, have an essential place in leadership. In particular, the paper separates democratic leadership for undemocratic leadership and delineates a variety of democratic leadership forms. It maintains that the expansion or contraction of social capital - the moral resources, public goods and social services that we invest in one another as members of a community - separates democratic and undemocratic leadership and the forms of democratic leadership. Limited government and individual liberty, for example, compete with other democratic values of reduced social and economic inequality and strengthened and expanded communal bonds. The paper develops and explains a specific model of democratic leadership - innovative, transforming leadership of adaptive work - that provides improved forms and new amounts of social capital to reduce social and economic inequality and to increase and strengthen communal bonds. This model comes from the recent work of several prominent leadership scholars: James MacGregor Burns (1978), Howard Gardner (1994), and Ronald A. Heifetz (1994).

The Nor'easter Project

Priscilla Day, University of Minnesota at Duluth and

Anne Tellett, Project Director, Arrowhead Regional Development Commission

The Nor'easter project was implemented by the Arrowhead Regional Development Commission to strengthen and develop community leadership in rural communities by working with groups of established and emerging leaders. Nor'easter focuses on the strength of the group and members' interactions, rather than on a more traditional model focusing on individuals and/or established leaders. Emphasis is placed on participants learning new skills to improve group process and then carrying these skills to other groups in the community. Group members develop skills that include structured visioning, setting goals and objectives, planning effective meetings, and making decisions that lead to action.

One of the project's main focuses has been to expand people's knowledge of systems thinking and encourage its use in community planning and visioning. Nor'easter has drawn heavily from Peter Senge's work on systems thinking at the organizational level in approaching systems thinking at the community level. Priscilla Day's Ed.D thesis found that project participants gained skills and increased their confidence in individual leadership development, group capacity building and systems thinking. A summary of her research findings is available

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

upon request.

The project also created multi-group retreats, focusing intensely on specific topics of interest, which enriched the experience immeasurably. Whatever the topic, group members consistently note that the time to meet, problem solve and learn with others from different communities has always been extremely beneficial. Great insight and motivation can be gathered from members identifying their commonalities and sharing ideas with others who are focused on the same issue of community involvement. The most frequent comment has been, "I thought we were the only ones that were having this problem. I feel so much better realizing that it is a normal phase that groups go through and that there are solutions to try."

Follower Characteristics and Preference for Charismatic Leadership

Mark G. Ehrhart and Katherine J. Klein, University of Maryland

This study was an attempt to begin to better understand the role of the follower in the leader-follower relationship. While leadership theory suggests that followers play an integral role in determining a leader's effectiveness, leadership research has generally not examined the influence of followers on leader effectiveness. One possible mechanism for followers' influence on leader effectiveness is through the followers' leadership style preferences, where a mismatch between those preferences and the leader's style may be detrimental to leader effectiveness. In the present study, we examined followers' leadership style preferences, with a particular focus on the charismatic leadership style. Specifically, we examined the relationship between follower characteristics (achievement value, risk-taking, work values, self-esteem, and need for structure) and follower preferences for leadership style (charismatic, relationship-oriented, and task-oriented leadership). The results showed that follower characteristics significantly predicted leadership style preference, although some of the relationships found were not hypothesized. Additionally, the follower characteristics that predicted preference for the charismatic leader (self-esteem, participatory work value, and task work value) differed from those that predicted preference for the other two leadership styles (instrumental work value for relationship-oriented leadership; self-esteem and desire for structure for task-oriented leadership). Recommendations are made for future research on charismatic leadership that more fully takes into account the active role of the follower.

The Soul of Leadership Through the Soul of the Student: How to Handle Discussions of Spirituality and Leadership in the Classroom

Mike Ensby, Clarkson University School of Business

Spiritual leadership does not receive widespread discussion in the mainstream leadership literature. While many of the current leadership discussions (i.e., Covey, Peters, Senge, etc.) present concepts that speak to the "soul" of leadership, they lack the direct connection to spirituality from a religious basis. At the undergraduate level, these types of discussions rarely occur in the classroom. When professors or students attempt to hold nonsecular conversations about the religious connection to leadership's soul, the majority of the class "opts out" of the discussion and a general feeling of unease sets in.

The fundamental issue addressed during the roundtable discussion at the ILA conference is that the spirit must activate the soul of leadership. So, if students are not inclined to "buy in" to the notion that the path to the soul is through the spirit because the discussion of

"Selected Abstracts," presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

spirituality comes too close to all things religious, we are left with a dilemma - how to make the connection of spirit to soul. At Clarkson University's School of Business, we have attempted to bridge this gap through the "Leader of the Future" series of essays, presented by the Drucker Foundation, along with some basic transformational leadership principles. One of the unique features of this course is that two-person student teams lead the discussion of each article, which are randomly assigned.

The majority of the essays are relatively secular, although they touch on areas that could be connected to more spiritually based issues - values, integrity, honesty, sacrifice, etc. However, one paper, "The Leader Who Serves" by C. William Pollard, chairman of Servicemaster, speaks specifically to Christian-based writings from the Bible. On the day of the discussion, a student team took this advice to heart and presented a balanced but insightful summary of Pollard's views on leadership. Overall, their efforts were well received and the interaction during the question and answer session was fairly stimulating. Still, as I observed the lack of response of the majority of the class, there was a relative unease with even the slightest hint of religious material.

The next phase of the course involved students writing a comparative paper on three of the essays, one of which was their presentation article. I expected the Pollard essay to escape examination by any students other than the two who discussed it in class. However, out of the remaining forty-five papers, seven included "The Leader Who Serves." Compared to the other essays, this fell in the exact middle. Therefore, the conclusion is that while students may be reticent about discussing publicly spiritual matters as they relate to the soul of leadership, at some level private reflection makes that assessment more palatable. For individuals to internalize the transformational leadership model, they must be willing to connect the squirt to the soul.

Winning Groups: Leadership at America's Top University Institutes and Centers

John Jacob Gardiner, Seattle University

Organizational initiatives in encouraging interdisciplinarity were studied at ten leading American research universities: California Institute of Technology, Georgetown, Harvard, MIT, Pennsylvania State, Stanford, UC Berkeley, Chicago, Florida and Michigan. All ten provosts responded and identified the exemplary interdisciplinary programs on their campuses; the leaders of these centers/ institutes/ committees were then surveyed. The characteristics of an exemplary program appeared to involve the close cooperation of many people from several disciplines considering a problem of great importance using integrated perspectives for analysis/synthesis in a supportive academic and funding environment.

One of the more interesting findings of this study involved the identification of an American research university that had become particularly hospitable to interdisciplinary programs and could, therefore, serve as a model for other institutions of higher education: the University of Chicago.

Characteristics of the most effective institute/center leaders were a clear sense of purpose; understanding environment and values of institution; a sense of *primus inter pares*, or first among equals; great foresight; a powerful will to act; and an ability to bring together people, ideas, and resources to create desired results.

Through the Eyes of Followers: Interpersonal Work Values of Managerial Leaders in Disparate Cultures

"Selected Abstracts," presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

Ajay Ghei, Human Resources, The World Bank

The paper provides the perceptions of managerial subordinates of the interpersonal work-related values of their business unit's leaders in comparable work settings in America (n=113) and India (n=100). Detailed questionnaires, personal interviews, and nonobtrusive observational methods were used to gather the data.

Checks within cultures verified that the data were free from regional as well as organizational bias. Additional checks tested for response stability and guarded against response bias. After ensuring linguistic equivalence across the two cultures, a final check guarded against socially desirable responding. All these measures further strengthen the cross-cultural validity and reliability of the research, and enable the determination of interpersonal work values in the context of managerial leadership across cultures.

Managerial subordinates were asked to rate both the interpersonal work values as perceived currently and those values their leaders needed to display in the future in order to be the most effective leaders they could be. American managers rated their leaders as displaying a current work values framework of "competitive cooperation" and Indian managers rated their leaders as displaying a framework of "cooperative compliance." Finally, managers in both cultures desired their leaders to move to a interpersonal work values heuristic that incorporated elements of competitiveness, cooperation, and compliance - but concomitantly, was sensitive to cultural context.

Political Leadership: Some Methodological Considerations

Betty Glad, University of South Carolina

Despite some very promising beginnings, the study of leadership in political science has been impeded by textbook notions of science that see the discovery of general and abstract laws as the only legitimate form of inquiry. The argument is made in this paper that the notion that such a quest is the only form of legitimate scientific inquiry ignores the nature of the world we are exploring, as well as the actual forms of investigation followed in the natural sciences. There are clouds and clouds in the world, and the nature of the inquiry will be based on which type of phenomenon we are interested in. For the explanation of turning-point events in politics, for example, detailed case studies are usually essential. The proofs offered in such cases range from pattern recognition to the explanation via what Darwin called the method of consilience - the development of theories that tie together disparate facts through theory grounded in other contexts. But comparative case studies may also be used to build broader theory, as the works of several researchers in the field demonstrate. In "good" science, as Almond and Genco (1977, 510) have pointed out, methods are fitted to the subject matter rather than the subject matter being truncated or distorted in order to fit to a preordained notion of "scientific method."

"I Did It My Way?": The Potential of Collective Leadership

*Silvia Golombek, Johns Hopkins University,
School of Professional Studies in Business and Education*

The Latino population is the fastest-growing minority community and youngest population in the United States. Because of its demographics and future growth it is imperative that Latino

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

youth not only be educated in the traditional academic sense, but also be trained to be active participants in the democratic process. The purpose of this presentation is to draw attention to ten elements whose presence can contribute to the success of a leadership development model for Latino youth. The program combines strategies applied in the leadership development field in general, with elements that are more specific to educating Latino leaders.

The ten elements referred to are: participant selection process; diversity; program structure; nature of the curriculum; collaborative service learning; discussion of the role of Latinos as leaders; opportunities to learn about how government works; mentoring; setting high standards and expectations; and coalition-building with other communities.

The presentation concludes with a discussion of some results that can be expected through the application of these program components.

The Cry for Leadership?
Results of the First National Survey on Public Leadership
Adam J. Goodman, National Leadership Education Project

This study examines whether public leadership and leadership educators in higher education institutions have common expectations about the nature and work of leadership for public purposes. Practitioners were individuals drawn from two groups: National Academy of Public Administration Fellows and Kellogg National Leadership Program Fellows. Educators were identified by the Center for Creative Leadership in its biennial catalogue of leadership education courses and programs. Respondents from these samples completed a survey to provide evidence for the study's research questions. A focus group aided the interpretation of results.

Four research questions are examined. First, do practitioners and educators perceive similar unmet demands for public leadership? This study finds practitioners and educators agree there is a perceived lack of leaders, and leaders are needed most at the local and national levels.

Second, what does the literature tell us about possible leadership abilities that might fill the gap? This study identified twenty abilities. Each ability was placed into one of four domains: abilities that develop (a) leaders' character; (b) leaders' competence; (c) followers' character; and (d) followers' competence.

Third, what kinds of leadership are required to fill the gap in public leadership? Do practitioners and educators perceive similar requirements? Results revealed character models are more important than competence models. Educators rate character models more important than do practitioners and rate competence models less important. Educators and practitioners share the same perceptions about how followers and leaders should work together. They believe that leaders work today with small groups of people and will need to work with as many people as possible in twenty years. Also, they prefer collaborative leadership to having followers be self-directed or working under the direction of the leader.

Finally, what are the implications for leadership education? Educators and practitioners agree that most people can learn to be leaders and that this learning can be lifelong. Educators prefer formal education settings and practitioners prefer learning at their place of employment. Both groups prefer that leadership be learned through field experiences/internships and mentorships/coaching.

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

Leadership in Virtual Teams

David Gould, The Boeing Company

Teams become virtual when (1) they meet face-to-face infrequently, if at all; and (2) their primary means of interaction is electronic.

Why form virtual teams? One reason is simply because we can. Information, communication, and social technology now provide us with the tools to form virtual teams. We can purchase for a reasonable price both the computing and communications capability we need to link teams together, and we understand enough about the social aspects of teams to make them work. Groupware, the enabling technology for virtual teams, can be categorized in four ways: (1) same time and place (e.g., face-to-face meetings); (2) same time and different place (e.g., virtual meetings, teleconferences, and video conferencing); (3) different time but same place (e.g., team rooms or shared files); and (4) different time and place (e.g., electronic mail).

There are also many business reasons for forming virtual teams. These reasons include (1) organization-wide projects; (2) alliances, mergers, or acquisitions; (3) a demand for telecommuting; and (4) the continuing trend towards globalization in terms of markets and organizational distribution.

In spite of some common problems such as (1) limited social cues; (2) absence of face-to-face attention; (3) misunderstandings caused by breakdowns in communications; and (4) potential difficulty in reaching people, virtual teams work.

One final note is a reminder from Charles Handy, "Virtuality requires trust to make it work. Technology alone is not enough."

The Identification and Development of Leadership Potential in Adolescence

*Karen M. Holcombe, Mark G. Ehrhart, and Benjamin Schneider
University of Maryland, College Park*

Although there is a sizeable body of research on leadership, the literature has focused primarily on adult populations. The subject of leadership during adolescence, however, merits research attention. While leadership training programs for adolescents do exist, a research perspective could both contribute to and learn from those who manage such programs. In addition, knowledge of leadership in adolescence would allow for the application of adult leadership research to a younger population. Longitudinal research would afford a particularly useful perspective by following an adolescent sample into adulthood.

We have taken one step toward a longitudinal investigation of leadership in adolescence. Our initial goal has been to ascertain what personal characteristics of these students were related to teacher and peer evaluations of leadership. To this end, we used measures of personality, interests and skills, a leaderless group discussion, and grade point average, and we collected teacher ratings of leadership and peer nominations of leadership, popularity, and friendship. We found each of our predictor domains to have elements that were significantly related to teacher and peer evaluations of leadership over a two-year time lag. There was some overlap between predictors of teacher and peer evaluations, suggesting that certain characteristics are seen by both perspectives as predictive of leadership. In addition, students differentiated between leadership, popularity, and friendship in making their nominations, as evidenced by different patterns of predictors for each type of nomination.

"Selected Abstracts," presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

Additional research should provide further information regarding similarities between leadership in adolescence and adulthood. Such findings may assist in the development of leadership training programs by offering insight into how leadership is conceptualized both in adolescence and in adulthood.

The Use of 360-Degree Feedback in Leadership Development from a Cross-Cultural Perspective

Michael H. Hoppe, Center for Creative Leadership

Leadership development in the U.S. increasingly makes use of 360-degree feedback, during which participants learn about their managerial and/or personal strengths and developmental needs through instrument-based ratings by their superior(s), peers, direct reports, or even friends and family members. In the process, they are encouraged to compare their own ratings with those of others and develop a set of goals and action steps that address developmental needs that they may have.

Implicit in this practice are a number of assumptions that may or may not hold outside the U.S. First of all, it is often implicitly maintained that the items and scales used to elicit the respondents' ratings are universally applicable to assess effective leadership behaviors and/or capacities. It is also typically held that the individual leader receiving the feedback owns the data, that safeguarding the anonymity of the raters is critical for "honest" feedback to occur, or that data-driven feedback is desirable in the first place. Furthermore, it is assumed that differences between "self" and "others" ratings express meaningful differences in perceptions and are not due to differences in response patterns and/or norms.

The session explored these and other assumptions and discussed the cultural dilemmas, as well as the potential solutions that arise, as the practice of 360-degree feedback is transferred to other countries around the world. In addition, it paid special attention to the realities of so-called global organizations in which multiple cultural groups work closely together and in which the use and interpretation of instrument-based feedback data may be influenced by differences in response patterns, views on effective leadership practice, or the organization's role in an individual's development.

Some basic recommendations for the cross-cultural use of 360-degree feedback in leadership development were offered: (1) know the cultural assumptions, values, and beliefs that inform your and the recipient culture's models and feedback practices; (2) involve savvy insiders and/or outside country experts in the design and delivery of the program; (3) as much as possible, use models and instruments developed in the host country; (4) as needed, identify cross-culturally validated scales and adjust them and/or add to them based on local needs; and (5) discuss instrument scales, answer-format, operationalization of scales, and possible response pattern with recipients before the feedback session.

Taiwan: The Chinese Leadership Perspective

Min-chieh Hsieh, National Chung-cheng University, Taiwan

This paper explores through one of Kenneth Waltz's tri-level frameworks of analysis, individual decision-makers, the motivation role and perception of Chinese leaders concerning the Taiwan

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

issue.

Since 1949, when the communists took over the Chinese mainland, the Taiwan issue has been critically important at a symbolic level. In terms of practical issues that had to be faced, China has always had more pressing matters: During the 1950s and 1960s it was the perceived threat from the United States, during the 1960s and 1970s it was the perceived threat from the Soviet Union, and during the 1980s and 1990s it was the pressing need to meet economic challenges. Economic development will certainly effect the fate of the leaders, the regime, and the nation. As Mao Zedong said, "The Taiwan issue is a small issue. The world is what is important." Mao is also famous for having remarked that "We can wait one hundred years to resolve the Taiwan issue."

However, the Taiwan issue serves a purpose with regard to nationalism, and serves to prevent the escalation of the domino theory in specific border regions like Tibet and Xinjiang, where the issue of Taiwan independence could act as a catalyst. Thus the Taiwan issue has taken on a special sensitive significance in the minds of Chinese leaders.

At the same time, there are substantial risks involved in any sort of conflict with Taiwan, and the price of failure could be extremely high. Maintenance of the status quo is the most desirable course from the point of view of Chinese leaders. In this sense, major decision-makers who on the surface might appear to be in conflict (like leaders in China, Taiwan, and the U.S. in the case of the 1996 missile crisis) in actuality are of the same mind.

What Works and What Doesn't in Developing Leaders: A Focus on Evaluation

Carolyn Humphrey, University of Georgia, J.W. Fanning Institute for Leadership

Evaluation is an essential element of any leadership development endeavor. Unfortunately, many programs and services created to develop leaders are not evaluated. The goal of the presentation was to emphasize the need for program evaluation and outline a basic formula for evaluation. This goal was realized by examining evaluation in four ways: 1) assessment of program purpose and client needs; 2) exploration of different types of evaluations; 3) examination of the feasibility of evaluation; and 4) evaluation training and education.

Determining the purpose of evaluation requires program developers to assess core needs. For example, evaluators should decide if the core purpose of the evaluation is to account for funds; improve an existing program; learn about unintended effects; answer requests for information; or choose among possible programs.

In addition to assessing why the evaluation should be completed, it is helpful to keep in mind that there are different types of evaluations. For example, there are needs assessments, process evaluations, outcome evaluations, and evaluations of efficiency. Each type will yield different results depending upon what type of information is needed by evaluators, clients, funding agencies, etc.

Finally, different levels of evaluation should be considered. Specifically, levels range from a simple reaction evaluation that measures participant satisfaction, to evaluating changes in knowledge, behavior and impact variables and examining return on investment. Each level is increasingly complex. An excellent way to ensure success in evaluation of leadership development programs is to engage in an evaluation training program or provide professional development opportunities on evaluation for staff.

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

Leadership Styles in Health Professionals: Influence of Gender and Ethnicity in Optometry

*Penelope Kegel-Flom and Merton C. Flom
College of Optometry, University of Houston*

Leadership can be defined as a process in which one or more persons influence others to pursue a change that is in the best interest of an organization. The process tends to work differently with different leadership styles. The fact that more women and ethnic minorities now enter U.S. health-professional schools, including schools of optometry, is well documented. Does the new gender and ethnic diversity bring increased diversity of leadership styles to these schools and their health professions?

The California Psychological Inventory was used to determine leadership styles: Alpha, Beta, Gamma, and Delta. The study samples consisted of 514 entering optometry students at one university and 148 members of the American Academy of Optometry. The expected prevalence of each leadership style in the general population is 25 percent. In our samples, the Alpha leadership style (extravertive and norm-accepting/promoting) was statistically higher (between 57 and percent of the study samples) than the other styles, regardless of ethnicity or gender. Women, however, were significantly more often than men were found to have the Gamma leadership style (extravertive and norm-questioning or doubting). We found no ethnic uniqueness in leadership styles. However, members of the American Academy of Optometry, both practitioners and academics, were more diverse in their leadership styles than were students in training.

Our study indicates that the increasing number of women in a profession such as optometry is associated with increased diversity of leadership style: more women than men were of Gamma leadership style - extraverted and norm-questioning. Gammas tend to question the status quo and offer creative and innovative leadership. Alphas, the predominant leadership type in optometry, work to maintain and advance consensual values. Increased ethnic diversity showed no significant change in diversity of leadership styles.

On the Importance of Implicit Leadership Theories

Tiffany Keller, University of Richmond

Implicit leadership theories are cognitive categories used to distinguish "leaders" from "non-leaders." Implicit leadership theories are undoubtedly reflected in expectations that followers bring to leader-follower relationship. The literature depicts two different fit hypotheses each suggesting that a fit between ideal leader images and organizational reality may be important. First, congruence between implicit leadership theories and perceptions of actual leaders may influence job satisfaction. Second, a cognitive version of the fit hypothesis is articulated. If superiors' and subordinates' implicit leadership theories are similar, such congruence may foster perceived similarity and identification as well as provide a basis for common understanding. Accordingly, this research examined both of these fit hypotheses.

Speculation about the congruence of implicit leadership theories with organizational reality has focused on the overall fit despite that fact that researchers conceptualize implicit leadership theories as. Therefore, the research also developed and tested a theoretical framework to challenge the assumption of equivalence.

This study found support for two different fit hypotheses. Individuals whose descriptions of

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

ideal leaders differed from their actual leaders reported lower levels of job satisfaction as did individuals whose ideal leader images differed from their superiors'. The dimensions of implicit leadership theories that had direct implication for followers such as sensitivity and tyranny predicted job satisfaction better than did the other dimensions. Moreover, they also predicted better than an overall difference score. Thus, support was found for a modified fit hypothesis.

Empowerment for Change: Continuing the Vision

L. A. Napier and May Lowry, University of Colorado

In his 1998 working paper, "Empowerment for Change," James MacGregor Burns provides an analytical and conceptual framework on collaborative leadership and the role it must play in the twenty-first century. He concludes his discussion with an important question, "What about the role of institutions...?" (p. 35). Although Burns does not answer his posed question, he does make clear that if "fundamental change" is to occur, the essential element that must emerge in the leadership process is "the power of the people" (p. 35). Yes, there are great "visionaries and the like - who have influential thoughts" but Burns reminds us that we can all have good ideas whether we work "in homes, offices, unions, communities, churches, [or] schools" (p. 34). The process for developing this "web of human interactions" is the challenge that lies ahead (p. 14).

A newly formed university/school district partnership is presently designing a special leadership cohort of educators who are seeking school license endorsements. The cohort, "Empowerment for Change in Urban Schools," began in January, 2000. The cohort will serve as a community connected collaborative leadership training ground for exploring a new structure for the partnered district - one that fosters collaboration through a "web of human interactions." This paper provides a rationale and description of our efforts.

Can Leadership Be Taught?: A Case Study

Hugh O'Doherty, Academy of Leadership, University of Maryland

This paper outlines the developmental stages of a group of first-year undergraduate students during a course on leadership. First, class members establish their purpose for the class, propose strategies for accomplishing this purpose, and set standards for participation. However, in the absence of a traditional "authority" figure who provides direction and answers to problems, the group experiences confusion and frustration. Class members manage these feelings by alternately attacking the authority figure, blaming him/her for their discomfort, or attempting to seduce him/her back into the traditional role of knowledge dispenser. When coercion and seduction are seen to fail, the group then attempts to find a "leader" from within its own ranks. However, class members are not yet able to authorize one of their own. Following this failed coup, members try to find comfort by creating a traditional decision-making structure for the class. When this in turn fails, the group factionalizes around some issue of substance or structure. This polarization is one more way class members avoid the pain associated with feeling lost and abandoned. A period of depression sets in when the group must come to terms with the reality that nothing productive will occur without their taking responsibility - that adaptive change means work. Each student is faced with a tough choice - to engage in this work or not. If the class progresses through this stage, members begin to ally with authority as a resource, partnerships evolve, and a synergy develops that allows for cohesion and more effective collaboration towards the accomplishment of the class's purpose - to learn about leadership.

"Selected Abstracts," presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

Work Satisfaction, Work-Relationship Priorities and Transformational Leadership Characteristics in Human Service Administrators

*Tracey T. Manning , College of Notre Dame of Maryland and
Kristen Dombrowski, Maryland State Highway Administration*

To recognize, develop and retain transformational leaders, organizations need to know more about their work characteristics and values. The current study tested hypotheses that work satisfaction and priority given to work relationships over tasks would characterize transformational leaders. Sixty-four middle and top managers of a multi-site regional health and human services agency completed the Leadership Practices Inventory-Self, a demographic questionnaire, and a Work Behaviors questionnaire. The Leadership Practices Inventory-Observer was also completed for thirty-nine participants by a total of eighty-eight observers.

LPI-Observer ratings were generally congruent with LPI-Self ratings but were significantly higher than self-ratings on most scales. Factor analysis of the work satisfaction items identified two factors: Work Satisfaction, which included eight job and organizational items, and Satisfaction with Work Relationships, which included two items on coworker relationships. Self-rated Work Satisfaction was strongly related to both self-rated and observer-rated transformational leadership behaviors, particularly vision-sharing and challenging organizational process. Self-rated Satisfaction with Work Relationships was related to different LPI-Self and LPI-Observer scales, notably those involving enabling others to act and encouraging the heart. Analysis of variance, with total observer-rated leadership as the criterion, found a significant interaction between Work Satisfaction and LPI-Self ratings, indicating that managers low in self-rated leadership but high in work satisfaction were likely to be seen as transformational leaders. Self-rated Prioritizing Relationships showed a weaker relationship to transformational leadership, but a three-way ANOVA revealed that Work Satisfaction and Prioritizing Relationships were both positively related to observer-rated leadership. Implications for identifying and developing leaders are explored.

Political Liberalism and Skepticism about the Common Good

Terry L. Price, Jepson School of Leadership Studies, University of Richmond

An appeal to the common good carries a great deal of moral weight in leadership discourse. In this essay, I challenge the moral force of common good justifications. First, in Section I, I distinguish between two ways in which a conception of the good might be common: broad agreement or broad application. Broad agreement on a conception of the good means that the conception lends itself to consent, whereas broad application means merely that the conception applies to all. Since we cannot assume that we are all committed to the same conception of the good, common good justifications must be understood in terms of broad application. However, detached from the notion of consent, such justifications are liable to overlook ethical issues of leadership centering on the exercise of power and the use of coercion. Second, in Section II, I apply this argument to the normative theory of leadership most closely associated with appeals to the common good, James MacGregor Burns's account of transforming leadership. In this section of the paper, I suggest that transforming leadership can go wrong because it runs up against severe epistemic limits, limits distinguishable from the standard moral failings associated with leaders. Leaders work at the "epistemic margins" of society: they frequently work for change and, so, must rely upon knowledge bases that are even more fragmented than are the knowledge bases upon which we rely in our everyday dealings with the world. Because of these epistemic limits, I conclude that while ethical

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

leadership can be committed to the common good in some formal or abstract sense, it cannot be overly committed to any particular conception of the good. Finally, in Section III, I consider the fact that common good justifications are most at home in political contexts. I argue, however, that this is one context in which they are particularly out of place. Since no conception of the good is common enough among citizens in the right way, common good justifications violate a central principle of liberal legitimacy. Simply stated, no conception of the good can be the subject of the kind of broad agreement that would be necessary to justify coercion grounded upon such a conception.

Values-Based Leadership: Is it Working?

Dennis C. Roberts, Gary Manka, Elizabeth O'Reggio Wilson, and Daphne Vagenas, Miami University of Ohio

A growing emphasis in many leadership programs is a concentration on values and value-based leadership. This roundtable explored how those involved in creating and overseeing these programs perceived the effectiveness of value-based approaches.

One of the key agreements among participants was a belief that both the challenge and most promising opportunity of such efforts is enacting values through action. It is not enough to encourage reflection about values. If an impact is to be achieved, participants in leadership programs must also learn the importance of living their values by testing how their leadership actions would be different if the values formed the basis of their ongoing work.

The specific example of Miami's Leadership Commitment was critiqued. The vision of this model is "to develop the leadership potential in all students for the global and interdependent world of the future." This requires Miami to assume that all students, faculty, and staff at the University have leadership potential. Further, believing that all have this potential results in agreement to a shared set of values that serve as a guide to action. A loosely formed community which has these shared values results in repeated messages about these values in educational programs as well as interactions experienced on a daily basis. The values include:

- being active in the campus community and beyond;
- seeing potential within yourself and others;
- thinking critically and taking time to reflect;
- respecting the dignity of others and appreciating diversity;
- communicating directly and honestly;
- being flexible and open to change;
- taking purposeful risks;
- being responsible for your actions;
- encouraging others to live by these values.

While value-based leadership development is a challenge, the participants in the roundtable concluded that the approach taken at Miami University has great potential.

Designing Collaborative Leadership Programs that Span Curriculum and Co-curriculum

Dennis C. Roberts, Miami University

This workshop was designed to introduce participants to comprehensive leadership program

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

design that includes both curricular and co-curricular dimensions. The tools used to understand comprehensive leadership program design were the CAS (Council for the Advancement of Standards) standards for student leadership programs and the AAHE, ACPA, NASPA Powerful Partnerships model. Both of these assume that student-leadership development programs should be broadly conceived and that they should include complex interwoven experiences. The Powerful Partnerships model includes a commitment to students experiencing learning that is characterized by:

- making and maintaining connections;
- establishing a context of compelling situations;
- actively searching for meaning;
- developmental, involving the whole person;
- connecting individuals to others as social beings;
- being affected by the educational climate;
- supplying frequent feedback, practice and opportunities to use;
- providing opportunities for learning to take place informally and incidentally;
- grounding in particular contexts and individual experiences;
- encouraging individuals' ability to monitor their own learning.

Each campus representative gave examples of how their programs reflected these characteristics. While each was designed in relation to a unique campus culture and purpose, they all shared a commitment to deep collaboration between curricular and co-curricular program staff. Specific examples included academic strategies involving minors, integrated curriculum, and fusion throughout a variety of curricula. Co-curricular strategies included those initiated by one office as well as one broadly distributed among a number of offices but coordinated centrally.

The presenters acknowledged that trying to create collaborative programs that cross administrative lines is a challenge. There are clear costs to such strategies but the conclusion of all those involved is that the challenge and struggle are worth it. The outcome is improved breadth and depth of impact for students in their leadership development.

Leadership for Community Survival

Jim Sanks, Heartland Center for Leadership Development

The workshop *Twenty Clues to Rural Community Survival* is the product of an in-depth study of rural Midwestern communities begun at the peak of the farm crisis in the mid-1980s. Guiding the research was one key question: Why are some rural communities coping with fundamental restructuring, while others seem to have surrendered to crisis?

Surprisingly enough, the results of the study contradicted classical economic development theories, which predicted the inevitable downfall of communities that were "too small" or "too distant" from transportation networks and urban hubs. Instead, the study found that community success could be defined mostly in terms of controllable internal variables, rather than influenced by negative external ones. In fact, the Heartland Center study concluded that elements of community success could be largely defined by a list of action-oriented items directed by local leaders.

The workshop showed that *Twenty Clues to Rural Community Survival* is unique in that community development is seen through the lens of nurturing emergent leadership, rather than from a traditional economic community development perspective. The list of Twenty

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

Clues to Rural Community Survival includes a participatory approach to community decision-making, a willingness to seek help from the outside, and conviction that - in the long run - you have to do it yourself. Clearly, the Clues are action-oriented, internally motivated, and therefore of interest to leadership practitioners at large.

Copies of the recent Heartland Center publication, Clues to Rural Community Survival, were distributed to workshop participants.

Teaching Leadership to Working Adults: Design of the M.S. in Managerial Leadership Program and a Profile of Its Students

*Robert Skenes and Catherine Honig,
College of Management & Business, National-Louis University*

National-Louis University is a century old, regionally accredited, Chicago-based, private university with over 13,000 students and campuses in six states and two European countries. One of the sixty degree programs NLU offers is the M.S. in Managerial Leadership (MS-ML) Program, a professional master's degree for working adult students in six U.S. cities. The program contains nine classroom courses, plus two independent study project experiences. Groups of twelve to eighteen working professionals form cohort groups that stay together for their eighteen months of coursework. Emphasis is on the application of concepts to students' workplaces through projects, papers, and presentations. The Managerial Leadership Program began in 1996 as an outgrowth of the M.S. in Management. It currently enrolls eighty to one hundred new students each year. Some unique features of the program include: 1) a course in leadership assessment which employs six standardized instruments; 2) a leadership development action research independent study project; 3) a multi-faceted critical thinking course; 4) an organizational proposal development course; 4) other courses on communication, organizational analysis, organizational development, vision and strategy; and 5) a capstone course on the ethics of leadership which are reflected in the everyday, personal actions of managerial leaders.

An extensive value-added outcomes assessment study is underway which tracks through the Program over forty students from nine different groups. Pre and post test assessments are being conducted using nine instruments, including the London-House System for Evaluating Potential (a four-hour battery which assesses executive potential), the Life Styles Inventory, the Personal Orientation Inventory, the Survey of Interpersonal Values, and the Power Base Inventory. In addition, three one-hour depth interviews are being conducted with each student.

From results thus far, we find that our students are experienced managers (two to twenty-eight years of managerial background) whose companies represent over twenty different industries. As would be expected among working adults, their demographic characteristics suggest diversity in the areas of gender, ethnicity, and income. However, their achievement-oriented goal orientation and their affiliation-oriented attitude toward work relationships suggest a profile common among managers described as effective in their positions.

Personality, Motivational, and Job-Preference Correlates of Transformational Leadership in First-Line Police Supervisors

Sally Wall and Samantha Leaf, College of Notre Dame of Maryland and Arnold Sherman, Johns Hopkins University

Leadership in forty-seven first-line supervisors from a major urban police department was assessed using the five scales from James Kouzes and Barry Posner's Leadership Practices

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

Inventory (LPI): Challenging the Process, Inspiring a Shared Vision, Enabling Others to Act, Modeling the Way, and Encouraging the Heart. Ratings on all five scales by each supervisor him/herself, a manager, and a subordinate were internally consistent, but the three raters did not generally agree with each other. However, managers' ratings of the scale "Enabling Others to Act" were positively correlated with four LPI scale ratings by subordinates. These relationships may indicate that managing task/reward elements of supervision might be the most apparent leadership behavior to both subordinates and managers. The lack of relationship between subordinates' and managers' ratings on the scale "Encouraging the Heart" may indicate that managers aren't in a position to observe these behaviors by supervisors.

Achievement, power, and affiliation motives, as defined by McClelland, were positively correlated with LPI self-ratings on four scales. Only "Enabling Others to Act" was not related to any form of motivation in these supervisors. The pattern of relationships between LPI ratings and personality variables, as measured by the 16PF, shows police supervisors with higher leadership scores to be extraverted, independent, and low in both anxiety and tough-mindedness (greater receptivity to others). However, leadership self-ratings were not related to aspects of the job respondents particularly liked or disliked. Performance ratings from police department personnel files were correlated with both subordinate and manager LPI ratings. The differences in the pattern of these relationships supports the interpretation that different behaviors are observable by and salient to managers and subordinates.

The Good, the Bad, and the Ugly: James Madison, David Mays, and Leadership for the Common Good

J. Thomas Wren, Jepson School of Leadership Studies, University of Richmond

This study focuses on two historical case studies to plumb the issues and problems associated with the efforts of leaders to secure the common good in a regime of popular sovereignty. The initial case study explores the efforts of James Madison to secure the public good in the face of shifting challenges over time. Madison's first challenge arose during the 1780s when it appeared that the mass of the people were acting contrary to his notions of the common good, defined as the permanent and aggregate interests of the community, and evidenced by a concern for justice, the protection of individual rights and liberties, and the protection of property rights. Madison's solution was the Constitutional system, which was designed to ensure that wise leaders (i.e., the elite) would rule. The 1790s brought the second (and reverse) challenge, when a cadre of elite leaders (personified by Alexander Hamilton) were acting against the common good. Madison's solution here was to turn to the well of public opinion - carefully shaped by a "right-thinking" elite - to overthrow the Federalists. Madison's biggest challenge came in the 1820s, when sweeping democratization caused both leaders and led to pursue policies inimical to Madison's conception of the common good. Madison never was able to resolve that problem. This last challenge, viz., that posed when both leaders and a majority of the followers act in concert against the common good, is further explored in the second case study. This study traces the thought and actions of David J. Mays, a member of the conservative elite in Virginia in the mid-twentieth century, and a leader in opposing the desegregation of Virginia's schools. In many ways Mays represents the manifestation of Madison's worst nightmares. A careful study of Mays reveals, however, that in grappling with this crisis, a form of "social learning" took place. Mays and his colleagues gradually and reluctantly began to see the black minority in a different and more positive light. Imbedded in that learning there is the promise of devising a path toward the achievement of a common good of which Madison would be proud. The solution is in the process: rather than trusting to

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>

elite determination of the common good, it must emerge as a result of productively managed conflict among the key stakeholders.

“Selected Abstracts,” presented at the International Leadership Association conference October 22-24, 1999 in Atlanta, Georgia, USA. Available online at: <http://www.ila-net.org/Publications/Proceedings/1999/abstracts.pdf>