

2ND ANNUAL PENNSYLVANIA LEADERSHIP STUDIES CONFERENCE

**APRIL 6TH, 2019
DIXON UNIVERSITY CENTER, HARRISBURG PA**

***SPONSORED BY THE PENNSYLVANIA
SOCIOLOGICAL SOCIETY***



Welcome to the 2nd Annual Pennsylvania Leadership Studies Conference



Dear Colleagues,

Welcome to the 2nd Annual Pennsylvania Leadership Studies Conference. Thankyou to the Pennsylvania Sociological Society for their sponsorship. We are excited to have you join us in bringing to reality this vision, which was born out of a casual conversation last year. We have had another great response to our call for proposals. This is good news for those of us in the transdisciplinary field of leadership studies, which has grown rapidly in the past few decades.

The theme of this meeting is “Leadership: Illuminating the Process,” which reflects leadership efforts in the current unsettled social and political climate. Dr. Susan Boser’s keynote address will help us focus on key issues involved. We believe more scholars of leadership are needed and we can play a significant role in today’s climate. Research papers, workshops and roundtables to be presented include a variety of leadership studies topics and issues to aid us in our own scholarly pursuits. We hope you enjoy the conference and find it a very rewarding experience; we also hope you will plan to come back next year!

Executive Committee

Barbara Jones Denison – Shippensburg University
Amy Diehl – Shippensburg University
Patrick Hughes – University of Baltimore
Travis Berger – Alvernia University

With much appreciated help from
Lisa Dubbs – Shippensburg University
Stephanie Malpica – Shippensburg University
Katie Riley – Dixon University Center

CONFERENCE SCHEDULE

*Saturday, April 6, 2019
Administration Building
Dixon University Center, Harrisburg PA*

8:15 am-12:15 pm –Registration

Lobby

8:15 am-10:10 am—Coffee and Power Snacks

Atrium

Please Note: All session descriptions and abstracts are listed alphabetically by last name of first author/participant in back of the program

Concurrent Session Block 1

9:00 am – 10:00 am

Session 1A: Paper Session

Topic: Leadership Paradigms

Conf Room A

Presider: Patrick Hughes, University of Baltimore

1. *Leadership Selection under Scott's Pillars of Institutions*

Ben Martin,

Patrick Hughes, University of Baltimore

2. *Dimensions of Leadership in Complex Organizational Environments*

Terry Fernsler, James Madison University

3. *Investigation of Developmental Life Experiences in the Life Course Development of Authentic Leaders*

David Brady, Indiana University of PA

Session 1B: Panel Session

Conf Room C

Dialogical Cohort Study Model for Learning Cogency among Doctoral Leadership Students

Panelists: Julia K. Dunst, Elena Lawrick, Helen M. Midouhas, Spencer S. Stober, and Benjamin D. Watts, Alvernia University

Session 1C: Workshop

Conf Room B

Are you Managing or Engaging Stakeholders? A Blueprint for Authentic Stakeholder Engagement

Convener and Presenter: Laura C. Moran, PA Training and Technical Assistance Network (PaTTAN)

Break 10:00 am – 10:10 am

Concurrent Session Block 2

10:10 am-11:20 am

Session 2A: Thematic Talk

Conf Room C

Illuminating the Subtle Bias Towards Women at Work: What Can Organizational Leaders Do?

Amy Diehl, Shippensburg University

Session 2B: Roundtable Session

Conf Room B

Navigating the Process of Change

Convener and Presenter: Jennifer L. Burton, Indiana Wesleyan University

Break 11:20 am – 11:30am

Concurrent Session Block 3

11:20 am-12:20 pm

Session 3A: Paper Session Topic: Gender and Leadership

Conf Room C

Presider: Amy Diehl, Shippensburg University

1. *I Have to Overcome What? An Inside Look at Barriers to Women in Leadership and How Women Overcome Them*
Cathy Deardorf, Tiffany Ann Johns, and Ashley Macklin, Indiana Wesleyan University
2. *Leadership Journeys of Women in the Banking Industry: A Qualitative Study Exploring Women's Perceived Barriers and Opportunity to Advancement in Bank Leadership in Pennsylvania*
Christina Yoder, Mt. Saint Mary's University
3. *Leaning in, Opting out, and Having it All, Is the Motherhood penalty to Blame for the Gap of Women in Leadership?*
Rachel Gifford, Harrisburg Area Community College

Session 3B: Panel Session

Conf Room B

Learning to Lead, Leading to Learn

Panelists: Julie K. Ambrose, Jennifer Billman, and Pamela Heffner, Indiana University of PA

Session 3C: Paper Session Topic: Leadership Tools & Pedagogy

Conf Room A

Presider: Patrick Hughes, University of Baltimore

1. *Assessment Tool for Measuring the Wealth Ladder: Collaborative Project with Community First Fund*
Rebekah Cineus, Alvernia University
2. *Teaching Courage and the Courage to Teach: Parker Palmer, Higher Education, and Leadership Pedagogy*
Zachary C. Wooten, Alvernia University
3. *War and Leadership: Sunzi's Art of War and Fiedler's Contingency Model*
Bongrae Seok, Alvernia University

Lunch and Plenary Speaker

12:30 pm – 1:45 pm

Atrium and Boardroom

Keynote Speaker – Dr. Susan Boser

Title: Leadership in the current political context: Alive and Well, or MIA?

How do we think about elected representative leadership within the current political context? How do processes for electing public officials – particularly campaign financing - support or undermine the potential for that official to serve as a leader? What might leadership look like in the highly polarized political environment we experience today? This keynote will examine the current context for US political elections at the state and federal level, and how that impacts the capacity for leadership and ethicality in our elected officials. Against the backdrop of this context, we will then explore the promise of leadership that is currently emerging organically through grass-roots movements. Finally, we will consider what this means for those who would lead in this current climate.

Dr. Susan Boser is professor and assistant chair of Sociology at Indiana University of Pennsylvania and currently a Democratic candidate for the PA State Senate

Concurrent Session Block 4

1:50 pm – 2:50 pm

Session 4A: Thematic Talk

People Want Clarity: Creating a Common Language around Leadership

Dr. Travis Berger, Alvernia University

Conf Room C

Session 4B: Roundtable Session

Using Personality and Strengths Assessments to Develop Leaders

Convener and Presenter: Mary K. High, The Pennsylvania State University

Conf Room B

Break 2:50 pm – 3:00 pm

Concurrent Session Block 5

3:00 pm – 4:00 pm

Session 5A: Panel Session

Courageous Love Casting Out Hatred: How Women Religious Risk their Safety to Care for the Marginalized

Convener: Jessican Schrantz Huhn, Shippensburg University

Panelists: Jen Jones, Seton Hill University

Barbara Jones Denison, Shippensburg University

Conf Room A

Session 5B: Paper Session Topic: Leading Globally

Presider: Travis Berger, Alvernia University

1. *Illuminating the Processes of Love, Forgiveness, and Servant-Leadership: Insights from the Imprisonment Experiences of Cardinal Francis Xavier Nguyen Van Tuan*
Dung Q. Tran, Cabrini University
2. *Qualitative Research on the Leadership Behavior of a Primary School Principal in Rural China*
Hongwa “Zora” Dai, Eastern University
3. *Quota and Gender Parity in Leadership: The Tanzanian Perspective*
Digwa Chuwa, Alvernia University

Conf Room C

Session 5C: Roundtable Session

How Gender Influences Mentorship?

Organized by R. Vance Cooper

Participants: R. Vance Cooper, Jan Schumacher, Elliot Seifert, Helen Midouhas, and Christina Ruoss, Alvernia University

Conf Room B

ABSTRACTS

(In Alphabetical Order by Last Name of first author)

Julie **Ambrose**, J.K.Ambrose2@iup.edu; Jennifer Billman, J.A.Billman@iup.edu; Pamela Heffner, P.Heffner@iup.edu

Panel

Learning to Lead, Leading to Learn

This Panel will address the intersectionality between leading and learning. With the rise of leadership graduate programs and professional leadership training opportunities, emphasis on learning how to effectively lead often overshadows the importance of learning from those we lead. Indeed, a quick search reveals much research on lessons to be learned from notable leaders and the skills and competencies necessary for effective leadership, but a paucity of research into the lessons leaders learn from those they lead. Advocating for a reciprocal learning relationship between leaders and followers, we contend that leaders who actively learn from followers gain insights that in turn make them better leaders. In this way, whether formal or informal leaders, a mindset of continual learning positions leaders to better contribute to their organizations and communities. This panel will present three self-reflective leadership vignettes, each vignette addressing how learning equips us to lead and how leading opens doors for further learning. The leadership vignettes will highlight leadership within academia, the nonprofit sector, and local government. Following presentation of the vignettes, participants will discuss the following: 1) In what ways do learning and leading flow into and support the development of each other? 2) What can we learn about ethical leadership from those we lead? and 3) How does continual learning while leading affect a leader's ability to remain committed to their own or the organization's core values?

Travis **Berger**, travis.berger@alvernia.edu

Thematic Talk

People Want Clarity: Creating a Common Language Around Leadership

Are leadership scholars helping solve the leadership challenges of the 21st century? Are we adding value, or are we simply contributing to the leadership clutter? Travis Berger's thematic presentation will explore these questions; provide commentary on the current state of the leadership field; and call for a common language around leadership. His discussion will draw upon the seminal works in leadership as guideposts for the way forward. Berger's presentation concludes with a practical framework that creates a common language around leadership.

David **Brady**, d.brady@iup.edu

Paper

Investigation of Developmental Experiences in the Life Course Development of Authentic Leaders

This study explores the leadership development of three high level leaders identified by key observers as "authentic." George (2003) characterizes authentic leaders as reflective, self-aware individuals who hold and act upon positive values, purpose, and a desire to serve others, fostering follower trust; and proposes authentic leadership as a set of practices that individuals can develop as a potential cure for the ethical ills plaguing businesses across the globe today.

In studying the leadership life stories in the cases of three authentic leaders, I ask the fundamental questions, "Who are you and how did you become an authentic leader?" This research is particularly relevant today as some organizations search for leadership approaches and organizational processes that focus on longer-term objectives that are aligned with positive values and that extend beyond the bottom line to improve human lives. Avolio and Gardner (2005) consider becoming an authentic leader a life-long developmental process resulting from the accumulation and integration of lived experiences, such as formal education, career path, cohort and socio-historical factors, as well as individual leadership practices. To frame the study, I draw on Akers et. al.'s (1979) Social Learning Theory and Heckert & Heckert's (2002) Positive Deviance Theory in exploring participant authenticity and authentic leadership development.

The study employs a constructivist approach in keeping with the goal of deep understanding of the leadership development of these three individuals. I gather rich data for each of the three case study leaders through a set of qualitative, in-depth, in-person interviews. I also interview individuals with whom these leaders have interacted, personally and professionally, to glean their perspectives as followers. Additionally, I analyze publicly available materials and artifacts that participants share with me. Data analyses surface emergent themes and patterns to understand how the three authentic leaders developed their approaches. Additionally, cross-participant review allows me to make comparisons for insights that may be transferable to values-based leaders in differing contexts. My findings contribute to the scholarship of authentic leadership and leader development, and they inform leadership practice and organizations interested in understanding values-based leadership approaches.

Jennifer **Burton**, jennifer.burton@myemail.indwes.edu

Roundtable

Navigating the Process of Change

Change is hard, expensive and takes time (Black, 2014, p.4). In fact, research has shown that approximately 80% of change initiatives fail (Black, 2014, p.3). In this roundtable discussion we will focus on how to lead change at an individual's organization. Whether the initiative is large or small, company-wide or within a department, we will use the writings of Kotter and Black and Gregersen to examine the best practices for leading change. "Evidence overwhelmingly suggest that the most fundamental problem in all of the stages is changing the behavior of people" (Kotter & Cohen, 2002, p. 7). How do leaders work collaboratively with followers to increase the odds of a successful change process? By discussing the two models we will illuminate the process of leading change.

Discussion Prompts:

- Should you try to change your organization or individuals?
- How do you get buy-in from your top management and followers to lead a change initiative?
- How do you determine who should be on your guiding teams when leading change?

Digna **Chuwa**, digna.chuwa@alvernia.edu

Paper

Quotas and Gender Parity in Leadership: The Tanzanian Perspective

Gender quotas are an effective mechanism for promoting a stronger representation of women at various levels of governance in policy making processes, as stated by the Beijing Declaration and Platform for Action. In African nations, a historically low representation of women leaders is deeply rooted in the male-dominant cultural tradition.

To improve gender parity in Tanzania, an East African nation, the government has successfully adopted the reserved-seats-for-women-in-politics approach or gender quotas. While quotas afforded Tanzanian women an equal presence in the decision making process, persistent social barriers prevent them from performing effectively as leaders in the male-dominant political arena (Meena, 2004).

This paper will focus on the barriers to gender parity that hinder fair competition of female political leaders with their male counterparts in East Africa. The presenter will examine how discriminatory laws, institutional and cultural restrictions, and lack of fair access to quality education and economic resources hinder the ability of women to be effective transformational leaders. Then the presenter will discuss strategies that have a potential to change the status quo and make a sustainable impact in the Tanzanian political context.

Learning outcomes

- Participants will learn about the history and implementation of gender quotas in Tanzania, East African nation.
- Participants will understand the cultural and socioeconomic barriers that impede women's access to various levels of governance on the Tanzanian political arena.
- Participants will learn about the strategies that may potentially strengthen the gender parity agenda, thus allowing female political leaders to make a sustainable, transformative impact in the Tanzanian society.

Rebekah **Cineus**, cine274433@alvernia.edu

Paper

Assessment Tool for Measuring the Wealth Ladder: Collaborative Project with Community First Fund

Purpose – The planned research has various motivations, the primary being to assess the company’s exertions in their mission to aid vulnerable populations in attaining economic capital and success by advancement through the wealth ladder. The research is designed to create an assessment tool for a government subsidized lender to individuals and businesses not considered creditworthy by traditional financial institutions, Community First Fund. Presently, Community First Fund’s efforts to track this data is operating within the context bounds of an implemented five-year strategic plan. The goal is to create and measure benchmark metrics utilizing a limited sample pool of borrowers’ data which relates to credit analysis as well as internal aid provided to borrowers in the form of technical assistance. As a graduate researcher and employee of the company, my mission is to assist in the research development as well as measure the level of sustainability within the strategic plan.

Methodology – Proposed methodologies include an extensive literature review to expand upon previous research pertaining to the overarching themes of low-income borrowers and upward income mobility. Due to the scope of the research being narrow; to address the research gap, internal data will have to be utilized to produce quantitative results.

Research Limitations – The timeframe of the research project, sample size of data, and lack of previous research are the most significant pieces that limit potential findings. An overview of risks include data being skewed by using a small sample size, data presenting limited economic movement, influence of explanatory variables such as region and individual motivations

R. Vance **Cooper**, vance.cooper@alvernia.edu; Jan Schumacher, janette.schumacher@alvernia.edu; Elliot Seifert, elliott.seifert@alvernia.edu; Helen Midouhas, helen.midouhas@alvernia.edu; Christina Ruoss, christina.ruoss@alvernia.edu

Roundtable

How Gender Influences Mentorship

Multiple studies show mentorship relationships to be beneficial for one's career development. When the experience is positive, mentorship can be beneficial for both the mentor and the mentee. Despite proven benefits, multiple studies show women to have more barriers to obtaining meaningful mentorships than men (Ragins & Cotton, 1989; Helms, Arfken & Bellar, 2016). This roundtable discussion will discuss the role of gender in mentorship development.

Discussion Prompts:

- What role has gender played in your current or past mentorship experiences?
- Why do women have a harder time developing a mentorship relationship?
- Are cross-gender relationships more beneficial than same-gender relationships?

Desired Outcomes:

- Attendees will leave with better awareness of gender-specific needs in mentorship relationships.
- Attendees will have a better understanding of the barriers that women face developing mentorship relationships.

Hongwu “Zora” **Dai**, hongwu.dai@eastern.edu

Paper

Qualitative Research on the Leadership Behavior of a Primary School Principal in Rural China

In China, today's primary school principal is no longer just a passive implementer of education policy or a passive school administrator, but a leader in running schools, shaping schools, and achieving sustainable school development. The principal is a key figure in the transformation and growth of a school. Due to changes in the internal and external environment of the school, factors affecting the transformation and development of primary schools are increasing, and various forces are intertwined and brought together to influence their transformation and development. This places primary school principals at the intersection of various forces inside and outside the

school. The position of principal has become a hub for a school's transformation and development, with various choices and opportunities, and also facing pressures and challenges from all sides. The in-depth implementation of the new curriculum reform(Tan, 2016), the diversification of teachers' sources, the diversification of teachers' interests, the conflict of teacher identity(Dong, 2008), the teacher's job burnout(Tang, Au, Schwarzer and Schmitz,2001), the increasing number of left-behind children(Liao,Hu & Zhang ,2014;Yao,2012;Demurger & Xu,2015), the continuous outflow of excellent teachers and excellent students, and the reorientation of rural schools(Zhang,2010), in the face of these endless new problems, how did a principal deal with it as the head of a small school? A qualitative study on a principal's leadership behavior is conducted to answer this question.

Cathy **Deardorf**, cathy.deardorf@myemail.indwes.edu; Tiffany Ann Johns, tiffanyann.johns@myemail.indwes.edu; Ashley Macklin, ashley.macklin@myemail.indwes.edu

Paper

I Have to Overcome What? An Inside Look at Barriers to Women in Leadership and How Women Overcome Them

An original research paper exploring the barriers women experience in leadership positions and the skills needed to overcome such barriers. Women leaders from the Information Systems Department of Parkview Health System participated in a quantitative research study to determine the barriers they experienced in their careers and the factors that helped them overcome those barriers. Parkview Health Systems is a not-for-profit community-based health system serving northeast Indiana and northwest Ohio employing 12,000 employees.

Abstract: The authors surveyed women leaders within the Information Systems department of Parkview Health Systems to determine the barriers women have experienced within their career and what helped them overcome the barriers. Oftentimes, there may be possible preventative measures to put in place for women to avoid certain barriers prohibiting them from advancing into leadership roles within an organization. Recognizing these barriers and understanding factors at an early stage in the career or educational process can change a barrier's effect or potentially allow women to avoid a barrier. There are 296 total employees within the Information System department, including 134 women with 13 at the vice president, director, or manager level. The survey included the number of years in leadership for women from executive-level, directors, managers, supervisors, and team members. Respondents indicated which barriers they experienced and the skills needed to overcome those barriers. Finally, the participants of the survey identified resources that helped them through their leadership journey. The authors hope to expand the conversation about women in leadership and shed light on the emerging issue of women leadership barriers in the 21st century. As this survey is currently ongoing, the results will be presented at the conference.

Amy **Diehl**, abd@ship.edu

Thematic Talk

Illuminating the Subtle Bias Towards Women at Work: What can Organizational Leaders Do?

Subtle bias is considered by many to be the primary challenge hindering women's opportunities in the workplace (Ely, Ibarra, & Kolb, 2011; Jones, Peddie, Gilrane, King, & Gray, 2016). Whereas overt discrimination is likely to be conscious and unlawful, subtle bias consists of negative or ambivalent treatment of social minorities that often conveys ambiguous intent (Jones et al., 2016). Because subtle bias is typically unconscious (Jones et al., 2016), stemming from cultural assumptions, it is particularly pernicious.

In 2016, Diehl and Dzubinski developed a framework of 27 gender-based leadership barriers which Diehl, Stephenson, Dzubinski, and Wang (2018) used to create the Subtle Bias Towards Women Leaders (SuBTLe) Scale. Drawing on a national sample of female leaders from higher education and faith-based organization leaders, as well as physicians and attorneys, factor analysis on the SuBTLe Scale revealed the six factors which form the roots of this bias.

Join this presentation to discover the six factors and how they impact women in the workplace. Organizational change models will also be discussed to give leaders frameworks that can be used to drive change to eliminate gender bias and discrimination in the workplace.

Julia K. **Dunst**, julia.dunst@alvernia.edu; Elena Lawrick, elena.lawrick@alvernia.edu; Helen M. Midouhas, helen.midouhas@alvernia.edu; Spencer S. Stober, spencer.stober@alvernia.edu; Benjamin D. Watts, benjamin.watts@alvernia.edu

Panel

Dialogical Cohort Study Model for Learning Cogency among Doctoral Leadership Students

Doctoral leadership programs increasingly attract students of diverse professional, cultural, and language backgrounds that range from non-research programs such as performance arts, global academic cultures and English as a second language. When entering the program, few students have a developed ability to formulate coherent arguments supported by valid reasoning, defined as cogency by Hurley (2014). For doctoral students, developing cogency serves as a transition from building their disciplinary knowledge to being able to make credible arguments grounded in critical assessment of theories and prior empirical research. Yet, cogency remains to be the most daunting skill to develop, partly due to the lack of community of practice (Lave & Wenger, 1991) among students who meet in class only once or twice a week.

Qualifying examinations present the pivotal event in doctoral studies during which students have to demonstrate their mastery of cogency and communicate it according to the conventions of written scholarly discourse. For students from diverse backgrounds, qualifying exams serve as a gatekeeper to the next phase of the program. This panel will present the dialogical cohort study model (Caughlan et al., 2013) co-authored and successfully implemented by the panelist doctoral candidates during their preparation for the qualifying examinations. The panelists will discuss how the model enabled them to collaboratively learn disciplinary knowledge and cogency, along with the ability to communicate their arguments in the format of a written examination. The role of scholarly mentors is discussed, as well.

Terry **Fernsler**, fernslts@jmu.edu

Paper

Dimensions of Leadership in Complex Organizational Environments

Traditionally, leadership in organizations has relied on predictability and linear cause-and-effect direction by individual leaders to guide their operations. Leadership studies have largely focused on the traits, behaviors and qualities of such leaders in particular situations. In the highly-networked, highly-dynamic settings in which many nonprofit organizations find themselves immersed however, a new perspective of nonprofit leadership is emerging in circumstances that are too complex to attribute to one single individual with a limited set of traits, behaviors and qualities.

What, then, is the role of leadership in systems where change can frequently emerge in unexpected ways? In this paper, the author builds on the work of Complexity Leadership Theory, which suggests that in complex systems leadership is marked by key characteristics. This narrative case study explores the presence of those leadership characteristics in a nonprofit organization that embraced complexity in order to transform from a relatively unknown organization to a highly-engaged group that developed a strong reputation in a complex environment. It also includes a set of research propositions as well as a discussion of the implications of complexity leadership for organizations and researchers.

Rachel **Gifford**, rrgiffor@hacc.edu

Paper

Leaning In, Opting Out, and Having it All, is the Motherhood Penalty to Blame for the Gap of Women in Leadership?

Role congruity theory suggests that prejudice towards females prevents them from obtaining positions of leadership because stereotypical feminine qualities are seen as incongruent with the stereotypic masculine qualities perceived to be essential to leadership (Eagly & Karau, 2002). This study examined if there is a “motherhood penalty” that further exacerbates this problem. A convenience sample of business professionals located in Southeastern, Pennsylvania read fictitious vignettes describing job candidates of differing gender and parental status. Participants rated candidates on a series of leadership traits and how likely they would hire them. Although yielding a low response rate, patterns in the data suggested that mothers were rated similar to women without children on all leadership traits and were equally as likely to be hired. The data also suggested that

fathers might benefit from a “fatherhood bonus” as they were rated as more competent than men without children (Budig & Hodges, 2010; Kmec, 2011).

Contributions of this study to the body of knowledge on the motherhood penalty include insights on how the diversity of decision makers may influence career outcomes for mothers and women in general. Although sampling and methodological challenges limit the conclusions of this study, the results of this study suggest that future research could benefit from the recruitment of business professionals rather than traditional college students.

Mary K. **High**, mkh143@psu.edu

Roundtable

A Roundtable Session on Using Personality and Strengths Assessments to Develop Leaders

Leaders often strive to understand and develop their leadership skills and help others do the same. To aid these efforts, they often turn to popular assessments such as the Clifton Strengths assessment, the Myer-Briggs Type Indicator, or the DiSC Behavior Inventory. In this session, participants will have an opportunity to share their experiences using assessments as tools for leadership development. They will be invited to discuss strategies for using assessments effectively, and they will be encouraged to consider the potential benefits and pitfalls of these tools.

Discussion Prompts:

- How have you used assessments to discover, understand, or enhance your abilities as a leader? What assessment(s) have you used? How have you applied the findings? What was the result(s)?
- How have you used assessments to discover, understand, or enhance your students', mentees', employees', or followers' leadership abilities? What assessment(s) have you used? How have you applied the findings? What was the result(s)?
- What are the benefits and drawbacks to using assessments to understand and develop ourselves and others as leaders?

Learning Outcomes:

By participating in this roundtable session, participants will:

- be introduced to popular assessments that are used in the classroom and the workplace.
- learn specific ways leaders have used assessments to understand and enhance their leadership skills.
- discover particular ways leaders have used assessments to reveal and develop others' leadership skills.
- consider potential benefits of assessment in leadership training and development.
- uncover possible downsides of assessment in leadership training and development.

Patrick **Hughes**, patspub28@gmail.com; Ben Martin, benm15212@yahoo.com

Paper

Leadership Selection under Scott's Pillars of Institutions

Scott (2008) proposed that institutions function within three pillars; the regulative pillar, normative pillar and cultural-cognitive pillar. Scott's model has been suggested for application as a conceptual model to police agencies for the purposes of organizational analysis and diagnosis of organizational problems (Martin, 2018). The proposed research is a pilot study seeking to apply Scott's Model of Organizations to police leadership selection to determine the pillar in which agencies are basing their hiring priorities.

This research will be conducted using 10 to 20 publicly available postings for police leadership jobs and obtain mission statements for the hiring agencies. Qualitative analysis of the postings will develop themes within the job description and requirements that can be allocated to the defined pillars under Scott. Reference within the posting to a candidate's knowledge of laws, regulations, case law, and other employment laws indicates a connection to the regulative pillar. The mission statements will be compared to the postings as a means of examining the agency's dedication to their stated organizational priorities within the normative pillar. The education and experience priorities within the posting can be seen as extensions of the cultural cognitive pillar. The pilot study will attempt to answer the question of how Scott's framework can be applied to the study of police leadership selection and the implications of the different hiring practices for the agency.

Jen Jones, jjones@setonhill.edu; Barbara Denison, bjeni@ship.edu; Jessica Huhn, js3879@gmail.com;

Panel

Courageous Love Casting Out Hatred: How Women Religious Risk Their Safety to Care for the Marginalized

Women Religious are prophetic in their work in that they defy conventions and hierarchies to offer alternative expressions of justice and mercy. Women Religious often put their own reputation and even safety in jeopardy in the process. Our panel will lift up women religious who exemplify such courage and, in doing so, offer hope to the marginalized through subverting oppressive hegemonies. Through this session, we hope to provide participants with pedagogy, content and leader skills for teaching social justice in the classroom and through service learning modeled on the courageous work of women religious.

In order to discuss how learning about women religious may be engaged in higher education pedagogy for casting out hatred and caring for the marginalized, panelists will share from their own work in various relevant areas. First we will examine the Sisters of Charity ministering to immigrants at the southern US border. Interviews focused on “building bridges not walls” with Sisters of Charity who have done this work will highlight how their sense of leadership and courage guided their actions. These women embody both Servant-Leadership and Empathic Leadership. Second, we will focus on Dorothy Day’s radical model of leadership. Day led a religious life of poverty, she protected the marginalized and marched with the oppressed, enduring jail a number of times, and represents rejecting leadership in order to lead. Third, we will demonstrate "theory-informed-action" for service learning. Intersecting theory with current service learning theory will demonstrate this in practice in a case study example of a college classroom. Female saints’ leadership portraits across centuries combine with the Sisters of Charity case study and the leadership example of Dorothy Day to provide service learning lessons from this panel.

Participants joining the discussion at this panel will:

- Engage with examples of women religious embodying different models of leadership.
- Develop a broader understanding of how women religious leaders are caring for the marginalized as part of an overall exploration of social justice leadership.
- Acquire skills, through examples, of how to apply the work of women religious leaders to pedagogy in the name of advancing social justice.

In addition, the questions to be raised by highlighting our current work are:

- What other models of leadership might be included among the women religious presented?
- What are some critiques of the leadership demonstrated by these women religious that we should keep in mind? Are limitations imposed from within institutional structures or from the outside, from socio-cultural constraints?
- What are some of the challenges that arise from applying leadership for service learning to the classroom in light of the examples of these women?

Laura C. Moran, lmoran@pattan.net

Workshop

Are You Managing or Engaging Stakeholders? A Blueprint for Authentic Stakeholder Engagement

Most people think they are good collaborators, but bringing individuals together to work on an issue or common cause can be a daunting task and may lead to shallow collaboration at best. While we know we cannot do the work alone, stakeholders can advance or at times constrain progress. In 1999, the U.S. Department of Education Office of Special Education Programs (OSEP) launched a new strategy to bring general and special education into learning partnerships across families, practitioners, administrators, and policymakers. These partnerships were designed to build relationships necessary to address the 1997 landmark amendments to the Individuals with Disabilities Act (IDEA). In 20 years of working together, this network of partnerships developed Leading by Convening (LbC) which provides a blueprint for authentic engagement in order to move stakeholders to deeper levels of collaboration.

This workshop applies tools and resources grounded in Leading by Convening Blueprint. Presented with an overview of what is authentic engagement, participants will have an opportunity to: (1) review four simple questions leaders can use to coalesce around issues, (2) receive tools that offer effective engagement strategies,

(3) examine an example how this process enhanced stakeholder engagement in a recent project with the Bureau of Special Education at the Pennsylvania Department of Education, and (4) brainstorm ways in which these tools and recommendations can be used within their organizations or context.

Bongrae Seok, bongrae.seok@alvernia.edu

Paper

War and Leadership: Sunzi's Art of War and Fiedler's Contingency Model

The Art of War (孫子兵法) is a masterpiece on military strategies and battle management. Its author is an ancient Chinese philosopher and military strategist Sunzi/Suntzu (孫子 544 - 496 BCE) in the Warring States period of China (475-221 BCE). It is one of the most influential books on military strategy and management. It is one of the books (along with Carl von Clausewitz's On War [Vom Kiege], 1832) taught in military academies throughout the world. In this paper, I will discuss Sunzi's theory of military strategy and his philosophy of leadership and compare them with Fiedler's contingency model of leadership (Fiedler, 1964, 1967; Fiedler & Garcia 1987). Both Sunzi and Fiedler believe that successful and effective leadership can be achieved by developing an ideal fit between leadership styles and situational contingencies. The interactive engagement with the leadership environment is the key to their general viewpoint of leadership. That is, the ecological and goal oriented approach to leadership defines their leadership theory. I will discuss Sunzi's leadership philosophy and compare it with Fiedler's contingency model along with the virtue theory of leadership in Confucianism and just war theory (*jus bellum justum*).

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Paper

Illuminating the Processes of Love, Forgiveness, and Servant-Leadership: Insights from the Imprisonment Experiences of Cardinal Francis Xavier Nguyen Van Thuan

According to Peter Northouse (2016), "The component common to nearly all classifications is that leadership is an influence process" that assists groups and individuals "toward goal achievement" (p. 16). At the same time, given Ken Blanchard's (2010) belief in leadership's "higher purpose" and his desire to broaden the understanding of leadership beyond "personal gain or goal accomplishment," Blanchard defined leadership as the "capacity to influence others by unleashing their power and potential to impact the greater good" (p. xvi). Key to such a life-affirming leadership capacity development process is starting with one's why (Sinek, 2009) and creating a compelling vision (Hagemann, Vetter, and Maketa, 2017) through relational (Uhl-Bien, 2006) and dialogic practices (Johnson & Hackman, 2018).

Though a relatively unknown figure, the late Cardinal Francis Xavier Nguyen Van Thuan is one such leader who discovered a compelling vision of love and forgiveness for the common good in the isolating confines of his prison cell. Following the Fall of Saigon in 1975, then Archbishop Thuan was detained by the Vietnamese government without trial for thirteen years, including nine in isolation (Nguyen, 2001). The lessons he learned in captivity would form, inform, and ultimately transform his spiritual life and servant-leadership, especially during his service as vice-president (1994-1998) and then president (1998-2002) of Catholicism's Pontifical Council for Justice and Peace.

Consequently, this paper explores the role of love and forgiveness in Cardinal Francis Xavier Nguyen Van Thuan's servant-leadership capacity development process, as revealed in his relational and dialogic practices in prison.

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Paper

Teaching Courage and the Courage to Teach: Parker Palmer, Higher Education, and Leadership Pedagogy

To teach and to lead; these are brave acts. Teaching leadership, therefore, requires a double dose of courage. Activist, educator, and sociologist Dr. Parker Palmer writes about the inner lives of both leaders and teachers, threading common themes of authenticity and courage throughout his work. Regarding leadership, Palmer (2000)

assumes, “‘Leadership’ is a concept we often resist... But if it is true that we are made for community, then leadership is everyone’s vocation, and it can be an evasion to insist that it is not. When we live in the close-knit ecosystem called community, everyone follows and everyone leads.” Regarding teaching, Palmer challenges educators to consider the renewal of the heart, mind, and spirit by connecting the teacher’s inner life and the reform of educational institutions. Thus, this paper/presentation explores the relationship between leadership pedagogy in higher education and Parker Palmer’s work, especially concepts found in his books *The Courage to Teach* and *Let Your Life Speak*. While Palmer’s writings have been acclaimed and applied to numerous contexts including higher education, abounding possibilities for application specifically to leadership pedagogy remain. With attention to organizational theory and development, this paper/presentation will consider application points of Palmer’s concepts and educational philosophy to institutions of higher education through leadership pedagogues. Such concepts include identity, integrity, fear, authenticity, the “new professional,” and living “divided no more” (Palmer, 1998). Beyond points of application, this paper/presentation will also consider critiques of Palmer’s concepts, relevant connections to existing leadership scholarship, and possibilities for future scholarly inquiry.

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Paper

Leadership Journeys of Women in the Banking Industry: A Qualitative Study Exploring Women’s Perceived Barriers and Opportunities to Advancement in Bank Leadership in Pennsylvania

Despite women representing 61% of the workforce in banking, women fill the majority of lower level positions at banks. The purpose of this research was to explore experiences of women in banking – the few who have achieved executive status, the ones in lower level positions seeking advancement, and those who left the industry in response to their challenges. Specifically, this qualitative study focused on experiences of twenty-one women holding various levels of leadership in banking. In-depth interviews were conducted to allow participants to explore their journeys and reflect on the barriers that inhibited their advancement and opportunities that facilitated their success.

Key patterns emerged for the majority of participants in this study. The most common perceived barriers were: unsupportive women, interpersonal conflicts with men, gender discrimination, prove oneself, and workplace harassment. The most common perceived opportunities were: supportive women leaders, fixing a problem and/or filling a gap, self-advocacy, emphasis on business impact and business outcomes, men as mentors, men as sponsors, and started outside of the retail division.

There is no single and direct path to success in banking, as participants experienced barriers and opportunities at different points along their journeys. This study supports research that women have the capacity to respond to challenges in ways that help them overcome barriers and uncover new opportunities that allow them to reach the highest levels of leadership. This study informs efforts at the individual, organizational, and industry levels to promote women’s leadership and facilitate greater gender diversity in bank leadership roles.

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