

*Fisher Leadership Initiative*

## LEADERSHIP INITIATIVE ACADEMIC CONFERENCE

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Thursday, April 11, 2019



**THE OHIO STATE UNIVERSITY**

FISHER COLLEGE OF BUSINESS



Timothy A. Judge

April 11, 2019

Dear Leadership Initiative Academic Conference Attendee,

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

The Fisher Leadership Initiative was formed in July 2016 to advance Fisher College of Business' commitment to developing leaders, a core principle of the college's strategic plan. As an initiative, our vision is to become the world's preeminent center for principled leadership scholarship, development and practice. Our mission is to advance evidence-based leadership research and practice, develop principled leaders and make a difference in communities both large and small.

The Leadership Initiative Academic Conference aligns with our mission and vision by unifying and advancing the university's leadership efforts and making relevant impacts on students, educators and the Columbus community. This conference helps us build and expand the field of leadership research and incentivize collaboration and contributions to scholarship. Additionally, these research projects, along with other programs and efforts by the Fisher Leadership Initiative, will help lift Ohio State to new levels of prominence in leadership scholarship.

In 2017, the inaugural Leadership Research Grant awarded funding to 12 studies, several of which have since been accepted by prestigious publications in their fields and have helped the Fisher Leadership Initiative build meaningful relationships across the university. In October 2018, the Leadership Research Grant awarded \$52,601 to 13 recipients selected from a competitive pool of applicants. The recipients showcasing their work today represent eight colleges and units across Ohio State, and several multidisciplinary projects are included. We were impressed with the breadth and depth of leadership research offered by these authors, who range from undergraduate students to staff and tenured faculty.

On behalf of the Fisher Leadership Initiative, I hope you enjoy learning from these talented recipients and gain a greater understanding of the diversity and creativity in the field of leadership research.

Sincerely,

A handwritten signature in black ink that reads "Tim Judge".

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

# Conference Schedule

## CONFERENCE WELCOME AND REMARKS

- 2:00 p.m. Dr. Timothy A. Judge, the Joseph A. Alutto Chair in Leadership Effectiveness and Executive Director, Fisher Leadership Initiative  
Dr. W. Randy Smith, Vice Provost of Academic Programs, The Ohio State University

## SPECIAL TOPICS IN LEADERSHIP

- 2:15 p.m. Transformative Leadership from the Podium: Music Directors as Agents of Curricular and Social Change  
2:30 p.m. An Examination of Sex-Trafficking Victims Who Evolve into Leaders in the Anti-Trafficking Movement  
2:45 p.m. The Qualities of an Ideal Student Athlete Team Captain  
3:00 p.m. Can You Balance it All? Gender Differences in the Relationship of Midlevel Managers' Daily Family Performance and Leadership Effectiveness  
3:15 p.m. *Break*

## LEADERSHIP IN ORGANIZATIONS AND INSTITUTIONS

- 3:30 p.m. Leadership Turnover in Local Governments: A Network Model to Explain the Career Paths of City Managers  
3:45 p.m. Cultivating Procedural Fairness within Police Organizations: The Importance of Ethical Leadership  
4:00 p.m. Characteristics of Prior Leaders and the Effectiveness of Current Ones: Are There Contrast or Spillover Effects?  
4:15 p.m. Evaluating the Impacts of the Bright New Leaders for Ohio Schools Principal Preparation Program in High-Poverty, Low-Performing Schools  
4:30 p.m. *Break*

## LEADERSHIP & TRAINING

- 4:45 p.m. Developing Leadership in Physical therapists: Impact of Participation in a Leadership Program on Self-Perception of Leadership  
5:00 p.m. Designing and Testing the Effectiveness of a Resident and Fellow Leadership Training Program: 2018-2019  
5:15 p.m. Cultivating Ethical Leadership in Engineering Graduate Students: A Pilot Study of Civil Engineering Graduate Seminar at Ohio State  
5:30 p.m. Exploring the Effectiveness of Pedagogical Innovation Practices in the Development of Student Leaders' Innovation Capacities

## CLOSING REMARKS

- 5:45 p.m. Anil Makhija, Dean, Fisher College of Business and John W. Berry, Sr. Chair in Business

## Transformative Leadership from the Podium: Music Directors as Agents of Curricular and Social Change

The repertoire played by the most prestigious professional ensembles in the country, as well as by developing musicians in public school and universities, consists almost exclusively of music composed by white men. The lack of diversity in what is labeled as “academic music” (i.e., “classical music”) is troublesome considering that inclusion and representation are central tenets of our contemporary social ideology. Much like an exhibit at a museum, putting together a concert program is a curatorial act where artistic statements are made about lineage, influence, history and representation. The repertoire that directors choose to include in the concert programs reflects decisions about whose music is fit to be in our cultural conversations and who we as artists and educators want to steward for the community.

Music directors, including those who teach and conduct public school ensembles, are in the privileged position to become leaders in the development of such conversations with their students, their school community and the audiences reached by their ensembles. Furthermore, they can become the agents of change toward a more inclusive curriculum through their individual and collective actions. The current proposal seeks to empower current and future school music directors to become leaders in their schools and communities by raising awareness about inclusion and representation in our music culture and by providing them with tools to do so. The project entailed the design, implementation and testing of the Transformative Leadership Clinic for the development of leadership in the music education field.

The intervention, completed on March 2 at The Ohio State University School of Music, reached music teachers and students from central Ohio who participated in a research presentation, panel discussions and the reading and performance of music composed by women deemed appropriate for school ensembles. We will present preliminary results of the intervention and our plans for further leadership training.



**Eugenia Costa-Giomi** is a professor of music education at The Ohio State University, a member of the Academy of Teaching and an associate researcher of the Crane Center for Early Childhood. She was previously director of graduate studies and professor of music and human learning and developmental psychology at the University of Texas-Austin and chair of music education at McGill University, Canada. She has taught music in public schools, served in editorial boards of research journals and held positions in national and international professional societies in music education and music perception. Her research focuses on the benefits of music participation and music learning and development.



**Russel C. Mikkelsen** was appointed director of university bands at The Ohio State University in 1998, where he is professor of music, area head of Conducting and Ensembles, conducts the Wind Symphony and leads the graduate wind-conducting program. He serves as president of the North Central Division of the College Band Directors National Association, chairs the Big Ten Conference Commissioning Project, serves on the American Bandmasters Association Commissioning Committee and is past president of the Big Ten Band Directors Association. Under his leadership, the Wind Symphony has recorded six CDs to critical acclaim. Additionally, Professor Mikkelsen serves as music director and conductor of the professional Newark-Granville Symphony Orchestra and the highly skilled community band, the Heisey Wind Ensemble. He is the recipient of both the Ohio State University School of Music Distinguished Teaching and Distinguished Scholar awards and serves on the editorial board of the *Journal of Band Research*.



**Trevor Marcho** is a native of Old Town, Maine and earned a bachelor's of music education and a master's of music in conducting from the University of Maine. From 2001–2006, Trevor served as a trombonist and euphonium soloist with the U.S. Navy Fleet Forces Command Band in Norfolk, Virginia. From 2010–2017, Trevor taught 9th–12th grades at Mattanawcook Academy in Lincoln, Maine and maintained a private low brass studio. He also conducted the Bangor Symphony Youth Orchestra's Philharmonic and the Prelude Wind Ensembles and taught the Brass Methods class at the University of Maine. Trevor is currently working toward a PhD in music education at The Ohio State University, where his interests include music and the brain, along with gender inequalities in music education.



# An Examination of Sex-Trafficking Victims Who Evolve into Leaders in the Anti-Trafficking Movement

Women who have been sex trafficked were interviewed in an effort to understand their trajectory into leadership roles within the anti-trafficking movement. Specific criteria for inclusion included: 1) must have met the criteria (according to the Trafficking Victims Protection Act) for a sex-trafficking victim at some point in her past; 2) must have received social services post trafficking and 3) must have engaged in a leadership role in some capacity.

The purpose of this research:

- 1) Examine the transition of sex-trafficking victims to that of a survivor
- 2) Examine the trajectory of sex-trafficked women into leadership roles
- 3) Assess sex-trafficking survivors' perception of leadership

Many sex-trafficked victims suffer from a host of substance and mental disorders. According to the *Diagnostic and Statistical Manual (DSM) of Mental Disorders*, trafficking victims are especially at high risk for developing post-traumatic stress disorder (PTSD). Some researchers report that many survivors report numbness, depression, lethargy, self-blame/guilt, poor concentration, loss of appetite and sleep disturbances. The American Psychiatric Association shows that trauma is oftentimes co-morbid with substance misuse and other DSM disorders. As a result, many of these women seek out social services at some point in their lives. It is during these times of formal social service interventions that many sex-trafficked women seek healing, learn empowerment strategies, gain their independence, come to identify as survivors and learn how to be leaders.

Using the Survivor Leadership Model as a framework, the researchers investigated how sex-trafficking survivors integrated service delivery (post-trafficking) into their well-being. The Survivor Leadership Model consists of five components that include: 1) a trauma-informed approach; 2) input and direction from survivors; 3) adequate resource allocation by the organization's upper management; 4) empowerment of the survivor and 5) post-graduation support. The terms "victim" and "survivor" are interchangeable in the human-trafficking literature, but they have very different contexts — one legal and one clinical. Both terms, however, are used for the purposes of victim identification, outreach and service strategies. Both are related to the potentiality for leadership in the anti-trafficking arena.



**Dr. Jacquelyn C.A. Meshelemiah** is a licensed social worker (LSW) and three-time alumna of The Ohio State University. She earned her Bachelor of Science in Social Work (BSSW), Master of Social Work (MSW) and doctorate (PhD) from the College of Social Work. Dr. Meshelemiah has taught numerous courses across the curricula but now exclusively teaches Assessment & Diagnosis in Clinical Social Work Practice as well as Human Trafficking. She is the author and co-author of numerous publications, presentations and trainings at the university, local, national and international levels. Professional travels include destinations to more than half of the United States as well as repeated travels to parts of Europe, Africa, Central America and Asia. Her primary research agenda centers on social justice, human rights and anti-trafficking work.



**Raven Lynch** is a two-time alumna of The Ohio State University with her BA (2014) and MSW (2017), and has returned as a social work doctoral student in the autumn 2018 cohort. She currently assists Dr. Jacquelyn Meshelemiah on her research endeavors related to human trafficking, social justice and human rights as a graduate research assistant. Raven's research interests beyond human trafficking focus on multiracial adolescents and racial identity development.

## The Qualities of an Ideal Student Athlete Team Captain

This study is an in-depth analysis of the ideal traits and behaviors of an athletic team captain. There is a dearth of information that supports leadership in athletics, therefore there is also a need for a research-based leadership approach. The study was conducted by sending out a two-part survey to all student-athletes, coaches and administrators of The Ohio State University Athletics Department.

The first survey was an open-text-style survey that allowed for student-athletes, coaches and administrators to identify what they believed to be the ideal traits of a team captain. This was separated into three different categories: during performance, in season and postseason. After completing this, the participants were asked to share what they believe to be the ideal behaviors of a team captain in those same specified categories. After collecting this data, by ranking them from most common to least common in each category, we were able to identify the most common traits and behaviors.

During the second portion of the research, coaches were asked if their team captains demonstrated the named traits and behaviors and to what level of effectiveness they displayed. We will present this data based on the ideal traits and behaviors that have been identified throughout the research process. In conclusion, the ideal traits and behaviors of future team captains can now be identified through the use of this research.



**Madison Sheahan** is a senior at The Ohio State University studying public affairs with minors in agribusiness and leadership, as well as a Certificate in Leadership from the Dean's Leadership Academy. She is originally from Curtice, Ohio, a small farm town in Northwest Ohio. Upon graduating from Genoa High School, Madison was elected as an Ohio FFA state officer. After serving her year as a state officer, Madison transferred to Ohio State's main campus and joined the varsity women's rowing team, where she is now a team captain. This year, Madison partnered with Charles Buchanan and the Fisher Leadership Initiative (FLI) to conduct research on the ideal traits and behaviors of athletic team captains. This research led her to an opportunity to collaborate with former head football coach Urban Meyer, FLI Senior Director Charles Buchanan and a teammate to create a leadership workshop for varsity team captains at Ohio State. Her research and leadership experiences have continued to foster her passion for leading others. Madison plans to continue her work in leadership upon graduating from Ohio State in the spring.



**Charles Buchanan** is a senior director of the Fisher Leadership Initiative and a senior lecturer with The Ohio State University's Fisher College of Business (FCOB). He is also the principal owner and CEO of Positive Leadership Solutions, LLC, which provides leadership, teamwork and business management training to help leaders and organizations achieve their leadership potential. He earned his MBA through the FCOB Executive MBA program. Prior to working at FCOB, he served 15 years in the military. While in the military, he was deployed three times; once each to Afghanistan, Iraq and Kosovo. He also completed the U.S. Army's Ranger School, Command and General Staff College and various other professional development courses. He continues to serve with the Ohio Army National Guard as the battalion commander of the 1-145 Armor Regiment. His primary expertise is leadership and he teaches various leadership and teamwork courses at the graduate and undergraduate level.

## Can You Balance it All? Gender Differences in the Relationship of Midlevel Managers' Daily Family Performance and Leadership Effectiveness

For decades, scholars and practitioners have tried to understand why women fail to break the glass ceiling. A primary reason is that women must fulfill stereotypical expectations regarding roles in the family domain (Eagly & Wood, 1999; Greenhaus & Parasuraman, 1999). However, such explanations have been questioned (Eagly & Karau, 2002), especially considering that 70% of mothers with children under the age of 18 participate in the workforce, more than 75% are employed full-time (U.S. Department of Labor, 2018) and that women constitute the majority of those holding new management jobs created in the past three decades (Scarborough, 2018). Several important questions naturally follow: Are midlevel female managers who handle significant family responsibilities able and willing to show advancement potential? Does daily family performance hinder or promote engagement and confidence in the workplace? Do women and men relate differently to their responsibilities in family and work domains? In the current study, I seek to provide insights to these questions and examine whether, how and when family performance influences daily work engagement, performance and career aspirations for midlevel managers — particularly those who care for children under age 12. Using a time-lagged experience sampling methodology, I test the hypotheses in a sample of 100 middle-level managers/directors from high schools in Ohio who complete three-time-daily surveys over a two-week period.



**Jia (Jasmine) Hu** is an associate professor of management with tenure at Fisher College of Business at The Ohio State University. Previously, Jasmine served on the faculty of the Mendoza College of Business at the University of Notre Dame. Jasmine received her PhD in organizational behavior from University of Illinois at Chicago. Jasmine's research interests focus on understanding the role of leadership in teams and the impact of prosocial motivation. Her work has been evidenced in top management journals such as the *Academy of Management Journal*, *Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, *Personnel Psychology* and *Harvard Business Review*. Her work has also been mentioned in media outlets, such as *The New York Times*, *The Washington Post*, *Fortune* and *Huffington Post*. Jasmine teaches leadership for MBAs and other graduate programs. She has conducted field research in companies across a variety of industries and cultures and provided consulting for Accenture and McKinsey & Company.



## Leadership Turnover in Local Governments: A Network Model to Explain the Career Paths of City Managers

In public leadership research, the administrative turnover in local governments has remained an important research topic. Extant research has examined the effects that administrative turnover has on policy and managerial innovation, finding that leadership turnover to some extent facilitates policy learning and innovation. A separate stream of research is focused on why leadership turnover happens at the local level. However, none of the existing studies explain the career paths of local managers from a nationwide perspective nor have the patterns of local managers' career paths been investigated from the network perspective. Building upon our research funded by the Fisher Leadership Research Grant last year, this study proposes a pioneer research design for the study of a national career market for public managers. We collect a large national sample of city manager's career paths, upon which we construct a nationwide career path network of city managers. The research questions we are interested in answering are: Why do city managers move from city A to city B? Do dyadic differences in population, median household income and city governance structures matter in determining the transfer of city managers from city A to city B? What are the characteristics of the leadership turnover network? Does it feature a high-density network that allows frequent and robust information flows among cities, or does it resemble a tree-shaped network that facilitates efficient information flows but suffers from fragility in structures? We answer these questions through estimating exponential random graph models and qualitative interviews.



**Dr. Hongtao Yi** is an associate professor at John Glenn College of Public Affairs at The Ohio State University. His research interests focus on network governance, collaborative governance, policy process and policy analysis in the context of energy and environment. On network management and governance, he examines the methodological issues in network governance research, the formation of governance networks and the impact of networks on governance performance and innovation. As a policy process scholar, he has interests in the adoption, diffusion, implementation and termination of energy and environmental policies, as well as conflicts and collaboration processes embedded in the policy process.



**Catherine Chen** is a PhD student at John Glenn College of Public Affairs at The Ohio State University. Her research interests revolve around the nexus between environmental policy and economic development. In her Master of Philosophy thesis, she investigated how local governments in China's underdeveloped regions mitigate the transaction costs of environmental regulations by engaging stakeholders with economic incentives. More generally, she is interested in policy diffusion and competition among U.S. local governments in the realm of environmental and energy policy, their multifaceted economic impacts and empirical models that explain policy conflicts among stakeholders.

## Cultivating Procedural Fairness within Police Organizations: The Importance of Ethical Leadership

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We study how managers in law enforcement organizations may inculcate the principle of procedural fairness among police officers. There is substantial evidence that procedural fairness is critical in citizen-police interactions and that positive perceptions of procedural fairness improve the legitimacy of legal institutions and citizens' compliance with police officers' requests. There is however limited knowledge about how to cultivate procedural fairness as the guiding principle in officer decision making during enforcement. To this effort, we assess the potential role of ethical leadership by law enforcement managers. We assess the independent and joint effects of leader integrity, clarifying ethics rules and policies, and monitoring subordinate officers' behavior on subordinate commitment to procedural fairness, rule abidance, support for the limited use of force and community-oriented citizenship behavior. To test these relationships, we use data collected through two surveys (separated by a month) from all 1,600 officers in the state highway patrol in 55 posts throughout Ohio. We present our preliminary findings and discuss the implications of our research for improving procedural fairness in law enforcement organizations.



**Russell S. Hassan** is associate professor of public management and leadership at John Glenn College of Public Affairs. He currently serves as the chair (elect) of Public and Nonprofit Division of the Academy of Management. His research focuses on the role of leadership practices in improving motivation, commitment and performance of public sector employees. He received his PhD in organizational behavior from the State University of New York at Albany.



**Daniel Baker** is a doctoral candidate at John Glenn College of Public Affairs at The Ohio State University. His research interests include leadership in public organizations, decision making and organizational culture with a focus on criminal justice organizations. He completed his undergraduate and master's studies in criminology and criminal justice at Appalachian State University.

## Characteristics of Prior Leaders and the Effectiveness of Current Ones: Are There Contrast or Spillover Effects?

With more mobility in workplaces and more cross-functional teams, people experience more frequent leader changes and more diverse leadership styles. While previous research has focused on what leaders do, we know very little about leadership change – both from the perspective of the leader as well as followers. In this research, we study perceptions and outcomes of leadership transitions. Specifically, we examine whether prior leaders leave an imprint on the role that makes it easier or harder for the next leader to effectively lead. For example, followers' perceptions with the prior leader may influence how the current leader is perceived. If the perception is negative, the new leader may benefit from a contrast effect or may be tainted by a spillover from the prior leader. We investigate the mechanisms that help us understand when leadership transitions are likely to be easier or more difficult for both leaders and followers. It is a challenge to observe leader successions in organizations, which may explain the paucity of research on this topic. Student organizations provide a unique opportunity to observe leader succession as members typically experience both prior and current leaders. Our two-year study will follow leaders and members of student groups to track leadership changes and effects on leaders and members. We are in the first phase of data collection and have recruited a sample of leaders of student organizations associated with Student Activities in the Office of Student Life at The Ohio State University to participate in our study. We will present preliminary findings from leaders and members. Our current work will contribute to the nascent literature on leadership change, which has examined outcomes such as turnover before and after leadership changes (Ballinger, Lehman & Schoorman, 2010). The current study will identify the characteristics of prior and current leaders that are related to attitudes and behaviors of members and effectiveness of leaders.



**Steffanie L. Wilk** is a professor of management and human resources and the associate dean of diversity and inclusion at Fisher College of Business at The Ohio State University. She received her PhD from the University of Minnesota. Her research interests include emotional labor, burnout, social relationships at work, mobility within and across organizations and the particular challenges of telephone-mediated (e.g., call center) service work. Her research, which has won several awards, has been published in journals such as *Academy of Management Journal*, *Organization Science*, *Journal of Applied Psychology*, *Personnel Psychology* and *American Psychologist*. Professor Wilk serves as an associate editor at *Organization Science* and has been on the editorial boards of *Academy of Management Journal*, *Journal of Applied Psychology* and *Journal of Organizational Behavior*. Professor Wilk served a 3-year term as a representative-at-large for the Organizational Behavior Division of the Academy of Management. She teaches courses on organizational behavior and strategic human resources and is the recipient of multiple teaching awards.



**Woohee Choi** is a PhD student in management and human resources (organizational behavior) at The Ohio State University. Her current research interests focus on leadership, motivation, interpersonal dynamics at work and proactive work behaviors.



**Leah Halper**, PhD is an associate director with the Center for the Study of Student Life at The Ohio State University. Leah has a BS in psychology from The Ohio State University and both an MS and PhD in industrial-organizational psychology from Ohio University. Broadly, she is interested in student motivation in classroom settings and out-of-classroom settings. More specifically, her research interests include understanding how self-efficacy (i.e., one's beliefs in one's capacities) affects training, effort and performance in higher education settings, particularly for underrepresented groups (e.g., females in certain science, technology, engineering and mathematics majors and males in certain caregiving-related majors such as early childhood education).

In CSSL, Dr. Halper leads and supervises projects related to her interests and background, such as the Graduation Survey, the Multi-Institutional Study of Leadership (MSL), the Leadership Education Needs Assessment (LENA), the Student Employment Experience (SEE) and the Second-Year Transformational Experience Program (STEP).



**Timothy A. Judge** is the Joseph A. Alutto Chair in Leadership Effectiveness and the executive director of the Leadership Initiative in the Max M. Fisher College of Business at The Ohio State University. Judge received his PhD from the University of Illinois at Urbana-Champaign. According to the *Journal of Industrial and Organizational Psychology* in 2017, Judge was named the most influential researcher in I-O psychology. In his career, Judge has published more than 140 articles in refereed journals. His publication of more than 80 articles in top-tier journals is the most in the 100-year history of management research (out of 20,059 authors). According to Google Scholar, Judge's research has been cited more than 95,000 times. A 2017 study identified him as the most cited out of more than 8,000 scholars in applied psychology.



**Ben Tepper** earned his PhD in organizational psychology and MS in organizational psychology from the University of Miami and his BS in psychology from The Ohio State University. His research interests focus on managerial leadership, employee health and well-being, and the performance of prosocial and antisocial work behaviors. Tepper's research has been published in *The Academy of Management Journal*, *Organizational Behavior and Human Decision Processes*, *Journal of Applied Psychology* and *Personnel Psychology*. He has served on several editorial boards and as associate editor of the *Academy of Management Journal*. He is a Fellow of the Southern Management Association, American Psychological Association and the Society for Industrial and Organizational Psychology.

## Evaluating the Impacts of the Bright New Leaders for Ohio Schools Principal Preparation Program in High-Poverty, Low-Performing Schools

We conducted a rigorous evaluation of the effects of an innovative, state-funded school principal preparation program called Bright New Leaders for Ohio Schools. The Bright program prepares principals to lead high-poverty, low-performing schools in Ohio. The need that the program is designed to serve is particularly acute. For example, in Ohio more than one in three schools with a poverty rate of 95% or greater hired a new principal or assistant principal for the 2016-2017 school year. Additionally, in that year Bright successfully placed the majority of its graduates in the poorest of Ohio's schools (those with 99.5% poverty or greater). We designed this study to examine the program's impact on student outcomes in these schools.

Specifically, we evaluated the program's effects on aggregate student achievement, attendance and achievement gap closure. The study utilizes publicly available administrative data collected from multiple Ohio Department of Education (ODE) databases. Propensity score matching was used to identify viable comparison schools for the 21 schools in which Bright graduates were placed in the 2016-2017 school year. Utilizing weighted least squares (WLS) regression, the study examined the differences between schools that hired Bright graduates and matched comparison schools on aggregate student outcomes. Preliminary findings indicate that schools in which Bright graduates were placed did not differ from comparison schools on average mathematics proficiency levels ( $b = 3.78, p = .62$ ) or average student attendance ( $b = 0.21, p = .50$ ) in the first placement year. However, the effects of receiving a Bright graduate could take longer to manifest, and therefore we intend to present additional findings utilizing outcomes data from the 2017-2018 school year at the Leadership Initiative Academic Conference.



**Professor Roger D. Goddard, PhD** is the Novice G. Fawcett Chair at The Ohio State University. His expertise includes experimental design, education leadership, social cognitive theory, education measurement and advanced statistical analysis. With funding from the U.S. Institute of Education Sciences, he has assessed the causal impact of a school principal training program on professional practice, school climate, student learning and educator turnover. His research addresses the conditions under which professional development designs change practice as intended and the ways in which instructional leadership promotes collaborative instructional improvement work among teachers, strengthens school climate and in turn promotes student learning and the closing of achievement gaps.

Goddard is a former Spencer Foundation/National Academy of Education Postdoctoral Fellow. He received the University Council for Educational Administration Jack A. Culbertson Award for early career achievement 2004 and the William J. Davis Memorial Award for the most outstanding article published in *Educational Administration Quarterly* in 2009.



**Robert Nichols** is a doctoral candidate in the Quantitative Research, Evaluation, and Measurement program within the Department of Educational Studies. Robert's research interests include multilevel modeling, latent variable modeling, multilevel structural equation modeling, mediation analysis and applied data analysis.



## Developing Leadership in Physical Therapists: Impact of Participation in a Leadership Program on Self-Perception of Leadership

Leadership development and training have long been essential components in many fields of study, including business, education, and the social sciences, among others. More recently, formal leadership development for healthcare practitioners has become increasingly important, as strong leadership skills are necessary to provide the most effective patient care. While numerous leadership development programs exist for physicians and nurses, few programs are available specifically for physical therapists. Ambulatory Services at The Ohio State University Wexner Medical Center, in collaboration with the Division of Physical Therapy in the School of Health and Rehabilitation Sciences, is developing a leadership training program for physical therapists. The purpose of our grant project is to assess baseline characteristics and evaluate outcomes for physical therapists who complete a structured leadership program. Our central hypothesis is that physical therapists who participate in a structured leadership training program within an academic medical center will both perceive and demonstrate higher leadership abilities and acumen, will participate in more leadership opportunities throughout the medical center and will hold higher leadership positions both internally and externally compared prior to their participation in the leadership training. A mixed-methods design, with both retrospective and prospective arms, will be used to evaluate the characteristics and self-perception of leadership in physical therapists who participate in the structured leadership program. Quantitative and qualitative data analyses will be utilized. Few studies have been published regarding the qualities, characteristics and leadership acumen of physical therapists. This work will offer important contributions to that limited body of knowledge and has the potential to influence the education and training of physical therapists across the continuum of professional education to enhance leadership development and positively impact healthcare delivery.



**Matthew S. Briggs PT, DPT, PhD, AT** is a clinical assistant professor in the Department of Orthopaedics and lecturer in the Division of Physical Therapy at The Ohio State University. He serves as the director of the sports physical therapy residency at Ohio State Sports Medicine. His research interests include the evaluation of neuromuscular and biomechanical factors related musculoskeletal injury, clinical outcomes and post-professional educational outcomes. He currently serves as a clinical content expert for the Specialty Academy of Content Experts for the American Board of Physical Therapy Specialties. He has been awarded the “New Horizon Award” from the American Physical Therapy Associations’ Sports Section and the “Young Alumni Appreciation Award” from Creighton University. He earned his bachelor’s and doctor of physical therapy degrees from Creighton University and completed residency training at Ohio State Sports Medicine. He earned his PhD in health and rehabilitation sciences and completed post-doctoral training at The Ohio State University.



**Susan A. Appling, PT, DPT, PhD, OCS** is an associate professor in the Clinical in the Physical Therapy Division within the School of Health and Rehabilitation Sciences at The Ohio State University. She was elected to the American Physical Therapy Association (APTA) board of directors in 2015. She previously served as a PT-PAC trustee on the board of directors of the *Journal of Orthopaedic and Sports Physical Therapy*; she also served as as editor of *Orthopaedic Physical Therapy Practice* for the Orthopaedic Section, APTA, Inc. Dr. Appling received the APTA Lucy Blair Service Award in 2014. She also served on the Tennessee Physical Therapy Association board of directors for 12 years, and received the President’s Award, the Carol Likens Award and the Outstanding Service Award. Dr. Appling is a board-certified orthopaedic clinical specialist. She is a physical therapy graduate of the University of Central Arkansas and received the Joe Finnell Distinguished Alumnus Award in 2006.



**John DeWitt PT, DPT, AT** holds a dual appointment as an assistant clinical professor in the Division of Physical Therapy and associate director for education and professional development at Ohio State Sports Medicine at The Ohio State University, where he also serves as the director of Physical Therapy Residency and Fellowship programs. After completing a degree in athletic training from Ohio University, he received a doctor of physical therapy degree from Belmont University. Dr. DeWitt is a board-certified sports physical therapy specialist. He currently serves on the Accreditation Service Council and is a past member and chair of the American Board of Physical Therapy Residency and Fellowship Education. He has also served leadership roles within the Sports Physical Therapy Section and the Ohio Physical Therapy Association. His research interests include athletic hip rehabilitation and post-professional education theory and outcomes. Dr. DeWitt was awarded the “Excellence in Education” award through the Sports Section in 2017.



**Tonya Apke PT, DPT** is an assistant professor and the director of clinical education in the School of Health and Rehabilitation Sciences, Physical Therapy Division at The Ohio State University. She is board-certified in orthopedic physical therapy, a credentialed trainer for the American Physical Therapy Association (APTA) Clinical Instructor Credentialing Program and completed the APTA Health Policy and Administration Section Leadership, Administration, Management and Professionalism (LAMP) leadership certification program. She is currently president of the Ohio Chapter of APTA and just completed two terms as the membership secretary of the APTA Academy of Education Clinical Education Special Interest Group. Her research interests include clinical education models, impact of student clinicals on clinician productivity and leadership development. She teaches in the areas of professional issues, clinical education and health care policy.



**Paul Tadak PT, DPT** is the rehab services manager of Ohio State Sports Medicine Physical Therapy located at Outpatient Care Gahanna. He is the former co-director of The Ohio State University Orthopaedic Manual Physical Therapy Fellowship program. Dr. Tadak is a Fellow of the American Academy of Orthopaedic Manual Physical Therapists and board certified in Orthopaedic Physical Therapy by the American Board of Physical Therapy Specialists. He earned his bachelor's degree in physical therapy in 1997 from Daemen College and his doctorate in physical therapy from Chatham University in 2010.



**Catherine Quatman-Yates PT, DPT, PhD** is an assistant professor at The Ohio State University. She has extensive experience in concussion/mild traumatic brain injury and orthopaedic rehabilitation research, health services research, and evidence-based practice implementation. Dr. Quatman-Yates has been awarded the Excellence in Research Award from the American Physical Therapy Association's Sports Section Excellence in Research Award and New Horizon Award for her concussion rehabilitation research and clinical efforts. She frequently publishes and presents on various rehabilitation and physical therapy-related topics locally, regionally and nationally. She is the principal investigator and co-investigator on several pilot funding mechanisms investigating the need and potential benefit for novel health system interventions to address the fall prevention implementation gaps.

# Designing and Testing the Effectiveness of a Resident and Fellow Leadership Training Program: 2018-2019

**Introduction:** Good clinical leadership skills allow medical professionals to direct and support patient care and multi-disciplinary healthcare teams. Leadership skills are receiving increased attention in medical education as experts call for augmented and formalized leadership training during residency and fellowship. To date, no university has developed a formalized leadership training curriculum available to all residents and fellows across disciplines.

**Methods:** An initial needs assessment measured residents' and fellows' leadership knowledge and experience. Assessments were sent via RedCap to a university listserv (N=879; final sample: n=250, 28.4% response rate). A series of bi-monthly, one-hour workshops were developed by the Office of GME and focused on improving trainee knowledge of leadership fundamentals (e.g., QI, giving a research talk, teamwork, managing conflict, etc.) based on the pre-curriculum needs assessment. A post-curriculum (workshop) survey asked participants (current sample: n=29) to self-report gains in leadership knowledge and skills.

**Results:** *Needs Assessment:* Trainees rated their clinical leadership knowledge (difficult patient conversations, common patient complaints, etc.) as above-average ( $p < .001$ , Cohen's  $d > .05$ ), but rated their non-clinical leadership skills (QI, managing conflict, teaching, etc.) as low ( $p < .001$ , Cohen's  $d > .05$ ). Despite reporting that a significant amount of leadership training was needed to succeed in a post-training career ( $p < .001$ , Cohen's  $d = 1.4$ ), trainees felt they were currently not provided with enough formal leadership training ( $p < .001$ , Cohen's  $d = 1.5$ ). *Curriculum Assessment:* Workshop participants self-reported gains in content knowledge from pre- to post-curriculum ( $p < .001$ , Cohen's  $d = 2.7$ ). Overall, participants felt the curriculum benefited their ability to work with a team, would recommend the course to peers, found the curriculum intellectually challenging and increased their leadership skills ( $p < .001$ , Cohen's  $d > 2.3$ ). This held across training levels and curriculum topics.

**Conclusions:** Although the implementation of a cross-discipline leadership training curriculum is novel to Ohio State, there is some limited data from single medical fields that supports the positive impact of explicit leadership training on trainee confidence and patient outcomes. This study supports the need to address a critical gap in trainees' professional development as they prepare to transition from their role as a student to their role of leader.



**Dr. Tasha Posid, MA, PhD** is a faculty member in the Department of Urology, where she serves as surgical educator and education specialist. She received her bachelor's degree from Emory University. Dr. Posid earned her MA and PhD in psychology (cognitive development) from Boston College, which she followed with a three-year post-doctoral fellowship at The Ohio State University. In her time at Ohio State, Dr. Posid's research has focused on education and curriculum development and assessment. With training as a behavioral researcher, she uses these highly transferable skills and unique background in research, statistics and education to facilitate a productive research agenda evaluating educational outcomes for the purposes of improving the learning process, particularly for medical education. Dr. Posid additionally leads the department's new resident research curriculum and has developed a community partnership with a local free clinic to provide cross-cultural training to the department's residents.



**Dr. Scott Holliday, MD** is the DIO, associate dean for GME and associate medical director for University Hospital at The Ohio State University Wexner Medical Center. He graduated from The Ohio State University College of Medicine in 1994. He then completed a combined residency program in internal medicine and pediatrics (Med-Peds) followed by a chief residency in pediatrics. After a short time on the primary care faculty at Loyola University in Chicago, Dr. Holliday returned to Ohio State and Nationwide Children's Hospital where he led the Med-Peds residency program as APD then PD for 14 years. Dr. Holliday has served in multiple educational leadership positions at the national level, including president of the Med-Peds Program Directors' Association (MPPDA), member of the MPPDA executive committee and MPPDA advisor, Association of Program Directors in Internal Medicine (APDIM) councilor, secretary & treasurer for the American Academy of Pediatrics Section on Med-Peds and the American College of Physicians Med-Peds board of directors. Clinically, he worked with community partners to establish the South High Primary Care Center and served as the clinic medical director, providing primary care for a federally designated, clinically underserved community on the south side of Columbus. Current educational projects for Dr. Holliday focus on effective educational methods in GME, empathic communication, educational handoffs, resident leadership and well-being in GME.

## Cultivating Ethical Leadership in Engineering Graduate Students: A Pilot Study of Civil Engineering Graduate Seminar at Ohio State

Recent occurrences of high-profile ethical scandals in industry and the academy attest to the need for strong leadership in upholding ethical standards and cultures in business and academic organizations. Many engineering graduate students become leaders of research groups or industry projects after finishing their education. While many institutions train their graduate students in research and professional ethics, such training tends to focus on students' individual conduct. To date, no existing program has explicitly sought to improve graduate engineering students' ethical leadership, i.e. the ability to demonstrate, model and promote ethical behaviors in the organization one leads. In this pilot study, we develop, implement and assess an ethical leadership module for graduate engineering students in a civil engineering graduate seminar course.

Guided by literatures in ethical leadership (EL) and leadership development in engineering (LDE), this module seeks to deepen students' understanding of different dimensions of ethical leadership and assist their development as ethical leaders. This talk shares the design of the module as well as preliminary assessment results.



**Xiaofeng "Denver" Tang** is assistant professor of practice in the Department of Engineering Education at The Ohio State University. He received his PhD in science and technology studies from Rensselaer Polytechnic Institute. Prior to joining Ohio State, Denver worked as a postdoctoral scholar in engineering ethics with the Rock Ethics Institute and the Leonhard Center for the Enhancement of Engineering Education at Penn State University. Denver's research interests include engineering ethics, integrating liberal and engineering education and learning assessment.



**Dr. Natassia Brenkus** is an assistant professor at The Ohio State University. Her recent work has focused on alternative corrosion protection systems to improve bridge performance and lengthen structure life, including a project to facilitate easier tendon maintenance and replacement using wax products in post-tensioned structures. This work has influenced Florida's bridge design and construction practices. Her research interests include prestressed and post-tensioned concrete design and long-term performance, structural durability and behavior, and computational modeling.



**Dr. Lisa Burris** is an assistant professor in the Department of Civil, Environmental, and Geodetic Engineering at The Ohio State University. Dr. Burris' primary expertise lies in the area of multi-scale physical and chemical issues in cement-based materials, including optimization of hydration, strength development, and durability of new supplementary cementitious materials and novel cementitious binders, but she is also excited about opportunities to improve the graduate education and experience at Ohio State. Dr. Burris holds a BSAE in architectural engineering, an MS in civil engineering from Kansas State University and a PhD in civil engineering with an emphasis in construction materials from the University of Texas at Austin. She completed a postdoctoral fellowship at Georgia Institute of Technology. Dr. Burris has more than 10 years of experience working with the construction industry.





**Nan Hu** is an assistant professor at The Ohio State University's College of Engineering in the Department of Civil, Environmental and Geodetic Engineering. He earned his PhD in civil engineering from Michigan State University in 2015, where he developed approaches to control the postbuckling response of cylindrical shells. Prior to joining the Ohio State faculty in September 2017, he was a postdoctoral researcher at Dartmouth College for two years, where he focused on harnessing mechanical instability to design multifunctional materials for biomedical devices. The Versatile Structures Lab, his current research group at Ohio State, focuses on creating structural components with tailorable properties to achieve shape-changing and adaptive features for next-generation infrastructure materials and devices. Beyond research activities, Dr. Hu has six years of teaching and mentoring experience through a variety of roles. At Ohio State, he is a STEP faculty mentor and an OSTEP Fellow.

## Exploring the Effectiveness of Pedagogical Innovation Practices in the Development of Students' Innovation Capacities

Previous work has demonstrated that students' innovation capacity development was associated with exposure to theoretically designed innovation lectures (Mayhew, Selznick, Zhang, Barnes, & Staples, 2018). Can students' innovation capacities be further enhanced by adding pedagogical innovation practices to the innovation curricula? To fill the literature gap, this study employs a randomized experimental design to understand how students with pedagogical innovation practices in addition to the innovation lecture perform differently (or not) on the innovation capacity measure.

The overarching hypothesis motivating this study is that compared to only providing students with innovation lecture, the combination of pedagogical innovation practices with innovation lecture can be more effective in developing students' innovation capacities. In this study, students enrolled in a series of leadership classes were randomly assigned into one of the two groups: the intervention group or the control group. While students in both groups received a one-hour online lecture designed specifically to build their innovation capacities, only students in the intervention group received a 30-minute to one-hour in-person intervention of pedagogical innovation practices that allow them to apply what they learned from the online lecture into real-world activities.

Evaluating the effectiveness of pedagogical innovation practices in the development of students' innovation capacities will allow the researchers to explore the importance of adding pedagogical innovation practices into the innovation curriculum design. The research is currently in progress; 146 students were invited to participate in this study and 122 students have successfully completed the pre-test (64 students in the treatment group and 58 students in the control group) with a completion rate of 83.56%. The anticipated result is that students who are exposed to the pedagogical innovation practices in addition to the innovation lecture designed specifically to build innovation capacities will score higher than students who are only exposed to the innovation lecture—after controlling for initial scores through use of pre-test instruments.



**Matthew J. Mayhew** is the William Ray and Marie Adamson Flesher Professor of Educational Administration with a focus on higher education and student affairs at The Ohio State University. He received his BA from Wheaton College, Illinois; his master's degree from Brandeis University; and his PhD from the University of Michigan. Before coming to Ohio State, he served as an associate professor at New York University and an administrator at Fisher College and the University of North Carolina at Wilmington. He has focused his research on examining the relationship between college and its influence on student learning and democratic outcomes. He has been awarded more than \$14 million in funding from sources including the United States Department of Education, the Ewing Marion Kauffman Foundation and the Merrifield Family Trust. He has been on the editorial boards of the *Journal of Higher Education*, *Research in Higher Education* and the *Journal of College Student Development*.



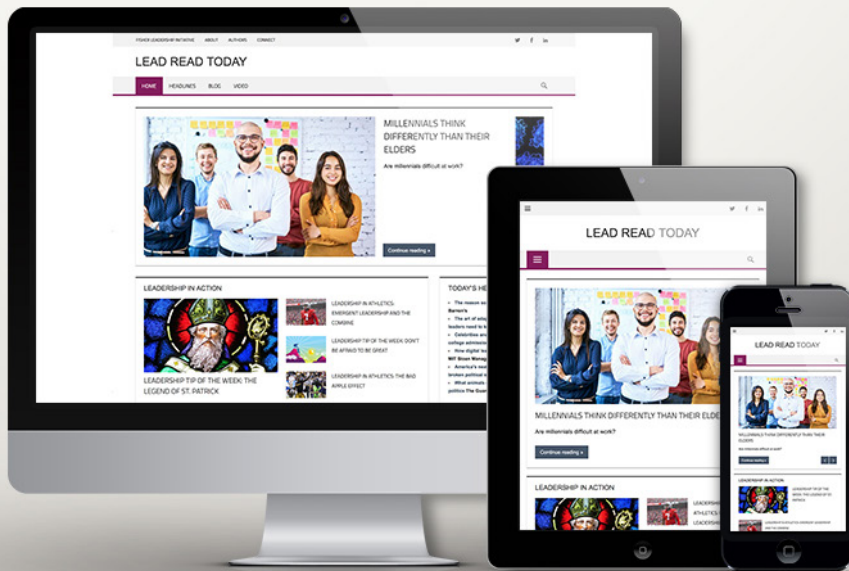
**Dr. Amy Barnes** is a faculty member in the Higher Education and Student Affairs (HESA) program at The Ohio State University and director of the Education Doctorate in HESA. She teaches graduate and undergraduate courses in leadership development, group dynamics, case analysis and intercultural leadership. Her research and teaching interests include critical pedagogy and student leadership development. She is an author of *Innovative Leadership Workbook for College Students* and co-authored *Leadership Theory: Facilitator's Guide for Cultivating Critical Perspectives*. Amy has consulted on leadership and organizational development locally, nationally and internationally since 2005.



**Dr. Lini Zhang** is a postdoctoral researcher at The Ohio State University. She earned her PhD in financial planning, housing and consumer economics from the University of Georgia in May 2017. Her research focuses mainly on developing innovation capacities among college students, financial education and financial literacy, consumers' luxury goods consumption and consumers' financial help-seeking behavior. In addition to her research role, she also served as a financial wellness counselor at Denison University, working on promoting students' financial well-being through workshops and one-on-one meetings.



**Eric McChesney** is a doctoral student and research assistant at The Ohio State University's College Impact Laboratory (CoIL), where he is a member of the Project Innovation Cultivation research team. His research interests include innovation across the curriculum, digitally-mediated learning in tertiary humanities education and cultural entrepreneurship. He earned his BA at Denison University in English literature and his MA in education from the University of Florida.



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## ABOUT

*Lead Read Today* is a publication from the Fisher Leadership Initiative at The Ohio State University Fisher College of Business. It provides evidence-based leadership and management research, along with commentary and analysis to corporate managers, small business, nonprofit, public sector and other leadership practitioners.

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We are dedicated to bridging the research-practice divide and providing evidence-based leadership and management best practices to our audience of community practitioners. All of our articles have leadership as a core theme, and the majority of our content combines leadership research and evidence with perspective and commentary.

We are currently accepting the following contributions:

- Translations of leadership literature (articles, books, etc.) to a lay audience
- Perspectives on evidence-based leadership best practices from community practitioners
- Analyses/response to current events based on leadership expertise and experience, also ideally tied to research

## INTERESTED IN CONTRIBUTING?

Contact Sarah Mangia ([mangia.15@osu.edu](mailto:mangia.15@osu.edu)) or Olivia Bullock ([bullock.181@osu.edu](mailto:bullock.181@osu.edu)) of the Fisher Leadership Initiative to learn more.





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