

David P. Swinehart Memorial Scholarship

The David P. Swinehart Memorial Scholarship is given in memory of Dave Swinehart, our esteemed colleague and friend, who was an associate professor in organizational leadership and supervision from 1980 to 1991. This scholarship is given to an OLS major who most exemplifies Swinehart's outstanding qualities of leadership ability, high academic performance, service to the school and community, and career development. Last spring, our first scholarship recipient was Dirk Novak. Novak was chosen due to his stellar academic record and his participation in volunteer organizations. Here are his thoughts on leadership and receiving the scholarship:

"I have always known that I wanted to be a leader. A leader can be a lot of different things, and for those of you who have taken OLS 486, you know that there is not one set definition of leadership and a lot goes into determining if a "leader" is an effective leader. You yourself determine your own definition of leadership and your success as a leader. I have

developed my own definition of an effective leader and put it to use on a daily basis. I feel that I am on the verge of becoming an effective leader by being awarded the David P. Swinehart Outstanding Leadership scholarship last spring. There are a few criteria that a potential candidate must possess in order to receive the scholarship. One of the most important things that you must possess is leadership capabilities. I have shown my leadership capabilities by doing a number of things for my community. Throughout my life I have had many role models who have had an enormous impact on my life. It was always a great feeling to have someone older spend some time out of their busy lives with me. I feel that I was very lucky to have that, and I now do the same thing with younger children. I teach Junior Achievement and do a number of various activities with youth groups throughout the area. I have been a vice president of a fraternity at Indiana University, where I helped a Lutheran church with several different fundraisers. By doing these kind of



Dirk Novak receives the David P. Swinehart Memorial Scholarship. L to R: Professor Mitchell Sherr, Novak, and John Swinehart

activities, I have developed my definition of leadership and use that definition on a daily basis. A leader is not just someone who is your boss at work. A leader can be found in a number of different forms. I am now currently in a manager training program with Sherwin-Williams Paint Co. and am getting the chance to exercise my leadership skills. A scholarship is a great achievement to put on your résumé, and it looks great to future employers when they see that you can be a leader."

UPCOMING EVENTS *May 2004* Pre-Commencement Party for graduates and their families ▼ *June 2004* Leadership Camp for middle school-aged girls

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ORGANIZATIONAL LEADERSHIP AND SUPERVISION

T W E N T Y - F I R S T C E N T U R Y

Leadership News

SPRING 2004

The mission of the Division of Organizational Leadership and Supervision (OLS) is to integrate theory and practical application in developing leaders for roles in the dynamic organizational environment of the 21st century.

News from the Chair

By Kim McDonald



McDonald

Greetings! I'm pleased to extend a hearty welcome to our inaugural alumni newsletter! The faculty and staff hope this can serve as a way for us to stay connected with the numerous OLS alumni in the community. We hope you'll provide us with feedback regarding the newsletter — what do you like? What would you like to see included? How can we improve it?

I want to provide a brief update of what is happening in the division. For the past two years, the OLS faculty have been working hard on a master's degree proposal. Currently the proposal is going through the necessary steps to gain approval. The proposed degree is a master's in organizational leadership and supervision with two options: human resources and leadership. I am grateful to

the faculty who worked on this monumental task — Dave Clevenger, Brad Gilbreath, Linda Hite, Dina Mansour-Cole, Max Montesino, and Joy Smith. We are excited about the program and believe it will be an excellent addition to the graduate programs offered in northeastern Indiana!

This summer the division will offer its first leadership camp for middle school girls. Faculty members Brenda Groff and Dina Mansour-Cole are preparing a creative and fun-filled week for the girls. Our plan is to make this an annual event.

There are numerous other activities happening in the division, some of which you will read more about in this newsletter. One initiative particularly important to you is plans to resurrect an alumni advisory council and determine ways to establish stronger ties with alumni. If any of you are interested in providing input or helping with this initiative, please call me (481-6418) or e-mail me (mcdonalk@ipfw.edu). I look forward to hearing from you!

Focus on Faculty: Max Montesino



Montesino

Max Montesino is an associate professor of OLS at IPFW. He was born and raised in the Dominican Republic. His first job was at a bank where he was a loan officer. In 1977, he got involved in training new loan officers. At that juncture he found out that he loves to train people.

He is recently tenured in the OLS division and is proud of his lengthy history of publications. Publication is one of several key areas looked at when evaluating a professor for tenure. His most recent articles present the descriptive findings of two small-scale surveys conducted in the Dominican Republic (a developing country) and New York City (in a developed country) with subjects of Dominican origin.

The four dimensions studied were managerial styles, followership types, power bases at work, and delegation of authority. The comparison of the two groups showed that they share more similarities than differences in terms of the four organizational-behavior dimensions investigated. The study provided an opportunity to begin exploring how much work values of the mother culture prevail and how much the values of the host country's culture influence

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organizational behavior. The implications of this small-scale study for leadership development in the Dominican Republic and or managing workplace diversity in the United States are discussed in the study (see references below).

Montesino recently made a presentation entitled "Factors that Help/Hinder Workplace Democracy in Latin America" at the International Conference of the Iberoamerican Academy of Management. The conference took place in Sao Paulo, Brazil, on Dec. 7-10, 2003. Montesino's presentation discussed some of the issues related to workplace democracy in Latin America. It was the result of a review of the literature on the scope of decentralization schemes encompassed by workplace democracy, discussing their benefits and operational difficulties. The presentation also addressed the particular difficulties encountered by work organizations in Latin America when implementing employee participation initiatives and the factors that help them. Finally, the six most salient issues for further research in the area of workplace democracy in Latin America were presented.

Montesino is heavily involved with his community, especially the Hispanic community. For about three years now, he has been the advisor to Hispanic students on campus. He wants his students to get a well-rounded education and to be change agents.

His greatest wish would be worldwide literacy and critical-thinking ability. He feels students should graduate well rounded and prepared to be good citizens of this country and the world.

His hobbies include studying social history, avidly reading the news, and reading a variety of prose.

Publications:

Montesino, M. (2003). Leadership/followership similarities between people in a developed and a developing country: The case of Dominicans in NYC and Dominicans on the island. *Journal of Leadership and Organizational Studies*, 10(1), 82-92.

Montesino, M. (2002). A descriptive study of some organizational-behavior dimensions at work in the Dominican Republic: Implications for management development and training, *Human Resource Development International*, 5(4), 939-409.

Montesino's Recent Awards:

Service-to-Students Award from the IPFW Community Advisory Council

Great Men and Women Award from IPFW Multicultural Services

Recognition for his work with the Hispanic community from Fort Wayne Mayor Graham Richard

New Dean and Director Announced



Voland

Gerard Voland, the new dean of IPFW's School of Engineering, Technology, and Computer Sciences (ETCS) and the director of the Division of Organizational Leadership and Supervision (OLS), was formally introduced at a news conference on campus last fall by Chancellor Michael A. Wartell.

Voland believes combining the strengths of ETCS and OLS can teach teamwork and project management, both of which are necessary for a successful endeavor. He believes in team teaching consisting of full-time faculty and adjunct faculty from industry. Voland wants that teamwork to extend to the students in the form

of student assistantships, co-ops, and internships at local companies, because as he puts it, "Lectures allow students to familiarize themselves with the materials; but applications allow students to master the material."

MAKE A DIFFERENCE!

Yes, I want to make a difference in the quality of education at IPFW!

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- OLS Student and Faculty Needs—Please make your check payable to I-P Foundation

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The Division of OLS will be offering a leadership camp for girls entering the 7th, 8th, or 9th grades. The camp is designed to help girls uncover their leadership potential. They will acquire practical tools and skills that they can apply to everyday relationships, school work, and community service. The camp will be held June 14-18 from 9 a.m. to 3 p.m. For more information please call 260-481-6419 or visit us online at www.ipfw.edu/ols/camp.

SHRM

The Society for Human Resource Management (SHRM), had a busy year. As an organization that promotes leadership and service for students interested in human resources, SHRM participated in many campus events. Members were included in the "Get Involved" week sponsored by Student Life, volunteered for the Travis Broadcasting Job Fair, and held many monthly lecture series designed to promote a better understanding of current human resource topics and assist students in the hunt for the perfect job. Some topics discussed included "Effective resumé writing," "What does a human resource professional do?" and "How to get noticed at a job fair."

This past year the officers were President Valerie Potchka, Vice Presidents Abi Rinearson and Marsha Spaulding, and Secretary/Treasurer Esther Reina. The faculty advisor for SHRM is Mitchell Sherr.

Every year, SHRM competes in a jeopardy-style competition at an area university. This year, the HR games will be at Eastern University Michigan in Ypsilanti, Mich. Two teams consisting of three players each will travel north on April 16 for the games. About 25 teams will be in competition for the chance to win a trip to the annual SHRM conference in Las Vegas. The participants prepare for the games through a review of past and current coursework and supplemental materials related to human resources. SHRM is an organization committed to IPFW students and their needs. For more information or to get involved, contact Mitchell Sherr at 481-6414.



Student/Faculty Research

How good a fit did IPFW prove to be for you? Person-environment (P-E) fit theory suggests that is more than a passing question. According to OLS Assistant Professor **Brad Gilbreath**, "The basic premise of P-E fit theory is that the degree to which we fit our environment has important consequences for our well-being, satisfaction, and performance." For several years now, Gilbreath, OLS student **Brooke Nichols**, and Tae-Yeol Kim, a doctoral candidate at the University of North Carolina, have been studying a particular kind of P-E fit: student-university fit.



Gilbreath

Their research was motivated by a number of considerations. While covering P-E fit theory in OLS 370 (Managing Job Stress and Health), Gilbreath has found that students are able to easily identify factors that would determine the degree to which IPFW would be a fit for people. "It seemed like something that needed researching," Gilbreath said. He also had noticed that Nichols, an undergraduate OLS student, seemed to have aptitude for becoming a professor someday, and he wanted to give her a realistic preview of the profession. Research was one way to do that. An additional consideration was Gilbreath's experience as an undergrad. "My undergraduate university wasn't a particularly good fit for me," Gilbreath said. Nichols had a similar experience. "I am motivated by my own experiences of time spent at a university that did not fit with my personal values and needs," Nichols said. "Fortunately one of the consequences was my transfer to IPFW. Since the relocation, I have felt this is an environment more conducive to my educational experience."

College is an expensive undertaking — both monetarily and psychically. The amount of time, effort, and money expended in pursuit of a college degree makes it important that students choose a university

that is a good fit for them. "Unfortunately," Gilbreath said, "students often determine whether a university's a fit for them through trial and error. It seems like there should be some systematic way to help students achieve good student-university matches." Good matches should make college less stressful and reduce chances of dropping out or transferring. Students fortunate enough to achieve good matches should be more likely to emerge from college with high self-esteem and self-efficacy. The degree of student-university fit, therefore, may have long-lasting attitudinal and career outcomes. Gilbreath, Nichols, and Kim want to know more about these outcomes.

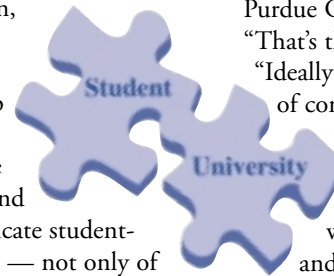
The researchers identified 18 potentially important fit factors for use in a questionnaire-based study conducted at IPFW. The fit factors included things like the physical environment (e.g., campus layout, aesthetics, and geographical location), student body, faculty, academic climate, and support systems. Other potentially relevant factors (e.g., student proactivity) were also measured. The potential effects of fit (i.e., dependent variables) they assessed were institutional identification, satisfaction, academic success, and emotional well-being. With the help of IPFW student participants, surveys were distributed, completed, and analyzed. The results indicate student-university fit is predictive — not only of students' satisfaction with IPFW — but also of their psychological well-being. Nichols presented the study methodology at both the IPFW Student Research and Creative Endeavor Symposium and at the statewide student research conference at IUPUI last year. This April the researchers will present their results at the conference for the Society of Industrial/Organizational Psychology. "Our invitation to present at this conference means that some pretty serious researchers have an



Brooke Nichols

interest in our topic and feel our work is worthwhile," Gilbreath said.

As for next steps, the researchers plan to refine their approach based on what they've learned and test the validity of their results at other universities. Potential sites for replication studies include IUPUI and Purdue Calumet. Where's it all headed? "That's the big question," Gilbreath said. "Ideally I'd like to see it lead to some kind



of computer-based self-assessment instrument students could use to evaluate a potential university's fit for their needs. That, however, would take years of focused time and effort, things in short supply. If we're unable to take it that far, the hope is that someone else will be able to build on our results."

Nichols, who finished a bachelor's in OLS in December, has gone on to pursue a master's at DePaul. "I don't know where the future will lead Brooke, but I was right about her" Gilbreath said. "She proved to have the intrinsic interest and the incredible tolerance for delayed gratification required of researchers. Our study was definitely stronger because of her involvement."

Keep in Touch!

Can we share this information with other alumni in our next newsletter?

Name _____

Address _____

E-mail _____ Year Graduated _____ Degree _____

Job Title _____ Employer _____

What have you been doing since leaving IPFW? _____