

SHILAAAN ALZAHAWI

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EDUCATION

Graduate School of Business, Stanford University PhD Candidate in Organizational Behavior	Expected 2025
Faculty of Sciences, Ghent University MSc in Statistical Science, Department of Applied Mathematics, Computer Science, and Statistics	Expected 2024
Rotterdam School of Management and Wharton School of Business MSc in Human Resource Management, summa cum laude	2017
Erasmus University Rotterdam BSc in Public Administration Science, Erasmus School of Social and Behavioral Sciences LLB in Law, Erasmus School of Law	2014

RESEARCH INTERESTS

Organizational Behavior; Leadership; Leader Selection & Evaluation; Statistics; Team & Crowd Science

PUBLICATIONS

Main Publications

Vani, P., **Alzahawi, S.**, Dannals, J., & Halevy, N. (2023). Strategic Mindsets and Support for Social Change: Impact Mindset Explains Support for Black Lives Matter across Racial Groups. *Personality and Social Psychology Bulletin*, 49(8), 1295-1312. doi: 10.1177/01461672221099710

Alzahawi, S. & Monin, B. (2022). There Is No Psychology Without Inferential Statistics. *Behavioral and Brain Sciences*, 45, E2. doi: 10.1017/S0140525X2100056X

Team and Crowd Science

Korbmacher, M., Azevedo, F., Pennington, C.R., Hartmann, H., Pownall, M., Schmidt, K., Elsherif, M.M., Breznau, N., Robertson, O., Kalandadze, T., Yu, S., Baker, B., O'Mahony, A., Olsnes, J.Ø., Shaw, J.J., Gjoneska, B., Yamada, Y., Röer, J.P., Murphy, J., **Alzahawi, S.**, Grinschgl, S., Oliveira, C.M., Wingen, T., Yeung, S.K., Liu, M., König, L.M., Albayrak-Aydemir, N., Lecuona, O., Micheli, L., & Evans, T.R. (2023). The Replication Crisis Has Led to Positive Structural, Procedural, and Community Changes. *Communications Psychology*, 1(1), 3. doi: 10.1038/s44271-023-00003-2

Pownall, M., Azevedo, F., König, L.M., Slack, H.R., Evans, T., Flack, Z., Grinschgl, S., Elsherif, M., Gilligan-Lee, K., Oliveria, C.M., Gjoneska, B., Kanadadze, T., Button, K., Ashcroft-Jones, S., Terry, J., Albayrak-Aydemir, N., Valentine, Z., Dëchtërenko, F., **Alzahawi, S.**, ..., Framework for Open and Reproducible Research Training. (2023). Teaching Open and Reproducible Scholarship: A Critical Review of the Evidence Base for Current Pedagogical Methods and their Outcomes. *Royal Society Open Science*, 10(5), 221255. doi: 10.1098/rsos.221255

PUBLICATIONS (CONTINUED)

Team and Crowd Science (Continued)

Schaerer, M., du Plessis, C., Nguyen, M., Van Aert, R.C.M., Tiokhin, L., Lakens, D., Clemente, E.G., Pfeiffer, T., Dreber, A., Johannesson, M., Clark, C.J., **Gender Audits Forecasting Collaboration**, & Uhlmann, E.L. (2023). On the Trajectory of Discrimination: A Meta-analysis and Forecasting Survey Capturing 44 Years of Field Experiments on Gender and Hiring Decisions. *Organizational Behavior and Human Decision Processes*, 179(104280). doi: 10.1016/j.obhdp.2023.104280

Jarke, H., Anand-Vembar, S., **Alzahawi, S.**, Andersen, T.L., Bojanić, L., Carstensen, A., Feldman, G., Garcia-Garzon, E., Kapoor, H., Lewis, S., Todsén, A.L., Većkalov, B., Zickfeld, J., & Geiger, S. (2022). A Roadmap to Large-Scale Multi-Country Replications in Psychology. *Collabra: Psychology*. doi: 10.1525/collabra.57538

Hoogeveen, S., Sarafoglou, A., Aczel, B., Aditya, Y., Alayan, A.J., Allen, P.J., Altay, S., **Alzahawi, S.**, ..., Van Elk, M., & Wagenmakers, E-J. (2022). A Many-Analysts Approach to the Relation between Religiosity and Well-being. *Religion, Brain & Behavior*. doi: 10.1080/2153599X.2022.2070255

Delios, A., Clemente, E., Wu, T., Tan, H., Wang, Y., Gordon, M., Viganola, D., Chen, Z., Dreber, A., Johannesson, M., Pfeiffer, T., **Generalizability Tests Forecasting Collaboration**, & Uhlmann, E.L. (2022). Examining the Context Sensitivity of Research Findings from Archival Data. *Proceedings of the National Academy of Sciences*, 119, 30. doi: 10.1073/pnas.2120377119

Other Publications

NASA TOPS Open Science 101 Curriculum Development Team, Adams, A., Almarzouq, B., Alves Lacerda, M., Alwood, J., **Alzahawi, S.**, Azevedo, F., Barry, R. K., Batalha, N., Bayer, J. M. M., Bell, T., Black, M., Blanchette, K., Bremner, P., Brown, S. V., Bugbee, K., Burt, J., Camacho Toro, R., Campitelli, E., ..., Yuen, K. (2023). NASA TOPS Open Science 101. doi: 10.5281/zenodo.1016152.

Park, J.W., Vani, P., Loyd, D.L., Foster-Gimbel, O., Lee, M., **Alzahawi, S.**, Craig, M., Dannals, J., Halevy, N., Kraus, M.W., Phillips, L.T., & Saint-Hilaire, S. (2022). All In This Together: Antecedents and Consequences of Allyship in Organizations. *Academy of Management Proceedings*. doi: 10.5465/AMBPP.2022.10623symposium

Alzahawi, S., Greer, L.L., Neale, M.A., Mason, M., Brady, G.L., Brooks, A.W., Hart, E., Lee, M., Inesi, M.E., Kray, L., & Mussweiler, T. (2019). The Future of Negotiations Research. *Academy of Management Proceedings*. doi: 10.5465/AMBPP.2019.13300symposium

Alzahawi, S. & Chandon, P. (2018). The Carrot Rewards Wellness App: Innovating in the Behavior Change Market. *Harvard Business Publishing Education*, Case IN-1514.

MANUSCRIPTS UNDER REVIEW

Alzahawi, S. & Flynn, F.J. Does Expressing Uncertainty Help or Harm Leaders? Under Second Round Review at *The Leadership Quarterly*.

Alzahawi, S., Reit, E.S., & Flynn, F.J. A Legend in One's Own Mind: The Link Between Ambition and Leadership Evaluations. Under Second Round Review at *PNAS Nexus*.

Forscher, P.S., ..., **Alzahawi, S.**, ... Stereotype Threat in Black College Students Across Many Operationalizations. In Principle Acceptance at *Nature Human Behavior*.

MANUSCRIPTS UNDER REVIEW (CONTINUED)

Yang, X., Schulz, J., Schmidt, K, ..., **Alzahawi, S.**, ... Large-Scale Cross-Societal Examination of Real- and Minimal-Group Biases. In Principle Acceptance at *Nature Human Behavior*.

Tierney, W., Cyrus-Lai, W., ... **Alzahawi, S.**, ... Uhlmann, E.L. Who Respects an Angry Woman? A Preregistered Re-examination of the Relationships between Gender, Emotion Expression, and Status Conferral. Under Review at *Psychological Science*.

Van Den Akker, ..., **Alzahawi, S.**, ..., & Wicherts, J.M. The Effectiveness of Preregistration in Psychology: Assessing Preregistration Strictness and Preregistration-Study Consistency. Revise and Resubmit at *Psychological Methods*.

SELECTED RESEARCH IN PROGRESS

Alzahawi, S. & Flynn, F.J. Who Shall Lead? The Effectiveness Implications of Self-Selection into Leadership Roles.

Alzahawi, S. & Monin, B. Lay Perceptions of Scientific Findings: Swayed by the Crowd?

Alzahawi, S. Statistical Power Analysis for Mixed Effects Models: A Simulation-Based Approach.

TALKS AND PRESENTATIONS

A Legend in One's Own Mind: The Link Between Ambition and Leadership Evaluations

- Texas A&M, Department of Management, Mays Business School, College Station, TX 2024
- Texas A&M, Public Service and Administration, College Station, TX 2024
- Society for Personality and Social Psychology, San Diego, CA 2024
- Stanford Data Science 2023
- Rising Scholars Conference, MIT Sloan School of Management 2023

Does Expressing Uncertainty Help or Harm Leaders?

- Academy of Management, Chicago, IL 2024
- OB Research Incubator, Academy of Management, Boston, MA 2023
- Improving Leadership Research Around the Globe, Academy of Management, Boston, MA 2023

A Beginner's Guide to Version Control: Using GitHub in R.

- Stanford Data Science for Social Good 2023
- Stanford Center for Open and Reproducible Science, Spring Lecture Series 2022

Lay Perceptions of Scientific Findings: Swayed by the Crowd?

- Stanford Data Science 2023
- Meta-Research Innovation Center at Stanford, International Forum 2022
- University of Toronto, Workshop on Reproducibility 2022
- Psychological Science Accelerator Conference 2021
- Harvard Business School, Rising Scholars Conference 2021

TALKS AND PRESENTATIONS (CONTINUED)

Writing Reproducible Manuscripts in R.

- University of Amsterdam, Lecture Series on Good Research Practices 2021
- Stanford Center for Open and Reproducible Science, Fall Lecture Series 2021
- International Association for Conflict Management 2021
- Stanford Data Science for Social Good 2021
- Stanford Center for Open and Reproducible Science, Launch Event 2021

CHAired SYMPOSIUM

- The Future of Negotiations Research (Symposium Co-chair with Lindy Greer and Maggie Neale). Selected as Showcase Symposium (top 10%). Academy of Management, Boston, MA, 2019.

AWARDS AND HONORS

Stanford Data Science Scholarship	2022-2024
Paul G. and Jennifer Yeh Sherer Fellowship Fund	2022
SPSP Graduate Student Poster Award	2022
SPSP Graduate Travel Award	2022
Mr. and Mrs. Alfonsi Business School Fund Fellowship	2021
Master Mind Scholarship, Flemish Ministry of Education and Training	2021
Open Science Innovator Award, Stanford Center for Open and Reproducible Science	2021
Dataquest & AI Inclusive Data Science Scholarship	2020
Jonsson Family Fellowship Fund	2020
Showcase Symposium (top 10%), Academy of Management	2019
Dave Mans and Jim Willenborg Fellowship Fund	2019
Kaneko/Lainovic International Fellowship Fund	2019
Stanford Graduate School of Business Fellowship	2018
Best Case Award, EFMD Global Case Writing Competition	2018
Highest Honors, Rotterdam School of Management	2017
Prins Bernhard Cultuurfonds Research Fund	2017
Stichting Vreedefonds Research Fund	2017
Erasmus Happiness Economics Thesis Fund	2016
Certificate of Recognition, Erasmus University Rotterdam	2014
Best Judge in the International Court of Justice, Oxford International Model United Nations	2012

TEACHING INTERESTS

Organizational Behavior, Leadership, Managing People and Teams, Negotiations, Data Analytics

TEACHING EXPERIENCE

Head Mentor and Organizer, Data Science for Social Good, Stanford Data Science	2022-2024
Head Teaching Assistant, Managing Groups and Teams, Stanford GSB	Fall 2022, Fall 2023
Course Developer, Sustainability Leadership, Stanford School of Sustainability	Winter 2023
Course Developer, Open Science 101, NASA	2022
Teaching Assistant, Negotiations, Stanford GSB	Winter 2020, Fall 2022
Teaching Assistant, Managing Groups and Teams, Stanford GSB	Fall 2019, Fall 2021
Technical Mentor, Data Science for Social Good, Stanford Data Science	Spring-Summer 2021

TEACHING EXPERIENCE (CONTINUED)

Teaching Assistant, Acting with Power, Stanford GSB	Spring 2021
Teaching Assistant, Data and Decisions, Stanford GSB	Winter 2020
Guest Lecturer, Conflict Management and Negotiation, Stanford GSB	Fall 2020
Teaching Assistant, Innovating in the Behavior Change Market, INSEAD	Spring 2018
Instructor, International Relations, Erasmus University College	Summer 2015
Instructor, Foundations of Law, Erasmus University College	Spring 2015
Instructor, Qualitative Research II: Content Analysis, Erasmus University College	Spring 2015
Instructor, Qualitative Research I: Interviews, Erasmus University College	Winter 2014
Instructor, Highlights of Sociology, Erasmus University College	Winter 2014
Instructor, Introduction to Psychology, Erasmus University College	Fall 2014

TEACHING EVALUATIONS

Data Science for Social Good (bit.ly/dssg-23-evals) $M = 4.89/5$; $SD = 0.33$; *Median = 5/5*

- “Shilaan was a phenomenal head mentor during the year I served as a technical mentor for the Data Science for Social Good Program. She was always available to speak both with me and with my mentees, to discuss ongoing progress, next steps, and to troubleshoot both the technical and the professional aspects of working with key stakeholders on our projects. As a recent admission to a graduate program, this experience was, in many ways, my first foray into mentorship and development, and Shilaan was a phenomenal sounding board during the program.

Shilaan was also phenomenal from an organizational perspective. She kept everyone on track and engaged during our larger team meetings, made sure everyone had clear idea of expectations and events from week to week, and made sure that everyone in the room was given the space to speak and voice any questions, comments, or concerns.”

- “I worked with Shilaan during her time as a DSSG 2021 mentor. Shilaan is very knowledgeable and passionate about data science, open science, and research for social good, and I was very glad I had the chance to work with her. It was apparent that she deeply cared about all students in the program (not just her team) and put extra effort in making them feel welcome and excited. She was pro-active in dealing with potential problems and delays. Most importantly, she handled a difficult case of a student remarkably well (the student left in the middle of the program and the remaining two students had to finish the project in a very short time) and successfully led the students to the completion of their project.”
- “Shilaan is one of the most dedicated, professional, competent, and effective teachers I have had the pleasure to work with. I worked with Shilaan as a peer in the Stanford Data Science Community and as her supervisee in the Data Science for Social Good program. As a supervisor, Shilaan designed support structures that greatly improved the program and students’ experiences within it. For example, Shilaan had weekly one-on-one meetings with me to review how my students were doing and make suggestions on how to facilitate difficult conversations, guide student work in the direction of program goals, and communicate with our community partners. Shilaan also created ample opportunities for students to gain experience in research presentation, brainstorming, and peer review; these types of graduate or professional level experiences are rare in an undergraduate program, and Shilaan did an incredible job making them accessible and helpful for young students.

As a colleague, Shilaan is invaluable. She has a singular ability to provide peer review, support, and suggestions. Even though I work in a completely separate field than Shilaan, she has consistently provided support and suggestions that guide my own research in new directions. Any institution should be delighted to welcome Shilaan in to their teaching and research community.”

TEACHING EVALUATIONS (CONTINUED)

- “Shilaan was a very approachable and organized DSSG mentor. She did a great job planning social events and talks even though the program was online; she also went out of her way to give advice or talk through any problems. Definitely set the bar for organizing a virtual program!”
- “Shilaan is an exceptional instructor who engages students effectively. She cares about students and always foster a positive and inclusive working and learning environment for everyone.”
- “Shilaan Alzahawi excels in approachability and kindness, creating a positive and supportive environment for students.”
- “Awesome communication. Every meeting was succinct. What was impressive was the good pace of the program despite that Shilaan was remote for a few weeks.”
- “As a mentor, Shilaan cares about both her team and takes responsibility about the progress of her project. As an organizer, Shilaan always make sure everyone is included in the conversation and their ideas and opinions heard. She is very well organized, open to new ideas and suggestions, great in communicating expectations and handles difficult conversations well. I learned a lot from Shilaan, and I really appreciate all of her efforts!”

Negotiations (bit.ly/neg-22-evals)

$M = 4.90/5$; $SD = 0.32$; $Median = 5/5$

- “Shilaan helped me to find a partner for the group assignment. She responded to student’s request really quick, and is a lovely person/advisor/course assistant to talk to.”

Acting with Power (bit.ly/pwr-21-evals)

$M = 4.50/5$; $SD = 0.85$; $Median = 5/5$

- “She’s the best! Always on top of everything and the course always went smoothly, and Shilaan was super nice to me when I had to miss class so I appreciated that too!”
- “Shilaan was excellent! Very organized and did an incredible job assisting my learning.”
- “Shilaan was always responsive to students asks and needs. All tech was organized flawlessly.”
- “Very organized.”

Data and Decisions (bit.ly/dd-21-evals)

$M = 4.92/5$; $SD = 0.29$; $Median = 5/5$

- “Shilaan went above and beyond the expectations to which CAs are held – immensely helpful in breakout rooms, very responsive via email, and always eager to iterate with us on our end-of-quarter regression project by bringing external insights and perspectives. Thanks for a great quarter, Shilaan!”
- “Shilaan is AMAZING! Best Course Assistant for any class I’ve taken so far at the GSB. Thank you Shilaan for your clear explanations and patience!”
- “Thank you for your help!!”
- “Shilaan is incredible! Super helpful in her review sessions and very responsive to email / available to meet. Would love to have her TA all of my classes.”
- “Shilaan was an exceptional TA! Shows that she cares about her students!”
- “Shilaan was incredible to work with in and outside of the class and was SO PATIENT. I cannot put into words how much help she was and how thankful I am for her.”
- “Shilaan was amazing! Accessible, helpful, encouraging... perfect assistant.”

LANGUAGES

Dutch (Native); English (Fluent); Arabic (Conversational); Spanish, French, German (Basic)
R, R Markdown, Quarto, Git/GitHub, L^AT_EX, HTML, CSS, SAS

PROFESSIONAL SERVICE

Co-organizer, Stanford Data Science Conference	2023
Reviewer, Advances in Methods and Practices in Psychological Science	2022-present
Open Science Ambassador, Center for Open Science	2022-present
Reproduction and Replication Analyst, DARPA-SCORE, Center for Open Science	2022
Co-organizer, Stanford GSB-PhD Alumni Conference	2022
Team Lead, Transform to Open Science (TOPS) Curriculum Development, NASA	2022
Executive Committee Member, Society for the Improvement of Psychological Science	2022
Affiliate, Stanford Center for Open and Reproducible Science	2020-present

PREVIOUS RESEARCH AND TEACHING POSITIONS

INSEAD-Sorbonne Behavioral Lab, INSEAD Marketing Department	2017-2018
Harvard Psychology Department and Kennedy School of Government	Summer 2017
Decision Processes Lab, Wharton School of Business	Fall 2016
Erasmus School of Economics	Summer 2013, 2015-2016
Social and Behavioral Sciences Department, Erasmus University College	2014-2015

APPENDIX: DISSERTATION ABSTRACTS

Alzahawi, S., Reit, E.S., & Flynn, F.J. A Legend in One's Own Mind: The Link Between Ambition and Leadership Evaluations. Under Second Round Review at *PNAS Nexus*.

Abstract: Individuals who have more ambition—a persistent striving for success, attainment, and accomplishment—are more likely to become leaders. But are these ambitious individuals also more effective in leadership roles? We hypothesize that leader ambition is related to positive self-views of leader effectiveness that remain uncorroborated by relevant third-party actors. In a multi-wave, preregistered study, we find evidence for this hypothesis using a sample of executives (N = 3,830 ratings of 472 leaders) who were rated by peers, subordinates, managers, and themselves on ten leadership competencies, including their ability to motivate others, manage collaborative work, coach and develop people, and present and communicate ideas. We consider the implications of our findings for both scholars and practitioners interested in leadership selection and development.

Significance Statement: Using third-party evaluations of a leader's effectiveness captured in actual 360-degree assessments, we find that more ambitious individuals are judged as no more effective in a leadership role than their less ambitious peers. Nonetheless, more ambitious individuals hold more positive views of their own effectiveness and are more likely to pursue leadership roles. This discrepancy suggests that society may need an alternative approach to leadership development and selection. Leader recruitment is often “passive,” waiting for applications to be submitted by aspiring leaders. Our findings show that the underlying premise—that individuals with the greatest leadership potential will self-select into leadership roles—may be unfounded. Rather than allowing ambitious individuals to dominate candidate pools for leadership opportunities, researchers and practitioners should consider ways to actively identify individuals who may be fully capable, but not fully confident, leaders.

Keywords: ambition, leadership, leader effectiveness, leader evaluations

Alzahawi, S. & Flynn, F.J. Does Expressing Uncertainty Help or Harm Leaders? Under Second Round Review at *The Leadership Quarterly*.

Abstract: Can leaders benefit from vocalizing uncertainty? Past research outlines two opposing positions. On one hand, individuals who express confidence signal competence and, as a result, attain greater influence in social groups. On the other hand, research on leader humility, authenticity, and self-disclosure suggests that leaders who express vulnerability, not conviction, achieve greater social influence. In this work, we attempt to reconcile these competing positions by considering two additional hypotheses. First, expressing uncertainty may be beneficial in moderate doses, but detrimental in especially small or large doses. Second, followers' intolerance of uncertainty (i.e., “need for closure”) may be a critical moderator of the relationship between leader-expressed uncertainty and social influence. We propose five experimental studies to determine whether the link between expressed uncertainty and leader influence may be negative, positive, curvilinear (i.e., inverse U-shaped), and/or moderated by follower's tolerance of uncertainty.

Keywords: leadership, confidence, uncertainty, social influence, need for closure

APPENDIX: DISSERTATION ABSTRACTS (CONTINUED)

Alzahawi, S. & Flynn, F.J. Who Shall Lead? The Effectiveness Implications of Self-Selection into Leadership Roles. *In preparation.*

Abstract: Leader selection processes often rely on a strong default of self-selection: individuals must voluntarily step forward to be considered for a leadership role. In this work, we examine the effects of opt-in selection mechanisms on the composition and effectiveness of the candidate pool. We compare opt-in selection mechanisms with opt-out mechanisms. We hypothesize that self-selection processes create a candidate pool that is both underrepresented on attributes that may be helpful to leadership effectiveness (e.g., prosociality) and overrepresented on attributes that may be harmful or unrelated to leadership effectiveness (e.g., ambition, overconfidence, and narcissism). Our goal is to identify institutional interventions that may foster diversity in upper-level positions and promote workplace advancement for individuals with strong leadership potential.

Keywords: leadership, leader selection, leader effectiveness, self-selection, opt-in