

Teacher Instructions

Ideas, contents and teaching methods for developing responsible project leaders

Module 1	Responsible Leadership in projects
Topics	1.1 Leadership fundamentals
	1.2 Theoretical foundations of responsible leadership
	1.3 Responsible leadership practice
	1.4 My personal leadership philosophy

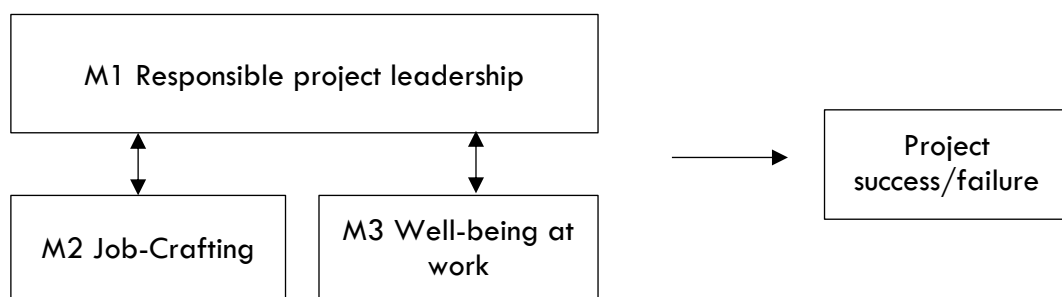
Preface

RESPRO - Responsible Project Management is an EU-funded project that aims to enhance project management education in European Higher Education Institutions (HEIs) towards more responsibility in project management.

This teaching material provides ideas, contents and tools to develop knowledge, skills and attitudes for responsible project management. The easy access short courses (EAS courses) allow students to develop main competences for responsible leadership, recognize the features of well-being at work and to learn and apply individual methods to increase the job resources by job crafting. Depending on the material you pick they can be used at bachelor or master level or for further education. The modules are interconnected but can also be used separately.

- Module 1: Responsible Leadership serves as the guiding principle. It is a leadership approach that combines business and ethics. It addresses questions of project leader's ethics, responsible leadership practices, stakeholder relationships and sustainable growth.
- Module 2: The project manager also requires a wider perspective on the issues affecting on well-being in project teams. The project work itself as a form of work is embedded with a diversity of demands and recourses, which effect on well-being at work.
- Module 3: Job crafting refers to proactive behavior where employees customize their job demands and resources and adjust their work environment to suit their work tasks and individual preferences. Job crafting not only increases individual well-being and motivation at work, but is crucial for team and organizational flexibility and effectiveness.

Overall the courses help to develop a deeper understanding and reflective practice of the impacts of good leadership practices on the project success or failure. The students will fundamentally enlarge their people skills and complement their skills as project managers.



1. Introduction to Responsible Leadership in projects

Why Responsible Leadership in projects?

The global economic crises, business scandals (e.g. Enron, Parmalat, VW, Siemens, ...) or the climate change has put business leaders' responsibility into focus (Pless and Maak 2022). Business success is not only defined in terms of profits but also the way success is achieved. Stakeholders demand for responsible leadership behavior and ethical business practices (Maak 2007), the introduction of the United Nation's sustainable development goals (SDGs) highlight business' responsibility for the greater good (UN SGDs) and the PRME initiative of the United Nations attempts to transform business education in order to "develop the responsible decision-makers of tomorrow to advance sustainable development." (UN PRME). Responsible leadership could be the answer to the fundamental question of "leadership for what?" Responsible Leadership as an approach for realizing purpose, for widening the perspective on business success and for generating good dividends for all stakeholders (not just shareholders!) involved. (Kempster, Maak & Parry 2019: abstract)

Projects, organizations across all sectors and the society need leaders who think and behave responsibly. This material aims to enlarge teachers and students attitudes, knowledge and skills on Responsible Leadership especially in the project management context. The students will fundamentally enlarge their people skills and complement their skills as project managers.

The role of responsible leadership in projects

Projects based work is implemented in many fields of society, and the projects' tasks and goals vary accordingly, e.g. in business the projects aim at financial profits (Arto et al. 2011), in public health care improving the services and quality of life (Bhide 2023), in education developing new pedagogy or educational contents (Karppi et al. 2022).

Project leadership is essential for a project's success. Leadership provides the framework for achieving project goals. According to the IPMA (2015, p. 55.) standards leadership means to set the direction and to motivate others to engage in shared objectives and to increase individual and team performance. Project leaders combine management and leadership. Management is associated with "doing things right" (planning, organizing, controlling; focus on strategy, goals and processes) while leadership is about "doing the right things" (focus on purpose, vision, innovation, people work). (Kotter 2019; Bass&Aviolo 1995).

Responsible leadership in projects is fundamentally people's work for people that combines business and ethics. Yukl (2013, p. 23) defines leadership "as the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives." Responsible leadership in projects means

- to create a shared understanding of the project's goal and purpose, of the project's role in the greater system, and of the project's relevant stakeholders and their needs.

- to develop a shared understanding of how the results should be achieved – especially with regard to ethical standards
- to support the project team and the team members effort's to achieve the shared objectives, this means to provide resources, to foster individual and team well-being, and to create a context where team members can flourish and craft their jobs according to their strengths and organizational needs.

What is Responsible Leadership in projects about?

The main intention of responsible leadership in projects is to achieve project success in an ethical way. This module provides the basic knowledge, practices and learning opportunities to help project leaders to develop their personal responsible leadership style:

- **Leadership Fundamentals** discusses the role of leadership in projects and gives insights into key leadership concepts. This basic stock of knowledge empowers further project leaders to better capture the phenomenon of leadership and to deliberately decide which leadership way to go.
- **Theoretical foundations of Responsible Leadership** develops further the idea of “good” leadership, reflects on the need for responsible leaders and gives insights into the meaning, the main ideas and the impact/outcomes of responsible leadership. This fundamental knowledge enables future project leaders to gain a deeper understanding of responsibility, leadership and projects and to reflect on project processes and outcomes.
- **Responsible Leadership practice** puts the practical application of responsible leadership into focus. Alongside with the core dimensions of responsible leadership future project leaders will use insights from literature, research and practice to work on their project leadership practice.
- **My responsible leadership philosophy** covers the ongoing process of becoming a responsible leader. During the whole course future project leaders have the opportunity to learn, reflect and to note everything they consider important for their own development. The integration of responsible leadership, well-being at work and job-crafting provides a holistic perspective on “good” leadership in projects.

About teaching/learning Responsible Leadership in projects

- Developing the own leadership competences is an ongoing process of acquiring knowledge, practicing, reflecting, refining ... etc.
- Learning takes place within the learner. This course is based on a learner-centric approach and uses insights from InnoPeda®-methodology, inverted learning, collaborative learning or research-based learning.
- Leadership competence grows through the integration of knowledge, attitudes and skills. This material provides the theoretical foundations and relevant knowledge on responsible leadership so that anyone interested can easy access relevant information.
- Reflecting, improving self-awareness and learning (from others) are key competences for future project leaders. The course material includes many exercises, in-class

activities and references to additional sources to reflect on the own attitudes, knowledge and practice. Group discussions, joint work on practical problems or group assignments create a shared learning space for peer-learning and joint competence development.

- This course combines learning activities for analogue and digital spaces. Some of the exercises explicitly refer to digital tools or resources on the internet to enhance digital literacy, while other activities deliberately aim to develop empathy, personal and social skills in analogue settings.

2. Learning objectives

By the end of the course the students

- understand key leadership concepts and can explain their significance for project leaders
- understand and can explain the idea and the key principles of responsible leadership and are able to reflect on the impact of (responsible) leadership on organizational culture, processes and outcomes, resp. project success and failure
- have developed develop a deeper understanding of their own values and guiding principles
- can explain responsible leadership practices and apply responsible leadership behavior in practice
- use theoretical knowledge and practical experiences to develop their own responsible leadership philosophy for project management

3. Course contents, activities, assignments & outline

COURSE CONTENTS and LEARNING ACTIVITIES	
Topics	1 Leadership Fundamentals 2 Theoretical foundations of Responsible Leadership 3 Responsible Leadership practice 4 My personal leadership philosophy
Bridge-In	<p>Who is in the course? Students in the course may or may not know each other. In order to create a pleasant and cooperative learning environment students are asked to complete a padlet before the course in which they upload a foto and write a slogan that reflects something important to them. In this way students can get to know each before the course starts. The personal slogans could also be used for a get-to-know session or for reflection during the work on personal values. (padlet.com)</p> <p>Learning process Teachers, educational etc. institutions adopt different approaches to learning, students bring their own experiences from school, other universities</p>

	<p>etc. At the beginning of the course it seems worth explaining how learning should take place in this course.</p> <p>This course adopts a learner-centric approach, presuming that learning only can take place within the learner. It follows the vision of a cooperative partnership for learning where both teachers and students share the responsibility for a successful learning process. Teachers organize the learning process, choose contents and methods according to the key learning objectives, prepare materials, exercises, assignments etc. Students are expected to reflect on their personal meaning and learning goals, to make use of the learning opportunities and to actively engage in learning.</p> <p>Therefore the students prepare a paper before the course in which they reflect on and write down their personal learning and development goals. During the course they protocol relevant learning opportunities and situations, and after the course they reflect on their personal learning process.</p> <p>Leadership Leadership is a critical factor that significantly influences the success and direction of any organization. Project management education differs from university to university. Some students may have only little knowledge of fundamental leadership issues while others may be very experienced. Depending on the knowledge of the project management students teachers can use topic 1 – leadership fundamentals for explaining fundamentals of leadership or for briefly refreshing the students knowledge.</p>
<p>Topic 1</p> <p>Leadership Fundamentals</p>	<p>1. Leadership Fundamentals Workload 3 hours in class, 6 hours homework</p> <p>Leadership fundamentals covers the fundamental knowledge about leadership and paves the way for understanding responsible leadership. This enables project leaders to understand the importance of their particular role, to capture the phenomenon of leadership and to deliberately decide which leadership way to go. The slide material provides information on definitions, meaning, understanding and key leadership concepts. It also includes descriptions of selected learning activities and exercises. The material may be used to in parts, to give an overview of central ideas or to a deeper dive to leadership. The amount of time used for this part of the course may vary from 40 to 120 min.</p> <p>The themes in this topic are:</p> <ul style="list-style-type: none"> • Leadership in projects • Definitions and meaning of leadership • Historical developments • Key leadership concepts such as Full Range Leadership Model, Servant Leadership, Ethical Leadership, ...

Learning activities

Leadership fundamentals prepares students for the more in-depth examination of responsible leadership in the following sections. Both students and teachers have experience with the topic of leadership – either as leaders or as followers. It makes sense to share these experiences in various learning activities (before, during, after the class) and reflect on similarities or differences in perspectives and learn from each other.

Before the lecture

- My Responsible Leadership Journey, Part 1: Students prepare a paper with personal learning and development goals
- Students complete a padlet with a short personal introduction (padlet.com)
- Students might be interested to get a quick glance at central leadership concepts
 - Short video on leadership in projects
 - Short video on Full Range Leadership Model:
<https://www.youtube.com/watch?v=Eni1hApoTNO> (UNED Cursos MOOC) or
<https://edge.sagepub.com/northhouse7e/student-resources/chapter-8/northhouse-on-leadership> (Peter Northhouse)
 - Short video on Servant Leadership:
<https://www.youtube.com/watch?v=J9VJJR7Rh8c> (by Simon Ash) or <https://www.youtube.com/watch?v=ctZHSa4Qhd4> (Ken Blanchard at the London Business Forum) or
<https://edge.sagepub.com/northhouse7e/student-resources/chapter-10/northhouse-on-leadership> (Peter Northhouse)
 - Short video on Shared Leadership:
<https://www.youtube.com/watch?v=haqy9ff2BS8> (Interview with Paul Tesluk)
 - Short video on Ethical Leadership:
<https://www.youtube.com/watch?v=84ZeVoonrO> (by GreegU; Ethical Leadership) or
<https://www.youtube.com/watch?v=T2-pHatE7Pk> (David Dunaetz on Ethics in Leadership by Peter Northhouse)

During the lecture (see slides)

- Warm up: Introduction round (name, personal goals, leadership experience, slogan on padlet)
- What is Leadership? (menti.com)
- My leadership experience (individual; group)
- Leadership examples from everyday life (couple)

	<ul style="list-style-type: none"> • My Responsible Leadership journey: learning journal to document the learning process and to develop my own leadership philosophy; introduction of the idea, explanation during the lecture, implementation during the whole course • My Responsible Leadership journey, Part 2: My important learning moments (metapholio.com): <p>The activities can be done by the individual student, in couples or in groups – depending on learning objectives, time or context. Please see the slides for details of the learning activities.</p>
<p>Topic 2</p> <p>Theoretical foundations of Responsible Leadership</p>	<p>2. Theoretical foundations of Responsible Leadership Workload 2 hours in class, 4 hours homework</p> <p>Theoretical foundations of Responsible Leadership builds on the knowledge gained in Topic 1: Leadership Fundamentals. It develops further the the idea of “good” leadership, reflects on the need for responsible leaders and provides insight into the meaning, key ideas, and impact/outcomes of responsible leadership. This fundamental knowledge enables future project leaders to gain a deeper understanding of responsibility, leadership and projects, and to reflect on project processes and outcomes.</p> <p>The themes in this topic are:</p> <ul style="list-style-type: none"> • Definitions and meaning of responsible leadership • Historical developments & main authors • Benefits and outcomes of responsible leadership • Responsible leadership in projects <p>Learning activities Responsible leadership has emerged as a leadership approach in response to corporate scandals, climate change or societal challenges. In short, responsible leadership brings the ethics of leadership to the fore and seeks to integrate ethics and business success. But what is responsibility about? What does it mean to lead responsibly? How might responsible leadership impact a project’s processes and outcomes? The learning activities provide opportunities to reflect on and discuss questions like these. By sharing their own thoughts and feelings and actively listening to others students can develop a deeper understanding and feeling for the topic and begin to think about what this might mean for their own leadership in the project context.</p> <p>During the lecture (see slides)</p> <ul style="list-style-type: none"> • Our definition of Responsible Leadership (group work) • Responsible leadership and work in projects (couple) • My Responsible Leadership Journey (individual)

	<p>The activities can be done by the individual student, in couples or in groups – depending on learning objectives, time or context. Please see the slides for details of the learning activities.</p>
<p>Topic 3 Responsible Leadership practice</p>	<p>3. Responsible Leadership practice Workload 4 hours in class, 4 hours homework</p> <p>Responsible Leadership practice builds on the knowledge gained in Topic 1: Leadership Fundamentals and Topic 2: Theoretical foundations of Responsible Leadership. This part of the course focuses on the practical application of responsible leadership. Following the core dimensions of responsible leadership future project leaders will use insights from literature, research and practice to work on their project leadership practice.</p> <p>The themes in this topic are:</p> <ul style="list-style-type: none"> • Dimensions of responsibility • Core dimensions of responsible leadership • Responsible leadership in my project leadership practice <p>Learning activities Students will learn about the core dimensions of responsible leadership and typical practices. They will then delve deeper into each dimension and apply the insights to their project management practice. The learning activities are designed to encourage individual reflection, joint learning and application of theoretical insights to real world-situations.</p> <p>During the lecture (see slides)</p> <ul style="list-style-type: none"> • CARL – Competency Assessment (might also be done before the course unit) (individual) • CARL – Impressions and Learnings (group) • Responsible leadership practices in projects (group) • My true north (individual) • How would a moral project manager behave? (couple) • Stakeholder map – what would it mean to behave responsibly? (group) • How can projects contribute to organizational sustainability? (group) • My Responsible Leadership Journey (individual) <p>The activities can be done by the individual student, in couples or in groups – depending on learning objectives, time or context. Please see the slides for details of the learning activities.</p>
<p>Topic 4 My responsible</p>	<p>4. My Responsible Leadership Philosophy My responsible leadership philosophy covers the ongoing process of becoming a responsible leader. During the whole course future project leaders have the opportunity to learn, reflect and to note everything they</p>

<p>leadership philosophy</p>	<p>consider important for their own development. The integration of responsible leadership, well-being at work and job-crafting provides a holistic perspective on “good” leadership in projects. Thus, this topic will work like the closing bracket and take place after the courses well-being and job-crafting. Instead, topic 4 can also be used without the courses on well-being and job-crafting.</p> <p>Learning activities Project leaders are invited to develop a clear and reflective leadership philosophy. This is important, because the personal leadership philosophy serves not only as a guide for the own behavior but also as inspiration and orientaton for the team. The learning activities in this section therefore focus on individual work. They aim to integrate the knowledge, skills and attitudes of the prior sections and encourage future project leaders to use all this for their project leadership practice and for their personal development.</p> <ul style="list-style-type: none"> • My Responsible Leadership journey, Part 3: My leadership philosophy
<p>Assigned readings and further material</p>	<p>Topic 1: Leadership Fundamentals (→ KL: select most relevant sources)</p> <p>Books & Articles</p> <ul style="list-style-type: none"> • Northhouse, P.G. 2019. Leadership. Theory and practice. Sage Publications, Thousand Oaks, CA 2019. • Müller, M., Bodea, C. N., & Radujković, M. (2023). A process framework of shared leadership emergence in product development project teams. Project Leadership and Society, 4, 100104-. https://doi.org/10.1016/j.plas.2023.100104 → Marion full text • A Systematic Literature Review of Servant Leadership Theory in Organizational Contexts. Parris, Denise; Peachey, Jon. Journal of Business Ethics. Mar2013, Vol. 113 Issue 3, p377-393. 17p. 4 Charts. DOI: 10.1007/s10551-012-1322-6. • Trevino, L. K., Hartman, L. P., & Brown, M. (2000). Moral person and moral manager: How executives develop a reputation for ethical leadership. California Management Review, 42, 128–142. <p>Full Range Leadership Model https://www.youtube.com/watch?v=Eni1hApoTNO (UNED Cursos MOOC) https://edge.sagepub.com/northhouse7e/student-resources/chapter-8/northhouse-on-leadership (Northhouse on Transformational/Transactional Leadership)</p> <p>Servant Leadership https://www.youtube.com/watch?v=J9VJJR7Rh8c (by Simon Ash)</p>

<https://www.youtube.com/watch?v=ctZHSa4Qhd4> (Ken Blanchard)
<https://edge.sagepub.com/northouse7e/student-resources/chapter-10/northouse-on-leadership> (Northhouse on Servant Leadership)
<https://www.youtube.com/watch?v=afOByZ8JlrE> (Story of Robert K.Greenleaf)
<https://www.greenleaf.org/what-is-servant-leadership/>

Shared leadership in teams:

<https://www.youtube.com/watch?v=haqy9ff2BS8> (Interview with Paul Tesluk)
https://www.youtube.com/watch?v=q_ZzpDTpPTg (Paul Tesluk)

Leadership and Ethics

<https://www.youtube.com/watch?v=84ZeVoontr0> (by GreegU; Ethical Leadership)
<https://www.youtube.com/watch?v=T2-pHatE7Pk> (David Duanetz on Ethics in Leadership by Northhouse)
<https://edge.sagepub.com/northouse7e/student-resources/chapter-13/northouse-on-leadership> (Northhouse on Leadership & Ethics)

Topic 2 & 3: Theoretical foundations and practice of Responsible Leadership

Books & Articles

- Agarwal, S., & Bhal, K. T. (2020). A Multidimensional Measure of Responsible Leadership: Integrating Strategy and Ethics. *Group & Organization Management*, 45(5), 637–673.
<https://doi.org/10.1177/1059601120930140>
- Maak, T., & Pless, N. (2022). *Responsible Leadership* (2nd Ed.) New York: Routledge.
- Muff, K., Liechti, A. & Dyllick, T. (2020): How to apply responsible leadership theory in practice. A competency tool to collaborate ont the sustainable development goals. *Corporate Social Responsibility and Environmental Management*: 2254-2274
- George, B. (2015). *Discover your true north. Becoming an authentic leader. Expanded and updated edition.* Hoboken, New Jersey: John Wiley & Sons.

Responsible Leadership

https://www.youtube.com/watch?v=Lww811_nNoA (Ethics and Leadership, lecture by Kim Clark)
<https://carl2030.org> (competency assessment for responsible leadership)
<https://www.youtube.com/watch?v=MeaOu1FfOcm> (Discover your true North; Bill George)
<https://discoveryourtruenorth.org> (Discover your true North; Bill George)

	<p>https://truenorthmirror.discoveryyourtruenorth.org (self-assessment for personal true north)</p> <p>https://sdgs.un.org/goals# (United nations SDGs)</p> <p>Digital tools</p> <ul style="list-style-type: none"> • Menti.com • Metapholio.ch • Padlet.com
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ASSIGNMENTS	
Before the course	<ul style="list-style-type: none"> • Assignment 1 (individual): Students prepare a padlet before the course in which they briefly introduce themselves → workload 1 hour padlet.com • Assignment 2 (individual): My responsible leadership journey, Part 1: Students prepare a paper before the course in which they reflect on and write down their personal learning and development goals → workload 5 hours
During the course	<ul style="list-style-type: none"> • Assignment 3 (group): Our definition of responsible leadership: Students discuss and define what Responsible Leadership means for them. They create a symbol and present their work on a flipchart → workload 1 hour • Assignment 4 (group): Responsible leadership practices in projects Read the paper of Agarwal & Bhal (2020). Take the four dimensions and shortly describe a typical situation where a project leader applies the specific practice. What is the situation? Who is involved? What does the project leader do? (= 18 situations) → workload 1 hour • Assignment 5 (individual): My responsible leadership journey – Part 2: Students prepare a paper in the last part/after the course in which they develop their own leadership philosophy (ca. 600 words) → workload 5 hours
After the course	<ul style="list-style-type: none"> • Assignment 6 (individual): My responsible leadership journey – Part 3: Students reflect on the achievement of their personal learning and development goals. They also provide pictures from their learning journey during the course → workload 5 hours

COURSE OUTLINE (1 ECTS) - Example

This course outline gives an example on how the above material could be used for a 1 ECTS course. Depending on the needs and the level of mastery it can be extended or only be used in parts. The course is held as a one-day-workshop and encompass 10 learning units á 45 min. It also can be divided into several parts. All the parts may also be extended to delve deeper into one or more of the topics.

1 ECTS = 25h of work in total.

Synchronous hours (where professor and students meet at the same time, both in the classroom and online) are decided by the professor, but it is recommended that they comprise around 10 of the 25 hours of an ECTS. Asynchronous hours (independent work by students) should comprise the remainder.

Min	What	Details
Before 2 h	Who is in this course?	Short personal description & quote at Padlet.com (individual)
Before 1 h	My personal learning & development goals	Short paper (ca. 600 words) on personal learning and development goals (individual)
1 h	Introduction to the course	Input: Goals, Outline, Readings, Assignments ...
1 h	Getting to know each other	Introduction round incl. personal quote from padlet
2 h	Fundamentals of Leadership	Role of leadership in projects Definitions & meaning Historical developments Key concepts: Full Range Leadership Model, Servant Leadership, Ethical Leadership, (Shared Leadership)
1 h	My responsible leadership journey	Introduction of the idea the learning journal & the assignment & metapholio.ch
3 h	Theoretical foundations of Responsible Leadership	Definitions & meaning (incl. group work) Historical developments & main authors Impact and benefits Responsible Leadership in projects (group work)
2 h	Responsible Leadership practice I	CARL Assessment (individual & group discussion) Core Dimensions of Responsible Leadership Responsible Leadership practices in projects (group)
2 h	Responsible Leadership practice II	Moral person My true north (individual) Moral manager

		The responsible project manager (group)
2h	Responsible Leadership practice III	Stakeholder relations Stakeholder map (group) Sustainable organizational growth & innovation Project's impact on firm sustainability (group)
1h	Closing	Summary Intro to My responsible leadership philosophy
After 4 h		Personal report on learning journey incl. pics (ca. 600 words) (individual)