

Responsible Leadership

Leading projects responsibly

EAS-short course

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RESPRO – Developing people skills in project management education

Basic information

- This EAS short course was developed as part of the research project RESPRO – Developing people skills in project management Education
- RESPRO is funded by the European Union
- Official project description:
<https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-ES01-KA220-HED-000085940>
- This EAS short course is free to use and aims to help interested people (teachers, students, post-graduates, ...) to enhance their knowledge on responsible project management.
- For further information please contact the project partners: karin.link@fhwn.ac.at (FHWN), marion.karppi@turkuamk.fi (TUAS), jopolu@disca.upv.es (UPV) or Lily.Bethencourt_1@rtu.lv (RTU)

Perspectives on responsibility

„To be a man is to be responsible.“

Antoine de Saint-Exupéry, author

***„Judge a man rather by his actions than by his words;
for many act badly and speak excellently.“***

Matthias Claudius, poet

„You can´t teach values; you can only exemplify them“

Viktor Frankl, Austrian psychiatrist and author

„We can´t predict the future, but we can shape it.“

Peter Drucker, management consultant, educator, author

„Rank does not confer privilege or give power.

It imposes responsibility.“

Peter Drucker, management consultant, educator, author

Course objectives

Understanding and practicing the fundamentals of RL

- **By the end of the course you ...**
 - understand key leadership concepts 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 your 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 your own (responsible) leadership philosophy for project management

→ In short this course supports you to increase your people skills and complement your skills as a project manager

Course contents & learning process

Understanding and practicing the fundamentals of RL in projects

- **Main contents**

- Leadership fundamentals
- Theoretical foundations of Responsible Leadership
- Responsible leadership practice (in projects)
- My leadership philosophy

→ Successful skill development requires **shared responsibility** for the learning process

- Course leader: structuring the learning process
- Students: Picking up the learning opportunities and active, independent work

Course dates & contents

Overview

Unit	Date	Time	Teacher	Content	Material
1	Mo, 07.10	14.30 – 16.00	a	<ul style="list-style-type: none"> • Introduction • Fundamentals of Leadership 	
2	Tue, 08.10	09.00 – 11.00	a	<ul style="list-style-type: none"> • Theoretical foundations of Responsible Leadership • Responsible Leadership practice I (CARL, RL in projects) 	
3		11.30 – 13.30	a	<ul style="list-style-type: none"> • Responsible Leadership practice II (moral person & moral manager) 	
4		14.30 – 16.00	a	<ul style="list-style-type: none"> • Responsible leadership practice II (stakeholder relations, sustainable growth) • Closing 	
5		16.00 – 16.30	b	<ul style="list-style-type: none"> • Self-Assessment and reflection 	

Assessments

Summarized portfolio by the end of the course; passed/not-passed

#	Exam	Type		Due date
A1	padlet – short personal introduction, individual	Individual	p/np	xx.xx.xx
A2	RL journey Part 1: Personal learning and development goals	Individual	p/np	xx.xx.xx
A3	Our definition of Responsible Leadership	Group	p/np	xx.xx.xx
A4	Responsible leadership practices in projects	Group	p/np	xx.xx.xx
A5	RL journey Part 2: My leadership philosophy	Individual	p/np	xx.xx.xx

*These points may only be achieved during the course

Rules of the game

How we will work together ...

- Respectful interaction
- Taking responsibility for oneself and for others
- Active participation
- Questions at any time
- Mobile phone and computer only when needed
- punctuality

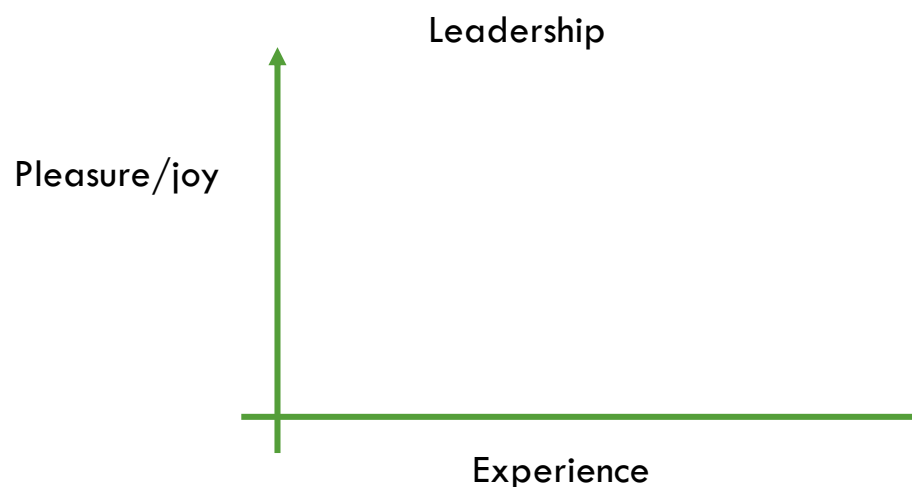


Welcome to the course!

E: Who is here in class ...

Please fill out ...

- <https://padlet.com/karinlink/respro-intensive-week-8bdh3eqjkvuagex7>
- FC: Leadership
- How experienced are you in leadership and how much do you like leading?
- Please set your point in the grid ...



E: Who is here in class ...

Please introduce yourself ...

- **I am ...**
- **I am studying ...**
- **My leadership experience ...**

Leadership Fundamentals

Origins, Definitions, Conceptualization

*Weibler, J. (2016): Personalführung. 3. komplett überarbeitete und erweiterte Auflage. München: Verlag Franz Vahlen.

*IPMA standards

*Northhouse, P. (2019): Leadership. Theory and practice. 8th edition. Thousand oaks: Sage

*Yukl, G.



Leadership in projects

IPMA standards, scientific research, practice perspectives

- **IPMA standards**

- Setting the direction
- Motivating others to engage in shared objectives
- Increasing individual and team performance
- Combining leadership and management

- **Research**

- Project business as a key area of research (Artto et al. 2011)
- Leadership and teamwork in dispersed projects (Hoegl et al. 2011)
- Project leadership: research agenda for a changing world (Whyte et al. 2022)

- **Practice (RESPRO focus groups):**

- Leadership is fundamental for project success (goal achievement, resource allocation, team well-being, ...)

Origins of leadership

Leadership is a social phenomenon

- **Homo sapiens** (300.000 b. Chr.) lives in small groups
- **Key tasks of small groups**
 - Ensuring survival (finding and distributing resources, fighting danger, forging alliances, sharing experiences, ...)
 - Understanding the context of the world (purpose, meaning, values)
 - Dealing with power within the group
- **Evolutionary advantage of groups:** cultivated and well organized groups were more successful



Source: istockphoto.com

Origins of leadership

Leadership is a social phenomenon



Source: istockphoto.com

- **Why Leadership makes sense ..**
 - **Individual:** following someone who is better informed, has better skills or more power offers better opportunities in case of threat, bad living conditions, ...
 - **Group:** a structured group with diverse competences leads to better performance in case of internal challenges or external threat.

- **Leadership as answer to:** Who does what how when and where?
 - Task distribution and coordination
 - Decisive inducement: He who walked, led.

Bildquelle: istockphoto.com

Origins of leadership

Leadership is a social phenomenon

- **Leadership competences:** initiative, competence, trust and ability to communicate the benefit of a specific action to others (social intelligence, communication skills, ...) and to distribute the achieved benefits (spoils) fairly
 → *personal and social skills*
- **Sedentarization (ca. 13.000 b.C.):** Floating transitional forms of social structures (giving rise to leadership/domination, dependency but also domination, coercion, violence etc.)

Levels and fields of leadership

Leadership can take place almost everywhere

- **Leadership levels**
 - Leading yourself
 - Leading individuals
 - Leading groups
 - Leading social structures (eg. organisations, institutions, nations)
- **Fields:** Business, politics, sports, army, schools, family ...



Bildquelle: istockphoto.com

E: What is leadership?

Tracing the leadership phenomenon...

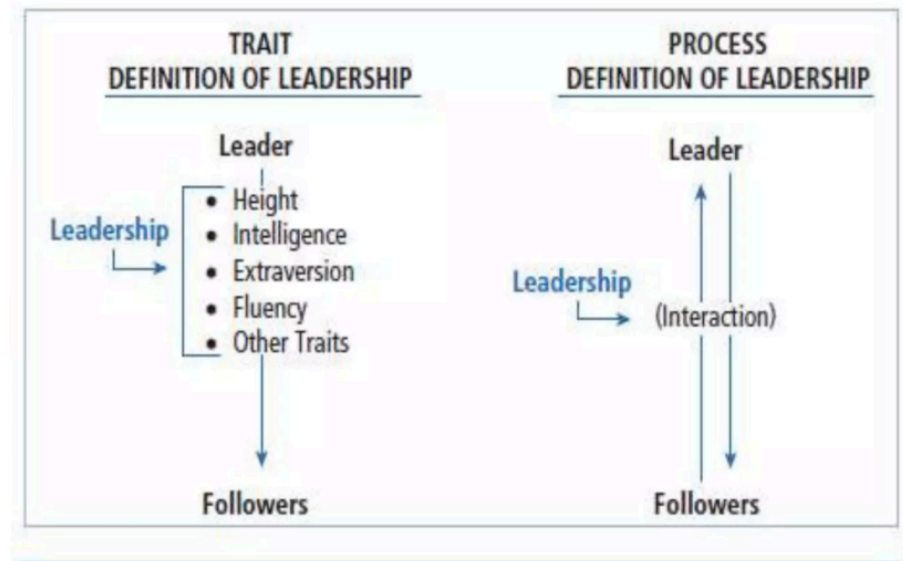
- **What is leadership?**
 - <https://www.menti.com/xxx>
 - **xxx**



Leadership definitions, conceptualization, meaning, ...

Tracing the leadership phenomenon ...

- **Origins**, from old English words laedan: to guide, conduct and laedere, „one who leads, one first or most prominent“ agent (etymonline.com)
- 100+ different definitions of Leadership (Rost 1991)
- **Main developments:**
Trait definition of leadership → process definition of leadership (Northhouse 2019, p.7)



SOURCE: Adapted from *A Force for Change: How Leadership Differs From Management* (pp. 3–8), by J. P. Kotter, 1990, New York: Free Press.

Leadership definitions, conceptualization, meaning, ...

Tracing the leadership phenomenon ...

- **Definition from a process perspective**

- „Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.“

(Northhouse 2019, p. 5)

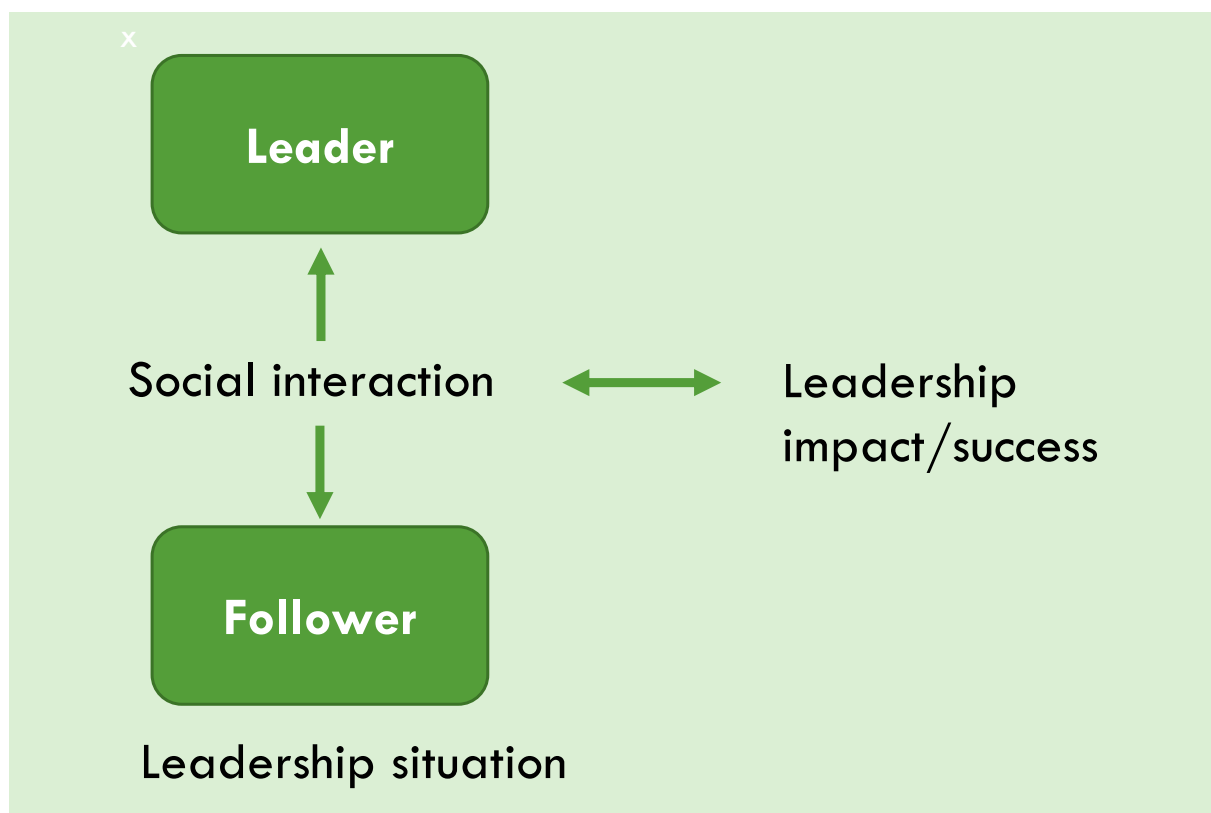
- “Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives.” (Yukl 2013, p. 23)

→ *definition of leadership used in this course*



Bildquelle: canstockphoto.com

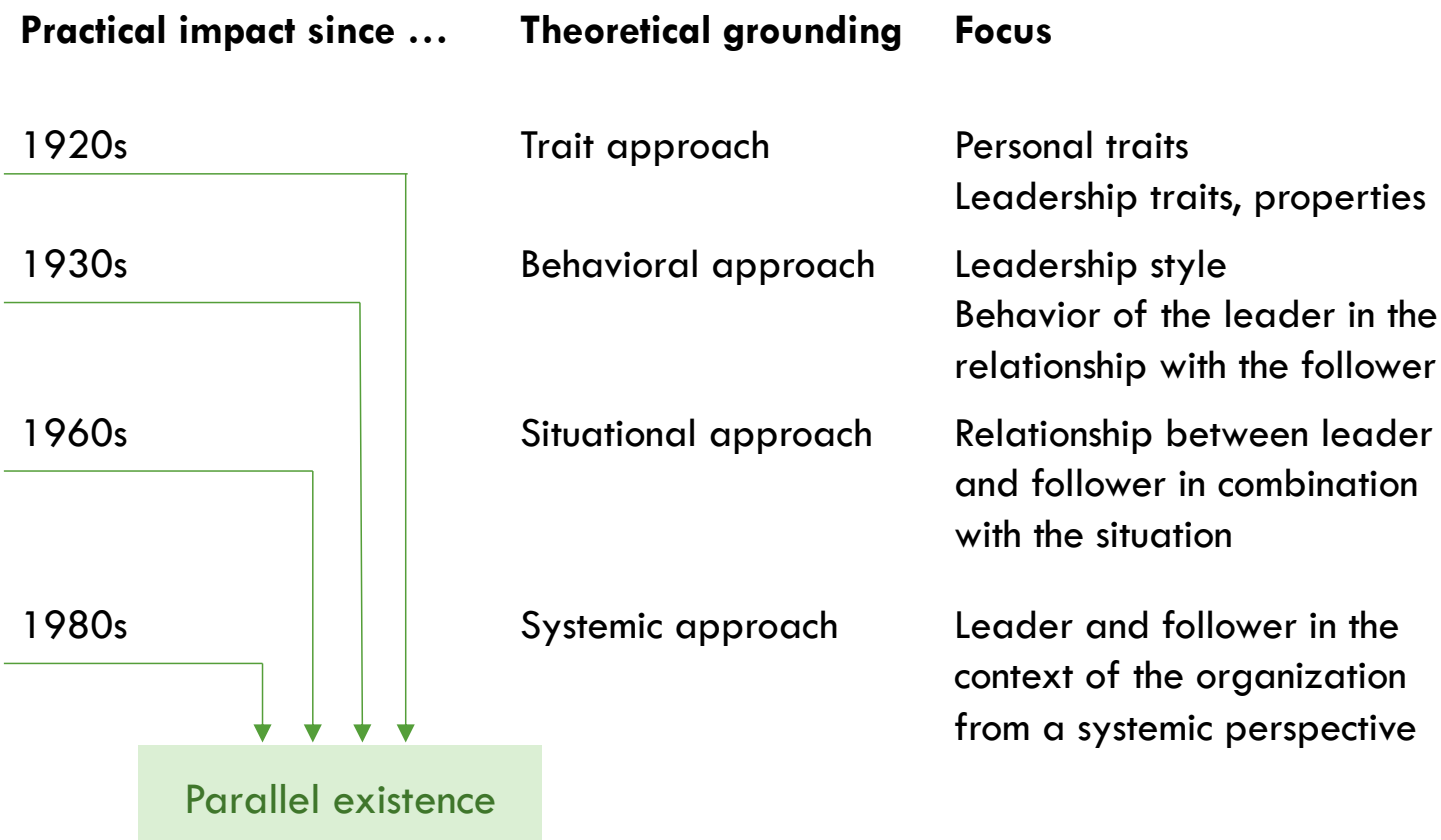
Basic structure of a leadership relationship



→ „What is the best way to lead?“

Source: Weibler, J. (2016), p. 27

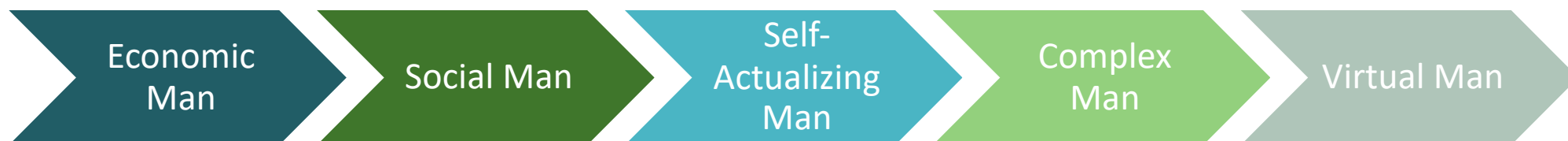
In search for „effective/good/successful ... leadership“



Leadership as a child
of it's time ...

Human images in leadership

- man → has personal needs
 - Relationship between emotions and performance
 - Group dynamics are important
 - Social exchange
- man → individual human being
 - Flexible behaviour
 - Leadership → identification of individual motivational drivers



- man → shy of responsibility
 - Motivation through external incentives
 - Management → control of predefined tasks
- man → strives for meaning
 - Increase in turnover, strike, absenteeism
 - Leadership → give sense
- Work, learning, communication → shaped by IT
 - Constant change and uncertainty require constant adaption

Source: Schein (1965); Staehle (1999), Weibler, J. (2016)

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E: Leadership – key ideas

Impressions & flash lights

Get together in teams of 3

Individual reflection on the following questions (3 min)

- Which key idea(s) about leadership do I remember?

Group work (7 min)

- Share your key ideas with your group members
- Discuss & write down „Our key ideas about leadership are ...“ → bring key take aways to the plenary session

Exchange in plenary session



Leadership Fundamentals II

Building blocks of responsible leadership

*Weibler, J. (2016): Personalführung. 3. komplett überarbeitete und erweiterte Auflage. München: Verlag Franz Vahlen.

*Northouse, P. (2019): Leadership. Theory and practice. 8th edition. Thousand oaks: Sage

*Yukl, G.

Kotter, J.P. (1990): A force for Change: How Leadership differs from Management. New York, NY: Free Press.



Building blocks ...

Overview

- Leadership vs. Management
- Full Range Leadership Model
- Servant Leadership
- Ethics in Leadership

Management vs. Leadership

„Managers tend to be administrators, whereas leaders are visionaries“ (Kotter 1990)

Management produces order and consistency

Planning and budgeting

Establish agendas

Set timetables

Allocate resources

Organizing and staffing

Provide structure

Make job placements

Establish rules and procedures

Controlling and problem solving

Develop incentives

Generate creative solutions

Take corrective action

Northhouse 2019, p. 13

Management vs. Leadership

„Managers tend to be administrators, whereas leaders are visionaries“ (Kotter 1990)

Management produces order and consistency	Leadership produces change and movement
Planning and budgeting Establish agendas Set timetables Allocate resources	Establishing direction Create a vision Clarify big picture Set strategies
Organizing and staffing Provide structure Make job placements Establish rules and procedures	Aligning people Communicate goals Seek commitment Build teams and coalitions
Controlling and problem solving Develop incentives Generate creative solutions Take corrective action	Motivating and inspiring Inspire and energize Empower followers Satisfy unmet needs

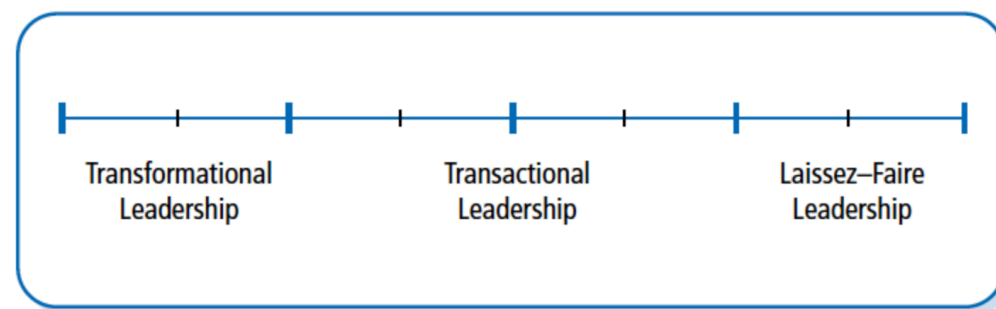
Northhouse 2019, p. 13

Full Range Leadership Model*

Leadership continuum from transformational to laissez-faire-leadership

- One of the most important and influential models
- Well researched
- Three dimensions of leadership behaviour
 - Transformational Leadership
 - Transaktional Leadership
 - Laissez-faire Leadership
- The most effective leader combines transformational and transactional leadership behaviours

Figure 8.1 Leadership Continuum From Transformational to Laissez-Faire Leadership



Northhouse 2019, p. 168

*Burns (1978); Bass & Avolio (1995); Northhouse 2019.

Full Range Leadership Model*

Leadership continuum from transformational to laissez-faire-leadership

Table 8.2 Leadership Factors

Transformational Leadership	Transactional Leadership	Laissez-Faire Leadership
Factor 1 Idealized influence Charisma	Factor 5 Contingent reward Constructive transactions	Factor 7 Laissez-faire Nontransactional
Factor 2 Inspirational motivation	Factor 6 Management-by-exception Active and passive Corrective transactions	
Factor 3 Intellectual stimulation		
Factor 4 Individualized consideration		

Northhouse 2019, p. 169

*Burns (1978); Bass & Avolio (1995); Northhouse 2019.

Full Range Leadership Model*

Transformational leadership factors

Transformational leaders inspire and motivate their followers to exceed the expectations

- **Idealized influence:** Leaders act as role models, display high moral standards, integrity and commitment. They gain respect and trust, leading followers to emulate their behaviors.
- **Inspirational motivation:** Leaders articulate a clear, compelling vision that inspires and motivates followers. They use symbols, stories, and emotional appeals to foster enthusiasm and commitment.
- **Intellectual stimulation:** Leaders encourage creativity and innovation by challenging assumptions, soliciting new ideas, and promoting critical thinking. They involve followers in problem-solving and decision-making processes.
- **Individualized consideration:** Leaders provide personalized support and attention to followers' needs for achievement and growth. They act as mentors or coaches, helping followers develop their potential

*Burns (1978); Bass & Avolio (1995); Northouse 2019.

Full Range Leadership Model*

Transactional leadership factors

Transactional leaders focus on the exchanges between the leader and followers, emphasizing performance and task completion through a system of rewards and punishments.

- **Contingent Reward:** Leaders set clear expectations and provide rewards for achieving specific performance targets. They recognize and reward followers' efforts and achievements.
- **Management by Exception (active):** Leaders monitor followers' performance closely and take corrective action when deviations from standards occur. They focus on maintaining established procedures and standards.
- **Management by Exception (passive):** Leaders intervene only when problems become serious or when performance falls below acceptable levels. They are reactive rather than proactive in addressing issues.

*Burns (1978); Bass & Avolio (1995; Northouse 2019).

Full Range Leadership Model*

Laissez-Faire Leadership

Laissez-faire leadership is characterized by a lack of active leadership and decision-making. Leaders avoid involvement in important matters, leading to ambiguity and lack of direction for followers.

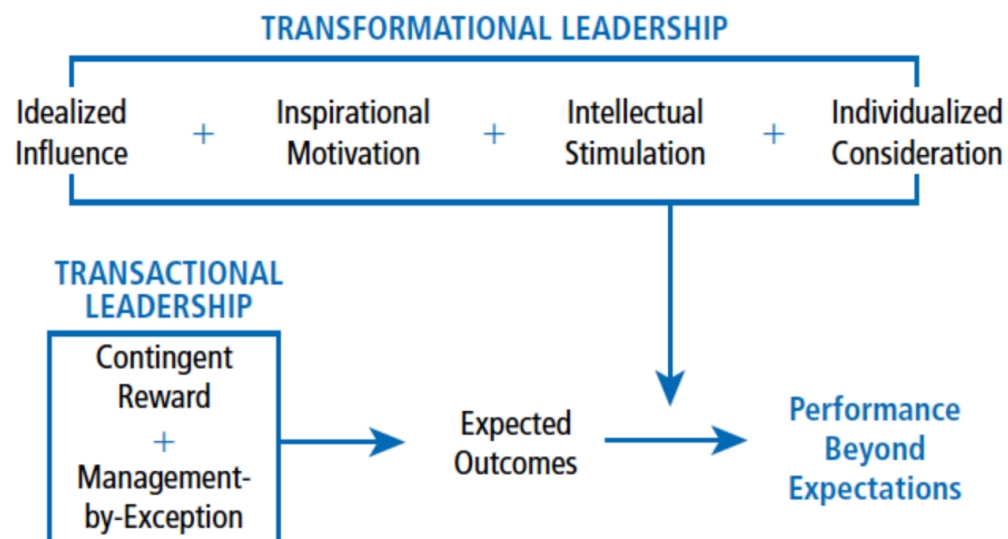
- **Non-leadership:** Leaders abdicate responsibilities and avoid making decisions. They provide little guidance, support, or feedback, which often leads to poor performance and dissatisfaction among followers.

*Burns (1978); Bass & Avolio (1995; Northouse 2019).

Full range leadership model*

Key research outcomes

Figure 8.3 The Additive Effect of Transformational Leadership



Northhouse 2019, p. 172

*Burns (1978); Bass & Avolio (1995; Northhouse 2019.

Servant Leadership*

Basic Ideas

- **Definition:** [Servant leadership] begins with the natural feeling that one wants to serve, to serve *first*. Then conscious choice brings one to aspire to lead. . . . The difference manifests itself in the care taken by the servant—first to make sure that other people’s highest priority needs are being served. The best test . . . is: do those served grow as persons; do they, *while being served*, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? *And*, what is the effect on the least privileged in society; will they benefit, or, at least, will they not be further deprived? (Greenleaf 1970, p. 15)
- **Servant Leadership**, is a leadership philosophy that prioritizes the growth, well-being, and development of followers over the leader’s own interests. This approach is rooted in the idea that leaders should serve their followers, fostering a sense of community and shared purpose.

Quelle: Testzentrale.de

*Greenleaf (1970, 1972, 1977); Northhouse 2019

Servant Leadership*

Ten characteristics of Servant Leaders

- (1) Listening:** Servant Leaders communicate by listening first. Through listening, servant leaders acknowledge the viewpoint of followers and validate their perspectives.
- (2) Empathy:** Servant leaders demonstrate that they truly understand what followers are thinking and feeling. When a servant leader shows empathy, it is confirming and validating for the follower. It makes the follower feel unique.
- (3) Healing:** Servant leaders care about the personal well-being of their followers. To heal means to make whole. Greenleaf argues that the process of healing is a two-way street—in helping followers become whole, servant leaders themselves are healed.
- (4) Awareness:** This includes understanding oneself and the impact one has on others. With awareness, servant leaders are able to step aside and view themselves and their own perspectives in the greater context of the situation.

*Greenleaf (1970, 1972, 1977); Northhouse 2019; Spears 2002)

Servant Leadership*

Ten characteristics of Servant Leaders

- (5) Persuasion:** Persuasion is clear and persistent communication that convinces others to change. As opposed to coercion, which utilizes positional authority to force compliance, persuasion creates change through the use of gentle nonjudgmental argument.
- (6) Conceptualization:** Conceptualization refers to an individual's ability to be a visionary for an organization, providing a clear sense of its goals and direction. Conceptualization also equips servant leaders to respond to complex organizational problems in creative ways, enabling them to deal with the intricacies of the organization in relationship to its long-term goals.
- (7) Foresight:** It is an ability to predict what is coming based on what is occurring in the present and what has happened in the past. For Greenleaf, foresight has an ethical dimension because he believes leaders should be held accountable for any failures to anticipate what reasonably could be foreseen and to act on that understanding.

*Greenleaf (1970, 1972, 1977); Northhouse 2019; Spears 2002.

Servant Leadership*

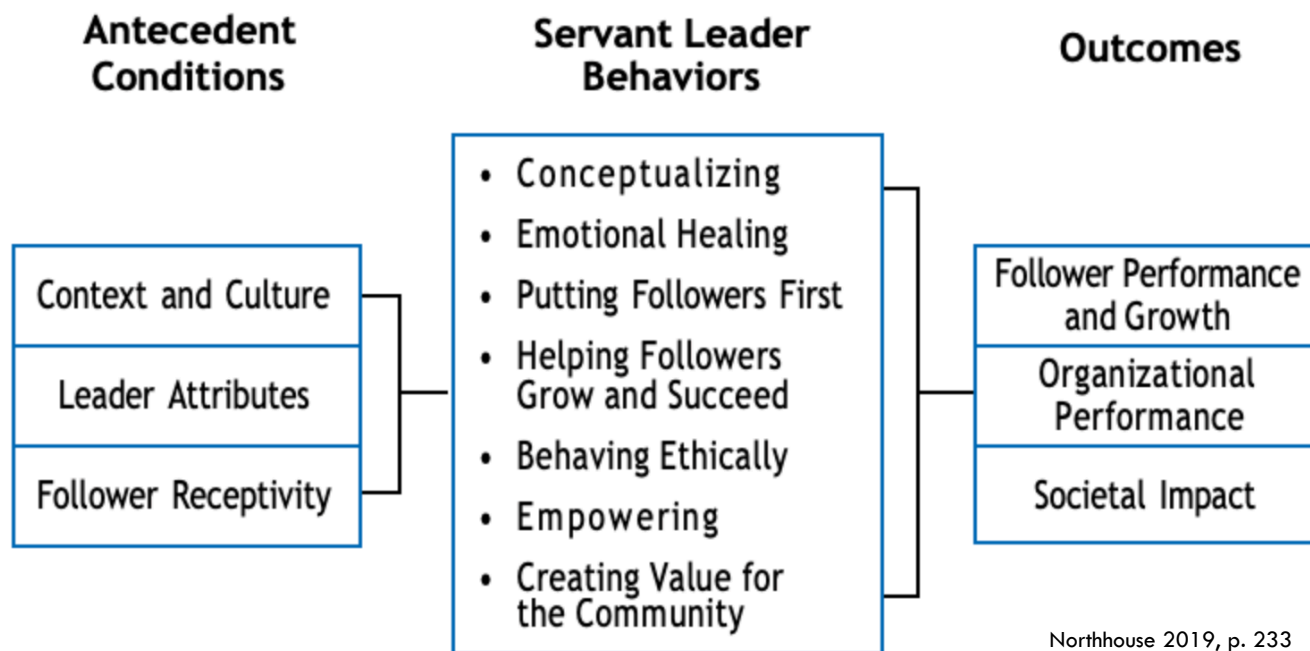
Ten characteristics of Servant Leaders

- (8) Stewardship:** Servant leaders accept the responsibility to carefully manage the people and organization they have been given to lead. In addition, they hold the organization in trust for the greater good of society.
- (9) Commitment to the growth of people:** Servant leaders are committed to helping each person in the organization grow personally and professionally. Commitment can take many forms, including providing followers with opportunities for career development, helping them develop new work skills, taking a personal interest in their ideas, and involving them in decision making.
- (10) Building community:** Community allows followers to identify with something greater than themselves that they value. Servant leaders build community to provide a place where people can feel safe and connected with others, but are still allowed to express their own individuality.

*Greenleaf (1970, 1972, 1977); Northhouse 2019; Spears 2002).

Servant Leadership*

A model of servant leadership



Northhouse 2019, p. 233

*Greenleaf (1970, 1972, 1977); Northhouse 2019; van Dierendonck 2011; Liden et al. 2014

Servant Leadership*

Summary

A model of servant leadership:

- **Components** : antecedent conditions, servant leader behaviors, and outcomes.
- **Leadership behaviour**: Focus of the model is the seven behaviors of leaders that foster servant leadership: conceptualizing, emotional healing, putting followers first, helping followers grow and succeed, behaving ethically, empowering, and creating value for the community.
- **Antecedents**: these behaviors are influenced by context and culture, the leader's attributes, and the followers' receptivity to this kind of leadership.
- **Outcomes**: When individuals engage in servant leadership, it is likely to improve outcomes at the individual, organizational, and societal levels.

*Greenleaf (1970, 1972, 1977); Northhouse 2019; Spears 2002

Leadership and Ethics*

Basic Ideas

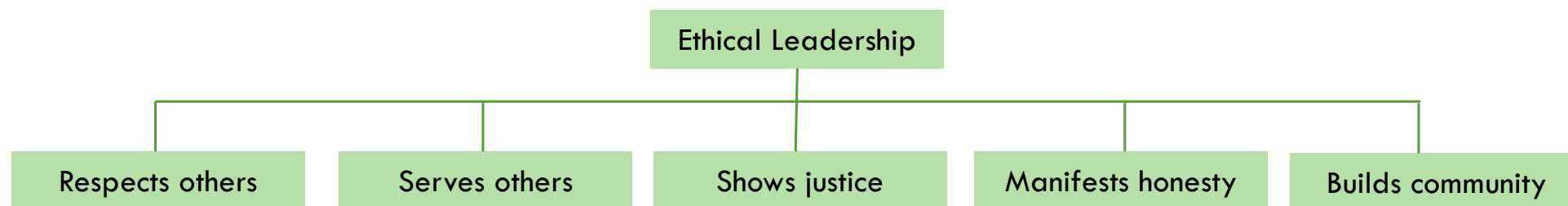
- **Ethics** roots in the Greek „ethos“: customs, conduct, character
 - Values and morals and individual or a society finds desirable or appropriate
 - Virtuousness of individuals and their motives
 - Ethical theory: system of rules or principles that guide us in making decisions, about what is right or wrong, good or bad in a certain situation
 - Basis for understanding what it means to be a morally decent human being

*Northhouse 2019, pp335.

Leadership and Ethics*

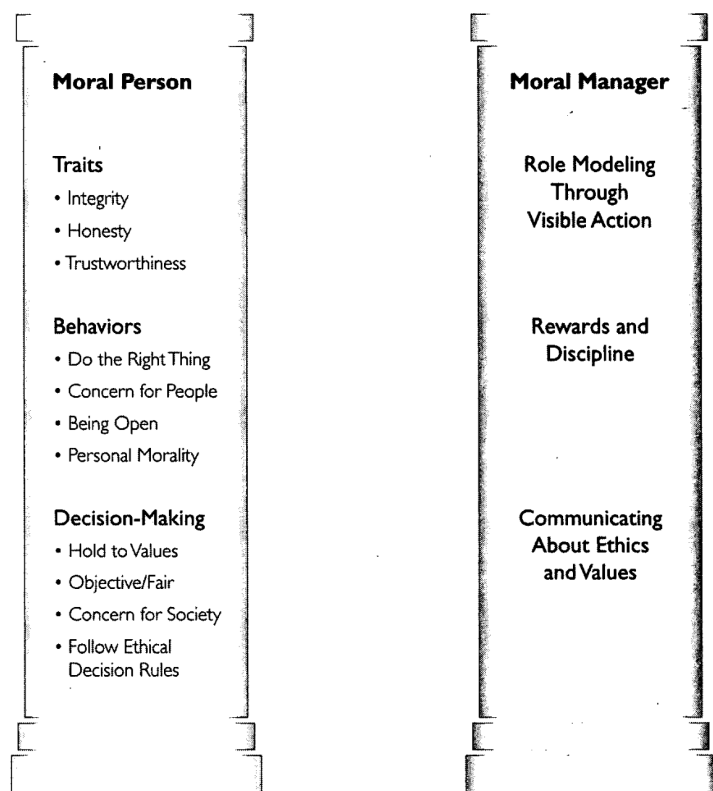
Basic Ideas

- **Ethical Leadership:** leadership based on ethical principles and values
 - Ethics is at the heart of leadership (Ciulla 2006)
 - Influence dimension of leadership: Responsibility of leaders to use power and control in an ethical way and to be sensitive to how their leadership affects followers' (Northhouse, p. 342)
 - Principles of Ethical leadership (traced back to Aristotle)



Leadership and Ethics*

Moral person & moral manager as the pillars of Ethical Leadership

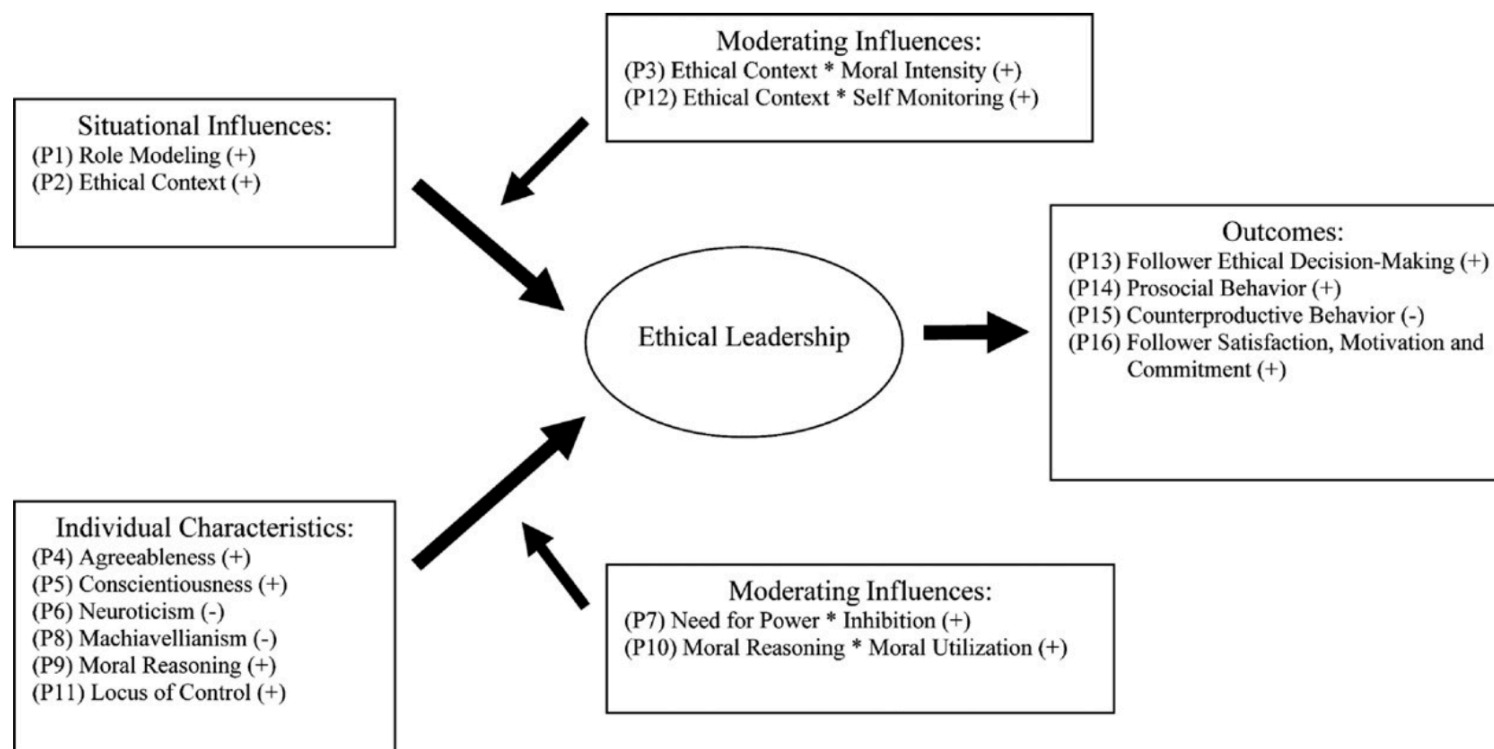


- Moral person refers to the leader him-/herself
- Moral manager refers to leaders' attempts to influence others to apply ethical standards and to behave accordingly

*Trevino et al 2000) p131;

Leadership and Ethics*

Antecedents and outcomes of Ethical Leadership



Brown & Trevina 2006, p. 596

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Leadership and Ethics*

Ethical Leadership summary

- **Antecedents:** personal traits, organizational culture, early influences, and the moral context in which leaders operate. These elements collectively contribute to the development and sustenance of ethical leadership within organizations.
- **Outcomes:** demonstrate that ethical leadership is crucial in shaping not only individual behaviors but also the broader organizational culture and climate. The presence of ethical leaders can lead to a healthier, more committed, and morally aware workforce.

*Brown & Trevina 2006,

Leadership and Ethics*

Ethical Leadership summary

- Ethical leadership is a multifaceted concept that integrates personal integrity, social responsibility, and organizational ethics.
- It requires leaders to actively model ethical behavior, create supportive environments, and maintain a consistent ethical framework that guides decision-making processes within their organizations.
- By embodying these principles, ethical leaders can significantly influence their followers and contribute to a positive organizational culture.

*Brown & Trevina 2006

Building blocks ...

Overview and further readings

- Leadership vs. Management
- Full Range Leadership Model
- Servant Leadership
- Ethics in Leadership



Diving deeper

- Northouse 2019. Leadership: Theory and practice. Thousand Oaks: Sage
- <https://edge.sagepub.com/northouse7e/student-resources/chapter-8/northouse-on-leadership>

My leadership philosophy

Learning journey and building blocks of my responsible leadership

E: My Leadership philosophy

Document your learning journey and develop your personal leadership philosophy

- **Documenting (during the course)**
 - Write down important notes, significant situations, phrases, take pictures, capture everything you personally consider important for your personal leadership learning journey
- **Reflecting (during and after the course)**
 - Use the template „My leadership learning journey“
 - Add your saying → Oct, 7th
 - Write down your personal learning and development goals → Oct, 7th
 - Fill out the sections „Learning journey“ and „Leadership philosophy“ during/by the end of the course
 - Upload the final document as pdf at the platform at latest → tbd

Thank you!
