



Seminar on Responsible Leadership (Nr. 2714)

Autumn Term 2020

Preliminary Syllabus (as of: 12 August 2020)

Course Objective

A globalized business world poses numerous challenges for business leaders, decision makers, managers, and employees. In particular, leading in a responsible and sustainable manner has become one of the major challenges managers need to deal with. Triggered by recent developments including high-scale business scandals and an ever-increasing societal pressure for companies to operate responsibly and sustainably, those working in organizations frequently feel the need for guidance when it comes to simple questions like 'What does responsibility mean?', 'Why be responsible?' or 'How can I be responsible?', etc. At the same time, being able to deal with these challenges, pressures, and questions offers a wide range of opportunities for business leaders to develop sound strategies, create long-term value and sustainability, and to have a positive impact which makes a difference.

The class sessions will be interactive, with emphasis on discussion. Students will be expected to write a seminar paper and prepare a presentation.

The objective of this course is to familiarize students with the challenges and opportunities of responsible leadership. Students will thereby

- Learn to understand the current debates on the responsibility and ethicality of leadership in the global business environment
- Reflect about responsible leadership in general and their own leadership values in particular
- Understand and learn ways to engage with the challenges of leadership
- Train your analytical, reflective, holistic, and creative thinking

Lecturer

Dr. Stefan Schembera

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Administrative Details

Blockseminar:

Time:

- Preparatory session on September 25 (14.00-17.15)





- October 15 & 16 (9.00-17.00)
- October 29 (9.00-17.00) & 30 (9.00-15.30)

Location & learning environment:

- All sessions will be held ONLINE via zoom. To make this virtual learning experience as productive and enjoyable as possible, there will be several opportunities for interaction, e.g., through regular discussions in the plenary and in smaller 'break-out' sessions, as well as through virtual 'coffee-breaks'. In addition, the students will get sufficient time to individually reflect on the presented subjects throughout the seminar. Further information will be provided to the participants via email.

There will be a preparatory session with an introduction into the course topic and outline, and the assignment of topics for student presentations. In order to get credit for the course, students have to write a seminar paper, present their findings to the class, and participate in the seminar meetings. The successful completion of the seminar accounts for **3 ECTS-Points**, which can be credited to MA: BWL 5. The students will be provided access to the reading material at the beginning of the course.

The deadline for handing in the seminar papers is December 11, 2020. The papers have to be written in English.

All questions concerning the seminar can be directed to: stefan.schembera@business.uzh.ch

Introductory Literature on How to Write Scientific Papers:

Bänsch, A., & Alewell (2013). *Wissenschaftliches Arbeiten*, 13th edition, München: Oldenbourg.

Huff, A. S. (1999). *Writing for scholarly publication*, Thousand Oaks. USA: Sage.

Huff, A. S. (2009). *Designing research for publication*. London: Sage.

Sachs, S., & Hauser, A. (2002). *Das ABC der betriebswirtschaftlichen Forschung: Anleitung zum wissenschaftlichen Arbeiten*. Zürich: Versus.

For further guidelines on how to write scientific papers, please refer to the download box on our homepage: <http://www.business.uzh.ch/professorships/as/themenliste.html>

Handbooks Related to the Seminar Topics:

Crane, A., & Matten, D. (2016). *Business ethics: Managing corporate citizenship and sustainability in the age of globalization*: Oxford University Press.

Doh, J. P., & Stumpf, S. A. (2005). *Handbook on responsible leadership and governance in global business*. Cheltenham: Edward Elgar.

Greenleaf, R. K. (1977). *Servant leadership*. New York: Paulist Press.



- Maak, T., & Pless, N. (2006). *Responsible leadership*. New York: Routledge.
- Moody-Stuart, M. (2014). *Responsible leadership: Lessons from the front line of sustainability and ethics*. Scheffield: Greenleaf.
- Northouse, P. G. (2016). *Leadership: Theory and practice* (7 ed.). Thousand Oaks: Sage.
- Scherer, A. G., & Palazzo, G. (2008). *Handbook of research on global corporate citizenship*. Cheltenham: Edward Elgar.
- Yukl, G. (2012). *Leadership in organizations* (8 ed.). Harlow: Pearson.

A Note on Plagiarism

Plagiarism is defined as the use of another person's ideas, knowledge, or language without appropriate crediting of the source. Plagiarism is theft of intellectual property, and therefore is a serious offense. It cannot be tolerated in academic work. Any evidence of plagiarism in a student paper will result in a failing grade for the course. It is also inappropriate to use very long quotes from an author even if the material is properly cited and enclosed in quotation marks. Such a practice raises the possibility that students do not really understand the material they are quoting. Ideas should be expressed in the students' own words except for the occasional use of quotations from other sources to highlight or support specific points. For further information see the *Harvard Guide to Using Sources* and its guidelines on avoiding plagiarism.

Course Outline

In the following, you will find the themes we will address during the course. The readings listed under each theme provide those of you who do the presentation with a preliminary introduction to the literature in that field. These texts will be provided to you by the course instructor. The students preparing the presentations should also do further literature research.

The following research questions can guide you in preparing your presentations as well as your papers:

- (1) What is the theoretical/scientific relevance of the phenomenon you study?
- (2) What is the practical relevance of the topic you analyze?
- (3) What are the challenges for responsible leaders in relation to the topic you analyze?
- (4) What are possible (theoretical) solutions?
- (5) How and why have responsible leaders managed existing challenges in practice?
- (6) What are theoretical and practical implications that can be derived from these theoretical and practical solutions?

Grading Weights



Seminar Paper	60%
Presentation	30%
Attendance and participation in class discussion	10%



Session outline

Please note that the sessions and the literature suggestions provided for the sessions will not always refer explicitly to the term responsible leadership, or even leadership. This does not mean it is not relevant for responsible leadership. When preparing your presentations and papers, you can refer to the terms used in the specific literature you are drawing on.

However, you might want to try at some point linking the discussion back to our overall theme of responsible leadership.

Preparatory session

Session 1: Introduction to responsible leadership – by instructor

In this first session, we will analyze how leadership has evolved over time and what the current challenges for responsible leaders are.

References:

Northouse, P. G. (2016). *Leadership: Theory and practice* (7 ed.). Thousand Oaks: Sage.

Voegtlin, C. (2016). What does it mean to be responsible? Addressing the missing responsibility dimension in ethical leadership research. *Leadership*, 12(5), 581-608.

Yukl, G. (2012). *Leadership in organizations* (8 ed.). Harlow: Pearson.

Session 2: How to write a seminar paper – by instructor

In this session, we will discuss the formal aspects of how to write a seminar paper. We will examine the structure and content of a scientific paper and highlight the important aspects you need to consider when preparing your paper.

Followed by: Introduction and allocation of topics for student presentations



1st day

Session 3: Introduction into Responsible Leadership (continued) – by instructor

In this continued introduction into the topic of responsible leadership, we will learn how the concept of responsible leadership extends the one of ethical leadership. In addition, we will get familiar with a three-roles model of responsible leadership.

References:

- Voegtlin, C. (2016). What does it mean to be responsible? Addressing the missing responsibility dimension in ethical leadership research. *Leadership, 12*(5), 581-608.
- Voegtlin, C. & Crane, A. (2018). Putting the manager back into stakeholder salience: Towards a theory of managerial perceptions of stakeholder responsibility. Audencia Business School, University of Bath.
- Voegtlin, C., Frisch, C., Walther, A., & Schwab, P. (2019). Theoretical Development and Empirical Examination of a Three-Roles Model of Responsible Leadership. *Journal of Business Ethics* (Online First: DOI 10.1007/s10551-019-04155-2)

Session 4: Student presentations

Topic 1: The responsible leader as a moral person and a moral manager – by student(s)

The aim of this session is to provide an overview of how leaders can engage responsibly and ethically with their employees. The focus should be on the leader as a moral person and a moral manager and the challenges of ethical decision-making.

References:

- Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior And Human Decision Processes, 97*(2), 117-134.
- Trevino, L. K. (1986). Ethical decision making in organizations: A person-situation interactionist model. *Academy of Management Review, 11*(3), 601-617.
- Trevino, L. K., Brown, M., & Hartman, L. P. (2003). A qualitative investigation of perceived executive ethical leadership: Perceptions from inside and outside the executive suite. *Human Relations, 56*(1), 5-37.
- 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*(4), 128-142.

Topic 2: Responsible leadership as successful stakeholder engagement – by student(s)

In this session, the focus will be on the interaction between responsible leaders and organizational stakeholders. Specifically relevant in this regard is discussing the ways through which responsible leaders can engage with stakeholders and the challenges of such an engagement.



References:

- Doh, J. P., & Quigley, N. R. (2014). Responsible leadership and stakeholder management: Influence pathways and organizational outcomes. *The Academy of Management Perspectives*, 28(3), 255-274.
- Maak, T. (2007). Responsible leadership, stakeholder engagement, and the emergence of social capital. *Journal of Business Ethics*, 74(4), 329-343.
- Pless, N. M., Maak, T., & Waldman, D. A. (2012). Different approaches toward doing the right thing: Mapping the responsibility orientations of leaders. *Academy of Management Perspectives*, 26(4), 51-65.

Lunch break

Session 5: Group work: Professional oath

2nd day

Session 6: Presentation

Topic 3: Responsible leadership and organizational culture – by student(s)

Leaders can have a strong influence on the organizational culture. In this session, the relation between leadership and culture should be carved out. A specific focus is on how responsible leaders can influence the “right” kind of culture. In addition, we will discuss how leaders can overcome barriers to an ethical organizational culture.

References:

- Bazerman, M. H., & Tenbrunsel, A. E. (2011). Ethical breakdowns. *Harvard Business Review*, 89(4), 58-65, 137.
- Paine, L. S. (1994). Managing for organizational integrity. *Harvard Business Review*, 72(2), 106-117.
- Schein, E. H. (2010). *Organizational culture and leadership* (Vol. 2). San Francisco: John Wiley & Sons.
- Trevino, L. K., Weaver, G. R., Gibson, D. G., & Toffler, B. L. (1999). Managing ethics and legal compliance: What works and what hurts. *California Management Review*, 41(2), 131-151.

Session 7: How to empirically conduct a “mini”-case study on responsible leadership – by instructor

This session will introduce students into the basics of conducting an empirical qualitative analysis. We will discuss the distinct steps of the empirical research process and place particular focus on case selection, as well as on data collection and analysis.



This is also the place and time to discuss the ideas for the cases of your seminar paper, especially if you wish to write an empirical (as opposed to a conceptual) paper.

References:

Gioia, D. A., Corley, K. G., & Hamilton, A. L. (2013). Seeking qualitative rigor in inductive research: Notes on the Gioia methodology. *Organizational Research Methods*, 16(1), 15-31.

Schnell, R., Hill, P. B., & Esser, E. (2011). *Methoden der empirischen Sozialforschung*: Oldenbourg Verlag.

Lunch break

Session 8: Group work: Coding exercise

This exercise will provide students with first hands-on insights on coding interviews, using transcripts of interviews with leaders of SMEs and MNCs conducted by the instructor in Europe and Asia Pacific. We will discuss the student experiences as well as ways to deal with confronted challenges.



3rd day

Session 9: Guest lecture (TBD)

Session 10: Student presentation

Topic 5: Leadership: Charisma and vision – by student(s)

The focus of this session will be on leader charisma. Charisma is one of the personality characteristics that has been associated most often with successful leadership. The aim is on the one hand to highlight the potential relevance of charisma for leadership that is able to transform others, and on the other hand, to critically discuss its potential negative implications.

References:

- Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly*, 10(2), 181-217.
- Howell, J. M., & Avolio, B. J. (1992). The ethics of charismatic leadership: submission or liberation? *Academy of Management Executive*, 6(2), 43-54.
- Waldman, D. A., Siegel, D. S., & Javidan, M. (2006). Components of CEO transformational leadership and corporate social responsibility. *Journal of Management Studies*, 43(8), 1703-1725.

Lunch break

Session 11: Group Work: Charisma Exercise

4th day

Session 12: Student presentation

Topic 6: Responsible leadership in multinational organizations – by student(s)

This session highlights the specific challenges responsible leaders face when managing multiple expectations and objectives. This will be illustrated by the specific focus on multinational companies that operate in multiple cultural and regulatory environments, and hence face a multitude of heterogeneous and partly contradictory stakeholder expectations.

References:

- Löscher, P. (2012). The CEO of Siemens on using a scandal to drive change. *Harvard Business Review*, November 2012, 39-42.



- Schembera, S., & Scherer, A. G. (2017). Organizational strategies in the context of legitimacy loss: Radical versus gradual responses to disclosed corruption. *Strategic Organization*, 15(3), 301-337.
- Scherer, A. G., Palazzo, G., & Seidl, D. (2013). Managing legitimacy in complex and heterogeneous environments: Sustainable development in a globalized world. *Journal of Management Studies*, 50(2), 259-284.

Session 13: Responsible leadership in small- and medium-sized enterprises – by student(s)

This session highlights the specific challenges responsible leaders face in small- and medium-sized enterprises (SMEs) that are typically characterized by scarce resources and informal organizational structures and processes.

References:

- Baumann-Pauly, D., Wickert, C., Spence, L. J., & Scherer, A. G. (2013). Organizing corporate social responsibility in small and large firms: Size matters. *Journal of Business Ethics*, 115(4), 693-705.
- Schembera, S., & Scherer, A. G. (2018). *Institutional and emotional dynamics on the dark side of legitimacy: The case of anti-corruption at SMEs*. University of Zurich, Department of Business Administration. Paper presented at the Academy of Management Annual Meeting, Chicago, USA, 2018.

Lunch break

Session 14: One-on-one feedback session on seminar papers

This session provides students with the opportunity to discuss open questions and problems regarding the development of their seminar thesis. First, students may raise questions in the plenary that appear of general relevance. Later, we will have time for one-on-one feedback regarding more specific questions.



Exemplary empirical cases for seminar papers:

1. Markus Braun: Wirecard
 - a. Former Wirecard CEO rearrested and accused of long-running fraud
<https://www.ft.com/content/3c122d1b-660f-40db-9ac2-e8d724ffd3fa>
 - b. In a German Tech Giant's Fall, Charges of Lies, Spies and Missing Billions
<https://www.nytimes.com/2020/06/26/business/wirecard-collapse-markus-braun.html>
2. Clemens Tönnies: Tönnies (Meat Factory)
 - a. Coronavirus: Who is Germany's 'meat baron' Clemens Tönnies?
<https://www.bbc.com/news/world-europe-53152724>
 - b. After the corona scandal: Activists occupy Tönnies slaughterhouse
<https://www.en24news.com/en/2020/07/after-the-corona-scandal-activists-occupy-tonnies-slaughterhouse.html>
3. Leaders in Tyrol: The spread of the Corona Virus
 - a. Coronavirus coverup: Did Austrian politics and industry collude?
<https://www.dw.com/en/coronavirus-coverup-did-austrian-politics-and-industry-collude/a-53048958>
 - b. Coronavirus infected apres-ski in the Austrian Alps; criminal probe and litigation now follow
https://www.washingtonpost.com/world/europe/austria-coronavirus-alps-ischgl-ski-resort-investigation-lawsuit/2020/05/17/d54fa5fa-93bf-11ea-87a3-22d324235636_story.html
4. Mark Zuckerberg: Facebook
 - a. <https://www.theguardian.com/news/2017/may/21/revealed-facebook-internal-rulebook-sex-terrorism-violence>
 - b. <https://netzpolitik.org/2019/warum-facebook-ein-institut-fuer-ethik-in-muenchen-finanziert/>
 - c. FAZ (2016; February 22). Hasskommentare bei Facebook: Anzeige gegen Mark Zuckerberg Retrieved from:
<https://www.faz.net/aktuell/feuilleton/debatten/hasskommentare-bei-facebook-anzeige-gegen-mark-zuckerberg-14084652.html>
5. Elon Musk: Tesla
 - a. Breitbart. (2016, December 14). Trump adds Elon Musk, Pepsi and Uber CEOs to advise on economic affairs. Breitbart News Network. Retrieved from
<http://www.breitbart.com/tech/2016/12/14/trump-adds-elon-musk-pepsi-and-uber-ceosto-advise-on-economic-affairs/>.
 - b. Breitbart. (2017, June 2). Ted Cruz busts Elon Musk for flying private jet while lecturing Trump on global warming. Breitbart News Network. Retrieved from
<https://www.breitbart.com/tech/2017/06/02/elon-musk-private-jet-ted-cruz/>



- c. Reuters. (2018, August 8). SEC examining Musk's tweets on taking Tesla private: WSJ. Retrieved from <https://www.reuters.com/article/us-tesla-musk/sec-examiningmusk-tweets-on-taking-tesla-private-wsj-idUSKBN1KT1M8>.
 - d. Vance, A. (2015). *Elon Musk. Tesla, PayPal, SpaceX, and the Quest for a Fantastic Future*. New York, NY: Ecco.
 6. Richard Branson: Virgin
 - a. How to advance diversity at work. <https://www.virgin.com/richard-branson/how-advance-diversity-work>
 7. Peter Loescher & Joe Kaeser: Siemens
 - a. FAZ (2019, July 23). Sachter Beistand für Joe Kaeser. FAZ, 2019(168), 20.
 - b. Löscher, P. (2012). The CEO of Siemens on using a scandal to drive change. *Harvard Business Review*, November 2012, 39-42.
 - c. Kaeser. Profile: Joe Kaeser. New Brooms Sweep Clean. Retrieved from: <https://www.ifac.org/system/files/downloads/1.2-kaeser-new-brooms-sweep-clean-final.pdf>
 8. Christine Hohmann-Dennhardt: Daimler & Volkswagen
 - a. Ruddick (2017, January 31). VW risks new pay row as compliance chief lands €10m payoff. Retrieved from: <https://www.theguardian.com/business/2017/jan/31/volkswagen-head-of-legal-affairs-christine-hohmann-dennhardt-10m-pay-off>
 - b. Meck (2017, October 21). Absprachen-Verdacht. Die doppelte Kronzeugin im Autokartell. Retrieved from: <https://www.faz.net/aktuell/wirtschaft/auto-verkehr/hohmann-dennhardt-ist-doppelte-kronzeugin-im-kartell-15257401.html?service=printPreview>