



EVROPSKÁ UNIE  
Evropské strukturální a investiční fondy  
Operační program Výzkum, vývoj a vzdělávání



## **LEADERSHIP FOR 21<sup>ST</sup> CENTURY**

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Ing. Jana Gašková, Ph.D. (jana.gaskova@vse.cz)

Vysoká škola ekonomická v Praze  
Fakulta podnikohospodářská  
Katedra manažerské psychologie a sociologie

### **Module 01/13: Introduction**

Previous lecture: none  
Next lecture: Leader development  
Materials: flipcharts, markers  
Room: no special set up needed

### **Learning outcomes**

- Students understand the framework of the course (learning outcomes and topics).
- Students gained an overview of leadership theory.

### **Connection to the seminar...**

Conditions and evaluation of the course will be discussed at the first seminar.

### **Theoretical concepts**

- Alimo-Metcalfe, B. (2013). A Critical Review of Leadership Theory. In H. S. et al. Leonard (Ed.), *The Wiley-Blackwell Handbook of the Psychology of Leadership, Change, and Organizational Development* (s. 15–47). John Wiley & Sons.
- Bass, B. M. (1985). *Leadership and Performance beyond Expectations*. The Free Press.
- Day, D. V., & Antonakis, J. (2012). Leadership: Past, Present, and Future. In D. V. Day & J. Antonakis (Ed.), *The nature of leadership*. Sage Publications.
- Northouse, P. G. (2018). *Leadership: theory and practice* (Eighth). SAGE Publications.

### **Individual preparation for the lecture**

None. It is the very first lecture of the seminar.

## Outline

Time	Δt	Title	Outcome	Methods	Content	Material
TBA	15	<b>Intro</b>		front	Introduction to the course and its learning outcomes. Introduction of lecturers.	
TBA	10	<b>Concept</b>	Students understand their underlying assumptions about leadership.	free writing discussion	Instructions to the method called free writing. (2 min) Free writing to evoke what students already know about leadership. (3 min) Sharing their insights. (5 min)	
TBA	5	<b>Importance</b>	Students can tell reasons why to study leadership.	frontal	Presentation.	
TBA	20	<b>Brief History</b>	Students understand evolution of leadership theories.	frontal	Presentation: 5 stages based on Alimo-Metcalfe (2013).	
TBA	10	<b>Topics</b>	Students understand selection of topics of the course.	frontal discussion	Overview of topics of the seminar.	
TBA	20	<b>2000s</b>	Students can tell what defines 21 <sup>st</sup> century and its connection to leadership.	discussion	Students are divided into smaller groups and discuss what main changes/challenges of 21 <sup>st</sup> century are (10 min). They note main points on flipcharts with markers. Then presentation to others and discussion (10 min).	flipcharts markers
TBA	5	<b>Summary</b>		frontal	Students' reflection and key message from the lecturer.	
TBA	5	<b>Buffer</b>				



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### Module 02/13: Leader development

Previous lecture: Introduction  
Next lecture: Transformational and strategic leadership  
Materials: handouts  
Room: no special set up needed

### Learning outcomes

- Students can answer the question if leaders are born or made.
- Students can distinguish between leader and leadership development.
- Students can define concepts important for leader and leadership development.

### Connection to the seminar...

TBA

### Theoretical concepts

- Antonakis, J., House, R. J., & Simonton, D. K. (2017). Can super smart leaders suffer from too much of a good thing? The curvilinear effect of intelligence on perceived leadership behavior. *Journal of Applied Psychology*, 102(7), 1003–1021.  
<https://doi.org/10.1037/apl0000221>
- Ashford, S. J., & DeRue, D. S. (2012). Developing as a leader. *Organizational Dynamics*, 41(2), 146–154. <https://doi.org/10.1016/j.orgdyn.2012.01.008>
- Day, D. V., & Dragoni, L. (2015). Leadership Development: An Outcome-Oriented Review Based on Time and Levels of Analyses. *Annual Review of Organizational Psychology and Organizational Behavior*, 2(1), 133–156.  
<https://doi.org/10.1146/annurev-orgpsych-032414-111328>
- Goldberg, L. R. (1990). An alternative “description of personality”: The Big-Five factor structure. *Journal of Personality and Social Psychology*, 59, 1216–1229.
- Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87(4), 765–780.  
<https://doi.org/10.1037//0021-9010.87.4.765>
- Northouse, P. G. (2018). *Leadership: theory and practice* (Eighth). SAGE Publications.

## **Individual preparation for the lecture**

### **Video: Leadership development by Dragoni**

<https://www.youtube.com/watch?v=xMle0TRcFuE&feature=youtu.be>

Distinction from leader development, reminder of leadership as a process

<=> followership (later lecture)

### **Article: Developing as a leader: The power of mindful engagement**

**Citation:** Ashford, S. J., & DeRue, D. S. (2012). Developing as a leader: The power of mindful engagement. *Organizational Dynamics*, 41(2), 146-154.

**Internet:** <http://webuser.bus.umich.edu/sja/pdf/DevAsLeader.pdf>

### **Article: Organizational Growth Mindset**

**Citation:** Halvorson, H. G., Cox, C, Rock, D. (2016). Organizational Growth Mindset. *NeuroLeadership Journal*, 6(1), 2-13. **Internet Abstract:**

<https://neuroleadership.com/portfolio-items/organizational-growth-mindset/>

### **Article: Leadership Development: An Outcome-Oriented Review Based on Time and Levels of Analyses**

**Citation:** Day, D., & Dragoni, L. (2015). Leadership development: An outcome-oriented review based on time and levels of analyses. *The Annual Review of Organizational Psychology and Organizational Behavior*, 2(3), 1-24.

**Internet:** <http://www.annualreviews.org/doi/pdf/10.1146/annurev-orgpsych-032414-111328>

## Outline

Time	Δt	Title	Outcome	Methods	Content	Material
TBA	5	<b>Intro</b>		frontal	Connection to the previous lecture. Flow of the lecture.	
TBA	10	<b>Born or made?</b>	Students reflected on their previous knowledge.	discussion	Are leaders born or made? (students give their opinion and share their experience).	
TBA	30	<b>Born then made</b>	Students can answer the question if leaders are born or made.	frontal discussion	Presentation. Discussion: What else has an influence on leaders? (e.g. sleep, meditation, etc.) (in pairs) Which personality traits from the “Big Five” you identify yourself with? Give us a personal example how it influenced you in a leadership context.	
TBA	15	<b>Leader and leadership development</b>	Students can distinguish between leader and leadership development. Students can define concepts important for leader and leadership development.	front	Presentation.	
TBA	20	<b>After action review</b>	Students can use the after action review.	front discussion	Introduction to the After Action Review (AAR). Discussion in pairs: Think of an episode from your own life in a leadership (or team) context when something went wrong. Explain it to your colleague and use the AAR framework at handout. Then switch your roles.	handout

TBA	5	<b>Summary</b>		front	Students' reflection and key message from the lecturer.	
TBA	5	<b>Buffer</b>				

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### Module 03/13: Transformational and strategic leadership

Previous lecture: Leader development

Next lecture: Political skills, social networks, toxic leadership

Materials: x

Room: no special set up needed

### Learning outcomes

- Students can distinguish transactional, transformational and strategic leadership.
- Students can discuss pros and cons of theories.
- Students can discuss how charisma matters and what charismatic tactics are.
- Students can define strategic leadership.

### Connection to the seminar...

TBA

### Theoretical concepts

- Antonakis, J. (2012). Transformational and Charismatic Leadership. In D. V. Day & J. Antonakis (Ed.), *The nature of leadership*. Sage Publications.
- Bass, B. M., & Avolio, B. J. (1993). Transformational leadership: A response to critiques. In M. M. Chemers & R. Ayman (Eds.), *Leadership theory and research: Perspectives and directions* (pp. 49–80). San Diego, CA: Academic Press.
- Day, D. V., & Antonakis, J. (2012). Leadership: Past, Present, and Future. In D. V. Day & J. Antonakis (Ed.), *The nature of leadership*. Sage Publications.
- Finkelstein, S., Hambrick, D.C. and Cannella, A.A. (2009). *Strategic Leadership; Theory and Research on Executives, Top Management Teams and Boards*. New York: Oxford University Press.
- Kahneman, D. (2011). *Thinking, fast and slow*. London: Penguin Books.
- Northouse, P. G. (2018). *Leadership: theory and practice* (Eighth). SAGE Publications.
- Wong, S. I., & Giessner, S. R. (2018). The Thin Line Between Empowering and Laissez-Faire Leadership: An Expectancy-Match Perspective. *Journal of Management*, 44(2), 757–783. <https://doi.org/10.1177/0149206315574597>

## **Individual preparation for the lecture**

### **Transformational leadership**

3 videos from Northouse:

<https://edge.sagepub.com/northouse7e/student-resources/chapter-8/northouse-on-leadership>

**Charismatic leadership.** TEDx Talk by Antonakis:

<https://www.youtube.com/watch?v=SEDvD1IICfE&list=FLLiI2sfGKPc3SSWZfuD6jJg&index=4&t=0s>

**Strategic leadership:** TEDx Talk by Haanaes.

[https://www.ted.com/talks/knut\\_haanaes\\_two\\_reasons\\_companies\\_fail\\_and\\_how\\_to\\_avoid\\_them/transcript?language=en](https://www.ted.com/talks/knut_haanaes_two_reasons_companies_fail_and_how_to_avoid_them/transcript?language=en)



## Outline

Time	Δt	Title	Outcome	Methods	Content	Material
TBA	5	<b>Intro</b>		frontal	Connection to the previous lecture. Flow of the lecture.	
TBA	40	<b>Full range of leadership model</b>	Students can define components of the model.	frontal discussion	Presentation. Play video of Mandela's speech and discuss which factor from transformational leadership model Mandela modelled.	
TBA	15	<b>Charismatic leadership</b>	Students can tell how charisma matters to leadership.	discussion	Discussion of Antonakis's TEDx Talk.	
TBA	20	<b>Strategic leadership</b>	Students can define strategic leadership	frontal discussion	10' Theory 10' Discussion of TEDx Talk from Haanaes.	
TBA	5	<b>Summary</b>		frontal	Students' reflection and key message from the lecturer.	
TBA	5	<b>Buffer</b>				

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### **Module 04/13: Political Skills, Social Networks, Toxic Leadership**

Previous lecture: Strategic Leadership

Next lecture: AL, EL, SL

Materials: Flipchart, markers, scissors, spellotape

Room: No need to set up

#### **Learning outcomes**

- Students can distinguish between political skills and being political.
- Students can prepare own development plans in order to develop their political skills.
- Students understand toxic behaviour in leadership.
- Students can identify the outcomes of toxic leadership.
- Students can help preventing toxic leadership behaviour in an organization.

#### **Connection to the seminar!**

#### **Theoretical concepts**

**Article: Frieder, R. E., Ferris, G. R., Perrewé, P. L., Wihler, A., & Brooks, C. D. (2019). Extending the metatheoretical framework of social/political influence to leadership: Political skill effects on situational appraisals, responses, and evaluations by others. *Personnel Psychology*, 72(4), 543-569.**  
<https://doi.org/10.1111/peps.12336>

#### **Additional sources (voluntary):**

- Snakes in Suits (Book)
- The Wolf of Wall Street (Film)
- House of Cards (TV Serie)

#### **Individual preparation for the lecture**

Read the article. Prepare how are the political skills related to leadership, and what are their effects.

## Outline

Time	Δt	Title	Outcome	Methods	Content	Material
TBA	5	<b>Looking back</b>		Whole-class discussion	Summing up previous lecture and knowledge	
TBA	10	<b>Political Skills</b>	Students understand what the political skills are and what are they for.	Frontal	Explanation the political skills, what are they for Reflection on the pre-class preparation (article)	
TBA	20	<b>Political Skills - HOW</b>	Students are able to prepare their own steps in order to develop their political skills	Small-groups discussion	Students put together what the steps are when developing political skills (what can/needs to/ be done) + present	Flipchart, markers
TBA	25	<b>Toxic Leadership - Intro</b>	Students understand the toxicity of a certain leaders' behaviour	Frontal + whole class discussion	What is toxic leadership? How can we identify toxic leaders? Videos (5 min.) Toxic leaders + toxic triangle explanation	Videos (links in presentation)
TBA	20	<b>Toxic Leadership - outcomes</b>	Students can identify what the outcomes of toxic	Small class discussions	Students work in groups + present Lecturer sums up Put the flipcharts from political skills and toxic leadership next to each other and compare	Flipchart, markers

			behaviour are.			
TBA	10	<b>Summary</b>		Front	Main “aha moments”, what did they learn	

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### **Module 05/13: Post-heroic leadership**

Previous lecture: Transformational and strategic leadership

Next lecture: Followership

Materials: x

Room: no special set up needed

### **Learning outcomes**

- Students understand key concepts of ethical, authentic and servant leadership.
- Students can discuss pros and cons of theories.

### **Connection to the seminar...**

TBA

### **Theoretical concepts**

- Ethical leadership
- Authentic leadership
- Servant leadership

### **Individual preparation for the lecture**

3 videos from Northouse:

Video (1:41)

<https://edge.sagepub.com/northouse7e/student-resources/chapter-9/northouse-on-leadership>

Videos (5 min)

<https://edge.sagepub.com/northouse7e/student-resources/chapter-10/northouse-on-leadership>

Videos (3 min)

<https://edge.sagepub.com/northouse7e/student-resources/chapter-13/northouse-on-leadership>

## Outline

Time	Δt	Title	Outcome	Methods	Content	Material
TBA	5	<b>Intro</b>		frontal	Connection to the previous lecture. Flow of the lecture.	
TBA	5	<b>Post-heroic theories</b>	Students can tell how post-heroic models evolved.	frontal	Presentation.	
TBA	10	<b>Ethical leadership</b>	Students can define ethical leadership.	frontal	Presentation.	
TBA	30	<b>Authentic leadership</b>	Students can define authentic leadership.	frontal discussion	Presentation. Discussion: How might the model be useful at your workplace or during your teamwork at university?	
TBA	25	<b>Servant leadership</b>	Students can define servant leadership.	frontal discussion	Presentation. Discussion: How is servant leadership different from ethical and authentic leadership? Do you know people who behave like servant leaders?	
TBA	5	<b>Summary</b>		frontal	Students' reflection and key message from the lecturer.	
TBA	5	<b>Buffer</b>				

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### **Module 06/13: Followership I**

Previous lecture: Post-heroic leadership  
Next lecture: Followership II  
Materials: Sticky notes, flip chart, markers  
Room: No need to set up

### **Learning outcomes**

- Students can explain what is followership and define follower
- Students can distinguish between leadership and followership
- Students are able to link followership to selected leadership theories

### **Connection to the seminar!**

### **Theoretical concepts**

#### **Videos and media: from P. Northouse Leadership**

<https://edge.sagepub.com/northouse8e/student-resources-0/chapter-12/video-and-multimedia>

definition of followership, why is it important, how is it linked to leadership

#### **Video: How to make a movement**

[https://www.ted.com/talks/derek\\_sivers\\_how\\_to\\_start\\_a\\_movement](https://www.ted.com/talks/derek_sivers_how_to_start_a_movement)

Ted talk – Derek Sivers

Why followers should be more nourished by leaders

#### **Article: What Every Leader Needs to Know About Followers- Barbara Kellerman**

HBReview

Internet: <https://hbr.org/2007/12/what-every-leader-needs-to-know-about-followers>

### **Individual preparation for the lecture**

- See videos and read the article. Given the sources, prepare:

- Who is a follower? What is a followership?
- How would you distinguish a leader from a follower?



## Outline

Time	Δt	Title	Outcome	Methods	Content	Material
TBA	5	<b>Intro</b>			Lecture intro, repeating last lessons	
TBA	20	<b>Reversing the lens</b>	Students understand the importance of followership	Discussion, board writing Frontal	Questions to students: Why is the followership important? Why should companies focus more on followers than leaders?	
TBA	5	<b>Q/A?</b>			Possible questions from students, check if they understand the topic	
TBA	5	<b>Ice-break</b>				
TBA	30	<b>Defining followers</b>	Students are able to define followership and distinguish between leader and follower	Small-group work	Divide students into groups (app. 5 students per group) Students should write down definition of follower, roles of follower in organization (mind maps) On the sticky notes link the follower behaviour and followership to leader behaviour and leadership Each group presents	Sticky notes, flipchart paper, markers
TBA	10	<b>Followership vs. leadership</b>	Students are able to distinguish between followership and leadership	Frontal	How would students define leadership? How would they define followership? What is the difference between the two topics?	

TBA	10	<b>Summary</b>		Frontal	Main “aha moments”, what did they learn Summing up the videos with the link to the lecture content	
TBA	5	<b>Buffer</b>				

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### **Modul 07/13: Followership II**

Previous lecture: Followership I

Next lecture: Spiritual Leadership

Materials: Flipchart papers, markers, tape, scissors

Room: No need to set up

### **Learning outcomes**

- Students can match selected followership styles with leadership styles
- Students distinguish between characteristics of effective and ineffective follower
- Students can apply the theoretical concepts on a practical example (case study)

### **Connection to the seminar!**

### **Theoretical concepts**

#### **Article: Developing as a leader: The power of mindful engagement**

**Citation:** Bjugstad, K., Thach, E. C., Thompson, K. J., & Morris, A. (2006). A fresh look at followership: A model for matching followership and leadership styles. *Journal of Behavioral and Applied Management*, 7(3), 304. doi:10.21818/001c.16673

**Internet:** <https://search-proquest-com.zdroje.vse.cz/docview/196732400/fulltextPDF/E969F3F4E2824409PQ/1?accountid=17203>

#### **Video: Situational Leadership**

<https://resources.kenblanchard.com/featured-videos/the-power-of-slii>

Explanation of Situational Leadership and Development/motivational level of followers

### **Individual preparation for the lecture**

Read the article stated in the theoretical concepts (Bjugstad et al.)

See the video (above) to refresh knowledge about the situational leadership and different leadership styles

Study Kelley's and Chaleff's typology of followers

## Outline

Time	Δt	Title	Outcome	Methods	Content	Material
TBA	5	<b>Intro</b>			Preparation of the room, student's attendance, clarify questions, administration, etc.	
TBA	10	<b>summary</b>	Students refresh previous knowledge on followership	Group discussion	Summing up previous lecture on followership, followers, repeating important/ key facts	Board
TBA	15	<b>In/effective follower</b>	Students give summary on followers' effectivity	Group work, presentation, discussion	Students divided into groups (app. 5 students per group) and write down characteristics of effective and ineffective follower (8 min.), present to the rest of the class (5 min.), summing up and picking what they had in common (2 min.)	Flipchart papers + markers
TBA	20	<b>Followers typology</b>	Students understand the different types of followers	Frontal	Compare Zaleznik, Kelley, Chaleff and Kellermann typology of followers (ppt) Accenture Kelley and Chaleff typology	
TBA	10	<b>Situational Leadership</b>	Students understand the concept of SLII	Frontal	Explain SLII, give examples, Reflect on videos	
TBA	20	<b>Followership vs. leadership</b>	Students can link types of followers to appropriate leadership style	Small group-work	Divide students in 5 groups (each group is given one followership type according to Kelley) According to Kelley's typology and its match to Situational Leadership, give specific examples of followers and what kind of leadership/ leaders would they seek/ be more suitable for them (10 min.)	Flipchart papers + markers

					Students present their outcomes (10 min.)	
TBA	10	<b>summary</b>		Individual/ whole class discussion	Remind students of the “How to make a movement video”, What they’ve learnt write down individually Sum up key words, “aha moments”	

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### **Module 05/13: Spiritual leadership**

Previous lecture: Followership

Next lecture: Leadership and ethics

Materials: x

Room: no special set up needed

### **Learning outcomes**

- Students understand the concept of spiritual leadership.
- Students gained practical insights about spiritual leadership from the external guest.
- Students can detect theories that evolve over time and become stable.

### **Connection to the seminar...**

TBA

### **Theoretical concepts**

- Spiritual leadership.
- Workplace spirituality.

### **Individual preparation for the lecture**

Videos:

[https://www.youtube.com/channel/UCVDAFHxJEbMWAZy\\_OY\\_Lg2A](https://www.youtube.com/channel/UCVDAFHxJEbMWAZy_OY_Lg2A)

## Outline

Time	Δt	Title	Outcome	Methods	Content	Material
TBA	5	<b>Intro</b>		frontal	Connection to the previous lecture. Flow of the lecture.	
TBA	10	<b>Workplace spirituality</b>	Students can define Workplace spirituality	frontal	Presentation.	
TBA	20	<b>Spiritual leadership</b>	Students can define Spiritual leadership and distinguish spirituality from religion.	frontal	Presentation.	
TBA	20	<b>Servant leadership</b>	Students can define transcendental spirituality.	frontal	Presentation.	
TBA	20	<b>Leadership theories</b>	Students can detect theories that evolve over time and become stable.	discussion	Discussion: Is spiritual leadership a viable leadership theory? What is different from ethical, authentic or servant leadership?	
TBA	10	<b>Summary</b>		frontal	Students' reflection and key message from the lecturer.	
TBA	5	<b>Buffer</b>				



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### **Module 09/13: Leadership and ethics**

Previous lecture: Spiritual leadership

Next lecture: Leadership and creativity

Materials: flipcharts, markers

Room: no special set up needed

### **Learning outcomes**

- Students are familiar with core concepts of business ethics.
- Students can reflect on and analyse dilemmas and ethically challenging situations.

### **Connection to the seminar...**

TBA

### **Theoretical concepts**

- Moral muteness, whistleblowing, dilemma
- Morality, ethics, ethical principles
- The Navigation Wheel

### **Individual preparation for the lecture**

#### **Book chapter:**

Kvalnes Ø. (2019) The Navigation Wheel. In: Moral Reasoning at Work. Palgrave Pivot, Cham. [https://doi.org/10.1007/978-3-030-15191-1\\_6](https://doi.org/10.1007/978-3-030-15191-1_6)



## Outline

Time	Δt	Title	Outcome	Methods	Content	Material
TBA	5	<b>Intro</b>		frontal	Connection to the previous lecture. Flow of the lecture.	
TBA	15	<b>Basics</b>	Students understand basic concepts.	frontal discussion	Presentation. Discussion: What is the morally relevant difference between a gift and a bribe?	
TBA	30	<b>The Navigation Wheel</b>	Students can use The Navigation Wheel.	frontal	Presentation.	
TBA	15	<b>Ethical theories</b>	Students understand concepts of duty ethics and utilitarianism.	frontal	Presentation.	
TBA	10	<b>Application</b>	Students can tell what the role of ethics is in leadership.	frontal discussion	Discussion: Think about leadership theories we talked about, which voice ethics as important? Do Millennial students differ in ethical behaviour compared to other generations? (e.g. their work less central to their lives, individualism)	
TBA	10	<b>Summary</b>		frontal	Students' reflection and key message from the lecturer.	
TBA	5	<b>Buffer</b>				

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## LEADERSHIP FOR 21<sup>ST</sup> CENTURY

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### Module 10/13: Leadership and creativity

Previous lecture: Leadership and ethics

Next lecture: Leading digital workforce

Materials: flipcharts, markers

Room: no special set up needed

### Learning outcomes

- Students can define creativity.
- Students understand basic concepts related to creativity.
- Students can apply theoretical concepts on the practical level.

### Connection to the seminar...

Following seminar will be dedicated to the Design Thinking method from the perspective of leaders.

### Theoretical concepts

- Divergent and convergent thinking
- Three components of creativity and managerial practices

### Individual preparation for the lecture

#### Article: How to Kill Creativity

**Citation:** Amabile, T. M. (1998). HOW TO KILL CREATIVITY. (cover story). *Harvard Business Review*, 76(5), 76–87.

#### Internet:

<http://search.ebscohost.com.zdroje.vse.cz:2048/login.aspx?direct=true&db=bth&AN=1048966&lang=cs&site=ehost-live&scope=site>

#### Article: The Hard Truth About Innovative Cultures

**Citation:** Pisano, G. P. (2019). The Hard Truth About Innovative Cultures. (cover story). *Harvard Business Review*, 97(1), 62–71.

#### Internet:

<http://search.ebscohost.com.zdroje.vse.cz:2048/login.aspx?direct=true&db=bth&AN=133608385&lang=cs&site=ehost-live&scope=site>

**Videos:**

Stevenson, J. Available at: <https://www.youtube.com/watch?v=NugRZGDbPFU>

Grant, A. Available at:

[https://www.ted.com/talks/adam\\_grant\\_the\\_surprising\\_habits\\_of\\_original\\_thinkers](https://www.ted.com/talks/adam_grant_the_surprising_habits_of_original_thinkers)

## Outline

Time	Δt	Title	Outcome	Methods	Content	Material
TBA	5	<b>Intro</b>		frontal	Connection to the previous lecture. Flow of the lecture.	
TBA	10	<b>Basics</b>	Students can define creativity.	frontal	Presentation.	
TBA	15	<b>Divergent thinking</b>	Students can train their divergent thinking.	exercise	Volleyball exercise (5 min) + debriefing (10 min).	
TBA	15	<b>Three components</b>	Students can tell how to influence creativity.	frontal discussion	Presentation. Discussion: How can you support your subordinates to be more creative?	
TBA	35	<b>Role of leaders</b>		frontal discussion	Discussion: Share with us a personal example of managerial practice or duality from a leadership context. How can these practices and dualities be influenced by cultural differences?	
TBA	5	<b>Summary</b>		frontal	Students' reflection and key message from the lecturer.	
TBA	5	<b>Buffer</b>				

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### **Module 11/13: Leadership and Diversity**

Previous lecture: Leadership and creativity

Next lecture: Spiritual Leadership

Materials: Flipchart, markers, scissors, spellotape

Room: No need to set up

### **Learning outcomes**

- Students understand the concepts of diversity
- Students are able to set up rules for effective and diverse environment in organisations

### **Connection to the seminar!**

### **Theoretical concepts**

**Video: Sheryl Sandberg: Why we have too few women leaders**

[https://www.ted.com/talks/sheryl\\_sandberg\\_why\\_we\\_have\\_too\\_few\\_women\\_leaders](https://www.ted.com/talks/sheryl_sandberg_why_we_have_too_few_women_leaders)

**Video: Janet Stovall: How to get serious about diversity and inclusion in the workplace**

[https://www.ted.com/talks/janet\\_stovall\\_how\\_to\\_get\\_serious\\_about\\_diversity\\_and\\_inclusion\\_in\\_the\\_workplace](https://www.ted.com/talks/janet_stovall_how_to_get_serious_about_diversity_and_inclusion_in_the_workplace)

**Article:** Badura, K. L., Grijalva, E., Newman, D. A., Yan, T. T., & Jeon, G. (2018). Gender and leadership emergence: A meta-analysis and explanatory model. *Personnel Psychology*, 71(3), 335-367. <https://doi.org/10.1111/peps.12266>

### **Videos and media: from P. Northouse Leadership**

<https://edge.sagepub.com/northouse8e/student-resources-0/chapter-15/video-and-multimedia>

glass ceiling

**Individual preparation for the lecture**

See videos and read the article. Write down the most significant points (for you). Bring the notes to the lecture

## Outline

Time	Δt	Title	Outcome	Methods	Content	Material
TBA	5	<b>Looking back</b>		Whole-class discussion	Summing up previous lecture and knowledge	
TBA	15	<b>Diversity</b>	Students understand the topic of diversity	Frontal/class discussion	What is diversity? Students put together the possible dimensions (write down on a board)	
TBA	20	<b>gender</b>	Understanding the barriers	Small-groups discussion	Together explain the term Based on the video, why do students think there is the glass ceiling? (students sum up in groups, write down + share) Summing up (lecturer)	Flipchart, markers
TBA	20	<b>Race</b>	Understanding race and culture	Frontal	Explain differences between race and culture, what is culture? Show Hofstede and GLOBE models and explain how to use them and understand them	
TBA	20	<b>Leading Diversity</b>	Understanding how to lead diversity	Frontal	Explain why it is good to have a diverse environment in organisations How to set up the diverse environment	
TBA	10	<b>Summary</b>		Frontal	Main “aha moments”, what did they learn	

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### **Module 12/13: Leading Digital Workforce**

Previous lecture: Leadership and Diversity

Next lecture: Summary

Materials: Flipchart, markers, scissors, spellotape

Room: No need to set up

### **Learning outcomes**

- Students can define term digital workforce
- Students are able to define leadership skills needed to effectively lead digital workforce
- Students know how to operate within X teams
- Students understand and can look for distributed workforce tools

### **Connection to the seminar!**

### **Theoretical concepts**

**Article:** COLBERT, Amy, Nick YEE a Gerard GEORGE. THE DIGITAL WORKFORCE AND THE WORKPLACE OF THE FUTURE. Academy of Management Journal [online]. 2016, 59(3), 731-739. ISSN 00014273. doi:10.5465/amj.2016.4003

**Article:** Kane, G. C., Phillips, A. N., Copulsky, J., & Andrus, G. (2019). How digital leadership is(n't) different. MIT Sloan Management Review, 60(3), 34-39.

### **Individual preparation for the lecture**

Read the articles and prepare on what digital workforce means and what is digital leadership. Find articles on leading teams during Covid-19 pandemics and prepare arguments and facts for in-class discussion.



## Outline

Time	Δt	Title	Outcome	Methods	Content	Material
TBA	5	<b>Looking back</b>			Looking back	
TBA	20	<b>Digital workforce</b>	Students can define digital workforce	Frontal, whole-class discussion	Definition of Digital Workforce Digital fluency Digital mindset	
TBA	20	<b>Virtual teams</b>	Students understand virtual teams	Frontal	Students define virtual teams, put together pros and cons Lecturer sums up	
TBA	10	<b>X teams</b>	Students understand the XTeams	Frontal	Explain what XTeams mean	
TBA	5	<b>MTurk</b>	Students understand use of the tool	Frontal	Explain MTurk and how it can be used	
TBA	20	<b>Covid-19</b>	Understanding the current situation of global pandemic and the need of digitalization	Small-group discussion	Students put together how covid-19 pandemic has changed the game in terms of digitalization and digital leadership	Flipchart, markers
TBA	10	<b>Summary</b>		Frontal	Main “aha moments”, what did they learn	



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### **Module 13/13: Summary**

Previous lecture: Leading Digital Workforce

Next lecture: None

Materials: Flipchart, markers

Room: No need to set up

### **Learning outcomes**

- Students can summarize current trends in leadership theory.
- Students can connect their knowledge about leadership with knowledge from their respective fields of studies.
- Students can form their own opinions about future trends.

### **Connection to the seminar!**

### **Theoretical concepts**

ESG

### **Articles:**

Winston, Andrew (2020). How Did Business's Role in Society Change in 2020? Harvard Business Review. <https://hbr.org/2020/12/how-did-businesss-role-in-society-change-in-2020>

Howard-Grenville, Jennifer (2021). ESG Impact Is Hard to Measure — But It's Not Impossible. Harvard Business Review. <https://hbr.org/2021/01/esg-impact-is-hard-to-measure-but-its-not-impossible>

### **Independent preparation for the lecture**

Go through your notes from the semester. What did you remember? What was the biggest “aha” moment for you? Read the articles mentioned in the individual preparation. Think about possible future trends in leadership.

## Outline

Time	Δt	Title	Outcome	Methods	Content	Material
TBA	5	<b>Intro</b>			Connection to the previous lecture. Flow of the lecture.	
TBA	40	<b>Current trends</b>	Students can sum up the trends	Whole class discussion	Where is leadership theory now (always check Leadership Quarterly, CCL, etc.), reflect on with students. Did we cover the topics? What do they remember?	
TBA	35	<b>Future trends</b>	Students can put together possible future trends	Small group discussion	Sustainability (environmental social governance), discussion of other possible future trends (write down on blackboard)	White/black board
TBA	5	<b>Summary</b>				
TBA	5	<b>Buffer</b>				

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