



Course and Examination Fact Sheet: Spring Semester 2025

8,516: Leadership for Grand Challenges

ECTS credits: 4

Overview examination/s

(binding regulations see below)

decentral - Presentation, Analog, Individual work individual grade (30%)

Examination time: Term time

decentral - Oral examination and technical discussions, Analog, Individual work individual grade (10%)

Examination time: Term time

decentral - Written work, Digital, Individual work individual grade (30%)

Examination time: Term time

decentral - Quiz, Digital, Individual work individual grade (30%)

Examination time: Term time

Attached courses

Timetable -- Language -- Lecturer

[8,516,1.00 Leadership for Grand Challenges](#) -- English -- [Gloor Jamie](#)

Course information

Course prerequisites

Leaders play a key role in the context of human-induced grand challenges such as inequality and climate change. For example, CEOs directly influence approximately 30% of their company's sustainability performance. But leaders can come in various forms—in contexts from policy makers to politicians to middle managers and CSOs (Corporate Sustainability Officers). This interactive, interdisciplinary course blends science and practice on leadership, focused on the Sustainable Development Goals (SDGs).

Given the broad applicability of the topic and course contents, students with various career aims (e.g., business/practice, academia) and from various backgrounds (e.g., business, economics, informatics, psychology, sociology, finance, etc.) can learn and benefit from the course. After successful participation, students can:

Learning objectives

1. Describe sustainable/responsible leadership and its key behaviors
2. Outline the opportunities and challenges of sustainable/responsible leadership
3. Apply sustainable/responsible leadership to an SDG of the students' interest

Course content

Lecture #1: Leadership and Diversity

Lecture #2: Empathy and Perspective-Taking

Lecture #3: Creativity and Critical Thinking

Lecture #4: Humor/Charisma and Technology/AI

Student-Teacher meetings



Short 1:1s arranged on an individual basis to discuss ideas for the final science slams/articles and receive personalized feedback.

Lecture #5: Followership

Flipped classroom – the students become the lecturers and share their own ideas on leadership (and/or followership) for grand challenges.

Lecture #6: Science Slams

Present Science Slams

Course structure and indications of the learning and teaching design

This knowledge and the accompanying skills are meant to introduce students to cutting-edge science while also preparing them for a professional experience in the "new world of work". To achieve these aims, students will complete the following activities and assignments:

1. Pop Quizzes: A total of 3 short, surprise multiple-choice tests of students' knowledge with immediate, personalized feedback is an evidence-informed strategy to enhance students' retention of course material as well as to ensure students are prepared for each lecture. Only 2 of the 3 will affect grades, because the lowest score will be dropped.

2. Class Participation: To ensure optimal outcomes for all students, and because this course comprises only 6 lectures, you are expected to be punctual, prepared, and actively attend all meetings. Active participation makes for a more positive and successful learning environment; the course will also be more fun!

3. Flipped Classroom: It is now the students' turn to lecture for the class on a key aspect of leadership for grand challenges which we have not yet explored. Students will work in pairs to develop a 10min. lecture + interactive exercise/practice (max. 15-20min., depending on class size).

4. Written Assignment: Students will compose short, applied articles (akin to *Harvard Business Review* articles) on leadership soft skills/the new world of work. Expected length is 1,000 words (+/- 100 words) Students can use the same idea for the written assignment and the science slam (if desired).

5. Science Slam: Students will present their idea around soft skills at work (related to diversity, leadership, and/or the future of work). A PPT slide is optional. It is not necessary to rhyme, as is the case for "Poetry Slams". These are science slams, because they are shorter and more focused than presentations. Expected duration is 5 minutes (± 30 sec.). Students can use the same idea for both the written assignment and the science slam (if desired).

Course literature

Required readings are in **bold**; others are optional/for further information. Readings are subject to change to reflect the most current publications in the area and are presented in chronological order.

Bennis, W. (2007). The challenges of leadership in the modern world: Introduction to the special issue. *American Psychologist*, 62(1), 2-5.

George, G., Howard-Grenville, J., Joshi, A., & Tihanyi, L. (2016). Understanding and tackling societal grand challenges through management research. *Academy of Management Journal*, 59(6), 1880-1895.



Melaku, T. M., Beeman, A., Smith, D. G., & Johnson, W. B. (2020). Be a better ally. *Harvard Business Review* (November-December).

Gloor, J. L., Mestre, E. B., Post, C., & Ruigrok, W. (2022). We can't fight climate change without fighting for gender equity. *Harvard Business Review* (online only).

McKee, A. (2016). If you can't empathize with your employees, you'd better learn to. *Harvard Business Review*. (online only).

Waytz, A. (2016). The limits of empathy. *Harvard Business Review*. (online only).

Doshi, A. R., & Hauser, O. P. (2024). Generative AI enhances individual creativity but reduces the collective diversity of novel content. *Science Advances*, 10(28), 1-9.

Larson, B. Z., Moser, C., Caza, A., Muehlfeld, K., & Colombo, L. A. (2024). Critical thinking in the age of generative AI. *Academy of Management Learning & Education*, 23(3), 373-378.

Beard, A. (2014). Leading with humor. *Harvard Business Review*. (online only).

Gloor, J. L., Howe, L. C., De Cremer, D., & Yam, K. C. (2020). The funny thing about robot leadership. *European Business Review* (November/December).

Kong, D. J., Cooper, C. D., & Sosik, J. J. (2019). The state of research on leader humor. *Organizational Psychology Review*, 9(1), 3-40. <http://doi.org/10.1177/2041386619846948>

Clark, D. (2016). A checklist for more persuasive presentations. *Harvard Business Review*. (online only)

O'Hara, C. (2014). How to tell a great story. *Harvard Business Review*. (online only)

Additional course information

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Examination information

Examination sub part/s

1. Examination sub part (1/4)

Examination modalities

Examination type	Presentation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Asynchronous
Examination location	On Campus
Grading type	Individual work individual grade
Weighting	30%
Duration	--

Examination languages

Question language: English
Answer language: English

Remark



Individual Science Slams

Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

Students can use articles we have read/discussed in class or other research and reports that are relevant to their topics. Critical here is that all sources are cited on the slide (or spoken in the presentation), special care is taken to avoid plagiarism, and all use of AI tools are cited accordingly with the prompts used (these can be included on a second slide for ease of access/organizational reasons).

2. Examination sub part (2/4)

Examination modalities

Examination type	Oral examination and technical discussions
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Asynchronous
Examination location	On Campus
Grading type	Individual work individual grade
Weighting	10%
Duration	--

Examination languages

Question language: English

Answer language: English

Remark

Individual Student-Teacher Meetings

Examination-aid rule

Closed Book

The use of aids is prohibited as a matter of principle, with the exception of pocket calculator models of the Texas Instruments TI-30 series and, in case of non-language exams, bilingual dictionaries without any handwritten notes. Any other aids that are admissible must be explicitly listed by faculty members in the paragraph entitled "Supplementary aids" of the course and examination fact sheet; this list is exhaustive.

Procuring any aids, as well as ensuring their working order, is the exclusive responsibility of students.

Supplementary aids

Students are allowed to bring notes and/or a single PowerPoint slide they have prepared, if needed, to guide the discussion.

3. Examination sub part (3/4)

Examination modalities



Examination type	Written work
Responsible for organisation	decentral
Examination form	Written work
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Individual work individual grade
Weighting	30%
Duration	--

Examination languages

Question language: English

Answer language: English

Remark

Individual Paper

Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

Students can use articles we have read/discussed in class or other research and reports that are relevant to their topics. Critical here is that all sources are cited in APA 7th style, special care is taken to avoid plagiarism, and all use of AI tools are cited accordingly with the prompts used.

4. Examination sub part (4/4)

Examination modalities

Examination type	Quiz
Responsible for organisation	decentral
Examination form	Written exam
Examination mode	Digital
Time of examination	Term time
Examination execution	Synchronous
Examination location	On Campus
Grading type	Individual work individual grade
Weighting	30%
Duration	--

Examination languages

Question language: English

Answer language: English

Remark

Individual Pop Quizzes

Examination-aid rule

Closed Book

The use of aids is prohibited as a matter of principle, with the exception of pocket calculator models of the Texas Instruments TI-30 series and, in case of non-language exams, bilingual dictionaries without any handwritten notes. Any other aids that are



admissible must be explicitly listed by faculty members in the paragraph entitled "Supplementary aids" of the course and examination fact sheet; this list is exhaustive.

Procuring any aids, as well as ensuring their working order, is the exclusive responsibility of students.

Supplementary aids

No resources are allowed other than the tool used to access the link (e.g., students' smart phones) and students' memory of the articles and lecture content.

Examination content

- 1. Student-teacher meetings:** 15-minute sessions with each student and professor. The aim is for an active, 1-on-1 discussion, but you are allowed to bring notes and/or a single PowerPoint slide, if needed.
- 2. Written Assignment:** Students will compose short, applied articles (akin to *Harvard Business Review* articles) submitted as a Word document before midnight on the due date. Expected length is 1,000 words (+/- 100 words)
- 3. Science Slam:** Presentations delivered in class during the final lecture. A PPT slide is optional. Expected duration is 3 minutes (± 30 sec.).
- 4. Pop Quizzes:** A total of 3 short, surprise multiple-choice tests using a secure device during lecture time. Only 2 of the 3 will affect grades (i.e., the lowest score will be dropped).

Examination relevant literature

The literature is the same as was previously listed for the course.

Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and takes precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW21) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 13 (Monday, 25 March 2025) are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 04 (Thursday, 23 January 2025);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 17 March 2025);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 14 (Monday, 31 March 2025);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before ending with de-registration period in CW 15 (Monday, 07 April



2025).