# 1238-3016-01– Leadership

## Prerequisites: None
### Module 1 – 2020/21

## Course Section Details

| Section | Day | Hour | Lecturer | |
|---------|-----|------|----------|---|
| Class | Monday | 12:30-15:30 | Yuval Kalish | yuvalk@tauex.tau.ac.il |
| TA | Bu appointment | | Eric Saranovitz | ericsa@tauex.tau.ac.il |

Yuval's office hours (Recanati room 434): By appointment

Eric's office hours: By appointment

## Course Units

1 course units = 4 ECTS units

The ECTS (European Credit Transfer and Accumulation System) is a framework defined by the European Commission to allow for unified recognition of student academic achievements from different countries.

## Course Description

This course is about being a leader. It is designed to be a nontraditional class focusing on learning about personal leadership skills within the context of an organization. The purpose is to enable each student to become a better leader, through a mixture of theoretical understanding and of honing skills through self-discovery. As a result, the course has a strong experiential focus. Students (and learning teams) have considerable responsibility for their own development and are responsible for planning and pacing themselves. Students will find it necessary and useful to meet with one another regarding assignments outside of normal class times.

## Course Objectives

Upon completion of the course, the student will be able to:

1. Understand the difference between leadership and management
2. Use power and influence tactics to achieve their goals
3. Understand how to leverage networks to better lead in a rapidly changing world
4. Gain familiarity with the major leadership theories
5. Gain insight into their own leadership style

## Assessment and Grade Distribution

| Grade weight | Assignment | Requirements |
|---|---|---|
| 40% | **Team assignment** | 3 members per group. Description at the end of the syllabus |
| 40% | **Quiz** | 20 questions, a mix of multiple choice and short answer questions |
| 10% | **EIS simulation score** | Participation in the simulation is mandatory to receive a grade. |
| 16% | **Reflective journal** | Submit completed one-page reflection at the beginning of each class. You get points for completeness. |
| 4% | **Class attendance and participation** | Attendance and significant and meaningful contribution ro class discussion |

## Course Assignments

**ASSIGNMENT 1: TEAM ASSIGNMENT (40% of your grade):**

ANALYSIS OF A FILM OR PLAY

Length: Up to 10 pages
3 Students per group
Submission date: Dec 21, 2020

- You should select a scene from a film or a play, briefly describe the scene and the main characters, and analyze it in terms of a selection of theories (**minimum two theories)** that you think are appropriate in explaining the scene. A grading rubric outlining my expectations for the team project will be available for students to review at the course web site (moodle.tau.ac.il). You are *strongly encouraged* to give it your attention. Note that for good grades, you are expected to go beyond the material taught in class.
- All groups will write an assignment that is no longer than 10 pages, written in Times New Roman font size 12, double spaced, with 2.5 cm margins from either side of the page. The assignment will include your analysis of the film based on at least two theories.
- Assignments should be written in academic format, and **you are expected to go beyond the scope of the material presented in class**. Include references within the text, and a reference list at the end of the paper (not included in the 10 pages). Critical and innovative thinking is strongly encouraged.

- Please provide a copy of the film to the teaching assistant and short brief of the film (e.g., from an internet website). This description is not part of the 10 page limit.


## ASSIGNMENT 2: BRIEF QUIZ (40% of your grade):

Date: TBD (exam period, December 6-11)

- 20 questions comprising multiple choice and short answer questions that relate to theories studied in class.
- **Please note that students must get at least a pass (60) in the quiz to pass the course.**

## ASSIGNMENT 3: EIS SIMULATION SCORE (10% of your grade)

Date: Nov 16 2020
Prior to playing the simulation, each student should submit a (non-graded) one-page strategy guide.

- Students will play the EIS simulation on week 5 in groups of 5.
- Group score will be calculated based on the number of adopters and the number of attitude points achieved. The EIS background is provided as Appendix B. All group members receive the same score.
- Note that students must participate in the simulation in order to get a score.


## ASSIGNMENT 4: REFLECTIVE JOURNAL (16% of your grade)

- Before the course commences, and at the end of each course day, you will be invited to write down some personal reflections in a pre-formatted form. Submit your reflection at the beginning of each class. You receive points for completeness.


Should a student become unable to complete an assignment or course requirement, s/he must notify the TA of the course in advance via email


## Grading Policy

As of the 2008/9 academic year the Faculty has implemented a grading policy for all graduate level courses. This policy applies to all graduate courses in the Faculty, and will be reflected in the final course grade. Accordingly, the final average of the class for this course (which is a core course) will fall between 82-87.
Additional information regarding this policy can be found on the Faculty website.
https://coller.tau.ac.il/MBA-students/programs/2019-20/MBA/regulations/exams


## Evaluation of the Course by Student

Following completion of the course students will participate in a teaching survey in order to evaluate the instructor and the course for the benefit of the students and the university.

## Course Site (Moodle)

The course Moodle site will be the primary tool used to communicate messages and material to students.  It is, therefore recommended to periodically check the course site in general, periodically, before each lesson, at end of the course as well. (For example: exam details and updates regarding assignments)

Course slides will be available on the course site.

Please note that topics which are not covered in the slides, but are discussed in class are considered an integral part of the course material and may be tested in examinations.

## Course Outline*

| Session | Date | Topic(s) | Submissions |
|---------|------|----------|-------------|
| 1 | Oct 19, 2020 | **General overview of Leadership Theories and early trait theories** | |
| 2 | Oct 26, 2020 | **Power and Influence** | |
| 3 | Nov 2, 2020 | **Situational and contingency approaches** | |
| 4 | Nov 9, 2020 | **LMX** | |
| 5 | Nov 16, 2020 | **EIS simulation** | EIS strategy paper |
| 6 | Nov 23, 2020 | **LMX, Full range model of leadership** | |
| 7 | Nov 30, 2020 | **Full range model of leadership The future of leadership scholarship** | Carter Racing decision |

**\* note the coverage of these topics may change slightly.**

## Required Reading

Daft, R. L. (2015). *The Leadership Experience.* Stamford, CT: Centage.

EIS simulation background

Carter Racing case

## Recommended Reading

Balkundi, P., Kilduff, M., & Harrison, D. (2011). Networking to charisma or inspiring to centrality? Comparing models of how leaders affect team performance. *Journal of Applied Psychology*, 96, 1209-1222.

Derue, S. D., Nahrgang, J. D., Wellman, N., & Humphrey, S. E. (2011). Trait and Behavioral theories of leadership: an integration and meta-analytic test of their relative validity. *Personnel Psychology, 64*(1): 7-52.

Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *Leadership Quarterly, 25*(1), 36-62.

House, R. J., & Aditya, R. N. (1997). The social scientific study of leadership: Quo vadis? *Journal of Management, 23*(3), 409-473.

Kalish, Y., & Luria, G. (2016). Leadership emergence over time in short-lived groups: Integrating expectations states theory with temporal person-perception and self-serving bias. *Journal of Applied Psychology, 101*(10), 1474-1486

Luria, G., Kalish, Y., & Winstein, M. (2014). Learning disability and leadership: becoming an effective leader. *Journal of Organizational Behavior, 35,* 747-761

Kalish, Y., & Luria, G. (in press). Traits and time in leadership emergence. *The Leadership Quarterly.*

Mehra, A., Dixon, A. L., Brass, D. J., & Robertson, B. (2006). The social network ties of group leaders: Implications for group performance and leader reputation. *Organization Science, 17*(1), 64-79.

Nahrgang, J. D., Morgeson, F. P., & Illies, R. (2009). The development of leader–member exchanges: Exploring how personality and performance influence leader and member relationships over time. *Organizational Behavior and Human Decision Processes, 108*: 256–266

Yukl, G. (2010). *Leadership in Organizations* (7 ed.). Upper Saddle River, NJ: Pearson.