הפקולטה לניהול
ע״ש קולר
אוניברסיטת תל אביב

Coller School
of Management
Tel Aviv University

Sofaer Global MBA

1238-3016-01– Leadership

Prepreqisites: None
Module 1 – 2021/2022

Course Section Details

Section	Day	Hour	Lecturer	
Class	Monday	12:30-15:30	Yuval Kalish	yuvalk@tauex.tau.ac.il
TA	By appointment			adamshemeshr@tauex.tau.ac.il

Yuval's office hours (Recanati room 434): By appointment
Janice'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
35%	Team assignment	5 members per group. Description at the end of the syllabus
35%	Quiz	23 questions, a mix of multiple choice and short answer questions
10%	EIS simulation score	Participation in the simulation is mandatory to receive a grade.
14%	Reflective journal	Submit completed one-page reflection prior to the beginning of next class. You get points for completeness and insights.
2%	Strategy one-pager for EIS simulation	Submit a one-page strategy for change management at Teleswitches. You get point for completeness.
4%	Class attendance and participation	Attendance, engagement and significant meaningful contribution to class discussion

Course Assignments

ASSIGNMENT 1: TEAM ASSIGNMENT (35% of your grade):

ANALYSIS OF A FILM OR PLAY

Length: Up to 10 pages
5 Students per group
Submission date: February 06, 2022 at 13:00
Please submit via Moodle.

- 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; also see Appendix A). 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 (35% of your grade):

Date: Jan 26, 2022 (exam period)

- 23 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: Jan 9, 2022 during class.
Prior to playing the simulation, each student should submit a one-page strategy for entering the company and implementing EIS. You get 2 points for completeness. Students who will not be present for the simulation will not receive a grade for this component.
Submit via Moodle.

- 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 separately. 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 (14% of your grade)

Submit via Moodle.

- 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 (see Appendix B). Collect all reflections and submit them in paper format on you January 23rd during class. You receive points for completeness and insight.

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 prior to session (via Moodle)
1	Dec 12, 2021	**General overview of Leadership Theories and early trait theories**	Pre-course reflection
2	Dec 19, 2021	**Power and Influence**	Reflection #1
3	Dec 26, 2021	**Situational and contingency approaches**	Reflection #2
4	Jan 2, 2022	**LMX**	Reflection #3
5	Jan 9, 2022	**EIS simulation**	Reflection #4 EIS strategy paper
6	Jan 16, 2022	**LMX, Full range model of leadership**	Reflection #5
7	Jan 23, 2022	**Full range model of leadership The future of leadership scholarship**	Reflection #6

* note the coverage of these topics may change slightly.

Required Reading

Daft, R. L. (2017). *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. (2020). Traits and time in leadership emergence: A longitudinal study. *Leadership Quarterly*, 101443.

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.

Appendix A: Grading rubric for group projects

Your team project comprises 35% of your final grade.

You will be graded on your project on the following five dimensions:

Appropriate selection of theories (20%)– have you used the most appropriate theoretical accounts given your organizational challenge (case study) selection? Are other theoretical accounts more appropriate? NOTE: you do not have to use ALL theories given your project. You may focus on two or three theories; however, you must acknowledge (at least some of) the other theories and how they may be used as well. Generally, the fewer theories you use, the more "in depth" the paper needs to be.

Correct overview of theories (20%) – have the theories been described in a concise and appropriate fashion? Have references been used? Has the presentation stretched the boundaries of the material presented in class? NOTE: it is expected that you go beyond the material presented in class in explaining the theories.

Correct use of theories in analyzing the case study (30%)– has the link between the theories and the chosen case study been made clear?

Critical and innovative thinking (20%)- have you managed to think "outside the box"? Have you challenged the theories given the selected film snippet?

Paper presentation (10%) – while the first four indices examine the content of your presentation, this examines the way you present your analysis in term of its form. The paper should be written in academic style – including bibliography referring to academic sources, the fluency and flow of the paper and remaining within the limit of space you were granted (10 pages).

Good Luck!

Appendix B: Leadership reflection sheets

Please write (up to) one page answering the following questions. You get points for completeness and insight.

Pre-course reflection:

1. Please reflect on three skills, achievements, qualities, capabilities or traits that you like about yourself and you think makes you a good leader.
2. What would you like to improve or learn more about in the course?

Prior to each session, answer the following questions on the previous session

1. Three takeaways from class
2. One tool I would like to implement in my field
3. What is the biggest challenge in applying the abovementioned tool/takeaway in your leadership role?

Appendix C: EIS simulation instructions
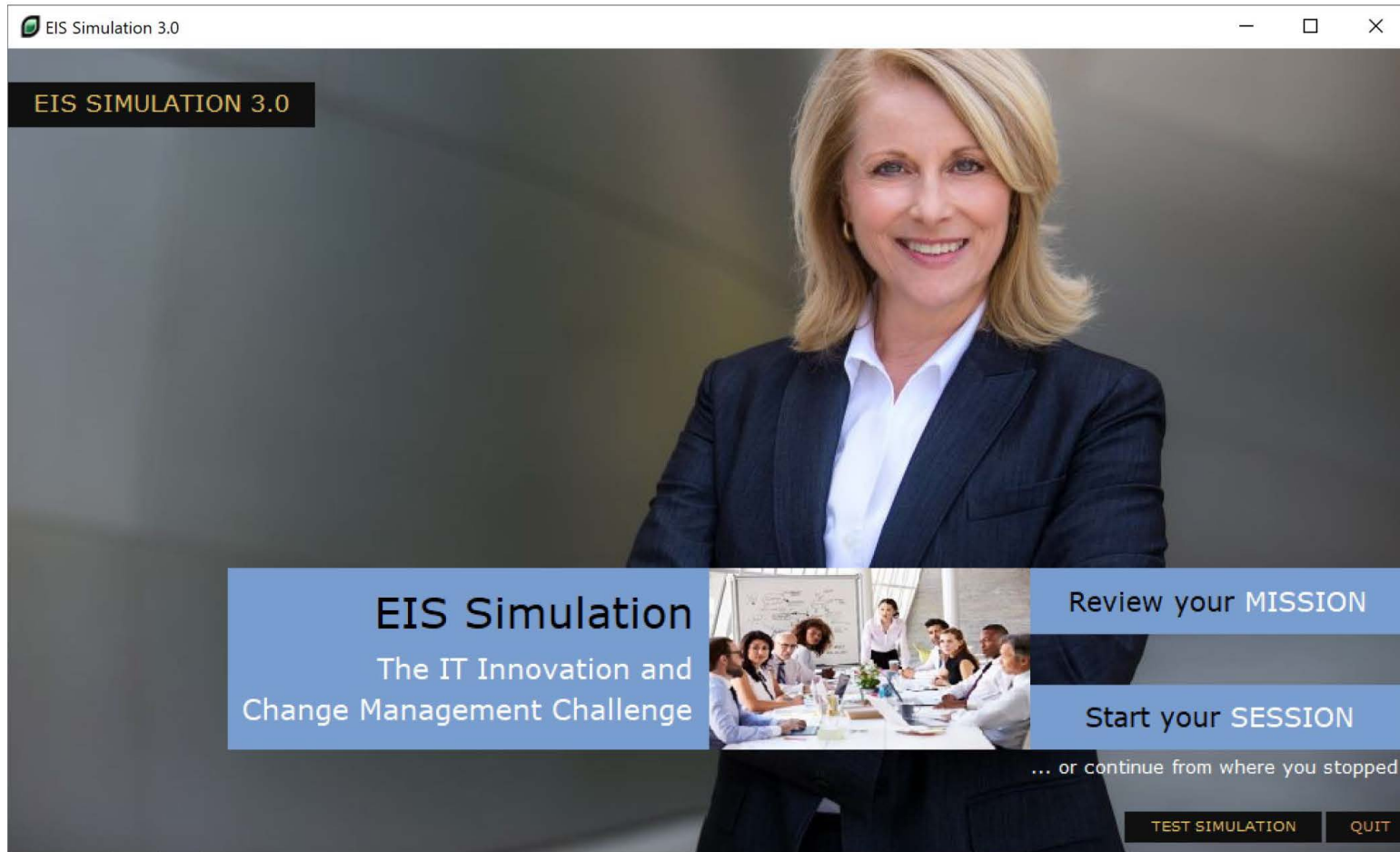
AlphaLabs, www.alphasimulation.com, 2020

You and your team have just been appointed by the corporate HQ of EuroComm, a large multi-national company, to a challenging **change management missi**
Over the next 6 months you will be operating at Teleswitches, a recently acquired company. Your objective there is to persuade a successful but very independe
minded top management team to harmonize their data, information and reporting processes to the ones of the whole group by adopting the corporate EIS system.

EuroComm, your company, is a global corporation, which over the last 10 years grew and expanded tremendously through entering new markets and through
acquisition of companies like Teleswitches, which joined the group almost 2 years ago. You will be reporting directly to the Board of Directors at EuroComm's HQ.

Teleswitches is the most successful recent acquisition of EuroComm. It is considered by everybody as the "cash cow" of the whole group, and is run proudly
independently by Ann Finkelbaum, the CEO, and her management team. This is where you are going to spend your next 6 months.

EIS is the name of the intranet-based information and reporting system EuroComm has deployed to increase transparency and guarantee consistent procedures corporate-wide.
said to be the 'backbone' of the whole corporation, providing "*Everybody with the data and information they need to make good decisions*", as well as a way for everybody to report
access key data, information and knowledge regularly and systematically. Over the last few years the EIS system has been deployed successfully corporate-wide and adopted by all
subsidiaries except Teleswitches, where the CEO has systematically delayed its implementation, in spite of the repeated requests of EuroComm's HQ.

As you might know, systems like EIS provide managers of large companies with the information they need to perform faster and better. At the same time, they change the inte
data/info management system introducing the transparency necessary to aggregate data corporate-wide and allow top managers to answer questions like "How are we performin
this region?," "Where should we invest more?," "Which data, information and know-how should be exchanged or transferred among business units?", etc .

o   The fact that Teleswitches has not adopted the EIS system yet is extremely disturbing for EuroComm. Innovations like EIS need to be adopted by everybody (in this case by all
    companies controlled by the group) in order to really increase overall performance, as otherwise information cannot be consolidated appropriately at the top.
o   For Teleswitches, adopting the corporate EIS represents a significant change and departure from the systems and processes they had deployed and used successfully before b
    acquired by EuroComm. At the time of the acquisition, Ann Finkelbaum indicated lots of enthusiasm for integrating all the processes of her company to the ones of the group,
    since then Teleswitches did not change a lot its way of operating.
o   In particular, all the attempts of HQ to introduce the EIS system at Teleswitches have failed until now. Sending information about the advantages of EIS and news about its succes
    adoption in other subsidiaries didn't help. Ann Finkelbaum seemed simply too busy running her successful company to have time for introducing such a new system. The "excu
    she presented (lack of time and resources, other priorities, etc.) have thus slowed down and hindered the efficient roll-out of EIS corporate-wide.

In summary, your challenge is to persuade the CEO of Teleswitches, Ann Finkelbaum, and her top management team to finally adopt the EIS and harmonize their processes
systems to the ones of the whole corporation. The HQ has given you up to 6 months (120 days) for this project. During this time, you will be able to:
o   Gather information about the management team of the company,
o   Implement different change management initiatives,
o   Continuously monitor your progress in helping the 24 managers to move through the phases of AWARENESS, INTEREST, TRIAL and finally ADOPTION of this innovation.
Your and your team's personal objective is to get as many adopters as possible! This is the way your performance will be evaluated by HQ at the end of the 6 months.
Attention: Bart Bell, the Financial Controller, and Cynthia Jones, the CEO's Personal Assistant, are not supposed to adopt and use the EIS. Hence the maximum number of adopters
can reach is 22.

Changing the way people think and behave in organisations is not a simple task and often requires a combination of different tactics to be used at the right time with the r
people. This simulation will make it possible for you to experiment with the implementation of different change management initiatives, but it will be your task to decide when and
whom to implement a given tactic. First of all - before plunging into your first decision - we advise you to:
o   try to understand the context in which you are going to work. Remember that you have been sent by HQ! Initially you don't know them and they don't know/trust you!
o   review the different initiatives you will be able to launch to change people attitudes!
o   develop a "general strategy" which will guide you through the project ("top-down", "bottom-up", etc.) and write it down!

Good Luck!

THE MANAGERS

EIS SIMULATION 3.0

ORG NETWORKS

BACK TO ACTION

PRINT

Teleswitches

Ann Finkelbaum
CEO

Bart Bell
Fin. Controller

Cynthia Jones
Pers. Assistant

Ernest Stone
Dir. Customer Rel's

Hillary Ross
Dir. Finance

Frank Scotti
Dir. Design

Donald Pierce
Dir. Manufacturing

George Glenn
Dir. Human Res.

Linda Dubois
Public Rel'ns Mgr

Omar Schal
Laboratory Mgr

Rob Boss
Training Mgr

Wilma Long
Purchasing Mgr

Ken Lee
Asia-Pac Factory

Nick Meyer
Quality Mgr

Pam Kahn
Product Des. Mgr

Silvia Linn
Comp & Ben Mgr

Victoria Strong
Treasury Mgr

Ivan Skull
Europe Factory Mgr

Mel Schmidt
Sales & Mktg Mgr

Quentin Ryan
Mfg Design Mgr

Tina Fein
Org'l Eff Mgr

Xavier Ras
Legal Affairs Mgr

Jean Bonnain
U.S. Factory Mgr

Urs Dodd
Logistics Mgr

Aware | Interested | Trying | Adopter

Here is the Info you have:

Went to prestigious university and likes smart people. She aspired to be CEO for many years and got this position 4 years ago. She counts on keeping her CEO job for many more years! Even now that her company is part of the EuroComm group, she is well-known to enjoy a high (too high?) level of autonomy. She succeeded in developing a select team of very loyal subordinates . She's definitely results and budget oriented. Active in local charities and business council.

YOUR STRATEGY | SCORE | ACTIVITY LOG | TIME (75)

EIS Simulation 3.0

INITIATIVES

FACE-TO-FACE MEETING: Fix a meeting with one of the top managers in order to persuade him/her that the Executive Information System would make sense to implement. (**1 day**) NOTE - The meeting will take place in the manager's office.

SEEK ADVICE: Organise a meeting with any one member of the top management team in order to get some advice on how to approach the EIS project in the most effective manner. (**2 days**) NOTE - You will not actually receive advice in the feedback message; the aim is to influence the person you visit by taking the 'humble' approach.

WORKSHOP: Help one of the top managers to organise and lead a demonstration and discussion session on EIS for all the top managers interested in the topic. (**5 days**) NOTE - This will provide the opportunity for the workshop leader to share and gather views and experiences on EIS.

PILOT TEST: Try to get commitment from one of the top managers by asking him/her to organise a two-week-long pilot test of the EIS in his/her department using current company data. (**4 days**) NOTE - This will involve setting up the EIS on all the department's computers and providing users with the appropriate training.

MEMORANDUM: Write and send to any five of the top managers a brief memo on how some of the specific features of the EIS will improve transparency of information flows in the company. (**1 day**) NOTE - Distributed in the company internal mail system.

MANAGEMENT TRAINING: For five members of the top management team, organise a week long residential training programme at a nearby business school on the potential benefits of an Executive Information System and how to actually leverage such systems. (**5 days**) NOTE – Managers can only attend such programmes once a year.

DIRECTORS MEETING: Organise a special interdepartmental meeting in the main conference room with all the five directors and the CEO to share and discuss thoughts and plans for the EIS project. (**3 days**) NOTE - Directors are informed that they can also bring along Managers from their department.

EMAIL: Send a brief email to the 24 top managers of Teleswitches explaining your ideas on why an EIS makes sense for them. (**1 day**) NOTE - All of the top managers have an individual Email account.

INTERNAL MAGAZINE: Ask the editor of the internal magazine to include a short article you write on the advantages that EIS can bring to managers. (**3 days**) NOTE - This magazine is distributed to all of the top management team. The article is about the generic advantages of EIS, and does not include any company specific information.

DIRECTIVE: Try to convince the CEO to send out a directive to everyone on the top management team insisting that they start using the EIS in two weeks' time. (**7 days**) NOTE - You spend several days writing a draft of this directive to give to the CEO.

STAFF MEETING DISCUSSION: Develop a slide show on the EIS, and present it during the regular weekly top managers staff meeting. (**5 days**) NOTE - The presentation includes potential applications of the EIS within the different departments. All members of top management are in principle expected to attend these meetings.

QUESTIONNAIRE: Write and distribute to all the top managers a questionnaire aimed at assessing their current level of interest in becoming regular EIS users. (**2 days**) NOTE - The main objective of using this questionnaire is to demonstrate your approach to the project rather than gathering additional information.

EXTERNAL SPEAKER: Organise a speaker event in which Professor Tom Petersen, an expert on Executive Information Systems, will deliver an address entitled: "EIS: Liberating Data & Information in the Organisation". (**5 days**) NOTE - Everyone in the top management team is invited by memo to this event, but attendance is optional.

COVERT LOBBYING: Without the formal approval of the Directors concerned, suggest to a group of selected Managers that they meet the CEO to lobby for the implementation of the Executive Information System. (**8 days**) NOTE - This tactic assumes that you have identified the appropriate Managers to approach, and does not require you to specify them.

PERSONAL PROFILE: Try to get more information on any five members of the top management team by talking informally with your network at EuroComm HQ. (**2 days**) NOTE - Each person's profile includes indications of how difficult it will be to move that individual through the four change phases.

TASK FORCES: Discover which top managers are on the company's three main task forces. (**1 day**) NOTE - These membership lists will not change, and will remain available throughout the simulation.

COFFEE GROUPS: Spend some time at the company bar and in the hallways in order to see which groups of managers meet regularly for coffee or lunch. (**3 days**) NOTE - These groups will not change, and the list will remain available throughout the simulation.

NETWORKS: Spend some time observing or finding out which top managers go together regularly to the company health club, who is involved in the local charity campaign, and who is focussing on environmental issues. (**5 days**) NOTE - These groups will not change, and the lists will remain available throughout the simulation.

EIS Simulation 3.0

Appendix C: EIS simulation