



1238.3016.01 – Leadership

Prerequisites: Managing Organizational Behavior

Module 3 – 2015/16

Course Section Details

Day	Hour	Classroom	Lecturer	Email	Telephone	Office
Sunday	15:45-18:30	Dan David room 303	Yuval Kalish	yuvalk@post.tau.ac.il	036409003	434

Teaching Assistant (TA): Ms. Shiri Allon, shirileadershiptau@gmail.com

Office Hours: By appointment

Course Units

Course Units: 1 cu

4 ECTS (European Credit Transfer and Accumulation System) = 1 course unit

By making higher education comparable across Europe, ECTS makes teaching and learning in higher education more transparent and facilitates the recognition of all studies.

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. Gain familiarity with the major leadership theories
4. Gain insight into their own leadership style

Assessment and Grade Distribution

Percentage	Assignment	Date	Group Size/Comments
60%	Team assignment	May 1	5 students per group Analysis (85%) Participation score (15%) Reflective journal (not graded)
40%	quiz	April 3	40 of 43 multiple choice questions

*According to University regulations, a student must be present in every lesson (Article 5).

* The lecturer reserves the right to have a student removed from a course if the student is absent from a class with mandatory participation or did not actively participate in class. (The student will remain financially responsible for the course irrespective of his/her removal from the course)

Course Assignments

ASSIGNMENT 1: TEAM ASSIGNMENT (60% of your grade):

This assignment includes 3 sections:

1. ANALYSIS OF A FILM OR PLAY (85% of your grade)

- 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 (virtual.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.
- By week 5 you are expected to provide a one page abstract including the title of your film and the theories you are going to analyze it by. The lecturer and teaching assistant will select some groups that will present their work to the class in the final week of semester. All groups should be prepared for presentation on the last class.
- All groups, whether presenting or not, 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.
- If the film is unknown, please provide a copy of the film to the teaching assistant.

- Irrespective of whether the film is known or unknown, please provide a short brief of the film (e.g., from an internet website). This description is not part of the 10 page limit.

2. EVALUATION OF PARTICIPATION IN TEAM AND SHORT QUESTIONNAIRE (15% of your selected weight)

- Upon submitting the assignment, every team member will give the teaching assistant an envelope which includes a note. The note should include the students' name and the evaluation of *the other* team members' contribution to the project (on a range of 0-15).
- Students are **not** allowed to give **all** members of the team the same participation score.

3. REFLECTIVE JOURNAL AND QUESTIONNAIRE

- Students will submit a brief, team reflective journal which describes the processes that the team underwent on their way to submitting the assignment.

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

- 40 multiple choice questions (of 43) that relate to theories studied in class.

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.

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 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*

Week	Date	Topic(s)	Required Reading	Submission	Comments
1	21/2	General overview of Leadership Theories and early trait theories	Nahavandi (pp. 110-142)		
2	28/2	Power and Influence, situational and contingency approaches	Daft (58-68)		
3	6/3	LMX	Ibarra (2005) overview (how leaders create and use networks)		
4	13/3				
5	20/3	Full range model of leadership and vision	Carter Racing case Avolio, et al., (2009)	Submit a 1-page analysis of the case and your decision	
6	27/3				

*Subject to change

Required Reading

Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current Theories, Research, and Future Directions. *Annual Review of Psychology, 60*, 421-449.

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

Nahavandi, A. (2012). *The Art and Science of Leadership*. (6th ed.). NY: Prentice-Hall.

Carter Racing – will be provided via moodle.

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