



The Leon Recanati Graduate School of Business Administration

1243.3016.01 – Leadership

(Prerequisites: Organizational Behavior for Business Administration)

First Semester – 2021

Section	Day	Hour	Exam date	Lecturer	Email	Telephone
01	Sundays (first half)	18:45-21:30	As posted on the list of exams	Dr. Yuval Kalish	yuvalk@tau.ac.il	03-6409003

Teaching Assistant (TA): Morin Alter, leadershiptau@gmail.com

Office Hours: By appointment

Course Units

1 course unit = 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. Gain familiarity with the major leadership theories
4. Gain insight into their own leadership style

Assessment and Grade Distribution

Grade weight	Assignment	Requirements
45%	Team assignment	5 members per group. Description at the end of the syllabus
40%	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.
2%	Strategy one-pager for EIS simulation	Submit a one-page strategy for change management at Teleswitches. You get point for completeness.
3%	Class attendance and participation	Attendance, engagement and significant meaningful contribution to class discussion

*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)

** If simulation is not possible, team assignment will be worth 50% of the grade.

Course Assignments

ASSIGNMENT 1: TEAM ASSIGNMENT (45% of your grade):

ANALYSIS OF A FILM OR PLAY

Length: Up to 10 pages

5 Students per group

*Submission date: 21.11.21 * to be confirmed*

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: (according to exams schedule)

- 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: October, 24, 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.

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.

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
1	10.10.2021	General overview of Leadership Theories and early trait theories	Nahavandi (pp. 110-142)
2	17.10.2021	Power and Influence	Daft (58-68)
3	24.10.2021	LMX and networked leadership	EIS simulation background
4	31.10.2021		Ibarra (2005) overview (how leaders create and use networks)
6	7.11.2020	Situational theories	
7	14.11.2020	Full range model of leadership and vision	Avolio, et al., (2009)
8	21.11.2020		

*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.

Recommended Reading

Antonakis, J., Fenley, M., & Liechti, S. (2011). Can charisma be taught? Tests of two interventions. *Academy of Management Learning & Education, 10*, 374–396.

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.

Banks, G. C., Gooty, J., Ross, R. L., Williams, C. E., & Harrington, N. T. (2018). Construct redundancy in leader behaviors: A review and agenda for the future. *The Leadership Quarterly, 29*(1), 236-251.

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.

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

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.

Oreg, S., & Berson, Y. (2019). Leaders' Impact on Organizational Change: Bridging Theoretical and Methodological Chasms. *Academy of Management Annals, 13*(1), 272-307.

Yukl, G. (2019). *Leadership in Organizations* (8 ed.). Upper Saddle River, NJ: Pearson.