

Tel Aviv University
Department of Management
The Leon Recanati School of Business Administration
Soafer International MBA program

LEADERSHIP 1238.3016

Dr. Yuval Kalish, 2010

Class: Wednesdays, 11:30-14:15 Room 253
 Consultation hour: Room 434 (by appointment)
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Teaching Assistant: Ms. Inbar Grossfeld
 Consultation hour: By appointment
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All inquiries regarding the course and assignments are to be sent to Ms. Grossfeld.

COURSE SCOPE AND OBJECTIVES:

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.

READINGS AND COURSE STRUCTURE:

<u>Topic:</u>	<u>Skills and tools:</u>	<u>Readings:</u>	<u>Timeline</u>
Week 1: An introduction to leadership trait approaches and the MBTI	MBTI	Nahavandi (110-142)	
Week 2: Power and influence, situational and contingency approaches	influence	Ivancevich, Ch. 10, 3	Learning contracts (App. A)
Week 3: LMX, networking	networking	Yukl (Ch. 8, 234-249) How leaders create networks	
*Weeks 4-5: The full-range model of leadership unpacked (Class Week 4 will be from 14:00-16:45)	Communication skills Visioning Impression management	Charlotte Beers Case Yukl (Ch. 9, 262-295 & Ch. 10, 307-315)	Week5: abstract of film and theories used to analyze it sent to TA
Week 6: Leading change and handling conflict	Dealing with resistance	Nahavandi (298-319)	Quiz + Powerpoint presentations sent to TA

Week 7: Group presentations		Avolio (2009)	Presentations
Week 9: 26/12/10			Group assignments due

EXPECTATIONS:

This class is organized and run differently than most classes you have taken. There will be a single, short quiz, and another assignment. There is team work involved in this course and your team will be expected to meet outside of class time several times during the semester.

ASSIGNMENTS:

There are **two assignments** for this course.

The first is a **short quiz**, consisting of 40 multiple choice or short answer questions.

The second is a **group assignment**. Each group will consist of 5 students.

You have the responsibility of forming groups. By week 2 of the course you are expected to deliver a list with your group members to the teacher assistant. Each group should elect a representative, who will be responsible for all communication between the group and the teaching assistant. Communications with other group members will **not** be answered by the teaching assistant. Below is a brief description of both 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 8 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 (of a total of 15 points).
- Students are **not** allowed to give **all** members of the team the same participation score.
- Students will also submit answers to a short questionnaire.

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 and complete a short questionnaire.

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

- The quiz will include 25 multiple choice, true-false and short-answer questions that relate to the theories studied in class.

COURSE DEADLINES AND DELIVERABLES:

Week 2 – signed learning contract (Appendix A)

Week 5 – Abstract including film title and theories used to analyze it.

Week 6 – brief quiz (during class hours).

Week 7 – Class presentations of selected groups.

READINGS AND COURSE STRUCTURE:

Week 1. General overview of Leadership Theories and early trait theories

*Nahavandi (pp. 110-142)

House and Aditya (online)

Judge et al (2004) Review (online)

Week 2. Power and Influence, situational and contingency approaches

*Ivanovich (pp. 387-402, 436-445)

Cialdini (2004)

Stern (2009) (online)

Week 3. LMX, networking and introduction to the full range model of leadership

*Ibarra (2005) overview (How Leaders Create and Use Networks)

* Yukl (Ch. 8, 234-249)

Relationship-based Approach to Leadership (1995)

Sparrowe and Liden (2005) (online)

Judge and Piccollo (2004)

Week 4-5. Full range model of leadership and vision

**Charlotte Beers Case

*Yukl (Ch. 9, 262-295 & Ch. 10, 307-315)

Week 6. Leading change and handling conflict + quiz.

*Nahavandi (pp. 298-319)

Week 7. Group presentations and the future of leadership research

* Avolio, et al., (2009)

All papers can be found in virtual.tau.ac.il.

Book chapters are in the reserved list of the library.

* Denotes key reading

** Denotes **required** reading. DO NOT come to class if you have not read this case.

Appendix A: Learning contract

The following students have formed a workteam (name, id number):

1. _____

2. _____

3. _____

4. _____

5. _____

group representative for all e-mail communication: _____

For the film assignment, we chose the film: _____,

We understand that an abstract of the film assignment is to be submitted by week 5 of semester. We also understand that for the film assignment we need to add sealed notes which include our participation scores (of 15 points) to the other students and a brief, completed questionnaire.

Signatures:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Teaching assistant's signature:

Date:

Appendix B: Grading Rubric for group assignment

The written team assignment comprises 60% of your final grade. The full grade includes three components: the powerpoint presentation (15%), the written assignment (70%) and the contribution grade (15%).

You will be assessed (on both powerpoint component and written assignment) on the following five dimensions:

1. **Appropriate selection of theoretical models (20 point)** – have you used the most appropriate theoretical accounts given your film selection? Are other theoretical accounts more appropriate? NOTE: you do not have to use ALL theoretical models given your film. You may focus on two or more models. Generally, the fewer theoretical model you use, the more "in depth" the paper needs to be.
2. **Correct overview of theoretical models (30 point)** – have the theoretical models 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 theoretical models.
3. **Correct use of theoretical models in analyzing the film (30 point)** – has the link between the models and the film selection been made clear?
4. **Innovative and critical thinking, extending of topics discussed in class (20 point)** – Has the group shown evidence of innovative and critical thinking? Have the strengths and the limitations of the models been examined? Has the discussion of the theoretical models extended the class discussion?
5. **Please note that up to 15 points will be removed from your grade if you are not concise in your written assignment or powerpoint presentations.** Leadership skills include being very concise in your verbal or written communication.

Presentations in class: (up to 3 bonus points)

You have EXACTLY 15 minutes (including the presentation of the film scene) to fully discuss the theoretical models, the film, and the link between them. The 15 minutes MUST include an opening for questions, comments and other inputs from the class and/or the lecturer. You are responsible for allocating time for these (I recommend allocating at least 3 minutes for these).