

1243.3016.02 – LEADERSHIP

(Prerequisite: For MBA students: Organizational Behavior for Business Administration
 For OB students: The Individual & the Group in the Organization)

Semester B – 2014

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 הקורס יינתן בשפה העברית

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>Readings for class:</u>	<u>Timeline</u>
7.4: An introduction to leadership trait approaches and the MBTI	Nahavandi (110-142)	
28.4: Power and influence, situational and contingency approaches	Ivancevich, Ch. 3 Daft (58-68)	Learning contracts (App. A)
12.5: Contingency approaches (cont.)	How leaders create networks	
19.5: LMX, networking		
26.5: Intro to transformational leadership + charlotte beers	Yukl, Ch. 9 Nahavandi (298-319) Charlotte Beers case*	
2.6: The full-range model of leadership unpacked	Carter racing case*	Abstract of film and theories used to analyze it sent to TA
9.6: Quiz+ selected presentations Carter Racing		Quiz + selected presentations
6/7		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 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.

READINGS AND COURSE STRUCTURE:

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

*Nahavandi (pp. 110-142)

House and Aditya (1997)

Judge et al (2004, 2002)

Week 2-3. Power and Influence, situational and contingency approaches

*Ivancevich, Ch. 3

*Daft (58-68)

Cialdinni (2004)

Derue et al., (2011)

Week 4. LMX, networking

*Ibarra (2005) overview (how leaders create and use networks)

Yukl (pp. 262-295)

Nahrgang et al., (2009)

Mehra et al., (2006).

Week 5-6. Full range model of leadership and vision

**Carter Racing case

Nahavandi (298-319)

Week 7. Quiz, group presentations and the future of leadership research

* Avolio, et al., (2009)

Dinh, et al., (2014).

* Denotes key reading

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

References:

- Avolio, B. J., Walumbwa, F. O., & Weber, T. J. (2009). Leadership: Current Theories, Research, and Future Directions. *Annual Review of Psychology*, *60*, 421-449.
- 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. (forthcoming, 2013). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *Leadership Quarterly*.
- House, R. J., & Aditya, R. N. (1997). The social scientific study of leadership: Quo vadis? *Journal of Management*, *23*(3), 409-473.
- Judge, T. A., Colbert, A. E., & Ilies, R. (2004). Intelligence and leadership: A quantitative review and test of theoretical propositions. *Journal of Applied Psychology*, *89*(3), 542-552.
- Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, *87*(4), 765-780.
- 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.
- Nahavandi, A. (2012). *The Art and Science of Leadership*. (6th ed.). NY: Prentive-Hall.
- Nahrgang, J. D., Morgeson, F. P., & Ilies, 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: 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 two components: the written assignment (85%) and the contribution grade (15%).

You will be assessed 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).