

Date: July 2025

Syllabus - Teaching Program for the Course

**Leadership, Strategy, and Politics**

**Dr. David Leitner|** **Political Studies**71-219-80

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| **Course Type:** | Lecture and Workshop |
| **Scope of credits:** | 3  |
| **Year of study:** | 2025-2026 |
| **Semester:** | Spring |
| **Day & Time:** | \_\_\_ |
| **Reception Time:** | By Appointment |
| **Lecturer Email:** | David.Leitner@biu.ac.il |
| **Moodle Site:** | \_\_\_ |

**Course description and learning goals**

**Course Abstract**

This course provides an in-depth look at Leadership, Politics and Strategy. These three topics are important components to the success, integration, and implementation of policy – be it national, international or organizational. The course is designed for students who already have a working knowledge of politics.

**Learning objectives**

1. Reinforce student understanding of the fundamental difference between government and politics.
2. Explain and demonstrate the different phases of the creative/power process and how ideas function as the core of this process.
3. Demonstrate the role of strategy and teach different strategic processes that can be used for both analysis and as strategic guides for ideational relations.
4. Clarify how the students can utilize and engage in strategic undertakings from first inspiration through operative function and tactical maneuvers to bring an idea to fruition.
5. Instill core principles of leadership and followership to allow the students to determine and establish active and effective power relations with those they wish to influence.

**Knowledge**

The students should be able to demonstrate that politics, as opposed to government, is an integral aspect of our everyday lives and that we must engage leadership, followership, and strategy to effectively maneuver in our relationships and change the world around us. To that end:

1. Learners will describe the nature of leadership and followership, and how strategy guides this relationship.
2. Learners will define the nature of politics at different levels of interaction.
3. Learners will write politics and leadership in their own lives and in their world.

**Skills**

1. Learners will analyze leadership and followership styles.
2. Learners will evaluate the quality of strategic processes and how they impact teamwork.
3. Strategy: examining military and business strategy, the history, theory, and application thereof. Students will learn about different strategic frameworks, how strategy guides the flow of power, and how they can use strategy to their benefit in their daily lives.
4. Leadership and Followership: an examination of the typologies, traits, theories, and implementation. This will include a discussion of how to understand and implement effective leadership versus management and the importance of followership. We will seek to understand the levels and types of followers and how they impact strategy. We will also discuss how to relate and engage with different follower types and levels.
5. Politics: Combining strategy and leadership for change, this topic will demonstrate how strategy and leadership are integral parts of many relational processes and how they can enact change or maintain the status-quo.

**Values (if applicable)**

Students will learn how to engage mindset as integral to goals.

They will learn how to “read” their partners and establish report with them

They will face clashing ideas that require them to broaden their mindset and keep an open minded attitude.

**Active learning –** **lessons plan:**

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| --- | --- | --- | --- | --- |
| Lesson No. | Topic | Active learning | Required reading | Assessment  |
| 1 | Introduction |  |  |  |
| 2 | Ideas, Ideology | Debate | Owen (2010) 31-78. |  |
| 3 | Power | Workshop | Avelino (2021) |  |
| 4 | Introducing Strategy | Student Guided discussion | McGee, Thomas & Wilson (2010) Introduction and Chapter 1. | Q&A |
| 5 | Strategic Hierarchy and process | Flipped Course – student led lecture | Luttwak (2001) 87 – 207Rumelt (2011) 1-94, 239-298. | To be divided and taught by students in class - Concentrate on the theory he presents. Case studies are helpful for understanding. |
| 6 | Strategic Thinking | In class brainstorming | McGee, Thomas & Wilson (2010) Chapters 3 - 9. | Team Project |
| 7 | Objectives and Goals | Self Analysis | Doerr & Page (2018) 47-58. | Student Graded |
| 8 | Tactical Command | Simulation | Willink (2020) 209-254. | Group Success |
| 9 | Understanding Leadership | Lecture | Northouse (2013) 1-16. |  |
| 10 | Skills and Styles in Leadership | Practicum and Role Playing | Mumford, et al. (2017). | Groupwork |
| 11 | Followers and Followership | Team Analysis | Gill & Caza (2018). | Student Graded |
| 12 | Synergy and Trust | Self Analysis | Lencioni, (2010). 185-220. | Student Graded |
| 13 | Rethinking Leadership | In Class Discussion | Keltner (2016) 19 - 40. |  |
| 14 | Politics: Leadership and Strategy for Change | Debate | Goleman, Boyatzis &McKee (2004) Chapter 1. |  |

**Final grade**

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| --- | --- |
| Description of the learning product | Weight in the final score |
| Self Analysis x 2 | 30% of final grade |
| Group Project Work x 3 | 45% of final grade |
| Workshop Participation | 35% of final grade |

**Course** requirements

**Assignments** Students must pass all three aspects of grading as listed above with a 60 or better. A fail or grade below 60 in any of the three will constitute a fail for the class.

**Attendance** – I reserve the right to check attendance as I see fit – 3 unexcused absences/semester will result in a failing grade for the class. A student who is consistently late will have that noted and after a warning any tardiness will result in an unexcused absence.

**Bibliography: Up-to-date** **reading, viewing, and listening content items**

Avelino, F. (2021, March 7). *Theories of power and social change. power contestations and their implications for research on social change and Innovation*. Taylor & Francis. Retrieved February 8, 2022, from https://www.tandfonline.com/doi/full/10.1080/2158379X.2021.1875307

Doerr, J., & Page, L. (2018). *Measure What Matters: How Google, Bono, and the Gates Foundation Rock the World with OKRs*: Penguin Publishing Group.

Gill, C., & Caza, A. (2018). An Investigation of Authentic Leadership’s Individual and Group Influences on Follower Responses. *Journal of Management, 44*(2), 530-554. doi:10.1177/0149206314566461

Goleman, D., Boyatzis, R. E., & McKee, A. (2004). *Primal Leadership: Learning to Lead with Emotional Intelligence*: Harvard Business School Press.

Keltner, D. (2016). *The Power Paradox: How We Gain and Lose Influence*: Penguin Press.

Lencioni, P. M. (2010). *The Five Dysfunctions of a Team: A Leadership Fable*: Wiley.

Luttwak, E. (2001). *Strategy: The Logic of War and Peace*: Belknap Press of Harvard University Press.

McGee, J., Thomas, H., & Wilson, D. (2010). *Strategy: Analysis and Practice*: McGraw-Hill Higher Education.

Mumford, M. D., Todd, E. M., Higgs, C., & McIntosh, T. (2017). Cognitive skills and leadership performance: The nine critical skills. *The Leadership Quarterly, 28*(1), 24-39. doi:https://doi.org/10.1016/j.leaqua.2016.10.012

Northouse, P. G. (2013). *Leadership: Theory and Practice*. 6th Edition SAGE Publications.

Owen, J. M. (2010). *The Clash of Ideas in World Politics: Transnational Networks, States, and Regime Change, 1510-2010*. Princeton, NJ: Princeton University Press.

Rumelt, R. P. (2011). *Good Strategy, Bad Strategy : The Difference and Why it Matters* (1st ed.). New York: Crown Business.

Willink, J. (2020). *Leadership Strategy and Tactics: Field Manual*: St. Martin's Publishing Group.