Anthropomorphism is certainly one of the dangers threatening anyone who claims to rely on an organization to achieve its goals. An individual has a vision of change he wants to set in motion, the project he wants to carry out. We understand what all this is about: The individual has created a representation of the ideal type of what he wants to do <u>for himself</u>.

Similarly, the concept of learning is easy to understand in education or psychology, when it refers to an individual. But what about the organizational vision? What about organizational learning? Can the individuals that make up an organization share the same vision? How do they influence one another? How can their "social personalities" outside the organization influence the group as a whole?

Just as we explore organizational vision, we can pose similar questions about organizational learning. This topic includes questions such as: What does it mean to learn together? Does it mean learning how to do things in common? Does it include how an individual learns to do what others can't? Does it mean to study how individual knowledge is inter-connected?

These are the questions that lie at the heart of this course

If these issues are important in business administration (after all, one does business by engaging with one or more other organizations), they are even more important in social leadership because it must share the same design.

Anthropomorphism is never far away...

This course is aimed at those who wish to implement the act of leadership, to create social change by means of Third Sector organizations. The course curriculum connects theory with practice, thus seeking to enrich theoretical knowledge and strategies to deal with major issue on the agenda of leaders of organizations in the public and social fields. These include the creation and consolidation of a personal-organizational vision, organizational values, culture and learning. Accordingly, the course sessions will be divided into three mutually beneficial axes.

On the first axis, the students will be exposed to theories and studies that underlie the issue of organizational vision and learning.

The second axis will be held in a dialogic format via the study of case studies presented by leaders – people from the field of practice. The case studies will be presented in accordance and in coordination with the material studied on the first axis, thus enabling an in-depth observation of a wide range of leadership acts. The case studies make it possible to examine a wide range of modes of contending with different management issues in organizations having varied features impacting a variety of areas within the social sector.

On the third axis, the learning process will invite the participants to reflectively examine their own personal development as those who seek to generate change by means of organizations working as part of the Third Sector.

Main Topics:

- From vision to the day-to-day: From a personal vision to an organizational vision

- Vision-guided leadership, entrepreneurship and founders' organizations

- The dialogue between the state and the Third Sector

Course requirements:

- Attendance at all sessions

- Study and presentation of a case study (35% of final grade)

- Seminar paper (65% of the final grade)

Readings:

1. Argyris, C., Schön, D.A. 1974. *Theory in Practice: Increasing Professional Effectiveness*. San Francisco: Jossey-Bass. ISBN 0-87589-230-2
2. Argyris, C. 2004. *Reasons and Rationalizations: The Limits to Organizational Knowledge*. Oxford: Oxford University Press. ISBN 0-19-926807-X
3. *Nonaka, Ikujiro (1991), "The Knowledge-Creating Company", Harvard Business Review* **69 (6 Nov-Dec): 96–104**

4. Turner, T., Wesley PenningtonIII, W., Organizational networks and the process of corporate entrepreneurship: how the motivation, opportunity, and ability to act affect firm knowledge, learning, and innovation *Small Business Economics* August 2015, Volume 45, Issue 2, pp 447–463
5. Almog-Bareket, G. , Kletz, P. (20012). Jethro's Understanding of Administration and The Convergence of Inter-Organizational Goals, *The Journal of Management Development*, 31 (9), pp. 889–900.

6. דרי ד' (2009). מהות המנהיגות: שתי נקודות מבט. *הד החינוך*, 43-40.
7. חפץ, ר' ולינסקי, מ' (2007). ***מנהיגות במבחן***. הוצ' ידיעות אחרונות, תל-אביב.
או בגרסה באנגלית:

Heifetz, R., & Linsky, M. (2002). ***Leadership on the Line***. Harvard Business School Press.

8. קולינס ג'ים, ***מנהיגות דרגה 5***. Harvard Business Review, ינואר 2001.
או בגרסה באנגלית:

Collins, J. *Level 5 Leadership*. Harvard Business Review, January 2001.

3. Collins, J. (2005)**. *Good to Great and the Social Sectors***.