CONF 659
LEADERSHIP IN CONFLICT ANALYSIS AND RESOLUTION

Semester: Spring 2010
Dates: March 20, March 27, April 17 and 18, May 1 and 2
Class Time: 10:00 AM - 4:00 PM
Location: Arlington: Truland Building 647
Instructor: Robert C. Fisher, JD
                   703-765-0999, rfisher4@gmu.edu
Office Hours: By appointment

COURSE DESCRIPTION:

Leadership in conflict situations occurs at the interpersonal, group, and systems levels. The field of conflict analysis and resolution has focused historically on the role of individuals and groups in the promotion and resolution of conflict. Individuals, acting singularly or in teams, attempt to resolve conflict utilizing a variety of approaches. The role and importance of leadership frequently is a missing ingredient in studying conflict and conflict resolution. For example, while conflict often is analyzed as competing interests, values, and cultures and sometimes deep-rooted needs, the role of leadership in relation to those factors is not considered.

We will explore leadership across a range of conflict scenarios, with an emphasis on collaborative leadership. In many instances, leadership roles are imbedded (and not necessarily visible) in a conflict, and part of the activity in this course will be to examine particular conflicts to determine how leadership contributed to the emergence, maintenance, and resolution of conflict. Case modeling and experiential learning approaches will be used to emphasize different aspects of leadership roles in conflict. Students also will integrate reflective practice with personal leadership development.

COURSE OBJECTIVES: In this course we will examine the:

- Study of leadership;
- Role of leaders and leadership in conflict and conflict resolution;
- Nature of collaborative leadership;
- Role of culture, gender, race/ethnicity, age, etc. in leadership; and
- Implications for third party roles.

COURSE EXPECTATIONS:

1. *Consistent attendance*. Students are expected to attend all weekend sessions for the full time scheduled.
2. *Effective preparation*. Class will involve discussions and activities that depend on preparation.
3. *Course completion*. In keeping with departmental policy, incomplete grades will be given only in cases of personal or immediate family illness.
4. *Integrity* is expected of everyone in all academic work.

5. *Reflective learning.* You are expected to examine your ideas and world perspective.

REQUIREMENTS AND GRADING:

1. *Participation.*   **20 percent**
Active participation is expected: class participation and demonstration of familiarity with concepts, theories, and models discussed in the literature and readings. Lively discussion is anticipated.

2. *Leadership Interview*   **20 percent**
To deepen your understanding of leadership, each student will interview a leader. Specific guidelines for conducting the interview will be provided during the first class. Due: March 27th.

3. *Book Review*   **20 percent**
Readings for each class will be assigned. Students also will read and review a book tailored to their individual leadership interests. Guidelines will be provided during the first class. Due: April 17th.

4. *Reflective Essays*   **20 percent**
To further awareness of the role of leadership, each student will prepare two short essays (concise expression is encouraged) on leadership topics provided in class. Due: by April 16th and May 1st.

5. *Leadership in Action*   **20 percent**
Leadership is a group activity. Small groups will be formed during the first class to explore the leadership aspects of a particular conflict. Specific guidelines will be provided. Each student will submit a paper (5-10 pages) about leadership lessons from the conflict and the actors' behavior. A brief abstract describing the topic and the approach is due no later than April18th. Paper Due: May 7th.

READINGS:
Texts

David Chrislip, *The Collaborative Leadership Fieldbook: A Guide for Citizens And Civic Leaders*, Jossey-Bass Publishing Co., 2002.

Brad Jackson and Ken Parry, *A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Leadership,* Sage Publications, Inc., 2008.

Other Readings

The following "Essays on Leadership" from the Carnegie Commission on Preventing Deadly Conflict can be accessed on-line at:
http://www.wilsoncenter.org/subsites/ccpdc/pubs/essays/esfr.htm

   •   Boutros Boutros-Ghali, "Leadership and Conflict"

- Jimmy Carter, "Searching for Peace"
- Mikhail Gorbachev, "On Nonviolent Leadership"
- Desmond Tutu, "Leadership"

Weekly essays on leadership appear every Sunday in The Washington Post Business Section and can be accessed on-line at www.washingtonpost.com/leadership.

CLASS AGENDA TOPICS

March 20
- Introduction and Expectations
- Perspectives on Leadership and Conflict
- Overview of Leadership Concepts and Models
- Leadership Competencies
- Protocols for Essays, Interview, and Book Review
- Organize Leadership in Action
- Reflection

Readings:
> Chrislip, Forward and Introduction; Stories: Joint Venture Silicon Valley (Chap. 11)
> Jackson and Parry, pp. 1-60
> Boutros-Ghali, "Leadership and Conflict" (recommended)

Please be prepared to discuss an example of leadership in interpersonal conflict from your own experience.

March 27
- Culture and Gender Roles in Leadership
- Leadership Competencies
- Leadership Interviews - Brief Presentations (Email brief write-up to instructor)
- Leadership in Action Small Group Meetings (if needed)
- Essay Topic
- Reflection

Readings:
> Chrislip, Part Two; Stories: Transforming Civic Culture: Sitka, Alaska 1999-2001 (Chap. 12)
> Jackson and Parry, pp. 61-82
> Tutu, "Leadership" (recommended)

Please be prepared to discuss an example of leadership in interpersonal or organizational conflict from your own experience.

April 17 and 18
- Leadership in Conflict Settings
- Leadership Competencies
- Book Reviews – Brief Presentations (Email brief write-up to instructor)

- Paper Abstracts (Email write-up to instructor)
- Essay Topic
- Mid-Course Evaluation
- Reflection

Please be prepared to discuss an example of leadership in a community, racial, or ethnic conflict from your own experience.

Reading for Class:
> Chrislip, Part Three; Stories: Building Civic Leadership in Portland, Maine (Chap. 16)
> Jackson and Parry, pp. 83-112
> Carter, "Searching for Peace" (recommended)

May 2 and 3
- Collaborative Leadership – Opportunities and Limits
- Leadership Competencies
- Personal Leadership
- Integration Exercise
- Reflection - Future Leadership Learning
- Closing and Course Evaluation

Reading for Class:
> Chrislip, Appendix A; Stories: Scenarios: Catalysts for Civic Change (Chap. 15)
> Jackson and Parry, pp. 113-130
> Gorbachev, "On Nonviolent Leadership" (recommended)

UNIVERSITY RESOURCES AND ASSISTANCE

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703.993.2474. All academic accommodations must be arranged through that office.

English Language Institute:

The English Language Institute offers free English language tutoring to non-native English speaking students who are referred by a member of the GMU faculty or staff. For more information contact 703-993-3642 or malle2@gmu.edu.

The Writing Center:

The Writing Center is a free writing resource that offers individual, group, and online tutoring. For general questions and comments please contact us at wcenter@gmu.edu or call: 703-993-4491.

HONOR CODE AND PLAGIARISM

All George Mason University students have agreed to abide by the letter and the spirit of the

Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code will be reported to the Honor Committee for review. With specific regards to plagiarism, three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor.

ICAR requires that all written work submitted in partial fulfillment of course or degree requirements must be available in electronic form so that it can be compared with electronic databases, as well as submitted to commercial services to which the School subscribes. Faculty may at any time submit a student's work without prior permission from the student. Individual instructors may require that written work be submitted in electronic as well as printed form. ICAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.