

CONF 659: LEADERSHIP IN CONFLICT ANALYSIS AND RESOLUTION
School for Conflict Analysis and Resolution, George Mason University

Semester: Spring 2012

Location: Arlington: Founders Hall 317

Dates: March 24 and 31, April 14-15, 28-29

Class Time: 10:00 AM - 5:00 PM

Instructor: Robert C. Fisher, JD
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Office Hours: by appointment

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 promoting and resolving conflict. Individuals, acting singularly or in teams, attempt to resolve conflict utilizing a variety of approaches. The role and importance of leadership frequently is an important ingredient in studying and resolving conflict. 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 often 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, or resolution of conflict. We will use laboratory exercises, case modeling and experiential learning approaches to identify different aspects of leadership roles in conflict. Students also will integrate reflective practice with personal leadership development.

We will conduct the course as partners in learning. Engagement and primary responsibility for your own learning constitute a vital part of the course. You are expected to examine your ideas and worldviews.

Course Emphasis: In this course we will examine the:

- Study of leadership;
- Role of leadership in conflict and conflict resolution;
- Characteristics of collaborative leadership and other leadership models;
- Role of culture, gender, race / ethnicity, age, technology, etc. in leadership;
- Leadership skills; and
- Leadership aspects of third party roles.

Course Requirements:

Participation

50 percent

- Students are expected to actively participate in class and online. Students must demonstrate familiarity with concepts, theories, and models discussed in the literature and readings. Lively discussion is *expected*.
- Leadership is a group activity. Each student will organize and lead a small group discussion during class to explore the leadership aspects of a particular conflict.

Writing

50 percent

- **Class Survey:** information will be provided. *Due:* before the first class
- **Leadership Interview:** to deepen your understanding of leadership, each student will interview a leader. *Due:* March 31st

- **Book Review:** in addition to the readings for each class below, students will read and summarize a book tailored to their individual leadership interests. *Due:* April 16th.
- **Reflective Essays:** to further awareness of the role of leadership, each student will prepare two short essays (concise expression is encouraged) on leadership topics. *Due:* by April 13th and April 27th.
- **Leadership Paper.** Each student will submit a paper (7-10 pages) about leadership from a conflict perspective. A brief abstract describing the conflict and the approach, *due* no later than April 15th. *Paper Due:* May 1st.

Further guidelines for each of these assignments will be discussed during the first class.

READINGS:

Texts

Gardner, John, *On Leadership*, Free Press, 1997 (paperback edition)

Jackson, Brad and Parry, Ken, *A Very Short, Fairly Interesting and Reasonably Cheap Book About Studying Leadership*, Sage Publications, Inc., 2nd edition 2011

Readings

Blackboard / Reserve:

Brooks, David, *The Social Animal, The Hidden Sources of Love, Character, and Achievement*, Random House, 2011 (*excerpts*) (*Note: page references are for the hardcover edition and are different in the 2012 paperback edition*)

Carucci, Ron A. and Epperson, Josh J., "Bridging the Leadership Divide, Forging Meaningful Relationships Between Generations of Leaders," *Journal of Leadership Studies*, 5.3 (2011), pp. 63-71.

Deresiewicz, William, "Solitude and Leadership," *theamericanscholar.org*, Spring 2010, <http://www.theamericanscholar.org/solitude-and-leadership>

Hames Richard D., *The Five Literacies of Global Leadership*, Jossey-Bass, 2007: Chapter Thirteen: "Cracking the Code"

Kahneman, Daniel, *Thinking, Fast and Slow*, Farrar, Strauss and Giroux, 2011:

- Introduction (*excerpt*)
- Chapter One: "The Characteristics of the Story"
- Chapter Four: "The Associative Machine"
- Chapter Nine: Table – "Characteristics of System 1"
- Chapter Nineteen: "The Illusion of Understanding"
- Chapter Twenty: "The Illusion of Validity" (*excerpt*)
- Conclusion (*excerpt*)

Ladkin, Donna, *Rethinking Leadership, A New Look at Old Leadership Questions*, Edward Elgar, 2010 – Preface and Chapter Nine: "What has it meant to rethink leadership?"

Luke, Jeffery *Catalytic Leadership: Strategies for an Interconnected World*, Jossey-Bass, 1998:

- Chapter Two: "Defining Public Leadership"

- Chapter Eight: “Facilitating Productive Working Groups” (*excerpt*)

Penney, Sherry H., “Voices of the Future: Leadership for the 21ST Century,” *Journal of Leadership Studies*, 5.3 (2011), pp. 55-62.

Perruci, Gama, “Millennials and Globalization, The Cross-Cultural Challenge of Intergenerational Leadership,” *Journal of Leadership Studies*, 5.3 (2011), pp. 82-87.

Other Readings: leadership related articles will be available on Blackboard (*optional*)

CLASS TOPICS / AGENDA

SESSION #1: March 24

Focus: personal approaches to leadership and conflict

- Introduction and expectations
- Explore leadership concepts, models, theories
- Organizing our work together – activities, assignments, grading, protocols for course requirements

Readings:

Gardner, pp. 1-47

Jackson and Parry, pp. 1-68

Kahneman, Introduction (*excerpt*) and Chapter One: “The Characteristics of the Story”

Ladkin, Preface

Luke, Chapter Two: “Defining Public Leadership”

SESSION #2: March 31

Focus: culture, gender, race, etc. aspects of leadership

- Explore leadership concepts, models, theories
- Practice leadership styles, skills and abilities
- Interviews - brief presentations
- Leadership in a conflict (*small group discussions*)
- Personal reflection

Readings:

Brooks, Chapter Nine – Culture: “Cultures That Work,” pp. 150-154

Gardner, pp. 48-100

Jackson and Parry, pp. 69-94

SESSION #3: April 14 and 15

Focus: implications of brain research on leadership and decision-making

- Failed Leadership
- Explore leadership concepts, models, theories
- Practice leadership styles, skills and abilities
- Leadership books - brief presentations

- Leadership in a conflict (*small group discussions*)
- Personal reflection
- Mid-Course Evaluation

Reading for Class:

Brooks, Chapter 10 – Intelligence: “Clocks and Clouds,” and Chapter 11 – Choice Architecture: “Heuristics”
 Gardner, pp. 101-156
 Jackson and Parry, pp. 95-133
 Kahneman,
 Chapter Four: “The Associative Machine”
 Chapter Nine: Table – “Characteristics of System 1”
 Chapter Nineteen: “The Illusion of Understanding,”
 Chapter Twenty: “The Illusion of Validity” (*excerpt*)

SESSION #4: April 28 and 29

Focus: leadership opportunities and challenges in the future

- Collaborative leadership – opportunities / limits
- Intergenerational leadership, technology, and future leadership challenges
- Practice leadership styles, skills and abilities
- Leadership integration exercise: TBA
- Reflection
- Closing and evaluation

Reading for Class:

Brooks, Chapter 13 – Limerence, “The Urge to Merge”
 Carucci and Epperson, Perrucci, Penney
 Deresiewicz, William, “Solitude and Leadership”
 Gardner, pp. 157-199
 Hames, Chapter Thirteen: “Cracking the Code”
 Jackson and Parry, pp. 134-151
 Ladkin, Chapter Nine: “What has it meant to rethink leadership?”
 Luke, Chapter Eight: “Facilitating Productive Working Groups” (*excerpt*)

ACADEMIC POLICES AND INFORMATION

You are expected to respect the learning process and integrity is expected of everyone in all academic work. You are expected to acknowledge the contributions of others in both discussions and writings. Please feel free to contact me, by phone or email, to discuss the class, your personal performance, or the conduct of others.

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.

S-CAR 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. S-CAR's policy on plagiarism is supplementary to the George Mason University Honor Code; it is not intended to replace or substitute for it.