

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

Semester: Spring 2011

Location: Arlington: Founders Hall 320

(Note: room change)

Dates: March 26, April 2, 16-17 and 30, May 1

Class Time: 10:00 AM - 4:00 PM

Instructor: Robert C. Fisher, JD

rfisher4@gmu.edu / 703-765-0999

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 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. 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.

Engagement and attention constitute a vital part of the course. You are expected to examine your ideas and world perspective.

Course Objectives: 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;
- Development of leadership skills; and
- Leadership implications 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. Specific guidelines will be provided.

Writing

50 percent

- **Leadership Interview.** To deepen your understanding of leadership, each student will interview a leader. Due: April 2nd.

- **Book Review.** In addition to the readings for each class, students will read and review 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 16th and May 1st.
- **Leadership Paper.** Each student will submit a paper (5-10 pages) about leadership lessons from a conflict situation. A brief abstract describing the topic and the approach is due no later than April 16th. Paper Due: April 30th.

Further guidelines for each of these assignments will be discussed in class.

READINGS:

Texts

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

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

Readings

E-reserve:

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

Lipman-Blumen, Jean, *The Connective Edge, Leading in an Interdependent World*, Jossey-Bass Publishers, 1996, selected chapters:

- Chapter One: *New World, New Leadership, A Fundamental Shift*
- Chapter Five: *Mapping Leadership Styles: Direct, Relational, and Instrumental*

Ncube, Lisa B., "Ubuntu: A Transformative Leadership Philosophy," *Journal of Leadership Studies*, 4.3 (2010), pp. 77-82.

On-Line:

Hochschild, Fabrizio, *In and above Conflict, A study on Leadership in the United Nations*, Geneva, July 2010 [available on Blackboard and on the web –

[http://www.google.com/search?q=www.reliefweb.int%2Fw%2Flib.nsf%2F...%2FHDCentre-UNLeadership-jul2010.pdf%3F...&ie=utf-8&oe=utf-8&aq=t&rls=org\]](http://www.google.com/search?q=www.reliefweb.int%2Fw%2Flib.nsf%2F...%2FHDCentre-UNLeadership-jul2010.pdf%3F...&ie=utf-8&oe=utf-8&aq=t&rls=org)

Other Readings

E-reserve:

"Homo administrans, The Biology of Business," *The Economist*, September 25, 2010, pp. 99-101

Isaacson, Walter, ed., *Profiles in Leadership, Historians on the Elusive Quality of Greatness*, W.W. Norton & Company, Inc., 2010, selected chapters:

- West, Elliot, *Chief Joseph and the Challenge of Indian Leadership*

- Kennedy, David M., *The Qualities of Leadership: Dwight Eisenhower as Warrior and President*

Mir, Ali Mohammad, "Leadership in Islam," *Journal of Leadership Studies*, 4.3 (2010), pp. 69-72.

Valk, John, "Leadership for Transformation: The Impact of a Christian Worldview," *Journal of Leadership Studies*, 4.3 (2010), pp. 83-86.

On-Line:

"Essays on Leadership," Carnegie Commission on Preventing Deadly Conflict:
<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"

CLASS AGENDA TOPICS

SESSION #1: March 26

- Introduction and Expectations
- Personal Perspectives on Leadership and Conflict
- Overview of Leadership Concepts and Models
- Leadership Styles, Skills and Abilities
- Protocols: Book Review, Interview, Reflective Essays, and Small Group Discussions
- Reflection

Readings:

Gardner, pp. 1-47
 Hochschild, pp. 1-29
 Jackson and Parry, pp. 1-60

Recommended Reading:

"Homo administrans, The Biology of Business"
 West, *Chief Joseph*

SESSION #2: April 2

- Role of Culture, Gender, Race / Ethnicity, Technology in Leadership
- Leadership Styles, Skills and Abilities
- Leadership Interviews - Brief Presentations
- Small Group Discussions
- Reflection

Readings:

Gardner, pp. 48-100
 Hochschild, pp. 29-67
 Jackson and Parry, pp. 61-82

Recommended Reading:
A Carnegie Commission Essay

SESSION #3: April 16 and 17

- Connective Leadership – Opportunities and Limits
- Failed Leadership
- Leadership Styles, Skills and Abilities
- Book Reviews – Brief Presentations
- Small Group Discussions
- Reflection
- Mid-Course Evaluation

Reading for Class:

Gardner, pp. 101-156
Hochschild, pp. 101-111
Jackson and Parry, pp. 83-112
Lipman-Blumen, selected chapters

Recommended Reading:
Kennedy, Eisenhower

SESSION #4: April 30 and May 1

- Collaborative Leadership – Opportunities and Limits
- Leadership Styles, Skills and Abilities
- Integration Exercise: TBA
- Reflection - Personal Leadership
- Closing / Course Evaluation

Reading for Class:

Deresiewicz, William, “Solitude and Leadership”
Gardner, pp. 157-199
Jackson and Parry, pp. 112-130
Ncube, Lisa B., “Ubuntu: A Transformative Leadership Philosophy”

HONOR CODE AND PLAGIARISM

Integrity is expected of everyone in all academic work. 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.