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Diplomacy Syllabi

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Fall 2009

## **DIPL 3101 AA Leadership: Concept and Practice**

Jacques Fomerand PhD

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SETON HALL UNIVERSITY

JOHN WHITEHEAD SCHOOL OF DIPLOMACY AND INTERNATIONAL  
RELATIONS

LEADERSHIP: CONCEPT AND PRACTICE

DIPL 3101AA: M/W. 1:00-2:15pm.

**Instructor: Dr. Jacques Fomerand**  
**E-mail: Fomerand@gmail.com**  
**Office hours: M-W.: 2:30-4:00pm**

Course overview

The purpose of this course is to investigate the nature of leadership and its functions in contemporary society. Particular attention is given to such subjects as leadership and culture, leadership traits, power and influence, patterns of leadership (charismatic, transformational and servant leadership) and the effectiveness of leadership in organizational settings. The main emphasis is on political leadership but the course blends theory and practice and relies on an interdisciplinary approach drawing from relevant social and behavioral sciences including philosophy and ethics, developmental psychology and sociological and organizational behavioral sciences.

Course objectives

By the end of the course, students should be able

- to recognize the underlying issues behind defining leadership and be conversant with and assess the usefulness and limitations of the theories, types and functions of leadership;
- to define the personal and psychological, political, organizational, cultural and situational and relational forces shaping leaders' behavior;
- to identify the methods and strategies used by various leaders to accomplish their vision in an ever-changing environment and to understand the factors contributing to leadership effectiveness; and
- to have a sufficient knowledge base to better assess their own potential for leadership.

Course requirements

1. Text

Howard Hughes, Robert C. Ginnett, Gordon J. Murphy. *Leadership. Enhancing the Lessons of Experience*. New York: McGraw Hill, 2009. (6<sup>th</sup> edition)

**2. Class participation:** Class attendance and substantive participation in class discussions –as measured by the quality of the contributions and appropriate references to

assigned readings will be factored in the determination of the final grade. In this context, your involvement in in-class structured group exercises is most important.

**3. Paper: Leadership case study group project**

Small groups of students (not exceeding 3) will work together to make a 15-20 minute presentation to the class about a historical or contemporary leader of their choice from the political, business, cultural or religious world. (i.e.: Salvatore Allende, Kofi Annan, Ataturk; Cleopatra, Antigone, Habib Bourguiba, Winston Churchill, Saint Joan, Darwin, Elisabeth I, Pope John XXIII, Jomo Kenyatta, Martin Luther King, Machiavelli's The Prince, Robert McNamara, Jean Monnet, Shakespeare's Richard II, Mahatma Gandhi, Henry Ford, Hitler, Mao Tse Tung, George C. Marshall, Margaret Mead, Eleanor Roosevelt, Augusto Pinochet, Stalin, De Gaulle, JFK, L.B. Johnson, Mother Teresa.. This presentation will provide the basis for a joint 12-15 page long term paper to be submitted at the end of the semester.

**4. Final examination:** There will be a final examination covering all the material dealt with in the course and consisting of factual and essay questions.

**5. Final grade** to be calculated as follows:

Class participation: 15%

Study group presentation: 35%

Final examination: 50%

## SYLLABUS

### I. Concepts and Theories

**1. Introduction to the study of leadership:** Process, leaders, followers, situations

▶▶ **Core reading:** Hughes, Ch. 1-2

▶▶ **Background reading:**

Bass, B.M. *Bass and Stogdill's Handbook of Leadership: Theory, Research and Managerial Application*. New York: Free Press, 1990.

Burns, J.M. *Leadership*. New York: Free Press, 1978.

Gardner, Howard *Leading Minds. An Anatomy of Leadership*. New York: Basic Books, 1995. ISBN 0-465-08280

Mintzberg, H. *The Nature of Managerial Work*. New York: Harper and Row, 1973.

▶▶ **Structured group exercise:** TBA

▶▶ **Questions for discussion/reflection:** Are leaders "born" or "made"? Leaders lead and followers follow? Is leadership just about good management? Is charisma necessary for leadership? Is leadership power and/or position? Is leadership what leaders do? What is meant by "leadership is a process"?

**2. Measuring the development and effects of leadership**

▶▶ **Core reading:** Hughes, Ch. 3-4

▶▶ **Background reading:**

Fiedler, F.E. *A Theory of Leadership Effectiveness*. New York: MacGraw-Hill, 1967

Heifetz, Ronald. . *Leadership Without Easy Answers*. Cambridge, MA.: Harvard University Press, 1994.

Hemphill, J.K. *Leader behavior Description*. Columbus: Ohio State University. 1950.

▶▶ **Structured group exercise: TBA**

▶▶ **Questions for discussion/reflection:** What are the most effective criteria, techniques and measures that should be used to assess leadership?

### **3. Legitimizing leadership: power and authority**

▶▶ **Core reading:** Hughes, Ch. 5

▶▶ **Background reading:**

Barge, J.K. *Leadership: Communications Skills for Organizations and Groups*. New York: St. Martin's, 1994.

Bass, B.M. *Leadership and Performance Beyond Expectations*. New York: Free Press, 1985.

Garner, J. *On Leadership*. New York: Free Press, 1990.

Heifetz, Ronald A. *Leadership Without Easy Answers*. Cambridge, MA: Harvard University Press, 1998.

French J. and B. H. Raven. The Bases of Social Power in D. Cartwright (ed.). *Studies of Social Power*. Ann Arbor, MI: Institute for Social Research, 1959.

Lee, B. *The Power Principle*. New York: Simon and Schuster, 1997.

Tracy, D. *10 Steps to Empowerment*. New York: William Morrow & Co. 1990

Trenholm, S. *Persuasion and Social Influence*. Englewood Cliffs, NJ: Prentice Hall, 1989.

▶▶ **Structured group exercise. TBAs**

▶▶ **Question for discussion/reflection:** What are the differences between power, authority, influence, and empowerment? What are the advantages and disadvantages to using each method?

### **4. Leadership: ethics and values**

▶▶ **Core reading:** Hughes, Ch. 6

▶▶ **Background reading:**

Heifetz, Ronald A. *Leadership Without Easy Answers*. Cambridge, MA: Harvard University Press, 1998.

Greenleaf, R.K. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. New York: Paulist Press, 1977.

▶▶ **Structured group exercise: TBA**

▶▶ **Question for discussion/reflection:** "Subordinates cannot be left to speculate as to the values of the organization. Top leadership must give forth clear and explicit signals lest any confusion or uncertainty exist over what is and is not permissible conduct."

### **5. Leadership traits, skills and behavior:**

▶▶ **Core reading:** Hughes, Ch. 7-8

► ► **Background reading:**

Gardner, Howard. *Leading Minds. An Anatomy of Leadership*. New York: Basic Books, 1995.

Post, Jerrold M. and Robert S. Robins. *When Illness Strikes the leader*. New Haven: Yale University Press, 1993.

► ► **Structured group exercise: TBA**

► ► **Question for discussion/reflection:** Whether or not endowed traits are based on learned skills, trait theorists believe that those who serve as leaders have different abilities than followers. Do you agree?

## **6. Types of leadership: Charismatic, transactional, transformational, servant**

► ► **Core reading:** Hughes, Ch. 13

► ► **Background reading:**

Bennis, W. and Nanus B. *Leaders: The Strategies for Taking Charge*. New York: Harper and Row, 1985.

MacGregor Burns, James. *Leadership*. New York: Harper, 1978.

MacGregor Burns, James. *Transforming Leadership*. New York: Grover Press, 2003.

Weber, Max. *The Theory of Social and Economic Organization*. New York: Free Press (originally published in 1923)

Tichy, N. M., and M.A. Devanna. *The Transformational Leader*. New York: Wiley, 1986.

► ► **Structured group exercise: TBA**

► ► **Questions for discussion/reflection:** What makes leaders “charismatic”, “transactional”, “transformational”, “servants”?

## **7. Leadership in teams and decision groups**

► ► **Core reading:** Hughes, Ch. 9-10

► ► **Background reading:**

Janis, Irving Lester. *Victims of Groupthink: A Psychological Study of Foreign Policy Decisions*. Cengage Learning, 1972.

► ► **Structured group exercises. TBA**

► ► **Question for discussion/reflection:** “We are born for cooperation, as are the feet, the hands, the eyelids, and the upper and lower jaws.” (Marcus Aurelius)

## **8. Leadership and change**

► ► **Core reading:** Hughes, Ch. 11-13

► ► **Background reading:**

McFarland, L.J., L.E. Senn, and J.R. Childress. *21<sup>st</sup> Century Leadership: Dialogues with 100 top leaders*. New York: The Leadership Press, 1993.

Marshall Goldsmith, *The Global Leader of the Future: New Competencies for a New Era*. To be accessed at

<http://www.leader-values.com/Content/detail.asp?ContentDetailID=937>

President Obama Inaugural Speech:

<http://www.cnn.com/2009/POLITICS/01/20/obama.politics/>

Rost, J.C. *Leadership in the 21<sup>st</sup> Century*. New York: Praeger, 1991.

▶▶ **Question for discussion/reflection:** What is the relationship between the concept of change and contemporary leadership? What personal characteristics are needed for successful change making to occur?

### **III. Case studies in leadership**

**9-13. Group presentations. Schedule to be arranged:**

### **IV. Taking stock Acquiring and developing leadership skills**

▶▶ **Core reading:** Hughes, Part V

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INTERNATIONAL RELATIONS

**LEADERSHIP: CONCEPTS AND PRACTICE**  
**Fall 2009**

**Instructor: Prof. Slavi Pachovski**  
**Tel: 201-407-5955**  
**E-mail: [pachovski@yahoo.com](mailto:pachovski@yahoo.com)**

**Office Hours: By appointment**

**Course description/overview**

The purpose of this course is to investigate the nature of leadership and its functions in contemporary society. Particular attention is given to such subjects as leadership and culture, leadership traits, power and influence, patterns of leadership (charismatic, transformational and servant leadership), and the effectiveness of leadership in organizational settings. The main emphasis is on political/organizational leadership but the course blends theory and practice and relies on an interdisciplinary approach drawing from relevant social and behavioral sciences including philosophy and ethics, developmental psychology and sociological, and organizational behavioral sciences.

**Course objectives**

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- identify the methods and strategies used by various leaders to accomplish their vision in an ever-changing environment and to understand the factors contributing to leadership effectiveness; and
- have a sufficient knowledge base to better assess their own potential for leadership.

**Course Requirements**

1. Required readings

Howard Hugues, Robert C. Ginnett, Gordon J. Curphy. *Leadership: Enhancing the Lessons of Experience*. New York: McGraw Hill, 2002-2009. (2009 - 6<sup>th</sup> edition)

2. Class Participation: Class participation in class discussions -- as measured by the quality of the contributions and appropriate references to assigned readings will be factored in the determination of the final grade.

3. **Paper:** Each student is expected to write a brief term-paper (10-12 pages) analyzing the "leadership" pattern of a historical or contemporary political leader of his/her choice. The following is a "menu" of possibilities (by no means an exhaustive one): George Washington; Abraham Lincoln; Woodrow Wilson; FD Roosevelt; Konrad Adenauer; Benazir Bhutto; Bismark; Boutros Ghali; Jimmy Carter; Fidel Castro; Churchill; De Gaulle; Gandhi; Dag Hammarkjold; L.B. Johnson; John F. Kennedy; Henry Kissinger; Lenin; Mao Zedong; Machiavelli's Prince; Nelson Mandela; Juan Peron; Mother Teresa.
4. The key purpose of the paper should be to apply and/or test concepts and theories of leadership discussed in the first part of the course including the insights of Hughes's "cognitive" approach (Chapters 1-3). You should make a final decision about your topic in the third week of the semester. The following week students are expected to submit a one page long outline of the paper with a brief bibliography. These outlines will be reviewed in class. The preliminary drafts of the papers will be orally introduced and discussed in class from the eight to thirteenth weeks of the semester. The final version of the paper is due on the last class meeting.

**The final grade will be determined as follows:**

Mid term and final examinations (factual and essay questions): 60%

Term paper: 30%

Class participation: 10%

**SYLLABUS**

**I. Concepts and Theories**

1. **Introduction to the study of leadership:** The societal need for leadership. Defining "leadership" as opposed to "management". Leadership research and assessment.

Read: Hughes. Chapters 1-4

Question for discussion/reflection: Are leaders "born" or "made"? Leaders lead and followers follow? Is leadership just about good management? Is charisma necessary for leadership? Is leadership power and/or position? Is leadership what leaders do? What is meant by "leadership is a process"?

2. **Legitimizing leadership: power and authority**

Read: Hughes. Chapter 5

Question for discussion/reflection: What are the differences between power, influence, and empowerment? What are the advantages and disadvantages to using each method for an understanding of leadership?

### **3. Leadership: ethics and values**

Read: Hughes. Chapter 6

Questions for discussion/reflection: "Subordinates cannot be left to speculate as to the values of the organization. Top leadership must give forth clear and explicit signals lest any confusion or uncertainty exist over what is and is not permissible conduct."

### **4. Leadership traits, skills, and behavior:**

Read: Hughes. Chapters 7-8

Questions for discussion/reflection: Whether or not endowed traits are based on learned skills, trait theorists believe that those who serve as leaders have different abilities than followers. Do you agree?

### **5. Types of leadership: Charismatic, transactional, transformational, servant**

Read: Hughes. Chapter 13

Questions for discussion/reflection: Are Colin Powell, George Bush, Osama Bin Laden charismatic or transformational leaders?

### **6. Leadership in teams and decision groups**

Read: Hughes. Chapters 9-10

Question for discussion/reflection: "We are born for cooperation, as are the feet, the hands, the eyelids, and the upper and lower jaws." (Marcus Aurelius)

### **7. Leadership and change**

Read: Hughes. Chapter 11-13

Question for discussion/reflection: What is the relationship between the concept of change and contemporary leadership? What personal characteristics are needed for successful change making to occur?

## **II. Case studies in leadership**

**Sessions 8-13:** Student paper presentations. Schedule to be arranged.

### **III. Acquiring and developing leadership skills**

**Session 14:** Read: Hughes, Part V

The students have to check the Black Board on SIU Online for additional information and materials.