

**The GSPM  
Fall Semester, 2008  
Mondays: 7:10 – 9:30 P.M.**

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**PGMT295 - ADVANCED PROBLEMS & STRATEGIES IN POLITICAL MANAGEMENT**

**CAPSTONE CLASS: STRATEGY, NEGOTIATION AND LEADERSHIP IN POLITICS**

**COURSE OVERVIEW:**

In the capstone seminar, students will examine the personal, strategic and institutional circumstances that political leaders confront as they go about their work. The course focuses upon (1) the development of strategy, (2) upon negotiation and conflict reduction, and (3) leadership in contemporary politics. Students explore the strategic calculus employed by those in politics as they attempt to mobilize political support, acquire personal influence, build coalitions, exercise institutional authority to accomplish their objectives, and achieve workable solutions to social problems.

The overall course topic is "political" leadership, a complex and poorly articulated concept. The "capstone" seminar challenges students to become leaders, not necessarily in the formal sense of seeking public office, not necessarily in the sense of pursuing a career of public recognition, but in the general sense of articulating a vision and influencing those around you so as to achieve political purposes. To accomplish this ambitious task, students must define their own political goals and values, refine their analytical skills, and develop political strategies appropriate to accomplishing their vision. If successful, the course should launch each individual student upon a process of self-discovery incorporating both the articulation of values and the strategic moves to achieve them.

**THOUGHTS ON LEADERSHIP IN POLITICS:**

"Leadership and learning are indispensable to each other."

-- President John F. Kennedy [November 22, 1963, Dallas Texas]

Democracy is not self-executing. It takes leadership to bring democracy to life. Great democratic leaders are visionaries. They have an instinct for their nation's future, a course to steer...

-- Arthur Schlesinger

"There is this tension between two forces I am engaged in, between raw political power versus what is probably a little more deeply inside of me, the real quest, the drive strive for substantive issues, of really changing things for these few years I am in the United States Senate . "

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-- Senator William Frist

"To say a leader is preoccupied with power is like saying that a tennis player is preoccupied with making shots his opponent cannot return. Of course leaders are preoccupied with power! The significant questions are: What means do they use to gain it? How do they exercise it? [And] to what ends do they exercise it?"

-- John W. Gardner

"Leaders must offer moral leadership. They can express the values that hold society together. Most important, they can conceive and articulate goals that lift people out of their petty preoccupations, carry them above the conflicts that tear society apart, and unite them in the pursuit of objectives worthy of their best efforts."

-- James MacGregor Burns

"Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation... It is from numberless diverse acts of courage and belief that human history is shaped."

-- Robert F. Kennedy

"The essence of leadership is... to motivate people to perform to the maximum potential to achieve goals and objectives that **you** set.

-- William Cohen

"Developing yourself begins by *servicing*, by striving toward an idea outside of yourself -- not by leading. Leaders are not born, nor are they made -- they are self-made... Effective self-development must proceed along two parallel streams. One is improvement -- to do better what you already do reasonably well. The second is change -- to do something different. Both are essential.

-- Peter F. Drucker

"Where have all the leaders gone? They're out there pleading, temporizing, putting out fires, trying to avoid too much heat. They're peering at a landscape of bottom lines... They resign. They bum out. They decide not to run or serve... Thus, at precisely the time when the trust and credibility of our alleged leaders are at an all-time low and when potential leaders feel most inhibited in exercising their gifts, America most needs leaders -- because, of course, as the quality of leaders declines, the quantity of problems escalates.

-- Warren Bennis

There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.

-- Nicolo Machiavelli

A power of estimating the adversary, of controlling the forces of victory, and of shrewdly calculating difficulties, dangers and distances, constitutes the test of a great general.

-- Sun Tzu

In politics, poker and negotiations, success derives not only from holding a strong hand, but from analyzing the total situation so the cards can be skillfully played.

-- Herb Cohen

I met a traveler from an antique land  
Who said: Two vast and trunkless legs of stone  
Stand in the desert . . . Near them on the sand,  
Half sunk, a shattered visage lies, whose frown,  
And wrinkled lip, and sneer of cold command,  
Tell that its sculptor well those passions read...  
And on the pedestal these words appear:  
"My name is Ozymandias, king of kings:  
Look upon my works, ye Mighty, and despair!"  
Nothing beside remains. Round the decay  
Of that colossal wreck, boundless and bare  
The lone and level sands stretch far away.

-- Percy Bysshe Shelley

## COURSE REQUIREMENTS:

Since much of the learning in Capstone takes place through in-class exercises, class attendance will be mandatory. Students who miss more than two sessions will be penalized in course grading. All students will contribute \$20 to the "class fund." [A lab fee; details to follow.] Each week, students will be expected to undertake a substantial amount of reading in preparation for class discussions. During four weeks, students will also complete written assignments. The final grade will be calculated from the instructor's evaluation of your work in five areas. In order of approximate weight, these are: (1) several in-class quizzes on the readings [10%]; (2) participation in class exercises [15%], (3) involvement in class discussions (especially participation that gives evidence of mastery of the assigned readings) [20%], (4) five written assignments (on vision, career, strategy, on negotiations, a "bio") [30-40%] and (5) either the conceptual essay on leadership [25%] or the "Advancing the GSPM" exercise [15%].

The written assignments will be evaluated as "competent" (√), "excellent" (+), "good" (√+), or "lacking" (-). The difference among these evaluations reflect primarily the instructor's estimate of the **depth of thought** with which each assignment was undertaken. Some of the assignments appear to be easy, "off the top of the head" (i.e., with a high "bs quotient"). However, truly grappling with these questions will require considerable thought on your part. The best one-page memos are boiled down from a five-page first draft. [**Warning:** the instructor takes a dim view of essays that have not been proofread or spell-checked.]

## BOOKS FOR PURCHASE:

### REQUIRED:

Dixit and Nalebuff, *Thinking Strategically*  
Freund, *Smart Negotiating*.  
Griffith, *Sun Tzu: The Art of War*.

### OPTIONAL:

Cohen, *The Art of Leadership*  
Greene, *The 48 Laws of Power*  
HBS, *Power, Influence and Persuasion*.

## WEEKLY CLASS TOPICS:

<b>Week 1.</b>	<b>September 8</b>	<b>Course Overview: Strategy &amp; Leadership</b>
<b>Week 2.</b>	<b>September 15</b>	<b>Strategic Behavior</b>
<b>Week 3.</b>	<b>September 22</b>	<b>Simple Strategies</b>
<b>Week 4.</b>	<b>September 29</b>	<b>Strategy in Complex Circumstances</b>
<b>Week 5.</b>	<b>October 6</b>	<b>The Nature of Power</b>
<b>Week 6.</b>	<b>October 13</b>	<b>Strategy in Political Leadership</b>
<b>Week 7.</b>	<b>October 20</b>	<b>Elements of Negotiations</b>
<b>Week 8.</b>	<b>October 27</b>	<b>Negotiating Strategies</b>
<b>Week 9.</b>	<b>November 3</b>	<b>The Art of Negotiating</b>
<b>Week 10.</b>	<b>November 10</b>	<b>Managing Conflict And Negotiations</b>
<b>Week 11.</b>	<b>November 17</b>	<b>Leadership and Management</b>
<b>Week 12.</b>	<b>November 22</b>	<b>Leadership: the "Vision Thing"</b>
<b>Week 13.</b>	<b>December 1</b>	<b>Leadership by Political Managers</b>
<b>Week 14.</b>	<b>December 10</b>	<b>Summary: Capstone and GSPM</b>

## **A [MUCH TRUNCATED] BIBLIOGRAPHY ON LEADERSHIP, NEGOTIATION & STRATEGY:**

### **ON LEADERSHIP:**

Geoffrey Bellman, *Getting Things Done When You Are Not in Charge*. San Francisco: Berrett-Koehler, 1992.

Warren Bennis. *Why Leaders Can't Lead*. San Francisco: Jossey-Bass, 1989.

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

William A. Cohen. *The Art of the Leader*. Englewood Cliffs, NJ: Prentice-Hall, 1990.

Stephen R. Covey. *The Seven Habits of Highly Effective People*.

Peter F. Drucker. *Managing the Non-Profit Organization*. New York: HarperCollins, 1990.

John W. Gardner. *On Leadership*. New York: The Free Press, 1990.

Robert Kelley. *The Power of Followership*. New York: Doubleday Currency, 1992.

### **ON NEGOTIATIONS:**

Herb Cohen. *You Can Negotiate Anything*. New York: Citadel Press, 1980.

Roger Fisher and William Ury. *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin, 1991.

Stephen Kozicki. *Creative Negotiating*. Holbrook, MA: Adams Media, 1998.

Roy J. Lewicki, Joseph A. Litterer, John W. Minton, and David M. Saunders. *Negotiation*. Burr Ridge, IL: Irwin, Second Edition, 1994.

Howard Raiffa. *The Art and Science of Negotiation*. Cambridge, MA.: Belknap, 1982.

H. Peyton Young. *Negotiation Analysis*. Ann Arbor: Univ. of Michigan, 1991.

### **ON STRATEGY:**

Adam Brandenberg and Barry J. Nalebuff. *Co-opetition*. New York: Doubleday/Currency, 1996.

Chin-Ning Chu. *Thick Face; Black Heart*. Mill Valley, CA: AMC Publishing Inc., 1992.

Robert Greene. *The 48 Laws of Power*. New York: Viking, 1998.

Michael A. Ludeen. *Machiavelli on Modern Leadership*. New York: St Martins/Turman Talley Books, 1999.

Edward N. Luttwak. *Strategy: The Logic of War and Peace*. Cambridge, MA: Belknap, 1987.

Jeffrey Pfeffer. *Managing with Power: Politics and Influence in Organizations*. Boston: Harvard Business School Press, 1992.

**WEEK 1.    SEPTEMBER 8<sup>TH</sup>    OVERVIEW: STRATEGY & LEADERSHIP**

Course Overview  
The nature of strategy  
The nature of leadership  
Strategy versus Leadership  
Strategy and Leadership

**In-class exercises:**

Beat the Clock (A) and (B)  
Dick Francis's Race Day  
Thinking Like Sun Tsu  
Dollar Auction

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**READINGS FOR SEPTEMBER 15<sup>TH</sup>**

William Riker, *The Art of Political Manipulation*, Preface, Ch. 1 & 3.

James McGregor Burns, *Leadership*, last chapter.

Dixit and Nalebuff, *Thinking Strategically*, Introduction and Chapters 1 - 2.

**HOMEWORK ASSIGNMENT FOR SEPTEMBER 15<sup>TH</sup>**

Write a personal statement (4 pages max.) of your own political beliefs. Use the first half page to summarize your own political history. How did you acquire your beliefs? How active in politics have you been? Then, give much greater attention to the values that you believe should be achieved through politics. How would you “type-cast” yourself (if that is possible)? What directions in public policy are worth devoting your life to? What do you want to do with your life? **Title this essay: “VISION.”**

**WEEK 2.      SEPTEMBER 15<sup>TH</sup>                      STRATEGIC BEHAVIOR**

The Art and Science of Strategy  
The Game and Its Rules  
Lessons of "Ten Tales of Strategy"

**In-class exercises:**

Go Home or Stay  
Campaign Strategy: Issues or Character  
AIRWARS, Games 1 & 2  
Battle of the Coral Sea  
Ultimatum Games

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**READINGS FOR SEPTEMBER 22<sup>ND</sup> :**

Dixit and Nalebuff, *Thinking Strategically*, Chapters 3 - 6.  
William Riker, *The Art of Political Manipulation*, Chapters 2, 9, 11.  
Michael Ludeen, *Machiavelli on Modern Leadership*, Ch. 4.  
Case Study reading on the Bricker Amendmen.

**HOMEWORK ASSIGNMENT FOR SEPTEMBER 22<sup>ND</sup>:**

Write your own career strategy. What jobs do you see yourself filling over the next three years? How will you get to your ideal job? If everything worked out perfectly, what would you like to be doing at the peak of your career? **Title this 2 page essay "Career."**

**WEEK 3.      SEPTEMBER 22<sup>ND</sup>                      GAME THEORY AND SIMPLE STRATEGIES**

Dominant and Minimax Strategies  
Deterance, Chicken and Brinksmanship  
Commitment and Credibility

**In-class exercises:**

Prisoner's Dilemma  
Promises, Promises  
The Bricker Amendment

## READINGS FOR SEPTEMBER 29<sup>TH</sup>:

Dixit and Nalebuff, *Thinking Strategically*, Intro. and Ch. 7, 8, 11 & 12.

## HOMEWORK ASSIGNMENT FOR OCTOBER 2<sup>ND</sup> :

Team preparation for AIRWARS 13

## WEEK 4. SEPTEMBER 29<sup>TH</sup> STRATEGY IN COMPLEX CIRCUMSTANCES [NOTE: This class MAY run quite late! Approx. 10:15 – 10:30]

Summary of Strategy

### In-class exercises:

AIRWARS Game 13

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## READINGS FOR OCTOBER 6<sup>TH</sup>:

Caro, *Master of the Senate*, Pp. 353-66, 386-419, 453-515, & 557- 80.

Von Senger, *Book of Stratagems*, (excerpt)

Greene, *The 48 Laws of Power*, Rules 4, 13, 23, 43, 47 & 48.

## HOMEWORK ASSIGNMENT FOR OCTOBER 6<sup>TH</sup>:

In two pages describe an instance of an interactive dynamic between two or more parties in which one player carefully planned and executed a successful strategy. In another two pages, describe a similar (but different) situation in which a different party executed a successful strategy. Conclude your essay with two or more pages in which you draw some general conclusions or principles about strategy as revealed by these two instances. You can draw upon situations from election campaigns, legislative fights, issue disputes, or even a personal power play. **This essay should be about six pages total and should be titled: “STRATEGY.”**

**WEEK 5.      OCTOBER 6<sup>TH</sup>**

**THE NATURE OF POWER**

Review of Airwars  
Power: Definitional Issues  
Acquisition of power  
Formal Power and Authority  
Bases of Power and Influence

**In-class exercise:**

LBJ and the acquisition of power

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**READINGS FOR OCTOBER 13<sup>TH</sup>:**

Sun Tzu, *The Art of War*, entire.

Von Ghyczy, et. al., *Clausewitz on Strategy*, Introduction

Luttwak, *Strategy: The Logic of War and Peace*, Ch. 1 & 2 .

John Pitney, *The Art of Political Warfare*, Ch. 2.

**WEEK 6.    OCTOBER 13<sup>TH</sup>    STRATEGY IN POLITICAL LEADERSHIP**

Deciphering Sun Tzu  
“Strategic Misrepresentation”

**In-class exercises:**

The Capstone “Strategic Contest”

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**READINGS FOR OCTOBER 20<sup>TH</sup>:**

James Freund, *Smart Negotiating*, pp. 13 - 88.

Druckman and Robinson, *Negotiation Narratives*, Part I

**WEEK 7.    OCTOBER 20<sup>TH</sup>    ELEMENTS OF NEGOTIATIONS**

Basic Approach to Negotiations  
BATNA, MAD and ZOPA  
Discerning Leverage in Negotiations

**In-class exercises:**

The Great Food Bazaar  
The Used Car Sale (A) and (B)  
Merging Media

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**READINGS FOR OCTOBER 27<sup>TH</sup>:**

James Freund, *Smart Negotiating*, pp. 91 - 129.

**HOMEWORK ASSIGNMENT FOR OCTOBER 27<sup>TH</sup>:**

Preparations for “That Big Job”

**WEEK 8.      OCTOBER 27<sup>TH</sup>                      NEGOTIATING STRATEGIES**

Negotiating Complex Problems  
Information  
Credibility and Judgment  
Affect and Relationships

**In-class exercises:**

Salary Negotiations  
Campaign Decision Making (Worthington/Cornelius)

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**READINGS FOR NOVEMBER 3<sup>RD</sup>:**

James Freund, *Smart Negotiating*, pp. 130 - 171.

Druckman and Robinson, *Negotiation Narratives*, Part II

**HOMEWORK ASSIGNMENT FOR NOVEMBER 3<sup>RD</sup>:**

Preparation for Harberco

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**WEEK 9      NOVEMBER 3<sup>RD</sup>                      THE ART OF NEGOTIATING**

Multi-party Negotiations  
Integrative and Distributional Bargaining  
“Best Outcomes” in Negotiations

**In-class exercises:**

Harberco negotiations

## **READINGS FOR NOVEMBER 10<sup>TH</sup>:**

James Freund, *Smart Negotiating*, pp. 175 - 224.

Fischer & Ury, *Getting to Yes*, Chapters 1-3. (BB)

Druckman and Robinson, *Negotiation Narratives*, Part III

## **HOMEWORK ASSIGNMENT #1 FOR NOVEMBER 10<sup>TH</sup>:**

Write a 5-page essay in which you address the following issue: What conditions, do you feel, are likely to lead to interaction in which conflict between two parties escalates? What conditions are more likely to create a situation in which the conflict between parties can be reduced? Provide concrete examples. **Title this essay, "NEGOTIATING."**

## **HOMEWORK ASSIGNMENT #2 FOR NOVEMBER 10<sup>TH</sup>:**

Preparation for Presidential Debate Negotiations

## **WEEK 10    NOVEMBER 10<sup>TH</sup>    MANAGING CONFLICT AND NEGOTIATIONS**

Negotiating a Complex Problem  
Positional vs. Principled Negotiations  
Strategy in Negotiations

### **In-class exercises:**

Negotiations Over Presidential Debates

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## **READINGS FOR NOVEMBER 17<sup>TH</sup>:**

John Gardner, *On Leadership*, Chapters 1 – 3.

Robert Kelley, *The Power of Followership*, Ch 1, 5 and 6.

## **HOMEWORK ASSIGNMENT FOR NOVEMBER 17<sup>TH</sup>:**

Write a biography of someone that you admire and consider to be a leader in the political arena. Explain **why** you consider this person to be a leader. Minimize the biographical details and maximize your analysis of leadership abilities and strengths of this individual. This essay, which should be 4 – 5 pages long, should be titled **“BIO.”**

### **WEEK 11. NOVEMBER 17<sup>TH</sup> LEADERSHIP AND MANAGEMENT**

Leading, managing and inspiring  
The Great Man in History?  
Followership

#### **In-class exercises:**

The Milgram Experiments  
Considering the Final Course Assignment

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## **READINGS FOR NOVEMBER 24<sup>TH</sup>:**

Gardner, *On Leadership*, Chapters 6 & 7.

Warren Bennis, *Why Leaders Can't Lead*, Ch. 2.

Burns, *Leadership*, last chapter.

SUGGESTED: Steven Covey, *The Seven Habits of Highly Effective People*.

### **WEEK 7. NOVEMBER 24<sup>TH</sup> LEADERSHIP: THE “VISION THING”**

Personal Vision statements revisited  
Vision and Values  
The nature of political constituencies

#### **In-class exercises:**

T.B.A.

## READINGS FOR DECEMBER 1<sup>ST</sup>:

Peter Drucker, *Managing the Non-Profit Organizations*, Chapters 1 & 2.

Ronald Heifetz & Marty Linsky, *Leadership on the Line*, Chapter 2

## WEEK 13. DECEMBER 1<sup>ST</sup>: LEADERSHIP BY POLITICAL MANAGERS

Leadership styles;

Individual strengths and Institutional positions;

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### HOMEWORK ASSIGNMENT FOR DECEMBER 8<sup>TH</sup>:

Drawing upon the readings, the exercises, and class discussions of strategy, leadership and negotiations, write an essay summarizing your view of “*political leadership*” as distinct from other types of leadership, such as in corporate settings. [You may want to undertake some additional reading from the bibliography on page 4 or the instructor can make additional suggestions of appropriate writings for you to consider.] In thinking about this assignment, you might want to consider what is different about leadership in politics. How do *political* leaders integrate the subjects of negotiation and strategy? What ingredients do you consider most important in producing effective leadership in the political realm? **Title this 8 page essay, “Leadership.”**

### ALTERNATIVE HOMEWORK ASSIGNMENT FOR DECEMBER 8<sup>TH</sup>:

Students may opt to participate in a team project called “Advancing the GSPM;” those students who do not opt in will complete the final paper as described above. “Advancing the GSPM” is a team-based assignment in which self-formed teams of 3 or 4 students create and present their ideas for advancing the GSPM. Potential ideas might address the full spectrum of GSPM activities: academics, administration, marketing, career programs, alumni relations, external programs, international programs, relations within the University, fundraising, public relations, and so on. Either in person or by email, the course instructor will serve as a confidential resource for any or all of the teams, answering questions about the current operation and such realities as budgeting, University decision-making, school history, etc.

On Monday evening, December 8<sup>th</sup>, each team will be given 10-15 minutes in class to make a presentation of its idea to a panel of faculty and alumni. The presentations will be evaluated on various measures of achievement: creativity, feasibility and effectiveness of the idea itself as well as the sophistication of the oral presentation, supporting materials and other elements of the presentation. There will be **a team grade for this exercise.**

**WEEK 14    DECEMBER 8<sup>TH</sup>**

**SUMMARY: CAPSTONE AND GSPM**

**In-class exercises:**

Movies and Cranberries  
Snow and Politics