

**U.S. Naval War College**  
**AOS 13 Leadership & Ethics**  
**Fall Elective 735**  
**Professor Julia Gage**



**LEADING THROUGH EVERYDAY CONFLICT**

In this age, I don't care how tactically or operationally brilliant you are, if you cannot create harmony – even *vicious harmony* – on the battlefield based on trust across service lines, across coalition and national lines, and across civilian/military lines, you really need to go home, because your leadership in today's age is obsolete. We have got to have officers who can create harmony across all those lines.

- General James N. Mattis

# — Syllabus —

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Leading Through Everyday Conflict  
EL 7235  
AOS 13: Leadership & Ethics

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## ***Course Description***

As leaders ascend to higher levels of responsibility, their primary efforts shift from tactical and technical expertise to a more nuanced art of leadership- building and maintaining relationships across service, interagency and multinational domains. Successful leaders understand and are adept at resolving conflict, transforming contentious relationships into productive ones.

This course is not about power posturing or negotiating to “win”. Instead, we will look past the transactional paradigm and examine conflict resolution as a transformational opportunity. By understanding the sources of everyday conflict, students will develop skills, strategies and frameworks for gaining influence, obtaining consensus and working across (or in the absence of) organizational authority.

Class sessions will feature experiential learning exercises (i.e. learning by doing) where students will have the opportunity to practice and refine their individual communication strategies, styles and skills. Students will also prepare and present a personal case study, applying the lessons of the course to their own experience.

## ***Learning Outcomes***

This course contributes to the following AOS 13 outcomes:

- Skilled in fostering collaborative relationships, building teams, conflict management, negotiation and effective communication.
- Skilled in the art of direct and indirect influence, both internally and externally, based on a common vision that builds unity of effort while employing tactical activities and capabilities to achieve strategic objectives.

## ***Students who take this class will:***

- Gain a better understanding of their personal leadership style and implementation vision.
- Develop and practice communication styles and skills including active listening, mindfulness and communication awareness.

## ***Course Requirements***

## THIS IS A PARTICIPATION INTENSIVE CLASS

### **Writing**

Students are expected to thoroughly prepare for each in-class activity prior to class day. (This does not mean speed-reading the hour before.) To be considered prepared for class students must have analyzed the facts of their case and outlined their strategy and planning worksheets. This comprises approx. 2 pages of written material per exercise. As the course progresses and students become more familiar with the process, preparation and creation of the pre-exercise materials becomes easier.

Additionally, students will prepare an in-class presentation of a personal leadership conflict case study applying themes and lessons from the term. The total package will consist of 4- 5 pages, however, preparation and presentation notes will add to overall writing work product output.

Students should expect to complete approx. 16-20 pages of written material through short writing assignments and class preparation materials, in addition to a 4-5 page final case study package. ***This is not a writing intensive class***- the focus is on creating materials which help you participate and learn from the in-class exercises.

### **Reading**

The Instructor takes great effort to tailor the required reading to the class objectives, and provide relevant and thought provoking supplemental articles as the course progresses. Weekly required reading as stated in the course outline (approx. 50 – 75 pages) will be augmented by additional articles, blog posts and videos assigned by the instructor weekly. ***This is not a reading intensive class***. Required readings provide the theoretical basis for class exercises, students are not expected to memorize and regurgitate. Supplemental readings are intended to spark class discussion.

### ***Class Sessions***

*Class sessions run 3 hours and will generally follow a 3 part format:*

- Overview of Class Themes and Discussion
- In-class exercises
- Reflection and discussion of exercises

### ***Grading***

NWC Electives are graded on a pass/fail. In order to provide perspective on the weight of coursework, the elements of the requirements are:

#### **Class Participation**

- Contribution to exercises, commitment to supporting classmates, provide constructive feedback and facilitate a productive learning environment.
- Reading, advance exercise preparation.

#### **Personal Case-study**

- Prepared materials/package
- Presentation & analysis

### **Course Texts**

- *Getting Past No*, William Ury
- *Getting To Yes*, Roger Fisher & William Ury
- *Dynamics of Conflict Resolution*, Bernard Mayer
- *Organizational Culture and Leadership*, Edgar H. Schein
- Supplemental articles (links posted on blackboard)

### **Class Outline**

[Note: This schedule is a tentative outline. I reserve the right to modify this at any time. To the extent possible, students will be informed in advance of any changes, especially as they relate to due dates for assignments and in-class exercises. ]

#### **1. Introduction: A Leader's Role with Conflict**

##### Required reading:

*Dynamics of Conflict Resolution:*

- How People Approach Conflict (p. 33 – 66)
- Power & Conflict (p. 67 – 91)

*Org. Culture & Leadership:*

- How Leaders Embed & Transmit Culture (p. 245 – 271)  
(83 p.)

#### **2. Opportunities of Conflict**

##### Required reading:

- Article: *What Could A Leader Learn From A Mediator?* By Hannah Riley Bowles  
(blackboard) <http://hdl.handle.net/1721.1/55936> (p.82 – 90)

*Getting To Yes:*

- Introduction (p. xxvii – xxix)
- Don't Bargain Over Positions (p. 1 – 15)

*Getting Past No:*

- Prepare, Prepare, Prepare (p. 3 – 28)
- Appendix Worksheet (p. 172)  
(52 p.)

##### Personal Reflection Due:

Due at the beginning of class: 1 page personal analysis as assigned at the conclusion of class #1.

##### Preparation for In Class Exercise Due:

Students are expected to come to class having read their case study package and prepared a written analysis, strategy and BATNA outline as assigned at the conclusion of class #1. (aprox. 2 pages written work)

#### **3. People, Preference & Positions**

Required Reading:

[Please review your MBTI Step II Interpretive Report prior to class. (17p.)

*Articles:*

- “The Most Important Negotiation in Your Life”, by Erica Fox  
[http://blogs.hbr.org/cs/2013/09/the\\_most\\_important\\_negotiation.html](http://blogs.hbr.org/cs/2013/09/the_most_important_negotiation.html)
- “Social Intelligence and the Biology of Leadership” by Daniel Goldman and Richard Boyatzis  
[http://www4.gsb.columbia.edu/null?&exclusive=filemgr.download&file\\_id=481662](http://www4.gsb.columbia.edu/null?&exclusive=filemgr.download&file_id=481662)

*Org. Culture & Leadership:*

- Assumptions About the Nature of Human Relationships (p. 178 – 188)

*Getting To Yes:*

- Separate the People from the Problem (p. 19 – 41)  
(58 p.)

Leadership Assessments: MBTI & FIRO-B

Prior to class 3, students must complete both the MBTI and FIRO-B leadership assessments.

4. **Identifying & Understanding Interests**

Required reading:

[Please review your FIRO-B leadership report prior to class. (16 p.)]

*Getting To Yes:*

- Focus on Interests, Not Positions (p. 42 – 57)
- Invent Options for Mutual Gain (p. 58 – 81)
- Insist on Using Objective Criteria (p. 82 – 95)  
(69 p.)

*Online quizzes:*

- Test your Social Intelligence: <http://kgajos.eecs.harvard.edu/mite/>
- Apology language profile: <http://www.5lovelanguages.com/profile/apology/>

Sign up for Meeting with Instructor to Discuss Case Study Assignment:

Students are required to attend a 45 min one-on-one session to discuss their final case study assignment. Meetings will occur during week 5 & 6.

Call 401-841-6535 or stop by SP-201 to schedule with Alyssa.

5. **Tough Cases: Overcoming Impasse**

Required reading:

*Getting Past No*

- Don't React: Go to the Balcony (p. 31 – 51)
- Don't Argue: Step to Their Side (p. 52 – 75)
- Don't Reject: Reframe (p.76 – 104)
- WSJ: Thank You For Not Sharing  
<http://online.wsj.com/article/SB10001424127887323826804578466831263674230.html>
- Success and the Gentle Art of Verbal Self Defense*, Suzette Elgin (CH 6: Malpractice of the Mouth and Verbal Violence- blackboard)

(96 p.)

Preparation for One-on-one Instructor Meeting:

48 hrs prior to individual meeting, **but no later than Friday 9/27**, students will provide a 3-5 page synopsis of their conflict case study.

Meetings with Instructor Will Occur During Week 5 & 6

6. **Student Case Study Session**

Required reading:

*Getting To Yes*

- Yes, But... (p.99 – 150)

Case Study Assignments Due:

For those students assigned to present their case studies in this session.

Preparation for In-Class Exercise Due:

Students are expected to come to class having read their case study package and prepared a written analysis, strategy and BATNA outline as assigned at the conclusion of class #5. (aprox. 2 pages written work)

7. **Student Case Study Session**

[Class Cancelled Due to Government Shutdown]

8. **Student Case Study Session | Theme: Bullies and Bad Bosses**

Class Off-site

Facilitated discussion, no additional assignments.

9. **Creative Options & Power**

Required reading:

*Getting Past No* p. 105 - 171

*The Houdini Solution*: <http://www.commart.com/columns/houdini-solution>

**Note:** Students may wish to review the Power & Conflict Chapter in *The Dynamics of Conflict Resolution* (p. 67 – 91) that was assigned for Session 1.

Case Study Assignments Due:

For those students assigned to present their case studies in this session.

Preparation for In-Class Exercise Due:

[All students assigned roles.]

Students are expected to come to class having read their case study package and prepared a written analysis, strategy and BATNA outline as assigned. (aprox. 2 pages written work)

10. **Student Case Study Session/Course Wrap-up**

Preparation for In-Class Exercise Due:

Students are expected to come to class having read their case study package and prepared a written analysis, strategy and BATNA outline as assigned at the conclusion of class #9. (aprox. 2 pages written work)