PSC 3192W.18: LEADERSHIP
CRN: 86888
Fall 2017

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Class meets: Wednesdays, 11:10 am – 1:00 pm
Location: Monroe 451

COURSE DESCRIPTION AND LEARNING OBJECTIVES

This course provides an introduction to the subject of leadership. We will examine current and past examples of leadership. We will study the factors required for a person to be a successful leader and the challenges that face today’s leaders. We will seek to determine if the ways in which women lead are different from those of their male counterparts, and whether we can learn anything from the leadership of men who were responsible for the deaths of millions. We will look at the unique constraints and advantages of leading in the military, Congress and the presidency, and at the similarities and differences between leading in the private and public sectors.

REQUIRED READING

You will have to do a fair amount of reading to complete the written assignments for this course. I have attached a suggested readings list to this syllabus to help you get started, but I expect you to cut your own trail through the forest of leadership studies. For that reason the only required readings are this syllabus and the following:

Kaltman, A. Cigars, whiskey and winning: Leadership lessons from General Ulysses S. Grant.

The royalties that I receive from the sale of this book are donated to GW.

COURSE ASSIGNMENTS AND GRADING

When Polonius in the second act of Hamlet says, “Since brevity is the soul of wit…I shall be brief” he is not talking about being humorous. He is talking about keenness of judgment and insight, about imparting knowledge or wisdom in as few words as possible. Men and women in senior leadership positions rarely have the time to read much less write lengthy research papers. They require concise communications, memoranda and reports that are comprehensive in scope but clear and succinct. For this course that is what I expect of you.

At the start of the first class, you are to hand in a single page on which you have listed in rank order the names of the three leaders you most admire and the three you least admire. Feel free to make your selections from current or past leaders from anywhere in the world and in any field of endeavor.

There will be 12 written assignments, eight two page papers, two one page papers and two four page papers. All of the assignments for this course will be handed out during the first class. While the amount of time required to complete each assignment will vary, you should expect to spend an average of 3.5-4 hours per week researching and writing your papers.
Each of the two page papers and the two four page papers should include a review of the research you conducted, your analysis and conclusions, countervailing arguments, if any, and why those arguments should be rejected. If available, original sources are to be used, and your sources must be cited in the body of the paper. Complete citations for your references are to be included on a separate page following the paper, and a one paragraph abstract of no more than 25 words should be included on a separate cover page.

Your papers (double spaced in Times New Roman 12 point type) are to be handed in by you at the start of class. Late papers will not be accepted unless you had a valid reason for coming to class late or for being absent.

Your graded papers will be returned at the end of the class session following the one in which they were due. You have the option of revising and resubmitting any or all of the first six papers that you have written. Only the grades of the revised papers will be used in calculating your final grade. Revised papers are to be handed in at the start of the class following the one in which the graded paper was returned.

For the final exam, you will write an essay drawing on leadership lessons presented in class and in the required text. The exam question(s) will be handed out in class on December 6, and you will have until midnight on December 11 to complete and email me your essay.

The *Publication Manual of the American Psychological Association* (APA) has in recent years become the standard guide for publications in the social sciences. In-text citations and references for all of the papers in this course are to be in APA format. Attached to this syllabus is a set of reference and citation guidelines and examples. Additional information regarding APA formatting may be found at http://www.apastyle.org.

Cell phones, computers and other electronic devices detract from class discussion; they may not be used in class.

I will email you the grade for the assignment due on the last day of class, the final exam, and your final grade for the course.

Your final grade will be calculated as follows:

- The eight two page papers are each worth 8%
- The two one page papers are each worth 4%
- The two four page papers are each worth 12%
- The final exam is worth 4%

Total: 100%

You need a grade of C- or better in a WID course in order to graduate. Letter grades are calculated as follows:

- A = 95-99
- A- = 90-94
- B+ = 85-89
- B = 80-84
- C+ = 75-79
COURSE SCHEDULE

The following schedule outlines the topics we will address in each class session. I reserve the right to make changes to this syllabus as the semester unfolds.

Introduction (August 30)

Beginning with the publication of Leadership Secrets of Attila the Hun by Wess Roberts in 1985, there has been a seemingly endless stream of books on the subject of leadership. There are over 190,000 “leadership books” listed on Amazon, and these are really just the tip of the iceberg since many of the books that deal with the subject do not have the words leader or leadership in their title. With a few notable exceptions, these books offer the illusion that anyone who follows the author’s prescription can become a successful leader. People in or aspiring to leadership positions are told by Tom Rath and Barry Conchie to be strength based leaders, by Lee Bolman and Terrence Deal to be big picture leaders, by Daniel Goleman, Richard Boyatzis and Annie McKee to be emotionally intelligent primal leaders, and by James Hunter to be a servant leader. They can follow Atul Gawande’s checklist or John Kotter’s eight-step framework, learn to apply John Maxwell’s 21 irrefutable laws of leadership or Stephen Covey’s seven (later revised to eight) habits of highly effective people. They can be like Kenneth Blanchard and Spencer Johnson’s one minute manager, or take James Kouzes and Barry Posner’s advice and liberate the leader within them. Scanning the titles of leadership books on the shelf of a Barnes and Noble is like standing in the checkout line at a supermarket and seeing the tabloids that claim to contain the secret to losing weight without dieting or getting six-pack abs without working out.

With few exceptions, leadership advice books are aimed at people working in the private sector. Americans are, in David Potter’s words, a people of plenty. The United States is a nation whose national character has been shaped by the perception that there is limitless economic abundance. According to Potter, the difference between Americans and other nationalities isn’t that the answer to “Who wants to be a millionaire?” is “Everyone!” it’s that in the United States everyone believes that they can become millionaires. Traditionally, highly successful American business leaders have been admired and envied. Truman was referring to businessmen when he said that you could walk down the main street of any mid-sized American city and pass a half-dozen men who given the chance would rise to the opportunity and make a pretty good president of these United States. While it is not uncommon for a successful business leader to be elected president in other countries, Americans had prior to the election of 2016 only elected to the presidency one man, Herbert Hoover, who had not served in Congress or as a governor or been a general. Prior to the election of Donald Trump, Hoover was the only notable businessman to ever occupy the White House, and his presidency is remembered for the Great Depression. One of the questions we will seek to answer in this course is whether books that offer leadership advice to current and aspiring business leaders are of value to men and women in the political arena.

Truman said the only new thing new in this world is the history we haven’t learned. Grant wrote that he would like to see truthful history written. Leadership case studies all too often fall into the trap of glorifying the person whose leadership is being presented as a role model. The business, military, political or religious leader is portrayed as a peerless paragon who never takes a misstep—a leadership role model that we would all do well to emulate. While such case studies may be interesting reading, the simple truth is that there are no perfect leaders. Keeping that in mind, throughout this course, we will examine historical examples of successful and failed leadership in the hope that by looking backward we will learn leadership lessons that will serve us in good stead going forward. Bismarck
believed that only a fool learns from his own mistakes, while a wise man learns from the mistakes of others. We will try to follow his advice.

What is leadership (September 6)

Peter Northouse defines leadership in terms of the process by which a leader affects and is affected by his or her followers. According to Northhouse, leadership is an interactive event whereby an individual influences a group of individuals to achieve a common goal. If Northouse is correct that the key to leadership success is the management of a process, then leadership can be learned. However, if a person’s ability to successfully lead others is a function of in-born talents, then the hand we are dealt at birth largely determines our leadership potential.

Peter Drucker, the founder of the modern study of management, writes that the job of the executive is to be effective, that is, to get the right things done. Rush Limbaugh would agree since he has said that leaders get to solutions. Oprah Winfrey, on the other hand, believes that leadership is about empathy, about having the ability to relate and connect with people. Both Rush and Oprah share the view that leaders inspire, encourage and empower people. Goleman, Boyatzis and McKee assert that leaders do this by priming good feelings in those they lead.

Bill George argues that there are five steps to developing a leadership plan that will enable you to develop into a successful leader: achieve self awareness, focus on the principles and values that matter to you, determine what motivates you, build a support team, and recognize that there is more to life than work. Patrick Lencioni looks at the flip side and concludes that leaders who are unsuccessful fear conflict, lack commitment, avoid accountability, pay inadequate attention to results and do not trust their people.

James Macgregor Burns describes leadership as either transactional or transformational. Transactional leadership can be viewed as a social exchange, where, for example, the business leader pays for performance, the military leader awards medals for bravery, and the political leader delivers on commitments made in exchange for campaign contributions. Transformational leaders like Mohammed, Genghis Khan, the Meiji Emperor, Susan B. Anthony, Henri Dunant, Samuel Gompers, Lord Baden-Powell, Ibn Saud, Gandhi and Nelson Mandela are the ones who effect great and long-lasting changes.

Bernard Bass and Ronald Riggio outline a series of steps a leader can take to become more transformational. These include creating a personal development plan, having a vision plan and articulating your vision, and seeking out and being receptive to feedback. Transformational leadership is about getting ordinary people to achieve extraordinary results. Napoleon said, “A man does not have himself killed for a half-pence a day or for some petty distinction. You must speak to the soul in order to electrify him.”

Thought Provoking Questions
What is leadership, and how do (did) the leaders you most admire inspire, encourage and empower their followers?
What does it take to be a successful leader and were (are) any of the leaders you least admire successful leaders?
Were (are) any of the leaders you most or least admire transformational leaders?
Leadership challenges (September 13)

The challenges that democratically elected political leaders have to deal with are not unique. Authoritarian leaders often have to deal with the same ones. In an address to the 17th Congress of the Communist Party of the Soviet Union (1934), Joseph Stalin pointed out failures in leadership that urgently needed to be addressed: “Bureaucracy and red tape in the administrative apparatus; idle chatter about ‘leadership in general’ instead of real and concrete leadership; the functional structure of our organizations and lack of individual responsibility; lack of personal responsibility in work, and wage equalization; the absence of a systematic check upon the fulfillment of decisions; fear of self-criticism—these are the sources of our difficulties; this is where our difficulties are now lodged.”

Eisenhower cautioned that before a battle is joined planning is everything, but that after the battle begins plans are worthless. Dealing with plans that go awry is only one of the many challenges that all leaders have. Alfred Sloan, who built General Motors into the world’s largest industrial corporation, said that the first thing he learned about management is that the work must be done by others. Deciding what and to whom to delegate can make the difference between leadership success and failure.

Political appointees are often tasked with leading bureaucratic organizations responsible for areas in which they have no expertise. The structure, decision making processes, and even the language used within these organizations can be confounding. For example, the following is a draft Department of Defense instruction: “E2.8. Sensemaking encompasses the range of cognitive activities undertaken by individuals, teams, organizations, and societies to develop awareness and understanding and to relate this understanding to a feasible action space (Reference (n)). Sensemaking is also defined as ‘the process of creating situational awareness in situations of uncertainty.’”

Thought Provoking Questions
What are the primary challenges that all leaders face?
How do the challenges that political leaders face differ from those that leaders in the private sector have to deal with?
What does a political appointee have to do to successfully lead a bureaucratic organization?

Leadership values (September 20)

Machievelli wrote that a prince “cannot observe all of those virtues for which men are reputed good because it is often necessary to act against mercy, against faith, against humanity, against frankness, against religion, in order to preserve the state.” Adolph Hitler believed that it was fortunate for leaders that people were stupid, and that success was the sole judge of right and wrong.

We are all familiar with Lord Acton’s warning that all power tends to corrupt and absolute power corrupts absolutely. Two psychologists, Joris Lammers and Adam Galinsky, conducted a series of experiments with university students from which they concluded that there was a direct, causal link between the experience of power and moral hypocrisy—powerful people are more likely than those in less powerful positions to exhibit a greater discrepancy between what they practice and what they preach.

David Runciman believes that double standards are the hallmark of powerful political figures.
Thought Provoking Questions
Are Mao Zedong, Stalin and Hitler legitimate leadership role models?
What can we learn from leaders, like Richard Nixon and Bill Clinton, who fell afoul of their personal demons?
In some parts of the world, we have come to expect that corruption and hypocrisy go hand-in-hand with political power, is that also the case in the United States?

Leadership values—continued (September 27)

Dr. Martin Luther King, Jr. believed that “a genuine leader is not a searcher for consensus but a molder of consensus.”

On April 1, 1789, George Washington wrote the following to Henry Knox: “In confidence I can assure you...that my movements to the chair of government will be accompanied with feelings not unlike those of a culprit who is going to the place of his execution: so unwilling am I in the evening of a life nearly consumed in public cares, to quit a peaceful abode for an Ocean of difficulties, without that competency of political skill—abilities and inclination which is necessary to manage the helm. I am sensible, that I am embarking the voice of my Countrymen and a good name of my own on this voyage, but what returns will be made for them—Heaven alone can foretell. Integrity and firmness is all I can promise.”

In the motion picture, Key Largo, the mobster boss played by Edward G. Robinson, has this to say about politicians: “I make them. I make them out of whole cloth, just like a tailor makes a suit. I get their name in the newspaper. I get them some publicity and get them on the ballot. Then after the election we count the votes. And if they don’t turn out right, we recount them. And recount them again until they do.”

The classic Hebrew text, Perkei Avot (The Book of Principles) contains the following warning: “Be guarded in your relations with the ruling power, for they who exercise it draw no one near to them except for their own interests; appearing as friends when it is to their advantage, they stand not by a person in the hour of need.”

Thought Provoking Questions
How do political leaders achieve consensus without sacrificing their basic values?
Is it possible for today’s political leaders to act with integrity and firmness of purpose?
Are political leaders beholden to those who helped to elect them?

Leadership lessons from the American Civil War (October 4)

Abraham Lincoln is revered as the leader who saved the Union. Ulysses S. Grant was the general who won the war, but he has sometimes been portrayed as a cigar smoking drunkard who only succeeded because he had more bullets than Robert E. Lee had men.

The National Statuary Collection in the United States Capitol Building is comprised of two statues donated by each of the fifty states to honor persons notable in their history. Virginia has been the birthplace of eight American presidents, but only the statue of Washington is on display in the US Capitol. The other Virginian so honored is Robert E. Lee, the man who came closer than any other to dismembering our nation. That schools and roads throughout the south are named for Lee is not surprising, but a barracks at West Point is also named for him, and so is a fort in Virginia. The fort’s newspaper bears the name of his horse, Traveller. Lee believed that the framers of the Constitution had
created a perpetual Union, that succession was nothing but revolution, and that he could anticipate no
greater calamity for the country than the dissolution of the Union. Other Virginians, notably Winfield
Scott and George Thomas, stayed true to the oath they had taken when they received their commissions
as officers in the US Army, but Lee chose to betray his country. While some of the men who fought for
the Confederacy believed they were doing so to defend state rights, Lee knew he was fighting to defend
a vile institution, one that he considered a moral evil. He wrote to a friend, “If the slaves of the south
were mine, I would surrender them all without a struggle to avert the war.”

Thought Provoking Questions
Why study Lee, or for that matter, Grant, Lincoln or Davis, and what relevance, if any, does the
leadership of these men have for today’s leaders?
What are the most important political leadership lessons to be drawn from the American Civil War?
What political leadership lessons can be drawn from the years immediately following the war?

Men on horseback—military leadership (October 11)

In much of the developing world, generals become political leaders through a coup d’état. It is rare for
a general to become the head of a political party or win a freely contested election. The last general to
serve as prime minister of Great Britain was the Duke of Wellington, and he served for less than two
years (1828-1830) the first time he held the office and less than one month (1834) the second time.
Among the world’s democracies, the US seems to be the exception to the rule. Americans historically
have been attracted to military heroes—to men who win wars. Twelve of America’s 44 presidents were
at one time army generals, but only three of them, Taylor, Grant and Eisenhower, were career soldiers.
Other career soldiers, like Sherman, could probably have been elected to the presidency but chose not to
run. Truman musing on the likely election of Eisenhower to the presidency is quoted as having said,
“He’ll sit here [at the president’s desk], and he’ll say, ‘Do this! Do that!’ And nothing will happen.
Poor Ike—it won’t be a bit like the Army. He’ll find it very frustrating.”

Historically, a ship’s captain had a greater degree of independence and more freedom of action than his
army counterparts and even more than many army general officers. The standard wording in an order to
a British sea captain used to read, “Proceed to _____, and act in the best interests of the crown.” After
the attack on Pearl Harbor, Admiral Ernest King, the Chief of Naval Operations, gave the following
response when he was asked for orders by the commander of the pacific fleet, “Do more than your best
with what you’ve got.”

Thought Provoking Questions
Do career soldiers perform well in the presidency?
Is a military background an excellent or a poor preparation for political leadership in a democratic
nation, and is the answer different for an authoritarian or totalitarian state?
Why is it that even though the U.S. has had no shortage of naval heroes, men like Decatur, Farragut,
Porter, Dewey and Nimitz, no senior naval officer has ever received serious consideration as a possible
presidential candidate?

The woman leader (October 18)

In the musical My Fair Lady Professor Higgins sings, “Why can’t a woman be more like a man?” Judy
Rosener doesn’t think she should be. She argues that women have special abilities by virtue of being
women, and that organizations that utilize the leadership abilities of women will be more innovative and
productive. According to Rosener, women leaders, in contrast to the command and control style of
men, share power and information. They excel at building consensus, are comfortable with ambiguity, and appreciate cultural diversity. Dong Mingzhu, the woman who heads Gree Electric Appliances, one of the world’s largest manufacturers of household air conditioners, might not be a good role model for Rosener’s depiction of the woman leader. She is quoted as having said, “I never miss. I never admit mistakes, and I am always correct.”

Peninah Thomson and Jacey Graham think that women leaders are better lateral thinkers than their male counterparts. Niall FitzGerald, the former CEO of Unilever, agrees. He believes that “women have different ways of achieving results, and leadership qualities that are becoming more important as our organizations become less hierarchical and more loosely organized around matrix structures.”

Two psychologists, Barbara Mandell and Shilpa Pherwani, conducted a study that found that the emotional intelligence scores of female managers were significantly higher than those of male managers. Joanna Barsh, Susie Cranston and Geoffrey Lewis write that the work-life (wife, mother and career woman) balance which society expects of women is unattainable, and that successful women leaders have adapted to a life of managed disequilibrium.

Nancy Pelosi was the Speaker of the House of Representatives, Hillary Clinton nearly won the presidential election in 2016, and women CEOs have led large corporations such as Archer Daniels Midland, DuPont, General Motors, PepsiCo and Xerox. Esther Wachs Book believes that today’s successful women leaders have cracked through the glass ceiling not because they act like men but because they blend feminine qualities of leadership with classic male traits. She argues that successful women display a gravity-defying level of self-confidence which drives them to assume extraordinarily high levels of risk and to ignore precedent. She is convinced that women have a preternatural sense—an uncanny ability to identify and hone in on opportunities that a man would fail to see.

**Thought Provoking Questions**

Do women have better collaborative and networking skills than men, and if they do, are these the skills women leaders bring to the table?

Do women still have greater leadership obstacles to overcome than men, and if so, what are they?

**Congressional leadership (October 25)**

**Leadership in the House of Representatives**

The Speaker of the House of Representatives is the leader of what George Mason called “the grand repository of the democratic principle of government.” But to what degree is the Speaker a free agent or an agent of the House? Kenneth Shepsle contends that institutions matter. When Henry Clay was elected Speaker in 1811, he told the representatives that he would obey their commands rather than follow his own inclinations. Shepsle sees this as the statement of the quintessential agent. Barbara Sinclair agrees that congressional party leaders can best be understood as agents of the members of Congress that chose them.

Randall Strahan acknowledges that the House as an institution acts as a constraint upon what the Speaker can accomplish, as do the Senate, and the executive and judicial branches of government. He argues for a causal agent view of House leadership. He points to Clay’s private conversation with John Quincy Adams in 1821, ten years after first being elected Speaker. Clay told Adams, that he viewed the members of the House “as a collection of materials, and how much good and how much evil might be done with them, accordingly as they should be well or ill-directed.” According to Strahan, House
leaders who do not act as agents of their followers, but instead take political risks to advance goals about which they care deeply can bring about major public policy changes and even significant institutional change within the House of Representatives. Strahan is referring to leaders like Thomas Reed whose rule changes enabled Joe Cannon to exercise unprecedented control as the Speaker.

David Mayhew concludes that members of Congress are single-minded seekers of reelection and that party affiliation is nothing more than a label for politicians who will act in concert when they agree, but otherwise pursue actions that advance their political careers.

Election to the House of Representatives is often a stepping stone to higher political office. Nineteen American presidents at one time served in the House, but only one, Garfield, was elected to the presidency while a sitting member, and Polk is the only one to have ever served as Speaker.

Thought Provoking Questions
Can the leadership of speakers like Sam Rayburn, Tip O’Neil, Newt Gingrich and Nancy Pelosi be explained in terms of agency?
How do members who have not been elected or appointed to a formal leadership position, men like George Norris who led the revolt that successfully curbed Joe Cannon’s powers, take on the mantle of leadership?

Leadership in the Senate

Commenting on the way the US Senate has changed in recent years, Edmund Muskie said, “The Senate was a more structured and hierarchical place than it is today.” Sinclair writes that the Senate has been transformed from a committee-centered, member expertise dependent, inward looking, and relatively closed institution that was characterized by an unequal distribution of influence and constraining norms to an open, staff dependent, outward looking institution in which influence is much more equally distributed and members are accorded very wide latitude. Sinclair argues that as a result of these changes the Senate of today can encounter great difficulty in making decisions. Nelson Polsby has called the Senate a publicity machine operated for the purpose of linking senators with national interest groups and factions.

The office of the Speaker of the House of Representatives is mandated by the Constitution, while the position of majority leader in the US Senate is a relatively recent one, dating from the 1920s. Mike Mansfield who served as majority leader for 16 years, longer than anyone else who has held that position, said, “We are all equal on this floor.” Lyndon Johnson believed that the power of the majority leader was the power of persuasion.

Sixteen of the men who have been elected president served in the Senate, but only three of them, Harding, Kennedy and Obama, were sitting senators when they were elected.

Thought Provoking Questions
Does the institutional nature (rules and procedures) of the Senate preclude the possibility of effective leadership?
The golden age of Chinese philosophy is known as the “hundred schools of thought contend” period. Does this label apply to the Senate of today, and if it does, why is this not the Senate’s golden age?
What do majority leaders of the Senate have to do in order to be successful?
No class (November 1)

Herding cats—university leadership (November 8)

Leading in a university setting provides a unique example of collaborative leadership, a hybrid between the more authoritarian traditional hierarchical leadership model and that of the collegial team framework.

William G. Bowen, who was the president of Princeton University, described the challenges that every university president faces: “structuring relations with trustees, recruiting able colleagues (and also securing resignations when necessary), managing an effective tenure process, setting academic priorities and then raising the money needed to give life to the most important ones, budgeting wisely in order to insure the institution’s long term financial viability, reconciling the need to be orderly and somewhat bureaucratic (‘business-like’) with the need to respect the special character and climate of the academy, creating an open and inclusive learning environment for students from diverse backgrounds, handling dissent and maintaining the openness of the campus to all points of view, protecting institutional integrity, balancing internal and external pressures on an unforgiving schedule, and, finally, deciding when—and how—to leave.”

Jeffrey L. Buller believes that to be an effective leader in a university setting you have to develop an atmosphere of “collegial candor” by “creating a working environment in which individuals feel safe to provide their perspectives on various issues and understand that you will agree or disagree with these views according to the argument’s merits” and one in which “the overall mission of the institution, rather than the personal convenience of its individual members, is the guiding principle in all deliberations.”

Team leadership (November 15)

Andrew S. Grove, the former chairman of the board of Intel, believes that today’s companies need to learn “to operate in a world shaped by globalization and the information revolution.” To do that successfully, they need “to shape a flexible organization that is capable of responding to unpredictable events.” Increasingly, organizations in both the private and public sector are forming ad hoc teams to deal both with the unexpected and to develop new strategies for the future.

Richard Lepsinger and Darleen De Rosa believe that multi-national corporations and government agencies with operations around the globe are turning to virtual teams because “advances in technology have made it easier to organize and manage dispersed groups of people…. Many companies are using virtual teams to advance business objectives and to get a leg up on their competition. However in others, virtual teams are more opportunistic, emerging in response to a particular event or need.”

Forming teams is relatively easy; getting teams to perform effectively and achieve the goals that have been set for them is not. A study published in the *MIT Sloan Management Review* reported that only 18% of the global business teams that the authors had surveyed were completely successful. Whether a team is co-located or virtual, the main impediments to success appear to be the same: failure to clearly define the team’s goals and the time frame in which to achieve them, failure of team members to meet often and spend sufficient time to insure effective collaboration, and failure of team members to share relevant information with one another. To this can be added the additional time constraints imposed when team members are expected to continue doing their day-to-day jobs while also serving on a team. Most important, is the failure to select the best qualified individuals to serve on a team.
In order for a team to be successful, the team members need to work well together. Amy Linley writes that “teamwork must be more than a method of dividing up the work to get the job done. Teamwork must embrace a cooperative attitude of mutual respect, shared responsibility and open communication. Teamwork recognizes each team member's individual contribution to the team in the context of the interdependency of those efforts in cooperative pursuit of the team's goal.”

The advent and widespread use of social media has provided the means to mobilize larger numbers of people than was heretofore possible. Some of the popular movements that have been spawned through the use of social media have led to successful protests that overthrew repressive regimes. Others, such as in Bahrain, have been met with brutal suppression, while in Libya and Syria what started as mass protests morphed into armed revolt and civil war. In the United States, social media is credited for the creation and growth of the Tea Party, Black Lives Matter and the Occupy movement, which have been characterized by some in the media as popular leaderless mass movements.

**Thought Provoking Questions**

What types of assignments are appropriate for a team and which ones aren’t?

What factors need to be considered in selecting the team leader and the members of a team?

What are the unique challenges of leading a team?

**Presidential leadership (November 29)**

George Edwards and Stephen Wayne write that the presidency is a many-faceted dynamic office—with a plethora of responsibilities, a variety of roles, and an impressive range of powers. While they acknowledge that a president’s personality and skill contribute to the capacity to do the job well they see the constitutional, institutional and political structures of the American body politic as the primary impediments to the effective exercise of presidential leadership. Edwards and Wayne argue that in order to understand the problems of presidential leadership it is not sufficient to look simply at a president’s ability to fulfill tasks, exercise powers and utilize organizational structures. It is necessary to examine the confluence of a president’s political, policy and personal leadership in order to understand a president’s ability to lead.

Richard Neustadt has studied presidential leadership from the perspective of a president’s capacity to influence the actions of the other people involved in governing the country. He believes that the presidency is a weak institution and that presidents who led through persuasion have been more successful than those who relied on the power of the office. Matthew Crenson and Benjamin Ginsberg disagree. They believe that the power of the modern presidency continues to grow because presidential power has been expanded by finding new uses for executive orders and new ways of overseeing bureaucratic regulation.

James Barber believes that presidential performance can be predicted by examining a president’s character. Fred Greenstein writes that a president’s effectiveness is a function of more than his political prowess and mental health. He examines six qualities that relate to presidential job performance—public communication, organizational capacity, political skill, vision, cognitive style and emotional intelligence. Of these, Greenstein considers emotional intelligence the most valuable quality.

Stephen Skowronek examines presidential leadership in terms of political time which he describes as the various relationships incumbents project between previously established commitments of ideology and interest, and a president’s own actions in the moment at hand. According to Skowronek,
increasingly, newly elected presidents have less time than their predecessors to implement change, and this has tended to flatten out potential political prospects for presidents.

**Thought Provoking Questions**

Are presidential power and presidential leadership synonymous, and how important is a president’s leadership style?

Is it easier for a prime minister to lead than it is for a president, and would a multi-party system make it easier or harder for a president to lead than a two party system?

To what degree does the modern media, especially the cable news networks with their 24/7 coverage, near constant barrage of praise or criticism, and almost daily reporting of the results of the latest presidential approval rating opinion poll, enhance or degrade a president’s ability to lead?

**Final thoughts (December 6)**
Suggested Readings


Covey, S. (2004). *The 7 habits of highly effective people.*


Friedman, S. D. (2014). *Total leadership: Be a better leader, have a richer life.*


George, B. (2004). *Authentic leadership: Rediscovering the secrets to creating lasting value.*


Hunter, J. (2004). *The world’s most powerful leadership principle: How to become a servant leader.*


______. (1989). *The transformation of the U.S. Senate*.


Reference and Citation Guidelines and Examples

Basic guidelines for formatting citations in the text

Place the complete citation within parentheses.

Use the words in the first part of the citation exactly as they appear in the References so that the source in the text can easily be located in the References.

Use the author’s last name and year for the citation: (Smith, 2008).

Place the year in the citation, but do not include the month and day.

Use only the last name of the author, and never include the first name or initials except in a personal communication.

Place the name of a group author (corporations, organizations, and government agencies) first when no individual author is listed in the source.

Use the first two or three words of the title of the work when no author is listed: (Writing Executive Summaries, 2007) or (“Evaluating a Case Study,” 2008). Capitalize all major words of the title.

Use italics for titles of books, periodicals, and reports. Use quotation marks for titles of articles, chapters, or web pages.

Include the page or paragraph number for a direct quotation: p. or pp. for page numbers, para. for paragraph numbers.

Place any necessary punctuation after the final parenthesis of the citation unless it is a block quotation.

Never use a URL address in the citation.

Basic guidelines for formatting the References page

Place the references in alphabetical order. (Do not number references.)


Include the author’s last name and first and middle initials: Smith, G. Q. (Always use initials instead of authors’ first/middle names.)

Place the year in parentheses after the author’s name: Smith, G. Q. (2008). If no year is available, put (n.d.) in parentheses.

Place the name of a group author (corporations, organizations, and government agencies) first when no individual author is listed in the source.

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Place the title of a book or article first when no author is listed in the source.

Capitalize the following elements of the first title mentioned in the reference: first word, proper nouns, and the first word after a colon or a dash.

Capitalize all major words of the second title mentioned in the reference (e.g., journal titles, newspaper titles, book titles)

Use italics for titles of books, journals, newspapers, and movies.

Never use quotation marks or italics for article titles.

Include a retrieval date only for Internet sources that contain content that can change over time.

Use the DOI number for electronic sources rather than the name of a database: doi:xxxxxx. If the document does not contain a DOI number, use the URL of the publisher’s home page: Retrieved from http://www.xxxxxx. (Do not use periods at the end of a DOI number or URL address.)

Include database retrieval information only for sources with limited circulation.

Never include a source that is not mentioned in the paper.

Examples

The following examples provide information about how to format citations in text and how to format the corresponding source on the reference page. The examples are consistent with the sixth edition of the Publication Manual of the American Psychological Association. You may want to access http://apastyle.apa.org for information about the sixth edition of the manual.

Books

A book with one author

A book with one author could be formatted in any of the following ways:

In-Text Citation

Sample 1 According to Lunsford (2009), new writing spaces created by technology require the writer to focus on the audience and on the writing purpose more than ever before.
Sample 2  Writers today have many writing spaces created from new technologies that influence how writers approach a rhetorical situation (Lunsford, 2009).

Sample 3  Lunsford (2009) stated, “Today, perhaps more than ever before, everyone can be a writer—every day” (p. vi).

Note: Page or paragraph numbers are always included with the in-text citation when direct quotations are used.

Reference Page Citation

In-Text Citation

Sample 4  Cleckley (1997) noted that diversity in the classroom prepared young Americans for work in a global society.

Sample 5  Diversity in the classroom prepared young Americans for work in a global society was the idea presented by well-known scholar Betty Jane Cleckley (1997).

Sample 6  Cleckley (1997) stated, “Because youth have had experience working and playing with children of other races and cultures while growing up, they will be better able to interact with those of other cultures when working within intercultural corporations” (p. 37).

Reference Page Citation

A book with two or more authors

A book with two or more authors could be formatted in any of the following ways:

In-Text Citation

Sample 1  Often, people compare Caldwell and Thomason’s book (2004) to *The DaVinci Code* because of the brilliant writing and historical context.

Sample 2  *The Rule of Four* (Caldwell & Thomason, 2004) has been compared to Dan Brown’s *The DaVinci Code*.
Sample 3  The novel is described as “an encyclopedia masquerading as a novel” and as “a dissertation on everything from architecture to zoology” (Caldwell & Thomason, 2004, p. 136).

Reference Page Citation


In-Text Citation

Sample 4  Mandelbrot and Hudson (2004) have combined Mandelbrot’s mathematical framework with Hudson’s knowledge of Wall Street to produce a must-read for any serious investor.

Sample 5  For the individual who manages money for a living, one of the best books on the market is *The Misbehavior of Markets* by Mandelbrot and Hudson (2004).

Sample 6  Mandelbrot and Hudson (2004) stated, “This equilibrium market clearing price is automatically interpreted as being the mean of a normal probability distribution” (p. 46).

Reference Page Citation


A book with a group author

A book with a group author (e.g., organizations, corporations, or government agencies) could be formatted in any of the following ways:

In-Text Citation

Sample 1  The 9/11 Commission Report (National Commission on Terrorist Attacks, 2004) is one of the most important documents of this century.

Sample 2  A clear mandate was expressed by The National Commission on Terrorist Attacks (2004).

Sample 3  The National Commission on Terrorist Attacks report stated, “Investigate the facts and circumstance relating to the terrorist attacks of 9/11 . . . and other areas as determined by the Commission” (2004, p. 14).
Reference Page Citation


An edited book

An edited book could be formatted in any of the following ways:

In-Text Citation

**Sample 1**
Aguirre and Baker (2008) presented information about inequality in the American society, educational system, criminal justice system, family units, and much more to examine how racial oppression still affects the United States.

**Sample 2**
Aguirre and Baker (2008) reviewed the inequality in the American education system that ranges from public compulsory education to post secondary education.

**Sample 3**
As stated in Aguirre and Baker (2008), “Even with noticeable growth in nonwhite enrollments in American schools, educational segregation persists” (p. 41).

Reference Page Citation


A chapter from a book

A chapter from a book could be formatted in any of the following ways:

In-Text Citation

**Sample 1**
Locker and Kienzler (2008, Chapter 7) present good guidelines for writing effective résumés and provide many examples for types of résumés.
Sample 2  If a résumé is longer than one page, Locker and Kienzler (2008, Chapter 7) recommend that the second page include at least 10 to 12 lines and include the person’s name at the top of the second page along with the page number.

Sample 3  As stated in Locker and Kienzler (2008, Chapter 7), “It is a myth that all résumés must fit on one page” (p. 213).

Reference Page Citation


**Periodicals (e.g., Journal Articles, Newspapers)**

**A journal article**

A journal article could be formatted in any of the following ways:

In-Text Citation

Sample 1  Walker and Schutte (2002) believed that the five areas of team building were not inclusive of all the areas needing attention.

Sample 2  Not everyone agrees with the five areas of team building (Walker & Schutte, 2002).

Sample 3  According to Walker and Schutte (2002), “Over time, perceptions of effectiveness and actual effectiveness can build on each other, because teams that are confident of success tend to experience success, which in turn sustains or increases perceptions of efficacy while also building general cohesiveness” (p. 188).

Reference Page Citation


**A journal article from an online database**

A journal article from an online database could be formatted in any of the following ways:

In-Text Citation

Sample 1  Daniels (2004) included Darden Restaurants on her list of the 50 best companies for minorities.
Sample 2  A list of companies has been singled out as best for minority employees (Daniels, 2004).

Sample 3  According to Daniels (2004), “At the Olive Garden and Red Lobster chains, diversity efforts are encouraged from ‘boardroom to dining room’” (para. 5).

Note: No page number was listed in this particular article because of the way the article was written. When no page number is available, count the paragraphs and use the paragraph number, as above. In long documents, you can count the paragraphs of a particular section and indicate the name of the section within the citation: (Daniels, 2004, Methods section, para. 3).

Reference Page Citation


Note: When no DOI is given, the URL address for the actual journal should be used.

A journal article from an online database—no author

A journal article with no author from an online database could be formatted in any of the following ways:

In-Text Citation

Sample 1  In its “Corrections” section (2004), Fortune magazine did name the CEO of Rite-Aid who is currently in prison for fraud.

Sample 2  Fortune magazine did name the CEO of Rite-Aid who is currently in prison for fraud (“Corrections,” 2004).

Reference Page Citation


A journal article from an online database with an assigned DOI

DOI stands for Digital Object Identifier and is an identification record provided by the publisher. If the journal article has a DOI, use the DOI in lieu of providing the URL address to the journal’s homepage.

In-Text Citation

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Sample 1  Tzschenteke, Kirk, and Lynch (2004) studied the motivations behind why lodging owners in Scotland made the move to green their properties.

Sample 2  Operational cost reduction was one reason some hotel owners opted to green their properties (Tzschenteke, Kirk, & Lynch, 2004).

Sample 3  This paper “discusses the preliminary findings of a wider study on environmental decision making in the context of owner-managed lodging operations” (Tzschenteke, Kirk, & Lynch, 2004, p.116).

Reference Page Citation


A newspaper article

A newspaper article could be formatted in any of the following ways:

In-Text Citation

Sample 1  Herron and Miles (1987) addressed the recent Supreme Court decision regarding promotions based on race.

Sample 2  Efforts have been made regarding racial parity (Herron & Miles, 1987).

Sample 3  The Supreme Court declared, “A company may decide to promote an employee on the basis of race under certain circumstances” (Herron & Miles, 1987, p. 32).

Reference Page Citation


An online newspaper article

An online newspaper article could be formatted in any of the following ways:

In-Text Citation

Sample 1  McGrath (2007) interviewed some Oxford English Dictionary employees about the deletion of hyphens from 16,000 dictionary entries.

Sample 2  The recent article about the deletion of 16,000 hyphens from the Oxford English

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Dictionary explored how hyphens have become unnecessary with many words in modern usage (McGrath, 2007).

Sample 3 McGrath (2007) stated, “The greatest hyphenator ever was Shakespeare (or Shakspeare in some contemporary spellings) because he was so busy adding new words, many of them compounds, to English: ‘sea-change,’ ‘leap-frog,’ ‘barefaced,’ ‘fancy-free’” (para. 8).

Reference Page Citation
Websites and Online Media

A website with no identifiable author

When the content on a website has no identifiable author, use the name for the organization, corporation, or government agency as the group author and begin the entry with the group author. Place the title of the web page in italics if the web page is a report or brochure; otherwise, leave the title without italics. Include the URL address. If the website has no identifiable author, including no identifiable group author, you should use caution in selecting the source for your paper as the source may not be a reliable reference.

A website with no identifiable author could be formatted in any of the following ways:

In-Text Citation

Sample 1 The website for the National Osteoporosis Foundation (2008) has many interesting facts about this debilitating disease.

Sample 2 Osteoporosis is a highly preventable disease (National Osteoporosis Foundation, 2008).

Sample 3 The National Osteoporosis Foundation (2008) stated, “Eighty percent of those affected by osteoporosis are women” (Osteoporosis Prevalence: Gender, para. 2).

Reference Page Citation


In-Text Citation

Sample 4 Subaru of America (2004) makes it easy to compare its Outback with similar cars.

Sample 5 Subaru currently has five models in its lineup (Subaru of America, 2004).

Sample 6 According to Subaru of America (2004), “All Subaru Outback models blend the rugged versatility of an SUV with the driving performance and comfort of a passenger car” (para. 1).

Reference Page Citation

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A website with an author

A website with an author could be formatted in any of the following ways:

In-Text Citation

Sample 1  According to Copeland (2003), the adaptation required when minorities enter the workplace is a two-way street.

Sample 2  Diversity is a positive thing in the workforce (Copeland, 2003).

Sample 3  Copeland (2003) stated, “Diversity is emerging as one of the most serious issues in the workplace today, yet most employers are not prepared to deal with it” (Managing a Multicultural Workforce, para. 1).

Note: In a long online document with no page numbers, you can list the title of the section and the paragraph number within that section.

Reference Page Citation


In-Text Citation

Sample 4  According to Nix (2004), no definitive national Christmas tree exists.

Sample 5  Apparently, four trees could be the national Christmas tree in the United States (Nix, 2004).

Sample 6  Nix (2004) mentioned that “four trees touted to be the nation’s Christmas tree” (para. 1).

Reference Page Citation


Podcasts
Podcasts could be formatted in any of the following ways:

**In-Text Citation**

*Sample 1* In Fogarty’s (2007) podcast about the differences between *who* versus *whom*, she provided tips to determine which one should be used in a question.

*Sample 2* This podcast explores the confusion of *who* versus *whom*, and the speaker reminds the listeners to use *who* when a person is the subject of the sentence (Fogarty, 2007).

**Reference Page Citation**


**Video weblog posts**

A video post could be formatted in any of the following ways:

**In-Text Citation**

*Sample 1* In an Internet video, Gore (2008) stated that 68% of the American population believes that human activity is a contributing factor in global warming.

*Sample 2* This Internet video about global warming explores the urgency to “organize our response appropriately” (Gore, 2008) to the climate crisis.

**Reference Page Citation**


**Miscellaneous**

**An online dictionary**

An online dictionary entry could be formatted in any of the following ways:
In-Text Citation

**Sample 1**  According to the *Oxford English Dictionary* (n.d.), a *caucus* is a political party meeting that occurs prior to an election and is used to further the party’s interests.

**Sample 2**  A *caucus* is usually a “private meeting of the leaders or representatives of a political party” (*Oxford English Dictionary*, n.d.).

Reference Page Citation


A printed dictionary

A printed dictionary entry could be formatted in any of the following ways:

In-Text Citation

**Sample 1**  As defined in *Merriam-Webster’s Collegiate Dictionary* (2007), *exorbitant* has a similar meaning to *excessive*.

**Sample 2**  *Exorbitant* is defined as “exceeding the customary or appropriate limits in intensity, quality, amount, or size” (p. 439).

Reference Page Citation


A classical work (e.g., the Bible, Greek or Roman works)

A classical work could be formatted in any of the following ways:

In-Text Citation

**Sample 1**  In the *Iliad*, one fighting scene is described in an epic simile that refers to

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the fighting as tanners playing a tug-of-war with a bull’s hide (Homer, trans. 1990).

**Sample 2**  
In one section of Homer’s *Iliad* (trans. 1990), the fighting is compared to tanners who tug on a bull’s hide “stretching hard / till the skin’s oils go dripping out as the grease sinks in” (17:453-454).

Note: State either the translation or the version in the in-text citation for the first instance.

**Reference Page Citation**

No reference page entry is necessary for a classical work.

**Personal communication**

Sources that the general reader cannot access should be cited as a personal communication. This can include information from interviews, emails, newsgroups, letters, memos, lectures, and Microsoft® PowerPoint presentations.

A personal communication is cited only within the text because items in the reference list at the end of the essay are reserved for sources that can be retrieved by the reader.

**In-Text Citation**

**Sample 1** According to Smith (personal communication, September 3, 2006), pit bulls are no more dangerous than German shepherds.

**Sample 2** Pit bulls are no more dangerous than German shepherds (G. R. Smith, personal communication, September 3, 2006.)

**Sample 3** Smith stated, “Pit bulls are no more dangerous than German shepherds” (personal communication, September 3, 2006).

Note: In a personal communication that is not written, such as an interview, do not use page or paragraph numbers with a direct quotation.

**Reference Page Citation**

A personal communication is not listed in the references.
Referencing Figures (e.g., graphs, photographs)

In APA style, the following types of illustrations are considered *figures*: pictures, photographs, graphs, art, drawings, or anything that is not a *table*. Here are some general principles for images retrieved from the Internet:

For the author, use the photographer’s or image creator’s name if available or use the name of the organization or corporation.

If no author information is available, use the title in the author’s place.

For the publication date, if no photo information is included, the last updated date for the website can be used.

Place the image title in brackets, if provided; if not, create a short description in place of the title and include the figure type.

Reference Page Citation Example