



Schwarzman College Syllabus

Leadership in Diplomacy and Security

外交与安全领域领导力

2025-2026 Academic Year (as of 9 April 2026)

Number of Credits	2
Module	Module 3
Course Schedule	From March 2 to April 27, 2026 Class times and days: 8:00 – 9:35 AM, Mondays and Wednesdays No classes: April 6 (Qingming Festival) and April 22 (10-Year Reunion) Holiday make up classes: None
Course Category	Core Course
Grading Option	Letter Grade
Classroom Location	B107

TEACHING TEAM

1. Faculty

Instructor Name	Karl Eikenberry
Office Hours (schedule online per TA guidance)	From March 2 to April 27, 2026 Monday's: 12:00 PM – 1:40 PM Tuesday's: 10:30 AM - 11:50 AM Wednesday's: 10:20 AM – 12:00 PM No office hours week April 21-22 (10-Year Reunion)
Office Location	Room 103E
Email	kweikenb@gmail.com

2. Guest Lecturers (subject to change based upon the availability of lecturers)

Anne Patterson

Former-Assistant Secretary for Near Eastern and North African Affairs, U.S. Department of State, and U.S. Ambassador to Egypt, Pakistan, Colombia, and El Salvador

Date of lecture: March 11

Thomas Bostick

CEO, Bostick Global Strategies; and Lieutenant General, U.S. Army, Retired

Date of lecture: March 18



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Lin Li

Senior Vice President, Global Governance Institution; Former United Nations Peacekeeping Mission observer/staff officer and United Nations Department of Peacekeeping Operations staff officer; and Senior Colonel, People's Liberation Army, Retired

Date of lecture: March 25

Dave Goldfein

Senior Fellow at the Johns Hopkins Applied Physics Laboratory; former Chief of Staff of the United States Air Force; and General, U.S. Air Force, Retired

Date of lecture: March 30

Dirk Ringgenberg

Associate Director and Senior National Security Fellow for Instruction, Clements Center for National Security, University of Texas at Austin

Date of lecture: April 1

Michael Wylie [optional]

Advisor, Center for Excellence in Disaster Management and Humanitarian Assistance

Date of lecture: April 7

Michael Scaparrotti

Senior Counselor, The Cohen Group; Senior Fellow, U.S. National Defense University; former Supreme Allied Commander Europe; and General, U.S. Army, Retired

Date of lecture: April 8

Lori Robinson

Non-resident Senior Fellow, Center for Security, Strategy, & Technology, Foreign Policy Program, Brookings Institution; former Commander, North American Aerospace Defense Command, US Northern Command, and US Air Force, General, Retired

Date of lecture: April 13

Jacinda Ardern

Former Prime Minister of New Zealand

Date of lecture: April 15

3. Teaching Assistant

Name: Peter Burds

Email: ptrburds@gmail.com

COURSE OVERVIEW

1. Course Description (English)

Senior officials in the domains of diplomacy and security are often responsible for missions in which the stakes are extraordinarily high both for their nations and for their organizations. Accordingly, those charged with statecraft and serving in critical military command positions often face challenges



that demand the application of unique and purposeful leadership. During this course, the instructor will introduce students to a broad set of general theories and principles of leadership and – drawing upon his own experiences as an ambassador and soldier – discuss how these relate to the professions of diplomacy and arms. Additionally, Guest Lecturers, all with long and distinguished careers as heads of state, diplomats and military officers, will engage with students on themes central to the course. Students will acquire a better understanding of universally effective leadership techniques, of the cultures of foreign service and military officers, and – more broadly – of the conduct of foreign policy and formulation of national security strategy. Those students who best consider assigned readings when reflecting on instructor and Guest Lecturer presentations, apply classroom learning when analyzing contemporary international affairs, and utilize the instruction as an opportunity to reflect on their own leadership philosophies will benefit the most from enrollment in this course.

2. 课程简介 (Chinese)

外交和安全领域的高级官员往往负责执行对其国家和组织都具有极高利害关系的任务。因此，那些负责治国方略和担任关键军事指挥职位的人面临的挑战往往需要应用独特且有目的性领导力。在本课程中，讲师将向学生介绍通用的领导力理论和原则——来自于讲师自己作为大使和军人的经验——并讨论这些理论和原则与外交的关系。此外，本课客座嘉宾都拥有长期而杰出的政府首脑，外交官和军官职业生涯，他们将与学生就课程的核心主题进行交流和互动。学生将更好地了解普适有效的领导力技巧，外交服务和军队文化，以及对外政策和国家安全战略的通用机制。以下学生将从本课受益最多：反思所讲内容时积极参考课内阅读，分析国际时事时应用课堂所讲，使用课堂所介绍的领导力来思考自身的领导力原则和主旨。

3. Course Objectives

- Better understand the operating environment and challenges leaders in the fields of foreign policy, development, and international and national security face in the contemporary world.
- Become familiar with a limited set of theoretical frameworks and heuristics that can help both policy practitioners and researchers more effectively analyze the dynamics of foreign policymaking and national security strategy formulation and implementation.
- Gain an appreciation of the professional cultures of diplomatic, development, and national security organizations.
- Increase awareness of one's own leadership and managerial aptitude and style, with an eye on a lifetime of self-improvement.
- Offer insights on the fields of diplomacy, defense, and development to better inform future career decisions.
- Contribute to the Schwarzman Scholars program mission of helping develop a networked cohort of future global leaders.

4. Enrollment Recommendations

Those who have studied international relations, development, and security and/or who have professional experience in these areas may find some of the readings and classroom discussions easier to grasp. Additionally, students who have contemplated organizational dynamics and worked within bureaucracies may better relate to certain topics. However, there are no academic or experiential prerequisites for this course, and readings are selected and instructor presentations designed



accordingly. While the course content does focus on leadership in the domains of diplomacy and security, any student interested in general leadership principles and challenges is encouraged to enroll. Moreover, those desiring to gain a deeper understanding of foreign policymaking and the development of national security strategies will likewise find the course of value.

5. Teaching Methods and Style

This course consists of eight instructor and seven Guest Lecturer presentations. Classes are designed to be interactive, and students are encouraged to share their own analyses and engage in dialogue relevant to course objectives. Time is usually set aside after the conclusion of each lecture for further discussion. Classroom instruction methodology emphasizes the use of visual presentation to enhance understanding and provide students a resource to which they can refer throughout the course. The instructor provides guidance in advance of classes on how students should approach assigned readings. Students have an opportunity to variously prepare for and reflect on classes by submitting a short list of questions or insights as described in the “Course Outline/Roadmap” below. Prior to some classes, certain students will be assigned responsibility for introducing Guest Lecturers, briefly summarizing readings (“mini-presentations”), or reflecting on previous classes. Five breakout sessions are scheduled to delve more deeply into course themes. The Mid-Course and Final Exams are provided to the students well before their due dates to enhance classroom learning experiences. Class assigned readings and videos are lengthier during the first half of the course and are reduced during the second half.

GRADING

1. Assessments

Assignments/Exams	Percentage (%)	Due Date
Participation (classroom engagement and presentations, and submission of “Class Memos” described below)	30% total of which: 15% = engagement/presentations, 15% = Class Memos	Class Memos submitted by 6:00 PM the evening prior to the relevant class
Mid-Course Exam (made available before Class 2)	20%	6:00 PM on March 20
Final Exam (made available 6:00 PM on March 20)	50%	10:00 PM on April 26

- Explanation of assessments:
 - General: A 100-point metric is used for each grade component (participation, mid-course exam, and final exam). At the end of the course, each student’s component point totals will be multiplied by their weighted percentages and added together. The instructor will then convert these numerical scores to letter grades.
 - Participation (30%):
 - Engagement/Presentations (15%): Punctual arrival for classes; level of student engagement displayed in the classroom as reflected in performance when responsible for Guest Lecturer introductions and thank you notes on behalf of classmates; quality



of readings or directed analysis (assigned in advance and called Mini-Presentations) and reflections on Guest Lecturers; degree of participation in classroom and breakout sessions; and clarity when delivering summaries of breakout group discussions to fellow students. Students who wish to volunteer for Guest Lecturer introductions and follow-up should do so via Blackboard by 4 March at 8:00 AM. Maximum possible points for classroom engagement = 100. Students will lose 10 points for each class during which they are not seated by 8:00 AM.

- Class Memos (15%): Timely submission of all assigned “Class Memos” noted in the “Course Outline/Roadmap” below. Class Memo questions for Guest Lecturers as well as reflections must all relate to course themes, and reference course assigned readings and videos, classroom discussions, and dialogues with previous Guest Lecturers. Class Memos must be submitted no later than 6:00 PM the evening prior to the relevant class; instructions for submission will be provided by the TA before the start of the course. Student Class Memos should be no longer than one-page in length. Class Memos are required for 14 of the Course’s 15 classes, with 10 memos being graded by the instructor (see Course Outline below). Points awarded for each graded memo: 0 to 10, with the cumulative Class memo score being the sum of each student’s 10 graded memos (maximum total points = 100). Selected students who receive certain pre-class assignments such as Guest Lecturer introduction & follow-up and summarizing selected readings will not be required to complete memos for the relevant class(es) as will be explained during the course; these students will instead submit “placeholders” noting the reason for their exemption, and receive full credit (10 points) for those Class Memos they were not required to complete.
- Mid-Course Exam (20%): 2-page paper responding to questions on the formulation of policy and strategy, and identifying the ends, ways, and means associated with a given international security policy and strategy. Evaluations will be based on the student’s demonstrated understanding of relevant course readings and instructor & guest lectures. Points awarded: 0 to 100. Results will be posted in Blackboard no later than 29 March at 6:00 PM.
- Final Exam (50%): 4-page paper primarily focused on identifying and addressing a set of leadership challenges faced by a leader in a hypothetical situation (i.e., role-playing). Evaluations will be based on the student’s appropriate use of course readings and classroom learning, as well as the student’s ability to describe her/his own thoughts on leadership developed through classroom experiences. Points awarded: 0 to 100. Results will be posted in Blackboard no later than 8 May at 6:00 PM.
- Final Grade: Posted in Blackboard no later than 8 May at 6:00 PM.
- Writing format: Calibri font, size 12, 1.5 space. Papers are only graded up to the point that the page limit is reached. The instructor uses Turnitin when grading papers.
- Late Submission Policy
 - 0-24 hours: Reduction of 25% from score
 - 24-48 hours: Reduction of 50% from score
 - More than 48 hours: Zero points awarded



Grading Conversion Table

Grade	100-Scale	GPA Point	Standard
A+	100	4.0	Excellent
A	99-95	4.0	
A-	94-90	4.0	
B+	89-85	3.6	Good
B	84-80	3.3	
B-	79-77	3.0	
C+	76-73	2.6	Fair
C	72-70	2.3	
C-	69-67	2.0	
D+	66-63	1.6	Poor but passing
D	62-60	1.3	
F	≤59	0	Failure

2. Attendance

Students experiencing unexpected health or urgent family related matters should contact the TA by email no later than 12-hours before class (8:00 PM the evening prior) with an explanation of the situation and, if deemed necessary, a request for excused absence. Failure to notify of exceptional circumstances in advance of any class not attended will be regarded as an unapproved absence for that class. No approvals will be made for job interviews, research travel, unforeseen delays in return travel to Tsinghua University, etc. Grade penalties for absence are provided below.

- Grade penalties:

Total course sessions	# of unapproved absences resulting in a one-letter grade penalty	# of unapproved absences resulting in a two-letter grade penalty	# of unapproved absences resulting in a three-letter grade penalty	# of absences for <u>any</u> reason resulting in a failing grade
15	1	2	3	4

Also, as noted above in Gradings/Assessments/Participation, a late arrival for any class results in a decrement to a student's participation grades.

3. Academic Integrity

Academic integrity is a fundamental value of Tsinghua University and Schwarzman College. Tsinghua University maintains the highest standard of academic integrity and takes academic misconduct and plagiarism very seriously. All Tsinghua students shall commit to reflecting upon and upholding academic integrity in all academic endeavors by adhering to relevant academic standards and regulations formulated at both national and university level.



Any alleged violation of academic integrity should be reported to the College Academic Integrity Committee (email to: june.qian@sc.tsinghua.edu.cn) and may result in a failing final grade in the course, or, if flagrant, dismissal from Schwarzman College and Tsinghua University. Refer to the Academic Handbook for detailed regulations.

4. Use of Generative Artificial Intelligence

The use of Generative AI is rapidly evolving, especially in the fields of education and research. Its applications and accepted norms one decade from now will be quite different from those today. For our course, it is acceptable to use Generative AI to find information and to further learning. Appropriate uses include applying AI-powered web search and tools like ChatGPT or DeepSeek to help explore ideas, refine thinking, identify examples, and better understand course material. However, unless otherwise specified, it is a form of plagiarism to substitute detailed outlines and text produced by Generative AI for your own writing. For example, it would be inappropriate to simply rewrite a draft generated by AI. Additionally, Generative AI can produce false or biased information, and Scholars are ultimately responsible for the accuracy of any work submitted. Students will note their use of Generative AI when submitting their Mid-Course and Final Exams.

5. Auditing

No in-class auditing is offered for this course. Virtual auditing will be possible if the course is oversubscribed (that is, over 60 students are enrolled by the start of Class 3). If so, virtual auditing will begin during Class 3 on March 9. Those wishing to virtually audit should contact the Course TA before March 5 at 6:00 PM and if approved will receive a meeting link. Auditors are expected to virtually attend all classes from Class 3 through Class 15.

OTHER COURSE REQUIREMENTS AND EXPECTATIONS

- During classroom discussions, students are encouraged to draw upon readings and presentations, and to focus on course themes when asking questions and offering their own analyses.
- Brevity and clarity are valued skills. Respect for other students' viewpoints is essential.
- Students who focus more broadly on leadership and not foreign policy perspectives will find the course more rewarding.
- The use of mobile phones and other connected IT devices is not permitted during classes; devices may be used for note taking but may not be connected to the internet.
- The Chatham House Rule (non-attribution) applies to all Guest Lecturers unless otherwise informed.
- Students are strongly encouraged to utilize office hours at least two times during the course.

READING MATERIALS AND REFERENCES

Books:

Jonathan Bernstein, *Manager's Guide to Crisis Management*, McGraw Hill, New York, New York, 2011, Chapter 1 – “The Importance of Crisis Management”, pp. 1-9; Chapter 2 – “Crisis Prevention,” pp. 11-18; and Chapter 3 – “Crisis Planning,” pp. 19-30 [class 7 - optional]

Michael J. Boyle, *The Drone Age: How Drone Technology Will Change War and Peace*, Oxford University Press, New York, New York, 2020, Chapter 9 – “The Future,” pp. 272-292 [class 10 - optional]



Kim S. Cameron and Robert E. Quinn, *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework*, 3rd Edition, John Wiley & Sons, San Francisco, 2011, from Chapter 3 – “The Competing Values Framework,” pp. 33-49 (from “Development of the Competing Values Framework” up to “Total Quality Management”) [class 2]

Richard L. Daft, *Organizational Theory and Design, 12th Edition*, Cengage Learning, Boston, Massachusetts, Chapter 1 – “Organization Theory and Design,” pp. 15-24, and 29-32 [class 2]; and Chapter 4 – “The External Environment,” pp. 140-169 [class 4]

Steven Fink, *Crisis Management: Planning for the Inevitable*, iUniverse, Inc., Lincoln, Nebraska, 2021, from Chapters 9-11, pp. 71-85 [class 7]

J. Richard Hackman, *Leading Teams: Setting the Stage for Great Performances*, Harvard Business School, Boston, Massachusetts, 2002, Chapter 2 - “A Real Team,” pp. 37-60 and Chapter 3 – “Compelling Direction,” pp. 61-91 [class 5], and Chapter 7 – “Imperatives for Leaders,” pp. 199-232 [class 13]

Marissa King, *Social Chemistry: Decoding the Patterns of Human Connection*, Dutton, New York, New York, 2021, Chapter 1 – “Making Connections,” pp. 1-32 [class 14]

John P. Kotter, *Leading Change*, Harvard Business Review Press, Boston, Massachusetts, 2012, from Chapter 5 – “Developing a Vision and Strategy,” pp. 69-86; and Chapter 6 – “Communicating the Change Vision,” pp. 87-103 [class 11]

Alex Roland, *War and Technology: A Very Short Introduction*, Oxford University Press, New York, New York, 2016, from “Introduction,” pp. 1-6; from “Technological Change,” 84-113; and from “Conclusion,” pp. 114-117 [class 10]

Simon Senek, *Start With Why – How Great Leaders Inspire Everyone To Take Action*, Penguin Books, New York, New York, 2009, "Introduction", pp. 1-10 and Chapter 6 – "The Emergence of Trust", pp. 116-122 [class 12]

David Waldman and Charles O'Reilly, *Leadership for Organizations*, SAGE Publications, Thousand Oaks, California, 2020, Chapter 4 – “Followership: Managing Up and Sideways,” pp. 42 -54 [class 7]; Chapter 6 – “Ethical and Moral Leadership,” pp. 79-85 and 88-91 [class 6 and review class 13]; Chapter 6 – “Ethical and Moral Leadership,” pp. 85-87 [class 9 and review Class 12]; and Chapter 7 – “Seeking, Receiving, and Giving Feedback,” pp. 98-111 [class 12]

James Q. Wilson, *Bureaucracy: What Government Agencies Do and Why They Do It*, Basic Books, New York, 1989, from Chapter 2 – “Organization Matters,” pp. 23-27; and Chapter 3 – “Circumstances,” pp. 32-34 and 40-49 [class 2]

Articles/Monographs/Fact Sheets:

Army Team Building, Headquarters Department of the Army, Washington D.C., October, 2017, pp. 1-1 to 1-13, https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/atp6_22x6%20FINAL.pdf [class 9]

Background Information on Typhoon Haiyan, 3-11 November 2013 [Class 5 - Fact sheet for use during Section Breakout Groups]



Paul Blow, Bartleby, “What the Armed Forces Can Teach Business,” *The Economist*, October 24, 2020 [class 7]

Paul Blow, Bartleby, “The Secrets of Successful Listening,” *The Economist*, January 21, 2021 [class 12]

Thomas Bostick, “Army General: “Racism Affects Our Nation’s Soldiers,” *CNN*, July 10, 2020, <https://edition.cnn.com/2020/07/10/opinions/racism-in-the-military-danny-chen-bostick> [class 6]

Thomas Bostick, “Strategic Imperative: Serving and Sacrificing For The Greater Good,” *Forbes*, November 30, 2023, <https://www.forbes.com/sites/thomasbostick/2023/11/30/strategic-imperative-serving-and-sacrificing-for-the-greater-good/?sh=5afa3af318c5> [class 6]

“*The Brahimi Report*” (*Comprehensive review of the whole question of peacekeeping operations in all of their aspects*), United Nations General Assembly and Security Council, 21 August 2000, “Executive Summary,” pp. viii-xv, https://peacekeeping.un.org/sites/default/files/a_55_305_e_brahimi_report.pdf [class 8 - optional]

Marilyn Darling, Charles Parry, and Joseph Moore, “Learning in the Thick of It,” *Harvard Business Review*, July-August 2005, <https://hbr.org/2005/07/learning-in-the-thick-of-it> [class 9]

Sara Goudarzi, “Threat in the sky: How cheap drones are changing warfare,” *Bulletin of the Atomic Scientists*, November 6, 2023, <https://thebulletin.org/2023/11/threat-in-the-sky-how-cheap-drones-are-changing-warfare/> [class 10]

T.X. Hammes, “Assumptions – A Fatal Oversight,” *Infinity Journal*, Issue No. 1, Winter 2010, pp. 4-6, <https://www.militarystrategymagazine.com/article/assumptions-a-fatal-oversight/> [Class 3]

Michael C. Horowitz, “Battles of Precise Mass,” *Foreign Affairs*, November/December 2024, Volume 103, Number 6, pp. 34-40 [class 10]

George F. Kennan, “Morality and Foreign Policy,” *Foreign Affairs*, Vol. 64, No. 2, Winter, 1985, pp. 205-213 (end of first paragraph) [class 13]

Arthur F. Lykke, Jr., “Defining Military Strategy,” *Military Review*, January-February 1997, pp. 183-186, <https://www.armypress.army.mil/Journals/Military-Review/English-Edition-Archives/MR-75th-Anniversary/75th-Lykke/> [class 3]

Allison Pohle, “How to Manage Up at Work,” *The Wall Street Journal*, March 18, 2021, <https://www.wsj.com/articles/what-does-it-mean-to-manage-up-11608242276> [class 7]

Pamela Quanrud, “The Global Coalition to Defeat ISIS: A Success Story,” *Foreign Service Journal*, January/February 2018, <https://afsa.org/global-coalition-defeat-isis-success-story> [class 3]

William G. Resh and Heejin Cho, “Revisiting James Q. Wilson’s Bureaucracy: Appointee Politics and Outcome Observability,” Social Science Research Network, Wilson’s Agency Typology, pp. 6-13 [class 2]



Nadia Schadlow, “The Forgotten Element of Strategy,” *The Atlantic*, June 22, 2023, <https://www.theatlantic.com/ideas/archive/2023/06/us-national-security-strategy-pentagon-time/674472/> [class 3]

Muggi Tuvdendarjaa, “Challenges of the United Nations Peacekeeping Operations,” Daniel K. Inouye Asia Pacific Center for Security Studies, 2022, <https://www.jstor.org/stable/resrep43936> [class 8]

United Nations Peacekeeping Website [class 8]:

- “Mandates and the Legal Basis for United Nations Peacekeeping,” <https://peacekeeping.un.org/en/mandates-and-legal-basis-peacekeeping>
- “Principles of Peacekeeping,” <https://peacekeeping.un.org/en/principles-of-peacekeeping>

Videos and Audio:

The Rt. Hon. Dame Jacinda Ardern with Adam Grant, “Jacinda Ardern on Empathetic Leadership,” *TED Audio Collective*, July 4, 2025, <https://www.youtube.com/watch?v=FRqa-EopSOg> [Length: 38:06] [class 13]

Lieutenant General, Retired, Thomas P. Bostick, “The Application: Empathetic Leadership” [audio] *The Oxford Executive MBA*, October 17, 2024, <https://www.sbs.ox.ac.uk/oxford-answers/application-empathetic-leadership> [Length: 37:02] [class 6]

“Confronting ISIS,” *PBS Frontline 2016*, Episode 13, <https://www.pbs.org/video/frontline-confronting-isis/> [Length: 1:49:31] [class 3 - optional]

“Malcolm Gladwell, General (Ret.) Dave Goldfein, & Dr. Heather Wilson in Conversation: On Leadership,” *The 92nd Street Y, New York*, November 19, 2025, <https://www.youtube.com/watch?v=2WiDVov20Ns> [Length: 1:11:33] [class 9]

Leadership Vignettes [class 1]:

- Colin Powell, “Colin Powell: The Essence of Leadership,” *Bishop House Consulting*, February 10, 2011, <https://www.bishophouse.com/colin-powell-essence-of-leadership-video> [Length: 2:43]
- Susan Rice, “Susan Rice on Leadership During Crisis,” interview by Kathryn Haun at Andreessen Horowitz, January 27, 2020 [From 13:14 – 20:11, length: 7:01] (Note: only available on course Blackboard)
- Interview of Chancellor Angela Merkel by Christiane Amanpour, “Exclusive: Angela Merkel sits down with Amanpour,” *CNN*, May 29, 2019, <https://www.cnn.com/videos/world/2019/05/28/angela-merkel-amanpour-full.cnn> [From 10:16 - 20:35, Length: 10:44]
- William McRaven, “Lessons in Leadership,” lecture at University of Texas Austin, March 31, 2016 [Length: 6:31] (Note: only available on course Blackboard)
- Dialogue between Captain Jack Aubrey and Dr. Stephen Maturin (played by Russell Crowe and Paul Bettamy) in the movie *Master and Commander: The Far Side of the World*, 2003, “Master and Commander Power Corrupts,” *Michael Olson*, February 28, 2016, <https://www.youtube.com/watch?v=P2gGkKpQAjw&list=FLRE9gJuQs5hLn9Ns751JNmg&index=557> [Length: 1:11]
- Speech by Sergeant First Class Norm “Hoot” Hooten, U.S. Army (played by Eric Bana) in the movie *Blackhawk Down*, 2001, “‘They won’t understand why we do it’ – Black Hawk Down,” *AwesomeSpeeches*, January 16, 2011, <https://www.youtube.com/watch?v=fTAWGsB-P4s> [Length: 1:39]



“Brett McGurk: Former U.S. Special Presidential Envoy Overseeing the Global Campaign to Defeat ISIS” *Commonwealth Club World Affairs of California*, May 3, 2019, <https://youtu.be/zAQvZAgnzqU> [Length: 1:07:19] [class 3]

“Brett McGurk, U.S. Special Presidential Envoy to the Global Coalition to Counter ISIL, Remarks to the Press,” *The Obama White House*, June 10, 2016, https://www.youtube.com/watch?v=HoGY4_x6lmo [From 1:17 to 23:00] [class 3]

Scott E. Page, “Diversity Bonuses: Why Many Ways of Thinking Lead to Better Decisions,” *Eller College of Management*, March 27, 2019, <https://www.youtube.com/watch?v=5yNPZVib1wk> [Length: 1:01:15] [class 5]

Ambassador Anne Patterson, “Subcommittee Hearing: Assessing President Obama’s Middle East and North Africa FY 2017 Budget Request,” *House Foreign Affairs Committee Republicans*, April 13, 2016, <https://youtu.be/bINfgvKJWQg> [From 26:40 to 1:30:09, length: 1:03:29] [class 4]

General Lori Robinson, "GOE 2018 - General Lori J. Robinson", Air University, November 10, 2019: <https://www.youtube.com/watch?v=j6zwiv3mSUo> [1:00:14] [class 12]

General Lori Robinson, "A Leader in a Leader's World", University of New Hampshire, June 27, 2022, <https://www.unh.edu/unhtoday/2022/06/leader-leaders-world> [4:36] [class 12]

General Curtis M. Scaparrotti at Gerald R. Ford Presidential Foundation, “75 Years of NATO with Gen. (ret.) Curtis Scaparrotti, former Supreme Allied Commander, Europe, NATO,” *World Michigan*, March 27, 2024: <https://youtu.be/YELfSrFDzVw> [Watch from 3:26 to 57:28, length: 54:02] [class 11]

“Ukraine frontline report: The deadly new weapon of drone warfare,” *BBC News*, July 25, 2024, <https://www.youtube.com/watch?v=dPojzQ2fm2w> [Length: 8:10] [class 10]

COURSE OUTLINE/ROADMAP

Class 1, Monday, 2 March:

Overview, Setting Expectations, Instructor and TA Introductions, and Some Initial Thoughts on Leadership and Its Study

Class Content: The instructor will explain course learning objectives and teaching methodology, detail student requirements, discuss his professional and the TA’s backgrounds, and introduce some of the unique aspects of diplomatic and military leadership. Selected students will be asked during class to share their reasons for taking this course and their insights from the various assigned videos [see Class Memo below].

Class Memo [required but not graded]: Three reasons that the student is taking this course and one leadership insight from each of the six assigned videos (a total of 9 bullet points).

Readings and Videos:

“Leadership in Diplomacy and Security” Course Syllabus

Colin Powell, “Colin Powell: The Essence of Leadership,” *Bishop House Consulting*, February 10, 2011, <https://www.bishophouse.com/colin-powell-essence-of-leadership-video> [Length: 2:43]



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Susan Rice, “Susan Rice on Leadership During Crisis,” interview by Kathryn Haun at Andreessen Horowitz, January 27, 2020 [From 13:14 – 20:11, length: 7:01] (Note: only available on course Blackboard)

Interview of Chancellor Angela Merkel by Christiane Amanpour, “Exclusive: Angela Merkel sits down with Amanpour,” *CNN*, May 29, 2019, <https://www.cnn.com/videos/world/2019/05/28/angela-merkel-amanpour-full.cnn> [From 10:16 - 20:35, Length: 10:44]

William McRaven, “Lessons in Leadership,” lecture at University of Texas Austin, March 31, 2016 [Length: 6:31] (Note: only available on course Blackboard)

Dialogue between Captain Jack Aubrey and Dr. Stephen Maturin (played by Russell Crowe and Paul Bettamy) in the movie *Master and Commander: The Far Side of the World*, 2003, “Master and Commander Power Corrupts,” *Michael Olson*, February 28, 2016, <https://www.youtube.com/watch?v=P2gGkKpQAjw&list=FLRE9gJuQs5hLn9Ns751JNmg&index=557> [Length: 1:11]

Speech by Sergeant First Class Norm “Hoot” Hooten, U.S. Army (played by Eric Bana) in the movie *Blackhawk Down*, 2001, ““They won’t understand why we do it’ – Black Hawk Down,” *AwesomeSpeeches*, January 16, 2011, <https://www.youtube.com/watch?v=fTAWGsB-P4s> [Length: 1:39]

Class 2, Wednesday, 4 March:

Understanding the Roles of Organizational Structure and Context

[Note: Mid-Course Exam made available before start of class]

Class Content: Organizations have different missions, structures, rules and norms, cultures, and incentive systems. Measuring output, effectiveness, and efficiency can be problematic. The instructor will examine relevant organizational theory concepts and illustrate their application through historical and contemporary examples, with selected students providing brief summaries of the assigned readings.

Class Memo [required but not graded]: Three student course learning goals based upon his/her reflections after the overview provided during the previous class; and one insight or takeaway from each of the below four assigned readings (a total of 7 bullets).

Readings:

Richard L. Daft, *Organizational Theory and Design, 12th Edition*, Cengage Learning, Boston, Massachusetts, 2016, from Chapter 1 – “Organizations and Organization Design,” pp. 15-24 and pp. 29-32

William G. Resh and Heejin Cho, “Revisiting James Q. Wilson’s Bureaucracy: Appointee Politics and Outcome Observability,” *Social Science Research Network*, Wilson’s Agency Typology, pp. 6-13

James Q. Wilson, *Bureaucracy: What Government Agencies Do and Why They Do It*, Basic Books, New York, 1989, from Chapter 2 – “Organization Matters,” pp. 23-27; and Chapter 3 – “Circumstances,” pp. 32-34 and 40-49

Kim S. Cameron and Robert E. Quinn, *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework*, 3rd Edition, John Wiley & Sons, San Francisco, 2011, from Chapter 3 – “The



Competing Values Framework,” pp. 33-49 (from “Development of the Competing Values Framework” up to “Total Quality Management”)

Mid-Course Exam and Guidance

Class 3, Monday, 9 March:

Formulating and Implementing Strategy and Policy (with Breakout Session)

Class Content: A leader must be able to articulate a vision, acquire the necessary resources (or means) to achieve the organization’s goals, and define the ways the organization will go about completing its mission. Together, this is the essence of strategy. After selected students provide brief summaries of the assigned readings, the instructor, focusing on the domains of foreign policy and international security, will discuss the differences between policymaking and strategy formulation, and the constraints imposed by structural factors. He will then share examples from his assignments as a U.S. and multinational military commander, U.S. ambassador, and strategic advisor. The Counter-ISIS campaign will serve as a mini-case study. During the last 30 minutes of class, students will meet in breakout groups in B103, B104, and B107 to formulate refined Counter-ISIS campaign ends, ways, & means, and then reconvene with several breakout group co-leaders presenting their results to the entire class.

Class Memo [required but not graded]: List in bullet form three possible Counter-ISIS Coalition campaign ends (goals), each with an associated way (concept) and means (resource) also in bullet form (a total of 9 bullets).

Readings and Videos:

Arthur F. Lykke, Jr., “Defining Military Strategy,” *Military Review*, January-February 1997, pp. 183-186, <https://www.armypress.army.mil/Journals/Military-Review/English-Edition-Archives/MR-75th-Anniversary/75th-Lykke/>

T.X. Hammes, “Assumptions – A Fatal Oversight,” *Infinity Journal*, Issue No. 1, Winter 2010, pp. 4-6, <https://www.militarystrategymagazine.com/article/assumptions-a-fatal-oversight/>

Nadia Schadlow, “The Forgotten Element of Strategy,” *The Atlantic*, June 22, 2023, <https://www.theatlantic.com/ideas/archive/2023/06/us-national-security-strategy-pentagon-time/674472/>

“Brett McGurk, U.S. Special Presidential Envoy to the Global Coalition to Counter ISIL, Remarks to the Press,” *The Obama White House*, June 10, 2016, https://www.youtube.com/watch?v=HoGY4_x6lmo [From 1:17 to 23:00]

Pamela Quanrud, “The Global Coalition to Defeat ISIS: A Success Story,” *Foreign Service Journal*, January/February 2018, <https://afsa.org/global-coalition-defeat-isis-success-story>

“Brett McGurk: Former U.S. Special Presidential Envoy Overseeing the Global Campaign to Defeat ISIS” *Commonwealth Club World Affairs of California*, May 3, 2019, <https://youtu.be/zAQvZAgznzqU> [Length: 1:07:19]



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Optional:

“Confronting ISIS,” *PBS Frontline 2016*, Episode 13, <https://www.pbs.org/video/frontline-confronting-isis/>
[Length: 1:49:31] – useful background on the conflict

Class 4, Wednesday, 11 March:

Shaping the Environment: A Diplomat's Perspective and Mid-Course Exam Guidance

Guest Lecturer: Anne Patterson, former-Assistant Secretary for Near Eastern and North African Affairs, U.S. Department of State, and U.S. Ambassador to Egypt, Pakistan, Colombia, and El Salvador

Class Content: Effective leaders must be able to identify the external actors who impact mission accomplishment and secure their support or at least minimize potential negative influences. A theme of this session will be considering and shaping the external diplomatic environment, though Ambassador Patterson – who has extraordinarily diverse global and organizational experiences – will address many other leadership topics relevant to our course. After selected students provide brief summaries of the assigned readings and the Instructor’s Mid-Course Exam Guidance, Ambassador Patterson will join us and share her leadership experiences as a senior diplomat on the global stage and engage in discussions with us.

Class Memo: Drawing on and referencing assigned readings from this and previous classes, and relevant to course objectives, submit one question for the Guest Lecturer for this class; and imagining yourself as the U.S. Ambassador to Egypt in 2013 at the time of the military coup d’etat use bullet format to identify four of your important external actors (i.e., individuals or organizations).

Readings and Videos:

Richard L. Daft, *Organizational Theory and Design*, 12th Edition, Cengage Learning, Boston, Massachusetts, from Chapter 4 – “The External Environment,” pp. 140-169 (up to “Key Concepts”)

Anne Patterson Bio Sketch

Anne Patterson, “Subcommittee Hearing: Assessing President Obama’s Middle East and North Africa FY 2017 Budget Request,” *House Foreign Affairs Committee Republicans*, April 13, 2016, <https://youtu.be/bINfgvKJWQg> [From 26:40 to 1:30:09, length: 1:03:29]

Review:

Mid-Course Exam and Guidance

Class 5, Monday, 16 March:

Building and Sustaining Effective Organizations (with Breakout Session)

Class Content: Success in the world of diplomacy and security (and beyond) usually is the direct result of strong team efforts. In his classic *Leading Teams*, Richard Hackman focused on the group level of analysis and provided a model specifying conditions that determine a team’s effectiveness. In part, these include: forming “real teams” with appropriate authorities, providing teams with compelling direction, and establishing the necessary enabling structures and supportive context for teams. One important structural aspect is the



intellectual and experiential diversity of teams. Leaders must understand the factors impacting group performance as they go about recruiting, forming, organizing, motivating, and sustaining cohesive and high-performing teams. After selected students provide takeaways from the previous class's Guest Lecturer and brief summaries of the assigned readings, the instructor will further elaborate and then offer examples from his military and diplomatic postings of the practical application of the concepts discussed. During the last 30 minutes of class, students will meet in breakout groups in B103, B104, and B107 to explore hypothetical team building challenges and then reconvene with several group co-leaders presenting their results to the entire class.

Class Memo: Drawing on and referencing assigned readings from this and previous classes, and relevant to course objectives, submit one takeaway from the previous class's Guest Lecturer; and, drawing upon the Scott Page video (in Class 5 assigned viewing) and your own experiences, using bullet format provide three attributes of a "Diverse Team" well-tailored to accomplish its mission (3 bullets).

Readings and Videos:

J. Richard Hackman, *Leading Teams: Setting the Stage for Great Performances*, Harvard Business School, Boston, Massachusetts, 2002, from Chapter 2 - "A Real Team," pp. 37-60; and from Chapter 3 - "Compelling Direction," pp. 61-91

Scott E. Page, "Diversity Bonuses: Why Many Ways of Thinking Lead to Better Decisions," *Eller College of Management*, March 27, 2019, <https://www.youtube.com/watch?v=5yNPZVib1wk> [Length: 1:01:15]

Background Information on Typhoon Haiyan, 3-11 November 2013 [Fact sheet for use during Section Breakout Groups]

Class 6, Wednesday, 18 March:

Inclusive and Ethical Leadership: A Practitioner's View

Guest Lecturer: Thomas Bostick, CEO, Bostick Global Strategies; and Lieutenant General, U.S. Army, Retired

Class Content: Some effective team building principles are universal in application, while others are very contingent on the nature of the mission, time available, tolerance for failure, team cohesion and experience, the leader's strengths, etc. At the same time, a leader must remain ethically grounded. This is especially true in the realms of diplomacy and national security. The instructor will first provide Mid-Course Exam guidance, with selected students then offering brief summaries of the assigned materials. We'll then meet General Bostick and have an opportunity to examine how one leader tried to get the required mix of competence and character right.

Class Memo: Drawing on and referencing assigned readings from this and previous classes, and relevant to course objectives, submit one question the student would like to ask this class's Guest Lecturer; and three personal takeaways from Waldman and O'Reilly Chapter 6 (in Class 6 assigned readings) in bullet format.

Readings and Audio:

David Waldman and Charles O'Reilly, *Leadership for Organizations*, SAGE Publications, Thousand Oaks, California, 2020, from Chapter 6 - "Ethical and Moral Leadership," pp. 79-85 and 88-91



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Thomas Bostick Bio Sketch

Lieutenant General, Retired, Thomas P. Bostick, “The Application: Empathetic Leadership” [audio], *The Oxford Executive MBA*, October 17, 2024, <https://www.sbs.ox.ac.uk/oxford-answers/application-empathetic-leadership> [Length: 37:02]

Thomas Bostick, “Army General: “Racism Affects Our Nation’s Soldiers,” *CNN*, July 10, 2020, <https://edition.cnn.com/2020/07/10/opinions/racism-in-the-military-danny-chen-bostick>

Thomas Bostick, “Strategic Imperative: Serving and Sacrificing For The Greater Good,” *Forbes*, November 30, 2023, <https://www.forbes.com/sites/thomasbostick/2023/11/30/strategic-imperative-serving-and-sacrificing-for-the-greater-good/?sh=5afa3af318c5>

[Note: Mid-Course Exams due no later than Friday, 20 March at 6:00 PM; Final Exam made available on Friday, 20 March at 6:00 PM]

Class 7, Monday, 23 March:

Managing Upwards; Avoiding & Managing Crises; and Final Exam Guidance

Class Content: Two important leadership skills are introduced during this class: 1) Managing Upwards: Effectively managing upwards results in a productive relationship with one’s direct report (also called manager, supervisor, etc.) which is vital in influencing higher level decisions, securing resources, increasing autonomy, and creating more career opportunities for members of one’s own Team. Although it is obvious that in any organization even very senior leaders are almost always also followers (i.e., subordinates) and that the benefits of successfully managing upwards are clear (as are the risks of doing it poorly), leadership development programs often have little to say about this subject. 2) Crisis Management: Dynamic organizations operating within complex environments cannot avoid surprise, setbacks, and crises. Leaders, especially those serving in the professions of statecraft and national security, must ensure their teams are agile, adaptable, and resilient in the face of adversity. During class, selected students will be asked to provide takeaways from the Class 6 Guest Lecturer and brief summaries of the assigned readings, with the instructor then drawing from his own experiences to illustrate how these two topics can play out in practice. The instructor will provide Final Exam guidance at the end of the class.

Class Memo: Drawing on and referencing assigned readings from this and previous classes, and relevant to course objectives, submit one takeaway or insight from the previous class’s Guest Lecturer; additionally – reflecting on course learning to date – list in bullet form one personal leadership attribute you believe is a strength (e.g., “mission focus”) and one personal leadership attribute you believe needs to be developed (e.g., “willingness to delegate”).

Readings:

David Waldman and Charles O’Reilly, *Leadership for Organizations*, SAGE Publications, Thousand Oaks, California, 2020, Chapter 4 - Followership: Managing Up and Sideways,” pp. 42-54

Allison Pohle, “How to Manage Up at Work,” *The Wall Street Journal*, March 18, 2021, <https://www.wsj.com/articles/what-does-it-mean-to-manage-up-11608242276>



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Steven Fink, *Crisis Management: Planning for the Inevitable*, iUniverse, Inc., Lincoln, Nebraska, 2021, from Chapters 9-11, pp. 71-85

Paul Blow, Bartleby, “What the armed forces can teach business,” *The Economist*, October 24, 2020

Final Exam and Guidance

Optional:

Jonathan Bernstein, *Manager’s Guide to Crisis Management*, McGraw Hill, New York, New York, 2011, from Chapter 1 – “The Importance of Crisis Management”, pp. 1-9; from Chapter 2 – “Crisis Prevention,” pp. 11-18; and from Chapter 3 – “Crisis Planning,” pp. 19-29 [Note: Useful when considering leader and management checklists for crisis prevention]

Class 8, Wednesday, 25 March:

United Nations and Multilateral Peacekeeping Operations Challenges

Guest Lecturer: Lin Li 林立, former United Nations Peacekeeping Mission Observer/Staff officer and United Nations Department of Peacekeeping Operations Staff Officer; and Senior Colonel, People’s Liberation Army Ground Forces, Retired

Class Content: One of the most underappreciated dimensions of global stability and security is the role of the United Nations and other multinational peacekeeping operations (PKO’s). Those engaged in international diplomacy and security affairs need to have a basic understanding of how these missions are conceived and framed, and the complex set of challenges that the commanders and staffs of PKO units face when planning and executing operations. Senior Colonel Lin Li 林立, our Guest Lecturer for this class, will draw upon his own rich experiences while participating in UN PKOs and discuss “best practices” and ways to mitigate mission risk.

Class Memo: Based upon the assigned readings and your own knowledge, list using bullet format what you believe are three of the greatest challenges facing United Nations Peacekeeping Force Commanders, and submit one question for this class’s Guest Lecturer drawing from and referencing assigned readings from this and previous classes and relevant to Course objectives.

Readings:

Lin Li Bio Sketch

United Nations Peacekeeping Website:

- “Mandates and the Legal Basis for United Nations Peacekeeping,” <https://peacekeeping.un.org/en/mandates-and-legal-basis-peacekeeping>
- “Principles of Peacekeeping,” <https://peacekeeping.un.org/en/principles-of-peacekeeping>

Muggi Tuvdendarjaa, “Challenges of the United Nations Peacekeeping Operations,” Daniel K. Inouye Asia Pacific Center for Security Studies, 2022, <https://www.jstor.org/stable/resrep43936>



Optional:

“*The Brahimi Report*” (Comprehensive review of the whole question of peacekeeping operations in all of their aspects), United Nations General Assembly and Security Council, 21 August 2000, “Executive Summary,” pp. viii-xv, https://peacekeeping.un.org/sites/default/files/a_55_305_e_brahimi_report.pdf [Note: The most comprehensive review of UN PKO’s ever written, many of the recommendations offered in 2000 are still relevant. Those interested in learning more about PKO dynamics should return to this report at their leisure.]

[Note: Mid-Course Exam results will be posted, and Final Exam Roles must be submitted no later than 29 March at 6:00 PM]

Class 9, Monday, 30 March:

Building Effective Teams and Servant Leadership; and Mid-Course Exam feedback

Guest Lecturer: Dave Goldfein, Senior Fellow at the Johns Hopkins Applied Physics Laboratory; former Chief of Staff of the United States Air Force; and General, U.S. Air Force, Retired

Class Content: Organizations, especially those engaged in promoting diplomacy, defense, and development, rely on effective Teams to complete tasks, achieve objectives, and accomplish missions. The ability to build teams through mutual trust and maintain their competency across the full spectrum of relevant operations is an essential skill for leaders and their staffs. Good teamwork enhances organizational effectiveness, improves the skills of the individual team members, and builds important relationships with other key external actors. Moreover, the best Teams also develop processes to improve their performances over time. Guest Lecturer General Dave Goldfein spent almost four decades in military uniform building and sustaining organizations at all levels of command in which mutual trust was critical to mission accomplishment. He is also a practitioner of “servant leadership,” a leadership philosophy in which the goal of the leader is to serve. A servant leader shares power, puts the needs of the employees first and helps people develop and perform as highly as possible. The instructor will first provide Mid-Course Exam feedback, followed by selected students providing brief summaries of the assigned readings; we will then be joined by General Dave Goldfein, who will share his life experiences and philosophy of leadership, and subsequently address our questions. The TA will return the graded Mid-Course Exams to students after the completion of class.

Class Memo: Drawing on and referencing assigned readings from this and previous classes, and relevant to course objectives, submit one takeaway or insight from the previous class’s Guest Lecturer and one question the student would like to ask this class’s Guest Lecturer.

Readings and Videos:

Army Team Building, Headquarters Department of the Army, Washington D.C., October 2017, pp. 1-1 to 1-13, https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/atp6_22x6%20FINAL.pdf

Marilyn Darling, Charles Parry, and Joseph Moore, “Learning in the Thick of It,” *Harvard Business Review*, July-August 2005, <https://hbr.org/2005/07/learning-in-the-thick-of-it>

General Dave Goldfein Bio Sketch



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“Malcolm Gladwell, General (Ret.) Dave Goldfein, & Dr. Heather Wilson in Conversation: On Leadership,”
The 92nd Street Y, New York, November 19, 2025,
<https://www.youtube.com/watch?v=2WiDVov20Ns> [Length: 1:11:33]

Class 10, Wednesday, 1 April:

Leadership Imperatives: Bridging the Worlds of S&T and Strategy & Policy, joined by Professor Dirk Ringgenberg, Associate Director and Senior National Security Fellow for Instruction, Clements Center for National Security, University of Texas at Austin (with Breakout Session)

Class Content: The rapidly increasing pace of technological change has significant implications for the distribution of global economic power and influence, and for the logic of international cooperation and competition. Capable global leaders must have a knowledge of and an abiding interest in the interrelationships between science, technology, and engineering on the one hand, and international security policy formulation and practice on the other. In today’s dynamic world, winning diplomatic and security strategies (especially the latter) often require leaders to consider organizational change and new approaches to employing human capital. After selected students share their reflections on our previous Guest Lecturer session and brief summaries of the assigned readings, the instructor, joined by Professor Dirk Ringgenberg (himself a thought leader and combat veteran experienced in the application of technology to warfare), will offer additional insights on these readings and provide historical and contemporary examples of how advances in technology have had profound consequences for international security. They together will also discuss how leaders should work to mitigate the “policy – science/engineering divide”. Professor Ringgenberg will also discuss the challenges of commanding soldiers in combat. During the last 30 minutes of class, students will briefly meet in breakout groups in B103, B104, and B107 to explore an emerging technology international/national security challenge and then reconvene with several breakout group co-leaders presenting their results to the entire class.

Class Memo: One student takeaway or insight from the previous class Guest Lecturer drawing from and referencing assigned readings from this and previous classes, and relevant to course objectives; using bullet format provide two thoughts on the importance of having a basic understanding of key technologies with national security implications; and using bullet format list two reasons the study of military history may inform contemporary national security strategies.

Readings and Videos:

Dirk Ringgenberg Bio Sketch

“Dirk Ringgenberg Silver Star Afghanistan 173rd Airborne Brigade,” *173rd Airborne Brigade Combat Veterans*, October 18, 2013, <https://www.youtube.com/watch?v=CzJw2m0KPqY> [1:09]

Alex Roland, *War and Technology: A Very Short Introduction*, Oxford University Press, New York, New York, 2016, from Chapter 1 – “Introduction”, pp. 1-6; from Chapter 4 – “Technological Change”, 84-113; and from “Conclusion,” pp. 114-117

Sara Goudarzi, “Threat in the sky: How cheap drones are changing warfare,” *Bulletin of the Atomic Scientists*, November 6, 2023, <https://thebulletin.org/2023/11/threat-in-the-sky-how-cheap-drones-are-changing-warfare/>



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“Ukraine frontline report: The deadly new weapon of drone warfare,” *BBC News*, July 25, 2024, <https://www.youtube.com/watch?v=dPojzQ2fm2w> [8:10]

Michael C. Horowitz, “Battles of Precise Mass,” *Foreign Affairs*, November/December 2024, Volume 103, Number 6, pp. 34-40

Optional:

Michael J. Boyle, *The Drone Age: How Drone Technology Will Change War and Peace*, Oxford University Press, New York, New York, 2020, from Chapter 9 – “The Future,” pp. 272-292 [Note: Useful in considering applications beyond military use]

Class 11, Wednesday, 8 April:

The Challenges of Strategic-Level Command and Leading Coalitions

Guest Lecturer: Michael Scaparrotti, Senior Fellow, U.S. National Defense University; former Supreme Allied Commander Europe; and General, U.S. Army, Retired

Class Content: Individuals must continue to evolve their leadership styles as they transition from junior to more senior level positions; this is especially true in the fields of diplomacy, development, and defense. For example, in the military, the requirements of strategic-level command are vastly different from that at the tactical-level. One skill required at the strategic-level – applicable to many of those engaged in international diplomacy and security affairs – is the ability to build and sustain coalitions. After selected students offer brief summaries of the assigned readings, General Scaparrotti, who led U.S. and coalition forces in Europe, Africa, the Middle East, Central Asia, and Korea, will share his thoughts on effective strategic leadership and forging resilient alliances and partnerships. He will also be prepared to exchange views on other course themes such as team building and managing upward.

Class Memo: One takeaway from Class 10 in bullet form; one question for this class’s Guest Lecturer drawing from and referencing assigned readings from this and previous classes, and relevant to course objectives; and additionally – reflecting on course learning to date – list in bullet form one personal leadership attribute you believe is a strength (e.g., “mission focus”) and one personal leadership attribute you believe needs to be developed (e.g., “willingness to delegate”).

Readings and Videos:

John P. Kotter, *Leading Change*, Harvard Business Review Press, Boston, Massachusetts, 2012, from Chapter 5 – “Developing a Vision and Strategy,” pp. 69-86; and Chapter 6 – “Communicating the Change Vision,” pp. 87-103

Kotter’s 8-Step Change Process (diagram)

Michael Scaparrotti Bio Sketch

General Curtis M. Scaparrotti at Gerald R. Ford Presidential Foundation, “75 Years of NATO with Gen. (ret.) Curtis Scaparrotti, former Supreme Allied Commander, Europe, NATO,” *World Michigan*, March 27, 2024: <https://youtu.be/YELfSrFDzVw> [Watch from 3:26 to 57:28, length: 54:02]



Commanding in Korea and Europe (wiring diagram of command lines for General Scaparrotti when in command in Korea and Europe)

Class 12, Monday, 13 April

Leading in Practice

Guest Lecturer: Lori Robinson, Non-resident Senior Fellow, Center for Security, Strategy, & Technology, Foreign Policy Program, Brookings Institution; former Commander, North American Aerospace Defense Command, US Northern Command, and US Air Force, General, Retired

Class Content: Leadership is usefully studied in the classroom, but we can only improve our performance through practice – learning lessons from our own successes and setbacks, and from those we are serving with. During this Class, General Lori Robinson will share her own "leadership lessons learned" through practice throughout her 37-year career in the United States Air Force (USAF) and beyond, with emphasis on the importance of trust in high-performing Teams, feedback, and the strengths and potential pitfalls that come with strong professional cultures and norms. Her vast experiences which included command from the tactical to the strategic levels in both times of peace and war, and diversity of unique staff assignments (Director of Joint Capabilities on the U.S. Joint Staff, Director of USAF Legislative [i.e., Congressional] Liaison, etc.) will make for an excellent wide-ranging session.

Class Memo: One student takeaway or insight from the previous class's Guest Lecturer and one question for this class's Guest Speaker drawing from and referencing assigned readings from this and previous classes, and relevant to course objectives.

Readings and Videos:

David Waldman and Charles O'Reilly, *Leadership for Organizations*, SAGE Publications, Thousand Oaks, California, 2020, Chapter 7 – "Seeking, Receiving, and Giving Feedback," pp. 98-111

Paul Blow, Bartleby, "The Secrets of Successful Listening," *The Economist*, January 21, 2021

Lori Robinson Bio Sketch

General Lori Robinson, "General Lori Robinson '81, Winner of UNH's 2021 Pettee Medal Award," *University of New Hampshire*, June 2, 2022, <https://youtu.be/ppkUShTD43o> [4:35]

Simon Senek, *Start With Why – How Great Leaders Inspire Everyone To Take Action*, Penguin Books, New York, New York, 2009, "Introduction", pp. 1-10 and Chapter 6 – "The Emergence of Trust", pp. 116-122

General Lori Robinson, "GOE 2018 - General Lori J. Robinson," *Air University*, November 10, 2019, <https://youtu.be/j6zwiv3mSUo> [1:00:14]

Review:

David Waldman and Charles O'Reilly, *Leadership for Organizations*, SAGE Publications, Thousand Oaks, California, 2020, Chapter 6 – "Ethical and Moral Leadership," pp. 85-87 [Note: previously assigned reading for Class 9]



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Class 13, Wednesday, 15 April:

Leading the Nation

Guest Lecturer: The Rt. Hon. Dame Jacinda Ardern, Former PM of New Zealand

Followed by Instructor: Morality, Ethics, and Values

Class Content: A state's foreign policy and defense strategies are not developed in isolation; instead, to a significant extent they are informed by domestic priorities, agendas, and politics. Hence, effective leadership in diplomacy and security at the summit must take into account a nation's internal and external interests, which are often difficult to define and often require compromise. After selected students provide takeaways from the previous class's Guest Lecturer and a summary of the assigned reading for this class, The Rt. Hon. Dame Jacinda Ardern will discuss the challenges of leading at the national level, including creating and communicating a vision, building and maintaining supporting coalitions, working with allies and partners, balancing security and economic priorities, and managing civil-military relations. Subsequent to our session with the former Prime Minister, the Instructor will discuss leader morality, ethics, and values. Diplomats, soldiers, and indeed most engaged in the domains of foreign policy and security often face dilemmas when faced with different international, national, organizational, and individual perspectives on relevant laws, norms, and morality. Leaders must understand various and sometimes competing frameworks, and reconcile these with their own belief systems, a challenge addressed by all of the Course Guest Speakers.

Class Memo: One student takeaway or insight from the previous class's Guest Lecturer, and one question for this class's Guest Lecturer, drawing from and referencing assigned readings from this and previous classes and relevant to course objectives.

Readings and Videos:

J. Richard Hackman, *Leading Teams: Setting the Stage for Great Performances*, Harvard Business School, Boston, Massachusetts, 2002, Chapter 7 – “Imperatives for Leaders,” pp. 199-232

George F. Kennan, “Morality and Foreign Policy,” *Foreign Affairs*, Vol. 64, No. 2, Winter, 1985, pp. 205-213 (end of first paragraph)

Jacinda Ardern Bio Sketch

Rt. Hon. Dame Jacinda Ardern with Adam Grant, “Jacinda Ardern on Empathetic Leadership,” *TED Audio Collective*, July 4, 2025, <https://www.youtube.com/watch?v=FRqa-EopSOg> [Length: 38:06]

Review:

David Waldman and Charles O'Reilly, *Leadership for Organizations*, SAGE Publications, Thousand Oaks, California, 2020, from Chapter 6 – “Ethical and Moral Leadership,” pp. 79-85 and 88-91 [Note: Previously assigned reading for Class 6]

Class 14, Monday, 20 April:

Thoughts on Partnership (Breakout Session)

Presentation by: Ching Eikenberry



Class Content: As previous Guest Lecturers have made clear, a major challenge in life is achieving the right balance between one's professional and private lives. Finding the proper mix is particularly difficult but important in the demanding and often very public fields of diplomatic and security affairs, though almost all leaders wrestle with this issue. For many, a key to maintaining a sustainable life balance is the quality of one's partner relationship. After selected students have provided reflections on the previous class's Guest Lecturer and this class's assigned reading, Ching will offer thoughts by example and vignettes on how partnerships can continue to develop even as the nature of our lives change over the years. During the remaining 30 minutes of class, students will meet in breakout groups in B103, B104, and B107 to explore and discuss topics presented by Ching and then reconvene with several breakout group's co-leaders presenting their results to the entire class.

Class Memo [required but not graded]: One student takeaway or insight from the previous class's Guest Lecturer, drawing from and referencing assigned readings from this and previous classes and relevant to course objectives.

Readings:

Marissa King, *Social Chemistry: Decoding the Patterns of Human Connection*, Dutton, New York, New York, 2021, from Chapter 1 – "Making Connections," pp. 1-32

[Note: Final Exam due no later than Sunday, 26 April at 10:00 PM]

Class 15, Monday, 27 April:

Leadership in Diplomacy and Security Course and Professional & Life Lessons Learned; Scholar Course Evaluation of Teaching (SET); and Expressions of Thanks (with Breakout Session)

Class Content: After convening in B107, students will then meet in breakout groups in B103, B104, and B107 to exchange views on aspects of the Leadership in Diplomacy and Security Course that may provide insights on Team building, with each breakout group's co-leaders subsequently presenting their results to the entire class. The instructor will then offer professional and life "lessons learned" relevant to students as they consider career choices, strive to develop their leadership capabilities, and contemplate their legacies. The final portion of the class will be devoted to expressing our gratitude to those who made our course possible and completing the Scholar Course Evaluation of Teaching (SET).

Class Memo: None

Readings:

None

Optional Lecture: Tuesday, 7 April: 11:45 AM to 1:00 PM

Humanitarian Assistance, Disaster Relief Operations, and Lessons Learned

Guest Lecturer: Michael Wylie, Advisor, Center for Excellence in Disaster Management and Humanitarian Assistance

Location: B107 (usual classroom)



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Class Content: This optional class, presented by an experienced practitioner, focuses on humanitarian assistance and disaster relief operations and best practices. It is intended to provide useful context for those who selected the related Final Exam role, and more broadly for all attendees to learn about the many leadership challenges associated with HADR support missions.

Class Memo: None

Readings:

Michael Wylie Bio Sketch