

Term Information

Effective Term Spring 2017

General Information

Course Bulletin Listing/Subject Area International Studies
Fiscal Unit/Academic Org UG International Studies Prog - D0709
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4806
Course Title Intelligence for Diplomacy: Assessing Leadership Style
Transcript Abbreviation Intel for Diplo
Course Description The assessment of leadership style is one of several core foci for intelligence analysts. It contributes to predictions of a leader's likely behavior. More importantly, it guides efforts, in particular diplomatic efforts, to influence the decisions of political, economic and military leaders. This course introduces students to key theories and research in the political psychology of leadership.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Sophomore standing or higher, or permission of instructor.
Exclusions Not open to students with credit for INTSTDS 5195: Assessing Leadership Style.

Cross-Listings

Cross-Listings None

Subject/CIP Code

Subject/CIP Code 45.0901
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- 1. Identify the differences between the types of thinking and evidence needed for academic analysis in the social and behavioral sciences as opposed to intelligence analysis.
- 2. Explain how academic theory and research can be useful for intelligence analysis.
- 3. Outline an analytical framework drawn from academic theory that can be useful for leadership analysis in the intelligence, business and other communities.
- 4. Assess the motivation, thinking style, belief system, information environment, and decision-making style of a particular leader based on behavioral data drawn from open sources.
- 5. Generate concrete hypotheses about how to time, package, or communicate messages designed to influence a leader given that leader's leadership style.

Content Topic List

- The origins, nature, and role of leadership analysis in the US intelligence community.
- The psychological and cognitive foundations of leadership analysis
- The elements of a leader's information environment.
- Different decision-making styles among leaders.
- Cognitive-integrative complexity and its relationship to decision-making.
- A leader's operational code and its implications for influencing that leader's decisions.
- Power, achievement, and affiliation motivation and the role of motivation in assessing overall leadership style.

Attachments

- INTSTDS4806 - Leadership Style.docx
(Syllabus. Owner: Mughan, Anthony)
- 10.1 IRD MAP (Update July 1, 2016).docx: Curriculum Map
(Other Supporting Documentation. Owner: Meltz, Richard Lee)

Comments

- This course reached our office after the last SBS Panel meeting of Spring. There are no regular Panel meetings during the Summer. The Panels will reconvene in early Autumn. In the meantime, please attach updated curricular map(s) for the the majors(s) for which you will accept this course as an elective. *(by Vankeerbergen, Bernadette Chantal on 05/12/2016 04:04 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Mughan,Anthony	04/13/2016 02:19 PM	Submitted for Approval
Approved	Mughan,Anthony	04/13/2016 02:19 PM	Unit Approval
Approved	Haddad,Deborah Moore	04/18/2016 10:14 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	05/12/2016 04:04 PM	ASCCAO Approval
Submitted	Mughan,Anthony	07/11/2016 02:42 PM	Submitted for Approval
Approved	Mughan,Anthony	07/11/2016 03:22 PM	Unit Approval
Approved	Haddad,Deborah Moore	07/11/2016 03:58 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	07/11/2016 03:58 PM	ASCCAO Approval

Intelligence for Diplomacy: Assessing Leadership Style

Spring Semester 2017

Instructor: Dr. Robert B. Woyach
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Class Schedule: W, F

Important Dates: Leader must be chosen for Research Project: Friday, February 3
First Mid-term Examination: Wednesday, February 22
Spring Break: March 16-20
Second Mid-term Examination: Wednesday, March 29
Initial Profile Database is due on Friday, April 7
Leader Profile and Final Database Due: Friday, April 21
Final Paper due at scheduled Final Exam

COURSE DESCRIPTION, GOALS, and CONTENT

Within Western intelligence communities, the assessment of leadership style is one of several core foci for intelligence analysts. Leadership style assessments contribute to predictions of a leader's likely behavior. More important, they guide efforts, in particular diplomatic efforts, to influence the decisions of political, military, and economic leaders. This course introduces students to key theories and research in political psychology used to explore leadership and decision-making style and that guide US intelligence analysts who assess foreign leaders. In their own research, students apply the ideas and findings from this literature to analyze a particular leader's style (motivation, operational code, thinking style, information environment, and decision making style) and hypothesize implications of that style for efforts to influence the leader. Thus, the course places students at the nexus between theory and research in political psychology, on the one hand, and the world of practice in intelligence analysis and diplomacy, on the other.

The key goals of the course are to prepare students to:

- Identify the differences between the types of thinking and evidence needed for academic analysis in the social and behavioral sciences and intelligence analysis;
- Explain how academic theory and research can be useful for intelligence analysis;
- Outline an analytic framework drawn from academic theory that can be useful for leadership analysis in the intelligence community, business, and elsewhere;
- Assess the motivation, thinking style, belief system, information environment, and decision-making style of a particular leader based on behavioral data drawn from open sources; and
- Generate concrete hypotheses about how to time, package, or communicate messages designed to influence a leader given that leader's specific leadership style.

The course will focus on the following topics:

1. The Origins, Nature, and Role of Leadership Analysis in the US Intelligence Community
2. The Psychological and Cognitive Foundations of Leadership Analysis
3. The Elements of a Leader's Information Environment

4. Different Decision-making Styles among Leaders
5. Cognitive-Integrative Complexity and its Relationship to Decision-making
6. A Leader's Operational Code and its Implications for Influencing that Leader's Decisions
7. Power, Achievement, and Affiliation Motivation and the Role of Motivation in Assessing Overall Leadership Style

STUDENT RESPONSIBILITIES

To successfully complete this course, students must attend every class session as well as complete all required readings and written assignments.

Course Readings:

Three texts are required reading for all students and are available at campus bookstores as well as from online vendors.

- Jerrold M. Post, editor. *The Psychological Assessment of Political Leaders*. Ann Arbor: University of Michigan Press, 2005.
- Thomas Preston. *The President and His Inner Circle*. New York: Columbia University Press, 2001.
- Blema S. Steinberg. *Women in Power*. Montreal: McGill Queens University Press, 2008.

Additional required readings for this course have been posted to the course website, which is available through Carmen, OSU's online course management system.

Written Assignments:

All students will be required to conduct research on a leader of their choice (subject to the instructor's advice and consent). The research will require students to learn about the leader's background. More important, students will look for behavioral data from various sources that can help them make assessments of the individual's leadership style. On the basis of this research, students will prepare three products:

Leader Profile. All students will be required to prepare a Leader Profile (4-9 single spaced pages) of the leader they have researched. Detailed guidelines for preparing the profile will be distributed during the second week of class and discussed in class on March 31. The Leader Profile will be due on Friday, April 21 and will count for 40% of the final grade in the course. A digital copy of the profile should be submitted online to the appropriate Carmen dropbox

Leader Database. As students conduct their research, *they will be required to record the data they are gathering in an Excel compatible database*, the format for which will be posted on the course's Carmen website. *Students will be required to submit their databases to the instructor once during the semester.* Final databases must be submitted to the appropriate Carmen dropbox with the Leader Profile on Friday, April 21.

Final Analytic Paper: In lieu of a final exam, students will be required to prepare a short analytic paper, which will be due at the final exam period. This paper should be 4-5 double-spaced pages and will assess the quality of the data and any analytic ambiguities that have arisen in their research and leader assessments. Detailed guidelines for the final paper will be distributed in class by the last week of January. This paper will count for 20% of the final grade in the course. A hard copy of the paper is due at the Final Exam.

Examination:

Students will also complete two in-class mid-term examinations. These exams will consist of short answer and closed ended questions designed to test students' understanding of the analytic framework presented in class. The

mid-terms will be given in class on Friday, February 22 and Friday, March 29. Each exam will account for 15% of the final grade in the course.

Class Participation:

This course involves the bridging of two worlds: the world of academia and the world of practice. In short, the course requires students to use constructs from academic theory as they conduct a practical analysis of an individual leader using a methodology patterned after one used in the US intelligence community. Students cannot expect to do well in the course unless they attend class regularly and are actively engaged in the learning process. Therefore, participation in the course—in terms of regular attendance, timely submission of data collections, and active participation in class discussions—will account for 10% of the final course grade.

Grading:

Grades will be calculated on the basis of the following formula:

- Mid-term Exams: 30%
- Leader Profile: 40%
- Final Paper: 20%
- Class Participation: 10%

The grading scale is as follows: 93-100% = A; 90-92% =A-; 87-89% =B+; 83-86% =B; 80-82% =B-; 77-79% =C+; 73-76% =C; 70-72% =C-; 67-69% =D+; 60-66% =D; 59% and below =E.

All students must be officially enrolled by the end of the second week of class. No requests to add the class will be approved by the International Studies Program after that time. Enrolling officially and on time is the responsibility of the student. Please see me as soon as possible if you are interested in enrolling and are not on the roster. It may not be possible to enroll all students because of space limitations.

COURSE POLICIES

Late and Missed Work: Students who turn papers in late, without an approved excuse, will be penalized one-third-of-a-grade on that assignment for each two days that it is late. Exams and papers not turned in will receive a failing grade.

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

University rules prohibiting cheating and plagiarism and all other forms of academic misconduct will be enforced. Any violation of these rules will be reported to the university Committee on Academic Misconduct.

Disability Services: Students with disabilities who have been certified by the Office of Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu>.

COURSE OUTLINE AND READING ASSIGNMENTS

January 11: Goals of the Course and Student Responsibilities

January 13, 18: Leadership Analysis in the Intelligence Community

Jerrold Post, Stephen Walker, and David Winter. (2005) Profiling Political Leaders: An Introduction. From *The Psychological Assessment of Political Leaders*, edited by Jerrold M. Post, pp. 1-7. Ann Arbor: University of Michigan Press.

David Winter. (2005) Assessing Leaders' Personalities: A Historical Survey of Academic Research Studies. From *The Psychological Assessment of Political Leaders*, edited by Jerrold M. Post, pp. 11-38. Ann Arbor: University of Michigan Press.

Jerrold Post. (2005) Leader Personality Assessments in Support of Government Policy. From *The Psychological Assessment of Political Leaders*, edited by Jerrold M. Post, pp. 39-61. Ann Arbor: University of Michigan Press.

January 20: The Foundation of Leadership Analysis—Information Processing

Yaacov Vertzberger. (1990) The Information—Attributes and Access. From *The World in Their Minds* by Yaacov Y.I. Vertzberger, pp. 51-70, 86-101. Stanford: Stanford University Press. (On Carmen)

January 25, 27: Information Environment and Decision-making Style

Thomas Preston. (2001) Presidential Personality and Leadership Style. From *The President & His Inner Circle*, by Thomas Preston, pp. 5-31. New York: Columbia University Press.

February 1: Comparing the Decision-making Styles of Truman and Kennedy

Thomas Preston. (2001) Harry S. Truman and the Korean War. From *The President & His Inner Circle*, by Thomas Preston, pp. 32-46. New York: Columbia University Press.

Thomas Preston. (2001) John F. Kennedy and the Cuban Missile Crisis. From *The President & His Inner Circle*, by Thomas Preston, pp. 97-113. New York: Columbia University Press.

February 3: Comparing the Decision-making Styles of Clinton and Bush

Thomas Preston. (2001) A Bridge to the Twenty-first Century: The Leadership Style of Bill Clinton. From *The President & His Inner Circle*, by Thomas Preston, pp. 219-235. New York: Columbia University Press.

Thomas Preston. (2001) George Bush and the Gulf War. From *The President & His Inner Circle*, Thomas Preston, pp. 190-201. New York: Columbia University Press.

Leaders for research projects must be identified and approved by Friday, January 29.

February 8: Thinking or Cognitive Style

Peter Suedfeld, Karen Guttieri, and Philip Tetlock. (2005) Assessing Integrative Complexity at a Distance: Archival Analyses of Thinking and Decision Making. From *The Psychological Assessment of Political Leaders*, edited by Jerrold M. Post, pp. 246-270. Ann Arbor: University of Michigan Press.

February 10: The Thinking Style of Benjamin Netanyahu

Shaul Kimhi. (2001) Benjamin Netanyahu: A Psychological Profile Using Behavior Analysis. From *Profiling Political Leaders: Cross-cultural Studies of Personality and Behavior*, edited by Ofer Feldman and Linda O. Valenty, pp. 149-164. Westport CT: Praeger. (On Carmen)

February 15: The Thinking Style of Tony Blair

Stephen Benedict Dyson. (2009) Personality and Foreign Policy: Tony Blair's Iraq Decisions. *Foreign Policy Analysis* 2:289-306.

February 17: The Thinking Style and Information Environment of Saddam Hussain

Kevin Woods, James Lacey, and Williamson Murray. (2006) Saddam's Delusions: The View from the Inside. *Foreign Affairs* 85(1):2-26. (On Carmen)

February 22: Mid-term Exam-1

February 24: Belief System—Operational Code

Stephen Walker, Mark Schafer, and Michael Young. (2005) Profiling the Operational Codes of Political Leaders. From *The Psychological Assessment of Political Leaders*, edited by Jerrold M. Post, pp. 215-245. Ann Arbor: University of Michigan Press.

March 1, 3: Comparing the Operational Codes of Yitzhak Rabin, Shimon Peres, and Tony Blair

Scott Crichlow. (1998) Idealism or Pragmatism? An Operational Code Analysis of Yitzhak Rabin and Shimon Peres. *Political Psychology* 19:683-706.

Mark Schafer and Stephen G. Walker. (2002) Political Leadership and the Democratic Peace: The Operational Code of Prime Minister Tony Blair. From *Profiling Political Leaders: Cross-Cultural Studies of Personality and Behavior*, edited by Ofer Feldman and Linda O. Valenty, pp. 21-35. Westport, CT: Praeger. (On Carmen)

March 8: Motivation

David Winter. (2005) Measuring the Motives of Political Actors. From *The Psychological Assessment of Political Leaders*, edited by Jerrold M. Post, pp. 153-177. Ann Arbor: University of Michigan Press.

David G. Winter. (2002) Motivation and Political Leadership. From *Political Leadership for the New Century: Personality and Behavior among American Leaders*, edited by Linda O. Valenty and Ofer Feldman, pp. 25-47. Westport, CT: Praeger.

March 10: Comparing the Motivations of Benjamin Netanyahu and Richard Nixon

Shaul Kimhi. (2002) Benjamin Netanyahu: A Psychological Profile Using Behavior Analysis. From *Profiling Political Leaders: Cross-Cultural Studies of Personality and Behavior*, edited by Ofer Feldman and Linda O. Valenty, pp. 149-164. Westport, CT: Praeger. (On Carmen)

David Winter and Leslie Carlson. (1988) Using Motive Scores in the Psychobiographical Study of an Individual: The Case of Richard Nixon. *Journal of Personality* 56:75-103. (On Carmen)

Draft Databases due Friday, April 7

March 15, 17: Spring Break

March 22, 24: An Integrative Approach—Leadership Style Analysis

Vaughn P. Shannon and Jonathan W. Keller. Leadership Style and International Norm Violation: The Case of the Iraq War. *Foreign Policy Analysis* 3:79-104.

Stephen Benedict Dyson. (2009) "Stuff Happens": Donald Rumsfeld and the Iraq War. *Foreign Policy Analysis* 5:327-347.

March 29: Mid-term Exam-2

March 31: Preparing Leadership Profiles

Guidelines for Leadership Profiles. (On Carmen)

April 5, 7: Leadership Profile of Indira Gandhi

Blema Steinberg. (2008) Indira Gandhi. From *Women in Power*, by Blema Steinberg, pp. 46-112. Montreal: McGill Queens University Press.

Draft Databases due Friday, April 7

April 12, 14: April 1: Leadership Profile of Golda Meir

Blema Steinberg. (2008) Golda Meir. From *Women in Power*, by Blema Steinberg, pp. 115- 208. Montreal: McGill Queens University Press.

April 19, 21: Leadership Profile of Margaret Thatcher

Blema Steinberg. (2008) Margaret Thatcher. From *Women in Power*, by Blema Steinberg, pp. 211- 300. Montreal: McGill Queens University Press.

Leader Profiles, along with Final databases, are due on Friday, April 21

April 26-May 2: Final Exam

Final Analytic Paper due at Final Exam

Curriculum map, indicating how program goals are accomplished via specific courses

International Relations & Diplomacy Specialization MAP	LEARNING GOALS					
	Program				Specialization	
	A	B	C	D	E	F
	Key: 1=Beg. 2=Int. 3=Adv.					
Required Pre-Major Courses: 6-18 hours						
History 2500		1	1	1	1	
Political Science 1300		1	1	1	1	1
Completion of 1103	1	1		1		
1. REQUIRED FOUNDATIONS: 12 hours						
International Studies 2800		1	1	1	1	1
Geography 3701		2	2	2	2	
Political Science 4300		3	3	3	3	3
Political Science 4331		3	3	3	3	
2. CRITICAL PERSPECTIVES: 12 hours						
Economics 4600		3	3	3	3	
Geography 3600		2	2	2	2	
History 3500		2	2	2	2	2
History 3501		2	2	2	2	2
History 3526		2	2	2	2	2
History 4500		3	3	3	3	3
International Studies 4800		3	3	3	3	
International Studies 4801		3	3	3	3	
International Studies 4803		3	3	3	3	3
International Studies 4806		3	3	3	3	
International Studies 5800		3	3	3	3	3
Political Science 4320		3	3	3	3	
Political Science 4330		3	3	3	3	3
Political Science 4381		3	3	3	3	3
Political Science 4397		3	3	3	3	3
3. ELECTIVES: 6 hours						
Communication 3443		2	2	2	2	
Comparative Studies 3608		2	2	2	2	
Geography 5601		3	3	3	3	3
History 3505		2	2	2	2	
History 3525		2	2	2	2	2
History 3560		2	2	2	2	
History 3561		2	2	2	2	
History 3590		2	2	2	2	
International Studies 3400		2		2	2	
International Studies 4661		3	3	3	3	
International Studies 4700		3	3	3	3	
International Studies 4873		3	3	3	3	
International Studies 4998		3	3	3	3	3
International Studies 4999		3	3	3	3	3
International Studies 5191		3		3	3	
International Studies 5195		3	3	3	3	3
International Studies 5700		3	3	3	3	3
International Studies 5801		3	3	3	3	
International Studies 5797		3	3	3	3	
Political Science 4210		3	3	3	3	3
Political Science 4310		3	3	3	3	
Political Science 5315		3	3	3	3	3
4. COMPLETION OF A FOREIGN		3		3		

PROGRAM LEARNING GOALS:

- A. Students are competent in a foreign language.
- B. Students complete a rigorous liberal arts education that is international in focus and prepares them for a range of careers.
- C. Students understand the diversity of influences-historical, economic, political, social and cultural-that shape domestic and international processes and outcomes.
- D. Students master critical reasoning and cross-cultural communications skills.

SPECIALIZATION LEARNING GOALS:

- E. Students develop an interdisciplinary knowledge of how states interact to advance their national interest while solving problems of common concern.
- F. Students become familiar with the origins and development of international relations.