

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management

Spring 2016

First class: January 13

Last class: April 20

Managing Campaigns

PMGT 6432.10

3 Credits

Wednesday, 7.10 – 9.40 PM

Phillips Hall (801 22nd Street NW), Room 348

BASIC INFORMATION AND RESOURCES

Jason Linde

Jason Linde is currently the President of All In Public Affairs, Inc., a public affairs and political consulting firm. He has successfully managed statewide and congressional campaigns in every region of the country and served as a Chief of Staff or Senior Advisor to three different Democratic members of Congress. In addition, Jason was the Executive Director of the South Carolina Democratic Party and was previously the Grassroots Director for the American Public Power Association.

Jason was named a “Rising Star in Politics” by Campaigns and Elections Magazine and is a proud alumni of the Graduate School of Political Management and Syracuse University, where he graduated Magna Cum Laude and was elected to Phi Beta Kappa.

For the last two summers, Jason has conducted a week-long seminar as part of the GSPM’s Maestría en Comunicación Política y Gobernanza Estratégica program. Previously, Jason was part of the GSPM team that traveled to Cairo in 2012 and 2013 to teach Egypt’s first generation of political consultants how to manage campaigns.

Contact Information

Phone Number: (301) 530-1235

Email Address: Jlinde@AllInPublicAffairs.com

Communication

Please feel free to contact me with comments, questions, and concerns. If your question is about an assignment, please post your question in the course’s “Syllabus & Assignment Question” forum. That way, your classmates will benefit from your inquiry and I can avoid answering repeat questions.

For emails, I will do my best to respond to your questions within 24-48 hours, though there may be times, for example, during weekends, that my response time will take 72 hours. Please send all questions to me at Jlinde@AllInPublicAffairs.com

Please refrain from contacting me via phone unless it is an emergency.

Blackboard Site

A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at <https://blackboard.gwu.edu>. Support for Blackboard is available at 202-994-4948 or helpdesk.gwu.edu.

Academic Integrity

All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as “cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. The University Code of Academic Integrity can be found at <http://studentconduct.gwu.edu/code-academic-integrity>.

Support for Students with Disabilities

GW’s Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at www.gwu.edu/~dss.

In the Event of an Emergency or Crisis during Class

If we experience some an emergency during class time, we will try to stay at this location until we hear that we can move about safely. If we have to leave here, we will meet front of the building – facing Gelman Library – in order to account for everyone and to make certain that everyone is safe. Please refer to Campus Advisories for the latest information on the University’s operating status: <http://www.campusadvisories.gwu.edu/>.

Attendance and Participation Policy

I expect that you will attend class every week and that once here, you will participate in the class discussion. Please try to avoid texting, looking at websites, or responding to emails during our time together. We also follow the “Las Vegas Rules” which means that all topics, comments, suggestions, and hypothetical and real situations addressed and discussed are not publicly shared or disseminated. This is done to foster a positive environment where your privacy is protected and students as well as the instructor are comfortable sharing ongoing management challenges and times where they fell short as a political manager.

Course Evaluation

At the end of the semester, students will be given the opportunity to evaluate the course through GW’s online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting any/all of the following:

Dr. Lara Brown
Director, Political Management Program
larambrown@gwu.edu | 202-994-4545

Dr. Jack Prostko
Associate Dean for Learning and Faculty Development
College of Professional Studies
jackp@gwu.edu | 202-994-3592

Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309

THE COURSE

Course Description

This course will help prepare GSPM students to manage and lead a campaign. It will provide you with a framework and professional outlook that you will be able to apply from the moment you are hired until the end of the campaign or term.

Overview

Every hour of every day, people managing campaigns are besieged with problems ranging from the inane to the insane and everything in between. Imagine a day when you are confronted with the following:

- The candidate sees the opponent's signs everywhere, but her signs have yet to be ordered or are in the back storage room of the headquarters.
- That same candidate refuses to make any more fundraising phone calls.
- Then that evening, the candidate calls you to tell you she wants you to take a pay cut.

Scenarios like these are played out every day across the country. But, how does one best navigate these situations? Or, how does one help prevent these situations from occurring? This is the essence of this class.

Learning how to manage in a political environment is unlike any other managerial role you have had or will ever have. There is no human resources department to guide you through the process of being an effective campaign manager nor is there much recourse for you if you fail to unite your team under the most difficult of circumstances and move all involved towards victory. On political campaigns, there is a "wild west" mentality that sometimes is encouraged by the very candidate or member of Congress you are there to help. There is no formal adjudication process – there is just you and the challenge ahead.

Working in this highly charged, and occasionally toxic environment would be a challenge for any professional adult. Between the hours, the work, the pay and the constant demands of time and resources, it is a difficult path.

But it is our chosen path. And, that's why this course exists. I sat in the very seat you occupy many years ago. I went out and managed campaigns in every region of the country – I know the pressure and challenges that you will face. And, most importantly, I want you to succeed. Running a political campaign is a thrilling and life affirming experience if done right.

As a political professional, you also have the extra burden of having graduated from the nation's premier school of applied politics. Because of your time here, you will face greater expectations from your candidate and team than you would had you merely worked on one race after another without formal training.

This class will serve as our management laboratory where you will face the kinds of challenges that you will encounter and most importantly, you will learn through trial and error how to be a manager. I want you to make your mistakes here so that when you get to that race you dreamt of managing, you will succeed.

Course Learning Objectives

By the end of the course, students should have the knowledge, ability and confidence to do the following:

1. Assess and evaluate the management challenges facing a campaign at any point during the electoral cycle.
2. Understand and demonstrate the traits required for the manager to become an accepted and influential member of the team.
3. Develop an organizational strategy, action plan and budget incorporating the vision of the candidate, consultants, team and critical stakeholders and aligns the external goals of the campaign with its internal resources.
4. Learn the human relations skills required to guide the campaign, the candidate/elected official, the team, consultants and other stakeholders through the inevitable peaks and valleys of implementing the plan.
5. Develop required abilities and skills in order to handle most common managerial challenges including but not limited to: hiring and firing staff and consultants, counseling your candidate (managing up), delegating tasks, establishing accountability, rewarding success, boosting morale and leading during a crisis.

Upon the successful completion of this course, students will be prepared to manage their first political campaign or better suited to manage more competitive and costly races.

Course Requirements

For this course, you are expected to attend weekly class, participate in class (singularly and as part of a group), read the assignments and write weekly management memos.

Evaluation and Grading

Assignment	Learning Objective(s) Addressed	Due Date	Weight
Write and submit five management memos to the candidate based on a scenario.	(1) Critical thinking skills; (2) Interacting with candidate; (3) Professional writing (<i>Assignment details to be provided</i>)	Start of: Weeks 3, 5, 11, 12, 14	10% per assignment or 50% overall
Two In-Class Management Challenges	1) Quickly assess and analyze situation; 2) Determine best possible outcomes; 3) Manage candidate and team toward those outcomes (<i>Assignment details to be provided</i>)	Weeks 8 and 14	10% per assignment or 20% overall
Four In-Class Group Exercises and Presentations	1) Assess situation; 2) Collaborate with teammates to determine best possible solution; 3) Publicly articulate solution (<i>Assignment details to be provided</i>)	Four times throughout the semester including Week 6.	5% per assignment or 20% overall
Attendance and Weekly Participation	Demonstrate active learning and engagement throughout the semester.	Throughout semester	10%
Total			100%

Assignment Overview:

Five management memos

Often, a campaign manager facing a challenging issue is rewarded if s/he takes the effort to write the candidate a memo about handling the specific problem instead of voicing an opinion. The memo enables the manager to think about the best way to frame both the problem and the solution. Throughout the semester, you will receive five different scenarios where I will ask you to write me – the candidate – a memo about addressing a specific concern or problem.

Two in-class exercises

Throughout the course, I will invite students to come to the front of the class and solve a hypothetical situation requiring you to act as a manager. For example, that could mean giving a speech in front of the class that would be the speech you would give to your campaign team after recently being hired as the campaign's third manager in five months. It could also mean sitting down with me and demonstrating

how you would help a candidate through a difficult scenario or what questions you would ask and why you would ask those when interviewing a media consultant or field director.

Twice in the semester, in weeks 8 and 14, you will be graded on how you handle these situations. All students will have come to front of the class and participated in a non-graded scenario before week 8 to ensure that everyone will have gone through this exercise at least once before being graded.

Sound and effective management requires you to be able to handle high-pressure situations like these. This is why these scenarios and graded exercises are held throughout the semester. Your performance on each of these exercises will be worth 10% of your grade or a total of 20%.

Four In-Class Group Exercises

Campaign management often requires forging consensus among the candidate, the candidate's family, the campaign team, consultants, funders, volunteers, and other stakeholders. During the semester, you will be faced with at least four opportunities where you will work with a group of other students to handle the problem in front of you.

Attendance and Weekly Participation

To do well on this class component, you will need to be at every class, prepared to engage and discuss the material and hopefully, raise questions and/or make suggestions that help you and your colleagues better understand the material.

I understand we all have unique and varied learning styles. Some of us process information verbally while others consider the information internally and then talk about it. I welcome both approaches and everything in-between. Also, please realize that the person who speaks the most in class may *not* receive the highest grade when compared to his or her colleagues.

Following is the grade scale for all GSPM classes:

Grade*	Grading Standard
A 94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A- 90-93	Represents solid work with minor errors. Overall, excellent work.
B+ 87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B 83-86	Satisfactory work, but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a "B" is viewed as unacceptable.
B- 80-82	You've completed the assignment, but you are not meeting all of the requirements.
C+ 77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C 73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C- 70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.

F	Below 70	Unacceptable performance, or inability to submit the assignment.
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*Please note that you may be penalized for late submission of assignment(s).

Required Text and Learning Materials

Carnegie, Dale. Any edition. *How to Win Friends & Influence People*. Pocket Books. ISBN 978-0-671-72365-1

Green, Alison and Hauser, Jerry. 2012. *Managing to Change the World*. Jossey-Bass. ISBN 978-1-118-13761-1

Linde, Jason. *Foster Campaign Budget, Foster Organizational Budget, Maloney 2000 Campaign Plan, Maloney 2002 Campaign Plan*

O’Toole, James. 1999. *Leadership A to Z, A Guide for the Appropriately Ambitious*. Jossey-Bass. ISBN 0-7879-4658-3

Tentative Course Calendar*

*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. This is especially true when it comes to ensuring that all students have adequate opportunities to publicly handle management scenarios. Students are responsible for keeping up with all adjustments to the course calendar.

January 13

Week 1: Why Management Matters

Topics: Course introduction and overview, student and professor introductions, the one big question.

HW: Read Carnegie, *the Preface, How This Book Was Written and Why, Nine Suggestions on Getting the Most out of the Book, and Part 1*

Read O’Toole, *Memorandum on Appropriate Leadership*

January 20

Week 2: Your Management Situation – Discussing the Different Types of Campaign Managers

Topics: An in-depth conversation about the different management roles you may find yourself on in a campaign. This includes being the manager without any paid staff, the implementer with a consultant-heavy team, the strong manager, manager as distributor, and working for an incumbent who has staff on the city, state, or federal government payroll.

Note: We are going to have an honest and frank conversation about the different campaign management roles you may have had or are likely to have in the future. As we all know, when you get hired to manage a campaign, very rarely does the candidate hand you the keys to the campaign (checkbook, hiring authority, etc.) and say, “Go ahead and drive it

anyway you want.” Before you are hired on to a campaign, you need to understand what the candidate and team are looking for, the role they want you to play, and how you want to play it.

HW: Read Green and Hauser, *Chapter 1 - The Job of a Manager*

Read O’Toole, *Getting Started*

Read Carnegie, *Part 2*

Memo 1

January 27

Week 3: A Closer Look, Part 1 – Your First Few Days and Weeks on the Job

Topics: Campaign organizations overview. The campaign, staff and consultant roles, other stakeholders, your first few days and weeks on the job, how to get acclimated and settled.

HW: Read Green and Hauser, *Chapter 6 - Hiring Superstars; Chapter 10 – Exercising Authority Without Being a Wimp or a Tyrant*

Read O’Toole, *Team (Selection of the); Power!; How Not to Create Followers; Expectations, Management of; Early Wins; Perks; Changing Oneself; Behavior (the Measure of Leadership); Generosity*

Read Carnegie, *Part 3*

February 3

Week 4: A Closer Look, Part 2 - Managing Yourself and Hiring the Team

Topics: How to build trust and your reputation on the ground. The hiring process for staff and consultants: timing, salaries, contracts, what to ask, the best interview practices.

HW: Read Green and Hauser, *Chapter 12 Managing Up*

Read Carnegie, *Part 4*

Read O’Toole, *Inequality; Intelligence*

Memo 2 (Hiring)

February 10

Week 5: But It’s My Name on the Ballot – Managing Up – the Candidate, Part 1

Topics: Getting the most out of your candidate and building a strong relationship with your boss. Rules for success and focusing on what matters, properly handling

what doesn't and knowing the difference. Working with the wider circle of influence – spouses, family, friends and funders.

HW: Read O'Toole, *Cascading Leadership; Definition of Leadership; Dunlap, "Chainsaw" Al; Followership; Lenin, Hitler, et alia; Listening; Focus; Globalism; Vision; Perspectives; Transforming Leadership Transformations, Continued and Continual; Engaging the Middle; Reframing; ABB's Benchstrength; Conviction; Communication; Hope; Iteration and Institutionalization; Sound Bites; Symbolism*

Read Linde, *Maloney 2002 Campaign Plan, Maloney 2000 Campaign Plan*

February 17

Week 6: Bringing the Team Together, Part 1 – Rules and Campaign Plan

Topics: Rules of and on the road. Graded class exercise: establishing the rules. The importance and articulation of a shared vision: writing the campaign plan. Campaign and organizational retreats: why they are needed. What goes into the plan and who is responsible for writing each section.

HW: Read O'Toole, *Change: The Task of Leadership (or Is It?); Needs of Followers; PeopleSoft?; Resources; Teaching; Townsend, Robert;*

Read Linde, *"Maloney Campaign Budget"*

February 24

Week 7: Bringing the Team Together, Part 2 – The Campaign Plan and Budget

Topics: Developing and managing a budget: why you must make excel your friend and building an in-class budget for a campaign.

HW: Read Green and Hauser, *Chapter 2, Managing Specific Task: Basic Delegation; Chapter 3, Managing Broad Responsibilities: Roles and Goals*

Practice management interactions

March 2

Week 8: Graded In-Class Exercises

Topics: In-class exercises where students demonstrate how they would solve managerial tasks and issues covered in Weeks 1-7.

HW: Read Green and Hauser, *Chapter 4, Managing The 'In-Between': Building a Culture of Excellence; Chapter 5, Managing the Day-to-Day Work of Your Team: Structures to Put It All Together*

Read O'Toole, *Delegation; Muddled Teams, the Hewlett-Packard Way; Metrics I, Evaluating Individual Leadership; Metrics II, Assessing an Organization's*

Strategic Leadership Quotient; Coherence; Guvmint Work; Hierarchy; How to Create Followers; Engaging the Middle; Obsession; Coherence

March 9

Week 9: Managing the Work

Topics: Creating a culture for you and your team to succeed. Delegating tasks.

HW: Read Green and Hauser, *Chapter 7, Developing people; Chapter 8, Retaining Your Best; Chapter 9, Addressing Performance Problems and Letting People Go; Conclusion, Personal Qualities of Great Managers*

Read O’Toole, *Brownian Motivation (Challenging, Stretching, and Other Nonviolent Ways to Overcome Resistance to Change); Questions (Asking of); Tough Guys; Generosity; ABC’s of Business Success; Performance (Hard-Edged); Controlling; Controls; SHITMS; Energy; Joint Leadership; KISS; Commitment; Details; Teaching; Coolidge Syndrome; Hangings, Public*

MARCH 16 – NO CLASS, SPRING BREAK

March 23

Week 10: Managing the Team, Part 2

Topics: Accountability, standards, discipline and firing. Motivation, setting appropriate expectations, helping the team grow. Sticky situations: interoffice dating, sexual harassment, and social media. In-class exercises focused on staff issues.

HW: Read O’Toole, *Apologia; Denial (“What Hump?”); Ego; Fear and Failure; Grandstanding; Up and Out (and Sideways)*

HW: Memo 3

March 30

Week 11: Managing Up - the Candidate, Part 2

Topics: Working for and with difficult and challenging bosses. Working for the workaholic. The “I am always right; you’re always wrong” candidate. Bullies, screamers and passive-aggressive. It’s nothing personal – I just happen to swear a lot. Fighting fair. Micro-managers. What do you mean I can’t have 100,000 nail files – I raised the money! When to stay, when to fight back, and when to move on.

HW: Read O’Toole, *Leaders (Who’s Who in the Twentieth Century); Knowing When to Leave; Management of Change (vs. Strategic Leadership); Repetition, Repetition; Repetition ...; Second Acts; Why Leaders Won’t Lead;*

Memo 4

April 6

Week 12: Managing Yourself, Part 2 – Surviving, Thriving, and Succeeding & What Price Victory/Success - Choices and Decisions Only You Can Make

Topics: Critical self-care, best campaign practices at different points of the cycle. What to expect from yourself and others at 6 months out, 100 days out, 1 month out, 1 week out, final weekend, election day, and election night.

Common ethical issues facing campaign managers. Ethical tripwires including opposition research, FEC reports, personal financial disclosure forms, candidate questionnaires, the budget, fundraising questions, and multiple candidate accounts.

HW: O'Toole, *X-Factor*; *You, the Leader*; *Zenith*; *Memorandum from Warren Bennis*

April 13

Week 13: The Big Round-Up: Additional Staff, Candidate and Consultant Problems & Managing Your Way Through a Crisis

Topics: Their own special kind of nuts – when candidates, campaigns, or individuals self-destruct. A candid discussion about former Reps. Cunningham, Weiner, Wu, Richardson

HW: O'Toole, *Comparative Advantage (Why Leadership is Needed Now in Silicon Valley)*; *R&R*; *Resilience*;

Review notes and consider how you would answer and handle many of the managerial challenges discussed during the semester.

Memo 5

April 20

Week 14: Graded In-Class Exercise

In-class exercises where students demonstrate how they would solve managerial tasks and issues covered in Weeks 7-13.

End of semester victory party, location TBD

Copyright Statement

Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden.