BASIC INFORMATION AND RESOURCES

Instructors
Mary Crannell
David Rehr, PhD

Guest sessions led by Professors Lara Brown and Mark Kennedy.

Contact Information
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Communication
The best way to connect with either of us is via email. You can expect a response within 24 hours, but often within a matter of minutes, depending on schedules. You can also make an appointment before/after class.

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://www.gwu.edu/~ntegrity/code.html.

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 at the basement of the Marvin Center 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 Policy
Attendance is mandatory for this class. Any individual unable attend class should email Mary Crannell prior to the beginning of that class. Repeated absences will be considered in your final grade.

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
larabrown@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

Political Management Program Objectives
1. Assess a political environment, develop a strategy to achieve specified goals within that environment, and act to carry out that strategy through a campaign.
2. Draw upon a repertoire of effective campaign communication skills.
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize a campaign.
4. Find, engage, and motivate the right people – leaders, professional colleagues, and citizens – to join and contribute to a campaign.
5. Address the recurring dilemmas of political life in a manner that upholds ethical standards as they practice the profession.

Course Description and Overview
This course develops the professional capacity to address the recurring dilemmas of political life in a manner that upholds ethical standards and takes advantage of opportunities for leadership. It satisfies either the ethics or leadership core course requirement for the Master’s Degree in the Political Management Program.

Course Learning Objectives

1. Formulate a checklist-style process to help you make the best decisions in a tough political, diverse situation.
2. See political controversies from 360 degrees – that is, understand the vantage points of others, especially intense opponents and people with different cultural backgrounds than your own.
3. Make Democracy Work by being able to move from agitation to action, without violating standards of conduct or your own core principles.
4. Field criticism of your political actions, including personal attacks, while remaining true to your purposes and obligations.
5. Get political things done in a more effective and more efficient manner
6. Speak to political audiences in a persuasive manner.

Course Requirements

Students are expected to participate in class discussion, complete assignments on time and within guidelines, and finish assigned readings before class when due. Please submit assignments electronically and make sure your name appears at the top of each page with reference to PPL Spring 2014 Class.
## Evaluation and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Learning Objective(s) Addressed</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking for Conversational Clues when Engaging Others</td>
<td>Develop systematic way to research someone you want to connect with to better leverage success</td>
<td>Before 7 pm on 1/31/2014</td>
<td>5%</td>
</tr>
<tr>
<td>Understanding Your Authentic Leadership</td>
<td>An in-depth review and understanding of your motives and desires</td>
<td>Before 7 pm on 2/4/2014</td>
<td>10%</td>
</tr>
<tr>
<td>Take Myers-Brigs Indicator</td>
<td>Obtain an assessment of personality type to understand leadership style and decision making style</td>
<td>Before 7 pm on 2/4/2014</td>
<td>5%</td>
</tr>
<tr>
<td>Organizational assessment</td>
<td>View an organization from a leadership perspective using the knowledge gained from MBTI assessment</td>
<td>Before 7 pm on 3/4/2014</td>
<td>10%</td>
</tr>
<tr>
<td>Analyze one of the President’s addresses for delivery, narrative framework, and ethical dilemmas</td>
<td>Observe and critique a political address for delivery, narrative framework, and ethical dilemmas. Be prepared to discuss how language was used to tell story.</td>
<td>Before 7 pm on 3/18/2014</td>
<td>10%</td>
</tr>
<tr>
<td>Time Management</td>
<td>Better understand where your time goes and how you can be more effective with it</td>
<td>Before 7 pm on 3/24/2014</td>
<td>5%</td>
</tr>
<tr>
<td>Winning Public Support</td>
<td>Address, discuss and engage in a conversation on survey research – it’s strengths and weaknesses</td>
<td>Before 7 pm on 4/22/2014</td>
<td>5%</td>
</tr>
<tr>
<td>Explain enterprise problem from CEO perspective and offer solutions – engage class for comments</td>
<td>Deal ‘first-hand’ with a difficult problem and explain how a decision is reached</td>
<td>Before 7 pm on 4/22/2014</td>
<td>5%</td>
</tr>
<tr>
<td>Final Assignment – a written and oral presentation of a courageous leader you admire</td>
<td>Through research, walk in the footsteps of an individual who made a courageous decision and what risk</td>
<td>Before 7 pm on 5/6/2014</td>
<td>35%</td>
</tr>
</tbody>
</table>
they took to “do the right thing”

| In-class discussion and participation | All students start with a “B” and must demonstrate engagement to increase grade for this category | Ongoing | 10% |

| Total | | | 100% |

Following is the grade scale for all GSPM classes:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grading Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100 Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.</td>
</tr>
<tr>
<td>A-</td>
<td>90-93 Represents solid work with minor errors. Overall, excellent work.</td>
</tr>
<tr>
<td>B+</td>
<td>87-89 Very good. Represents well-written material, research, and presentation, but needs some minor work.</td>
</tr>
<tr>
<td>B</td>
<td>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.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82 You’ve completed the assignment, but you are not meeting all of the requirements.</td>
</tr>
<tr>
<td>C+</td>
<td>77-79 Needs improvement in content and in effort. Shows some motivation and concern.</td>
</tr>
<tr>
<td>C</td>
<td>73-76 Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.</td>
</tr>
<tr>
<td>C-</td>
<td>70-72 (lowest grade to pass) Poor performance. Major errors, too many misspellings, problems with accuracy, etc.</td>
</tr>
<tr>
<td>F</td>
<td>Below 70 Unacceptable performance or inability to submit the assignment.</td>
</tr>
</tbody>
</table>

Required Text and Learning Materials
Three books are required for class and should be obtained:

Otto Kroeger and Janet M. Thusesen, **Type Talk at Work (Revised): How the 16 Personality Types Determine Your Success on the Job** (Delta, 2002)

James C. Humes, **Speak Like Churchill, Stand Like Lincoln**, (Three Rivers Press, 2002)

Jack Valenti, **Speak Up with Confidence: How to Prepare, Learn and Deliver Effective Speeches**, (William Morrow and Company, 2002)
Optional Supplemental Text and Learning Materials:


Tentative Course Calendar*

*The instructor(s) reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

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**January 14**
Week 1 (Rehr)

**Topic and Content Covered:**

- Introductions
- Review of course
- Baseline speaking Exercise
- History of leadership

**Learning Objective(s) Addressed:**

- Discussing whether leaders are born or made
- Learning how the idea of leadership has evolved historically

**Reading Due Today:** None
**Assignment(s) Due Today:** None

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**January 21**
Week 2 (Brown, Crannell, Rehr)

**Topic and Content Covered:**

- Statesmanship
- Conduct Codes and Protocols

**Learning Objective(s) Addressed:**

- Discerning the difference between statesmen and politicians
- Discussing the impact of this difference on political issues of our time

**Reading Due Today:** Tony Kushner, final shooting script to “Lincoln” 2013; *Students should also view the movie Lincoln*. The script can be found at [http://www.imsdb.com/scripts/Lincoln.html](http://www.imsdb.com/scripts/Lincoln.html). Students
should also review American Association of Political Scientists code of ethics which can be found at [http://www.apsanet.org/content_9350.cfm?navID=12](http://www.apsanet.org/content_9350.cfm?navID=12). Students could also review other codes of ethics.

Assignment(s) Due Today: Looking for Conversational Clues when Engaging Others. Email or bring to class for Dr. Rehr.

**January 28**
Week 3 (Rehr)

**Topic and Content Covered:**

- Authentic Leadership
- Emotional Intelligence
- Developing your conduct “checklist”

**Learning Objective(s) Addressed:**

Understand the idea of “authentic leadership”
Familiarize yourself with aspects of emotional intelligence and how it affects an individual viewpoint
Examine and discuss GOP candidates for 1860 presidential election in light of emotional intelligence

**Reading Due Today:**


[https://iims.uthscsa.edu/sites/iims/files/Leadership-10.pdf](https://iims.uthscsa.edu/sites/iims/files/Leadership-10.pdf)


**Assignment(s) Due Today:** Take Myers-Briggs Type Indicator (MBTI) assessment at [http://www.humanmetrics.com/cgi-win/jtypes2.asp](http://www.humanmetrics.com/cgi-win/jtypes2.asp) and report back your type to Professor Crannell by 7 pm February 4, 2014. This version of the assessment will take you no more than five minutes. You do not have to report your type if you believe it compromises your privacy.

**February 4**
Week 4 (Crannell)

**Topic and Content Covered:**

MBTI: Understanding Personality Types
Learning Objective(s) Addressed:

Enrich your understanding of personality types and how they affect communication and interaction. Discussion on the complications of personalities when forging an issue position.

Reading Due Today:

Otto Kroeger and Janet M. Thuesen, *Type Talk at Work (Revised): How the 16 Personality Types Determine Your Success on the Job*, chapters to be assigned.

Assignment(s) Due Today: Understanding Your Authentic Leadership. Email to Dr. Rehr by 7 pm.

**February 11**
Week 5 (Crannell)

**Topic and Content Covered:**

Team Decision-Making Exercise (Part I) Presenting a Position and Handling Public Criticism

**Learning Objective(s) Addressed:**

Group decision making and creating a narrative framework and addressing ethical dilemmas.

**Reading Due Today:** Preparing to Lead with a Compelling Narrative

If You Don’t Frame the Narrative, Someone Else Will


Assignment(s) Due Today: None

**February 18**
Week 6 (Kennedy)

**Topic and Content Covered:**

Seeing and Speaking 360° (Part I): Bridging Ideological Gaps; Public Speaking Tips.

Seeing and Speaking 360°

- Key fault lines in American public opinion
- Legitimate motivations of both sides of top issues
- The need to see both sides and speak to both sides in order to effectively advance your side

Key economic fault lines:
• Economic Driver: Hayek / Friedman markets focus vs. Keynes government focus

Key foreign policy fault lines American “Exceptionalism” vs. one of many in a Multilateral world

• America must at times act with a coalition of the willing vs. US should never act unless authorized by the UN Security Council

Legislative Roles - The different roles played by legislators
  ▪ Legislative insider
  ▪ Party insider
  ▪ Ombudsman
  ▪ Statesman
  ▪ Outsider

Learning Objective(s) Addressed:

Understanding and begin assessing issues and circumstances using a 360 approach

Familiarize yourself with how others come to their specific understanding of issues and the world around them. the need to See and Speak 360°, appealing to the legitimate motivations of both sides of ideological divide in order advance your proposals. This does not mean you need to be advocating moderate positions. It means you need to be able to sell whatever your position happens to be from the vantage point of multiple constituencies.

Recognize the key Hayek vs. Keynes (Bottoms Up vs. Top Down) and Roosevelt vs. Wilson (America Leads vs. Need UN Approval) divisions as two key contrasts impacting public debate in not only America, but around the world.

Reading Due Today:

Speech excerpts for in-class analysis.

Preview the following videos:

“Fear the Boom and Bust”, a Hayek vs. Keynes Rap Anthem
  www.youtube.com/watch?v=d0nERTFo-Sk

“Fight of the Century, Keynes vs. Hayek Round Two,” www.youtube.com/watch?v=GTQnarzmTOc

“Hayek Theories by Lawrence H. White,”
  www.youtube.com/playlist?list=PL4A6AA807ACC34D44&feature=plcp

“Keynes Theories by Lord Robert Skidelsky,”
  www.youtube.com/playlist?list=PL74D998BA120B902C&feature=plcp
Assignment(s) Due Today. In-class. Review Speech Excerpts (assigned readings) and identify where speaker addressed channeled Hayek, Keynes, Roosevelt, Wilson and how they could have made a more convincing argument by speaking in more of a 360° voice. Each group participant delivers a line from speech either highlighted channeling of Hayek, Keynes, Roosevelt, Wilson; or a line that would have made the speak more 360° (60 seconds maximum).

In-class. Assign for Role Play for next class and have brief discussion of topic for Congressional Role Play exercise

**February 25**
Week 7 (Kennedy)

**Topic and Content Covered:**

Seeing 360° (Part II): Understanding Alternative Political Leadership Roles; Getting Past Institutional Gridlock

Alternative legislative roles

Understanding factors causing institutional gridlock

How mix of legislator roles contribute to and help overcome gridlock and what approaches may exist to overcoming institutional gridlock

**Learning Objective(s) Addressed:**

Different legislators adapt different legislative roles depending on their personal priorities and objectives

Reaching consensus for action requires knowing and appealing to each role within your targeted coalition

Obstacles to achieving consensus have become more formidable in recent decades

Moving from agitation to action requires seeking common ground

**Reading Due Today:**


Kennedy, Mark, Chapter, “Persuasion a Lost Art,” Reilly Center at LSU (to be provided).

Assignment(s) Due Today: Each student will prepare and deliver a timed 90-second mock floor speech as the person they were assigned to role-play on the current issue identified in the prior class from those discussed in the reading “Defining Your Role in Congress”). This speech will be critiqued in class, but not graded.
March 3
Week 8 (Crannell)

**Topic and Content Covered:**
Organizational Culture and Adaptation to Change

**Learning Objective(s) Addressed:**
Understanding how a leader assesses culture and seeks to positively affect change
Reflection on the maxim “culture eats strategy”

**Reading Due Today:**

**Assignment(s) Due Today:**
View an organization from a leadership perspective

*No class scheduled for March 11th.*

March 18
Week 9 (Rehr, Brown)

**Topic and Content Covered:**
Real-world organizational challenges – Campaigns, Capitol Hill and Enterprises – guest panel

**Learning Objective(s) Addressed:**
How leaders handle everyday challenges
What types of difficult decisions do they make and what actions have they taken
How to address mistakes in judgment(s)

**Reading Due Today:** None
**Assignment(s) Due Today:**
Analyze one of the President’s addresses for delivery, narrative framework, and ethical dilemmas.
March 24
Week 10 (Rehr, Special Guest: Gary Nordlinger)

Topic and Content Covered:

Being effective and efficient
Knowing how your time is used
Seven common mistakes CEOs make
Researching how and where to communicate

Learning Objective(s) Addressed:

Develop ability to “look outside the box” for possible solutions
Consider how research on “how and where” to communicate helps great leaders

Reading Due Today:

View the movie: PATTON (Starring George C. Scott)

Review articles on the late Steve Jobs

Drucker, Peter, The Effective Executive, (Collins Business Essentials: New York), 2002. Download for free by clicking on the link below:


Assignment(s) Due Today: Time Management worksheet.

April 1
Week 11 (Crannell)

Topic and Content Covered:

Team Decision-Making Exercise (Part I) Devising Rules for Surveillance and the Use of Force

Learning Objective(s) Addressed:

Formulate a process to help you make the best decisions in a tough political, diverse situation. Learn how to face ethical dilemmas

Reading Due Today: Reading folder for this assignment will be posted on Blackboard
Assignment(s) Due Today: None

April 8
Week 12 (Crannell)

Topic and Content Covered:

Team Decision-Making Exercise (Part II) Winning Public Support for Decisions
Team Decision-Making Exercise (Part III) Accepting Responsibility for Controversial Decisions

Learning Objective(s) Addressed:

Field criticism of your political actions, including personal attacks, while remaining true to your purposes and obligations.

Reading Due Today: None
Assignment(s) Due Today: None

The Final Assignment will be handed out for oral presentation and written submission due on May 6. The specifics will be reviewed near end of class.

April 15
Week 13 (Crannell)

Topic and Content Covered:

Process for mapping confrontations
Discuss case study

Learning Objective(s) Addressed:

Exercise in finding common ground without sacrificing one’s principles
Develop ability to “look outside the box” for possible solutions

Reading Due Today:

Andrew Tait, Speed Confrontation Management, August 2006 (to be provided).
Florilandia: A Case study on Confrontation Management (to be provided).

Assignment(s) Due Today: None

April 22
Week 14 (Rehr)

Topic and Content Covered:
Responsible advocacy and shaping public opinion
Research on how to impact Capitol Hill
Becoming more effective as a leader
Leader-Chief of Staff-Team relations

Learning Objective(s) Addressed:
Understanding the essential role advocates play in the legislative and political process
Engage in a discussion of impacting government through advocacy
Determine how to value and leverage public opinion
How to ensure you are effective
Reminder on time management

Reading Due Today: None

Assignment(s) Due Today: Bring one example of a poll (survey) that you believe is being used to manipulate or influence public opinion. Be prepared to present and discuss your examples. Finally, explain enterprise problem from CEO perspective and offer solutions for class comments and discussion.

No class on April 29

May 6
Week 15 (Crannell, Rehr)

Topic and Content Covered:
Final oral presentations by entire class
Course evaluation

Learning Objective(s) Addressed:
Synthesize course elements into final presentation, both written and oral.

Reading Due Today: None
Assignment(s) Due Today: Final written and oral presentation

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.