

The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management

Semester Summer 2015

Class start/end date - 5/20/15 - 7/22/15

Course Name - Issues Management

Course Number PMgt 6412

Credits - 3

Class Day/Time - Wednesday, 7:10 - 9:40 PM

Class Location - Duquès Hall Room 361

BASIC INFORMATION AND RESOURCES

Instructors

KEVIN CARROLL, Branch Chief, EOB, White House Budget & Policy Oversight for Department of Energy; former Staff Director, House Subcommittee on Energy; other positions Office of Management & Budget, M.P.P. 1999, Terry Sanford Institute of Public Policy, Duke University; B.S. 1993, Political Economy of Natural Resources, University of California, Berkeley.

EDWARD GREFE, has been an Adjunct Professor of Strategic Issues Management since 1996. For over 40 years he has consulted with organizations on the process of issues management and how to organize efforts to lobby and build support for the organization's point of view. The vast majority of the 300+ political campaigns in which he has been engaged have been issue campaigns. He has lobbied for clients at the state and local level; and, gained knowledge of the legislative process as an aide to Members of Congress who served at that time on the House Ways & Means and on the (then) Banking Committee.

Contact Information

Phone Number: Kevin Carroll - 202-265-2315 -- Edward Grefe - 703-346-2048

Email Address: Kevin Carroll – jkevinc@gwu.edu; Edward Grefe - grefe@gwu.edu

Communication

Email contact is preferred. Meeting with students by appointment.

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 **[fill in proximate location]** 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

Students will be expected to read all assigned material in advance and be prepared to answer questions posed on the syllabus. Class participation will be graded on the quality of the each student's response to the questions posed. Class participation will not include simply being present and discussing one's views on topics. Hence class attendance while not mandatory is essential for a grade on in-class participation.

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@email.gwu.edu | 202-994-6000

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
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THE COURSE

GSPM Political Management Program Objectives

1. Assess a political environment, develop an appropriate strategy to achieve specified goals, and execute that strategy.
2. Draw upon a repertoire of effective communication skills and techniques for use in a political environment.
3. Collect, evaluate and incorporate relevant empirical evidence to shape, optimize, and continuously inform the developed strategy.
4. Find, engage and motivate the essential and appropriate leaders, professionals and citizens to achieve the developed strategy.
5. Recognize and work through recurring political dilemmas in a manner that upholds ethical standards in the profession and exhibits principled leadership.

Issues Management Course Description and Overview

Issues drive the political public policy debate. They occur as the body politic deals with **change**. Change can represent a threat or an opportunity. Understanding the difference usually depends on how one sits - how it may impact one's family, community, or organization - one's self.

In our experience, two types of people tend to drive issues. One is a **manipulator**; one an **issues manager**. Manipulators use **fear** to succeed. Managers establish **trust** to gain acceptance among those affected, especially if the goal is real, long-term change.

This course addresses both options.

Students will learn to build plans that both **advance** as well as **protect** one's agenda. Constructing scenarios, exploring options, and building plans to advance or protect an agenda depends on one's ability to have a clear **vision** against which to interpret and measure **trends**. The process is called **trend analysis**.

Students will complete the course knowing how to build an issues management process that is anchored on trend analysis.

Issues Management Course Learning Objectives

1. Assess a current political environment as being either a threat or an opportunity to the advancement of the vision (mission or goal) of one's organization;
2. Develop a strategic plan to achieve a specific step towards the achievement of that vision and/or protect against an imminent challenge to that vision;
3. Collect, evaluate, and incorporate relevant empirical evidence to shape, optimize, and continuously inform the developed strategy; to recognize all contingencies, and key players and their potential impact.
4. A plan to engage a "Champion" and others in a coalition to deal with issue.
5. A process for building an issues management function based on a viable issues tracking or monitoring process to monitor and evaluate emerging trends.

Required Text and Learning Materials

[NOTE: For each book, the assignment will be SELECTED chapters.]

Bader, Christine, *The Evolution of a Corporate Idealist*, Bibliomotion, 2014.

Grefe, Edward A., & Linsky, Martin, *The New Corporate Activism: Harnessing the Power Of Grassroots Tactics for Your Organization*, McGraw-Hill, Inc, 1995.

Heath, Chip and Heath, Dan *Switch-How to change things when change is hard*

Schlesinger, Arthur M., Jr., *Cycles of American History*, Houghton '99.

Wallis, Jim, *God's Politics*, Harper, San Francisco, '05.

Zinn, Howard, *A People's History of the United States: 1492- Present*, HarperCollins, NY, '95.

Other Readings:

"When Social Issues Become Strategic," *The McKinsey Quarterly*, 2006 No. 2.

"The Spy who Fired Me- The Human Side of Workplace Monitoring," *Harper's*, March 2015

<http://www.fool.com/investing/general/2014/03/12/costco-vs-wal-mart-higher-wages-mean-superior-retu.aspx>

<http://www.usatoday.com/story/money/markets/2013/12/02/why-costco-is-beating-wal-mart/3691555>.

Sunday New York Times – Sections: First, Sunday Review, Magazine, Book Review (non-fiction).

Films:

Made in Dagenham.

Pride.

Course Requirements

1. Participation in a group project including timely submissions of project sections.
2. Participation in weekly in-class discussions, responding to questions relating to the assigned readings and PowerPoint presentations as well as occasional articles concerning topical issues that relate to the class topic for that evening from various sources, such as articles usually found in the assigned sections the **Sunday New York Times**; and, occasionally, the **Business, Sports, and Arts & Leisure** sections.
3. Development of a plan to deal with an issue of direct relevance to the student.

Evaluation and Grading

1. Project Group - 30%.
2. Participation in class - 30%¹
3. Personal Project - 30%.
4. Evaluation of Group - 10%.

Group and Personal Project

While we acknowledge that the outline below applies to efforts to **enact** new legislation; or, to **amend** an existing law or proposed law; or, to **defeat** a proposed law, even to **overturn** an existing law -- for purposes of this class, student projects **may not** focus on an effort to **defeat**.

The focus of the project is to support an outcome in which there is a win-win.

The **Group Project** will be assigned the first evening of class. "The Spy who Fired Me- The Human Side of Workplace Monitoring," *Harper's*, March 2015. Students will work on one of four perspectives - that of an employee, that of an employer, that of a Member of Congress; that of an organization [perhaps, the ACLU, but if not them, one selected by the students]. Students will work on the project from that perspective but be prepared to address the issue from any one of the four perspectives in their final presentation.

The **Personal Project** will be chosen by the student. We recommend that the student select a project that will directly relate either to the student's current work situation or a work situation the student hopes to pursue for which the project will be proof of the student's ability to analyze an issue of concern to the employer and to recommend courses of action. We further recommend that the issue be manageable in 10 weeks. One may want to clean up the environment, but in 10 weeks, prudence may dictate the clean up on one street or street corner.

The first part of the **Personal Project** will be due the first night of class.

¹ **NOTE:** Class participation grade is based entirely on a students' responses to specific questions asked; not on being present nor on general discussion. Students must be present in class to be graded on class participation unless prior permission received.

PROJECT OUTLINE²

1. **ID Issue + Legislative/Regulatory Objective + the Community Affected + the lobbying arena (National/State/County/Town) + the Organization you work for or represent.**
2. **Vision of Organization - how outcome of issue will help/hinder achievement of organization's or community's vision.**
3. **Strategy: "To enact" Legislative Action seeking to achieve specify strategic goal; and, how achievement of this strategy will enhance achievement of vision.**
4. **Initial Message(s) - to be tested.**
5. **Background (History):**
 - a. **Of Issue - noting in particular the trend(s) that were seen, but ignored, seen but misinterpreted, seen but wrongly interpreted or mishandled, ignored; in short, the early warning signs of the potential for an issue.**
 - b. **Of Community Affected - including demographics and psychographics.**
 - c. **Legislative/Regulatory History - Attempts to enact, amend, etc.**
 - d. **Political Landscape - View of Administration.**
 - e. **Legislative Committees and Subcommittees that have original jurisdiction, the prevailing view of the majority, the minority.**
 - f. **SWOT³ - plus answer: *Why now is good time to launch to seek a legislative solution.***
 - g. **"Champion" who will lead effort - existence of/need for - and a profile of this person plus why s/he is best person to be your champion.**
6. **Structure of organization (To form or to work with) - Key people, brief background on organization.**
7. **Survey research done to date which suggests you are on right track, that fundamental message reflects community views PLUS Survey questions that need to be answered if research shows a lack of currency or other trends that may complicate existing work.**
8. **Media - Main + New Media plan for making known the benefits of your position.**
9. **Plan to put in place a long range monitoring mechanism (Volunteer use).**
10. **Timetable.**
11. **Budget for lobbying effort.**
12. **Appendices.**
13. **Bibliography.**

² As an aid to begin internal review see **ISSUE MANAGEMENT ANALYSIS WORKSHEET.**

³³ Strengths - Weaknesses - Opportunities - Threats. All need to be reviewed in terms of the Issue, the Community (ies) affected, the Legislative History, and an analysis of the primary committee(s) and subcommittee(s) in the two houses (unless unicameral) that must decide on legislative proposal's future.

Project Assignments	Learning Objective(s) Addressed	Due Date: Personal + Group	Weight: Group/ Personal Project
Assignment 1: ID/Determine issue; Legislative Objective; community affected; lobbying arena (Fed, State, local); and, organization you work/consult for (or hope to),	Addressing an issue of concern and focusing one's effort on a specific, manageable problem.	See Excel Sheet of Project Deadlines	5% P/G
Assignment 2: Vision of organization, Initial Strategy to achieve outcome desired by organization.	Linking vision of organization to next logical step towards advancing towards achievement of that vision.	See Excel Sheet of Project Deadlines	10% P/G
Assignment 3: Background of issue - a comprehensive view of how the issues got to this point, trends dealt with/ignored; of community, legislative history, political landscape, SWOT - why Now?, profile of Champion.	To show a mastery of the issue and its various components as a rationale for why the time is ripe to move forward, and the basis for mobilizing allies if given the approval to proceed.	See Excel Sheet of Project Deadlines	P - 35% G - 50%
Assignment 4: Structure of Organization (a profile, plus key people); survey work done to date, survey work needed you recommend; media plan	To show how organization currently operates, its strengths/weaknesses to address challenges to its vision; plus a clear understanding of what is now known and what needs to be known to move forward.	See Excel Sheet of Project Deadlines	15%
Assignment 5: Plan for long range monitoring process.	Using research gathered to show a need to formalize process of issue tracking; and, a process for so doing.	See Excel Sheet of Project Deadlines	25% - P only, not G
Assignment 6: Timetable, budget, appendices, bibliography	A recommended timetable and budget, plus supporting appendices and bibliography	See Excel Sheet of Project Deadlines	10% - P 20%

*Please note that you may be penalized for late submission of assignment(s).

Discussion - Class Participation	Learning Objective(s) Addressed	Due Date	Weight
Weekly Discussion 1 - 10:	Questions tying lecture, reading / film assignments and to relevant NYTimes articles.	Ea Wednesday	3% each
Evaluations			
Of Group Effort			10%

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.

Tentative Course Calendar*

*The instructor 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.

COURSE LEARNING OBJECTIVE:

(1) Assess a current political environment as being either a threat or an opportunity to the advancement of the vision (mission or goal) of one's organization

Class Date - May 20 - Week 1

Topic and Content Covered: Introduction to History of Issues Management - Definition(s) of Issues Management; Discussion of challenges of issues management and various approaches to it. Overview of material to be covered. Discussion of the required readings, assignments, and course projects.

Learning Objective(s) Addressed:

An introduction to issues management and advocacy. Articulation of the differences between Grassroots, Issues, and Crisis Management. Use of PROCEDURAL RULES (techniques) for building trust, consensus, and success. Use of outline for developing profile of an issue.

Reading Due Today: Syllabus; "The Spy who Fired Me- The Human Side of Workplace Monitoring," *Harper's*, March 2015; *Cycles of American History*, Houghton '99, Schlesinger, Arthur M., Jr. [Forward and Chapter 1]; PowerPoint Presentation

Assignment(s) Due Today: Individual Project 1st Assignment. Perusal of Syllabus. Questions regarding readings and PowerPoint, program for achieving success among groups by building trust for consensus.

COURSE LEARNING OBJECTIVE:

(1) Assess a current political environment as being either a threat or an opportunity to the advancement of the vision (mission or goal) of one's organization

Class Date - May 27 - Week 2

Topic and Content Covered: Initial Discussion of Background Statement for an Issue - An analytical approach - Vision-Strategy-Programs-Tactics. Developing a Background Statement for Issue, Message.

Learning Objective(s) Addressed:

By a study of the history of an issue we begin the process of discovering how to respond to the issue du jour as well as how to build a tracking system to anticipate the possible trend(s) the current issue may spawn. We can also frame one or more messages to be tested and note cyclical nature of issues.

Reading Due Today: "When Social Issues Become Strategic," *The McKinsey Quarterly*, 2006 No. 2 - https://bpace.berkeley.edu/access/content/group/fe2bfb5b-adc6-40b2-813e-381775070de0/01.%20_Business,%20Social%20Responsibility,%20and%20Human%20Rights_:%20What%20and%20Why/When%20Social%20Issues%20Become%20Strategic,%20McKinsey%20Q.pdf;

COURSE LEARNING OBJECTIVE:

(2) Develop a strategic plan to achieve a specific step towards the achievement of that vision and/or protect against an imminent challenge to that vision.

Class Date - June 3 - Week 3

Topic and Content Covered: Background of the issue, understanding the community, the political landscape or authorizing environment.

Learning Objective(s) Addressed:

- Developing a general background of the issue.
- Appreciating the challenges and nuances of issues – ways they can arise and initial reactions to them – beginning the process of stakeholder analysis
- Begin answering the question, “Cui Bono?,” who benefits for an economic analysis of issue.

Reading Due Today:

The New Corporate Activism: Harnessing the Power Of Grassroots Tactics for Your Organization, McGraw-Hill, Inc, 1995, Grefe, Edward A., & Linsky, Martin. [Chapter 4].
The Evolution of a Corporate Idealist, Bibliomotion, 2014, Bader, Christine. [Prologue, Chapter 1]; McKinsey: 4 Global Forces.

Assignment(s) Due Today: Group Project 1st Assignment - See Project Deadlines; vision, strategy, etc. for personal project

Class Date - June 10 - Week 4

COURSE LEARNING OBJECTIVE:

(2) Develop a strategic plan to achieve a specific step towards the achievement of that vision and/or protect against an imminent challenge to that vision.

Topic and Content Covered: Stakeholder analysis; legislative/regulatory and administrative historical interest in issue; role of committees and their perspective; internal perspective of how to move forward.

Learning Objective(s) Addressed:

- Continue process of stakeholder analysis for one’s background.
- Begin to sharpen one’s strategy based on examining the legislative/regulatory history of your issue (attempts to enact, amend, etc.) plus the political landscape or view of Administration.
- Legislative Committees and Subcommittees that have original jurisdiction, the prevailing view of the majority, the minority.
- Initiating process to build internal structure for executing a strategy.

Reading Due Today: NCR, Chapter 3; plus selected chapters from Heath, Chip and Heath, Dan *Switch-How to change things when change is hard*; and, Frisch & Kelly, *Cheese Factories on the Moon*.

Assignment(s) Due Today: See Project Deadlines

Class Date - June 17 - Week 5

COURSE LEARNING OBJECTIVES:

- 3. Collect, evaluate, and incorporate relevant empirical evidence to shape, optimize, and continuously inform the developed strategy; to recognize all contingencies, and key players and their potential impact.**
- 4. A plan to engage a "Champion" and others in a coalition to deal with issue.**

Topic and Content Covered: SWOT, Choosing a "champion," and clearly define organization one needs to form or will work with to achieve strategy.

Learning Objective(s) Addressed:

- SWOT⁴ - plus answer: *Why now is good time to launch to seek a legislative solution.*
- "Champion" who will lead effort - existence of/need for - and a profile of this person plus why s/he is best person to be your champion.
- Begin analysis of organization will form and/or work with to achieve objective.

Reading Due Today:

Assignment(s) Due Today: See Project Deadlines

Class Date - June 24 - Week 6

Topic and Content Covered: Complete structure of organization; undertaking survey research to validate strategy, message, etc.; building a media plan for both MSM + New Media

Learning Objective(s) Addressed:

- Structure of organization (To form or to work with) - Key people, brief background on organization.
- Survey research done to date which suggests you are on right track, that fundamental message reflects community views PLUS Survey questions that need to be answered if research shows a lack of currency or other trends that may complicate existing work.
- Media - Main + New Media plan for making known the benefits of your position.

Reading Due Today:

Assignment(s) Due Today: Group Project 1st Assignment - See Project Deadlines

⁴⁴ Strengths - Weaknesses - Opportunities - Threats. All need to be reviewed in terms of the Issue, the Community (ies) affected, the Legislative History, and an analysis of the primary committee(s) and subcommittee(s) in the two houses (unless unicameral) that must decide on legislative proposal's future.

Class Date - July 1 - Week 7

COURSE LEARNING OBJECTIVE

5. A process for building an issues management function based on a viable issues tracking or monitoring process to monitor and evaluate emerging trends.

Topic and Content Covered: Discussion of trend analysis (I)

Learning Objective(s) Addressed:

- Start of plan to put in place a long range monitoring mechanism.
- Development of internal management structure to monitor/evaluate issues.

Reading Due Today:

Assignment(s) Due Today: See Project Deadlines

Class Date - July 8 - Week 8

Topic and Content Covered: Discussion of trend analysis (II)

Learning Objective(s) Addressed:

- Launch of long-range internal issues management committee.
- Use of Volunteers to help monitor/evaluate issues.

Reading Due Today:

Assignment(s) Due Today: See Project Deadlines

Class Date - July 15 - Week 9

Topic and Content Covered: Completing your IM Plan plus beginning of review.

Learning Objective(s) Addressed:

- Timetable.
- Budget for lobbying effort.
- Appendices.
- Bibliography.

Reading Due Today:

Assignment(s) Due Today: See Project Deadlines

Class Date - July 22 - Week 10

Topic and Content Covered: Other Influences - CLASS RECAP

Learning Objective(s) Addressed:

Assignment(s) Due Today: See Project Deadlines