



Leadership/Management Seminar: How Washington Works Course 90855

Meeting Days, Times, Location: October 22,29, Nov. 5,12, 19, Dec. 3, 10
12:30 – 3:30

Semester: Fall, **Year:** 2021

Units: [6], **Section(s):** [W2]

Instructor information

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Course Description

Rufus King, former Secretary of the Department of Health Education and Welfare once said, “Where you stand depends upon where you sit.” This is an important saying because it helps one to understand issues from different perspectives. When one sits down at the table to negotiate legislation, inter-agency agreements, contracts etc., put yourself in the shoes of each participating party. When you do that, you see that each stakeholder has a unique perspective. Once you understand the different perspectives, it is easier to see a strategic path to agreement.

The view of how Washington works very much depends upon your view from where you sit. The purpose of this course is to introduce students to the differing views from where one might sit, the White House, an Executive Branch Agency, A non-profit or private sector organization, or Capitol Hill. We will learn about the context of why they are important, what role they play, and how they interact with each other. Regardless of whether you are a policy or management analyst in the public or private sector, understanding how your organization works in this environment and how it interacts with its stakeholders will help you ask better questions, and produce thorough and high-quality products. Over the course of a Mini-semester, students will

learn about the various stakeholder communities through readings and lectures, as well as hear directly from sector leaders.

In addition to learning about how various Washington organization's work together, we are going to learn how organizations work through the exercise of producing a transition book. In a presidential transition year, every agency produces a transition book in case there is a change in administration. This book allows the new leadership to hit the ground running having all the most pertinent information at their fingertips in the transition book.

My goal is to accelerate your learning curve in Washington by introducing you to an organizational perspective of Washington and provide you with my insights into leadership and management.

Learning Objectives

- 1.) Describe and define the importance of key institutions/sectors in the policy making process.
- 2.) Explain in depth the role and importance of each student's Fellowship organization in Washington.
- 3.) Select, identify and explain key organizational information, and the most important current policy issues your organization is addressing
- 4.) Demonstrate analytic, concise writing and oral presentation skills through class participation, talking point memo's, and a final presentation.

Learning Resources

- Washington, Meg Greenfield, Chapter 2, The Good Child, The Head Kid, The Prodigy and The Protégé, Page 21-54; Chapter 3, Mavericks and Image Makers, Page 55-79.
- House and Senate, Baker, Ross K., Chapter 2, The Politics of Scale, Page 53-86; Chapter 3, Raw Numbers and Concurrent Majorities, Page 87-103, Chapter 5, the Attentive Elites, Page 144-180
- Dept. of Health and Human Services Transition Book:
<https://www.hhs.gov/sites/default/files/HHS%20Presidential%20Transition%20Agency%20Landing%20Team%20Book.pdf>
- The Office of Management and Budget, An Insiders Guide, Report 2021-21, The White House Transition Project, Steve Redburn, Dan Chenok, and Barry Clendenin, editors. (<https://www.whitehousetransitionproject.org/wp-content/uploads/2020/07/WHTP2021-21-OMB-an-Insiders-Guide-1.pdf>)
- Organizing Executive Branch Agencies: Who Makes the Call? June 27, 2018, Cole Jared P.
- <https://crsreports.congress.gov/product/pdf/LSB/LSB10158>.
- The Plumb Book 2016, <https://www.govinfo.gov/collection/plumb-book?path=/GPO/United%20States%20Government%20Policy%20and%20Supporting%20Positions%20%2528Plumb%20Book%2529>
- Partnership For Public Service Form 990 example,
https://projects.propublica.org/nonprofits/display_990/530219643/02_2020_prefixes_52-56%2F530219643_201812_990_2020020617120224
- U.S. Government Accountability Office, Priority Open Recommendations,
<https://www.gao.gov/assets/710/706634.pdf>
- Deloitte Study on GAO Recommendation implementation,
<https://www2.deloitte.com/us/en/insights/topics/analytics/text-analytics-and-gao-reports.html#>

Assessments

During a Presidential election year, all agencies prepare a product called a transition book in case a new administration is elected, or at the end of a two-term president for the inevitable transition regardless of party. After an election, a transition team is dispatched by the incoming administration to each agency. The transition books are a way to bring the team up to speed quickly by identifying the most important on-going issues in that agency. These books are important to enable a smooth transition. The new leadership team needs to understand and be aware of the most important issues facing an agency. It enables the leaders to seamlessly shift control and keep the important issues moving forward without interruption, You are going to prepare transition books for your agency/organization. Your audience will be future Heinz Policy Fellows that are starting a Fellowship in your organization.

The products that you produce during the course of this class are the fundamental contents of a transition book. We will work through those contents as the course progresses and the final product will be your transition book. The final transition book you produce will demonstrate your understanding and knowledge of how Washington works.

The final course grade will be calculated using the following categories:

Assessment	Percentage of Final Grade
Class Participation	25
Agency and Fellowship Overview-Submission	10
Org Function Brief (Budget, Plum Book, org charts)	10
Stakeholder Brief	10
Current Issues Brief (Policy and Oversight)	10
Heinz Policy Fellow Agency Transition Book (Hard Copy)	15
Heinz Fellowship Org Primer (Presentation)	20

- Class Participation – See attached Rubric for guidance.
- Agency and Fellowship Overview – Describe the role and function of your agency. Describe the role and function of the sub-organization in which you have a Fellowship. Describe your current and expected duties along with the expectations you have been given. Two pages, be prepared to brief in class. Submit on-line.
- Org Function Brief– Present your agencies org chart, explain several key organizations, and their roles. Present and explain your sub-organization org chart. How does your organization interact with the others? Be prepared to brief in class and submit on-line.
- Stakeholder Brief – Summarize and graphically represent the key stakeholders your organizations will interact with to promote your policy or execute your mission. Describe the organizations and interactions.
- Current Issues Brief– What are the important topics in your organization? What are the on-going policy initiatives, critical management concerns or funding issues your organization is pursuing. Top issues include current legislative priorities, on-going policy hurdles that need to be addressed, and any execution issues, such as funding shortfalls. Identify three top priorities and present the issue, background and next steps for each. Speeches, budget documents, other media can provide this information to augment your own knowledge working in the agency/organization.
- Heinz Policy Fellow Transition Book – Put the complete product together and submit.

- Heinz Policy Fellowship Transition Book Briefing – Each student will brief their transition book in the last class session.

Students will be assigned the following final letter grades, based on calculations coming from the course assessment section.

Grade	Percentage Interval
A	90-100 points
B	80-90 points
C	70-80 points
D	60-70 points
R (F)	<60 points

Grading Policies

- **Late-work policy:** Late work will be accepted on a case-by-case basis. There are always circumstances beyond your control that may contribute to a late assignment. These will be considered. Simply not completing an assignment in unacceptable and disrespectful to your classmates and instructor. Treat this course as you would your professional position. Multiple late submissions may result in a lower grade, just as similar performance would result in a lower rating in your professional positions.
- **Make-up work policy:** Late assignments will be required to be completed. With proper excuse and context there will be no penalty. Missing assignments must be completed.
- **Re-grade policy:** If a student would like to request reconsideration of a grade, please make an appointment to discuss.
- **Attendance and/or participation policy:** Class attendance and participation is mandatory. Participation is worth 25 percent of your grade. Absence due to circumstances beyond your control will be considered.

Course Policies

- **Attendance & Participation:** Participation is 25 percent of your grade. This is going to be a collaborative class. It is expected that you will participate every class. Participation takes various forms. Participation can be verbal and ranges from offering ideas, comments, questions, and elaboration. Participation for some people can be providing additional readings (newspaper or other periodical articles) or videos along with a short summary and explanation and context of why it adds value. If you would like to summarize your comments in an email or posting for the class as opposed to verbally, that is also participation. My goal is to create a space for all to feel comfortable participating. I will actively call on you to participate in our classes, and do not expect there will be a lack of opportunity to participate.
 - **Academic Integrity & Collaboration:** This class is focused on understanding, organizing and presenting information. Collaboration of ideas and rough drafts are encouraged. Preparing and submitting your own work is required. Honesty and transparency are important features of good scholarship. On the flip side, plagiarism and cheating are serious academic offenses with serious consequences. If you are discovered engaging in either behavior in this course, you will earn a failing grade on the assignment in question, and further disciplinary action may be taken.

For a clear description of what counts as plagiarism, cheating, and/or the use of unauthorized sources, please see the University's Policy on Academic Integrity (revised in April 2013):

http://www.cmu.edu/policies/documents/Academic_Integrity.htm.

I encourage you to work together on homework assignments and to make use of campus resources like Academic Development, the Global Communication Center, and the Intercultural Communication Center to assist you in your pursuit of academic excellence. However, please note that in accord with the university's policy you must acknowledge any collaboration or assistance that you receive on work that is to be graded: so when you turn in a homework assignments, please include a sentence at the end that says either:

- (1) "I worked alone on this assignment.", or
- (2) "I worked with _____ <list names> _____ on this assignment." and/or
- (3) "I received assistance from _____ <list campus resource(s)> _____ on this assignment."

Note that providing this information will only serve to help me understand you better: I strongly endorse the use of campus resources like Academic Development and the Global Communication Center, as well as collaborative learning, when it increases your ability to succeed in this class and when it enhances your education and learning.

If you have questions about my integration of the university's policy into this course, please do not hesitate to ask: my aim is to foster an environment where you can learn and grow, while ensuring that the work we all do is honest and fair.

For more information about Carnegie Mellon's standards with respect to academic integrity, you can also check out the following link: <http://www.cmu.edu/academic-integrity/>

- **Accommodations for students with disabilities:** If you have a disability and require accommodations, please contact Catherine Getchell, Director of Disability Resources, 412-268-6121, getchell@cmu.edu. If you have an accommodations letter from the Disability Resources office, I encourage you to discuss your accommodations and needs with me as early in the semester as possible. I will work with you to ensure that accommodations are provided as appropriate.
- **Statement on student wellness:** There is nothing more important than your health. Working, attending graduate school, and maintaining your personal relationships is difficult under the best of circumstances. Your priority should be to care for your physical and mental health. You may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. CMU services are available, and treatment does work. You can learn more about confidential mental health services available on campus at: <http://www.cmu.edu/counseling/>. Support is always available (24/7) from Counseling and Psychological Services: 412-268-2922.

Course Schedule: May need to rearrange due to speaker availability.

Date	Theme/Topic/Seat at the Table	Assignments Due
Oct. 22	Welcome (Back) to Washington Guest: Amy Pope, Dep. Dir, International Organization for Migration	Reading: Meg Greenfield, Washington, Chapters 2 and 3.
Oct. 29	Oversight Community Guest Jason Matechak, Managing Principal Impresa Legal Group	Assignment: Agency Fellowship Overview Reading: Review GAO Priority Recommendations, Deloitte Study
Nov. 5	White House/OMB Guest: Matthew Vaeth (Heinz 97) Assistant Director, OMB.	Assignment: Org. Function Brief. Reading: OMB an Insiders Guide
Nov. 12	Executive Branch Guest: Rendell Jones, COO, National Credit Union Administration	Assignment: Stakeholder Brief Reading: Plum Book Review
Nov. 19	Legislative Branch	Assignment: Current Issues Brief Reading: Ross Baker, House and Senate, Chapters 2, 3 and 5
Dec. 3	Private/Non-profit Sector	Heinz Policy Fellow Book submission,
Dec. 10	Transition Book Presentation	Heinz Policy Fellow Transition Book Briefing

