FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: CRIMINOLOGY AND CRIMINAL JUSTICE

COLLEGE OF: ARCHITECTURE, URBAN AND PUBLIC AFFAIRS

RECOMMENDED COURSE IDENTIFICATION:

PREFIX _CCJ_____   COURSE NUMBER _6456_____   LAB CODE (L or C) _____

(*TO OBTAIN A COURSE NUMBER, GO TO www.fau.edu/academic/registrar/UUPCinfo/*)

COMPLETE COURSE TITLE: LEADERSHIP AND FUTURE ISSUES IN CRIMINAL JUSTICE AGENCIES

EFFECTIVE DATE
(first term course will be offered):
_____

CREDITS: 3

TEXTBOOK INFORMATION: A SOLITARY TEXT IS NOT REQUIRED. RATHER, REQUIRED READINGS ARE DRAWN FROM THE PUBLIC AND PRIVATE LEADERSHIP LITERATURE, AS DESCRIBED IN THE ATTACHED SYLLABUS.

GRADING (*SELECT ONLY ONE GRADING OPTION*): REGULAR _xx_   PASS/FAIL _____   SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

Explores future issues facing criminal justice agencies, along with the visionary leadership and organizational changes necessary to effectively address them. Relevant organizational theories, leadership strategies, and policy paradigms are applied to the contemporary challenges facing criminal justice.

PREREQUISITES: N/A

COREQUISITES: N/A

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL): N/A

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:
PH.D. IN CRIMINOLOGY, CRIMINAL JUSTICE, OR RELATED FIELD

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

Faculty Contact, Email, Complete Phone Number: Jeanne B. Stinchcomb, Professor, Criminology and Criminal Justice, 6-5138; email: stinchco@fau.edu

SIGNATURES

Approved by:

Department Chair: _____

College Curriculum Chair: _____

College Dean: _____

UGPC Chair: _____

Dean, Graduate Studies: _____

Date: 4/3/08

SUPPORTING MATERIALS

Syllabus—must include all details as shown in the UGPC Guidelines.

Written Consent—required from all departments affected.

Go to:
www.fau.edu/graduate/gpc/index.php
to download this form and guidelines to fill out the form.

LEADERSHIP AND FUTURE ISSUES IN JUSTICE AGENCIES
Student Learning Outcomes (Competencies)

To successfully complete the requirements of this course, students will be able to:

(#1: KAYSER, COMMAND AND CONTROL BUREAUCRACY)

1. Given Weber's belief that organizational success is dependent on followers' willingness to accept the authority of the leader, recall the 3 types of authority he identified and why he selected the one he did as the foundation for bureaucracies.

2. List 3 of Weber's principles of bureaucracy, and recognize how they were intended to maximize rationality, objectivity, and consistency, as well as how they have become dysfunctional today.

3. Describe the contributions of Taylor's scientific management approach to organizational efficiency, as well as what he assumed was the primary motivation of workers, and provide an example of how the legacy of Taylorism still shapes people's jobs today.

4. Explain the organizational implications of separating decision-making and policy-making from operations and implementation.

5. Given descriptions of each, distinguish between dynamic and static organizations.

6. Recognize what types of changes occurred in U.S. corporations during the 80's and 90's, and why Kayser calls these "illusions of change" according to his "bird cage theory of change."

7. Determine why Kayser maintains that organizations need to be flattened, more adaptable, and team-focused.

(#2: BENNIS, WHERE HAVE ALL THE LEADERS GONE)

8. Recognize what Bennis means by his observation that "humanity's principal enemy is human beings," particularly with regard to recent trends toward "cocooning" and self-centered individualism.

9. Critique the general nature of leadership today, in light of Bennis' contention that American's individualism has destroyed the notion of public good and common welfare.

10. Determine how an increasingly litigious society, combined with distrust of those in authority, has influenced discretionary decision-making of leaders in criminal justice.

(#3: CONGER, DEFINING LEADERSHIP)

11. Recall the three major elements of Conger's definition of leadership and describe how they are inter-related.

12. Recognize why early leadership theory was based on a model of genetic inheritance (i.e., "born leader").

13. Beyond genetic predisposition, recognize how early childhood experiences might shape future leaders.

14. According to the leadership personality types formulated by William James, distinguish between "once borns" and "twice borns" and describe how this theory maintains that experiencing adversity can be beneficial to leadership development.

(#4: MOXLEY, HARDSHIPS)

15. Explain why Moxley maintains that hardship is "the best antidote for arrogance."

16. Recall how hardships differ from normal leadership development experiences in organizations.

17. Describe how mistakes and failures, career setbacks, and personal traumas can help to develop leadership potential.

18. Determine what Moxley meant when he observed that there is a fine line between hardships that develop and those that destroy self-confidence.

19. Relate the learning experiences of hardships to the "unfreezing" stage in Kurt Lewin's theory of change.

20. Explain what is meant by the statement that "comfort is the enemy of growth."

21. Identify what Moxley means by hardships developing "mutually exclusive traits" in leaders.

(#5: KOUZES AND POSNER, HEART OF LEADERSHIP)

22. List 3 of the organizational benefits that research indicates tend to result from using a more "encouraging" leadership approach.

23. According to Kouzes and Posner's research, recognize how likely it is that managers are giving their employees recognition for high performance.

24. Determine why many leaders are so reluctant to give praise, as well as how this relates to the "myth of rugged individualism."

25. Recall what the number one success factor was that Kouzes and Posner identified for the three top jobs in large organizations.

26. Explain why affection and empathy are fundamental components of effective leadership.

27. From the study that was replicated in the 1940's, 80's, and 90's recognize what employees

identified as most important to them, in contrast to what managers believed was most important to employees.

28. Recall why the first principle of "leading from the heart" (setting clear standards) is so fundamental to the rest.

29. Explain why Kouzes and Posner maintain that recognition should be personalized, be conducted publicly, and involve story-telling.

(#6: KOTTER, ESTABLISHING DIRECTION, MOTIVATING, AND INSPIRING)

30. Provide an example to demonstrate the difference between leadership and management in terms of their emphasis on efficiency versus effectiveness.

31. Explain Kotter's observation that most organizations are overmanaged and underled.

32. Distinguish between leaders vs. managers in terms of time orientation and expected outcomes.

33. Determine how aligning people differs from organizing and staffing.

34. In terms of the essential elements of a leader's vision, rate examples of vision statements on these dimensions.

35. Explain what is meant by distinguishing between leaders and managers on the basis of doing "things right" vs. doing the "right things," and provide an example to illustrate.

(#7: BENNIS, UNDERSTANDING THE BASICS & FORGING THE FUTURE)

36. Explain why Bennis puts so much emphasis on encouraging both dissent and reflective backtalk.

37. Recognize what the "Pygmalion effect" is and why it is so important to effective leadership.

38. Especially in terms of the leader's role in developing a vision, recall the importance of the "Gretzky factor."

39. Recall what Bennis means by "stakeholder symmetry," and use the balanced and restorative justice movement as an example of it in the justice system.

40. Using community policing as an example, explain why Bennis maintains that one of the fundamentals of leadership is creating alliances and partnerships.

TRANSFORMATIONAL LEADERSHIP THEORY

41. Recognize the contingency nature of transactional leadership, as well as why it has been described as "laissez-faire."

42. Explain why the contingency approach of transactional leadership is not likely to be effective in police or correctional agencies.

43. Given characteristics descriptive of each, distinguish between transformational and transactional leadership.

44. Recall who or what is being "transformed" in transformational leadership.

45. Equate the "high expectations" that are characteristic of transformational leadership behaviors with the "Pygmalion effect" advocated by Bennis.

46. Explain why few transactional leaders are able to convert to transformational leadership.

SITUATIONAL LEADERSHIP THEORY

47. Recognize the contingency orientation of situational leadership.

48. Provide examples of both structure (task) and relationship behaviors on the part of the leader and determine how these dimensions vary with the styles employed in situational leadership.

49. Recall what features to look for in determining the "readiness" of followers to perform job-related tasks.

50. Distinguish between telling, selling, participating, and delegating leadership styles, and given examples of situations, identify which is most appropriate to use.

51. When in doubt about choosing a leadership style for a particular situation, determine why it is usually more appropriate to select the one farther to the left on the bell-shaped curve.

52. Recognize how consistency is achieved in situational leadership.

SERVANT LEADERSHIP THEORY

53. Explain what is meant by "servant" leadership and why Greenleaf maintains that serving and competing are antithetical.

54. Identify who or what is the top priority for servant leaders.

55. Explain why Greenleaf argues that using authority is not leading, and why he would "turn the hierarchical pyramid [of organizations] upside down."

56. Relate Greenleaf's concept of foresight to another fundamental leadership attribute that Bennis, Conger, and others have identified.

(#11: MARTIN, INSTITUTIONALIZED HELPLESSNESS)

57. Describe the concept of learned (i.e., "institutionalized") helplessness, and relate the students' experiments with dogs to management's need for patience when encouraging greater autonomy and decentralized decision-making among employees.

58. Recall what has occurred to promote greater incentive for change among correctional organizations today.

59. Recognize the difference between an organization that requires compliance in contrast to one that relies on commitment.

(#12: DEMING, DISEASES AND OBSTACLES)

60. Identify 3 principles of TQM, determine what is "consistently" being sought, and recall what organizations that practice this approach are continually trying to do.

61. Despite the emphasis on quality, explain why many organizations practicing TQM have abolished the position of "quality control" person.

62. Explain why decentralization, participatory management, and meaningful communication are key ingredients in operationalizing TQM.

63. Define "benchmarking" and indicate how it is related to the concept of continuous quality improvement.

64. According to Deming's "7 deadly diseases," determine why focusing on short-term "profits" is ineffective. (Use an example from criminal justice to illustrate).

65. Using such concepts as central tendency, the halo effect, and recency, identify why Deming is dissatisfied with performance evaluations, and what positive behaviors they tend to discourage.

66. Recognize why establishing quotas is an insufficient performance measure.

(#13: KAYSER, COLLABORATION)

67. Recall how collaboration improves on individualized effort, and compare this concept to the lessons of migrating geese.

68. Distinguish between the following and provide examples of each:
s   Reward, coercive, legitimate, referent, and expert bases of power;
s   Personal and position power.

69. Recognize the primary drawback of reward power within criminal justice agencies, as well as what implications that has for intrinsic versus extrinsic rewards.

70. Recall what type of power the leader is sharing when empowering others.

71. Determine which types of power are more likely to lead to employee acceptance, and how the over-use of position power can become counterproductive.

72. Relate the concept of learned helplessness to the illegitimate use of power.

73. Identify how the use of power relates to the concept of situational leadership.

74. Recall what types of conditions are likely to be favorable for organizational "politicking."

75. Define organizational politics in terms of goal-related behavior, and in terms of whose interests are being served, determine whether or not "playing politics" on the part of criminal justice leaders is appropriate.

(#14: BASTILE, TOTAL QUALITY LEADER)

76. Determine why it is particularly important that correctional executives exhibit leadership today.

77. Recognize why it is essential for leaders to avoid compromising values in their search for popularity.

78. Explain why Bastile maintains that leaders cannot be trained, but can be educated.

(#15: McERLAIN, POPULAR LEADERSHIP)

79. Relate McErlain's observation that a fundamental component of leadership is creating alliances and partnerships to Bennis' concept of stakeholder symmetry.

80. Recall how this article demonstrates the principal that "actions speak louder than words."

(#16: TEAL, HUMAN SIDE OF MANAGEMENT)

81. Explain why the employee who raised objections to the harm that asbestos was potentially causing to workers was accurate when he maintained that his "whistleblowing" was not disloyalty, but actually a demonstration of loyalty to the company.

82. Describe what integrity means according to Teal.

83. In light of the examples that Teal provides, determine why he maintains that leadership closely resembles heroism.

(#17: STEVENSON, THE BODY SNATCHER)

84. Identify the ethical issues involved in this article, and explain why this situation does not reflect the simplicity of a "do good, avoid evil" dichotomous analysis.

85. Argue for and against exposing the body-snatching practice, particularly from the perspective of whether the "ends justify the means."

86. As a leader, if you were faced with a similar dilemma, describe what values, factors, and criteria would affect your decision.

87. Determine whether a morally good end ever justifies an illegal or unethical means to achieve it, and explain why.

(#18: KOTTER, WHY TRANSFORMATION EFFORTS FAIL)

88. Recall why Kotter maintains that half of companies that attempt organizational change fail in the first phase, and what leaders need to do in Lewin's unfreezing stage to promote success.

89. Recognize why it is important to align a critical mass behind an organizational change initiative.

90. Determine why it is important to focus on short-term wins and avoid declaring victory too soon.

91. Once an effort to initiate change has been undertaken, recall in what year Kotter's research indicated that the amount of change peaks.

92. Identify what stage of Lewin's change process "anchoring change in organizational culture" refers to and explain why it is so important.

(#19: BENNIS, AVOIDING DISASTER DURING PERIODS OF CHANGE)

93. Determine what Bennis means by his observation that "significant change cannot be decreed," as well as why he cautions leaders against paying too much attention to the future horizon.

94. Recognize what both Bennis and Kirkpatrick, as well as many others, agree is the fundamental ingredient in generating successful change and reducing opposition to it.

(#20: KIRKPATRICK, STEP-BY-STEP CHANGE MODEL)

95. Recall how a gap analysis is conducted.

96. When making decisions concerning change, recognize the advantages and disadvantages of a participatory group versus autocratically coerced approach.

97. Recognize what type of power is necessary in order to implement a coercive approach to change.

98. Identify what the key step was in solving the "last hour of work" problem, and explain why it is easy to overlook that step when problem-solving.

(#21: KAYSER, CONFLICT MANAGEMENT)

99. Explain why conflict in and of itself is neither good nor bad, and identify the signs of both constructive and destructive conflict.

100. Distinguish between substantive and personal conflict, providing examples of each.

101. In terms of conflict management strategies, recall the advantages and disadvantages of avoiding, smoothing, compromising, and forcing.

102. Determine how collaborating differs from compromising, and explain why research tends to find it the most effective option.

103. Use the correctional officer uniform case to describe why "taking a vote" is not the best approach to resolving conflicts, as well as what it is essential to identify before a conflict can be collaboratively resolved.

104. On the basis of the ACA/AJA class exercise, determine why collaboration is not always a feasible option to resolving conflicts.

(#22: KAYSER, DECISION-MAKING)

105. Distinguish between autocratic (pure and consultative) and shared decision-making (partial group/ whole group).

106. Recall why decision quality and degree of acceptance should influence the choice of decision-making strategies, and identify other factors that should also be taken into consideration, particularly regarding time and forces within the group/manager.

107. Relate Kayser's decision-making model to Hersey and Blanchard's situational leadership.

108. Although autocratic decision-making approaches are initially faster, explain why a more consultative process may actually save time in the long run.

(#23: CUOMO, COURAGE BEGINS WITH ONE VOICE)

109. Based on the case studies in this article, determine what key ingredients are required for one person to make a difference as an informal leader.

(#24: SIEGEL, LEARNING FROM THE LEADERSHIP OF U.S. PRESIDENT)

110. Recall how the power of even the president of the U.S. is limited, and relate it to limitations on the power of a police chief or corrections director.

111. Recognize the key role of policy, politics, structure, and process (decision-making) in successful leadership. As has been done with process/decision-making in the previous sentence, relate each of these concepts to what it actually means from a leadership perspective.

112. Determine why vision is so fundamental that none of the other components of leadership listed above can be implemented effectively without it, using probation/parole as an example.

113. Describe "group think," including how it can impact a leader.

114. Explain what Mario Cuomo meant when he stated that "you can campaign in poetry, but must govern in prose."

(#25: RAGO, STRUGGLES IN TRANSFORMATION)

115. Recognize why Rago maintains that the leader's personal transformation must precede organizational transformation, particularly with regard to the leader's potentially Theory X orientation toward workers.

116. Recognize how customer and employee empowerment are functionally inter-related.

117. Identify the major problem with the manner in which strategic planning has traditionally been conducted and offer suggestions for how this could be overcome.

118. In order to effectively operationalize COPPS in a police agency or TQM in corrections, provide some examples of how the leader's mission/vision needs to be integrated within the organization.

(#26: O'HARA, CULTURAL DEVIATION IN LAW ENFORCEMENT)

119. List several shared features indicative of a group's culture, and explain what is meant by the observation that culture actually emerges from differences rather than similarities.

120. Describe the occupational socialization process in policing, including both formal and informal stages of it.

121. Recognize what is meant by cultural deviation, as well as the characteristics of self-serving deviant subcultures.

122. Especially with regard to the Rampart (LA) case, explain noble cause corruption, particularly in terms of why it does not seem wrong from the perspective of those engaged in it.

123. Determine why management was likely "looking the other way" in response to the illicit activities of the Rampart group.

124. There is an adage that states "lead responsibly, manage passively." In that regard, explain why leaders in the LA Police Department could more accurately be described as managers during the Rampart scandal.

125. Identify what inappropriate management practice enabled the "Buddy Boy" subculture to develop in Brooklyn.

126. Determine how their perception of management fueled the "Buddy Boys'" disdain for anything that their managers or supervisors supported.

127. Describe why dumping problem employees into the 77th precinct worked effectively for everyone in the NYPD.

128. Explain why O'Hara accuses the NYPD of institutional racism in the Buddy Boy case, including why the outcome is far mor damaging than having a number of racist officers on the force.

129. Recognize why COMPSTAT was employed in response to the Buddy Boy scandal, and (in terms of the unintended consequences of organizational change), why it backfired when implemented (as PowerTrack) at BSO.

130. In the case of sexual predators in the Pennsylvania State Police, explain why firing those in charge and implementing zero-tolerance policies regarding such conduct are insufficient responses.

131. With regard to the manner in which supervisory and managerial personnel are selected in law enforcement agencies, describe why many of these administrative personnel are more likely to empathize with operational staff than upper-level administrators.

132.   Explain why O'Hara maintains that police executives are as much in the business of managing cultures as the business of administering the formal organization.

(#27: WILLIAMS, ROLE OF LEADERSHIP IN A CORRECTIONAL ENVIRONMENT)

133.   Recognize the dilemma of probation with regard to its share of the correctional workload in comparison with its share of resources, and provide several reasons to explain this discrepancy.

134.   Explain why it is so important to clearly define an agency's mission, including what negative results can be expected when a mission is ambiguous or non-existent.

135.   Identify the attributes of a good mission statement, and given examples, use these attributes to critique mission statements.

136.   Distinguish between mission statements, goals, and performance measures, including how each inter-relates with the others.

137.   Distinguish between outputs and outcomes, including the role of each in terms of performance measurement.

138.   Given a mission/vision statement, develop two related goals, along with two performance measures for each, one measuring outputs and one measuring outcomes.

139.   Recognize both the positive intention and the negative impact of the Government Performance and Reform Act that took effect in fiscal year 2000 for the federal government (and subsequently, the state of Maryland).

(#28: EDERHEIMER, IMPROVING INVESTIGATIONS THROUGH LEADERSHIP MODELS)

140.   Determine what was unique about the manner in which the DC Police Department created and empowered it force investigation team, and in terms of situational leadership, identify which style it reflects.

141.   Recognize the relationship between stakeholder confidence and the team's efforts toward raising the level of departmental accountability for deadly force incidents.

142.   Describe two strategies employed by the force investigation team, and explain what they were probably trying to accomplish with their extremely nontraditional approaches to team training.

143.   Recall both the qualitative and quantitative indicators of success that were achieved by the force investigation team.

(#29: SIEGEL, REINVENTING MANAGEMENT)

144.   In terms of its management practices, determine why the U.S. lost its competitive edge following World War II.

145.   Recognize 3 of the core competencies identified by Peters and Waterman as characteristic of high-producing and well-respected firms. Relate their concept of "stick to the knitting" to one of DiIulio's recommendations for correctional leaders.

146.   Recall the goals of Clinton/Gore's National Performance Review, and what implications the results had for changing the bureaucratic culture of learned helplessness.

147.   Recognize what the major source of the federal government's productivity problem was, (as identified by the National Performance Review), as well as what strategies were used to address it.

(#30: DiIULIO, GOVERNMENT ENTREPRENEURS)

148.   Explain whether DiIulio's advice to leaders to "stick to the basics" is contradictory to his advice to be innovative.

149.   Recognize the context of the external environment within which correctional leaders operate, and why, given the realities of this environment, DiIulio maintains that a major challenge for such leaders is to remain focused.

150.   Recall what is meant by boundary spanning, provide an example, and determine why mastering this skill is essential for today's leaders.

151.   Explain DiIulio's observation that performance-based management is "more about communication than measurement."

152.   Recognize the essential purpose of measurements (i.e., organizational statistics), and why they are relatively useless if not directed toward this purpose.

(#31: LOGAN, CRIMINAL JUSTICE PERFORMANCE MEASURES)

153.   Distinguish between a product-oriented utilitarian assessment of prisons and a more process-oriented normative viewpoint. In that regard, determine which best describes the author's confinement model, as well as what standards characterize the mission of corrections under this model.

154.   Recognize whether a utilitarian or a normative evaluation approach is more consistent with the justice vs. the medical model.

155.   Recall the pragmatic basis on which the author advocates normative criteria in his confinement model for evaluating a prison's performance.

156.   Given the elements in the author's confinement model, identify several relevant evaluative measures.

<center>(#32: EPSTEIN, EFFECTIVENESS & EFFICIENCY MEASURES)</center>

157.   Distinguish between effectiveness and efficiency measures, relating them to outputs/outcomes and qualitative/quantitative measures.

158.   Explain why effectiveness is not as easy as efficiency for an organization to control.

159.   Provide examples of measures of community conditions and service accomplishments.

160.   Determine why it is often as important to measure citizens' perception as their satisfaction.

161.   Identify how response strategies may need to be altered to address perceptions (vs. reality).

162.   Recognize why a survey is not useful in isolation (i.e., without any comparative data).

163.   Recall what "ineffectiveness" measures are and provide 2 criminal justice-related examples.

164.   List three potential uses of proper effectiveness measures.

165.   Identify what efficiency indicators measure, and the direct/indirect costs they need to include.

166.   Provide two examples to illustrate why efficiency measures need to include qualitative as well as quantitative dimensions.

167.   Recall why "degree of difficulty" should be considered when developing efficiency measures.

168.   Determine the types of activities for which work standards based on efficiency measures are most appropriate.

169.   List three criminal justice-related examples of pseudo-measures of service performance.

170.   Identify the primary purpose of implementing performance measures, as well as several additional uses that they can serve.

171.   Recognize why selectivity is important when choosing performance measures.

172.   Explain why it is best to employ a collaborative approach when selecting performance measures, as well as who should be involved in the collaboration.

173.   Determine how a strategically-organized decision-making system links policy/mission with priorities/goals and performance indicators.

174.   Explain what is meant by the necessity to view measurement as a means rather than an ends.

(#33: BURRELL, USING PERFORMANCE MEASURES TO DEMONSTRATE PUBLIC VALUE)

175.   Recognize what essential element Burell maintains that probation needs to gain greater public support and relate it to the fundamentals of leadership discussed throughout this course.

176.   Identify the downward spiral that is created when probation's poor public image limits its ability to compete effectively for fiscal resources, which in turn, creates an even greater potential for negatively affecting public safety.

177.   Explain what is meant by the observation, "a good mission statement, integrated throughout the people and programs of the organization, can serve as an anchor in turbulent times."

178.   In terms of risks and benefits, recognize how the public views probation.

179.   Recall the three major goals of probation that Burrell identifies, and discuss why he maintains that "surveillance and treatment are both aimed at achieving the same objective."

180.   Distinguish between efficiency and effectiveness and determine which probation has traditionally focused on.

181.   Explain the relationship between outcome measures and the ability of probation to demonstrate public value.

182.   Determine why Burrell argues against using recidivism as the only (or even primary) outcome measure for probation.

183.   The author concludes that a significant challenge for probation is to demonstrate that it is fulfilling its responsibilities "without being blamed for offender behavior." Relate this to the premise underlying Logan's confinement model.

ORGANIZATIONAL CULTURE IN JUSTICE AGENCIES
Student Learning Outcomes (Competencies)

To successfully complete the requirements of this course, students will be able to:

(INTRODUCTORY LECTURE)

1. Explain the importance of understanding organizational culture from the perspective of potentially misdiagnosing organizational problems, using the example of either the space shuttle disaster or the 9/11 fallout (as reflected in subsequent Congressional hearings).

(SCHEIN, WHAT CULTURE IS AND DOES)

2. Explain what Schein means when he says "leadership and culture are two sides of the same coin."

3. In terms of the relationship between culture and leadership, explain what is meant by the observation that "initially, leaders determine the criteria for organizational membership, then the culture determines the criteria for leadership."

4. Provide examples of what Schein refers to as behavioral regularities, formal philosophy, and rules of the game.

5. Identify what is meant by group norms and determine whether they are more or less powerful than formal rules.

6. Recognize why the development of culture requires a degree of organizational stability.

7. Distinguish between external adaptation and internal integration in the cultural development of an organization.

8. Recognize the role of socialization in integrating culture within an organization.

9. Provide examples of how shared assumptions are reinforced implicitly and explicitly through the socialization process.

10. Explain why it has been said that culture is essentially a form of social control.

11. Identify the Schein's 3 levels of organizational culture, determine which is the surface level (most visible) and which is the deepest level.

12. Determine why it is easy to observe but difficult to understand organizational culture at the artifact level.

13. Describe how "shared assumptions" operate and why it has been noted that "it is in the psychological process that culture has its ultimate power," using an example such as Theory X/Y or the grade school research project.

14. Recognize the "comfort zone" that culture provides for us, as well as the cognitive dissonance and resulting anxiety that occur when that cognitive stability is disturbed.

(TEXT, CHAPTERS 1 and 3)

15. Explain why Crank defines culture as "collective sense-making."

16. Recognize why Crank maintains that culture emerges from a group's differences (rather than its similarities) to other groups.

17. Determine why it has been said that culture is a cognitive process that is "in our heads."

18. Recognize the practical value of culture as providing a "tool-kit" for survival.

19. Recall how solidarity and loose coupling protect and strengthen culture in times of conflict or adversity.

20. Explain why police reform efforts often tend to reinforce rather than reform organizational culture.

21. Distinguish between the predisposition theory and the socialization process in terms of how police culture develops.

22. Explain why it has been observed that culture itself is "neither good nor bad," as well as why there is no truly objective way to study culture.

23. Recognize what is meant by "cultural competencies," as well as what "grounded aesthetics" are actually grounded in.

(SCHEIN, MANAGING INTERNAL INTEGRATION)

24. Identify three of the elements involved in the internal integration of an organizational culture.

25. Provide an example of how communication can break down when people from two different cultures do not share a "common language," (even though they both speak English).

26. Provide an example of how members can go overboard and get carried away with the "gatekeeping" function of culture in terms of defining group boundaries and distinguishing between "insiders" and "outsiders."

27. Identify what is meant by a "boundary-spanning" role.

28. Describe the interrelationship between an organization's external adaptability (i.e., survival), and its internal integration (i.e., cohesiveness).

29. Provide an example of how cultural rules governing intimacy and friendship influence

relationships in organizations.

30. Explain how the same management approach (e.g., being ignored) might be perceived as a punishment or a reward, depending on the organizational culture.

31. Describe how the nature of rewards and punishments need to change as a police organization moves from a traditional to a COPPS-oriented approach.

(STOJKOVIC AND FARKAS, CORRECTIONAL LEADERSHIP AND ORGANIZATIONAL CULTURE, along with related lecture materials)

32. Explain why the authors have determined that correctional leadership lacks many of the fundamental attributes (e.g., visionary, proactive, strategic) generally characteristic of leadership positions.

33. Recognize what impact the above situation has for organizational culture in corrections.

34. In terms of what they focus on, distinguish between leaders and managers.

35. Given examples, determine whether they reflect structural, human resources, political, or symbolic organizational frames of reference, and recognize the strengths/weaknesses of each.

36. Using an example of your own from one of the above four frames of reference, explain how the perceptions of someone viewing the world from that cultural "lens" will differ from those using a different "lens."

37. Given such examples as McDonald's compared to Harvard University, determine why similar frames of reference are not necessarily appropriate for all organizations.

38. Using symbolic theory as an example, describe how a very strong organizational culture can also become an impediment.

39. Determine how such structural perspectives as scientific management and classic management theory shaped the cultural legacy of police and correctional agencies.

40. Provide an example of how symbolic organizational theory relates to organizational culture.

(TEXT, CHAPTER 4)

41. Determine how such aspects of the organizational structure as shiftwork shape police culture.

42. Explain what the officer meant who described the department's policy and procedure manual as representing "100 years of fuck-up's," including the department's intent as well as the officer's perception of such rules and regulations.

43. Use the above example to explain the concept of loose coupling.

44. Recognize how task ambiguity reinforces the solidarity of the police subculture.

(TEXT: SECTION 1 AND CHAPTER 5)

45. Determine why Crank prefers the term "dominion" over "territory" when describing the geographic control-oriented aspects of police culture.

46. Explain what the author means by his observations that "territory is more than a geographical assignment," and that officers do not "patrol," but rather "control" their territory.

47. Recognize how managers differ from officers in their view of "territory."

48. Dispute the widely-held belief that officers engage in "random" patrol.

49. Explain why inability to control one's territory is a threat to the officer's sense of self-worth.

50. Determine why it has been noted that "many cops do not believe they need a reason to intervene," inasmuch as they are "sovereigns of their dominion."

51. Using pursuit driving as an example, describe how the "normative orders" of adventure and morality can conflict with law and bureaucratic control.

52. Assess the potential impact of community-oriented policing and problem-solving (COPPS) from two diametrically-opposed perspectives–i.e., (1) that COPPS will diminish the strength of police culture; (2) that COPPS will further entrench police culture.

(TEXT: CHAPTERS 6 and 7)

53. Provide three examples of administrative attempts to regulate police use of force.

54. Explain how the emotional involvement in use of force incidents can affect their outcome.

55. Recognize how use of force promotes solidarity of the police culture.

56. Recall why U.S. police ultimately adopted the military model of organizational structure.

57. Recognize the difference between professionalizing an organization and police professionalism. In that regard, describe why "police professionalism" is actually inappropriate terminology in the context of what this concept means in traditional professions.

58. Provide an example to illustrate how military metaphors reinforce police culture.

59. Especially in terms of how officers react to them, explain why administrative punishments for excessive use of force are not likely to accomplish what management intends (i.e., curtaining the excessive use of force).

(TEXT: CHAPTER 8)

60. Recall the discrepancy between the high profile of guns in police work, (as well as training), and the actual frequency of their use on the job. In contrast to the latter (frequency), explain why guns are so integral to police culture.

61. Determine by whom police officers are actually most likely to be killed.

(TEXT: CHAPTER 9)

62. Recognize why one of the greatest dangers of police work is assuming things are as they appear.

63. Discuss whether the "disposition toward suspicion" that characterizes police work is a feature of the "police personality" or the police culture.

64. Identify what legal standard is minimally required to conduct a frisk search or field interrogation.

65. Determine how legal standards (such as reasonable suspicion and probable cause) conflict with the "sixth sense" that represents the officer's true skill and the craft of policing. In that regard, recognize what is meant by the "art of exceptionality."

66. In terms of the police awareness of suspicion, explain what the author means by his observation that "the skill that makes them good at what they do separates and alienates them from us," and forever makes them "different."

(TEXT: CHAPTER 10)

67. Identify the functional as well as dysfunctional aspects of the fear of danger in police work.

68. Recognize why loss of life among officers is not a good indicator of the danger inherent in police work

(TEXT: CHAPTER 11)

69. Explain how "black humor" enables police officers to deal with the "grit" of their job.

70. Identify what the author means by "edge control," particularly in terms of the unpredictability of police work.

71. Recognize why officers often seem to be "drawn to the edge"–i.e., what it is that is attractive about "edgework."

72. Determine why "working the edge" promotes hyperactivity, deliberate risk-taking, and over-reaction.

73. Recognize the author's assessment of the impact of department policy on edgework.

74. In terms of the seductiveness of police work, explain what is meant by the observation that "once you've been on the edge, everything else is waiting."

75. Recall some of the similarities between criminal activity and police work.

76. Recognize the "slippery slope materialism" theory that is used to explain officers' involvement in crime and critique its weaknesses with regard to what it's overlooked.

77. List several reasons why sexual misconduct tends to be prevalent among police officers, (and further reinforced by the nature of the police culture).

78. With regard to illicit sexual relations, explain why "there is no such thing as consensuality when power differentials are involved."

79. Explain how solidarity is produced by conflict with outside groups, including why conflict is such a cohesive force.

80. Recognize how such stakeholders as the courts, police management, and the press promote officer solidarity.

81. Define "noble cause corruption," and determine how it can create a sense of righteousness that can promote abuse of authority.

82. Identify some of the reasons why officers are not held more accountable for their actions.

83. Recall what is meant by the paradox of dispossession and the paradox of face.

84. Recognize why police officers utilize the term "assholes."

85. Given the "Dirty Harry case" or a similar scenario, explain how it illustrates the paradox of

face and the paradox of dispossession, as well as moral righteousness.

86. Provide illustrations that argue for and against the righteousness of noble-cause corruption.

87. Distinguish between values, norms, and ethics, giving examples of each.

88. Critique the following definition of "ethics": "Principles of accepted rules of conduct as mandated by law, policy, or procedure."

89. From the "Ring of Gyges" story, discuss what is wrong with Glaucon's view of justice (doing good out of fear), especially in terms of why it is inadequate in regulating police conduct.

(TEXT, CHAPTER 15)

90. Identify how common sense is developed in police work, as well as what the author means by the paradox of common sense.

91. Recognize the tautological nature of common sense, along with the drawbacks of such circular reasoning.

92. Particularly in terms of their objectivity/subjectivity, explain why it has been observed that common sense is inconsistent with the "rational foundations of law."

93. Explain why there is a "bias toward action" in police work–i.e., that "doing something" is better than not taking action, regardless of whether or not it was the correct thing to do.
(TEXT, CHAPTER 16)

94. Recall national trends in the employment of female officers since the 1980's, and more recently, since the mid-1990's. Provide several potential explanations for why the percentage of women in policing appears to have leveled-off and is unlikely to continue to increase.

95. Recognize how the cultural theme of masculinity is emphasized during police training.

96. Determine how the theme of masculinity is reinforced by lower class values.

97. Explain how the entrance of women into policing has affected the self-image of male officers.

(TEXT, CHAPTER 17)

98. Provide examples indicating how police solidarity is reinforced formally and informally.

99. Using the "front stage" and "back stage" metaphors, recognize how police officers display

considerably different images, including the toll that doing so takes on the officer.

100. Distinguish between the self-selection (predisposition) and occupational socialization theories of how solidarity develops, providing examples of each.

101. Describe and critique the author's belief that universities are the "new transmitter" of police culture.

102. Identify components of the "dark side" of police solidarity.

103. Explain why police solidarity may at first be strengthened, but later, may dissolve under the pressure of external review.

(TEXT, CHAPTER 19)

104. Recall how loose coupling protects officers from administrative oversight.

105. Determine why cops might want to be figuratively "invisible."

106. Compare the principles guiding officer interactions to elements of the inmate code governing their subculture in correctional facilities, and explain why such disparate groups might maintain such cultural similarities.

107. Explain how legal due process considerations and administrative accountability promote secrecy as an element of police culture–as the author puts it, "loose coupling with a vengeance"!

(TEXT, CHAPTER 20)

108. Explain how the individualism associated with police culture relates to the balance between rights and social order that shapes the fundamental nature of democracy.

109. Recognize how management typically responds to corruption or abuse of authority among police officers, as well as why such reactions are inadequate.

110. Recall what the likelihood of police officers engaging in corrupt activities is dependent upon, as well as why that explanation tends to be rejected by management.

111. Distinguish between personal, cultural, and organizational ethics, and determine which is likely to prevail when they conflict.

112. Distinguish between the "bad apples" and "rotten culture" explanation of unethical practices, as well as what types of managerial responses would be associated with each.

113. Explain whether or not the concept of individualism is consistent with the principles of

COPPS.

114. Recall the advantages and disadvantages of both the individual and organizational methods of case management.

115. Determine whether the individual or organizational approach tends to be more efficient and which is more consistent with the values of police culture.

116. Describe what is meant by the "paradox of accountability."

117. Explain how focusing on individual responsibility (i.e., holding officers individually accountable for violating departmental regulations) prohibits structural assessment of what may be the actual underlying problem/s.

(TEXT, CHAPTER 21)

118. Recall what is meant by the "truth game" that is part of the officer culture.

119. Distinguish between deviant lies and those that are accepted or tolerated, including how the concept of "noble cause" relates to misrepresenting the truth.

120. Provide examples of some of the circumstances in which police engage in deception.

121. Determine how the Supreme Court's ruling in *Mapp v. Ohio* affected police deception.

122. Identify the role of agency quotas and sting operations in promoting deceptive practices among the police.

123. Recognize the incongruence between public expectations of the police and what is possible for them to achieve within moral and legal guidelines.

(TEXT, CHAPTER 22)

124. Recall the conceptual basis of deterrence theory, and identify its weaknesses.

125. Distinguish between the theoretical concept of "deterrence" (as it is used to establish sentencing guidelines) and its operational application in terms of police culture.

(CHAPTER 23)

126. Explain what the author means by the observation that police administrators maintain an "illusion of control" over officer behavior.

127. Recognize whether the rules and regulations governing police conduct focus more on goal-oriented measures of effectiveness or process-oriented measures of efficiency, provide examples, and describe the repercussions of this, particularly in terms of:

> -Officer reaction,
> > -Means vs. ends,
> -Goal displacement.
> -Police "professionalism" vs. true professionalism
> -Loose coupling

128. Provide and explain an example of goal displacement.

129. Recall what presents the greatest source of stress (for anyone) and relate that concept to the stress-provoking features of police bureaucracy.

130. Identify what "BS" survival techniques police officers have developed, as well as what impact BS survival and related coping techniques have on voluntary resignations.

131. In terms of BS, goal displacement, and the police culture, recognize the "double-edged sword" (i.e., advantages and disadvantages) presented by COPPS.

(STINCHCOMB, STRESS & ORGANIZATIONAL CULTURE)

132. Recognize how the acknowledgment of police stress progressed historically. Describe why denial was the initial response, and relate this to Crank's cultural theme of masculinity.

133. Distinguish between chronic and episodic stress, particularly in terms of which is a more prevalent stressor for police officers.

134. Determine what is meant by "organizationally-induced" structural stress, as well as how it

affects officers.

135. Recall how the concept of person-environment fit, (along with employer-employee reciprocity), relate to police stress, particularly with the new generations of workers who are joining police ranks today.

136. Recognize the extent to which COPPS has actually changed the traditional rational-structural nature of police organizations.

137. As new generations of workers join police forces, determine how "culture clashes" (i.e., person-environment misfit) are affecting both loose coupling and potential stress.

138. Recognize some of the similarities between the guidelines of police and inmate cultures, and offer some explanations for their similarity.

139. Recall what research has uncovered with regard to participatory management and stress, (particularly as it relates to person-environment fit and culture clash).

140. Identify and evaluate the effectiveness of typical organizational responses to police stress.

141. In terms of addressing police stress, distinguish between primary prevention, secondary intervention, and tertiary intervention.

142. Determine why responses to police stress typically focus on individual problems rather than organizational causes.

(STOJKOVIC & FARKAS, CREATING, TRANSMITTING, TRANSFORMING CULTURE)

143. Identify 3 cultures that exist in prisons, and determine how they are fragmented along functional lines.

144. Recognize the leader's responsibility to promote a shared vision through core values that can unify diverse interests.

145. List three methods through which leaders can make their values clear and promote cultural transformation.

146. Utilize an example from the leadership transitions in Stateville to illustrate the impact of leadership on organizational culture.

147. Recall the downside of cultural change in terms of destabilizing organizational operations.

(SCHEIN, HOW LEADERS EMBED AND TRANSMIT CULTURE)

148. Recognize why it is important for the actions of leaders to match their vision, and provide an example illustrating how doing otherwise can result in contradictory messages.

149. Explain what Schein means by his observation that organizational culture is a defense mechanism against anxieties created by the leader's inconsistency.

150. Identify primary and secondary mechanisms that leaders can use to reinforce culture.

151. Recognize what is communicated by what leaders pay attention to, as well as what is likely to happen if they are inconsistent in terms of what they pay attention to.

152. Recall why a leader's reaction to crisis creates the potential for new learning, along with new norms.

153. Determine why it is a good time to observe organizational culture when acts of insubordination occur.

154. Recognize the importance of creating a reward/punishment/promotion system that is consistent with the values that management wants to reinforce.

155. Recall the relationship between the successful continuation of organizational culture and the effectiveness of the recruitment process.

156. Describe how the typical promotional process in police and correctional agencies promotes loose coupling between officers and management.

157. Provide examples of how rituals and the physical design of an organization can reinforce culture.

158. In terms of organizational culture, distinguish between management and leadership.

(CAREY, STRATEGIES FOR PROMOTING ORGANIZATIONAL REFORM)

159. Recall what interests the concept of "balanced and restorative" justice is attempting to balance.

160. In terms of its comprehensiveness and resulting organizational impact, relate restorative justice to COPPS.

161. Recognize how culture functions with regard to reducing inconsistency, promoting predictability, and containing anxiety.

162. Determine how organizational change impacts the above.

163. Distinguish between the "hard" and "soft" side of organizational management, especially with regard to which is the most appropriate to use in the change process.

164. Identify the characteristics of organizations that are in various stages of development, ranging from infancy to adolescence, to adulthood.

(CHAPTERS 24, 25, and 26)

165. Recognize the highly symbolic nature of ceremonies and rituals, as well as their role in affirming culture, demonstrating solidarity, and promoting group consensus.

166. Determine the relationship between power/status and rituals.

167. Describe why the death of an officer in the line of duty "temporarily nullifies culture," particularly with regard to "edgework."

168. Recognize how the death of an officer temporarily brings management and officers closer together, while at the same time reinforcing their alienation from the public.

169. Given the organizational nature of typical police departments, recognize why officers injured in the line of duty often complain about lack of management support.

170. Particularly in terms of the vulnerability that it reflects, recall why it has been noted that there is no greater affront to the police culture than killing a cop.

171. Recognize the strong symbolic imagery of police funerals, along with the messages that they are designed to communicate. In that regard, explain what Crank means by the observation that "traditions that mourn the individual celebrate the collective."

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CCJ 6934

LEADERSHIP AND FUTURE ISSUES IN CRIMINAL JUSTICE AGENCIES

Florida Atlantic University

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Instructor

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Course Description

Examines the influence, (positive, negative and neutral), of justice agency leadership on external policy-making as well as internal administrative practices and operational procedures. Analyzes the leadership styles congruent with varying paradigms and leadership/organizational theories that have emerged over time, with concepts from private industry applied to justice agencies. Distinguishes between management and leadership, and focuses on the leader's role in aligning vision/mission with organizational policies and procedures. Through class discussion as well as practical application, students assess the leadership challenges facing justice agencies, including such issues as enacting organizational change, developing the workforce, planning proactively, engaging stakeholders, managing conflict, changing organizational culture, reducing administratively-induced stress, influencing external environments, assessing organizational outcomes, and similar contemporary challenges facing justice leaders.

Objectives

This is a competency-based graduate course that emphasizes the development of relevant knowledge, skills, and abilities. Readings and class discussions are therefore designed to achieve specific objectives (competencies), which are provided to the student prior to mid-term and final exams. Tests will directly measure these competencies, with both examinations and assignments emphasizing upper-level analytical skills that extend beyond the mere accumulation of knowledge.

Required Readings (all are library reserve articles or book chapters):

1. Thomas A. Kayser, "The Command-and-Control Bureaucracy: Old Structures, Processes, and Attitudes that Won't Work," in *Team Power: How to Unleash the Collaborative Genius of work Teams* (New York: Irwin/McGraw-Hill, 1994): 7-16.

2. Warren Bennis, "Where Have All the Leaders Gone," Chapter 7 in *Why Leaders Can't Lead: The Unconscious Conspiracy Continues* (San Francisco: Jossey-Bass, 1989): 59-66.

3. Jay A. Conger, "Defining Leadership," in *Learning to Lead: The Art of Transforming Managers into Leaders* (San Francisco: Jossey-Bass, 1992), 18-33.

4. Russ S. Moxley, "Hardships," Chapter 6 in Cynthia D. McCauley, Russ S. Moxley, and Ellen Van Velsor, eds., *The Center for Creative Leadership Handbook of Leadership Development*

(San Francisco: Jossey-Bass, 1998), pp. 194-200; 206-213.

5. James M. Kouzes and Barry Z. Posner, "The Heart of Leadership," "The Seven Essentials of Encouraging," and "The Encouragement Index," Chapters 1-3 in *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others* (San Francisco: Jossey-Bass, 1999): 3-41.

6. John P. Kotter, "Establishing Direction," (p. 35-39), and "Motivating and Inspiring," (p. 61-64), in *A Force for Change: How Leadership Differs from Management* (New York: The Free Press, 1990).

7. Warren Bennis, "Understanding the Basics," (p. 39-47), and "Forging the Future," (p. 189-202) in *On Becoming a Leader* (Reading, MA: Addison-Wesley, 1989).

8. Jay A. Conger and Beth Benjamin, "Transformational Model, Situational Leadership, and Servant Leadership," (p. 129-131) and "Socializing Company Vision and Values," (p. 79-89), in *Building Leaders: How Successful Companies Develop the Next Generation* (San Francisco: Jossey-Bass, 1999).

9. Paul L. Martin, "Institutionalized Helplessness," *Corrections Compendium* (April, 1999): 4-5.

10. W. Edwards Deming, "Diseases and Obstacles," *Out of the Crisis* (Cambridge: Massachusetts Institute of Technology, 1986: 97-110.

11. John P. Kotter and James L. Heskett, "On the Role of Top Management," in *Corporate Culture and Performance* (New York: The Free Press, 1992): 141-150.

12. Thomas A. Kayser, "Collaboration: An Organizational Necessity for the 1990s and Beyond," (pp. 19-21), and "Dimensions of Collaborative Power," (pp. 45-54) in *Team Power: How to Unleash the Collaborative Genius of Work Teams* (New York: Irwin/McGraw-Hill, 1994).

13. Vincent Bastile, "The Total Quality Leader," *Corrections Management Quarterly* (Winter, 1999): 52-55.

14. Edward J. McErlain, "Popular Leadership vs. Ethical Leadership,"*PERF Newsletter* (October, 1999): 1, 3.

15. Thomas Teal, "The Human Side of Management," in *Harvard Business Review on Leadership* (Boston, MA: 1998): 147-169.

16. Robert Louis Stevenson, "The Body Snatcher," in *Masters of the Macabre* (London: Michael O'Mara Books, 1999): 43-59.

17. John P. Kotter, "Leading Change: Why Transformation Efforts Fail," *What Leaders Really Do* (Boston, MA: Harvard Business Review Book, 1999): 75-91.

18. Warren Bennis, "Avoiding Disaster During Periods of Change," Chapter 22 in *Why Leaders Can't Lead: The Unconscious Conspiracy Continues* (San Francisco: Jossey-Bass, 1989): 147-151.

19. Donald Kirkpatrick, "A Step-by-Step Change Model," (pp. 101-111), and "Getting More Productivity from the Last Hour of Work," (pp. 217-223), in *How to Manage Change Effectively* (San Francisco: Jossey-Bass, 1985).

20. Thomas A. Kayser, "Conflict Management: Facilitating Five Steps to Collaborative Conflict Resolution," in *Team Power: How to Unleash the Collaborative Genius of work Teams* (New York: Irwin/McGraw-Hill, 1994): 135-163.

21. Thomas A. Kayser, "Decision Making: Understanding the Range of Options," in *Team Power: How to Unleash the Collaborative Genius of Work Teams* (New York: Irwin/McGraw-Hill, 1994): 89-105.

22. Kerry Kennedy Cuomo, "Courage Begins with One Voice," *Parade* (September 24, 2000): 6-7.

23. Michael Eric Siegel, "Probation and Pretrial Chiefs Can Learn from the Leadership Styles of American Presidents," *Federal Probation* (June, 2000): 27-33.

24. William V. Rago, "Struggles in Transformation: A Study in TQM, Leadership, and Organizational Culture in a Government Agency," *Public Administration Review* (May/June, 1996): 227-234.

25. Thomas H. Williams, "The Role of Leadership in a Demanding Correctional Environment," *Corrections Today* (December, 1999): 114-116.

26. Joshua A. Ederheimer, "How One Department Improved Deadly-force Investigations through Leadership Models and Business Theories," *Police Chief* (October, 2000), 22-32.

27. Richard P. Seiter, "Correctional Leadership and Management in the New Millennium," *Corrections Compendium*, Vol. 25, No. 11 (November, 2000): 1-4; 24-25.

28. Thomas J. Cowper, "The Myth of the 'Military Model' of Leadership in Law Enforcement," *Police Quarterly* (September, 2000), pp. 228-246).

29. John J. DiIulio, "Entrepreneurs in Government: Leaders or Laggards?," *Corrections Management Quarterly* (Winter, 1999): 7-13.

30. Melvin Brown, Jr., and Dan Richard Beto, "Effective Correctional Leadership for the 21st Century," *Corrections Management Quarterly* (Winter, 1999): 47-51.

31. Michael Eric Siegel, "Reinventing Management in the Public Sector," *Federal Probation*, (March, 1996): 30-35.

32. Paul D. Epstein, "Effectiveness, Efficiency, and Other Forms of Measurement," (pp. 10-23), and "Using Measurement to Improve Decision-making," (pp. 30-35) in *Using Performance Measurement in Local Government: A Guide to Improving Decisions, Performance, and Accountability* (New York: Van Nostrand Reinhold, 1984).

33. William D. Burrell, "Probation and Public Safety: Using Performance Measures to Demonstrate Public Value," *Corrections Management Quarterly*, Vol. 2, No. 3 (1998): 61-69.

Incomplete

An incomplete pertains only in the case of a serious, unanticipated, and documented emergency that physically prevents the student from taking the final exam. It must be made up within the next semester or it automatically converts to the grade to be received without credit for the incomplete work.

Examinations

The format for examinations will be open-ended discussion, analysis, or completion items, along with multi-option multiple choice questions. Competencies will be provided as a study guide for exams. Since this is a graduate course, testing emphasizes the application of principles and analysis of concepts, rather than the memorization of facts. *All students are expected to take exams on the dates scheduled.* Everyone is reminded that high personal ethics are emphasized in this course. Cheating on examinations is a very serious offense. In addition to a failing grade, the university penalties are severe for engaging in such activities.

Grading

 5% = In-class written exercises (related to readings assigned for that date)
15% = Written article summary/critique
25% = Mid-term exam
25% = Written project assignment
30% = Final exam

Attendance

It is assumed that graduate students are responsible, mature adults who arrive on time and notify the instructor whenever they anticipate being absent from class. If that does not prove to be the case, a more specific attendance policy will be established. In any event, students are responsible for all information covered and any assignments made in every class.

Class Participation

Up to three (3) bonus points can be earned for consistent, active, and meaningful participation in classroom discussions throughout the course. Also, anyone who exceeds 5 points on the in-class written exercises can apply the additional credit to bonus points. Students can earn a maximum of 3 total bonus points through this combination of class participation and/or additional written

exercises. This is the only opportunity for earning extra credit.

Grade Distribution

A	= 95 -100		C	= 73 - 76
A-	= 90 - 94		C-	= 70 - 72
B+	= 87 - 89		D+	= 67 - 69
B	= 83 - 86		D	= 63 - 66
B-	= 80 - 82		D-	= 60 - 62
C+	= 77 - 79		F	= below 60

Written Assignments

Requirements and grading procedures for the written assignments are discussed separately at the end of the syllabus. Note due dates listed in the assignment schedule below, as 2-point penalties attach to any late submissions.

Schedule of Assignments

Assignments are to be read *before* the date listed, in order to come to class prepared to participate in the written exercise for that evening and to discuss each topic on the dates indicated.

DATE   MATERIAL TO BE COVERED

Week 1   INTRODUCTION (course overview; introductions)

Week 2   TRANSITIONING TOWARD NEW LEADERSHIP STYLES

1.   Thomas A. Kayser, "The Command-and-Control Bureaucracy: Old Structures, Processes, and Attitudes that Won't Work," in *Team Power: How to Unleash the Collaborative Genius of work Teams* (NY: Irwin/McGraw-Hill, 1994): 7-16.

2.   Warren Bennis, "Where Have All the Leaders Gone," Chapter 7 in *Why Leaders Can't Lead: The Unconscious Conspiracy Continues* (San Francisco: Jossey-Bass, 1989): 59-66.

3.   Jay A. Conger, "Defining Leadership," in *Learning to Lead: The Art of Transforming Managers into Leaders* (San Francisco: Jossey-Bass, 1992), 18-33.

Week 3   **ARTICLE PROPOSAL DUE**

              DEVELOPING LEADERS AND LEADERSHIP THEORIES

4.   Russ S. Moxley, "Hardships," Chapter 6 in Cynthia D. McCauley, Russ S.

Moxley, and Ellen Van Velsor, eds., *The Center for Creative Leadership Handbook of Leadership Development* (San Francisco: Jossey-Bass, 1998), pp. 194-200; 206-213.

5.   James M. Kouzes and Barry Z. Posner, "The Heart of Leadership," "The Seven Essentials of Encouraging," and "The Encouragement Index," Chapters 1-3 in *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others* (San Francisco: Jossey-Bass, 1999): 3-41.

Week 4   LEADERSHIP vs. MANAGEMENT

6.   John P. Kotter, "Establishing Direction," (p. 35-39), and "Motivating and Inspiring," (p. 61-64), in *A Force for Change: How Leadership Differs from Management* (New York: The Free Press, 1990

7.   Warren Bennis, "Understanding the Basics," (p. 39-47), and "Forging the Future," (p. 189-202) in *On Becoming a Leader* (Reading, MA: Addison-Wesley, 1989).

8.   Jay A. Conger and Beth Benjamin, "Transformational Model, Situational Leadership, and Servant Leadership," (p. 129-131) and "Socializing Company Vision and Values," (p. 79-89), in *Building Leaders: How Successful Companies Develop the Next Generation* (San Francisco: Jossey-Bass, 1999).

Week 5   COMPLICATIONS, CULTURE, AND COLLABORATION

9.   Paul L. Martin, "Institutionalized Helplessness," *Corrections Compendium* (April, 1999): 4-5.

10.   W. Edwards Deming, "Diseases and Obstacles," *Out of the Crisis* (Cambridge: Massachusetts Institute of Technology, 1986: 97-110.

11.   John P. Kotter and James L. Heskett, "On the Role of Top Management," in *Corporate Culture and Performance* (NY: The Free Press, 1992): 141-150.

12.   Thomas A. Kayser, "Collaboration: An Organizational Necessity for the 1990s and Beyond," (pp. 19-21), and "Dimensions of Collaborative Power," (pp. 45-54) in *Team Power: How to Unleash the Collaborative Genius of Work Teams* (New York: Irwin/McGraw-Hill, 1994).

Week 6   **LEADERSHIP-IN-ACTION PROPOSAL DUE**

Week 7 **ARTICLE REVIEW DUE (be sure to attach a copy of the article)**
    VALUES AND ETHICS

13. Vincent Bastile, "The Total Quality Leader," *Corrections Management Quarterly* (Winter, 1999): 52-55.

14. Edward J. McErlain, "Popular Leadership vs. Ethical Leadership,"*PERF Newsletter* (October, 1999): 1, 3.

15. Thomas Teal, "The Human Side of Management," in *Harvard Business Review on Leadership* (Boston, MA: 1998): 147-169.

16. Robert Louis Stevenson, "The Body Snatcher," in *Masters of the Macabre* (London: Michael O'Mara Books, 1999): 43-59.

Week 8 **MID-TERM EXAM (class will continue following the exam)**

Week 9 FACILITATING CHANGE

17. John P. Kotter, "Leading Change: Why Transformation Efforts Fail," *What Leaders Really Do* (Boston, MA: Harvard Business Review Book, 1999): 75-91.

18. Warren Bennis, "Avoiding Disaster During Periods of Change," Chapter 22 in *Why Leaders Can't Lead: The Unconscious Conspiracy Continues* (San Francisco: Jossey-Bass, 1989): 147-151.

19. Donald Kirkpatrick, "A Step-by-Step Change Model," (pp. 101-111), and "Getting More Productivity from the Last Hour of Work," (pp. 217-223), in *How to Manage Change Effectively* (San Francisco: Jossey-Bass, 1985).

Week 10 MANAGING CONFLICT AND DECISION-MAKING

20. Thomas A. Kayser, "Conflict Management: Facilitating Five Steps to Collaborative Conflict Resolution," in *Team Power: How to Unleash the Collaborative Genius of work Teams* (New York: Irwin/McGraw-Hill, 1994): 135-163.

21. Thomas A. Kayser, "Decision Making: Understanding the Range of Options," in *Team Power: How to Unleash the Collaborative Genius of work Teams* (New York: Irwin/McGraw-Hill, 1994): 89-105.

Week 11   TRANSLATING THEORY INTO PRACTICE

22.   Kerry Kennedy Cuomo, "Courage Begins with One Voice," *Parade Magazine* (September 24, 2000): 6-7.

23.   Michael Eric Siegel, "Probation & Pretrial Chiefs Can Learn from the Leadership Styles of American Presidents," *Federal Probation* (June, 2000): 27-33.

24.   William V. Rago, "Struggles in Transformation: A Study in TQM, Leadership, and Organizational Culture in a Government Agency," *Public Administration Review* (May/June, 1996): 227-234.

Week 12   ESTABLISHING DIRECTION--MISSION STATEMENTS

25.   Thomas H. Williams, "The Role of Leadership in a Demanding Correctional Environment," *Corrections Today* (December, 1999): 114-116.

26.   Joshua A. Ederheimer, "How One Department Improved Deadly-force Investigations through Leadership Models and Business Theories," *The Police Chief* (October, 2000), 22-32.

Week 13   LEADERSHIP CHALLENGES

27.   Richard P. Seiter, "Correctional Leadership and Management in the New Millennium," *Corrections Compendium*, Vol. 25, No. 11 (November, 2000): 1-4; 24-25.

28.   Thomas J. Cowper, "The Myth of the 'Military Model' of Leadership in Law Enforcement," *Police Quarterly* (September, 2000), pp. 228-246).

29.   John J. DiIulio, "Entrepreneurs in Government: Leaders or Laggards?," *Corrections Management Quarterly* (Winter, 1999): 7-13.

30.   Melvin Brown, Jr., and Dan Richard Beto, "Effective Correctional Leadership for the 21st Century," *Corrections Management Quarterly* (Winter, 1999): 47-51.

Week 14   PRODUCTIVITY

31.   Michael Eric Siegel, "Reinventing Management in the Public Sector," *Federal Probation*, (March, 1996): 30-35.

32.   Paul D. Epstein, "Effectiveness, Efficiency, and Other Forms of Measurement,"

(pp. 10-23), and "Using Measurement to Improve Decision-making," (pp. 30-37) in *Using Performance Measurement in Local Government: A Guide to Improving Decisions, Performance, and Accountability* (New York: Van Nostrand Reinhold, 1984).

33.   William D. Burrell, "Probation and Public Safety: Using Performance Measures to Demonstrate Public Value," *Corrections Management Quarterly*, Vol. 2, No. 3 (1998): 61-69.

Week 15   **LEADERSHIP-IN-ACTION PAPER**

Week 16   **FINAL EXAM**

GUIDELINES FOR WRITTEN ASSIGNMENTS
ASSIGNMENT #1: ARTICLE SUMMARY/CRITIQUE

Each student will prepare a 5-6 page written summary and critique, (double-spaced, 1" margins) of a published article related to leadership in some component of the justice system (police, courts, corrections, or juvenile justice--i.e., *not* an article from the general leadership literature).

The work selected for analysis can be either a significant article from a professional journal or a chapter from a book of edited readings. (However, no assigned readings for this course will be an acceptable source). Your review must be prepared *exclusively* for this class. This will be done through a two-step process:

STEP #1: PROPOSAL

Submit a list of 3 articles for possible review, *along with copies of the articles*. Of the 3 submitted, one will be approved for you to review. The proposal simply consists of a cover page containing a typewritten list of the citations for the 3 articles, with copies of the 3 articles attached. Do not forget to attach copies of each article, and to follow the guidelines listed below.

All proposed articles submitted with your proposal must:

!   Come from *three different* sources.

!   Contain *at least* 7-8 pages of narrative.

!   Be relatively current (no older than 1992, if possible).

!   Reflect aspects of *justice-related* leadership addressed in this course; (e.g., anything

addressed in either the course description or topics listed under the assignment schedule).

! Be academically respectable (i.e., contain footnoted material and reference citations). This also means that nothing from the Internet that does not have a legitimate source citation will be acceptable.

! Have a logical beginning/ending (not "cut" out of context from a longer work). This does not prohibit a book chapter or a selection from a book of edited readings.

! *Not* be selected from the required readings for this course.

It is strongly suggested that you review the full assignment thoroughly before selecting articles, in order to be sure that all of your proposed selections are feasible to analyze as outlined in the guidelines for Step #2.

STEP #2: ARTICLE REVIEW

Each review will be composed of the following:

! COVER PAGE: Full citation of article (see above format), course number and title, student's name, and the following statement (typed verbatim):

I verify that any direct citations from the article being reviewed are placed in quotation marks and referenced by page number. If any other person's work is contained herein, it is fully referenced and properly attributed. I understand that misrepresenting another person's work as my own is plagiarism. I understand that plagiarism will result in failing this class, and subsequently can lead to formal charges. Moreover, I verify that this paper was solely researched, prepared, and written exclusively for this class by:

_____

(Student's signature)

! SECTION 1: SYNOPSIS OF THE ARTICLE (25 points)

An analysis in your own words of: (1) the major thesis of the article, (2) significant points made in support of the thesis, methodology used, etc., (3) overall findings/results.

! SECTION 2: APPRAISAL AND DISCUSSION (30 points)

This section evaluates and further discusses the article--e.g., its greatest strengths, any apparent weaknesses or oversights, the feasibility of its recommendations, how it contributes to improving police management, etc.

! SECTION 3: CONCLUSIONS (20 points)

On the basis of the information contained in the article and the above discussion, this section comes to logical conclusions about the topic being addressed, (especially in terms of where we should be heading in regard to organizational/managerial/policy issues raised in the article).

! MECHANICS (25 points)

How well the paper is constructed in terms of grammar, punctuation, spelling, organization, writing style, etc.

Submit your review in typewritten, double-spaced format (without any special cover or bindings). *Be sure that your paper contains specific headings for each of the sections listed above* (except, of course, mechanics).

It is expected that your review and analysis will primarily be in your own words, rather than close paraphrasing or direct quotes from the article. Any quoted material must be placed in quotation marks and cited by page number, but this should be limited. Be sure to pace your work accordingly, keeping in mind the 2-point penalty for late submission of either the proposal or the review (regardless of the reason/s). Grading will be based on the point distribution listed in parentheses above.

ASSIGNMENT #2: LEADERSHIP-IN-ACTION PAPER

This will be an assignment of your own creation, on any topic addressed in this course. It will consist of two sections--theory and practice. For example, if you decide to focus on developing collaborative work teams, the first part of the paper would describe and analyze theoretical material and research findings from the literature on that topic. The second part would be a description of your hands-on efforts to put those theoretical concepts into practice. Even if you are not employed or do not hold a supervisory or managerial position, there are many leadership concepts covered in class that could be operationalized through other avenues, such as volunteer activities (e.g., scouting, athletics, community action work, etc.), or even within your family, church, or school life.

Your paper will be developed in a two-stage process:

(1) PROPOSAL
A brief (3-4 page) description of what topic you intend to pursue, and from what perspective (e.g., how you intend to put it into practice), along with a bibliography of any resources from the literature that you have identified to date. (NOTE: While you can cite articles that are required readings for this course in the preparation of your paper, none can be used to meet the minimum of five reference citations. However, feel free to consult the bibliographies included in some of the articles for suggestions).

(2) COMPLETED PAPER--which will consist of the following sections:

! COVER PAGE: Title of paper, course number and title, your name, and the following statement (typed verbatim):

I verify that any other person's work contained herein is fully referenced and properly attributed. I understand that misrepresenting another person's material as my own is plagiarism. I understand that plagiarism will result in failing this class, and subsequently can lead to formal charges. Moreover, I verify that this paper was solely researched, prepared, and written exclusively for this class by:

_____

(Student's signature)

*NOTE: IN ADDITION TO VERIFYING THAT NO PART OF YOUR PAPER IS EXTRACTED FROM A SOURCE WITHOUT PROPER CITATION, THIS VERIFIES THAT YOU PREPARED THE PAPER **COMPLETELY INDEPENDENTLY**, WITH NO ASSISTANCE WHATSOEVER FROM ANYONE ELSE FOR ANY REASON.*

! SECTION 1-- THEORETICAL BASIS (30 points): Description of the theoretical foundation for your project--i.e., information on the nature of the topic, what various authors/theorists have said about it, what its strengths and weaknesses are, etc., along with your analysis of the information presented. This section is designed to be heavily supported by research literature, (with at least 6-7 references, and preferably more), drawing extensively on published works in books and refereed journals.

! SECTION 2--PRACTICAL APPLICATION (20 points): A description of how you attempted to operationalize the leadership concept described in Sec. 1, along with any pitfalls you encountered, difficulties translating theory into practice, reactions of others, etc.

! SECTION 3--SUMMARY AND CONCLUSIONS (15 points): A summary of the previous sections, along with whatever suggestions you would make to anyone else attempting to put this concept into practice.

! SECTION 4--REFERENCES (3 points each--20 points max): An alphabetical listing of all references cited in the paper; (none that were not cited, please)–listed in proper format.

! SECTION 5: APPENDIX
Copies of all articles cited in the report. (No points are awarded for this, but papers will not be accepted without it)

! MECHANICS (15 points): Proper punctuation, grammar, spelling, organization, writing style, format, documentation, etc. throughout the paper.

While there are no precise requirements concerning the length of your paper, it is unlikely that you

would be able to do justice to the assignment in less than 9-10 pages. Additionally, all papers must:

1. Be typewritten, double-spaced, submitted without any special cover or bindings.
2. Contain headings for each of the sections listed above.
3. Have numbers for all pages.
4. Include proper literature citations for all material quoted or paraphrased from any source, (preferably, APA format).

Students are expected to anticipate deadlines and pace their work accordingly, keeping in mind that after the due date, there will be a 2-point penalty per week (deducted from your final grade) for a late submission, regardless of the reason. Grades will be based on the point distribution listed above.

Plagiarism (applies to both written assignments)

To use the ideas or writings of another and attempt to pass them off as one's own is plagiarism. Examples of plagiarism include, (but are not limited to): lifting material verbatim (or with minimal changes) directly from published works without citing the original author, as well as submitting work prepared by someone else as one's own. In addition, your work must be completely your own, without preparatory assistance (editing, proofreading, etc.) from anyone. Plagiarism is a very serious offense, as is submitting a product which was not originally prepared for this course, or one which is used to fulfill the requirements of more than one course. In any such case, the student will receive no credit for the written work, a failing grade for the course, and, depending upon the severity of the offense, additional penalties may be assessed by the university. See *CAUPA's Recommended Student Guidelines on Ethics and Academic Integrity* for additional details. Additionally, keep in mind that since any outstanding papers may be submitted for publication consideration or national conference presentation, it would be extremely embarrassing to the student, the instructor, and the university if peer review uncovered illicit work at that point.

Turn-it-in **submission**

As an added check against plagiarism and/or cheating, students are required to submit their written papers to "*turnitin.com*," an Internet-based, plagiarism-detection service. A separate handout describes procedures for submitting your work to turnitin.com. To access the system, you will need a code and password:

The class ID code is _____
The password is: LEADERSHIP (ALL CAPS)

NOTE: Electronic submission of your paper to turnitin does *not* substitute for also submitting a hard copy in class. To avoid a late penalty, both the electronic version and the in-person hard copy must be submitted by the deadlines indicated.