

California State University, Sacramento
Criminal Justice Division
Criminal Justice 163
Leadership in Criminal Justice and Public Safety
Fall Semester 2007

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Office hours: Tuesdays, 6:00pm to 7:00pm, Alpine Room 217

SYLLABUS

Required Text

Steven B. Sample, The Contrarian's Guide to Leadership, Jossey-Bass, 2002

Warren Bennis and Burt Nanus, Leaders, Harper Business, 1997

Course Description

This course is an upper division course that addresses the role of leadership in shaping and directing complex justice and public safety organizations. Leadership styles, roles, communication, group dynamics and organizational culture are examined and applied to organizational maintenance, adaptation, and change. Also addresses the role of employee organizations and personal practices in shaping leadership options and styles in public agencies. Particular attention is focused on implementing leadership in the bureaucratic and public agencies typical to the fields of criminal justice and public safety administration.

Students will analyze the universal principles of leadership theory and its application with a personal and public safety environment. The instruction is designed to build repeatable and transferable leadership knowledge and skills to the students. The theories discussed in class include path goal theory, leader member theory, the psychodynamic approach to leadership, transformational leadership and the situational approach.

Prerequisite: CRJ 164. Restricted to declared majors and minors or instructor permission.

Goals and Objectives

- To examine leadership in the field of Criminal Justice and Public Safety
- To examine the theoretical foundations of leadership
- To examine successful leaders, their traits and methods
- To examine the difference between managing and leading
- To endow the student with the tools to lead others
- Develop knowledge relative to crisis management and leadership

Learning Outcomes

At the end of the semester the student should be able to identify, articulate and demonstrate an understanding of:

- The need for leadership in criminal justice organizations
- The difference between managing and leading
- What constitutes exemplary leadership
- The role of power in leadership
- The personal development of leadership skills, traits and attributes

- The need for personal change and how that is accomplished
- The actions necessary to develop a 5-10 year improvement plan.
- The expectations of a leader's constituents, collaborative efforts and inspiring a shared vision
- The leader's role to foster renewal, challenge the process, take risks, and lead with conviction.
- The role of the leader and process followed in managing crisis
- How leadership is modeled and followers are led, loved, and believed.

Methods of Instruction

This course explores the topics required to meet the learning objectives using a combination of lectures, videos, discussions, and assigned readings. These assignments will usually cover current events that illustrate issues covered in the text.

I do expect students to complete reading assignments **before** the lecture dates and to participate in discussions. Be prepared to do this. I encourage the expression of views and opinions supported by analysis, synthesis and integration of course materials. I strongly encourage questions, and I reward discussion, analysis and critical thinking. I do invite guest lecturers. *Please note that video material and guest lecturer topics are likely to appear on exams.*

Course Requirements

- Attendance is required. Students with more than two absences may have their grades reduced.
- Classroom participation in group discussions, role-playing and oral presentations are required.
- Both a mid-term and final examination will be taken on days scheduled by instructor. Exams may consist of true/false, multiple-choice questions and essay questions.
- Maintaining a Leadership Journal (see instructions below)
- Two essays, subject matter to be determined by the instructor, will be required. These essays must be typed, double space, and 12-point font, and no more than five pages in length. You will be graded on the content of your essays, command of the topic, your ability integrate ideas, evidence of original thought or analysis, and the logic of your ideas. Papers will not be accepted late. Plagiarism will result in a failing grade. For information see the University Policy Manual on Plagiarism.
- There are no extra-credit options for this course.
- Cell and laptop use during class time is disturbing to fellow students. Please refrain from cell phone use and non-class related laptop use. I have a wife, five grown children, three grandchildren, and many responsibilities, and yet I still manage to go a couple hours without communication with friends, family and work. You can too!

Grading Policy

Attendance	10%
Leadership Journal	10%
Written Assignments 1	15%
Written Assignments 2	15%
Midterm Examination	25%
Final Examination	25%

Grading Scale

	B+ 87-89	C+ 77-79	D+ 67-69
A 93-100	B 83-86	C 73-76	D 63-66
A- 90-92	B- 80-82	C- 70-72	D- 60-62

Course Calendar

Week	Date	Chapter	Leadership Characteristic
1	September 4, 2007	Orientation and Overview Leadership Journal	
2	September 11, 2007	"Thinking Gray, and Free"	<i>Problem Solving/Thinking Skills</i>
3	September 18, 2007	"Artful Listening"	<i>Communication Skills</i>
4	September 25, 2007	"Experts: Saviors and Charlatans"	<i>Knowledge of the Job</i>
5	October 2, 2007	Leadership Case Studies Theories of Leadership	
6	October 9, 2007	Midterm Examination Essay Assignment #1	
7	October 16, 2007 NO CLASS	Work on essay assignment	
8	October 23, 2007	"You Are What You Read"	<i>Development of Others</i>
9	October 30, 2007	"Decisions, Decisions"	<i>Management Skills</i>
10	November 6, 2007	"Give the Devil His Due"	<i>Effective Disciplinarian</i>
11	November 13, 2007 NO CLASS	Work on essay assignment	
12	November 20, 2007	"Know Which Hill You're Willing To Die On"	<i>Effective Role-Model</i>
13	November 27, 2007	"Work for Those Who Work For You" Essay Assignment #2	<i>Interpersonal Skills</i>
14	December 4, 2007	"Follow the Leader"	<i>Character and Integrity Proactivity</i>
15	December 11, 2007	Semester & Journal Review	
16	December 18, 2007	Final Exam	7:30 to 9:30pm

Leadership Journal Instructions

Leadership Journal – often called a Learning Journal – is a means for recording your thoughts, daily experiences, and evolving insights on leadership. It involves a weekly entry of what you found especially interesting in your text reading, classroom discussions or from other leadership material. It is a means of capturing your growing understanding of the field and your own professional development.

The process of maintaining a journal helps you to be more organized and focused on the areas that you are studying. It is an incentive to keep pushing ahead. There's an old saying "you don't know what you know till you've written it down."

This isn't an English project – it will not be subject to the "Essay Grading Rubric." Don't worry about spelling and grammar; just get your ideas about leadership down on paper.

1. Obtain a lined spiral notebook (8 $\frac{1}{2}$ x 11) used only and specifically for this journal.
2. Record a minimum of one page for each week's instruction.
3. It can be either hand-written, or printed out from your computer and neatly pasted into your journal.
4. Bring to class each week and have it available for the instructor to view. If it isn't present, or the entries are not up-to-date, no points will be given for that week.
5. As stated above, this will be 10% of your grade for the semester.

Stephen D'Arcy
Leadership in Criminal Justice and Public Safety
Essay Grading Rubric

I. Structure (25%)

A. Excellent:

1. Opening paragraph defines purpose of essay clearly and succinctly, allows the reader to predict what follows and establishes a clear theme for essay.
2. Paragraphs begin and end with transitions and focus on single concept or idea.
3. Body of essay develops on the opening theme in a coherent and logical progression of ideas that facilitates the reader's understanding and maintains the reader's interest.
4. Arguments and conclusions are internally consistent and always supported with evidence or logic.
5. Writer makes frequent and effective use of examples to support his/her underlying argument.
6. Closing paragraph sums up writer's points and links back to opening.
7. Overall the essay reflects conscious use of structure and organization, which facilitates the reader's understanding.

B. Acceptable:

1. Opening paragraph addresses a purpose.
2. Writer makes paragraph breaks in appropriate places.
3. Body of essay stays on general topic introduced in essay.
4. Writer makes some use of logic and evidence.
5. Writer makes some use of examples to support his/her argument.
6. The essay reflects some overall structure and organization.

C. Unacceptable:

1. Opening paragraph does not relate to any clear theme, nor does it relate to the remainder of essay.
2. Writer fails to break writing into paragraphs at appropriate places.
3. Body of essay wanders among topics without apparent purpose.
4. Writer makes assertions without evidence, logic or examples or uses evidence, logic or examples that clearly fail to support assertions.
5. The essay lacks structure and reflects no planning or organization. It shifts from one topic to another at random.

II. Language Usage 25%)

A. Excellent:

1. Writing contains no grammar, punctuation, or spelling errors
2. Writer makes extensive use of active voice.
3. Writer consistently uses appropriate tense.
4. Writer uses varied sentence structures. Writer appropriately uses a rich vocabulary and varied vocabulary.
5. Writer appropriately uses a rich vocabulary and varied vocabulary.

B. Acceptable:

1. Writing contains some minor grammatical, punctuation or spelling errors.
2. Writer primarily uses active voice, but occasionally lapses into passive voice where active voice would better serve his/her objectives.
3. Writer sometimes uses present tense to describe past events or other errors in tense.
4. Writer repeatedly uses simple sentence structure.
5. Writer repeatedly uses the same words or phrases; vocabulary shows no richness or variety.

- C. Unacceptable
 - 1. Writing contains numerous grammatical, punctuation or spelling errors.
 - 2. Writer never uses active voice.
 - 3. Writer demonstrates no awareness of tense, mixes tense in sentences.
 - 4. Writing contains sentence fragments.
 - 5. Writing contains slang or obscene terms without quotation marks or other significant misuse of words.

III. Content and analysis (50%)

- A. Excellent
 - 1. The essay directly addresses the question or assignment.
 - 2. Writer demonstrates extensive and sophisticated understanding of the material covered in the essay.
 - 3. The writer demonstrates innovative and original analysis of the issue.
- B. Acceptable
 - 1. The essay primarily addresses the question or assignment, but misses some aspects of the question.
 - 2. Writer demonstrates moderate knowledge of facts but only limited insight into causes, relationships or other complex analysis.
 - 3. The essay describes more than it analyzes.
- C. Unacceptable
 - 1. The essay is not responsive to the question or assignment.
 - 2. The facts or conclusions are erroneous.