

**CCJS 330:**  
**Contemporary Criminal Justice Issues:**  
**Leadership in Criminal Justice**



Fall 2021

The University of Maryland Tuesdays, 2:00 – 4:30 PM

BLD2 Room 3032

Dr. Edward Pallas

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Office hours by appointment

Why should Criminal Justice majors study leadership? Here, briefly, are two reasons. First, if you are considering a career in law enforcement, as a sworn or civilian member, you need to understand that police leaders have high expectations placed upon them. They are required to wield influence within their organization in order to impact subordinate behavior at the individual and group levels. They are also expected to shape organizational efficacy through individual and agency outputs. Police leaders also have significant influence within their communities and are; therefore, expected to positively impact those outside their organization. These leaders must balance conflicting values and needs of their organization members and the communities they serve in a constantly evolving and uncertain environment. Meeting these expectations requires leadership.

The second reason to study leadership is despite the importance of leadership in shaping organizational and community outcomes, it has been argued that effective leadership is lacking in law enforcement organizations (Haberfeld, 2006; Rowe, 2006). This problem is exacerbated by the concept that ineffective leaders may tend to hold overly favorable views of themselves (Kruger & Dunning, 1999) and therefore, may not comprehend the true level of their leadership abilities.

Here's a third reason for you. The skills you will learn in this class are intended to help you become a better leader in whatever field you decide to go into. The truth is, there is no such thing as police-leadership, corporate-leadership, or even navy-seal leadership; there is only leadership.

**Students who successfully complete this course will be able to:**

- Identify the difference between leadership and management
- Understand the importance of the study of leadership
- Understand the importance of followership
- Understand the concepts of behavioral ethics in modern-day policing
- Identify your personality style in the Model of Human Behavior and how your style impacts your leadership and relationships with others
- Identify and demonstrate basic public speaking skills
- Identify the stages of group/team development
- Understand the difference between intrinsic and extrinsic motivation
- Understand that leadership is as much an "art" as a "science"
- Understand and apply the concepts of emotional intelligence in your personal/professional relationships
- Identify and demonstrate effective writing skills

**Warning, this class requires a serious time commitment.** To be successful in this class, you will need to commit to showing up and participating in each class session. **To fully participate, you must commit to completing the reading assignments for each class session.** We will read and discuss one complete book and numerous articles during the semester. Why is the reading assigned? Because **leaders are readers.** I will give you some tips and suggestions for how to complete the readings. If you complete the reading using my prescribed method and come to each class ready to participate and learn, you will be successful and learn a set of skills that you will be able to use for the rest of your life.

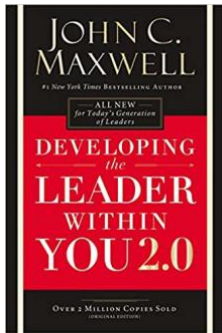
**To be perfectly blunt, here is what you should expect to do to earn an A in this class:**

1. Read 2-3 hours each week.
2. Show up, prepared for each class.
3. Participate in the class discussion and take notes during class.
4. Complete all assignments on time and to the best of your ability.

**Leaders are readers. If you do not read, you will not succeed!**

## Required Resources

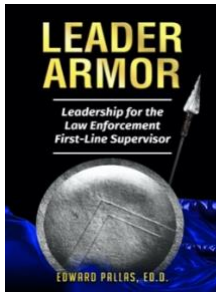
We will use two books during this semester. I suggest buying a physical copy of each and follow the note-taking method I will cover in class. You are free to choose the kindle and/or audiobook format.



### Book

**Developing the Leader Within You 2.0 by John Maxwell (2019)**

ISBN-13: 978-0718074081



### Book

**Leader Armor; Leadership for the law-enforcement first-line supervisor**

**Edward Pallas (2021)**

ISBN-13: 979-8711154204

## COVID Notice

As of the start of this semester, Fall 2021, this class is scheduled to be held in person. This means you will be required to be physically present in each class. **While attending class you will be required, per University Policy, to wear a mask.** You may find this policy [HERE](#).

**Please note, unless the University mandates a change that all classes transition to an online format there will NOT be an option to attend this class via Zoom.**

## Instructor Expectations

- All work is evaluated by reasonable, objective, and transparent criteria intended to assess learning.
- All students are treated with equality, professionalism, and respect.
- I will be prepared and on time for every scheduled meeting.
- I will, when possible, integrate contemporary examples, videos, and activities to reinforce learning.
- I will be available to assist with coursework and offer referrals to campus resources upon request.
- I will read and respond to your emails within 36 hours on weekdays.
- I will do my best to answer any questions you have, and if I don't know the answer, I'll do my best to work with you so we can find it (in other words, I won't just make stuff up).

## Student Expectations

- **Devote the necessary time and energy to master the course material. Note: According to University of Maryland guidelines you should budget an average of 2-3 out-of-class hours per week for every hour spent in class.**
- Take personal responsibility for ensuring that your coursework is completed and submitted well before any established deadlines.
- Be prepared and on time for every class meeting and avoid anything that detracts from our active learning environment (e.g., texting, reading the paper, sleeping).
- Conduct yourself as a young professional, including (and especially) when communicating in writing. Visit [ter.ps/email](http://ter.ps/email) for some friendly guidance to ensure your writing represents you well.
- Monitor your email and Canvas announcements at least once every 24 hours on weekdays.
- Adhere to all course and university policies, deadlines, requirements, and grading criteria.
- Treat your classmates with the same respect that you would expect from me.
- Seek assistance when you need it and see that your questions are answered to your satisfaction.

Part of “**taking personal responsibility**” means acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note-taking and exam preparation, so I strongly encourage you to visit <http://ter.ps/learn> and schedule an appointment with an academic counselor. Everything is free... so how could it hurt?

## Standard course Policies

It is essential that you are well informed of the policies on academic integrity, accommodations for disabilities, excused absences, copyright laws, and grade appeals. Please click [HERE](#) for U of MD policies.

## Course Format

First and foremost, this is not a “lecture” class. Time in class will be primarily devoted to discussions, demonstrations, and applications of the scientific knowledge in the field of leadership studies. You will be responsible for completing regular assignments designed to help you prepare for each class meeting. The class is taught according to the adult learning model of know, understand, apply. You will be expected to complete all reading assignments prior to class (know the material). We will discuss some of the reading material during class (to help you understand it). You will then be asked to demonstrate your competency with the material through written assignments, class participation, and demonstrate your knowledge through written assignments and exams (apply the material).

This is a class that involves a good amount of reading. Make a commitment, right now, to stay current, or even ahead of the reading assignments. For most students, reading each chapter once will not suffice. You will be shown a method for reading, highlighting, note-taking, and rereading. It is strongly advised that you purchase copies of books you can write in.

Participation is heavily weighted in this course. The first step to being a successful leader is showing up. If you are for class or leave early you will not earn full participation points for that day. This course may require a bit more work than some of your other classes, but you'll get a lot more out of it in return.

## Assignments

### **Paper: What is Leadership? (2-3 pages)**

In this paper answer the below questions. Do NOT write out the questions and then answer them. This is an informal paper and can be written in the first or third person. Write an essay that includes answers to these questions:

- Why did you decide to take this class on leadership?
- On a scale of 1-10, with 1 being the worst and 10 being the best, how would you rate your own leadership abilities? Why?
- How would you define leadership?
- Are leaders born or made?
- What makes someone a good leader?
- Why is leadership important?
- What are you looking to gain from this class?

**Growth Plan (1 page):** Design a Personal, 1-page growth plan. Include any/all of the following: Where are you currently in your life? Personal, academic, professional, spiritual, financial goals Where do you want to be in six months, one year, five years? What limiting beliefs might be holding you back?

What new knowledge, skills, courses, abilities do you need to achieve your goals

**Final Paper, Leadership Lessons learned (2-4 pages):** In this paper answer the below questions. Do NOT write out the questions and then answer them. This is a formal paper and will be written in the third person. Write an essay that includes answers to these questions:

- Introduction – what did you expect to get out of this class?
- Body - What are the three most impactful concepts/lessons you learned during this semester
- Conclusion – How did your final experience/lessons learned in class differ from your initial expectations?

### **Reading Check-ins**

Ten times during the semester you will be given an in-class assessment of the assigned readings. While some students have referred to these as a "Pop-quiz" they are designed to measure your effort in completing the reading assignments. They do not get deep into the material. If you have completed the reading assignment using the method I teach during the first day of class you will, in all likelihood do very well on the reading check-in. Make-ups for the reading check-ins will not be given (it would not be fair to your classmates). You may attempt to make up the points by submitting a 3-page paper summarizing the assigned readings. This paper is due at the beginning of the next class meeting. It is your responsibility to turn in the paper on the next class date.

## Technical Support

The one thing that will always be true about technology is that it will never work 100% of the time. Please understand that I am not able to diagnose and resolve technical difficulties with your personal computer. If you are having any problems with course resources (ELMS website, Panopto Recordings, etc.) please consult with the **IT Helpdesk** directly ([www.helpdesk.umd.edu](http://www.helpdesk.umd.edu)) and try using a campus computer.

Also note, a technology failure on your part is not an excuse for a late assignment. Excuses such as “But I turned it in a day late because I couldn’t remember my ELMS password.” Or “Sorry my paper was late, I couldn’t connect to the wifi” will not be accepted. Please do not wait until the last minute and you will not have to worry about technical issues.

## Electronic Devices Policy

**Computers, phones, or tablet devices are not to be used during our class meetings.** I understand and have considered all of the valid arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during the discussion portion of class meetings (Except when required for DSS accommodations)

I expect you to make the responsible and respectful decision to refrain from using your cell phone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. If I find myself or other students to be distracted by your behavior I will ask you to leave the room. For more information about the science behind the policy watch Dr. Scott Roberts’s video here: <http://youtu.be/WwPaw3Fx5Hk>

## Grades

**GRADES ARE NOT GIVEN BUT EARNED.** Your grade is determined by your individual performance on the various learning assessments in the course (they are not curved).

**LETTER GRADES** are assigned based on the percentage of total points earned. Being close to an absolute cutoff is not the same thing as making that cut (89.99  $\neq$  90.0), **so please do not ask if I will round up your letter grade just because you are close** (that would be unethical for me to do). With the exception of calculation errors, no grade changes will be made to your final grade at the end of the semester. If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

LATE WORK will not be accepted so please plan to have it submitted well before the scheduled deadline.

**FORMAL APPEALS OF FINAL GRADES** – I am happy to discuss any of your grades with you, and if I’ve made a mistake, I will immediately correct it. Any formal grade disputes must be submitted in writing and within 1 week of receiving the grade. Do not wait until the end of the semester to review earlier assessments. All students should be aware of the University of Maryland’s policy on “arbitrary and capricious grading” and understand the process by which they can appeal a final grade: [ter.ps/gradeappeal](http://ter.ps/gradeappeal)

## Assessment Method

CASE ASSIGNMENT / EXAMS / PROJECT / PARTICIPATION	POSSIBLE POINT VALUE	DUE DATE
Paper: What is leadership?	50	9/07
Reading Checks (10 x 10 pts each)	100	In class
Online Assignment	50	10/12
Class Participation(25pts x 14 class meetings)	350	In-class
Mid-term exam	100	10/19
Paper: Leadership Lessons Learned	100	12/07
Final exam	100	12/07
<b>TOTAL</b>	<b>850</b>	

\*\* Plus/minus grades are in effect, i.e., a 90-93% is an A-, a 94-96% is an A and 97% and above is an A+

**LATE WORK** will not be accepted so please plan to have it submitted well before the scheduled deadline.

**Note Regarding Missed Classes:** While my expectation is that you attend each class, the first rule of leadership is to show up. However, I do understand a situation could occur where you potentially miss class. On the first day of class I will provide you with the opportunity to obtain contact information for two other classmates. Please ensure you have correct contact information because your classmates are who you call/text/message/for copies of their notes from the class session.

Please see the U of MD policy for excused absences [HERE](#). YOU are responsible for information and material missed on the day of absence. Use these contacts to obtain class notes for the day you were absent. For missed class, please do the following:

1. Notify me in a timely manner, that you will miss class.
2. If it falls under the excused absences policy, provide the necessary documentation.
3. Obtain lecture/discussion notes from one of your classmates
4. **Optional : If you would like to make up class participation points** a paper must be submitted by the start of the following class. This paper is to be four pages in length and should summarize the material we covered during the missed class. For example, you have an excused absence for a class where the reading assignment was chapters 5 & 6 of the Leader Armor book. You must submit a four-page paper, summarizing the contents of the chapters and specific concepts and/or ideas that you could apply to your own leadership. This paper would have to be submitted, via email, prior to the beginning of the following class. **If you also missed a reading check-in, and would like to make up the points** for that assignment, the above paper is to be five to six pages in length. Notify me that you have submitted the paper.

## CCJS 330 COURSE SCHEDULE – FALL 2021

Class	Date	Subject	Content
1	08/31	Course Overview Explanation of assignments Required resources Introduction to Leadership	Mindset & Limiting Beliefs Levels of Learning Results Formula Attribution Theory  <b>Written Assignment: What is Leadership?</b>
2	09/07	Role, Responsibility, & Accountability  <b>Leader Armor Introduction, Chapter 1 &amp; 2</b>	<b>Due- What is Leadership?</b>  Management v. Leadership Leadership Myths Command and Rank Structure
3	09/14	<b>Leader Armor Chapters 3 &amp; 4</b>	Power vs. Authority Followership
4	09/21	<b>Leader Armor Ch. 5 &amp; 6</b>	Motivation Ethics
5	09/28	<b>Leader Armor Ch. 7 &amp; 8</b>	What does leadership look like, how do you lead? Courageous conversations
6	10/05	<b>No Class Meeting</b>	<b>Online Assignment</b>
7	10/12	<b>Leader Armor Ch. 9, 10, and Conclusion</b> Midterm Exam Review	Your career goals Self-Awareness



8	10/19	<b>Midterm Exam</b> <b>Motivation Theories</b>	<b>Vroom's Expectancy Theory</b>
9	10/26	<b>DTLWY Ch. 1 &amp; 2</b> <b>Definition of Leadership</b> <b>Priorities</b>	5 Levels of Leadership Pareto Principle
10	11/02	<b>DTLWY Ch. 3 &amp; 4</b> <b>Character</b> <b>Creating Positive Change</b>	Four Dimensions of Character Plan Ahead principle <b>Adams Equity Theory</b>
11	11/09	<b>DTLWY Ch. 5 &amp; 6</b> <b>Problem Solving</b> <b>Attitude</b>	Group/Team Dynamics Stages of Team
12	11/16	<b>DTLWY Ch. 7 &amp; 8</b> <b>Serving People</b> <b>Vision</b>	Personal Mission/Vision Statement
13	11/23	<b>DTLWY Ch. 9 &amp; 10</b> <b>Self-Discipline</b> <b>Personal Growth</b>	<b>Fixed vs. Growth Mindset</b> Results Formula review
14	11/30	<b>The Personality of Leadership</b>	<b>Model of Human Behavior</b>
15	12/07	<b>Final Exam</b> <b>CourseWrap up</b>	Lessons Learned Paper Due

**NOTE:** This is a tentative schedule and subject to change as necessary. Updates will be announced in class and posted on ELMS. In the unlikely event of a prolonged University closing or an excused absence, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.