

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

Course Syllabus Fall 2019

The University of Maryland, College Park



Course Information

Instructor: Dr. Ed Pallas

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Class Meets: Thursdays, 9:30 am – 12 pm, III 3206

Office Hours: By appointment

Course Description

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 level. 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.

Learning Objectives:

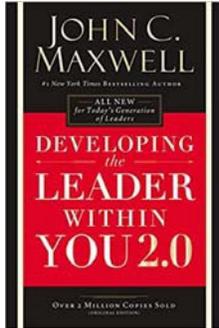
Students who successfully complete this course will be able to:

- Identify the difference between leadership and management
- Understand the importance for 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

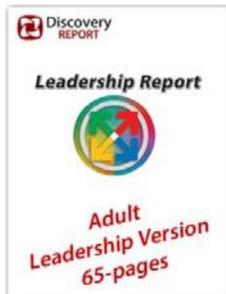
Warning, this class requires commitment. To be successful in this class you will need to commit to showing up and participating in each class session. To fully participate you must commit to completing the reading assignments for each class session. We will read and discuss one complete book and numerous 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 the rest of your life.

Required Resources

Link will be sent when class begins



Book
Developing the Leader Within You 2.0 by
John Maxwell (2019)
ISBN-10: 0718074084
ISBN-13: 978-0718074081



Personality Assessment
Link to assessment will be sent when class
begins



Harvard Business Review
Leadership & Team Simulation:
Everest V3

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 hour 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 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 visit <http://ter.ps/psycsyllabi>.

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) 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.

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 your presentation (apply the material).

This is a class 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.

Attendance and participation is heavily weighted in this course. The first step to being a successful leader is showing up. If you are late 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?
- 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

Leadership Articles Reading/Assignment: This assignment will take the place of our class meeting. Be prepared to read both articles and give thorough and complete answers to the set of questions for each article.

Paper: What I learned about my personality style (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 should be written in the first person.

Write an essay that includes answers to these questions:

- Based on the Model of Human Behavior Assessment, what is my reported personality type?
- Do I agree with this assessment, why or why not?
- What areas of strength does my personality style blend bring to any situation?
 - How may I use these strengths/areas that come naturally to me to be a better leader?
- What area of concern/weakness does my personality style bring to any situation?
 - What should I do to minimize weaknesses/areas that do not come naturally to me in order to be a better leader?
- What Insights did I learn about myself?
- How will I use what I learned in class and from this assessment to be more successful as a leader and in interaction with others?

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:

- How is leadership defined?
- What makes someone a good leader?
- Can leadership be taught/learned or is it a natural ability?
- How does a leader motivate his/her followers?
- How does one become a better leader?

Student Presentation: Speaking publically is a skill required of successful leaders. Students will present on a leadership/criminal justice topic of their choice (examples of topics will be covered in class). Students will be graded on several measures of effective presenters to include: time management, proper use of slides, vocal volume & intonation, eye contact, and presence.

Reading Check-ins

Four 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 deeply 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.

Electronic Devices Policy

Computers, phones, or tablet devices are not to be used during MOST of 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)

Laptops/Tablets/etc. will be needed for the HBR Mt. Everest Prep class and Simulation on November 7 & 14.

I expect you to make the responsible and respectful decision to refrain from using your cellphone 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

Assessment Method

CASE ASSIGNMENT / EXAMS / PROJECT / PARTICIPATION	POSSIBLE POINT VALUE	DUE DATE
Paper: What is leadership?	50	9/05
Articles Assignment	100	9/19
Growth Plan	50	10/03
Paper: Personality	100	10/24
Reading/Class Check-ins (4x25)	100	In-class
Class Attendance & Participation (25pts x 12 class	300	In-class
Individual Presentation	100	In-class
Final Paper	100	11/21
Team Score- Mt. Everest Climb	100	In-class
TOTAL	1000	

** 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.

CCJS 330 COURSE SCHEDULE – FALL 2019

Class	Date	Subject	Content
1	08/29	Course Overview Explanation of assignments Required resources Introduction to Leadership	Management v. Leadership Leadership Myths Mindset & Limiting Beliefs Assignment – What is Leadership Paper
2	09/05	Role, Responsibility, & Accountability Maxwell Ch. 1 & 2 Definition of Leadership & Priorities	What is Leadership? Paper Due Command and Rank Structure Traits of a Leader Law of the Lid
3	09/12	No Class Meeting , complete assignment Learning Leadership	Assignment: Kolenda, Csoka, and Schwarzkopf articles & Questions Due by next class.
4	09/19	Ethics in Policing and Leadership Maxwell Ch. 3 Character	Article Assignment Due Behavioral Ethics
5	09/26	No Class Meeting Maxwell Ch. 4 & 5 Positive Change & Problem Solving	Take Personality Assessment and Complete Growth Plan Assignment
6	10/03	Self-Awareness – Personality Maxwell Ch. 6 & 7 Attitude & Serving	Growth Plan Due Model of Human Behavior
7	10/10	Followership Maxwell Ch. 8 Vision	Complete Followership Survey Kelly HBR Article –

8	10/17	Powerful Presentations Maxwell Ch. 9 Self-Discipline	Public Speaking Skills Workshop
9	10/24	Motivation: Expectancy & Goal Setting Maxwell Ch. 10 Growth	Personality Paper Due Vroom Expectancy Theory, Locke Goal Setting
10	10/31	Motivation: Equity and Consequences Intrinsic vs. Extrinsic Motivation	Adams Equity Theory, Operant Conditioning
11	11/07	Emotional Intelligence Group/Team	Goleman Article Tuckman
12	11/14	Final Team Activity – Climbing Mt. Everest	HBR Mt. Everest Simulation
13	11/21	Class Presentations	Final Paper Due
14	11/28	No Class Thanksgiving Holiday	Student Presentations
15	12/05	Class Presentations, Personal Growth and Course Wrap up.	Student Presentations

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. Exams and group project assignments are “major scheduled grading events” as defined here: <http://ter.ps/msgc>