CRIM-513 DL1: Leadership in Justice Organizations CRN-13655 Spring 2024
On-line Synchronous/Asynchronous (January 18, 2024 – April 25, 2024)
Class Meets Thursdays from 7:20 p.m. – 10:00 p.m. EST
George Mason University, Fairfax County Campus

Instructor: Dr. James L. Carr, Ed.D., DTM Term Professor
                  Captain, Prince William County Police Department (Retired)
                  Personnel Bureau Commander

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                  or Virtual (Zoom Meeting)
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Course Description, Objectives, and Instructional Philosophy:

Course Description:
Since 2020, the American people have experienced living through a world-wide pandemic, COVID-19 hospitalizations, and record deaths. In addition, law enforcement organizations have dealt with protests, riots, non-support, ridicule from politicians and demands for police reform. As junior officers and first-line supervisors battle with dwindling staffing levels, policing must continue to provide service to the public. However, political pundits continue demanding that city and county governments defund their police departments, with the most resent being demands to defund and abolish the IRS, FBI and the Department of Justice. Moreover, law enforcement professionals are struggling with stressful and often unbearable working conditions, which negatively impacts the morale and wellness of officers. These and other issues have caused a significant shift in traditional law enforcement policing and leadership. Instead of remaining within the law enforcement profession, many tenured law enforcement leaders and officers are retiring or simply leaving the profession for careers outside of law enforcement. Furthermore, law enforcement and military recruiting is at an all-time low, and many college students are changing their majors from criminal justice and pursuing different fields of study. Furthermore, police departments nationwide are responding to record increases in violent crime (murder, rape, robbery, and aggravated assault). Consequently, police commanders and city leaders are exploring new methods to address the violence.

According to the literature, all leaders, rather they be from justice organizations, public, or private organizations, ***must enhance their skills and adapt to new paradigms to lead*** and manage challenges within their organizations. In fact, leadership in justice organizations changes monthly, and often daily because of the courts, new laws, and changes in overall business practices. This phenomena is occurring because of continual demands for police reform by the community, and political pressure. Students in this course will research critical issues in leadership and how leadership relates to law enforcement, traditional, and nonprofit organizations. In addition, students will be presented with literature to help conduct a self-analysis of their current leadership skills and how to enhance their skills so that they become better leaders.

In summary, examining new approaches to leadership is paramount for students who desire to become future justice or fortune-500 organizational leaders. This course will help prepare students to meet new leadership challenges through the study of leadership theory, case studies, working within a group environment, engaging in leadership discussions, and enhancing critical thinking and logic. More importantly, students will develop intellectual growth, become proficient at self-assessment, and learn how to deploy their new leadership skills within organizations such as justice, business, educational or their personal lives.

Course Objectives:

Upon successful completion of this course, students will be provided with a roadmap to become transformational leaders, managers, and executives working within any organizational environment. Further objectives of the course are as follows:

- Students will be introduced to public speaking with a focus on managerial theory and current approaches utilized to enhance leadership skills.
- Students will evaluate traditional vs. non-traditional styles of leadership including, toxic, servant, inclusive, team, and transformational leadership.
- Students will conduct a self-analysis of their leadership skills utilizing leadership instruments, and will apply course information and learned skills to real world situations.
- Students will focus on researching, developing, and deploying theoretical leadership approaches to respond to challenges in policing such as police reform and gaining the public trust within a team environment. Students will be assigned to teams at the beginning of the course.
- The student's learning experience will be accomplished by lectures and through thoughtful and careful presentation of information utilizing the required text, "Leadership: Theory & Practice, 9th ed., by Peter G. Northouse, or the E-textbook, ISBN 13: 9781544397566 (Fairfax Bookstore, purchase Sage Vantage access code). Also, visit:
  https://sagevantage.softwareassist.com/Content/Downloads/Vantage_Registration_and_Purchase_Info_for_Integrated_Courses.pdf
- Course Link: https://vantage.sagepub.com/CARRSJ-5604/JoinCourse
- **Registration Help:** SAGE Vantage: How to Join a Vantage Course (youtube.com)
- **Video Tutorials for Vantage: Click here for Student Videos**
- **SAGE Vantage Technical Support: (800) 818 – 7243 ext. 7080**
  - ➢ **Hours:** Monday - Friday: 8:00 a.m. – 11:00 p.m. EST
  - ➢ Saturday - Sunday: 11:30 a.m. – 11:00 p.m. EST
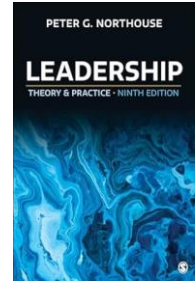
In addition, to the above-described course learning objectives, additional goals of this course are to provide the student with tools to help **develop public speaking skills (elevator speech),** and critical thinking to transition leadership theory into real-world situations *(**Step into the breach!**),* from a leadership perspective. To enhance your public speaking skills, I will introduce you to Toastmasters. My club, where I serve as the Sergeant at Arms, is the Toast of Fredericksburg. Please contact Dr. Joyce M. Diggs, Ed.D., the club's Vice President of Membership at welcometotoastoffxbg@gmail.com and visit our club website at Toast of Fredericksburg (toastmastersclubs.org). Once you arrive at the website you will see where we hold our in person meetings. In addition, you may join a meeting via Zoom. The following topics are leadership topics covered within my course:

- Leadership thinking regarding command and deployment of resources during major events in business, justice organizations, and the military.
- Leadership regarding technological obsolescence (the airline industry).
- Leadership thinking regarding budget allocation of scarce resources dedicated to community policing and program development (Crisis Intervention Program, Co-Responder Unit).
- Leadership thinking regarding use of force, duty to intervene, and civil rights violations.
- Leadership in high-profile critical incidents such as the AstroWorld Festival mass casualty incident in Houston, Texas, the deaths of George Floyd, Breonna Taylor, Rashard Brooks, Ahmaud Arbery and many others.

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Course Format:

Issues discussed during this course may evoke strong emotions as we discuss socially adverse ideology, creation of public policy and the implementation of strategies and practices. However, to educate and enlighten ourselves, we must have insightful debate of these "emotional and often stressful topics." Do not be afraid when I call on you during the course. I will teach you to embrace *"Stepping into the Breach of Leadership."* As a retired law enforcement practitioner, commander, and your professor, I require you to treat your fellow students and guests with respect. In addition, you must be open to the opinions of your fellow students and guests because their experience may provide you with new perspectives on the topics in this course and further develop your leadership and critical thinking skills.

Grading Policy and Percentages:

Your course grade will be **based on your performance** within the following areas:

Assignments	Total Assigned	Points per Assignment	Total Points
Assigned Case Studies	7	45	315
Group Leadership Presentation	1	125	125
Sage Vantage Quizzes	16	15	240
Course Research Paper	1	360	320
Total	25	N/A	1,000

Grading Scale:

Final grades will be determined by assigning the highest number of points of the following grade categories: A+, A, A-, B+, B, B-, C, or F.

Letter Grade	Percentage	Points Needed
A+	97-100	970 – 1,000 points
A	94-96	940 – 969 points
A-	90-93	900 – 939 points
B+	87-89	870 – 899 points
B	84-86	840 – 869 points
B-	80-83	800 – 839 points
C	71-79	771 – 799 points
F	Below 71	710 points and below

Basic Course Technology Requirements:

- Activities and assignments in this course will regularly use the Blackboard **L**earning **M**anagement **S**ystem, available *at* https://mymason.gmu.edu. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher. You can check your speed settings using the speed test on this website.) *Note: It is your responsibility to contact George Mason Information Technology regarding issues with Blackboard.*

- Activities and assignments in this course will regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional camera and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

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Course Materials and Student Privacy:

Video recordings of class meetings that are shared only with the instructors and students officially enrolled in a class do not violate FERPA or any other privacy expectation. Video recordings that only include the instructor (no student names, images, voices, or identifiable texts) may be shared without violating FERPA (but see below, University Policies: Privacy, for some qualifications and recommendations). All course materials posted to Blackboard or other course site are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) **must not be shared with anyone not enrolled in this class.**

- Video recordings — whether made by instructors or students — of class meetings that include audio, visual, or textual information from other students **are private and must not be shared outside the class.**
- Live video conference meetings (e.g. Collaborate or Zoom) that include audio, textual, or visual information from other students **must be viewed privately and not shared with others in your household or recorded and shared outside the class.**

Equal Employment Opportunity and Affirmative Action Statement:

George Mason University reaffirms its commitment to equal employment opportunity and affirmative action, and issues the following statement:

https://diversity.sitemasonry.gmu.edu/sites/g/files/yyqcgq161/files/2020-11/Equal%20Employment%20Opportunity%20and%20Affirmative%20Action%20Statement%20of%20Policy.pdf

Zoom Meetings and Attendance:

This is an online course and students will participate in weekly scheduled virtual meetings utilizing Zoom on Thursdays, January 18, 2024, from 7:20 p.m. – 10:00 p.m. EST, each week of the semester. To ensure security, the Zoom meetings will be available via the Blackboard menu under Zoom Meetings. During the meeting, you may be sent to breakout rooms for planning discussions with your fellow students; therefore, it is expected that active participation in seminar sessions, especially team meetings, is essential to gain quality information from this experience. In addition, group chat is encouraged.

Although some seminar time may be devoted to discussing the content of assigned readings, students should not rely upon the seminar time for a detailed review of the content of readings. Assigned readings are intended to serve as departure points for discussion. From a leadership perspective, the goal is not only understanding the readings, but finding ways to apply them and think critically about what you are reading and researching and how to apply your new-found knowledge or skill.

My philosophy of learning is that critical thinking is the heart of leadership, and academic work. I want you to use what you learn today immediately. What you learn will help you immediately identify types of leaders you work for or the leader you aspire to become. In addition, my goals, and objectives for you in this course are to help you develop skills for inquiry and problem solving that will immediately benefit you throughout your time in this course, in college, and throughout your lives as professionals. Here are some guidelines regarding participation during our live Zoom sessions. You and your peers will benefit most when you:

- Step into the breach by delivering concise and thoughtful accounts of important points made in the readings;
- Openly share examples of leadership opportunities between class meetings;
- Provide an insightful synthesis of different readings or make useful comparisons between them

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and their impact on you or your job/family;

- Apply the material usefully to theoretical and practical problems;
- Offer constructive criticism of the material and the presentation of other class participants;
- Respond constructively to comments made by others in the class;
- Raise useful questions about the topic for the session, and;
- Promote a positive, healthy learning environment (encourages and stimulates participation by others, is helpful to others and considerate of their views or perspectives).

Student Behavior and Course Assignments:

As we learn about leadership in justice organizations, we will discover that leaders must be more aware of political impacts of decisions than in any other time in the history of policing or other professional leadership. In fact, leaders are discovering that the stress associated with their positions has become toxic, and there is less of a desire to lead justice organizations. Although there are rewarding times serving the public, these are few, and many people no longer respect authority or criminal justice leaders.

Considering the sensitive, emotional, and disturbing conversations, mages, and sometimes cultural beliefs, fueled by the media, I encourage you to be sensitive to the positions of your peers and our quests during the time that we spend together over the next several months in this course. Any discussions other than those of suitable academic, clinical, and theoretical focus will not be tolerated. You must be respectful to your peers, guests, and to me. Unacceptable behavior will be reported to the university.

Course Case Study Assignments:

Research and self-analysis are major factors for analyzing and absorbing the material within this course. There are seven assigned case studies. Each case study highlights specific leadership issues within the *required text, "Leadership: Theory & Practice, 9th ed., by Peter G. Northouse."* In addition, each case study is due on a specific day of the week by 10:00 p.m. EST, and will be **valued at 45-points each, for a grand total of 315 points for the semester.**

Students will submit their assigned case study via the Assignments tab in Blackboard, under the week the case study is due. I recommend that you create your initial written product in Microsoft Word then upload your document into Blackboard. Because of viruses and difficulty opening attachments, **do not email me your document.** First, I will not be able to download the file. Secondly, you will not be credited within Blackboard as submitting your assignment on time.

To earn full credit on your case study, you must write a minimum of three to five double-spaced pages, citing sources, utilizing Times New Roman with a 12-point font. In addition, adhere to current English writing standards such as proper spelling, grammar, punctuation, sentence structure, and syntax. Furthermore, your written product must include correct word choices, proper tense, or forms, and be free of run-on or incomplete sentences. In essence, be proud of what you write.

Please use proper capitalization and cite sources utilizing the APA style guide. More importantly, your case study response must provide complete, and relevant answers to all questions related to the case study, and the leadership instrument questionnaire that follows within each chapter of the textbook. The questionnaire section will be entitled, "Part Two" of your case study. Please ensure that you provide a strong summary, conclusion, and the results of your leadership questionnaire regarding what you learned from the assigned case study or within your business or personal life.

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Group Leadership Presentation:

Students will participate during our Zoom meetings, and be prepared by reading the topics assigned for each week. At the beginning of the semester, students will be assigned to a group to conduct a leadership presentation (an array of topics from the text are available). Presentations begin on or abought April 4, 2024, and concluding on April 18, 2024. A Group Leader will be elected by members of the assigned teams to guide the group. The group will work together to compile **a 20-to-30-minute presentation regarding a leadership topic of their choice.** In addition, *the Group Leader will submit a written Word document that provides a summary report on the presentation topic (a minimum of three to four pages with a cover page, and reference page). There must be at least six references used for the topic. Note: A Rubric is located in the Group Presentation course assignment in Blackboard.*

Students will have time during class (breakout rooms) regarding planning. During the presentation, each member must present during the presentation. I recommended that groups utilize PowerPoint for their presentations. In addition, all resources must be cited during the PowerPoint presentation to include a reference page. The groups' PowerPoint must be submitted in Blackboard with the Word document. To achieve maximum points, students will begin their presentation with a succinct statement or question or issue the presentation will address.

Presentations will not be used simply to describe one or more of the readings within the textbook. It is appropriate to focus on a specific issue in some depth, rather than try to cover several superficially. Group members will receive a maximum final grade **valued at 125 total points each for the presentation.** The following are examples of how to focus your efforts:

- State why the particular topic was selected by the group.
- Argue, critique or compare one or more readings, discussing their strengths and limitations for a particular purpose.
- Suggest a way to synthesize or integrate diverse claims or findings across the readings.
- Discuss the theoretical implications of the work, and how it relates to the leadership of the group.
- Discuss the policy or practical implications of a theory or findings.
- Present an alternative perspective to what is available in the literature.
- Provide a strong summary and conclusion identifying questions or methods for future research.
- Stay on schedule regarding your presentation (20 – 30 minutes).
- Answer questions from peers, guests, and the professor regarding the presentation.

Sage Vantage Quizzes

This course is designed to interact with Sage Vantage, which is a powerful supplemental tool for this course and will enhance your learning experience from now and into the future. The leadership questionnaires and scoring instruments will measure and enhance your current leadership skills.

I previously described how to access the CRIM-513 Sage Vantage course on page two of the syllabus. Sage Vantage is a powerful resource for you and supplements the textbook and our discussions. You may access and register for Sage Vantage and join my specifically designed course by clicking on the following link:

- Course Link: https://vantage.sagepub.com/CARRSJ-5604/JoinCourse

You will notice that there are a total of sixteen chapters within the course textbook. Each chapter within Sage Vantage consists of vital information to include readings, videos, and chapter quizzes. **Scoring is assessed at 15-points per chapter, times sixteen chapters, for a combined total of 240 points for the semester.** There are due dates and times for each chapter within the Sage Vantage portion of the course.

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Course Research Paper on Leadership:

This course covers leadership theory, styles, self-assessment instruments, and goals and objects that students will surely aspire to achieve. The goals and objectives of the semester research paper is for students to conduct an analysis of their current style of leadership. In addition, the analysis may include the leadership style, management, and success of a famous historical leader, their leadership style, and why you consider them to be a model leader.

The paper will include your newly discovered leadership style or styles versus your current style(s). In addition, your paper will provide an action plan for developing your leadership style(s) to include a projected implementation time, a strong summary, and a conclusion. **The course research paper is worth 320 points and is due in Blackboard on Monday, April 22, 2024, by 10:00 p.m. EST.**

Formatting Requirements for the Semester Research Paper:

- You must utilize Microsoft Word.
- Your paper must be double-spaced, utilizing 12-point, Times New Roman as your Font.
- ***Your paper must be 10 to 15 pages in length, not including the title page, abstract, and references page.***
- Please ensure that your paper adheres to current English writing standards. This includes but is not limited to proper spelling, grammar, punctuation, sentence structure, and syntax. Furthermore, your written product must adhere to correct word choices, proper tenses, or forms, and be free of run-on sentences. You must use proper capitalization and cite sources utilizing the APA formatting and style guide.
- The semester research paper must be loaded into the Blackboard content editor under the assignment entitled "Semester Research Paper." Once the paper is uploaded, I will be able to read it in Blackboard and make highlighted feedback for you regarding content. Please do not email me a file that I have to download because I can't open files. Please do not email me your research paper because it will not be recorded in Blackboard and you will not receive submission credit.

- You are also required to cite at least six sources and/or other sources utilized within your document. Moreover, the paper will be written using the APA formatting and style guide, to include an abstract. If you require additional assistance in this area, George Mason University has a great resource for you which is located at: https://writingcenter.gmu.edu/writing-resources/helpful-links. In addition, I recommend that you use the free website: www.grammarly.com to assist you with your writing assignments.

Late Work:

As a general rule, I do not accept late work. However, emergencies and other issues not under your control may interfere with your studies. If you have an emergency or schedule conflict regarding your work assignments or attending class, please notify me as soon as possible so that together we may resolve the issue. If you fail to do so, I will grade missed work or class with zero points.

You may contact me by email at jcarr20@gmu.edu or by phone at (540) 379-4469 usually after 2:30 p.m. EST.

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Listing of University Policies:

Campus Resources for Students:

The Writing Center, University Libraries, Counseling and Psychological Services (CAPS) and the Office of Disability Services are available to assist students. Links to the University Catalog and the University Policies website for all other university academic and non-academic policies may also be included in the links below.

- The University Catalog, http://catalog.gmu.edu, is the central resource for university policies affecting students, faculty, and staff conduct in university academic affairs.
- The George Mason Student Support and Advocacy Center: https://ssac.gmu.edu/.
- General University Information / Weather: www.gmu.edu.
- Office of Disability Services: If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Services at 703.993.2474 or ods.gmu.edu. All academic accommodations must be arranged through that office.
- Your writing needs to be sufficiently fluent to make your meaning clear; Therefore, if you feel you need to improve your writing skills, seek assistance from the University Writing Center (http://writingcenter.gmu.edu/).
- English Language Institute: eli.gmu.edu.
- If you are in personal distress, you can get help from Counseling and Psychological Services at: caps.gmu.edu.
- If you would like to improve your academic skills, you can get help from Learning Services (caps.gmu.edu/learningservices). They offer workshops on the study cycle, effective note-taking techniques, individual learning styles, ways to prepare for exams, and effective time management.
- University Technology Requirements: https://masononline.gmu.edu/what-technologies-do-i-need/.
- Other policies are available at http://universitypolicy.gmu.edu/ or can be located under these sections:
- Academic Policies (http://catalog.gmu.edu/content.php?catoid=19&navoid=4113),
- Student Rights and Responsibilities (http://catalog.gmu.edu/content.php?catoid=19&navoid=4108), General Policies (http://catalog.gmu.edu/content.php?catoid=19&navoid=4114), and University Academic Programs and Resources (http://catalog.gmu.edu/content.php?catoid=19&navoid=4115).

Academic Integrity

Academic Honesty:

The integrity of the University community is affected by the individual choices made by each of us. George Mason University has a strict Honor Code. Students attending George Mason University pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. This is of the upmost importance to academic integrity.

Three fundamental and rather simple principles to follow at all times are that: (1) All work submitted be your own; (2) When using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) If you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct.

Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me. Mason's honor code will be strictly enforced in this class and all violations will be reported to the Honor Committee. Visit George Mason University Honor Code 2023-2024 PDF (gmu.edu) to learn more about GMU's honor code.

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Privacy Policy:
Please respect the privacy of any students who may disclose personal information in the class. Please respect everyone's right to freely choose whether to disclose or not disclose personal information.

Sexual Misconduct and Interpersonal Violence:

George Mason University is committed to providing a safe learning, living, and working environment free from discrimination. The University's environment is meant to be experienced as vibrant and dynamic, and one that includes many opportunities for exploration of self, identity, and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents in order to promote community well-being and student success. George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. Confidential resources are available on campus at Counseling and Psychological Services (caps.gmu.edu), Student Health Services (shs.gmu.edu), the University Ombudsperson (ombudsman.gmu.edu), and Wellness, Alcohol and Violence Education and Services (waves.gmu.edu).

All other members of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University's Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact the University Title IX Coordinator at; integrity.gmu.edu and/or at 703-993-8730. Our goal is to create awareness of the range of options available to you and provide access to resources.

Accommodations for students with disabilities:

If you are a student with a disability and you need academic accommodations, please notify me, and contact the Disability Resource Center (DRC) at 703.993.2474. All academic accommodations must be arranged through that office.

Email:

- Students must use their George Mason email account to receive important University information, including communications related to this class. I will not respond to messages sent from or send messages to a non-Mason email address. See https://mail.gmu.edu for more information.

- If you have not already activated your university email account, you should do so immediately. Again, I will only communicate with you using your George Mason email address. Routinely, you should log into Blackboard daily to include your Mason email to check for announcements or messages.

- When I send you a course announcement/email, **I require you to acknowledge receipt of the message** so that I know you have received the information. This only takes a few seconds of your time, and gives you an opportunity to ask me questions regarding the contents of the announcement/email.

If you are absent from any of our Zoom meetings, that means that you are unable to participate in class discussions, which are a key part of participation. I know that sometimes absences are unavoidable because of health problems, emergencies, or other unforeseen problems. However, numerous absences will degrade the quality of your educational experience and the contributions you make to others' education. If you know in advance that you will miss asynchronous class, please notify me as soon as possible. You may contact me by email at jcarr20@gmu.edu or by phone at (540) 379-4469 usually after 2:30 p.m. EST.

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Add/Drop Period:
Last Day to Drop (Full-Semester Course) 100% Refund   Tuesday, January 30, 2024
Last Day to Drop (Full-Semester Course) 50% Refund   Tuesday, February 06, 2024
For additional scheduling information see [Spring 2024 Academic Calendar | Office of the University Registrar | George Mason University (gmu.edu)](#)

Student Identity, Faculty Names, and Pronouns:

If you wish, please share your name and gender pronouns with me and how best to address you in class and via email. I use Dr. James L. Carr, Ed.D, DTM, DL, he/him, in email and verbally.

Spring 2024, Weekly Outline for the Course
On-line Asynchronous/Synchronous Application

As set forth below, the subject matter that will be covered during the semester has been grouped by weekly categories. In preparing for class it is recommended that the material be read and organized in that manner. It should also be noted that it is your responsibility to stay abreast of assignments, changes to the schedule, etc., all of which will be announced with adequate notice to the class. This course will be delivered in an online asynchronous/synchronous format. This means that we will routinely meet virtually online utilizing Zoom on specific Thursdays, from 7:20 p.m. to 10.00 p.m. EST. Our Zoom meetings will be assessable on the Blackboard menu. **Eash chapter in the textbook has a quiz.**

Weekly Outline for the Course:

Week #1   January 14, 2024 – January 20, 2024 (Semester Begins)

Class: Zoom Meeting – Thursday, January 18, 2024, from 7:20 – 10:00 p.m. EST.
Introductions: Student introductions; course expectations, and review of course syllabus.
Reading: Northouse, Chapter-1. Introduction: Leadership Defined, Leadership Described
Case Study: Read and analyze Case Study 1.1: Open Mouth. Be prepared to discuss in class.
Questionnaire: Complete Leadership Instrument - Conceptualizing Leadership. This assignment will not be graded; however, we will discuss them in class. **Note: Class Participation is required by each student.**

Week #2   January 21, 2024 – January 27, 2024

Class: Zoom Meeting – Thursday, January 25, 2024, from 7:20 – 10:00 p.m. EST.
Reading: Northouse, Chapter-2. Trait Approach   **(Lecture)**
Case Study-1: Read and analyze Case Study 2.3, Elon Musk. Explore additional concepts Regarding Musk and his takeover of Twitter (Now X), and civil suits from employees, within your case study. Submit your case study to Blackboard **to be graded,** with answers to the case study questions by Monday, January 29, 2024, at 10:00 p.m. EST.
Questionnaire: Complete Leadership Instrument: (LTQ) and discuss the results in writing within your case study submission as Part-2, in all assigned case study questionnaires. **Note: Class Participation is required by each student.**

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Week #3   January 28, 2024 – February 03, 2024

Class: Zoom Meeting – Thursday, February 1, 2024, from 7:20 – 10:00 p.m. EST.
Reading: Northouse, Chapter-3. Skills Approach   **(Lecture)**
Case Study: Read and analyze the Case Studies on your own, and complete the leadership instrument. Neither the case studies nor the leadership questionnaire information will be submitted for a grade. However, be prepared to discuss them in class. **Note: Class Participation is required by each student.**

Week #4   February 04, 2024 – February 10, 2024

Class: Zoom Meeting – Thursday, February 8, 2024 from 7:20 – 10:00 p.m. EST.
Reading: Northouse, Chapter-4. Behavioral Approach   **(Lecture & Guest Speaker) Lieutenant Carl X. Carter Eastern District Watch Commander, Prince William County Police Department, Gar-Field Station CCarter2@pwcgov.org**
Case Study-2: Read and analyze Case Study 4.3, Cheer Coach Monica Aldama. Submit your case study to Blackboard **to be graded,** with answers to the case study questions by Monday, February 12, 2024, at 10:00 p.m. EST.
Questionnaire: Complete Leadership Instrument: Leadership Behavior Questionnaire and discuss the results within your case study submission. **Note: Class Participation is required by each student.**

Week #5   February 11, 2024 – February 17, 2024

Class: Zoom Meeting – Thursday, February 15, 2024 from 7:20 – 10:00 p.m. EST.
Reading: Northouse, Chapter-5. Situational Approach   **(Lecture & Guest Speaker) Detective Tiara Goode, Fairfax County Police Department Recruiting Section, (571) 495-0396.** Join FCPD | Police (fairfaxcounty.gov)
Case Study: Read and analyze the Case Studies on your own, and complete the leadership instrument. Neither the case studies nor the leadership questionnaire information will be submitted for a grade. However, be prepared to discuss them in class. **Note: Class Participation is required by each student.**

Week #6   February 18, 2024 – February 24, 2024

Class: Zoom Meeting – Thursday, February 22, 2024, from 7:20 – 10:00 p.m. EST.
Reading: Northouse, Chapter-6. Path Goal Theory   **(Lecture & Guest Speaker) Deputy Chief, Fairfax Campus George Mason University Police4400 University Drive, MS 3D3 Fairfax, VA 22030 ((571) 373-0509.** eross2@gmu.edu
Case Study: Read and analyze the Case Studies from both chapters on your own, and complete the leadership instruments. None of the case studies nor the leadership instruments will be graded. However, be prepared to discuss them in class. **Note: Class Participation is required by each student.**

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Week #7   February 25, 2024 – March 2, 2024

Class: Zoom Meeting – Thursday, February 29, 2024, from 7:20 – 10:00 p.m. EST.
Reading: Northouse, Chapter-7 Leader-Member Exchange Theory   **(Lecture)**
Case Study: Read and analyze the Case Studies on your own, and complete the leadership
                instrument. Neither the case studies nor the leadership questionnaire information
                will be submitted for a grade. However, be prepared to discuss them in class.
                Note: Class Participation is required by each student.

March 4, 2024 – March 10, 2024 (No Class – Spring Recess)

Week #8   March 10, 2024 – March 16, 2024

Class: Zoom Meeting – Thursday, March 14, 2024, from 7:20 – 10:00 p.m. EST.
Reading: Northouse, Chapter-8. Transformational Leadership   **(Lecture)**
Reading: Northouse, Chapter-9. Authentic Leadership   **(Lecture)**
Case Study-3: Read and analyze Case Study 9.3, The Arena of Authenticity. Submit your case
                study to Blackboard **to be graded,** with answers to the case study questions
                by Friday, March 18, 2024, at 10:00 p.m. EST.
Questionnaire: Complete Leadership Instrument: Authentic Leadership Self-Assessment
                Questionnaire and discuss the results within your case study submission.
                Note: Course research paper topics are due. Send me an email for approval.
                Note: Class Participation is required by each student.

Week #9   March 17, 2024 – March 23, 2024

Class: Zoom Meeting – Thursday, March 21, 2024, from 7:20 – 10:00 p.m. EST.
Reading: Northouse, Chapter-10. Servant Leadership **(Lecture & Guest Speaker)**
Reading: Northouse, Chapter-11. Adaptive Leadership **(Lecture & Guest Speaker)**
                Dr. James Perkins, Supervisory Management and Program Analyst
                Leadership Education Unit | FBI National Academy | Quantico, Virginia
Case Study-4: Read and analyze Case Study 10.3, Energy to Inspire the World. Submit your case
                Study to Blackboard **to be graded,** with answers to the case study questions
                by Monday, March 25, 2024, at 10:00 p.m. EST.
Questionnaire: Complete Leadership Instrument: Servant Leadership Questionnaire and
                Discuss the results within your case study submission.

                **Note: The research paper is due for submission within Blackboard on
                Monday, April 22, by 10:00 p.m. EST.**

                Note: Class Participation is required by each student.

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Week #10   March 24, 2024 – March 30, 2024

Class: Zoom Meeting – Thursday, March 28, 2024, from 7:20 – 10:00 p.m. EST.
Reading: Northouse, Chapter-12. Inclusive Leadership **(Lecture & Guest Speaker)**
        Mr. Ryan Olson Public Safety Manager, Gleet Coordinator \Cadet
        Coordinator PWC Police Department 9039 Euclid Ave., Manassas, VA
        20110 (571) 386-9775 rolson@pwcgov.org
Case Study-5: Read Case Study 12.2, The Extraversion Advantage. Submit your case
        study to Blackboard **to be graded,** with answers to the case study questions
        by Monday, April 1, 2024, at 10:00 p.m. EST.
Questionnaire: Complete Leadership Instrument: Inclusive Leadership Reflection and
        discuss the results within your case study submission.
        Note: Class Participation is required by each student.

Week #11   March 31, 2024 – April 06, 2024

Class: Zoom Meeting – Thursday, April 4, 2024, from 7:20 – 10:00 p.m. EST.
Reading: Northouse, Chapter-13. Followership   **(Lecture & Presentation)**
Case Study: Read and analyze the Case Studies on your own, and complete the leadership
        instrument. Neither the case studies nor the leadership questionnaire information
        will be submitted for a grade. However, be prepared to discuss them in class.
        You should be working on your course research paper. The research
        paper is due for submission within Blackboard on Monday,
        April 22, by 10:00 p.m. EST.
        Note: Class Participation is required by each student.
        Note: Presentations are scheduled to begin.

Week #12   April 7, 2024 – April 13, 2024

Class: Zoom Meeting – Thursday, April 11, 2024, from 7:20 – 10:00 p.m. EST.
Reading: Northouse, Chapter-14. Gender and Leadership   **(Lecture & Presentation)**
Case Study-6: Read Case Study 14.3, Jacinda Ardern, Prime Minister of New Zealand.
        Submit your case study to Blackboard **to be graded,** with answers to
        the case study questions by Monday, April 15, 2024, at 10:00 p.m. EST.
Questionnaire: Complete Leadership Instrument: Gender-Leader Bias Questionnaire, and
        discuss the results within your case study submission.
        Note: Class Participation is required by each student.
        Note: You should be working on your course research paper. Your
        research paper is due for submission within Blackboard on Monday,
        April 22, 2024, by 10:00 p.m. EST.
        Note: Presentations continue.

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Week #13   April 14, 2024 – April 20, 2024

Class: Zoom Meeting – Thursday, April 18, 2024, from 7:20 – 10:00 p.m. EST.
Reading: Northouse, Chapter-15. Leadership Ethics   **(Lecture)**
Case Study-7: Read Case Study 15.3, Ship Shape. Submit your case study to
               Blackboard **to be graded,** with answers to the case study questions by
               Monday, April 22, 2024, at 10:00 p.m. EST.
Questionnaire: Complete Leadership Instrument: Ethical Leadership Style Questionnaire (Short
               Form), and discuss the results within your case study submission.
               Note: Class Participation is required by each student.

**Late Work: Approved late work assignments or extra credit must be
               submitted for grading by Tuesday, April 23, 2024, by 10:00
               p.m. EST. No work will be accepted from students after this
               date.**

               **Note: You should be working on your course research paper. Your
               research paper is due for submission within Blackboard on Monday,
               April 22, 2024, by 10:00 p.m. EST.**

               Note: If needed, presentations continue.

Week #14   April 22, 2024 – April 27, 2024 (Conclusion of Semester)

Class: Zoom Meeting – Thursday, April 25, 2024, from 7:20 – 10:00 p.m. EST.
Reading: Northouse, Chapter-16. Team Leadership   **(Lecture)**

Case Study: Read the final Case Studies on your own, and complete the leadership
               instrument. Neither the case studies nor the leadership questionnaire
               information will be submitted for a grade. However, be prepared to
               discuss them in class.
Course Paper: The course research paper is due in Blackboard on Monday, April 22, 2024,
               by 10:00 p.m. EST.

               **Note: Class Participation is required by each student, especially for this portion
               of the course. There will be many "takeaways," during this session.**

               Course wrap-up.

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