**CRIM 513/742**

**Leadership in Justice Organizations**

**Course Syllabus – Fall 2018**

**Instructor:** Adjunct Professor Robert Byers, U.S. Secret Service (retired)

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 **Class Meets Each Tuesday: 4:30pm – 7:10pm at Music/Theater Bldg. Rm 1007**

**Course Description**

Explores theory and evidence of various approaches to leadership and management as applied in justice organizations. Examples of leadership approaches include trait, skills, style, contingency, path-goal, transformational, servant, team, and psychodynamic. Important distinctions between leadership and management will be examined in the context of contemporary issues facing criminal justice executives such as changing immigration policies and their effect on community policing; use of technology and its impact on 4th Amendment privacy rights; and changing attitudes in criminal justice associated with homeland security initiatives in the “post 9/11” environment.

**Course Objectives and Instructional Philosophy**

The seminar introduces students to principles of leadership and management. It provides an opportunity to see how those principles are applied in the operation of modern day criminal justice organizations. We will analyze and evaluate various approaches to leadership in the context of current challenges to criminal justice leaders. The seminar also offers students practical lessons of leadership for personal career insights. Learning goals include:

* Examining the differences between leadership and management
* Identifying the benefits and drawbacks of various leadership practices by reviewing the evidence available on the effectiveness of different leadership theories or approaches
* Evaluating research on leadership in justice organizations,
* Applying insights developed from class leadership exercises to the development of students’ personal leadership styles,
* Developing analytic, writing, and speaking skills that support effective leadership and management.
* Applying theoretical leadership approaches to real-world challenges faced by criminal justice executives in law enforcement, corrections, and the courts.

This course places a strong emphasis on thinking critically about the topics it covers. This means that you will be expected to push beyond remembering or describing knowledge (although this is still important) to applying, analyzing, and evaluating it. Ultimately, the goal is for you to develop and integrate ideas into a way of seeing things that is new to you.

A seminar, by definition, involves an exchange of information. In that regard, the focus of this course is not on me delivering information, but on all participants sharing responsibility for enriching the entire class’s learning experience. The success of the course hinges on your collective participation and commitment to the goal of communicating thoughts and ideas based on topics presented in the readings. A seminar presents an ideal opportunity to raise and answer important questions and to learn from one another.

**Course Format**

Leadership is a participatory activity. This course requires a high level of student participation inside and outside the classroom and a portion of your grade is derived from class participation. The instructor will do some lecturing, but most of each class session will require participation by students in presenting and responding to leadership case studies, discussing readings, engaging guest speakers, and participating in the small-group class project.

**Requirements and Graded Work**

Graded work for the course will be as follows:

* 3 Case studies (1-2 pages). (10 points each = 30%)
* Term Paper on criminal justice leadership (5-6 page paper). (30%)
* Group cinema project. Presentation. (20%)
* Seminar class participation (20%)
* **Case studies** (30%) Due as assigned to each student.

During the semester, each student will be responsible for analyzing 3 case studies as assigned by the instructor. Case studies will cover a broad spectrum of criminal justice topics to include, law enforcement, corrections, and courts. For each case the student will:

* Respond to the questions about the case.
* Discuss one or more additional issues that are interesting or useful about the case that are not covered by the questions in the text. *This is a very important part of the assignment.*

Each case study should be approximately 1-2 double-spaced pages (Word document only). Case studies should be sent by email to the instructor by the assigned due date.

* **Term Paper** (30%) Assigned in Session 5 -- Due November 20

Each student will be assigned to write a response to a scenario-based exercise in which the student will play the role of a candidate for a senior leadership position in a criminal justice organization. The scenario requires that the student (as candidate) articulate detailed plans to address issues of importance as identified by a hiring panel. It is expected that leadership and management philosophies learned during the semester will be applied to the proposed solution for each of the issues presented in the exercise. The term paper shall be 5-6 pages in length and prepared in accordance with the format described as follows.

Papers must be written and prepared in a professional manner. Format and style is to be in accordance with the Purdue Online Writing Lab (OWL) – link follows: https://owl.english.purdue.edu/owl/resource/560/01/

Required:

8 ½ x 11 paper

5-6 pages with a title page

12-point, New Times Roman font

1” margins

Double Spaced

An outstanding term paper would satisfy the following requirements:

* Clean and professional visual presentation to include cover page, headings, & graphics
* Highly informative, drawing on subject matter presented during the semester
* Logical flow that supports topics/strategies presented in the paper
* Language and style are appropriate for the intended audience
* Use of excellent grammar and sentence structure
* Main points hold the readers interest
* **Group Cinema Project** (20%). *Presented on 12/4*

The group cinema project has two goals: (a) to develop insights into leadership that may be offered in cinema, and (b) to afford class members opportunity to participate in a group endeavor in which leadership, followership, and their consequences can be observed directly.

At the beginning of the semester, the class will be divided into groups. The group project will be to select a film portraying one or more interesting aspects of leadership, to analyze the film, and to present the analysis of the film to the instructor and the rest of the class.

The film must be *submitted to the instructor no later than 10/16 and approved no later than 10/23.* The *presentations will be made in class on 12/4.*  The instructor will provide a list of films from which the groups may choose. However, other films may be selected if the group can arrange for a way for the class to view the one they select.

Each group will be responsible for selecting a film (the same film may not be selected by different groups), arranging for viewing opportunities for the rest of the class, as well as presenting the group’s analysis of the film. All class members will have viewed the selected films (out of class) before they are presented in class. Each presentation will be evaluated by the instructor, and all students in that group will receive that grade for the group’s presentation. Groups should draw upon their collective knowledge of leadership traits, style, skills, and situational dynamics, as accumulated during the semester through lectures, readings, and class discussion.

Each group will be given equal time for the presentation and class participation. (approximately 20 minutes plus 10 minutes for Q and A). There is no written product for this project. The grade will be based entirely on the class presentation, and will reflect the level of critical thinking demonstrated in the substance of the presentation, and on the quality of its delivery, including its organization. Power point support of the presentation is required.

* **Class Participation** (20%)

Some general guidelines about good participation in class: it is not merely talking a lot. The student and the class will benefit most when the student:

* Delivers a concise and thoughtful account of important points made in the readings,
* Provides an insightful synthesis of different readings or makes useful comparisons between them,
* Applies the material usefully to theoretical and practical problems,
* Offers constructive criticism of the material and the presentation of other class participants,
* Responds constructively to comments made by others in the class,
* Raises useful questions about the topic for the session, and
* Promotes a positive, healthy learning environment (encourages and stimulates participation by others)

Regarding electronic devices (such as laptops, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

Please note that 2 or more excused/unexcused absences will result in a grade of “C” for class participation.

**Communication and Office Hours**

The instructor will communicate with the class both in e-mail and on Blackboard. If you receive an e-mail from the instructor, a prompt reply or acknowledgement is expected.

In lieu of specific office hours, students should feel free to request individual meetings with the instructor at a mutually agreeable time and place, generally immediately before or after class.

# **Students with Disabilities**

If you have (or think you may have) a learning disability or other condition that may affect your academic performance, you should: 1) make sure documentation is on file with the Office of Disability Services (703-993-2474; [ods.gmu.edu](http://www.gmu.edu/student/drc)) to determine the accommodations you need; and 2) see me to discuss your accommodation needs. By Mason policy, I cannot make any accommodations for students without certification from ODS on the existence of a disability and the specific accommodations needed.

**University Honor Code**

The University has established policies about academic integrity through its Honor Code, which covers cheating, attempted cheating, plagiarism, lying about academic work, and stealing. You are responsible for knowing the Honor Code (<http://oai.gmu.edu/the-mason-honor-code-2/?_ga=2.221409880.1555381437.1497960221-486270253.1497200837> ) and understanding it. Academic dishonesty will be referred to the Office of Academic Integrity and treated as a serious violation of university policy. Students may collaborate in studying and discussing course topics, but their written course work must be entirely their own – without outside assistance except that approved explicitly and specifically by the instructor.

Plagiarism is the most common source of integrity problems in graduate courses. Here is a website with valuable information about what constitutes plagiarism and how to avoid it:

<http://oai.gmu.edu/the-mason-honor-code-2/plagiarism/>

**Emergencies**

Call GMU’s closing line at (703) 993-1000 to see if classes are cancelled for inclement

weather. You can also register for Mason’s emergency alert system at https://alert.gmu.edu. If I should have to cancel a class due to a personal emergency, I’ll make every attempt to email you ASAP at your GMU email address through a Blackboard “announcement”.

**Textbook and Readings**

It is important that you come to class having read and thought about the readings assigned for that week. You should be familiar with (1) the reading’s purpose; (2) key concepts and theories used; (3) any lines of argument made; (4) and major findings and conclusions. You are encouraged to write summaries of these ideas in your own words, so you can recall them more easily during discussion.

A good understanding of the readings provides the foundation for robust and productive class discussion. In our discussions, we shall want to go beyond merely summarizing material and toward identifying interesting issues that are worthy of further development. The instructor will introduce several current issues that challenge criminal justice executives with the idea of discussing them in the context of the material presented in the textbooks.

Birzer, Michael L. *Principles of Leadership and Management in Law Enforcement*, CRC Press, Taylor & Francis Group © 2012 by Taylor & Francis Group, LLC

International Standard Book Number-13: 978-1-4398-9865-9

Peter G. Northouse, *Leadership Theory and Practice*, 8th ed. Los Angeles, CA: Sage Publications (2018)

**Class Schedule**

**Session 1 (Aug. 28)**

Introductions and review of syllabus

* Student biographical statements due
* Summary of semester goals and course objectives
* Leadership and management defined and examined

Reading Assignment: None

**Session 2 (Sept. 4)**

Historical evolution of the structure and function of criminal justice organizations

Identification of current leadership challenges for criminal justice executives

* Changing immigration policies and their effect on community policing;
* Use of technology and its impact on 4th Amendment privacy rights;
* Changing attitudes in criminal justice associated with homeland security initiatives in the “post 9/11” environment.
* Militarization of police and its effect on community policing
* Conflict between state and federal marijuana laws that challenge our court systems

Reading Assignment: Birzer - Chapter 1

**Session 3 (Sept. 11)**

Introduction to management theory, and operational management of a criminal justice organization

* Structure of state and federal law enforcement, corrections and judicial organizations

Reading Assignment: Birzer – Chapters 2, 3

**Session 4 (Sept. 18)**

Leadership approaches - trait, behavioral, skills theories of leadership

* Video: Matt Beeton on Leadership

Case Study #1 assigned: Due Sept. 23 – Excessive turnover rates in the prison system’s executive management

Reading Assignment: Birzer – Chapter 4; Northouse - Chapters 1, 2, 3, 4

**Session 5 (Sept. 25)** \*\*Assign Term Paper Topic\*\* - due November 20

Leadership approaches focusing on the member/follower – situational, servant, and psychodynamic theories

* Dan Pink Video – human motivation
* Problem Solving – managing police discretion

Discussion of Case Study #1

Case Study #2 assigned: due Sept. 30 – Supervisors from 3 different shifts

Reading assignment: Birzer – Chapter 7; Northouse -Chapters 5,10,12

**Session 6 (Oct. 2)**

Leadership approaches focusing on the leader-member exchange (LMX), path-goal, and transformational leadership

* [Video-](https://www.youtube.com/watch?v=psAXMqxwol8&t=3s) US Navy Captain David Marquet
* Leadership in building a team

Discussion of Case Study #2

Case Study #3 assigned - Leadership challenges in task force operation - Due Oct. 8

Film options presented to class

Reading assignment: Northouse – Chapters 6,7,8,14

**\*\*No class on Tuesday Oct. 9 – Fall Break\*\***

**Session 7 (Oct. 16)**

Planning, Implementation, and Evaluation

* Business approach to criminal justice
* The importance of leadership in the budget process – Vision is key

Discussion of Case Study #3

Reading Assignment: Birzer - Chapters 5,6

**Session 8 (Oct. 23)**

Technology and management.

* Effect on 4th Amendment Privacy rights

Group Cinema project decision due to the instructor (film selection submitted for approval)

Reading assignment: Birzer - Chapter 8

**Session 9 (Oct. 30)**

Job related issues

* Coping with stress in law enforcement
* Personnel evaluation process
* Leadership approach for quieting a vocal and disgruntled workforce

In-class case study #4 – Uncertainty of mission: Federal and state marijuana laws in conflict

Reading Assignment: Birzer - Chapter 9; Northouse - Chapters 15, 16

**Session 10 (Nov. 6)**

Training and education – Recruitment and selection

* Basic Training
* Leadership Training

Myers-Briggs Personality Types

If you have taken the Myers-Briggs questionnaire and know your personality type, note it and bring it to class with you. If you do not know or recall your personality type, you can go to the following web site and take the free personality test, which uses the Myers-Briggs 16-personality system. The survey will take about 12 minutes, and at the end you will be told which of the 16 personality types fits you best. Please note that type and bring it to class with you.

<https://www.16personalities.com/free-personality-test>

Reading assignment: Birzer - Chapters 10,11

**Session 11 (Nov. 13)**

Communication as a key aspect of leadership

* Discussion of task force approach to problem solving
* Effective listening
* The importance of messaging – verbal and written

Colin Powell – 13 rules of leadership

Reading assignment: Birzer – Chapter 7

**Session 12 (Nov. 20)**

Leadership challenges in the post 9/11 environment – Homeland Security Policing

* National Incident Management System (NIMS)
* Incident Command System (ICS)
* Mutual Aid
* Militarization of Police

In-class review of Case Study #5 – Leadership and immigration law

Criminal justice in a multicultural environment

**\*\*Term papers due\*\***

Reading assignment: Birzer – Chapter 13;

**Session 13 (Nov. 27)**

Ethics in Criminal Justice

* Toxic leadership

Reading Assignment: Birzer – Chapter 14; Northouse - Chapter 12, 13

**Session 14 (Dec. 4)**

Cinema project presentations