**I. Course Dates/Hours and Classroom**

August 25, 2020-December 5, 2020 (Last Day of Classes)

Online; Tuesday and Thursday, 4:30 pm-5:45 pm

**II. Instructor and Contact Information**

Raymond G. Rowley, Supervisory Special Agent, Bureau of Alcohol, Tobacco, Firearms and Explosives (retired); B.S., George Mason University; M.A., George Washington University; M.S., National Defense University-Industrial College of the Armed Forces.

Phone: (301) 787-1249; e-mail: rrowley@gmu.edu or raymond.rowley56@gmail.com

**III. Office Hours**

Please contact me by phone or email to schedule an appointment

**IV. Course Description**

This course examines the management and leadership functions of criminal justice organizations. The course emphasizes communication and leadership skills, and the development of character driven criminal justice organizations. We will examine the characteristics of effective managers and leaders and emphasize the need for effective leadership at all levels of the organization to address the criminal justice challenges of the 21st century; the power of effective communication and interpersonal skills; crisis management; ethical decision making; team building and accountability; resource management; the U.S. Constitution and our system of jurisprudence; the legacy of effective leadership as demonstrated by early criminal justice practitioners and other relevant concepts.

**V. Course Goals/Academic Policy**

Upon completion of this course students shall have obtained a basic understanding of criminal justice management and leadership concepts from both a theoretical and practical perspective.

Students are responsible for verifying their enrollment in this class.

Schedule adjustments should be made by the deadlines published in the Schedule of Classes. Deadlines each semester are published in the Schedule of Classes available from the Registrar’s Website: registrar.gmu.edu.

Last Day to Drop: September 8, 2020 (No Tuition Penalty)

Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

Selective Withdrawal Period: September 29-October 28, 2020 (100% Tuition Liability)

After the last day to drop a class, withdrawing from this class requires the approval of the dean and is only allowed for non-academic reasons.

<https://registrar.gmu.edu/calendars/fall_2020/>

**VI. Course Text**

Leadership, Ethics and Policing: Challenges for the 21st Century; Prentice Hall; Copyright 2004/2010 by Pearson Education., Inc., Saddle River, New Jersey; ISBN 0-13-515428-6.

Selected reading assignments from the text and non-text sources as listed in the syllabus.

**VII. Teaching Strategies**

Teaching strategies include lecture; guest speakers; facilitated discussion; video presentations and student presentations.

PowerPoint slides used during the course will be posted on Blackboard for use as a study guide. On-line lectures will be recorded and posted on Blackboard.

**VIII. Attendance and Classroom Policies**

Learning in an on-line environment presents unique challenges. Students are reminded that regular class attendance and active participation is essential to learning and the successful completion of this course. Therefore, a grading component includes attendance and class participation. Excused absences for purposes of grading must be approved in advance; approved absences due to illness require a doctor’s note.

Students are expected to conduct themselves in a manner that is respectful to the instructor, guest speakers and other students; this includes being tolerant of diverse opinions. Cell phones and other items that may cause distractions in class should be turned off during class sessions.

**IX. Disability Statement**

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be arranged through that office.

**X. Honor Code**

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, stealing and other such forms of behavior are all prohibited.

All violations of the Honor Code will be reported to the Honor Committee.

See honorcode.gmu.edu for more detailed information.

**XI. Grading**

Mid Term Examination 30%

Final Examination 30%

Class Project 20%

Attendance/Participation 20%

Examinations will be given and graded on-line and will be open book. Students, however, should not collaborate with other students or persons during the examination. Students who cannot take either the mid-term or final examinations at the scheduled date/time must receive approval for an alternative date/time prior to the date of the scheduled examinations. Students who do not take the examinations at the scheduled date/time will lose 5 grade points for each additional day.

Students will be given the opportunity to compete an extra credit assignment.

At the end of the course, each student will be assigned a final grade as follows:

|  |  |  |
| --- | --- | --- |
| **Grade** | **Point Range** | **Interpretation** |
| A+  | 97-Above | Exceptional |
| A  | 94-96 |  |
| A-  | 92-94 | Excellent |
| B+  | 90-92 |  |
| B  | 85-89 | Above average |
| B-  | 80-84 |  |
| C+  | 75-79 |  |
| C  | 70-74 | Average |
| C- | 65-69 |  |
| D  | 60-64 | Below average |
| F  | Below 60 | Failure |
|  |  |  |

An essential component of the course is a group research project. Working in small groups students will select from an instructor provided list of real-world criminal justice challenges that require effective management and/or leadership solutions. For purposes of this project students will play the role of a police chief or criminal justice administrator. Students will prepare a power-point presentation that identifies the critical criminal justice and/or public safety issues; the specific management and/or leadership attributes necessary to the successful resolution of the problem; explain how the identified skills would be utilized and any necessary or required resources. Students will prioritize and explain the specific actions they would take to successfully resolve (or improve) the matter and actions they would take to ensure their organization is prepared for similar future challenges. The presentation will be 15-20 minutes in length.

Students will be graded on the thoroughness of their research, which may include speaking with criminal justice practitioners; the persuasiveness of any arguments made; the quality of their oral presentation, as well as the overall quality of their presentation.

Students should view the addendum attached to his syllabus for additional information.

**XII. CLASS SCHEDULE**

**August 25, 2020 (Lesson 1)**

Student and Instructor Introductions; Course Requirements; Syllabus Review.

**August 27 and September 1, 2020 (Lessons 2 and 3)**

The Criminal Justice System and the Challenge of Modern Policing

This lesson will review/examine the components of the criminal justice system and emphasize the “principles of policing” as developed by Sir Robert Peel, the founder of modern policing. Peel’s efforts were instrumental in the creation of the London Metropolitan Police Department in 1829, the first public police force, and are relevant to policing and criminal justice management and leadership today.

Reading: Leadership, Ethics and Policing, Chapter 1

<https://lawenforcementactionpartnership.org/peel-policing-principles/>

**September 3 and September 8 (Lessons 4 and 5)**

Leadership and Management: Two Sides of the Same Coin

Although frequently used interchangeably leadership and management are not the same. These lessons will present the characteristics of successful managers and leaders and discuss their differences and similarities, and examine a variety of leadership styles.

Reading: Leadership, Ethics and Policing, Chapter 3, pages 40-45, 55-56

<https://hbr.org/2013/01/management-is-still-not-leadership>

<https://www.forbes.com/sites/amyanderson/2015/03/01/the-characteristics-of-a-true-leader/2/#223e373a2ac9>

<http://guides.wsj.com/management/developing-a-leadership-style/what-is-the-difference-between-management-and-leadership/>

<http://guides.wsj.com/management/developing-a-leadership-style/how-to-develop-a-leadership-style/>

**September 10 and 15 (Lessons 6 and 7)**

Ethical Leadership: Every Officer’s Responsibility

Honesty and integrity form the basis of ethical leadership. Acting in a manner that is lawful, moral and respectful of the rights of others is essential to effective leadership and the administration of justice. This lesson will explore the importance of ethical leadership at all levels of the criminal justice organization.

Reading: Leadership, Ethics and Policing, Chapters 2 and 4

<https://leb.fbi.gov/2015/may/developing-ethical-law-enforcement-leaders-a-plan-of-action>

<https://www.theiacp.org/resources/law-enforcement-code-of-ethics#:~:text=Law%20Enforcement%20Code%20of%20Ethics%20The%20IACP%20adopted,enforcement%20agencies%20make%20to%20the%20public%20they%20serve.>

<https://leb.fbi.gov/2011/may/police-corruption-an-analytical-look-into-police-ethics>

**September 17 (Lesson 8)**

Management/Leadership Theory and the Road to Abilene

This lesson will continue the discussion begun in previous lessons by presenting some of the major theories used to explain the concept and practice of leadership.

Reading: Leadership, Ethics and Policing, Chapter 3, pages 45-55

**September 22 (Lesson 9)**

Management by Walking Around and the Value of Intellectual Curiosity

Leaders, even successful leaders, don’t always have all the answers. But confident and successful leaders are not afraid to ask questions in an effort to learn, build relationships and empower subordinates. This lesson will explore the value of employee engagement, intellectual curiosity and the benefits of getting out of the office and interacting with subordinates while they are performing their work.

<https://www.cleverism.com/management-by-walking-around-mbwa/>

<https://leb.fbi.gov/2016/march/focus-on-leadership-leading-through-listening>

<https://www.rapidstartleadership.com/asking-questions/>

**September 24 (Lesson 10)**

Leadership Legacy: The U.S. Constitution and Leadership Lessons from Great Leaders

Many of our most prized values and civil protections are embodied in the U.S. Constitution and the Bill of Rights which in turn form the basis of our criminal justice system. This lesson will explore the relevance of our Constitutional safeguards to policing in America, as well as leadership lessons from Washington and Lincoln and how their examples are relevant to the principles of effective criminal justice management and leadership today.

http://www.mountvernon.org/video/view/20/

<http://www.nytimes.com/2013/01/27/business/abraham-lincoln-as-management-guru.html>

**September 29 (Lesson 11)**

How Organizations Work: Strategic Planning-A Management and Leadership Process

Successful organizations set priorities; effectively manage resources; and communicate mission, vision and values. This is frequently accomplished through the management led strategic planning process. In this lesson we will take a look at how one federal law enforcement agency uses the strategic planning process to communicate its mission, values and priorities and workforce management both internally and externally.

<https://www.forbes.com/sites/davelavinsky/2013/10/18/strategic-plan-template-what-to-include/#53d4aa6e47e1>

<https://www.atf.gov/resource-center/docs/2010-2016-strategic-plan-completepdf/download>

**October 1 (Lesson 12)**

The Changing Nature of Leadership: Transactional versus Transformative Leadership

This lesson will focus on the two very different styles of leadership, namely transactional leadership and transformative leadership. Simply put, transactional leadership emphasizes the exchange of rewards for the work and loyalty of followers, whereas transformative leaders empower followers and seek new methods of achieving desired results.

<https://leb.fbi.gov/2017/june/leadership-spotlight-leadership-during-change>

<https://www.forbes.com/sites/glennllopis/2014/03/24/every-leader-must-be-a-change-agent-or-face-extinction/#720d9a8c4e0f>

<http://guides.wsj.com/management/innovation/how-to-change-your-organizations-culture/>

<http://www.ccl.org/wp-content/uploads/2015/04/NatureLeadership.pdf>

<https://www.ncjrs.gov/pdffiles1/nij/238338.pdf>

**October 6 (Lesson 13)**

Every Officer a Leader: The Value of Early and Continuous Leadership Development

In this lesson, we discuss the need for management and leadership at all levels of the criminal justice organization; that tomorrow’s supervisors will come from today’s pool of followers; and that leadership development is a process that takes time and should begin well before the individual formally occupies a management or leadership position.

<https://www.policeone.com/police-leader/articles/7530114-4-keys-to-develop-police-leaders-of-the-future/>

**October 8-Mid Term Review (Lesson 14)**

**October 13-Fall Break/No Class**

**October 15-Mid Term Examination (Online)**

**October 20 and 22 (Lessons 15 and 16)**

Leading Change, Empowering Subordinates, Building a Unified Team

Movies have the power to both entertain and teach. Using the film *Hoosiers,* students will explore the leadership challenges encountered by an athletic coach in a film loosely based on an unlikely 1954 Indiana state high school basketball championship team. Leadership lessons from the film will be related the challenges of criminal justice leadership.

Students will be expected to view the film on their own prior to the October 22nd class. The film is available for free or for a minimal fee on a variety of streaming sites.

*Reading: Leadership, Ethics, and Policing, Chapter 7*

<http://guides.wsj.com/management/managing-your-people/how-to-motivate-workers-in-tough-times/>

**October 27 (Lesson 17)**

Law Enforcement Partnerships and Task Force Operations

Today’s criminal justice challenges frequently strain the abilities and resources of any single agency and require solutions that leverage the power of partnerships. However, such solutions can also challenge criminal justice managers and leaders as they seek to build relationships, manage expectations and priorities and lead a diverse workforce.

<https://www.policeone.com/leadership/articles/7095182-3-keys-to-leading-a-multi-disciplinary-task-force/>

**October 29 (Lesson 18)**

Information Management and Intelligence Led Policing

This lesson will provide students with an understanding of the crime solving benefits and management and leadership challenges of information collection, analysis, and sharing. The origins and effectiveness of Compstat, a performance management tool that makes timely use of crime statistics and information and the deployment of resources, will be discussed, as will other intelligence-based crime fighting programs and strategies.

**This lesson includes an in-class exercise involving a present-day law enforcement challenge.**

<https://leb.fbi.gov/2012/september/research-forum-the-attitudes-of-managers-toward-intelligence-led-policing>

<http://lawofficer.com/archive/intelligence-led-policing/>

<https://www.washingtonpost.com/investigations/technology-to-fight-gun-crime-hobbled-by-skepticism-and-disuse/2016/10/06/026dac1c-4d29-11e6-a422-83ab49ed5e6a_story.html?utm_term=.9a8ea94ed937>

Reading: Leadership, Ethics and Policing, Chapter 12

**November 3 and 5 (Lessons 19 and 20)**

Communication: The Key to Interpersonal Relations and the Power of Persuasion

During these lessons, students will examine what is arguably the most valuable criminal justice management and leadership skill…communicating effectively, a process that includes active listening and critical thinking abilities. Using the film *12 Angry Men* students will explore issues such as the importance of Socratic leadership, effective communication, the power of persuasion, avoiding “group think” and resolving conflict.

Students will be expected to view the film on their own prior to the November 5th class.

Reading: Leadership, Ethics, and Policing, Chapter 6

**November 10 (Lesson 21)**

Leading and Managing a Mid-Size Police Department-**Guest Speaker**

Our guest speaker, a retired local police executive, will discuss his experience managing and leading at various levels of a mid-size police department, including efforts to achieve operational efficiencies by policing to community priorities, the auxiliary role of civilians and volunteers, and the use of technology and the championing of accountability.

**November 12, 2018 (Lesson 22)**

Crisis Management/Leadership

Nothing tests the management and leadership abilities of today’s criminal justice executives like a crisis, defined as an event of immense danger or difficulty. A crisis can strike without warning, and can be the result of natural or man-made influences. The ability to lead and communicate effectively during a crisis can save lives, prevent or minimize property damage and ensure and/or build public trust. Conversely ineffective leadership can undermine these same concerns and imperil the very existence of an organization. As a result, this lesson will examine the skills necessary to lead during a crisis, stress the importance of preparing for a crisis, and demonstrate how leaders can assist its organization and community recover from a crisis.

<http://deloitte.wsj.com/riskandcompliance/2015/07/06/crisis-leadership-five-principles-for-managing-the-unexpected/>

<https://www2.deloitte.com/content/dam/Deloitte/us/Documents/risk/us-aers-crisis-leadership.pdf>

<https://leb.fbi.gov/2016/may/leadership-during-crisis-response-challenges-and-evolving-research>

<http://expressionsofexcellence.com/ARTICLES/crisis_leadership_sully.pdf>

**November 17 (Lesson 23)**

The Routine, but Necessary Side of Management

Criminal justice managers/leaders are required to perform a wide variety of routine, but essential duties that impact the quality and effectiveness of the organization. This lesson will examine some of these functions, including the recruiting and training of personnel; setting the proper example and motivating personnel; managing daily administrative functions; resource and property management; managing office politics and personality conflicts; evaluating performance and rewarding and disciplining personnel.

**November 19 (Lesson 24)**

The Changing Nature of Policing: 21st Century Leadership Challenges

The challenges of public safety have changed dramatically, particularly after the 9/11 terrorist attacks and natural disasters such as Hurricane Katrina, and issues arising from alleged and well-publicized incidents of police misconduct. This lesson will examine leadership challenges such as effective community policing, police use of force, police misconduct, calls to eliminate or reduce police budgets, and other 21st century policing challenges, as well as the executive core qualifications required of today’s law enforcement leaders.

Reading: Leadership, Ethics and Policing, Chapters 11 and 13

<http://thf_media.s3.amazonaws.com/2011/pdf/bg2566.pdf>

**November 24 (Lesson 25)**

Student Group Presentations

**November 25-29-No classes (Thanksgiving Break)**

**December 1 (Lesson 26)**

Student Group Presentations

**December 3 (Lesson 27)**

Final Exam Review/Last Day of Classes

**December 9-16**

Final Exam (On-Line/Actual Date to be Determined)

**Police Development Reading List**

http://post.nv.gov/uploadedFiles/postnvgov/content/Training/Police\_Leadership\_Dev\_Reading\_List.pdf

**Addendum**

**Group Research Project**

As a criminal justice manager/leader you will face many challenges and opportunities to effect change. For this project you will assume the role of a local police chief or public safety administrator. The issues below represent real-world challenges faced by criminal justice managers/leaders today.

Your assignment is to select one of the issues; identify the critical elements; the underlining criminal justice or public policy and/or public safety issues; identify the management and/or leadership traits or characteristics most essential to addressing the challenge and explain the actions you would take or recommends you would make to policy makers (i.e. mayors, city council, etc.) to resolve or mitigate the problem, and/or position your organization for future success.

* Public safety in the era of the Ferguson effect/BLM movement
* Policing in the age of sanctuary cities
* Local policing’s homeland security role
* Responding to persistent gun violence
* Preventing and mitigating gang recruitment/gang violence
* Public safety and the impact of defunding the police
* Building a high-caliber/diverse workforce
* Restoring public confidence in the wake of alleged police misconduct
* Addressing police misconduct
* Policing in an environment of limited or diminishing resources
* Alternatives to incarceration for first offenders
* Advantages/Disadvantages of a body worn camera program
* Addressing poor workplace performance
* Intelligence collection and privacy concerns
* Criminal justice reform and use of force complaints
* Stop, Question and Frisk: Effective enforcement tactic or civil rights violation?

A resource that you may want to consult while preparing your team power-point presentation is <http://writingcenter.gmu.edu/guides/writing-a-powerpoint-presentation>