

California State University, Sacramento
Criminal Justice Division
CRJ 163
Leadership in Criminal Justice and Public Safety
Spring 2009

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Office Hours: Tuesday 09:15 to 10:15 AM by appointment

Note: I encourage you to make appointments and use my office hours to discuss individual problems and requests for personal assistance. I like to reserve class hours for course content related issues.

Section 03-LEC (class number 32027) Tuesdays and Thursdays 10:30 AM to 11:45 AM
Alpine Hall Room 156

Required Text:

Leadership, Theory and Practice by Peter Northouse
Sage Publications, Fourth Edition, 2007

The Leader In You by Dale Carnegie and Associates
Published by Pocket Books, May 1995

SYLLABUS

Course Description: This course is an upper division course that addresses the role of leadership in shaping and directing complex justice and public safety organizations. Leadership styles, roles, communication, group dynamics and organizational culture are examined and applied to organizational maintenance, adaptation, and change. Also addresses the role of employee organizations and personal practices in shaping leadership options and styles in public agencies. Particular attention is focused on implementing leadership in the bureaucratic and public agencies typical to the field of criminal justice and public safety administration.

Goals:

- 1) Examine the principles and concepts of organizational leadership.
- 2) Link theory to practice and the application of principles in different contexts.
- 3) Understand and appreciate the complexity of leadership and organizational systems.
- 4) Explore how organizational structures inhibit or support leadership through the systems dynamics of power and authority.

Learning Objectives:

At the end of the semester, the student should be able to identify, articulate, and demonstrate an understanding of:

1. The role of formal and informal norms and culture in shaping organizational behavior.
2. The need for leadership in criminal justice organizations.
3. The difference between managing and leading.

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4. What constitutes exemplary leadership and ethical leadership?
5. The role of power in leadership.
6. The personal development of leadership skills, traits, and attributes.
7. The need for personal change and how that is accomplished.
8. The expectation of leader's constituents, collaborative efforts and inspiring a shared vision.
9. The leader's roles to foster renewal, challenge the process, take risks, and lead with conviction.
10. The importance of modeling in organizational leadership.
11. The role of the leader and processes to be followed in managing crisis.
12. The role of intrinsic and extrinsic rewards for leaders and those they influence.

Method of Instruction:

The course will be presented in a combination of lecture and group discussion format, supplemented with reading and written assignments. Students will participate as individuals and in group discussions; occasional role-playing and give oral presentations. Multimedia or guest speakers maybe used to supplement the textbook and lecture.

Requirements:

Attendance is required. Students are expected to be on time. Both tardiness and absences can influence your grade. We all experience extenuating circumstances that cause hardships of some kind; therefore, I will not count the first two absences against you. I suggest you reserve these for occasions when you seriously need time outside of class. In cases of extenuating and unavoidable circumstances, extended absences such as subpoenas, hospitalization, jury duty, military call up or incarceration, it would be appropriate to advise me and attempt to make arrangements for the remaining classes. For most other reasons, a cold, overslept, car breakdowns or funerals, it is not necessary to inform me. However, it is your responsibility to make arrangements with me to pick up any course handout materials. Also, to make early arrangements with your fellow classmates to share with you the lecture information covered in class. One last word about tardiness; please be considerate of others and the learning environment, especially, if you enter the class room late.

Class participation: In-class participation will ask you to apply, integrate and synthesize course materials, as well as, to compare and contrast, and present your own or small group solutions or ideas to case problems. I expect you to participate and value the ideas of others even if you disagree with them. Remember that disagreement is vital to learning. It should be the feeling of each class member that his or her contribution is appreciated and valued, even if its content is contested or debated. In contributing to in-class discussion, trust your own experiences. Draw on them to illustrate points you make. Most importantly, maintain a flexible attitude; a person who is open, curious, and/or willing to be challenged is the person who continuously learns and grows.

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In-class Discussion: I expect you to contribute. Sometimes a class member will give the excuse of shyness for not participating in discussions, but I consider participation an essential job-relevant organizational skill to be developed in this course and it will be an important element of your grade. Equally important is not to dominate or over contribute. A very positive way to contribute is to help draw out quieter members and allow them “air time”. In-class contributions include, but are not limited to:

1. Providing recapitulations and summaries.
2. Making observations that integrate concepts and discussion.
3. Citing relevant personal examples.
4. Asking key questions that lead to revealing discussions.
5. Engaging in devil’s advocacy.
6. Disagreeing with the instructor when the difference of opinion serves as both counterpoint and a way of exploring all sides of a concept, issue, or practice.
7. Working with others to come to a common understanding of topics-in and out of the classroom.

There are assigned readings on the Course Schedule essential and necessary to your success in this course. With each assigned chapter reading are case studies with corresponding discussion questions and self-assessment questionnaires. It is expected that you finish the readings as outlined, before class, each week.

Three case studies are provided in each Northouse/text 14 chapters to illustrate common leadership issues and dilemmas. Thought-provoking questions follow each case study, and are intended to help students interpret the case. Read these case studies each week before class, and be prepared to be called upon randomly in class for your responses to the questions posed for each case study. Case studies will be discussed on Tuesday and Thursdays.

Also, self-assessment questionnaires are provided in Chapters 2-14 to help the reader/student apply the approach(s) to his or her leadership style or setting. Class/course discussion will focus on these questionnaires, along with the assigned readings in Northouse and Carnegie texts. Therefore, students should take/do these assessments weekly, before class. You will be randomly called upon, to share and discuss your personal findings or results from using these assessments, in class, on Thursdays.

Finally, each week I will give you 8-10 questions for study. Use these study questions to help reinforce your understanding of the lectures and text readings.

Essay Homework: All essay paper home work should have a cover page, be type written, double spaced, use Ariel or Times Roman 12 pitch font, one inch margins, have a reference page and must be stapled together. These requirements conform to American Psychological Associations (APA) standards. Also, keep a copy for your records. Ethics Essay: You are required to write a brief essay on Leadership Ethics. Go to www.aspanet.org and click on the left tab “ASPA General Information”; than scroll down to the ASPA Code of Ethics. Read their code of ethics. Write a 500-word essay.

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Discuss first, “How a leader’s non-ethical behavior can influence the culture of an organization” and secondly, “How leaders can instill ethical behavior in organizations”. Use the texts, lecture notes and website above to select specific behaviors to focus on and be sure to use current world examples and citations (4-6) from other sources, to support your discussion. You must have a reference page. Refer to Essay Home work above.

Case Reaction Essays -Case 4.1 & 10.3: You are required to write two short (4-5 pp.) reaction essays. For the first reaction essay, you are to pick a contemporary leader (someone you know personally or a public figure) and discuss the leadership behaviors you think this person demonstrates. Identify which of the Leadership Grid styles (p. 74, figure 4.1) is demonstrated by the leader. Support your position with specific examples. Also, discuss how the Style Approach would be a useful way to understand a person’s leadership.

The second reaction essay, should address a contemporary example of team leadership, which might be based on a team to which you currently belong. Your analysis should discuss how effective the leader is/was in promoting team effectiveness and provide specific examples that explain the factors contributing to effectiveness. Discuss how team leadership theory (use 4-6 citations to support your discussion) provides a useful way to understand the leadership shown by this individual.

Late Homework: I do not accept late homework for a grade. However, certain extenuating circumstances may be considered with advance notice. A penalty point reduction may be applied to the late homework. However, I do encourage you to turn-in late homework for my review and comment.

Missed examinations: Do not miss examinations. I will only allow examination make-ups for extenuating circumstances, and only if you notify me in advance of the examination. Any exceptions may include a penalty point reduction. For missed examinations, I reserve the option of using the Testing Center for which you will be required to make an appointment no later than seven days following the missed examination.

Academic Dishonesty: Plagiarism or other academic dishonesty will result in a failing grade and referral to University authorities. Read the university website at (<http://www.csus.edu/admbus/umannual/UMP14150.htm>) which contains the university policy on plagiarism and definitions of plagiarism. Also, consult the university library website (<http://library.csus.edu/content2.asp?pageID+175>) for further information concerning plagiarism and strategies to avoid plagiarism. The library website also has a link to a plagiarism “test” to assist students in determining how well they understand plagiarism. Expect the plagiarism policy to be discussed in class.

Disabilities: Students with special needs should meet with me prior to the third-class session. Every effort will be made to accommodate students with disabilities. If you have a disability and require accommodations you need to provide disability documentation to SSWD, Lassen Hall 1008. The Office of Services to Students with

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Disabilities can be contacted by email at sswd@csus.edu or by telephone number 916-278-6955 or (TTD) 278-7239 for additional information.

Grading:

Class Attendance and Participation:	16 points
Homework:	
Reaction Essays (2)	100 points (50 pts. each)
Ethics Paper	50 points
Quizzes: (may or may not be used)	30 points (6 @ 5 pts. each)
Mid Term Examination:	100 points
Final Examination (non-comprehensive):	100 points

Total: 396 points

(Total points adjusted to 366 if quizzes are not used)

Grading Scale:

376-396	A	313-333	B	250-270	C	187-207	D
355-375	A-	292-312	B-	229-249	C-	166-186	D-
334-354	B+	271-291	C+	208-228	D+	Lower than 166	F

Mid Term Examination: Thursday, March 13,

Final Examination: Thursday, May 21, 10:30 A.M. – 12:30 A.M.

Quizzes and Examinations: Quizzes can take any form. Both the final and mid-term examinations will be objective, using true/false and/or multiple choice questions. For both the mid-term and final exams, expect about 100 questions, worth 1 point each. For these examinations, re-review the text reading assignments and lecture notes.

Essay Grading Rubric:

You will be required to write three essays during the course. Two of the essays will be case reaction essays, and a third will address the topic of leadership ethics. Below are the criteria for grading your essays:

1) Structure (25 %)

Excellent (24-25 pts.) - An essay in this category:

- a) Opening paragraph defines the purpose of the essay clearly and succinctly, allows the reader to predict what follows and establishes a clear theme for the essay.
- b) Paragraphs begin and end with transitions and focus on a single concept or idea.

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- c) The body of the essay answers the posed case questions and further develops the opening theme in a coherent and logical progression of ideas that facilitates the reader's understanding and maintains the reader's interest.
- d) Arguments and conclusions are internally consistent and always supported with evidence or logic.
- e) Writer always makes frequent and effective use of examples to support his/her underlying argument.
- f) Closing paragraph sums up the writer's points and links back to the opening paragraph.

Acceptable (18-20 pts.) – An essay in this category:

- a) Opening paragraph addresses a purpose.
- b) Writer makes paragraphs break in appropriate places.
- c) Body of essay stays on general topic introduced in essay.
- d) Writer makes some use of logic and evidence.
- e) Writer makes some uses of examples to support his/her arguments.
- f) The essay reflects some overall structure and organization.

Unacceptable – (15 pts. or less) – An essay in this category:

- a) Opening paragraph does not relate to any clear theme, nor does it relate to the remainder of the essay.
- b) Writer fails to break writing into paragraphs at appropriate places.
- c) Body of essay wanders among topics without apparent purpose.
- d) Writer makes assertions without evidence, logic or examples or uses evidence, logic or examples that clearly fail to support assertions.
- e) The essay lacks structure and reflects no planning or organization. It shifts from one topic to another at random.

2) Language Usage (25 %)

Excellent – (24- 25 pts.) - An essay in this category:

- a) Writing contains no grammar, punctuation, or spelling errors.
- b) Writer makes extensive use of active voice.
- c) Writer consistently uses appropriate tense.
- d) Writer uses varied sentence structure.
- e) Student appropriately uses a rich and varied vocabulary.

Acceptable – (18-20 pts.) - An essay in this category:

- a) Writing contains some minor grammatical, punctuation or spelling errors.
- b) Writer primarily uses active voice, but occasionally lapses into passive voice where active voice would have better served his/her objectives.
- c) Writer sometimes uses present tense to describe past events or other errors in tense.
- d) Writer repeatedly uses simple sentence structure.
- e) Writer repeatedly uses the same words or phrases; vocabulary shows no richness or variety.

Unacceptable (15 pts or less) – An essay in this category:

- a) Writing contains numerous grammatical, punctuation or spelling errors.

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- b) Writer never uses active voice.
- c) Writer demonstrates no awareness of tense, mixes tense in sentences.
- d) Writing contains sentence fragments.
- e) Writing contains slang or obscene terms without quotation marks or other significant misuse of words.

3) Content and Analysis (50%)

Excellent (48-50 pts.) – An essay in this category:

- a) The essay directly addresses the question or assignment.
- b) Writer demonstrates extensive and sophisticated understanding of the material covered in the essay.
- c) The writer demonstrates innovative and original analysis of the issue.

Acceptable (47-45 pts.) – An essay in this category:

- a) The essay primarily addresses the question or assignment, but misses some aspect of the question/assignment.
- b) Writer demonstrates moderate knowledge of facts but only limited insight into causes, relationships or other complex analysis.
- c) The essay describes more than it analyzes.

Unacceptable (30 pts. or less) – An essay in this category:

- a) The essay is not responsive to the question or assignment.
- b) The facts or conclusion are erroneous.
- c) The essay has little or no analysis.

Course Schedule

The following schedule **may be** subject to adjustments as the class progresses.
Classes are Tuesday and Thursday, for 1 hour and 15 minutes.

<u>Sessions</u>	<u>Date</u>	<u>Course Information</u>
Week 1	(T)1/27	Introduction: Leadership in Criminal Justice and Public Safety Review syllabus, Course Question & Answer Read chapter 1, pp. 1-14 (Northouse)
	(Th)1/29	Lecture: Chapter 1, Introduction Read pp. 1-14 (Northouse) Second Review of Syllabus Group Discussion - Chapter 1 (Northouse)
Week 2	(T) 2/3	Lecture: Chapter 2, Trait Approach Read pp. 15-36 (Northouse)
	(Th) 2/5	Group Discussion – Chapter 2 (Northouse)

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		Read Chapters 1 & 2 (Carnegie) for discussion
Week 3	(T) 2/10	<u>Lecture:</u> Chapter 3, Skill Approach Read pp. 39-68 (Northouse)
	(Th) 2/12	Group Discussion – Chapter 3 (Northouse) Read Chapter 3 (Carnegie) for discussion
Week 4	(T) 2/17	<u>Lecture:</u> Chapter 4, Style Approach Read pp. 69-88 (Northouse) Begin First Reaction Essay
	(Th) 2/19	Group Discussion – Chapter 4 (Northouse) Read Chapter 4 (Carnegie) for discussion
Week 5	(T) 2/24	<u>Lecture:</u> Chapter 5, Situational Approach Read pp. 91-111 (Northouse) First Reaction Essay Due
	(Th) 2/26	Group Discussion – Chapter 5 (Northouse) Read Chapter 5 (Carnegie) for discussion
Week 6	(T) 3/3	<u>Lecture:</u> Chapter 14, Ethics in Leadership Read pp. 341-368 (Northouse) Begin 500 word Ethics Essay Due: March 24, 2009 beginning of class
	(Th) 3/5	Group Discussion - Chapter 14 (Northouse) Read Chapter 6 (Carnegie) for discussion
Week 7	(T) 3/10	Mid Term Review
	(Th) 3/13	Mid Term Examination Chapters 1-5 and 14
Week 8	(T) 3/17	<u>Lecture:</u> Chapter 6, Contingency Theory Read pp. 113-126 (Northouse)
	(Th) 3/19	Group Discussion - Chapter 6 (Northouse) Read Chapter 7 (Carnegie) for discussion
Week 9	(T) 3/24	<u>Lecture:</u> Chapter 7, Path-Goal Theory

Read pp. 127-149 (Northouse)
Ethic Essay Due

(Th) 3/26

Lecture: **Chapter 8, Leader-Member Exchange Theory**
Read pp. 151-172 (Northouse)

Read Chapter 8 (Carnegie) for discussion

Week 10

Spring Recess March 30 – April 5

Week 11

(T) 4/7

Lecture: **Chapter 9, Transformational leadership**
Read pp. 175-204 (Northouse)

(Th) 4/9

Group Discussion - Chapters 7, 8 & 9 (Northouse)

Read Chapters 8 & 9 (Carnegie) for discussion

Week 12

(T) 4/14

Lecture: **Chapter 10, Team Leadership**
Read pp. 207-235 (Northouse)
Begin second Reaction Essay

(Th) 4/16

Group Discussion - Chapter 10 (Northouse)

Read Chapter 10 (Carnegie) for discussion

Week 13

(T) 4/21

Lecture: **Chapter 11, Psychodynamic Approach**
Read pp. 237-265 (Northouse)

Second Reaction Essay Due

(Th) 4/23

Group Discussion – Chapter 11 (Northouse)

Read Chapters 11, 12 (Carnegie) for discussion

Week 14

(T) 4/28

Lecture: **Chapter 12, Women in Leadership**
Read pp. 265-293 (Northouse)

(Th) 4/30

Group Discussion - Chapter 12 (Northouse)

Read Chapters 13, 14 (Carnegie) for discussion

Week 15

(T) 5/5

Lecture: **Chapter 13, Culture and Leadership**
Read pp. 301-339 (Northouse)

(Th) 5/7

Group Discussion - Chapter 13 (Northouse)

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Read Chapters 15 & 16 (Carnegie) for discussion

Week 16	(T) 5/12	Review for Final
	(Th) 5/14	Review for Final

May 18 –21 Final Examination Week
Final examination May 21, 2009 10:30 AM to 12:30 PM

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My Biography

I am a native Californian of Hispanic decent from a small Southern California desert community. I attended community college and later attended and graduated from California State University, Long Beach with a major in Criminal Justice. I am a graduate of the University of California at Berkeley, School of Criminology. I have worked in criminal justice agencies at the county, state and federal levels. For the past 29 years, I have worked in a variety of assignments for the California State Attorney General's Office, Department of Justice. I am currently the Assistant Chief in the Division of California Justice Information Services overseeing two shifts (swing and morning shift) 24/7 operations; 250 personnel, two bureaus, and the computer room.

I am also adjunct faculty for the University of San Francisco, College of Professional Studies, where I have taught undergraduate and graduate courses for 15 years in the Public Administration, Economics, Organizational Development, Information Systems, and Organizational Behavior and Leadership curriculums.

January 26, 2009