

## **LESSON 1: COURSE OVERVIEW**

### **Introduction**

---

This lesson consists of a discussion of this course's philosophy and construction in the following areas:

1. The Learning Process
2. Course Goals
  - a. Behavioral Science and Leadership Theories
  - b. Basic Frameworks
    - i The Model of Organizational Leadership
    - ii The Leader Thought Process
  - c. Integration of Course Content into Practice
    - i Case Studies
    - ii Class Discussions
    - iii The Student Journal
    - iv Movies, Group Exercises, and other Learning Tools
  - d. Developing Your Personal Leadership Potential
    - i Goal Setting
    - ii Dimensions of Leadership
    - iii Self-Evaluation
  - e. Lifelong Study of Leadership
3. Assessing Your Learning
4. Preparing for Class

### **Assignment**

---

1. Read Course Guide, pages 1-1 through 1-18.

## THE LEARNING PROCESS

This course was designed for sworn and non-sworn law enforcement professionals. The course is not an end or all-inclusive course, but rather a critical component of a larger, multi-tiered system of leadership training for all civilian and sworn members of the law enforcement profession. This course should be viewed as a stepping stone in a path of life-long leadership learning.

This course has been adapted to accommodate adult learners. A rich body of educational literature and research has demonstrated that adults learn best and enjoy the process of learning most when they:

- Study concepts that they believe are relevant and useful.
- Receive instruction that is well designed and organized.
- Gain new information by building upon what they already know.
- Take an active role in learning by using a variety of sensory inputs, for example thinking, listening, writing, discussing, etc. as they study new concepts.

In putting these principles into practice, the authors have already completed a big part of their role. That role included researching and adapting the curriculum, securing logistical support, organizing learning activities, and providing you with numerous opportunities for study and practice of the material in each lesson. Your course coordinators and instructors will now present a variety of research-based theories, facilitate your learning, and provide you with active feedback on how well you understand and can use the material.

**Your job is to assume responsibility for your learning. This is no easy task; it requires considerable study, thought, and introspection. This Course Guide, your course coordinators, and your fellow students will assist you in assuming that responsibility.**

## COURSE GOALS

Everything you are expected to do in this course is organized around five goals. These goals should serve as a focal point for your efforts throughout the course and after the training has concluded. Stated briefly, these goals are to:

- Understand and apply modern behavioral science and leadership theories that enhance human motivation, satisfaction, and performance in the achievement of organizational goals.
- Learn frameworks to organize knowledge and experience into effective leader actions.

- Integrate course content into daily leadership practices.
- Develop and achieve personal leadership potential to the fullest.
- Inspire a lifelong commitment to the study and practice of effective leadership.

### Course Goal I

Understand and apply modern behavioral science and leadership theories that enhance human motivation, satisfaction, and performance in the achievement of organizational goals.

This means that you will gain knowledge and learn how to apply it to new situations to get the job done. To accomplish this goal, the course is divided into four areas of instruction each addressing a level (or system) in an organization:

- I. Individual System
- II. Group System
- III. Leadership System
- IV. Organization System

<p><b><u>AREA I:</u></b> <b><u>THE INDIVIDUAL SYSTEM</u></b> Consisting of:</p> <p>Adult Development Generational Differences Attribution Theory Equity Theory of Motivation Expectancy Theory of Motivation Goal Setting Motivation through Consequences Motivation through Job Redesign Cognitive Evaluation Theory Effective Followership</p>	<p><b><u>AREA II:</u></b> <b><u>THE GROUP SYSTEM</u></b> Consisting of:</p> <p>Groups as Open Systems Group Development Socialization Cohesion Decision-Making in Groups Intergroup Conflict Management</p>
<p><b><u>AREA III:</u></b> <b><u>THE LEADER SYSTEM</u></b> Consisting of:</p> <p>Bases of Power Leader Member Exchange Theory Situational Leadership Theory Transformational Leadership Stress Management Counseling Skills</p>	<p><b><u>AREA IV:</u></b> <b><u>THE ORGANIZATIONAL SYSTEM</u></b> Consisting of:</p> <p>The Organization as an Open System Leading the Environment Shaping Organizational Culture Leading Change The Ethical Dimension of Leadership</p>

### Course Goal II

Learn frameworks to organize knowledge and experience into effective leader actions.

This means that you will learn different ways of thinking about leadership situations in general and learn ways to help organize all that you will learn and combine it with what you have already learned through experience or other training programs. To accomplish this goal, there are two interrelated frameworks contained in this course:

1. The Model of Organizational Leadership
2. The Leader Thought Process

### The Model of Organizational Leadership<sup>1</sup>

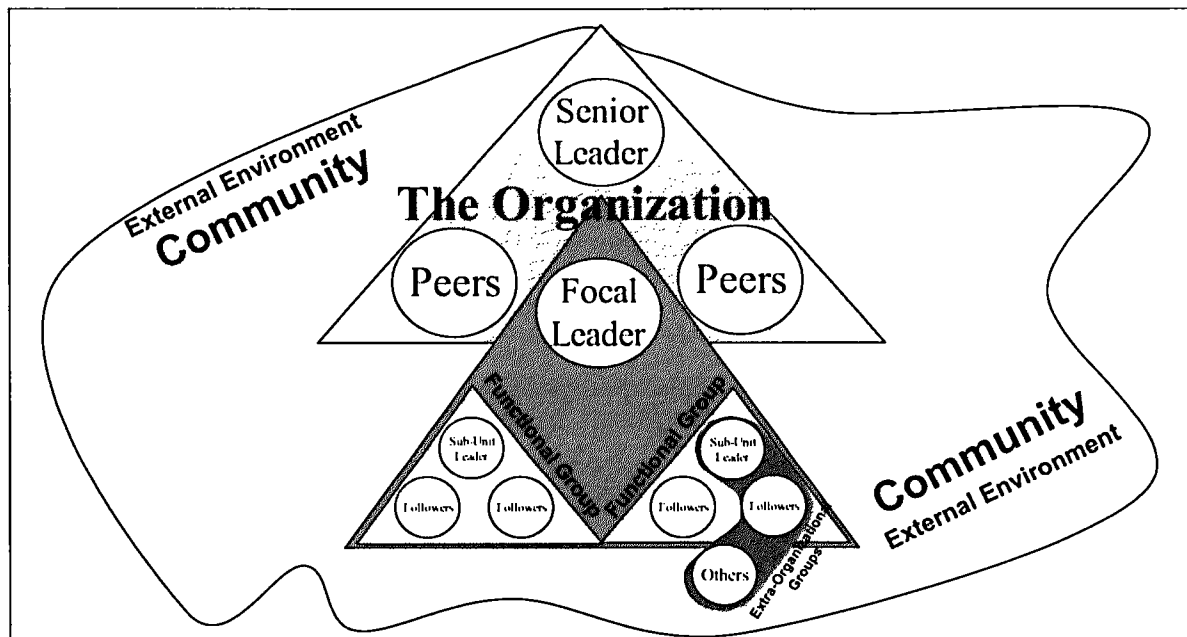
As leaders, your success will be measured by your ability to attain the goals of the organization while developing both your organization and your employees for future service. To be successful, we must understand a variety of complex, dynamic, and interdependent people and circumstances. In other words, we need a means of viewing a situation from a variety of different, but interactive perspectives.

The **Model of Organizational Leadership (MOL)**, Figure 1-1, is a conceptual framework that allows us to understand the complexity of leadership in formal organizations. It is the proverbial “big picture.” This model permits us to look at organizations as open, living systems with four levels of analysis: the individual, the group, the leader, and the organization. Three of these levels (the individual, group, and leader systems) focus primarily upon a leader’s direct, face-to-face influence upon other people. This is also referred to as Direct Leadership. The organizational system, however, highlights the reciprocal relationship between the leader, the total organization, and the external environment, including the community. It also introduces the idea of indirect leadership, which is influence through organizational systems, including other leaders. Throughout this course, we will focus on responsible and effective leadership at all levels of the department whether it is direct leadership where a leader gets things done in a face-to-face manner or through indirect leadership where a leader accomplishes the mission through others.

The MOL allows us to look at this complete situation from a variety of perspectives and to see how the systems interact and influence behavior. It is critical for the leader to understand this information in order to influence and achieve the organization’s goals for even the most effective direct leader will not be successful if he or she does not understand the concepts of indirect leadership to understand and master the environment in which their work group exists. By expanding our focus, we develop more efficient leader actions. A graphic depiction of the model is shown below in Figure 1-2.

---

<sup>1</sup> Adapted from Associates of the Department of Behavioral Science and Leadership. 1981. *Leadership in Organizations*. Washington DC: US Government Printing Office. p. 13-25.

Figure 1-1. Model of Organizational Leadership<sup>2</sup>

As you have already come to realize, leadership is neither a simple nor straightforward process. Besides the burden of command that comes from holding a leadership position, there is also a contextual challenge. Because each situation has an infinite range of personal interactions, situational conditions, and task nuances, there exist few – if any – proven maxims for successful leadership. Thus, the most difficult task for leaders is often the identification of those components most relevant to completion of the assigned task. To identify the relevant variables and share this information we need a common framework and language. For this class and beyond, we'll use the Model of Organizational Leadership (MOL) as part of a larger systems approach.

### A Systems Approach to Model Building

A *system* is a group of parts that together form a complex or unitary whole.<sup>3</sup> Many of us have difficulties thinking in terms of total systems. From our early school days, for example, we tend to learn in piecemeal fashion: First we study math...then we study physics...and so on. It's usually not until much later in our education that we realize that the real world is not made up of such neat and tidy packages. Rather we learn that things are tied together and if we are to understand physics, we have to understand math. As we develop even more, we begin to see that the relationship works in reverse as well. As physics expands, it drives the development of new math concepts. When we examine a total system, then, we want to view the entire meaningful event at once – all elements of that event and the interactions among them; all the things that affect them; and all the things that they, in turn, affect.

<sup>2</sup> Associates. 1981. *Leadership in Organizations*. Washington DC: US Government Printing Office. p. 18.

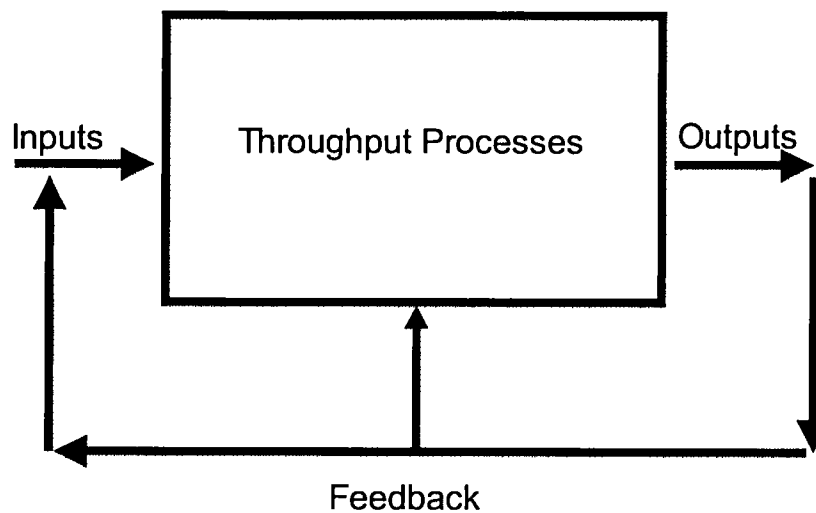
<sup>3</sup> Barnhart, C.L., ed. 1970. *The American College Dictionary*. New York: Random House. p. 1230.

In the MOL, we'll present organizational leadership as a system with all of its interacting elements. We'll be able to see not only what the organizational leader influences but also what influences the leader's ability to lead.

A system is usually portrayed as having a focal point with inputs and outputs to and from that focal point. Figure 1-2 below is a generic model of this concept. Additionally, a system has internal processes (or throughput functions) that occur within the focal point. For our purposes in this course, think of the organizational leader as the focal point. Among the leader's inputs are things like the individual skills and motivation of his or her followers. The outputs are things like performance, task accomplishment, or even the followers' behavior. We can logically assume that any differences between inputs and outputs are the result of the organizational leadership process, or the throughput functions. Alone, the three elements – inputs, throughput, and outputs – constitute a closed system.

An open system (the goal in this course) consists of these three components, but also a feedback loop. The feedback loop means that an organization is watching and learning from its outputs and its environment. Does the organization need to adjust to remain relevant and useful and if so, how? As an example, in the corporate world, the human resources or public relations department might monitor the availability and quality of potential hires or the public's response to the organization's product respectively. The feedback loop of a system represents a *cybernetic*, or self-correcting, element. When we measure performance against goals and communicate the results to the people in an organization, we're engaging in such a cybernetic process. For a visual representation of this process, please refer to the figure below.

**Figure 1-2: A Generic Open System Model<sup>4</sup>**



The environment around a system also influences what happens inside. Do events in your community influence your agency? Events that the leader cannot control become inputs to the system and may have a big impact. The limits of the environment are shown in the Model of Organizational Leadership as the system boundary. Yet it's often tough

---

<sup>4</sup> Adapted from Associates of the Department of Behavioral Science and Leadership. 1981. *Leadership in Organizations*. Washington DC: US Government Printing Office. p. 16.

to see the exact limits of a system's environment. Even in a finite system – a human being for example – the boundary is not always clear. Consider human learning. Developmental psychologists know that human beings are aware of and affected by their surroundings from their earliest stages of growth, so that any understanding of human behavior should include an appreciation of the child's earliest environment. For many years, this environmental impact was thought to begin at birth. Relatively recently, however, evidence has shown that human learning begins in the pre-birth period.

In an organization, the boundary limits are sometimes even less clear than the example above. The best we can do in some cases is to conceptualize a boundary that we're confident exists. In other words, we know that what is inside the boundary impacts the organization and that what is outside does not. Just keep in mind that the exact shape and location of the boundary may not be totally clear to us.

The system described above is an open, cybernetic system, complete with inputs, throughput, outputs, feedback mechanisms, and an identifiable external environment. The model used to depict organizational leadership needs to have similar characteristics.

Inside, a system may have many interdependent subsystems – each with its own inputs, throughput, outputs, feedback, and boundaries. Think about your role as a leader in your department. You lead individuals, individuals you lead are probably in a group, you (as the leader) actively try to influence both the individuals and the group, and you do all of this in an organization. Each of these four levels is a different subsystem yet they are all interrelated. To consider one subsystem without regard to others can lead to false conclusions about the overall system. As an example of this, look again at the human system. The body is really a collection of subsystems, each performing vital functions. It's only in looking at the human body as a functioning, interdependent system of subsystems that a physician can diagnose potential problems. The broken bone in the skeletal subsystem, for example, may cause only a temporary problem for the body as a whole until the doctor sets it. A broken bone that interacts with the circulatory subsystem by severing a major artery, however, may have fatal consequences for the body.

So it is with the organizational leadership model. It should show a functioning system of subsystems and in some way consider the impact of one subsystem on another. With this in mind, let's now visualize the organizational leadership process.

### **A Model of Organizational Leadership**

A model that represents organizational leadership must show the organization as a total system, composed of subsystems vital to the survival of the whole. It must also present the organizational leader as the focal point – the pilot – of the system; capable of influencing human behavior so as to achieve the organizational goals. In addition, the model must represent the complex relationships between subsystems and the total system. Think of an organization divided into functional groups. People in these groups influence one another – in some ways complicating and in other ways enhancing the leader's ability to influence individual behavior. Group members may develop loyalties and allegiances both inside and outside the formal task group – further complicating the leader's ability to influence. At the same time, from outside the leader's system come tasks from the larger organization, along with the expectations, demands, constraints, and influences of even the larger society. In turn, societal changes may affect the followers' willingness to

follow the demands of the organization and the leader, the availability of human and material resources, or the sense of well-being of the members and the leader.

In the MOL, we have assembled the essential variables and relationships of the organizational leadership process into a conceptual model.

Among this model's vital subsystems are individuals, groups of individuals, leaders (both the focal leader him or herself as well as his or her peers and senior leaders), the organization, and a nebulous group of elements that form the system's external environment. The leader, of course, is the focal point. As noted earlier, this model represents a general organizational leadership situation. While certain subsystems of our model may vary in importance, the general relationships described are present at any level of organizational leadership – from the highest to the lowest.

As with most complex systems, the MOL is deceptive in its simplicity. So we'll use the rest of this chapter to discuss the various component subsystems of the model, fitting them together comprehensively. In short, we'll examine both the individual elements of the model.

### **A Micro View of Leadership in Organizations**

Let's start with the basic elements of an organization – the people, the groups, and the focal leader. This consideration of the individual elements is a micro view of leadership. We noted earlier that understanding individual members of organizations is essential to understanding the leadership process. Each individual brings a unique set of talents, skills, needs, and individual skill and motivational deficiencies that may need correcting. In order to effectively predict and influence behavior, certain things about individuals are particularly vital for the leader to understand. For example, how individuals learn and develop, perceive events in their environment, process information, and respond to stress in their environment is all-important information. It can help the leader predict the outcomes of certain actions with regard to particular followers. We can think of the individual as a cybernetic, self-governing subsystem within the Model of Organizational Leadership. Within this individual subsystem there are at least three major interacting processes important to leaders.

The first, the developmental process, encompasses the acquisition and development of learning skills, perceptual skills, personality, and motives. Often we think of development as beginning at birth and ending sometime in young adulthood. There's evidence, however, that development continues well into old age. People in their elder years can learn a host of new skills – how to dance, for example, or how to garden, draw, or cook. The period of development from young adulthood through late middle age is of particular interest to an organizational leader, because this age span includes most individuals under the leader's influence. Later (in Area I), we'll discuss the development and perception processes that pertain to the individuals we lead.

The second process of interest to leaders is the motivational process. This deals with the needs and expectations of individuals, their response to rewards and punishments, and the motivation associated with the task itself. Several lessons will deal separately with needs and expectations, rewards and punishments, and work design as they pertain to individual motivation. Knowing these processes can greatly improve the leader's ability to predict and influence behavior and therefore, help followers perform as well as possible.



The final process encompasses the individual's adaptation to the pressures and stress in his or her environment. This stress adaptation process is of special interest to the leader. How does a leader manage stress – does he know when to reduce or increase it to achieve better performance? Area III (where we will study the Leader) will focus on this aspect of the individual system.

It's important to understand that the analysis of the individual system applies to the leader's boss and peers as well as to the leader him/herself. All are subject to similar developmental, motivational, and stress issues. Recognizing the leader's own perceptual biases, deficiencies in processing information, susceptibility to need changes, and adaptation to stress will vastly help him or her understand the complexity of the leadership process. In an organization, people rarely operate alone. Even when just two individuals interact, the cybernetic process becomes more complex. As the number of potential interactions grows, the complexity of analysis also grows.

Picturing the MOL as three dimensional with each person within a group connected to several other groups, gives a would-be leader an idea of the vast number of possible interactions, especially when the number of people increases in organized groups. The functional groups in the model are groups formed to complete the function or purpose of the organization – groups the leader has ultimate responsibility for. Cooperation, conflict, collective behavior, and deviance are all-important phenomena that the leader must deal with when people come together.

Area II (where we will study Groups) focuses on what occurs when people join and work in groups for extended periods of time. Normally we think of leading groups as those groups formally formed by an organization, for example a watch or shift. But leaders must be aware of other groups that influence the leader's ability to influence his or her work group. Informal groups form by member choice sometimes within formal groups (like cliques) or outside formal groups might influence those you lead, for example a church group or union that influences one of your officers. These informal groups (called *extra-organizational* groups in the MOL) may exist only within a functional group, between members of adjacent groups, or between members of a functional group and significant others from outside the leader's organization. (The term extra-organizational is used here in the same context as extracurricular is used in education. In other words, it exists outside of the formal learning environment.) Included in these extra-organizational groups are such significant others as family members, friends, and political, religious, cultural, and social contacts – people the leader has little or no control over, yet whose influence over followers may have significant impact on the leadership process. Sometimes these groups can be supportive of the organization. Often, though, they defy not only organizational lines but goals as well. The important point here is not where or how these groups form, but that their purpose usually differs from the purpose of the formal organization.

Groups also develop ways of confronting and resolving problems associated with their tasks. Understanding this process can help the leader enormously in influencing the effectiveness of groups. Area II (Groups) also addresses this critical area of interest.

In addition, groups also develop ways to deal with other groups. When looking at the MOL we must remember that one functional group under one leader interacts with another functional group under another leader. Intergroup competition and conflict,

bargaining, and cooperation, all become subjects of critical interest to the leaders of both groups. Area II also addresses these topics as well.

When the leader becomes directly involved with individuals and groups, the leader subsystem comes into sharp focus. The exchange between leader and followers (both individuals and groups), along with the resulting power and dependency relationships that take place, is critical to understand. In Area III (where we will study the Leader) we address the leader/follower interaction in detail. Additionally, there are many aspects of leadership that affect the performance of followers and therefore, the larger accomplishment of organizational goals as well. Leader style and behavior sometimes enhance – and sometimes detract from – individual and organizational performance. Knowing exactly what the leader does in this interaction process and the impact on performance is key to understanding total leadership. Area III focuses on leadership and organizational outcomes as well as on the leader as a decision-maker, communicator, counselor, and stress manager. Together, these chapters form an analysis of the leadership subsystem within the Model of Organizational Leadership.

### **A Macro View of Leadership in Organizations**

Now that we've discussed the internal components of the Model of Organizational Leadership, let's take a look at the entire organizational system as an entity. Perspectives and principles of organizational design and how they affect the leadership process will be considered in Area IV along with the way the leader can adapt to organizational change. Additionally, strategies for planned organizational change and methods for coping with resistance to change will be addressed in this area.

We can see in the MOL that the leader at any level is a link between the organization he or she leads and that organization's external environment. One aspect of the external environment is the larger organization to which the leader must answer and from which tasks and missions flow. In the Model of Organizational Leadership, this relationship is made up of senior leaders and peers who are leaders of similar groups.

An extension of this is the organizational *suprasystem*, or the external environment of the Model of Organizational Leadership. In an open system sense, this boundary defines the limit of influence on the organizational system. For all organizational leaders, there are two aspects of the external environment to consider – the immediate task environment that the leader interacts with on a continuing basis and the larger, cultural environment that affects the leader's ability to lead but over which the leader has little influence. For instance, a police leader may have no say in a city's discussion of where to spend scarce resources in an annual budget, yet the outcome has a huge impact on the organizational leadership process at every level. Also, cultural and national values such as customs, mores, and laws may restrict the leader's autonomy over followers. The interface between the organization and its external environment largely determines how effective the leader can be. This is definitely true in a police organization, where both function and mission are controlled by a civilian society. How this control happens and the nature of it will also be addressed in Area IV (where we will study the Organization and the External Environment).

The MOL illustrates the external environment as an amorphous outline, with changing and sometimes fickle characteristics. Society's views of a police organization can turn on a dime when matters like police misconduct or corruption occur – much

faster than a rigid bureaucratic organization can adapt.<sup>5</sup> Consider your agency and what would happen almost overnight if the press/media broke a story about planting evidence, police brutality, or other embarrassing situation. Public opinion would change very quickly in a dramatic fashion creating circumstances that might greatly affect a police leader's ability to lead. Organizational leaders must often be responsible to society and its members. The environment may demand that leaders adhere to certain values and lead their organizations only in ways acceptable to other societal leaders. If leaders are to have trust and autonomy in the environment where their organizations perform their function, then leaders must identify with – and be committed to – that environment's set of values. In some cases, the commitment to the set of values may take the shape of a professional ethic and a sense of corporate identity as in the military, where officers are members of a professional officer corps. Area IV also is devoted to an in-depth exploration of the ethical responsibility of the leader and to the study of how the leader may influence others to behave ethically.

In its sum total, the Model of Organizational Leadership constitutes a series of subsystems and suprasystems – the individual, group, leader, organization, and environment – that affect the leader's ability to perform the leadership tasks.<sup>6</sup>

## **The Leader Thought Process**

---

A major portion of each leader's job is to identify and solve the problems that affect his or her unit. To assist students in accomplishing this challenge in an organized and systematic fashion, the **Leader Thought Process** was developed. This model will be explained in greater detail in Lessons 2 through 6 and will be practiced throughout the course. At this point, however, a brief introduction is in order.

Generally speaking, the model states that given any leadership challenge, the Leader Thought Process will help you use behavioral science theories, your experience, and your personal style to do the following:

- Step I. **Identify** what is happening: What is happening that I (as the leader) should notice and act on?
- Step II. **Account** for what is happening. What do I know that will help me understand why is this happening?
- Step III. **Formulate leader Actions** to influence what is happening: Now that I understand what is happening and why, what actions make sense in this situation?
- Step IV. **Evaluate/Assess** your leadership actions: Are my leader actions from Step III resolving the issues I noticed or do I need to rethink and reformulate my leader actions?

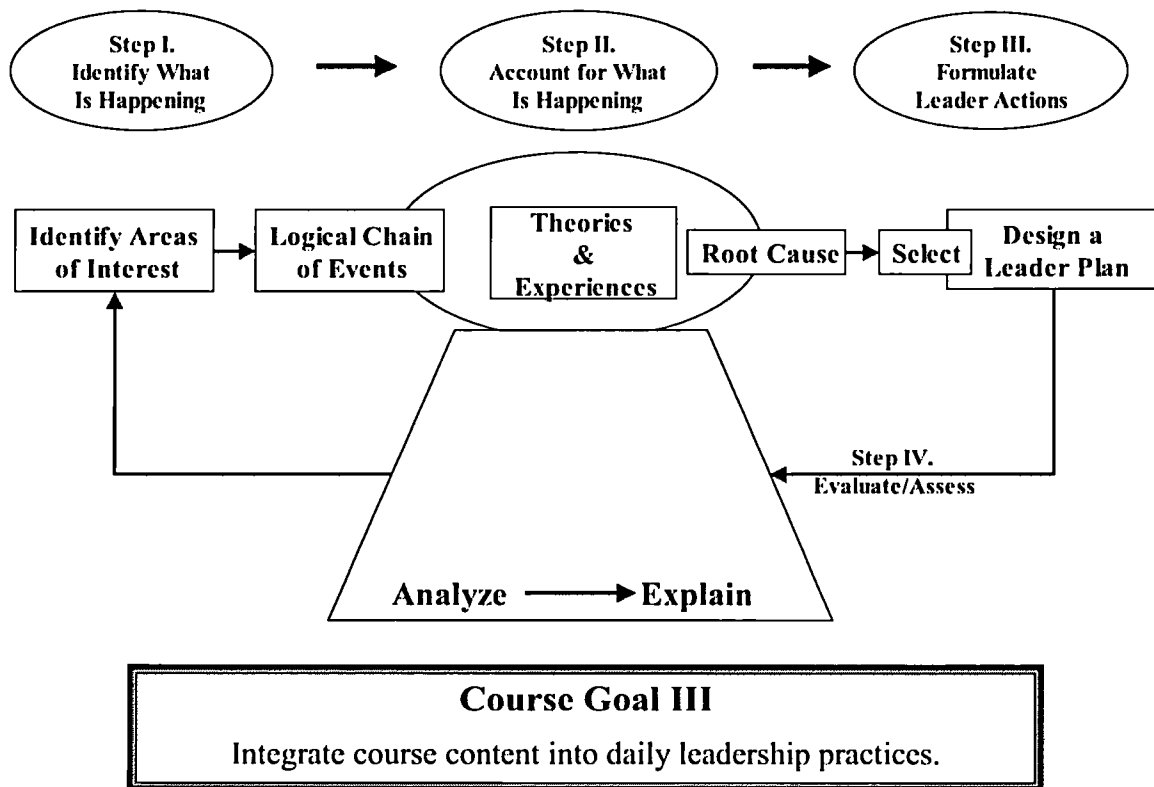
---

<sup>5</sup> Rodgers, W.J., Bachman, J. & Johnston, L. 1970. *ISR Newsletter*.

<sup>6</sup> For more information on the behaviors required at various levels in an organization, refer to the Leadership Monograph Series (particularly Monograph No. 8). Contact Headquarters, ADMINCEN (Attn: ATZI-CD, OED), Ft. Benjamin Harrison, Indiana.

Figure 1-3 depicts the steps in the Leader Thought Process in greater detail.

**Figure 1-3. The Leader Thought Process<sup>7</sup>**



Putting theory into practice is essential. Without practical application to your job, the power of this course leaves untapped potential. The course was designed to be carried into the field and applied – not left on the bookshelf at home. Every field commander knows the value of accurate intelligence in a tactical situation. In a similar vein, this course provides additional intelligence and techniques for any leadership situation.

The course will expose you to a broad sampling of academic knowledge. Some of this knowledge may be consistent with what you have already learned as you developed into a leader (in other words it agrees with what your common sense and instincts tell you should be done in a leadership situation). In other cases, the material will present new ways to address leadership challenges.

It is easy to find excuses that prevent us from exercising these leadership practices reverting to old habits. Time constraints, peer pressure, bosses, and the organization may all contribute to leadership decisions that are less than optimal. Hopefully, this course will help you realize different, more efficient ways to address issues and allow you to realize your true ability as a leader.

<sup>7</sup> Adapted from Associates of the Department of Behavior Sciences and Leadership. 1999. *Course Guide for PL 300: Military Leadership (AY 99-00)*. West Point, NY: Authors. p. 71.

Each of us has great power to influence our environment, if only we elect to exercise that potential. If we consistently blame the boss or even the department for shortcomings and failures, it will diminish our own development and effectiveness.

The course uses a variety of methods to help you integrate the course content into your daily leadership behaviors. These tools are explained include:

## **Case Studies**

---

Nearly every lesson in this course contains a case study, which is an opportunity to practice the Leader Thought Process in a hypothetical police leadership situation using the lesson's course material. These case studies will place you in a leadership role in a variety of sworn and civilian scenarios and cause you to interpret and solve a leadership situation using the concepts from the lesson.

The case studies are intended to be read by individual students before each class session. In fact, students are asked to read the case study, think about how they would resolve the situation, then write down their responses in the space provided after the case so that the ideas can be brought to class. During class, students will break into small groups to collectively discuss and refine their leader plans. These solutions will be presented to the class as a whole, so that there can be additional exposure to others' ideas and students can receive feedback on how well they understand the material and apply it to the case.

It is important to note that the case studies are not multiple choice or true/false. Sometimes there is no obvious right or wrong answers. Case studies are more like real life. There are some approaches that may prove to be more effective than others, but there is tremendous latitude for personal expression and leadership style. In fact, experience has shown that the most powerful case study solutions result from the synergy between individual students' experiences, the input of classmates, and a wide variety of behavioral science theories, all used in artful combination.

## **Class Discussions**

---

The course is not conducted in a traditional lecture mode. You will be encouraged to contribute your insights and opinions to the class in order to enhance your own learning, as well as that of your classmates and instructors. You will be frequently asked to recall personal experiences, both successes and failures, which demonstrate the subject at hand. In this way, the entire class will advance their learning and draw a stronger nexus between academic theory and practical, useful leadership techniques.

For any such open forum to succeed there needs to be a willingness to speak but also a desire to listen. So long as an environment of personal respect prevails, this can be a rich educational experience. Therefore, please come to class prepared to have differences but to honor fellow classmates and to learn from them.

## The Student Journal

---

The Student Journal is an opportunity for personal reflection about how your own life experiences relate to the academic theories contained in the course. As new theories are presented, students will be asked to complete a Journal entry related to that theory. The journal entries should be completed before each class meeting, so that students are well prepared for class discussions.

Instructors are sensitive to students' workload, so the journal entries are designed to be brief, succinct, and to the point. Journal entries are used to prompt class discussions; they are an excellent indication of each student's ability to relate the behavioral science theories to actual life experiences.

## Movies, Group Exercises, and Other Learning Tools

---

In keeping with the aim to make the course an effective educational and developmental experience, the course contains some full-length films, numerous film clips, a variety of group exercises, games, excerpts from speeches and articles, and other learning tools. Students will frequently be involved in small group work and in making class presentations.

All of these tools help to put behavioral science theories into practice in the classroom with the intent that students will see their effectiveness and carry them into the workplace.

The integration of behavioral science theories into daily leadership practices may readily contribute to the next goal of this course – the development and achievement of each student's personal potential.

### Course Goal IV

Develop and achieve personal leadership potential to the fullest.

## Goal Setting

---

"If you don't know where you're going, any road will get you there."

--The Cheshire Cat

*Alice's Adventures in Wonderland* by Lewis Carroll

Regardless of their field of endeavor, successful people tend to have one thing in common: their lives are goal oriented. The runner who trains for a marathon, the corporate executive who improves the company's bottom line, and the SWAT leader who prevails in a tactical incident all have learned how to set goals and achieve them.

Goal setting is the process of developing clear objectives and then marshaling the resources, innovation, courage, and determination to reach those identified targets. As

leaders, goal setting is an invaluable task. Clearly stated written goals provide guidance to our employees and ourselves. They also serve as useful benchmarks to determine and evaluate performance. When stated goals are actually achieved, leader and follower alike share a powerful, emotional, and often profitable experience.

The course instructors have established five goals for this course. We encourage you to carefully consider these goals and the dimensions of leadership on the next page. Compare them to a self-assessment of your strengths and weaknesses, consider their implication for your personal development and job, and then decide whether you wish to include them in your goals.

Whether you elect to design your goals around this class or use others you already developed, we encourage you to think through and act upon your personal goals. Because this is such an important step in your personal development, the instructors will be available to assist you with goal setting and feedback (both public and private) throughout this class. **Just ask!!**

---

## Dimensions of Leadership

---

If you are interested in promotion or have read about leadership to satisfy your personal or professional interests, then you know that an understanding of **Job Dimensions** (or competencies) is paramount. A working definition of dimensions represents the essential building blocks or qualities a candidate must have to successfully perform a job. During the selection process, assessors specifically watch for how often and how well job applicants display appropriate dimensions.

The power of dimensions goes far beyond being selected for a position or promotion. Dimensions are key qualities any employee should develop and improve in order to enhance his or her effectiveness and job performance. In this course, you will learn and also practice the skills that make you a better leader. We have designed this course with multiple opportunities for students to practice and improve the following:

- Decisiveness and Judgment
- Oral and Written Communication Skills
- Leadership Knowledge (Job Knowledge)
- Problem-Solving Skills
- Consensus Building (Group Decision-Making)
- Sociability (Cooperation with Group Members)
- Impact (Personal effectiveness and Power)

By actively participating in class discussions, journal entries, and exams, students can readily improve their leadership capabilities. Since people have different interests, abilities, and time to devote, students will differ in their absorption of the material. Those students who strive to intelligently integrate the course with their own job and personal goals will derive maximum benefit. With serious, self-directed commitment, you can expect to achieve tangible and observable progress in the dimensions of leadership.

## Self-Evaluation

---

As previously stated, improving your leadership skills through training is largely a personal endeavor. Each student, regardless of similarities such as rank, age, or education, is at a unique level of development with respect to his or her full potential. Classmates and instructors will assist, but it is ultimately up to you to determine how much you gain from this course.

You are the only person who knows how much effort and time you put into this course. As an adult learner and police professional, part of the responsibility for evaluating your progress is yours. From time to time, it may help if you honestly assess what you are putting into the course and how you are changing as a leader.

Many concepts, like the leadership dimensions, are intrinsic and not clearly labeled. Others may not match your value systems and you may elect to reject them. Some theories involve complex, even abstract, thought processes; and much of the material takes on additional meaning and insight only with time. By combining your self-evaluation with the feedback you get from the instructors and the results of the multi-rater assessment, you will have the information you need to become the best leader you can be.

### **Course Goal V**

Inspire a lifelong commitment to the study and practice of effective leadership.

“The Mind is not a vessel to be filled, but a flame to be kindled.”

--Petrarch

To many people, it may not seem useful to study leadership; it may be difficult to appreciate how the use of academic theories can improve a person's effectiveness as a leader. Your instructors appreciate and are sensitive to that concern. At the start of this course, the best we can do is to ask you to be patient and open-minded. As the course progresses and you begin to apply the various theories in your workplace, you will be in a better position to make judgments and evaluations. Ultimately, we hope that you will agree with others who have taken a similar course: these skills and concepts are valuable tools for law enforcement leaders at every level.

We are excited about having the opportunity to share these leadership theories, approaches, and experiences. When this training experience ends, we hope that a hunger for leadership knowledge and personal development remains. Therefore, the final goal of the course is to inspire each student to:

**Adopt a lifelong commitment to the study  
and practice of effective leadership.**



## **ASSESSING YOUR LEARNING**

### **Assessment Philosophy**

---

Assessment is an integral part of the learning process; it permits:

- Students to evaluate their individual competence in the subject matter, and
- Instructors to measure the effectiveness of the program.

Course assessment can be done in a variety of ways; however, there are no grades in this course.

In keeping with the Course Goals on the preceding pages, this program is intended to help you absorb, synthesize, apply, and seek leadership knowledge. It would be pointless to ask adult students to memorize details and regurgitate this information on an exam because such shallow learning would quickly be dumped from the short-term memory. Instead, students are challenged to apply behavioral science theories to realistic, job-related events.

Also consistent with these goals is the idea that leadership skills are interrelated and often interdependent. This course challenges the student not only to master each individual lesson but also to synthesize this knowledge into behavior.

There are no formal exams in this course, yet as an adult learner you are expected to shoulder much of the responsibility for assessing your understanding of the material and for gauging your progress toward your personal and professional goals. Instructors will gladly discuss any concerns you may have throughout the course. They will give brief feedback after reading your student journals and will give feedback in class during discussions and case study presentations.

The instructors expect everyone to participate often and knowledgeably during class.

### **Student Evaluation of the Course**

---

The instructors are painfully aware that leadership and learning are lifelong pursuits. For example, every instructor in this program is committed to the belief that we must constantly strive to improve our course content and presentation techniques to stay abreast of student learning needs. We recognize that students are the best repositories of current, well-informed and meaningful critique. Therefore, any time you have constructive criticism, please share that suggestion with one of your instructors. Your input really does make a difference!

In addition, the course contains a formal vehicle to capture valuable input from students. At the conclusion of the course, a session is devoted to improving the course for future leadership students. Students are asked to complete final critique forms, and then an open forum is held with the sole intent to improve the delivery, acceptance, and effectiveness of the leadership training.

More than any other factor, the quality of this course is directly attributable to the intelligent, insightful input of current and former students. We really listen to and actively use your opinions. Feedback is the breakfast of champions!

## PREPARING FOR CLASS

To prepare for class, you should sequence your work as follows:

1. **Check your Class Schedule.** In advance of the class week, determine which lessons will be covered during the upcoming class meetings.
2. **Read the appropriate lessons in the Course Guide.** This Course Guide is the starting point for each lesson in the course. Lessons usually include an introduction, a reading, a case study, and a Student Journal entry. Check over the assignment to ensure you have all of the prerequisite materials and understand the requirements prior to starting. This will allow you to focus your time and attention.
3. **Do the Assignment.** Do what is asked of you for each lesson. Ensure that you complete your preparations well in advance, perhaps even the week prior to class. Experience shows that preparation the night before class is insufficient time. Allow yourself the flexibility to take care of unforeseen extra-curricular requirements by preparing early. At the beginning of class, you should be prepared to discuss the readings and hand-in your completed Student Journal. You should also have the case study solved and prepared to present to your study group during class.

Now you are ready! In class, there will be a variety of opportunities to hear, discuss, and practice leadership concepts. By completing the above steps before class, you will be in an optimal position to ask pertinent questions, express meaningful opinions, and form effective leader plans. You will advance your own development, as well as that of your classmates and instructors. With your help, we will all become better, more reflective leaders.

### References

Associates of the Department of Behavioral Sciences and Leadership. (1981). *Leadership in Organizations*. Washington, DC: U.S. Government Printing Office.

Associates of the Department of Behavioral Sciences and Leadership. (1999). *Course Guide for PL 300: Military Leadership (AY 99-00)*. West Point, NY: Authors.

Barnhart, C. L., (Editor). (1970). *The American College Dictionary*. New York: Random House.

Rodgers, W.J., Bachman, J. & Johnston, L. (1970). *ISR Newsletter*.