MSCR 621: Leadership II: Interorganizational Communication

Regis University
Online Course Syllabus
MSCR 621
Leadership II: Interorganizational Communication

NOTE: You will receive a detailed course syllabus for the course the first week of class. The facilitator may make changes to the assignments and due dates of those assignments.

Course Description

Examines principles and theories of leadership associated with the positioning of an organization within its environment. Situational relationships which leaders must consider include the political arena, policy-making, industry partnerships, resource sharing and management, program development, and other collaborative efforts.

Course Goals

Applying theory and case examples, students will be able to:

- Address the unique responsibilities of agencies exercising legitimate power in democratic and nondemocratic societies.
- Manage the criminal justice system environment to meet mission goals.
- Examine critical issues in interorganizational communication and collaboration with other agencies.
- State factors that interfere with inter-agency collaboration and learn how to improve shared missions.

Prerequisites

None

Required Course Materials


Core Philosophy
This course is designed to celebrate the framework that makes Regis superior to other universities, the Regis Core Philosophy. When you read the discussion questions posed in each Learning Topic, be aware that they embody the principles of Jesuit teachers, many of whom gave their lives, for publicly advocating such beliefs. Principles, such as spreading knowledge, thinking critically, embracing personal standards, being socially responsible and becoming leaders in a quest to improve society, are bequeathed to us by those intrepid global educators. Classroom discussions, debates, documentaries, group projects and essay assignments are all designed with these principles in mind. They enable you to combine knowledge with principles, and apply to both your personal life and your world through analysis, synthesis and final evaluation. Embrace this section and use it to become a better learner today for tomorrow’s challenges.

**General Course Requirements**

**The following expectations will be in place for all who take this course:**

**Readings:** In order to gain the maximum potential from the learning environment, it is expected that you complete the assigned reading(s) in advance.

**Weekly Discussion Questions:** Weekly discussions are an important part of demonstrating communication in the course. Your initial response to questions should be posted by **Wednesday** of each week and reply to at least two other postings by **Sunday** of each week. Your facilitator will post any amendments or changes to these requirements in the weekly discussion area. Use a formal writing style (no abbreviations and correct punctuation).

**Written Assignments:** It is expected that all written submissions be submitted to the instructor by the date it is due. All written work must be in a 12 point, readable font and spell-checked. Written assignment will be graded on content and integration of ideas from the readings, as well as grammar, mechanics and organization.

**Group Work:** Working with a group in the online setting can be challenging. Here are a few suggestions to facilitate communication during this process.

1. Exchange information containing several methods of communication (phone, fax and e-mail for example) so you are not reliant on course access for conversation and document exchange between group members. This will enable you to keep working in spite of unforeseen technical problems that may arise.
2. Coordinate your efforts early to allow enough time to complete the tasks. You may find that you need to begin group work activities even sooner than you would in a traditional class setting to allow for the possibility of communication glitches.
3. Let the instructor know as soon as possible about obstacles you are encountering or assistance you may need.

**Grading Criteria**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Week(s)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum Discussions</td>
<td>Weeks 1–8; 5 points per week</td>
<td>40% (see Rubric below)</td>
</tr>
<tr>
<td>Assignments</td>
<td>Topic 2 written assignment (Due Sunday, Week 2)</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Topic 3 scenario analysis (Due Sunday, Week 4)</td>
<td>5%</td>
</tr>
<tr>
<td>Assignment</td>
<td>Percentage</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------------------</td>
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<td></td>
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<tr>
<td>One paragraph of Topic 4’s reading assignment (Due Sunday, Week 5)</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Topic 4 scenario analysis (Due Sunday, Week 5)</td>
<td>5%</td>
<td></td>
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<tr>
<td>Book report (Due Sunday, Week 6)</td>
<td>10%</td>
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<tr>
<td>Topic 6 scenario analysis (Due Sunday, Week 7)</td>
<td>15%</td>
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<tr>
<td>Topic 7 scenario analysis (Due Sunday, Week 8)</td>
<td>15%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Criteria for assessing and grading will be discussed throughout the course. All products will be assessed with an emphasis on depth of understanding and connections made between content of readings and class discussions. (See criteria below).

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93–100</td>
</tr>
<tr>
<td>A-</td>
<td>90–92</td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
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<tr>
<td>B</td>
<td>83–86</td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
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<tr>
<td>C+</td>
<td>77–79</td>
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<tr>
<td>C</td>
<td>73–76</td>
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<tr>
<td>C-</td>
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<td>67–69</td>
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<tr>
<td>D</td>
<td>63–66</td>
</tr>
<tr>
<td>D-</td>
<td>60–62</td>
</tr>
<tr>
<td>F</td>
<td>59 or lower</td>
</tr>
</tbody>
</table>

**Rubric for Assessing Discussion Postings**

<table>
<thead>
<tr>
<th># of points</th>
<th>Evidence</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>(Outstanding) on the discussion: Student reads and evaluates the flow of the discussion and responds or summarizes as the discussion unfolds. The entries include both understanding of the reading and personal observation. An “A” student, in my experience is not necessarily “smarter,” but may have more time to devote to the course. An “A” discussion participator demonstrates excellence by contributing one or more of the following:</td>
</tr>
</tbody>
</table>
|             | • Asking good questions  
|             | • Extending previous ideas  
|             | • Finding a fresh angle  
|             | • Coaching other students  
|             | • Writing observations and reflections |
• Agreeing/disagreeing thoughtfully;
• Summarizing ideas;
• Incorporating readings and outside resources;
• Providing proper citation;
• Using recent and relevant sources; or
• Providing leadership to group assignments.
• Regularly contributes discussion postings by deadline.

“B” (Excellent) on the discussion: Student reads and posts on time or one day late. Student provides excellent responses; however, the responses may reflect less time and thought than the “A” response.

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Discussion postings are contributed by deadline; show evidence of understanding most major concepts; offer an occasional divergent viewpoint or challenge; usually includes support for opinions; effective communication of ideas; no spelling or grammatical errors; adheres to rules of netiquette.

“C” (Good–fair) on the discussion: Student posts weaker or late replies to the discussion with less attention to research or reading. Some postings of discussion items. Has some understanding of concepts; offers very little support for opinions; expression is unclear; some difficulty with spelling and/or grammar; very few ideas are expressed; requires prompting for contributions; some spelling and/or grammatical errors; usually adheres to rules of netiquette.

2–3

“F”–Failed to meet standard. Few (if any) postings of discussion items; demonstrates little or no understanding of material; only opinions are cited with no support from other sources; does not respond to prompting; spelling and/or grammatical errors; rarely adheres to netiquette rules.

Academic Honesty

Regis University is committed to intellectual integrity in its academic pursuits. Sanctions may, therefore, be imposed by the School for Professional Studies Undergraduate faculty, departments or programs for cheating (defined as using inappropriate sources of information on a test) or plagiarism (defined as presenting as one’s own, the ideas, words, or products of another). Such sanctions may include a failing grade on the assignment, failure of the course, or expulsion of the student from the course or the department.

Incomplete Grade

A grade of Incomplete or “I” denotes that the required work for the course is incomplete due to unforeseen circumstances. Unforeseen circumstances mean, for example, that an accident, an illness, a death or a major life transition has occurred. This grade is awarded at the discretion of the instructor and is submitted with an alternate grade of “I/F.”

A student must submit a written request to the instructor asking that an incomplete grade be assigned prior to the end of the term in which the course is taken. The course instructor will determine the length of time for course completion, and the remaining requirements to complete the course; however, the maximum time for completion is the end of the following semester. Faculty will notify students in writing of the approval/denial of their request and provide instructions and guidelines required to resolve the incomplete grade. If the course work is not completed by the end of the next applicable semester and a
grade change form submitted by the instructor, the incomplete grade reverts to the alternate grade assigned by the instructor and is calculated in the grade point average.

Disability Guidelines

Regis University, in compliance with federal guidelines, is committed to equal educational opportunity by assuring otherwise qualified students with disabilities equal access to Regis University programs and activities that are provided to students without disabilities. An otherwise qualified person with a disability is a student who meets the academic and technical standards required for admission or participation in Regis University's educational programs and activities.

Eligibility

To ensure the provision of reasonable and appropriate services at Regis University, students with disabilities must identify themselves in a timely manner to the Office of Disability Services (ODS), Room 118B, Life Directions Center, 303-458-4941, disability@regis.edu, in order to be eligible for the requested accommodation(s). Current and comprehensive documentation must be on file with the ODS prior to approval of the accommodation. It is strongly encouraged that students self-disclose their disabilities at the beginning of their academic experience because accommodations are not retroactive. If you have questions or concerns please contact the ODS at 303-458-4941.

Online Course Assignments: MSCR621

| Topic One | Topic Two | Topic Three | Topic Four | Topic Five | Topic Six | Topic Seven |

Topic One: The Unique Responsibilities of Leaders of Agencies Exercising Authorized Force

Readings

- Partnering: Chapters 1 and 2
- *It's Your Ship*: Chapters 1–8

Forum Discussions

- Self introduction
- Place or locate these elements and factors within the local law enforcement ecology, or an agency of your interest, adding any category or grouping you feel necessary to map out the environment. Organize all of the elements into one or more of the following categories of:
  - Client
  - Partner
  - Subordinate service
  - Superior authority

Feel free to list other elements that you consider vital for leaders to incorporate in their management environment. Can you think of a different and/or better way to categorize the list of elements? Consider the elements brought out in “Partnering.”

- Consider the example of a community policing problem: what types of authority does the local police agency have that can help in reaching out for community partnerships?
Studies of interpersonal influence identify two primary ways in which people form their opinions: through communication with “peers” and communication with “experts.” What do these different types of authority represent? Can you name other sources of authority within communities? How does an enforcing agency (private or public), police or others, “tap” into these different kinds of authority?

Other than the authority to exercise force, how would you define the authority of the police department? Is the authority based on “expertise”, e.g. knowing how to handle dangerous individuals? Is it based to any degree of “peer” relationships, or the sense that the officer is a member of the community who shares respect and support? Who/what gives private organization members authority?

How would you define the difference between being an authoritarian leader and an authoritative leader? Look at your own leaders. Do you prefer to be directed by an authoritarian leader or an authoritative leader? Do you consider yourself to be more of an authoritarian leader or an authoritative leader? How do these styles of leadership translate into effective work with other agencies and with subordinates?

In general, authoritarian leadership is necessary during an emergency, but it is less likely respected when there is no emergency. Comment about the use of claims of “emergencies” to justify authoritarian leadership.

Written Assignment


Topic Two: Violence and Quality of Life in American Communities

Readings

- Search and read Internet references to Herman Goldstein’s Problem Oriented Policing.
- Read Fixing Broken Windows: Restoring Order and Reducing Crime In Our Communities.
- Read Chapters 3,4 and 5 in “Partnerings”

Forum Discussions

- Describe a partnership in your community or agency in which you work or are familiar with that helps fight employee disagreements, workplace violence or crime. What principles in “Partnering” are applicable?
- What is the application of Fixing Broken Windows in improving the quality of life in a neighborhood? How do police and other community leaders take a leadership role in organizing and applying the tools possessed by zoning, fire, sanitary services and other municipal agencies in improving the quality of life in a depressed neighborhood, especially at a time of shrinking municipal budgets?

Written Assignment

Scenario analysis (Due Sunday of Week 3)
Readings

- Finish reading It’s Your Ship
- Read Chapter 6, 10, 11 and 14 in “Partnering”

Forum Discussions

- What is your understanding of the meaning of each of these methods and how or when might you apply each method? Identify some of the ‘roles’ discussed in “Partnering.”
- Can “communication” be effective when there is only one transmitter? Can we know if the communication has succeeded if there is no acknowledgement? If the person who is to receive the information hasn’t been listened to, can we know that the form and content of the communication was received and will be effective?
- Can you give examples from both of your textbooks of negotiations that changed the management of police, military or organizations which you are familiar?
- How do mediation and arbitration differ and how are they the same? Are they voluntary or involuntary?
- How many informal approaches to conflict resolution can you name? What examples can you provide of informal conflict resolution? Is “coalition building” an informal means of conflict resolution? Can you categorize these in relation to other means of resolving conflicts?
- What is the most important element of a leader’s approach to conflict resolution? Is it the physical resources at his or her disposal? Is it the size of the command or organization, or the number of employees? Is it the culture in which the leader operates? All of these factors can matter and often many do in the very same situation. Still, it is the attributes of the individual leader that he or she can control the most.
- How many tools do you use, or to use slightly different language, how many styles or methods of personal conflict resolution do you utilize? Can you name three of them right now? Can you name five? Can you name the advantages and disadvantages of each? Do you know when they are more appropriately used and when they are not?
- Inform others of any formal conflict resolutions training you’ve received, and, if true, how you have applied formal or informal conflict resolution techniques in a specific situation.
- What is the distinction between leadership and management pointed out in R. Roosevelt Thomas Jr.’s article in “Partnering”.

Activity

Purchase and complete the Style Matters Self-Evaluation Instrument.

Written Assignment

Scenario analysis (Due Sunday of Week 4)
Readings


Forum Discussions

- In terms of working with partner agencies (see “Partnering”) and groups in a community, which of the conflict resolution approaches seem most likely to fail and which approaches seem most likely to succeed? Which of these styles do you think you will try to be especially effective at practicing in and why?
- Some kinds of conflict seem to be irreconcilable. Do you understand the difference between conflicts that will respond to formalized conflict resolution approaches versus conflicts that generally are not resolved in that way? How would you label or define the difference between conflicts that are manageable compared to those which are not?
- Do you agree that realistic conflicts are “healthy” conflicts while unrealistic conflicts are “unhealthy” conflicts? Why or Why not?
- What is your understanding of the meaning of the expression “If the only tool we use is a hammer, the world looks like a nail”? What are some of the reasons why having a “large took kit” for managing conflict is helpful to leaders of security agencies?
- List ten sources of conflict in and between community agencies. Which of these sources of conflict can be resolved by formal conflict resolution approaches and which can be resolved by informal approaches?

Written Assignment

- Choose one book from the reading list, skim through it and submit a paragraph on why you feel the book does or does not cover new and valuable information about leadership in interorganizational communication. For extra points, briefly compare two or three of the books. (Due Sunday of Week 5)
- Scenario analysis (Due Sunday of Week 5)

^Assignments Top

Topic Five: Leadership of Agencies under Challenge

Readings

- Read Chapters 15, 16, 18 and 22 in “Partnering."

Forum Discussions

- What are some of the types of crises involving actors outside of agencies in which you’ve worked? (e.g. allegations of financial corruption, brutality, political or other forms of favoritism, incompetence).

List as many possible types of responses to external criticism of the agency you are choosing to
think about, that you can name. One possible response is to manipulate data, facts, or events to reflect, deflect or portray the agency in the best possible light. Discuss the advantages and disadvantages of each approach. What are the ethical considerations of these approaches?

- Think of one of the crises that have been discussed. How would you utilize the seven strategies mentioned in the “Crisis – A Leadership Opportunity” to address the crisis? Which of these strategies involve communication with other agencies during implementation?
- In the Best Damn Ship in the Navy, there were instances that brought disrepute to the US Navy and the US overseas. Was the U.S.S. Benfold part of the problems enumerated? Why or why not? How does internalization of values and self-discipline relate to an organization’s capacity to prevent and manage external crisis?
- If prevention is always better than reaction, how can agencies vulnerabilities be identified and addressed before a crisis? Explain the role of risk management in this context.
- Is there a way to consider issues of one’s own leadership before the crisis occurs? Is the development of leadership a matter of reaching a certain status? Or is it a continuing process of growth, learning, self-challenge as well as challenges by events and others? Explain.

Written Assignment

Book report (Due Sunday of Week 6)

Forum Discussions

- Provide an example when your organization worked with a superior agency. Was the collaboration successful? Why or why not? If you were in charge of establishing relationships with a superior agency, what would be your strategies?

Written Assignment

Rampart CRASH case scenario analysis (Due Sunday of Week 7)

Forum Discussions

- Read Chapters 27 and 28 in “Partnering.”

Topic Six: Relationships with Agencies that Provide Oversight and Higher Jurisdictional Authority: Part I

Readings

- Read Chapters 27 and 28 in “Partnering.”

Forum Discussions

- Provide an example when your organization worked with a superior agency. Was the collaboration successful? Why or why not? If you were in charge of establishing relationships with a superior agency, what would be your strategies?

Written Assignment

Rampart CRASH case scenario analysis (Due Sunday of Week 7)

Forum Discussions

- Read Chapters 29 and 30 in “Partnering.”
Whatever the problem, does greater size or more visibility increase an agency’s chances for experiencing both problems and scrutiny about the problems? Are smaller or larger agencies at a relative advantage or disadvantage in self-identifying and managing problems that will subject the agency to criticism?

How did Commander Abrashoff address scandal in his command?

Abrashoff did not always agree with the way his superiors were commanding. Provide at least two examples. Which tactics did he use to influence his superiors’ decisions?

How did Abrashoff exercise leadership with respect to his superior officers?

How did Abrashoff exercise leadership when disciplining his own crew?

Is there any relationship to Abrashoff’s apparent success with his crew and his ability to influence other officers who were his equals in rank or position, or his superiors?

Name the three most important characteristics of leadership in your view that will tend to prevent or ameliorate major errors of security agency performance. Defend your answers.

Written Assignment

The Arnheiter affair scenario analysis (Due Sunday of Week 8)

Online Course Evaluation

We value your thoughts and comments! Please complete the Online Course Evaluation.

Please contact techsupport@regis.edu if you need assistance or to report any problems.

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