

Please be sure you have read this syllabus and the tabs on this page!

Command & Staff Leadership
Program Number: ACE:000173
320 hrs. Blended (on-line & Classroom)

Lead Faculty: Dr. Anthony H. Normore (Tony) will serve as your lead faculty although several other faculty members will be supporting him for this course.

Biography: <https://commandcollege.org/administration/>

Cell Phone: 310.803.0150

Email: anormore@csudh.edu or anormore@iaps.org

Office Hours: Available by e-mail, cell phone, and text messaging. I am also available by zoom, facetime, or skype appointment at any time.

Program Overview: Improve leadership capability through fostering a high level of emotional intelligence and self-awareness, including intentionally deeper investments in the human domain and aligning mission and values. Our graduates will be leaders and mentors for their people, critical thinkers dedicated to personal and professional growth, committed to promoting open communication, shared values, and focused on mission accomplishment.

Program Objectives: Upon the completion of the program, you will,

1. be prepared for an inspired agency command.
2. build self-awareness and understand tendencies.
3. develop a personal philosophy of command.
4. understand the value of a peer network.
5. align resources with strategy, mission, vision, and values of agency.
6. assess and improve command climate and agency culture.
7. value taking calculated risks and learning from mistakes; and
8. value critical thinking & values in decision making. **Program Writing Style**

(beginning fall 2022): APA 7th Edition

Program Textbooks:

1. Abrashoff, D. M, (2008). *It's our ship: The no-nonsense guide to leadership*. Warner Books.
2. Abrashoff, M. (2002). *It's your ship: Management techniques from the best damn ship in the navy*. Warner Books.
3. [Anderson, T., et. al. \(2012\). *Every officer is a leader: Coaching leadership, learning and performance in justice, public safety, and security organizations*. Troford. Available on Online.](#)

4. [Normore, A., Javidi, M., Normand, N., Anderson, T., Scott, W., & Hoina, C. \(2014\). *Moral compass for law enforcement professionals*. International Academy of Public Safety. Available on Online. PASSWORD = mymoralcompass](#)
5. Phillips, D. T. (1998). *The founding fathers on leadership: Classic teamwork in changing times*. Warner Books.
6. Phillips, D. T. (1992). *Lincoln on leadership: Executive strategies for tough times*. Warner Books.
7. [Prince, T. H. \(1988\). *Leadership in organizations*. S. Avery Publishing Group. Available on Online.](#)
8. Sinek, S. (2011). *Start with why: How great leaders inspire everyone to take action*. Penguin Group.

Requirements:

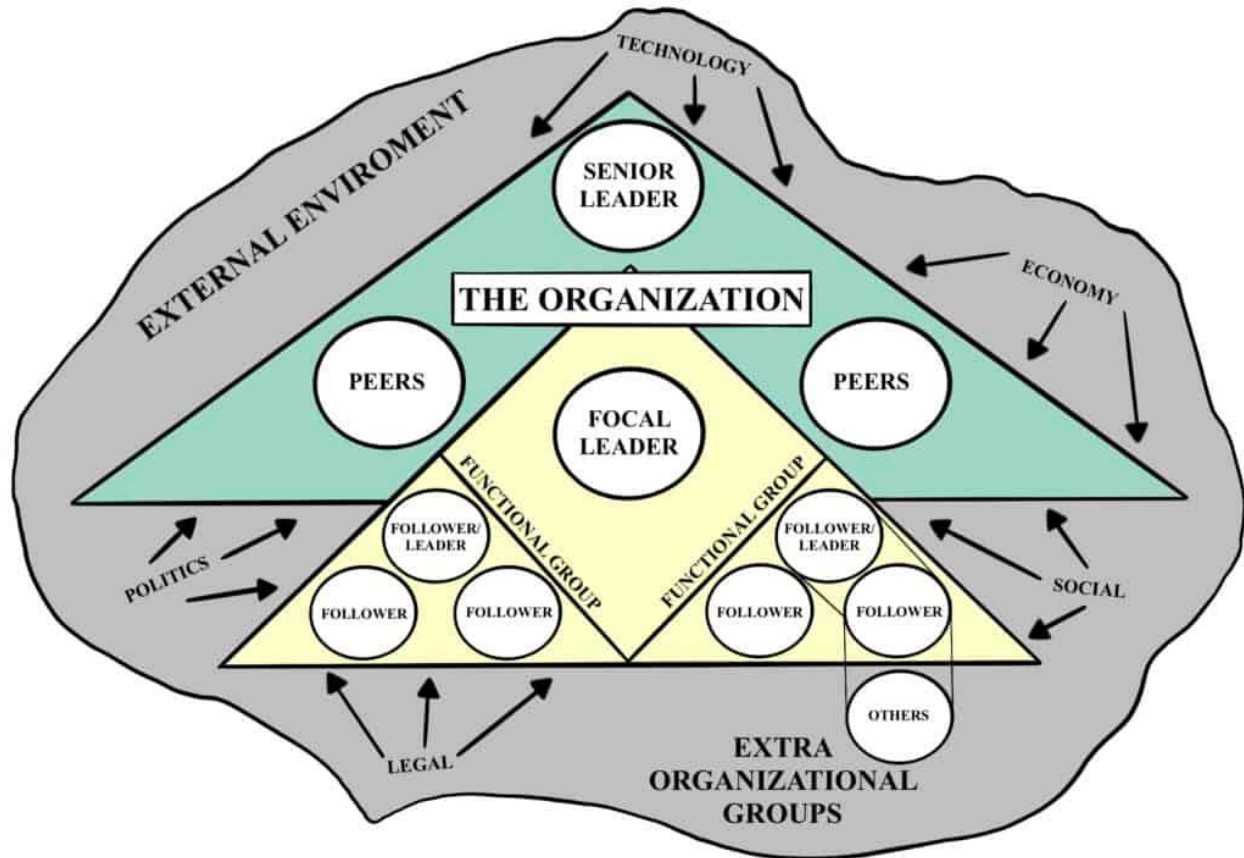
- A working email account which is *active*.
- Access to the Program Learning Management System page: <https://acebase.commandcollege.org>
- Reliable and regular access to a computer at least the size of a notebook.
- A quiet place to work at a computer.
- Reliable internet access for several hours per week for the duration of this course.
- Follow APA Writing Style (7th Edition) for all writing assignments.
- Manual and learning resources available on-line.

Program Schedule: You are about to embark on an advanced educational journey that includes e-learning, reading assignments, selected essays, discussion forums and group exercises. The course will be rigorous, challenging and very rewarding. Bring your best time management practices as you navigate and complete assignments particularly during the e-learning component of the program. This is a college level experience, so you will have to manage school and work. The two-week residency program is designed to provide insight into the areas of Leadership, Management, Trends, and Foresight; you will enjoy this part of the journey. Be prepared to completely immerse yourself in this learning experience. You will get much more from this program if departmental responsibilities can be kept to a minimum or delayed if possible. You want a full return on your investment with us. The learning experiences include:

- **E-Learning:** Lectures, reading, discussion boards, essays, case studies, and an exam.
- **Residency (Classroom):** Lectures, guest presenters, class/discussion groups and networking.
- **Capstone Project:** Small group intensive research papers with final presentations.

The Leader Development Framework (see figure below) provides the overarching perspective of program design. This framework suggests three levels of leadership: direct, organizational (direct/indirect), and strategic (indirect), all grounded by common values,

attributes, and actions. The course further represents our environment which is culturally diverse, Volatile, Uncertain, Complex and Ambiguous, VUCA. This framework is referred to as the Model of Organizational Leadership (MOL).



The Model of Organizational Leadership (MOL) is a conceptual framework that allows us to understand the complexity of the leadership process in formal organizations. It gives us a look at organizations as living systems. There are four systems, or levels for us to analyze and understand: individual, group, leadership and organizational. Dissecting these levels (the individual, group, and leadership systems) helps us understand the face-to-face influence processes. Understanding the remaining level of analysis, the organizational system, enables us to have a working grasp of the impact of the larger organization as well as the external environment. By examining these four interdependent systems, we can often see patterns and relationships that a more restricted analysis of the situation might miss. Together, with the Leader Thought Process, the MOL allows us to look at a situation from a variety of perspectives. By expanding the focus of the analysis of a situation according to sub-systems, we develop more efficient and especially effective leadership style.

The MOL sub-systems contains a total of 4 Areas. Each Area will contain a select number of on-line modules (overview, learning objectives, lectures, discussion boards, essays) and

a case study. As you complete lectures, discussion boards, essays and case studies, subsequent work becomes available.

- **Learning Area 1: Individual Sub-System**
- Module # 1: Virtues of Magnanimous Officers
- Module # 2: Approaches to Leadership
- Module # 3: Practical Emotional Intelligence
- Module # 4: Personal Leadership & Implicit Bias
- Module # 5: Moral Compass
- Module # 6: Think Great
- Module # 7: Effective Communication
- Module # 8: Leadership and Change • Module # 9: It's Your Ship
- Individual Sub-System Case Study
- **Learning Area 2: Group Sub-System**
- Module # 1: Generations
- Module # 2: Start with Why
- Module # 3: Leadership Connection • Module # 4: It's Our Ship
- Module # 5: Leadership and Power
- Module # 6: Conflict Management
- Module # 7: Self-Management Skills
- Module # 8: Interpersonal Communication and Conflict Management
- Module # 9: Problem-Management and Opportunity Leveraging
- Module # 10: Team and Organization Development Skills
- Module # 11: Versatility Skills
- Group Sub-System Case Study
- **Learning Area 3: Leadership Sub-System**
- Module # 1: Human Factors and Leadership
- Module # 2: Leadership in Practice: Legacy Leadership
- Module # 3: Leadership in Practice: Authentic Leadership
- Module # 4: Leadership in Practice: Servant Leadership
- Module # 5: Leadership in Practice: Credible Leadership
- Module # 6: Leadership in Practice: Effective Leadership
- Module # 7: Deep Change and Positive Emotional Intelligence
- Module # 8: Leadership in Practice: Community Leadership
- Module # 9: Leadership in Practice: Adaptive Leadership
- Module # 10: Leadership in Practice: Ladder Leadership
- Module # 11: Leadership in Practice: Toxic Leadership
- Module # 12: Making Vision Statements Intentional
- Module # 13: Managing Personnel Performance
- Leadership Sub-System Case Study
- **Learning Area 4: Agency Sub-System**
- Module # 1: Military Leadership
- Module # 2: Organizational Communication
- Module # 3: Proactive Communication
- Module # 4: Crisis Intervention Teams

- Module # 5: Adaptive Decision Making as a Deliberate Counter VUCA Tactic
- Module # 6: Succession Planning
- Module # 7: Progressive Law Enforcement Leader Effectively Managing Departmental Risks
- Module # 8: The Organizational Change Battle Plan
- Agency Sub-System Case Study

Upon completion of these 4 areas online, you will attend 2 weeks of residency (classroom) sessions. Please look for information under your session located on the above tab.

Assignments and Grading: Passing Program Grade = 80% (accumulative grading)

Calculating your final grade is very straightforward. Your final grade is weighted. This basically means that all activities in the program contribute a percentage to your final grade as outlined below. They fall into the following categories:

- Before beginning program, students **MUST** post a photo, biography, and correct contact information (e-mail and cell number) to site
- Completing on-line lectures.
- 0. The LMS (Learning Management System) will track time spent on the lecture.
- 1. The students will have to authenticate an “*Honor Pledge*” at the end of each lecture pledging that they have completed the lecture.
- 2. The LMS will match the honor pledge against time tracked for the lecture to allow access to the next phase of the lesson.
- 3. Each learning area **MUST** be completed in its **ENTIRETY** (i.e., essays and case study) before moving to the subsequent learning area.
- 4. Instructor reviews participation and verifies grade before posting.
 - Take notes, keep journal, and participation in discussions boards (1 per lesson) – graded.
 - Short essays (1 per lesson) – graded using rubric.
 - Case studies (1 per area) – graded using rubric.
 - Final Examination – graded.
 - Full participation in residency.
 - Final research paper – graded using rubric (written and oral presentation).

The following is a detailed outline of weighted final grade scoring system:

- Complete on-line lectures – 10% of the final grade
- Take notes, keep journal, full participation, and complete discussion forums – 10% of the final grade
- Complete essays (no retake) graded using a Rubric – 15% of the final grade

- Complete case studies (no retake) graded using a [Rubric](#) – 15% of the final grade
- Final examination (no retake) graded – 20% of the final grade
- 0. On-line comprehensive and timed exam with no retake grade.
- Full participation at the residency portion of the course - 10% of the final grade
- Final research paper – 20% of the final grade
- 0. Manual grading by the faculty using a [Rubric](#).

Academic Integrity and Plagiarism: In support of academic integrity, we have adopted a plagiarism tool in our program writing assignments known as “PLAGIARISM CHECKER”. It includes the following: copying of one person’s work by another and claiming it as his or her own, false presentation of oneself as the author or creator of a work, falsely taking credit for another person’s unique method of treatment or expression, falsely representing one’s self as the source of ideas or expression, or the presentation of someone else’s language, ideas or works without giving that person due credit. It is not limited to written works. Plagiarism is cause for formal program discipline (e.g., dismissal), and/or justification for an instructor to assign a lower grade or a failing grade in the course in which the plagiarism is committed.

No Late Assignments: Because of the amount of writing required in this program, we will not accept late assignments, except due to extenuating circumstances, which you must tell us about *before* the assignment is due. We do not give extensions when they are requested at the time when, or after, the assignment is due.

Academic Integrity Statement: A violation of academic integrity is any instance when a student attempts to pass off someone else’s words or ideas as their own, *no matter where s/he obtained those words or ideas*, and no matter where these ideas are presented. We practice using quotation and citation in this course so you can benefit from others’ ideas, while attributing them appropriately. There is nothing wrong with representing someone else’s ideas in your work; you just must give them credit. Additionally, there is nothing wrong with getting help on an assignment, but the final product must be predominantly the result of your own work. All academic integrity violations in the course will result in an F on the assignment, and/or, a failing grade in the course, and/or referral to the college’s Academic Integrity officer. Our college gives four definitions of types of academic integrity violation:

- Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices, or communication during an academic exercise.
- Plagiarism is the act of presenting another person’s ideas, discussion posts, essays, research, or writings as your own.
- Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.
- Falsification of Records and Official Documents.

Disclaimer ~The information contained in this Command & Staff Leadership program, provided by the National Command & Staff College, is for educational and informational purposes only. The content contains scientific and theoretical information published in scholarly journals, proprietary content and therefore may not reflect complete body of knowledge in various domains. The information is not guaranteed to be comprehensive, complete, or current. the program makes no warranty, expressed or implied, about the accuracy or reliability of the information at this portal or at any other website to which it is linked. By participating in this course, you RELEASE, WAIVE, DISCHARGE, AND COVENANT NOT TO SUE the National Command & Staff College, Board of Trustees, commissioners, advisers, officers, agents, or employees (hereinafter referred to as RELEASEES) from any and all liability, claims, demands, actions, and causes of action whatsoever arising out of or related to any loss, damage, or injury, including death, that may be sustained by me, or to any property belonging to me, while maintaining and using this certification personally and professionally, REGARDLESS OF WHETHER SUCH LOSS IS CAUSED BY THE NEGLIGENCE OF THE RELEASEES, or otherwise and regardless of whether such liability arises in tort, contract, strict liability, or otherwise, to the fullest extent allowed by law. You further hereby AGREE TO INDEMNIFY AND HOLD HARMLESS the RELEASEES from any loss, liability, damage, or costs, including court costs and attorneys' fees that Releases may incur due to my participation in said activities, WHETHER CAUSED BY NEGLIGENCE OF RELEASEES or otherwise, to the fullest extent allowed by law. It is my express intent that this Waiver and Hold Harmless Agreement shall bind the members of my family and spouse, if I am alive, and my heirs, assigns and personal representative, if I am deceased, and shall be deemed as a RELEASE, WAIVER, DISCHARGE, AND COVENANT NOT TO SUE the above-named RELEASEES. You also agree that this Waiver of Liability and Hold Harmless Agreement shall be construed in accordance with the laws of the State of Delaware and that any mediation, suit, or other proceeding must be filed or entered only in Delaware and the federal or state courts of Delaware. Any portion of this document deemed unlawful or unenforceable is severable and shall be stricken without any effect on the enforceability of the remaining provisions. Copyright © 2017.