

EMERGING LEADERS (ICLD I-IV) - CULMINATING RESEARCH PAPER

Appendix A

Brief Summary of the Four Stage *Emerging Leaders* Continuum

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| <p>ICLD I: Leadership Foundations & Principles.</p> | <ul style="list-style-type: none"> • A comprehensive introduction to <i>leadership, ethics, character, supervision, communication and self-development</i> for <i>Emerging Leaders</i>. • Law enforcement professionals must lead within their scope of responsibility and must be given the tools to understand what leadership looks like, feels like and sounds like • Designed to fill the void of leadership training which traditionally exists between entry level and mid-level supervision. • Understanding the true definition of policing and how participant’s actions and their organizational mission must align with that definition. • A comprehensive look at leadership and ethics, identifying the most common ethical dilemmas in law enforcement and how they destroy public trust and individual careers. |
| <p>ICLD II: Leadership Theories & Practices.</p> | <ul style="list-style-type: none"> • Focused on raising participants’ level of organizational thought and team-building by focusing on theories and practices of organizational leaders from both private and public sectors who have made monumental changes within their organizations. • Organizational leadership success narratives are exemplified along with methods and rationale behind these highly successful best practices. • Examples range from <i>Generations, Human Capital Management, Emotional Intelligence, Conflict Management, Proactive Communication, and Cultural Sensitivity</i>, to <i>Action-Centered Leadership, Legacy Leadership and Reflective Leadership</i>. |
| <p>ICLD III: Leadership Application & Advancement.</p> | <ul style="list-style-type: none"> • Balance of humanistic and tactical approaches to law enforcement and corrections leadership. • Steeped in emotional intelligence and self-realism, containing modules that range from <i>Advanced Emotional Intelligence, Human Factors in Policing, Adaptive Leadership, Authentic Leadership, Servant Leadership, Credible Leadership, and Toxic Leadership</i>, to <i>Community Leadership, Tactical Leadership and the Moral Compass for Law Enforcement Professionals</i>. • Introspective look at practical applications of leadership both internally and externally. |
| <p>ICLD IV: Leadership Competency & Mastery.</p> | <ul style="list-style-type: none"> • An opportunity to understand and perform the complex knowledge, skills and tasks that exemplary leaders perform. • The skill sets range from <i>Personal Mastery, Skills of Interpersonal Communication and Conflict Management, Coaching Skills for Problem and Opportunity Management</i>, to <i>Skills of Team and Organization Development, Skills of Versatility: Style, Role and Skill-Shifting</i>. • Research-based, performance enhancement learning process that equips leaders to express more empathic caring, be more ethically conscious, and more capable of developing themselves, other leaders, teams and organizations. |

Appendix B

RUBRIC for EVALUATING EMERGING LEADERS CULMINATING RESEARCH PAPER

Student's Name: _____ Program: Emerging Leaders (ICLD I-IV) Date: _____

Evaluating Team: Anthony H. Normore, Ph.D; Mitch Javidi, Ph.D; Larry Long, Ph.D; Terry Anderson, Ph.D; Galia Cohen, Ph.D

*All students and readers are responsible for being aware of this evaluation rubric in advance of final paper.

| Attribute | Does not meet expectations | Meets expectations | Exceeds expectations |
|--|---|--|---|
| Quality of written response to research question(s) | Student confuses significant concepts; response to questions are incorrect, vague or not relevant | Student appropriately addresses the question; claims are supported by data or literature citations | Student addresses the research question; many key points demonstrate significant insight into the problem. |
| Breadth of scientific knowledge | Student fails to adequately understand/explain necessary scientific principles and/or background information and/or fails to put the work in appropriate perspective; no or limited reference to literature, learning modules or course textbooks | Student appropriately puts the work in perspective of past and present studies in the literature and is capable of introducing and explaining necessary scientific principles; reference to some learning modules and course textbooks | Student demonstrates a high level understanding of past and current literature and brings together concepts to think deeply about the research topic; appropriate use of numerous learning modules and course textbooks |
| Ability to think critically | Student is unable to independently put key concepts together | Student makes appropriate connections between his/her results and related scientific literature | Student synthesizes concepts and/or results in a way that promotes significant advances in field of law enforcement and/or public safety |
| Contribution to law enforcement or public safety discipline | The work makes no or a limited contribution to the literature | The work advances knowledge in the discipline | The work makes a significant impact on the discipline |
| Quality of written document; APA writing style | Document is poorly written and/or the work is poorly justified; grammatical and scientific errors are present in abundance; did not follow APA writing style; replete with errors | Document is written well and with sufficient depth to put the work in context; the rationale for the work, the experimental design, the results and the conclusions are appropriately described; generally followed APA writing style; some errors | Document is exceptionally well written; the rationale, approaches, results, conclusions are described in a logical and compelling manner; followed APA writing style; minimal to no errors; publishable document |
| Overall assessment | Fails to meet expectations | Meets expectations | Exceeds expectations |
| Confidential Comments: | | | |