

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

Appendix A

Brief Summary of the Four Stage *Emerging Leaders* Continuum

<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:			