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Office Hrs:

AJ 204 Seminar  
Justice Management and Innovation

***Course Objectives***

To increase understanding of the theory and practice of management methods as applied to justice system agencies. Primary emphasis will be on understanding behavior of people in organizations and on organizational responses, including: organizational and change theory, motivation, leadership, group influences and informal organization, organization and job design, and organization change and innovation.

***Texts***

Roberg, R. R., J. Kuykendall, and K. Novak.(2002). *Police Management*, 3<sup>rd</sup> ed.  
Los Angeles, CA.: Roxbury.

Skogan, W. G. and Hartnett, S. M. (1997). *Community Policing, Chicago Style*. New York,  
Oxford.

Wycoff, M. A. and Skogan, W. K. (1993). *Community Policing in Madison: Quality From the  
Inside Out*. Washington, D.C.: National Institute of Justice.

***Course Structure and Participation***

The class will be conducted in a *seminar* style; therefore, it is *essential that you participate in class discussion*. The assigned materials must be read and “digested” prior to each class meeting in order for you to be able to intelligently discuss their contents and meaning.

It is suggested that you write down several (at least 2-3) “discussion points” or “most important topics” (MITs) in each chapter of each text (*you can also use these in the in-class final exam*). In this way, you will be able to discuss these critical points or issues; of course, you are also encouraged to respond to the points and issues raised by others. Individuals may volunteer or may be chosen to discuss their topics. Weekly levels of participation will be graded.

***Course Evaluation***

Policy Paper	40%
Participation	30%
Final Exam	30%

### ***In Class Final Exam***

An open book, open note (e.g., MITs) exam will be administered after the text materials have been covered; see outline. The exam will consist of several in-depth essay questions covering materials in the primary text, as well as the case study texts relating to internal (Madison) and external (Chicago) change processes. The exam will be timed and require use of a blue book.

### ***Management Policy Paper***

A policy paper on a contemporary criminal justice management related topic (one which you have not previously written on) is required. The paper will summarize the existing literature on the topic, and will analyze the topic from a “what works” policy perspective (i.e., are current policies and procedures adequate; are new policies or methods required?).

The purpose of the paper is to establish relationships between and among important variables and to draw policy implications and conclusions from the empirical research findings.

Managerial topics may include, but are not limited to, such issues as: selection criteria, affirmative action, organization design, job design, group behavior and influences, informal organization, motivation, satisfaction, performance evaluation, training, higher education, leadership, planning, resource utilization, career growth and promotion, specialization, accountability and oversight, misconduct, liability, harassment, force and violence, women, minorities, change and innovation, stress and safety, unions, and operations.

### ***Paper Requirements***

#### ***Length***

The paper must be a minimum of 16 pages and no more than 20 pages in length, not including end matter (references and appendices). A typical page is 250 words in length; therefore, the paper must be no less than 4,000 words.

#### ***Style***

The American Psychological Association (APA) reference style is required.

#### ***Sources***

In general, a minimum of ten (10) sources is required; five (5) of which must be empirical or theoretical in nature and published within the last seven years. Please note that it is possible, and highly likely, that some sources “outside” of the criminal justice field (e.g., Management, Public Administration, Sociology, Political Science, or Psychology) may be necessary to adequately cover the topic.

#### ***Citations***

All sources cited in the paper must be properly noted in a References Section at the end of the paper; that is, make sure all sources used are properly cited.

#### ***Paper Presentation***

A formal presentation of approximately 20 to 25 minutes is required (use of note cards is desirable, since you may not simply read from your paper). Questions regarding the paper (e.g., study designs, findings, policies, etc.) will follow the presentation. A brief outline (1-2 pages) and reference page of sources used will be distributed to the class on the day of your presentation.

#### ***Due Dates***

Final papers are due on the last class meeting (see schedule). Papers can only be late if there is an excusable reason; otherwise a penalty of one grade per day late will be assessed.

#### ***Early Review***

It is strongly encouraged that you turn in a partial paper, of no more than 5 typewritten pages, for early review (see schedule). The paper will be critiqued and handed back for final completion.

### ***Paper Grading Standards***

The paper must meet all of the requirements above and will be graded on organization, thoroughness of the literature review, policy implications, grammar, presentation (e.g., spelling, typo's, neatness), and proper referencing. The paper may contain no plagiarism. In addition, the paper must follow, precisely, the paper format outline below.

Penalty points will be assessed (up to one grade) if any of the above criteria are not met, except plagiarism, which will result in a failing grade.

### ***Paper Format***

The paper will be organized according to the following breakdown:

#### ***Part I Introduction***

This section includes a relatively brief introduction to the topic; may include historical aspects of the subject, relevance, concepts, definitions, and current policies.

#### ***Part II Review of Literature***

This section primarily describes the research which has been done on the subject, and focuses on defining the major relationships (statistical) between and among important variables (e.g., the relationship between job design and motivation). In general, *each study* will be described with respect to:

- Study design (e.g., survey, quasi-experimental, observational)
- Sampling (e.g., 100 patrol officers, randomly chosen)
- Variables measured (e.g., how was job design and motivation measured?)
- Control variables (e.g., age, race, gender, seniority, education)
- Results (e.g., relationship found between job design and motivation controlling for age, race, gender, seniority, and education).  
Limitations of the study

Under this section, each study must be described separately; that is, the design, sampling method, control variables, and so on. You may wish to use sub-headers in this section in order to separate primary topics; this will allow studies on related topics to be organized coherently.

It should be noted that some research is more valid and reliable than other research (that is, the better controlled studies), and these should receive the bulk of your attention. For instance, research journals such as *Criminology*, *Justice Research and Policy*, *American Journal of Police*, *Justice Quarterly*, *Crime & Delinquency*, *Policing: An International Journal of Police Strategies and Management*, and the *Journal of Criminal Justice*, generally have solid empirical research, while practitioner journals such as *Police Chief*, *Federal Probation*, and the FBI's *Law Enforcement Bulletin*, generally contain descriptive reporting.

As noted previously, there must be a minimum of five (5) empirical/theoretical resources utilized with a total of ten (10) references.

#### ***Part III Conclusions and Policy Implications***

Overall conclusions of the studies reviewed are made. From these conclusions, recommendations regarding new or revised policies are made. The *goal* is to assess what policy changes *under management's control* have a *realistic* chance of being implemented; that is, taking into account time, budget and resource constraints.

## 204 Class Schedule

<u>Meeting</u>	<u>Date</u>	<u>Assignment/Discussion Topics</u>
1	Aug. 29	Introduction
2	Sept. 5	RK&N: Chaps. 1, 2, 3, 4
3	Sept. 12	RK&N: Chaps. 6, 7, 8 W&S: All
4	Sept. 19	RK&N: Chaps. 9, 10, 11
5	Sept. 26	<i>Individual topic meetings; Required: delimited topic and several emp. references</i>
6	Oct 3	<i>Individual topic meetings</i>
7	Oct 10	<i>Individual topic meetings</i>
8	Oct 17	RK&N: Chaps. 12, 13 S & H: Chaps. Preface, 1-4
9	Oct 24	RK&N: Chaps. 14, 15 S & H: Chaps. 5-8
10	Oct 31	<i>In-Class Final Exam</i>
11	Nov 7	<i>Presentations Begin Outline &amp; References Due Final Exam Returned</i>
12	Nov 14	Presentations Continue Outline & References Due <i>Early Papers Due for Review</i>
13	Nov. 21	Presentations Continue Outline & References Due <i>Early Papers Returned</i>
14	Nov. 28	No Class: Have a Nice Thanksgiving
15	Dec. 5	Presentations Continue Outline & References Due <i>Final Papers Due</i>