



JOHN JAY COLLEGE  
THE CITY UNIVERSITY OF NEW YORK  
OF CRIMINAL JUSTICE

PUBLIC SAFETY LEADERSHIP DEVELOPMENT:  
A 21<sup>ST</sup> CENTURY IMPERATIVE

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## **PUBLIC SAFETY LEADERSHIP CHALLENGES**

Leadership is essential for solving the major public safety issues the country faces today. Whether responding to increases in rates of violent crime, initiating anti-terrorism efforts to protect communities, or responding to social justice issues, there is little question that leadership is often the deciding factor between success, just stumbling along, and outright failure. Unfortunately, the public safety leadership capacity and the talent needed to respond to these public safety issues have received little critical attention and current leadership development models do not address the challenges faced by these leaders from that perspective. Accordingly, there is an urgent need for a new public safety leadership development model — one that not only prepares public safety leaders to confront critical issues but also strengthens public safety as a profession. This new model is an imperative for meeting 21st century public safety challenges.

Lack of attention to public safety leadership is occurring at a time when the world has become decidedly more complex and multi-dimensional. New public safety challenges are emerging that are beyond those of dealing with the career criminal. They can range from pressures to enforce immigration laws to responding to alarming levels of youth violence; from homeland security concerns to escalating gun crime and shooting rampages; from the homeless mentally ill to the large numbers of individuals being released from prison. Yet, there is a void in reality-based education of public safety leaders, a void that theories of leadership, years of corporate research, or models adapted from the United States military cannot fill. Filling this void is critical to shaping the next generation of public safety leaders, supporting current leaders, and building leadership capacity for the field.

### **FILLING THE VOID: ESTABLISHING A PUBLIC SAFETY LEADERSHIP DEVELOPMENT MODEL**

As the flagship for criminal justice education, John Jay College of Criminal Justice is ideally positioned to respond to this need and to create a new model that will fill this void. The College is respected as an institution that advances criminal justice scholarship and approaches justice as an applied art in service to society. The criminal justice system is populated with many John Jay alumni serving in significant leadership positions throughout the country. They are emblematic of John Jay's capacity to lead the drive to build a new model that transforms public safety leadership development, both nationally and internationally.

Furthermore, John Jay has established partnerships with law enforcement agencies throughout the world including the United Nations, INTERPOL, and countries such as Ireland, Turkey, Greece and the Dominican Republic. All these relationships reinforce the international reputation of the College as the premiere institution for criminal justice education.

### **INTEGRATING KNOWLEDGE AND PRACTICE AT JOHN JAY**

Under the leadership of President Jeremy Travis, the College has broadened its academic programs and now includes an array of practice-oriented centers. Each center is application-driven, combines specialized knowledge with a practice-orientation, has strong ties to the research capabilities of John Jay and facilitates the development of practitioner-scholars. Further, each seeks to apply real-time problem solving to criminal justice practice while affirming the principles of fairness, equality and the rule of law in service to society.

The John Jay Leadership Academy, one of these centers, is committed to:

- Developing the next-generation of public safety leaders
- Preparing them to lead through increasingly complex challenges
- Working to establish a national community of practice dedicated to leadership activities that will enhance the safety of the public while promoting justice in a free society
- Creating the *gold standard* for public safety leadership development
- Building leadership capacity that affects public safety on a national level

## OVERVIEW OF CONCEPT AND MODEL FOR LEADERSHIP DEVELOPMENT

In the late 20<sup>th</sup> century, the globalization of industry, a knowledge-based economy, corporate mergers and acquisitions, and well-publicized ethics scandals all changed the direction of corporate leadership education and training and challenged business schools to take a different approach to preparing leaders ( Bennis & O'Toole, 2005; Gloeckler, 2006). At the same time, the political and military worlds also saw their share of leadership crises. With this sharpened focus on the effectiveness and quality of leadership, the realization that public safety leaders face similar issues was only a short step away.

Although substantive efforts exist to develop public sector leadership,<sup>1</sup> it has become increasingly clear that none exist specifically for public safety leaders. It could be argued that public safety is but a subset of the public sector activities and should be treated as such. However, the criticality of public safety cannot afford to be treated as a stepchild of public administration and human resources training. Further, despite a growth in well-respected executive development programs for public safety, many treat leadership as one component of a broader spectrum of management activities and do not focus exclusively on leadership as a specialty in its own right. These programs include, but are not limited to, the Police Executive Research Forum's Senior Management Institute Program (SMIP), the FBI National Executive Institute (NEI), university-based programs such as Johns Hopkins, Northwestern and Eastern Kentucky, state-sponsored academies and the IACP Leadership Training Program.

The role of the public safety leader has become comparable to that of a change agent CEO in private industry but with unique characteristics. While the decision-making processes for public safety leaders include traditional organizational development processes, these processes are employed in para-military structures where the chain of command is far different from that of traditional organizations. As such, the responsibility for deploying large numbers of uniformed officers into a community, the legal rubrics under which they perform, the gravity of the consequences of their actions, and concerns about abuse of their authority are unique to public safety.

Equally important is the changing environment and competing demands that the public safety executive faces when exercising leadership. They include the strong emphasis on developing partnerships with the community and other agencies, monitoring intelligence-led policing efforts, ensuring preparedness for homeland security threats — all while protecting civil liberties and creating transparent and accountable organizations. All of these factors create demands and challenges that must be integrated into any model that focuses exclusively on the development of public safety leaders.

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<sup>1</sup> National Academy of Public Administration (Washington, DC); Center for Public Sector Leadership (Harvard).

The John Jay Leadership Academy has taken on the challenge to develop a new model that:

- Integrates the processes required for functioning in complex and competing environments and applies them to critical issues relevant to the daily life of a public safety executive
- Encourages innovation while ensuring that public safety agencies do not get sidetracked from their primary missions and strategies for community safety
- Supports implementation of strategies consistent with ethical organizations that build communities' trust
- Develops leaders who know how to inspire subordinates, community members, and local officials to become part of their vision

The Leadership Academy model will prepare current and emerging leaders to move forward and meet challenges. This model will combine the research emphasis of academic offerings with that of professional knowledge and practice. Within that framework, leadership development will hinge on the interaction of knowledge and practice in real-world and real-time settings, and will expose current and emerging leaders to a different type of learning to help them meet the complex problems that they confront almost daily.

While the cornerstone of the Leadership Academy model is its emphasis on research and practice, its heart is the emphasis on real-world and real-time field events. The daily operations that give life to this model include:

- Interactive, facilitated dialogue with subject matter experts
- Observational learning experiences in the public and private sectors
- Preparing case studies unique to public safety leadership
- Participating in the Leadership Community of Practice
- Problem solving of the current issues faced by public safety

All activities will be designed to provide a dynamic and exclusive focus on the architecture and values that are unique to public safety leadership. In contrast to other models, this model treats leadership as specialized knowledge, examining it through a multi-dimensional framework. This framework is the result of a national consultative effort that elicited stakeholder input from the field, from those who know their business best.

## **RESULTS OF NATIONAL CONSULTATION**

To plan for the Leadership Academy and to develop the public safety leadership model, John Jay sought input from the relevant stakeholders in the field through a series of efforts that took place over a year. These included:

- Focus groups with practitioners (police chiefs, sheriffs, academics, and other criminal justice professionals)
- Brainstorming sessions with seasoned curriculum experts
- An Advisory Group Roundtable with prominent law enforcement opinion leaders

Information gathered from these efforts endorsed the need, confirmed the concept, and provided guidance that has implications for all of public safety. Crosscutting themes that emerged in these discussions provided the direction for the design of the Leadership Academy and are its underlying strength (see Appendix A). Hands-on, real-time action learning that is

grounded in real-world field experience is at the heart of the design, which exemplifies a model that is similar to professional school preparation or comparable to the “teaching hospital” concept. Within this context, it is application driven, uses research findings to promote data-driven decision-making, creates a forum to examine errors in judgment that produce unfavorable outcomes and solves problems in service to the community — real-world problems encountered in the daily experience of a public safety leader. Further, it responds to the three questions asked and answered through the national consultation.

## **NATIONAL CONSULTATION Q & A**

### **1. Focus Groups were asked:**

#### **Are new models of leadership development needed? If so, *why*?**

Focus groups were convened to determine if the need for an exclusive focus on leadership development existed. One focus group was conducted in Washington, DC and the second in New York City at John Jay. Both groups overwhelmingly endorsed the need to advance the public safety profession. They also shared their thoughts on what types of learning this academy should offer. While they cited existing models as diverse as the military war colleges, on-line classes, cohort projects and academic degree programs, they encouraged John Jay to explore new models — ones that look to change program content and approaches to learning while establishing a much-needed national conversation about public safety leadership. They advised that processes be developed rather than distinct academic classes — processes that would challenge participants to think globally and strategically about the complexity of the issues faced by public safety leaders and that would encourage them to confront risk rather than ignore or run from it when problem solving. Further, they recommended that the Leadership Academy develop strong entry criteria including the requirement for prospective candidates to hold some level of leadership in their organizations that shows they are “high potentials” or emerging leaders. Finally, they supported the need for integrating ongoing, off-campus Academy communication — what the Leadership Academy is proposing as a Community of Practice.

Focus group discussions were summarized in a paper commissioned by John Jay (William A. Geller & Nancy McKeon, PhD).

### **2. Curriculum Experts were asked:**

#### **If a Leadership Academy is needed, *how* will it differ from other programs?**

Curriculum experts brainstormed the *How* question as to what a dynamic leadership development curriculum should offer.

- *How* should it support the new model?
- *How* should it be distinct from curricula offered by other programs?
- *How* should it be developed to meet critical curricular needs for leadership?
- *How* should it promote learning that changes the course of public safety leadership development?

The consensus was that the leadership development curricula should not be a rote educational process but rather “hot versus cold” curricula based on adult learning and observational

principles. The central feature of the leadership curriculum should challenge how participants think — it should shake up rather than calcify participant thinking, “rewire heads,” and produce results that infuse thought processes with coherency that will affect decision-making. This type of focus is needed to challenge participants in a practice-oriented setting to create new problem-solving strategies rather than promote more of the same. When framed within an issues perspective, in contrast to a functions perspective, it will build multi-dimensional, problem-solving capacity for participants.

Examples of “how to shake up thinking” include:

- Reflecting on best practices as having potential to lead to over-simplified decision making and to giving leaders a free pass from making the hard choices
- Examining the risks involved in copying practices of others without thinking through and analyzing applicability to one’s own agency
- Learning how to use case studies from other industries to get an “outside” perspective
- Requiring participants to write public safety case studies related to actual events in public safety agencies with a focus on the leadership issues in each particular study
- Challenging participants to engage in “integrated thinking,” a process found to differentiate effectiveness in leaders (Martin, 2007) by focusing on how they think rather than on what they think

Challenging participants to reflect on how they think will be embedded in activities that produce a substantive understanding of organizational dynamics, policymaking, collaboration, community processes, crime prevention and control, and the ethics of public safety practice.

### **3. Law Enforcement Opinion Leaders were asked:**

**When preparing leaders to function effectively in complex roles, *what* should a new model address that distinguishes it from other management and executive development programs?**

Opinion leaders from a variety of regional and local law enforcement agencies were brought together to advise John Jay on the Leadership Academy. They were asked to comment on the work of the focus groups and the curriculum experts. All members of this group were law enforcement executives who were considered “change agents” in their own departments and were tried and tested under a variety of conditions. Further, most were recognized professionally, either through achieving elective office in professional organizations, receiving leadership awards early in their careers, or being called on for national public comment relative to public safety issues. All had been shaped by positions held throughout their careers, both within and outside their current departments. All had taken full advantage of educational opportunities, through formal academic and executive development programs with several holding graduate degrees. Yet, all agreed that there was more they needed to learn once they assumed the mantle of leadership.

Defining the *What* became their task as well as the framework for the curriculum.

The law enforcement opinion leaders identified three core areas of learning — Strategic Learning, Cultural Learning and Political Learning — as essential for assuming the mantle of leadership of a public safety agency. These core learnings are defined below:

## STRATEGIC LEARNING

- **Understanding the Complexity and Multi-dimensional Nature of the Chief Executive's Job**

This job has become something of a balancing act in a dynamic environment. This environment positions the leader to create a management team, assess risks, and create realistic timetables for making innovative change at the intersection of political agendas, community concerns, media attention, and critical issues facing the agency. Achieving this balance requires trying out new behaviors and strategies while avoiding being sidetracked from satisfying the public safety core mission. This process will be closely watched by the followers (all agency personnel) and by the political and community leaders as well as organized labor. All will expect and/or demand respectful understanding and attention to their expectations, opinions and values.

To function effectively in this environment, public safety leaders need to establish strong relationships with their mayors or city managers and be attentive to the needs of local policymakers. It is estimated that public safety leaders spend 90 percent of their day dealing with those outside the office. These outside individuals and groups include, but are not limited to, political bosses, city councils, other agency heads, community groups, and the media. Within this context, it becomes critical for the leader to understand differences between a management problem and a political problem when planning and initiating strategies. Many decisions occurring within the community context will have political overtones that may inevitably place political and law enforcement cultures on a collision course. Thus, a leader needs to learn strategies for anticipating unintended consequences, acting to mitigate damage, and ensuring that the community continues to feel safe and protected.

## CULTURAL LEARNING

- **The Importance of Understanding a Public Value Mind Set**

This occurs within the context of the relationship that an agency forges with the community and the nature of partnerships that support quality of life. Regardless of jurisdictional size and composition, the underlying dynamic requires understanding what the community needs and wants, building trust with the community, and recognizing that at all times you can be but one traffic stop away from disaster. However, with public value comes public scrutiny that has related implications for issues of race, use of force, accountability, performance management, transparency, integrity of the organization, and related ethical behavior. These issues affect the trust built with all segments of the community, a trust that is critical to creating public value. Even though public value always comes back to local issues, public safety leaders also need to be aware of, and conversant with, national trends in the industry. They need to think globally as well as locally, remain professionally updated, and aware of current and emerging national trends that could affect the public value mindset of their communities.

## POLITICAL LEARNING

- **Understanding Political Influences and the Related Impact of Media and Communication Strategies**

While these strategies may be linked because of the political environment, they are not the same. Both entail getting your message out to different segments of the community and to policymakers. A good understanding of the media is essential to success because the media has the capacity to filter understanding of critical events and to influence the local political climate. Thus, the leader needs to consider other avenues of communication to tell the agency's story to the public. Simultaneously, the internal communications strategy gives shape and meaning to the leader's policies and procedures throughout the agency and enables the leader to position the agency positively and to control the message. This relationship of internal and external messages needs to be closely monitored or it can backfire and escalate to crises proportions thereby undermining the leader's position. Within this context, a close group of advisors who can provide an alternative form of communication, a "kitchen cabinet" or what leadership expert Bill George (2007) calls your "Personal Board of Directors," becomes critical to surviving political and leadership challenges and to helping a leader maintain perspective during difficult times.

## CRITICAL ISSUES COMPONENT

The opinion leaders identified a series of issues that current and emerging leaders face. These matters will frame the critical issues component of the John Jay Leadership Academy curriculum.

- **Change Brought About by Terrorism and Anti-Terrorism Initiatives and the Public Safety Role in Homeland Security**

No one knows how long terrorism will be a priority. However, it is believed that it will be a major public safety concern for at least the next 20 years and that it is changing the nature of public safety leadership. The public safety mission is no longer viewed as just about crime. Even though the public is more concerned with crime and quality of life in most communities, it only takes one suspicious incident to see fear levels escalate. Consequently, terrorism can sidetrack leaders away from the crime control and prevention strategies while also diverting strained resources to something that has not yet happened and hopefully never will. Yet, all public safety leaders need preparedness plans that call for greater interagency collaborations and relationships with federal partners. For these reasons, Regional Information Fusion or Intelligence Centers, while costly, are becoming critical enterprises because of their potential for information sharing and linking data related both to crime and potential terrorism. In an era when discussions about threats of suicide bombers, bio-chemical attacks, and homegrown terrorists have become all too familiar occurrences, public safety leaders cannot afford to let their guard down, even if they believe that chances of something happening in their community are relatively remote.

- **Expanded Use of Technology**

GIS Mapping, Hot Spots and COMPSTAT have laid the groundwork for other uses of technology such as hand-held computers and in-field fingerprinting. But, as the use of

technology grows, challenges abound both from civil libertarian and privacy advocates. Striking the balance between effective uses of technology and protecting rights of others is critical. This is particularly important as we enter an age where preemptive law enforcement is now a possibility, given extensive databases and effective data mining tools. The opinion leaders group emphasized that the Constitution continues to be the “playbook” for public safety in a democratic society and it needs to be thought of in that way to ensure protection from abuse in the drive to improve operations.

- **Modern Forensic Practice**

Modern forensic practice is changing how evidence is collected and used in presenting criminal cases for prosecution. Strong familiarity with issues related to exonerations through DNA evidence, eyewitness identification procedures, false confessions, videotaped interrogations, crime lab credibility, and the related impact that all have on managing investigations are critical to what has become a new investigative environment. Current and emerging leaders will need to understand the significance of these changes, in particular, how community perceptions and trust are affected once the integrity of investigative practices are challenged. They need to be aware of initiatives such as the “Innocence Project” and of the larger role that forensic research is playing in defining investigative practices.

- **Immigration Issues in Diverse Communities and the Role of Public Safety**

The immigration issues attendant to public safety extend far beyond managing demonstrations and, in fact, present a new range of social justice issues. Public safety leaders need to understand these issues especially since concerns have been raised that public safety agencies may become extensions of the immigration bureaucracy, and that local police may be federalized to enforce immigration laws. At risk are the years of relationship-building with diverse immigrant communities, building trust to create cooperation with police to solve crimes and empathizing with them as families are disrupted because of undocumented relatives. Simultaneously, the growth of immigrant gangs who perpetrate violent crime and victimize communities is of equal concern. Though no definitive answers are immediately forthcoming, current and emerging leaders need to remain updated on these issues.

- **A New Generation of Public Safety Employees With Differing Expectations**

The new generation of employees entering the public safety workforce is changing the profession. While they are the followers of today’s leaders, they also represent a generation of well-educated and increasingly diverse employees who do not subscribe to the traditions of public safety where the job always came first. Rather, they see themselves as knowledge professionals who are willing to work hard but want recognition through early advancement. Further, they place a much greater premium on balancing work and family. They also differ from the traditional public safety workforce in that many do not see the job as a life-long commitment and do not have the same level of allegiance to the organization. For many, their passion for the field is yet to be ignited and many may leave before that happens. Hence, the recruitment and hiring crises that continue to dominate the landscape may involve more than just filling current positions. If not solved, these issues will become the precursors to future leadership challenges the likes of which we have not seen. Consequently, leaders need to recognize talent and play a nurturing role with those designated as high potentials. They need to keep them

challenged and energized, focused on professional career growth and contributions, and cognizant of the criticality of strong value systems and personal integrity.

- **Attention to Applied Research that is Evidence-Based and Relevant to Crime Fighting and Prevention Strategies**

Research into what is and what is not working continues to be critical. Emerging leaders need to value and not dismiss research. The effect that the “Broken Windows” theoretical approach had on current practices is but one example of how research can spur innovation and change in crime strategy. As applied research moves toward evidence-based practices and research partnerships become more common, there will be a related impact on the development of crime-fighting strategies that are replicable across public safety agencies. Modern-day leaders need to fully understand what research brings to the table and need to be encouraged to stay abreast of developments in modern-day research in order to devise policy informed by research and to make data-driven decisions.

- **Public Safety Leaders as the Public Face of Crises**

This role represents a very different one from when a public safety leader’s primary concern was ensuring that criminals were arrested and prosecuted. Today, they are often called on to stabilize a community. Nowhere is this more evident than when a community crisis occurs, be it a particularly violent crime, a suspicion of activities linked to terrorism, an event related to questionable police behavior or, conversely, when a police officer is slain in the line of duty. In these instances, all eyes will be on the public safety leader and media attention will proliferate. As prominent figures in the community, they have the potential to draw the community together or to drive it apart, often just through the message they articulate. Emerging leaders need to learn the criticality of communication during times of crises so that all public statements are well-informed, delivered with sensitivity to community needs, and with a timeliness that responds to urgency. However, caution is needed to ensure that statements are not made on the fly, or with little forethought, since they can cause further damage and destabilize a community. In essence, emerging public safety leaders need to understand the full dimensions of their roles as leading justice practitioners with critical responsibility for public well-being in the difficult times bred by crises.

## **RAISING THE BAR AND NEXT STEPS**

By establishing a Leadership Academy that is specifically aimed at the development of public safety leaders, John Jay is elevating the professional preparation and growth of these leaders. It will move education away from trade school paradigms and create a curriculum that is quite different from current programs that focus on leadership as one component of management. As such, the Leadership Academy will transform the development of leaders in a dynamic profession — leaders who will be the change agents and the future of public safety.

Further, John Jay seeks to become the living laboratory for learning about leadership in the public safety sector. The Leadership Academy will continually address the following questions:

- What makes strong and effective leaders and how are they sustained?
- How do they think about public safety?

- What strategies do they use and what are their outcomes?
- How do they adapt their styles to circumstances?
- How do they inspire loyalty in subordinates?
- What are their expectations for success and failure?
- As thought leaders of the industry, how are they shaping the future?

## Next Steps

The foundation for the John Jay Leadership Academy involved considerable groundwork and preparation. The *Why, How, What* questions were answered by public safety stakeholders from the field. Consequently, both ownership and commitment strengthen the leadership development model set forth in this report.

**Next steps involve piloting this new model and curriculum.** This involves integrating the strategic, cultural and political learnings in a practice-oriented, real-time setting and forms the foundation for the following initiatives:

- Convening an intensive three-day Public Safety Executive Institute for Law Enforcement CEOs serving in their first year.
- Pilot testing and evaluating the model with a small group of participants selected by public safety opinion leaders — targeted to begin in 2009.
- Incorporating a Leadership Community of Practice into the model that will be designed to provide public safety professionals with continuous learning during and after their Leadership Academy experience by engaging them in a national network of practitioners who benefit from the work at John Jay.
- Sustaining strategic, cultural and political learning through the Leadership Community of Practice. This will create a critical leadership group that remains in frequent contact. It will become a communications process for defining what is working, what is not working, new trends and directions, as well as a voice that identifies what needs to be done.

## CONCLUSION

The John Jay Leadership Academy model will have significant influence on the future of public safety leadership because it comes from the field. It is grounded in "real-world" experience. It was produced by the thought leaders of the industry, those who know their business best, and who have a commitment to advancing their profession through strong leadership. Their support will prepare current and emerging leaders to meet the multi-dimensional challenges advanced by an increasingly complex world.

John Jay will continue to consult with and involve all these groups in the Leadership Academy as it begins to meet the 21<sup>st</sup> century challenges facing public safety leaders nationwide.

## APPENDIX A

### CROSS-CUTTING THEMES FROM NATIONAL CONSULTATION

Stakeholders from large, mid-size and smaller jurisdictions met over the course of a year in various settings. Although the nature of inquiry differed, several commonalities in the *Why*, *How* and *What* questions emerged across all stakeholder groups. They are as follows.

- The seeking of consistency and clarity in thought that are hallmarks of the public safety field were also critiqued as a propensity for black and white thinking with little room for grey. Consequently, encouraging a broader and deeper level of thought and changing the thinking of participants is critical if John Jay is to produce more than cosmetic or tactical change. Independent and creative thinking with an appreciation for new ideas and outcomes focused on problem solving and innovation need to be constants in this program.
- Public safety is about more than law enforcement. Consequently, the Academy needs to focus on drawing other sectors into the mix and determining their needs, expectations and the roles they fill in ensuring community safety. This is particularly relevant in an information-sharing environment that extends across justice and public safety to include other public institutions as well as the private sector.
- Collaboration with a wide variety of groups is central to any public safety executive's world. It is counterproductive and no longer sufficient to have your agency go it alone in that public safety now involves far more than police action. Interagency collaboration and federal partnerships are becoming requirements for effective crime control strategies and anti-terrorism efforts. Further, collaborative ventures require a shift in mindset and an acceptance of the importance of having a place at the table even though that place may not be at the head of the table. Thus, the Academy needs to focus on how to define requisite partnerships, develop and sustain them, and understand the elements needed for successful collaboration.
- The need for leaders to surround themselves with good people is paramount and extends beyond the management team. It is equally important, to learn the value of creating a network of mentors or a "kitchen cabinet" that a leader can turn to when seeking guidance or needing someone to speak to the public on their behalf. This group can say things that the leader cannot say publicly and they can add balance to acrimonious exchanges. John Jay would be well advised to establish a cadre of retired public safety executives to serve as mentors to Leadership Academy graduates.
- Use of projects (deliverables) was not uniformly endorsed. Many felt that participants would get more from a shadowing experience, or that observational/operational learning in other agencies would be a more valuable experience. Law enforcement executives, in particular, thought that projects were unrealistic, take up time, could be "make work" and often languish when the individual returns to the work setting.
- There is a need to encourage and support risk taking in response to the multitude of complex issues facing public safety executives. Understanding risk taking within the context of your organization and the surrounding environment is critical since risk taking has not been a popular concept in public safety. However, when combined with a different focus on

how to think about problems, it becomes a necessary adjunct to developing fresh approaches to problem solving.

- If a national perspective is to be provided, then a regional partner approach to Leadership Academy offerings is strongly encouraged. John Jay needs to have a bi-coastal presence to insure its national preeminence. To do so, the College needs to partner with other academic institutions in different regions of the country. This broadened scope will generate a needed national conversation about public safety leadership issues.
- All of the above need to result in the creation of a national conversation about leadership that supports professional growth and excellence in performance. The Community of Practice that is proposed by the Leadership Academy will help to sustain that national conversation.

## APPENDIX B

### NATIONAL CONSULTATION PARTICIPANTS

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