



## **LEADERS**

**Where do they come from?  
What do they do?  
How do you “develop” Leaders/Leadership for  
tomorrow’s world?**

### **NDTAC NATIONAL CONFERENCE**

**June 22 – 24, 2009**

**Washington, DC**

**Ted Price  
West Virginia University**



## **Leaders/Leadership**

- Leaders/Leadership definitions change with the times; with changes in:
  - Current Events
  - Social Events
  - Technological Advances
  - Economic Situations
  - Political Climate




## What Is a Leader?

If your actions inspire others  
to dream more, learn more,  
do more and become more,  
you are a leader.

~ John Quincy Adams

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## What are the Tools to Develop Leaders/Leadership?

Leadership and learning are  
indispensable to each other.

~ John F. Kennedy

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## Today's Leader Tomorrow

A genuine leader is not a  
searcher for consensus but a  
molder of consensus.

~ Dr. Martin Luther King, Jr.

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## Where Do Leaders Come From?

### Leader/Leadership Histories

1. Trait and Behavioral Theories
2. Situational or Contingency
3. Attribution Theory
4. New Leaders/New Leadership

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## What Do Leaders Do?

- What is leadership in the trait and behavioral theories?
- What are the situational or contingency leadership approaches?
- How does attribution theory relate to leadership?
- What are the new leadership behaviors?

And how do they do it?

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## Leadership In Action

(Taking others to a place they wouldn't go to on their own - Barker)

- When to lead?
- When to manage?

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## How Do You Develop Leaders?

- To Lead
- To Communicate
- To Change
- To Motivate
- To “Politic”

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## In a nutshell, then...

- Leadership is interpersonal influence that gets an individual or group to do what the leader or group wants done

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# Leading

CHANGE	STATUS QUO
<b>Fast</b> (something very different)	<b>Same</b> (but different)
<b>Slow</b> (evolve incrementally over time)	<b>Maximize existing resources</b> (no change)

LEAD

MANAGE

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# Communicating

DIRECT	INDIRECT
<b>Specific Approachable</b>	<b>Vague Approachable</b>
<b>Specific Unapproachable</b>	<b>Vague Unapproachable</b>

OPEN

CLOSED

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# Changing

SLOW	FAST
Denial	Reward
Resistance	Exploration

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# How to Lead the Change Process

SLOW	FAST
Information	Priorities
Listen	Options

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# Motivating

MATERIAL (short term)	RELATIONSHIPS (long term)
Fear	Think Another Time
Incentives	

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# Politics

	POLITICAL	PROGRAM
SAFE/ PROTECTED	Minor Risk	Minor Change
DO WHAT'S RIGHT	High Risk	Dramatic Change


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## New Leadership Issues

- Can leaders be trained? (charismatic, transformational, visionary, engaging)
  - YES (Bass, Conger & Kanungo, Kouzas & Posner, Mintzberg, DiMilio)

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- 
- Is “New Leadership” always good?
    - NO
      - Charisma can have negative effects
      - Not always needed (may need day-to-day rather than vision)
      - Not sufficient by itself; needs to be used in context
    - And YES
      - Shared vision, engagement



You cannot hope to build a  
better world without  
improving individuals.

~ Marie Curie

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What is the difference between  
Leader Development and  
Leadership Development? What  
kind of leaders do you want?

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**“Non Compliance to Accreditation”  
A Few Easy Steps**



Georgia Department of Juvenile Justice

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***Memorandum of Agreement between the United States & the  
State of Georgia concerning Juvenile Justice Facilities***

- DOJ investigation of DJJ conditions initiated in 1997
- MOA signed in 1998 and addressed these programs and services
  - Education
  - Mental Health
  - Medical Care
  - Physical & Programmatic Capacity
  - Protection from harm
  - Other correctional matters
  - Quality Assurance



## Georgia Department of Juvenile Justice School System

### Historical Perspective



- **1992** **Created as Georgia's 181<sup>st</sup> School System**
- **1997** **United States Department of Justice issues findings of non compliance**
- **1998** **Georgia and US Dept of Justice enter into a Memorandum of Agreement**
- **1999** **Plans for school improvement developed and implemented**
- **2000** **Compliance reviews conducted by DOJ**
- **2003** **DJJ Education Program found to be compliant and released from federal oversight**
- **2004** **Accredited by the Southern Association of Colleges and Schools**

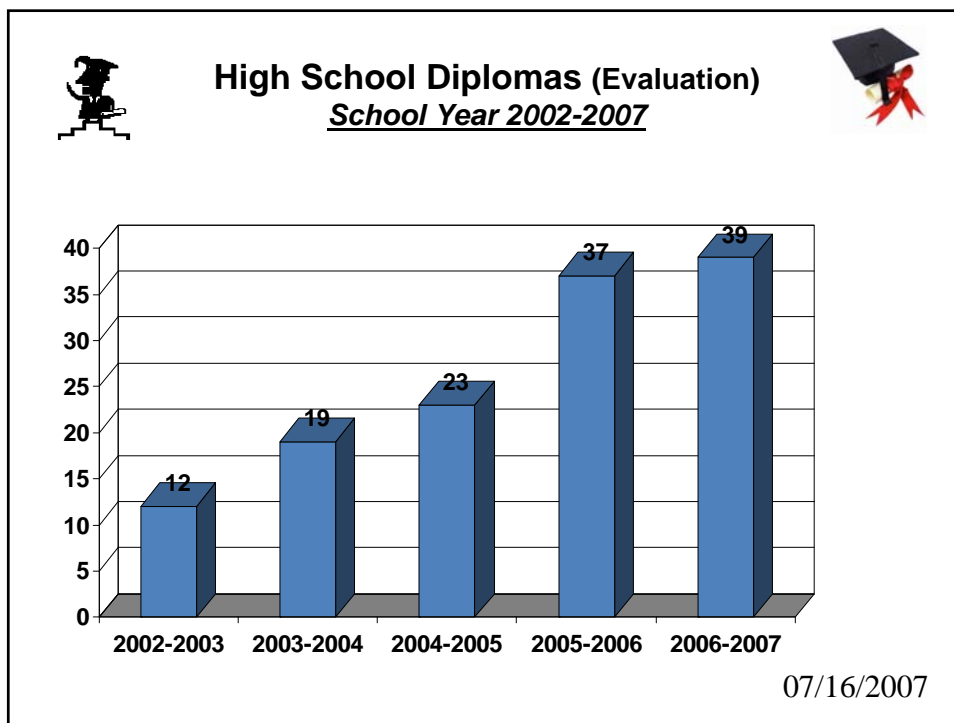
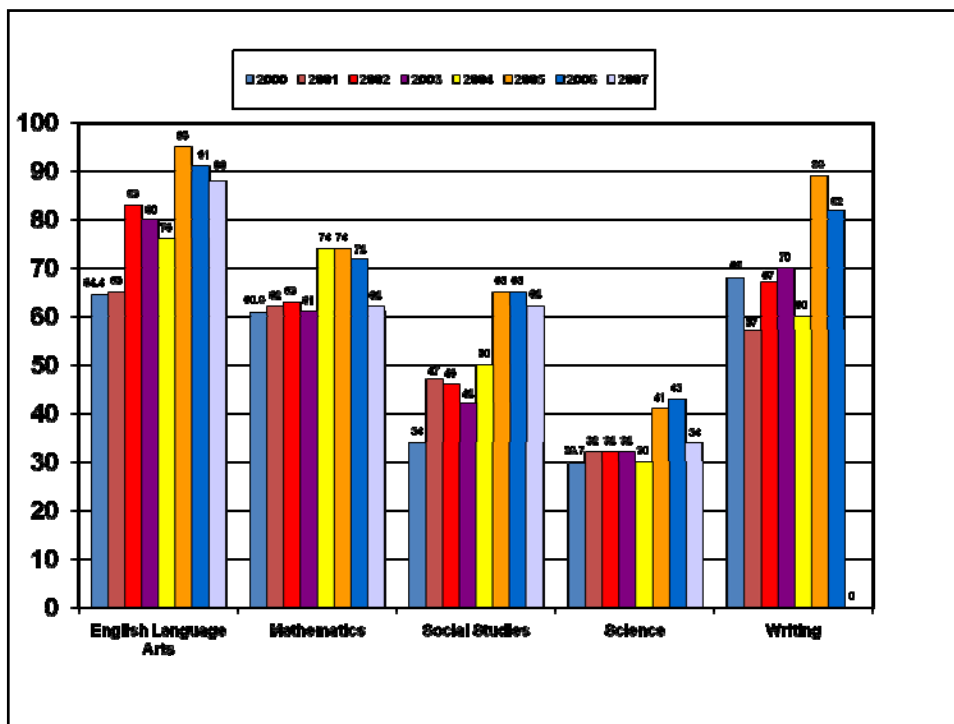


### DJJ: Pre - MOA & Today Education

MOA Requirement	1997 DOJ Comments	Today
<b>Leadership</b>	Inadequate leadership in central office Inadequate leadership in Regional Youth Detention Centers/ RYDCs Principals in Youth Development	Associate Superintendent Directors of Curriculum, Special Education & Student Support Regional Principals: RYDCs Technical assistants (special/vocational)
<b>Policies &amp; procedures in compliance with state, federal IDEA and MOA standards</b>	Campuses /YDCs Inadequate policies	Education Standards, policies and procedures for all sites All sites meet state, federal IDEA standards. Accredited by the Southern Association of Colleges and Schools
<b>Appropriate Georgia DOE curriculum and credit for work completed</b>	No standard curriculum Did not meet Georgia Dept. of Education Standards	DJJ curriculum that meets Georgia Performance Standards Curriculum Activity Packets with textbooks that support individualized instruction 130 High School diplomas awarded (5years)
<b>Enrollment and initial testing</b>	Limited testing provided using TABE  Limited student records available	TABE administered, special education testing, records received, enrollment occurs within 72 hours of admission 330 minutes of instruction daily Juvenile Tracking System (JTS)
<b>Educational criteria for class assignment</b>	Limited criteria for classroom placement	Placement based on test results & records review

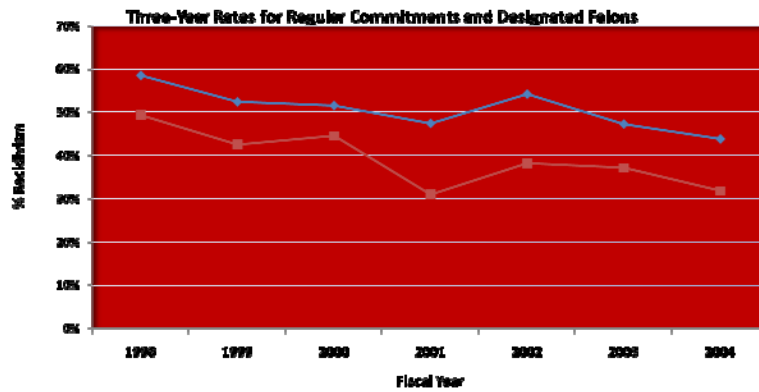
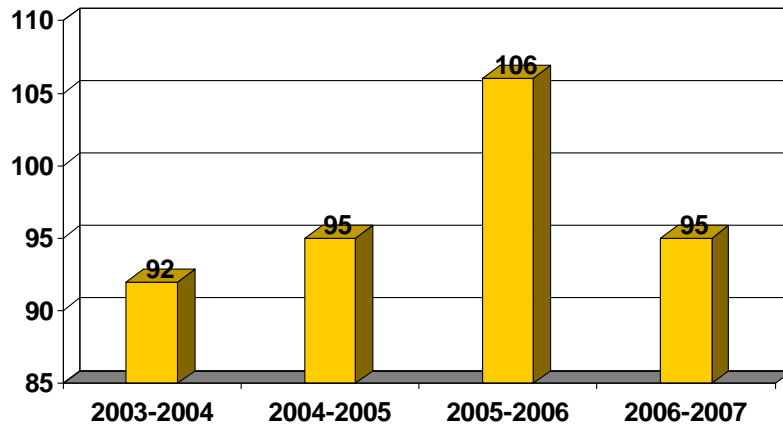
<b>DJJ: Pre-MOA &amp; Today Education</b>		
MOA Requirement	1997 DOJ Comments	Today
<b>Attendance &amp; criteria for exclusion</b>	Few requirements	Daily attendance entered in JTS Records kept on school exclusion Alternative Education Placement Model Students attend school in academic and vocational classes that meet state standards
<b>Education space, supplies &amp; materials</b>	Inadequate space, supplies, materials and resources	Adequate space, supplies and other resources that meet state standards
<b>GED preparation &amp; testing program</b>	Few GEDs awarded	Georgia DTAE provides vocational and GED programming at all YDC sites Award more than 100 GED's annually
<b>Student transition</b>	Incomplete records, no standardized course descriptions and numbers Good luck on your return home	Standard course descriptions, numbers and content support awarding of credits "Think Exit at Entry"
<b>Special education services</b>	Inadequate identification and provision of services Did not meet federal / state standards	Compliance with IDEA federal & state guidelines. Meet all special education standards Services to 40% of population

<b>DJJ: Pre-MOA &amp; Today Education</b>		
MOA Requirement	1997 DOJ Comments	Today
<b>Adequate education staffing</b>	Inadequate staffing  1 Teacher in most RYDCs  Staff not always appropriately certified	Staffing meets all federal and state guidelines. All certified and HQ Recognized ratio for staff allocations (15:1 and 12:1) Records clerks added to assist with recordkeeping Very low turnover and vacancies
<b>Training for education staff</b>	Little training provided Inconsistent	Professional credits awarded for each of 4 days of training annually CD's used ongoing for training Semi-annual training for all educational staff
<b>Quality assurance program for education program</b>	Limited monitoring of the education program  Few standards for monitoring	Student, program, staff monitoring based on standards and policy SACS accreditation Approval of program by US DOJ and MOA requirements





### GED'S EARNED FOR FY 2003-2007



Program	Statistic	1998	1999	2000	2001	2002	2003	2004
<b>Regular Commitments</b>	Releases	2099	1998	2332	2265	2119	2463	2165
	Recidivists	1225	1045	1200	1073	1146	1163	948
	Recidivism Rate	58.4%	52.3%	51.5%	47.4%	54.1%	47.2%	43.8%
<b>Designated Felons</b>	Releases	376	406	428	389	294	362	404
	Recidivists	185	172	190	120	112	134	128
	Recidivism Rate	49.2%	42.4%	44.4%	30.8%	38.1%	37.0%	31.7%



## Education Operational Plan

- gPlanning to Plan
- gData Compilation
- gDeveloping the Plan
- gImplementation
- gEvaluation



*If you fail to plan , you plan to fail: Bennis*

## Data Compilation: Teacher Needs Assessment



- What do you consider to be the two greatest strengths of the educational system?
- What do you consider to be the two greatest challenges?
- What actions would you recommend in the short range ( within 12 months)
- Identify two top priorities to improve the educational program long range (12 months or longer)

## Data Compilation: DOJ Issues of non-compliance

*“ To get where you’re going, you need to know where you are”*

- Leadership
- Educational Policies
- Curriculum
- Class Exclusion – Behavior Management
- Special Education
- Staffing
- Staff Training
- Transition Services
- Quality Assurance



Agency Profile: *“consistently inconsistent”*

**Education --- Key to Rehabilitation and Reform**

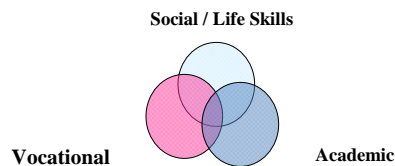
**"Think Exit at Entry"**



- **Do something** with them while they are with us.
- **Put something into their hands** to help them to successfully return to the community.
- **Provide a support system** upon reentry to the community.

**"Do Something"**

**"Think Exit at Entry"**



- Comprehensive Curriculum
- Individualized Instruction
- Provide Coursework with Credits
- Courses tied to the State Curriculum
- Comprehensive Special Education Program
- Vocational Courses with Dual Credit
- Social/ Life Skills Courses
- Manage Behavior

## *“Put Something into Their Hands”*



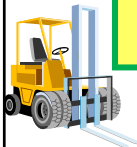
- **Portfolios (Vocational Certificates, Performance Certificates, Work Samples)**
- **Withdrawal Forms**
- **Transcripts**
- **Diplomas**  
(High School, Special Education, Vocational, GED)

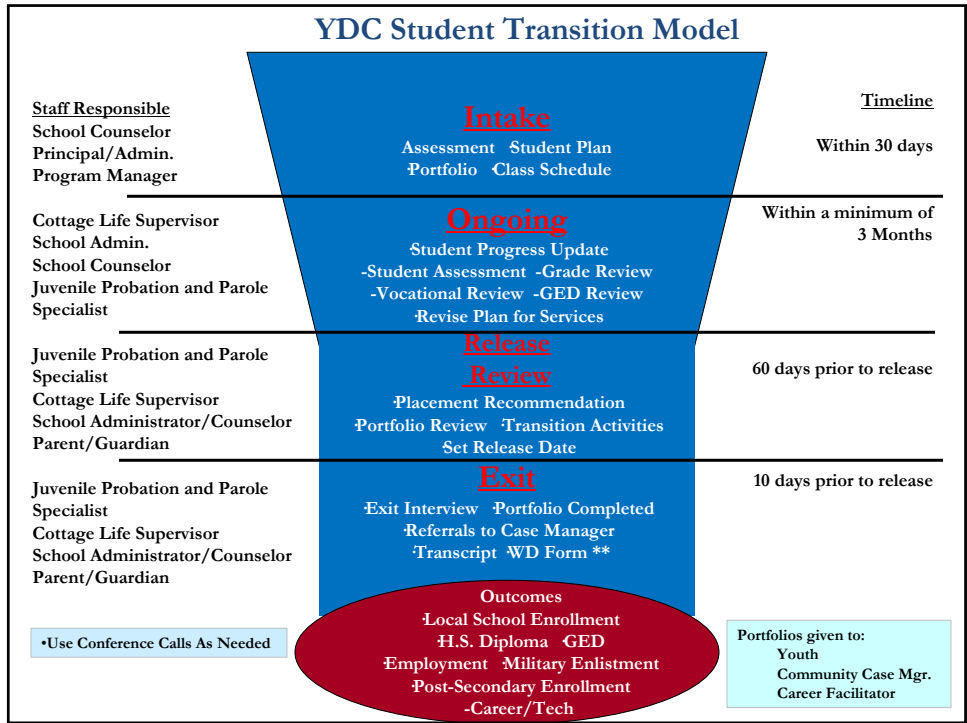


## *“Provide A Support System”*



- **Advocates to Provide Support for Youth (Portfolios, Diplomas, Transcripts, etc.)**
- **Transition Specialists**
- **Job Placement Specialists**
- **Probation and Parole Specialists**
- **Accountability / Juvenile Tracking System**





# THINK EXIT AT ENTRY!

## HIGH SCHOOL

COLLEGE
GED

### DJJ Student Transition Model

**INTAKE**  
Assessment • Student Plan • Portfolio • Class Schedule

**ONGOING | RELEASE**  
• Student Progress Update  
• Student Assessment • Grade Review  
• Vocational Review • GED Review  
• Revise Plan for services

**RELEASE REVIEW**  
• Placement Recommendations • Portfolio Review  
• Transition Activities • Set Release Date

**EXIT**  
• Exit Interview • Portfolio Completed  
• Referrals to Case Manager  
• Transcript • WD Form \*\*

**OUTCOMES**  
• Local School Enrollment  
• H.S. Diploma • GED  
• Employment • Military Enlistment  
• Post-Secondary Enrollment  
• Career • Tech

A Program of the Georgia Department of Juvenile Justice

MILITARY
TECHNICAL COLLEGE
EMPLOYMENT

IT'S NOT ABOUT WHERE YOU'VE BEEN! - IT'S ABOUT WHERE YOU'RE GOING!

## "WHERE ARE YOU GOING?"

FOR ADDITIONAL INFORMATION SEE YOUR COUNSELOR

