



## 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**



## 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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## 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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## 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

LEAD

**Fast**  
(something very different)

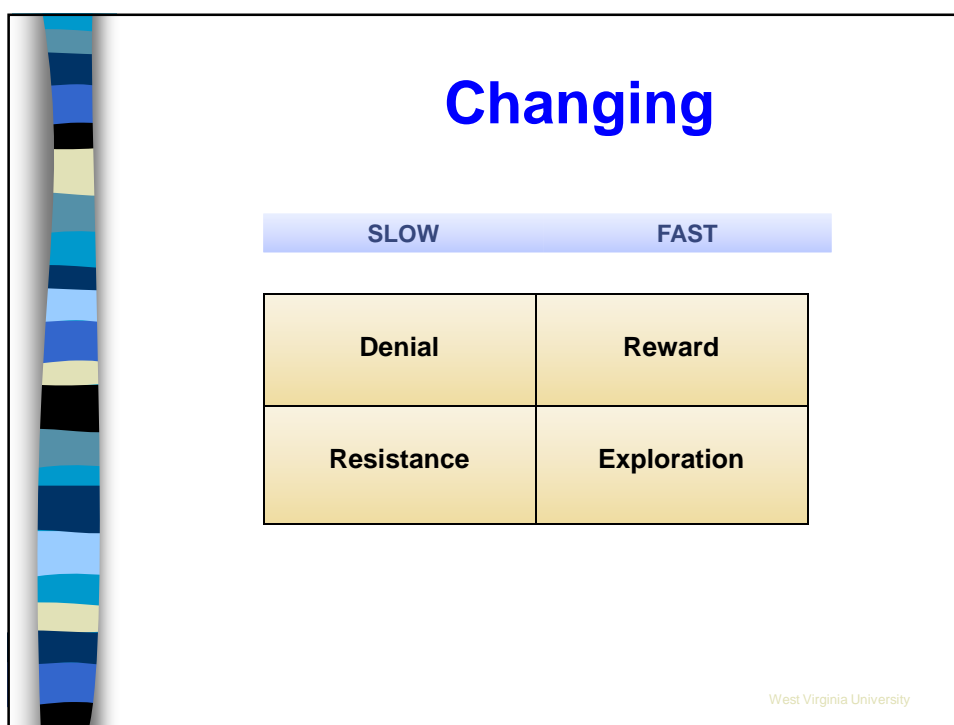
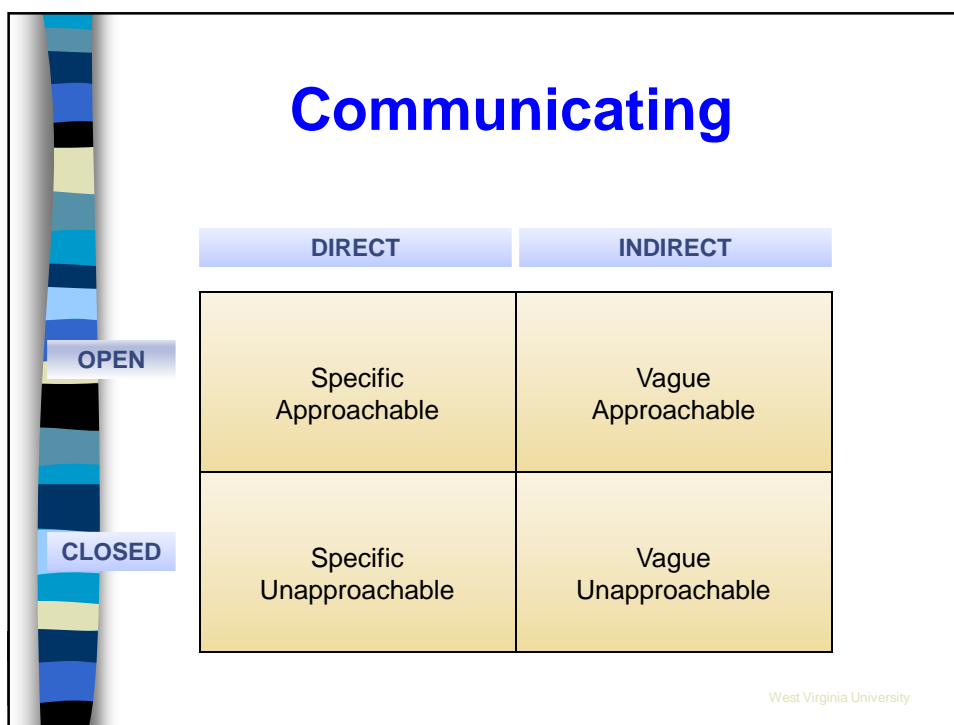
**Same**  
(but different)

MANAGE

**Slow**  
(evolve incrementally over time)

**Maximize existing resources**  
(no change)

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## How to Lead the Change Process

SLOW

FAST

Information	Priorities
Listen	Options

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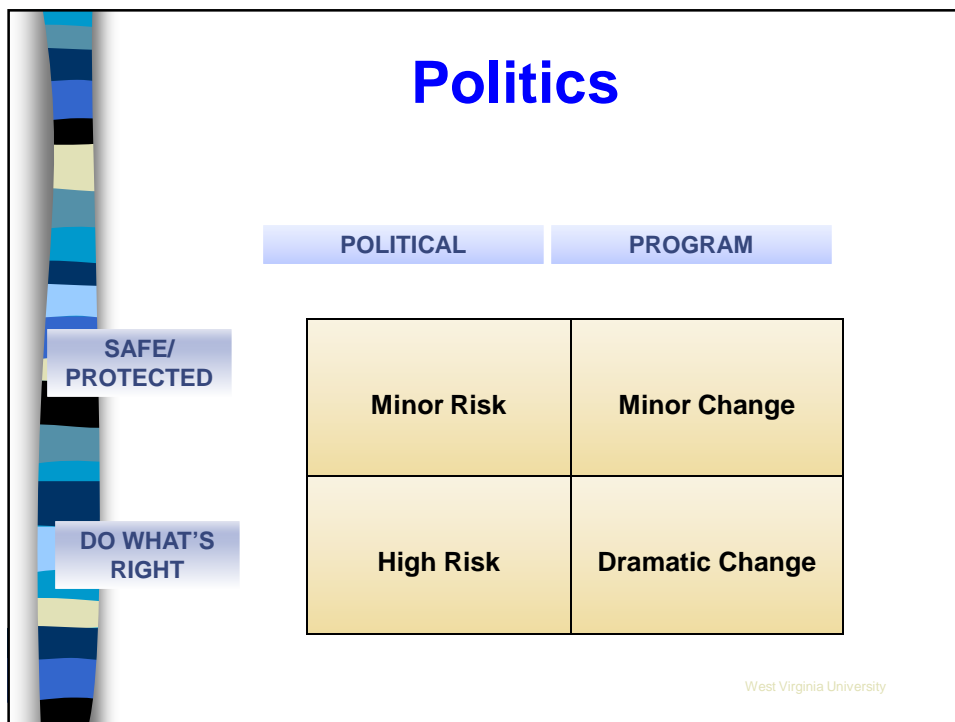
## Motivating

MATERIAL  
(short term)

RELATIONSHIPS  
(long term)

Fear	Think another time
Incentives	


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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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**“Improving Leadership Through  
Effective Professional Development”**



Georgia Department of Juvenile Justice

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

**Challenges**

- 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 U.S. 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



## Education Operational Plan

- ↳ Planning to Plan
- ↳ Data Compilation
- ↳ Developing the Plan
- ↳ Implementation
- ↳ Evaluation

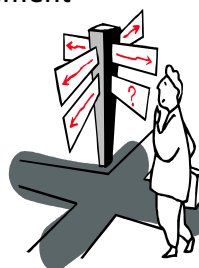


*If you fail to plan , you plan to fail: Bennis*

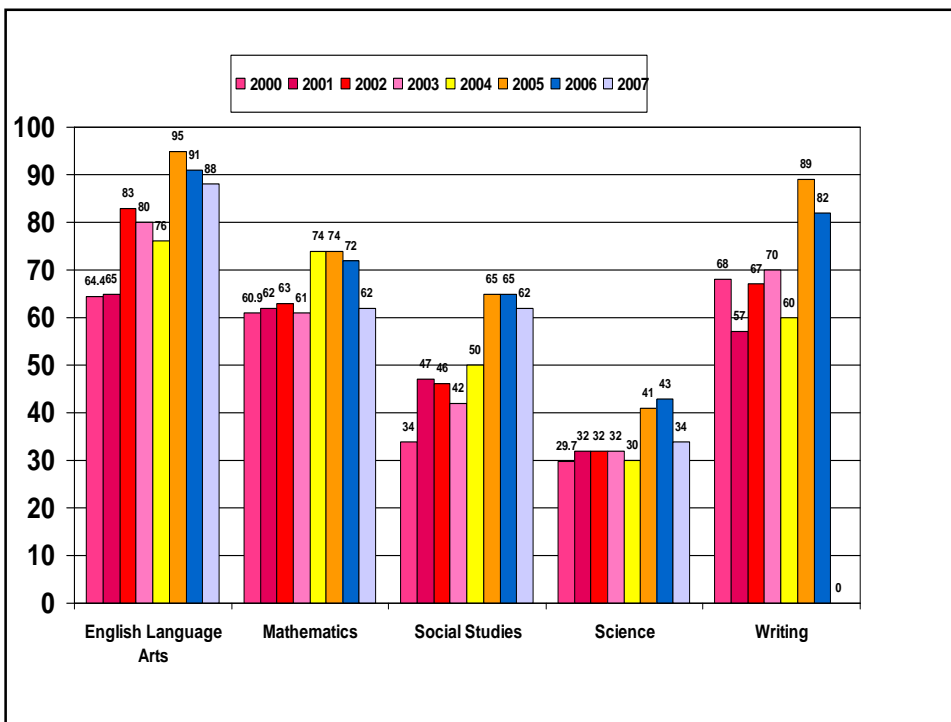
### DOJ Issues of non-compliance

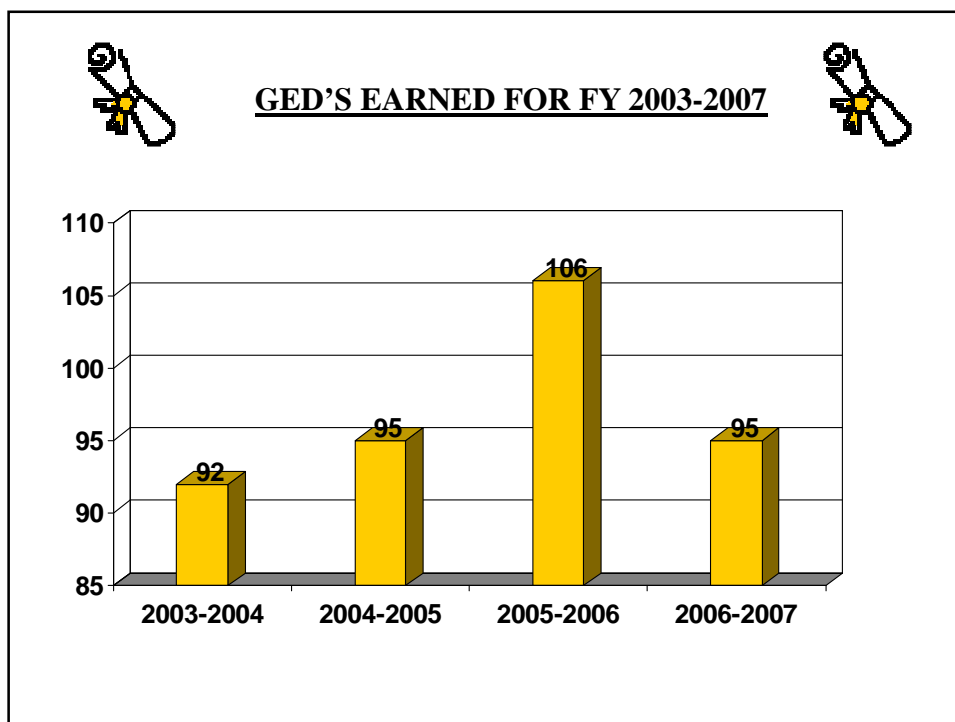
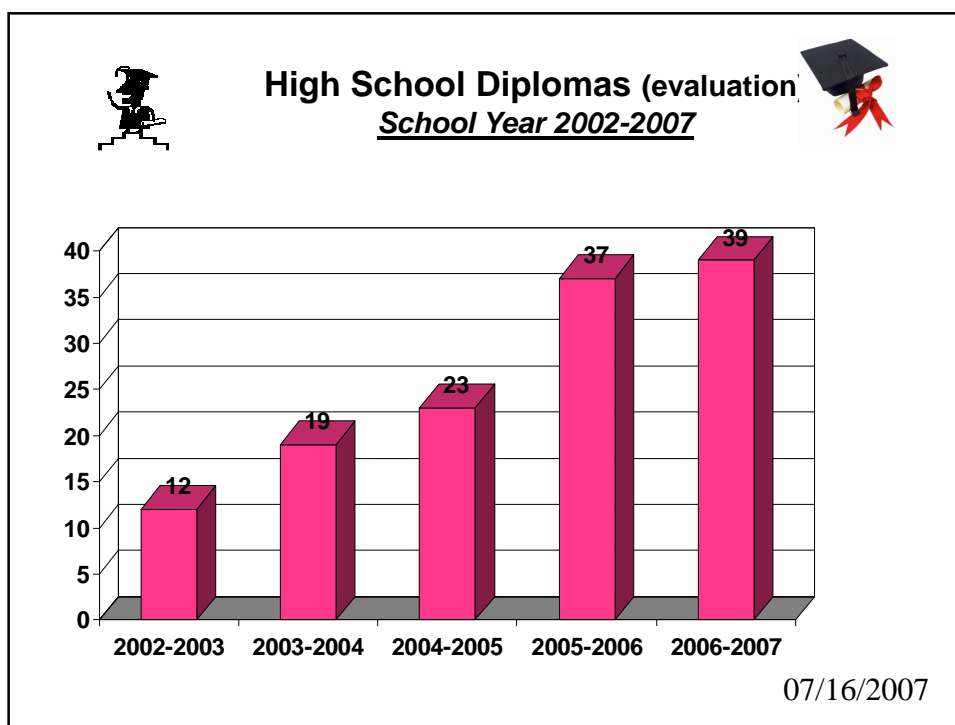
*"To get where you're going, you need to know where you are"*

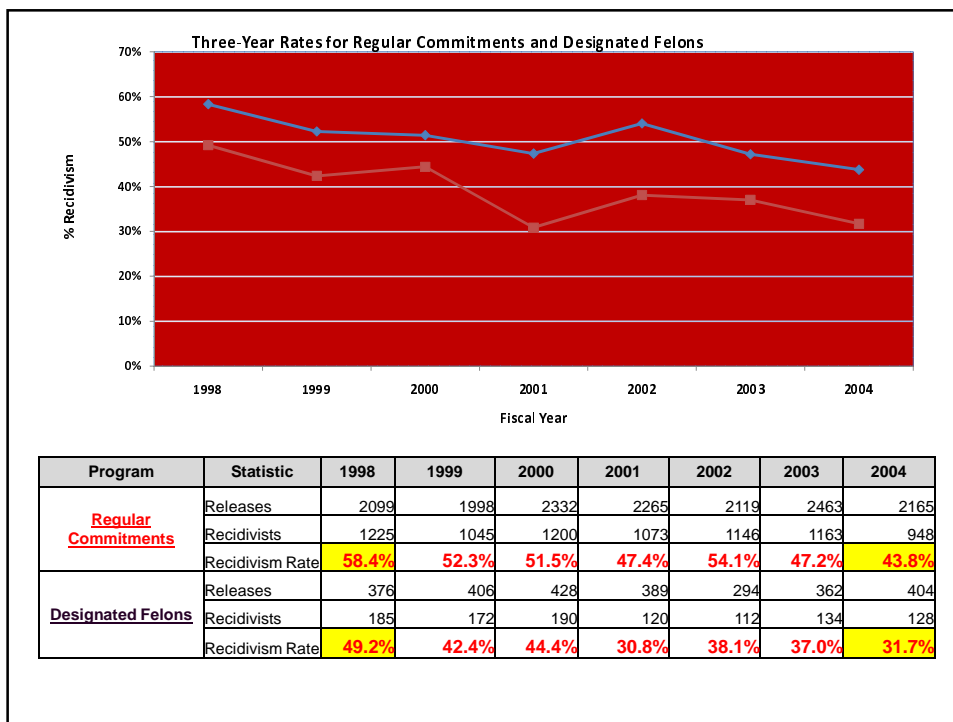
- Leadership
- Educational policies
- Curriculum
- Class exclusion – Behavior Management
- Special education
- Staffing
- Staff training
- Transition services
- Quality Assurance




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.

**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?"

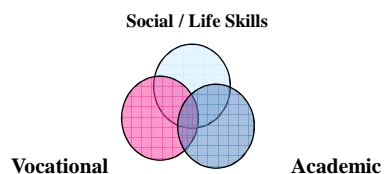
FOR ADDITIONAL INFORMATION SEE YOUR COUNSELOR

**YDC Student Transition Model**  
**"Think Exit at Entry"**

Staff Responsible	Intake	Timeline
School Counselor Principal/Admin. Program Manager	Assessment • Student Plan • Portfolio • Class Schedule	Within 30 days
Cottage Life Supervisor School Admin. School Counselor Juvenile Probation and Parole Specialist	<b>Ongoing</b> • Student Progress Update • Student Assessment • Grade Review • Vocational Review • GED Review • Revise Plan for services	Within a minimum of 3 Months
Juvenile Probation and Parole Specialist Cottage Life Supervisor School Administrator/Counselor Parent/Guardian	<b>Release Review</b> • Placement Recommendation • Portfolio Review • Transition Activities • Set Release Date	60 days prior to release
Juvenile Probation and Parole Specialist Cottage Life Supervisor School Administrator/Counselor Parent/Guardian	<b>Exit</b> • Exit Interview • Portfolio Completed • Referrals to case Manager • Transcript • WD Form **	10 days prior to release
•Use Conference Call As needed	<b>Outcomes</b> • Local School Enrollment • H.S. Diploma • GED • Employment • Military Enlistment • Post-Secondary Enrollment • Career/Tech	Portfolios given to: Youth Community Case Mgr. Career Facilitator

## **“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”**

*“Think Exit at Entry”*



- Portfolios (vocational certificates, performance certificates, work samples, training CD's, )
- Withdrawal Forms
- Transcripts
- Diplomas  
(High School, Special Education, Vocational, GED)

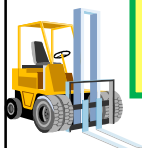


## ***“Provide A Support System”***

*“Think Exit at Entry”*



- **Advocates to provide support for the youth (portfolios, diplomas, transcripts, etc.)**
- **Transition specialists**
- **Job placement specialists**
- **Probation and parole specialists**
- **Accountability / juvenile tracking system**



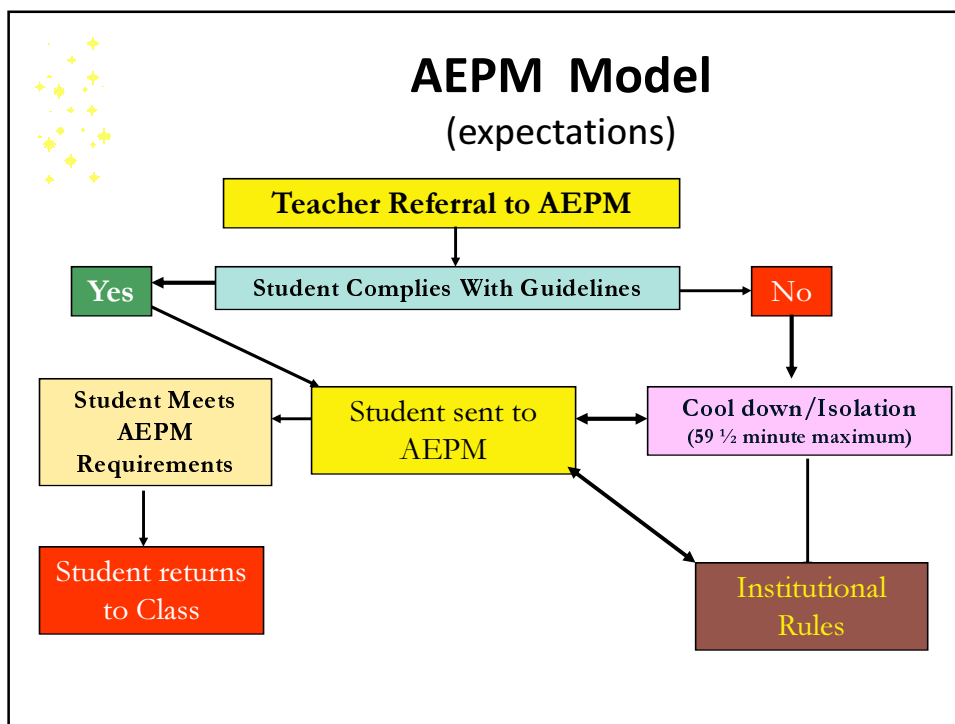
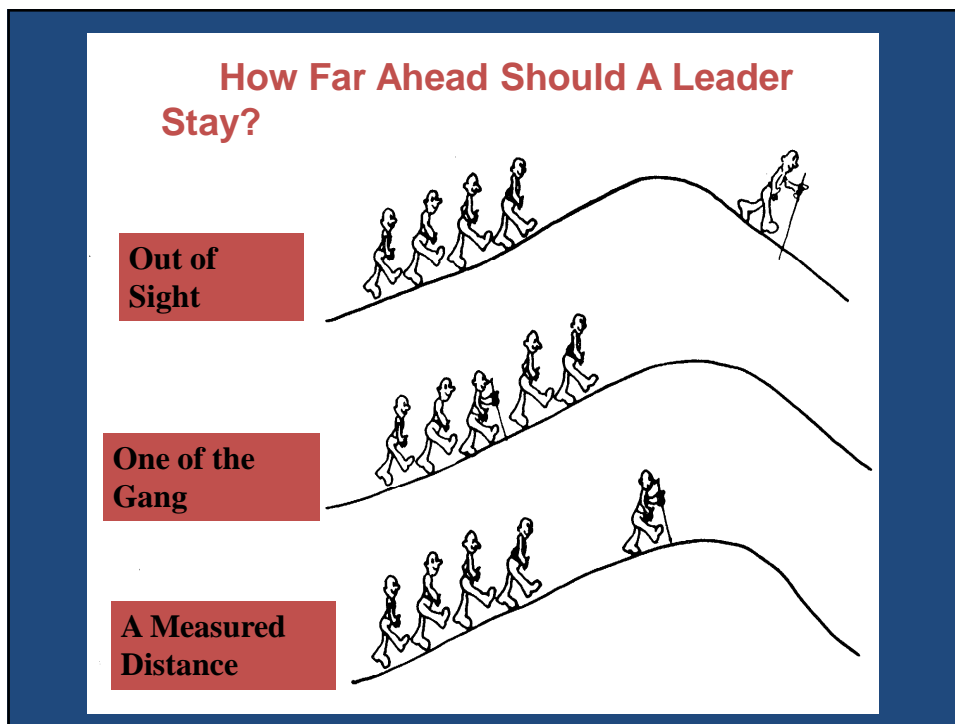
## ***“Professional Development”***

*Training CD’s*



- **Education Overview**
- **Curriculum**
- **Records Management**
- **Special Education**
- **Student Support Teams / Section 504**
- **Behavior Management**
- **Transition “Think Exit at Entry”**





## Take the Bull by the Horns



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

Leadership and learning are  
indispensable to each other.

~ John F. Kennedy

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**Nothing is Impossible**






## Leaders/Leadership

- Leaders/Leadership definitions change with the times; with changes in:
  - Current events
  - Social events
  - Technological advances
  - Economic situations
  - Political climate



## New Leadership Issues

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

- 
- Is “new leadership” always good?
    - NO
      - Charismatics 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



## 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?