

AUG 25 1998

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC# 186
Action approved 10/15/98

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor Frank J. Calabrese Phone 357 - 5978
- (X) Writing Workshop? (If not at IUP, where? when?) IUP Spring/Summer 1998
- (X) Proposal for one W-course (see instructions below)
- (X) Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

Department Contact Person Phone
 Course Number/Title
 Statement concerning departmental responsibility
 Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

Professor(s) Phone
 Course Number/Title
 Proposal for this W-course (see instructions below)

SIGNATURES:

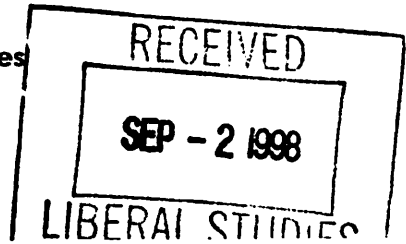
Professor(s) *[Signature]*
 Department Chairperson *Mark E. McNoble*
 College Dean *[Signature]* 8/31/98
 Director of Liberal Studies *[Signature]*

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



Writing Summary - - Criminology 300

Theory of Complex Criminal Justice Organizations

CR - 300 Theory of Complex Criminal Justice Organizations is designated a writing-intensive course. The course is taught each Fall and Spring and is listed as a "program majors" elective. Most students are juniors and seniors with a small number being sophomores. Class size is limited to 25 students and the course will count toward a criminology major designation. The discipline content derives mainly from business settings requiring instructor and student to "adopt" the material to criminal justice applications. Writing assignments total a minimum of 19 pages and are worth 50 percent of the final grade.

There are three basic types of writing that occur in this class:

1. PROSE WRITING TO DEVELOP THINKING, INTEGRATE EXPERIENCE INTO A DIAGNOSTIC REPORT AND SERVE AS "DIAGNOSTIC" EXERCISES. The initial 3 page writing experience asks students to focus on any "organizational" experience they wish, to introduce the organization as a social interaction. The initial submission of three or more pages will be reviewed by the instructor and students will revise their work before submission for credit. This essay is worth a total of 5 points, 3 for spelling, grammar, etc., and 2 for content.

The second assignment is a 3 page minimum case study analysis, described in the course syllabus. The analysis continues the approach of the first writing assignment placing it in the context of a class teamwork assignment. Greater structure is provided the student in this second assignment with the writer analyzing team dynamics, decision-making styles and other organizational building-blocks. This assignment is reviewed by the instructor and the student revises the work before submission for credit. The assignment is worth 10 points, 4 for "mechanics" and 6 for content.

2. WRITING TO ENHANCE READING AND FOR EVALUATION. There are three major exams, the first two having both "objective" questions and written essays. In these first two tests students receive several questions as a "take-home" exam to help them focus on theoretical material and its application to "real world" situations. Evaluation of these 3 page answers concentrates on student understanding of content provided by the text and their construction of a finished and fully edited work. Each test essay is worth 5 points (a total of 10 points) equally divided between mechanical aspects and content.

3. INTEGRATIVE LEARNING. The final written assignment is a "term paper" in the style of an academic research paper to be between 7 and 10 fully edited pages. An outline is due 3 weeks prior to the final paper, at which time the instructor will consult the student about progress. Students also receive a help-sheet entitled "paper basics" to help them with cognitive and style considerations. Students do independent research and additional reading then report on one of five research issues related to organizational studies. The term paper is worth 35 points.

Summary of Writing Assignments for: CR - 300

Assignment	Pages	# of Assignments	Graded (Yes/No)	Revisions (Yes/No)	% of Final Grade
Introductory Writing Assignment	2 - 3	1	Yes	Yes	4.2
Take-home essay portion of tests	3 each (by 2)	2	Yes	No	4.2 (by 2)
Case study analysis	3+	1	Yes	Yes	8.2
Term paper	7- 10	1	Yes	No	29.2

Total:

50.00%

Theory of Complex Criminal Justice Organizations

CR - 300

Instructor: Frank J. Calabrese
Office: 428 Sutton Hall

Phone: 357 - 5978

Class Hours: 207 Walsh Hall
Tuesday and Thursday
9:45 a.m. - 11:15 a.m.
1:15 p.m. - 2:45 p.m.

Office Hours: By appointment and;
Tuesday and Thursday
9:10 a.m. - 9:40 a.m.
3:00 p.m. - 5:00 p.m.

Required Text:

Robbins, S.P. 1997 *Essentials of Organizational Behavior*. (5th. ed.) Upper Saddle River, NJ: Prentice Hall ISBN 0135-203-058

Course Description and Introduction: "*Theory of Complex Criminal Justice Organizations*: the study of the evolution and theories of organizational alternatives and their application to the administration of justice."

Much human activity involves cooperative interaction having a variety of "structures;" groups, teams and organizations. Most of us function in them as a fish swims in water and, like fish, we take these structures as a "given." Yet, some researchers have developed insight useful in business, the professions and our daily relationships. To understand cooperative behavior we will examine three themes: individual behavior and decision making, group performance, and organizational design.

Topical Outline:

I. Decision making: Chapters 1 through 6 - test # 1.

The individual: individual motivation concepts, basic learning theory, and individual decision making.

II. Group performance: Chapters 7 through 10 - test # 2.

Groups in organizations: basics of group behavior, work teams, communication and leadership.

III. Organizational design: Chapters 11 through 15 - test # 3.

The organization: power and politics, conflict and negotiation, organizational structure, technology and work design and performance appraisal and reward systems.

If time permits we may examine organizational culture and organizational development found in chapters 16 and 17.

Course Objectives: This course seeks to focus the students' experience in formal and informal groups onto organizational theories. The course is "writing intensive" thus developing your ability to critically think, then *communicate* those thoughts. Writing is an integral part of the course content.

Using a variety of methods such as class discussion, team analysis and possibly case study analysis, we will develop methods to:

1. Understand the role and uses of theory in the "real world."
2. Examine current organizational practices in various settings.
3. Examine specific organizational theories.
4. Develop protocols for understanding groups and organizations.
5. Utilize teams as an integral portion of the learning process.
6. Improvement of writing skills generally and as directed to criminal justice settings.

Course Requirements:

1. Individual participation (ask and answer questions.)
2. Team participation
3. Exams
4. Writing assignments:
 - a. Introductory writing assignment
 - b. Take-home essay portion of tests
 - c. Case study analysis
 - d. Term paper.

1. Individual participation: The course relies heavily on lectures, class discussion and student participation. Participation is critical to the student's successful integration of the course material. The student should review the University attendance policy found at page 35 of the 1997-1998 University Catalog. Students should avoid missing more than three class meetings.

2. Team participation: You will participate in teams of approximately five. Your team will be the primary source of any class notes you may miss, and will jointly analyze five case studies. The team will discuss then "vote" on solutions and approaches to these cases. In addition, team interaction furnishes the "raw material" for the "Case Study Analysis." Each team member is responsible for preparing and submitting one written Case Study Analysis (details provided below.) Each team member will take turns serving in each capacity. It is suggested that team roles consist of:

1. Team Leader
2. "Chronicler" (who's role will be to complete the Case Study Analysis.)
3. Secretary (who's role will be to maintain contact between members and facilitate communication between them.)
4. Liaison (who's role will be to interact with other teams)
5. Team member (who gets to participate but not initiate.)

Each team will select a theory discussed in the text (have your theory approved by the instructor) then assign a team member to write each part. While you will be graded on your individual work, a small part of the grade depends upon the team's ability to present a "finished," or comprehensive, report. These exercises are intended to provide first hand experience in various group conduct, ability to recognize beneficial and dysfunctional conduct, and greater experience in team-building.

3. Exams: Texts will account for one-half of a student's grade. There will be two exams during the semester, with the dates *tentatively* scheduled as shown. Each exam consist of two parts, an "in-class" objective portion with 50 questions, and a "take-home" 1 to 3 page essay portion.

There will be an optional final exam given during "finals week." Any student having less than a "C" grade average on the objective portion of the first two tests is required to take the final. A student's two highest scores will be averaged to calculate the objective portion of the grade.

The date for "make-up" exams are shown. There will be no "make-up's" without written (and reasonable) excuses and explanations. Those who miss a test without reasonable a excuse may take the final exam in place of the exam they have missed.

4. Writing assignments: The written portion of the course work is one-half of a student's grade with all assignments totaling 500 points.

Paper requirements:

All written assignments must be typed or produced by a computer-controlled printer. If computer-generated you will "spell-checked" and "grammar-check" each paper before submission. Papers will be printed or typed on white paper using 12 point type, double-spaced, with 1 inch margins all around. You may staple your papers, but each page must bear your name.

Each assignment will have a cover page with your name, the assignment you are submitting and the items listed below. You will sign each "Writer's Checklist." Cover sheets are NOT included in the required paper length.

Writer's Checklist

1. This work is my own work-product, honestly produced (there is no plagiarism.)
2. This paper is neatly typed or word-processed, the pages are numbered and my name appears on each page.
3. I have proof-read, "grammar-checked" and "spell-checked" this paper. I certify that there are few, if any, mechanical errors (grammar, spelling, etc.)
4. I have submitted the paper on the date due. I understand that late papers will not be accepted without a reasonable, written, excuse.

Signed

Dated

Submission dates are shown on the schedule provided. ***I will not accept work after the date it is due without written (and reasonable) excuses and explanations.***

Grading of writing assignments: It is expected that the student's abilities will evolve. Mechanical factors, such as spelling, grammar and punctuation can be corrected almost automatically by modern word-processing software; use it, it will relieve you of drudge-work and permit you to concentrate on content. Emphasis on corrections will shift from mechanical aspects in the early part of the semester to creative and intellectual content as we proceed through the assignments.

a. Introductory writing assignment: Specific instructions are provided as part of the assignment. Grading: 50 points total divided evenly between "mechanics" and "content."

b. Take-home essay portion of tests: You will be given a "take-home" essay question(s) one week before each test. Plan on a two to three page response. Since you are working under "test conditions" you are not given an opportunity to "rewrite" your answer(s) - - be sure you are happy with it when you turn it in. This test answer must be submitted at the time you take each test. Grading: 50 points total (per test) divided evenly between "mechanics" and "content."

c. Case study analysis: We will examine five case studies during the semester. Each case study will be distributed to the team leader on a Thursday class meeting and the team is responsible for analyzing the case, then selecting from among the listed solutions. On the following Thursday, the "Chronicler" will submit a written report, each team will "vote" on their choice of approach and class discussion will follow.

You should note that these case studies are deliberately vague and unclear; there is no "right" answer. You should discuss the various approaches suggested, determining the pros and cons of each, record them, then select the approach your team advises. You are expected to maintain a professional decorum during class discussion - - any and all of the suggested solutions are "workable" and each are worthy of support. In short, respect the viewpoints of your team members, and of other teams - - every suggested approach will have valuable benefits and some detriments.

Case Study Analysis Paper: A 3 or more page paper examining your team's case analysis process. You may work in any reasonable way that permits interaction - - this includes in-person conferences, telephone conference calls, e-mail discussion groups and I.R.C. or combinations of these. Be inventive, but be interactive!

Paper contents should contain (at a minimum):

1. The way your team conducted it's interactions and analysis, how each member interfaced with others, the reasons for that approach (telephone, meeting in person, etc.), it's effectiveness and your impression whether that method helped or hindered the analysis.
2. A discussion of major points your team explored - - what you believed were the important parts of the case study, and the substance of those discussions.
3. A discussion of your team's analysis and solution you chose. What solutions seemed "obvious" and why. Did the team discuss these "obvious" solutions in greater depth? Did you explore all options or "satisfice." Did the team just want to "get the business over with?" Or, were they willing to explore the case study in some detail.

4. The actual solution your team chose, how you arrived at that choice, your analysis of benefits and drawbacks to the chosen solution, and how you selected the individual to "vote" in class.
5. Explain how your team chose to provide input during the class discussion. Did each member feel free to provide input, was one "speaker" selected to represent the group? What discussions were held, what discussions were avoided or "turned-off?"
6. Describe the cohesiveness of the group, did people have difficulty adjusting to new "roles?" Did some members appear better suited to some roles than others? Provide other information you believe is interesting, helpful, or that draws on the lessons our text presents.

Grading: The analysis paper is worth a total of 100 points divided evenly between "mechanics," and "content." The paper is due the day we discuss the study. It will be reviewed and returned for rewriting. The finished paper due one week later.

d. Term paper. A 7 to 10 page assignment. Your team will choose a theory included in our text. Team members will divide the theory between them according to an information sheet that will be provided. Each team *must* provide one essay from each category - - and each student will work on his or her paper alone. While students may consult on their individual subjects and determine where one subject ends and another begins, students are not to work "jointly" on their papers. *You will not have the opportunity to "rewrite" the term paper*, but you will submit a typed or computer-printed outline of your topic 3 weeks before the paper is due.

Grading: The term paper is worth a total of 250 points divided evenly between "mechanics" and "content."

Final grading:

Writing assignments total one-half of your grade, or 500 points.

Exams are worth 250 points each. The lowest of your three test scores will be "dropped" and the two remaining scores averaged. A maximum of 500 exam points applies to your final grade.

- A = 900 - 1000
- B = 800 - 899
- C = 700 - 799
- D = 601 - 699
- E = 600 or below.

Tentative Course Calendar

Sept.	3	Classes begin, course overview - first writing assignment distributed.
	10	First writing assignment due
Oct.	8	First exam - chapters 1 - 6 (emphasizing 3 - 6)
	13	First exam "make-up"
Nov.	10	Second exam - chapters 7 - 10
	12	Term paper outline due
	17	Second exam "make-up"
Dec.	3	Term paper due.
	15	12:30 - 2:30 p.m. Final exam - morning class
	16	8:00 - 10:00 a.m. Final exam - afternoon class

Theory of Complex Criminal Justice Organizations

CR-300 Writing Intensive Course

Paper Basics

A. CHOOSING A TOPIC:

1. Expository and factual

- Explain or describe something
- Requires fact-finding & research

2. Interpretive

- Embodies feeling or interpretations

B. CHOICE OF SUBJECT:

- A topic should *interest* you and be manageable with available resources
- Limit and define the topic
 - Avoid general topics such as the "history of teams."
 - Focus on a specific topic, like "three studies of Equity Theory"
- Do a thorough job on a narrow topic rather than a simplistic effort on a complex topic.
- Get the instructor's approval before beginning work.
- Coordinate your topic with your team-mates.
- Be alert to the need to change topics as you engage in research.
- Get an early start, avoid last the minute "rush."

C. STYLE:

- Follow syllabus instructions Re:
- Title-page c. Table of contents d. Paper length
- e. double-space f. Approach to use g. length
- i. 12 point type (no handwriting)
- j. Use of footnotes (make them endnotes!)

D. APPROACH:

1. Descriptive approach: Tell about something that happened - - factual exposition.
2. Explanatory approach: Tell how or why something happened - - reasons & rationale.
3. Argumentative approach: Explain differing views and their sources - - not suitable for this paper.

CONTENT SEARCH

A. RESOURCES:

- Review other textbooks on the subject.
- Do literature search of appropriate databases
 - Psychlit
 - ABI-Inform
 - Wilson's
- Develop "cognitive framework" for the subject and create preliminary outline.
- Alter the outline and cognitive framework as a working process.
- Maintain a working bibliography and the source of the reference - - you *may* need to review it.
- Be sure to cross-reference the bibliography with your working outline/cognitive framework.
- Do NOT use a source that you have not actually read. Be aware that it may take many weeks or months to receive material through inter-library loan. Don't depend on this service.

B. BIBLIOGRAPHY:

- You might wish to record sources on 3 X 5 index cards, listing author & title of each book or article
- Maintain "Call Numbers" for future reference.
- Record the source (such as "Psychlit" database) to aid your memory. You may need to re-read an article.
- Keep a record of the inclusive page numbers of your sources

Taking Notes

A. PROCESS:

- Begin note-taking with the very first source, it will save time.
- Develop a comprehensive bibliographic system; include author's full name, complete title, edition statement, place published, publisher, publication date, volume number. Record the page numbers for any source you use.
- Bibliography for journal articles should include full name of the journal, volume and issue number, page numbers of the article and full names of the author(s) and article title.

B. ACCURACY IS IMPORTANT:

- Consistency in recording information eliminates chances for error.
- If you "quote" something, be accurate and use quotation marks.
- If you DON'T quote, rephrase the concept in your own words.

C. DEVELOP A COGNITIVE STRUCTURE

- Work "back-and-forth" to develop a cognitive structure from your notes.
- Developing the paper is an on-going, interactive process between the research material, the reader and the reader's "work-in-progress."

COGNITIVE STRUCTURE

A. PROCESS:

- Begin analysis with the first article or book found - - it's easier that way.
- With each additional source, re-analyze your approach; continual reappraisal of your understanding helps develop a strong logical framework
- Review your "authorities" and compare your findings to their theories regularly. This helps avoid later confusion with large amounts of data.

B. APPLICATION:

- Develop your "literature review" section using the cognitive structure you have developed.
- Consider using the cognitive framework as a "continuing theme" throughout the paper.
- Keeping careful coordination between the sources of your cognitive framework and your bibliography will avoid time-consuming delay.

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Reasoning 1

A. CRITICAL THINKING:

- Arrange information in a logical order.
- Follow theory's concepts to arrange data when possible.
- Base conclusions using references to sources and material - - it helps build strong logic
- Use conclusions based on logic to develop your arguments and final conclusions.

B. DEDUCTION / INDUCTION:

- Effective writers use one of these two styles.
- DEDUCTIVE:**
 - Concepts move from the general to the specific.
 - Thesis is "general" while "evidence" is specific.
- INDUCTIVE:**
 - Moves from the specific to general conclusions.
 - "Evidence" is first provided and used to move the reader to a reasoned conclusion or belief.

C. BEWARE OF ASSUMPTIONS:

- Writers may accept certain states or conditions as "normal" or "expected." Assumptions may flow from personal value-systems or may derive from current social beliefs or beliefs imbedded in your research material. Be aware they may exist and mentally challenge them - - point these out if you encounter any. They can lead to new knowledge or awareness.
- Examples:**
 - Writers are born, not made.*
 - Assumes writing is an inborn trait that cannot be taught.

Reasoning 2

LOGICAL FALCIES:

- Mistake in developing logic or supporting data for that logic. Often occurs unintentionally:
- Non-sequitur:**
 - Example: Yesterday was a hot day, so I brought my own lunch.*
 - A statement that does not logically flow from a given premise.
- Generalization:**
 - Example: Swiss are a tidy people.*
 - Assumption or conclusion with no basis or weak basis of support.
- Circular Reasoning:**
 - Example: Dancing is such a fun hobby because it is so pleasurable.*
 - A statement that is repeated to "validate" itself.
- "Red Herring":**
 - Example: While politicians argue about the budget, the crime rate soars.*
 - A misleading statement that sidetracks the real issue.
- Bandwagon Appeal:**
 - Example: Millions of people drive Chryslers, why don't you?*
 - An appeal to the "herd instinct."
- Ad Hominem:**
 - Example: We might be able to accept John's family values if he weren't divorced.*
 - An attack on a person's character or habits rather than seeking to deal with the real issues.
- Card-Stacking:**
 - Example: People who support public transportation imply that it will work for everyone.*
 - Seeks to ignore evidence supporting the issue.
- "Either-Or" Arguments:**
 - Example: Either young people decide to be honest, or they engage in a life of crime.*
 - Offers two alternatives when more exist.

Introductory Assignment

This first paper is intended to start a bridge between your actual experience in organizations and formal study of organizations and groups. It also serves as a "baseline" of your writing ability. Plan on writing two to three pages on the following topic.

Please type or use word processing equipment to produce the finished essay. It is suggested you use a computer so you can "spell-check" and review grammar before printing.

The paper should be submitted on 8 1/2 inch by 11 1/2 inch white paper, double-spaced, using 12 point type.

Describe one formal or informal organization in which you participated. Where did it excel and where did it fail. Why did it excel or fail? What could the organization do to avoid failure?

Examples of organizations you may choose to write about are:

1. Employment situations
2. Summer jobs
3. School team or organization
4. Informal sports team
5. A group of friends that regularly meet

Write about your insight into this process; why is it easy or hard to recognize success or failure?

Analysis and Grading

The first submission of this paper is ungraded but will be analyzed and returned. Possible changes will be indicated and you, as the author, will make final changes. Return the first paper, any analysis documents that accompany it and your revised assignment for grading by the date shown on the syllabus.

This assignment is worth 5 points toward your writing grade with 2 points assigned to "content" and 3 points assigned to "mechanics" (grammar, spelling, punctuation, etc.) This grading method *will* change in later papers.

Memorandum

Date: September 28, 1998
To: Mary Sadler, Director of Liberal Studies
From: Frank J. Calabrese
Re: Take-home portion of first exam

Dear Ms. Sadler:

Attached please find the "take-home" portion of the first exam in CR-300. It is a "case study" intending to do several things, and I provide it as an example of specific writing assignments.

1. Students continue learning critical analysis skills by reviewing a "case history" then applying the "scientific-inquiry" model to it. Students received an in-class demonstration of the process, have completed one 2 - 3 page paper using the method, and participated in team-based analysis using Maslow's theory to explore a factual situation. This process is not new to them.

2. Students are permitted to discuss the case in their teams (they would anyway, so why not use cooperative learning techniques to reinforce the approach?) After their team fully discusses the case, each person prepares an individual paper using a step-by-step approach that should help build competence in critical thinking.

3. Students get to actually "use" team skills. I have encouraged the better students to share their skills with their teammates, to help those who are still a little "fuzzy" on the concepts. I've told students we would do just this in "real" organizations.

Very truly yours,



Grading Criteria

- "A"** Application of scientific inquiry model to the problem with all stages accurately applied.
- Superior use of English with minor flaws in grammar, usage and mechanics.
- "B"** Application of scientific model to problem, one or two stages are incorrectly applied.
- Clear control of standard English - uses syntactic variety
- "C"** Application of scientific model to problem but three or four stages are incorrectly applied.
- Some flaws in English that may lack syntactic variety.
- "D"** Application of scientific model to problem but five or more stages are incorrectly applied.
- Frequent & serious problems in language, sentence structure, grammar or usage that impair meaning.
- "E"** Student fails to apply scientific model to problem.
- Severe and consistent problems in language, sentence structure, grammar or usage that severely interferes with meaning.

CR - 300 First Test

Instructions for take-home essay portion of the first test.

Attached please find the "case history." You are to do your initial review and analysis in your team. Each team is encouraged to discuss the facts of this case, explore Maslow's theory and its application to the case, and ways to use the "scientific-inquiry model." Your team may reach a "consensus" about the right approach, and even agree on the proper content for each item of the "scientific-inquiry model."

However, after you have fully discussed this matter, you are charged under the Student Honor Code to each prepare your own (individual) paper. Use your OWN words in your paper. Do **NOT** submit a team paper, this is an individual assignment intended to demonstrate the power of the "teamwork" concept.

For this assignment you will use Maslow's *Hierarchy of Needs Theory*, found at page 48 of your text. Examine the theory's five steps *in depth* during your discussions.

Use our "scientific-inquiry model" as the framework for your paper. Specifically **list** each step in your paper - - treat each element as the title of a chapter of a book. The model is:

1. Apparent problem:
 - 1a. Examine facts by questions - defining the problem.
2. List possible solutions - state "pros" and "cons."
(State at least two different solutions, giving one "pro" and one "con" for each solution.)
3. Develop criteria for evaluation.
4. Evaluate each solution using the criteria.
5. Select your preferred solution (considering the "pros" and "cons.")
6. Conclusion, including your expectations of what might result from implementing your solution.

We have used this examination process and Maslow's theory in our team exercise. Follow the same format; start at the "beginning" and work your way from there. State what **IS** the beginning, and why.

You are cautioned that there are at least three "problems" each being based on a different "need." Do not ignore an "earlier" or more "basic" solution in favor of a more "stylish" or "later" solution. It is strongly suggested that you answer only "one" of the problems presented. This will permit you to do a quality job in the time allotted. Using the teamwork concept you should all do well.

CR - 300 First Test

Case History

You are a Chicago Police officer holding the rank of "Major." You and five other officers comprise the Chief of Police's senior staff. You are "career" officers with long seniority and know that nothing (except commission of a crime) can interfere with your position. The senior staff are very loyal employees.

The last Chief of Police has retired and his replacement is Roddy "Wee Gordy" McDowel, former Chief of Police at Glasglow, Scotland. You are called in to the new Chief. He's a tall, imposing, man of middle years and silver hair, and has a Scottish "burr" that belongs in the Engineering section of the "Enterprise."

"Och, it's good of you to come so quickly. I have a few things for you, seeing as how you're part of my senior staff. The Mayor said I could completely rely on you, and I'm sure I can."

You reply, "I'm flattered the Mayor even knows about our staff. We will certainly do whatever we can to make the department run better."

The Chief continues "Yur' dedication is truly appreciated. Now, here are a few notes I've made. I've noticed that our good police force has a "checkered" band on their uniform caps, just like home, so I've decided to make a "wee" change to our uniforms. So, there it is, and I know you will see to it as soon as you can."

You start walking out, looking at the papers the Chief gave you. Startled, you turn and say: "uh... Chief, what's this about leaving all weapons in our patrol cars?"

The Chief replies "Our bonny officers back home think police officers who carry guns just encourage criminals to carry guns; I'm sure we'll all feel better once we take them off. The Mayor promised to support the change, so it won't be a bother, I'm sure."

"Excuse me, Chief, but I'm not so sure that would be a good idea. Uh... this is Chicago... once known as the "murder capital of the world."

The Chief replies, "Ah, perhaps I'm missing something here. Well now, why don't you senior staff give this some little thought, and *each* of you send me a two or three page memorandum about the idea. I'm a fair-minded sort, and don't hold contrary views against a person, as long as they are based on good solid thinking.

Yes indeed, discuss it amongst "yur" selves and each of you get a memo to me, then. But mind you now, make it sharp and "to-the-point." I have no patience with those that "shilly-shally" making it impossible to follow their logic from one sentence to the next. Oh, and a last thing, now. I'm a great believer in the scientific method. Read something written by this fellow Abraham Maslow a while back. Why not "write it up" using his theory? I can follow it better that way."

"Yes Chief, we'll get right on this."