

Military, University, and Police Agency Command and Staff Colleges in the United States

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Abstract

This article discusses three models of command and staff colleges (CSC). Five university models, five United States Military models, and one police agency model are discussed. The 11 CSCs provide leadership development in various training and education programs all leading to the increased capabilities of leaders and potential leaders for public safety and branches of the military. The police agency CSC model was developed within a Montgomery, Alabama Police Department, the only one of its kind among public safety agencies in the country. The concept of a CSC for leadership development among police agencies in the U.S. is a rare entity. Other command and staff colleges were found to be connected to the various branches of the U.S. Military and higher education institutions. The article also discusses the municipal police agency CSC model historical development as it expanded within the department and throughout the state of Alabama.

Keywords: command and staff college, CSC, military models, university models, army, navy, air force, marines, public safety, leadership

1. Introduction

At no other time in its history, has public safety been so squarely at the forefront of societal change and the demands of public policy. The challenges for meaningful public safety policy and opportunities for effective leadership and sound decision-making are unprecedented. The Command and Staff College (CSC) of the Montgomery Police Department (MPD) was developed with the idea of developing their leaders and having a relationship with a local university in Montgomery. There are many undergraduate and graduate criminal justice programs. But, the specific courses offered in university public safety programs with explicit leadership learning outcomes are minimal because of the need for universities to offer general education courses and a well-rounded criminal justice concentration. Few criminal justice programs concentrate on the development of leadership skills, as does the command and staff college model, which offers a combination of training skills and educational theory for practitioners.

1.1 Purpose

This purpose of this article is to inform public safety agencies about the different models of command and staff colleges in the United States. The literature illustrates a limited number of CSCs within the military branches and within the various universities throughout the United States. Therefore, five university CSC models, five military CSC models, and a recently developed city police agency model are presented in the article. The university model offers leadership development for current and potential leaders. Eligibility extends to both public safety personnel and former military individuals who wish to pursue advanced degrees and a career in public safety. The literature did not reveal any other existing police agency model other than Montgomery's CSC model. The military CSC model offers development for individuals in various ranks both before and after promotions.

2. Literature Review

There is demand for effective leaders in all aspects of local, state, national, and world-wide organizations. People want strong leadership in all aspects of their lives. People do not always know exactly what they want when expressing a strong leader other than an influence that achieves positive results (Northouse, 2012). The limited number of CSCs are designed to develop effective leaders in the military and law enforcement.

Based on a review of the literature, the Montgomery Police Department CSC is a unique entity. There appears to be no other city or state law enforcement organization that has a command and staff college for the development of their leadership

personnel. Other civilian programs are within universities that have provisions for specialized inservice training through degree granting programs. The literature review is limited because of the lack of research about them, and because of the few CSCs in existence. The review is intended to provide an overview of the various academic and military schools and their CSC programs for leadership development. The numbers of command colleges in the United States are limited. There are academic institutions that offer leadership studies for specific majors, such as criminal justice and other public safety programs, but these are non-practitioner programs that stress education rather than training, except for hands-on internship courses. The CSC models of five branches of the military and the five universities stress leadership development.

2.1 Definition of Leadership

Determining a single definition of the term leadership has been difficult for leadership scholars. One such scholar, Northouse (2012), stated that leadership is complex and multi-dimensional. There are six various definitions of leadership offered by Northouse that include both traits and skills. These definitions include leadership as (1) an inherent trait of an individual, that is, a characteristic from birth; (2) leadership is an ability to lead others; (3) it is a skill needed to accomplish a task; (4) as a behavior, it is what leaders actually do as a leader; (5) it is a relationship between a leader and subordinates involving communication; and, (6) leadership is a process of influencing others toward accomplishing organizational goals (pp. 1-6). Based on the forgone definitions, the concept of leadership in public safety and the branches of the military generally involves a need to accomplish tasks leading to goal attainment defined by a specific organization. At some time in our lives, we may be asked to take on the role of a leader. One's approach to leadership is influenced greatly by the understanding one has about the role of leadership. "The way you think about leadership will influence the way you lead" (Northouse, 2012). Being a leader can be both demanding and rewarding. Leaders must function in the role appropriately.

2.2 Purpose

The general purpose of command and staff colleges is to prepare those who are tasked to become leaders by their organization and those who want to enhance their abilities that are already in a leadership role, to function in the role of leadership appropriately. The military branches and public safety agencies (especially law enforcement agencies) train and educate those already in leadership positions, in addition to those scheduled to advance into a higher rank of leadership and management. There are numerous theories of leadership, but they mostly apply to issues in the role of management rather than to leadership issues. The literature on leadership in the field of management is plentiful, but in the area of public safety leadership, the applicable literature is not nearly as abundant. This is the value of university command and staff colleges for public safety settings (Haberfeld, 2013). The author believes it is an even greater value when the CSC is established within a police agency where the pragmatic aspects of leadership can be readily shared by the practitioners involved in classroom interactions. The university CSC models mostly benefit public safety agencies and leaders, and the military CSC models mostly benefit the military leaders. The military models located in the United States (US) are discussed first.

3. Military Schools

3.1 United States Army Command and General Staff College

The Command and General Staff College (CGSC) of the United States Army is the first college in the literature review of command and staff colleges. The CGSC is a graduate level Army school located at Fort Leavenworth, Kansas. In addition to United States Army officers, it offers advanced military studies for officers in sister military service officers. It is also available to interagency representatives and international military officers for leadership development (United States Army, n. d.). The mission of the CGSC is to educate and develop personnel for leadership positions. The goal of CGSC is to offer courses that include the full spectrum of operations for the Army and joint international and interagency organizations. The college is the lead agent for the Army's leadership development program. It promotes skills and science of arms supporting Army operations through four different schools (United States Army, n. d.)

3.1.1 Four Command Schools

The four schools within the Army CGSC model include: (1) Command and General Staff School offers military education at the intermediate level; (2) the School of Advanced Military Studies delivers strategic and operational levels on multifaceted issues; (3) the School for Command Preparation provides educational programs for higher ranking officers, such as colonels, lieutenant colonels, and command level sergeants-major; and, (4) the School of Advanced Leadership and Tactics for officer continuing education toward the further development of the Scholar-Warrior-Leader. It is offered to the ranks of first lieutenant to the selection for major (United States Army, n. d.).

3.2 United States Marine Corps University

An overview of the United States Marine Corps University Command and Staff College (USMCU) includes a 10-month program for officer at the rank of major, lieutenant commander, and U.S. government civilian professionals in equivalent positions of leadership. The university fulfills Joint Professional Military Education Phase I requirements. The United States Marine Corps CSC consists of a graduate program in which military personnel can choose to complete the requirements for

a Master of Military Studies (MMS) degree (United States Marine Corps University, n. d.). The mission statement of the Marine Corps University states that the CSC of the U. S. Marine Corps University provides graduate level education for critical thinking, problem solving, and ethical commanders and leaders to serve in interagency, and multinational organizations confronting uncertain security in hostile environments (United States Marine Corps University, n. d.).

3.3 United States Air Force Air Command and Staff College

The third military command and staff college found in the literature is the United States Air Force model and is called the U. S. Air Force Air Command and Staff College, located at the Maxwell Air Force Base (AFB) in Montgomery, Alabama. The mission of the college is to develop bold leaders of airpower who critically think, converse, and act as a team in the joint environment to fortify the security of the nation (Maxwell Air Force Base, n. d.). The United States Air Force Air Command and Staff College is the intermediate professional school. Each year, the CSC prepares leaders in the environment of operations for approximately 500 Air Force students and over 9,000 students from all other US military services and federal agencies. In addition, 65 other nations send students to the CSC for leadership development emphasizing employment of joint airpower operations (Maxwell Air Force Base, n. d.).

3.3.1 Key Functions

The command and staff college key functions are to facilitate the air, space, and cyber minded thinking of students; develop and enhance abilities for higher-level leadership and managerial responsibilities; enhance critical thinking of students about operational air, space and cyber concepts in a dynamic multi-national environment; broaden students' knowledge of conflict and current and threats to the United States and its allies; and, develop and enhance students' planning abilities to implement joint campaigns of air, space and cyber operations to support the joint force commander (Maxwell Air Force Base, n. d.).

3.4 United States Navy College of Naval Command and Staff

Officers recently promoted to the rank of lieutenant commander in the U. S. Navy and U. S. Coast Guard have an opportunity to attend the U. S. College of Naval Command and Staff, where they can study and advance their careers. The college offers courses from several disciplines. Officers in the rank of major from other branches of the military, U. S. Marine Corps, U. S. Army, and U. S. Air Force, also have the opportunity to attend, as do civilians of various federal agencies with equal status and seniority. The U. S. College of Naval Command and Staff also offers college courses to intermediate level officers. These courses are for professional military education in preparation for increased responsibilities as commanders, lieutenant colonels, and junior captains and colonels (United States Navy, n. d., para.1). Officers attending the U. S. College of Naval Command and Staff study three core subject areas in subsequent order of presentation: "Strategy and Policy, Joint Maritime Operations, and National Security Decision Making" (United States Navy, n. d., Para, 4).

3.5 National Defense University Joint Forces Staff College

The Joint Forces Staff College (JFSC) is a component of the National Defense University (NDU). The mission of the JFSC is "to educate national security professionals to plan and execute operational-level joint, multinational, and interagency operations to instill a primary commitment to joint, multinational, and interagency teamwork, attitudes, and perspectives" (National Defense University, n. d., p. 1). Strategic military operations require the various military branches to work as a team. The purpose of the curriculum of the JFSC is to provide students the education and the environment to develop and enhance the skills to necessary function in a team military operation. "The schools of JFSC meet the purposes and needs of each of the different student populations" (National Defense University, n. d.).

4. University Command and Staff Colleges

4.1 Northwestern University Center for Public Safety

The Northwestern University Center for Public Safety (NUCPS) is within the university's School of Professional Studies (SPS). The mission of the center is to serve public safety organizations by offering quality education with real-world application by offering the latest issues concerning public safety, and developing lasting connections through professional networking by initiating and sustaining connections among professionals attending the school. Thus, they offer training and education to professionals in public safety for career enhancement regardless of rank (Northwestern University, n. d., para. 4). There have been thousands of police and traffic safety professionals around the world that graduated from the Northwestern University Center for Public Safety (NUCPS). It is reputed to be a world leader in comprehensive professional development for law enforcement training and education. The center offers a wide range of courses that includes crash investigation and transportation engineering, police operations and management courses, traffic safety school, and specialized research (Northwestern University, n. d.).

4.1.1 Programs and Courses

There are five divisions with courses offered to professionals. The first division is Crash Investigation. Scientific crash investigation has been a part of NUCPS since 1936. The center is the world leader on crash investigation and reconstruction

training, including basic crash investigation progressing to advanced crash reconstruction courses. The second division is Management Training. There are four leadership programs for law enforcement in this division. They can be taken separately or in a sequence. The third division is Police Training. The center offers several courses for crime scene specialists, investigators, detectives, first responders, and major crime investigators. They also offer courses in motorcycle operation and instruction and RADAR/LIDAR and field sobriety instructor training. The fourth division is Transportation Engineering. This division is a national resource for planning, design, and operation of transportation systems. The training programs and materials in the courses disseminate information of recent developments in engineering transportation. A fifth division is the Traffic Safety School (Northwestern University, n. d.).

4.1.2 Defensive Driving

Within the Traffic Safety Division, the defensive Driving School (NUCPS) has served more than six million students in defensive driving courses from 10 counties in Illinois and Wisconsin since 1988 (Northwestern University, n. d.). Generally, students are adjudicated to the traffic school because of tickets or to reduce insurance costs. The 4-Hour Driver Safety Course is offered at various locations and online in English, Spanish, and Polish. The sixth category is Research and Consulting. The center provides research-based consulting available in the states and abroad to public safety agencies. The teams for the research-based consulting NUCPS associated faculty and subject matter experts (Northwestern University, n. d.).

4.2 Webster University Command and Staff College

The Command and Staff College of Webster University is a “distance-learning program that offers four master’s degrees” (Webster University, n. d., Para 1). Webster University has an articulation agreement with the United States Marine Corps Command and Staff College. The agreement allows Marine Corps students to transfer nine to 12 credits of graduate studies to Webster University from the Marine Corps program. These credits are applied toward the core courses in the major, depending on the graduate program of study (Webster University, n. d., Para. 7). The agreement applies to the following four master’s degree programs. Nine credits can be transferred to the Master of Business Administration, twelve credits are allowed to transfer toward three master’s degree programs. These are, the Master of Arts in Management and Leadership and the Master of Arts in International Relations. In addition, six elective credits can be transferred and applied toward the core major from the Navy, Army, and Air Force military graduate programs. This latter policy is consistent with most college graduate program course transfer (Webster University, n. d., para. 8).

4.3 Columbus State University (CSU) Command College

The Command College at Columbus State University (CSU) includes two bachelor degree programs: the Professional Management Program and the Executive College. These two programs were developed by the CSU Department of Justice Administration Outreach. The Professional Management Program is an advanced school for public safety personnel. The command college also offers a master’s degree in Public Safety Administration for public safety personnel (Columbus State University, n. d.). The command college is located in the College of Letters and Sciences.

4.3.1 The Professional Management Program

The Professional Management Program in association with Columbus State University, provides a program of study that goes beyond what is currently available in law enforcement supervision and management development courses. It serves as an “advanced school” for public safety personnel. The mission of the Command College at Columbus State is to train police executive leaders in the ability to influence and manage the future. The goals of the command college are to (1) prepare police leaders to analyze current issues; (2) forecast the impact and effect of these issues; and, (3) study probabilities of the future, thus fulfilling the mission of the command college to provide police leaders with the ability to influence the future of law enforcement (CSU, n. d.).

4.4 Michigan State University School of Staff and Command

The Michigan State University (MSU) School of Staff and Command is administered through the MSU School of Criminal Justice, an academic unit within the College of Social Sciences. The School of Criminal Justice is the oldest continuous degree-granting program in criminal justice in the United States (Michigan State University, n. d., p. 2). The School of Staff and Command offers “problem-based learning (PBL) which represents the next generation in law enforcement training by fostering critical thinking, and employing learning philosophies appropriate in today’s law enforcement world” (Michigan State University, n. d., p. 1). The problem-based learning courses consist of a 400 contact hour program of hybrid instruction that utilizes an approach of both classroom learning and online technologies, such as Blackboard (Michigan State University, n. d.).

There are four programs of concentration offered by MSU school of staff and command. The first is the Policing concentration of classes on Michigan justice statistics, police executive development, community policing, and police consolidation. The second concentration is Courts and Judicial Administration. The third concentration is Emerging Crimes,

offering anti-counterfeiting and product protection, and a conservation criminology program. The fourth area of concentration is Violence Prevention and Control that offers programs on drug market initiative training. There is also the Project Safe Neighborhoods, and a Smart Suite Research Practitioner Fellows Academy (Michigan State University, n. d.).

4.5 The University of Louisville Southern Police Institute

The Southern Police Institute (SPI) is a division of the Criminal Justice Department of the College of Arts and Sciences at the University of Louisville. The SPI offers advanced education and training with a mission to enhance professional development of law enforcement practitioners. The mission is accomplished by providing educational and career development programs designed to challenge and prepare police practitioners for the demands of contemporary policing. The Southern Police Institute is consistently ranked among the top police educational and training programs in the United States (University of Louisville, n. d., p.1). In 1962, SPI became the first police training school in the United States to offer college credit for in-service police training. This feature of the program signaled a precedent for other schools of this type to follow.

The institute offers an online master's degree in a flexible and accelerated format that allows completion of one class every six weeks. A Master of Science degree in criminal justice can be earned in two years (University of Louisville, n. d.). Six hours of graduate credit from another institution can be transferred toward the M. S. degree. Continuing education seminars are also offered by SPI at the university and at various police agencies throughout the United States. The seminars last for two to ten days depending on the seminar content with the following standard topics: agency and case management, investigation, internal affairs, recruitment, and executive leadership (University of Louisville, n. d.).

A Basic Administrative Officer's Course is offered by SPI with the goal of ethical training for managers competent in their management roles for both the undergraduate track for credit and the graduate track for credit. The credit can be applied toward the formal degrees. Graduates of the graduate track can apply 12 credits toward the Criminal Justice master's degree. There is also an Advanced Administrative Officer's Course for undergraduate or graduate credit offered with the content aimed at ethical training of police managers who are already technically competent and effective in their current leadership and management roles. The content of the advanced course includes dealing with administrative problems; directing and managing resources; evaluating agency operations; contemporary practice; philosophy; and lawful accountabilities. The undergraduate program is 15-credit-hours and the graduate program is 12-credit-hours issues (University of Louisville, n. d.).

Another program for officers is an offsite five month, 400-hour Command Officers Development Course offered at various police agencies around the country that prepares professionals for leadership and management positions in law enforcement. The Command Officers Development Course topics include strategic direction, policing strategies, rules of policing, policies and procedures, ethics, and federal equal employment opportunity (EEO) personnel issues (University of Louisville, n. d.).

5. Police Agency Command and Staff College

5.1 Montgomery Police Department (MPD) Command and Staff College

The Montgomery Police Department CSC model has evolved over the past four years. The leadership courses offered in the CSC have expanded somewhat rapidly in both content and number. With public safety agency personnel expressing a desire to participate in the CSC programs, their agencies are sending them to the classes. Initially, the Montgomery city leaders were not very interested in the CSC concept, but as word of mouth spread about the value of the CSC, city leaders became more interested as did other agencies throughout the state of Alabama. The classes are now reaching public safety agencies throughout the state (Gwynne, 2015).

The MPD Command and Staff College (CSC) collaborates with Auburn University of Montgomery, the city of Montgomery, and the Alabama Law Enforcement Agency of the state of Alabama. It provides an enhanced classroom experience with a hands-on approach to learning that enhances the overall learning experience. The classes strengthens public safety leaders by preparing those in leadership positions to identify, analyze, and solve problems in the organization and the community, as well as gaining theoretical insight and practical experience in organizational management. As Alabama's only jointly sponsored public-safety command and staff oriented police training and educational organization, they are committed to providing a rich learning experience for police officer leaders passionate about their environment, social change, and organizational development (Gwynne, 2015).

Students enrolled in the command and staff college work full-time in command and management positions in various law enforcement organizations around the state. Students meet weekly in seminars for undergraduate and graduate level seminars. The program's strength is the integration of work experiences with academic and professional development (Gwynne, 2015).

5.1.1 Governance

The CSC oversight includes representatives from higher education, executives from city and state law enforcement

organizations, a retired military representative, and an executive director of the command and staff college. There is also an academic policy board made up of academic and non-academic representatives. In addition, there is a counsel for professional standards consisting of law enforcement personnel in leadership positions from around the state and the Montgomery Police Department. Policing is at the forefront of the public safety mission of every city, county, and state. Being at the forefront in such a rapidly changing environment, requires continuous inservice training and education for the development of organizational leaders to enable a deeper understanding of public safety issues, public policy debates, and evolving best practices (Gwynne, 2015).

5.1.2 Mission, Goals, and Learning Outcomes

The mission, goals, and learning outcomes are shaped by the philosophy of Montgomery Police Department CSC program. The philosophy is based on shared organizational learning, performance, and change (Gwynne, 2015). As with the mission of the other university and military CSC programs previously discussed, the mission of Montgomery's CSC is to develop leaders and managers through educational programs specifically geared to professional law enforcement and public safety. Courses are designed to enhance leadership and management skills, analytical and critical thinking skills for decision making under conditions of uncertainty, and skill sets needed to enhance organizational management functions and practices (Montgomeryal.gov, 2016).

5.1.2.1 Goals

The CSC goals are intended to strengthen public safety environment in Alabama by preparing officers for organizational management and leadership, develop problem solving in public policy, and enhance management literacy through multidisciplinary education. The principal CSC goals are (1) to provide an educational environment that enhances senior leaders' capacity to identify and resolve internal police management problems and community public safety problems; and, (2) to strengthen the public safety leadership by providing advanced educational programs that meet the immediate and long-term needs of those responsible for organization guidance (Gwynn, 2015).

5.1.2.2 Outcomes

The academic learning outcomes of the CSC include: (1) a practical education in public safety organizational management; (2) effective leadership for public safety organizations in Alabama; (3) an understanding of leaders for the complexity, value, and rewards of positive public safety governance; and, (4) ethical leadership for Alabama public safety organizations (Gwynne, 2015).

5.1.3 Collaboration

The collaborative involvement of the various command and supervisory responsibilities of the participants and the range of course topics makes the Montgomery Police Department very distinctive. Because our students are positioned in a variety of public safety organizations throughout the state, they learn collectively about administrative challenges from their individual experiences and through the shared experiences of their colleagues (Gwynne, 2015). The learning environment fosters enthusiasm, offering fresh perspectives from participants with the desire and capacity to learn and contribute. Participants appreciate that the classes do not close at the end of the day or expire at the end of a term. As such, the CSC offers mentoring opportunities for current and former participants. Participants can rely on the support of the CSC staff and representatives to consult and supplement their efforts throughout their leadership careers. As educator-practitioners, the CSC staff understands that successful public safety executives attribute their success to the people in their lives who provide guidance and advice without judgment, and who listen and remain ardently engaged (Gwynne, 2015).

5.1.4 History

The history of CSC student and course growth has been promising. The school has experienced growth every year since the inception of the program in 2010. Developmental discussions for a command and staff college initiative began during 2009. Discussants included academic, police, and political representatives. In the fall of 2010, the first CSC class began with eight MPD officers. From the fall of 2010 to the fall of 2014, overall student completion numbers have consistently grown from the initial eight students to just over 700 students. Participants represented federal, state, county, and city law enforcement agencies from around the state. For the 2014 -2015 academic year, classes began with 146 fall students enrolled in the program (Gwynne, 2015).

5.1.5 Academic Offerings

The CSC experience is a template for change. Courses in the CSC programs offer collaborative experiences that inspire creative thinking while developing advanced skill-sets. Students are enthusiastic. They bring fresh perspectives when contributing to class discussions while they develop an appreciation for the values of their jobs (Gwynne, 2015).

5.1.5.1 Certificates

Current academic initiatives of the CSC programming include four long-term academic certificate programs: (1) an

Executive Fellowship Program in Public Safety Leadership & Administration (includes six courses leading to a certificate in Organizational Leadership and Management); (2) Professional Development Studies; (3) Criminalistic Sciences; and (4) Intelligence Oriented Policing. Other certificate programs consist of five courses each from a combination of courses from the following: Motivational Leadership; Organizational Accountability; Strategic Planning/Thinking and; Performance Based Management; Organizational Finance & Budgeting; Strategic Management of Information; Critical Thinking for Effective Management; Creating Sustainable Solutions/Systems Thinking; and, Critical Incident Planning and Leadership.

5.1.5.2 Seminars

Seven seminars are offered for leadership, management, and supervision. They include: (1) Managing Organizational Systems and Complexity; (2) Critical Incident Planning and Leadership; (3) Security Management and Risk Assessment; (4) Project Management for Public Safety; (5) Negotiation and Organizational Conflict; (6) Citizen Relationship Management; and, (7) Leadership Communication. Additional courses toward the development of personnel include: Quantitative Reasoning and Analysis; Research Theory, Design, and Methods; Managing Civil Liability; Fundamentals of Law and Public Policy; Leadership, Professionalism and Ethics; and Current Issues in Regional and Local Public Policy (Gwynne, 2015; Montgomeryal.gov, 2016).

5.1.6 Research and consulting

Research and consulting is also part of the CSC. The staff engages in exploratory and applied research across public safety disciplines, addressing complicated public safety issues from different perspectives, while integrating police operational disciplines. The CSC staff offers advice and counsel to law enforcement agencies and officers throughout the state on a variety of issues, including, but not limited to the following (Gwynne, 2015):

- Risk and Root Cause Analysis Investigations
- Performance-Based Management Consulting
- Cost Analysis and Mapping Consulting
- High Reliability Training (HRT)
- Professional Employee Assessment
- Organizational Development and Management Support (ODMS)

6. Discussion

Based on a review of literature, the Command and Staff College of the Montgomery, Alabama, Police Department, appears to be the only command and staff school in the U.S. that is located within a police agency; no other CSC within an agency was evident in the literature. In addition to the police agency model, it appears that only military and university command and staff schools are functioning within the U.S. As noted by the absence of another police agency model found in the literature, the CSC concept based within a police agency appears to be unique. There are command schools in the various military branches and in various universities, both of which offer graduate and undergraduate credit. The military model CSCs and university model CSCs reported in this article offer more concentrated leadership training and education for command and staff practitioners currently serving in the military and in police agencies. Other higher education institutions offer a limited number of leadership classes for pre-service students hoping for a future police career, as well as inservice practitioner police leaders wanting to enhance their current careers with degrees. For example, Mercer University's curriculum for criminal justice and homeland security majors is offered through the Department of Leadership Studies. The majors are open to current public safety practitioners and those aspiring to be public safety practitioners.

7. Conclusion

Leadership is a complex process, therefore there is no single process to successful leadership. The uniqueness of individuals provides different aptitudes of being a leader. As such, there are many leadership traits. According to Northouse (2012), research studies found 19 important traits for leadership. Of these, "the research points to six key traits: charisma, integrity, confidence, intelligence, determination, and sociability as being the most significant traits" (p. 27). Those gifted with leadership traits, especially with these six, are well prepared for leadership positions. If traits are lacking, effective leadership can still be attained through training and education (Northouse, 2012). The outcomes of the CSCs are designed to develop effective leaders in both public safety and branches of the military.

The success of the Montgomery CSC is evident by its growth in the number of agencies and students, and the number of courses and programs offered (Gwynne, 2015). Comments from former practitioners also speak to the success of the CSC programs. For example, the Montgomery Police Department chief of operations stated that the Executive Management Program is a great learning opportunity about leadership and the complexities of public safety management. He stated that leadership is about converting department values into acceptable actions and success

(Gwynne, 2015). Another student, who is a major in the department, stated that the CSC provides valuable experiences about law enforcement leadership. He stated that he gained greater perspectives on the importance of leadership in policing than from any other training programs or education classes, and has no doubt that he will continue to reap the benefits from the relationships and knowledge gained through this experience (Gwynne, 2015). Research about the command and staff colleges is lacking, so the question of how successful are these CSCs in the development of leaders for the military and public safety agencies needs to be explored in the near future.

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