**Security Administration**

**Write 250 words each with proper in text citation, APA, reference, and free from Plagiarism.Then follow the below Rubric when writing**

**Question 1:**Discuss the four lessons of leadership to be learned from the article you read, School Shootings and Counselor Leadership: Four Lessons from the Field, by Fein, Carlisle, and Isaacson.  As a security administrator, which one approach to leadership from this article has the most applicability to managing a security organization and why? **Write 250 words**

**Open these links below and read to work on question 1.**

Clark, D. (2008). Organizational Behavior. <http://www.nwlink.com/~donclark/leader/leadob.html> (accessed May 17, 2008).

Hersey, P., & Blanchard, K. H. (1988). Management of Organizational Behavior: Utilizing Human Resources (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

McNamara, C. (2000). Organizational Culture. <http://www.managementhelp.org/org_thry/culture/culture.htm>(accessed May 23, 2008).

12Manage. (2008). What Managers Do: The 7 Functions of Management.<http://www.12manage.com/methods_gulick_posdcorb.html> (accessed May 23, 2008).

**Links:**

<http://www.wou.edu/student/sla/Assets/leadershipresources/Time%20Management%20Exercise.doc> Time Management Exercise

**Question 2:** CASE STUDY: Chad Collins is the Security Manager of a manufacturing facility in Boise, Idaho. The manufacturing facility needs to expand its operations to 24-hours, which will directly impact (among other areas) the drive-through security check-point used by employees, vendors, and visitors who are entering and exiting the facility during regular business hours (between the operational hours of 6:00 a.m. and 6:00 p.m.).  Two new work shifts (3:00 p.m. to midnight; midnight to 9:00 a.m.) have been established to meet the growing needs of the manufacturing facility and its new 24-hour operations. The Security Director, Chad’s immediate supervisor, has asked Chad to create a “draft” organizational plan that will address the security and scheduling needs for the drive-through security check-point’s new additional hours of operation.

**ASSIGNMENT:**  Discuss what type of questions need to be asked when the Security Department looks at updating its processes to a 24-hour clock and addresses the demands, concerns, and operations organized by time.**Write 250 words**

**Please answer all questions with good solution and proper in text citation and Reference.**

### Discussion Questions Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grading** | **Exceeds** | **Meets** | **Does not meet** | **No** |
| **Criteria** | **expectation** | **expectation** | **expectation** | **evidence** |
| **Content:** | Content is | Content is not | Content is | Did not |
| **50%** | comprehensive, | comprehensive | incomplete or | complete |
|  | accurate, and | and/or | omits some | assignment |
|  | persuasive; | persuasive. | requirements |  |
|  | definitions are |  | stated in the |  |
|  | clearly stated. |  | assignment’s |  |
|  |  |  | criteria. |  |
|  | Major points are | Major points are | Major points |  |
|  | stated clearly and | addressed, but | are not clear, |  |
|  | are well | are not well | not persuasive, |  |
|  | supported with | supported by | and not |  |
|  | sourcing. | sourcing. | sourced. |  |
|  | Research, if | Research, if | No outside |  |
|  | necessary, is | necessary, is | sources were |  |
|  | adequate, timely, | inadequate in | used to support |  |
|  | relevant, and | either relevance, | major points. |  |
|  | addresses all of | quality of outside |  |  |
|  | the issues stated | sources, and/or |  |  |
|  | in the | timeliness. |  |  |
|  | assignment’s |  |  |  |
|  | criteria. |  |  |  |
| **Readability** | Organization and | Organization and | Organization | No structure |
| **50%** | structure of the | structure is not | and structure | or |
|  | response is clear | easy to follow. | detracts from | organization. |
|  | and easy to |  | the writer’s |  |
|  | follow. |  | message. |  |
|  | Response | Response is at | Response is |  |
|  | exceeds the | the minimum | below the |  |
|  | minimum length | length as | minimum |  |
|  | as described in | described in the | length as |  |
|  | the assignment’s | assignment’s | described in |  |
|  | criteria. | criteria. | the |  |
|  |  |  | assignment’s |  |
|  |  |  | criteria. |  |
|  | Paragraph | Paragraph | Paragraph |  |
|  | transitions are | transitions are | transitions are |  |
|  | present and | fragmentary and | not obvious. |  |
|  | logical, and | ideas are |  |  |
|  | maintain the flow | presented |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | of thought | without logical |  |  |
|  | throughout the | connection. |  |  |
|  | paper. |  |  |  |
|  | Conclusion is | Conclusion is | Conclusion is |  |
|  | logical, flows | provided but | missing. |  |
|  | from the body of | does not flow |  |  |
|  | the response, | from the body of |  |  |
|  | and does not | the response. |  |  |
|  | include new |  |  |  |
|  | information. |  |  |  |
|  | Citations and | Paper provides | Citations and |  |
|  | reference | citations and | references are |  |
|  | formatting meet | references for | not provided. |  |
|  | standards for the | sources, but they |  |  |
|  | discipline. | are incorrectly |  |  |
|  |  | formatted; |  |  |
|  |  | reference list is |  |  |
|  |  | provided but has |  |  |
|  |  | some errors or |  |  |
|  |  | omissions. |  |  |
|  | Rules of | Paper contains | Paper contains |  |
|  | grammar usage | few grammar, | numerous |  |
|  | and punctuation | punctuation, | grammar, |  |
|  | are followed; | spelling, and | punctuation, |  |
|  | spelling and word | word choice | spelling, and |  |
|  | choices are | errors. | word choice |  |
|  | correct. |  | errors. |  |
|  | Language is | Language lacks | Language uses |  |
|  | clear and | clarity or includes | jargon or |  |
|  | precise; | the use of some | conversational |  |
|  | sentences | jargon or | tone. |  |
|  | display | conversational |  |  |
|  | consistently | tone. |  |  |
|  | strong, varied |  |  |  |
|  | structure. |  |  |  |