

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Interpersonal and Group Dynamics

CODE NO. : PFP 202

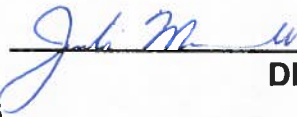

SEMESTER: 1

PROGRAM: Police Foundations
Law and Security Administration

AUTHOR: John E. Jones

DATE: Aug, 00 **PREVIOUS OUTLINE DATED:** Jan, 00

APPROVED:

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TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3 hours per week

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I. COURSE DESCRIPTION:

In this introductory level course, students learn to apply knowledge from interpersonal relations and group dynamics to working in a team. Emphasis will be placed on utilizing effective communications skills with individuals and groups. Group cohesiveness and group decision making will be discussed

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Explore and describe interpersonal communications

Potential Elements of the Performance:

- describe the components of the communication process
- define interpersonal communications
- identify various levels of intimacy and self-disclosure using the continuum of interpersonal communication
- list and describe the six principles of interpersonal communications
- identify reasons why knowledge of interpersonal and group dynamics is important for personal and career success
- identify strategies that will improve your ability to communicate more effectively

2. Explore, define and describe the concept of self

Potential Elements of the Performance:

- outline contemporary police practices
- define self-concept, self esteem and self presentation and discuss how each relates to communications
- apply Maslow's hierarch of need to communications
- explain the additions of diversity and managing human technologies as human needs
- describe five strategies to improve self-concept and self esteem

3. Explore and describe the effects of perception on communications

Potential Elements of the Performance:

- define perception and interpersonal perception
- list and explain the stages of perception
- explain the impact of perception in interpersonal communications
- explain attribution theory
- describe errors, barriers, and biases in interpersonal perceptions and attribution
- identify and give examples of five strategies to improve interpersonal perception

4. Explore and describe the skills needed for effective interpretation of non-verbal communication

Potential Elements of the Performance:

- define and explain the five functions of non-verbal communication
- list and explain the six types of non-verbal communications
- explain four strategies to improve your interpretation of non-verbal communication
- define listening
- discuss five barriers to effective listening
- explain six strategies to improve listening

5. Explore and describe the skills needed for effective verbal communications

Potential Elements of the Performance:

- describe the four characteristics of communications
- identify barriers to effective verbal communications
- explain and differentiate between the two types of communications climates
- apply several of the ten common strategies used to improve interpersonal communications

6. Explore and describe work groups and teams

Potential Elements of the Performance:

- define groups and teams and explain the differences between both
- explain how groups and teams meet member's personal and professional needs
- list the various types of teams and groups

- explain the stages of group development according to the Tuckman model
- list the common characteristics of groups and teams
- discuss conformity, compliance and obedience as related to groups and teams
- identify the characteristics of an effective group and differentiate between an effective and ineffective group
- identify the skills required for effective performance in a group and a team

7. Explore and describe factors involved in designing effective teams

Potential Elements of the Performance:

- explain why we are attracted to some people
- explain and identify factors that influence team design and composition
- explain the factors that influence team success
- identify barriers to effective team work
- explain the steps and factors for building teams
- use a variety of skills to enhance personal performance on a team

8. Explore and describe various leadership skills

Potential Elements of the Performance:

- define leadership and differentiate leadership from management
- explain three approaches to leadership
- list and explain the sources of power
- explain various styles of leadership
- explain effective leadership skills and behaviours
- demonstrate effective skills for dealing with supervisors
- list and describe the chain of command and rank structure used in policing

9. Explore and describe various problem solving and decision making models

Potential Elements of the Performance:

- differentiate between problem solving and decision making
- set effective goals to assist in decision making and problem solving
- list and explain the ways groups make decisions

- explain the barriers to effective decision making and problem solving in groups or teams
 - use two models for improving problem solving and decision making in groups
 - explain three variations of group decision making
 - explain methods used to improve decision making and problem solving in groups and teams
10. Explore and describe various effective methods of managing change

Potential Elements of the Performance:

- define change and the types of change
- explain how organizations react to change
- explain how individuals react to change
- explain how individuals resist change
- use force field analysis to explain the process of change
- discuss the current changes occurring in policing today

III. TOPICS:

1. Interpersonal Communications
2. Concept of Self
3. Perceptions and communications
4. Non-verbal communications
5. Verbal communications
6. Groups and Teams
7. Effective Teams
8. Leadership
9. Problem solving and decision making
10. Change

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Interpersonal and Group Skills for Law Enforcement, Terri M. Geerinck,
Prentice Hall

V. EVALUATION PROCESS/GRADING SYSTEM:

Chapter tests (10 X 5 marks)	50 marks
Chapter assignments (10 X 5 marks)	50 marks
TOTAL	100 marks

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post secondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

Re-write of test/exams is not permitted

All assignments must be typed, double spaced, with a cover page

Failure to notify the professor of test/exam absence prior to the test/exam will result in a "0" being assigned.

Late assignments will not be accepted without a valid medical note.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.