SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

Sault College

COURSE OUTLINE

COURSE TITLE:	INTERPRESONAL AND GROUP DYNAMICS		
CODE NO. :	PFP202	**SEMESTER:**	2
PROGRAM:	LAW AND SECURITY POLICE FOUNDATIONS		
AUTHOR:	BOB TULLOCH		
DATE:	JAN/2000	**PREVIOUS OUTLINE DATED:**	JAN/99
APPROVED:			

_____   _____
DEAN   DATE

TOTAL CREDITS:	3
PREREQUISITE(S):	NONE
LENGTH OF COURSE:	15 WEEKS 3 HRS/WK
TOTAL CREDIT HOURS:	45

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 communication skills with individuals and groups. Group cohesiveness and group decision-making will be discussed.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE

In general, this course addresses generic outcomes in:
Communications, Analysis, Interpersonal Skills, Accountability

A. Learning Outcomes

1. Explore and describe interpersonal communication.

2. Explore, define and describe the concept of self.

3. Explore and describe the effects of perception on communication.

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

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

6. Explore and describe work groups and teams.

7. Explore and describe factors involved in designing effective teams.

8. Explore and describe various effective problem solving and decision making models.

9. Explore and describe various effective leadership skills.

10. Explore and describe various effective methods of dealing with change.

B. Learning Outcomes and Elements of Performance

1. Explore and describe interpersonal communication.

- Describe the components of the communication process.
- Define interpersonal communication.
- Identify various levels of intimacy and self-disclosure using the continuum of Interpersonal Communication.
- List the six principles of interpersonal communication.
- 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.

- Outline contemporary policing.
- Define self-concept, self-esteem and self-presentation and discuss how each relates to communication.
- Apply Maslow's hierarchy of needs to communication.
- Explain the additions of diversity and managing technology as human needs.
- Describe five strategies to improve self-concept and self-esteem.

3. Explore and describe the effects of perception on communication.

- Define perception and interpersonal perception.
- List and explain three stages of perception.
- Explain the impact of perception on interpersonal communication.
- Explain attribution theory.
- Describe errors, barriers and biases in interpersonal perception 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.

- Define and explain the five functions of non-verbal communication.
- List and explain the six types of non-verbal communication.
- Explain four strategies to improve your interpretation of non-verbal communication.
- Define listening.
- Discuss five major barriers to effective listening.
- Explain six strategies to improve listening.

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

- Describe four major characteristics of verbal communication.
- Identify barriers to effective verbal communication.
- Explain and differentiate between the two types of communication climate.
- Apply several of the ten common strategies used to improve interpersonal communication.

6. Explore and describe work groups and teams.

- Define groups and teams and note differences between them.
- Explain how groups and teams meet members' personal and professional needs.
- List the various types of teams and groups.
- Explain the stages of group development according to Tuckman's model.
- List the common characteristics of groups and teams.
- Discuss conformity, compliance and obedience as related to groups and behaviour within teams.
- Identify the characteristics of an effective group and differentiate an effective group from an ineffective group.
- Identify the skills required for effective performance in teams and groups.

7. Explore and describe factors involved in designing effective teams.

- Explain why we are attracted to some people.
- Identify and explain several factors that influence team design and composition.
- Explain several factors that influence team success.
- Identify barriers to effective teamwork.
- Explain several factors and steps that must be considered when building a team.
- Use a variety of skills to enhance personal performance on a team.

8. Explore and describe various effective problem solving and decision making models.

- Differentiate between the two processes of problem solving and decision making.
- Set effective goals to assist in problem solving and decision making.
- List the ways that groups make decisions.
- Explain barriers to effective decision making and problem solving in groups and teams.
- Use two models for improving problem solving and decision making in a group.
- Explain three variations of group decision making.
- Explain various ways to improve decision making and problem solving in a group or a team.

9. Explore and describe various effective leadership skills.

- 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 superiors.
- Discuss the issue of leadership from a policing perspective.

10. Explore and describe various effective methods of dealing with change.

- Define change and the various types of change.
- Explain how organizations react to change.
- List the various ways that people react to change and the various reasons that people may resist change.
- Use force-field analysis to explain the process of change.
- List the organizational and personal methods that can be used to overcome resistance to change.
- Discuss areas of change occurring in policing today including changes in officer training and recruitment.

III.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Text

Interpersonal and Group Skills for Law Enforcement, Terri M. Geerinck, Prentice Hall
ISBN 0-13-011491-x

IV.   EVALUATION PROCESS/GRADING SYSTEM

Chapter Tests   (10 X 5 marks)   50%
Chapter Assignments (10 X 5 marks)   50%

COLLEGE GRADING POLICY:

The following semester grades will be assigned to students in postsecondary courses:

Grade	Definition	Grade Point Equivalent
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 *Policies & Procedures Manual – Deferred Grades and Make-up*).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

V.   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 postsecondary 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.

Under exceptional circumstances, such as documented illness, and at the discretion of the instructor, students may make arrangements to write missed tests or exams. The instructor must be notified prior to the exam.

Rewrites of tests and exams are not allowed in this course.

Late assignments will not be accepted for marking.

VI.   PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

- A written examination covering course material.
- A research paper on a topic approved by the instructor.

VII.   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.