

COURSE IMPLEMENTATION DATE: [ January 2005 ]  
 COURSE REVISED IMPLEMENTATION DATE: [ ]  
 COURSE TO BE REVIEWED: [ January 2009 ]  
 (Four years after implementation date)

**OFFICIAL COURSE OUTLINE INFORMATION**

Students are advised to keep course outlines in personal files for future use.  
 Shaded headings are subject to change at the discretion of the department and the material will vary  
 – see course syllabus available from instructor

FACULTY/DEPARTMENT	<b>CRIMINAL JUSTICE</b>	<b>3</b>
<b>CRIM 263</b>		
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	<b>Police Supervision</b>	
COURSE DESCRIPTIVE TITLE		

**CALENDAR DESCRIPTION:**

This course is designed to introduce students to the theory and practice of personnel supervision. Topics include effective communication with subordinates, peers, supervisors, and the general public; effective interviewing and counselling skills; and identifying leadership styles and the use of a flexible approach to applying different leadership styles.

PREREQUISITES: Admission to the BGS Police Studies program  
 CRIM 160

COREQUISITES:

SYNONYMOUS COURSE(S)	<b>SERVICE COURSE TO:</b>
(a) Replaces: _____ (Course #)	_____
(b) Cannot take: _____ for further credit. (Course #)	_____

TOTAL HOURS PER TERM: <u>45</u>	TRAINING DAY-BASED INSTRUCTION
<b>STRUCTURE OF HOURS:</b>	LENGTH OF COURSE: _____
Lectures: 42 Hrs	HOURS PER DAY: _____
Seminar: Hrs	
Laboratory: Hrs	
Field Experience: 3 Hrs	
Student Directed Learning: Hrs	
Other (Specify): Hrs	

MAXIMUM ENROLLMENT:	<u>36</u>
EXPECTED FREQUENCY OF COURSE OFFERINGS:	<u>annually</u>
<b>WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No

**AUTHORIZATION SIGNATURES:**

Course Designer(s): _____ <b>A.R. Speevak, BA, MSc</b>	Chairperson: _____ <i>(Curriculum Committee)</i>
Department Head: _____ <b>Dr. Darryl B. Plecas</b>	Dean: _____ <b>Dr. Virginia B. Cooke</b>
PAC Approval in Principle Date: _____	PAC Final Approval Date: <b>January 28, 2005</b>

**COURSE NAME / NUMBER****LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:**

Students will:

- know and understand supervisory functions and duties
- learn how to communicate effectively with subordinates, peers, supervisors, and the general public
- learn how to apply effective interviewing and counseling skills techniques to practical job related experiences
- understand and appreciate different leadership styles by analyzing the advantages and disadvantages of each style in certain environments and situations
- understand causes of stress and how to initiate basic preventive and coping measures
- understand employee motivation theory and the practical effects of promoting unit efficiency
- understand change theory and how it applies to employee supervision

**METHODS:**

Lectures, discussions, learning scenarios and assessments

**PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):**

Credit can be awarded for this course through PLAR (Please check:)  Yes  No

**METHODS OF OBTAINING PLAR:**

Contact Department for procedure

**TEXTBOOKS, REFERENCE, MATERIALS:**

[Textbook selection varies by instructor. An example of texts for this course might be:]

Terry D. Anderson (Ed.), *Every Officer is a Leader: Transforming Leadership in Police, Justice and Public Safety* (2<sup>nd</sup> ed.), in press, 2005

Terry Barker, *Boss Talk: A Manual of Communication Skills for People in Leadership Roles*, Runge Press, n.d.

**STUDENT EVALUATION:**

[An example of student evaluation for this course might be:]

Two Quizzes ( 15% each)	30%
Written Assignment	30%
Class Assignments and/or Skill Displays (5% each)	15%
Final Exam	25%

**GRADING**

A+	95% and above	C+	65 – 69%
A	90 – 94%	C	60 – 64%
A–	85 – 89%	C–	55 – 59%
B+	80 – 84%	P	50 – 54%
B	75 – 79%	NC	49% and below
B–	70 – 74%		

**COURSE CONTENT:**

[Course content varies by instructor. An example of course content might be:]

**Week 1: Introduction to the Course and the Importance of Interpersonal Skills**

Students are introduced to the organization and use of the text *Every Officer is a Leader*. They are assigned the evaluation of their own leadership skill sets prior to starting the course. The evaluation (or self evaluation) enables students to develop a plan to enhance their own Supervisory Skills development.

**Week 2: The Theory & Practice of Communication**

Discussion of transactional theory, along with human behaviour and personality theory, in relation to personnel supervision. These discussions include ego states and types of transactions, game-life scripts, active listening, assertiveness, and

communication barriers. Students learn to understand and appreciate that their interpersonal skills directly affect the degree of efficiency by which they supervise personnel. Students analyze their own verbal communication and counseling skills.

**Week 3: Communication and the Interview Scenario**

This session allows for practical exercises and scenarios to apply communication theory covered in the previous session. Interview scenarios (e.g., police recruiting interview of an applicant) help students identify interviewee reactions and the ego states from which they originate, as well as devising responses for each ego state. Students classify transactions, games or life scripts being played during the interviews. Finally, in role-playing exercises, students learn to respond from an adult ego state, and to give positive verbal encouragement and empathy, as well as to respond assertively.

**Week 4: Interviewing & Counseling**

The purpose of this session is to identify the most common communication problems and how to overcome them. The communication process is used to ensure that job responsibilities are properly carried out. Students develop interviewing and counseling skills, with a focus on the non-directive type of interview. Topics will cover counseling, performance appraisals, job-related problem-solving, directive counseling, non-directive counseling, the interview plan, types of questions, and active listening.

**Week 5: Interviewing and Counseling Practical Session**

This session includes role-playing as each student will act as an interviewer in one role-play, and as an interviewee in a second role-play, each group being monitored by a student and the instructor for meaningful feedback on skill development, active listening, etc. The objective is that students will, given a set of circumstances, be able to develop an interview plan, including the types of questions to be asked, and during the interview utilize reflection, effective listening, silent pauses, paraphrasing, encouragement, and be able to come to conclusions on the information obtained and/or be ready to arrange for follow-up interviews.

**Week 6: Leadership Theory**

This session has students examine and evaluate their perspective on leadership and analyze the advantages and disadvantages of different styles and approaches. The definition of leadership, history of leadership theory, and explanation of leadership styles are covered, as well as the use of the leadership styles, and how each style may be appropriate depending on the situation. Discussion of two theories that help to explain how a flexible approach to leadership is most advantageous (depending on environment and situation): Blake and Mouton Theories and the Hershey Blanchard Theory on Situational Leadership. Students will study the concept of power and review case studies to predict the success of different leadership approaches. The session then covers the sources from which authority is obtained and how to strengthen their authority in any situation. Finally, the important role of leadership to enhance motivation is emphasized.

**Week 7: Motivation Theory**

Students learn that motivation can only come from within subordinates themselves, but the potential to increase productivity and effectiveness through motivation must reside with supervisors and leaders. The session focuses on the concept of motivation, and so discusses Maslow's Hierarchy of Needs and Herzberg's Hygiene-Motivation Theories. This is followed by a discussion of the kinds of motivation which can be used, the ability to identify and remove barriers to motivation, McGregor's Theory X, Theory Y, and how good leadership principles motivate employees. Lastly, the importance of matching jobs with individuals and providing challenging work, involving workers in setting objectives, problem solving and decision making, appreciation and recognition, and communication vehicles are covered.

**Week 8: Managing Stress**

Students are taught to identify the sources and signs of stress and how to cope effectively with stress. Supervisors have a moral obligation to ensure the well-being of their subordinates. This session reviews the human personality in coping and adjusting to different life situations, the classification of different types of stress, the origin and sources of stress, and models of human encounter with stress. Topics include: success vs. frustration; overloading by stressors; effects of losses and changes in life; faulty "life style" and wrong daily habits; warning symptoms; crisis situations and their prevention and management; special stress areas and problems facing police; "stress diseases" and life maladjustment based on inadequate coping with stress (neurosis, psychosis, some delinquent and criminal behaviour, addictions, etc.); and "break-down and rehabilitation".

**Week 9: Change Theory**

Students learn how crucial proper implementation of "changes on-the-job" is to their subordinates' performance and well-being, and learn the importance of communicating with subordinates and establishing positive attitudes while introducing changes. Students develop an understanding of the course, symptoms and a practical methodology to implement change in a manner that minimizes resistance. Topics include reasons for and symptoms of resistance to change, principles of change, types of work-related changes, and practical methods (e.g. Blake and Moulton's Managerial Grid) for overcoming resistance to change. Again case studies are used to illustrate situations and students make recommendations to overcome each situation.

**Week 10: Performance Evaluation**

This session is designed to prepare students to conduct effective performance evaluations. Students learn the critical factors

to consider and the techniques to use which will make performance appraisals meaningful and pleasant experiences for both subordinates and supervisors. Students learn the value of performance appraisals as an efficient management tool to develop the full potential of subordinates. Different evaluation methods will be reviewed.

**Week 11: Performance Evaluation Interviews**

Practice in conducting performance appraisal interviews is included in the form of role-playing exercises. Practical classroom exercises will include establishing the basic conditions necessary for the interviews, knowledge of job, knowledge of subordinate, performance standards, interview plan, and steps and techniques. Lastly, students are provided with hypothetical work performance profiles and must respond with appropriate performance evaluation approaches.

**Week 12: Drug and Alcohol Dependency**

This session examines the symptoms of alcoholism and its effects, and includes a discussion of employee assistance programs. The session concentrates on employee alcoholism from a manager's viewpoint; that is, responsibilities regarding identification, intervention and referral, as well as explaining how an employee assistance program can assist. Students are also exposed to outside resources available (such as Alcoholics Anonymous) to assist them with the intervention of a troubled employee. The discussion also includes the related topic of drug dependency.

**Week 13: Developments in "Officer Survival"**

This session examines a supervisor's responsibilities when subordinates approach and enter crime scenes and dangerous/hazardous situations. Topics include: developing operational plans for approaching hazardous operations or events; briefing subordinates on the plan and its execution; and de-briefing subordinates after the event. To bring theory to practice, this session will study actual field incidents involving injury and death and how mishaps could have been prevented. By utilizing recent case studies, class participation allows for discussion of domestic crisis intervention, barricaded suspects, containment procedures, hostage situations, and safety concepts. Students will identify danger signs in each situation and recommend strategies to avoid mistakes.

**Week 13a: Official Languages Act**

Students who are members of a Canadian federal agency must understand the necessity for compliance with the *Official Languages Act*, as services in Canada are provided in both official languages and employees are guaranteed certain rights. This session will cover the historical, current and future perspectives on official languages, the legal mandate, the *Canadian Constitution Act*, *Official Languages Act*, Official Languages Parliamentary Resolution 1973, Treasury Board Circulars, Public Service Commission Bulletins, and RCMP Official Languages Program. Students will gain a clear understanding of the Act's objectives and meaning of service to the public, language of work, equitable participation, and program implementation in terms of recruiting, auditing, training and testing.

**Week 14: Final Exam**