UNIVERSITY COLLEGE of the FRASER VALLEY

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		
CRIMINAL JUSTICE		
CRIM 264		**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Interactive Leadership
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This course explores the theory and practice of leadership in policing, emphasizing the interpersonal and relational attributes and processes of leaders. Leadership and management are compared and contrasted, and the leader's role in developing an ethical workforce is examined. Seminal motivational concepts are reviewed, particularly as they apply to the policing environment, and these concepts are used in the study of employee commitment. The coaching role of the leader is analyzed, and various coaching functions (coaching for assistance, tutoring, performance, correction and growth) are reviewed and practised. A feedback system is reviewed and practised and issues specific to both problem performance and troubled employees are addressed. Finally, leadership priorities and value management concerns are reviewed.

PREREQUISITES: Admission to the BGS Police Studies program
CRIM 160

COREQUISITES:

SYNONYMOUS COURSE(S)

(a) Replaces: _____ *(Course #)*

(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO:

_____ *(Department/Program)*

_____ *(Department/Program)*

TOTAL HOURS PER TERM: 45

STRUCTURE OF HOURS:

Lectures:	39	Hrs
Seminar:	3	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:	3	Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE: _____
HOURS PER DAY: _____

MAXIMUM ENROLLMENT: 36
EXPECTED FREQUENCY OF COURSE OFFERINGS: annually

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☒ Yes	☐ No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	☐ Yes	☒ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	☒ No

AUTHORIZATION SIGNATURES:

Course Designer(s): **Dave Redekopp & Barrie Day**

Chairperson: _____ *(Curriculum Committee)*

Department Head: **Dr. Darryl B. Plecas**

Dean: **Dr. Virginia B. Cooke**

PAC Approval in Principle Date:

PAC Final Approval Date: **January 28, 2005**

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Students are enabled to:

- explain the role of the leader
- compare and contrast leadership functions and management functions
- describe various leadership styles
- explain the leader's role in creating an ethical environment
- apply communication strategies
- explain motivation theory
- develop individual and team motivation and commitment
- describe career development fundamentals
- apply learning/professional development strategies
- explain the purposes and functions of coaching
- coach for assistance/counselling
- coach for growth (career conversations)
- coach for tutoring
- coach for performance
- coach for confrontation/correction
- explain feedback functions
- provide feedback
- handle problem performance
- manage the troubled employee
- develop performance standards
- document performance
- maintain energy (manage stress/time/work)
- describe harassment issues and policies

METHODS:

Lectures, discussions 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, REFEENCES, MATERIALS:

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

Abrashoff, D.M. (2002). *It's your ship: Management techniques from the best damn ship in the Navy.* New York: Warner.

Buckingham, M. & Coffman, C. (1999). *First, break all the rules: What the world's greatest managers do differently.* New York: Simon & Schuster.

Fallwey, T. (2000). *The inner game of work: Focus, learning, pleasure, and mobility in the workplace.* Toronto, ON: Random House.

A coursepack including readings and course materials developed by the instructors is also available.

STUDENT EVALUATION:

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

Leadership theory critique	25%
Coaching application and analysis	25%
Feedback application and analysis	25%
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:]

Unit 1: Introduction to the Course
Leadership Overview
Differentiating Leadership and Management
Leadership Styles
Readings: **LaBarre – "Grassroots Leadership" (coursepack)**
Day – "Introduction to Leadership" (coursepack)

Unit 2: The Leader's Role in Establishing an Ethical Environment
Readings: **Day – "A Higher Standard" (coursepack)**

Unit 3: Motivation and Commitment
Readings: **Kohn – "Dis-Incentives" (coursepack)**
Day – "The Manager as an Everyday Career Coach" (Part 1) (coursepack)

Unit 4: Coaching for Growth: Career Conversations
Readings: **Day – "The Manager as an Everyday Career Coach" (Part 2) (coursepack)**

Unit 5: Supervision Based on Self-Initiation and Self-Analysis
Readings: **Redekopp & Redekopp – "Supervision Based on Self-Initiation and Self-Analysis" (coursepack)**

Unit 6: Career Development, Professional Development and Learning
Readings: **Redekopp & Redekopp – "CONDUCT" (coursepack)**

Unit 7: Coaching Overview: Purposes, Functions and Coaching for Assistance
Readings: **Day – "The Manager as an Everyday Career Coach" (coursepack)**

Unit 8: Coaching for Performance; Coaching for Tutoring
Readings: **Day – "The Manager as an Everyday Career Coach" (Part 2) (coursepack)**
Gallwey – *The Inner Game of Work*

Unit 9: Handling Poor Performance; Coaching for Correction
Readings: **Magnusson, Redekopp & Day – "The Manager's Collaborator" (coursepack – software)**

Unit 10: Progressive Discipline, Performance Standards and Documentation
Readings: **Day – "Coaching for Performance Handbook" (coursepack)**

Unit 11: Harassment Issues; Managing the Troubled Employee
Readings: **Pudwell – "The Troubled Employee" (coursepack)**

Unit 12: Energy Maintenance as a Leader

Unit 13: Self-Study
Readings: **Abrashoff – *It's Your Ship***
Buckingham & Coffman – *First, Break All the Rules*

Final Exam