

**AJS 160**

**LEADERSHIP AND TEAM DYNAMICS IN  
PUBLIC SAFETY**

**PRESENTED AND APPROVED: DECEMBER 2, 2011**

**EFFECTIVE: SPRING 2011-12**

Prefix & Number <b>AJS 160</b>	Course Title: <b>Leadership &amp; Team Dynamics in Public Safety</b>
Purpose of this submission:	<input type="checkbox"/> New <input checked="" type="checkbox"/> Change/Updated <input type="checkbox"/> Retire
If this is a change, what is being changed? (Check all that apply) Upon further review, the competencies box has been checked due to the significant changes from the previous course package dated 01/13/03.	<input type="checkbox"/> Update Prefix <input type="checkbox"/> Course Description <input type="checkbox"/> Title <input type="checkbox"/> Course Number <input type="checkbox"/> Format Change <input type="checkbox"/> Credits <input type="checkbox"/> Prerequisite <input checked="" type="checkbox"/> Competencies <input checked="" type="checkbox"/> Textbook
Does this course require additional fees? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If so, please explain.	
Is there a similar course in the course bank? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (Please identify)	
Articulation: Is this course or an equivalent offered at other two and four-year universities in Arizona? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (Identify the college, subject, prefix, number and title: Eastern Arizona College – AJS 282 Police Supervision	
Is this course identified as a Writing Across the Curriculum course? <input type="checkbox"/> No <input type="checkbox"/> Yes	

## Course Textbook, Materials and Equipment

Textbook(s)  Current edition	Title	Supervision of Police Personnel
	Author(s)	Nathan F. Iannone
	Publisher	Pearson Prentice Hall
	ISBN	978-0131131613
	Barnes & Noble Price	\$128.80
	Title	Groupthink – An Impediment to Success
	Author(s)	Dr. Clifton Wilcox
	Publisher	Xlibris
	ISBN	9781450046145
	Barnes & Noble Price	\$19.99
	Title	Listen Up Leader
	Author(s)	David Cottrell
Publisher	WalktheTalk.Com	
ISBN	9781885228376	
Barnes & Noble Price	\$10.95	
Software/ Equipment		
Modality Check all that apply	<input checked="" type="checkbox"/> On-ground <input checked="" type="checkbox"/> On-line <input checked="" type="checkbox"/> Hybrid <input checked="" type="checkbox"/> ITV <input checked="" type="checkbox"/> Web-enhanced	

## Course Assessments

Description of Possible Course Assessments (Essays, multiple choice, etc.)	Class Participation (20% minimum) Chapter Quizzes (Essay/Multiple Choice, 20-40%) Midterm & Final (Essay / Multiple Choice 20-40%) Research Paper (20-40%)
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Exams standardized for this course? <input type="checkbox"/> Midterm <input type="checkbox"/> Final <input type="checkbox"/> Other (Please specify):	Are exams required by the department? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If Yes, please specify:
Where can faculty members locate or access the required standardized exams for this course?	
<b>Student Outcomes: Identify the general education goals for student learning that is a component of this course.</b>	
<b>Check all that apply:</b>	<b>Method of Assessment</b>
1. Communicate effectively. a. Read and comprehend at a college level. <input checked="" type="checkbox"/> b. Write effectively in a college setting. <input checked="" type="checkbox"/>	Each week portions of the text must be read with the ability to understand and discuss the material in class. Additionally, students will research and prepare written report(s) regarding a related topic(s) approved by the instructor.
2. Demonstrate effective quantitative reasoning and <input checked="" type="checkbox"/> problem solving skills.	Several of the chapters deal with ratios of crime rates, recidivism rates, field deployment strength and other situations where students will apply quantitative reasoning
3. Demonstrate effective qualitative reasoning skills. <input checked="" type="checkbox"/>	Each week students will build on prior week's lessons. Students must demonstrate comprehension of material by weekly quizzes and or class discussions.
4. Apply effective methods of inquiry. a. Generate research paper by gathering information from varied sources, analyzing data and organizing information into a coherent structure. <input checked="" type="checkbox"/> b. Employ the scientific method. <input checked="" type="checkbox"/>	Students will research and prepare written report(s) regarding a related topic(s) approved by the instructor. The students will employ the scientific method in developing models to effectively relate to crime trends, recidivism rates, field deployment strategies, etc.
5. Demonstrate sensitivity to diversity a. Experience the creative products of humanity. <input type="checkbox"/> b. Describe alternate historical, cultural, global perspectives. <input type="checkbox"/>	

Office of Instruction Use only:

CIP Code:

ONET Code:

Minimum Qualifications:

**COURSE INFORMATION**

Initiator: Bill Burrows		
Date of proposal to Curriculum Sub-Committee: 12/2/2011		
Effective Semester/Year	Fall	Spring 2012 Summer
Prefix & Number: AJS 160	Full Title: (100 character limit) Leadership & Team Dynamics in Public Safety Short Title: (30 character limit)	
Catalog Course Description: Provides fire and law enforcement personnel the skills necessary to be effective leaders in a public safety services environment. The student will learn the different types of leadership styles and identify the leadership characteristics and dynamics necessary to be an effective leader. The characteristics of positive team development will also be covered.		
SUN Course Number:		
Credit Hours: 3	Lecture Hours: 3	Lab Hours:
Prerequisite(s) None		
Co-requisite(s) None		

**Intended Course Goals**

***By the end of the semester, students will be able to:***

1. Students will be able to describe the role of a supervisor based on a supervisor's function within a public safety organization.
2. Students will be able to discuss the fundamental concepts and differences between leadership, supervision, and management
3. Students will be able to explain the importance of interpersonal communications and describe some psychological aspects of supervision.
4. Students will be able to describe the employee evaluation, counseling and grievance process as well as the principles of discipline.
5. Students will be able to develop model deployment strategies that maximize resources and best address the demand for services.

**Course Competencies and Objectives**

***By the end of the semester, students will be able to:***

<p><b>Competency 1</b> Define the role of the supervisor.  <b>Objective 1.1</b> Point out how supervisors exercise such strong influence over their subordinates.  <b>Objective 1.2</b> Give examples of how poor supervisory practices affect productivity, performance, and morale.  <b>Objective 1.3</b> Discuss the supervisor's need for technical knowledge, and how much of that knowledge the supervisor needs in order to be effective.</p>
<p><b>Competency 2</b> Describe the supervisor's function in organization, administration, and management.  <b>Objective 2.1</b> Explain the types of organizational structures and how they can be used to aid in the management process.  <b>Objective 2.2</b> Understand the types of organizational structures and how they can be used to aid in the management process.  <b>Objective 2.3</b> Describe the fundamental principles of organization, administration, and management.  <b>Objective 2.4</b> Gain an appreciation of how the tenets of administration and management affect the supervisor.</p>
<p><b>Competency 3</b> Describe the principles of leadership development, the types of leaders and the characteristics of each.  <b>Objective 3.1</b> Understand the techniques of supervising marginal employees  <b>Objective 3.2</b> Gain an appreciation of the need for applying good human relations in supervising employees.  <b>Objective 3.3</b> Identify the basic criteria for decision making.</p>
<p><b>Competency 4</b> Identify the need for and the importance of training.  <b>Objective 4.1</b> Become familiar with the principles of learning and their application to training  <b>Objective 4.2</b> Gain an understanding of the learning process  <b>Objective 4.3</b> Discuss how the supervisor must understand principles of training and be adept at conducting training.</p>
<p><b>Competency 5</b> Display an understanding of how to prepare a job analysis and lesson plan.  <b>Objective 5.1</b> Become acquainted with the five steps of teaching and how each can be accomplished  <b>Objective 5.2</b> Become familiar with some of the basic techniques of teaching.  <b>Objective 5.3</b> Gain an appreciation of the importance of teaching aids and an understanding of how to make use of them.</p>
<p><b>Competency 6</b> Demonstrate the need for clear, concise communication in management activities.  <b>Objective 6.1</b> Become acquainted with the barriers to effective communication and the techniques of overcoming such barriers.  <b>Objective 6.2</b> Discuss the techniques of preparing effective written communication.</p>
<p><b>Competency 7</b> Explain the principles of good interviewing practices.  <b>Objective 7.1</b> Become familiar with the techniques of interviewing.  <b>Objective 7.2</b> Be able to demonstrate ability in applying the principles of interviewing.  <b>Objective 7.3</b> Distinguish between interview and interrogation.</p>
<p><b>Competency 8</b> To gain an appreciation of the need for a reasonable application of the principles of human relations in dealing with others.  <b>Objective 8.1</b> To become acquainted with some of the psychological factors which affect behavior  <b>Objective 8.2</b> Become familiar with the techniques of dealing effectively with some of the psychological problems of subordinates.  <b>Objective 8.3</b> Discuss how the human relations movement of management grew from traditional management in factories, steel mills, and pressure from labor unions.  <b>Objective 8.4</b> Discuss how psychological and sociological effects on work environment were discovered in the Hawthorne experiments.</p>
<p><b>Competency 9</b> Become acquainted with the characteristics of common problems which require counseling  <b>Objective 9.1</b> Become familiar with the behavioral effects brought about by these problems.  <b>Objective 9.2</b> Demonstrate an understanding of the techniques which can be used to prevent or remedy psychological problems of subordinates.  <b>Objective 9.3</b> List emotional and personal problems that can affect performance.</p>
<p><b>Competency 10</b> Describe the most common causes of employee dissatisfaction.  <b>Objective 10.1</b> Gain an understanding of options in dealing with employee grievances  <b>Objective 10.2</b> Be able to recognize several symptoms of employee dissatisfaction.  <b>Objective 10.3</b> Discuss the levels of grievance resolution.</p>

<p><b>Competency 11</b> Identify the principles and requisites of discipline.  <b>Objective 11.1</b> Become familiar with the effects of negative and positive discipline.  <b>Objective 11.2</b> Be able to recognize the relationship between discipline, morale, and esprit de corps.  <b>Objective 11.3</b> Distinguish between meanings of discipline-training vs. punishment.</p>
<p><b>Competency 12</b> Become acquainted with some of the policies and practices of discipline systems.  <b>Objective 12.1</b> Gain an appreciation of the objectives of an adequate complaint investigation policy.  <b>Objective 12.2</b> Be able to develop a better understanding of procedural due process requirements.  <b>Objective 12.3</b> Discuss four basic steps in any observed infraction: discussion, warning, record, follow-up, and the reasons each step is important for good supervision.</p>
<p><b>Competency 13</b> Gain an appreciation of the objectives of a personnel evaluation system.  <b>Objective 13.1</b> Become familiar with some of the reasons why evaluation systems fail.  <b>Objective 13.2</b> Become acquainted with the methods of gathering rating data and the criteria upon which such data should be based.  <b>Objective 13.3</b> Discuss how a properly made and executed rating system recognizes effort and provides a basis for improving deficiencies of the person rated.</p>
<p><b>Competency 14</b> Become acquainted with personnel rating standards.  <b>Objective 14.1</b> Become familiar with some methods of applying rating standards.  <b>Objective 14.2</b> Gain an understanding of the common rating errors and some methods of avoiding them.  <b>Objective 14.3</b> Become aware of the uses of personal ratings.</p>
<p><b>Competency 15</b> Become acquainted with scientific deployment principles.  <b>Objective 15.1</b> Become familiar with the factors to consider in developing a distribution formula.  <b>Objective 15.2</b> Gain an understanding of the need for and the means of assigning field forces according to places and times of need for their services.  <b>Objective 15.3</b> Discuss the need for fixed posts such as Desk Officer, Jailer, Shift Supervisor, etc., and how that reduces the number of available personnel with little regard to proportionate need.</p>
<p><b>Competency 16</b> Gain an understanding of the procedures and techniques of supervising personnel in the tactical control of unusual incidents.  <b>Objective 16.1</b> Become familiar with the logistical requirements in the control of unusual incidents.  <b>Objective 16.2</b> Become aware of basic tactics of controlling unusual incidents.  <b>Objective 16.3</b> Discuss the importance of supervisory control in the first few critical minutes of an unusual incident  <b>Objective 16.4</b> Give examples of situations that were aggravated because of supervisory failures to take prompt, effective actions in the earliest stages of the incidents.</p>

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