

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: LEAD101
Course Title: Leading through Relationships
Prerequisite Courses: LEAD100
School: SCSJ
Division/Academy/Centre: The Centre for Leadership
Previous Course Code & Title:
Course First Offered: May 27-29, 2013

# of Credits:	1.5
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Course Description:

In this course, you will have the opportunity to evaluate and develop your capabilities and confidence to engage with and lead a team. You will explore how to create the relationships, conditions and culture necessary to facilitate individual and team performance and support commitment, creativity and innovation. Through a combination of lectures, group interactions, simulations, and experiential exercises, you will apply skills and utilize tools to support and lead others through change and conflict. You will learn how to create cohesion, invite and encourage meaningful communication and collaboration, engage in difficult conversations, and leverage diversity. By the end of this course, you will have developed competencies to increase engagement and accountability with your team and in your organization.

Course Goal(s):

The goal of this course is to enhance your ability to lead and engage a team and to support the achievement of individual, team and organizational goals.

Learning Outcomes:

Upon successful completion of this course, you will be able to:

1. Describe how to structure a team to support individual and team effectiveness including select theories of team development and efficacy.
2. Develop communication skills to facilitate meaningful communication with and within the team and conduct difficult conversations.
3. Identify and create strategies to support healthy teams
4. Discuss how technology can be utilized to facilitate team communication and collaboration.

5. Describe the relationship of emotional intelligence to the leadership of a team.
6. Distinguish between empowerment, delegation, coaching and mentoring.
7. Conduct a coaching conversation.
8. Appraise the challenges and opportunities of the increasing diversity of team membership.
9. Contrast select change theories and relate these to change resistance and effective leadership of change.
10. Assess team leadership competencies, capabilities and confidence and develop a plan to support improved performance.
11. Identify strategies to address performance issues on a team.
12. Apply reflection to enable development of self and others.

Course Topics/Content: Day 1

- Team development theory
- Models of team effectiveness
- Team leadership
- Team membership
- Diversity
- Emotional Intelligence in relation to others

Day 2

- Barriers to dialogue
- Tools to facilitate meaningful communication
- Engaging in courageous conversations
- Engaging in fierce conversations
- Framework for feedback
- Engaging in difficult conversations
- Tools for talking - Practice
- Computer Mediated Communication

Day 3

- Engagement
- Empowerment
- Delegation
- Coaching
- Change
- Team health and wellness

Text and Resource Materials:

Required: No Text Required

Recommended:

Details of all recommended resources will be provided.

Course Level:

x	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab	7			
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	21			

Comments on Delivery Methods:

This is a face to face class and students are expected to participate in a variety of small group work, discussions, simulations and large group discussion/lecture.

There are pre-readings and activities that will be completed outside of classroom hours.

Course Grading System:

	Letter Grades		Percentage	x	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass/Fail
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	25%	Other	%
Quizzes/Test	%	Simulations	75%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

100% attendance in all classes required.
 Active contribution in large and small group discussions expected.
 Must complete all activities.

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

- Student Academic Integrity Policy
- Academic Progression Policy
- Admissions Policy
- Academic Appeals Policy
- Evaluation Policy
- Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

- Access Policy
- Harassment Policy – Students
- Student Records Policy
- Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.