

**Justice Institute of British Columbia**  
**COURSE OUTLINE**

**Course Code:** LEAD102  
**Course Title:** Leading with Influence in Organizations  
**Prerequisite Courses:** LEAD100  
**School:** SCSJ  
**Division/Academy/Centre:** Centre for Leadership  
**Previous Course Code & Title:**  
**Course First Offered:** June 2013

<b># of Credits:</b>	<b>1.5</b>
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**Course Description:**

In this course, you will explore your sphere of influence in your organization and understand how to leverage it to create positive organizational change. You will analyze practices that support the development of healthy, productive organizational networks and culture, and apply leadership tools such as dialogue, facilitation; powerful questioning and effective listening that create momentum and break down organizational silos. By the end of this course, you will have identified strategies that create a collaborative, resilient workplace and help to align yourself and others with your organization's vision in positive, productive ways.

**Course Goal(s):**

The goal of this course is to provide students with the context, theory, experience and practice to understand how they can increase their influence to support and lead change in their organizations.

**Learning Outcomes:**

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

1. Facilitate organizational effectiveness by developing a plan for aligning personal and organizational values.
2. Create momentum for moving your organization toward successful achievement of its goals.
3. Critically analyze and apply tools for initiating and sustaining organizational resilience in implementing and responding to organizational change.
4. Examine your relationship to power—personal power and power within the context of your organization.

5. Assess the level of influence, power and control you have in your organization.
6. Distinguish between control and leverage; develop strategies for leveraging influence in a variety of contexts and situations.
7. Examine and practice applying a range of tools and frameworks for leveraging influence and implementing change.

**Course Topics/Content:**

**Day 1**

- Self as instrument of influence/organizational assessment
- Organizational structure, norms and culture
- Influence, power and control
- Organizational Systems Theory
- Principles and practice of dialogue
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**Day 2**

- Tools for influence and leverage
- The neuroscience of influence
- Facilitating meetings with purpose using a group process roadmap
- Change theory and change models
- Networked organizations and tools for collaboration
- Asking powerful questions

**Day 3**

Practical applications using case studies

**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:**

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

<b>Passing Grade:</b>	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.

**Problem solving**

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

**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.

**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.