

<b>Course Code:</b>	LEAD-1101
<b>Short Title:</b>	Leading Through Relationships
<b>Long Title:</b>	Leading Through Relationships
<b>Prerequisites:</b>	LEAD-1100 or LEAD100
<b>Co-requisites:</b>	None
<b>School:</b>	School of Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Leadership
<b>Previous Code &amp; Title:</b>	LEAD101
<b>Course First Offered:</b>	May, 2013

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

In this course, learners will have the opportunity to evaluate and develop their capabilities and confidence to engage with and lead a team. Learners 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, learners will apply skills and utilize tools to support and lead others through change and conflict. Learners 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, learners will have developed competencies to increase engagement and accountability with their team and in their organization.

## Course Goals

The goal of this course is to enhance the learner's 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, the learner 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

- Team development theory
- Models of team effectiveness
- Team leadership
- Team membership
- Diversity
- Emotional Intelligence in relation to others
- 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
- Engagement
- Empowerment
- Delegation
- Coaching
- Change
- Team health and wellness

### Text & Resource Materials

LEAD-1101 course manual

### Equivalent JIBC Courses

None

<b>Instructional Method(s)*</b> <i>(select all that apply)</i>	<b>Hours</b>
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21

Instructional Method(s)* <i>(select all that apply)</i>	Hours
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Totals</b>	21

\*Refer to [http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure\\_Credit-Value.pdf](http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure_Credit-Value.pdf)

### Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
<b>Total</b>	<b>100%</b>

### Comments on Evaluation

### Course Grading Scheme\*

JIBC1 (A to F)     
  JIBC2 (MAS/NMA)     
  JIBC3(CM/IN)     
  JIBC4 (P/F)

(\* <http://www.jibc.ca/policy/3304> Grading policy)

### 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/about-jibc/governance/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.
- Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.
- 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 ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, 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.