



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**LEADING WITHOUT POWER  
LED1459 3 Credit Hours**

**Student Level:**

This course is open to students on the college level in either the freshman or sophomore year.

**Catalog Description:**

**LED1459 - LEADING WITHOUT POWER (3 hrs)**

The purpose of this course is to help the student increase his/her knowledge of how to lead people who do not report to them, build effective relationships, and influence others. Upon completion of the course, the student will be able to appropriately utilize the influence model to help complete their goals in an organizational setting.

**Prerequisite:**

None.

**Controlling Purpose:**

This course is designed to help the student increase his/her knowledge of how to lead people who don't report to them, build effective relationships, and influence others.

**Learner Outcomes:**

Upon completion of the course, the student will be able to appropriately utilize the influence model to help complete their goals in an organizational setting.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following defines the minimum core content not including the final examination period. Instructors may add other content as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been

achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.

- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

### UNIT 1: THE INFLUENCE MODEL

Outcomes: The student will gain an understanding of the influence model.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Describe the forces increasing the need for increased influence skills.
						Describe why an influence model is needed for success.
						List three internal barriers to the influence model.
						List three external barriers to the influence model.
						Define how utilizing the influence model will help overcome barriers to influence.
						Describe the principle of reciprocity as it relates to influence.
						Define why exchange is integral to the influence process.
						List how clarifying goals and priorities can help increase the success of the influence model.
						Describe how to identify allies, and why they are important.
						Describe how to identify relative currencies in the influence relationship.
						Explain why both task and relationship outcomes of influence are important.
						List five frequently valued influence currencies.
						Describe how to identify what others want and how to understand their priorities.
						Recall three major factors that can influence a potential ally's environment.
						Identify several methods of gathering real-time data about the world of potential allies.
						Discuss how setting primary personal goals with clarity can facilitate the influence model.

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						Describe personal factors that can interfere with goal attainment.
						Recall that flexibility is necessary when goal achievement is discussed and measured.
						Describe the importance of both having a clear set of personal goals, and not letting those goals obscure the importance of potential allies.
						Discuss why relationships are important to the influence process.
						Describe how adapting to the preferred work style of a person or group can facilitate influence.
						Describe how to improve relationships through the relationship approach to work.
						Describe how to improve relationships through the task approach to work.
						Describe how to assess the cost and benefit of specific behaviors.
						Discuss strategies that value the time value of influence currency.
						Describe five dilemmas that may be faced when doing influence exchanges.
						Define the importance of knowing when to start and stop the influence process.
						Discuss how to make satisfactory exchanges while avoiding self-traps.

## UNIT 2: PRACTICAL APPLICATIONS OF INFLUENCE

Outcomes: The student will gain an understanding of the practical applications of influence.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Describe the four steps to utilize when influencing a boss.
						Define five typical issues encountered when dealing with bosses.
						Describe how to improve the superior-subordinate relationship.
						Describe how to disagree with a boss without being insubordinate.
						Describe how to influence difficult subordinates.
						Define the importance of knowing the subordinate's world and currencies.
						Describe two common influence strategies for difficult subordinates.

						Discuss how development feedback can be used as an effective subordinate exchange.
						Describe three potential problem situations that may be encountered when dealing with subordinates, and list an effective strategy for dealing with each problem.
						Describe the challenges of gaining commitment for cross functional teams, task forces or committees.
						Discuss ways of increasing the attractiveness of projects to team members.
						Describe why vision can be a valuable common currency in the team setting.
						Describe how to influence organizational groups, departments and divisions.
						List three key concepts that can be used for dealing with colleagues.
						Describe how to influence colleagues in the same department.
						Describe how to influence colleagues in different departments.

**Projects Required:**

Projects may vary according to the instructor.

**Textbook:**

Contact Bookstore for current textbook.

**Materials/Equipment Required:**

Computers and printers.

Internet.

**Attendance Policy:**

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

**Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

**Maximum class size:**

Based on classroom occupancy

**Course Timeframe:**

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established

equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class and which requires accommodations, contact the Disability Services Coordinator.