



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**TEAMS AND LEADERSHIP
LED1461 3 Credit Hours**

Student Level:

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

Catalog Description:

LED1461 - TEAMS AND LEADERSHIP (3 hrs)

The purpose of this course is to provide the student with the understanding and skills necessary to communicate effectively in any group, whether it is a social club, a religious organization, or a high-level executive committee in your future career. Emphasis is placed on preparation for the intensive work in teams students will probably experience in personal life and in the workplace. Participants will build a foundation of knowledge, gain experience to develop skills, and serve as a resource for future use. Upon completion of the course, the student will be able to understand his/her group experiences in terms of individual responsibilities for sharing leadership, the importance of working cooperatively with diverse group members, and the sensitivity and wisdom in making ethical decisions.

Prerequisite:

None.

Controlling Purpose:

This course is designed to provide the student with the understanding and skill necessary to communicate effectively in any group, whether it is a social club, a religious organization, or a high-level executive committee in your future career. Emphasis is placed on preparation for the intensive work in teams students will probably experience in personal life and in the workplace. Participants will build a foundation of knowledge, gain experience to develop skills, and serve as a resource for future use.

Learner Outcomes:

Upon completion of the course, the student will be able to understand his/her group experiences in terms of individual responsibilities for sharing leadership; the importance of working cooperatively with diverse group members; and the sensitivity and wisdom in making ethical decisions.

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

Rev. 8/3/2012

DISCLAIMER: THIS INFORMATION IS SUBJECT TO CHANGE. FOR THE OFFICIAL COURSE PROCEDURE CONTACT ACADEMIC AFFAIRS.

- 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: INTRODUCTION: YOUR ROLES IN GROUPS AND TEAMS						
Outcomes: The student will gain an understanding of roles groups and teams.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Evaluate individual group and team experiences
						Discuss how and why groups and teams – both real and virtual – are involved in careers and personal life
						Define a set of basic group and team concepts
						Explain how communication operates in groups
						Define leadership
						Define short-term and long-term success in relation to leadership
						List personal qualities important to leadership
						Discuss important aspects of leadership and teamwork
						Discuss the importance of ethics and leadership
						Describe steps in leadership development that help develop credibility and build confidence.

UNIT 2: SHARING LEADERSHIP TO CREATE TEAMWORK						
Outcomes: The student will gain an understanding of shared leadership in the team environment.						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify how a team relates to the context of the organization and other

						systems
						List advantages and disadvantages of designating a team leader and what qualities that leader should possess
						Discuss setting norms and goal/objective setting for the task
						Discuss proper preparation for meetings
						Explain how to plan agendas
						Discuss the “superteam” model
						Describe how organizational culture can affect a team’s development
						Identify ways in which individual members’ motivations and characteristics can affect a team’s development
						Discuss the stages and steps of team development
						Discuss virtual teams
						Explain how to get and use feedback to help team development

UNIT 3: SHARING LEADERSHIP THROUGH TASK PROCESSES
 Outcomes: The student will gain an understanding of shared leadership through the task process.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss how to develop a work plan for the task
						Explain how to identify questions for analysis and how to phrase questions for discussion
						Describe how to plan research and how to identify information resources
						Discuss sharing information as a team
						Discuss setting norms for research analysis and criteria for analysis
						Explain the importance of reasoning logically and what that entails
						Discuss how assumptions and values can affect a team’s cooperative analysis
						Define creative thinking
						Explain how to facilitate creative thinking
						Discuss ways to generate ideas (brainstorming, metaphorical thinking, etc)
						Explain approaches to decision making
						Explain how to identify problems followed by the generation and analysis of solutions
						Describe the design and assessment of an implementation plan

UNIT 4: SHARING LEADERSHIP THROUGH TRANSACTIONAL PROCESS

Outcomes: The student will gain an understanding of shared leadership through the transactional process.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Discuss communication styles
						Discuss dialogical styles
						Define aspects of nonverbal communication in relation to teams and leadership
						Explain the importance of listening and questioning in teams and leadership
						Identify foundations for listening and questioning
						Discuss approaches to listening and questioning

UNIT 5: MEETING CHALLENGES TO LEADER AND LEADERSHIP

Outcomes: The student will gain an understanding of leadership challenges.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain sources of power in relation to leadership
						Discuss styles and approaches to leading
						Identify members' expectations and self-expectations of the leader
						Discuss the responsibilities of a leader
						Identify ways to increase individual effectiveness in leadership positions
						Discuss team pressures that one might encounter
						Define groupthink and identify ways to avoid it
						Describe competitive communication strategies
						Discuss types and sources of conflict and process of conflict management

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 which requires accommodations, contact the Disability Services Coordinator.