

DEVELOPING AND LEADING TEAMS LEAD6202

Course Outline

Description: Working in teams has become increasingly important over the past few decades. Effective teams don't just happen by chance, though - they are the result of good leadership with the flexibility to adapt to different types, purposes and missions. This module will help you develop your skills and knowledge in understanding the types, characteristics and functions of teams – and how to provide effective leadership.

Course Goals: Based on a specific context and performance challenge, students will be able to identify the most appropriate type of team required, assemble all of the essential elements, and then lead the team through its developmental stages.

Course Objectives: At the completion of this course, the student will be able to:

- Explain when and why to use a team
- Determine if it is more effective to use the single-leader discipline or the real team discipline
- List the types of teams, their advantages and challenges
- State the definition of a team and explain the nature of each element
- Identify the stages of team development and what a leader should do at each stage
- Select team members based on specific criteria
- Discuss the importance of team norms and how and when to create them
- Identify and select the best method of team decision making for a given situation
- Understand the need for employing a specific method of problem solving
- Identify the causes of team conflict, the styles of conflict response, and explain when and how a leader should deal with conflict
- Structure effective meetings based on content and context
- Identify the external and internal supports required for team effectiveness
- Understand the basics of motivating and rewarding teams
- Explain the leader's role in developing and leading teams

Attendance Requirements:

Students are required to attend 100% of class time in order to receive a completion for this course. A grade report can be printed from myWCS.

Code of Student Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that

Please contact Continuing Studies if you require information in an alternate format, or if any arrangements can be made to ensure that this course is accessible to you. If you would like to provide feedback about accessibility-related issues that are specific to your experience with Continuing Studies, you may do so using our comment box (located in the entrance of the office) or you may contact Accessibility at Western (accessibility@uwo.ca or 519-661-2111, extension 85562); the feedback will be forwarded to the appropriate individual or area for follow-up.

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constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: <http://www.uwo.ca/univsec/board/code.pdf>

Course Schedule:

Day 1

- Values
- Team Outcomes
- Why Teams / When Teams?
- Types of Teams
- Team Definition
- Team Development Stages

Day 2

- Personal Strengths
- Situational Leadership
- Support
- Team Member Selection
- Norms & Decision Making
- Roles
- Team Conflict
- Meetings
- Measurement
- Team Support Mechanisms
- Team Leadership
- Motivation / Rewards
- Create the Plan

Evaluation Method:

As part of the course/instructor evaluation, a survey will be sent to you electronically by Continuing Studies. You will be asked the following questions. Please consider these throughout the course.

1. How would you rate your overall experience?
2. Please indicate your agreement with the following statements:
 - a. The course content was relevant and valuable.
 - b. The instructor conducted class sessions in an organized, well-planned manner.
 - c. The instructor explained concepts clearly.
 - d. The instructor displayed enthusiasm and energy in conducting class sessions.
 - e. The instructor made me feel comfortable in the learning environment.
 - f. The instructor encouraged my participation and interaction.