

#58 Leadership and Supervision

Course Outcome Summary

Course Information

Organization	WTCS - Wisconsin Technical College System
Developers	Peg Gross, NTC Jim Begotka, NWTC
Development Date	4/8/2002
Revised By	Jim Begotka
Revised Date	9/15/2002 (no revisions posted in 2009)
Course Number	WTCS 58
Instructional Level	WTCS Certification with graduate credit option
Instructional Area	#58 Supervision and Leadership Development
Potential Hours of Instruction	80
Total Credits	2

Description

Prepares practicing or aspiring leaders and supervisors of instructional staff in the WTCS to provide effective leadership of the planning, design, implementation, evaluation, and marketing of learning opportunities and other related services. Emphasis on contributions to a learning college and team environment. Participants evaluate models and share best practices in their leadership role and overall responsibility of coordination of the delivery of quality learner-centered products and services. Participants will differentiate the roles of leader and manager and grow to appreciate followers and their professional and personal growth. Strategies for the optimization of human and financial resources and compliance with laws, policies, and procedures will also be addressed. Successful completion of WTCS Wisconsin Leadership Development Institute (WLDI) may substitute for this course.

Target Population

This professional development requirement is intended to lay the groundwork for excellence in teaching and educational leadership in the Wisconsin Technical College System. The target audience is professionals holding positions requiring WTCS certification and includes those serving in other technical college leadership roles (e.g. supervisors, administrators, deans).

Types of Instruction

Instruction Type	Contact Hours	Credits
Online Learning	80	2

Exit Learning Outcomes

Core Abilities

- A. Communicate effectively
- B. Work cooperatively
- C. Think critically and creatively
- D. Demonstrate global awareness and sensitivity

Program Outcomes

- A. Give leadership to the planning, design, implementation, assessment, continual improvement, and marketing of instruction and other educational services

Competencies

Unit I. Leadership, Styles and Philosophy

1. Analyze current theories and models of leadership in a learning college

You will demonstrate your competence :

- 1.a. in the development of a summary paper on leadership models with a bibliography
- 1.b. by developing artifacts and compiling them in a portfolio
- 1.c. by producing a reflective paper on philosophy of leadership
- 1.d. through online discussion

Your performance will be successful when:

- 1.a. summary paper addresses 2-3 models of leadership that are consistent with the learning college model
- 1.b. summary paper describes the role of the leader with individual staff, teams, and the institution/organization overall
- 1.c. Summary paper recognizes change processes, and/or transformation, and continuous improvement
- 1.d. summary paper addresses relationship with follower or subordinates
- 1.e. reflective paper addresses personal characteristics, values and interpersonal skills of the learner as attributes, strengths or development opportunities relating to his/her leadership capability
- 1.f. reflective paper communicates a particular style or set of guidelines for dealing with situations involving the leadership role
- 1.g. reflective paper addresses a core set of responsibilities of the leader
- 1.h. reflective paper addresses accountability of leader to self, followers, higher leaders, and organization overall

Unit II. Continuous Improvement

1. Analyze models of continuous improvement, including the learning college

You will demonstrate your competence:

- 1.a. through online Discussion
- 1.b. by creating a list of continuous improvement elements and/or principles

Your performance will be successful when:

- 1.a. you characterize continuous improvement
- 1.b. you identify elements of continuous improvement
- 1.c. you characterize a learning college
- 1.d. you characterize a learning organization

2. Evaluate a plan for continuous improvement

You will demonstrate your competence:

- 2.a. by critiquing an existing action plan for a team or department at your respective district and
- 2.b. by producing an outline of a plan for incorporating continuous improvement into that existing plan,
- 2.c. OR by creating or revising a plan to include elements of continuous improvement for your team or department

Your performance will be successful when:

- 2.a. you maintain critical thinking throughout your critique
- 2.b. your critique and outline incorporate the following items as key principles of continuous improvement: systems thinking, plan-do-study-act (PDSA), learning, data, measures or success indicators, planned abandonment or "shelf life" of the plan
- 2.c. you accompany the critique with an outline of steps that integrate the list of continuous improvement elements you created
- 2.d. your critique and accompanying action steps are in a format ready to present to your team or department. OR,
- 2.e. you revise an existing or create a new plan of continuous improvement in a draft form ready to present to your team or department for feedback
- 2.f. your revision or new plan addresses the following key principles of continuous improvement: systems thinking, plan-do-study-act (PDSA), learning, data, measures or success indicators, planned abandonment or "shelf life" of the plan
- 2.g. your revision or new plan incorporates the list of continuous improvement elements you created

Unit III. Individual and Team Performance

1. Develop a performance management strategy for individuals and teams in instructional units/departments.

You will demonstrate your competence:

- 1.a. by completing an online critique of another performance evaluation instrument or model
- 1.b. by developing a model or strategy outline for a performance management process

Your performance will be successful when:

- 1.a. your critique addresses the areas of: performance indicators, identification of performance gaps, feedback, timeliness of feedback, identification of achievements and performance gaps, promotion of professionalism, and professional development goals.
- 1.b. your model or strategy addresses feedback content, timeliness of feedback, feedback tied to job description, identification of performance gaps, promotion of professionalism, and professional development goals.
- 1.c. your model addresses a correlation of individual performance to team performance
- 1.d. your model includes a linkage to organizational initiative, mission, and vision.

Unit IV. Partnerships and Collaborations

1. Establish strategies for building partnerships and community relations

You will demonstrate your competence:

- 1.a. by completing an online case study analysis

Your performance will be successful when:

- 1.a. you recognize the value of internal or external networking
- 1.b. you address the mutual benefit of the partnership (win/win)
- 1.c. you account for resources and infrastructure involved in the partnership
- 1.d. you incorporate indicators for assessing the value and benefit of the partnership
- 1.e. you address contingencies the planned abandonment/dissolving of the partnership

Unit V. Financial Resource Management

1. Apply principles of financial resource management

You will demonstrate your competence:

- 1.a. by producing a budget scenario paper with flowchart or timeline
- 1.b. through online discussions

Your performance will be successful when:

- 1.a. you illustrate the team/department budget process incorporating capital allocation, budget planning, budget approval, reporting and reconciling process for expenditures - meaning the inputs and outputs of each.
- 1.b. you describe key categories for expenditures and revenue for your team/department budget
- 1.c. you correlate the budget process with strategic planning
- 1.d. you correlate and describe how your leadership style would influence the decisions and action steps you would make in a budget scenario
- 1.e. you cite resources that contributed to this assessment activity and may serve as a future reference

Unit VI. Human Resource Management

1. Evaluate the role of a leader in human resource management

You will demonstrate your competence:

- 1.a. by building a PowerPoint or concept maps of HR concepts in relation to the role of the leader and supervisor of instructional staff
- 1.b. through online discussion

Your performance will be successful when:

- 1.a. you illustrate relevant elements of public employment law
- 1.b. you illustrate elements that contribute to conflict
- 1.c. you illustrate principles of dealing with and managing conflict
- 1.d. you identify strategies for coaching staff and teams
- 1.e. you identify strategies for implementing mentoring with staff
- 1.f. you illustrate the principles behind job descriptions as they relate to performance

Unit VII. Development of the Leader and Team

1. Develop a plan for professional growth of self, individual staff members and teams of an instructional unit/department or team

You will demonstrate your competence:

- 1.a. in discussion questions posted online
- 1.b. in a plan of professional growth to include in portfolio
- 1.c. in a leadership philosophy statement and reflection

Your performance will be successful when:

- 1.a. you develop an action plan for professional growth related to leadership and supervision, complete with goals and success indicators
- 1.b. you assess the match between personal preferences/attributes and desired career pathway
- 1.c. you encourage team development over time
- 1.d. you apply concepts of collaboration with team, followers, and colleagues