

<b>Course Code:</b>	LEAD-1391
<b>Short Title:</b>	Building Leadership Resiliency
<b>Long Title:</b>	Building Leadership Resiliency
<b>Prerequisites:</b>	None
<b>Co-requisites:</b>	N/A
<b>School:</b>	School of Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Leadership
<b>Previous Code &amp; Title:</b>	MGMT191
<b>Course First Offered:</b>	September 2010

<b>Credits:</b>	1.0
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## Course Description

Many of us long to be more effective and purposeful in our work, but find ourselves depleted by challenging work environments and demanding schedules. In this course, you'll discover and cultivate the personal and organizational attitudes and skills needed to build your own leadership resiliency and better support the resiliency of your team. Improve your sense of well-being as a leader, and enhance the work experiences of yourself and others. Through exploring the "I" tools – Inspiration, Intentionality, Imagination, Integrity, Innovation and Invitation – you will develop a tool kit that energizes your approach to work, helps connect your heart and mind with your purpose, and moves you and others on the path towards work/life harmony.

## Course Goals

In this course, you'll discover and cultivate the personal and organization attitudes and skills needed to build your own leadership resiliency and better support the resiliency of your team.

## Learning Outcomes

Upon successful completion of this course, the learner will be able to:

1. Identify the personal and professional habits and daily practices that help them become more effective and purposeful in their work
2. Understand how their personal values, beliefs and attitudes affect their work and their communities
3. Create a personal plan based on the concepts related to wellness of self and others
4. Identify and use knowledge and resources that contribute to their resiliency as leaders

## Course Topics/Content

- Self-awareness and awareness of others
  - Understanding our personalities
- Characteristics of communication

- Exploring communication in leadership practice
- Building a culture of inquiry
  - Appreciative inquiry and questioning
- Integrity
  - Understanding and practicing it
  - Ethics in the workplace – our orientations and decision making
- Creating a culture of Invitation in our workplaces
- Finding and keeping ourselves inspired
- Imaging the work communities we want

### Text & Resource Materials

Course materials and resources will be provided to the class on the first day.

### Equivalent JIBC Courses

N/A

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	7
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	7
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Total</b>	<b>14</b>

### 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.

<b>Criterion</b>	<b>% of Final Grade</b> <small>(may be represented as a range)</small>
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	
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
- 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.

across cultures; value multiple perspectives;  
utilize curiosity to learn with and from others.