

OFFICIAL COURSE OUTLINE

Course Code:	LEAD 1395
Short Title:	Leading with Resilience
Long Title:	Leading with Resilience
Prerequisites:	None
Co-requisites:	None
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Code & Title:	LEAD 1391 - Building Leadership Resiliency
Course First Offered:	January, 2017

Credits:	1.0 Credits
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Course Description

Resiliency is a critical skill for leaders. A vast body of research highlights the role that resiliency plays in personal, organizational, and social health and countless books and articles have popularized this topic. Most of us know what we need to do to stay healthy, engaged, and connected in the busy-ness of our work and personal lives; fewer know how to remove the barriers that prevent us from making the changes we genuinely want to make. This course will give learners the map, the tools and the insight to help themselves and their team become truly resilient in increasingly demanding and challenging work environments.

Course Goals

In this course, learners will explore the neuroscience of resiliency with the aim of developing personal and team strategies for easing stress, and increasing creativity and effectiveness in self and others.

Learning Outcomes

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

1. Define the nature of stress
2. Describe the cycle of stress and apply strategies for breaking the cycle
3. Recognize possible choices available when in pressured situations
4. Identify and apply the four keys to leadership resilience
5. Explore barriers to and catalysts for personal change
6. Apply strategies for increasing heart-brain coherence to improve thinking and reduce stress
7. Identify tools that contribute to a culture of resiliency in teams/organizations

8. Create a personal plan related to wellness of self and others

Course Topics/Content

- The nature of stress
- Cycle of stress – perception, triggering event, thoughts, emotions, physiology
- Four keys to leadership resilience – personal mastery, awareness, emotional intelligence, health and well-being
- Beliefs and mental models and their impact on resiliency
- Neurophysiology of resilience
- Coaching practice for leadership resilience

Text & Resource Materials

Lead 1395 course materials and resources will be delivered in class.

Equivalent JIBC Courses

None

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

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.

Criterion	% of Final Grade <i>(may be represented as a range)</i>
Course work (activities, assignments, essays, reports, etc.)	60%
Quizzes and exams	
Simulations/Labs	
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
Total	100%

Comments on Evaluation

The evaluation criteria used for this course are represented above. Specific course evaluation information will be provided by the instructor at the start of the course.

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
- 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

interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

critically, and use information effectively and ethically.

(INTERNAL USE ONLY – not for distribution to students)

Primary Registration Mode (Credit Type)

- Program Management (RG) – program based registration through website
- Contract or Core Client (CC) – student registrations submitted in groupings to registration office
- Instant Enrolment (CS) – anytime web based course enrollment

CIP Code: 520213

Course Level

- | | | |
|--|---------------------------------|----------------------------------|
| Undergraduate Course | Graduate Course | Continuing Studies Course |
| <input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 3 | <input type="checkbox"/> Year 1 | <input type="checkbox"/> |
| <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 4 | <input type="checkbox"/> Year 2 | |

Approvals Tracking

SCC Chair:	Name:	Date:
_____	_____	_____
School Dean:	Name:	Date:
_____	_____	_____
Program Council Chair: (where required)	Name:	Date:
_____	_____	_____
Entered into SIS by:	Name:	Date:
_____	_____	_____

Approvals Forwarded To:

- School Registrar’s Office Institutional Research Program Council

Credit Calculation

Instructional method	Hours/Wk		Credit hour factor	Total factored hours		#wks/14 weeks		Factored instructional hours	Total academic credit as per the band*
Direct Instruction	14	X	1	=14	14	1/14	=	14	1.0
Supervised practice		X	.5	=	X	/14	=		
Practice Education, Field Placement, Internship or Co-op		x	.33	=	X	/14	=		
								Credits->	1.0

*Refer to http://www.jibc.ca/sites/default/files/governance/policies/pdf/Procedure_Credit-Value.pdf