Course Code:	LEAD-1100
Short Title:	Lead Yourself First
Long Title:	Lead Yourself First
Prerequisites:	None
Co-requisites:	None
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Code & Title:	LEAD100
Course First Offered:	April, 2013

Credits:	1.5

Course Description

At the core of being an effective leader is the knowledge of who you are in order to lead authentically. In this course, learners will gain a deeper understanding of their personal leadership style and its impact on others. Learners will assess and reflect on the values and beliefs that support their authentic leadership style, discover the power of personal passion, engagement and purpose to manage themselves and others and lead more effectively in their organization. Through self-assessments, exercises, and skills practice learners will develop a better understanding of themselves and the challenges of personal leadership.

Course Goals

The goal of this course is to strengthen learner's personal leadership skills to provide them with an enhanced level of self-awareness to increase their effectiveness to lead authentically in a variety of contexts and to produce significant and sustainable results.

Learning Outcomes

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

1. Identify personal leadership strengths, values, preferences, and ways of working
2. Assess their own leadership identity
3. Develop a clear personal vision and goals
4. Examine emotional intelligence theory, the theory of emotional regulation, and their applications
5. Analyze one's own reactions, judgments, emotions, and thought processes
6. Utilize assertive communication skills including clarity, plain language and enhancing listening skills
7. Apply skills to self-manage and self-develop
8. Discuss the importance of trust and assess personal level of trust

9. Identify wellness factors and apply methods and tools to enhance personal wellness
10. Describe the significance of personal accountability
11. Participate in reflective dialogue with self and others

Course Topics/Content

- Defining Personal Leadership and Context
- Personal Values and Ethics
- Personal Goal Setting - Vision and Purpose
- Personal Accountability
- Introversion-Extraversion Continuum
- Personal Engagement
- Behavioural Preferences
- Emotional intelligence
- Risk Tolerance
- Trust Continuum
- Personal Change Resiliency
- Resiliency and Psychological Hardiness
- Communication Typology
- Authentic Communication
- Accountability
- Personal Development

Text & Resource Materials

LEAD-1100 course manual

Equivalent JIBC Courses

None

☒Direct Instruction (lecture, seminar, role plays, independent study, etc.)	21	1	21
☐Supervised Practice (includes simulations & labs)		.5	
☐Practice Education, Field Placement, Internship or Co-op		.33	
Totals	21		21

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

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 (may be represented as a range)
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

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.

☒ **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

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

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.