

Course Code:	LEAD-1366
Short Title:	Leading Projects
Long Title:	Leading Projects
Prerequisites:	None
Co-requisites:	N/A
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Centre for Leadership
Previous Code & Title:	LEAD166 – Leading Projects
Course First Offered:	December 2014

Credits:	1.0
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Course Description

This practical course in “leading and managing” will equip participants to better navigate the complex project environment in a purposeful, meaningful and effective manner. Organizational leaders and managers at any level who play a role in project management – as either a project lead or a team member on task forces, special initiatives and discreet projects – will benefit from this course.

This course will focus on practical applications and tools for *successful* project management.

Course Goals

The goal of this course is to assist learners in engaging meaningfully with project work, and equip them with strategies, tools and techniques to help successfully navigate project based environments.

Learning Outcomes

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

1. Describe a project as a form of temporary organization
2. Explain the key elements of project management and their importance in the organizing of project work
3. Identify, manage and create interfaces and communication protocols that can be used to leverage and maintain positive stakeholder engagement
4. Engage in managing projects and leading activities, appropriately and in line with organization context and project objectives
5. Relate the value of projects to the organizations, project stakeholders, teams and team members
6. Explore various approaches to configuring the project life-cycle that deliver value to the organization and align with the requirements of project work and delivery

Course Topics/Content

- Context of the Project Work

- Projects as Temporary Organizations
- Project Identification Process
- Initiation of the Project
- Planning Process
- Execution Phase
- Monitoring and Closure Phases

Text & Resource Materials

Required: No text required

Recommended: Recommended resources will be supplied by the instructor

Equivalent JIBC Courses

Instructional Method(s) <i>(select all that apply)</i>	Hours
<input checked="" type="checkbox"/> Direct Instruction (lecture, seminar, role plays, independent study, etc.)	10
<input checked="" type="checkbox"/> Supervised Practice (includes simulations & labs)	4
<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.)	
Quizzes and exams	
Simulations/Labs	30%
Attendance/Participation (in class or online)	70%
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.
- 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.
- 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.