

<b>Course Code:</b>	LEAD-1504
<b>Short Title:</b>	Leadership Simulation
<b>Long Title:</b>	Leadership Simulation
<b>Prerequisites:</b>	LEAD-1100 (LEAD-100), LEAD-1101 (LEAD101), LEAD-1102 (LEAD102), LEAD-1103 (LEAD103), LEAD-1504 (LEAD104), CRES-1100/CRES-1101 (CCR100/101)
<b>Co-requisites:</b>	None
<b>School:</b>	School of Health, Community and Social Justice
<b>Division/Academy/Centre:</b>	Centre for Leadership
<b>Previous Code &amp; Title:</b>	LEAD104
<b>Course First Offered:</b>	April 2015

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

In this immersive, interactive two-day course, learners will have the unique opportunity to put leadership theory into practice in real time. The learner will participate in a simulated workplace scenario in our applied learning lab, where they will apply core leadership skills such as decision-making, teamwork, human resource management, and crisis leadership – and see the immediate results of their choices. Coaches will provide feedback on strengths as a leader and areas for further development. This course takes place in the Donald B. Rix Public Safety Simulation Building, a facility using cutting-edge technology to support complex educational simulations.

## Course Goals

Using a computer-based leadership simulation, participants will apply competencies and skills acquired in the leadership program, and understand the consequences on performance and reflect on the implications of daily decisions made as managers and leaders. The simulation is a tool for participants to more fully understand the implications and consequences of daily actions and decisions.

## Learning Outcomes

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

1. Apply leadership theory and practice to decision-making and actions as a manager
2. Recognize the implications of leadership style and its impact on team and organization performance
3. Identify and critically assess assumptions that influence decisions and actions on management, leadership, teamwork and relationship building
4. Receive and integrate feedback on decision-making practices, conflict resolution skills, and teamwork behaviors with the support of a team-based coach

5. Evaluate your leadership capacity using an action learning approach to development

### Course Topics/Content

- Teams and team working
- Decision-making and managing team-based conflicts
- Relationship building
- Fostering critical self-reflection
- Managing performance
- Leading team strategies into action

### Text & Resource Materials

LEAD-1504 course manual and course manuals from Pre-requisite courses

### 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.)	14
<input type="checkbox"/> Supervised Practice (includes simulations & labs)	
<input type="checkbox"/> Practice Education, Field Placement, Internship or Co-op	
<b>Totals</b>	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	
<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 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.