



Justice Institute of British Columbia COURSE OUTLINE

Course Code:	ABLD 112
Course Title:	Aboriginal Leadership Development
Prerequisite Courses:	Acceptance into Certificate Program
School:	Community and Social Justice
Division/Academy/Centre:	Centre for Aboriginal Programs & Services
Previous Course Code & Title:	Same
Course First Offered:	October 2005

# of Credits:	3
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Course Description:

Effective Leadership is the key to staying on course for Aboriginal Communities, in today's rapidly changing world. Effective leaders are often measured in terms of their ability to influence and effect change in others. Leadership assessments will be used to measure the learner's leadership abilities, provide feedback and form action plans for future personal growth. Learners will apply the principles for effective teams, mentoring and decision-making, to current challenges in their workplace. Learners will also be expected to apply appropriate communication skills, creative problem solving techniques and group decision-making models. Learners will have the opportunity to develop effective working relationships with other teams.

Course Goal(s):

The goal of the course is to improve leadership skills through the acquisition of theory and application and application to practice

Learning Outcomes:

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

- Analyze and assess the challenges unique to leaders in Aboriginal settings
- Construct a personal profile of their leadership skills and style
- Demonstrate the skills required to be an effective leader and team member
- Discuss, compare and contrast leadership theories and approaches to leadership
- Create a compelling vision and purpose for themselves and others in their work
- Recognize possible gender differences in leadership styles and understand why these may appear
- Employ inclusive decision making and problem solving methodologies
- Employ systems thinking
- Describe and employ strategic planning concepts/tools
- Explain the significance of strategic planning
- Illustrate personal mentorship abilities



Course Topics/Content:

1. Models of Leadership

- Attribution
- Behavioral
- Path-Goal
- Charismatic
- Transactional
- Transformational
- Laissez-Faire
- Visionary

2. Application of Leadership

- First Nations Governance Context
- Federal government Context
- Municipal Government Context
- Traditional First Nations Contexts
- Provincial Government Contexts
- Non-profit organizations

3. Systems thinking

- Peter Senge
- First Nations Models
- Applications in Leadership Contexts

4. Team Building and Team learning

- Providing Team Leadership
- Leading through Empowerment
- Characteristics of Effective Teams
- Mentorship
- Virtual Teams

5. Decision-making and Problem Solving

6. Planning Concepts and Methods

- Total Quality Management
- Introduction to Strategic Planning
- Visioning

7. Personal Leadership Inventory

8. Diversity in Leadership

9. Situational Leadership



Text and Resource Materials:

Required:

Taiiaike, Alfred (2005). *Wasa'se*. Peterborough, ON: Broadview Press

Recommended:

Goleman, D. Boyatzis, R. & McKee, A(2002). *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston: Harvard Business School Press

Moran, Bridget (1998). *Justa: A First Nations Leader*. Vancouver, BC: Arsenal Pulp Press

Nee-Benham, Ah & Cooper, Joanne Elisabeth (Eds) (2002). *Indigenous Educational Models for Contemporary Practice: In Our Mother's Voice Padeken Manenette Kape 'ahiokalani. Social Cultural, Political, and Historical Studies in Education*. Mahwah, NJ: Lawrence Erlbaum Associates.

Course Level:

x	First Year		Second Year		Third Year		Fourth Year
Other (describe):							

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	42			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	42			

Comments on Delivery Methods:



Course Grading System:

x	Letter Grades		Percentage		Pass/Fail		Credit/No Credit
	Complete/Incomplete		Attendance Only		Not Applicable		

Passing Grade:	C
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Evaluation Activities and Weighting:

Final Exam	40%	Assignments	50%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	10%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

In order to receive an evaluation or grade, learners must participate in class, and complete the written assignments and exams.

Students who are unsuccessful in any formal evaluations may apply to the Program Coordinator for one opportunity to re-write it. Students must arrange to re-write the exam within 10 days of the original exam.

Other Course Guidelines, Procedures and Comments:

Late assignments will not be accepted for marking without prior permission of the lead faculty member. A student who misses assignments, quizzes, projects or exams, may, at the discretion of the lead faculty, complete the work missed.

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/programs-courses/jibc-calendar/student-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.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

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.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

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.