

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: BUS 306		Number of Credits: 3 Course credit policy (105)															
Course Full Title: Strengths-Based Development Course Short Title: <i>(Transcripts only display 30 characters. Departments may recommend a short title if one is needed. If left blank, one will be assigned.)</i>																	
Faculty: Faculty of Professional Studies		Department (or program if no department): School of Business															
Calendar Description: Everyone has unique talents, but guided self-discovery and critical reflection can be essential for transforming those talents into workplace strengths. Students will learn how to use their strengths to achieve individual and organizational goals. They will also be equipped to identify talents in others, and to coach individuals and teams toward achieving optimal performance.																	
Prerequisites (or NONE):		45 university-level credits.															
Corequisites (if applicable, or NONE):		None															
Pre/corequisites (if applicable, or NONE):		None															
Antirequisite Courses <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Dual-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Special Topics <i>(Double-click on boxes to select.)</i> This course is offered with different topics: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, topic will be recorded when offered.)</i>															
		Independent Study If offered as an Independent Study course, this course may be repeated for further credit: <i>(If yes, topic will be recorded.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, repeat(s) <input type="checkbox"/> Yes, no limit															
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar hours</td> <td>15</td> </tr> <tr> <td>Tutorials/workshops</td> <td>30</td> </tr> <tr> <td>Supervised laboratory hours</td> <td></td> </tr> <tr> <td>Experiential (field experience, practicum, internship, etc.)</td> <td></td> </tr> <tr> <td>Supervised online activities</td> <td></td> </tr> <tr> <td>Other contact hours:</td> <td></td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar hours	15	Tutorials/workshops	30	Supervised laboratory hours		Experiential (field experience, practicum, internship, etc.)		Supervised online activities		Other contact hours:		Total hours	45	Transfer Credit Transfer credit already exists: <i>(See bctransferguide.ca.)</i> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Submit outline for (re)articulation: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <i>(If yes, fill in transfer credit form.)</i>	
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Total hours	45																
		Grading System <input checked="" type="checkbox"/> Letter Grades <input type="checkbox"/> Credit/No Credit															
		Maximum enrolment (for information only): 25 Expected Frequency of Course Offerings: Every semester <i>(Every semester, Fall only, annually, etc.)</i>															
Department / Program Head or Director: Carl Janzen		Date approved: September 8, 2020															
Faculty Council approval		Date approved: November 13, 2020															
Dean/Associate VP: Tracy Ryder Glass		Date approved: November 13, 2020															
Campus-Wide Consultation (CWC)		Date of posting: March 12, 2021															
Undergraduate Education Committee (UEC) approval		Date of meeting: March 26, 2021															

Learning Outcomes:

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

- LO 1. Describe how talents function individually and in conjunction with one another.
- LO 2. Explain how talents can be used to build work-related strengths.
- LO 3. Analyze the relationship between using strengths and positive experiences at work.
- LO 4. Create a strengths-based development plan for achieving individual goals.
- LO 5. Explore how talents impact work relationships and team dynamics.
- LO 6. Communicate how they can help others and how others can help them to function optimally within a team.
- LO 7. Identify talents in others (e.g., teammates, colleagues, followers, employees).
- LO 8. Coach others to build strengths for achieving organizational goals.
- LO 9. Develop strengths-based organizational practices and systems.

Prior Learning Assessment and Recognition (PLAR)

☐ Yes ☒ No, PLAR cannot be awarded for this course because this is a process course that includes personal reflection and application of skills to a variety of scenarios.

Typical Instructional Methods (*Guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion.*)

Hybrid instruction.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Text(s) and Resource Materials (*If more space is required, download Supplemental Texts and Resource Materials form.*)

Author (surname, initials)	Title (article, book, journal, etc.)	Current ed.	Publisher	Year
1. Rath, T.	StrengthsFinder 2.0	<input checked="" type="checkbox"/>	Gallup	
2.		<input type="checkbox"/>		
3.		<input type="checkbox"/>		
4.		<input type="checkbox"/>		
5.		<input type="checkbox"/>		

Required Additional Supplies and Materials (*Software, hardware, tools, specialized clothing, etc.*)

CliftonStrengths assessment; access to peer-reviewed academic articles via the UFV library.

Typical Evaluation Methods and Weighting

Final exam:	30%	Assignments:	60%	Field experience:	-	Portfolio:	-
Midterm exam:	-	Project:	-	Practicum:	-	Other:	-
Quizzes/tests:	10%	Lab work:	-	Shop work:	-	Total:	100%

Details (if necessary):**Typical Course Content and Topics**

Module One: Individual Talents

- Positive organizational scholarship
- Self-concept and authenticity at work
- Interconnections between talent and personal values
- Talent hierarchies and combinations
- Benefits and critiques of strengths-based approaches

Quiz #1 (LO 1)

Assignment #1 (LO 1, 2)

Module Two: Developing Work-Related Strengths

- Relationship between talent and individual performance goals
- Positive emotions in organizational contexts
- Work meaningfulness and flow
- Strength-based development plans
- Personal brand statements

Assignment #2 (LO 2–4)

Module Three: Strengths-Based Work Relationships

- Using talents to develop effective workplace relationships
- High-quality connections at work

- Complementary and conflicting talents in collective settings
- Team member strengths-based profiles
- Strengths-based team formation and management

Quiz #2 (LO 5)

Assignment #3 (LO 5, 6)

Module Four: Developing Strengths in Others

- Managerial responsibility frameworks
- Recognizing talent in others
- Strengths-based approaches to managing others
- Johari window for coaching others
- Principles of coaching conversations

Assignment #4 (LO 7, 8)

Module Five: Strengths-Based Organizations

- Connection between strengths principles and high-performance work systems
- Building an engaged workforce
- Strengths-based organizational culture
- Integration of strengths into performance management systems

Assignment #5 (LO 9)

Final exam (LO 1–3, 5, 7, 9)