

**\*Disclaimer:** This is a sample course outline and is subject to change. Official course outlines will vary depending on delivery format and instructor\*

### Territory Acknowledgement

We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

## BMBA480: Leadership Skills Development

### Course Description

This dynamic course is designed to cultivate essential leadership skills for navigating the complexities of the modern workplace. Moving beyond traditional management concepts, this course delves into leadership practices grounded in human psychology, emotional intelligence and an appreciation for diverse perspectives.

Participants will explore how to leverage individual strengths, foster inclusive team environments and inspire high performance. Through a variety of engaging learning experiences, including theoretical exploration, practical application and self-reflection, you will develop the skills and confidence to lead with authenticity, empathy and impact.

### Learning Objectives

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

- Analyze and apply contemporary leadership models that integrate principles of human psychology, emotional intelligence, ethical practice, and strengths-based development to enhance personal and team effectiveness
- Cultivate inclusive leadership practices that value diversity, promote equity, navigate organizational politics, and create a sense of belonging within teams and organizations
- Utilize effective communication and interpersonal skills to inspire, motivate, and influence others, including through coaching and mentoring approaches
- Develop strategies for leveraging individual talents and skills to maximize team performance, foster a culture of growth, and lead with influence and integrity
- Employ adaptive leadership techniques to navigate change, resolve conflict, and foster resilience in dynamic and politically complex environments
- Demonstrate critical self-awareness and reflection to continuously improve leadership capabilities, apply ethical judgment, and foster a growth mindset

### Resources

All required readings and materials will be available online through this site. If you come across a broken link, please [notify your instructor immediately](#). Despite rigorous and regular checking, hyperlinks from external websites change and disappear at anytime.

## Weekly Schedule

Week	Topics	Assessments
Week 1	Leadership Foundations	
Week 2	Self-Awareness and Emotional Intelligence	
Week 3	Ethics, Values and Behaviours	<b>Team Charter</b>
Week 4	Communications Skills and Diversity, Equity and Inclusion	<b>Quiz 1</b>
Week 5	Leading Teams	
Week 6	Motivation and Performance Management	
Week 7	Conflict Resolution and Negotiation	
Week 8	Leading Change	<b>Leadership Impact Analysis</b>
Week 9	Strategic Thinking	
Week 10	Power, Influence and Politics	<b>Quiz 2</b>
Week 11	Coaching and Mentoring	
Week 12	Leading with Authenticity and Resilience	<b>Retrospective Analysis</b>
Week 13	Course Wrap-up and Integration	<b>Self-Reflection Video</b>

## Assignments & Evaluation

Assignment	Description of Assignment	Weight
Team Charter (group)	Effective teamwork doesn't happen by chance – it's built on shared understanding, clear expectations, and a commitment to collaboration. A team charter serves as a foundational agreement that outlines the purpose, values, roles, and working norms of a team. In this assignment, you will collaboratively create a team charter that defines how your group will operate throughout the course. This document will serve as a reference point for accountability, communication, and conflict resolution. By developing your team charter together, you will practice leadership and management skills while setting the tone for a respectful and productive team experience.	5%
Quiz 1 – Leadership Foundations, Ethics & Values (individual)	You will have 30 minutes to complete this quiz in Brightspace. This is a timed quiz based on Unit 1 – 3 content, and you only have one attempt to complete it. There are 15 questions (e.g., multiple choice, T/F, and matching).	5%
Leadership Impact Analysis (group)	<p>At a midpoint in the course, you and your teammates will synthesize your analysis and actions from the previous weeks into a comprehensive Leadership Impact Analysis using the case study and template provided.</p> <p>This assessment emphasizes the integration of learning across multiple weeks, strategic thinking, and the ability to develop a cohesive leadership approach. The plan will utilize the unique template provided and include eight parts as explained below:</p> <ul style="list-style-type: none"> <li>• Ethics and Decision-Making: Part 1</li> <li>• Giving and Receiving Feedback: Parts 2 and 3</li> <li>• High-Performing vs. Low-Performing Teams: Parts 4 and 5</li> <li>• Performance and Motivation at a Crossroads: Parts 6 and 7</li> <li>• Navigating Interdepartmental Conflict Through Negotiation: Part 8</li> </ul>	25%
Quiz 2 – Leadership Wise Practices (ind.)	You will have 60 minutes to complete this quiz in Brightspace. This is a timed quiz based on Unit 4-9 content, and you only have one attempt to complete it.	10%
Retrospective Analysis (group)	This team-based assignment requires you to reflect critically on your collective experience throughout the case study. You will analyze your team's decisions, actions, and overall approach to the various scenarios presented in the case. This is an opportunity to evaluate your effectiveness as leaders within the simulated context and to identify key lessons learned about leadership principles and practices. Read the Team Assessments   Overview before starting the Retrospective Analysis.	25%
Self-Reflection Video (individual)	In this reflection, you will analyze the results of your course experience, identify your strengths and weaknesses in terms of the teamwork and overall learning, and discuss how you will or have applied learnings to improve your leadership skills. Based on the course learning, you will create and submit a 2–3 minute video (mp4) reflection of your learning experience. Ensure your video has clear picture and audio, and is completed in English.	10%
Participation (individual)	Participation is based on the unit activities and a reflective self-assessment in Unit 13. It is assessed at two points in the course: Unit 1-4 (5%) and Unit 5-13 (15%).	20%

## Usage of GenAI

Please be advised that in this course you are **not authorized** to use any form of generative AI. In order to successfully complete course activities, **generative AI is not required nor welcomed**. Students should not make any use of generative AI tools such as ChatGPT, Grammarly, among others that use AI for content generation and editing. As the University of Victoria states in its Academic Integrity Policy “Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility.”. Therefore, I expect you to comply with the course syllabus and I encourage you to enhance your academic experience in this course by refraining from using generative AI.

## Attendance Requirements

The course emphasizes **active engagement, collaborative teamwork, and hands-on learning**. Attendance is crucial and considered mandatory for all participants for all sessions (full 3 hours) of the course. Please inform your instructor in advance if you're unable to attend any class sessions. Please note that missing more than one session (3 hours) requires a valid and sufficient reason for absence with verifiable circumstances that substantially prevent your attendance. Your commitment to active participation significantly contributes to your learning experience in this course.

## Participation Expectations

- Instructors will track attendance and participation throughout the term. Students who do not attend class may be assigned an “N” grade for the course. Attendance will be taken within the first 15 minutes of class and may be taken later as a second check.
- **If you arrive later than 15 minutes, the door will be closed. Please wait until breaktime to enter the class.**
- Instructors can assign a **final grade of N or refuse** a student to **write a final exam, final assignment, or any assignment that follows multiple absences** or misconduct **if a learner has failed to meet the course's minimum attendance requirements** as identified above. They may also refuse admission to a lecture, learning activity, assignment, or exam because of lateness, misconduct, inattention, or failure to meet the responsibilities of the course noted in this outline.
- The instructor reserves the right to not grade assignments submitted by students who have not maintained regular attendance and participation, and a zero grade being assessed for non-submission.
- Missing **more than one session (3 hours)** requires a valid and sufficient reason for absence.
- Arrive on time and remain for the full session; leaving without permission will be marked **absent**. Please note that work schedule conflicts as well as car, bus, carpooling, or ferry delays are generally not accepted as sufficient reasons for absence beyond the one-session limit.
- Students are expected to actively interact with **course materials, peers, and instructors**, including contributing to discussions and teamwork.
- Students are expected to complete assignments and assessments on time and submit work by the due date.
- **Technology use** (cell phones, tablets, laptops, smart glasses/ watches) must be limited to course-related activities only.
- Participation includes respectful active listening, not just talking.
- This course is delivered in a collaborative, discussion-based learning environment. Students are expected to demonstrate respectful and attentive behaviour at all times.

- University policy allows an instructor to refuse a student admission to class because of lateness, misconduct, disruptive behaviour, inattention, or failure to meet the responsibilities of the course.
- It is students' responsibility to be familiar with the criteria in which they are being assessed for this course. Please refer to the specific information under each assessment.

#### **Group Participation Expectations**

- Active participation in group work and meetings is required. Students who fail to attend or contribute to group work may be removed from their group, at the instructor's discretion, and deemed ineligible to participate in or receive marks for the group project, including the group presentation.

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