

***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.

Schedule

Topics	Assessments
Foundations of Leadership	
Unit 1: Leadership Defined / Governance Unit 2: Ethics, Values and Behaviours	<ul style="list-style-type: none"> • Quiz 1 • Assignment #1: Personal Leadership goal setting • Capstone Project Worksheet
Unit 3: Self-Awareness and Emotional Intelligence Unit 4: Leading with Authenticity and Resilience	
Unit 5: Communications Skills / Diversity, Equity and Inclusion	
Leadership Wise Practices	
Unit 6: Power, Influence and Politics / Decision Making Unit 7: Conflict Resolution and Negotiation	<ul style="list-style-type: none"> • Quiz 2 • Assignment #2: Self Monitoring and Managing • Capstone Project Worksheet
Unit 8: Motivation and Goal Setting	
Unit 9: Coaching and Performance Management	
Strategic Leadership Skills	
Unit 10: Strategic Thinking Unit 11: Leading Change	<ul style="list-style-type: none"> • Capstone Project Worksheet • Team Charter and Presentation • Capstone Project
Unit 12: Leading Teams	
Course Integration	

* Subject to change. A detailed schedule showing the daily schedule and the content covered in each of the 5 sessions will be provided closer to the start date of the course, as well as a comprehensive list of what readings and activities need to be completed for each session.

Assignments & Evaluation

Assignment	Description of Assignment	Weight
Assignment #1: Personal Goal Setting <i>(individual)</i>	In this assignment, you will reflect on your personal leadership development by identifying one leadership strength you already bring, one skill you want to improve, and why these matter to your growth. You will also set clear goals for what you want to accomplish during the course. This exercise helps you build self-awareness, clarify your priorities, and enter the course with a focused plan for your development.	10%
Quiz 1: Units 1 – 5 <i>(individual online)</i>	This is a timed quiz based on Unit 1 – 5 content, and you only have one attempt to complete it. There are 19 questions / 25 points (e.g. multiple choice, true / false, and matching).	5%
Assignment #2: Self Monitoring & Managing <i>(Individual)</i>	The leader's ability to read and interpret others' reactions in situations, and to adjust their own responses is the foundation of situational leadership. In order to support others, strong leaders are self aware, and they monitor and manage their	15%

	own responses with intention. Complete the self-assessment online and read about your results.	
Quiz 2: Units 6 – 9 (<i>individual online</i>)	This is a timed quiz based on Unit 6 – 9 content, and you only have one attempt to complete it. There are 29 questions (e.g. multiple choice).	10%
Capstone Project: My Leadership Action Plan – Units 1 – 12 (<i>individual</i>)	This capstone project invites you to consolidate your learning from the full leadership program and demonstrate how the course concepts apply to your workplace experience. The goal is to show not only what you learned—but how you will use it to grow as a leader.	30%
Participation (<i>individual</i>)	Because this is an intensive course, attendance and active participation are crucial for creating a dynamic and engaging learning environment. Your participation grade will be based on your attendance and the quality and consistency of your contributions to class discussions, activities and online interactions.	25%

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.