

***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.

BMBA470: Managing in the Digital Economy

Course Description

This course explores the concept of the digital economy and its transformative impact on organizations, industries, and society. You will develop an understanding of what the digital economy entails, including the economic transformations driven by digital technologies and practices, and how these changes influence business models and market dynamics.

The course examines the challenges organizations face in adapting to a rapidly evolving digital environment and emphasizes analytical decision-making skills to leverage technology effectively while managing associated risks. You will also learn to distinguish between technology and business problems and improve your communication skills around technology-related business issues. A key focus will be on understanding the broader economic implications of the digital economy and its transformative effects on industries and society.

Learning Objectives

Upon completion of this course, you should be able to:

- Describe key components and scope of the digital economy.
- Analyze the challenges the digital economy creates for organizations from both business and economic perspectives.
- Develop analytical decision-making skills for applying technology and digital practices to address business needs while managing risks effectively.
- Demonstrate critical thinking skills by identifying how a technology problem differs from a business problem in diverse economic contexts.
- Communicate effectively about technology and technology-related business issues, considering their economic impacts.

Resources

All required materials are open source. Assignment reading materials should be read prior to each class.

Weekly Schedule

Week	Content	Readings and Assignments
Week 1	Introduction to the Digital Economy	<ol style="list-style-type: none"> 1. The Rise of Digital Economies: Challenges and Opportunities for Traditional Industries – Joakim Jansson, Business and Economics Journal 2. A Roadmap for Canada’s Digital Economy to 2030 – ICTC Policy Brief
Week 2	Digital Strategy and Business Models	<ol style="list-style-type: none"> 1. Strategy for a Digital World – Simon Blackburn et al., McKinsey 2. Unraveling the Tapestry of Digital Business Strategy: Dimensions, Types, and Their Strategic Interplay – Hosseini Nasab et al., Journal of the Knowledge Economy
Week 3	Digital Transformation and Change Management	<ol style="list-style-type: none"> 1. How 6 Companies Approached Digital Transformation – HBR Editors, Harvard Business Review 2. Digital Transformation in Educational Organizations: Leadership, Innovation and Industry 4.0 – Paweł Poszytek, Routledge
Week 4	Data, Analytics, and Data-Driven Decision Making	<ol style="list-style-type: none"> 1. The Data-Driven Enterprise of 2025 – McKinsey 2. Where Data-Driven Decision-Making Can Go Wrong – Michael Luca & Amy C. Edmondson, Harvard Business Review
Week 5	AI and Automation in the Workplace	<ol style="list-style-type: none"> 1. Overcoming the Organizational Barriers to AI Adoption – Jin Li, Feng Zhu & Pascal Hua, Harvard Business Review 2. The Economic Potential of Generative AI: The Next Productivity Frontier – McKinsey
Week 6	Digital Platforms, Ecosystems, and Network Effect	<ol style="list-style-type: none"> 1. The Right Digital-Platform Strategy – Jacques Bughin et al., McKinsey 2. HBR's 10 Must Reads on Platforms and Ecosystems – Harvard Business Review Press
Week 7	Digital Marketing, Customer Experience, and Personalization	<ol style="list-style-type: none"> 1. Unlocking the Next Frontier of Personalized Marketing – Eli Stein et al., McKinsey (Open Access) 2. McKinsey on the Future of Personalization – Jasper Blog (Interview with Eli Stein, McKinsey)
Week 8	Digital Operations, Supply Chains, and Productivity	<ol style="list-style-type: none"> 1. Powering Productivity: Operations Insights for 2025 – McKinsey 2. Rewiring for Productivity – Tech-Enabled Operational Excellence – McKinsey
Week 9	Cybersecurity, Privacy, and Trust	<ol style="list-style-type: none"> 1. Global Cybersecurity Outlook 2025 – World Economic Forum 2. World Economic Forum Cyber Report Highlights Evolving Cybersecurity Challenges – Jaime Kipnes, LinkedIn
Week 10	Digital Skills, Workforce Development, and Adult Learners	<ol style="list-style-type: none"> 1. Promoting Digital Literacy for Adult Learners: A Resource Guide – Barbara Bush Foundation & Digital Promise

		2. Digital Empowerment for Lifelong Learning and Transformative Andragogy (DELTA) – UNESCO Institute for Lifelong Learning
Week 11	Regulation, Competition, and Public Policy in the Digital Economy	1. Navigating Policy for Canada’s Digital Economy – The Dais, Toronto Metropolitan University 2. Innovation, Science and Economic Development Canada’s 2024–2025 Departmental Plan – Government of Canada
Week 12	Ethics, Inclusion, and Digital Equity	1. Digital Inclusion in Adult Learning: Practices and Recommendations – International Training Centre of the ILO 2. The Internet is Changing Digital Engagement: Here’s How We Make It Fairer for Everyone – World Economic Forum
Week 13	Leading Digital Organizations and Capstone Synthesis	1. What It Takes to Lead Through Digital Disruption – Jennifer Jordan, Michael Wade & Shih-han Huang, Harvard Business Review 2. 5 Key Skills to Lead Through Disruption – Adi Ignatius, Harvard Business Review

Assignments & Evaluation

Assignment	Description of Assignment	Weight
Participation & Engagement	Consistently completes readings and brings required materials throughout the course. Shares relevant, constructive comments; asks/answers questions.	20%
Quizzes	Quizzes are brief evaluations of the comprehension	10%
Assignment 1 Digital Strategy Proposal for a Local Business	Apply digital strategy frameworks to analyze a real-world business scenario and identify opportunities for digital transformation. Choose a small-to-medium enterprise (SME) in your community (e.g., retail store, restaurant, nonprofit, professional service). You may use public information, personal knowledge, or interviews to gather insights. You will submit a written Proposal (1,000 – 1,250 words) and Presentation Deck (6–8 slides). The presentation will be delivered to the class in a maximum 10 min presentation.	10%
Assignment 2 Digital Ethics and Risk Assessment	Identify and assess digital ethics and risk issues in real-world business scenarios. Select an organization or scenario to analyze. This could be a real-world business, nonprofit, government agency, or a hypothetical entity such as a startup, school district, or health clinic. Conduct a digital risk assessment by identifying at least three key digital risks the organization faces. These risks might include cybersecurity threats such as phishing or ransomware, privacy and data governance issues, algorithmic bias or exclusion, ethical dilemmas in AI or automation, reputational risks from digital missteps, or regulatory non-compliance. You will submit a written Proposal (1,000 –1,250 words) and	10%

	Presentation Deck (6–8 slides). The presentation will be delivered to the class in a maximum 10 min presentation.	
Assignment 3 Reflection Paper on Managing Change and Digital Leadership	Reflect critically on personal experiences and growth in managing change and digital leadership. This assignment invites students to reflect on personal experiences with change and leadership in the context of digital transformation. Drawing on course concepts from Weeks 3 and 10, Explore how organizations navigate change, how leaders foster innovation and resilience, and how these lessons apply to your own professional journey. You will submit a written Proposal (1,000 –1,250 words) and Presentation Deck (6–8 slides). The presentation will be delivered to the class in a maximum 10 min presentation.	10%
Capstone Presentation Leading Digital Organizations and Capstone Synthesis	This capstone project asks teams to design and prototype , a pragmatic pilot for a digital service through the lens of managing in the digital economy over a 13-week term. Teams of three to five students will deliver a working prototype or a documented pilot, produce evidence of impact, and create a realistic, costed implementation roadmap. The final deliverable includes a public presentation of 12–15 minutes accompanied by a reproducibility package that enables a municipal stakeholder to review and act on the recommendations.	40%
	Total	100%

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.