

**\*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 lək'wəḡən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W SÁNEĆ peoples whose historical relationships with the land continue to this day.

## **BMBA 410: Strategic Leadership**

### **Course Description**

In a world defined by complexity, ambiguity and accelerating change, the need for strategic leadership has never been greater.

This course equips learners with the mindset and frameworks required to lead with foresight, integrity and impact at the strategic level. Drawing on interdisciplinary insights from organizational theory, systems thinking, and behavioural science, participants will explore how strategic leaders define purpose, make decisions under uncertainty, shape organizational cultures and align vision with execution.

Designed for professionals and lifelong learners in a continuing studies context, this 13-week course balances academic models with real-world application. Through case studies, multimedia resources, and collaborative activities, students will practice environmental scanning, develop strategic communication skills and engage with technology (generative AI). Special attention is given to ethical leadership, interest-holder influence and leading diverse, high-performance teams.

The course culminates in a personal reflective portfolio, challenging students to integrate course concepts with their lived leadership experiences.

By the end of the course, students will not only understand what it means to lead strategically, they will be better prepared to do so with confidence, creativity and conscience.

## Learning Outcomes

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

- Understand and apply strategic leadership core concepts and theories in diverse and complex organizational contexts
- Diagnose complex organizational challenges using strategic leadership frameworks to identify opportunities for value creation and transformation
- Integrate generative AI tools and insights into strategic leadership practices while considering issues of bias, privacy and governance
- Understand and use communication strategies to establish a positive organizational culture, support the development of dynamic teams and facilitate organizational change
- Assess and enhance your own leadership capabilities by reflecting on personal leadership values, ethical responsibilities and feedback from structured self-assessments.

## Resources

BMBA 410 uses online resources and a text to introduce the field of strategic leadership and encourage interaction between you and your instructor and classmates.

### Supplemental Resources

In the early stages of this course the instructor will introduce concepts from this book available online through UVic Library:

- Ibarra, H. (2023) *Act Like a Leader, Think Like a Leader*. Updated edition. Boston, Massachusetts: Harvard Business Review Press.

In addition to the above book, we will explore a range of leadership concepts from other articles and Open Education Resources (OERs) available through the UVic Library. Please note that as a student of UVic, you will be able to access the required and supplemental articles free of cost on the UVic Library website by logging in with your NetLink ID. The instructor will also post copies of the articles in this course site, in accordance with copyright restrictions.

## Class Schedule

Class	Topics	Readings and Activities
Class 1	<b>Unit 1:</b> Introduction to Strategic Leadership <b>Unit 2:</b> Strategic Vision and Purpose for Value Creation	<b>McKinsey &amp; Company (2023):</b> New leadership for a new era of thriving organizations. <b>BCG (2022).</b> Why the world needs generative leaders <b>Video: BCG (2022).</b> Why the world needs generative leaders
Class 2	<b>Unit 3:</b> Environmental Scanning and Strategic Analysis	<b>Webb (2024).</b> Reading: Bringing True Strategic Foresight Back to Business <b>Mauborgne, R. A., &amp; Kim, W. C. (2019).</b> Blue Ocean Strategy
Class 3	<b>Unit 4:</b> Building Cultures of Learning, Innovation and Creativity <b>Unit 5:</b> Building Organizational Agility (Change / Adaptability) and Resilience <b>Capstone Project – Part 1</b>	<b>Groysberg, B., Lee, J., Price, J., &amp; Cheng, J. Y.-J. (2024).</b> The Leader's Guide to Corporate <i>Harvard Business Review</i> <b>PricewaterhouseCoopers. (2024).</b> Global Workforce: Hopes and Fears

Class 4	<b>Unit 6:</b> Strategic Decision-Making	<b>McKinsey &amp; Company (2023).</b> What is decision making? <b>Podcast:</b> Podcast: The Art and Science of Organizational Decision Making
Class 5	<b>Unit 7:</b> Strategic Communications <b>Unit 8:</b> Inclusive Leadership in Global Teams	<b>McKinsey &amp; Company (2024)</b> Unlocking organizational communication: Five ways to ignite employee engagement <b>Podcast:</b> Podcast: Strategic Leadership Communication in Modern Organizations <b>Livermore, D. (2025).</b> Leading Global Teams Effectively <i>Harvard Business Review</i> <b>Podcast:</b> Podcast: Leading Global Teams Effectively
Class 6	<b>Unit 9:</b> Reflection on Leadership Styles (Authenticity Paradox) <b>Unit 10:</b> Strategic Leadership in Practise <b>Capstone Project – Part 2</b>	<b>Ibarra, H. (2015).</b> The Authenticity Paradox. Why feeling like a fake can be a sign of growth. <i>Harvard Business Review</i> <b>Podcast:</b> Podcast: The Authenticity Paradox: A Leader's Growth Journey
Class 7	<b>Unit 11:</b> Leading High-Performance Teams	<b>McKinsey &amp; Company (2025).</b> Go, teams: When teams get healthier, the whole organization benefits <b>Podcast:</b> Podcast: Go, teams: The Science of Organizational Success
Class 8	<b>Unit 12:</b> Leading Ethically by Advancing Regenerative Business	<b>Read the Required Article: Love, C. (2024).</b> Embracing Business Practices that Actually Improve the World. <i>Harvard Business Review</i> <b>Listen to the AI-Generated Podcast:</b> Podcast: Leadership for a Regenerative Core
Class 9	<b>Unit 13:</b> Digital Transformation and Future Trends <b>Capstone Project – Part 3</b>	<b>SpotlightSeries:</b> <a href="https://hbr.org/2023/11/how-to-capitalize-on-generative-ai">https://hbr.org/2023/11/how-to-capitalize-on-generative-ai</a> <b>Hougaard, R., &amp; Carter, J. (2024, June 6).</b> How AI Can Make Us Better Leaders. <i>Harvard Business Review</i>

## Evaluation

Assignment and Assessments	Short Description	Mark
Capstone Project – Part 1: Environmental Scan & Strategic Implications Report	<p>The goal of this assignment is not to produce a perfect document — it is to develop your ability to think like a strategic leader. Strategic leaders are not the people with the most information. They are the people who can make sense of information quickly, connect the dots others miss, and translate analysis into clear direction.</p> <p>In this assignment you will practice two of the most important tools in a strategic leader's toolkit — PESTEL analysis and SWOT analysis. Together, these tools help leaders make sense of the environment their organization operates in, identify where the greatest opportunities and risks lie, and make informed decisions about where to focus their energy and resources.</p>	20%
Capstone Project – Part 2: Strategic Leadership in Practice	This is your opportunity as a team to do what strategic leaders do every day — synthesize complex information under time pressure, align around a shared point of view, and communicate it compellingly to an	25%

	audience. You will have 3 hours to prepare before presenting for 15 minutes. The goal is simple: synthesize what you have learned about strategic leadership, reflect honestly on your own leadership profiles, and present a concrete development plan. Be selective. Be specific. Take positions.	
Capstone Project – Part 3: AI Augmented Leadership	<ul style="list-style-type: none"> <li>• This is an individual assignment</li> <li>• Responses should be written in your own voice and reflect genuine reflection</li> <li>• Where possible, connect your answers to your own leadership experience or organizational context</li> <li>• Quality of reasoning and specificity of examples matters more than word count</li> <li>• Make sure to review the Rubric</li> </ul>	30%
Participation and Attendance		25%
<b>Total</b>		<b>100%</b>

### 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.