

***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.

Weekly Schedule

Units	Topics	Readings and Activities
Unit 1	Introduction to Strategic Leadership	McKinsey & Company (2023): New leadership for a new era of thriving organizations. Ibarra: Chapter 1. The “Outsight” Principle: How to Act and Think Like a Leader. Page 1 to 24.
Unit 2	Strategic Vision and Purpose for Value Creation	BCG (2022). Why the world needs generative leaders Video: BCG (2022). Why the world needs generative leaders Ibarra: Chapter 2. Redefine Your Job. Page 25 to 70
Unit 3	Environmental Scanning and Strategic Analysis	Webb (2024). Reading: Bringing True Strategic Foresight Back to Business Mauborgne, R. A., & Kim, W. C. (2019). Blue Ocean Strategy Assignment: Environmental Scan & Strategic Implications Report

Unit 4	Building Cultures of Learning, Innovation and Creativity	Groysberg, B., Lee, J., Price, J., & Cheng, J. Y.-J. (2024). The Leader's Guide to Corporate Culture . <i>Harvard Business Review</i> , 10–24
Unit 5	Building Organizational Agility (Change/Adaptability) and Resilience	PricewaterhouseCoopers. (2024). Global Workforce: Hopes and Fears Survey Ibarra: Chapter 3. Network Across and Out.
Unit 6	Digital Transformation and Future Trends	Spotlight Series: The spotlight series includes three articles: <ol style="list-style-type: none"> 1. https://hbr.org/2023/11/how-to-capitalize-on-generative-ai (Required) 2. https://hbr.org/2023/11/helping-employees-succeed-with-generative-ai (Recommended) 3. https://hbr.org/2023/11/keep-your-ai-projects-on-track (Recommended) Hougaard, R., & Carter, J. (2024, June 6). How AI Can Make Us Better Leaders . <i>Harvard Business Review</i> Webinar: How Artificial Intelligence will Redefine Leadership
Unit 7	Strategic Decision-Making	McKinsey & Company (2023). What is decision making? Ibarra's Book: Chapter 4. Be More Playful with Your Self
Unit 8	Strategic Communications	Research, Generate and Review: Complete a GenAI assisted activity and share your results McKinsey & Company (2024) Unlocking organizational communication: Five ways to ignite employee engagement Assignment: Generative AI Strategy Brief
Unit 9	Leading High-Performance Teams	McKinsey & Company (2025). Go, teams: When teams get healthier, the whole organization benefits Podcast: Podcast: Go, teams: The Science of Organizational Success Ibarra: Chapter 5. Manage the Stepping-Up Process
Unit 10	Inclusive Leadership in Global Teams	Livermore, D. (2025). Leading Global Teams Effectively . <i>Harvard Business Review</i> Podcast: Podcast: Leading Global Teams Effectively
Unit 11	Reflection on Leadership Styles (Authenticity Paradox)	Ibarra, H. (2015). The Authenticity Paradox. Why feeling like a fake can be a sign of growth . <i>Harvard Business Review</i> . Podcast: Podcast: The Authenticity Paradox: A Leader's Growth Journey
Unit 12	Leading Ethically by Advancing Regenerative Business	Love, C. (2024). Embracing Business Practices that Actually Improve the World . <i>Harvard Business Review</i> . Podcast: Podcast: Leadership for a Regenerative Core
Unit 13	Capstone: Strategic Leadership in Practice	Capstone Assignment: Final Reflective Leadership Portfolio & Action Plan

Evaluation

Assignment and Assessments	Short Description	Mark
Assignment 1: Weekly Discussion Posts	Must post first. There is a sequence of 12 weekly discussion-post prompts (Weeks 2, 3, 8 and 12 have two discussions due), each tied directly to a chapter or section in Ibarra's <i>Act Like a Leader, Think Like a Leader</i> . Each prompt includes context cues, so you know exactly where to look in the book as you prepare your posts. Note: in weekly discussions, you must start a thread before you can view or reply to other threads.	20%
Assignment 2: Weekly Quizzes	Each weekly quiz reinforces the core concepts from that week's article. Questions focus on comprehension with the final question focusing on synthesis of the overall text. You have three attempts and your highest score is retained. After submitting an attempt, please review the explanations to improve your comprehension. Each quiz will be open on the Monday of that week, and is due by 11:59pm on the Sunday of that same week.	10%
Assignment 3: Environmental Scan	In this assignment, you will practice systematic environmental scanning and critical analysis of external and internal factors. You will select a SME organization and produce a 750-word report applying PESTEL and SWOT analyses. Conclude with two strategic implications and one recommended action for each.	20%
Assignment 4: Generative AI Strategy Brief	This assignment synthesizes emerging technology insights with strategic planning. Write a 750-word brief identifying two strategic use-cases for GenAI in their respective sector. For each, outline benefits, risks (ethical, governance), and a high-level implementation roadmap with success metrics.	20%
Assignment 5: Final Reflective Leadership Portfolio & Action Plan	This assignment encourages metacognition, synthesis of the full course, and forward-looking development planning. Including: written component, visual diagram and video reflection	30%
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.