

COURSE INFORMATION

Course title:	Professional Residency 1: Leadership & Competitive Strategy		
Course code:	BA 501	Credits:	5
Session, term, period:	2023 W2	Class location:	RHL Alumni Center - Jack Poole Hall (Days 1-7) & Henry Angus Building (Day 8)
Section(s):	300	Class times:	8:00am – 5:00pm*
Course duration:	January 13-20, 2024	Pre-requisites:	n/a
Division:	n/a	Co-requisites:	n/a
Program:	Professional MBA		

*exact times may vary day to day

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

Professional residency courses are intensive, integrated 5-credit courses delivered over 8 days. The purpose of these courses is to integrate key learnings in multiple business topics, along with communication skills and professional development activities that support this learning. This course will provide a graduate-level foundation in competitive strategy and leadership and will enable students to understand the connections between these two essential business topics and apply their learning immediately to their professional practice. Additionally, the course will enhance students' self-awareness, career management and networking skills.

COURSE FORMAT

This course is delivered over 8 days and includes a highly integrated set of in-class experiences. The course includes a variety of experiential learning activities, short assignments, and live case study project. A high variety of informal and formal networking activities are also a key aspect of the course format.

LEARNING OBJECTIVES

Professional Residency 1: Leadership & Competitive Strategy will provide a graduate-level foundation in these two essential business topics and will enable students to understand the connections between them. Students will enhance their communication skills and achieve specific professional development goals. Specific learning objectives are outlined on the following page.


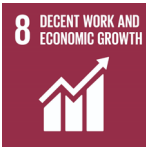
LEARNING OBJECTIVES, CONT'D

By the end of this course, students will be able to:




- View their leadership challenges from multiple perspectives, contributing to more fully developed and integrative leadership solutions.
- Articulate their own personal vision and leadership plan and understand how their vision relates to effective leadership.
- Employ the levers of influence to have greater impact in organizations.
- Understand and apply the key factors in what motivates others and effectively engage in difficult conversations.
- Identify the critical details of a specific business opportunity or challenge and understand their strategic significance and implications.
- Apply the key tools and conceptual frameworks of traditional and emerging business strategy to real-world business opportunities and challenges.
- Develop competitive business strategy and use leadership principles to operationalize strategy.
- Identify and communicate their personal strengths and utilize them strategically while putting together an individualized career plan.
- Build and nurture a strong and diverse professional network and understand its importance to their career progression.
- Develop an effective online profile based on relevant keywords and quantifiable accomplishment statements.
- Recognize the link between developing emotional intelligence and career success.

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the [United Nations Sustainable Development Goals](#). In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Connection to Course Learning Objectives
Goal 4: Quality Education 	Students will contribute to this goal by experiencing a unique and inclusive learning environment by way of their intersection of discussions on business strategy and leadership. Responsible leadership will be a key focus for the entire 8-day residency.
Goal 8: Decent Work and Economic Growth 	Students will contribute to this goal by formulating recommendations in their final presentation using a lens directed toward economic diversification and advancing medium-size business strategy through creativity and innovation. Students will explore economic growth in the context of business strategy formulation progressively throughout the 8-day residency.

SUSTAINABLE DEVELOPMENT GOALS (SDGS), CON'TD

<p>Goal 9: Industry, Innovation and Infrastructure</p> 	<p>Students will contribute to this goal by identifying key leadership and competitive business strategy concepts that will drive inclusive and sustainable commercial activities. Students will explore innovative and entrepreneurial approaches throughout the 8-day residency.</p>
<p>Goal 16: Peace, Justice, and Strong Institutions</p> 	<p>Students will contribute to this goal by describing and applying team leadership and accountability mechanisms that will drive full transparency in decision making within their teams while recognizing any cultural sensitivities. Students will explore the use of a Team Charter to contribute to this goal during the 8-day residency.</p>
<p>Goal 17: Partnerships for the goals</p> 	<p>Students will contribute to this goal by demonstrating partnership and collaboration in providing a unique perspective on business strategy and leadership problems and opportunities. Students will explore an inter-disciplinary approach to leadership and business strategy problem solving throughout the 8-day residency.</p>

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Assignments (4 @ 10% each)	40%
Final Presentation	50%
Engagement & Professionalism	10%
<u>Total</u>	<u>100%</u>

Details of Assessments

Please see the assignments section on Canvas for further instructions on all assessments. Note that the first four items must be completed **before** Residency 1 begins.

- Respected Leader Assignment (10%)** – individual assignment

Students will (a) interview one respected leader outside of the Sauder School of Business and (b) write up a summary and reflection to be submitted on Canvas. Point form is fine.

Due via Canvas upload by 11:59pm, Friday, January 12, 2024 (pre-work)
- CliftonStrengths Assessment (0%)** – individual assignment

Each student will be given a complementary Clifton Strengths online assessment code prior to the program. Students are asked to bring their individual results to use at activities on Days 2 and 7.

Due on Friday, January 12, 2024 (pre-work) – no need to submit

3. **Personal Journey Map (0%)** – individual assignment
Students are asked to submit a personal journey map as per instructions on Canvas site and comment on at least 3 of their classmates' submissions.
Due via Canvas upload by 11:59pm, Friday, January 12, 2024 (pre-work)
4. **Updated LinkedIn Profile (0%)** – individual assignment
Each student will update their LinkedIn Profile *prior to the residency week* to use at activities on Day 2 of the residency. The updated profile should include "About" section and an updated "Experience" section.
Due on Friday, January 12, 2024 (pre-work) – no need to submit)
5. **Team Charter Assignment (0%)** – team assignment
Based on Day 1's class session/activity. One member of each team should upload their Team's Charter on behalf of each team.
Due via Canvas upload by 12:00 pm, Monday, January 15, 2024
6. **Value Creation and Capture Assignment (10%)** – team assignment
Instructions will be provided in class; assignment will be done in teams.
Due via Canvas upload by 8:00am, Wednesday, January 17, 2024
7. **Final Presentation (50% = 20% Presentation Materials + 30% Presentation)** – team assignment
Teams will work with a local organization on a strategy and leadership challenge. Teams will be evaluated on their demonstration of skills/knowledge presented in the course, and ability to develop practical, relevant recommendations. Each team will submit Presentation Materials and give a live Presentation on the final day.
One team member to submit via Canvas upload by 1:00pm, Saturday, January 20, 2024
8. **Reflection Paper Assignment (10%)** – individual assignment
Students will prepare a one-page summary of how they plan to apply the course learning in their own organizations. Point form is fine.
Due via Canvas upload by 11:59pm, Monday, January 22, 2024
9. **Engagement & Professionalism (10%)**
Class participation is central to this course. Full attendance is expected, but attendance does not equal participation. Students are expected to come to each session well prepared, and to engage with the instructor and their classmates in active and thoughtful discussion. A detailed Engagement & Professionalism rubric will be posted to Canvas at the beginning of the course.
10. **Personal Leadership Logo and Challenge Assignment (10%)** – individual assignment
Students will (a) submit their personal leadership logo, and (b) actionable strategy to address a current leadership challenge.
Due via Canvas upload by 11:59pm, Sunday, January 28, 2024

LEARNING MATERIALS

Required readings are listed in the schedule at the end of this course outline, and on your Residency 1 [Canvas site here](#). There are 4 cases and 11 articles. All are accessible from your Residency 1 Canvas site. There is no required textbook.

You must pay for your readings' copyright fees via [this link](#) before the start of Residency 1.

IMPORTANT: This material is for your personal use only and is not to be shared or distributed in any form.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#). If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

Code Plagiarism

Code plagiarism falls under the UBC policy for [Academic Misconduct](#). Students must correctly cite any code that has been authored by someone else or by the student themselves for other assignments. Cases of "reuse" may include, but are not limited to:

- the reproduction (copying and pasting) of code with none or minimal reformatting (e.g., changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An "adequate acknowledgement" requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.

Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including Indigeneity (including identification as First Nation, Métis, or Inuit), race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic

integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Use of Artificial Intelligence

Generative AI Permitted Where Specified With Attribution

For this course, students may use generative artificial intelligence (AI), including ChatGPT, for specific assessments or coursework, where it is expressly specified by the instructor. In these cases of permitted use, students must disclose any use of AI-generated material as per the assessment guidelines. At a minimum, this will include proper attribution, including in-text citations, quotations, and references.

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x̱m̱əθḵw̱əy̱əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

READINGS & ASSIGNMENTS SCHEDULE

(Subject to change with consultation)

Class	Date	Topic	Readings	Assessments (Assigned & Due Date)
Day 1	Saturday Jan 13, 2024	RHL-PMBA Orientation		Respected Leader Pre-Work Assignment (submit on Canvas by 11:59 pm Fri, Jan 12)
		Building High Performance Teams (Jon Evans)		Team Charter Assignment (not assessed; 1 person per team to submit on Canvas by 12:00 pm Mon, Jan 15)
		Case Methodology and Business Research (Darren Dahl)	Required Reading Case: Southwest Airlines	
Day 2	Sunday Jan 14, 2024	Personal Branding and LinkedIn Presence (Wendy Mann)		Have your Updated LinkedIn Profile ready to work with Have your CliftonStrengths Assessment results ready to work with
Day 3	Monday Jan 15, 2024	What is Strategy? (Rob Prowse)	Required Reading "What is Strategy?" (Porter, 1996)	
		The Strategic Environment (Rob Prowse)	Required Reading "Pity the modern manager – burnt-out, distracted and overloaded" (Economist, 2023)	
		Leadership Development (Jon Evans)	Required Readings "Discovering your Authentic Leadership" (George, Sims, McLean, & Mayer, 2007) "How Will You Measure Your Life" (Christensen, 2010)	Personal Leadership Logo and Challenge Assignment (submit on Canvas by 11:59 pm Sun, Jan 28)
		Leadership Values & Vision (Jon Evans)	Required Reading "From Purpose to Impact" (Craig & Snook, 2014)	

COURSE SCHEDULE, CONT'D

(Subject to change with consultation)

Class	Date	Topic	Readings	Assessments (Assigned & Due Date)
Day 4	Tuesday Jan 16, 2024	Leader Charisma (Jon Evans)	Required Reading "Learning Charisma" (Antonakis, Fenley & Liechti, 2012)	
		Value Creation and Capture (Rob Prowse)	Required Reading Case: Performance Indicator	Value Creation and Capture Assignment (submit on Canvas by 8:00am Wed, Jan 17)
Day 5	Wednesday Jan 17, 2024	Networking Event Debrief Intro to BCC Services EQ at Work (Wendy Mann)		
		Team Leadership (Jon Evans)	Required Reading "Speeding up Team Learning" (Edmondson, Bohmer & Pisano, 2001)	
		Competitive Advantage & Competition (Rob Prowse)	Required Readings Case: "The Rise and Fall of Blackberry" "Creating Shared Value" (Porter, 2011)	
Day 6	Thursday Jan 18, 2024	Motivation & Influence (Jon Evans)	Required Readings "Harnessing the Science of Persuasion" (Cialdini, 2001) Case: "Network Provisioning"	
		Strategy, Creativity, Contemporary Models (Rob Prowse)	Required Reading "Strategy Needs Creativity" (Brandenburger, 2019)	

COURSE SCHEDULE, CONT'D

(Subject to change with consultation)

Class	Date	Topic	Readings	Assessments (Assigned & Due Date)
Day 7	Friday Jan 19, 2024	Building Your Support Network (Wendy Mann)	Strengths Finder – Activity	Have your CliftonStrengths Assessment results on hand to refer to
		Empowering Others (Jon Evans)	Required Reading “Both/And Leadership” (Smith, Lewis & Tushman, 2016)	
Day 8	Saturday Jan 20, 2024	Presentation Practice Rounds (morning) & Final Presentations (afternoon)		Final Presentation Assignment (submit on Canvas by 1:00 pm Sat, Jan 20) Reflection Paper Assignment (submit on Canvas by 11:59 pm Mon, Jan 22)