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**BA 501: Professional Residency 1**  
*Professional MBA Class of 2020*  
**Course Outline**

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**COURSE INFORMATION**

**Term/period:** 2017W

**Instructor(s):** Darren Dahl, Daniel Skarlicki & Marja Harmer

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**Email:** [marja.harmer@sauder.ubc.ca](mailto:marja.harmer@sauder.ubc.ca)

**Classroom location:** Robert H. Lee Alumni Centre (2<sup>nd</sup> floor - Jack Poole Hall)

**Class meeting times:** detailed schedule will be posted on the Canvas site

**Office hours:** By appointment

**Section number:** BA 501 300

**Course duration:** January 6 – 13, 2018

**Pre-requisites:** None

**Course website:** <https://canvas.ubc.ca/>

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**BRIEF COURSE DESCRIPTION**

Professional residency courses are intensive, integrated 5-credit courses typically 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.

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**COURSE GOALS & LEARNING OBJECTIVES**

Professional Residency: 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.

Students will:

- Draw upon their own experiences to (a) identify their own leadership values and build a leadership vision for themselves, and (b) build a specific knowledge base and the associated skills to help them develop as leaders.
- Learn how to speak as a leader and effectively manage difficult conversations
- Learn how to apply the frameworks of modern competitive strategy and develop a foundation for thinking about how a firm can achieve its fundamental organizational objectives
- Become better—meaning more systematic, logical, complete, critical—thinkers about strategy
- Increase their self-awareness and skills in career planning, including understanding factors impacting positive career growth
- Understand the importance of building and nurturing professional networks

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After completing the Professional Residency: Leadership & Competitive Strategy students will be able to:

1. View their leadership challenges from multiple perspectives, contributing to more fully developed and integrative leadership solutions.
2. Articulate their own personal vision and leadership plan, and understand how their vision relates to effective leadership.
3. Understand their sources of power, and how to navigate political environments.
4. Effectively coach others and lead them to lead themselves.
5. Understand and apply the key factors in achieving high team performance
6. Inspire others with their messages
7. Effectively manage difficult conversations
8. Identify the salient details of a specific business problem and understand their strategic significance and implications
9. Apply the intellectual tools and conceptual frameworks of modern strategy to real-world business problems
10. Identify and communicate their personal strengths and utilize them strategically while putting together an individualized career plan
11. Build and nurture a strong and diverse professional network and understand its importance to their career progression
12. Put together an effective online profile based on relevant keywords and quantifiable accomplishment statements
13. Recognize necessary traits, traps and growth tactics in order to enhance their careers prospects

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**COURSE MATERIALS & REQUIREMENTS**

The required readings are listed in the schedule below and are provided via the [Canvas course site](#). There is no required textbook.

**Activity Fees:** A course fee will be levied to cover case materials and online tools. Please submit a payment of \$47.00 via the [Class and Lab Fees website](#).

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**ASSESSMENT SUMMARY**

Personal Leadership Vision and Challenge assignment – 10%

Value Creation and Capture assignment – 10%

Politics and Influence assignment – 10%

Contemporary Models assignment – 10%

Final Presentation – 50% (10% Individual, 40% Team)

Participation – 10%

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**ASSESSMENT DESCRIPTION**

1. **Personal Leadership Vision and Challenge assignment (10%)**  
Students will (a) submit their personal leadership vision, and (b) apply the Four Frames of Leadership to a current leadership challenge.
2. **Value Creation and Capture Assignment (10%)**  
In-class case memorandum (Performance Indicator) done in teams.
3. **Politics and Influence Assignment (10%)**  
Students are to provide feedback to another student on his or her performance on an in-class exercise.
4. **Contemporary Models Assignment (10%)**  
In-class activity done in teams.
5. **Final Presentation (50%: 10% Individual, 40% Team)**
6. **Participation (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.
7. **Peer feedback within teams:** students will complete peer assessments of their teammates via [iPeer](#). This is a required task, and failure to complete this on time and in a meaningful way will result in a loss of 5% points from the total course grade.

Peer Assessment due on Monday, Jan 15<sup>th</sup> at 11:59 PM

On the final assessment the Instructors will review the peer ratings to determine whether to make adjustments to individual grades. Grade reductions can be large if the evidence supports this. However, we do not reduce grades without good cause and there is no need for diligent students to worry. Students are not entitled to the team grade unless they have contributed equally to the work submitted.

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**SCHEDULE**

Professional Residency courses are delivered over 8 successive days and cover a number of topics taught by multiple instructors, and so a range of teaching and learning activities will be employed. Session order may change. A detailed schedule is provided in advance of the course.

Classes will test and discuss approaches to the subject matter, and build practical skills in the topics under consideration. Students are encouraged to explore connections between the subject matter and their own professional experience. To benefit from this format students must prepare for class carefully by completing assigned readings and activities, and actively take part in class discussion.

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| DATE                   | CLASS TOPICS                            | ACTIVITIES / READINGS  | WHAT'S DUE   |
|------------------------|---|--|--|
| Day 2<br>Sun<br>Jan 7  | Case Methodology and Business Research  | <b>Required Reading</b><br>Case: Starbucks - Delivering Customer Service   |  |
|                        | Personal Branding and LinkedIn Presence | LinkedIn Self-Assessment/Rubric  | <a href="#">CliftonStrengths Assessment</a> due by Jan 5                       |
| Day 3<br>Mon<br>Jan 8  | What is Strategy?                       | <b>Required Reading</b><br>"What is Strategy?" (Porter, 1996)  |  |
|                        | The Strategic Environment               | <b>Required Readings</b><br>"The Five Competitive Forces that Shape Strategy" (Porter, 2008)<br>Case: Swiss Army: Diversifying into the Fragrance Business |  |
|                        | Understanding Leadership                | <b>Required Reading</b><br>"Discovering your Authentic Leadership" (George, Sims, McLean, & Mayer, 2007)   | Personal Leadership Vision and Challenge assignment due by 11:59pm, Sun Jan 21 |
|                        | Leadership Values and Vision            | <b>Required Reading</b><br>"From Purpose to Impact" (Craig & Snook, 2014)  |  |
| Day 4<br>Tues<br>Jan 9 | Value Creation and Capture              | <b>Required Reading</b><br>Case: Performance Indicator   | Value Creation and Capture assignment due by 12pm, Tues Jan 9                  |
|                        | Leadership Presence                     | Reading to be distributed in class   |  |
| Day 5<br>Wed<br>Jan 10 | Competitive Advantage and Competition   | <b>Required Readings</b><br>Case: Southwest Airlines<br>Case: Southwest Airlines – Just Plane Smart  |  |
|                        | Politics and Influence                  | <b>Required Readings</b><br>"Harnessing the Science of Persuasion" (Cialdini, 2001)  | Politics and Influence assignment due by 11:59pm, Sun Jan 21                   |
| Day 6                  | Building Strong Career Networks         |  |  |

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|------------------------|---|---|--|
| Thurs<br>Jan 11        | Leading Others to Lead Themselves   | <b>Required Reading</b><br>Case: The Case of the Temperamental Talent       |  |
|                        | Contemporary Models   | Blue Ocean Strategy<br>Playing to Win                                       | Contemporary Models assignment due 5pm, Thurs Jan 11   |
| Day 7<br>Fri<br>Jan 12 | Factors Impacting Positive Career Growth                                  | Business Model You – Exercise   |  |
|                        | Leader and Team as Coach  | <b>Required Reading</b><br>“How to Coach Your Employees”<br>(Craumer, 2001) |  |
|                        | Live Case   | To be released at 1pm   |  |
| Day 8<br>Sat<br>Jan 13 | Presentations<br>(Henry Angus Building – 9 <sup>th</sup> Floor Penthouse) |   | Presentation materials due 1pm, Sat Jan 13<br><br>One-page summary (individual) due 11:59pm, Mon Jan 15<br><br>Peer Assessment due 11:59pm, Mon Jan 15 |

**KEY REGULATIONS**

**Attendance:** As per RHL Regulations on Professionalism, Attendance and Behaviour, students are expected to attend 100% of their scheduled classes. Students missing more than 20% of scheduled classes for reasons other than illness will be withdrawn from the course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on a student’s transcript. Students must notify their instructors at the earliest opportunity if they are expected to miss a class due to illness. A medical note from a licensed, local doctor is required if more than 20% of scheduled classes for a course are missed due to illness. Students are required to notify the Student Experience Manager if they are absent from two or more classes due to illness.

**Tardiness:** As per RHL Regulations on Professionalism, Attendance and Behaviour, students are expected to arrive for classes and activities on time and fully prepared. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving halfway through a scheduled class, or later, will be treated as absent for that class.

**Electronic Devices:** As per RHL Regulations on Professionalism, Attendance and Behaviour, laptops and other electronic devices (cellphones, tablets, personal technology, etc.) are not permitted in class unless required by the instructor for specific in-class activities or exercises. Cellphones and other personal electronic devices must be turned off during class and placed away from the desktop. Students who fail to abide by the RHL “lids down” policy will be asked to leave the room for the remainder of the class. Research has shown that multi-tasking on

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laptops in class has negative implications for the learning environment, including reducing student academic performance and the performance of those sitting around them.

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**ACADEMIC MISCONDUCT**

All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow appropriate policies, principles, rules and guidelines with respect to academic honesty at UBC may result in disciplinary action.

It is the student's responsibility to review and uphold applicable standards of academic honesty. Instances of academic misconduct, such as cheating, plagiarism, resubmitting the same assignment, impersonating a candidate, or falsifying documents, will be strongly dealt with according to UBC's procedures for Academic Misconduct. In addition to UBC's Academic Misconduct procedures, students are responsible for reviewing and abiding by RHL's policy on Academic Integrity.

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**STANDARD REFERENCE STYLE**

The Robert H. Lee Graduate School uses American Psychological Association (APA) reference style as a standard. Please use this style to cite sources in your work unless directed to use a different style.

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**LATE ASSIGNMENTS**

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