

COURSE INFORMATION

Course title:	Professional Residency I: Leadership & Competitive Strategy		
Course code:	BA 501	Credits:	5
Session, term, period:	2019W2	Class location:	Robert H. Lee Alumni Centre
Section(s):	300	Class times:	
Course duration:	January 4-11, 2020	Pre-requisites:	n/a
Division:	n/a	Co-requisites:	n/a
Program:	Professional MBA		

INSTRUCTOR INFORMATION

Instructor:	Darren Dahl
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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.

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

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

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Assignments	40%
Final Presentation	50%
Class participation	10%
Total	<u>100%</u>

Details of Assessments

1. **Respected Leader Assignment (10%)**
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 by 11:59pm, Friday, Jan 3, 2020
2. **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.
Due by 11:59pm, Sunday, Jan 19, 2020

3. Value Creation and Capture Assignment (10%)

In-class case memorandum (Performance Indicator) done in teams.
Due by 6pm, Wednesday, Jan 8, 2020

4. Final Presentation (50%: 20% Presentation Materials, 30% Presentation)

5. Reflection Paper (10%)

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 by 11:59pm, Monday, Jan 13, 2020

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.
Due by 11:59pm, Monday, Jan 13, 2020

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.

LEARNING MATERIALS

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 \$38.00 via the [Class and Lab Fees website](#). Note that your final grade for Residency will not be released unless you have paid the course fee.

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](#) at <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. 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](#).

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 of 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>.

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.

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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. Audio or video recording of classes are not permitted without the prior approval of the Instructor.]

ACKNOWLEDGEMENT

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

COURSE SCHEDULE

(Subject to change with class consultation)

Class	Date	Topic	Readings or Activities	Assessments due
Day 1	Saturday Jan 4, 2020	RHL-PMBA Orientation Building High Performance Teams	Various activities per detailed Residency Schedule Skill-finding & Team Charters	Respected Leader Assignment (submit on Canvas by 11:59pm Fri, Jan 3) Bring your CliftonStrengths Assessment results Team Charter (not assessed - submit on Canvas by 12pm Mon, Jan 6)
Day 2	Sunday Jan 5, 2020	Case Methodology and Business Research	Required Reading Case: Starbucks - Delivering Customer Service	
		Personal Branding and LinkedIn Presence	LinkedIn Self- Assessment / Rubric	
Day 3	Monday Jan 6, 2020	What is Strategy?	Required Reading “What is Strategy?” (Porter, 1996)	
		The Strategic Environment	Required Readings “The Five Competitive Forces that Shape Strategy” (Porter, 2008)	

			Case: Eileen Fisher – Repositioning the Brand	
		Understanding Leadership	Required Reading “Discovering your Authentic Leadership” (George, Sims, McLean, & Mayer, 2007)	Personal Leadership Vision and Challenge assignment (submit on Canvas by 11:59pm Sun, Jan 19)
		Leadership Values and Vision	Required Reading “From Purpose to Impact” (Craig & Snook, 2014)	
Day 4	Tuesday Jan 7, 2020	Leadership Presence	Reading to be distributed in class	
		Value Creation and Capture	Required Reading Case: Performance Indicator	Value Creation and Capture assignment (submit on Canvas by 6pm Wed, Jan 8)
Day 5	Wednesday Jan 8, 2020	Networking - Debrief		
		Competitive Advantage and Competition	Required Readings Case: Southwest Airlines Case: Southwest Airlines – Just Plane Smart	
		Politics and Influence	Required Readings “Harnessing the Science of Persuasion” (Cialdini, 2001) Case: FG&T Towers – General Info	
Day 6	Thursday Jan 9, 2020	Building Strong Career Networks	Business Model You – Activity	
		Leading Others to Lead Themselves	Required Reading Case: The Case of the Temperamental Talent	

		Contemporary Models	Blue Ocean Strategy Playing to Win Required Reading “Creating Shared Value” (Porter, 2011)	
Day 7	Friday Jan 10, 2020	Factors Impacting Positive Career Growth	Strengths Finder – Activity	Bring your CliftonStrengths Assessment results
		Leader and Team as Coach	Required Reading “How to Coach Your Employees” (Craumer, 2001)	
		Live Case – Team Prep	To be released at 1pm	
Day 8	Saturday Jan 11, 2020	Presentation Practice Rounds (morning) & Final Presentations (afternoon)		Final Presentation (team) materials (submit on Canvas by 1pm, Sat, Jan 11) One-page (individual) summary (submit on Canvas by 11:59pm, Mon, Jan 13) Peer Assessment due 11:59pm, Mon, Jan 13)