

### COURSE INFORMATION

Course title:	Professional Residency I: Leadership & Competitive Strategy		
Course code:	BA 501	Credits:	5
Session, term, period:	2021W2	Class location:	<a href="#">Zoom</a>
Section(s):	300	Class times:	8:30am – 4:30pm*
Course duration:	January 8-15, 2022	Pre-requisites:	n/a
Division:	n/a	Co-requisites:	n/a
Program:	Professional MBA		

\*exact times may vary day to day

### INSTRUCTOR INFORMATION

Instructor:	Darren Dahl	Instructor:	Marja Harmer
Email:	<a href="mailto:darren.dahl@sauder.ubc.ca">darren.dahl@sauder.ubc.ca</a>	Email:	<a href="mailto:marja.harmer@sauder.ubc.ca">marja.harmer@sauder.ubc.ca</a>
Instructor:	Michael Daniels	Instructor:	Wendy Mann
Email:	<a href="mailto:michael.daniels@sauder.ubc.ca">michael.daniels@sauder.ubc.ca</a>	Email:	<a href="mailto:wendy.mann@ubc.ca">wendy.mann@ubc.ca</a>

### 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. Employ the levers of influence to have greater impact in their professional lives.
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 (4 @ 10% each)	40%
Final Presentation	50%
Class participation	10%
Total	<u>100%</u>

### Details of Assessments

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

1. **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, Jan 7, 2022 (pre-work)*
2. **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, Jan 7, 2022 (pre-work – no need to submit)*

**3. Personal Journey Map**

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, Jan 7, 2022 (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, Jan 7, 2022 (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 12:00pm, Monday, Jan 10, 2022*

**6. Value Creation and Capture Assignment (10%) – team assignment**

In-class case memorandum (Performance Indicator) done in teams.

*Due via Canvas upload by 6:30pm, Wednesday, Jan 12, 2022*

**7. Final Presentation (50% = 20% Presentation Materials + 30% Presentation) – team assignment**

Each team will submit Presentation Materials and give a live Presentation on the final day.

*One team member to submit materials via Canvas upload by 1:00pm, Saturday, Jan 15, 2022*

**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, Jan 17, 2022*

**9. 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.

**10. 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. Please see further details on the Assignments section of Canvas.

*Due via iPeer link on Canvas by 11:59pm, Thursday, Jan 20, 2022*

**11. Personal Leadership Logo and Challenge Assignment (10%) – individual assignment**

Students will (a) submit their personal leadership logo, and (b) apply the Four Frames of Leadership to a current leadership challenge.

*Due via Canvas upload by 11:59pm, Sunday, Jan 23, 2022*

### LEARNING MATERIALS

Required readings are listed in the schedule below. All readings (except for 3 case readings) are attached as PDFs on the Canvas course site under [Modules](#). Each student must purchase the course package online *before the start of Residency 1*.

Note that your final grade will not be released unless you have purchased the Course Pack. There is no required textbook.

**Course Pack:** please follow the steps below to purchase the course pack:

1. Click on or copy this link into your browser: <https://hbsp.harvard.edu/import/890370>
2. Once you click on the unique course link, you will be prompted to log into the HBP Education website if you already have an account. Otherwise, from the same screen, you can register for a student account.
3. Once logged in, you will be automatically directed to the course pack.
4. Click the Purchase course pack button and follow the prompts to complete the purchase process.

**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](#).

### 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.

#### *COVID-19 Policies\* for Attendance & Academic Concessions*

*\*Specific to Residency 1, given the unique nature of the course*

**Unexpected Absences:** If a student feels unable to attend an online Residency session due to illness, please contact PMBA program manager Donna Wood as soon as possible, via phone (604-833-5143) or email ([donna.wood@sauder.ubc.ca](mailto:donna.wood@sauder.ubc.ca)). The student should also submit an [Academic Concession Request](#)

[& Declaration Form](#). Donna will work with the student and residency instructors to explore solutions for making up missed learning due to absence, within reason.

### *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>.

### *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 status as a First Nation, Metis, Inuit, or Indigenous person, 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.

#### *Academic Freedom and Students Studying from Outside Canada*

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

#### **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. Students may not share class Zoom links or invite others who are not registered to view sessions.

#### **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 to Prepare	Assessments (Assigned & Due Date)
Day 1	Saturday Jan 8, 2022	RHL-PMBA Orientation Building High Performance Teams (Michael Daniels)		<b>Respected Leader Pre-Work Assignment</b> (submit on Canvas by 11:59pm Fri, Jan 7)  <b>Team Charter Assignment</b> (not assessed; 1 person per team to submit on Canvas by 12:00pm Mon, Jan 10)
		Case Methodology and Business Research (Darren Dahl)	<b>Required Reading</b> Case: Starbucks - Delivering Customer Service	
Day 2	Sunday Jan 9, 2022	Personal Branding and LinkedIn Presence (Marja & Wendy)		Have your <b>Updated LinkedIn Profile</b> ready to work with  Have your <b>CliftonStrengths Assessment results</b> ready to work with
Day 3	Monday Jan 10, 2022	What is Strategy? (Darren Dahl)	<b>Required Reading</b> "What is Strategy?" (Porter, 1996)	
		The Strategic Environment (Darren Dahl)		
		Leadership Development (Michael Daniels)	<b>Required Reading</b> "Discovering your Authentic Leadership" (George, Sims, McLean, & Mayer, 2007)	<b>Personal Leadership Logo and Challenge Assignment</b> (submit on Canvas by 11:59pm Sun, Jan 23)
		Leadership Values and Vision (Michael Daniels)	<b>Required Reading</b> "From Purpose to Impact" (Craig & Snook, 2014)	
Day 4	Tuesday Jan 11, 2022	Value Creation and Capture (Darren Dahl)	<b>Required Reading</b> Case: Performance Indicator	<b>Value Creation and Capture Assignment</b> (submit on Canvas by 6:30pm Wed, Jan 12)

Day 5	Wednesday Jan 12, 2022	Building Strong Career Networks (Marja & Wendy)		
		Leadership as Influence (Michael Daniels)	<b>Required Reading</b> Case: "Network Provisioning"	
		Competitive Advantage and Competition (Darren Dahl)	<b>Required Readings</b> Case: Southwest Airlines (Roger Kerin)  "Creating Shared Value" (Porter, 2011)	
Day 6	Thursday Jan 13, 2022	Leadership & Teams (Michael Daniels)	<b>Required Readings</b> Everest Simulation – Summary and Role Information  "What You Don't Know About Making Decisions" (Garvin & Roberto, 2001)	
		Contemporary Models (Darren Dahl)		
Day 7	Friday Jan 14, 2022	Factors Impacting Positive Career Growth (Marja & Wendy)	Strengths Finder – Activity	Have your <b>CliftonStrengths Assessment results</b> on hand to refer to
		Leading Others to Lead Themselves (Michael Daniels)	<b>Required Reading</b> Case: "Bedlam at Breakthrough Industries"	
Day 8	Saturday Jan 15, 2022	Presentation Practice Rounds (morning) & Final Presentations (afternoon)		<b>Final Presentation Assignment</b> (submit on Canvas by 1:00pm Sat, Jan 15)  <b>Reflection Paper Assignment</b> (submit on Canvas by 11:59pm Mon, Jan 17)  <b>iPeer Assessment due</b> 11:59pm Thu, Jan 20)