

COURSE INFORMATION

Course title:	IMBA Vancouver Residency - People, Culture and Organizations		
Course code:	BA 514	Credits:	5.0
Session, term, period:	2023 WT2	Class location:	
Section(s):	821 & 822	Class times:	see detailed schedule here
Course duration:	May 1-12, 2023	Pre-requisites:	n/a
Division:	Integrated	Co-requisites:	n/a
Program:	IMBA	Course website:	Canvas Site

INSTRUCTOR INFORMATION

OBHR Module Instructors	Integrated Case Instructors
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Amy Stanley	Mahesh Nagarajan
Danielle van Jaarsveld	Michael Daniels
Jon Evans	
Lingtao Yu	
Mia Raynard	
Wayne Rawcliffe	

IMBA STUDENT EXPERIENCE TEAM

Maria Pollock: maria.pollock@sauder.ubc.ca
 Steffi Hu: steffi.hu@sauder.ubc.ca
 Sherry Shao: sherry.shao@sauder.ubc.ca

COURSE DESCRIPTION

The Vancouver Online Residency – People, Organizations and Culture course is an intensive, integrated 5-credit course typically delivered over two weeks at UBC Point Grey campus. The purpose of this course is to integrate key learnings in multiple OBHR topics including how to: (a) capitalize on the benefits of high-performance human resource practices, (b) develop a positive organizational culture, and the supportive role of leadership, and (c) how to foster corporate innovation. In addition to the OBHR content, faculty from various disciplinary backgrounds will connect concepts in an effort to highlight business integration/application through the integrated cases. This residency will provide a graduate-level foundation in human resource management and organizational behavior. Participating in this residency will enable students, through the case integration, to both connect the concepts learned from foundational modules and also apply management theories to real and often complicated problems, all while working within a team. The BA 514 - IMBA Residency will simulate the team-based and cross-functional environment you will encounter in your careers.

LEARNING OBJECTIVES

This course focuses on enabling professional development by enhancing students' ability to integrate different functional learning from all courses within a strategic analysis and decision-making framework. It consists of one integrated case, and a series of OBHR Topics (hiring and selection, performance management, leadership behavior, organizational culture, managerial decision making, teams, and cross-cultural dynamics) that will underscore the importance of human resource practices, organizational

behavior and their contributions to organizational performance. In addition, we are including content on Sustainability to help develop your expertise in this area.

In this course, when we say “integrated” we mean thinking holistically about problems, and along three dimensions: (a) across functional disciplines, (b) across institutional perspectives (business, government, civil society) to facilitate the creation of shared value, and (c) across geographies and different business cultures and contexts.

The activities in this course help students develop:

Knowledge: to bring together the basic concepts, ideas and methods from the full range of managerial disciplines interpreted in the broadest possible way to include, for example, not only finance and economics, but also business ethics, marketing, operations, organizational behavior, human resources, environmental sustainability, and interpersonal psychology.

Skills: to sharpen a broad range of skills essential to effective and responsible management, including (a) problem solving in both simple situations (say, with data analysis and statistics) and complex situations (where relevant facts and theories from different disciplines must be integrated in order to make an insightful decision), (b) skills of leadership, teamwork, and interpersonal relations, and (c) skills in both written and verbal communication.

Students will be able to ...

1. Analyze and discuss complex managerial decisions and situations from multiple angles.
2. Understand the role of human resources practices within organizations and how they can contribute to organizational performance and innovation.
3. Examine how a culture of leadership, responsibility, teamwork, and community can be transferred to future ventures.
4. Demonstrate good communication and teamwork skills.
5. Understand the role of sustainability.
6. Explain a base of business knowledge, integrating from different functional areas, and use various strategy frameworks to assess, critique, and improve a business model for a given organization.

ASSESSMENT

Summary for Integrated Case

<u>Component</u>	<u>Weight</u>
Team Case Memo Assignment: The Intel Pentium Chip Controversy (A)	20%
Total	20%

INTEGRATED CASES & REQUIREMENTS

Reading Materials: *All cases will be posted on the course website.*

Other Learning Resources: Library resources, library databases, articles, and other related materials.

Guidelines for Case Memos:

Format: Your team memo should be 2 pages, plus up to 2 pages of appendices. Work with your assigned IMBA team members. You do not need to include a title page. Pay attention to your use of white space, clear headings, and properly labelled figures/tables; bullets are fine but don't overuse them. There should be no typos, spelling mistakes, or other errors. Make sure you submit your memo on behalf of your team as a PDF to the Canvas assignment Dropbox.

Tips:

- Make sure your argument is internally consistent: the alternatives match the analyses which leads to the recommendations, based on assumptions and identification of risks, etc.
- Provide evidence from the case to support your argument.
- You are not required to use tools from class; pick and choose which tools are appropriate.
- The appendices are for information that supports, but is not central to, your argument.

Academic integrity reminder:

- All work submitted must be original work by your team.
- Where appropriate (e.g., for an open case) make sure you cite all sources.

Case Questions

Case 1 – Everest Simulation

For this case, you will be placed in a team and engage in a multi-user online simulation of an expedition toward the summit of Mount Everest. Each student will be assigned a specific role on their respective expedition team. This case will present a series of problem-solving and decision-making challenges that provide the opportunity to learn about group dynamics, decision making, and leadership.

We will introduce the simulation and student roles will be assigned in class. However, students must bring a laptop to class for this simulation. The simulation can be played on Windows, OS X, iOS, and Android operating systems using the following web browsers: Chrome, Firefox, Safari, and Edge. Before coming to class, please test device compatibility at the following webpage: http://forio.com/hbp-support/#check/simulations/everest_v3

Case 2 — The Intel Pentium Chip Controversy (A)

The Intel case is an interesting case that demonstrates how a management should or did respond in the face of an operational crisis, in this case a defective Pentium chip. The case is rich, it looks at decision making from multiple perspectives.

We want you to think of how you would have reacted (responded) if you were Andy Grove or his advisor. There are multiple decisions to be made, examples include should we have tested more, should we have revealed problems right away, should Andy and his team agree to partial or full replacements etc. Many of these don't have simple answers. One reason is that numerous considerations such as impact on brand and customers, impact on operations, impact on how Intel will be viewed by the financial markets and of course ethics all have to be brought to the table when making such decisions. And of course, leadership and the culture of an organization such as Intel is extremely relevant to what happened.

So, we are going to keep this high level. The question we want you to address in your memo is: What advice would you give Andy Grove and why?

In answering this, please feel free to use concepts you have learnt from all your classes in the IMBA thus far. Don't use information not in the case about Intel (this is a closed case). We care less about what decisions/advice you come up with and are more interested in the process. **The case memo is due by 9:00pm (PDT) on May 8.**

ASSESSMENT

Summary for OBHR & Sustainability Modules

Component	Weight
OBHR Individual Assignments	
Class Participation	10%
OBHR Individual Case Memo	15%
Individual Reflection Paper	10%
OBHR Group Assignments	
Change Readiness Assessment	10%
iPeer Team Feedback	5%
Final Case Assignment Submission	15%
Final Case Presentation	15%
Total	80%

Class Participation (10%): The class participation grade provides you with an added incentive to prepare for class—the value of your own learning should be the primary incentive. Case discussions work well as learning tools when everyone participates. Your participation will be graded on quality, not volume. You should provide insights, observations, inferences, or conclusions that not only express your argument, but also defend your analysis. Your comment should be relevant to the topic at hand and should advance the discussion. A simple opinion is not very valuable without any justification. We value comments that respond to, elaborate on, lend support to, contradict, or correct a comment by one of your classmates. Counter-productive comments include opinions without a justifying argument, pure repetition of previous point, and rambling, vacuous or disparaging comments. Class presentation will also include providing helpful feedback on final presentations.

Discussion constitutes a large portion of our class time; you will have ample opportunity to participate. At a minimum, everyone in class should be prepared to answer all of the case preparation questions handed out in advance.

Missing Class: Learning to articulate your arguments and to evaluate and respond to the arguments of others is an important part of what you will learn in this class. If you miss class, you will miss this, and there isn't a way to "make it up." As a result, you should make every effort not to miss class. If you miss class or are late, it will lower your class participation grade.

OBHR Individual Case Memo (15%): Please select one of the OBHR cases ((1) Rob Parsons at Morgan Stanley, (2) Somebody Stop the Radio Star, or (3) Working Cross-Culturally: Forget "Business as Usual"), and submit answers in response to the case questions before the start of the class that the case is being taught in. The case questions are located at the end of this document. You may discuss the assigned

questions with others in the course, but the final write-up must be your own. These questions are designed to help you prepare for the cold-calling during our in-class discussions. If you need guidance, format your submissions with 1-inch margins, 10- or 12-point font, and 1.5- or double-spacing. This case memo should be no longer than 2 pages in length. Reasonable variation in formatting style is fine. **Please submit your individual case memo by 9:00pm (PDT) the day before the case will be discussed.**

Organizational Change Readiness Assessment (10%): This assignment is designed for you to assess the readiness of an organization for change. Applying concepts covered in class, your team will post a one-page force field analysis (5%) and a one-page stakeholder analysis (5%) on the *Transitions Asia: Managing Across Cultures* case to Canvas Assignments. Instructions and materials for each of the two parts of the assignment are provided in Canvas Assignments. **The assignment is due Friday, May 5 by 11:59 pm PDT.**

iPeer Team Feedback (5%): Students will undertake peer assessments of their team members on their contributions to the final case assignment, and presentation. The iPeer Team Feedback is due at the same time as the Final Case Assignment (*This is a required task. Failure to complete this on time and in a meaningful way will result in a loss of 5 percentage points from the total course grade available for the individual*). The faculty lead will consider the peer assessments and decide whether to adjust individual grades. If the majority of your team is dissatisfied with your work and effort, then the faculty lead will ask you for a paper trail on your contributions and then decide whether or not to reduce your grade. 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. In most instances, the evidence does not warrant reductions but no individual is entitled to the team grade unless they have contributed equally to the work submitted. **Your submission of iPeer feedback is due on May 20 at 9:00pm Shanghai time.**

Final Case Assignment (15%): Please select the following OBHR case (**Jindi Enterprises**), and respond to a set of questions listed on p. 6 of the course outline. This will be a team assignment. You will present your initial recommendations for feedback, and **your written submission will be due May 20 by 9:00pm Shanghai time.**

Final Case Presentation (15%): Your team will present your initial recommendations for the Final Case Assignment, **Jindi Enterprises**. Presentations will be 10 minutes in length, and each team member needs to participate. Students will be evaluated by their fellow students, and by faculty. Faculty will provide feedback that teams should incorporate into their written final case assignments. We will evaluate presentation effectiveness in the following areas: (1) involvement and connection with the audience; (2) structure and organization; and (3) originality (creativity and persuasiveness). **Please submit your team presentation by 9:00pm (PDT) on May 11.**

Individual Reflection (10%): Following the completion of the course, please reflect on the readings, class content and cases. Consider how you would apply the concepts from this course to your work experiences and your career. What insights did you gain from the course that you will use in the future to improve your effectiveness and to help you achieve your career goals. The Reflection submission should be up to 2 pages in length, and the due date will be announced during the course. **Your individual reflection submission is due May 20 at 9:00pm Shanghai time.**

OBHR MODULE COURSE MATERIALS & REQUIREMENTS

Reading Materials: *All cases will be posted on the course website.* Some of our discussions will be based on business cases. Cases tend not to have a single, tidy solution. However, there are always better and worse answers, and valid and invalid inferences. Cases never contain all the information you would like to have to make a decision—in this way, they are very much like real life. You may find it frustrating to be pushed to make a decision or take a stand when you are not sure whether it is the right one; this is the nature of real-world business decision-making. Cases often offer conflicting information. They will require you to make judgment calls. This kind of ambiguity is also a feature of real-world business decisions.

Preparing for case discussions means more than just reading the cases. Each case assignment will include several preparation questions. I encourage you to review the questions before reading the case and make some notes after reading the case in order to be prepared for class.

In preparation for each class, you will need to read the following OBHR cases. The dates for when we will discuss each case in class are listed in the Daily Course Schedule on p. 10-11. **Remember students are responsible for submitting written case memo for only 1 of the 3 following OBHR cases (Rob Parson at Morgan Stanley, Somebody Stop the Radio Star: Jian Ghomeshi at the CBC, Working Cross-Culturally: Forget “Business as Usual”) that addresses the following questions.** Even if you have not submitted the case memo, we do expect you to be prepared to discuss the case in class, and to contribute.

OBHR Case Questions for Individual Case Memo and Class Discussion:

Rob Parson at Morgan Stanley (Due at 9:00pm on April 30 (PDT))

- 1) Should Rob Parsons be promoted? Provide arguments for and against.
- 2) What should Nasr have done differently in managing the performance of Rob? (Consider the core competencies and overall strategy of Morgan Stanley)
- 3) Nasr has decided not to promote Rob. How should he prepare for and conduct the interview? Consider the goals of the interview, where the interview should be held, and how to provide the feedback.

Somebody Stop the Radio Star: Jian Ghomeshi at the CBC (Due at 9:00pm (PDT) on May 2)].

- 1) If you were an employee under Jian Ghomeshi’s supervision, would you complain about his leadership behaviors? If yes, how (i.e., the same approach or different approach)? If no, then why (i.e., any concerns)?
- 2) If you were the executive producer at CBC, how would you handle this complaint?
- 3) If your own company (located in Mainland China) faces the same situation, what, if any, differences would you see?

Working Cross-Culturally: Forget “Business as Usual” (Due at 9:00pm (PDT) on May 7).

- 1) What did Tannis do well and where did she fall short?
- 2) What kind of traits and characteristics are required to successfully negotiate challenges in cross-cultural environments?
- 3) What challenges have you experienced working cross-culturally? Have how you overcome them?

Final Assignment Case:

Jindi Enterprises: Finding a new sales manager (Please submit your team presentation by 9:00pm (PDT) on May 11).

- 1) Describe the sales process in each market (low-end residential, high-end residential and industrial). Assess the effectiveness of the sales and sales management practices at Jindi in relation to these markets.
- 2) Evaluate the pros and cons of each candidate. If you were Ma, who would you select? Why?
- 3) If you were Ma, who would you select? Why? Please outline your criteria and justify it.

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

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

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, Métis, 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>

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ACKNOWLEDGEMENT

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

COURSE SCHEDULE

The People, Culture and Organizations Residency covers 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.

(Subject to change with class consultation)

Class	Vancouver	Topic	Readings or Activities
1	May 1 8am-12pm PDT	OBHR Module 1: Performance Management (Danielle van Jaarsveld)	Required Reading (Case): Rob Parsons at Morgan Stanley (A)
2	May 2 8am-12pm PDT	OBHR Module 2: Organizational Change Readiness (Wayne Rawcliffe)	Required Reading: Dobbs et al., (2015). Four Global Forces Breaking All the Trends Case: Transitions Asia: Managing Across Cultures, Chua, R., and Lau, Dawn. April 2014
	12:45pm-4:30pm PDT	Library Workshop / Group Work on cases or assignment	
3	May 3 8am-12pm PDT	OBHR Module 3: Abusive Supervision (Lingtao Yu)	Required Reading (Case): Somebody Stop the Radio Star: Jian Ghomeshi at the CBC
	1pm-4pm PDT	Case1: Case Discussion (Danielle van Jaarsveld & Jon Evans)	In-class simulation: Everest simulation (<i>Harvard Business Publishing</i>)
4	May 4 All day	Career Development	

5	May 5 All day	Nature Explore	
6	May 8 8am-12pm PDT	OBHR Module 4: Cross-Cultural Business (Amy Stanley)	Required Readings: Erin Meyer (2014). Navigating the Cultural Minefield Case: Working Cross-Culturally: Forget "Business as Usual"
7	May 9 9am-12pm PDT	Case 2: Intel Pentium Chip Controversy (A) (Mahesh Nagarajan & Michael Daniels)	Required Reading (Case): Intel Pentium Chip Controversy (A)
	1pm-5pm PDT	Group Work on cases or assignment	
8	May 10 8am-12pm PDT	OBHR Module 5: Teams (Jon Evans)	Required Reading: Edmondson, A., Bohmer, R., Pisano, G. (2001) Speeding up team learning. <i>Harvard Business Review</i> , 79(9), 125-132. Kouzes, J. M., Posner, B. Z. (2017). Experiment and take risks. The leadership challenge: How to make extraordinary thing happen in organizations (pp. 169-192).
9	May 11 8am-12pm PDT	OBHR Module 6: Sustainability (Mia Raynard)	Required Reading: Gulati, R. (2022). The Messy but Essential Pursuit of Purpose. <i>Harvard Business Review</i> .100 (2): 44-52 In-class simulation: Sustainability Management Simulation: Net Zero (<i>Harvard Business Publishing</i>)
	1pm-5pm PDT	Group Work on cases or assignment	
10	May 12 8am-12pm PDT	OBHR Final Presentations – Jindi Enterprises (Danielle van Jaarsveld & Michael Daniels)	Teams present their final presentations for feedback. Students provide feedback and evaluate presentations.