

Updated 10 Jan 2021

COURSE INFORMATION

Course title:	Professional Residency I: Leadership & Competitive Strategy		
Course code:	BA 501	Credits:	5
Session, term, period:	2020W2	Class location:	Zoom
Section(s):	300	Class times:	8:30am – 5:00pm
Course duration:	January 9-16, 2021	Pre-requisites:	n/a
Division:	n/a	Co-requisites:	n/a
Program:	Professional MBA		

INSTRUCTOR INFORMATION

Instructor:	Darren Dahl	Instructor:	Marja Harmer
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Instructor:	Daniel Skarlicki	Instructor:	Wendy Mann
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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 (4 @ 10% each)	40%
Final Presentation	50%
Class participation	10%
Total	<u>100%</u>

Details of Assessments

Please see [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 8, 2021 (pre-work)
2. **CliftonStrengths Assessment (0%)** – individual assignment
Each student will complete the CliftonStrengths Assessment online *prior to the residency week* and bring their results to use at activities on Days 1, 6 & 7 of the residency.
Due on Friday, Jan 8, 2021 (pre-work – no need to submit)
3. **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.
Due on Friday, Jan 8, 2021 (pre-work – no need to submit)

4. **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 11, 2021
5. **Value Creation and Capture Assignment (10%)** – team assignment
In-class case memorandum (Performance Indicator) done in teams.
Due via Canvas upload by 6:30pm, Monday, Jan 11, 2021
6. **Leadership Presence Pre-Work (0%)** – individual assignment
For Tuesday morning's session. Access pre-work at [Leadership Presence](#), Password: **PMBA2021**
Due by 8:30am on Tuesday, Jan 12, 2021 (pre-work – no need to submit)
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 16, 2021
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 18, 2021
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 21, 2021
11. **Personal Leadership Vision and Challenge Assignment (10%)** – individual assignment
Students will (a) submit their personal leadership vision, and (b) apply the Four Frames of Leadership to a current leadership challenge.
Due via Canvas upload by 11:59pm, Sunday, Jan 24, 2021

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 3 case readings (Starbucks, Southwest Airlines, and Performance Indicator) *before residency* by buying the **Course Pack** online (instructions below). Note that your final grade for Residency 1 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. Go to the Ivey Publishing website at www.iveycases.com
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student User" role.
3. Click on or copy to your browser: <https://www.iveycases.com/CoursepackView.aspx?id=27995>
4. Click "Add to Cart". You may choose to order in either print or digital format. Please note that shipping charges will apply for print format.
5. Go to the Shopping Cart (top of the page), click "Checkout" and complete the checkout process.
6. When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
7. If digital format: Click "Download your Digital Items" or go to "My Orders" to access the file.
8. If printed copies: Your order will be printed and shipped within 2 to 3 business days.

IMPORTANT: Access to downloadable files on ivelycases.com will expire 30 days from the order date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader. 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](https://webforms.sauder.ubc.ca/academic-concession-rhlee) 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>.

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 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.

ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught online using Zoom for sessions and office hours.

For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to using your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, jane.doe@email.com). If you have trouble creating an account, or accessing a Zoom session, please contact CLCHelp@sauder.ubc.ca. You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the "camera on" requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in business casual dress (at a minimum), and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is done to allow students the opportunity to return to lecture content to solidify learnings.

COURSE SCHEDULE

(Subject to change with class consultation)

Class	Date	Topic	Readings to Prepare	Assessments (Assigned & Due Date)
Day 1	Saturday Jan 9, 2021	RHL-PMBA Orientation		
		Building High Performance Teams		<p>Respected Leader Pre-Work Assignment (submit on Canvas by 11:59pm Fri, Jan 8)</p> <p>Have your CliftonStrengths Assessment results ready to work with</p> <p>Team Charter Assignment (not assessed; 1 person per team to submit on Canvas by 12:00pm Mon, Jan 11)</p>
		Case Methodology and Business Research	Required Reading Case: Starbucks - Delivering Customer Service (in course pack)	
Day 2	Sunday Jan 10, 2021	Personal Branding and LinkedIn Presence		Have your Updated LinkedIn Profile ready to work with
		What is Strategy?	Required Reading "What is Strategy?" (Porter, 1996)	
		The Strategic Environment		

Day 3	Monday Jan 11, 2021	Leadership Development	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 24)
		Leadership Values and Vision	Required Reading “From Purpose to Impact” (Craig & Snook, 2014)	
		Value Creation and Capture	Required Reading Case: Performance Indicator (in course pack)	Value Creation and Capture Assignment (submit on Canvas by 6:30pm Mon, Jan 11)
Day 4	Tuesday Jan 12, 2021	Leadership Presence		Pre-Work (not assessed) visit: Leadership Presence Password: PMBA2021
		Competitive Advantage and Competition	Required Readings Case: Southwest Airlines – Just Plane Smart (in course pack) “Creating Shared Value” (Porter, 2011)	
Day 5	Wednesday Jan 13, 2021	Politics and Influence	Required Readings “Harnessing the Science of Persuasion” (Cialdini, 2001) “FG&T Towers – General Information”	
		Contemporary Models		
Day 6	Thursday Jan 14, 2021	Building Strong Career Networks		Have your CliftonStrengths Assessment results ready to work with
		Leading Others to Lead Themselves	Required Reading “Bedlam at Breakthrough Industries”	
		Library Introduction		
		PMBA Class of 2022 Student Execs Visit		

Day 7	Friday Jan 15, 2021	Factors Impacting Positive Career Growth	Strengths Finder – Activity	Have your CliftonStrengths Assessment results on hand to refer to
		Leader and Team as Coach	Required Reading “How to Coach Your Employees” (Craumer, 2001)	
Day 8	Saturday Jan 16, 2021	Presentation Practice Rounds (morning) & Final Presentations (afternoon)		<p>Final Presentation Assignment (submit on Canvas by 1:00pm Sat, Jan 16)</p> <p>Reflection Paper Assignment (submit on Canvas by 11:59pm Mon, Jan 18)</p> <p>iPeer Assessment due 11:59pm Thu, Jan 21)</p>