

COURSE INFORMATION

Professor: Adel Gamar

Email: COMM483@sauder.ubc.ca

Teaching Assistants: Julie Hui & Megan Polishak

Class Times: 6 Weekends

Classroom Location: TBD

Office Hours: By appointment

Term: 2

Special Notes: This course counts towards Year 4 BCOM capstone requirement.

COURSE DESCRIPTION

COMM 483 (*formerly COMM 486R*) is designed to be a transformative and personal experience. It is a leadership course modeled after Harvard's first year MBA program.

In this course, leadership is viewed not as a position but an art that is accessible to anyone committed to developing and refining their practice. Learning is a vital component to the art and practice of leadership. It is a noble path that demands integrity, collaboration, and empathy.

Learning about leadership is an experiential and personal journey. The course thus relies on the professor, teaching team, and students to create a strong holding environment even in the midst of our global pandemic. Our aim is to create stability and familiarity while much around us is uncertain. To inculcate a learning environment, students forge a community bound by collective trust while ensuring psychological safety for everyone.

Through case studies, class discussions, and guest speakers, students grapple with complex challenges that include business, management, finance, policy, social entrepreneurship, and strategy. The course covers a wide range of topics and is balanced with student experiences and interests reflected in the diverse cohort.

Throughout the class, students will explore ways change agents have exercised leadership, along with mistakes they made. Students will also become competent in case method learning and how to respectfully disagree with others. Most importantly, students can expect to learn about themselves.

Over the term, students will be required to analyze approximately 30 cases, write a 10-page self-reflective essay, complete 4-5 group assignments, stay up-to-date with current events, and actively participate in class discussions. The summer prior to the class students are required to read books on leadership which they will be tested on.

There is one off-campus class retreat and an active social aspect to the course.

Feedback

Peer feedback is collected after weekends 2 and 4 as well as throughout the semester by the Teaching Assistants.

Discussion

Each weekend, several class discussions take place. The topics are proposed and voted on by the students.

Guests

Each semester will include a blend of guests who share their professional experiences, challenges, and successes. They will also answer students' questions.

Reading List

1. **The Alchemist** by Paulo Coelho
2. **Becoming** by Michelle Obama
3. **Grit: The Power of Passion and Perseverance** by Angela Duckworth
4. **Leadership on the Line: Staying Alive Through the Dangers of Change** by Ronald Heifetz & Marty Linsky
5. **The Obstacle is the Way** by Ryan Holiday
6. **Man's Search for Meaning** by Viktor Frankl

LEARNING OBJECTIVES

Upon completion of this course, students will be able to:

- become self-aware of and develop one's ability to exercise leadership
- integrate and apply knowledge gained from previous business courses to business cases
- learn to absorb and analyze information to make business decisions
- improve verbal communication and presentation ability
- improve one's ability to collaborate with others
- actively learn from the experiences of classmates, along with business and community leaders

CONFIDENTIALITY

Confidentiality is essential to the course. Although we want students to share freely their own thoughts, reflections, and insights from the course with colleagues, friends, or family, we expect students to steadfastly avoid disclosing any identifiable information about any fellow student's performance or the insights and stories they share.

All students will be asked to sign the following confidentiality statement:

I agree not to disclose the names of individuals or organizations, or any traceable elements of stories that could lead to the identification of an individual. I will take whatever means necessary, during and after the course, to protect the identities and honour the confidentiality of the stories, cases, and learning processes of my fellow students. I agree not to audio or video record any of the classes.

CLASS ETIQUETTE

The quality of student work will be greatly influenced by the way they bring their best efforts to others in the class. The following are some rules and class norms:

1. **100% Class and 24-hour Case Attendance** - Be present and on-time, for the class and for your team. Because of the nature of COMM 483, missing even one class or one team assignment will put a student at a disadvantage. Please be aware of all important dates and class times.
2. **No Screens** - Unless instructed otherwise by the TAs/Professor. All case notes, spreadsheets, and homework should be printed out before class.
3. **Come Prepared** - Students are expected to have read the course material, cases, and have prepared their work prior to attending class.
4. **Open Mind** - Come to class without judgement. While you have the right and responsibility to dissent, you may disagree with ideas, but you may never attack

someone personally. Respect towards each person's contribution will be strictly adhered throughout the course.

5. **Listen, then Participate** - You cannot do both effectively at once. This means that you must listen before you share your thoughts. Wait until someone is finished speaking before raising your hand.
6. **Business Casual** - Students are expected to dress in business casual unless otherwise noted.

ASSESSMENT SUMMARY

In-Class Participation	50%
Final Exam	20%
24 Hour Cases	16%
Reflective Essay	10%
Surprise Assignment	4%

ACADEMIC INTEGRITY AND PLAGIARISM

Students are expected to adhere to [UBC's Academic Honesty Policy Standards](#) . Any instances of cheating or plagiarism will be strongly dealt with according to UBC's procedures for Discipline for Academic Misconduct. It is the obligation of each student to inform themselves of the applicable standards for academic honesty.