

THE LEADER'S VOICE Syllabus

FOR BIDDING PURPOSES ONLY

PROFESSOR: Jeffrey Golde
E-mail: jag2271@columbia.edu
Office hours: By appointment

To be in the class, you must be present in the first class and arrive prepared

COURSE DESCRIPTION

Leadership roles involve a wide range of communication challenges—sharing your vision in a way that sticks, mentoring a colleague through a challenge, rallying demoralized employees, working the room at an industry event, handling tough questions from the media, running meetings in ways that elicit candid conversation and learning.

While all of us at CBS are strong communicators, few of us are adept at all of these different kinds of communication. The goal of this class is to broaden your repertoire, to make you versatile.

The world is full of communication experts: salespersons, actors, screenwriters, political speechwriters, coaches, networkers, public relations experts, diplomats and so forth. When we watch an expert in action, it is tempting to attribute their performance to a mystical gift that the rest of us lack. Yet success in any of these fields owes more to method than magic. What looks to us like spontaneous eloquence typically results from applying frameworks and focused practice.

This class pulls from different kinds of communication expertise: from consulting, politics, sales, acting and more. Likewise we expect students to bring distinctive expertise and contribute to the collective learning experience.

REQUIRED COURSE MATERIAL

- Required readings will be provided via Canvas
- Students must have a smartphone that is capable of taking video
- Note that slides will be uploaded to Canvas after class

REQUIRED PREREQUISITES AND CONNECTION TO THE CORE

Students must have completed the core leadership class (B6500-001: Lead: People, Teams, Organizations). Connections to LEAD include leading and inspiring others, influencing with behavior, and leveraging social networks. The class is best suited to students taking leadership roles during the MBA experience (club officer, cluster officer, peer advisor, etc.).

COURSE OBJECTIVES

We aim to develop two kinds of knowledge: conceptual understanding and procedural skill. Each session will convey frameworks for particular kinds of communication and active exercises for practicing them. We rely on simulations and personalized feedback (from peers and through video) to hone behavioral skills.

COURSE SCHEDULE: Assignments may be subject to change until Class 1. Syllabus will be updated accordingly.

Session	Topic	Assignment
#1	Storytelling & Synthesis: Making a point memorable	<ul style="list-style-type: none"> • Storytelling Assignment: Think of at least 3 stories for your Story bank (document in Canvas) and develop one that you want to tell a small group of students in session 1. Fill out the storytelling document and submit before class starts. This story will become the basis for your class 2 presentation. • Pre-class survey
#2	Public Speaking: Effective non-verbal communication to move a crowd	<ul style="list-style-type: none"> • Submit class warm-ups to Canvas that are easy to understand • Record your story at home and upload the video by end of Sunday before class • Submit your peer reviews by end of Friday after class • Complete video self-assessment by end of Friday after class • Complete assigned reading before class • Selected students give 2 minute presentation
#3	When Things Go Wrong: Recovering from a stumble Other Communication Channels: Effective written communication (focus on email and PowerPoint)	<ul style="list-style-type: none"> • 50/50 Presentation: Come to class prepared to share your 2 minute story with half of the class and receive feedback (can be same or different story from week 1) • 100 word written synthesis assignment • Group insights assignment (group submission) • Complete assigned reading before class • Selected students give 2 minute presentation
#4	Managing & Influencing: Chats that change people	<ul style="list-style-type: none"> • Submit a 2-minute draft video of the final 50-50 presentation • Complete assigned reading before class • Selected students give 2 minute presentation • Submit draft video peer review by end of week
#5	Building Relationships: Defining your brand and expanding your network	<ul style="list-style-type: none"> • Branding Assignment: Come to class having answered the personal branding questions, and with a 2 minute personal pitch ready • Upload your learning goals for the last class on Canvas • Complete assigned reading before class • Selected students give 2 minute presentation
#6	Putting it all Together: Enabling sustainable change	<ul style="list-style-type: none"> • 50/50 Presentation: Come to class prepared to give a 2 min professional presentation with slides to half the class and receive feedback • 5-10 insights from your group work (group submission) • Complete assigned reading before class • Selected students give 2 minute presentation

Due	Final Project (See file in Canvas for full details)	<ol style="list-style-type: none"> 1. Presentation: Every student is expected to give one presentation outside of class. This can be in another class, for a club, or outside of CBS. You are expected to have one student (from any TLV section) attend that presentation, record it, and provide written feedback 2. Action plan: Written plan of how you will apply the learnings from class to your everyday communication 3. Self-Assessment of how you have applied the learnings in class to your everyday communication
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GRADING

Participation (40%): Your participation grade will be based on:

- **Attendance:** To be in the class, you must be present in the first class and arrive prepared. It will not be possible to add the course if you do not participate in the first session. Given that the exercises are central to the learning, missing any of the subsequent sessions without an excuse will lower your grade.

Please be aware that if you miss half of the classes you will automatically receive a maximum of a P for the class.

- **Preparation:** There are a number of required and supplemental readings in Canvas. You should read all required and at least one optional reading before each session, and be prepared to talk about that reading in class. NOTE: There may be some videos, audio, or readings that the whole class will be required to prepare. These will be made clear in class and in Canvas.
- **Participation:** We expect you to contribute to the learning of your classmates, both through class discussion and feedback during the breakout sessions. Expect cold calling.

For each class, your participation score will be calculated on a scale of -1 to 3:

- -1 for an unexcused absence
- 0 for an excused absence
- 1 for being present
- 2 for a decent comment or series of comments
- 3 for a strong contribution to class discussion. This may be a single comment or series of comments

Several criteria are considered when evaluating your class participation to calculate this score for each class:

- Most important is the quality of the class participation. Sheer quantity is neither sufficient nor necessarily desirable.
- High quality class participation includes comments that add to our understanding of a situation or concept.
- High quality class participation can be supported with qualitative and/or quantitative analysis.
- Your comments should take into account the comments and analyses of your classmates.
- Participation should move our discussion forward.
- Finally, as noted, you need to be present in class in order to receive a strong class participation score.

Assignments (60%): There will be 6 major assignments (described below) and a final project. In addition there will be mini-surveys and students will be expected to practice learnings from class in real life.

- **Assignment 1 (Storytelling):** Develop a story that you want to tell a small group of students in session 1. You will present this story in front of a larger group in a later session.
- **Assignment 2 (50/50):** Come to class prepared to share a 2 minute story with half of the class and receive feedback (can be same or different story from week 1).
- **Assignment 3 (Branding):** Come to class having answered the personal branding questions.
- **Assignment 4 (50/50):** Come to class prepared to give a 2 min presentation (must include slides) to half the class and receive feedback.
- **Assignment 5 (Additional 2 minute presentation):** Besides the 50/50 presentations, all students will at one point present for 2 minutes to the whole class and get feedback.
- **Assignment 6 (Final project):** Includes presentation, action plan, and self-assessment. See file in Canvas for full details.

INCLUSION, ACCOMMODATIONS, AND SUPPORT FOR STUDENTS

At Columbia Business School, we believe that diversity strengthens any community or business model and brings it greater success. Columbia Business School is committed to providing all students with the equal opportunity to thrive in the classroom by providing a learning, living, and working environment free from discrimination, harassment, and bias on the basis of gender, sexual orientation, race, ethnicity, socioeconomic status, or ability.

Columbia Business School will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Columbia University's Office of Disability Services for information about registration. Students seeking accommodation in the classroom may obtain information on the services offered by Columbia University's Office of Disability Services online at www.health.columbia.edu/docs/services/ods/index.html or by contacting (212) 854-2388.

Columbia Business School is committed to maintaining a safe environment for students, staff and faculty. Because of this commitment and because of federal and state regulations, we must advise you that if you tell any of your instructors about sexual harassment or gender-based misconduct involving a member of the campus community, your instructor is required to report this information to a Title IX Coordinator. They will treat this information as private, but will need to follow up with you and possibly look into the matter. Counseling and Psychological Services, the Office of the University Chaplain, and the Ombuds Office for Gender-Based Misconduct are confidential resources available for students, staff and faculty. "Gender-based misconduct" includes sexual assault, stalking, sexual harassment, dating violence, domestic violence, sexual exploitation, and gender-based harassment. For more information, see <http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students>.

INSTRUCTOR BIO

Jeffrey Golde is a management and strategy consultant in the arts and non-profit world. His background as an actor, director, teacher, founder and executive inform his teaching style as an adjunct professor at CBS teaching communications skills to students, and working in Columbia Executive Education with senior executives from around the world.

His varied career includes providing administrative, financial and marketing support to theatre companies and leadership development and strategic planning with large arts presenters. He has also managed advertising and promotion campaigns for the Washington D.C. PBS/NPR affiliate WETA.

Jeffrey spent 11 years in the theatre industry as an actor, director and producer. He is the Executive Director and co-founder of the theater company Stone Soup Shakespeare bringing free Shakespeare performances to rural communities. His career has spanned acting in, directing and producing a variety of off-Broadway and regional theater and opera productions. He coaches business professionals on presentation delivery and creation of content.

Jeffrey received his BA from Haverford College, obtained his theater training from Drama Studio London, and earned his Executive MBA from Columbia University.