**Columbia Business School**

# THE LEADER'S VOICE
## Syllabus
## <span style="color:red">FOR BIDDING PURPOSES ONLY</span>

**Professor : Jeffrey Golde**

     E-mail: jag2271@columbia.edu

     Office hours: By appointment

Teaching Assistant : Olivia Packenham

     E-mail: omp2121@columbia.edu

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<span style="color:red">**To be in the class, you must be present in the first class and arrive prepared**</span>

## COURSE DESCRIPTION

Leadership roles involve a wide range of communication opportunities—sharing your vision in a clear and compelling 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 these different kinds of communication. The goal of this class is to broaden your repertoire, to make you more versatile.

The world is full of communication experts: salespersons, actors, screenwriters, politicians, 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 owes more to method than magic. What may look to us like spontaneous eloquence typically results from countless hours of practice and preparation, and can be learned by uncovering some core principles.

Communication engages in the complex on a regular basis. As all human beings are different, and have experienced the world differently, and in our global context we regularly interact with people from a multitude of cultural backgrounds, the way they understand your words will most certainly differ from how you intended them.  With that in mind, we will focus on activating skill sets that ensure we constantly adjust to the people and world we encounter.

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 can take 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.  Most sessions 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 subject to change. Check Canvas for the most up-to-date information and due dates.**

| Session | Topic | Assignment<br>Except where indicated please complete the assignments listed below before each class |
|---------|-------|------------|
| **#1**<br>**1/23** | Storytelling & Synthesis:  Making a point memorable | • **Storytelling:** 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.<br>• Pre-class survey to be submitted on Canvas **Due 1/20/23**<br>• Complete the S1 Reading and Video under Files |
| **#2**<br>**1/30** | Public Speaking:  Technical Skills to help you move a crowd | • Record your 2-minute story at home and upload the video before the beginning of the second class<br>• Complete video self-assessment assignment in Canvas<br>• Submit your video story peer reviews **Due 2/1/23 after class**<br>• Submit class warm-ups to Canvas<br>• Complete S2 required readings posted on Canvas (it's a video)<br>• Submit 100-150 word response to video in Discussions |
| **#3**<br>**2/6** | First 50/50:<br>Practice Meets Performance<br><br>Things Go Wrong:  Recovering from a stumble | • **50/50 Presentation:**  Come to class prepared to share a 2-minute story with half of the class and receive feedback<br>• Rehearse with your coaching group<br>• Submit 5-10 insights from your group work (group submission) in Discussions<br>• Complete S3 required readings posted on Canvas |
| **#4**<br>**2/13** | Building Relationships:  Thinking on the spot. Connecting and Adapting. Improvising your way forward. | • Make Sense of Your 50/50 Feedback<br>• Upload your key learning goals for the last 3 classes on Canvas<br>• Outline/Map out your Final Presentation<br>• Complete S4 required readings posted on Canvas |
| **#5**<br>**2/20** | Managing & Influencing:  The key is Listening | • Submit 100-150 word reflection on improvisation to Discussion board on Canvas<br>• Complete S5 required readings posted on Canvas<br>• Rehearse with your Coaching group or rehearse alone or with Professor Golde as assigned |
| **#6**<br>**2/27** | 50/50 #2:<br>Practice meets Performance 2<br>Putting it all Together:<br><br>Closing Thoughts | • 50/50 Presentation: come to class prepared to share a 2-minute presentation using max. 3 slides on a business related subject<br>• Rehearse with your Coaching group or rehearse alone or with Professor Golde as assigned<br>• Submit final slides for your presentation<br>• 5-10 insights from your group work (submit "Group Insights" assignment)<br>• Complete S6 required readings posted on Canvas |

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| Due 3/12 | Final Project (See file in Canvas for full details) | 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 using the feedback form in Canvas 2. Action plan: See details in Assignment folder on Canvas. It is a written reflection and plan of how you will apply the learnings from class to your everyday communication going forward |
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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 join 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 several required and supplemental readings in Canvas. You should read all required readings and use the optional readings to pick up insights, tips and tricks or further discussion on topics we may not cover in class.

- **Participation:** We expect you to contribute to the learning of your classmates, both through class discussion and feedback during the breakout sessions. Expect to be called on without prior notice.

  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 enough 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 consider the comments and analyses of your classmates.
  - Participation should move our discussion forward.
  - Finally, as noted, you need to be present in class to receive a strong class participation score.

**Assignments (60%):** There will be 4 major assignments (described below) which account for a significant portion of your grade. In addition, there will be smaller assignments to help prepare you mini-surveys and students will be expected to practice learnings from class in real life.

- **Assignment 1 (Storytelling):** Develop a 2-minute personal 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 (50/50):** Come to class prepared to give a 2 min presentation (must include slides) to half the class and receive feedback.
- **Assignment 4 (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 based on 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 consultant. His background as a consultant, 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.

He is the co-Founder of Deep Breadth: Strategic Consulting where he engages in culture change work, assisting with strategic direction, providing sounding board advisory for senior executives and helping them make progress on complex and seemingly intractable problems. His varied career includes providing support to Fortune 1000 CEOs, leaders in the arts, environmental, human rights and education sectors and founders of startups.

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.

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