

B8538 – THE LEADER’S VOICE
Spring 2024

For Bidding Purposes Only.

PROFESSOR MICHAEL MORRIS

Office Location:

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Office Hours: By appointment only

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. We aim to develop two kinds of knowledge--conceptual understanding and procedural skill. Each session will convey frameworks for particular kinds of communication and some active exercises for practicing them. We rely on simulations and personalized feedback to hone behavioral skills.

REQUIRED COURSE MATERIAL

- Required reading: Duarte, *HBR Guide to Persuasive Presentations* (a kindle version is available)
- Other required readings and links to videos are provided electronically via Canvas
- Students must have at each session a device that is capable of recording video, charged!
- Slides will be uploaded to Canvas after class rather than distributed in hard copy

REQUIRED PREREQUISITES AND CONNECTION TO THE CORE

Students must have completed the LEAD core class. Connections to LEAD include leading and inspiring others, influencing with behavior, and leveraging social networks.

Sessions	Topic	Assignments (due at 1pm before class unless otherwise noted)
S1 Oct 29	Storytelling & Synthesis: How to make a point stick. Structure.	Story Planning: Use the given rubrics to start a Story Bank. Script a 2 min personal story that you will share with a small group. Adjective Exercise 1: Complete on Canvas, read over the list of adjectives but you are not limited to it (<i>due afterwards, Oct 30</i>). Video Reflection: Watch the video of the story you told in S1. Answer the Canvas quiz to assess yourself (<i>due Oct 30</i>).
S2 Nov 5	Connecting & Coaching: Engaging and involving your listener. Delivery.	Memorable Meal Story: Prepare to tell a story about a meal with rich detail, vocal variety, and audience participation. Challenging Message: Prepare to deliver some sensitive news. Coaching Exercise: Identify a coachable challenge in your life.
S3 Nov 12	Improvisation & Networking Working without a script	50/50 Stories: Come to class prepared to tell a 2-minute story to a large audience (half of the class) and receive feedback. Either reprise your S1 story or prepare a different one in your Story Bank. Video Reflection: Watch you story from S1 and S3. Review feedback. Answer the Canvas quiz to assess your progress. (<i>due afterwards, Nov 13</i>).
S4 Nov 19	Advocacy & Rebuttal How to change minds and manage corporate crises and reputations <i>Guest speaker:</i> Stacey Z. Hara, VISA	Debate: Submit a 1 min argument abstract for why we should have grade disclosure (pro) and a 60 second argument on why we should not (con). Be prepared to present either argument in class debates. The audience is CBS student body, faculty, and administration.
S5 Dec 3	Building your personal brand First impressions and making the most of your airtime at meetings	Introduction: It's your first day at a new job you hope to hold after CBS. Your boss asks you to introduce yourself in the weekly team meeting. Submit the script of your 30 sec pitch. In addition, state the job and list the 1-2 year goals that you'll have in this job. Synthesis: Prep to brief class on a recommended reading. Analytic Presentation: With numbers, concept, visuals. Adjective Exercise 2: Complete the Canvas survey by listing 3-5 adjectives that best describe each person in your Coaching Group (<i>due afterwards, Dec 4</i>). Video Reflection: On initial analytic presentation in S5 (<i>Dec 4</i>)
S6 Dec 10	Sustained learning	50/50 Analytic: Come prepared to give a 3 min polished version. Synthesis: Prep to brief class on a recommended reading.
Dec 17	Final Project and Self-Assessment of your learning and change	Final Project: Prepare for, Deliver, Take Feedback, and Reflect on a real presentation given outside of class, ideally in December. Another student should attend to provide written feedback (upload their feedback) and an account of your process (upload) Final Self-Assessment: How you applied the communication practices covered in class to your everyday communication (upload)

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

- **Attendance:** To be in the class, you must be present in the first session and arrive prepared (having done the assignments). It will not be possible to add the course if you do not attend the first session. Given that class attendance is central to the learning, missing any subsequent sessions (unexcused) will lower your grade. If you miss 2 of the 6 sessions, the highest grade you will be able to receive is a P. If you miss 1 of the 6 sessions, it is very unlikely you will receive higher than an HP.
- **Participation:** We expect you to contribute to the learning of your classmates, both through class discussion and feedback for your fellow classmates. Students are expected to adhere to CBS Core Culture in this class by being Present, Prepared, and Participating. Expect cold calling. Good participation is defined as:
 - On time and present in each class. In Zoom classes, camera on always.
 - Actively participate in class discussions, pulling in insights from readings.
 - When classmates are presenting, be respectful and prepared with thoughtful questions and feedback
 - Device usage (phones, laptops) other than as Zoom device or recorder is not allowed.
 - You should be prepared from the first session onward to keep video recordings of all your presentations. This means making recordings of your breakout sessions on Zoom. It may be useful at times to also set up a phone video recording of yourself from a different angle.

Assignments (60%): There are assignments due in each session (described in course roadmap) and a final project. In addition each week students will be expected to practice learnings from class in real life.

- 30%: The assignments each week are worth 5% of your grade
- 20%: Final Project
- 10%: Final self-assessment
- Please note that there are 2 Adjective Exercises

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>.