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 (from peers and through video) to hone behavioral skills.

REQUIRED COURSE MATERIAL

- Required reading: Duarte, HBR Guide to Persuasive Presentations (a kindle version is available)
- Other required readings will be provided electronically via Canvas
- Students must bring to each class 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.
<table>
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<tr>
<th>Sessions</th>
<th>Topic</th>
<th>Assignments (due at noon before class unless otherwise noted)</th>
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| **S1**  | Storytelling & Synthesis: How to make a point stick | **Story planning:** Use the given rubrics to start a Story Bank and Plan a 2 min story that you will share with a small group.  
**Adjective Exercise:** Answer the Canvas quiz for the self-assessment exercise that asks you to choose 5-10 adjective (due at noon on Sept 6).  |
| **S2**  | Connecting & Coaching: Engaging and involving people | **Video Reflection:** Watch the video of the story you told in session 1. Answer the Canvas quiz to assess yourself.  
**Memorable Meal story:** Prepare to tell a story about a meal with rich detail, vocal variety, and audience participation.  
**Coaching Issue:** Identify a coachable challenge.  |
| **S3**  | Improvisation & Networking | **50/50 Stories:** Come to class prepared to tell a 2-minute story to a large audience (half of the class) and receive feedback (can be same or different story from week 1). 12:40-2:15  |
| **S4**  | Advocacy & Rebuttal | **Video Reflection:** Watch the video of the story you told in session 3 – answer the Canvas quiz to assess yourself.  
**Debate:** Submit a 60 second argument (no more than 200 words) for why we should have grade non-disclosure and a 60 second argument on why we should not. Be prepared to present either argument in class debates. The audience is CBS student body, faculty, and administration.  |
| **S5**  | Building your brand | **Introduction:** It’s your first day at your new job. Your boss asks you to introduce yourself in the weekly team meeting (to 6-8 people). Submit the script of your 30 sec pitch. In addition, list the 1-2 year goals that you’ll have in this job.  
**Synthesis** of one recommended reading. Prep to brief class.  
**Adjective Survey:** Complete the Canvas survey by listing 3-5 adjectives that best describe each person in your Coaching Group (due at noon on Oct 4).  |
| **S6**  | Sustained learning | **Video Reflection:** Watch the video of the presentation you gave in session 5 – answer the Canvas quiz to assess yourself.  
**50/50 Analytic:** Come to class prepared to give a 2 m analytic presentation with a visual aid (PowerPoint, handout, flip chart or white board) to half the class and receive feedback. 12:30-2  
**Synthesis** of one recommended reading. Prep to brief class.  |
| Oct 23  | Final Project | **Final Project:** Every student is expected to give one presentation outside of class, ideally just after class so you can apply what you learned in class. This can be in another class, for a club, or outside of CBS. You are expected to have one student (from any past or present TLV section) attend that presentation, record your delivery, and provide written feedback (upload their feedback form). You will write an action of how you will apply the learnings from class to your everyday communication (upload)  
**Final Self-Assessment:** How much you applied the learnings in class to your everyday communication |
METHOD OF EVALUATION

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
  - 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 recorder is not allowed

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 weekly assignments are each worth 5% of your grade
- 15%: Final presentation and action plan
- 15%: Final self-assessment
- Please note that there are 2 Adjectives Exercises due Sept 6 and Oct 4

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.