FOR BIDDING PURPOSES ONLY

IMPORTANT: You must attend the first class to be in this course. If you are absent the first day, you will be automatically dropped.

Spring 2019
B Term: Wednesdays, 12:30pm – 3:45pm (Uris 307)

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TA:

REQUIRED COURSE MATERIAL
• Required readings are provided via Canvas

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.

The goal of this class is to introduce you to concepts and best practices, as well as to offer a safe place to practice. While you will have opportunities to practice public speaking in various forms, this class will also discuss frameworks and the challenges of different types of communication.

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 most often owes more to method than magic. What looks to us like spontaneous eloquence typically results from applying frameworks and focused practice.

COURSE OBJECTIVES
This class looks to various communication professions for tools and methods that can help business leaders face their communication challenges. 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 role-play simulations and personalized feedback (from peers and through video) to hone behavioral skills. Each student will also
have the opportunity to receive direct coaching feedback from the Professor on their particular communication and presence.

The topics we will cover in class are:
• Storytelling
• Public Speaking
• Managing & Influencing
• Networking & Building Relationships
• Troubleshooting & Other Communication Areas (e.g., e-mail, PowerPoint)

### COURSE ROADMAP/SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assignments (due by 11:59pm the night before class)</th>
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| 1 March 27th | **Storytelling & Synthesis:** Making a point memorable | • **Storytelling:** Develop a 2-minute story that you will share with 1-2 students (you’ll likely tell this story again to half the class in session 2)  
• Pre-class survey |
| 2 April 3rd | **Written Communication (Storytelling):** 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 (can be same or different story from week 1)  
• Written synthesis of reading |
| 3 April 10th | **Public Speaking:** Effective non-verbal communication to move a crowd | • **Story Self-Assessment:** Watch the video of the story you told in session 2 – and assess yourself  
• Written synthesis of reading |
| 4 April 17th | **Practical application:** Double 50/50 | • **50/50 Presentation 1:** Come to class prepared to give a 2-minute presentation with a visual aid (ppt, handout, image, white board drawing) to half the class and receive feedback (Double 50/50 – coaches will switch halfway through)  
• **50/50 Presentation 2:** Come to class prepared to answer 2 pre-planned questions you might have to field and be ready to take impromptu questions.  
• Mid-course feedback |
| 5 April 24th | **Managing & Influencing:** Chats that change people | • **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 deliver either argument in class. Audience is CBS student body, faculty, and administration.  
• Written synthesis of reading |
| 6 May 1st | **Putting it all together, influencing, and other channels:** Enabling sustainable change. | • **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 (no more than 30 sec) introduction. In addition, share some of your 2-3 year goals  
• Written synthesis of reading |
Due May 8th

Final Project

1. **Final Presentation**: Every student is expected to give one presentation outside of class, ideally towards the end of 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 TLV section) attend that presentation, record your delivery, and provide written feedback (feedback form will be provided).

2. **Action plan**: Written plan of how you will apply the learnings from class to your everyday communication

3. **Self-Assessment**: How much you applied the learnings in class to your everyday communication

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**GRADING**

**Assignments 70%**: 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 bolded weekly assignments are each worth 5% of your grade
- 30%: Final presentation and action plan
- 10%: The four written syntheses are each worth 2.5% of your grade

**Individual Assignments**: Each week, there will be individual assignments posted on Canvas. You will be graded on how well you are prepared for each class (readings and any class-specific assignments announced during the course). Part of this grade will include when you present to the full class, with the focus on how well you had prepared, how much you were able to implement class learnings to date, and your willingness to take feedback and adjust.

**Final Project (please refer to Final Project document on canvas)**:

There are three parts to your final assignment:

- **Final Presentation**: At some point before the end of the course, you need to be observed by a student currently enrolled in an TLV section giving a presentation to an audience of more than 8 people. This person should record you and provide feedback on your delivery using the form on canvas.

- **Action Plan**: This will be a write up that should reflect on your progress throughout the class, implementation of feedback (from coaching group peers, other classmates and class learnings), and how you plan to continue to progress after the class is over.

- **Self-Assessment**: You will grade yourself on your own development as well as on your ability to coach those within your coaching group (including the coaching assessment you give to those in your coaching group)

There will not be a final exam for this course.

**Class Participation (30%)**: 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) will take away from your participation grade

**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.

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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](http://sexualrespect.columbia.edu/gender-based-misconduct-policy-students).