REQUIRED COURSE MATERIAL

- Please buy Duarte, HBR Guide to Persuasive Presentations (an electronic version is available)
- Other required readings will be provided via Canvas
- Students must have a smart phone that is capable of taking video and a clicker to participate in in-class polls
- Note that slides will be uploaded to Canvas after class but we will make an effort to be eco-friendly in this class

REQUIRED PREREQUISITES AND CONNECTION TO THE CORE

Students must have completed the Leadership Development core class. The class is best suited to students taking leadership roles during the MBA experience (club officer, cluster officer, peer advisor, etc.).

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.
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 some active exercises for practicing them. We rely on simulations and personalized feedback (from peers and through video) to hone behavioral skills. Note that the order of these topics may change.

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<tr>
<th>Session</th>
<th>Topic</th>
<th>Assignment</th>
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| 1       | Storytelling & Synthesis: Making a point memorable                   | • **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  
• Pre-class survey                                      |
| 2       | Public Speaking: Effective non-verbal communication to move a crowd |                                                                                                                                 |
| 3       | When Things Go Wrong: Recovering from a stumble                      | • **Assignment 2 (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)  
• Post-class survey                                      |
| 4       | Managing & Influencing: Chats that change people                     |                                                                                                                                 |
| 5       | Building Relationships: Defining your brand and expanding your network | • **Assignment 3 (TBA)**                                                                                     |
| 6       | Putting it all Together: Enabling sustainable change                 | • **Assignment 4 (50/50 Presentation):** Come to class prepared to give a 2 min presentation (does not need to include slides) to half the class and receive feedback |

**Due Oct 15**

**Final Project**

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 you giving it, and provide written feedback
2. **Action plan:** Written plan of how you plan to apply the learnings from class to your everyday communication
3. **Self-Assessment of how much you applied the learnings in class to your everyday communication**
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.

- **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. Good participation is defined as:
  - On time and present in each class
  - Actively participate in class discussions, pulling in insights from readings.
  - When guests are in the room, be respectful and prepared with thoughtful questions
  - Device usage (phones, laptops) will take away from your participation grade

Assignments (60%): There will be 4 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 (TBA)**

- **Assignment 4 (50/50):** Come to class prepared to give a 2 min presentation (does not need to include slides) to half the class and receive feedback

- **Final project**
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