THE LEADER’S VOICE
BIDDING ONLY

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**To be in the class, you must be present in the first class and arrive prepared**

**REQUIRED COURSE MATERIAL**

- Required readings will be provided via Canvas
- Students must have a smart phone that is capable of taking video
- Note that slides will be uploaded to Canvas after 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, etcetera).

**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 active exercises for practicing them. We rely on simulations and personalized feedback (from peers and through video) to hone behavioral skills.
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<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
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<td>Each week, you are expected to do the required readings and one of the pick 1 readings, and submit a 100 word written synthesis of the pick 1 reading.</td>
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<tr>
<td>#1 on Sept. 7</td>
<td>Storytelling &amp; Synthesis: Making a point memorable</td>
<td>Assignment 1 (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. Pre-class survey</td>
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<td>#2 on Sept. 14</td>
<td>Public Speaking: Effective non-verbal communication to move a crowd</td>
<td>100 word synthesis of a reading submitted to Canvas Selected students give 2 minute presentation</td>
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<td>#3 on Sept. 21</td>
<td>When Things Go Wrong: Recovering from a stumble Other Communication Channels: Effective written communication (focus on email and PowerPoint)</td>
<td>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) 100 word synthesis of a reading submitted in Canvas Post-class survey 5-10 insights from your group work (group submission) Selected students give 2 minute presentation</td>
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<tr>
<td>#4 on Sept. 28</td>
<td>Managing &amp; Influencing: Chats that change people</td>
<td>100 word synthesis of a reading submitted in Canvas Selected students give 2 minute presentation</td>
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<td>#5 on Oct 5</td>
<td>Building Relationships: Defining your brand and expanding your network</td>
<td>Assignment 3 (Branding): Come to class having answered the personal branding questions, and with a 1 minute presentation, personal pitch 100 word synthesis of a reading submitted in Canvas Selected students give 2 minute presentation</td>
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<td>#6 on Oct 12</td>
<td>Putting it all Together: Enabling sustainable change</td>
<td>Assignment 4 (50/50 Presentation): Come to class prepared to give a 2 min professional presentation with slides to half the class and receive feedback. 100 word synthesis of a reading submitted in Canvas 5-10 insights from your group work (group submission) Selected students give 2 minute presentation</td>
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<td>Due Oct 21</td>
<td>Final Project (See file in Canvas for full details)</td>
<td>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 2. Action plan: Written plan of how you will apply the learnings from class to your everyday communication 3. Self-Assessment of how you have applied the learnings in class to your everyday communication</td>
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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 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.

- **Preparation**: There are a number of required and supplemental readings in Canvas. You should read all required and at least one supplemental reading before each session, submit a 100 word written synthesis and be prepared to talk about that reading in class. NOTE: There may be some videos, audio or readings that the whole class will be required to prepare. These will be made clear in class and in Canvas.

- **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.

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 (Branding)**: Come to class having answered the personal branding questions.

- **Assignment 4 (50/50)**: Come to class prepared to give a 2 min presentation (must include slides) to half the class and receive feedback.

- **Additional 2 minute presentation**: Besides the 50/50 presentations, all students will at one point present for 2 minutes to the whole class and get feedback.

- **Final project**: Includes presentation, action plan, and self-assessment. See file in Canvas for full details.

INSTRUCTOR BIO

Jeffrey Golde is a management and strategy consultant in the arts and non-profit world. His background as an 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.

His varied career includes providing administrative, financial and marketing support to theatre companies and leadership development and strategic planning with large arts presenters. He has also managed advertising and promotion campaigns for the Washington D.C. PBS/NPR affiliate WETA.

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. He coaches business professionals on presentation delivery and creation of content.

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