

# Leading with Presence / Electives / 2025

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## FACULTY INFORMATION

Name	Steffen R. Giessner (coordinator)
Background	<i>Professor, Author, and Speaker</i>
Email address	<a href="mailto:sgiessner@rsm.nl">sgiessner@rsm.nl</a>
LinkedIn profile	<a href="https://www.linkedin.com/in/sgiessner/">https://www.linkedin.com/in/sgiessner/</a>
Phone number	+31 10 408 1572
Office hours	On request

Name	Antonie Knoppers
Background	<i>Trainer, Coach, Speaker, Author, and Actor</i>
Email address	<a href="mailto:antonie@dnatrainingen.com">antonie@dnatrainingen.com</a>
LinkedIn profile	<a href="https://www.linkedin.com/in/antonieknoppers/">https://www.linkedin.com/in/antonieknoppers/</a>

Name	Amanda Wolzak
Background	<i>Trainer, Coach, Actor and Doing Voice-overs</i>
Email address	<a href="mailto:a.wolzak@hetnet.nl">a.wolzak@hetnet.nl</a>
LinkedIn profile	<a href="https://www.linkedin.com/in/amanda-wolzak-3839871/">https://www.linkedin.com/in/amanda-wolzak-3839871/</a>

## FACULTY BIO'S

### STEFFEN R. GIESSNER

is a Professor of Organisational Behaviour and Change at the Department of Organisation and Personnel Management, Rotterdam School of Management, Erasmus University. His teaching and research is located at the intersection of organizational psychology and management. His primary research topics are employee support during organizational merger, follower's perceptions of leadership, antecedents of leader behaviour, and non-verbal communication of power.

He has authored and co-authored papers in the areas of organizational behaviour, management, and psychology. His research received media coverage in outlets like the Forbes, New York Times, Financial Times, The Guardian, Harvard Business Review, Harvard Business Manager and Wall Street Journal.

### AMANDA WOLZAK

studied German and Sociology at Goldsmiths' College, University of London and the Free University of Berlin. During this period she regularly performed in German and English productions and discovered that her passion lay in theater. After her degree she completed a Post-Graduate course at the Central School of Speech and Drama in

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London. She obtained a distinction from the Advanced Course in Speech and Drama and that launched an acting and theatre career in Britain.

In 1989 she moved to The Netherlands and works as an acting teacher, director, actor, trainer – specializing in communication and presentation trainings and as a voice-over artist for radio, corporate films, educational programs, film and TV.

### **ANTONIE KNOPPERS**

is a trainer, coach, facilitator, guest speaker and actor. He is also a guest faculty member at Nyenrode University and the University of Maastricht. He graduated summa cum laude from Brandeis University with a Masters in International Economics and Finance and from the University of San Diego/Old globe theatre with a Masters in Fine Arts. His experience and business school education enable him to give those in the corporate world practical tips and tools on how to enhance their communication and Presence.

Besides Presence trainings, Antonie also gives a variety of other trainings such as communication skills, team coaching, storytelling and presentation skills trainings. He is half Dutch, half American and currently lives in Amsterdam.

## **ABSTRACT**

How strong are your non-verbal communication skills? Deepen your understanding and discover how to apply new techniques in online and face-to-face live sessions. Grow your physical and emotional intelligence, and learn new ways to lead effectively under pressure, influence others, instill trust, and strengthen your communication skills.

You can have great ideas, perspectives and methods. But if you are not aware of how you come across, and if you do not embody your message with intention, then you will lose your effectiveness. As a matter of fact, about 70 to 90 percent of human communication is nonverbal – embodied by the tone of our voice and our body language. Taught by an academic researcher and experienced executive presence coaches, this course will make you aware of your non-verbal self-presentation, and teach you how to build on your strengths, allowing your communication and interaction with others to have more impact. The Leading with Presence will increase your knowledge about the innate intelligence of your body. Combine this awareness with practice to become a more effective leader, as you explore more active and effective ways of communicating and expressing who you are, and what message you want to convey. Further, learning about your presence will decrease your experienced stress and increase your well-being at work (cf. SDG 3).

While the course is about presence to help you in your face-to-face presentations, meetings, sales pitches etc., we will also address issues about online presence in this course.

## **EDUCATIONAL GOALS**

By participating in this programme, you will:

- increase your self-awareness and self-confidence
- develop powerful online and face-to-face presence
- learn how to inspire those around you
- discover how to lead effectively under pressure
- get personal feedback from three experienced trainers
- strengthen your communication skills
- connect with others and build trust more quickly
- reduce stress and increase well-being in challenging business situations

Learning areas	Educational Goals
<b>I. Content- related</b>	Understanding the various facets on non-verbal behaviour
	Apply knowledge of nonverbal behaviour to analyse cases.
<b>II. Skills-related</b>	Increase portfolio of nonverbal behaviour & integrate tools to strengthen your non-verbal message
	Learn and apply tools for physical (such as facial expressions, posture, gestures, and other body aspects) & vocal skills
	Grow awareness of your connection with others and your observations of the Presence of others
<b>III. Attitude-related</b>	Appreciate the importance of non-verbal communication as an essential element of communication for positive engagement and well-being (cf. SDG 3)

## TEACHING METHODS AND WORKLOAD

The programme provides and integrates scientific insights and research with an experiential learning approach to increase your presence skill portfolio. Research in this area of communication will be presented and discussed, and you will ‘learn by doing’ while participating in highly practical exercises such as how to use your voice and posture. Use of media (videos) for analysing and improving nonverbal skills. We will have asynchronous instructional videos as well as synchronous online Zoom session. Furthermore we will have two face-to-face sessions in which you will do exercises to work on your presence and receive individual feedback from the instructors. Note that if you cannot join face-to-face, you can join these sessions online.

Description	Calculation	Total
In-Class sessions:	6 sessions x 3 hours	18 hours
Class Preparation:		18 hours
Team Assignment(s)		24 hours
Individual Assignment(s)		24 hours
Total Course Hours		84 Total hours
EC (Number of study credits)	3 EC x 28	84 Total hours

## GRADING AND ASSESSMENT

Course: Leading with Presence		Assessment formats		
Educational goals per course	Class participation	Team exercise report	Case analysis on non-verbal behaviour	Total
After following this course, the student is able to:				
<ul style="list-style-type: none"> <li>Understanding the various facets on non-verbal behaviour</li> </ul>		X	X	
<ul style="list-style-type: none"> <li>Apply knowledge of nonverbal behaviour to analyse cases.</li> </ul>		X	X	
<ul style="list-style-type: none"> <li>Increase portfolio of nonverbal behaviour &amp; integrate tools to strengthen your non-verbal message</li> </ul>	X			
<ul style="list-style-type: none"> <li>Learn and apply tools for physical (such as facial expressions, posture, gestures, and other body aspects) &amp; vocal skills</li> </ul>	X			
<ul style="list-style-type: none"> <li>Grow awareness of your connection with others and your observations of the Presence of others</li> </ul>	X			
<ul style="list-style-type: none"> <li>Appreciate the importance of non-verbal communication as an essential element of communication for positive engagement and well-being (cf. SDG 3)</li> </ul>	X	X	X	
Weighting factor		40%	60%	100%
Minimum grade required	Pass/Fail	5.5	5.5	5.5
Opportunity to resit within the academic year (Yes/No)	No	Yes	Yes	
Form of examination (e.g. MC, Open-book, etc.)	Participation	Written assignment	Written assignment	
Group / Individual assessment (Group/Individual)	Individual	Team	Individual	

In order to pass the course, each assessment or deliverable (component grade) with a resit option, needs to be at least 5.5. Components with no resit option bear no minimum grade required, but to pass the overall course, the final grade needs to be at least 5.5.

Grades are rounded according to the rounding provisions included in the Examination Regulations (ER) of the programme, and are expressed with 1 decimal point. Not meeting the minimum grade required for either a component grade or the overall course grade determines a fail for the course. Participants can resit a failed component only once. There is no capping of the grade for a resit examination, unless determined by the faculty. The only exception is when the nature of the failed assignment allows for an improvement effort of the same assignment (capped at 5.5 for that component). For this particular course, the faculty has decided that all assignments allow for ***an improvement effort to achieve the passing grade***.

Grade penalties for unauthorized late submissions will be automatically imposed. Penalties for unauthorised late submissions range from 10% to 20% deduction from the examination component depending on the hours/days late. Unauthorised late submissions 4 days or longer after the deadline without prior notification and a reasonable explanation for the late submission, will not be accepted.

Attendance is mandatory and a requirement to pass the course. Missing classes and arriving late may result in grading penalties and even a fail for the course.

### **Fraud, Plagiarism / Self-plagiarism (Appendix B on Code of Conduct, Examination Regulations -ER-)**

The Examination Board defines fraud as *“the action or negligence of a student because of which it is impossible, entirely, or partially, to form a correct judgment about the knowledge, insight, and skills of them or another student”* (ER, 2024-2025). Examples of fraud are cheating, cribbing, plagiarism, freeriding in a team assignment, availability of unauthorized (study) material during a test such as mobile phones, contract cheating/outsourcing/ghost-writing, unauthorized use of generative AI, identity fraud, theft.

Confirmed cases of fraud/plagiarism will lead to (appropriate and proportional) sanctions as defined by the Examination Board in the Rules and Guidelines section of the Examination Regulations (ER). Repetitive cases of fraud/plagiarism lead to expulsion from the programme.

Plagiarism is presenting another person’s work as one’s own. Plagiarism includes any paraphrasing or summarising of the work of another person or group without acknowledgment, including submission of another student’s work as one’s own. Plagiarism frequently involves a failure to acknowledge the quotation of paragraphs, sentences, or even a few phrases written or spoken by someone else.

Using ideas from your own prior work (assignment) without referencing the work in your assignment is considered self-plagiarism.

Participants are required to adhere to the 6 principles outlined in the RSM AI guidelines with regard to the use of Artificial Intelligence Platforms such as ChatGPT and related software/tools. The unauthorised use constitutes violation of plagiarism/ fraud policy. For this particular course, the faculty promotes **an embraced use of AI**.

For more information about academic integrity and AI please refer to the Programme’s Examination Regulations and RSM AI guidelines documents on the Student Hub.

Assessment / Deliverable:	Individual or group:	(Due) date:	% of final grade:
Class participation	Individual	Every session	
Team exercise report	Group	TBD	40 %
Case analysis on non-verbal behaviour	Individual	TBD	60 %

## **REQUIRED TEXTBOOK**

Knoppers, A. T., Obdeijn, M., Giessner, S.R. (2021). Leading with Presence: Fundamental Tools and Insights for Impactful, Engaging Leadership. Bingley, UK: Emerald Publishing.

## **SUGGESTED EXTRA READINGS, JOURNALS AND WEBSITES**

The first two articles provide you two insights. First, Antonakis and colleagues explains how non-verbal behaviour is an essential part of charisma (or better to say: how others see you as charismatic). The second article outlines how our thinking (i.e., cognition) is linked to our body.

- 1) Antonakis, J., Fenley, M., & Liechti, S. (2012). Learning Charisma. Harvard Business Review, June 2012, 127-130.
- 2) [Beilock, S.L. \(2009\). Grounding cognition in action: expertise, comprehension, and judgment. Progress in Brain Research, 174, 3-11.](#)

On Emotional Intelligence (EI), we suggest you two readings. The one is from the psychologists who actually developed the concept, John Mayer and Peter Salovey. This is the more scientific grounded understanding of emotional intelligence. The second is the more popular concept of EI from Daniel Goleman. His concept is a bit wider. Both share, however, the emphasize that being intelligent about emotions is key for success as manager.

- 3) [Mayer, J.D., Caruso, D.R., & Salovey, P. \(2016\). The ability model of emotional intelligence: Principles and updates. Emotion Review, 8, 290-300.](#)
- 4) Goleman, D., & Boyatzis, R. E., (2017). Emotional intelligence has 12 elements: Which do you need to work on? Harvard Business Review, February 2017

We also ask you to read this article on Authenticity – as this closely links to the experiences you will have in our course.

- 5) [Ibarra, H. \(2015\). The authenticity paradox: Why feeling like fake can be a sign of growth. Harvard Business Review, Jan-Feb 2015, 1-9.](#)

For the team exercise report, we suggest to read the following articles to help you a bit in structuring your ideas. This is a more general overview of points to consider when designing a training but it might be helpful for writing up your exercise:

- 6) [Salas, E., & Cannon-Bowers, J. A. \(2001\). The science of training: A decade of progress. Annual Review of Psychology, 52, 471-499.](#)
- 7) Kolb's learning model <https://www.simplypsychology.org/learning-kolb.html>

## DETAILED COURSE SCHEDULE

Session 1	
Topics:	Introduction of the Faculty & Fundamentals
Preparation:	Course book Chapter 2 Antonakis, J., Fenley, M., & Liechti, S. (2012). Learning Charisma. Harvard Business Review, June 2012, 127-130. <a href="#">Beilock, S.L. (2009). Grounding cognition in action: expertise, comprehension, and judgment. Progress in Brain Research, 174, 3-11.</a>
In class exercises:	<i>Non-verbal communication exercise</i>
Readings:	See above

Session 2	
Topics:	Toolbox reflection, Voice and vocal colouring
Preparation:	Course book Chapter 4, 5
In class exercises:	Discussion about toolbox, Vocal basics and vocal colouring exercises
Readings:	See above

Session 3	
Topics:	Emotional Intelligence, Practicing presence
Preparation:	<p>Course book Chapter 3</p> <p><a href="#">Mayer, J.D., Caruso, D.R., &amp; Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. Emotion Review, 8, 290-300.</a></p> <p>Goleman, D., &amp; Boyatzis, R. E., (2017). Emotional intelligence has 12 elements: Which do you need to work on? Harvard Business Review, February 2017</p>
In class exercises:	Video reflections, The pitch exercise (half of the participants)
Readings:	See above

Session 4	
Topics:	<p>Storytelling discussion</p> <p>Storytelling practice</p>
Preparation:	<p>Course book Chapter 7</p> <p>Ibarra, H. (2015). The authenticity paradox: Why feeling like fake can be a sign of growth. Harvard Business Review, Jan-Feb 2015, 1-9.</p>
In class exercises:	Practicing storytelling (half of the participants)
Readings:	See above

Session 5	
Topics:	Business presentations and non-verbal analysis
Preparation:	You will receive slides you will use to prepare for the business presentation. You will incorporate as much as possible, the tools for Storytelling in your presentation.



In class exercises:	Practicing with actual presentations and PowerPoint – Splitting into two groups
Readings:	See above

Session 6	
Topics:	Feedforward and Reflection
Preparation questions:	What have you learned? What have you observed? How can you transfer it to work and continue learning?
In class exercises:	Feedforward open discussion; one by one what is your big takeaway, 'aha' moment and share it with the group in full physical and vocal presence
Readings:	All required literature will be sent before the course

## ASSIGNMENTS DESCRIPTION

### Individual: Class Participation

Being present at each session, active and engaged participation in the classes (and the preparation of these), discussions and exercises. It's not about doing it right, it's about curiosity, exploring and diving in. We only grade this component as pass or fail.

#### Grading rubric

Criteria	Pass	Fail
Attendance	Present at each session	Frequent absences or tardiness
Engagement	Actively participates in discussions and exercises	Little to no participation or engagement
Preparation	Comes prepared for sessions, having completed any required pre-work	Lacks preparation, impacting ability to engage meaningfully
Approach to Learning	Displays curiosity, willingness to explore and dive into topics	Demonstrates disengagement, resistance to exploring ideas

### Team: Exercise Report

Based on scientific literature, you are asked to develop an exercise for practicing nonverbal behaviour. We grade how well you connect scientific insights and practical ideas. The report should be around 4-7 pages. Here is guideline for the report:

- 1-2,5 pages: Explain the non-verbal behaviour you will focus on. Summarize scientific literature which shows its effects – justifying why you focus on this behaviour.
- Half a page should outline what you aim to improve (i.e., knowledge, skills and attitudes – KSA)
- 1-2 pages, describe the exercise/training in detail including what feedback you aim to give
- Half a page or up to 1 page suggesting how to test learning with this exercise.

### Grading rubric:

<b>Criteria: Content of exercise (60%)</b>
<i>Connection between theory and exercise</i>  The exercise is clearly based on a theoretical/scientific insights. There is coherence and a clear explanation why certain aspects are included in the exercise  30 points
<i>Detail and coherence</i>  The exercise provides enough detail to understand its components. There is a clear connection between the learning goals of the exercise, elements of the exercise and the measurement of the impact of the exercise  30 points
<b>Criteria: Professional presentation (20%)</b>
The assignment is presented in a professional format. The writing style makes it easy to read and understand (i.e., includes consideration of grammar, logic, and spelling). Academic references are provided.  20 points
<b>Criteria: Creativity (20%)</b>
The exercise show shows a high level of innovation (e.g., unique ideas, new scientific insights).  20 points

### Individual: Case Analysis on nonverbal behavior

A case video will be provided. You will have to write a 2-3 page report analysing nonverbal behaviour. Here we ask you to focus on different non-verbal aspects of the video and describe these aspects. The analysis should be based on the literature of the course and the elements we teach in this course. We grade you on how detailed you are with your analysis.

### Grading rubric:

<b>Criteria: Content (80%)</b>
<i>Identifying and describing non-verbal behaviors</i>  The key non-verbal behaviors are identified and described.  30 points
<i>Analysis</i>  The non-verbal behaviors are evaluated. The language of the course/course book is used in the analysis of the behaviors. The analysis shows depth and an understanding of the course content on non-verbal behavior.  50 points
<b>Criteria: Writing style (20%)</b>
The assignment is presented in a professional format. The writing style makes it easy to read and understand (i.e., includes consideration of grammar, logic, and spelling). Academic references are provided.  20 points