BUILDING POWERFUL RELATIONSHIPS

IE University
Professor: **DANIEL MAYORAL PALANCA**

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Degree course: FIRST
Semester: 1º
Category: COMPULSORY
Number of credits: 5.0
Language: English

PREREQUISITES

There are not prerequisites for this course.

SUBJECT DESCRIPTION

Building powerful relationships helps students to discover all their potential, to make them more confident, to become great communicators and to develop their ability to work in teams, and build strong relationships.

Communicating effectively—as a professional, an organizational member, or a student—requires a clear sense of purpose, resourceful thinking, an ability to adapt ideas to others, and confidence to express those ideas. Good communication is good thinking— reasonable, well-informed, creative, and flexible. Addressing any audience is not easy (as suggested by the large number of people who dread speaking in public) and you cannot rely only on your improvisation skills. Preparation and rehearsal in advance is key.

Building powerful relationships, becoming a strong team leader is not easy. Students need to undergo a process in order to become this person. Who you will become will be the result of your work on self-awareness and self-assessment. You will undergo on a process where the essential part is to analyze deeply and develop a strong "yourself. This course is the first step into this process.

We wish to plant the seed to make you aware of attitudes, strengths, skills, abilities and competencies related to communication & team skills and discover your ability to continue growing and developing individually and collectively. Communication & team skills are the tools we use every day to communicate and interact with other people, individually and in groups.

Our approach is holistic – as a whole - in the sense that it mixes practice (face to face and on line) and theory. In this program, we will reflect on the dynamics, abilities and attitudes that will help you to guide people (including yourself!). You will be asked to challenge your skills, your values, to get committed, to find your talent, to work in a diverse team, to manage your communication. You will learn to manage your time, handle meetings, solve conflicts; you will work hard while having fun. The more you get involved, the more you will be able to capture the essence necessary to learn and improve.

By the end of the course, students should be able to significantly reduce their fear when communicating through diverse means, to effectively communicate their ideas,to get your people to trust you, to use their ability to work in teams, to build theirs or others confidence, be sold on your visionand build strong relationships

OBJECTIVES AND SKILLS
2.1. Conceptual objectives

- Gain awareness about your strengths, challenges and leadership abilities through reflecting on the course, its content and your insights.

- Practice the most important competencies on communication and teamwork.

- Learn the theoretical concepts and get an opportunity to put them into practice in a control environment.

- Transform yourself into a confident and assertive professional by developing the most important skills & competences related with interpersonal communication.

2.2. Skills & Competences

- Communicating

- Nonverbal communication

- Verbal communication

- Energy & Attitude

- Presence

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- Asking questions

- Managing information

- Stress Management

- Impactful informative, persuasive and entertaining presentations

- Organizing contents

- Critical thinking

- Creativity

- Storytelling

- Handling with questions

- Managing difficult audiences

- Organizing other's work

- Role distribution

- Creating trust

- Influence others

- Making a follow up of the work

- Managing diversity

- Teambuilding

- Collaborating with others

- Making decisions in teams

- Managing conflicts

- Giving feedback

2.3. Learning outcomes

After completion of the module the student will be able to:

- Feel more confidente while presenting

- Have strong presence on stage, improve posture, movement, gestures, voice and diction

- Use assertive nonverbal and verbal communication

- Create visually appealing & compelling presentations

- Manage challenging situations

- Practice & show team competencies in order to enhance team performance in different situations

- Commit to further developing his/her exisiting skills & talents, and build upon his/her strenghts - Develop powerful relationships

METHODOLOGY

The course uses a combination of techniques and concepts, to enhance personal and group learning through:

- Videos.

- Personal expériences.

- Games.

- Role-plays.

- Group discussions.

- Questionnaires.

- Share best practices.

- Activities.

- Practical cases.

- Instruction. - Etc.

To get all the benefits of the program, it is very important to bring to the session an open mind and a participative attitude.

It is critical to make a practical approach, where participants will experience and practice the tools and behaviors related with leadership.

Between sessions, participants will practice the behaviors in their personal lives and identify their best practices and areas for development.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	25 hours
Discussions	20.0 %	25 hours
Exercises	20.8 %	26 hours
Group work	26.4 %	33 hours
Other individual studying	12.8 %	16 hours
TOTAL	100.0 %	125 hours

EVALUATION CRITERIA

6.1. GENERAL OBSERVATIONS

Students are expected to arrive promptly for each class and to remain for the entire session. Please demonstrate courtesy and respect for the professor and for other students during class by turning off cell phones, not using the computer during the class, not reading the newspaper during class, not sitting in the back talking about non related topics, etc.

Attendance is mandatory, taking into account the general considerations of IE University, Students must attend at least 70% of the sessions. Professors will not make any exception to this rule; for any personal situation, please contact your Program Management Team or the Dean of Undergraduate Studies.

Students who are not able to pass the subject after the second attempt will have to enroll & take it again next academic year. Retakers will not be requested to phisically attend the different sessions but they will have to deliver specific assignments to professor.

6.2. EVALUATION AND WEIGHTING CRITERIA

Each professor will explain in detail evaluation criteria in session one.This is just to illustrate the main criteria.

Evaluation will involve the following weights:

Criteria	Percentage	Comments
Individual Presentation	15 %	
Group Presentation	30 %	Team Topic Presentation
Class Participation	20 %	
Group Presentation	35 %	Agora Project

CLASS PARTICIPATION

Students must prepare each class and be an active participant in class discussion (synch/asynch).

Each student is required to attend each of sessions (if you are unable to attend a session, please let me know before the class). Your participation grade will reflect professor´s assessment of your total contribution to the learning environment.

BEING PHYSICALLY THERE (F2F/videoconference/.) DOES NOT COUNT AS PARTICIPATION.

All the students are accountable for the outcome of this course.

Each professor is free to use their own criteria to evaluate asynchronous participation. However, used as a common basis, our judgment will take into account the following criteria:

Moving Your Peers' Understanding Forward: Great ideas can be lost through poor presentation. A high quality presentation of ideas must consider the relevance and timing of comments, and the flow and content of the ensuing class discussion. It demands comments that are concise and clear, and that are conveyed with a spirit of involvement in the discussion at hand.
Frequency: refers to the attainment of a threshold quantity of contributions that is sufficient for making a reliable assessment of comment quality.The logic is simple: if contributions are too few, one cannot reliably assess the quality of your remarks. However, once threshold quantity has been achieved, simply increasing the number of times you talk does not automatically improve your evaluation. Beyond the threshold, it is the quality of your comments that must improve. In particular, one must be especially careful that in claiming more than a fair share of "airtime", quality is not sacrificed for quantity. Finally, your attempts at participation should not be such that the instructor has to "go looking for you". You should be attempting to get into the debate on a regular basis.
Use of camera: it ismandatory to use it for any videoconference or online situation where it could be required. Professor cannot assess you if they do not see you. Not using it will entitle the professor to give a 0 independently of the overall participation.
Respect: any disturbance or lose of respect for the professor and/or studentswill entitle the professor to give a 0 independently of the overall participation.

You might want to avoid being classified as one of the following types of students:
•Repeaters, i.e., students that, consciously or unconsciously, make comments that are just repeats/rephrasing of what has already been said (by other students, or you). This wastes time and adds nothing to learning.
•Ramblers, i.e., students that take a lot of time to say simple things or they may tell long personal/professional stories, or they roam into topics that are not relevant, or simply make lowquality comments just to participate. They waste valuable time and prevent other students from being able to participate.
•Students that have been distracted (by Facebook, etc.) or who have stopped paying attention and then, later, when they realized they have missed a term or concept, they ask you about it.

ASYNCHRONOUS

Each professor is free to use their own criteria to evaluate asynchronous participation. However, used as a common basis, our judgment will take into account the following criteria:

- 0 points: Though you may have introduced an interesting idea or contributed to the discourse, it is not original enough, or is somehow unclear.
- 1 points: provide a succinct, interesting, original, and well?documented argument or idea, or provide a useful link or pertinent fact.
- 2 points : Your contribution is creative and original, and compellingly argues a very clear point. You support your contribution with evidence.
- 3 points: An exceptional contribution to the discourse

PROFESSOR BIO

Professor: **DANIEL MAYORAL PALANCA**

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Daniel has focused his professional career in all aspects related to people's development and the elements that allow people and organizations to be more effective in personal relationships.
Areas of research:

- Leadership
- Personal Strategy
- Teamwork
- Commercial abilities
- Coaching
- Learning
- Change Management **Academic training:**

- Master in Positive Leadership and Strategy, IE - MBA, IESE Business School.
- Bachelor in Sciences, Universidad Complutense de Madrid.

Teaching and research experience:

- Responsible of development programs for many organizations, from a diverse range of sectors.
- Associate professor in the Human Resources Area in Instituto de Empresa. Collaboration in MBA programs, University, open courses and in-company programs.

Professional experience:

- PDM Consultores en Organización y Personas: Partner. 2002 – Today.
- Agilent Technologies (Hewlett Packard): Development manager for Spain, Portugal, Italy, Russia, Israel and Poland. 1999 – 2002.
- Accenture: Change Management consultant. 1996 – 1999.

Contact Information:

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