
COMMUNICATION SKILLS

Dual Degree in Business Administration & Data and Business Analytics BBADBA SEP-2024 CS-N-NBDA.2.M.A

Area Human Resources and Organisational Behaviour

Number of sessions: 15

Academic year: 24-25

Degree course: SECOND

Number of credits: 3.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **PALOMA MARTINEZ DE VELASCO HELAIN**

E-mail: pmh@faculty.ie.edu

Paloma combines her work in academia with a 20 years old professional activity improving people's competencies. She started her career as a legal counsel in L'Oréal and Grupo Santillana de Ediciones. In 2007, she made a radical career change creating Alcuadrado Desarrollo Personal where she assesses and accompanies professionals in their personal development, designing and facilitating interpersonal skills training programs. Passionate about theater she started applying theater techniques to develop people's communication skills. Devoted to people and organizations' development within complex and multicultural environments, she seeks to help people improve their performance always starting from encouraging the individual in their own professional evolution. She loves teaching!

Academic background

- Master in Law (University of Miami)
- Institut des Hautes Etudes Internationales (Paris – Assas)
- Diplôme Etudes Approfondies (Université Panthéon-Assas_Paris II)
- Law (Complutense University)

Teaching experience

- Adjunct professor IE University (Madrid & Segovia – Spain) – 2012-present
- Professor MrMarcel School (Madrid) 2018-2021
- Adjunct Professor ISTITUTO EUROPE DI DESIGN Master (Madrid) 2017-2019
- Adjunct Professor Master in Global Television Management_University Juan Carlos I (Madrid) 2017
- Adjunct professor University Antonio de Nebrija (Madrid – Spain) – 2014- 2015
- Lecturer Lycée Français de Madrid (Madrid – Spain) - 2013 – 2018
- Awarded as Best Professor by IE University 2014-2022

Working experience

- Corporate Coach, Founder Alcuadrado Desarrollo Personal (Madrid) 2006-present
- Facilitator, IE Executive Education (Madrid), 2022 - present

- Facilitator, Headspring (Madrid) - 2020-present
- Facilitator, Deloitte (Madrid) – 2015
- Facilitator, Accenture (Madrid, Bilbao, Sevilla, Amsterdam) - 2009-2012
- Public Speaking Trainer, Expresarte (Madrid) 2004-2006
- Voiceovers, (Madrid) - 2002-2004
- Lawyer, Grupo Santillana de Ediciones (Madrid) 2000-2001
- Lawyer, L'Oréal (Paris) 1997-2000

Office Hours

Office hours will be on request. Please contact at:

pmh@faculty.ie.edu

SUBJECT DESCRIPTION

This course prioritizes developing oral communication skills in conjunction with learning how to be good writers. Part of your job as a data scientist is to be able to translate the numbers and the data to reach a wider audience. Students learn how to develop ideas in reflections, responses, and innovative exercises and assignments that draw on a variety of media and disciplines. The class is generally devoted to practicing the skills of presenting and elaborating the narrative and revising an argument.

In this class, we will use a hands-on approach to developing your writing and oral communication abilities. We will develop skills and techniques that are critical for effective communication in a range of settings from intrapersonal (with yourself) to interpersonal (small to large groups). The student will also develop the ability to communicate information, ideas, problems and solutions in written form, clearly and concisely. We will navigate through the essential tools and strategies to make complex data more understandable by presenting with clarity, rather than complexity.

By the end of the semester, you will not only be persuasive presenters but you will be better listeners, better writers and more confident communicators.

Your ideas may change the world, but you need to convince first!

LEARNING OBJECTIVES

2.1. Conceptual objectives

The goal of this course is to acquire communication skills through critical thinking, reflection, engaging with important social, political, and ethical questions; to understand how the way we structure our communication can drastically influence how the information is perceived by others, improving, therefore, our persuading abilities and the way we communicate our ideas and projects; to use a range of communication strategies.

2.2 Learning Outcomes:

After completion of the course, the student will:

- Know how to communicate ideas and concepts to different types of audience.
- Understand and apply aspects of oral communication to obtain effective presentations: content, relationship, claim and visual aid

- Apply non-verbal language as part of conscious communication
- Create impactful and effective support materials to capture the audience's attention
- Know how to use and evaluate written communication to communicate in a concise manner, adapted to the situation and with good quality and to adapt it to the needs of the situation (documents, emails...)

2.2. Skills & Competencies

- Writing Skills
- Verbal & Nonverbal communication
- Energy & Attitude
- Presence
- Stress Management
- Well organized narrative
- Critical thinking
- Creativity
- Storytelling
- Influence others
- Creating trust
- Handling with questions
- Managing difficult & diverse audiences
- Public Exposure

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor's main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.7 %	20.0 hours
Discussions	20.0 %	15.0 hours
Exercises in class, Asynchronous sessions, Field Work	20.0 %	15.0 hours
Group work	20.0 %	15.0 hours
Individual studying	13.3 %	10.0 hours
TOTAL	100.0 %	75.0 hours

AI POLICY

Specific use cases of GenAI are encouraged.

Generative artificial intelligence (GenAI) tools may be used in this course for research, ideation, helping to generate an outline but not the outline itself, image generation with appropriate acknowledgement. GenAI may not be used for grammar check or message /slide generation, individual or group presentation. If a student is found to have used AI-generated content inappropriately, it will be considered academic misconduct, and the student might fail the respective assignment or the course.

If you are in doubt as to whether you are using GenAI tools appropriately in this course, I encourage you to discuss your situation with me.

Below, a suggested format to acknowledge the use of generative AI tools. Please note that acknowledging AI will not impact your grade.

I acknowledge the use of [AI systems link] to [specify how you used generative AI]. The prompts used include [list of prompts]. The output of these prompts was used to [explain how you used the outputs in your work]

If AI was permitted to use in your assignment, but you have chosen not to include any AI generated content, the following disclosure is recommended:

No content generated by AI technologies has been used in this assignment.

PROGRAM

It is important to remember that you the student are the center of this course, and because this course is created through your experiences, your participation and your needs; we will adapt the course where necessary and when necessary, to reflect these needs. The objective of this flexibility is to ensure that the journey we embark on is most relevant to you and that you do not follow a preset map that may not match your individual goals.

Disclaimer: The following description of the material covered is tentative. An attempt will be made to cover all listed topics. However, the pace in the class depends on the group performance and each professor will tailor the contents.

Three main pillars are the base of our work:

- The Development of the Message (sessions 1 to 7);
- The Design of the visual support (sessions 8 to 10);
- The Delivery on the stage (sessions 10 to 15).

SESSION 1 (LIVE IN-PERSON)

WHAT IS EFFECTIVE COMMUNICATION SKILLS AND WHY SHOULD WE CARE?

Explanation of the 3 main content pillars: Message, Design & Delivery.

Assignment & Evaluation Criteria

Assigning students to teams

The basis of effective communication

What is feedback?

Activities: Lecture. Discussion. Practice.

SESSION 2 (LIVE IN-PERSON)

THE COMMUNICATION PROCESS

Building a relationship with your audience

Principles governing perception

Listening & Interference

Activities: Lecture. Discussion. Practice.

SESSION 3 (LIVE IN-PERSON)

THE COMMUNICATION PROCESS

Students will make a first presentation applying the principles seen in previous session.

GETTING ORGANIZED: SETTING OUR GOALS FOR OUR JOURNEY

Public versus Private image

Setting your goals for your journey

Activities: Presentation. Lecture. Discussion. Practice.

SESSION 4 (LIVE IN-PERSON)

THE MESSAGE: IMPORTANCE OF THE CONTEXT

What do you want your audience to know?

Narrowing down your topic.

Professor will present the topics for final project and ask for a first presentation. Further details given in class.

Activities: Lecture. Discussion. Practice

SESSION 5 (LIVE IN-PERSON)

THE MESSAGE

Students presentation & Feedback

THE IMPORTANCE OF STORYTELLING

Techniques for organizing thoughts and delivering messages

Persuasive presentations: read for next session Cialdini's 6 principles of social influence and how they relate to making powerful presentations. Prepare presentation. Further details given by professor.

Activities: Lecture. Presentations. Discussion. Practice.

For next session read: Harnessing the science of persuasion by Robert Cialdini

SESSION 6 (LIVE IN-PERSON)

THE MESSAGE

Students presentation & Feedback

THE IMPORTANCE OF STORYTELLING

Techniques for organizing thoughts and delivering messages

Persuasive presentations: read for next session Cialdini's 6 principles of social influence and how they relate to making powerful presentations. Prepare presentation. Further details given by professor.

Activities: Lecture. Presentations. Discussion. Practice.

For next session read: Harnessing the science of persuasion by Robert Cialdini

SESSION 7 (LIVE IN-PERSON)

THE MESSAGE

Discuss Cialdini's 6 principles of social influence and how they relate to making powerful presentations

Presentation of developed messages by groups

Activities: Lecture. Presentations. Discussion. Practice.

SESSION 8 (LIVE IN-PERSON)

THE DESIGN

Incorporating visual aids to enhance communication

The Redundancy Effect

Techniques for creating engaging presentations

Using credible sources

Activities: Lecture: Discussion. Practice.

For next session read: Cole Nussbaumer Knaflic. Storytelling with Data: A Data Visualization Guide for Business Professional. - chapter 2

SESSION 9 (LIVE IN-PERSON)

THE DESIGN

Presentation of Developed Visual Supports by Groups.

Activities: Presentations. Debate. Presentations.

SESSION 10 (LIVE IN-PERSON)

THE DESIGN

Presentation of Developed Visual Supports by Groups.

Activities: Presentations. Debate. Presentations.

SESSION 11 (LIVE IN-PERSON)

THE DELIVERY

Planning the presentation: the setting

Your image as a communicator

Prosody

Body Language

Activities: Lecture. Discussion. Practice.

SESSION 12 (LIVE IN-PERSON)

THE DELIVERY

Planning the presentation: the setting
Your image as a communicator
Prosody
Body Language
Activities: Lecture. Discussion. Practice.

SESSION 13 (LIVE IN-PERSON)

THE DELIVERY

Exercicing the art of delivery. Presentations Using your communication skills & practicing your "hook"
Activities: Presentation. Debate.

SESSION 14 (LIVE IN-PERSON)

Final Presentations: Data Sc(IEU)nce Edition
Submission written report

SESSION 15 (LIVE IN-PERSON)

Final Presentations: Data Sc(IEU)nce Edition
Submission written report

EVALUATION CRITERIA

The evaluation for the course is based on three components: Individual Work. Final exam. Class Participation and Engagement.

Students should prepare each class and be an active participant in class discussion. Each student is required to attend each of the classes. Absences will only be excused by program Management for extraordinary circumstances and with valid evidence documenting your absence. Your participation grade will reflect my assessment of your assistance and total contribution to the learning environment.

BEING PHYSICALLY THERE (F2F/videoconference/forums/etc.) DOES NOT COUNT AS PARTICIPATION. All the students are accountable for the outcome of this course.

Your participation grade will reflect my assessment of your assistance and total contribution to the learning environment. My judgment will consider the following:

Moving Your Peers' Understanding Forward & Frequency: Class participation and engagement will be evaluated based on the quality (not quantity) of your participation in class discussion, online forums and other activities that take place during synchronous and asynchronous sessions. The most important component of your participation is the content of what you are saying. A high-quality comment reveals depth of insight, rigorous use of case evidence, consistency of argument, and realism. People who speak often but whose comments lack substance will not be rewarded in the same way that people who speak less frequently but with rich content that furthers the class discussion. That said, 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. Listening is an equally important component of class participation. Please be mindful of how much you are speaking versus listening and ensure that this class is an environment in which all of us are encouraged to do both. Students who are disruptive or disrespectful will be asked to leave the classroom and will be counted as absent for that day. No exceptions.

Technology in the Classroom – The course does not require the regular use of laptops unless otherwise instructed. If I catch you using the laptop inappropriately during class, I will give you a warning. If you get caught a second time, you will be kicked out of the classroom and marked as absent for that day. I am very strict about this. The use of mobile phones will not be permitted under any circumstances during this course.

Respect: any disturbance or loss of respect for the professor and/or students will entitle the professor to give a 0 independently of the overall participation.

Finally, you might want to avoid being classified as one of the following types of students:

- Repeaters: students who, consciously or unconsciously, make comments that are really just repeats/rephrasing of what has already been said (by other students, or yourself). This is a waste of time and does nothing to move the conversation along.
- Ramblers: students who take a lot of time to say simple things or may tell long personal/professional stories, or roam into irrelevant topics, or simply make low quality comments just to participate. They waste valuable time and prevent other students from being able to participate.
- Space Cadets: Students who have been distracted (by Facebook, etc.) or who have stopped paying attention and then, later on, when they realized they have missed a term or concept, ask you about it even though it has already been discussed.

DECISIONS ABOUT GRADES are made carefully and are final at the end of the semester. Please do not contact the professor about a grade change unless there has been a clerical error, which you can document. If you have questions regarding a certain grade or you would like to receive personal feedback, you must request a meeting with me to discuss grades on specific assignments before the last class of the course. Professors do not give "extra credit" or makeup assignments at the end of the semester. Also, please note that any disputes about grades from earlier in the course must be resolved before the end of the Program. Once we arrive in the end of the Program period, your grade from earlier in the semester is set.

criteria	percentage	Learning Objectives	Comments
Group Presentation	30 %		Presentation
Individual work	55 %		
Class Participation	15 %		

RE-SIT / RE-TAKE POLICY

Each student has four chances to pass any given course distributed over two consecutive academic years: ordinary call exams and extraordinary call exams (re-sits) in June/July.

Students who do not comply with the 80% attendance rule during the semester will fail both calls for this Academic Year (ordinary and extraordinary) and have to re-take the course (i.e., re-enroll) in the next Academic Year.

Evaluation criteria:

Students failing the course in the ordinary call (during the semester) will have to re-sit the exam in June / July (except those not complying with the attendance rule, who will not have that opportunity and must directly re-enroll in the course on the next Academic Year).

The extraordinary call exams in June / July (re-sits) require your physical presence at the campus you are enrolled in (Segovia or Madrid). There is no possibility to change the date, location or format of any exam, under any circumstances. Dates and location of the June / July re-sit exams will be posted in advance. Please take this into consideration when planning your summer.

The June / July re-sit exam will consist of a comprehensive exam. Your final grade for the course will depend on the performance in this exam only; continuous evaluation over the semester will not be taken into consideration. Students will have to achieve the minimum passing grade of 5 and can obtain a maximum grade of 8.0 (out of 10.0) – i.e., “notable” in the in the re-sit exam.

Retakers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will be needed to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as retakers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained in the retake exam (3rd call) is 10.0.

After ordinary and extraordinary call exams are graded by the professor, you will have a possibility to attend a review session for that exam and course grade. Please be available to attend the session in order to clarify any concerns you might have regarding your exam. Your professor will inform you about the time and place of the review session. Any grade appeals require that the student attended the review session prior to appealing.

Students failing more than 18 ECTS credits after the June-July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam during the June / July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker and pay the corresponding extra cost. As you know, students have a total of four allowed calls to pass a given subject or course, in order to remain in the program.

BIBLIOGRAPHY

Compulsory

- Robert Cialdini. *Harnessing the science of persuasion*. harvard business review. ISBN 0007915PDFENG (Digital)
- Cole Nussbaumer Knafllic. *Storytelling with Data: A Data Visualization Guide for Business Professional*. Wiley. ISBN 0978111900225 (Digital)

Recommended

- Cuddy, A. *Presence: Bringing Your Boldest Self to Your Biggest Challenges..* Little, Brown. ISBN 0978. ISBN 9780316256575 (Digital)
- Duarte, Nancy. *Persuasive Presentations*. Harvard Business Review Press. ISBN 0978151136697 (Digital)
- Jay Heinrichs. *Thank You for Arguing, Third Edition*. ISBN 0978080418993 (Digital)
- Harrison Monarth. *The Irresistible Power of Storytelling as a Strategic Business Tool*. ISBN 00H00PCNPDFEN (Digital)
- Cole Nussbaumer Knafllic. *Storytelling with Data: A Data Visualization Guide for Business Professional*. Wiley. ISBN 0978111900225 (Digital)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.

