COMMUNICATION SKILLS

Bachelor in Data and Business Analytics BDBA SEP-2023
CS-N-DBA.1.M.A

Area Human Resources and Organisational Behaviour
Number of sessions: 15
Academic year: 23-24
Degree course: FIRST
Number of credits: 3.0
Semester: 1º
Category: COMPULSORY
Language: English

Professor: **ALMUDENA RODRIGUEZ TARODO**

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ALMUDENA RODRIGUEZ TARODO

Education

- 2013 Strategic Marketing Management Program (Stanford Business School)
- 2012 Ph.D. in Marketing and Communication, Doctoral Thesis in Employer Branding Universidad Complutense (Madrid)
- 2009 CLP (Corporate Leadership Program) at IESE in Brasil, Spain and China
- 2003 PDG (General Management Program) at IESE,Madrid
- 1989 M.A. Curriculum and Instruction, School of Education, (University of the Pacific) California
- 1987 B A in Education, School of Education (Universidad Pontificia de Comillas)

Work Experience

- 25 years of experience in corporate and executive roles in HR, Communication and Marketing in Multinationals as Accenture, Amadeus, Ogilvy, Indra, Banco Santander.
- Actual Almudena is a consultant, professor and lecturer dedicated to co-creating unique employer and personal brands with her students and clients
- Almudena combines the Academia and the Corporate World with advisory and training roles in Leadership, Employer Branding and Personal Branding.
- Nowadays she teaches managerial skills, employer branding and leadership in English and Spanish to international undergraduate and graduate students.
- Pioneer in the design and assessment of Employer Branding and Personal Branding She advices and teaches at the Employer Branding Academy (part of the Universum group).
- She is been identified as One of the Top 100 most influential women in 2012 (Among the 10 TOP in communication), 2015 and 2017
- "Professional influencer" in Linkedin and TalentClue, http://blog.talentclue.com/referentes-recursos-humanos HR Professional to follow in 2018 or Binfluencer.

- Advisory Member of The Povaddo Global Opinion Leader Research Panel
Publications:

- 2018 Co-author "Employer Branding, atraer y comprometer talento eh 5 pasos" Edt. Pearson
- 2013 "Employer Branding, Study about Employer Branding evolution and its impact in the Culture of an International Corporation"
- 2001 Co-author with Kevin Thomson of the Spanish version of "Emotional Capital: Capturing Hearts and Minds to Create Lasting Business Success", with best practices in internal marketing from large Spanish corporations."
- Responsible for designing and managing:

o "Communication Year Book 1997", 1998 y 1999 (DirCom, Association for Business Comunicators)

o Communication in the Enterprises, (La Comunicación en la empresa) 1995 (DirCom)

- Team member in the following researchs;

  o The state of the art of Communication in Spanish Instituions, ("El estado de la comunicación en empresas e instituciones españolas" 1995 (DirCom)
  o The state of the art of Internal Communication, ("El estado de la comunicación interna en empresas e instituciones españolas" 2003

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SUBJECT DESCRIPTION

With the high volume of data available, a professional's detailed analysis is needed to inform business decisions, measure success, and drive business objectives. No matter what career you choose, having strong written and oral communication skills are essential to visualize data in a clear manner.

Communication Skills is designed to help students in the Bachelor in Data and Business Analytics (BDBA) make the transition from the written and oral presentation skills they have learned before university to the communication skills that will be expected of them in their professional careers. Part of your job as a data scientist is to be able to translate the numbers and the data to reach a wider audience. They must be placed in the context necessary to persuade, motivate, and inspire action. They must tell a story. If you wish to communicate to others your understanding; to be fact-based by combining an understanding of the numbers with an appreciation for what the data mean or don't, this course is for you!!

In this class, we will use a hands-on approach to developing your writing and oral communication abilities. As for oral communication, we work on expression, that is, the ability to express ourselves orally, adapting to various communicative situations and using verbal and body language correctly. Oral presentation techniques will be practiced so that the student learns the techniques to capture the attention of the audience, adapting their message to the recipient and gaining insights into how best to construct compelling, logically sound, data-driven presentations. 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). As for written communication, the student will 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.

Students will:

- Students can convey information, ideas, problems and solutions to both a specialized and non-specialist audience;
- Learn techniques of influence and persuasion to communicate proposals, projects and the results of the analysis in a coherent and effective way.
- Practice and improve professional behavior related to communication skills to transform themselves into confident and assertive professionals.

2.2. Skills & Competencies

- Writing Skills
- Nonverbal & Verbal communication
- Energy & Engagement
- Intrapersonal (with yourself) communication
- Interpersonal (face-to-face) communication
- Impactful informative, persuasive, and entertaining presentations
- Well organized narrative
- Critical thinking
- Creativity
- Storytelling
- Influence others
- Creating trust

- Individual & Team presentations
- Presence
- Public Exposure

2.3 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…)

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	26.67 %	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	13.33 %	10.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

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 need we will adapt the course where necessary and when necessary. 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.

The following program is tentative. Although we will cover all of the listed topics, the selected readings, activities and pace of the class depends on group performance. Additionally, we may have to rearrange some sessions in order to accommodate potential guest speakers. All reading will be listed in the corresponding session and will be available on Campus Online.

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 11 to 15).

SESSION 1 (LIVE IN-PERSON)

What is Effective Communication and Why Should we Care?

- Introduction to the course: objectives, contents, schedule, and evaluation.
- Assigning students to teams
- What is effective communication?

Activities: Lecture. Discussion. Activities.

Contents, schedule, and evaluation.

- Assigning students to teams
- What is effective communication?

Activities: Lecture. Discussion. Activities.

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WHAT IS COMMUNICATION SKILLS AND WHY SHOULD WE CARE?

Introduction to the course: objectives, contents, schedule, and evaluation.
Define Communication: What is effective communication?
Assigning students to teams

Activities: Lecture. Discussion. Activities. Exercises.

SESSION 2 (LIVE IN-PERSON)

Effective Communication

- **Self-diagnosis of communication skills**
- Identifying Strengths
- Communication Style Quizz
- Preparing a one-minute presentation

Activities: Lecture. Discussion. Activities.

Assignment 1: for sessions 4&5, preparing your one-minute presentation. In class, individually you will present it.

Topic: "Tell me about yourself". You should apply attention strategies introduced in sessions 2 &3. This presentation will serve as your benchmark for the course.

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GETTING ORGANIZED: SETTING OUR GOALS FOR OUR JOURNEY

Where are we?
Learn the art of goal setting
Activities: Lecture. Discussion. Activities. Exercises.

SESSION 3 (LIVE IN-PERSON)

Building a relationship with your audience

- The importance of audiences
- Understanding perception process and how to apply it to your audience
- Be strategic: purpose and general attentions strategies

Activities: Lecture. Discussion. Activities.

Assignment 1: for sessions 4&5, finish preparing your one-minute presentation. In class, individually you will present it.

Topic: "Tell me about yourself". You should apply attention strategies introduced in sessions 2 &3. This presentation will serve as your benchmark for the course.

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GETTING ORGANIZED: GOOD WRITING AND COMMUNICATION STRATEGIES

Planning
Techniques
Quality
Activities: Lecture. Discussion. Activities. Exercises.

SESSION 4 (LIVE IN-PERSON)

Communication preparation I: Introducing yourself to the class and the importance of structure

- Assignment 1 Individual Presentations' & feedback
- Structuring takes time: reminder about research, reasoning and critical thinking
- Presentation Structure:

Effective Introduction: Tell them what you'll tell them.

Deliver your story: Tell them.

Memorable Closing: Tell them what you have told them.

Activities: Presentations. Feedback. Lecture. Discussion. Activities.

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THE COMMUNICATIVE PROCESS

Building a relationship with your audience
Principles governing perception
Listening & Interference

Activities: Lecture. Discussion. Activities. Exercises.

SESSION 5 (LIVE IN-PERSON)

Communication preparation I: Introducing yourself to the class and the importance of structure II

- Finalise Individual Presentations' & feedback
- Presentation Structure:

Effective Introduction: Tell them what you'll tell them.

Deliver your story: Tell them.

Memorable Closing: Tell them what you have told them.

Activities: Presentations. Feedback. Lecture. Discussion. Activities.

Homework: **for sessions 6&7:** Work in groups to present content to an specifici audience about credible sources.

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DEVELOPMENT MESSAGE I

Use introductions to generate clear main ideas
The Message
Analysis of emblematic discourses
Exercising the construction of a message : use of credible sources
Checklist analysis

Activities: Lecture. Discussion. Activities. Exercises.

SESSION 6 (LIVE IN-PERSON)

Communication preparation II: Using Credible Sources

- To be an effective communicator you need to support your arguments with credible data
- Learning Critical Reading & thinking
- Team Presentations & Feedback

Activities: Lecture. Discussion. Group work. Team Presentations.

Assignment 2: in teams, students will present a 5-minute presentation about Credible Sources.

Further instructions given by professor

Homework for session 8&9: Find your favorite commercial or advertisement and tell us why/how you found it persuasive. In the following class you will identify how it relates to Cialdini's six principles of social influence.

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DEVELOPMENT MESSAGE II

The Message
Presentation of developed messages by groups.
Debate.
Introduction to general design concepts: essential tools and basic exercises.

Activities: Lecture: Discussion. Exercises. Presentations

SESSION 7 (LIVE IN-PERSON)

Communication preparation II: Using Credible Sources II

- Finalise Team Presentations & Feedback

Activities: Lecture. Discussion. Group work. Team Presentations.

Assignment 2: in teams, students will present a 5-minute presentation related to the article they have selected.

Further instructions given by professor

Homework for session 8&9: Find your favorite commercial or advertisement and tell us why/how you found it persuasive. In the following class you will identify how it relates to Cialdini's six principles of social influence.

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ACHIEVING PERSUASION

Discuss Cialdini's 6 principles of social influence and how they relate to making powerful presentations.
Tricolon and rethorical tools
Analyze "What's in it for them?" (WIIFT) statements for impact

Activities: Lecture: Discussion. Exercises. Presentations

SESSION 8 (LIVE IN-PERSON)

Communication Preparation III

- The power of persuasion: Discuss Cialdini's 6 principles of social influence and how they relate to making powerful presentations.
- Present to the class your favorite commercial or advertisement and tell us why/how you found it persuasive and how it relates to Cialdini's six principles of social influence.

Activities: Lecture. Discussion. Group/individual Activities.

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THE DESIGN

Creating the visual support.
The Redundancy Effect.
Quick overview of existing design tools

Activities: Lecture: Discussion. Exercises.

SESSIONS 9 - 10 (LIVE IN-PERSON)

Communication Preparation III

- Choosing a Research Topic: De Bono's Six Thinking Hats: find your final presentation topic. The topic should relate to Society, Technology or Communication
- Finalise presentations of The power of persuasion: Discuss Cialdini's 6 principles of social influence and how they relate to making powerful presentations.

Activities: Lecture. Discussion. Group/individual Activities.

Assignment 3: Discussion board. Indicate your final presentation topic + submit individually three academic sources for your chosen topic. Although you are working on the project in groups, this is an individual assignment.

Further instructions given by professor

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THE DESIGN

Presentation of Developed Visual Supports by Groups. Debate.
Discover how to design slides for effective communication.

Activities: Discussion. Exercises. Presentations

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Communication delivery I: Nonverbal

- Communication gap: Private vs Public Identity
- Managing nervousness
- Nonverbal communication _ Visual: Proxemics, Haptic, Body language
- Nonverbal communication _ Vocal: Voice projection, voice modulation, intonation, pauses

Activities: Lecture. Discussion. Activities.

Assignment 4: for sessions 11&13, prepare an individual video.

Topic: "Can you tell us a story from your childhood?" Craft a story with an exposition, rising action, climax, and denouement in a 2 minutes story. You will need to structure it, make it credible, use your nonverbal communication and practice your "hook."

Videos must be uploaded before next session.

Further instructions given by professor

SESSION 11 (LIVE IN-PERSON)

Communication Delivery II: Using your communication skills & practicing your "hook"

- Individual Videos "Can you tell us a story form your childhood?" & Feedback

Topic: "Can you tell us a story from your childhood?" Craft a story with an exposition, rising action, climax, and denouement in a 2 minutes story. You will need to structure it, make it credible, use your nonverbal communication and practice your "hook."

Further instructions given by professor

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THE DELIVERY

Planning the presentation: the setting
Creating a hook

Activities: Discussion. Exercises.

SESSION 12 (LIVE IN-PERSON)

Communication Delivery II: Using your communication skills & practicing your "hook"

Class Wrap up

- Individual Videos "Can you tell us a story form your childhood?" & Feedback
- Course Review and wrap up

Activities: Individual Activity and Group share-out. Discussion. Answer any questions about the final presentations.

Assignment 5: for sessions 14 & 15: prepare and rehearse your final team presentation on the chose topic (sessions 8&9).

Further instructions given by professor

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THE DELIVERY

Prosody
Body Language

Activities: Discussion. Exercises.

SESSION 13 (LIVE IN-PERSON)

Communication Delivery II: Using your communication skills & practicing your "hook"

Class Wrap up

- Finalise presentation of Individual Videos "Can you tell us a story form your childhood?" &
  Feedback
- Course Review and wrap up

Activities: Individual Activity and Group share-out. Discussion. Answer any questions about the final presentations.

Assignment 5: for sessions 14 & 15: prepare and rehearse your final team presentation on the chose topic (sessions 8&9).

Further instructions given by professor

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THE DELIVERY

Using your communication skills & practicing your "hook"

Activities: Discussion. Exercises.

SESSIONS 14 - 15 (LIVE IN-PERSON)

Final Presentations:

Activities: Team final presentations

Assignment 6: Written final submission: drafting your image as a communicator and action plan.

Further instructions given by professor

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Final Presentations: Data Sc(IEU)nce Edition

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Final Presentations:

Activities: Team final presentations

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Final Presentations: Data Sc(IEU)nce Edition

EVALUATION CRITERIA

The evaluation for the course is based on three components: (1) Individual Work, (2) final exam: presentation, and (3) class participation and engagement.

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 lose 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
Individual Work	55 %		
Final Exam	30 %		
Class Participation	15 %		

RE-SIT / RE-TAKE POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or "re-sit") in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

- Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).
- It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)
- The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous

evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., "notable" in the extraordinary call.

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

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

- 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 or evaluation 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 tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

ACADEMIC INTEGRITY:

Cheating and plagiarism will not be tolerated. Anyone found cheating or plagiarism will at a minimum receive a "0" on the affected assignment and an automatic lowering of your final course grade one full letter grade and will be referred to the University Judicial System for further action. Further penalties could include a note on your transcript, failing the class, or expulsion from the university.

STUDENT PRIVACY STATEMENT:

At times, students may disclose personal information through class discussions. It is expected that the class will respect the privacy of their classmates. The information disclosed in the class will not be repeated or discussed with other students outside of the course.

BIBLIOGRAPHY

Recommended

- Anderson, C.. *The Official TED Guide to Public Speaking.* First Mariner Books. ISBN 9780544809710 (Digital)

- Robert B. Cialdini. *Influence: The Psychology of Persuasion, Revised Edition.* Harper Business. ISBN 0978006124189 (Digital)

- Aristotle. *Aristotle's "Art of Rhetoric".* University of Chicago Press. ISBN 0978022678990 (Digital)

- Robert B. Cialdini. *Harnessing the science of persuasion.* Harvard Business Review. ISBN 0000000007915 (Digital)

- Robert B. Cialdini. *Influence: The Psychology of Persuasion, Revised Edition.*

Harper Business. ISBN 0978006124189 (Digital)

 - Jay Heinrichs. *Thank You for Arguing, Third Edition: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About.* Crown. ISBN 0978080418993 (Digital)

 - Cole Nussbaumer Knaflic. *Storytelling with Data: A Data Visualization Guide for Business Professionals.* Wiley. ISBN 0978111900225 (Digital)

 - J. Dan Rothwell. *Book Chapters: Chapter 13: Argument, Reasoning and Evidence (Prqactically Speaking).* Oxford University Press. ISBN 9780190921118 (Digital)

 - Duarte, Nancy. *Persuasive Presentations.* Harvard Business Review Press. ISBN 0978151136697 (Digital)

 - Cuddy, A.. *Presence: Bringing Your Boldest Self to Your Biggest Challenges.* Little, Brown. ISBN 0978031625657 (Digital)

 - Duarte, Nancy. *Persuasive Presentations.* Harvard Business Review Press. ISBN 0978151136697 (Digital)

 - Jay Heinrichs. *Thank You for Arguing, Third Edition.* ISBN 0978080418993 (Digital)

 - Cole Nussbaumer Knaflic. *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.