

PRESENTATION SKILLS

**Grado en Comportamiento y Ciencias Sociales BBSS SEP-
2023 PS-N-BS.1.S.A**

Area Others

Number of sessions: 20

Academic year: 23-24

Degree course: FIRST

Number of credits: 3.0

Semester: 2º

Category: COMPULSORY

Language: English

Professor: **PALOMA MARTINEZ DE VELASCO MARTINEZ DE VELASCO
HELAIN**

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Paloma combines her work in academia with a 19 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:

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SUBJECT DESCRIPTION

This course is designed to equip participants with the essential skills and strategies needed to deliver impactful presentations. This course integrates theater techniques into the art of public speaking. Through a combination of theoretical knowledge, practical exercises, and real-world application, students will learn how to engage, captivate, and influence diverse audiences, manage stage presence, express themselves confidently, and communicate their ideas effectively and with impact in various contexts.

LEARNING OBJECTIVES

By the end of the course, students should be able to:

- Understand the key elements of effective presentations and their connection with theater techniques.
- Develop strong delivery skills, including voice modulation and body language.
- Create well-structured and engaging presentation content.
- Adapt presentation techniques for different audiences and contexts.
- Utilize visual aids and technology effectively.
- Manage stage fright and build self-assurance while presenting.
- Collaborate effectively with peers to create dynamic group presentations.
- Handle questions during presentations.
- Reflect on personal growth and improvement as a presenter.

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	13.33 %	10.0 hours
Exercises in class, Asynchronous sessions, Field Work	26.67 %	20.0 hours
Group work	16.0 %	12.0 hours
Individual studying	17.33 %	13.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

PROGRAM INTRODUCTION

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.

SESSION 1 (LIVE IN-PERSON)

Introduction to Presentation Skills

- Course Description.
- Assignment & Evaluation Criteria
- The intersection of theater and presentation skills.

Activities: Lecture. Ice-breaking activities and team formation.

SESSIONS 2 - 3 (LIVE IN-PERSON)

Setting the context

- What is effective communication?
- The art of active listening and its role in effective communication.
- Importance of understanding the audience.
- Strategies for attention-grabbing introductions & leaving a lasting impression.

Activities: Lecture. Discussion. Role playing exercises for audience adaptation. Practicing impactful opening and closing statements.

SESSIONS 4 - 5 (LIVE IN-PERSON)

Non-Verbal Communication I: Voice, Vocal Expression, Gestures & Posture

- Techniques for enhancing vocal variety and clarity.
- Breath control and voice warm-up exercises.
- Understanding the impact of body language on communication.
- Techniques for using gestures and posture effectively.

Activities: Lecture. Delivery exercises to improve speaking skills. Role-playing activities to practice nonverbal cues. One minute presentation.

Book Chapters: W. Shakespeare: Henry V (Act IV Scene iii 18–67)

Book Chapters: Queneau Raymond; Exercices in Style

SESSIONS 6 - 7 (LIVE IN-PERSON)

Nonverbal Communication I (con't) + Stage presence and Building Confidence

- Techniques for owning the stage and engaging the audience.
- Management of stage fright and building self-confidence.
- Impromptu speeches and monologues to practice presence and confidence.

Activities: Lecture. Impromptu speeches and monologues to practice presence and confidence. One minute presentation.

SESSIONS 8 - 9 (LIVE IN-PERSON)

Planning and Structuring Presentations

- Exploring different presentation styles (informative, persuasive, instructional, etc.).
- Understanding the presentation process.
- Importance of clear and concise communication
- Techniques for organizing content and structuring speeches.

Activities: Lecture. Discussion. Refining presentation messages.

SESSIONS 10 - 11 (LIVE IN-PERSON)

Visual Aids and Design Principles

- Design principles for creating effective slides.
- Refining presentation messages (con't).

Activities: Lecture. Practical exercise: Designing visually appealing slides & Delivering a multimedia-enhanced presentation. Feedback.

SESSION 12 (LIVE IN-PERSON)

Theater Practice

There is a parallelism between acting and public speaking. In this case each team will prepare an excerpt of a theater play, series, or movie scene of their choice. Through stage playing you will practice your presentation skills. Specific instructions will be provided by professor in session 1.

Book Chapters: Giraudoux, Jean, The madwoman of Chaillot (selected readings)

Book Chapters: Tardieu Jean, The underground lovers, and other experimental plays (selected readings)

Book Chapters: Benedikt, Michael & Wellwarth, George E - Modern French theatre, the avant-garde, Dada, and surrealism, an anthology of plays (selected readings)

Practical Case: Harnessing the science of persuasion (HBS 7915-PDF-ENG)

Read for next session: Harnessing the science of persuasion (HBS 7915-PDF-ENG)

SESSIONS 13 - 14 (LIVE IN-PERSON)

Persuasive Speaking and Emotional Resonance

- Understanding persuasive techniques in public speaking.
- Practicing persuasive speeches with emotional depth.
- Team Presentation

Activities: Lecture. Practicing persuasive speeches with emotional depth. Feedback

SESSIONS 15 - 16 (LIVE IN-PERSON)

Sessions 15 & 16 Presentation delivery: Managing difficult audiences.

- How to manage difficult situation while presenting?
- Team presentation

Activities: Lecture. Practice. Feedback

SESSIONS 17 - 18 (LIVE IN-PERSON)

Recommendations online presentations

How to use effectively different tools (videos, music, light, activities, whiteboard, etc.) during a presentation.

ChatGPT?

Team Presentation

Activities: Lecture. Practice. Feedback

SESSIONS 19 - 20 (LIVE IN-PERSON)

Final group presentations.

In the first session of the course, the professor will create teams that will work on a specific project during the course. The teams will present their outcome in the last sessions.

Use your creativity and talent to develop a likewise business idea such as production, theater, movie or TV companies, political parties inventions, food business, space travelling agencies, and persuade your audience to act in the name of this "idea." You will have to effectively research, organize, and deliver a persuasive speech to your audience. Utilizing persuasive techniques, such as emotional appeal, argument repetition, and credible evidence are encouraged. You will also have to make a "demonstration" through a live performance.

The goal is to help our students:

- ? To lose the fear to present in front of a large audience.
- ? To learn how to deliver a persuasive and compelling 10-12 minutes presentation.
- ? To foster creativity,
- ? To practice public speaking skills.
- ? To have a real team project along the 20 sessions
- ? To have fun while presenting.

EVALUATION CRITERIA

Attendance at all scheduled classes is mandatory and essential for success in the course. Missing more than 20% of class sessions will result in an automatic fail of the course. Professors will not make any exception to this rule; for any personal situation, please speak to your Program Manager. If you miss class for any reason, you are responsible for getting notes from classmates. If you have questions about any assignments, please send me an email. Under most circumstances, students who miss a class in which a presentation or other assignment is held will not be granted an exception or given an opportunity to do a make-up assignment or presentation. However, if illness or other circumstances prevent you from adhering to the assignment/presentation due dates stated in this syllabus, an exception may be granted at the discretion of the professor. In all cases, the student must provide official documentation (e.g., from a medical doctor, counsellor) to the professor within 24 hours of the missed due date. If you are unable to make it to a session, I appreciate an email letting me know, but absences will only be excused for extraordinary circumstances and with Program Manager acceptance.

I would also like to remind you that attendance is not just about showing up, it is about being an active listener and contributor to class discussion. Students are expected to arrive promptly for each class and to remain for the entire session. I will plan the sessions to be active and engaging, but this format only works well if you are present, both physically and mentally. I have zero tolerance for lateness, disrespect of me or your peers or unruliness. I will ask students who do not come to class prepared to be active and engaged to leave the classroom. These students will be marked as absent.

criteria	percentage	Learning Objectives	Comments
Final Exam	0 %		
Individual presentation	0 %		
Group Presentation	40 %		
Individual work	50 %		
Group Work	0 %		
Class Participation	10 %		
Intermediate tests	0 %		
Other	0 %		

RE-SIT / RE-TAKE POLICY

Individual Work & Continuous Learning (50%)

Students will have several in-class and between sessions assignments in which they will work as individuals and in groups to apply the tools and methodologies that they are learning in various assignments. These assignments will complement the theoretical components of the course and help students gain a broader understanding of the skills and techniques that are critical for effective communication. They will contribute to your theoretical knowledge and serve as an opportunity to bring to life what you are learning in the class. You will always receive additional information about the assignments and expectations during the sessions in which I introduce the assignments. If you do not attend this session, it is your responsibility to gather this information from your peers. Professor will give further details in session 1.

Team presentations (40%) The purpose of these assignments is to effectively research, organize, and deliver an informative or persuasive speech to your audience. In an informative speech, you are acting as a teacher by relating content to your audience in an objective manner. In a persuasive speech you are acting as an advocate to bring about change in the attitudes, beliefs, or behaviors of your target audience. Professor will give further details in session 1.

Participation and Engagement (10%) Students should prepare each class and be an active participant in class discussion. Each student is required to attend each of the classes. If you are unable to make it to a session, I appreciate an email letting me know. Absences will only be excused by program Management for extraordinary circumstances and with valid evidence documenting your absence.

BEING PHYSICALLY THERE 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 take into account the following criteria:

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. 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. 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.

You might want to avoid being classified as one of the following types of students:

- Repeaters, i.e., students who, 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 low-quality comments just to participate. They waste valuable time and prevent other students from being able to participate.
- Space Cadets: 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.

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.

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 80% 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:

Ø 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).

Ø 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.)

Ø 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.

Ø 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.

BIBLIOGRAPHY

Recommended

- Carnegie D. *The art of public Speaking*. ISBN 0978143516952 (Digital)
- Cuddy A.. *Presence: Bringing Your Boldest Self to Your Biggest Challenges*. Little, Brown. ISBN 0978140915602 (Digital)
- Duarte N.. *HBR Guide to Persuasive Presentations*. HBR. ISBN 0978142218710 (Digital)
- J. Dan Rothwell. *Practically Speaking*. Oxford university press. ISBN 9780197648414 (Digital)
- Tardieu J.. (1968). *The underground lovers,: And other experimental plays;*. Allen & Unwin. ISBN 9780048220325 (Printed)
- Giraudoux, J.. (2014). *The madwoman of Chaillot*. Broadway Play Publishing Inc. ISBN 9780881455960 (Printed)
- Benedikt, Michael & Wellwarth, George E. (1966). *Modern French Theatre*. New York, Dutton. ISBN 9780525471769 (Printed)

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.