1. BASIC INFORMATION

Course	Communication Skills
Degree program	Global Bachelor's Degree in International Business
School	School of Social Sciences and Communication
Year	First Year
ECTS	6 ECTS
Credit type	Obligatory
Language(s)	English
Delivery mode	On Campus
Semester	First Semester
Academic year	2024/2025
Coordinating professor	Javier Fernández Collantes
Professor	Javier Fernández Collantes

2. PRESENTATION

Nowadays, developing communication skills is a major key to succeed in business and in life. This course aims to teach students the main techniques for communicating effectively and successfully. These will span both oral and written forms of communication, and will cover different communication situations: job interviews, negotiations, internal documents, external communications with clients... Through individual and group work, students will be able to practise and test their newly acquired competencies.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- BC1: Students must demonstrate a deep knowledge and understanding of a field of study that is based on secondary education and that, whilst supported by advanced textbooks, involves acquaintance with the vanguard of their area of study.

- BC2: Students must apply their knowledge to their work and vocation in a professional way and must demonstrate their skills in sustaining arguments and solving problems within their field of study.

- BC3: Students must be able to gather data, usually within their field of study, interpret it and make judgments and considerations on relevant social, scientific or ethical issues.

- BC4: Students must be able to convey information, together with ideas, problems and solutions to a specialized or non-specialized audience.

- BC5: Students must have developed the necessary learning skills so as to undertake subsequent studies with autonomy.

Cross-curricular competencies:
- CC3: Capacity to adapt to new situations: Being able to assess and understand different situations, adapting our approach to a situation insofar as is necessary or appropriate.

- CC6: Oral and written communication skills: The ability to transmit and receive information, ideas, opinions and attitudes for the purposes of comprehension and action, oral communication involving speech and gestures, and written communication writing and/or graphics.

- CC9: Interpersonal skills: The ability to interact positively with other people by verbal and non-verbal means through assertive communication, the latter meaning the ability to express or transmit what one wants, thinks or feels without inconveniencing, insulting or upsetting the other person.

- CC17: Teamwork: The ability to actively participate and cooperate with other people, areas and/or organizations to achieve common goals.

Specific competencies:
- SC2: Capacity to define, design, explain and apply the international business process and the different phases that comprise it: planning, organization, management and control.

- SC5: Ability to communicate effectively in two languages, at a general level and specifically in the professional field of business in international forums.

- SC19: Ability to understand and integrate oneself professionally in the different economic, organizational and hierarchical structures of multinational companies, knowing the relevant positions and the functions of each director and department.

Learning outcomes:
- LO1: The student will understand concepts related to the skills needed for communication in their personal development and in the exercise of their profession, with special emphasis in multi-cultural environments.

- LO2: The student will hand in practical cases which will show their ability to effectively communicate both in writing and orally.

- LO3: The student will select the appropriate communication formats and technological resources for each communication situation.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
BC1, BC2, BC3, BC5, SC2, SC5, SC19	LO1: The student will understand concepts related to the skills needed for communication in their personal development and in the exercise of their profession, with special emphasis in multi-cultural environments.
BC2, BC4, CC6, CC9, CC17, SC2, SC5, SC19	LO2: The student will hand in practical cases which will show their ability to effectively communicate both in writing and orally.
BC4, CC3, CC6, CC9, CC17, SC5	LO3: The student will select the appropriate communication formats and technological resources for each communication situation.

4. CONTENT

- Social skills: active listening, assertiveness, empathy and feedback

- Non-verbal communication

- Oral communication: public presentations, diction and oratory

- Written communication: writing, types of writing, technical language

- New forms of communication

- Communication in business: international perspective, multicultural, effective and argumentative

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
- Case study method
- Cooperative learning
- Problem-based learning
- Project-based learning
- Master classes
- Simulation environments

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Learning activity	Number of hours

Master classes	10h
Self-directed study	20h
Debates and colloquiums	30h
Case studies	18h
Research projects	10h
Formative assessment	5h
Role playing	20h
Tutorial/advising sessions	5h
Oral presentations	20h
Asynchronous master classes	12h
TOTAL	**150h**

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Activity 1: Job Interview	15%
Activity 2: CV and Motivation Letter	10%
Activity 3: Mid-Term Exam	20%
Activity 4: Group Written Reports	20%
Activity 5: Final Written Exam	20%
Activity 6: Final Presentation	15%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First Exam Period

To pass the course in the first exam period, you must obtain a **final course grade of at least 5 out of 10 (weighted average)**.

In any case, **you will need to obtain at least 5.0 in <u>the average of the two exams</u>** in order for them to count towards the final grade along with all the grades corresponding to the other activities. Likewise, **all activities must be submitted <u>within the corresponding deadline.</u>**

For the first exam period, **a 50% minimum <u>physical</u> attendance is required**. Students who do not reach it will not be assessed in the first exam period. Online attendance will not be counted.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a **final grade of at least 5 out of 10 (weighted average).**

In any case, **you will need to obtain at least 5.0 in <u>the average of the two exams</u>** in order for them to count towards the final grade along with all the grades corresponding to the other activities. Likewise, **all activities must be submitted.**

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1: Job Interview	Week 7-8
Activity 2: CV and Motivation Letter	Week 11-12
Activity 3: Mid-Term Exam	Week 13-14
Activity 4: Group Written Reports	Week 17
Activity 5: Final Written Exam	Week 18-19
Activity 6: Final Oral Exam	Week 18-19

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

Here is the recommended bibliography:

- Bettinghaus, E.P. (1994). Persuasive Communication. Fort Worth: Harcourt Brace College Publishers, cop.

- Chiaramonte, P. (1994). Face to face: Interpersonal Communication in the Workplace. Scarborough (Ontario): Prentice Hall Canada, cop.

- Comfort, J. (1998). Effective Negotiating. Oxford: Oxford University Press.

- Cornelissen, J. (2011). Corporate Communication: a Guide to Theory and Practice. Los Angeles: SAGE.

- Devito, J.A. (2007). The Interpersonal Communication Book. Boston: Pearson/Allyn and Bacon, cop.

- Fergus Panton, R.L. (1992). The Essence of Effective Communication. New York: Prentice Hall.

- Jamieson, G.H. (2007). Visual Communication: More than Meets the Eye. Bristol; Chicago: Intellect, cop.

- Knapp, M. & Miller, G. (1994). Handbook of Interpersonal Communication. Thousand Oaks, Calif..; London: Sage, cop.

- Ludlow, R. (1992). The Essence of Effective Communication. New York: Prentice May.

- Samovar, L.A. (2000). Oral Communication: Speaking Across Cultures. Los Angeles, California: Brown & Benchmark Publisher, cop.

- Stiff, J.B. (1994). Persuasive Communication. New York: Guilford Press, cop.

- Victor, D.A. (1992). International Business Communication. New York: Harper Collins, cop.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

orientacioneducativa@universidadeuropea.es

11.   ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the "surveys" section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.