GLOBAL NEWS-LOCAL FRAMES

IE University
Professor: **PALLAVI AIYAR**

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Academic year: 22-23
Degree course: FOURTH
Semester: 1º
Category: OPTIONAL
Number of credits: 3.0
Language: English

PREREQUISITES
SUBJECT DESCRIPTION

Media organizations and journalists use frames, both implicit and explicit, while reporting the news. These frames should not be conflated with bias, although they do complicate the idea of journalistic "objectivity." How are big international news stories with global consequences, reported and understood through local lenses, in different parts of the world? And why does this matter?

OBJECTIVES AND SKILLS

By analyzing variations in local frames used in reporting the same global news we can better understand:

- The implicit lenses of reporters/news organizations and how these impact their observations and conclusions. These are the unconscious "normal" standard against which all of us - both producesr and consumers of news - interpret events.
- How the same facts can generate contradictory interpretations.
- Why different national audiences focus on such divergent aspects of the same "global" story and the implications of this.
- How to switch frames, if necessary, in an inter-cultural environment.

METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20 hours

Discussions	13.33 %	10 hours
Exercises	13.33 %	10 hours
Group work	33.33 %	25 hours
Other individual studying	13.33 %	10 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

How media framing includes choice of words, symbols, and tone to nudge the reader towards certain conclusions. It includes a range of cognitive processes including moral evaluations, causal reasoning and appeals to principles.

Article: The Foreign Correspondent

Book Chapters: Framers: Human Advantage in an Age of Technology and Turmoil

Before coming to class be prepared to discuss at least two different ways you have personally seen a big news event being covered in your home country compared to a different country. Think about the frames being deployed. Please have the readings for this session done before class.

SESSION 2 (LIVE IN-PERSON)

Case study-1

2008 Beijing Olympic Games.

We will workshop together to analyze how the Games were framed within China, by the Western media and by Indian media. Very little reporting on the 2008 Olympics was in fact about sport. The Games were used as shorthand for a variety of concerns from China's growing international clout, the possibilities of integrating China into a "western" norms-bound order, environmental catastrophe, suppression of minorities, infrastructure prowess and so on.

Book Chapters: Smoke and Mirrors: An Experience of China

Book Chapters: Hutong Days, Chapter 6, Smoke and Mirrors: An Experience of China

Book Chapters: Olympian Makeover, Chapter 2, Smoke and Mirrors: An Experience of China

Read up on news coverage of the 2008 Olympic Games. Be ready to compare and contrast this with coverage of other Olympics such as London 2012. Read chapters 2 and 6 of Smoke and Mirrors: An Experience of China.

SESSION 3 (LIVE IN-PERSON)

Student-led group presentations on local lenses on global sporting events.

SESSION 4 (LIVE IN-PERSON)

Case study-2

2010 Euro crisis in Europe

Was the Euro crisis an unmitigated tragedy for people, who saw it harder than ever before to make a living in Europe? Or was it something to be celebrated: a realignment of the world towards greater global equity?

Article: Celebrating the decline of Europe

SESSION 5 (LIVE IN-PERSON)

Student-led group presentations on local lenses on rebalancing of global power. Rise of China/Asia vs "Decline" of the West

SESSION 6 (LIVE IN-PERSON)

Case study -3

Climate Change

Is Climate change the most pressing priority for the world, or only a first world problem? Who is to blame? What can we do about it? Should the focus be action or equity? How are the ethics of the debate different depending on your vantage point: the West or the Global South?

Book Chapters: Tilting at Windmills, Chapter 4, New Old World
Book Chapters: Tilting at Windmills-1
Book Chapters: Tilting at Windmills 2

SESSION 7 (LIVE IN-PERSON)

Student-led group presentations on how the environment is reported through local lenses. For example: How is air pollution or contaminated water covered vs climate change?

SESSION 8 (LIVE IN-PERSON)

Case study-4

Russia-Ukraine War

Is Putin a War criminal? Should Russia become a pariah state after what it has done in Ukraine? Or is the United States equally to blame for the War? What is the "civilized" world? Are values universal and is self-interest a valid principle for national actors? We will examine the answers to these questions from the policy establishments of Europe, the US, China India and Japan.

Article: Why non-Western countries tend to see Russia's war very differently
Article: 'Double standards': Western coverage of Ukraine war criticised

SESSION 9 (LIVE IN-PERSON)

Student-led group presentations on the war from multiple local lenses.

SESSION 10 (LIVE IN-PERSON)

Case study 5

Covid Pandemic

What is the role of "blame" in a pandemic? What is the role of international bodies like the WHO? Can public health become politicized/weaponized and what are the implications of this? How valid is a universal health policy that does not consider local conditions? How do racial stereotypes and hate crimes figure in the time of a pandemic? How do you balance democratic freedoms with increasing centralized control of information and behaviour?

SESSION 11 (LIVE IN-PERSON)

Student-led group presentations on Covid response and coverage around the world through divergent local lenses.

SESSION 12 (LIVE IN-PERSON)

Student-selected case studies. Individual presentations

SESSION 13 (LIVE IN-PERSON)

Student selected case studies. Individual presentations

SESSION 14 (LIVE IN-PERSON)

Student selected case studies. Individual presentations.

SESSION 15 (LIVE IN-PERSON)

Wrap up and review

EVALUATION CRITERIA

A mixture of class particpation (20%), Group presentation (30%), Individual presentation (30%) and Individual written work (20%)

Criteria	Percentage	Comments
Final Exam	0 %	
Final Exam	0 %	
Final Exam	0 %	
Final Exam	0 %	

PROFESSOR BIO

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Professor: **PALLAVI AIYAR**

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Pallavi Aiyar is an award-winning foreign correspondent, columnist and author. She is currently deputy Editor-in-Chief of the online news magazine, The Globalist.

Her debut book, "Smoke and Mirrors" (2008, Harper Collins), examined the differential political and social systems in China and India. It won the Vodafone-Crossword Popular award.Her latest book on Japan "Orienting: An Indian in Japan," (July 2021, Harper Collins India/Hakusuisha, Tokyo), analyzes the underlying cultural and aesthetic values that underpin Japan, while triangulating her conclusions with comparisons to India and China.

She has also written extensively on global culture, including feature articles in top international publications like The New York Times, Granta, The Monocle, Nikkei Asian Review and the Los Angeles Review of Books.

Her book on contemporary Europe's crises, "Punjabi Parmesan: Dispatches from a Europe in Crisis," (Penguin 2013) was published in the United States as "New Old World: An Indian Journalist Discovers the Changing Face of Europe" (Macmillan 2015). It was selected as "one of the best books on Europe in 2016", by Foreign Affairs magazine.

Pallavi was selected by the World Economic Forum as a 2014 Young Global Leader. She was also a member of the Forum's Global Future Council on Information, Media and Entertainment between 2016-2018. Pallavi was awarded the 2007 Prem Bhatia memorial prize for excellence in political reporting for her dispatches from China. She served as advisor to the Confederation of Indian Industry on China-related issues. In 2010 she was recognized by Chinese Premier Wen Jiabao for her work in furthering Sino-Indian relations.

Pallavi was a Reuters Fellow at Oxford University (2007). She was also a Brains Trust member of the IMD-based think tank, the Evian Institute. Pallavi has first class degrees from Delhi University (St Stephens College), Oxford University, the London School of Economics and the University of Southern California.

She has a 2016 executive education certificate in Public Leadership from Harvard University's Kennedy School of Government.

OTHER INFORMATION

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BRANDING FOR SOCIAL IMPACT

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Academic year: 22-23
Degree course: FOURTH
Semester: 1º
Category: OPTIONAL
Number of credits: 3.0
Language: English

PREREQUISITES

No prerequisites.

PREREQUISITES

SUBJECT DESCRIPTION

Brand management stands among the disciplines with highest potential for creating sustainable innovation and social impact. Since the way we do branding determines how brands will shape business and society, we have an opportunity to embrace their systemic nature to co-create a more conscious world.

Branding for Social Impact is a course that approaches the discipline of brand management in a holistic and human-centered way. Based on a multidisciplinary scientific research of the brand phenomena, it presents brands as mediating business and social tools capable of helping organizations advance sustainable business development and social well-being by design.

The course presents pioneering knowledge about how branding intersects with multiple business and social disciplines, by engaging students into critical thinking discussions, creative leadership challenges, and strategic workshops. It is designed in a way to inspire inner development work which is a precondition for addressing the United Nations Sustainable Development Goals.

SUBJECT DESCRIPTION

OBJECTIVES AND SKILLS

The core learning objective of the course is to teach students why it is important and how to create and lead brands with a social purpose in a sustainable way.

It's main pedagogical objective is to concurrently develop student's learning, leadership, and collaborative skills.

The course will:

- present the interdisciplinary, holistic and systemic nature of the brand phenomena and its impact on business and society;
- bring awareness about the psychological effect of brands and their influence on human cognitive development and social wellbeing;
- present brands as mediating tools that shape values, culture, growth, and development;
- show the leveraging power of brands to inspire new ways of communication and organization within the new context of the changed world;
- elaborate the importance of systems leadership in brand management on the way to reinventing organizations to the next stage of consciousness;
- provide experiential knowledge about the importance of the personal inner development work for consciously working with brands;
- inspire new ways of using brands for achieving the virtuous purposes of organizations that are committed to meet the United Nations Sustainable Development Goals.

OBJECTIVES AND SKILLS
METHODOLOGY

The course will be delivered by utilizing the IE's Liquid Learning Methodology which aims to provide the students a highly engaging, interactive, and transformational learning experience. The course is structured into three modules which combine synchronous (live in-person and online) and asynchronous (non-live) student - teacher - peers interactions. Each of the modules will contain conceptual, and skill-based learning, combined with mindful awareness based practices.

METHODOLOGY

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	10 hours
Discussions	13.33 %	10 hours
Exercises	26.67 %	20 hours
Group work	26.67 %	20 hours
Other individual studying	20.0 %	15 hours
TOTAL	100.0 %	75 hours

PROGRAM

MODULE 1

In this module we shall take a closer look at the underlying dynamics of our changing world as to live consciously means to be open to perceive the world around and within us and to understand the drivers which shape them. To understand the brand phenomena, we shall learn the basics of the systems view of life in contrast to the mechanistic worldview. We shall also learn how to use systems thinking in the branding work.

SESSION 1 (LIVE IN-PERSON)

Course overview.
Contextual analysis reflecting the current business and social needs.

Activities: Meeting each other. Presentation of the syllabus and introduction to the course. Free discussion about the ongoing economic, social, and worldview paradigm shifts.

Article: Visions of Transmodernity: A new Renaissance of our Human History. (INTEGRAL REVIEW)

Video: Earth Talk: The Systems View of Life - Fritjof Capra (Youtube)

Book Chapters: Post-Capitalist Society, pp.1-16 (ce)

SESSION 2 (LIVE IN-PERSON)

Humanity's most pressing needs and the potential of branding to help address them.

Activities: Lecture - introducing the topic. Studio - workshop with group work. Hosting meaningful conversations and harvesting from collective intelligence.

Video: Ego system to Eco system economies, Otto Scharmer, Talks at Google (Youtube)

SESSION 3 (LIVE IN-PERSON)

Living systems and accessing deeper levels of learning when working with brands.

Activities: Lecture - introducing the topic. Studio - mindful practice for learning by doing with collective intelligence.

Video: I have a dream speech by Martin Luther King. (Youtube)

Other / Complementary Documentation: Case Clinic Process

SESSION 4 (ASYNCHRONOUS)

Exercise: The basics of systems thinking applied in branding.

Activities: Individual reflections (Mural exercise) about the current systems archetypes in the branding work.

Book Chapters: Animaway Branding: A conscious business paradigm for a sustainable world;

pp.169-183 (See Bibliography)

MODULE 2

This module will bring you to the heart of the brand phenomena. We shall use systems thinking and we shall practise applying the systems view of life in order to get to the core of what the brands are, how they are shaping our business and social reality, what are the advantages and pitfalls of the current branding paradigm, and why do we need to shift towards more conscious way of working with brands in order to create sustainable business development and social wellbeing.

SESSION 5 (LIVE IN-PERSON)

Current branding paradigm.

Activities: Lecture - swot analysis of the current branding paradigm. Discussion, group work - critical thinking applied to a concrete case study. Q&A session.

Book Chapters: Animaway Branding: A conscious business paradigm for a sustainable world; pp.39-43, 53-63 (See Bibliography)

Video: No Logo: Brands, Globalization, Resistance (featuring Naomi Klein) (Youtube)

SESSION 6 (ASYNCHRONOUS)

The role of a brand manager today.

Activities: Individual analytic project - an exploratory research interview with a brand manager (reading, instructions, project, presentation, peer review, feedback).

Article: Brands, Brand Management, and the Brand Manager system: A critical-historical evaluation (Journal of Marketing Research) (ce)
Video: Brand Manager - FMCG (Youtube)

SESSION 7 (LIVE IN-PERSON)

Systems view of the brand phenomenon.

Activities: Lecture - the systems nature of the brand phenomenon. Q&A session. Discussion in class.

Book Chapters: Animaway Branding: A conscious business paradigm for a sustainable world; pp.123-131, 161-167 (See Bibliography)

SESSION 8 (LIVE IN-PERSON)

Brands drive the world of intangibles.

Activities: Lecture - presenting the world of intangibles that is governed by brands. Applied exercises in class. Reflective discussion.

Book Chapters: Animaway Branding: A conscious business paradigm for a sustainable world; pp.87-111 (See Bibliography)
Article: Leveraging Intangibles: How firms can create lasting value. (JOURNAL OF BUSINESS STRATEGY) (ce)

SESSION 9 (LIVE IN-PERSON)

Designing sustainable brand-driven innovations.

Activities: Studio - design thinking workshop on Mural about how to facilitate sustainable brand innovation labs.

Video: The Art of Innovation, Guy Kawasaki, TEDx Berkeley (Youtube)
Video: Sustainable Business: It's not just about the why, Jeremy Moon, TEDx ScottBase (Youtube)

SESSION 10 (ASYNCHRONOUS)

Brands as tools for sustainable development.

Activities: Forum discussion in a form of appreciative inquiry in the context of a pre-assigned work. Summarizing the key insights deriving from the discussion.

Article: A positive revolution in change: Appreciative Inquiry (ce)

SESSION 11 (LIVE IN-PERSON)

The role of brands in knowledge creation and organizational learning.

Activities: Lecture - the nature and dynamic of the knowledge creation process. Studio - workshop for practicing group learning.

Article: Connect and Develop: Inside Procter & Gamble's New Model for Innovation (HBR R0603C-PDF-ENG)

Article: Open Innovation and Strategy (CALIFORNIA MANAGEMENT REVIEW) (ce)

MODULE 3

In this module we shall work with the new branding paradigm. First, we shall introduce it. Then, we shall learn why it is urgent to advance the branding science by adding sustainability and consciousness as its priorities. Finally, we shall practice how to think and work within the new branding paradigm.

SESSION 12 (LIVE IN-PERSON)

New branding paradigm.

Activities: Lecture - Dual paradigm shift in Brand Management. Q&A session. Discussion in class.

Book Chapters: Animaway Branding: A conscious business paradigm for a sustainable world; pp.185-201, 237-247 (See Bibliography)

SESSION 13 (ASYNCHRONOUS)

Collaborative ways of leading brand systems.

Activities: Forum discussion related to a pre-assigned work. Providing instructions for creating group projects. Q & A.

Article: The Dawn of Systems Leadership (Stanford Social Innovation Review) (ce)
Book Chapters: Animaway Branding: A conscious business paradigm for a sustainable world; pp.193-201 (See Bibliography)

SESSION 14 (LIVE IN-PERSON)

The role of brands in helping us meet the UN's Sustainable Development Goals.

Activities: Lecture - How can branding help us reach the UN's Sustainable goals. Discussion in class. Support for the ongoing work on group projects. Q&A.

Multimedia Documentation: United Nations, Transforming our World: The 2030 agenda for sustainable development (brief overview)
Book Chapters: Frederic Laloux: Reinventing Organizations: A guide to creating organizations inspired by the next stage of human consciousness; pp.1-36

SESSION 15 (LIVE IN-PERSON)

Mapping brand systems.

Activities: Group creative projects presentations. Peer to peer evaluation. Finale.

BIBLIOGRAPHY

Compulsory

- Suzana P. Nikiforova. (2020). *Animaway Branding: A conscious business paradigm for a sustainable world.* Animaway Ltd. ISBN 9786199171400 (Printed)

EVALUATION CRITERIA

Continuous assessment will be used to evaluate students' work. Different areas will be examined: class participation, critical and creative thinking skills, quality of an individual project assignment, quality of the group project assignment as well as leadership skills for team work.

Criteria	Percentage	Comments
Individual Work	30 %	Student will receive a leadership challenge and an individual project assignment which will be evaluated
Workgroups	20 %	Students will work in teams where their contribution will be evaluated
Group Presentation	20 %	Students will prepare and present a final group project assignment
Class Participation	20 %	Students will be evaluated for their contribution in class in terms of critical and creative thinking skills
Other	10 %	Students will be asked to grade their peers for the contribution in the group project work

Students who will not achieve the minimum score to pass the exam will have to retake it by writing an original longer essay on a topic that will be individually assigned to them. Normally, the requirements for the essay will contain the content of the material covered in the course.

PROFESSOR BIO

Professor: **SUZANA PANOVA NIKIFOROVA**

E-mail: spanova@faculty.ie.edu

Suzana P. Nikiforova is an experienced brand business expert who has advanced the brand management science with a new conscious and sustainable paradigm. She is the author of the pioneering book Animaway Branding: a Conscious Business Paradigm for a Sustainable World which brings to light the systems view of the brand phenomena. She is a founder of Animaway, an innovative branding consultancy on a mission to transform brands into levers for creating a sustainable future.

As an experienced brand consultant, Suzana has been working with brands for more than three decades. Amongst her clients stand brands such as ETAM lingerie, TOM TAILOR apparel; HONDA autos; ERICSSON and NOKIA telecommunication, as well as Triglav Insurance Group Slovenia, Sportina Fashion Group Slovenia, as well others. Before working as a consultant, Suzana has taken roles as a brand manager, a senior brand executive and a marketing director herself.

Suzana has been teaching Brand Management to bachelor and master students in University American College Skopje; to professional experts and executives in Brand Business School Ljubljana; to vocational students in Creative Hub Skopje; and she has been formally trained in the Doctoral School of Solvay Brussels School of Economics and Management to pursue academic research. She holds a Master of Science in Marketing and BA in Economics from Ss.Cyril and Mathodius University in Skopje.

BIBLIOGRAPHY

Transitional Design: Co-creating a sustainable future

IE University
Professor: **PABLO ESTEVES SANCHEZ - EMZINGO**

E-mail: pesteves@faculty.ie.edu

Academic year: 22-23
Degree course: FOURTH
Semester: 1º
Category: OPTIONAL
Number of credits: 6.0
Language: English

PREREQUISITES

SUBJECT DESCRIPTION

Virtually every structure, human organziation, and institution around us in desperate need of innovaiton, redesign, and transformation. At the loca, regional, national and global scale we need transformational change in education, governance, industry, transporte, infrastructure, energy systems, water and waste management, agriculture and food systems, health systems, as well as social systems. In order to enable transformative innovation to unfold its creative potential we need to redesign our structural systems; the financial and economic system need to be rethought. Up-stream changes in our mental models, basic beliefs, and assumptions about the nature of reality will affect how, what, and why we desing, the needs we perceive, the questions we wask, and hence the solutions or answers we propose.

In this course we will explore the connections of transformative innovation, living systems thinking, sustanaible economic models and frameworks, and community engagement, in order to rethink our concepts of business, work, healthy living, and social structures and institutions.

OBJECTIVES AND SKILLS

This course follows a discovery journey that allows students to learn new frameworks and tools, apply their skills to a project, practice their communication and teamwork capabilities, and build their creative intelligence and confidence. It will highlight the importance of team building, celebrating wins, and delivering feedback. Both individual and group skills play a role, including the ability to do independent research, reflect via representation and experimentation, and communicate and collaborate effectively.

At the end of this course, the students should be able to:

- Develop self-awareness and bring attention to their emotions, habits, and strengths. Collaborate well with others and drive creative projects forward.
- Develop project management skills, planning and evaluation abilities, client-oriented consulting skills, and teamwork and decision-making abilities.
- Develop familiarity with concepts related to Systems Thinking, Generative Thinking, Regenerative Cultures, and Transition Design.
- Grow their creative confidence and the creative potential of teammates
- Present and articulate original thoughts, ideas, and opinions effectively
- Develop curiosity and new behavior patterns to inspire and embrace new ways of thinking
- Use tools, methodologies, and exercises to apply creativity to problem-solving

METHODOLOGY

The course will be divided into 3 modules. Each module will consist of synchronous and asynchronous interaction and will have a theoretical and practical component. Students are expected to apply what they are learning to their group projects. In addition to interim deliverables each module will contain a quiz of the theoretical material, an individual assignment, a team report and presentation. The teams will present a final presentation with recommendations.

- Module I: Generative and Systems Thinking
- Module II: Transition Design and Transformative Innovation
- Module III: Community Engagement

Almost all team work will be done in Mural, a collaborative tool.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	20.0 %	30 hours
Discussions	13.33 %	20 hours
Exercises	20.0 %	30 hours
Group work	33.33 %	50 hours
Other individual studying	13.33 %	20 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Generative and Systems Thinking

Title: "Introduction to Transition Design"

Agenda: Course Overview and Evaluation Criteria. What to Expect. Team Building Exercise. Tools and Methodology.

Article: Darwin Was a Slacker and You Should Be Too (Nautilus)

Article: How to Successfully Work Across Countries, Languages, and Cultures (HBR H03VE3-PDF-ENG)

SESSION 2 (LIVE IN-PERSON)

Generative and Systems Thinking

Title: "Creative Confidence and Creative Teams"

Agenda: The future for organisations and individuals will undoubtedly include teleworking, hybrid formats, and an onus on digital platform use; learning more about your preferred work-style and that of your teammates is critical for high-performing teams.

Article: The Better You Know Yourself, the More Resilient You'll Be (HBR H03VKP-PDF-ENG)
Individual Workstyle Manual Template.

SESSION 3 (ASYNCHRONOUS)

Generative and Systems Thinking

Title: "Generative Thinking and Visual Thinking"

Agenda: What is Visual Thikinking?

SESSION 4 (LIVE IN-PERSON)

Generative and Systems Thinking

Title: "Generative Thinking and Visual Thinking"

Agenda: Visualizing and Scribing. The potential of visualisation; what is visual thinking and how to become a visual thinker.

Article: What Is Visual Thinking? (xplane)
Article: The Simple Power of the Doodle. Financial Times, by Ian Sanders. (Financial Times) (ce)

SESSION 5 (LIVE IN-PERSON)

Generative and Systems Thinking

Title: "Generative Thinking and Visual Thinking Part II"

Agenda: System Stances and Strcutural Dynamics

Book Chapters: "Letter to the Board" Let My People Go Surfing (pg. 72-73) (See Bibliography)

SESSION 6 (ASYNCHRONOUS)

Generative and Systems Thinking

Title: "Generative Thinking and System Thinking"

Agenda: System Stances and Strcutural Dynamics. System Thinking Canva.

Book Chapters: Creative Confidence. Chapter 2: DARE: Drawing Confidence, (Pages 59-65), (See Bibliography)

SESSION 7 (LIVE IN-PERSON)

Generative and Systems Thinking

Title: "Organizational Development. Events, Structures, and Behaviors."

Agenda: System Stances and Strcutural Dynamics

Article: The neuroscience of strategic leadership (Strategy Business)

SESSION 8 (LIVE IN-PERSON)

Generative and Systems Thinking

Title: "Why change the narrative now?"

Agenda: Theory U Methdology

Article: ADDRESSING THE BLIND SPOT OF OUR TIME (Presencing.org)

SESSION 9 (ASYNCHRONOUS)

Generative and Systems Thinking

Title: "Why change the narrative now?"

Agenda: Theory U Methdology Part II

SESSION 10 (LIVE IN-PERSON)

Generative and Systems Thinking

Title: "Why change the narrative now?"

Agenda: Theory U Methdology Part III

Book Chapters: The Illusion of Understanding. Pages 199 - 208 (Thinking Fast and Slow) (See Bibliography)

Book Chapters: The Five Competencies of Creative Intelligence. Pages 33-39 (Creative Intelligence) (See Bibliography)

Individual Quiz Module I

SESSION 11 (LIVE IN-PERSON)

Transition Design and Transformative Innovation

Title: "Transformative Innovation. Why a design-based approach?"

Agenda: A Human-Centered Design Approach to Innovation. In order to appropriately respond to changes around us, organizations, businesses, communities, and governments must not only pay attention to short-term responses to symptoms of these changes, they must also address the structural and systemic causes.

SESSION 12 (ASYNCHRONOUS)

Transition Design and Transformative Innovation

Title: "Transformative Innovation. Why a design-based approach?"

Agenda: A Human-Centered Design Approach to Innovation. Part II

Book Chapters: "Distribution Philosophy." Let My People Go Surfing (pg. 126-146) (See Bibliography)

SESSION 13 (LIVE IN-PERSON)

Transition Design and Transformative Innovation

Title: "Transformative Innovation. Why a design-based approach?"

Agenda: A Human-Centered Design Approach to Innovation. Part III

Book Chapters: "Production Philosophy" Let My People Go Surfing (p 117-125) (See Bibliography)

SESSION 14 (LIVE IN-PERSON)

Transition Design and Transformative Innovation

Title: "Transformative Innovation. Why a design-based approach?"

Agenda: From Ideas to Action

Book Chapters: Chapter: EZ Answers (Pgs 161 - 172) (The Cluetrain Manifesto) (See Bibliography)

SESSION 15 (ASYNCHRONOUS)

Transition Design and Transformative Innovation

Title: "Transformative Innovation. Why a design-based approach?"

Agenda: Prototyping and Iterating

Article: Better Brainstorming (HBR R1802C-PDF-ENG)
Article: Your Team Is Brainstorming All Wrong (HBR H03NAL-PDF-ENG)

SESSION 16 (LIVE IN-PERSON)

Transition Design and Transformative Innovation

Title: "Transition Design"

Agenda: What is Living Systiem Thinking? When we aim for sustainability from a systemic perspective, we are trying to sustain the pattern that connects and strengthens the whole system. Sustainability is first and foremoste about systemic health and resilience at different scales, from local, to regional, and global.

Book Chapters: From Blank Page to Insight (Pgs 67 - 73) (Creative Confidence) (See Bibliography)
Article: The Dawn of System Leadership (Standford social Innovation Review)

SESSION 17 (LIVE IN-PERSON)

Transition Design and Transformative Innovation

Title: "Systems Thinking and Data Walks"

Agenda: What is a Data Walk? Seeing unusual connections between existing ideas can spark entirely new solutions. Gather inspiring thoughts, ideas and references related to what you want to accomplish. What new connections can you make?

SESSION 18 (ASYNCHRONOUS)

Transition Design and Transformative Innovation

Title: "Transition Design"

Agenda: Rewilding and Regenerating Systems

Book Chapters: The Beast Within. Feral. pgs. 186-208 (See Bibliography)

SESSION 19 (LIVE IN-PERSON)

Transition Design and Transformative Innovation

Title: "Whole-system health and resilience"

Agenda: Students will explore the concepts and examples of living systems thinking, circular economic, cradle-to-cradle design, and donut economic models for sustainable development. Hypothetical thinking – the ability to detach one's mind from the here and now, and consciously think about other possibilities - is the key to sustained innovation and creativity, and to the development of art, science and technology.

Book Chapters: "Financial Philosophy" Let My People Go Surfing (pg. 159-164) (See Bibliography)

SESSION 20 (LIVE IN-PERSON)

Transition Design and Transformative Innovation

Title: "Transition Design"

Agenda: Module II Team Presentations.

Book Chapters: Chapter 2: Dare, From Fear to Courage, ´Creative Confidence´ by Tom and David Kelley (pages 40-58) (See Bibliography)
Individual Quiz Module II

SESSION 21 (ASYNCHRONOUS)

Community Engagment.

Title: "Community Engagement: Leading Change"

Agenda: Data-driven and evidence-based practices present new opportunities for public and social sector leaders to increase impact while reducing inefficiency. But in adopting such approaches, leaders must avoid the temptation to act in a top-down manner. Instead, they should design and implement programs in ways that engage community members directly in the work of social change.

Book Chapters: "Human Resource and Management Philosophy" Let My People Go Surfing (pg. 165 - 186) (See Bibliography)

SESSION 22 (LIVE IN-PERSON)

Community Engagment.

Title: "Systems Leaders"

Agenda: Core Abilities of Systems Leaders.

Article: Community Engagement Matters (Now More Than Ever) (Standford Social Innovation Review)
Article: The Error at the Heart of Corporate Leadership (HBR R1703B-PDF-ENG)

SESSION 23 (LIVE IN-PERSON)

Community Engagement.

Title: "System Mapping"
Agenda: Ecosystem Mapping, stakeholder mapping, value-network mapping.

Book Chapters: "Environmental Philosophy" Let My People Go Surfing (pg. 187-201 and 231-246) (See Bibliography)

SESSION 24 (ASYNCHRONOUS)

Community Engagement.

Title: "Community Engagement Matters"
Agenda: Technical Problems vs. Adaptive Problems

SESSION 25 (LIVE IN-PERSON)

Community Engagement.

Title: "Community Engagement: Leading Change"

Agenda: Our greatest invention was the invention of invention itself.

Article: Emotional Intelligence Needs a Rewrite (Nautilus)

SESSION 26 (LIVE IN-PERSON)

Community Engagement.
Title: "Driving Change: Re-frame a vision"
Agenda: Our greatest invention was the invention of invention itself.
Technical note: Innovation and Iteration: Friends Not Foes (HBR H001SH-PDF-ENG)
Book Chapters: The Ones Who Walk Away from Omelas (See Bibliography)

SESSION 27 (ASYNCHRONOUS)

Community Engagement.
Title: "Community Engagement: Leading Change"
Agenda: Ethnographic Futures, and Future Working Worlds

SESSION 28 (LIVE IN-PERSON)

Community Engagement.
Title: "Community Engagement: Leading Change"
Agenda: Ethnographic Futures, and Future Working Worlds. STEEP Model.
Article: Why Your Brain Hates Other People (Nautilus)

SESSIONS 29 - 30 (LIVE IN-PERSON)

"FINAL TEAM PRESENTATIONS"
****

INDIVIDUAL QUIZ MODULE III

BIBLIOGRAPHY

Recommended

 - BIRD, Kelvy. (2018). *Generative Scribing: A Social Art of the 21st Century.* PI Press. ISBN 0999717995 (Printed)

 - BRAND, Willemien. (2020). *Visual Doing: A Practical Guide.* BIS Publishers. ISBN 9063694997 (Printed)

 - BRAND, Willemien. (2017). *Visual Thinking: Empowering People and Organisations through Visual Collaboration..* BIS PUBLISHERS. ISBN 9789063694531 (Printed)

 - CHOUINARD, Yvon. (2016). *Let My People Go Surfing.* Penguin USA. ISBN 0143109677 (Printed)

 - KELLEY, David and KELLEY, Tom.. (2013). *Creative Confidence: Unleashing the*

Creative Potential within us all.. Currency. ISBN 0385349369 (Printed)

 - KAHNEMAN, Daniel.. (2012). *Thinking Fast and Slow..* Penguin. ISBN 0141033576 (Digital)

 - LE GUIN, Ursula. (2004). *The Ones Who Walk Away from Omelas.* Harper Perennial. ISBN 0060914343 (Digital)
   Short story
 - LOCK, Christopher. (2009). *The Cluetrain Manifesto.* Basic Books. ISBN 0465024094 (Printed)

 - MONBIOT, George. (2014). *Feral.* Penguin. ISBN 0141975580 (Digital)

 - NUSSBAUM, Bruce.. (2013). *Creative Intelligence: Harnessing the Power to Create, Connect, and Inspire.* Harper Business. ISBN 0062088424 (Digital)

 - ROAM, Dan. (2009). *Unfolding the Napkin: The Hands-On method for solving complex problems with simple pictures..* Portfolio. ISBN 9781591843191 (Printed)

 - WAHL, Daniel Christian. (2016). *Designing Regenerative Cultures.* Triarchy Press. ISBN 9781909470798 (Digital)

 - MONTGOMERY, Charles. (2015). *Happy CIty.* Penguin. ISBN 0141047542 (Printed)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Class Participation	15 %	Dialogues, debates, online forums based on pre-class reading and post-class reflection
Group Presentation	20 %	Project based work, team presentations and reports
Individual Presentation	20 %	Individual assignments such as essays, portfolios, reports
Intermediate Tests	15 %	Short online quizzes
Examen Final	30 %	Final team assignment and presentation

PROFESSOR BIO

## Professor: **PABLO ESTEVES SANCHEZ - EMZINGO**

E-mail: pesteves@faculty.ie.edu

Pablo Esteves is a managing partner at Emzingo, a learning and development design firm he joined in 2011 after finishing his MBA at IE Business School. He manages the design and development of social innovation projects and leadership development programs in Brasil, Netherlands, Peru, South Africa, Spain, and the United States. Pablo is an adjunct professor at IE University for the Business School and the School of Human Sciences and Technology, and a visiting professor at Trinity College Dublin and the Universidad de Valladolid.

Additionally, Pablo is part of the board of trustees of the Elisa Sednaoui Foundation and the advisory board of Play Africa Children's Museum. He is an IDEO U Impact House Alumni, a founding member of the Global Design House, and an Aspen Institute Fellow in Spain.

OTHER INFORMATION

Contact pesteves@faculty.ie.edu Office hours: one hour after live-in person class
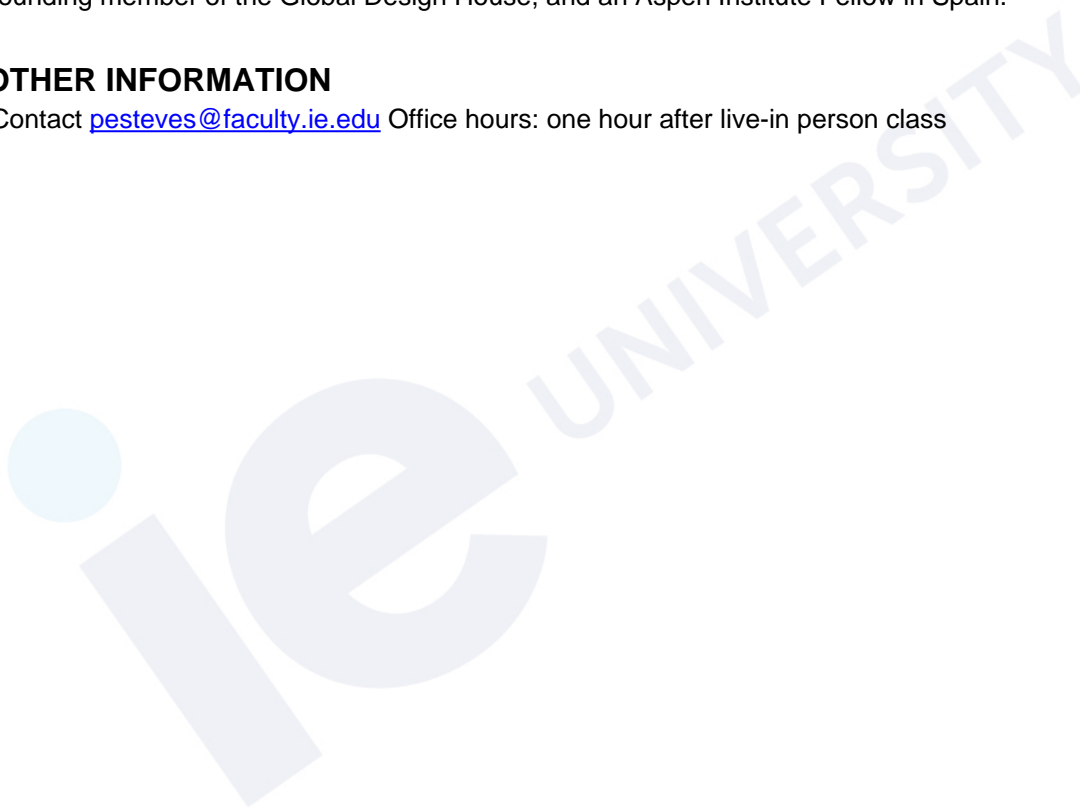
COMMUNICATION AND BRANDING FOR STARTUPS

IE University
Professor: **ANTONIO QUIJANO BARROSO**

E-mail: aquijano@faculty.ie.edu

Academic year: 22-23
Degree course: FOURTH
Semester: 1º
Category: OPTIONAL
Number of credits: 3.0
Language: English

PREREQUISITES

There are no prerequisites for this course. Students with some previous exposure to branding and communication strategy may find it helpful to learn how to use them in the specific context of a startup company.

SUBJECT DESCRIPTION

This subject is directed at those who have a great business idea, have developed a sound business model but need help in the communication area: how do you successfully brand your startup company and put together a strategic and coherent communication plan for it?

Your target audiences need to become aware of your existence and differentiate you easily from possible competitors. You need to spark in your potential consumers the desire to buy from you and stay loyal to your products! You need investors to become interested in financing your venture. You will learn how to do all that, on a tight budget.

This course will explore the concept of disruptive branding as the symbol of the creativity and innovation drive that must be at the heart of every startup. Students will also learn how to devise a communication strategy adapted to their brand or business objectives. What needs to be communicated about the product or service? What tools are available to do so? What are the ideal media to use? How to create strong advertising or word of mouth campaigns? How to retain engagement?

The course will be taught like a Boot Camp: students will come out of the challenging experience armed with the essential tools to help make a business idea as successful as it can possibly be.

OBJECTIVES AND SKILLS

After completing the course, students should be able to:

1.   Understand the importance of Branding and Communication as a a key tool in the success of a startup company

2.   Understand and use the essentials of disruptive branding: how to apply the disruptive mindset to brand creation and management

3.   Create and communicate a powerful and memorable brand for your startup

4. Create the communication strategy for your startup

5. Investigate and critique how companies create, maintain and enhance their reputation in order to achieve their business objectives

6. Choose and put in practice communication strategies

7. Design and present a comprehensive branding and communication plan

METHODOLOGY

Sessions are divided into lectures, group presentations and other teamwork and some role-playing / discussions.

At the beginning of the course, students will be put into teams of around 4 members The teams will be balanced (previous knowledge of branding and communication, gender, nationality...) and will work together in different assigned tasks. Each team will choose a business idea / startup that will serve them to prepare different excercises.

For Lecture Sessions, students need to come to class having read the assigned readings, so they can participate actively and intelligently.

For Practical Sessions, teams must hang up in the Discussion Board their presentations before class begins. This will avoid losing transition time between group presentations. All team members need to present in these presentations.

Contents are presented in 15 sessions: roughly half will take the form of lectures to learn the theory and the other half will have a more practical approach. Note that sessions may vary in order to accommodate the class's schedule, so be attentive to class announcements and to Campus online / IE email.

Very important: Reading materials must be read BEFORE the corresponding session in class. Lectures are not a passive explanation of the materials by the professor, but a discussion between students and professor. Students are expected to come to class well prepared and ready to participate actively. You will be cold-called and graded based on the comments you contribute to the classes and their quality.

Many examples discussed in class will be taken from existing companies and current events, so students are expected to read newspapers on a regular basis and generally stay informed of what goes on in the business world.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	10.67 %	8 hours
Discussions	10.67 %	8 hours
Exercises	20.0 %	15 hours
Group work	29.33 %	22 hours
Other individual studying	29.33 %	22 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Intro to the course and warm-up

We shall establish course expectations, policies and an outline of the work ahead of us in the course. We will also take a look at the books we shall be using.

We will form teams and talk about the excercises and presentations that you will be required to work on.

SESSION 2 (LIVE IN-PERSON)

Introduction to Branding in the world of startups: what is branding and how is the discipline specific to startup companies. Successful and failed examples of brand strategy and architecture. Steps to define the brand of your startup.

Homework for Session 3: each team will prepare a presentation of their startup: business idea, name, logo, target audience and objectives.

Book Chapters: Disruptive Branding, Chapters 1 and 2 (See Bibliography)

SESSION 3 (ASYNCHRONOUS)

DISCUSSION BOARD

I will post assignments in the forum for each team to share a presentation of their startup: business idea, name, logo, target audience and objectives.

Groups will give feedback to one another on what works and what can be improved. Teacher will also give feedback and grade each presentation.

SESSION 4 (LIVE IN-PERSON)

Disruptive Branding: what it is, how it works and how to apply the innovation and creativity mindset to stand out from the crowd with your brand.

Homework for Session 5: each team will prepare a presentation about their (disruptive) brand and what disruptive brand management and positioning ideas they will use to stand out

Book Chapters: The Startup Equation, Chapter 11 (See Bibliography)

SESSION 5 (ASYNCHRONOUS)

DISCUSSION BOARD

I will post assignments in the forum for each team to share a presentation of their disruptive brands and ideas.

Groups will give feedback to one another on what works and what can be improved. Teacher will also give feedback and grade each presentation.

SESSION 6 (LIVE IN-PERSON)

Creating brand the right brand experience and employee engagement: how to design ways of providing an experience of your brand to customers and how to turn your employees into your brand ambassadors.

Book Chapters: Disruptive Branding, Chapters 4 and 5 (See Bibliography)

SESSION 7 (LIVE IN-PERSON)

Corporate Storytelling and its elements: identity, image, reputation, brand equity, messaging...

Book Chapters: Strategic Integrated Marketing Communications, Chapter 3

SESSION 8 (LIVE IN-PERSON)

Putting together your Communication Strategy

We shall review the elements of a sound Communication Strategy and the steps to build yours

Homework for Session 9: each team will present the outline of their Corporate Storytelling and present their Communication Strategy

SESSION 9 (LIVE IN-PERSON)

Each team will present in class their Corporate Storytelling and their Communication Strategy.

Students will give feedback to the other group's presentation on what works and what can be improved. The teacher will also give feedback and grade each presentation.

SESSION 10 (LIVE IN-PERSON)

Launching your company: how to create a strategy to successfully make your audiences know that you have arrived. How to choose from several launch ideas and make sure it stays on strategy.

Homework for Session 11: each team will present their Launching Strategies and ideas

Book Chapters: Disruptive Branding, Chapter 9 (See Bibliography)

SESSION 11 (ASYNCHRONOUS)

DISCUSSION BOARD

I will post assignments in the forum for each team to share a presentation of their Launching Strategies and ideas

Groups will give feedback to one another on what works and what can be improved. Teacher will also give feedback and grade each presentation.

SESSION 12 (LIVE IN-PERSON)

Creative Briefing, Media Strategy and SEO: we will learn how to deliver an effective creative briefing to an agency, what the best media choices are according to your objectives and budget and the basics about Search Engine Optimization (SEO)

Homework for Session 13: each team will present their final project (a presentation that summarizes and encompasses their work of the subject)

Book Chapters: Strategic Integrated Marketing Communications, Chapter 11 and 12

SESSION 13 (ASYNCHRONOUS)

DISCUSSION BOARD

Measuring success and making adjustments: how to know when and what you need to measure in order to know if your strategies are succeeding and / or if you need to make adjustments to the way you speak to your audiences. The content of this session will be posted in a Discussion Board thread and discussed, with both teacher and students raising questions and offering opinions and points of view.

Book Chapters: Disruptive Branding, Chapter 10 (See Bibliography)

SESSION 14 (LIVE ONLINE)

VIDEOCONFERENCE

Final presentations: each team will present their final project, encompassing all their work of the subject, via Zoom.

SESSION 15 (LIVE ONLINE)

VIDECONFERENCE

Final Exam and wrap-up of course. You will do an online final exam with open questions where you will asked to give your informed opinions on different important subjects we have rewieved during the course.

BIBLIOGRAPHY

Compulsory

- Jacob Benbunan, Gabor Schreier, Benjamin Knapp. (2019). *Disruptive Branding - How to win in times of change.* Kogan Page. ISBN 0749484063 (Printed)

Recommended

- Steven Fisher, Ja-Nae Duane. *The Startup Equation - A visual guide for building your startup.* Mc Graw-Hill Education. ISBN 9780071832366 (Printed)

- Staff of "Entrepreneur Media". *Start your own business - The ONLY startup book you'll ever need.* Entrepreneur Press. ISBN 9781599186290 (Digital)

- Jeff Sheinrock, Matt Richter-Sand. *The Agile Startup - Quick and dirty lessons every entrepreneur should know.* John Wiley & Sons. ISBN 9781118548264 (Printed)

EVALUATION CRITERIA

Each student will be evaluated through the following criteria:

Team Work (35%)
The instructor will evaluate the groupwork based on the following criteria: in-depth content, critical thinking, originality and how each group applies the theoretical models and tools learned during the course. Half of the grade will be the average of the partial presentations and the other half will be the final presentation.

Final Exam (35%)
The final exam will be done in class and it will involve some theoretical questions and questions about an actual case.

Students will be evaluated based on how they apply frameworks and models learned throughout the course in addition to the following criteria: depth of content, coherence, practical approach to the problem, thoroughness, and original way of thinking of the solution proposed.

It is imperative to pass the exam with a 5 over 10 in order to pass the subject. Students who do not reach this grade will fail regardless of how the rest of their work has been evaluated.

Individual Participation (15%)
Passive attendance to the class does not constitute participation. Students must come to class with the assigned materials read beforehand and case studies analyzed in depth. Students are expected to be very proactive and engaged in the class discussions, providing examples and contributing to enrich the discussion with thoughtful comments. Students may be called randomly during lecture to contribute to the class discussion.

Main criteria for evaluation are as follows:

- *Depth and Quality of Contribution:* the quality of your comment in terms of depth of insight, rigorous use of case evidence and consistency of argument will be rewarded.
- *Moving Your Peers' Understanding Forward:* To present your ideas you should be concise, clear and relevant. You will have multiple chances to intervene, so your improvement along the way will be noted.
- *Frequency:* you are encouraged to participate as much as you can, but this does not mean you should speak for the sake of reaching some critical number. The quality of your comments is more important.
- Note that if you miss the class, regardless of the cause for the absence, you automatically miss the opportunity to earn participation credit allocated for that session, and your grade will go down accordingly.
- Besides attendance, positive attitude and active participation, some specific criteria to evaluate discussion contributions are: demonstration of listening skills; contribution to new points of view and insights; interest in the class and the subject.
- High quality comments have characteristics like the following ones: an in-depth analysis of a subject; appropriate application of theoretical models and concepts; proposal of specific action plans for a particular problem; advancement of the discussion; and connection of past learning to the present.
- Contributions that hold up the session or that repeat comments already expressed by other students (due to lack of attention) will be penalized.

Peer Grade (15%)

Peers in each team will assign each other a contribution grade, in order to avoid free-riders. The average of your peers´ evaluation will account for 5% of your grade. If for whatever reason you don't grade your peers, you will get a 0% for not having done so.

Retake Policy

Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and June/July period). Students who do not comply with the 70% attendance rule will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enrol again in this course next academic year).

Grading for retakes will be subject to the following rules:

- Students failing the course in the first regular period will have to do a retake in June/July (except those not complying with the attendance rules, which are banned from this possibility).
- The retake will consist of a paper / exercise which will have been requested of them beforehand and which will be handed on the day of the exam. There will also be an exam on the announced date. The total grade will be 50% for the paper / excercise and 50% for the exam.
- Dates and location of the June/July retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.
- The maximum grade that a student may obtain in any type of retake will be 8 out of 10.
- The retake grade will not take into account any grade obtained during the course. This exam will be designed bearing in mind that the passing grade is 5 and the maximum grade that can be attained is 8.

Criteria	Percentage	Comments

Team Work	35 %	
Final Exam	35 %	
Individual Participation	15 %	
Peer Grade	15 %	

PROFESSOR BIO

Professor: **ANTONIO QUIJANO BARROSO**

E-mail: aquijano@faculty.ie.edu

Antonio Quijano is a Spanish communications, branding, marketing and advertising professional with over 20 years of experience. He has been Strategic Planning Director and Branding Consultant in several leading Spanish agencies and has a strong interdisciplinary vision of how to manage "soft issues" (image, reputation, perception, brand, advertising profile) so they boost the success of a company or product. He has a deep understanding of the way the public perception of an organization is managed and the challenges they face in today's digital and interconnected world.

He has been branding consultant at FutureBrand and Wolff Olins, Strategic Planning Director at El Laboratorio and Tapsa (leading Spanish advertising agencies) and has extensive experience in Digital and Performance Marketing as well.

Antonio has ample teaching experience, is the author of an online course on Strategic Planning for Vía Formación and co-author of a Marketing Dictionary published by Lid Editorial. He is a fun and engaging teacher and brings his professional experience to the classroom, instilling the subject with practicality and a hands-on approach.

Corporate Experience

- Branding, Marketing and Digital Performance independent consultant, 2010 - present
- Strategic Planning Director, Grupo Tapsa, Spain 2010-2014
- Strategic Planner, El Laboratorio (McCann Group) 2006-2010
- Brand Identity consultant, FutureBrand (McCann Group) 2001-2006
- Brand Identity consultant, Wolff Olins (1997-2001)
- PR consultant, Burson-Marsteller (1990-1997)

OTHER INFORMATION

If you wish to see me outside the classroom, please talk to me personally or arrange a meeting using my email address: aquijano@faculty.ie.edu

DATA INSIGHTS AND VISUALIZATION

IE University
Professor: **FRANCISCO CRUZADO PERNI**

E-mail: fcruzado@faculty.ie.edu

Academic year: 22-23
Degree course: FOURTH
Semester: 1º
Category: OPTIONAL
Number of credits: 3.0
Language: English

PREREQUISITES

Spoiler Alert! You will need to brush up on your High School Math -but do not let that scare you- you will reconcile yourself with Math because it will make sense to you. Basic Excel will also be a plus and you can take Youtube Tutorials in the Summer. I recommend you to watch The Beginner's Guide to Excel or, for better understanding of this powerful tool, follow the Microsoft official Excel for Windows training series.

SUBJECT DESCRIPTION

How do Google searches predict traffic? How can a retailer predict when one of its customers is pregnant before her own family even knows? How can you predict someone's political affiliation by analyzing the songs he plays at home? The key to answering these questions, and many others, is data insights. Welcome to the age of data. No matter the function and role in which you are planning on working and no matter the type of industry or organization – your professional world is awash with data. Data from customers and clients, from operations and logistics, from financial sources, from employees, from government agencies, and so on…

Knowing how to extract insights from data and how to persuade people using data will give you an advantage regardless of your profession. To do this, you need to be comfortable with the most common new tools being used in this new world of data. And the good news is that you do not have to be a stats guru to become a data-driven professional.

This course will help you develop essential analytical skills to manipulate and summarize data, look for meaningful insights using the latest point-and-click visualization tools, and use these insights to support your ideas, proposals, and decisions. In this course, you will be exposed to numerous real-world examples of how data is being used in your chosen area of interest.

This is not a hardcore statistics or quantitative course. This is a course designed to give you a set of essential data insights tools that you can use to your advantage in your career.

It is structured in three units:

1. Organizing and Exploring Data.
2. Data Analysis Toolkit.
3. Visualizing Data and Story Telling

OBJECTIVES AND SKILLS

Upon the completion of this course, participants should:

- Develop data-driven problem-solving skills.
- Clean, structure and find insights from data using off-the-shelf analytics tools (Excel, Tableau).
- Develop data visualization and storytelling skills to drive change and persuasion.

METHODOLOGY

This course gravitates around the presentation of concepts, active discussions, surveys, discussion boards, interactive videos and class participation. Class participation is mandatory. Your voice is indispensable. It is important that you come to class prepared in order to enrich it.

Each student must have installed in his / her own laptop Microsoft Excel in English and Tableau software. We will provide a key to activate Tableau before we start to use it, but you can request a free 12-month key using the following url (https://www.tableau.com/academic/students).

A Tableau Online site will be created where we could share all the exercises, examples and individual and group assignments.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20 hours
Discussions	6.67 %	5 hours
Exercises	26.67 %	20 hours
Group work	20.0 %	15 hours
Other individual studying	20.0 %	15 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Organizing Data

Article: What is Data? (Towards Data Science)

In this session, we will introduce the course. We will review types of data that you might encounter, from qualitative categories (gender, product type, nationality …) to qualitative values (age, product revenues, client billings …). We will see how to structure and quantify data based on its type.

SESSION 2 (LIVE IN-PERSON)

Data Handling and Exploration

Multimedia Documentation: Analyze and format in Excel

In this session, you will learn how to structure data properly in an Excel spreadsheet (sounds easy, but it is not!) with different data, as well as some practical applications.

SESSION 3 (LIVE IN-PERSON)

Preparing data for analysis

Multimedia Documentation: Overview of tables in Excel

Why tabular data is so important? We will learn why tables are one of the most used organization when we work with data and the importance for the next steps on this course.

SESSION 4 (ASYNCHRONOUS)

Statistical Analysis

Video: Explanatory Videos & Exercises (link to be defined)

Podcast: Interview with Alberto Cairo (link to be defined)

During this session we will advance exploring statistical analysis using Excel, discover useful statistics, date and text functions.

Explanatory Videos: 30 min.

Exercises: 30 min.

Listening to Interview with Alberto Cairo: 30 min.

SESSION 5 (LIVE IN-PERSON)

Data Analytics

Article: Excel Mathematical Functions

We will learn how to combine formulas in order to dig deeper into our data, as well as using Pivot Tables for exploration of structured data sources.

SESSION 6 (ASYNCHRONOUS)

Advanced Data Analytics

Video: Creting pivot tables

Video: Explanatory Videos & Exercises (link to be defined)

We will learn how to combine formulas in order to dig deeper into our data, as well as using Pivot Tables for exploration of structured data sources.

Explanatory Videos: 45 min.

Exercises: 30 min. min.

Discussion board activities: 30 min.

SESSION 7 (LIVE IN-PERSON)

Video: Getting started with Tableau

Video: Explanatory Videos (link to be defined)

Tableau will be the other tool you will use for the assignments and for the Data Insight Challenge. In this session, you will get to know the main features and functions of this fantastic software tool that you will be able to use in your future careers.

SESSION 8 (ASYNCHRONOUS)

Importing Data Sources

Video: Importing data with Tableau

In this session, we will import different data sources into Tableau in order to review the different data formats and their pros/con.

Explanatory Videos: 60 min.

Reading: 15 min.

Discussion Board: 15 min.

SESSION 9 (LIVE IN-PERSON)

Turning Data into insights in Tableau

Book Chapters: A survey of scholarly data visualization

Video: Explanatory Videos & Exercises (links to be defined)

In these workshop sessions we will kick-off the final part of the course, where you will analyze a data set from the industry to extract insights through visualization in Tableau while learning how to use the tool effectively.

SESSION 10 (LIVE IN-PERSON)

Turning Data into insights in Tableau

Article: How to Lie with Charts (HBR F1412Z-PDF-ENG)

In this session we will analyze a data set from the industry to extract insights through visualization in Tableau while learning how to use the tool effectively.

SESSION 11 (ASYNCHRONOUS)

Turning Data into insights in Tableau

Book Chapters: Storytelling with Data. Chapter 3: Clutter is your enemy (See Bibliography)

Video: Explanatory Videos (link to be defined)

In these workshop sessions we will kick-off the final part of the course, where you will analyze a data set from the industry to extract insights through visualization in Tableau while learning how to use the tool effectively.

Explanatory Videos: 60 min.

Reading: 15 min.

Discussion Board: 15 min.

SESSION 12 (LIVE IN-PERSON)

Using maps for creating visualizations

Book Chapters: The Truthful Art: Data, Charts, and Maps for Communication (Chapter 10: Mapping Data) (See Bibliography)

In the global world that we live in, data is organized geographically most of the times. Knowing how to organize huge chunks of data in maps is a key factor that we will uncover on this session.

SESSION 13 (LIVE IN-PERSON)

Data Storytelling

Book Chapters: Storytelling with Data. Chapter 7: Lessons in storytelling (See Bibliography)

Video: Explanatory Videos & Exercises (link to be defined)

Extracting insights is not the end of our data journey as being a data-driven professional requires learning how to craft compelling stories based on data. In this session, you will learn how to adjust your story to the audience, narrative structures and other important data communication topics.

SESSION 14 (LIVE IN-PERSON)

Practical application with Storytelling

Article: Data Storytelling: The Essential Data Science Skill Everyone Needs (Forbes)
In the last session before the datathon, we will create a practical story where we will use all the concepts learnt during the last part of the course and discuss about different approaches on how to focus our audience's attention.

SESSION 15 (LIVE IN-PERSON)

Individual Storytelling - Datathon

The final event has arrived. Have you practice enough during the course? In this session, you will face an individual challenge. You will be handed a dataset related to your industry and your mission will be to tell our classmates a story based on the data, using all that you have learned in this course to find a set of hidden insights in the data, and to convincingly display these insights. Ready, set, go…

BIBLIOGRAPHY

Compulsory

- Knafflic, Cole Nussbaumer. (2015). *Storytelling with data.* Wiley. ISBN 9781119002253 (Printed)

Don't simply show your data—tell a story with it! Storytelling with Data teaches you the fundamentals of data visualization and how to communicate effectively with data. You'll discover the power of storytelling and the way to make data a pivotal point in your story. The lessons in this illuminative text are grounded in theory, but made accessible through numerous real-world examples—ready for immediate application to your next graph or presentation.

- Alberto Cairo. (2016). *The Truthful Art: Data, Charts, and Maps for Communication..* New Riders. ISBN 0321934075 (Printed)

No matter what your actual job title, you are—or soon will be—a data worker. Every day, at work, home, and school, we are bombarded with vast amounts of free data collected and shared by everyone and everything from our co-workers to our calorie counters. In this highly anticipated follow-up to The Functional Art—Alberto Cairo's foundational guide to understanding information graphics and visualization—the respected data visualization professor explains in clear terms how to work with data.

Recommended

- Alberto Cairo. (2019). *How Charts Lie.* W.W Norton & Company. ISBN 1324001560 (Printed)

A leading data visualization expert explores the negative and positive influences that charts have on our perception of truth. We've all heard that a picture is worth a thousand words, but what if we don't understand what we're looking at? Social media has made charts, infographics, and diagrams ubiquitous and easier to share than ever. We associate charts with science and reason; the flashy visuals are both

appealing and persuasive.

 - Alexander, Michael, Kusleika, Richard and Walkenbach, John. (2019). *Excel 2019 Bible.* Wiley. ISBN 1119514763 (Printed)

   The complete guide to Excel 2019 Whether you are just starting out or an Excel novice, the Excel 2019 Bible is your comprehensive, go-to guide for all your Excel 2019 needs. Whether you use Excel at work or at home, you will be guided through the powerful new features and capabilities to take full advantage of what the updated version offers. Learn to incorporate templates, implement formulas, create pivot tables, analyze data, and much more.

 - Scott Berinato. (2016). *Good Charts: The HBR Guide to Making Smarter, More Persuasive Data Visualizations.* Harvard Business Review Press. ISBN 9781633690707 (Printed)

   A good visualization can communicate the nature and potential impact of information and ideas more powerfully than any other form of communication. For a long time "dataviz" was left to specialists--data scientists and professional designers. No longer. A new generation of tools and massive amounts of available data make it easy for anyone to create visualizations that communicate ideas far more effectively than generic spreadsheet charts ever could. What's more, building good charts is quickly

 - Nathan Yau. (2013). *Data Points, Visualizations that means something.* Wiley. ISBN 1118462195 (Printed)

   A fresh look at visualization from the author of Visualize This Whether it's statistical charts, geographic maps, or the snappy graphical statistics you see on your favorite news sites, the art of data graphics or visualization is fast becoming a movement of its own. In Data Points: Visualization That Means Something, author Nathan Yau presents an intriguing complement to his bestseller Visualize This, this time focusing on the graphics side of data analysis.

EVALUATION CRITERIA

Final evaluation will be based on class participation and online activities (30%), an individual assignment between sessions 7 and 8 (20%), a course assignment to be carried out in groups between sessions 12 and 13 (20%) and a final Individual Storytelling Challenge in Session 15 (30%).

The individual and group assignments will be a set of exercises similar than the ones done at class to be delivered before the start of the following session.

The final Individual Storytelling Challenge in Session 15 will consist on creating a story with Tableau using a provided dataset and tell that story. After that, you should answer a set of questions regarding your dataset and the insights you have highlighted in your story.

Criteria	Percentage	Comments

Class & Online Participation	30 %	
Individual Assignment	20 %	
Workgroup Assignment	20 %	
Storytelling Challenge	30 %	

Class & Online participation

Three main criteria will be used in reaching judgment about your class and online participation. These criteria apply to both the synchronous sessions and the online activities:

- **Depth and Quality of Contribution**: The most important dimension of participation concerns what it is that you are saying. A high-quality comment reveals depth of insight, rigorous use of evidence, consistency of argument, and realism.

- **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**: Frequency refers to the attainment of a threshold quantity of contributions that is enough 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. 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 must "go looking for you". You should be attempting to get into the debate on a regular basis.

Just coming to class is not enough to get a high participation score. You must actively share in class discussions, participate in discussion board activities and come to class prepared with insightful and interesting ideas. You must watch all the videos and answer the questions embedded on them. You are expected to create enhanced versions of the examples and share them with the rest of your classmates on the online site.

0 / 49

When present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates very infrequent involvement in discussion.

50 / 69

Demonstrates adequate preparation: knows basic reading facts but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion but contributes to a moderate degree when called on. Demonstrates sporadic involvement.

70 / 89

Demonstrates good preparation: knows reading facts well, has thought through implications of them. Offers interpretations and analysis of reading material (more than just facts) to class. Contributes well to discussion in an ongoing way, responds thoughtfully to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion. Demonstrates consistent ongoing involvement.

90 /100

Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to other material (e.g., other readings, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of class material (e.g., puts together pieces of the discussion to develop new approaches that take the class further). Contributes in a very significant way to ongoing discussion, keeps analysis focused, responds very thoughtfully to other students' comments, contributes to cooperative argument building, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate, etc. Demonstrates ongoing very active involvement.

Individual and group assignments

Graded on a scale from 0 (lowest) through 100 (highest), using the criteria below:

0 / 49

Shows limited achievement toward stated goals and objectives. Most of the data insights are not answered correctly. Data analysis lacks explanation or is lousy explained. Inadequate visual models are used for displaying information.

50 / 69

Shows average achievement toward stated goals and objectives. Data insights are partially answered. Data analysis is correctly built but is missing important information existing underneath datasets. Visualizations are plain and shows poor data handling and the ability to transmit data in a clear way.

70 / 89

Shows above average achievement toward stated goals and objectives. Questions related to datasets are calculated correctly, applying the right technics. Data is analyzed offering a unique point of way. Visualizations are created simple but effective following the main goal of focusing the audience attention towards insights discovered.

90 /100

Shows outstanding achievement toward stated goals and objectives. Data insights are fully discovered and represented in an outstanding, clean and effective way. Visual models are perfectly selected for intuitively display information.

Storytelling Challenge

Graded on a scale from 0 (lowest) through 100 (highest), using the criteria below:

0 / 49

Shows limited achievement toward stated goals and objectives. Data analysis and preparation is poor. Insights are not found or presented with difficulties. Visualizations do not reflect what the professor requested. Technical problems.

50 / 69

Shows average achievement toward stated goals and objectives. Partially demonstrates that understands the importance of data analysis and data handling for creating visual representations. Story reflects basically the insights found in the data. Some technical problems.

70 / 89

Shows above average achievement toward stated goals and objectives. Finds answers hidden in datasets as requested, displaying them correctly. Visual models are appropriate and mainly serve the purpose of showing data insights. Story is compelling and follows the right narrative structure. Technically almost correct.

90 / 100

Shows outstanding achievement toward stated goals and objectives. Follows the conditions established by the professor displaying accurate, precise and well formatted data. The visualizations are built clean, decluttered and precise without losing focus on the points intended to be transmitted, using all the technics learnt throughout the course. Story is magnificent and perfectly presented. Technically correct.

PROFESSOR BIO

Professor: **FRANCISCO CRUZADO PERNI**

E-mail: fcruzado@faculty.ie.edu

Francisco Cruzado Perni holds a BSc in Computer Science from Universidad de Valladolid and he collaborated with the Institute of Technology of Sligo, Ireland during the last steps of his academic formation.

Currently he is an Associate professor at IE, where he teaches Data Insights and Visualizations within the Master in Visual and Digital Media and the Bachelor in Communication and Digital Media.

He is holding the Development Architect & Team Lead positions at Analitycalways, designing and developing software for the retail sector.

Formerly he worked as Senior Software Engineer and Analyst at Haitong Bank, a Chinese investment bank, where he managed software and database projects.

Previously Francisco held a Senior Consultant role for different organizations inside the public administration, such as Patrimonio Nacional and Ministerio de Economía y Hacienda; as well as in the finance sector (Banco Santander). He started his career as a developer within Junta de Castilla y León.

OTHER INFORMATION

You can contact me preferable on Wednesdays from 17:00 until 19:00, but I will try to answer your questions by mail on fcruzado@faculty.ie.edu

CRISIS COMMUNICATION

IE University
Professor: **ALFONSO LÓPEZ GARCÍA**

E-mail: alfonsol@faculty.ie.edu

Academic year: 22-23
Degree course: FOURTH
Semester: 1º
Category: OPTIONAL
Number of credits: 3.0
Language: English

PREREQUISITES
No pre-requisites

SUBJECT DESCRIPTION
If poorly managed, a corporate crisis, may result in a bad corporate reputation, a strong stigma, or cause stakeholder's distrust. In this course, students will learn how to manage and how to be prepared for a crisis so that reputational threats are reduced, the corporate stigma is avoided, and stakeholder trust is re-established. Concretely, students will learn how to write a contingency plan and to manage strategic communication during a crisis (e.g. hold a press conference, give interviews, prepare key messages). Also, students will learn the crucial steps to maintain a corporate reputation during a crisis.

A crisis can be inherent in a company for many reasons that will be covered in this subject, but it can also be the case of a global crisis that directly or indirectly affects both workers and companies. This, in a context like a pandemic, is a challenge to correctly apply crisis strategies that can define the viability or not of a company to be managed incorrectly.

OBJECTIVES AND SKILLS
1.   Learn what a crisis is and how it is related to trust, reputation and stigma
2.   Learn how to manage communication during crisis (i.e. communication strategies, press
3.   conferences, social media, etc)
4.   Learn to make decisions in a complicated context through the crisis committee
5.   Learn to adapt the fixed strategies to a changing context using the common sense formula and the tools at our disposal to communicate appropriately in each context
6.   Learn how to develop a contingency plan (i.e. be prepared in a crisis)
7.   Real examples and practices of green or red level crisis
8.   Learn which drivers constitute a corporate reputation and are crucial for a reputation-recovery phase

METHODOLOGY

o The professor will introduce major concepts and cases that the student should know and understand for the normal development of each topic. Students will be provided with readings, activities and videos to develop the contents in preparation for the next session.

o Participation in this course is essential since the course contents are eminently practical and interactive. Part of the topics will be analyzed in class through videos, examples and dynamics. In class oral presentations will be very frequent. Being eminently practical content, in general, they should explain the conclusions reached in each work.

o At all times, the professor will be willing to keep the necessary meetings with the students to clarify the doubts that may arise with each topic.

o Lectures: the professor presents theoretical concepts, models and tools.

o Case studies: A number of case studies will be discussed in class to discuss and apply theoretical concepts.

o Team work: A number of exercises (reportage, computer simulations, etc.) will be developed in team.

o Role playing: act in specific situations to see how they are able to put in practice concepts discuss in class.

o Computer simulations: students will be put into different business and communication scenarios in which they will have to take decisions

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	10 hours
Discussions	26.67 %	20 hours
Exercises	26.67 %	20 hours
Group work	20.0 %	15 hours
Other individual studying	13.33 %	10 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSIONS 1 - 2 (LIVE IN-PERSON)

INTRODUCTION TO THE COURSE AND WARMING UP

Presentation.

Reputation

What a crisis is

Corporate communications

Activities: 10' lecture + 30' analysis of cases (videos, images and texts) and readings/viewings through live discussion + +20' discussion of main ideas from pre-work teams (breakout rooms) + 15' share conclusions with the class + 5' wrap-up and next steps.

Book Chapters: Ongoing Crisis Communication: Planning, Managing, and Responding. (See
Bibliography)

SESSIONS 3 - 4 (ASYNCHRONOUS)

How to act in a crisis.

Stakeholders and Trust.

Tools in a crisis

Fed Ex crisis example. How to manage it

Different types of crisis.

Activities: 10' lecture + 30' analysis of cases (videos, images and texts) and readings/viewings through live discussion + +20' discussion of main ideas from pre-work teams (breakout rooms) + 15' share conclusions with the class + 5' wrap-up and next steps.

COMPUTER REQUIRED (one computer per two students)

Book Chapters: Ongoing Crisis Communicaton (Chapter 9) (See Bibliography)

SESSION 5 (ASYNCHRONOUS)

Contingency planning I:

Define vulnerabilitites

Limit of crisis

Action plan

Crisis committee

Argumentary

Levels of a crisis: green and red

Activities: 10' lecture + 30' analysis of cases (videos, images and texts) and readings/viewings through live discussion + +20' discussion of main ideas from pre-work teams (breakout rooms) + 15' share conclusions with the class + 5' wrap-up and next steps.

Book Chapters: Ongoing Crisis Communication (Chapters 5 & 7) (See Bibliography)
P.C.: Students propose a possible crisis by groups

SESSION 6 (LIVE IN-PERSON)

Crisis through social media channels (Instagram/Facebook/Linkedin/Twitter).

How to find opportunities

How to detect green and red crisis

Activities: 10' lecture + 30' analysis of cases (videos, images and texts) and readings/viewings through live discussion + +20' discussion of main ideas from pre-work teams (breakout rooms) + 15' share conclusions with the class + 5' wrap-up and next steps.

Book Chapters: Ongoing Crisis Communication (Chapters 5 & 7) (See Bibliography)
P.C.: Students propose a possible crisis by groups

SESSIONS 7 - 8 (LIVE IN-PERSON)

Contingency planning II: Message worksheet and dark site

Activities: 10' lecture + 30' analysis of cases (videos, images and texts) and readings/viewings through live discussion + +20' discussion of main ideas from pre-work teams (breakout rooms) + 15' share conclusions with the class + 5' wrap-up and next steps.

Book Chapters: Ongoing crisis communication : planning, managing, and responding (See Bibliography) (Optional)
Nesspresso crisis. (Computer simulation of a crisis in class)

SESSIONS 9 - 10 (LIVE IN-PERSON)

Press release

Spokesperson.

One message, different ways of facing the media.

Video

Interview

Activities: 10' lecture + 30' analysis of cases (videos, images and texts) and readings/viewings through live discussion + +20' discussion of main ideas from pre-work teams (breakout rooms) + 15' share conclusions with the class + 5' wrap-up and next steps.

Working Paper: Session 9-10

Video: How to close a crisis (Youtube)

P.C.: Interview of a crisis case in TV

P.C.: Messages in social media and press conference. Social media crisis examples and practises

SESSION 11 (LIVE IN-PERSON)

Global crisis

How companies faced the Covid global crisis. Examples and case studies

The importance of the message and the way of communicating to build trust

P.C.: Covid real examples

SESSION 12 (LIVE IN-PERSON)

Finding opportunities inside a crisis

Crisis working on remote. New channels to face a crisis

How to manage a red level crisis to lower it to green level

Activities: forum discussion on the exercise (blackboard) + professor's video with concepts and feedback about the exercise.

P.C.: Schindler case

SESSION 13 (ASYNCHRONOUS)

Students Individual mentoring to face the final project

SESSION 14 (LIVE IN-PERSON)

Students Individual presentation of a final contingency plan they built for a company at their choice.

30 minutes each presentation.

SESSION 15 (LIVE IN-PERSON)

Final exam

BIBLIOGRAPHY

Compulsory

- T Coombs. (2012). *Ongoing Crisis Communication: Planning, Managing, and Responding.* 3. SAGE. ISBN 9781412983105 (Digital)

Recommended

- James E. Lukaszewski. *Lukaszewski on Crisis Communication: What Your CEO Needs to Know About Reputation Risk and Crisis Ma.* ISBN 1931332576 (Digital)

- Alan Jay Zaremba. *Crisis Communication: Theory and Practice.* ISBN 0765620529 (Digital)

- S. Harrison. *Disasters and the Media: Managing Crisis Communications.* Palgrave Macmillan. ISBN 0333717856 (Digital)

- Connie M. White. *Social Media, Crisis Communication, and Emergency Management: Leveraging Web 2.0 Technologies.* CRC Press; N.º 1 edición (26 octubre 2011). ISBN 9781439853498 (Digital)

EVALUATION CRITERIA

Criteria	Percentage	Comments
Final Exam	30 %	Open book exam in class
Individual Presentation	30 %	Oral and written
Workgroups	25 %	Oral and written
Other	15 %	Attendances and Class Participation

You are expected to come to class. It is mandatory to attend 70% of the classes. Students who do not comply with this percentage of attendance lose the 1st and 2nd exams and go directly to the 3 rd one.

PARTICIPATON:

Just coming to class is not enough to get a high participation score. You must actively share in class discussions, participate in group activities and come to class prepared with insightful and interesting ideas. Please, find the rubric for participation below, which accounts for (20%) of the course.

- Grade 0-4,9 Criteria: When present, not disruptive. Tries to respond when called on but does not offer much. Demonstrates very infrequent involvement in discussion.

- Grade 5,0-6,9 Criteria: Demonstrates adequate preparation: knows basic reading facts, but does not show evidence of trying to interpret or analyze them. Offers straightforward information (e.g., straight from the reading), without elaboration or very infrequently (perhaps once a class). Does not offer to contribute to discussion, but contributes to a moderate degree when called on. Demonstrates sporadic involvement.

- Grade 7-8,9 Criteria: Demonstrates good preparation: knows reading facts well, has thought through implications of them. Offers interpretations and analysis of reading material (more than just facts) to class. Contributes well to discussion in an ongoing way: responds thoughtfully to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.

Demonstrates consistent ongoing involvement.

- Grade 9,0-10,0 Criteria: Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to other material (e.g., other readings, course material, discussions, experiences, etc.). Offers analysis, synthesis, and evaluation of class material (e.g., puts together pieces of the discussion to develop new approaches that take the class further). Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students' comments, contributes to cooperative argumentbuilding, suggests alternative ways

of approaching material and helps class analyze which approaches are appropriate, etc. Demonstrates ongoing very active involvement.

The average level of participation usually satisfies the criteria for a "7", which would correspond to a "B".

TEAM WORK

Team works will be done in class and uploaded in campus online before the class finishes. If the team does not finish the work during class hour, the team must hand in the assignment with a maximum of 24 hours of delay. Tardy assignments will see the grade progressively lowered by one point up to a maximum of 48 hours delay. All team works must be handed in on their respective columns on campus online in either in a Word or Power-Point Formats. No PDF assignments will be accepted and they must be submitted on Blackboard. The Professor will not evaluate assignments submitted via e-mail.

INDIVIDUAL PRESENTATION

Each student will have to prepare a contingency plan for a company at their choice. Students will present it in a PPT presentation during sessions 13-14. I will evaluate:

- Clarity of presentation and synthesis

- Structure and content of contingency plan

- Deepness of contingency plan

- Originality of contingency plan EXAM

The exam will be an open-book exam, and will take place during the last session of the course. Students will be given a crisis case and will have to answer to questions on topics we covered all along the course.

PROFESSOR BIO

Professor: **ALFONSO LÓPEZ GARCÍA**

E-mail: alfonsol@faculty.ie.edu

ALFONSO LÓPEZ GARCÍA

Professor: ALFONSO LÓPEZ

E-mail: alfonsol@faculty.ie.edu

Alfonso López is Associate Professor at IE University. With a career of more than 22 years, Alfonso López has extensive experience in various media, both in print and on the radio, as well as in the teaching field. 42 years old, he leads and promote the communications, crisis management and marketing strategies of 3AW, an international communications agency. He is also cofounder of the art and fashion company MÄKELISMOS.

He has a degree in Journalism from the Universidad San Pablo-CEU, and has developed his professional experience in different relevant positions in the written press, radio and online media. In addition to promoting the channel of entrepreneurs of the EFE agency, he worked as Chief of Information in the newspaper Qué! of Vocento, as Chief Editor in the newspaper Sur Madrid, in the websites www.lainformacion.com and www.teinteresa.es and in the leadership positioning consultancy Thinking Heads.

In addition to collaborating regularly on the radio station Punto Radio, he has published reports and interviews in the main Spanish newspapers, such as El Mundo, ABC or El País

He has also explored the corporate sphere of the profession as head of communication at the international firm Entrepreneur's Organization and at the film production company Caballo Films, and has been a professor / collaborator in several online courses promoted by UNED, and mentoring several MBA groups in Area 31 (IE). He also teaches some communication subjects in San Pablo CEU University

His passion for history has led him to combine journalistic activity with academic and research. After a stay at the University of New York, he finalized his PHD with the highest qualification and he published in 2019 his first book 'Saboteadores y Guerrilleros' in Planeta Editorial.

OTHER INFORMATION
CODE OF CONDUCT IN CLASS

1. Be on time: : Students arriving more than 5 minutes late will be marked as "Absent".

Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.

3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent".

Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. It you do not want to ask it during the lecture, feel free to approach your teacher after class.

If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".

5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as "Absent".

6. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.

INTERNSHIP

IE University
Professor: **ANTONIO QUIJANO BARROSO**

E-mail: aquijano@faculty.ie.edu

Academic year: 20-21
Degree course: FOURTH
Semester: 1º
Category: OPTIONAL
Number of credits: 18.0
Language: English

PREREQUISITES

IE University and the partner organization hosting the internship must sign an Educational Cooperation Agreement prior to the start of the internship.

The Agreement outlines the relationship between the student, the collaborating organization, and the University. The Agreement must be followed, whether the internship was obtained through the IE Careers Department or directly by the student.

The student may not do the internship at an organization where he/she has a prior or current contractual relationship or a close family connection, played a founding role, holds shares, or retains any ownership.

IE University cannot sign an Educational Cooperation Agreement if the internship is scheduled to end more than two months after the student´s expected graduation date (if, for instance, the student is expected to finish on July of their 4th yr, the internship could not continue after the 30th of September).

If the internship takes place outside of the Spanish territory, the student must inform the University at least (15) days prior to departure so insurance can be arranged.

Some countries require visas for curricular internships. In such cases it is the student's responsibility to research and obtain the visa, although the Student Office may provide support.

SUBJECT DESCRIPTION

Curricular internships are considered part of the student´s academic training and are supervised by the university. They are designed to give students the opportunity to apply the knowledge and skills they have acquired during their coursework in a professional context, to learn the working practices of a professional organization, and to be exposed to real-life business activities and situations. The curricular internship helps prepare students for future professional activities, facilitates their employability, and promotes their entrepreneurial abilities.

The internship is considered an elective course. The student may choose among the following options (the student may work more hours if the student, the professional tutor, and the academic tutor agree):

· A 6 ECTS internship, requiring a minimum of 180 hours of work

· A 15 ECTS internship, requiring a minimum of 450 hours of work

· An 18 ECTS internship, requiring a minimum of 540 hours of work

· A 30 ECTS internship, requiring a minimum of 900 hours of work

Curricular internships should be carried out during the 1ST semester of the last academic year of the Program. However, students may begin their internships as early as May of the previous academic year in order to complete the hours necessary to obtain the number of credits they have selected.

OBJECTIVES AND SKILLS

‐ Deepen and apply knowledge and skills previously acquired studied in coursework

‐ Specialize in a specific area within the field of Communication

‐ Become familiar with different methods of analysis

‐ Apply theoretical knowledge in a professional context

METHODOLOGY

The student is responsible for carrying out the curricular internship according to the rules laid out in the Educational Cooperation Agreement, and in accordance with the general policies of IE University and of the collaborating organization, including but not limited to all policies related to respect and confidentiality.

At the beginning of the internship, the student will join the collaborating organization at the agreed upon date. Thereafter, he or she will comply with the agreed upon schedule, in accordance with the attendance policy established in the Educational Cooperation Agreement.

The collaborating organization will assign a professional tutor who will be responsible for supporting, supervising, and evaluating the student in the professional context throughout the internship. The professional tutor will provide assistance to the student to resolve issues of a professional nature that are relevant to the fulfillment of the internship.

IE University will assign an academic tutor to provide academic support for the student over the course of the internship. The professional tutor and the academic tutor will coordinate the activities established in the Educational Cooperation Agreement, including any necessary adjustments.

Throughout the internship, the student will maintain contact with the academic tutor according to the procedure proposed by the tutor at the beginning of the internship, and will communicate any issues that might arise during the course of the internship.

The student´s performance and development in the internship will be evaluated through a final evaluation report completed by the professional tutor, as well as a midterm essay and a final reflective essay graded by the academic tutor. The number of hours dedicated to the different activities below will depend on whether the student is doing the internship for 6, 12, 15, or 18 credits.

Please consult the "Additional Documentation" section of your online Campus to take a look at the expected distribution of your workload during your internship.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	0.0 %	0 hours
Discussions	0.0 %	0 hours
Exercises	0.0 %	0 hours
Group work	0.0 %	0 hours
Other individual studying	0.0 %	0 hours
TOTAL	0.0 %	450 hours

PROGRAM

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5

SESSION 6

SESSION 7

SESSION 8

SESSION 9

SESSION 10

SESSION 11

SESSION 12

SESSION 13

SESSION 14

SESSION 15

SESSION 16

SESSION 17

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SESSION 86

SESSION 87

SESSION 88

SESSION 89

SESSION 90

EVALUATION CRITERIA

25% - Midterm Reflection Essay. An 8-10 page (12-pt font, double-spaced) analytical reflection evaluated by the academic tutor.

The Midterm Reflection Essay requires the student not only to describe their work experience in the internship, but also to reflect analytically on how it relates to their coursework and on what they are learning. As such, it should cover/answer the following:

· Why did you choose this internship?

· What were your expectations prior to beginning the internship? In what ways has your experience aligned with or diverged from those expectations?

· What have you learned so far and what challenges have you faced?

· How can you apply specific concepts and skills from your coursework to what you are experiencing the internship?

· What are your goals for the remainder of the internship?

25% - Final Reflection Essay. An 8-10 page (12-pt font, double-spaced) analytical reflection, evaluated by the academic tutor.

The Final Reflection Essay picks up where the Midterm essay left off, asking the student to reflect on their growth and experience since the midterm evaluation, and on their experience in the internship overall. As such, it should cover/answer the following:

· What additional skills or knowledge did you develop in this internship since you wrote the midterm essay?

· In what ways (apart from those discussed in the previous essay) can you apply specific concepts and skills from your coursework to what you are experiencing the internship?

· What were some of the challenges that you came across in the internship? How did you address them and what did you learn in the process?

· How do you think your experience in this internship will affect your future professional or academic path?

· Overall, how would you change your experience, and how were you changed by it?

50% - Professional Evaluation. A report providing an overall evaluation of the student´s work performance by the professional tutor.

Obtaining a "Fail" grade

The academic tutor may give the student a failing grade in the ordinary call in the following cases:

1) If the midterm and/or final essays do not meet the minimum requirements, or if the evaluation of the collaborating organization does not justify a passing grade.

2) If he student fails to deliver the midterm and/or final essays or any other documentation required by the academic tutor on time and under the conditions specified without a justified cause.

3) If the student fails to show up for work the minimum of hours agreed with the professional tutor or to deliver the scheduled essays on the agreed deadlines. If the student cannot fulfill the agreed upon schedule because of illness and/ or IE's policy for justified absences, such absences must be justified with proper documentation to both professional and academic tutors.

Furthermore, students will receive a failing grade if he/she fails to meet their agreed-upon obligations with the collaborating institution, including but not limited to those regarding attendance, schedule, responsibilities, confidentiality, or other internal rules.

Students will fail their corresponding credit load in the following cases:

·   The student is made redundant by the collaborating institution due to breach of contractual obligations.

·   The student decides to end their internship before the completion date specified in the Agreement or prior to fulfilling the number of hours needed to receive the corresponding credits. It is of foremost importance that any issues faced by student be communicated to the Professional Tutor prior to student's informing the collaborating institution of their desire to resign.

The student fails to start a previously confirmed mandatory curricular internship.

Criteria	Percentage	Comments
Individual Work	0 %	Midterm Reflection Essay
Final Exam	0 %	Final Reflection Essay
Other	0 %	Professional Evaluation

PROFESSOR BIO

Professor: **ANTONIO QUIJANO BARROSO**

E-mail: aquijano@faculty.ie.edu

Antonio Quijano is a Spanish communications, branding, marketing and advertising professional with over 20 years of experience. He has been Strategic Planning Director and Branding Consultant in several leading Spanish agencies and has a strong interdisciplinary vision of how to manage "soft issues" (image, reputation, perception, brand, advertising profile) so they boost the success of a company or product. He has a deep understanding of the way the public perception of an organization is managed and the challenges they face in today's digital and interconnected world.

He has been branding consultant at FutureBrand and Wolff Olins, Strategic Planning Director at El Laboratorio and Tapsa (leading Spanish advertising agencies) and has extensive experience in Digital and Performance Marketing as well.

Antonio has ample teaching experience, is the author of an online course on Strategic Planning for Vía Formación and co-author of a Marketing Dictionary published by Lid Editorial. He is a fun and engaging teacher and brings his professional experience to the classroom, instilling the subject with practicality and a hands-on approach.

OTHER INFORMATION

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