



COMMUNICATION COMPANION

HELPING STUDENTS MASTER THE ART OF HIGH-STAKES COMMUNICATION

Communication Companion by Gray DI equips users with the skills to speak clearly, confidently, and effectively in high-stakes situations. From interviews and public speaking to tough workplace conversations and quick-thinking drills, this AI-powered coach offers real-time feedback and personalized practice—anytime, anywhere.

KEY FEATURES

- ✓ **Stronger Interview Performance:** Prepares students with AI-powered mock sessions tailored to specific roles and companies.
- ✓ **Polished Public Speaking:** Improves clarity, tone, and delivery through real-time speech analysis and targeted coaching, helping students speak with precision and confidence.
- ✓ **Mastery of Difficult Conversations:** Simulates conversational scenarios, giving students the tools to navigate sensitive discussions with professionalism.
- ✓ **Improved Verbal Agility:** Uses improv-style drills that sharpen mental agility and verbal fluency.
- ✓ **Safe Space for Practice:** Provides a judgment-free environment to experiment and refine communication strategies without real-world consequences.
- ✓ **24/7 Personalized Coaching:** Accessible anytime on desktop or mobile, with feedback tailored to individual strengths, goals, and learning styles.



Hello Michael. I trust you're prepared to present your research findings today. Why don't you begin when you're ready?

0:11

We go. That sounds good. I tried to predict how big programs will be at colleges by researching a few ways that they like to look at market data, peer data, and and try to model out how big their programs could be.



0:28

I notice some uncertainty in how you're describing your methodology. Could you be more specific about which market indicators you analyzed and how you selected your peer institutions? We need to establish a clear framework before diving into your results.

0:47

That's a really good question. Uh, I tried to just look up how big programs are. You know, I tried to get a lot of different schools in there and really make sure that I covered my bases and, you know, had some big schools, some small schools, some schools located in different parts of the country. And then as far as peers, you know, mostly I was trying to find schools that are similar to each other.



1:09

I have concerns about your data collection approach. When you say "tried to get a lot of different schools," how did you establish your sampling criteria? Random selection isn't necessarily representative. And regarding market indicators - I'm still not hearing specifics about what data points you actually measured. Could you clarify your systematic approach to gathering this information?