

1. OVERVIEW

Subject Area	Relational Impact and Influence
Degree	Bachelor's Degree in Business Analytics
School/Faculty	Social and Communication Sciences
Ac. Year	Third
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish/English
Delivery Mode	On campus
Term	Second semester (6th)
Academic Year	2024/2025
Coordinating professor	Lola Dobón

2. INTRODUCTION

Students of Business Analytics are required to study relational influence and impact, a data analysis-based subject delivered in the third year of the degree. Like all other compulsory subject areas of the degree, it is worth six ECTS credits.

The importance of the subject to the syllabus cannot be overstated, as it sets out to nurture a future generation of business experts, to such an extent that they are able to influence and affect their professional environment, based on effective communication and an approach adapted to the situation and audience in question, ultimately with a view to forging a successful career.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by the acronym in Spanish):

CB4: Students will be able to present information, ideas, problems and solutions to both specialist and non-specialist audiences. CB3: Students will develop an ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.

CB5: Students will develop the learning capacity required to undertake subsequent study with a high degree of autonomy.

Cross-curricular skills (CT, by the acronym in Spanish):

CT1: Independent Learning: The ability to choose the most effective strategies, tools and opportunities for independent learning and implementation of what they have learnt. CT3: Ability to adapt to new circumstances: Being able to evaluate and understand different points of view, taking different approaches to suit the situation.

CT7: Awareness of ethical values: Ability to think and act in line with universal principles based on the value of the person, aimed at their full development.

Specific skills (CE, by the acronym in Spanish):

CE10. Ability to analyse, integrate and evaluate information from economic sources when needed in the decision-making process.

CE12. Ability to communicate and negotiate effectively in the professional field of business administration.

CE22. Ability to assess ethical conduct and decisions in business environments, while protecting human rights and limiting the environmental impact of production activities in the country of origin and the various markets in which business is conducted.

Learning outcomes (RA, by the acronym in Spanish):

RA1: Recognise the importance of communication in professional practice.

RA2: Use strategies to communicate effectively when both speaking and writing.

RA3: Use interpersonal understanding skills in different contexts.

RA4: Observe the communication standards in multicultural environments.

RA5: Be self-aware and control their emotions.

RA6: Listen attentively, observe and notice what is not shown in interpersonal relationships.

RA7: Understand attitudes, interests, needs and perspectives of others.

RA8: Focus on the development of others.

RA9: Interpret events and situations from different points of view.

RA10: Identify new opportunities and resistances to changes.

RA11: Take reasoned decisions at times of uncertainty.

RA12: Adapt their behaviour in line with different situations.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB1, CB4, CE22, CT1, CT7,	RA1, RA2, RA3, RA4
CB1, CB4, CB5, CE11, CE14, CT1, CT8, CT12, CT13, CT16, CT17	RA5, RA6, RA7, RA8
CB1, CB3, CB5, CE11, CE14, CE22, CT3, CT8, CT12, CT17	RA9, RA10, RA11, RA12

4. CONTENTS

The subject is organised into six course units, which are then split into topics (four or five topics depending on the units):

Unit 1. Public Communication

- 1.1. Public Speaking Techniques

- 1.2. Professional Presentations
- 1.3. Non-verbal Communication
- 1.4. Emotional Communication
- 1.5 Social Skills

Unit 2. Techniques to Create an Impact

- 2.1. Persuasive Communication
- 2.2. Positive Impact on Workplace and Personnel
- 2.3. The Power of Conversation
- 2.4. Relational Influence

Unit 3. Techniques of Highly Effective People

- 3.1. Change Management
- 3.2. Resource Management
- 3.3. Team Roles
- 3.4. Continuous Improvement

Unit 4. Habits of Influential People

- 4.1. Resilience
- 4.2. Emotional Intelligence
- 4.3. Effects of Influential People

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Lecture.
- Case studies.

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

Learning activity	Number of hours
Tutorials	10
Lectures	20
Asynchronous lectures	8
Debates and discussions	15
Case study analysis	25
Problem-solving	15
Written reports and essays	7
Independent assignment	50

Total	150
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7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

Assessment system	Weighting
Oral presentations	10-20%
Case studies/problem scenarios	50-60%
Learning portfolios	20-40%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessment activities, including the deadlines and assessment procedures for each activity.

7.1. Ordinary exam period

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade. Both parts (activities and knowledge tests) must be passed with a grade of 5 or higher to be averaged together.

If either part is not passed with a grade of 5 or higher, the subject will not be considered passed, and the grade will be recorded as failed on the student's transcript.

7.2. Extraordinary exam period (resits)

To pass the subject in the extraordinary exam period, you must obtain a grade of 5.0 out of 10.0 or higher in the final grade of the subject (both in activities and the knowledge test).

You must submit any activities not passed in the extraordinary exam period, after receiving the relevant corrections from the teacher, or those that were not submitted.

In addition, if several or all of the knowledge tests were not passed, the student will take a final test covering all the content of the subject area.

Both parts, activities and the final test, must be passed with a grade of 5 or higher to pass the subject. Regardless of the weightings in activities and knowledge tests, the maximum grade in the extraordinary exam period will be 5 (Pass).

8. TIMELINE

The timeline with delivery dates of assessable activities in the subject area is indicated in this section:

Assessable activities	Date
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Activity 1.	Week 1-3
Activity 2.	Week 4-7
Activity 3.	Week 8-10
Activity 4.	Week 11-14
Final dissertation	Week 15-17
Knowledge test	Week 18

The timeline may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The works of reference for follow-up of the course are:

- Abanades Sabchez, M. (2022). El profesional del siglo XXI: Herramientas de comunicación y aprendizaje para el éxito laboral. Editorial Aula Magna Proyecto Clave McGraw Hill.

- Abanades Sánchez, M. (2014). La inteligencia emocional y la experiencia profesional: habilidades necesarias en el currículo de los alumnos.

- Blanchard, K., & Patricia Zigarmi, D. (1986). El líder ejecutivo al minuto (No. 658.4092 B639-l). México, MX: Grijalbo, 1986.

- Caraher, L. (2015). Millennials en la oficina: Cómo lidiar con una generación que no sigue las reglas. Grupo Planeta Spain.

- Dyer, W. W. (2010). Tus zonas erróneas: guía para combatir las causas de la infelicidad. VintageEspanol.

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- Giral, F., Giral, A., & Giral, J. (2017). Cultura de efectividad 2.0. LID Editorial.

- Goleman, D. (1999). La práctica de la inteligencia emocional. Editorial Kairós.

- Hacon, R., Baruel, J., Suñer, T. P., & Cambra, L. M. P. (1978). Eficiencia personal y de la organización. Hispano Europea.

- Turla, P. A., & Hawkins, K. L. (2002). Cómo usar el tiempo con eficacia y productividad. Grupo Planeta

- Williams, M., & Penman, D. (2011). Mindfulness: a practical guide to finding peace in a frantic world. Hachette UK.

10. DIVERSITY AWARENESS UNIT

The Educational Guidance and Diversity Unit (ODI in Spanish) offers support throughout your time at university to help you with your academic achievement. Other cornerstones of our educational policy are the inclusion of students with special educational needs, universal access in all our university campuses and equal opportunities.

This ODI unit offers students:

1. Support and monitoring through counselling and personalised student plans for those who need to improve their academic performance.
2. Curricular adaptations to uphold diversity, with assistance for those students who require specific educational support, leading to equal opportunities without significant changes to methodology or evaluation.
3. We offer students a range of extracurricular educational resources to reinforce skills which will enhance their personal and professional development.
4. Career guidance by giving tools and advice to any students who have doubts about their career or think that they have chosen the wrong degree.

Students who need educational support can contact us at: orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the degree.

Many thanks for taking part.