1. BASIC INFORMATION

Course	RELATIONAL INFLUENCE AND IMPACT
Degree program	BACHELOR´S DEGREE IN TOURISM AND LEISURE MANAGEMENT
School	FACULTY OF SOCIAL SCIENCES
Year	3rd
ECTS	6
Credit type	COMPULSORY
Language(s)	ENGLISH
Delivery mode	CAMPUS-BASED
Semester	1st SEMESTER
Academic year	2025/26
Coordinating professor	DRA. IVANA RIHOVA
Professor	DRA. IVANA RIHOVA

2. PRESENTATION

Successful managers and leaders in leisure, tourism, and hospitality are able to reflect on their own role in facilitating the work of teams within their organisation. They do so with a high degree of self-awareness, emotional intelligence, and the ability to motivate, encourage, and support their staff by influencing, communicating effectively, and facilitating their own and others' well-being. Similarly, employees need to be able to master a range of soft skills to successfully establish working relationships, both with co-workers and with customers.

Drawing on theoretical concepts from psychology, sociology and business studies, this course highlights the importance of intra-personal soft skills, such the ability to develop one's self-esteem, manage emotions and develop empathy, dealing with change, and displaying ethical values and decision-making, as well as skills oriented towards others, including managing conflict in teams, mentoring and coaching others, and communicating effectively in a professional working environment, both as an employee or team member, and as someone in a leadership role.

In compliance with the provisions of Organic Law 10/2022, of 6 September, on comprehensive guarantees of sexual freedom, this subject includes specific training aimed at preventing sexual violence and promoting sexual freedom as a fundamental right. This training is integrated across the board through the competency **CT01: Ethical values: Ability to think and act according to universal principles based on the value of the person that are aimed at their full development and that entails commitment to certain social values.** Thus, the need to educate on respect for human rights, gender equality and diversity in all its expressions is addressed.

This training not only responds to the current regulatory framework, but also actively contributes to the construction of academic and professional environments that are safer, more inclusive and more respectful of the rights of all individuals , in line with the Sustainable Development Goals, in particular SDG 5 (gender equality) and SDG 16 (peace, justice and strong institutions).

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB2 - That students know how to apply their knowledge to their work or vocation in a professional manner, and that they have the skills that are usually demonstrated through the development and defence of arguments and the resolution of problems within their area of study.

- CB4 - That students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences

Transversal competencies:

- CT01 - Ethical values: Ability to think and act according to universal principles based on the value of the person that are aimed at their full development and that entails commitment to certain social values.

- CT03 - Teamwork: Ability to integrate oneself into and collaborate actively with groups of other people, areas and / or organizations to achieve common objectives.

- CT04 – Written / Oral communication: Ability to transmit and receive data, ideas, opinions and attitudes to achieve understanding and action, oral communication being that which is carried out through words and gestures and, written, through writing and/or graphic aids.

- CT06 – Adaptation to change: To be able to accept, evaluate and integrate different positions, adapting one's own approach as the situation requires it, as well as working effectively in ambiguous situations.

- CT07 - Leadership: Being able to guide, motivate and lead other people, recognizing their capacities and skills to effectively manage their development and common interests.

Specific competencies:

- CE9 - Ability to use basic customer orientation tools, knowing the particularities of the tourist and leisure service, the different types of clients, their needs and demands.

- CE30 - Ability to understand the richness of the diversity of sociocultural environments in the field of the tourist and leisure sector.

Learning outcomes:

The student, when passing the subject, will be able to:

- LO1. Analyse cases related to their professional activity from an ethical point of view, making decisions and defending them rationally.
- LO2. When faced with an ethical dilemma, analyse it using reasoned and justified arguments.
- LO3. Recognize and assume the consequences derived from their own and others' actions.
- LO4. Issue value judgments on their own and others' attitudes and behaviours based on established standards.
- LO5. Use information, resources and technologies autonomously to achieve their learning objectives.
- LO6. Apply theoretical knowledge to professional practice.
- LO7. Solve problems based on valid premises and information.
- LO8. Show self-sufficiency when considering new problems and seeking solutions

autonomously.
- LO9. Actively participate and collaborate in work teams.
- LO10. Gather ideas and opinions for effective joint planning and decision-making.
- LO11. Assume shared responsibility in collaborative projects.
- LO12. Recognize key issues in interpersonal conflicts and act accordingly.

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

Competencies	Learning outcomes
CT01, CT04, CT06, CE09, CE30	LO1. Analyse cases related to their professional activity from an ethical point of view, making decisions and defending them rationally.
CT01, CT04	LO2. When faced with an ethical dilemma, analyse it using reasoned and justified arguments.
CT01, CT07	LO3. Recognize and assume the consequences derived from their own and others' actions.
CB2, CE30	LO4. Issue value judgments on their own and others' attitudes and behaviours based on established standards.
CB2, CT04, CT06	LO5. Use information, resources and technologies autonomously to achieve their learning objectives.
CB2, CE9, CE30	LO6. Apply theoretical knowledge to professional practice
CT06, CE9	LO7. Solve problems based on valid premises and information.
CB2, CT06, CT07	LO8. Show sufficiency when considering new problems and seeking solutions autonomously.
CB4, CT03, CT04	LO9. Actively participate and collaborate in work teams.
CB4, CT07	LO10. Gather ideas and opinions for effective joint planning and decision-making.
CT03, CT07	LO11. Assume shared responsibility in collaborative projects.
CB4, CT03, CT04, CT06, CT07	LO12. Recognize key issues in interpersonal conflicts and act accordingly.

4. CONTENT

- The concept of personal influence and impact
- Characteristics of professional written, oral and non-verbal communication
- Active listening, empathy, assertiveness and emotional intelligence
- Written and oral communication in multicultural contexts
- Adapting to the changing dynamics of today's professional environment and decision-making.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
- Lectures
- Case-studies
- Problem-based learning
- Project-based learning
- Service learning

6. LEARNING ACTIVITIES

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

Campus-based mode:

Learning activity	Number of hours
Tutorials	6
Lectures	16
Asynchronous lectures	14
Independent study	25
Oral exhibition	30
Site visits/ external work stays	15
Participatory group activities	24
Work/ projects	20
TOTAL	150

7. ASSESSMENT

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

Campus-based mode:

Assessment system	Weight
Test of knowledge	25%
Case-studies and problem solving	30%
Participation in debates and forums	15%
Projects	30%

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

7.1. Ordinary Examination

To pass the subject in the ordinary examination, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final exam so that it can be averaged with the rest of the activities.

7.2. Extraordinary Examination

To pass the subject in the extraordinary examination, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final exam so that it can be averaged with the rest of the activities.

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

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1: Case-studies and problem solving	Weeks 3-4
Activity 2: Case-studies and problem solving	Weeks 7-9
Activity 3: Project	Weeks 13-15
Participation in debates and forums	All weeks
Test of knowledge	January 2026

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

9. BIBLIOGRAPHY

The recommended reading for this subject is:

Barker, A. (2013). *Improve Your Communication Skills* (3rd ed.). Kogan Page.

Batista, E., (2008). Geert Hofstede on the Dimensions of Cultural Difference. *Ed Batista Executive Coaching*. Available on https://www.edbatista.com/2008/02/hofstede.html

Carnevale, A. P., Gainer, L. J & Meltzer, A. S. (1990). *Workplace Basics: The Essential Skills Employers Want*. Jossey-Bass Publishers. Available from https://eric.ed.gov/?id=ED319979

Cialdini, R. B. (2007). *Influence: The Psychology of Persuasion.* HarperCollins Publishers.

Cvenkel, N. (2020). *Well-Being in the Workplace: Governance and Sustainability Insights to Promote Workplace Health*. Springer.

Goleman, D. (1995). *Emotional Intelligence*. Bantam Books.

Guillen, M. (2021). *Motivation in Organisations*. Routledge.

Jacobson, A. (2021). *Emotional Intelligence: A simple and actionable guide to increasing performance, engagement and ownership*. Wiley.

Nair, S. R. (2008). *Organisational Behaviour*. Himalaya Publishing.

Robbins, S. P. & Judge, T. A. (2023). *Organizational Behavior* (19th ed.). Pearson.

Tulgan, B. (2015). *Bridging the soft skills gap: how to teach the missing basics to today's young talent* (1st edition). Jossey-Bass.

10.   EDUCATIONAL GUIDANCE, DIVERSITY & INCLUSION UNIT

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

 From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.

2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.

3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.

4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

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

orientacioneducativa.uev@universidadeuropea.es

11.   ONLINE SURVEYS

Your opinion matters!

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

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

Your assessment is necessary for us to improve.

Thank you very much for your participation.