

## 1. BASIC INFORMATION

Course	RELATIONAL INFLUENCE AND IMPACT
Degree program	DEGREE IN MARKETING
School	FACULTY OF SOCIAL SCIENCES
Year	SECOND
ECTS	6 ECTS
Credit type	COMPULSORY
Language(s)	ENGLISH
Delivery mode	ON CAMPUS
Semester	1 <sup>st</sup> SEMESTER
Academic year	2025/2026
Coordinating professor	ALICIA RABADÁN LORENZO
Professor	IVANA RIHOVA

## 2. PRESENTATION

The subject Influence and relational impact is a transversal subject that is taught in all grades and is based on the learning of multiple intelligences. At the end, the student will have worked on personal and professional skills, will have increased his or her self-knowledge, and will have learned to assume responsibility with realism and a positive attitude towards the job search.

The importance of the subject within the curriculum is obvious, since future professionals need to be able to influence and impact their professional environment, communicating reliably and adapting to various situations and audiences, to develop their work.

## 3. COMPETENCIES AND LEARNING OUTCOMES

### Core competencies:

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

### Cross-curricular competencies:

- CT03 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to achieve common objectives.
- CT07 - Leadership: Being able to guide, motivate and guide other people, recognizing their abilities and skills to effectively manage their development and common interests.
- CT08 - Entrepreneurial spirit: Ability to take on and carry out activities that generate new opportunities, anticipate problems or involve improvements.

### Specific competencies:

- CE10 - Ability to apply techniques that, oriented towards marketing, allow the company to undertake and lead in a manner that is respectful of democratic values.
- CE16 - Ability to produce corporate, competitive and company business strategies to apply them to marketing actions of segmentation, positioning, growth, and innovation.

- CE17 - Ability to organize work so that established milestones are met, correctly estimating the development times of the actions proposed in the marketing plan.
- CE20 - Ability to select the tools of the digital and network communication and marketing mix and apply the most appropriate ones depending on the target market.

#### Learning outcomes:

Upon completing the subject, students will be able to:

- Recognize the importance of communication in professional practice.
- Use strategies to communicate effectively, both orally and in writing.
- Apply interpersonal understanding skills in different contexts.
- Respect the rules of communication in multicultural environments.
- Become self-aware and control their emotions.
- Listen carefully, observe and perceive what is not evident in interpersonal relationships.
- Understand attitudes, interests, needs and perspectives of others.
- Focus on the development of others.
- Interpret facts and situations from different points of view.
- Identify new opportunities and resistances to change.
- Making informed decisions in times of uncertainty.
- Adapt their behaviour to different situations.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes pursued:

Competencies	Learning outcomes
CB4, CE20	<ul style="list-style-type: none"> <li>• Recognize the importance of communication in professional practice.</li> <li>• Use strategies to communicate effectively, both orally and in writing.</li> <li>• Apply interpersonal understanding skills in different contexts</li> <li>• Respect the rules of communication in multicultural environments.</li> <li>• Become self-aware and control their emotions.</li> </ul>
CT03, CT07, CE10	<ul style="list-style-type: none"> <li>• Listen carefully, observe and perceive what is not evident in interpersonal relationships</li> <li>• Understand attitudes, interests, needs and perspectives of others.</li> <li>• Focus on the development of others.</li> </ul>
CT08, CE10, CE16, CE17	<ul style="list-style-type: none"> <li>• Interpret facts and situations from different points of view.</li> <li>• Identify new opportunities and resistances to change.</li> <li>• Making informed decisions in times of uncertainty.</li> <li>• Adapt their behaviour to different situations.</li> </ul>

## 4. CONTENT

- Communication in professional contexts: importance, strategies, and skills.
- Communication standards in multicultural environments.
- Emotional intelligence in interpersonal relationships: developing communication skills. Interpreting changing business environments to develop personal and business environments and facilitate decision-making.
- The success of change: Adaptability and change management.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Case studies
- Problem-based learning (PBL)
- Project-based 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 h
Lectures	20 h
Asynchronous lectures	10 h
Independent work	36 h
Case analysis and problem solving	30 h
Knowledge tests	3 h
Debates and discussions	15 h
Revision and analysis of materials	30 h
<b>TOTAL</b>	<b>150 h</b>

## 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%
Projects	30%
Performance and participation observation	15%

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

## 7.1. Ordinary Call

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

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

## 7.2. Extraordinary Call

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

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other 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	Week
Reflexive analysis (10%)	Weeks 1-14
Group case analysis (PBL) / Other dynamic problem-solving methodologies (20%)	Weeks 1-14
Group project (30%)	Week 13-15
Participation in debates and forums (15%)	All
Test of knowledge (25%)	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 Bibliography is:

- Barker, A. (2013). *Improve Your Communication Skills* (3<sup>rd</sup> 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](mailto:orientacioneducativa.uev@universidadeuropea.es)

## 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several satisfaction 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.