

1. OVERVIEW

Subject area	Relational Impact and Influence
Degree	Bachelor's Degree in Computer Engineering
School/Faculty	School of Architecture, Engineering and Design
Year	Second
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish
Delivery mode	On campus / Online
Semester	First semester
Year	2022/2023
Coordinating professor	Carlos Moreno
Teacher	Relational Impact and Influence

2. INTRODUCTION

This subject area belongs to the Transversal Module, formed by the following subject areas:

- Ethics and Professional Efficiency
- Relational Impact and Influence
- Entrepreneurial Leadership

The contents of the subject area are as follows:

1. Communication in a Professional Environment
2. Emotional Intelligence in Interpersonal Relationships
3. Successful Change: Adaptability

3. SKILLS AND LEARNING OUTCOMES

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

- **CB3:** Students have the 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.
- **CB4:** Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

Transversal skills (CT, by the acronym in Spanish):

- **CT6:** Oral or written communication: Ability to communicate and gather information, ideas, opinions and viewpoints to understand and be able to act, spoken through words or gestures or written through words and/or graphic elements.

General skills (CG, by the Spanish acronym):

CG1. Ability to collect and interpret data and information and draw conclusions by reflecting on social, scientific or ethical issues in the field of data analysis.

CG3. Knowledge and use of computer technologies and tools, mainly databases, programming algorithms and artificial intelligence, to construct, analyse and interpret data sources including their gathering, pre-processing, storage, analysis and result display, which help with decision-making in different fields.

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

- RA01. Analyse written texts and reports in a foreign language on topics of general interest and/or related to the area of study.
- RA02. Write texts and reports in a foreign language on topics of general interest and/or related to the area of study.
- RA03. Identify the main ideas, specific information, attitudes, opinions and details orally in a foreign language on topics of general interest and/or related to the area of study.
- RA04. Summarise, argue and converse orally in a foreign language on topics of general interest and/or related to the area of study.
- RA05. Develop and deliver presentations in a foreign language on topics of general interest and/or related to the area of study.
- RA06. Respect communication standards in multicultural environments.
- RA07. Become self-aware and control your emotions.
- RA08. Listen carefully, observe and perceive what is not evident in interpersonal relationships.
- RA09. Understand the attitudes, interests, needs and perspectives of others.
- RA10. Focus on the development of others.
- RA11. Interpret facts and situations from different points of view.
- RA12. Identify new opportunities and resistance to change.
- RA13. Make informed decisions in times of uncertainty.
- RA14. Adapt one's behaviour to different situations.

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

Skills	Learning outcomes
7. ASSESSMENT	RA01, RA02, RA03, RA04, RA05
CG1, CG3	RA01, RA04
CB4, CG1, CT6	RA07, RA08, RA09, RA10, RA11, RA12, RA13, RA14

4. CONTENTS

The subject is organised into six learning units (UA, by the acronym in Spanish), which in turn are each divided into topics.

Unit 1. COMMUNICATION IN A PROFESSIONAL ENVIRONMENT

- Topic 1. Verbal Communication
- Topic 2. Non-Verbal Communication
- Topic 3. How to communicate in a professional environment?
- Topic 4. Written communication

The aim of this unit is to **learn how to communicate effectively** by following the learning objectives listed below:

- Vocabulary on topics of general/current interest, specific to the field of study.

- Grammatical structures and communication functions.
- Keys to writing texts and reports in the appropriate style and register.
- Keys to an effective presentation.
- Planning and management of engineering projects
- Work groups on engineering projects
- Analyse written texts and reports in a foreign language on topics of general interest and/or related to the area of study.
- Write texts and reports in a foreign language on topics of general interest and/or related to the area of study.
- Identify the main ideas, specific information, attitudes, opinions and details orally in Spanish and in a foreign language on topics of general interest and/or related to the area of study.
- Summarise, argue and converse orally in Spanish and in a foreign language on topics of general interest and/or related to the area of study.
- Develop and deliver presentations in one's own language and in a foreign language on topics of general interest and/or related to the area of study.
- Project engineering methodologies.
- Techniques of the viability analysis of projects: economic, legal, operational, methods, environmental.
- Respect communication standards in multicultural environments.

Unit 2. EMOTIONAL INTELLIGENCE IN INTERPERSONAL RELATIONSHIPS

- Topic 1. Emotional intelligence
- Topic 2. Time management
- Topic 3. Stress management
- Topic 4. Introduction to NLP as a method of persuasion

The aim of this unit is to **learn about the importance of emotional intelligence management for personal development and interpersonal relationships**, by following the learning objectives listed below:

- Become self-aware and control your emotions.
- Listen carefully, observe and perceive what is not evident in interpersonal relationships.
- Understand the attitudes, interests, needs and perspectives of others.
- Focus on the development of others.
- Reasoning, negotiation and conflict resolution techniques.
- Leadership and management of technology projects.
- Become self-aware and control your emotions.
- Listen carefully, observe and perceive what is not evident in interpersonal relationships.
- Understand the attitudes, interests, needs and perspectives of others.
- Focus on the development of others.

Unit 3. THE SUCCESS OF CHANGE: ADAPTABILITY

- Topic 1. The reality of the environment
- Topic 2. Change management
- Topic 3. Adaptation and flexibility
- Topic 4. Resilience

The aim of this unit is to **develop the ability to adapt to changing situations** by following the learning objectives listed below:

- Interpret facts and situations from different points of view.
- Identify new opportunities and resistance to change.
- Make informed decisions in times of uncertainty.
- Adapt one's behaviour to different situations.
- Working under pressure

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Lecture
- Case studies
- Collaborative learning
- Problem-based learning
- Project-based learning

6. LEARNING ACTIVITIES

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

On campus:

Learning activity (AF, by the acronym in Spanish)	Number of hours
Lectures, reading complementary topics and materials, implementation of activities carried out independently and collectively/in groups.	50
Debates and seminars with group participation.	25
Independent working.	50
Tutorials, academic monitoring and assessment.	25
TOTAL	150

Online:

Learning activity (AF, by the acronym in Spanish)	Number of hours
Independent working.	50
Independent reading on complementary topics and materials and implementation of activities carried out independently.	50
Integrative group work.	25
Tutorials, academic monitoring and assessment.	25
TOTAL	150

7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

On campus:

Assessment system	Weighting
Class activities based on oral presentations, discussions and debates.	30%

Class activities based on assignments, written arguments and information searching.	30%
Carrying out of a group project in accordance with established criteria and a follow-up presentation.	30%
Voluntary participation in class.	10%

Online:

Assessment system	Weighting
Class activities based on oral presentations, discussions and debates.	30%
Class activities based on assignments, written arguments and information searching.	30%
Carrying out of a group project in accordance with established criteria and a follow-up presentation.	30%
Voluntary participation in class.	10%

On the Campus Virtual, when you open the subject area, you will find all the details of your assessable tasks and the deadlines and assessment procedures for each task.

7.1. Ordinary exam period

To pass the subject area in the ordinary exam period, you must:

- Pass the continuous assessment activities, submitting at least 80% of them and achieving an average grade of at least 5.
- Achieve a grade of at least 5 in the final project of the subject area.
- Have a minimum of 50% class attendance.

The grade in the ordinary exam period will appear as NP (No grade reported) if the student fails to submit any assessable task which counts towards the weighted average.

7.2. Extraordinary exam period (resits)

In order to pass the subject area in the extraordinary exam period, you must:

- Pass the continuous assessment activities, submitting at least 80% of them and achieving an average grade of at least 5. Activities that cannot be repeated due to their nature will be substituted for other activities of similar complexity and required hours.
- Achieve a grade of at least 5 in the final project of the subject area.
- The grade in the ordinary exam period will appear as NP (No grade reported) if the student fails to submit any assessable task which counts towards the weighted average.

8. TIMELINE

The timeline with submission dates for the assessable tasks in this subject area will be indicated in this section:

Assessable tasks	Date
Individual task: Briefing with my personal brand	Week 1

Group activity: Brainstorming skills analysis	Week 3
Individual task: Present your competency model	Week 5
Individual task: Cooperative email	Week 7
Group activity: Cooperation and active listening in group meeting	Week 8
Individual task: Sales presentation	Week 9
Group activity: Professional third-party feedback report	Week 10
Individual task: Elevator pitch	Week 11
Group activity: Design of your project's Flyer	Week 12

Assessable tasks	Date
Group activity: Format of a research article	Week 13

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

7. ASSESSMENT

The recommended bibliography is indicated below:

- "Ethics, Technology & Engineering" Ibo Van de Poel & Lamber Royakkers, 2011
- "The 7 Habits of Highly Effective People" Stephen Covey, 1989

In addition, other sources, such as the following, will be used as a reference for each specific topic:

Communication

Inteligencia emocional y PNL A.A.V.V. (2005). Fundamentos de comunicación humana. México: McGraw-Hill Interamericana BETHAMI D. Y ROGER, C. (2007). Comunicación en un mundo cambiante. México: McGraw-Hill Interamericana

A.A.V.V. (2005). Fundamentos de comunicación humana. México: McGraw-Hill Interamericana. BETHAMI D. Y ROGER, C. (2007). Comunicación en un mundo cambiante. México: McGraw-Hill Interamericana.

BREGANTIN, B. (2008). Curso rápido para hablar en público. Barcelona: De Vecchi.

FERNANDEZ C., Y GALGUERA L. (2008). La comunicación humana en el mundo contemporáneo. Méjico: McGraw-Hill Interamericana.

FERNÁNDEZ, P. (2009). Desarrolla tu inteligencia emocional. Barcelona: Editorial Kairós.

LÓPEZ, JOSEP. 2007. El camino de las hormigas. Barcelona: Alba Editorial.

MARÍN, A. (2007). Hablar en público y comunicarse correctamente. Alcobendas: Libsa.

NÚÑEZ, J.R. (1988). Comunicación escrita. En J. García (ed.) Habilidades Comunicativas. Madrid: Akal S. L. (págs. 37-70).

RAMÓN, F. (2008). La Isla de los 5 faros. Barcelona: RDA.

RAMÓN, F. (2008). La Isla de los 5 faros. Barcelona: RDA.

REYERO, J. (2010). Hablar para convencer. Comunicar más y mejor en entornos profesionales. Madrid: FT. Prentice Hall.

ROEBUCK, C. (2000). Comunicación eficaz. Barcelona: Blume Empresa.

- Rogers, J. (2000). Técnicas de influencia. Un manual práctico para pensar y trabajar con inteligencia. Barcelona: Blume Empresa.
- SHAMMY, L. (2002). Descifra el significado oculto del cuerpo. Móstoles: Ediciones Karma. 7.
- Solé, M. (2003). El protocolo y la empresa. Barcelona: Planeta S. A.
- ASOCIACIÓN ESPAÑOLA DE PROGRAMACIÓN NEUROLINGÜÍSTICA. (AEPNL). <http://aepnl.com>. [Consulta: 1 octubre de 2017]
- DAN, J. (2004). Aprender las claves de la inteligencia emocional. Barcelona. Gestión 2000.
- GARCÍA RINCÓN, C. y HERNÁNDEZ, C. (2008). Gafas, brújulas y herramientas. Editorial Homo Prosocial. GOLEMAN, D. (1995). Emotional Intelligence. New York. Bantam Books.
- GOLEMAN, D. (1999). La práctica de la inteligencia emocional. Barcelona. Editorial Kairós.
- KNIGHT, S. (2007). La PNL en el trabajo. Málaga: Sirio
- O'CONNOR, J. Y SEYMOR, J. (2007). Introducción a la PNL. Barcelona: Urano
- PÉREZ, J. (2017). Tratar el estrés con PNL. Madrid: Centro de estudios Ramón Areces S. A.
- PUCHOL, L. (2010). El libro de las habilidades directivas. Editorial Díaz de Santos.
- ROCA, E (2005). Cómo mejorar tus habilidades sociales. Editorial ACDE. Valencia.
- SELVA, CH (1998). La Programación Neuro-Lingüística Aplicada a la Negociación: Conocimiento del problema. Barcelona: Granica.
- SERRAT, A (2005). PNL para docentes: Mejora tu autoconocimiento y tus relaciones. Barcelona: Graó VALLEDOR, J. (2001). Cómo usar la PNL para ser efectivo en su trabajo. [en línea]. Disponible en <<https://www.ucema.edu.ar/posgrado-download/tesinas2001/Valledor-MADE.pdf>> [Consulta: 15 octubre de 2017]

Leadership

- CARDONA, P. y REY, C. (2009). El liderazgo centrado en la misión; Harvard Deusto Business Review, ean.ucr.ac.cr.
- CONGER, J.A. y KANUNGO, R.N. (1998). Charismatic Leadership in Organizations, Thousand Oaks, Cal., Sage.
- KOONTZ, H. y WEIHRICH, H. (1998). Administración, McGraw-Hill Latinoamericana, México.
- PÉREZ LÓPEZ, J.A. (1998). Liderazgo y ética en la dirección de empresas. Editorial Deusto, Bilbao.
- ROBBINS, Stephen P. (2004). Comportamiento organizacional. 10.ma. Edición, México: Pearson. FIEDLER, F.E (1967). A theory of leadership effectiveness. McGraw Hill, Nueva York.
- toma decisiones
- CÓRDOBA, M. (2004). Metodología para la toma de decisiones. Ed. S.L. Delta Publicaciones Universitarias. Madrid.
- Sin autor (2006). La toma de decisiones Harvard Business Review. Deusto. Barcelona.

Motivation

- VALLS, A. (2010). Las 12 habilidades directivas clave. Ed. Gestión 2000.
- PÉREZ-LÓPEZ, J.A. (1996). Fundamentos de la dirección de empresas. Ed. Rialp. ROBBINS, S. (2004). Comportamiento organizacional. ED. Pearson. Prentice Hall

Teamwork

- ROBBINS, STEPHEN P. (2004). Comportamiento Organizacional. 10.ma. Edición, México. Pearson. HACKMAN, R. (1987). The design of work teams. In J. Lorsch (Ed.) Handbook of organizational behaviour (pp. 315-342). Englewood Cliffs, NJ. Prentice Hall.

Performance assessment

- DOLAN, S. (2007). La gestión de los recursos humanos. McGraw-Hill. Madrid.
- NOE, R., HOLLENBECK, J., GERHART, B., WRIGHT, P. (2009). Fundamentals of human resource management. McGraw Hill. Nueva York.
- CHERRINGTON, D. (1995). The management of human resources. Prentice Hall. Nueva Jersey.
- IVANCEVICH, J. (2006). Comportamiento organizacional. McGraw Hill. México.
- negociación y conflictos
- ROBBINS, S. (2004). Comportamiento organizacional. Ed. Pearson. Prentice Hall.
- BLAKE, R., MOUTON, J. (1969). Building a dynamic corporation through grid organization development. Addison-Wesley Publishing Company, Reading, Mass.
- ETEL, D. (1999). Turning negotiation into a corporate capability. Harvard Business Review (mayo-junio). DASÍ, F. y MARTÍNEZ- VILLANOVA, R. (2009). Técnicas de negociación. 7ª ed. ESIC. Madrid.

10. DIVERSITY AWARENESS UNIT

Students with special educational needs:

To ensure equal opportunities, curricular adaptations or adjustments for students with special educational needs will be outlined by the Diversity Awareness Unit (UAD, Spanish acronym).

As an essential requirement, students with special educational needs must obtain a report about the curricular adaptations/adjustments from the Diversity Awareness Unit by contacting unidad.diversidad@universidadeuropea.es at the beginning of each semester.

11. STUDENT SATISFACTION SURVEYS

Your opinion matters!

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

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

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

Many thanks for taking part.