

## 1. BASIC INFORMATION

<b>Subject</b>	PERSONAL INFLUENCE AND IMPACT
<b>Qualification</b>	BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION
<b>School/ Faculty</b>	Social sciences
<b>Course</b>	Second
<b>ECTS</b>	6
<b>Character</b>	Mandatory
<b>Languages</b>	English
<b>Mode</b>	In person
<b>Semester</b>	First
<b>Academic year</b>	24/25
<b>Coordinating teacher</b>	Luis Miguel Perez Granero.
<b>Teaching</b>	Alicia Rabadan Lina Restrepo Ivana Rihova

## 2. PRESENTATION

The subject Influence and relational impact is a cross-curricular subject taught in all grades that is based on learning multiple intelligences. Upon completion, students will have worked on personal and professional skills, increased their self-knowledge, and learned to assume responsibility with realism and a positive attitude towards the search for employment.

The importance of the subject within the curriculum is obvious, as future professionals need to be able to influence and impact their professional environment, communicating competently and adapting to different situations and audiences in order to develop their work.

## 3. LEARNING OUTCOMES

- **LEARNING OUTCOMES OF THE DEGREE PROGRAMME**

### **Skills**

HAB07: Ability to evaluate ethical behavior and decisions in business, respecting human rights and the impact of productive activities on the environment both in the country of origin and in the different markets in which it operates.

### **Competences**

CP07: Ability to analyze, integrate and evaluate information from the sociocultural environment, necessary for decision-making.

CPT01. Create new ideas and concepts from known ideas and concepts, reaching conclusions or solving problems, challenges and situations in an original way.

CPT03. Use information and communication technologies for data searching and analysis, research, communication and learning.

CPT05. Cooperate with others to achieve a shared goal, participating actively, empathetically, and exercising active listening and respect for all members.

CPT06. Integrate analysis with critical thinking in a process of evaluating different ideas or possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

CPT07. Adapt to adverse, unexpected, stressful situations, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

CPT08: Demonstrate ethical behavior and social commitment in the performance of the activities of a profession, as well as sensitivity to inequality and diversity.

- **LEARNING OUTCOME OF THE SUBJECT**

- 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 your 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 your behavior to different situations.

## 4. CONTENT

- Communication in the professional field.
- Emotional intelligence in interpersonal relationships.
- The success of change: The ability to adapt.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Case Method (in-person modality)
- Problem-Based Learning (PBL) (in-person mode)
- Project-Based Learning (Face-to-Face Modality)

## 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
Master classes	20h
Asynchronous master classes	10h
Oral presentations	5h
Case analysis and problem solving	19h
Carrying out work/projects	18h
Group participatory activities	15h
Knowledge tests	5h
Tutorial	8h
Self-employment	50h
<b>TOTAL</b>	<b>150</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
Knowledge test	25%
Case analysis and problem solving	30%
Participation in debates and forums	15%
Jobs/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. First exam period

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. Second exam period

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	Deadline
Work/project	Week 14
Case analysis	Week 4 / 8 / 12
Participation in debates and forums	Week 4 / 8 / 12
Final knowledge test	January

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. LITERATURE

The main reference work for this subject is:

- CARNEGIE, Dale. How to win friends and influence people. Ellipse, 2023.
- COVEY, SM, KASPERSON, D., MC KINLEE, C., & JUD, GT (2023). Trust and Inspire. Paidós Editorial, Buenos Aires.
- DAVENPORT, T., and PRUSAK, L. (1998). Working Knowledge: How Organizations Manage What They Know. Harvard Business School Press .
- GARDNER, H. (2016). Structures of the mind: the theory of multiple intelligences. Fondo de cultura económico.
- GOLEMAN, D. (1998). Working with emotional intelligence. Bantam.
- GUILLÉN, Manuel. Ethics in organizations. Pearson Prentice Hall, 2006.

- GUILLÉN, Manuel. Motivation in Organizations . Searching for a Meaningful Work-Life Balance, 2021.
- HICKS, D. (2018). Leading with dignity: How to create a culture that brings out the best in people. Yale University Press .
- POLMAN, P., & WINSTON, A.S. (2022). Net positive. Profit Editorial.
- SINEK, Simon. Leaders eat last: Why some teams pull together and others don't. Penguin , 2014.
- WALDROOP, J., & BUTLER, T. (2002). The 12 Bad Habits That Hold Good People Back: Overcoming the Behavior Patterns That Keep You From Getting Ahead. Crown Currency .

## 10. EDUCATIONAL GUIDANCE, DIVERSITY AND 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 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.