

## 1. BASIC INFORMATION

Course	PERSONAL IMPACT AND INFLUENCE
Degree program	DEGREE IN BUSINESS MANAGEMENT AND ENTREPRENEURSHIP (GLOBAL BACHELOR'S DEGREE)
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	IVANA RIHOVA
Professor	HECTOR SOLAZ SANTOS

## 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

### 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.

#### Competencies

- 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 behaviour and social commitment in the performance of the activities of a profession, as well as sensitivity to inequality and diversity.

## LEARNING OUTCOMES 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 behaviour to different situations.

## 4. CONTENT

- Communication in professional contexts
- Emotional intelligence and interpersonal relationships
- The success of change: adaptation skills

## 5. TEACHING-LEARNING METHODOLOGIES

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

- 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
Lectures	20 h
Asynchronous lectures	10 h
Oral presentations	5 h
Case analysis and problem solving	19 h

Realisation of work/projects	18 h
Participatory group activities	15 h
Assessment and knowledge tests	5 h
Tutorials	8 h
Independent work	50 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
Participation in debates and forums	15%
Case-studies and problem solving	30%
Test of knowledge	25%
Work/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 Call

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 text so that it can be averaged with the rest of the activities.

### 7.2. Extraordinary Call

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
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 reading for the subject 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.