

## 1. OVERVIEW

<b>Subject Area</b>	Relational Impact and Influence
<b>Degree</b>	Bachelor's Degree in Design
<b>School/Faculty</b>	Architecture, Engineering and Design
<b>Year</b>	Second
<b>ECTS</b>	6 ECTS
<b>Type</b>	Compulsory
<b>Language(s)</b>	Spanish/English
<b>Delivery Mode</b>	On campus
<b>Semester</b>	First semester
<b>Academic Year</b>	2024/2025
<b>Coordinating professor</b>	

## 2. INTRODUCTION

This subject forms part of the Transversal module and consists of the following topics:

- Professional ethics and efficiency
- Relational Impact and Influence
- Entrepreneurial Leadership

In the Transversal Module, students learn the necessary skills for their professional career as a designer and how the professional world works. They also learn administrative procedures, management and aptitude for evaluating design projects. Finally, they will study how to use creativity techniques which are essential for future graduates in the field of design.

The content of the Relational Impact and Influence course are as follows:

- Communication in the professional world
- Emotional intelligence in interpersonal relationships
- Successful change: The ability to adapt

## 3. SKILLS AND LEARNING OUTCOMES

**Key skills (CB, by the acronym in Spanish):**

- CB4. Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

**Transversal skills (CT, as per the Spanish acronym):**

- CT9. Interpersonal relationship skills: ability to hold positive relationships with other people through assertive verbal and non-verbal communication. This means being able to express or communicate what they want, think or feel without discomforting, offending or harming the feelings of other people.

**Specific skills (CE, as per the Spanish acronym):**

- CE13. Ability to develop communication skills to effectively share ideas in a work group.

**Learning outcomes (RA, as per the Spanish acronym):**

- RA1. Understand the importance of communication in professional practice. Use effective communication strategies, both oral and written.
- RA2. Respect the rules of communication in multicultural environments.
- RA3. Be aware of oneself and control your own emotions. Listen attentively, observe and perceive what is not seen at first glance in interpersonal relationships.
- RA8. Recognise and act in interpersonal conflict.

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

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Skills	Learning outcomes
CB4	RA1, RA2
CT9	RA2, RA3, RA8
CE13	RA1, RA2

## 4. CONTENTS

The subject area is divided into five learning units, which are then divided into topics (three to five topics depending on the unit):

**Unit 1.** Introduction and resources

**Unit 2.** Written and academic communication

**Unit 3.** Storytelling techniques

**Unit 4.** Visual communication

**Unit 5.** Oral communication

**Unit 6.** Emotional intelligence and ability to adapt

## 5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Master lecture.
- Collaborative 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	Number of hours
Attendance and participation in activities	25h (on-site)
Directed learning, practical exercises and problem-solving	50h (44% on-site)
Self-study	50h (off-site)
Tutorials, academic follow-up and assessment	25h (on-site)
<b>TOTAL</b>	<b>150h</b>

## 7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

### On-campus:

Assessment method	Weight
Knowledge tests	70%
Exercises carried out in class (continuous assessment)	30%

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

### 7.1. Ordinary examination period

To pass this subject in the ordinary examination period you must:

- Submit at least 80% of the activities covered in class.
- Pass the assessed activities with a mark greater than or equal to 5.
- Obtain at least 5 in the knowledge test.

If you do not meet the minimum requirements to obtain a weighted average of the assessed activities (you do not reach the minimum in one of the points above), the final mark will be:

- The weighted average if its value is less or equal to 4
- 4 if the weighted average is greater than 4

The grade issued in the ordinary examination period will be 'Not submitted' (NP in Spanish) when you do not submit any of the assessed activities which form part of the weighted average.

### 7.2. Extraordinary examination period

To pass this subject in the extraordinary examination period you must:

- Submit at least 80% of the activities covered in class.
- Pass the assessed activities with a mark greater than or equal to 5.
- Obtain at least 5 in the knowledge test.

If you do not meet the minimum requirements to obtain a weighted average of the assessed activities (you do not reach the minimum in one of the points above), the final mark will be:

- The weighted average if its value is less or equal to 4
- 4 if the weighted average is greater than 4

The grade issued in the extraordinary examination period will be 'Not submitted' (NP in Spanish) when you do not submit any of the assessed activities which form part of the weighted average.

## 8. SCHEDULE

The schedule with delivery dates of assessable activities in the course is indicated in this section:

Assessable activities	Date
Activity 1. Writing	Week 3-4
Activity 2. Academic writing	Week 5-6
Activity 3. Visual communication and storytelling	Week 7-8
Activity 4. Active listening and empathetic communication	Week 9-10
Activity 5. Oral communication	Week 11-12
Activity 6. Group exercise	Week 13-14

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

## 9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Anderson, C. (2016). Charlas TED. Deusto [Kindle]
- Bauman, Z. (1999). La modernidad líquida. Buenos Aires, Fondo de Cultura Económica.
- Briz Gómez, Antonio (2008): Saber hablar. Madrid: Instituto Cervantes/Aguilar.
- Cassany, D., Toro, A. G. (2001). Recetas para escribir. San Juan, Puerto Rico, EEUU: Plaza Mayor.
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- Gallo, Carmine (2016); Hable como en TED: Nueve secretos para comunicar utilizados por los mejores. Editorial Conecta
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- Jardí, Enric (2007). 22 consejos sobre tipografía. Barcelona: Actar Publishers.
- Jardí, Enric (2012). Pensar con imágenes. Barcelona: Gustavo Gili, 2012.
- Kahneman, Daniel (2012). Pensar rápido, pensar despacio. Madrid, Debate
- Malamed, C. (2011). Visual language for designers. Beverly, Massachusetts: Rockport
- Mejide, R. (2014). Urbrands. Construye tu marca personal como quien construye una ciudad.
- Salas, C. (2017). Storytelling. La escritura mágica. Madrid: Mirada Mágica SRL
- Tufte, Edward R. (2006) The Cognitive Style of PowerPoint: Pitching Out Corrupts Within. Cheshire, Connecticut: Graphic Press LLC, 2nd ed. 2006.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit offers support throughout your time at university to help you with your academic achievement. One of the main pillars of our educational policy is the inclusion of students with special educational needs, universal accessibility to the different university campuses and equal opportunities.

This unit offers students:

1. Support and monitoring through personalised counselling and programmes for students who need to improve their academic performance.
2. Promotion of diversity, with curricular changes possible in terms of methodology or assessment for those students with special educational needs in order to provide equal opportunities for all our students.
3. We also offer students a range of educational extracurricular resources for developing a variety of skills to enhance their personal and professional development.
4. Career guidance by offering tools and advice to students with doubts regarding their professional careers or those who believe they have chosen the wrong line of study.

Students who need educational support can contact us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. SATISFACTION SURVEYS

Your opinion matters!

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

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

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

Many thanks for taking part.