

Student Guide

PERSONAL INFLUENCE AND IMPACT:

Curso: 2019/2020

Code: 9823001210

Lecturer: LANCE PEDLAR

Title: ADE

School/ Faculty: SOCIAL SCIENCE

Language: English

The mission of the European University of Madrid is to provide our students with an integral education forming leaders and professionals prepared to be able to answer the needs of the global business world, giving value to their professions and contributing to social progress from a position of entrepreneurial spirit and ethics. Producing and transferring knowledge through applied research, contributing equally to progress and placing us in the vanguard of intellectual and technical development.

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1. Basic information regarding the subject/module

ECTS	6
Feature	OBLIGATORY
Language	ENGLISH
Modalidad	PRESENIAL
Semester	1º SEMESTER

2. Subject Presentation

Personal Influence and Impact is an obligatory subject that is taught in the first semester of the second year of Business Administration. This subject is offered to the student from a psycho-sociological perspective to understand, analyze and interpret the behavior of human beings and their social interaction. Due to this motive, the student will study the behavior of the individual and its influence through a double perspective: intra-group and inter-group.

New trends in managing people emphasize the importance of the Human Factor in companies as a differential value and in the development of competences as the key principle in their development. These new organizational models emphasize aspects such as emotional intelligence, communication, talent management and personal branding as key elements that young, new professionals should have.

3. Competences and Learning achievements

Basic and General Competentes:

- CB1 – That students can demonstrate possession and understanding of knowledge acquired in the area of study of Secondary education and can usually find a level that supported with advanced text books, includes some aspects that imply state of the art knowledge from their field of study.
- CB3 – That students have the capacity to join and interpret relevant data& information *normally within their field of study (to give opinions that include reflection about social issues, ethical or scientific)
- CB5 – That students can develop the necessary learning skills to start subsequent study with a high degree of autonomy.

Transversal Competences:

- CT1: Autonomous Learning: Ability to choose the correct strategies, tools and moments to learn and put into practice what they have learnt.
- CT3: The ability to adapt to new situations: be able to value and understand distinctive opinions and positions, adapting their own focus to the required situation.
- CT7: To be aware of ethical values: The ability to think and act according to universal principles based in the value of the person that directs and develops determined social values.
- CT8: Manage information: Ability to search, select, analyze and integrate information from diverse sources.
- CT12: Critical Thinking: Ability to analyze an idea , phenomenon or situation from different perspectives and assume a personal focused objective opinion based around the facts.
- CT13: Problem Solving: Ability to problem solve confusing or complicated situations without prejudice.
- CT16: Taking Decision: Ability to choose between complicated alternatives to solve difficult situations.
- CT17: Teamwork: Ability to work, collaborate, integrate in a team towards a common goal.
- CT18: Use of Information Technology (TIC): Ability to efficiently use information and communication technology as tools to search, process and store information as part of communication skills development.

Specific Competences:

- CE11. Ability to analyze , integrate and evaluate information from a socio-cultural perspective.
- CE22. Ability to evaluate behaviour and ethical decisions respecting human rights and activities that have an impact on our environment and others as well.

Learning Achievements:

- RA1: Acquire the ability of understanding and comprehension of the concepts related to professional influence, interpersonal communication and personal management.
- RA2: Acquire the ability of análisis.investigation and debate on the behalf of students, regarding different aspects of personal influence (conflict resolution, taking of decisions, identifying opportunities, adapting to change...) that show knowledge, understanding, and the inter-relation of the fundamental principles of the subject.
- RA3: Acquire the ability of practical resolution of Case Studies.

In the table we can observe the relationship between the competences that are developed in the subject and the Learning achievements that are pursued:

Competences	Learning Achievements
CE 22; CB3; CB5	RA1
CE 11; CE22; CB3; CB5;	RA2
CE11; CE22; CB3; CB5	RA3

A continuación, se detalla la distribución de tipos de actividades formativas y la dedicación en horas a cada una de ellas:

Type of Learning Activity	Number of hours
AF1. Master Classes: Explanation of content theory/practical taught by Lecturers in class, using audiovisual methods and student participation.	30 h
AF2. Groupwork to empower the activities that are developed in class with groups of 3-4 students.	40 h
AF 3. Case Studies, problema solving, projects etc.	25 h

AF 4. Debates where different points of view are given.	20 h
AF 5. Theoretical and practical Tests: oral and written can be combined in the case of written tests these can be short exam like questions, developing answer type questions using different types of methodology .	5 h
AF 6: Working independently.	30 h
TOTAL	150 h

To develop the competences and achieve the Learning achievements, we should do the activities indicated in the table below:

Learning achievements	Learning Activity	Type of Learning Activity	Content
RA1; RA2; RA3	ACT1; ACT2; ACT3; ACT4	AF1; AF2; AF3; AF4; AF5; AF6	UNIT 1. INTRODUCCIÓN
RA1; RA2; RA3	ACT1; ACT2; ACT3;	AF1; AF2; AF4; AF5; AF6	UNIT 2. COMUNICACIÓN IN A PROFESSIONAL SETTING
RA2; RA3	ACT1; ACT2; ACT4	AF1; AF2; AF3; AF4; AF5; AF6	UNIT 3. EMOTIONAL INTELLIGENCE IN INTERPERSONAL RELATIONSHIPS
RA1; RA2; RA3	ACT3; ACT2; ACT3; ACT4	AF2; AF3; AF4; AF5; AF6	UNIT 4. SUCCESSFUL CHANGE: THE ABILITY TO ADAPT.

This course consists of 76 presential hours, theoretical and practical , in which we will work and develop all the competences described above.

When you log in to your subject on the VLE you can observe the titles of the activities that need to be done, the procedure and the due date of the activity.

4. Monitoring y evaluation

In the table below we can observe the activities that are to be evaluated, the evaluation criteria of each one and the mark for each activity.

Evaluable activity	Evaluation Criteria	Mark (%)
<i>ACT.1 Master Classes: Lesson monitoring. Participation and debate. Subject Knowledge Acquisition</i>	<ul style="list-style-type: none"> • Test 	25%
<i>ACT.2 Presentations: Group and individual work. Competence Acquirement and skills to analyze and integrate knowledge learned</i>	<ul style="list-style-type: none"> • Classwork /projects 	30%
<i>ACT.3 Development of research work individually or in group.</i>	<ul style="list-style-type: none"> • Participation in debates and forums 	15%
<i>ACT.4 Case Studies using groups to resolve them .</i>	<ul style="list-style-type: none"> • Solving Case Studies 	30%

When you log in to your subject on the VLE you can observe the titles of the activities that need to be done, the procedure and the due date of the activity.

4.1. Knowledge Test

In the exam the final mark will be reached by adding all the marks from the different types of evaluations. To pass the subject at least a Final Mark of 5 will be needed, which means at least 50% of the subject. To be able to achieve this mark of 5 it is **ESSENTIAL that the student has achieved at least a mark of 5** in the KNOWLEDGE TEST. If the student has not been able to reach this score, the student must take a re-sit exam.

Students who have not been able to achieve at least a 50% in the subject or do not achieve a 5 out of 10 in the test will receive a fail as the continuous evaluation cannot deem them as “non-attendance” students. These students will have to take a re-sit test at a date that will be announced.

Attendance: For those students that attend on-site courses. There is an obligatory attendance norm of at least 50% of these classes as a part of the evaluation process so that the student is able to receive the necessary help, guidance and monitoring by the lecturer. If the student is not able to justify their lack of attendance the lecturer will be able to fail the student according to the system of evaluation.

4.2. Resit

To overcome the resit test the student will attend the relevant tests following the same criteria as the first exam handing in outstanding work or re-sitting class tests etc... It is up to the Lecturer to decide which work will be given to the student, as it cannot be work handed out during the normal course, so that the student receives alternative work adapted to the subject. This specific work needs to be handed in a day before the re-sit test.

Attempts to obtain better academic results using illicit means are considered as acts of gross misconduct according to the Academic Disciplinary Rules and Procedures of the European University of Valencia. If any student is caught committing any form of cheating they will be suspended immediately without taking into account any other work done during the course.

5. Bibliografía

El profesorado facilitará apuntes y otros materiales a los alumnos. A continuación, se indica la bibliografía recomendada:

- Allport, G.W. La naturaleza del prejuicio. (Trad.) Buenos Aires: Eudeba, 1962.
- Allport, G.W. y Postman, L. La naturaleza del rumor. (Trad.) Buenos Aires: Psique, 1973.
- Aronson, E. (2000): El animal social. Madrid: Alianza Editorial.
- Álvaro, J.L. y Garrido, A. (2007). Psicología Social. Perspectivas Psicológicas y Sociológicas, 2ª edición. Madrid: McGraw-Hill
- Austin, W.G. & Worchel, S. The social psychology of intergroup relations. Monterey, California: Brooks, Cole, 1986.
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- Blanco, A. (2007). Intervención Psicosocial. Madrid: PearsonPrentice Hall.
- Blanco, A., Caballero, A., y de la Corte, L. (2004). Psicología de los grupos. Madrid, Prentice Hall.
- Barkow, J.H., Cosmids, L., Tooby, J. (1992). The Adapted Mind. Evolutionary Psychology and the Generation of Culture. Oxford University Press.
- Barret, L.; Dumbar, R. y Lycett, J. (2002). Human Evolutionary Psychology. Palgrave Macmillan, Nueva York.
- Bourhis, R. Y. y Leyens, J. P. (Eds.) (1996): Estereotipos, discriminación y relaciones entre grupos. Madrid: McGraw-Hill.
- Brown, R. y Gaertner, S. (Eds.) (2002). Blackwell Handbook of Social Psychology: Intergroup processes. Oxford: Blackwell
- Damasio, A. (1996). El Error de Descartes. Barcelona. Drakontos
- Darwin, C. (1984). La expresión de las emociones en los animales y en el hombre. Madrid: Alianza. (Publicado originalmente en 1872)
- Deutsch, M., Coleman, P., Marcus, E.C. (2006). The Handbook of Conflict Resolution. San Francisco: Jossey-Bass
- Echeburúa, E. y Corral, P. (2009). Manual de violencia familiar. Madrid: Siglo XXI.
- Expósito, F. y Moya, M. (coors.) (2005). Aplicando la Psicología Social. Madrid: Pirámide.
- Fernández, I. y Cuadrado, I. (2012). Psicología Social. Madrid: Sanz y Torres

- Franzoi, S.L. (2007). Psicología Social. Madrid: McGraw-Hill
- Fernández, J.M, Carrera, P., Oceja, L. y Berenguer, J. (2000): Tratado de Psicología Social. Vol. II: Interacción Social. Madrid: Síntesis.
- Gil, F., y Alcover, J.M. (Eds.). (1999). Psicología de los grupos. Madrid: Pirámide
- González, P. (1997). Psicología de los Grupos. Teoría y Aplicaciones. Síntesis. Madrid.
- Hewstone, M., Stroebe, W., Codol, J.P., Stephenson, G.M. (1988). Introducción a la Psicología Social. Barcelona: Ariel, 1991.
- Hogg, M. y Tindale, S. (Eds.) (2002). Blackwell Handbook of Social Psychology: Groups processes. Oxford: Blackwell.
- Huici, C., y Morales, J.F. (2004). Psicología de los grupos. Madrid: UNED.
- Johnson, S., & Indriago, H. (2000). Quién se ha llevado mi queso? (Vol. 35). Barcelona: Urano.
- Junque, C. Y Barroso, J. (2009). Manual de Neuropsicología. Madrid. Síntesis.
- Milgram, S. (1974/1984). La obediencia a la autoridad: un punto de vista experimental. Bilbao: Desclée de Brouwer.
- Moscovici, S., (1984). Psicología Social I y II. Barcelona, Paidós.
- Sabucedo, J.M. y Morales, F. (2015). Psicología Social. Madrid: Panamericana.
- Sánchez, J.C. (2002). Psicología de los grupos. Teorías, procesos y aplicaciones. Madrid: McGraw Hill.
- Smith, E.R. y Mackie, D.M. (1997). Psicología Social. Madrid: Editorial Médica Panamericana.
- Zimbardo, P. (2008). El efecto Lucifer. El porqué de la maldad. Ed. Paidós.

6. How to communicate with your lecturer

When you have a doubt about the contents or activities do not forget to write on the subject forums so that your classmates are able to read them. It is possible that they may have the same problem.

If you have a question for the lecturer you can send a private message to them through the Virtual Campus Blackboard or directly to their personal e-mail e.g. (lancelotambrose.pedlar@universidadeuropea.es) If you need a more comprehensive explanation you can ask for a tutorial with your lecturer.

It is useful to check the group e-mail regularly as it can prove to be another apt way of learning.

7. Study Recommendations

University education requires planning and consistency from the first week. It can be a very positive experience to exchange views and opinions with other lecturers and students as this can help to develop basic competences like flexibility, negotiation, teamwork and of course critical thinking.

To help you with this we propose a general study method based on the following points:

- Follow a constant and systematic study routine.
- Go to class and Access the subject through the Virtual Campus continuously to update yourself about the subject.
- Actively participate in the Virtual Campus by sending opinions, doubts and experiences about issues related to the subject so that they can be debated.
- Read all messages sent by classmates and lecturers.

It is considered particularly interesting and of academic value participation in Virtual and Classroom activities. The way to participate is quite varied: asking questions, giving opinions, doing classroom activities, groupwork, helping other students, etc. This way of working requires effort but allows students to achieve better results in developing competences.

8. Attachments with detailed information available on the Virtual Campus

Annexe 1. Specific Subject Regulations

All the norms related to the European University of Valencia can be consulted in the following link:<https://valencia.universidadeuropea.es/soy-alumno-uev/informacion-academica/normativa>

Plagiarism full or partial in any University activity is considered gross misconduct. As shown in the internal rules of the European University stipulating that the applicable sanctions can be immediate suspension from the subject without possibility to re-take the subject until the re-sit or until a case has been opened.

Anexos con información detallada en el Campus Virtual

Anexo 1. Normativa específica de la asignatura

Toda la normativa correspondiente a la Universidad Europea de Valencia el estudiante puede consultarla en el siguiente enlace: <https://valencia.universidadeuropea.es/soy-alumno-uev/informacion-academica/normativa>

El **plagio** total o parcial en las actividades se considera una falta grave. Como tal, aparece tipificado en el reglamento interno de la Universidad Europea, estipulándose que las sanciones aplicables oscilan desde el suspenso inmediato de la asignatura sin posibilidad de reelaboración hasta la convocatoria extraordinaria, hasta la apertura de expediente.