

## 1. BASIC INFORMATION

<b>Course</b>	Personal and Professional Efficiency
<b>Degree program</b>	Business Management and Entrepreneurship
<b>School</b>	Social Science
<b>Year</b>	1st
<b>ECTS</b>	6
<b>Credit type</b>	Basic
<b>Language(s)</b>	English
<b>Delivery mode</b>	On campus
<b>Semester</b>	1st
<b>Academic year</b>	24/25
<b>Coordinating professor</b>	Carmen Pascual Bajo

## 2. PRESENTATION

Personal and Professional Efficiency is an introductory subject that attempts to show a general vision of the importance of human values inside a contemporary organization and the development of competences as a key factor in this development. The new Business Model marked by the globalization of the market is paired with a new model of Competence Management based around Personal Development in their companies.

The new mission of People Management is to make work a place where people can achieve their personal objectives at the same time as helping the company to comply with its own mission and this subject seeks to empower self-discovery and the necessary personal skills that every professional should possess.

## 3. LEARNING OUTCOMES

### LEARNING OUTCOMES OF THE DEGREE PROGRAMME:

#### Skills

- SK01 – Effective communication and negotiation skills in the professional field of business administration.
- SK07: 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:

- CP09: Ability to value and apply principles of social responsibility in the company, paying particular attention to environmental management, oriented towards compliance with current legislation and as a source of opportunities for strengthening the company's image and production process.
- 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 searching and analyzing data, research, communication and learning.
- CPT05. Cooperate with others in the achievement of 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 objective evidence and data leading to effective and valid decision making.
- CPT07. Adapt to adverse, unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.
- CPT08: Show ethical behavior 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**

The student will be able to:

- Analyse from an ethical point of view cases related to their professional activity, making decisions and defending them rationally.
- Discern in the face of an ethical dilemma through reasoned and justified arguments.
- Recognize and assume the consequences derived from one's own and others' actions.
- Make value judgments about attitudes and behaviors of oneself and others based on established norms.
- Use information, resources and technologies with autonomy to achieve their learning objectives.
- Apply theoretical knowledge to professional practice.
- Solve problems based on premises or information.
- To show sufficiency when posing new problems and to look for solutions to them in an autonomous way.
- Participate and collaborate actively in work teams.
- Ask for ideas and opinions for decision making and joint plans.
- Assume shared responsibilities in common projects.
- Recognize and act in the face of interpersonal conflicts.

## **4. CONTENT**

Content is organised in these main blocks

- Ethical approaches in the different spheres of professional activity.
- Autonomous learning and self-regulation in personal life and professional practice.
- Keys to organize and manage teamwork.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Case study
- Problem-based learning
- Project-based learning
- Cooperative 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
Master classes	20
Asynchronous master lectures	10
Oral presentations	5
Case analysis and problem solving	19
Work/ projects	18
Group participatory activities	15
Knowledge test	5
Tutoring	8
Independent work	50
<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:**

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 least 5/10 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

Assessment system	Weight
Knowledge test	25%
Case studies analysis and problem solving	25%
Active participation in class, debates and forum	20%
Projects	30%

As will be the case in their professional future, students must commit to meet the deadlines of their assignments. For this reason, failure to meet the deadline will result in a -30% penalty on the work in question. Under no circumstances will work be accepted after the final knowledge test.

Attendance: it is compulsory to justify at least 50% of class attendance, as a necessary part of the evaluation process and to comply with the student's right to receive advice, assistance and academic monitoring by the teacher. Students who do not meet the university's attendance requirement (minimum 50%) will not be assessed in the ordinary exam. They must sit the extraordinary exam in the second exam period. Absence may only be justified for accepted medical or legal reasons with the corresponding proof.

Attempting to obtain better academic results using any illicit methods (including plagiarism and unauthorised use of AI) constitutes a serious offence according to the UEV Academic and Disciplinary Regulations. In the event of being caught committing these acts the relevant authorities will be informed and the student will not only immediately fail, but may face disciplinary actions and long-term consequences.

**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 least 5/10 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

Assessment system	Weight
-------------------	--------

Knowledge test	25%
Case studies analysis and problem solving	30%
Forum activities	10%
Projects	35%

In order to pass the extraordinary exam, the student will sit the corresponding tests following the same criteria as in the ordinary exam (knowledge test, assignments and practical cases that have not been handed in or have been failed in the ordinary exam). It will be at the specific discretion of the teacher the possibility of readapting tasks that cannot be replicated, giving the student the possibility of submitting them at the latest on the day of the knowledge test of the extraordinary exam.

Attempting to obtain better academic results using any illicit methods (including plagiarism and unauthorised use of AI) constitutes a serious offence according to the UEV Academic and Disciplinary Regulations. In the event of being caught committing these acts the relevant authorities will be informed and the student will not only immediately fail, but may face disciplinary actions and long-term consequences.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Knowledge Tests: Written Test	exam period
Case study analysis and problem solving from units 2, 3 and 4	weeks 3 to 10
Debates and Active Participation	weeks 1 to 15
Projects	weeks 12-15

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 Bibliography is:

- Barlow, J. (2005). Gestión del estrés. Barcelona: Gestión 2000.

- Barker, A. (2013). *Improve Your Communication Skills* (3rd ed.). Kogan Page.
- Cibanal JL. (2003). *Técnicas de Comunicación y Relación de Ayuda en Ciencias de la Salud*. Madrid: Elsevier.
- Coelho, P. (2012). *El alquimista*. Barcelona: Planeta.
- Cvenkel, N. (2020). *Well-Being in the Workplace: Governance and Sustainability Insights to Promote Workplace Health*. Springer.
- Fernández Balmón, M. (2015). *Comunicación efectiva y trabajo en equipo*. España: S.A. Ediciones Paraninfo.
- Gil, F & Alcocer, CM (2004). *Introducción a la psicología de los grupos*. Madrid: Psicología Pirámide.
- Muñoz, M. & Bermejo, M. (2015). *Entrenamientos En Inoculación De Estrés*. Madrid: Síntesis.
- Sartain, L. & Finney M. (2005). *Recursos Humanos desde el corazón: cómo construir grandes empresas a la medida de las personas*. Bilbao: Deusto.
- Trechera, JL. (2003). *Trabajar en equipo: talento y talante: técnicas de dinámica de grupos*. Bilbao: Desclée de Brouwer, D.L.
- 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 AND INCLUSION UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility in the different campuses of the university and equal opportunities.

This unit offers students

1. Accompaniment and monitoring by means of counselling and personalised plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, in terms of methodology and assessment, for those students with specific educational support needs, thereby pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop different competences that will enrich their personal and professional development.
4. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students who need 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.