

## 1. BASIC INFORMATION

<b>Course</b>	Personal and Professional Efficiency
<b>Degree program</b>	Global Bachelor Degree in Business Management and Entrepreneurship
<b>School</b>	Faculty of Social Sciences
<b>Year</b>	FIRST
<b>ECTS</b>	6 ECTS
<b>Credit type</b>	Compulsory
<b>Language(s)</b>	English
<b>Delivery mode</b>	On campus
<b>Semester</b>	First semester
<b>Academic year</b>	2025/2026
<b>Coordinating professor</b>	Ivana Rihova
<b>Professor</b>	Ivana Rihova Maria Hebenstreit

## 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 developing 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**

- 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 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
Asynchronous 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:**

Assessment system	Weight
Participation in class, debates and forums	20%
Case studies and problem-solving	25%
Test of knowledge	25%
Projects (oral/written)	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 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 least 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
Online forum and class participation	Week 1-15
Activity 1: Conference debate	Week 2-3
Activity 2: Professional ethics analysis	Week 4-6
Activity 3: Mental wellbeing in the workplace investigation	Week 8-10
Group project: Solving a business challenge (CBL) group report and presentation	Weeks 12-15
Final test of knowledge	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 following list is a starting point for the topic you will be studying. The majority of these resources should be available through the Library, other materials will be provided in class or via *Campus Virtual*.

### BOOKS:

Bagley, C.E. (2003). *The Ethical Leader's Decision Tree*, <https://hbr.org/2003/02/the-ethical-leaders-decision-tree>

Barker, A. (2013). *Improve Your Communication Skills* (3<sup>rd</sup> ed.). Kogan Page.

Belbin, M. (2025). *The Nine Belbin Team Roles*. <https://www.belbin.com/about/belbin-team-roles>

Byars, S. M. & Stanberry, K. (2018). *Business Ethics*. Openstax. (Available on <https://openstax.org/details/books/business-ethics>)

Carpenter, M. A. (2025). *Human Resource Management*. LibreTexts.

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>

Crutsinger, C. (1994). *Thinking smarter: Skills for academic success*. Brainworks.

Cvenkel, N. (2020). *Well-Being in the Workplace: Governance and Sustainability Insights to Promote Workplace Health*. Springer.

- Covey, S. (2020). *The 7 Habits of Highly Effective People*. Simon & Schuster.
- Fisher, R. & Ury, W. (2012). *Getting to Yes: Negotiating Without Giving In*. Random House.
- Johnson, S. (1999). *Who moved my cheese?* Vermillion.
- Robbins, S. & Judge, T.A. (203). *Organizational Behaviour*. (19<sup>th</sup> edition). Pearson.
- Therapist Aid (2012). *Stages of Change*. <https://www.therapistaid.com/worksheets/stages-of-change>
- Timm, P.R. (1993). *Successful self-management: a psychologically sound approach to personal effectiveness*. Crisp Publications.
- 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 (ODI) 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.