1. BASIC DATA

Subject	General Competencies I. Personal and Professional Effectiveness
Titration	Bachelor's Degree in Marketing
School/ Faculty	Economic, Business and Communication Sciences
Course	First
ECTS	6 ECTS
Character	Compulsory
Language/s	Spanish
Modality	Face-to-face / Remote
Semester	Second semester
Academic year	2024/2025
Coordinating Teacher	Almudena Revilla Guijarro

2. PRESENTATION

Professional effectiveness is a compulsory subject within the Bachelor's Degree in Marketing corresponding to the second semester of the first year, with a value of six ECTS credits, like the rest of the compulsory subjects of the degree.

This subject will provide students with the essential knowledge of personal and professional effectiveness. Assimilate that personal effectiveness is what leads the professional to obtain positive results in his work, being the sum of these particular results what makes possible the performance of the company as a whole.

Reflect on the variables that facilitate people's effectiveness: responsibility, capacity and self-development of skills, self-motivation, self-management, emotional intelligence and mindfulness in our effective growth process.

Internalize the internal development processes of each of the variables that condition the process of personal and professional effectiveness.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:
- CB4. That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.

Transversal competences:
CT01: Autonomous Learning: Ability to choose the strategies, tools and moments that he/she considers most effective to learn and independently put into practice what he/she has learned.

CT02: Self-confidence: Ability to assess our own results, performance and capabilities with the internal conviction that we are capable of doing things and the challenges that are posed to us.

CT6: Oral communication/written communication: ability to transmit and receive data, ideas, opinions and attitudes to achieve understanding and action, being oral that which is carried out through words and gestures and written, through writing and/or graphic supports.

CT9: Skills in interpersonal relationships: Ability to relate positively with other people by verbal and non-verbal means, through assertive communication, understood as the ability to express or transmit what one wants, what one thinks or feels without making the feelings of the other person uncomfortable, attacking or hurting them.

CT10: Initiative and entrepreneurial spirit: Ability to resolutely undertake difficult or hazardous actions. Ability to anticipate problems, propose improvements and persevere in achieving them. Preference for assuming and carrying out activities.

TC11: Planning and time management: Ability to set goals and choose the means to achieve those goals using time and resources effectively.

CT12: Critical reasoning: Ability to analyse an idea, phenomenon or situation from different perspectives and to take on one's own personal approach, built on the basis of rigour and reasoned objectivity, and not on intuition.

TC13: Problem solving: Ability to find a solution to a confusing issue or a complicated situation without a predefined solution, which makes it difficult to achieve an end.

TC15: Responsibility: Ability to fulfill the commitments that the person reaches with himself and with others when performing a task and trying to achieve a set of objectives within the learning process. Capacity existing in every subject to recognize and accept the consequences of an act carried out freely.

CT17: Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to achieve common goals.

Specific competencies:

CE06: Ability to generate effective messages, using the appropriate channels and adapting to the target audience.

CE07: Knowledge of the technical tools used in market studies, taking them as a criterion in decision-making.

CE08: Ability to listen to understand the arguments of the proposals and the needs expressed by internal and external customers.

CE10: Ability to lead and energize creative sessions, directing them towards the design of actions. CE13: Ability to analyse the economic and market data obtained, with criteria to decide what information is relevant and how it can be used, obtaining correct conclusions.

CE20: Ability to adapt to changing functions, in a digital, connected and global environment. CE22: Be rigorous in justifying marketing proposals, based on objective data and avoiding subjectivity and bias.

Learning outcomes:

RA1: Have the essential knowledge of personal and professional effectiveness. Assimilate that personal effectiveness is what leads the professional to obtain positive results in his work, being the sum of these particular results what makes possible the performance of the company as a whole.

RA2: Reflect on the variables that facilitate people's effectiveness: responsibility, capacity and self-development of skills, self-motivation, self-management, emotional intelligence and mindfulness in our effective growth process.

RA3: Internalize the internal development processes of each of the variables that condition the process of personal and professional effectiveness.

The table below shows the relationship between the competencies developed in the subject and the learning outcomes that are pursued:

Competences	Learning Outcomes
CB4, CT10, CT15, CE07	RA1: Provide the essential knowledge of personal and professional effectiveness. Assimilate that personal effectiveness is what leads the professional to obtain positive results in their work, being the sum of these particular results what makes it possible the performance of the company as a whole.
CB4, CT1, CT2, CT6, CT9, CT17, CE06, CE08, CE10, CE20	RA2: Reflect on the variables that facilitate people's effectiveness: responsibility, the capacity and self-development of skills, self-motivation, self-management, emotional intelligence and mindfulness in our effective growth process
CB4, CT11, CT12, CT13, EC13, SG22	RA3: Internalize the internal development processes of each of the variables that condition the process of personal and professional effectiveness.

4. CONTENTS

The subject is organized into five learning units:

Topic 1. Personal and professional
efficiency. Topic 2. Interpersonal skills.
Topic 3. Communication skills.
Topic 4. Emotional intelligence. Self-motivation skills. Topic 5.
Mindfulness.

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies that will be applied: FACE-TO-FACE

MODALITY

Problem-Based Learning (PBL) Project-

Based Learning Masterclasses

Field experiences (through visits to companies, institutions, etc.) ONLINE MODE

Case Method

Cooperative Learning

Problem-Based Learning (PBL)

Project-Based Learning

6. TRAINING ACTIVITIES

The types of training activities that will be carried out and the student's dedication in hours to each of them are identified below:

Face-to-face modality:

Training activity	Number of hours
Group tutorials	10
Master Classes	30
Asynchronous masterclasses	10
Freelance work	40
Oral presentations	10
Case Analysis and Problem Solving	20
Preparation of written reports	25
Knowledge Tests	5
TOTAL	**150**

Modalidad on line:

Training activity	Number of hours
Webinar	10
Reading topics and consulting complementary resources	25
Individual application activities: problems, cases, projects	30
Collaborative application activities	20
Tutorials	20
Self-assessment quizzes and face-to-face knowledge tests	5
Freelance work	40
TOTAL	**150**

7. EVALUATION

The evaluation systems are listed below, as well as their weight on the total grade of the subject:

Evaluation system	Weight
Knowledge Test	40%
Case Analysis and Problem Solving	10%
Projects, reports and writings	20%
Oral presentations	10%

In the online modality, it will be necessary to obtain a minimum of 5 in the face-to-face Knowledge test to be able to weigh the rest of the activities carried out online.

On the Virtual Campus, when you access the subject, you will be able to consult in detail the evaluation activities you must carry out, as well as the delivery dates and evaluation procedures for each of them.

7.1. Ordinary call

To pass the subject in the ordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade. Both parts (activities and knowledge tests) must be passed with a grade greater than or equal to 5 to make an average between both.

If one of the two parts is not passed with a grade greater than or equal to 5, the subject will not be passed, putting the failed grade in the student's record.

7.2. Extraordinary call

To pass the subject in the extraordinary call, you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade of the subject (both in the activities and in the knowledge test).
The activities not passed in the extraordinary call must be submitted, after having received the corresponding corrections from the teacher, or those that were not delivered.
On the other hand, if several or all of the knowledge tests were not passed, the student will take a final test of all the contents of the subject.

Both parts, activities and final test, will have to be passed with a grade greater than or equal to 5 to pass the subject. Regardless of the weightings in the activities and knowledge tests, in the extraordinary call the maximum grade will be 5 Pass.

8. SCHEDULE

This section indicates the schedule with delivery dates of assessable activities of the subject:

Assessable activities	Date
Activity 1.	Week 4-5
Activity 2.	Week 6-7
Activity 3.	Week 9-10
Examination	Week 16-18

This schedule may be modified for logistical reasons of the activities. Any modification will be notified to the student in a timely manner.

9. BIBLIOGRAPHY

The reference works for the follow-up of the subject are:

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-. Williams, M., & Penman, D. (2011). Mindfulness: a practical guide to finding peace in a frantic world. Hachette UK.

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 on the different campuses of the university and equal opportunities. This Unit offers students:

1.   Accompaniment and follow-up through the realization of personalized counseling and 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, at the level of methodology and evaluation, in those students with specific educational support needs, thus pursuing equality of opportunities for all students.

3.   We offer students different extracurricular training resources to develop various skills that will enrich them in their personal and professional development.

4.   Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in the choice of the degree

Students who need educational support can write to us at:
orientacioneducativa@universidadeuropea.es

11.   SATISFACTION SURVEYS

Your opinion matters!

The European University encourages you to participate in satisfaction surveys to detect strengths and areas for improvement in the teaching staff, the degree and the teaching-learning process.

The surveys will be available in the survey space of your virtual campus or through your email.

Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.