

1. BASIC INFORMATION

Course	BUSINESS ENGLISH
Degree program	Marketing, ADE Español, ADE Global, Arquitectura
School	SOCIAL SCIENCE
Year	1
ECTS	6
Credit type	OBLIGATORY
Language(s)	ENGLISH
Delivery mode	PRESENCIAL
Semester	1
Academic year	2020/2021
Coordinating professor	LANCELOT AMBROSE PEDLAR lancelotambrose.pedlar@universidadeuropea.es BEGOÑA BARRADO begona.barrado@universidadeuropea.es

2. PRESENTATION

This subject is based around getting the student to use their intelligence, to think, to create, to innovate, to imagine understanding the starting up a successful new company or business with the idea of using innovation at the core of its Business Model and also how businesses work.

3. COMPETENCIES AND LEARNING OUTCOMES

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Basic and General Competences:

- CB1 – That the students can demonstrate that they possess and understand knowledge about the area of study that derives from a general base of Secondary School Education and that usually has a level that requires reading of advanced texts and previous knowledge of the subject.

- CB3 – That students have the capacity to meet and interpret relative data (normally within their area of study) to pass judgement that include opinions about relevant issues of social, scientific or ethical nature.
- CB5 – That students have developed the necessary learning abilities to undertake posterior studies with a high degree of autonomy.

Transversal Competences:

- CT1: Independent Learning: Ability to choose strategies, tools and the moments that are considered to be most effective, to learn and put into practice independently what they have learnt.
- CT3: Capacity to adapt to new situations be able to value and understand distinctive positions, adapting the approach to the situation.
- CT7: Knowledge of ethical values: Capacity to think and act according to basic universal principles based on the value of the person who is being directed in their development and involves the commitment with determined social values.
- CT8: Information Management: Capacity to look for, select, analyse and intergrate information taken from diverse sources.
- CT12: Critical Thinking: Capacity to analyze an idea, phenomenon or situation from different perspectives and assume before it a personal approach using objective and rigorous reasoning , not an intuitive one.
- CT13: Problem Solving: Capacity to find solutions to confusing questions or complicated situations without pre-defined solutions that make it difficult to achieve the objective.
- CT16: Taking decisions: Capacity to choose between different alternatives or existing forms to efficiently resolve different situations or problems.
- CT17: Teamwork: Capacity to integrate and collaborate actively with other people, areas and organizations to achieve common objectives.
- CT18: Use of New Technologies: Capacity to use efficiently new technologies related with information and communication as a tool for searching, processing and storing information and also in the development of Communicative Skills.

Specific Competencies:

- CE13. Ability to value and apply Social Responsibility, Inclusion and Diversity in the company, particularly considering Environmental Management, orientated towards the

complying with current legal requirements and also as a source of opportunity to re-enforce the image and productive process of the company.

- CE14. Capacity to communicate and negotiate effectively and professionally in business administration.
- CE22. Ability to evaluate behavior and make ethical decisions in business respecting human rights and the impact of their manufacturing activities on the environment in their own countries and the other markets in which they operate.

Learning Results:

- RA1: Acquire the capacity of knowledge and understanding of the concepts related to Personal and Professional Effectiveness, recognizing and acting on personal conflicts and solving problems independently. de
- RA2: Acquire the capacity for analysis, investigation and/or debate with students about different aspects of Personal and Professional Effectiveness (solving conflicts, professional ethics, taking decisions, self/regulation, stress management....) that show the knowledge, understanding and interaction of the fundamental principles of the subject.
- RA3: Acquire the capacity to practically resolve cases based around the subject delivering valued judgements about attitudes and behaviour interior and exterior based on established norms.
- In the table the relationship between the competences developed during the subject are shown and the learning results that are achieved inferior

Competencies	Learning outcomes
CE 22; CB3; CB5	RA1
CE 13; CE22; CB3; CB5;	RA2
CE13; CE14; CB22; CB3; CB5	RA3

4. CONTENT

UNIT ONE: PEOPLE BUSINESS AND LEADERSHIP

UNIT TWO: BUSINESS ANALYSIS

UNIT THREE: NEGOTIATION AND FORESIGHT

UNIT FOUR: MANAGEMENT AND RECRUITMENT

UNIT FIVE: STRATEGY CHANGE AND CORPORATE RESPONSIBILITY

UNIT SIX: COMMUNICATION SKILLS

5. TEACHING-LEARNING METHODOLOGIES

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

Presential classes

Case Studies

Learning based around debate

To understand the functions of managing people and the essential abilities to develop these abilities

Show why Entrepreneurial Leadership Skills are necessary in a company and also show the benefits of developing the qualities needed

The General Competencies that need to be developed for this subject are:

Personal Skills-Communication-Respect for Ethical Values- Making Decisions and Problem Solving- Leadership`

The specific Competencies that are developed in this subject are:

To apply the principles of Social Responsibility, Diversity, Inclusion, respect for human rights, the principles of equality as a source of opportunity for Business success.

To identify new trends in Business administration, capacity for Leadership to manage people, knowledge management, managing diversities.

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:

The table below outlines the distribution of educational activities and the hours needed for each one:

Learning activity	Number of hours
Classes, Lectures: Explanation of content theory/practical given in class, using audiovisual aids and encouraging class participation	30H
Teamwork to encourage the activities that are developed in groupwork and also the Project based work done in groups of 3-4 students.	40H
Case Studies, problem solving, Project Development, simulation etc.	25H
Debates and discussion, where different points of views are looked at according to the issues being discussed.	20H
Theoretical and Practical tests, oral or written, both if necessary. These tests can be short answers, developing sentences or solving Case Studies.	5H
Independent work.	30H
TOTAL	150H

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Assessment system	Weight
Knowledge Test	25%
Project	35%
Class Participation	10%
Case Studies	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 at 4.0 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 4.0 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
Classwork Why? Simon Sinek	10th February

Case Study	24th February
Classwork Innovation	4th March
Negotiation & Foresight Debate	11th March
Video Discussion	28th April
Mock Exam	26 th May
Exam	15th June

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 teacher will provide notes and other material to the students. Below is the recommended bibliography for the subject:

- Barlow, J. (2005). *Gestión del estrés*. Barcelona: Gestión 2000.
- Bayón Mariné, F. (2002). *Organizaciones y Recursos Humanos*. Madrid: Síntesis.
- Canto Ortiz, JM. (2000). *Dinámica de grupos. Aspectos técnicos, ámbitos de intervención y fundamentos teóricos*. Málaga: Aljibe.
- Cibanal JL. (2003). *Técnicas de Comunicación y Relación de Ayuda en Ciencias de la Salud*. Madrid: Elsevier.
- Coelho, P. (2012). *El alquimista*. Barcelona: Planeta.
- Covey, S. (1999). *Los 7 hábitos de la gente altamente efectiva*. Paidós Empresa.
- Darwin, C. (1946). *La expresión y las emociones en el hombre y en los animales*. Madrid: Alianza Editorial.
- Davis, F. (1997). *La comunicación no verbal*. Madrid: Alianza Editorial.
- Dolan, S. L. M., Dolan, I. S. L., & Martín, I. (2000). *Los 10 mandamientos para la dirección de personas*. Barcelona: Gestión 2000.
- Fernández Balmón, M. (2015). *Comunicación efectiva y trabajo en equipo*. España: S.A. Ediciones Paraninfo.
- Fisher, R., Ury, W. & Patton, B. (1998). *Obtenga el sí. El arte de negociar sin ceder*. Barcelona: Gestión 2000.

- Gil, F & Alcocer, CM (2004). *Introducción a la psicología de los grupos*. Madrid: Psicología Pirámide.
- Goleman, D. (1995). *Inteligencia emocional*. Barcelona: Kairós.
- Johnson, S., & Indriago, H. (2000). *¿Quién se ha llevado mi queso?* (Vol. 35). Barcelona: Urano.
- 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.

10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

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.