

Student Guide

PERSONAL AND PROFESSIONAL EFFECTIVENESS:

Course: 2018/2019

Code: 9836001111

Lecturer co-ordinator: LANCE PEDLAR

Title: ADE

School/ Faculty: SOCIAL SCIENCE

Language: English

La misión de la Universidad Europea de Madrid es proporcionar a nuestros estudiantes una educación integral, formando líderes y profesionales preparados para dar respuesta a las necesidades de un mundo global, para aportar valor en sus profesiones y contribuir al progreso social desde un espíritu emprendedor y de compromiso ético. Generar y transferir conocimiento a través de la investigación aplicada, contribuyendo igualmente al progreso y situándonos en la vanguardia del desarrollo intelectual y técnico.

INDEX

1. Basic information about the Subject/Module.....	4
2. Presentation of the subject	4
3. Competencies and Learning Results	4
4. Monitoring and Evaluation	9
4.1. Knowledge Test.....	10
4.2. Resit	10
5. Bibliography.....	11
6. How to communicate with your lecturer.....	12
7. Study Recomendations.....	13
Attachments with detailed information on the Virtual Campus.....	14

1. Basic information about the subject/módulo

ECTS	6
Character	OBLIGATORY
Language	ENGLISH
Mode	PRESENIAL
Trimester/Semester	1º SEMESTER

2. Presentation of the subject

Personal and Professional Effectiveness 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. Competencies and Learning results

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 Competencies:

- 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 intergrate and collaaborate actively with other people, áreas 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.CT2:

Specific Competencies:

- CE13. Ability to value and apply Social Responsibility in the company, particularly taking into account 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:

Competencias	Resultados de aprendizaje
CE 22; CB3; CB5	RA1
CE 13; CE22; CB3; CB5;	RA2
CE13; CE14; CB22; CB3; CB5	RA3

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

Tipo de actividad formativa	Número de horas
AF1. Classes, Lectures: Explanation of content theory/practical given in class, using audiovisual aids and encouraging class participation .	30 h
AF 2. Teamwork to encourage the activities that are developed in groupwork and also the Project based work done in groups of 3-4 students.	40 h
AF 3. Case Studies, problema solving, Project Development, simulation etc.	25 h
AF 4. Debates and discussion, where different points of views are looked at according to the issues being discussed.	20 h
AF 5. Theoretical and Practical tests, oral or written, both if necessary. These tests can be short answers, developing sentences or solving Case Studies.	5 h
AF 6: Independent work.	30 h
TOTAL	150 h

Developing competences

To develop competencies and achieve the indicated learning results we have to do the activities noted in the table below:

Resultados de aprendizaje	Actividad de aprendizaje	Tipo de actividad formativa	Contenidos
RA1; RA3	ACT1; ACT2; ACT3;	AF1; AF2; AF3; AF4; AF5; AF6	UNIT 1. INDEPENDENT WORK NEW KEY POINTS FOR UNIVERSITY TEACHING
RA1; RA3	ACT1; ACT2; ACT3;	AF1; AF2; AF4; AF5; AF6	UNIT 2. THE NEW PROFESSIONALS OF THE 21ST CENTURY ETHICAL CONCEPTS IN BUSINESS ORGANISATIONS
RA1; RA2; RA3	ACT1; ACT3; ACT4	AF1; AF2; AF3; AF4; AF5; AF6	UNIT 3. SELF-REGULATION IN YOUR PERSONAL LIFE AND PROFESSIONAL ACTIVITY
RA1; RA2; RA3	ACT1; ACT3; ACT4	AF1; AF2; AF4; AF5; AF6	UNIT 4. GROUP BEHAVIOUR. KEYS TO MANAGING TEAMWORK AND CONFLICT SOLVING

On the Campus Virtual Blackboard, when you click on the subject you can see in detail in **bold** the activities that you have to do, the start date and when you have to hand in each piece of work.

4. Monitoring and Evaluation

In the table the activities that are evaluated are shown, the criteria for each one and the mark for each activity.

Actividad evaluable	Criterios de evaluación	Peso (%)
<i>ACT.1 Classes/Lectures: Class monitoring. Participation and debate. Knowledge Acquisition. Knowledge and understanding of the subject</i>	<ul style="list-style-type: none"> • Knowledge Test 	25%
<i>ACT.2 Presentations: Group or Individual. Acquisition of competencies and skills to analyze and integrate the knowledge</i>	<ul style="list-style-type: none"> • Work/Project 	35%
<i>ACT.3 Development of investigative work Individual or in group.</i>	<ul style="list-style-type: none"> • Participation in debates and forums 	10%
<i>ACT.4 Case Studies: Real life cases with group participation to reach a solution.</i>	<ul style="list-style-type: none"> • Case Studies Analysis and Problem solving 	30%

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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. 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.

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 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.

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 resit or until a case has been opened.