

ACADEMIC YEAR: 2025/2026	PROFESSIONAL DEVELOPMENT				
	SUBJECT CODE: 15328	SEMESTER: ANNUAL	TYPE: MANDATORY		
CREDITS	8 ECTS				
STUDENT WORKLOAD	Contact Hours	Personal and/or Teamwork			
	76	122,5			
TEACHING LANGUAGE	English				
CO/PREREQUISITE	None				
SPECIALISM	ALL				
MODE OF DELIVERY	In-person				
FACULTY	BRUGAROLAS, Carles; MONTANÉ, Mireia; PONTI, Franc; VELASCO, Ferran; VOS, Koos.				
COURSE DESCRIPTION	<p>In the context of a global, extremely competitive and highly volatile business environment, organisations are facing a permanent struggle in order to become more adaptive, innovative and customer focused. As a result, more people will have to assume responsibility for making important business decisions, hence exercise true leadership. So, more than ever leadership at all levels will make the difference between success and failure. The Professional Development Plan (PDP) subject consists of four residential training modules of 2 days each. EADA's philosophy on leadership development follows an inside-out approach: we sustain that the foundation for effective leadership resides inside ourselves. In order to lead other people effectively, we first need to develop the capability to influence and manage effectively ourselves.</p>				
LEARNING OUTCOMES	KNOWLEDGE	RAK3	Identify different leadership theories and models and their applicability in different contexts.		
		RAK4	Recognize the importance of diversity and inclusion in the workplace to create an engaging environment that values individual differences.		
	SKILLS	RAS4	Plan personal professional development using self-assessment techniques to enhance career progression and lifelong learning.		
		RAS5	Implement team engagement strategies, considering gender differences and diversity criteria.		
		RAS6	Demonstrate advanced presentation and writing skills adapted to diverse audiences in specialised contexts.		
	COMPETENCES	RAC3	Develop advanced leadership skills to manage teams inclusively and effectively in a technological environment, focusing on innovation.		
		RAC4	Foster creativity and innovation, guiding multidisciplinary and diverse teams in face-to-face or digital environments.		
		RAC5	Navigate effectively through the different phases of a negotiation process.		
SDGS ADDRESSED	<table border="0"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> SDG 1 – No Poverty <input type="checkbox"/> SDG 2 – Zero Hunger <input type="checkbox"/> SDG 3 – Good Health and Well Being <input checked="" type="checkbox"/> SDG 4 – Quality education <input checked="" type="checkbox"/> SDG 5 – Gender equality <input type="checkbox"/> SDG 6 – Clean water and sanitation <input type="checkbox"/> SDG 7 – Affordable and clean energy <input checked="" type="checkbox"/> SDG 8 – Decent work and economic growth <input checked="" type="checkbox"/> SDG 9 – Industry, Innovation, Technology and Infrastructure </td> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> SDG 10 – Reduced inequality <input type="checkbox"/> SDG 11 – Sustainable cities and communities <input type="checkbox"/> SDG 12 – Responsible consumption and production <input type="checkbox"/> SDG 13 – Climate action <input type="checkbox"/> SDG 14 – Life below water <input type="checkbox"/> SDG 15 – Life on land <input checked="" type="checkbox"/> SDG 16 – Peace, justice and strong institutions <input checked="" type="checkbox"/> SDG 17 – Partnerships for the goals </td> </tr> </table>			<input type="checkbox"/> SDG 1 – No Poverty <input type="checkbox"/> SDG 2 – Zero Hunger <input type="checkbox"/> SDG 3 – Good Health and Well Being <input checked="" type="checkbox"/> SDG 4 – Quality education <input checked="" type="checkbox"/> SDG 5 – Gender equality <input type="checkbox"/> SDG 6 – Clean water and sanitation <input type="checkbox"/> SDG 7 – Affordable and clean energy <input checked="" type="checkbox"/> SDG 8 – Decent work and economic growth <input checked="" type="checkbox"/> SDG 9 – Industry, Innovation, Technology and Infrastructure	<input checked="" type="checkbox"/> SDG 10 – Reduced inequality <input type="checkbox"/> SDG 11 – Sustainable cities and communities <input type="checkbox"/> SDG 12 – Responsible consumption and production <input type="checkbox"/> SDG 13 – Climate action <input type="checkbox"/> SDG 14 – Life below water <input type="checkbox"/> SDG 15 – Life on land <input checked="" type="checkbox"/> SDG 16 – Peace, justice and strong institutions <input checked="" type="checkbox"/> SDG 17 – Partnerships for the goals
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TEACHING METHODS	<input checked="" type="checkbox"/> AF01-Lectures <input type="checkbox"/> AF02-Videos or videoconferences <input type="checkbox"/> AF03-Discussion groups or forums <input type="checkbox"/> AF04-Multimedia production <input checked="" type="checkbox"/> AF05-Reading texts and preparing reports. <input type="checkbox"/> AF06-Analysis of data or processes <input type="checkbox"/> AF07-Search for bibliographic information <input type="checkbox"/> AF08-External visits <input type="checkbox"/> AF09-Internships at centers or companies <input checked="" type="checkbox"/> AF10-Applied activities or exercises <input type="checkbox"/> AF11-Elaboration of glossaries or wikis <input checked="" type="checkbox"/> AF12-Roleplay and simulations <input checked="" type="checkbox"/> AF13-Workshops or seminars	<input type="checkbox"/> AF14-Practical or laboratory activities <input checked="" type="checkbox"/> AF15- Personal study of contents <input type="checkbox"/> AF16- Development and synthesis <input type="checkbox"/> AF17- Intervention, research or interviews <input checked="" type="checkbox"/> AF18- Practical analysis of cases <input type="checkbox"/> AF19- Online interactive activities <input checked="" type="checkbox"/> AF20- Oral presentations <input type="checkbox"/> AF21- Exams or tests <input type="checkbox"/> AF22- Correction of exercises and follow-up <input type="checkbox"/> AF23- Portfolios or reflective diaries <input type="checkbox"/> AF24-Tutorials <input type="checkbox"/> AF25-Others
STUDENT ASSESSMENT	SE01 - Class Participation SE02 - Continuous monitoring of work SE04 - Written Examination	(30% min - 40% max) (10% min - 50% max) (10% min - 50% max)
GRADING SYSTEM	Please refer to the Academic Regulations for the grading system used in the Programme and further details and for information concerning absences, participation in class, plagiarism, etc.	

15328 SUBJECT RUBRIC

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ILO Code	ILO Description	Weight %	Exemplary (100%-85%)	Proficient (84%-65%)	Developing (65%-50%)	Beginning (<50%)
RAK3	Identify different leadership theories and models and their applicability in different contexts.	10%	Identifies ≥3 theories, articulates core principles, critically compares applicability across ≥2 real-world scenarios	Identifies 2 theories, explains principles, applies to one scenario	Mentions 1 theory or confuses models, superficial application	Fails to correctly identify theories
RAK4	Recognize the importance of diversity and inclusion in the workplace to create an engaging environment that values individual differences.	10%	Provides comprehensive rationale, links inclusion to engagement, proposes ≥2 evidence-based strategies with examples	Describes why inclusion matters, lists benefits, suggests basic strategies	Acknowledges diversity but lacks clear rationale or strategies	No clear understanding or strategies
RAS4	Plan personal professional development using self-assessment techniques to enhance career progression and lifelong learning.	15%	Designs a plan incorporating ≥2 tools (e.g., SWOT, 360° feedback), sets SMART goals, timelines, resources, and checkpoints	Uses one self-assessment, sets mostly SMART goals, basic timeline	Reflects informally, goals are vague or non-SMART, timeline missing	Incomplete plan, no assessment or goals
RAS5	Implement team engagement strategies, considering gender differences and diversity criteria.	15%	Proposes ≥3 evidence-based engagement tactics, integrates gender/diversity lens, details implementation steps and contingency plans	Outlines 2 engagement ideas, acknowledges diversity/gender, basic implementation outline	Lists some tactics, superficial diversity consideration	Minimal tactics, no diversity lens
RAS6	Demonstrate advanced presentation and writing skills adapted to diverse audiences in specialized contexts.	15%	Delivers highly engaging, well-structured presentation; uses visuals and language tailored to audience; written report is polished, well organized, with professional tone	Clear presentation with minor structure or tailoring issues; report is organized, few errors, appropriate tone	Presentation lacks clear adaptation or structure; report has several errors	Presentation and writing fail basic standards
RAC3	Develop advanced leadership skills to manage teams inclusively and effectively in a technological environment, focusing on innovation.	12%	Leverages technology tools to foster inclusion, mentors peers, launches innovative team initiatives, monitors outcomes	Applies some tech tools, encourages inclusion, limited innovation examples	Basic leadership actions, minimal tech integration	Struggles with leadership or tech use
RAC4	Foster creativity and innovation, guiding multidisciplinary and diverse teams in face-to-face or digital environments.	12%	Facilitates ideation sessions, uses creativity techniques, coordinates hybrid teams, harnesses diversity for breakthrough ideas	Uses one ideation method, moderate facilitation, works in one setting	Limited creativity support, shallow facilitation	No creativity facilitation evident
RAC5	Navigate effectively through the different phases of a negotiation process.	11%	Prepares thoroughly, manages all negotiation phases seamlessly, employs advanced tactics, secures win-win outcomes, reflects on lessons learned	Covers major phases, uses standard tactics, reaches agreement, some reflection	Misses phases or tactics, partial outcome	Little to no structure, no agreement