

1. OVERVIEW

Subject Area	Ethics and Professional Efficiency
Degree	Bachelor's Degree in Business Analytics
School/Faculty	Faculty of Economics, Business, and Communication Sciences
Ac. Year	2nd
ECTS	6 ECTS
Type	Compulsory
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	Second semester (4th)
Academic Year	2024-25
Coordinating professor	Léon María Rivas

2. INTRODUCTION

Organisations need their professionals to be able to make “accurate” decisions. The criteria to keep in mind in professional practice to ensure correct management include aspects such as efficiency and profitability, as well as the impact that decisions have on people, organisations and society as a whole. That is, the ethical dimension has to be addressed.

On one hand, the conflicts that may arise from the impacts on various stakeholders must be analysed by professionals, with solid arguments based on rigorous and truthful information. On the other hand, professionals must know how to form responses for a fruitful and respectful solution.

The aim of this subject area is to train students to identify the ethical dimension in the professional field and, at the same time, to equip them with tools for correct decision-making.

3. SKILLS AND LEARNING OUTCOMES

Basic skills (CB, by the acronym in Spanish):

- CB4: Students can convey information, ideas, problems and solutions to both specialist and non-specialist audiences.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT1: Ethical values: Ability to think and act in line with universal principles based on the individual's value, contributing to his/her full development and involving commitment to certain social values.
- CT3: Group work: Ability to integrate oneself and collaborate actively with other people, departments and/or organisations to achieve shared objectives.

Specific skills (CE, by the acronym in Spanish):

- CE11: Ability to assess and apply a company's social responsibility principles, paying particular attention to environmental management, orientated towards compliance with the current legislation and as an opportunity to reinforce the company's image and production process.
- CE30: Ability to work and perform in multidisciplinary and multicultural teams, combining information from diverse backgrounds for an optimal outcome.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: To analyse cases related to their professional activity from an ethical point of view, making decisions and defending them rationally.
- RA2: Discern in the face of an ethical dilemma by means of reasoned and justified arguments.
- RA3: Recognise and take on consequences that result from their own and others' actions.
- RA4: Make valuable judgements on one's own attitudes and behaviours, as well as those of others, based on the standards set.
- RA5: Apply ethical principles related to sustainability values in personal and professional behaviours.
- RA6: Access and critically select necessary information and resources.
- RA7: Understand the legal, economic and social aspects related to the use of information, and access and use the information in an ethical and legal manner.
- RA8: Effectively apply information, resources and one's own knowledge to fulfil a specific purpose.
- RA9: Use information, resources and technologies independently to achieve the learning objectives.
- RA10: Use resources sustainably and prevent negative impacts on natural and social environments.
- RA11: Participate and collaborate actively in work groups.
- RA12: Solicit ideas and opinions for joint decisions and plans.
- RA13: Take on shared responsibilities in group projects.
- RA14: Recognise and deal with interpersonal conflicts.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

Skills	Learning outcomes
CT1, CE11	RA1, RA2, RA3, RA4, RA5
CB4	RA6, RA7, RA8, RA9, RA10
CT3, CE30	RA11, RA12, RA13, RA14

4. CONTENTS

- Ethical approaches in different fields of professional activity.
- Introduction to the bibliographic searches: Identification, selection of sources and appointment management.
- Key skills to organising and managing work teams.

These are developed in the following units:

Unit 1: Key skills to organising and managing work teams.

- Topic 1. What are social skills?
- Topic 2. Active listening and empathy.
- Topic 3. Feedback.
- Topic 4. Assertiveness.

Unit 2: Introduction to the bibliographic searches: Identification, selection of sources and appointment management

- Topic 1. Foundations of information processing and their sources
- Topic 2. The use of technology in data and information processing
- Topic 3. Ethical dilemmas linked to information processing

Unit 3: Ethical approaches in different fields of professional activity

- Topic 1. Introduction and history of ethics.
- Topic 2. Justice. Human rights.
- Topic 3. Ethics and Economic.
- Topic 4. Ethics and Business. Corporate Social Responsibility

5. TEACHING/LEARNING METHODS

The types of teaching-learning methods are as follows:

- Lecture / Web conference
- Case studies
- Challenge Based Learning (CBL)

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

Type of learning activity	Number of hours
Tutorials	10
Asynchronous	24
Asynchronous lectures	10
Debates and discussions	15
Case studies	25
Writing reports and papers	12
Independent working	50

Knowledge tests	4
TOTAL	150 h

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

Assessment system	Weighting
Oral presentations	10%
Case study/problem scenario	50%
Learning portfolio (Knowledge test)	40%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessment activities, including the deadlines and assessment procedures for each activity.

7.1 Ordinary exam period

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, it is necessary that you obtain a grade higher than or equal to 4.0 in the final exam, so that it can be averaged with the rest of the tasks.

7.2 Extraordinary exam period (resits)

To pass the subject area in the ordinary exam period you must obtain a grade higher than or equal to 5.0 out of 10.0 in the final grade (weighted average) for the subject area.

In any case, it is necessary that you obtain a grade higher than or equal to 4.0 in the final exam, so that it can be averaged with the rest of the tasks.

Tasks not passed in the ordinary exam period, or those not delivered, must now be delivered after having received the relevant corrections to them by the teacher.

8. TIMELINE

The timeline with delivery dates of assessable tasks in the subject area is indicated in this section:

Assessable tasks	Date
Introduction to the subject area Activity 1. Role Play. Feedback	Weeks 1-3
Activity 2. Assertiveness techniques and conflict resolution	Weeks 4-6
Activity 3. Analysis of documentation	Weeks 7-9
Activity 4. Ethical dilemmas linked to information processing	Weeks 10-12

Activity 5. Social Responsibility case study	Weeks 13-15
Activity 6. Final test	Weeks 16-17

The timeline may be subject to modifications for logistical reasons. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

Learning Unit 1:

- BALLESTER, R. Y GIL, M. D. (2002). *Habilidades sociales*. Madrid: Editorial Síntesis.
- CÓRCOLES, A. (2008). *Ponte en su lugar. Empatía*. Madrid: Fundación Confemetal.
- CASTANYER, O. (2009). *La asertividad expresión de una sana autoestima*. Bilbao: Editorial Desclée de Brouwer S. A.
- FRITZEN, S.J. (1987). *La ventana de Johari*. Santander: Sal Terrae.
- PALOMO VADILLO, M^a T. (2013). *Liderazgo y motivación de equipos de trabajo*. Madrid: ESIC Editorial. 8^a edición.

Learning Unit 2:

- ARCE GÓMEZ, C. (2009). *Plagio y derechos de autor*. El Foro.
- ARROYO, A. Y VAQUERO, E. (2004). *La ética en el uso de la información privilegiada*. Madrid: Universidad Pontificia Comillas.
- COLMENAREJO, R. (2018). "Ética aplicada a la gestión de datos masivos". *Anales de la Cátedra Francisco Suárez*. núm. 52, 113-129.

Learning Unit 3:

- ARISTÓTELES (2009). *Ética a Nicómaco, estudio preliminar de Salvador Rus Rufino*. Madrid: Tecnos.
- AYLLÓN, J. R. (2006). *Introducción a la ética*. Madrid: Palabra.
- CORTINA, A. (2009). *Ética mínima*. Madrid: Tecnos.
- QUERALTÓ R. (2008). "Mutación de la ética en la sociedad tecnológica contemporánea. Ética y felicidad humana". *Ludus Vitalis* XVI (30): 165-196.
- ROMERO MUÑOZ, J. (2017). "Ciberética como ética aplicada: una introducción". *Dilemata*. Núm. 24. pp. 45-63
- SAVATER, F. (1995). *Diccionario filosófico*. Barcelona: Planeta.
- WALZER, M. (2010). *Pensar políticamente*. Barcelona: Paidós.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit 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@universidadeuropea.

11. STUDENT SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, the degree and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the degree.

Many thanks for taking part.