

1. BASIC DATA

Subject	Ethics and professional effectiveness
Title	Degree in Marketing
School/Faculty	Social Sciences
Course	1
ECTS	6 ECTS
Character	Mandatory
Languages	English
Modality	In presence
Semester	First
Academic course	2025/2026
Coordinating teacher	Lorena Pérez Alfonso
Teacher	M.Ángeles Casabó Ortí

2. PRESENTATION

The ethics and professional effectiveness course goal is to raise awareness of the Sustainable Development Goals (SDG) applicable to business and companies and to provide students with basic knowledge regarding the ethical dilemmas they may encounter and the relationship with Corporate Social Responsibility.

The course provides students with the essential human values to establish and achieve personal growth and excellence in business.

Likewise, it provides students with the theoretical foundations necessary for ethical issues to be part of their analysis and behaviour in business and company formation, and specifically those concepts that are related to Corporate Social Responsibility and business ethics. that are deeply analyzed.

3. COMPETENCES AND LEARNING OUTCOMES

Basic skills:

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

Transversal skills:

- CT02 - Autonomous learning: Set of skills to select search, analysis, evaluation and management strategies for information from diverse sources, as well as to independently learn and put into practice what has been learned.
- CT03 - Teamwork: Ability to integrate and collaborate actively with other people, areas and/or organizations to achieve common objectives.
- CT04 - Written communication / Oral communication: Ability to transmit and receive data, ideas, opinions and attitudes to achieve understanding and action, oral being what is done through words and gestures and, written, through writing and/or graphic aids.
- CT08 - Entrepreneurial spirit: Ability to take on and carry out activities that generate new opportunities, anticipate problems or involve improvements.

Specific competencies:

- CE06 - Faculty of applying the communication concepts necessary to generate effective messages, using the appropriate channels and adapting to the target audience.
- CE07 - Ability to apply the technical tools used in market studies and take them as criteria in decision-making, respecting fundamental rights and equality between men and women.
- CE08 - Ability to interpret the arguments contained in the briefings and produce marketing actions aimed at covering and satisfying the needs of the target audience.
- CE10 - Ability to apply techniques that, oriented towards marketing, allow the company to undertake and lead in a manner that is respectful of democratic values.

Learning outcomes:

- RA1 - Analyse cases related to your professional activity from an ethical point of view, making decisions and defending them rationally.
- RA2 - Discern an ethical dilemma through reasoned and justified arguments.
- RA3 - Recognize and assume the consequences derived from one's own and others' actions.
- RA4 - Make value judgments about your own and others' attitudes and behaviors based on established norms.
- RA5 - Use information, resources and technologies with autonomy to achieve their learning objectives.
- RA6 - Apply theoretical knowledge to professional practice.
- RA7 - Solve problems based on premises or information.
- RA8 - Show sufficiency when considering new problems and finding solutions to them autonomously.
- RA9 - Actively participate and collaborate in work teams.
- RA10 - Request ideas and opinions for making decisions and joint plans.

- RA11 - Assume shared responsibilities in common projects.
- RA12 - Recognize and act in the face of interpersonal conflicts.

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

Competencies	Learning outcomes
CB4	RA1 -Analyse cases related to your professional activity from an ethical point of view, making decisions and defending them rationally. Discern an ethical dilemma through reasoned and justified arguments. RA6 -Apply theoretical knowledge to professional practice RA12 -Recognize and act in the face of interpersonal conflicts RA2 -Discern an ethical dilemma through reasoned and justified arguments.
CT02	RA5 -Use information, resources and technologies autonomously to achieve your learning objectives
CT03	RA9 -Actively participate and collaborate in work teams RA10 -Request ideas and opinions for decision-making and joint plans RA11 -Assume shared responsibilities in common projects
CT04	RA4 -Make value judgments about your own and others' attitudes and behaviors based on established norms
CT08	RA6 -Apply theoretical knowledge to professional practice
CE06	RA7 -Solve problems based on premises or information
CE07	RA8 -Show sufficiency when considering new problems and finding solutions to them autonomously.
CE08	RA4 -Make value judgments about your own and others' attitudes and behaviors based on established norms
CE10	RA3 -Recognize and assume the consequences derived from one's own and others' actions

4. CONTENTS

- Unit 1: Ethical approaches in the different spheres of professional activity.
- Unit 2: Autonomous learning and self-regulation in personal life and professional practice.
- Unit 3: Management of resources, information and technology.
- Unit 4: Keys to organize and manage teamwork.
- Unit 5: How to manage conflicts.

5. TEACHING-LEARNING METHODOLOGIES

Below are the types of teaching-learning methodologies that will be applied:

- Case method
- Problem Based Learning (PBL)
- Project based learning

6. FORMATION ACTIVITIES

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

Face-to-face modality:

Training activity	Number of hours
Tutorships	12
Master classes	12
Asynchronous master classes	10
Autonomous work	40
Oral Presentations	20
Case analysis and problem resolution	20
Knowledge test	3
Debates and discussion	15
Review and analysis of materials	18
Total	150

7. ASSESSMENT

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

Face-to-face modality:

Evaluation system	Weight
Knowledge tests	25
Case/problem	30
Projects	30
Performance observation (attendance ratio)	15

In the Virtual Campus, when you access the subject, you will be able to consult in detail the evaluation activities that 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 session you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

7.2. Extraordinary call

To pass the subject in an extraordinary session you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

The activities not passed in the ordinary call must be submitted, after having received the corresponding corrections from the teacher, or those that were not submitted.

8. SCHEDULE

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

Evaluable activities	Date
Analysis of practical cases. Class debate	September to December
Press news analysis: unethical vs. ethical actions. Presentation in class	October
Collaborative Summary Enron Case	October November
Corporate Social Responsibility Analysis: corporate and sustainability reports	November December
Knowledge test	January

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 work for monitoring the subject are the materials provided by the lecturer and available on the virtual campus.

Recommended bibliography is indicated below:

IN SPANISH:

- ARMSTRONG, G., KOTLER, P., ZEPEDA, AM, PÉREZ, MDPC, ARROYO, JC, & MILLING, HA (2013). Fundamentals of Marketing.
- CAMPS (2013), Victoria, Brief history of ethics, RBA, Barcelona.
- CASABÓ-ORTÍ, MA (2021). Marketing medioambiental a través del análisis de iniciativas empresariales españolas recientes: balance sobre autorregulación y compromiso organizacional sostenible. *Revista de Marketing y Publicidad*, 61-84.
- CORTINA, Adela (2013) What is ethics for? Planet.
- GAARDER, Joastein, (1999) Sofia's world, Siruela, Oslo.
- DE CRESCENDO, Luciano (1987), History of Philosophy, Seix Barra. Barcelona.
- MORRIS, Toro (2006) If Aristotle ran Generals Motors, Planet
- FRENCH, Pedro (2003). Ethical codes in business, Madrid, Pirámide
- FERRELL, OC, & HARTLINE, MD (2018). Marketing strategy. Cengage Learning Publishers.
- PHILLIPS, CHRISTOPHER, (2005) Six questions of Socrates, Taurus.
- POLO, Jose María, (2009) Best Practices, Active Company, Barcelona.
- RUSELL, Bertrand, (2010) History of Western Philosophy, Madrid, Volume I and Volume II, Austral.
- SAVATER Fernando (1998) The ethical dimension of the company, Bogotá.

IN ENGLISH:

- CONRAD, C. A. (2022). *Business ethics-a philosophical and behavioral approach*. Springer Nature.
- G3. Sustainability Reporting Guidelines. In: <https://www.mas-business.com/docs/G3.1-Guidelines-Incl-Technical-Protocol.pdf>
- HASSAN, S. M., RAHMAN, Z., & PAUL, J. (2022). Consumer ethics: A review and research agenda. *Psychology & Marketing*, 39(1), 111-130.
- KAUFFMAN, K. (2013). Legal ethics. Cengage Learning.
- MILNER, J., MILNER, T., MCCARTHY, G., & DA MOTTA VEIGA, S. (2023). Leaders as coaches: Towards a code of ethics. *The Journal of Applied Behavioral Science*, 59(3), 448-472.
- MUTHU, S. S. (2017). Textiles and clothing sustainability. *Recycled and Upcycled Textiles and Fashion*. Singapore, Springer.
- SHER, S. (2011). A framework for assessing immorally manipulative marketing tactics. *Journal of Business Ethics*, 102, 97-118.
- SUBRAMANIAN, R. (2013). *Professional ethics*. New York: Oxford University Press

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion 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 the equalization of opportunities.

This Unit offers students:

Accompaniment and monitoring by providing personalized advice and plans to students who need to improve their academic performance.

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 needs for educational support, thereby pursuing equity of opportunities for all students.

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

Vocational guidance by providing tools and advice to students with vocational doubts or who believe they have made a mistake in choosing a degree.

Students who need educational support can write to us at:

orientacioneducativa.uev@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 regarding 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.

SUBJECT WORK PLAN

HOW TO COMMUNICATE WITH YOUR TEACHER

When you have a question about the contents or activities, don't forget to write it in the forums of your subject so that all your classmates can read it.

It's possible that someone has the same question as you!

If you have any questions exclusively addressed to the teacher, you can send them a private message from the Virtual Campus. Additionally, in case you need to delve deeper into a topic, you can arrange a tutoring session.

It is advisable that you regularly read the messages sent by students and teachers, as they constitute another way of learning.

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SCHEDULE OF ACTIVITIES

This section indicates the schedule of training activities, as well as the delivery dates of the evaluable activities of the subject:

Week	Contents	Training/evaluable activities	Weight in the evaluation of evaluable activity
All	CSR, sustainability reports, ethical marketing and team organization (topics 1 to 5)	Activity 1: analysis of practical cases/debates (performance observation)	15%
4th week of October	CSR and ethics in companies (topic 1)	Activity 2: analysis of press news	20%
1st week of November	CSR, consequences and stakeholders (topic 1 and 2)	Activity 3: group study of the Enron Case and class debate	10%
3rd week of November	Ethics, CSR, quality certificates, decision making and team management (topic 1 to 5)	Activity 4: final project: company analysis: corporate and sustainability reports	30%

This schedule may undergo modifications that will be notified to the student in a timely manner.

DESCRIPTION OF EVALUATION ACTIVITIES

ACTIVITY 1: Analysis of practical cases. Discussion in class.

In each unit, real practical cases will be discussed on the topics of each unit:

- Make value judgments from an ethical perspective
- Solution strategies
- Solve problems based on premises or information

ACTIVITY 2: Press news analysis: unethical vs. ethical actions

Look for a press report of unethical or unethical business action. Explain in a report (maximum 2 pages) and present in class (debate) the following points:

- What were the ethical problems?
- Was there another way to have acted?
- Is there more news from this company about ethical behavior?
- Does it agree with the company's corporate image?
- Conclusions

ACTIVITY 3: Group study of the Enron case and class debate. In teams of 4 people, prepare a report (maximum 2 sheets) that explains the following points:

- What were the ethical problems?

- Was there another way to have acted?
- Choose a scene. Because?
- Conclusions

ACTIVITY 4: Individual final project subject: Company CSR analysis (report and presentation)

- General explanation of company characteristics: contextualization
- Characteristics and description of corporate and sustainability reports
- Actions/measures that demonstrate that it is an ethically responsible company / it is not
- Ethical policies that affect stakeholders
- What concepts related to ethics do we find in the memoirs?
- How each Component/StakeHolder satisfies
- Press news that demonstrates your CSR
- Personal opinion about your CSR
- Communication strategies

KNOWLEDGE TEST

Test (4.5) + 2 short questions (1.5) + practical question (2.5)=10

RUBRICS OF EVALUABLE ACTIVITIES

	Needs improvement (less than 5)	Good (between 5 and 7)	Remarkable (7 to 9)	Outstanding (more than 9)
Activity 1,2 3 and 4				
Understanding concepts covered	He has not internalized the concepts and does not know how to apply them to simple cases	Has internalized simple concepts and knows how to apply them to practical cases	Has internalized ambiguous concepts and knows how to apply them to practical cases	Has internalized ambiguous and complex concepts and knows how to apply them with ease to practical cases
Analysis capacity	Does not take into consideration the ethical dimension	It takes into consideration the ethical dimension, but not of all the agents involved	Takes into consideration the ethical dimension of all the agents involved	Analyze each case with a broad vision of ethics and how it influences each agent
Critical capacity and use of appropriate terminology	Does not have capacity criticize or use terminology properly	It has some critical capacity, but doubt in the use of terminology	Has capacity criticize and use correctly the terminology, but there are hesitations	Has capacity criticize and use correctly the terminology

Stake	Does not participate in debates	Participates little in class	Actively participate in class	Actively participate in class with information that adds value to classmates
Client-oriented and appropriate reports in substance and form	The reports are not correctly structured, do not have a cover, have spelling mistakes and are not professional	The reports are correctly structured, but without a professional image	The reports are correctly structured, with a logical order, but without a professional image	The reports are correctly structured, with a logical and clear order, presenting a professional image
Autonomous learning and self-regulation in personal life and professional practice	There is no autonomous learning or application of ethics to personal and professional life	Learn independently and apply ethics, in basic issues, to personal and professional life	Learn independently and apply ethics to personal and professional life	Learn independently and apply ethics, considering all its nuances, to personal and professional life
Activity 3 (in addition to the previous items)				
Teamwork	All members of the group agree that the contributions of the student being evaluated have been little or none.	The majority of classmates show complaints about the contributions to the group of the student being evaluated	The majority of classmates show agreement about the contributions to the group of the student being evaluated	All group members indicate that they are satisfied with the collaboration and contributions of the entire group.

PLAGIARISM REGULATION

In accordance with the disciplinary regulations for students of the European University:

- Plagiarism, in whole or in part, of intellectual works of any type is considered a very serious offense.
- Very serious offenses related to plagiarism and the use of fraudulent means to pass the evaluation tests will result in the loss of the corresponding call, as well as the reflection of the offense and its reason in the academic record.