

**TECHNICAL SHEET OF THE SUBJECT**

Data of the subject	
Subject name	Business in the Global Environment
Subject code	E000012907
Main program	Bachelor's Degree in Business Administration and Management
Involved programs	Grado en Administración y Dirección de Empresas (E-2) [Third year] Grado en Administración y Dirección de Empresas con Mención en Internacional (E-4) [Third year] Grado en Administración y Dirección de Empresas (E-2) - en inglés [Third year]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	6,0 ECTS
Type	Optativa (Grado)
Department	Departamento de Marketing
Coordinator	Victoria Labajo
Schedule	Tuesday & Thursday 10.00 to 12.30 h
Office hours	to be agreed by email with the lecturer of the course
Course overview	This course develops the current changes in the global business environment caused mainly by rapid and disruptive technological advances and the consequences of globalization, vectors for the development of political, socio-cultural and economic changes. It aims to provide a comprehensive yet lucid view of current socio-economic realities, the latest technological developments, underlying political currents and the problems and challenges (migration, climate change, circular economy, populisms, global health crises) faced by organizations and institutions both globally and locally.

Teacher Information	
Teacher	
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SPECIFIC DATA OF THE SUBJECT

Contextualization of the subject
Contribution to the professional profile of the degree
Global business environment is presented as a cross-cutting and interdepartmental course that is key to understanding and contextualizing the main phenomena that affect companies and organizations in a global, technological, volatile and climate emergency environment, all from the perspective of sustainability as a pillar of the Identity and Mission of Pontificia Comillas University.
Prerequisites
n/a



Competencies - Objectives

Competences

GENERAL COMPETENCIES

CG2 Ability to manage information and data from different sources to make a critical analysis and a correct diagnosis of the business reality.

- RA1. From the information and data obtained from different sources, identifies business problems determining their origin/causes.
- RA2. Is able to carry out this diagnostic process by giving and receiving assertive feedback, which helps to increase integration and confidence in work teams.

CG6 Make an ethical and committed statement on environmental, social and corporate governance issues that regulate a new business scenario.

- RA1. Identify in exercises and case studies the professional actions that correspond to ethical values.
- RA2. Establish the limits of integrity behavior that regulate the new business scenario.

CG7 Recognize the richness of diversity and multiculturalism of people and approaches to business reality, being able to develop and communicate in different contexts ideas, projects, reports, solutions and problems, in a constructive climate of respect for others.

- RA1. Argue independently and critically about different concepts and theories, appreciating the breadth and value of different perspectives with intercultural awareness and global perspective.
- RA2. Prepare professional projects and reports with rigor and precision, transmitting them with fluency and clarity, in different business and cultural environments.

CG9 Show initiative in managing the entrepreneurial process with resolution and effectiveness in business contexts and situations, in order to transform ideas into actions.

- 1. RA1 Identify and create new ways to apply acquired knowledge to solve practical problems by adopting original approaches.
- 2. RA2 Takes on new challenges realizing the opportunities offered in the economic environment.

SPECIFIC COMPETENCIES

CEOPT1 Understand the influence that the global sustainability paradigm can have on the role that companies play in society and the way they are managed.

- RA1. Become familiar with sustainability transitions as an area of knowledge that is emerging in response to the environmental, social and economic challenges associated with the dominant socioeconomic paradigm.
- RA2. Understand the key implications and challenges of the paradigm shift for the concept of business and business management.
- RA3. Be able to evaluate business experiences from the paradigm of global sustainability and to generate their own proposals.



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Syllabus
2026 - 2027

THEMATIC BLOCKS AND CONTENTS

Contents - Thematic Blocks

Topic 1. The global economic and geopolitical environment

Objective: To understand how the international economic environment in which companies operate is shaped and how geopolitical and economic changes affect markets and business decisions

Topic 2. Major global challenges and sustainability

Objective: To understand the main environmental and social challenges affecting economic development and how they drive changes in business activity

Topic 3. Digital transformation of the economy and the company

Objective: To analyze how digitalization is transforming markets, business models, and company organization

Topic 4. Change in markets: new consumers and investors

Objective: To explore how social, technological, and environmental changes are transforming the behavior of consumers and investors

Topic 5. The company facing the new global scenario

Objective: To analyze how companies adapt their strategies and management models to changes in the global environment

TEACHING METHODOLOGY

General methodological aspects of the subject

The aim is for the student to be able to understand and assess the implications of the phenomena studied on business. To this end, the methodology is based on a combination of lectures and practical classes through cases, seminars/workshops, debates, etc. and handling information from diverse sources, in activities to be developed both individually and in groups. Using a methodology based on a combination of lectures and practical sessions – through case studies, seminars/workshops, debates, etc., and by analysing information from a variety of sources in activities carried out both individually and in groups – the aim is for students to be able to understand and assess the business implications of the phenomena studied. A substantial part of the assessment consists of a final group project, which counts as an examination, developed through challenges set in the classroom and which will be the subject of an oral presentation by the students.

Use of devices in the classroom:

The use of both mobile phones/smartphones and laptops during sessions is expressly and generally prohibited, without prejudice to the lecturer giving specific instructions for their use, particularly for uploading activities to the Moodle platform after they have been completed in class.

AI policy:

The use of ChatGPT or other AI-based tools in a way that replaces the process of analysis, reflection or problem-solving—which forms the core of learning—is prohibited, as such use would seriously compromise the ability of these assessment systems to evaluate students' acquisition of the subject-specific competences.



However, at the start of each challenge, the lecturer will provide explicit guidance on the use of these tools in the context of the activities to be carried out; such use will be subject to a declaration by the students, setting out the specific purposes in each case and the prompts used.

SUMMARY STUDENT WORKING HOURS

Presencial Hours			
Expositive Lessons	Exercises and case and problem solving	Seminars and workshops	Public exposition of topics or assignments
<u>26</u>	<u>10</u>	20	<u>4</u>
Non Presencial Hours			
Individual and/or group study and organized reading	Exercises and case and problem solving		
<u>40</u>	<u>10</u>	40	
CRÉDITOS ECTS: 6 (150 horas)			

EVALUATION AND CRITERIA

Evaluation systems	Competencies/criteria	weight
Group project based in challenges	CG2, CG6, CG7, CEOPT1	50
Continuous assessment tests	CG2, CG6, CG9, CEOPT1	10
Evaluation of individual work and activities	CG2, CG6, CG7, CG9, CEOPT1	20
Monitoring of group work in the classroom	CG6, CG7, CG9, CEOPT1	10
Active participation of the student in class	CG6, CG7	10

Ratings

To pass the course, students must achieve a minimum mark of 5 in both the final group project and the continuous assessment activities, and must attend classes regularly.

Students who have not achieved this minimum mark in any of these components must sit a case-study-style examination during the supplementary examination period; 100 per cent of their mark will be based on the result of this examination. Similarly, for students repeating the module in a subsequent academic year or those on the ICADE OUT programme, the mark will be based solely on the result of the examination.

The misuse of ChatGPT or any other AI-generated tool will be considered a serious offence, in accordance with the University's General



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Regulations, Article 168.2.e: "carrying out actions intended to falsify or defraud the academic performance assessment systems". The consequences of this will be "temporary expulsion for up to three months or a ban on sitting examinations in the next examination period following the imposition of the sanction, in one or more of the modules in which the student is enrolled, [...] in addition to receiving a fail mark (0) in the relevant module, [...] [and] a ban on sitting the examination for that subject in the next examination session".

BIBLIOGRAPHY AND RESOURCES

Basic Bibliography

Given the specific characteristics of the subject and the changing nature of the specific topics covered in each year, the bibliography for each block will be provided by the professors.

Complementary Bibliography

- Morrison, J. (2023, 6th ed). The Global Business Environment. Sustainability in the Balance. Bloomsbury publishing.
- Gaspar J.; Kolari J., Smith, K.; Bierman, L.; Smith, M. & Arreola-Risa, A (2022, 3rd ed). Understanding the International Environment & Global Business. Cengage Learning.
- Tsalis, T. A.; Malamateniou, K. E.; Koulouriotis, D. & Nikolaou, I. E. (2020). New challenges for corporate sustainability reporting: United Nations' 2030 Agenda for sustainable development and the sustainable development goals. *Corporate Social Responsibility and Environmental Management*, 27(4), 1617-1629.
- Scoones, I., Stirling, A., Abrol, D., Atela, J., Charli-Joseph, L., Eakin, H., ... & Yang, L. (2020). Transformations to sustainability: combining structural, systemic and enabling approaches. *Current Opinion in Environmental Sustainability*, 42, 65-75.