



# COMILLAS

UNIVERSIDAD PONTIFICIA

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CIHS

**Syllabus**  
**2025 - 2026**

## TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
Subject name	Business Challenges in the Digital Age
Subject code	FCEE-BA23-121
Main program	<a href="#">Grado en Análisis de Negocios / Business Analytics por la Universidad Pontificia Comillas</a>
Involved programs	Grado en Análisis de Negocios/Bachelor in Business Analytics y Grado en Relaciones Internacionales [First year] Grado en Análisis de Negocios/Bachelor in Business Analytics y Grado en Derecho [First year] Grado en Análisis de Negocios/Bachelor in Business Analytics [First year] Grado en Admin. y Dirección de Emp. y Grado en Análisis de Negocios/Bachelor in Business Analytics [First year] Grado en Ing. en Tecnologías de Telecom. y Grado en Análisis de Negocios/Bachelor in Busi. Analytics [First year]
Level	Reglada Grado Europeo
Quarter	Semestral
Credits	6,0 ECTS
Type	Básico
Department	Departamento de Gestión Empresarial
Coordinator	Dra. Noemí Pérez-Macías
Schedule	Please refer to the schedules of the different groups and degrees in which it is taught for this purpose.
Course overview	Digital transformation is not a new imperative for organizational management. From the application of digital technologies, the creation of cultures that accompany change, continuous experimentation and learning, to the profound reinvention of business models, the journey that organizations have already made to respond to these dynamics is extensive. However, not all organizations make this transition successfully. With this context, the purpose of this course is to provide students with a deeper understanding of the challenges that organizations face in the digital landscape: the shift from traditional business models to new models that add value in the digital scenario; the elimination of boundaries between sectors and businesses and the heterogeneity of new competitors; the identification of the strategic value of big data and the ethical challenges in its exploitation; the constant technological evolution and how to assess its impact on the business; the need for cultural change in

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# COMILLAS

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## SPECIFIC DATA OF THE SUBJECT

<b>Contextualization of the subject</b>
<b>Contribution to the professional profile of the degree</b>
<p>The course "Business Challenges in the Digital Era" provides students with a detailed and critical analysis of the complexities associated with digital transformation and equips them with the necessary skills to address these challenges in the professional world successfully.</p> <p><b>The contribution to the professional profile of the degree can include the following elements:</b></p> <ul style="list-style-type: none"><li>• <b>Understanding of Digital Transformation:</b> Students will learn to differentiate between digitization, digital transformation, and innovation. They will understand how digital transformation affects the relationship between customer behavior and the digital consumer.</li><li>• <b>Digital Competencies and Business Models:</b> Students will learn about the implementation and application of emerging technologies such as artificial intelligence, generative artificial intelligence, machine learning, blockchain, IoT, XR/VR/AR, and robotics. They will acquire skills to conceptualize, develop, and execute innovative business models suitable for the digital era, differentiating between traditional and modern business models.</li><li>• <b>Leadership and Corporate Culture in the Digital Era:</b> The course provides students with an understanding of how to lead and govern organizations in the digital era, including the importance of cultivating an adaptive corporate culture and incorporating the digital era into corporate culture. They will learn about vision, mission, and strategy and how these apply in the digital context. Also, organizational internal aspects, such as the importance of analyzing external trends and competition.</li><li>• <b>Objectives and Organizational Alignment:</b> Students will learn to establish and measure objectives in the digital era, understanding concepts such as SMART and KPIs. They will also become familiar with the evolution of business organizations, from traditional models to modern ones, and tools such as the Business Model Canvas and the Balanced Scorecard.</li><li>• <b>Digital Ethics, ESG, and Privacy:</b> Students will acquire an understanding of ethical considerations and privacy in the digital era, including understanding the risks and challenges related to data use. They will also be introduced to the concepts of ESG (Environmental, Social, and Governance) and how these apply in the digital era.</li><li>• <b>Critical Analysis and Strategic Thinking:</b> Students will learn to make critical judgments and develop strategic thinking in response to the challenges posed by digital transformation.</li></ul>
<b>Prerequisites</b>
None



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UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

**Syllabus**  
**2025 - 2026**

## Competencies - Objectives

### Competences

### Learning outcomes

RA1	Desafíos Empresariales en la Era Digital/ Business Challenges in the Digital Age (6 ECTS). RA1 Exponer los temas esenciales que condicionan el éxito de las organizaciones en el entorno digital.
RA2	Desafíos Empresariales en la Era Digital/ Business Challenges in the Digital Age (6 ECTS). RA2 Elaborar juicios y pensamiento crítico ante los retos que genera la transformación digital y la respuesta de las organizaciones a los mismos.

## THEMATIC BLOCKS AND CONTENTS

### Contents - Thematic Blocks

#### Module 1: Introduction to Digital Transformation

##### Introduction to Digital Transformation

This module introduces students to the paradigm shift that digital transformation is bringing to the business world. Students will learn to distinguish between the concepts of digitization, digital transformation, and innovation, and understand how these processes impact the relationship between organizations and consumers in the digital era.

#### Module 2: New Business Models and Emerging Technologies

##### New Business Models and Emerging Technologies

This segment focuses on understanding the distinction between traditional business models and new digital-enabled business models. Additionally, students will become familiar with emerging digital technologies and concepts such as artificial intelligence, generative artificial intelligence, machine learning, blockchain, Internet of Things (IoT), extended/virtual/augmented reality (XR/VR/AR), and robotics. Through this module, students will grasp the impact of these technologies on the current business landscape.

#### Module 3: Leadership Challenges in Corporate Governance in the Digital Era

##### Leadership Challenges in Corporate Governance in the Digital Era

This module emphasizes the governance and leadership challenges that come with digital transformation. Students will learn to establish clear direction in the digital era, define the vision, mission, and strategy of companies, and cultivate an adaptable corporate culture. Changes in corporate governance and internal functions due to digitization will be studied, along with an analysis of the implications of the evolving external landscape in the digital world.

#### Module 4: Goal Setting, Measurement, and Organizational Alignment in the Digital Era

##### Goal Setting, Measurement, and Organizational Alignment in the Digital Era

This module focuses on setting clear and measurable objectives in the digital business environment, as well as aligning the organization to achieve these objectives. Students will learn about tools such as the Business Model Canvas and the Balanced Scorecard. Organizational structure changes, from traditional to modern models, are also covered.

#### Module 5: Ethics, ESG, and Privacy in the Digital Era

##### Ethics, ESG, and Privacy in the Digital Era



# COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

## Syllabus 2025 - 2026

Finally, this module concentrates on the ethical challenges that arise in the digital era, including personal attitudes towards digitization and recognizing associated risks. The concept of ESG (Environmental, Social, and Governance) is addressed, highlighting the importance of transitioning from a linear economy to a circular economy. Students will also be made aware of the significance of privacy in the digital era.

## TEACHING METHODOLOGY

### General methodological aspects of the subject

#### In-class Methodology: Activities

**Master class lessons** in which the teacher will present the main content in a clear, structured manner, seeking to motivate the student at all times through the use of Power Point slides, videos, audios, visualizations, etc.

**Participatory expository sessions.** In each master class, the lecture will be combined with a debate and/or discussion on the topic corresponding to each class. This requires the student to be prepared to discuss the subject of study and the readings, videos, or audios that will be provided in advance.

**Individual test resolution.** Students will be given brief questionnaires on the subject matter covered in class to assess their progress in the subject.

**Cooperative Learning:** The goal of this activity is to encourage cooperative work in groups of 5-6 people, promoting the autonomy and motivation of learning through shared responsibility.

**Analysis and resolution of cases proposed** by the teacher, based on a brief reading, material prepared for the occasion, or any other type of data or information that allows the practical application of the theoretical knowledge acquired

**Public presentation of topics or works.** Students will present and defend their work in front of the teacher and the rest of the classmates. The conceptual organization, mastery of the subject matter, clarity of exposition, and in the case of a collective exercise, the active collaboration of each team member will be valued.

**Service Learning (In-person & online):** This activity aims to integrate academic learning with community service. Students will work on projects that address real community needs, applying the knowledge and skills acquired in the course.

It is established that, for several groups of students, "the final submission of the course" can be completed in the context of a Service-Learning Project (SLP). The evaluation of this project in the course will follow the same criteria and weights as the traditional submission required of other classmates. Participating in an SLP provides the opportunity to develop a broader appreciation of how the knowledge and professional skills specific to the course can be put to the service of society, especially the most vulnerable, thereby fostering student engagement with different realities and reflection on the social role of their professional performance. Furthermore, this participation enables students to receive a special mention in the European Diploma Supplement, provided the established conditions are met.

#### Non-Presential Methodology: Activities

**Academic tutoring,** for the resolution of problems that may have arisen in the course of learning the subject or in the process of acquiring the corresponding skills.

**Monographic research.** A cooperative learning procedure that starts with the assignment of students to teams and the approach of a task that requires research, sharing of information and resources among team members in order to achieve the common goal.



## SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS			
Lecciones de carácter expositivo	Exposición pública de temas o trabajos	Ejercicios y resolución de casos y de problemas	Otras actividades, seminarios, talleres, simulaciones, dinámicas de grupo, etc
24.00	5.00	26.00	5.00
NON-PRESENTIAL HOURS			
Estudio y lectura organizada	Sesiones tutoriales	Ejercicios y resolución de casos y de problemas	Trabajos monográficos y de investigación, individuales o colectivos
40.00	10.00	20.00	20.00
ECTS CREDITS: 6,0 (150,00 hours)			

## EVALUATION AND CRITERIA

The use of AI to produce full assignments or substantial parts thereof, without proper citation of the source or tool used, or without explicit permission in the assignment instructions, will be considered plagiarism and therefore subject to the University's General Regulations.

Evaluation activities	Evaluation criteria	Weight
Theoretical-practical exam	Students will be evaluated based on their understanding of theoretical concepts and their ability to apply them in practical situations. The accuracy, coherence, and depth of the responses will be valued, as well as the correct use of specific terminology.	40
Critical thinking in a group through cases in class	The student's ability to analyze, synthesize, and critically evaluate information will be assessed. The quality of the arguments presented, the coherence of the analysis, and the ability to work as a team will be valued.	15 %
Multiple-choice tests on some of the topics covered in class	Students will be evaluated based on their knowledge and understanding of the topics covered in class. The accuracy of the answers and the ability to recall and apply theoretical concepts will be valued.	15
Group work in class through the case method and group presentations	The group's ability to work collaboratively, the quality of the work presented, the depth of the analysis, and the ability to apply the concepts learned in class will be assessed. The presentation	20



	and organization of the work will also be valued.	
Participation control through questions in class and debates and controlled attendance through QR code	The frequency and quality of the student's participation in class, their willingness to ask questions and participate in debates, and their regular attendance at classes will be evaluated. The constructive contribution to class discussions and punctuality in attendance will be valued.	10

## Ratings

### ORDINARY CALL

The final grade for the subject will be obtained as follows:

- Final theoretical-practical exam (40%)
- Continuous assessment (60%), which is broken down into:
  - Group cases & Critical Thinking (practical cases, presentations, etc.): 35%
  - Individual Content evaluation tests: 15%
  - Class participation and attendance: 10%

The final grade will be the weighted sum of the exam (40%) and the grade obtained in the continuous assessment through case studies, mini-tests, class participation, and attendance (35% + 15% + 10%). To pass the subject, it is **MANDATORY** to obtain a **minimum grade of 5 in both parts**, i.e., in the continuous assessment and the final exam.

**To pass the exam, students must achieve a minimum score of 5 in both the case study section and the test section.**

**Attendance is considered essential.** Thus, according to university regulations, **once the teacher verifies the student's absence in at least one-third of the classes** and with sufficient notice before the corresponding exam in the ordinary call, **the student will be informed of the loss of the opportunity.** The teacher will report this to the Dean. The student's ordinary call transcript should be marked as "Not presented" (R.G. 93.3.).

### ORDINARY CALL - Students with exemption from attendance

Students who wish to avail themselves of this curricular adaptation must inform the corresponding teacher via email during the first month of the course. In this case, the grade will be determined by a final theoretical-practical exam with a value of 100%. To prepare for this exam, the student will have all the necessary documentation available in the subject's dedicated space on the Moodle platform.

### ASSESSMENT IN EXTRAORDINARY CALL: Students who do not pass in the ordinary call

In this case, the grade will be determined through a final theoretical-practical exam with a value of 100%. **The grade obtained in the continuous assessment during the ordinary call will not be retained for this call.**

### USE OF ARTIFICIAL INTELLIGENCE (AI):

For this subject, the use of AI tools (such as ChatGPT or similar) will follow the following rules:



# COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

## Syllabus 2025 - 2026

**Topics 1 to 4 (inclusive):** The use of AI is **strictly prohibited** in all activities, both individual and group. This corresponds to *Level 1 – No AI as described in the institutional guidelines*.

Any detection of AI usage in these activities will result in a **grade of 0 for all members of the group** involved and may also trigger further academic consequences according to the General Regulations of the University, art. 168.2.e.

**Topic 5:** The use of AI will be allowed **only for planning, idea development, and initial research**, in line with *Level 2 – AI Planning*. However, students must:

- Clearly state **for what purpose AI has been used**.
- Provide the **exact prompts employed** to obtain the information.
- Show how the ideas have been further developed and refined independently.

**Misuse or failure to declare AI use in Topic 5 will be considered a serious academic offense, with the same consequences outlined in the General Regulations of the University, including a possible grade of 0 in the activity and additional sanctions.**

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**COMILLAS**

UNIVERSIDAD PONTIFICIA

ICAI

ICADE

CIHS

**Syllabus**  
**2025 - 2026**

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[utm\\_source=bing&utm\\_medium=cpc&utm\\_campaign=dsa\\_408004393&utm\\_content=1141294005338644\\_71331024994847&utm\\_term=htt](https://www.holded.com/es/blog/transformacion-digital?utm_source=bing&utm_medium=cpc&utm_campaign=dsa_408004393&utm_content=1141294005338644_71331024994847&utm_term=htt)

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