

COURSE FACT SHEET

Course Data	
Name	Business and Sustainability
Grade	Grade in Business Administration
Year	4th
Semester	First/Second
ECTS Credits	5
Status	Elective
Department	Business Management
Area	Business Organization
University	Pontificia Comillas
Schedule	3,5 hours/week on-site
Teachers	Amparo Merino de Diego
Descriptor	<p>The general objective of the course is that students 1) become aware of the challenges posed by our dominant economic paradigm on social justice and planetary sustainability; 2) broaden their view on the different visions of the business institution and its role in this challenging context; and 3) experiment with business notions, business models, and management approaches / tools which are more aligned with social justice and the pursue of the 'good life' within planetary boundaries.</p> <p>In this course, we will examine alternative perspectives of the company that are emerging linked to the ethical consideration of the processes and the expectation of placing social justice and environmental sustainability at the center of the economic system. From a challenge-based approach to learning, and motivated by social transformation and the transition to sustainability, students will work to develop innovative solutions in the realm of social enterprise and business models for sustainability.</p>

LECTURERS

Professor	
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COURSE DETAILS

Context
Contribution to professional profile
<p>The globalization of our prevailing model of production and consumption generates significant ecological and social impacts. Impacts that, according to the arguments provided from many different areas of knowledge, lead to the unsustainability of the conventional economic paradigm and, therefore, to the need to move towards different ways of understanding and organizing this model of production and consumption.</p> <p>Given that companies are leading institutions in this context, it is particularly relevant for students of Business Administration and Management (in any potential professional path) to ask, analyze and understand: 1) the extent to which, why and how the principles underpinning the dominant economic paradigm are being exhausted; 2) the significant ecological, social and ethical challenges that businesses face; and 3) the implications that the paradigm shift is having on defining the goals and time horizons that guide companies and how they are being conceived and managed.</p> <p>In short, the course aims to help students to question the predominant assumptions about the company and its operation, as well as to develop skills that can contribute -from the company- to the common good.</p>
Prerequisites
<p>There are no formal prerequisites, but the contents of the subject have links to other subjects of the degree that it is advisable to have attended. Specifically, the contents of this course relate directly to those of "Foundations of Business Administration" and, especially, to those of "Business Ethics and Corporate Social Responsibility" regarding the meaning of the company and the study of its role in the emerging paradigm shift.</p> <p>On the other hand, the realization of new approaches and orientations in business management more aligned with the idea of sustainability, implies connections, in addition to the mentioned subjects, with the subjects such as "Business Strategy", "International Business" and "People Management".</p> <p>Finally, given that sustainability is characterized by its transdisciplinarity, this course is related to the subjects that address the macroeconomic context in which the company is born and operates.</p>

COMPETENCES - GOALS

Generic competences of the course
Instrumental
CGI1. Ability to analyze and synthesize CGI4. Ability to manage information from an array of sources CGI6. Verbal and written communication
Interpersonal
CGP9. Interpersonal skills: listen, argue, and debate CGP10. Leadership and team work skills CGP11. Critical sense (both towards others and self) CGP12. Ethical commitment

Systemic
CGS14. Ability to learn and work autonomously
CGS17. Ability to create and communicate ideas, projects and reports, solutions and problems
CGS18. Entrepreneurial attitude
Specific competences of the area/subject
CE63. Understanding the influence that the global sustainability paradigm can exert on the role that companies play in society and how they are managed
<p>EC 63.1. Becoming aware of the emergence of a new economic paradigm in the face of the economic, social and environmental conflicts that emerge from the current paradigm</p> <p>EC 63.2. Understanding key consequences and challenges of the paradigm shift for the concept of business and business management</p> <p>EC 63.3. Discovering and assessing business experiences from the sustainability lenses</p> <p>EC 63.4. Creating proposals of business activity aligned with sustainability</p> <p>EC 63.5. Approaching and discussing the dilemmas associated with business activity from the different economic rationalities</p>

SECTIONS AND CONTENTS

Contents
SECTION 1: SEE
Topic 1: Introduction to the (un)sustainability crisis
SECTION 2: JUDGE
Topic 2: How did we get here? Economic roots of the crisis
Topic 3: About the company, its purpose, its responsibility, its governance
SECTION 3: AC
Topic 4: Where to? Responses from Critical Economy
Topic 5: Towards a company guided by sustainability and the common good: social enterprise, business models for sustainability
CROSS CURRICULAR SECTION: LEADERSHIP FOR SUSTAINABILITY

TEACHING METHODOLOGY*

General methodological aspects of the course	
The methodology of the course is inspired by the pedagogical approach of action research, whose bases are fully coherent with the objectives of the subject. Such approach places the emphasis on collective learning; integration of reflection and action; in proactivity and permanent questioning; and in other forms of human knowledge beyond the rational.	
Activities in classroom	Competences
AF1. Participative presentations. The teacher introduces theoretical frameworks and tools linked to the objective of the subject. Using different pedagogical resources, the lecturer acts as a facilitator, in interaction with the students, so that the main arguments and lines of thought associated to each theme emerge.	<p>CE63</p> <p>CGI6</p> <p>CGP9</p> <p>CGS18</p>

<p>AF2. Collective work based on real problems. Guided work sessions for the identification of problems and the construction of answers within the discipline of Business Organization.</p>	<p>CE63 CGI1 CGI4 CGI6 CGP10 CGP12 CGS14 CGS17 CGS18</p>
<p>AF3. Individual reflection / action. Oriented to training the questioning of own ideas and assumptions, to broaden the understanding of the diversity of views and arguments about the contents of the subject. It includes activities such as preparation of arguments and participation in debates on controversial issues, presentation of topics for discussion in the classroom or free writing exercises.</p>	<p>CE63 CGI4 CGI6 CGP9 CGI1 CGP11 CGS12 CGS14</p>
<p>AF4. Collective reflection / action. Aimed at fostering the creation of learning communities, small groups of students investigate, analyze and discuss together topics and cases relevant to the discipline of Business Organization and the sustainability challenge, identifying problems and building innovative solutions.</p>	<p>CE63 CGI1 CGI4 CGP9 CGP10 CGP11 CGP12 CGS17 CGS18</p>
<p>Activities out of classroom</p>	<p>Competences</p>
<p>AF5. Individual research and study. Examination of the materials proposed by the teacher and other documents resulting from research work, in order to understand and reflect on the challenges posed in the subject.</p>	<p>CE63 CGI1 CGS14</p>
<p>AF6. Learning diary. Registration of the student's activity in the subject, with reflections on his learning process, the problems and questions he has raised, reflections and emotions about what he learns and the learning challenges that open up.</p>	<p>CE63 CGI1 CGI6 CGP11 CGP12 CGS14</p>
<p>AF7. Project on business models for sustainability. Work on identifying a socially relevant problem and on proposing business models based on sustainability, social justice and good life.</p>	<p>CE63 CGI1 CGI4 CGI6 CGP10 CGP12 CGS14 CGS17 CGS18</p>
<p>AF8. Essays. Brief writings that aim to demonstrate the understanding of a subject and to expose it to a double reflection: an intellectual one, which implies a critical revision of the lines of thought developed on the subject; and an emotional one, which expresses how that subject is connected with the student's experience.</p>	<p>CE63 CGI1 CGI4 CGI6 CGP11 CGP12 CGS14 CGS17</p>

*Details of the instructions for the development of the different training activities will be included in the internal working documents of the subject available in the resource portal.

EVALUATION AND GRADING CRITERIA

Assessment activities	CRITERIA	Weight
AE1. Learning diary	<ul style="list-style-type: none"> • Understands and relates essential ideas and processes of the subject • Integrates the diversity of internalized learning • Shows critical and reflective thinking • Communicates accurately and adequately in writing 	25%
AE2. Oral presentations and active participation in class	<ul style="list-style-type: none"> • Communicates verbally with fluency and clarity • States opinions in a reasoned and synthetic way • Shows openness to criticism and review of own ideas • Shows interest and curiosity about the issues dealt with, beyond the evaluation • Evaluates own and others' work 	15%
AE3. Brief essays	<ul style="list-style-type: none"> • Contextualizes the contents and links them with other ideas and perspectives • Uses arguments based on appropriate theoretical and analytical frameworks • Performs a critical review of the texts under analysis • Shows critical and reflective thinking 	10%
AE4. Final test: business models for sustainability	<ul style="list-style-type: none"> • Demonstrates ability to identify problems • Shows critical and reflective thinking • Thoroughly investigates the problem as a basis for proposing solutions • Applies adequately suggested methodologies in class to develop the business model • Proposes innovative and well-founded solutions • Maintains an attitude of curiosity and keeps evolving its business model • Communicates effectively and argue the convenience and viability of the business model 	50%

ADDITIONAL NOTES ON THE EVALUATION

It is a necessary condition to pass the subject to obtain a minimum grade of "5" in **all** activities evaluated throughout the course.

Those students who, for some reason, have obtained exemption from schooling, must carry out a theoretical-practical examination of all subject contents, computing only the result obtained in the examination that will have to pass at the end of the course. It will be the responsibility of the student to communicate their situation to the teacher from the beginning of the course, to be able to manage the teaching materials to cover the basic objectives of the subject from a waiver situation.

Students who have not reached a minimum mark of "5" in **all** the evaluated activities will have to attend the extraordinary examination in July. In this case, they must take a theoretical-practical examination together with fulfilling a plan to recover activities, which will be established by the teacher.

WORKING PLAN SUMMARY

Activities (in and out of classroom)	Scheduled for	Submitted
Business model for sustainability Project	From week 2 2	Check official examination calendar
Collective reflection activities in class	See timeline*	After activity
Individual active participation in class	In every class	In every class
Individual verbal presentations	See timeline*	See timeline*
Essays	See timeline*	See timeline*
Learning diary	Throughout the course	See timeline*

* The weekly schedule is detailed in the internal working documents of the subject, available in the resource portal.

SUMMARY OF STUDENTS' WORKING TIME

IN CLASS			
Theoretical classes	Practical classes	Directed activities	Final examination
17	15	18	2
OUT OF CLASS			
Individual work on theoretical content	Individual work on practical content	Collaborative work	Study
20	15	30	10
ECTS CREDITS:			5

REFERENCES AND RESOURCES

Basic references
Books
<ul style="list-style-type: none"> • Cavagnaro, E.; Curiel, G. (2012): <i>The three levels of sustainability</i>. Sheffield: Greenleaf Publishing. • Erhenfeld, J.R.; Hoffman, A.J. (2013): <i>Flourishing. A frank conversation about sustainability</i>. Sheffield: Greenleaf Publishing.
Other material
Available to the student on the virtual platform
Complementary references
Books
Waddock, S.; McIntosh, M. (2011): <i>See change. Making the transition to a sustainable enterprise economy</i> , Sheffield: Greenleaf Publishing.
Riechmann, J.; González, L.; Herrero, Y.; Madorran, C. (2012). <i>Qué hacemos frente a la crisis ecológica</i> , Madrid: Akal.
Naredo, J. M. (2006): <i>Raíces económicas del deterioro ecológico y social. Más allá de los dogmas</i> , Madrid: Siglo XXI.

Jackson, T. (2011): *Prosperidad sin crecimiento*. Economía para un planeta finito. Barcelona: Icaria-Intermón Oxfam.

Riechman, J. (2006). *Biomímesis. Ensayos sobre imitación de la naturaleza, ecosocialismo y autocontención*, Madrid: Los Libros de la Catarata.

McIntosh, M. (ed.) (2013): *The necessary transition. The journey towards the sustainable enterprise economy*, Sheffield: Greenleaf Publishing.

Crane, A.; Matten, D. (2010). *Business ethics*, 3ª ed, Nueva York: Oxford University Press.

Felber, C. (2012). *La economía del bien común*, Barcelona: Deusto.

Other material

Available to the student on the virtual platform