



## TECHNICAL SHEET OF THE SUBJECT

Data of the subject	
<b>Subject name</b>	Sustainable Business
<b>Subject code</b>	E000008097
<b>Mainprogram</b>	<a href="#">Bachelor's Degree in Business Administration and Management</a>
<b>Involved programs</b>	Grado en Administración y Dirección de Empresas (E-2) [Cuarto Curso] Grado en Administración y Dirección de Empresas con Mención en Internacional (E-4) [Cuarto Curso] Grado en Administración y Dirección de Empresas (E-2) - Bilingüe en inglés [Cuarto Curso]
<b>Credits</b>	6,0 ECTS
<b>Type</b>	Optativa (Grado)
<b>Department</b>	Departamento de Gestión Empresarial
<b>Coordinator</b>	Amparo Merino de Diego
<b>Schedule</b>	Consultar a tal efecto los horarios de los diferentes grupos y titulaciones en los que se imparte.
<b>Office hours</b>	Solicitar cita previa por email
<b>Course overview</b>	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. 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.

Teacher Information	
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## SPECIFIC DATA OF THE SUBJECT

### Contextualization of the subject

#### Contribution to the professional profile of the degree

The globalization of our prevailing model of production and consumption generates significant ecological and social impacts. Sustainability has become a social paradigm that business cannot ignore, given that the enterprise is a central institution in our economic and social life. Consumer, citizens, NGOs, and policy makers demand from business capacities for social innovation and business models that are coherent with the principals of environmental sustainability and social justice.

However, inertia and resistance to change, the complexities involved in the (un)sustainability challenges, as well as deeply rooted beliefs about the notion of business and economy, make difficult that systemic changes may occur. Therefore, it is essential for business managers (whatever their specialty) to devote a space for reflection about such challenges and dilemmas, but also for action, putting into practice a variety of frameworks and tools to deal with sustainability from the business realm.

In sum the course provides students with the necessary skills: 1) to critically examine the notion and role of business concerning the eco-social challenges and its contribution to the common good; 2) to understand and to put into practice sustainability management tools that enable students to develop responses to those challenges; and 3) to build socially transformative business models.

#### Prerequisites

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.

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".

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.

## Competencies - Objectives

### Competences

#### GENERALES

<b>CG04</b>	Capacidad de gestionar información proveniente de fuentes diversas
<b>CG11</b>	Capacidad crítica y autocrítica
<b>CG12</b>	Compromiso ético
<b>CG17</b>	Capacidad de elaboración y transmisión de ideas, proyectos, informes, soluciones y problemas

#### ESPECÍFICAS

<b>CEOPT01</b>	Comprender la influencia que el paradigma de la sostenibilidad global puede ejercer en el papel que las empresas desempeñan en la sociedad y en la forma en la que son administradas	
	<b>RA1</b>	Familiarizarse con las transiciones a la sostenibilidad como un área de conocimiento que está emergiendo en respuesta a los desafíos ambientales, sociales y económicos asociados al paradigma socioeconómico dominante
	<b>RA2</b>	Entender las consecuencias y desafíos clave del cambio de paradigma para el concepto de empresa y la gestión empresarial
	<b>RA3</b>	Ser capaz de valorar experiencias empresariales desde el paradigma de la sostenibilidad global y de generar propuestas propias

## THEMATIC BLOCKS AND CONTENTS

### Contents - Thematic Blocks

#### MODULE 1: SEEING (SYMPTOMS)

- Introduction to business and sustainability
- The eco-social crisis: ecodependences and interdependences

#### SECTION 2: JUDGING (BELIEFS)

- Historical and economic roots of the eco-social crisis
- Emerging debates



- The role of business

### SECTION 3: BEHAVING (BUSINESS ARENA)

- Business and sustainability: tools and frameworks for sustainable management
- Business "not" as usual: social innovation, social enterprise, business models for sustainability

### SECTION 4: LEADERSHIP FOR SUSTAINABILITY

- Broadening our mindsets from our inner being

## TEACHING METHODOLOGY

### General methodological aspects of the subject

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.

### In-class Methodology: Activities

**Participative lectures.** 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.

CG11, CEOPT01

**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.

CG04, CG11,  
CG12, CG17,  
CEOPT01

**Individual reflection.** 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.

CG11, CG12,  
CEOPT01

**Collective reflection.** 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.

CG11, CG12,  
CG17, CEOPT01

### Non-Presential Methodology: Activities

**Individual research and study.** Examination of the materials proposed by the teacher and other documents resulting from research work, in order to understand

CG04, CEOPT01



and reflect on the challenges posed in the subject.

**Learning diary.** Registration of the students' activity in the subject, with reflections on their learning process, the problems and questions they have raised, reflections and emotions about what they learn, and the learning challenges that open up.

CG11, CEOPT01

**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.

CG04, CG11,  
CG12, CG17,  
CEOPT01

## SUMMARY STUDENT WORKING HOURS

CLASSROOM HOURS		
Lecciones de carácter expositivo	Exposición pública de temas o trabajos	Seminarios y talleres
15.00	15.00	30.00
NON-PRESENTIAL HOURS		
Sesiones tutoriales	Estudio individual y/o en grupo y lectura organizada	Trabajos monográficos y de investigación, individuales o colectivos
10.00	40.00	40.00
<b>ECTS CREDITS: 6,0 (150,00 hours)</b>		

## EVALUATION AND CRITERIA

Evaluation activities	Evaluation criteria	Weight
Global project: business model for sustainability	<ul style="list-style-type: none"> <li>• Demonstrates ability to identify problems</li> <li>• Shows critical and reflective thinking</li> <li>• Thoroughly investigates the problem as a basis for proposing solutions</li> <li>• Applies adequately suggested methodologies in class to develop the business model</li> <li>• Proposes innovative and well-founded solutions</li> <li>• Maintains an attitude of curiosity and keeps evolving its business model</li> <li>• Communicates effectively and argue the convenience and</li> </ul>	50 %



	viability of the business model	
Learning diary	<ul style="list-style-type: none"><li>• Understands and relates essential ideas and processes of the subject</li><li>• Integrates the diversity of internalized learning</li><li>• Shows critical and reflective thinking</li><li>• Communicates accurately and adequately in writing</li></ul>	20 %
Research and presentation of issues for debating in the classroom	<ul style="list-style-type: none"><li>• Contextualizes the contents and links them with other ideas and perspectives</li><li>• Uses arguments based on appropriate theoretical and analytical frameworks</li><li>• Performs a critical review of the texts under analysis</li><li>• Shows critical and reflective thinking</li></ul>	15 %
Active participation in the classroom	<ul style="list-style-type: none"><li>• Communicates verbally with fluency and clarity</li><li>• States opinions in a reasoned and synthetic way</li><li>• Shows openness to criticism and review of own ideas</li><li>• Shows interest and curiosity about the issues dealt with, beyond the evaluation</li></ul>	15 %

## Ratings

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

## BIBLIOGRAPHY AND RESOURCES

### Basic Bibliography

Cavagnaro, E.; Curiel, G. (2012): *The three levels of sustainability*. Sheffield: Greenleaf Publishing.

Erhenfeld, J.R.; Hoffman, A.J. (2013): *Flourishing. A frank conversation about sustainability*. Sheffield: Greenleaf Publishing.

Kothari, A., Salleh, A., Escobar, A., Demaria, F., Acosta, A. (Eds.). (2019). *Pluriverse: A post-development dictionary*, Nueva Delhi: Tulika Books and Authorsupfront.

Randers, J., Rockström, J., Stoknes, P. E., Golüke, U., Collste, D., Cornell, S. (2018). *Transformation is feasible: How to achieve the sustainable development goals within planetary boundaries. A Report to the Club of Rome*. Stockholm Resilience Centre.

Weybrecht, G. (2014): *The sustainable MBA. A business guide to sustainability*, 2nd edition, Chichester: Wiley.

### Complementary Bibliography

Waddock, S.; McIntosh, M. (2011): *See change. Making the transition to a sustainable enterprise economy*, Sheffield: Greenleaf Publishing.

Riechmann, J.; González, L.; Herrero, Y.; Madorran, C. (2012). *Qué hacemos frente a la crisis ecológica*, Madrid: Akal.

Naredo, J. M. (2006): *Raíces económicas del deterioro ecológico y social. Más allá de los dogmas*, 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.

Documental "Decrecimiento: del mito de la abundancia a la simplicidad voluntaria"



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**2020 - 2021**

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