

1. OVERVIEW

Subject Area	Green Management
Degree	Bachelor's Degree in Business Analytics
School/Faculty	Social and Communication Sciences
Ac. Year	Third
ECTS	6
Type	Compulsory
Language(s)	Spanish/English
Delivery Mode	On campus
Term	First semester (5th)
Academic Year	2024-2025
Coordinating professor	Álvaro Alonso

2. INTRODUCTION

A number of general environment aspects, including environmental factors, significantly affect the ability of a business to operate effectively. Students will discover the importance of managing the relationship between a business and the natural environment.

The subject is structured into three topics. The first considers the relationship between the business and the environment from a micro- and macroeconomic perspective. The second focuses on the environmental obligations that businesses are required to fulfil by law, on the one hand, and the environmental action they are expected to take by society, on the other. The third examines the ethical consequences of the environmental impact of businesses. By adopting an analytical approach to address all these topics, students will assess the reality of the environmental situation based on a study of available data.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by the acronym in Spanish):

- CB2: Students will be able to apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB5: Students will develop the learning capacity required to undertake subsequent study with a high degree of autonomy.

Cross-curricular skills (CT, by the acronym in Spanish):

- CT1 - Ethical values: Ability to think and act in line with universal principles based on the value of a person, contributing to their development and involving commitment to certain social values.
- CT9 - Global mindset: Be able to show interest in and understand other customs and cultures, be aware of your own biases and work effectively as part of a global community.

Specific skills (CE, by the acronym in Spanish):

- CE11: Ability to assess and apply principles of social responsibility across the business, particularly with a view to promoting environmental management, while acting in line with current legislation and taking advantage of the corresponding measures to reinforce brand image and enhance productivity.
- CE30: Ability to work and thrive in multidisciplinary and multicultural teams, while processing information from various sources to achieve the best possible result.
- CE32: Business orientation: make decisions on the basis that the cost of obtaining information is less than the profit derived from its application.

Learning outcomes (RA, by the acronym in Spanish):

- RA1: Understand the principles of sustainable management.
- RA2: Understand the importance of sustainability to business management.
- RA3: Understand the bearing that sustainable management has on business decisions.
- RA4: Learn to incorporate exogenous factors such as environment or corporate social responsibility into business management processes.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB2, CT1, CT9, CE11, CE30	RA1
CB2, CT1, CE11, CE32	RA2
CB2, CB5, CT1, CE11, CE32	RA3
CB2, CB5, CT1, CT9, CE11, CE30, CE32	RA4

4. CONTENTS

Unit 1. Business and Environment I: Environmental Economics

- 1.2 Introduction to Environmental Sciences and Environmental Economics
- 1.3 Economics and Environment.

Unit 2. Business and Environment I: Sustainable Management

- 2.1 Environmental Regulations for Business.

- 2.2 Corporate Social Responsibility
- 2.3 Environment for Business: Opportunities.

Block 3: Ethics and Environment

- 3.1 Principal Environmental Problems: Current Situation.
- 3.2 Ethical Aspects of Environment.
- 3.3 Ethical Principles in Decision-Making Processes and Management of Interest Groups

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Lecture (on campus)
- Case study method

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

Type of learning activity	Number of hours
Tutorials	10
Lectures	31
Asynchronous lectures	11
Debates and discussions	10
Case study analysis	25
Written reports and essays	14
Independent assignment	45
Knowledge tests	4
TOTAL	150 h

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

Assessment system	Weighting
Knowledge test (2)	50%
Case studies/problem scenarios	40%
Oral presentations	10%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessment activities, including the deadlines and assessment procedures for each activity.

7.1. Ordinary exam period

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you must achieve a grade greater than or equal to 5.0 on average in the two knowledge tests (and at least 4 in each of them) or in the final test covering all the material, for it to be averaged with the other activities.

Work submitted after the established deadline will not be accepted.

7.2. Extraordinary exam period (resits)

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject area.

In any case, you must achieve a grade greater than or equal to 5.0 in the final activity assessment so this can be used for the average with the other activities.

Activities not passed in the ordinary exam period, or those not delivered, must now be delivered after having received the relevant corrections to them by the lecturer.

Work submitted after the established deadline will not be accepted.

8. TIMELINE

The timeline with delivery dates of assessable activities in the subject area is indicated in this section:

Assessable activities	Date
Activity 1. Local environmental issues.	Week 7
Activity 2. Questionnaire (Common Resources)	Week 11
Activity 3. Questionnaire (Emission Rights in the EU)	Week 18
Activity 4. Questionnaire (Social Action and SDGs)	Week 19

Activity 5. Questionnaire (Environmental Assessment)	Week 15
Activity 6. The Environment in Popular Culture.	Week 19

The timeline may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

9. BIBLIOGRAPHY

The recommended bibliography is indicated below:

- Field, B.; Field, M. (2017), Environmental Economics. An introduction (7th edition). New York: McGraw-Hill.
- Henderson, R.; Gulati, R.; Tushman, M. (2015), Leading sustainable change: an organizational perspective. Oxford: Oxford University Press.
- Mankiw, G. (2012), Principles of Economics (6th edition), Stanford: Cengage Learning.
- **Riera, P.; García, D.; Kriström, B.; Brännlund, R. (2008), Manual de Economía Ambiental y de los Recursos Naturales, Madrid: Thomson.**
- UNEP (2019), Global Environmental Outlook (6th edition). Cambridge: Cambridge University Press.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit (ODI in Spanish) offers support throughout your time at university to help you with your academic achievement. Other cornerstones of our educational policy are the inclusion of students with special educational needs, universal access in all our university campuses and equal opportunities.

This ODI unit offers students:

1. Support and monitoring through counselling and personalised student plans for those who need to improve their academic performance.
2. Curricular adaptations to uphold diversity, with assistance for those students who require specific educational support, leading to equal opportunities without significant changes to methodology or evaluation.
3. We offer students a range of extracurricular educational resources to reinforce skills which will enhance their personal and professional development.
4. Career guidance by giving tools and advice to any students who have doubts about their career or think that they have chosen the wrong degree.

Students who need educational support can contact us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the degree.

Many thanks for taking part.