



LEARNING-SERVICE

DESCRIPTION: The project for this subject involves applying all the knowledge and skills acquired throughout the Bachelor's Degree course to participating in organisations that work with people who are vulnerable or at risk of social exclusion, solving a real-life management challenge.

SUBJECT SPECIFICATIONS:

The goal of this subject is to complete overall learning and to impart the values of our University. It teaches students to apply the knowledge and skills they have acquired throughout their Bachelor's Degree studies in Business Management to concrete problems, at the same time it offers a service to society focusing specially on persons who are vulnerable and/or at risk of social exclusion, and their circumstances. It also aims to introduce elements that reflect on how this profession (business management) can make the world a good (better) place.

This subject includes and demonstrates the basic skills of the Bachelor's course in Business Administration

Students must apply their knowledge to their work or vocation in a professional capacity and possess the required skills as shown by their development and defence of arguments and problem solving within their area of study

Students must have the ability to gather and interpret relevant data, in order to issue judgements that include a reflection on relevant topics of a social, scientific or ethical nature

SKILLS

General Skills:

- Problem-solving and decision-making
- Organisational and planning capacity
- Critical and self-critical capacity
- Acknowledging and respecting diversity and multiculturalism
- Ability to work and learn independently
- Action-oriented and quality-oriented mindset

Specific Skills

- To solve real-world challenges in tertiary sector organisations in the fields of Strategy, Marketing, Financial Management, Personnel Management in organisations and especially in all areas of business administration and management

THEMATIC BLOCKS

Without being exhaustive, some of the projects (a total of around 80) will involve:

- Auditing an NGO
- Preparing a Quality Audit for an NGO
- To develop a viability plan for an insertion company



- To carry out a competence study of a Special Employment Centre
- To study prospective market niches for a bio-waste firm
- To work on Business Model Canvases of rural entrepreneurial women
- SEO/SEM and Google Grants of a foundation
- To study the viability of an insertion company in the cleaning and/or solidarity serving sectors
- To develop a proposal for the commercialisation of Fair Trade Shea Butter creams
- Research social needs
- To design an observatory for low skilled employment
- To reformulate the commercial strategy of a social welfare store
- To assess and improve the self-employment model of a social institution
- To design a measuring tool for social providers
- Evaluate the socio-economic impact of residential flats for people with disabilities
- Create the Club of Bequal companies
- Designing a measurement tool for (CSR-D) ranking purposes
- Analysis of financial ratios for 3 insertion companies
- Study of the needs and employment of women with disabilities
- Analysis of the Training and Employment intervention model of a foundation
- Research training needs and impart workshops to experts in insertion companies
- Design schooling for the economic independence of persons with mental disabilities

TEACHING METHODOLOGY:

The work methodology is based almost exclusively on solving management challenges in teams for real-world enterprises. It therefore requires the students to leave the classroom and visit the assigned project, analyse the context and interact with the persons in the firm. It also offers a series of complementary lecture sessions that help to reflect on the purpose of the activity and to acquaint oneself with alternative business practices that focus on the individual. The subject is compulsory, part of the final year of the degree course, during a complete academic year, requiring 2 hours per week (30 weeks) of which 70% is dedicated to working on the assigned project. Every 30 students will be accompanied by a lecturer.

The subject will be assessed and graded based on the level of involvement in the assigned project - the participating firms may be asked for reports - and based on a Folder of Proof of Individual Learning that every person must create.

CLASSROOM METHODOLOGY: ACTIVITIES

This part of the subject involves compulsory attendance to the lecture sessions noted in the calendar and to regular meetings of each team with their lecturer.

These lecture sessions help to reflect on the purpose of the activity and to acquaint oneself with alternative business practices that focus on the individual.

NON-CLASSROOM METHODOLOGY: ACTIVITIES



The non-classroom part involves working on a solution to the assigned challenge/project for which it is necessary to leave the classroom and visit the project, analyse the context and interact with the people in the enterprise

ASSESSMENT AND GRADING CRITERIA

Ordinary session

The grading of this subject will be carried out on the basis of taught skills and on a scale from 0 to 10. Each part of the subject is graded and must be passed separately, students cannot compensate for low grades in either part with higher grades in the other part.

30% corresponds to group self-evaluation and includes

- The quality and appropriateness of the provided solution
- The dynamics of teamwork

70% corresponds to the creation of a free-format folder of Proof of (individual) Learning, which must include the following:

- The application of Business Management skills
- Skills related to service-learning
- Personal reflections
- Graphs

Grading criteria: originality and creativity, evidence variety, reflection of learning, critical spirit.

All tasks must be submitted either in a folder assigned to this purpose in the subject intranet (MoodleRooms), or directly to the lecturer responsible for the project. Submissions must be made on the due dates. Late entries will not be accepted

Extraordinary session

Students who do not achieve a minimum grade of 5 in the subject during the ordinary session must perform an individualised remedial task which will consist of:

A new individual and personalised project for each student, if they are deemed to have failed the project requirement

Repeat the creation of the Folder of Proof of Individual Learning, if they have not presented it or are deemed to not have presented it with the required level of quality.

Activities	Date of activity	Due date
Subject presentation	Week 1	
LECTURE SESSION 1: The meaning of service-learning in my studies	Week 2	
Meetings with the lecturer: ASSIGNING PROJECTS TO TEAMS	Week 3	



Work on the project. Meetings with the enterprise and follow-ups with the lecturer. Work schedule and meetings based on project demand	Weeks 4, 6, 7, 9, 10, 11, 14, 15, 17, 18, 19, 21, 22, 23, 25, 26	
LECTURE SESSION 2. How to work on social consultancy projects?	Week 5	
LECTURE SESSION 3. Forms and types of social exclusion	Week 8	
LECTURE SESSION 4. Empathy and respect towards vulnerable persons	Week 12	
LECTURE SESSION 5. Professional Ethics	Week 16	
LECTURE SESSION 6. Social economy. Types of companies	Week 20	
LECTURE SESSION 7. New economies for the common good	Week 24	
Submission of Folder of Proof of Learning Submission of Project to Firms	Week 27	
For those semester groups (2nd Semester) a specific adapted calendar will be provided		

REFERENCE AND MATERIALS

Basic Reference

- Ballesteros (2016) *Las cuentas de la Vieja. Apuntes para la soberanía y el empoderamiento económico*, Madrid: San Pablo
- Felber, C. (2012) *La economía del bien común* Ed. Deusto. Bilbao
- Oström, E. (1990) *Governing the commons* Cambridge University Press, Cambridge
- Prahalad, C., K. (2009) *The fortune at the bottom of the pyramid: eradicating poverty through profits* Prentice-Hall, new Jersey
- Razzeto, L. (1993) *Los caminos de la economía de solidaridad* Vivarium, Santiago de Chile
- Yunnus, M (2011) *Las empresas sociales: Una nueva dimensión del capitalismo para atender las necesidades más acuciantes de la humanidad*, Paidós Iberica, Barcelona

Additional References



COMILLAS

UNIVERSIDAD PONTIFICIA

ICAI

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CIHS

GUÍA DOCENTE 2018-2019

- Ballesteros (2018) "The Social Business Guidance Unit: a case of Service-Learning within the Ignatian Pedagogy" en Smith B, *Mission-Driven Approaches in Modern Business Education*, Hershey: IGI global
- Comin, T. (2002) *Los cambios son posibles* Mediterranea Editorial, Barcelona
- Deeley, S. *El aprendizaje servicio en educación superior. Teoría práctica y perspectiva crítica*. Madrid: Narcea
- Martínez Odría A. y Gómez, I: (coords.) (2017) *Aprendizaje-Servicio. Educar para el encuentro*. Madrid: Khaf
- Max-neef, M (2011) *Economía descalza*
<https://elproyectomatrix.files.wordpress.com/2011/06/economia-descalza-manfred-max-neef.pdf>
- Sampedro, J.L. (2009) *Economía humanista: algo mas que cifras*, Debate, Madrid
- Santos M.A., Sotelino , A. y Lorenzo, M. (2015) *Aprendizaje-servicio y misión de la universidad. Una propuesta de desarrollo*. Barcelona: Octaedro
- Sunyer, R. (2015) *Hacia una economía ciudadana* UOC, Barcelona