



Teaching Guide				
Identifying Data			2020/21	
Subject (*)	Business Economics: Management and Organisation		Code	611G01008
Study programme	Grao en Economía			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	First	Basic training	6
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Empresa			
Coordinador	Mariz Perez, Rosa	E-mail	rosa.mariz@udc.es	
Lecturers	Barros Campello, Esther Alicia	E-mail	esther.barros@udc.es	
	Mariz Perez, Rosa		rosa.mariz@udc.es	
	Rodriguez Fernandez, Maria Jose		maria.jose.rfernandez@udc.es	
Web				
General description	The basic objective of the course is to introduce concepts related to business organization and strategy			



Contingency plan	1. Modifications to the contents 2. Methodologies *Teaching methodologies that are maintained *Teaching methodologies that are modified If the situation allows for normal in-classroom lectures and activities, the grading system will be the one described above (Scenario 1: 20% case studies and participation, 20% documentary sources, 20% final essay and 40% exam). All activities will take place in the classroom (or, if the Faculty designs a partially online system in which students sometimes have presence-based activities and others have remote/online activities, if it is possible to have an in-house exam in the physical classroom). Contingency plan: If this face to face exam cannot be celebrated in a presence-based modality and a remote/online environment is in force, then the grading system will be changed to the following (Scenario 2) 1. Case studies and participation of classroom activities: 25%of the total grade. 2. Documentary sources (theoretical concept): 25%of the total grade 2. Final essay: 50%of the total grade. Half of these points will grade the written submission (identical for all the members of the group) and the other half will take into account the individual presentation and answers to the questions during the presentations of each member. In this case (scenario 2), all methodologies will be transferred to a remote environment in which students should submit activities through Teams and Moodle. Lectures will take place through Teams at the usual class schedule. This structure of evaluation (both evaluations systems depending on the real situation at that moment) will be in force for both the first and the second opportunity and for both part time and full time students. Notes:For the second opportunity (in July), the student that has not passed the course in the first opportunity must take the re-sit exam and can review/perform, improve and submit the other three components previously described. In the case of remote/online classes only, the grading system will be that exhibited under ?Scenario 2?; the student will hand in through Teams/Moodle all the three components of the evaluation, submitting a video for the final essay (at least a week before the date of the official exam) and answer the questions the lecturer formulates (for this, the student must contact the lecturer to establish the timing of his/her presentation in Teams) 3. Mechanisms for personalized attention to students: through Tems 4. Modifications in the evaluation Please see above or in "assessment" *Evaluation observations: 5. Modifications to the bibliography or webgraphy
--------------------------------	--

Study programme competences	
Code	Study programme competences
A1	CE1- Contribuír á boa xestión da asignación de recursos tanto no ámbito privado como no público.
A2	CE2-Identificar e anticipar problemas económicos relevantes en relación coa asignación de recursos en xeral, tanto no ámbito privado como no público.
A3	CE3-Aportar racionalidade á análise e á descripción de calquera aspecto da realidade económica.
A4	CE4-Avaliar consecuencias e distintas alternativas de acción e seleccionar as mellores, dados os obxectivos.



A5	CE5-Emitir informes de asesoramento sobre situación concretas da economía (internacional, nacional ou rexional) ou de sectores da mesma.
A6	CE6-Redactar proxectos de xestión económica a nivel internacional, nacional ou rexional. Integrarse na xestión empresarial.
A7	CE7-Identificar as fontes de información económica relevante e o seu contido.
A8	CE8-Entender as institucións económicas como resultado e aplicación de representacións teóricas ou formais acerca de cómo funciona a economía.
A9	CE9-Derivar dos datos información relevante imposible de recoñecer por non profesionais.
A10	CE10-Usar habitualmente a tecnoloxía da información e as comunicación en todo a seu desempeño profesional.
A11	CE11-Leer e comunicarse no ámbito profesional en máis dun idioma, en especial en inglés.
A12	CE12-Aplicar á análise dos problemas criterios profesionais baseados no manexo de instrumentos técnicos.
A13	CE13-Comunicarse con fluidez no seu contorno e traballar en equipo.
B1	CB1 - Que os estudantes demostren posuir e comprender coñecementos nun área de estudo que parte da base da educación secundaria xeral, e que soe encontrar nun nivel que, aínda que se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo.
B2	CB2 - Que os estudantes saiban aplicar os seus coñecementos ó seu traballo ou vocación dun xeito profesional e posúan as competencias que se demostran por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da su entorna de traballo.
B3	CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da su área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética
B4	CB4 - Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado
B5	CB5 - Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía
B6	CG1- Que os estudantes formados se convertan en profesionais capaces de analizar, reflexionar e intervir sobre os diferentes elementos que constitúen un sistema económico
B7	CG2 - Que os estudantes coñezan o funcionamento e as consecuencias dos sistemas económicos, as distintas alternativas de asignación de recursos, acumulación de riqueza e distribución da renda e estean en condicións de contribuír ao seu bo funcionamento e mellora
B8	CG3 -Que os estudantes sexan capaces de identificar e anticipar os problemas económicos relevantes, identificar alternativas de resolución, seleccionar as máis axeitadas e avaliar os resultados aos que conduce.
B9	CG4 -Que os estudantes respecten os dereitos fundamentais e de igualdade de oportunidades, non discriminación e accesibilidade universal das persoas con minusvalidez.
C1	CT1-Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C4	CT2-Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C5	CT3-Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	CT4-Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	CT5-Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	CT6-Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes

Learning outcomes	Study programme competences
-------------------	-----------------------------



Apply profesional criteria -based on tecnical instruments- to the analysis of problems	A1 A3 A4 A5 A8 A10 A11 A12 A13		
Identify the relevant sources of economic information and its contents. To be able to work in any functional área of a médium or large sized company or organization	A2 A6 A7	B1 B2 B3 B4 B9	
To be able to express themselves correctly in any of the oficial languages of Galiica, both orally and in a written form. To understand the importance of entrepreneurship culture.		B8	C1 C4 C5
To be able to critically value knowledge, technology and available information to solve problems.		B5	C6 C7 C8
To be able to use CIT's.	A9	B6 B7	

Contents	
Topic	Sub-topic
Unit 1. Rationality: from microeconomics to a business perspective	1.1. Concepts of rationality. 1.2. Behavioural hypothesis. 1.3. Business economics: the organization as a player
TEMA 2. Business behaviour	2.1. Business objectives 2.2. Value creation 2.3. Organizational policies and functions.
TEMA 3. Management and Strategy	3.1. Managing competencies. 3.2. Decision making. Strategy 3.3. Decision making process.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	B2 B1 B3 B5 B6 B7 B8 B9 C5 C6 C8	17	0	17
Case study	A1 A2 A3 A4 A11 B4	21	53	74
Document analysis	A5 A6 A7 A12 C4 C7	4	5	9
Supervised projects	A5 A8 A9 A10 A13	4	16	20
Multiple-choice questions	A1 A3 A4 C1	2	18	20
Personalized attention		10	0	10

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description



Guest lecture / keynote speech	Presentation in the classroom of basic conceptual items
Case study	Applied case studies
Document analysis	Find and analyze relevant information using ICT's
Supervised projects	Group essay applying the theoretical concepts explained
Multiple-choice questions	Multiple choice test

Personalized attention

Methodologies	Description
Case study Document analysis Multiple-choice questions Supervised projects	The methodologies must be adapted to the circumstances of the group

Assessment

Methodologies	Competencies	Description	Qualification
Case study	A1 A2 A3 A4 A11 B4	Analysis of cases presented in the classroom	20
Document analysis	A5 A6 A7 A12 C4 C7	Use of adequate information resources. Each group must present to the rest of the class a given theoretical concept	20
Multiple-choice questions	A1 A3 A4 C1	multiple choice test	40
Supervised projects	A5 A8 A9 A10 A13	Project or final essay in groups	20

Assessment comments



The student is considered within the general ongoing assessment if he/she presents over 20% of total practice. The same evaluation system will be applied in the first opportunity and in July. In order to pass the course, it is necessary to obtain a minimum of 5 points over 10 (as the total grade) AND in the exam (in order to calculate that average grade) it is necessary to obtain a minimum of 4 points over 10.

Case studies, document analysis and the supervised projects are done over the whole duration of the course and it is not possible to elaborate them out of the lecturing period because they are developed in the classroom. Both part time and full time students are subject to the same evaluation system.

Of course, accusing the exam with devices that allow communication with the outside or that stock information is not allowed. If a student is found cheating in the exam, the final grade will be zero both in the first opportunity and in July.

If the situation allows for normal in-classroom lectures and activities, the grading system will be the one described above (Scenario 1: 20% case studies and participation, 20% documentary sources, 20% final essay and 40% exam). All activities will take place in the classroom (or, if the Faculty designs a partially online system in which students sometimes have presence-based activities and others have remote/online activities, if it is possible to have an in-house exam in the physical classroom).

Contingency plan: If this face to face exam cannot be celebrated in a presence-based modality and a remote/online environment is in force, then the grading system will be changed to the following (Scenario 2) 1. Case studies and participation of classroom activities: 25% of the total grade. 2. Documentary sources (theoretical concept): 25% of the total grade. 3. Final essay: 50% of the total grade. Half of these points will grade the written submission (identical for all the members of the group) and the other half will take into account the individual presentation and answers to the questions during the presentations of each member. In this case (scenario 2), all methodologies will be transferred to a remote environment in which students should submit activities through Teams and Moodle. Lectures will take place through Teams at the usual class schedule. This structure of evaluation (both evaluations systems depending on the real situation at that moment) will be in force for both the first and the second opportunity and for both part time and full time students.

Notes: For the second opportunity (in July), the student that has not passed the course in the first opportunity must take the re-sit exam and can review/perform, improve and submit the other three components previously described. In the case of remote/online classes only, the grading system will be that exhibited under 'Scenario 2'; the student will hand in through Teams/Moodle all the three components of the evaluation, submitting a video for the final essay (at least a week before the date of the official exam) and answer the questions the lecturer formulates (for this, the student must contact the lecturer to establish the timing of his/her presentation in Teams).

Sources of information

Basic	- Cuervo, A. (2008). Introducción a la Administración de Empresas. Thompson Civitas
Complementary	

Recommendations

Subjects that it is recommended to have taken before

Economic Analysis of Organisations/611G01032

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.