



Teaching Guide				
Identifying Data			2020/21	
Subject (*)	Economic Analysis of Organisations		Code	611G01032
Study programme	Grao en Economía			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Fourth	Obligatory	6
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Empresa			
Coordinador	García Álvarez, María Teresa	E-mail	teresa.galvarez@udc.es	
Lecturers	García Álvarez, María Teresa	E-mail	teresa.galvarez@udc.es	
	Mariz Perez, Rosa		rosa.mariz@udc.es	
	Rodríguez Fernandez, Maria Jose		maria.jose.rfernandez@udc.es	
Web				
General description	The aim is to bring business organizations and their internal functioning closer to the student			



Contingency plan	1. Modifications to the contents There will be no change 2. Methodologies *Teaching methodologies that are maintained All teaching methodologies will be maintained. *Teaching methodologies that are modified Teaching methodologies are not changed. 3. Mechanisms for personalized attention to students E-mail: daily. It will be used for queries, requesting virtual meetings in order to solve questions and attending questions related to the activities of continuous assessment. Moodle: weekly. Teaching material of different type will be published to carry out the subject. Teams: biweekly. A weekly session, in which theoretical concepts will be explained, queries about them will be solved and documentary sources will be presented. This session will be developed in the time slot that the subject has assigned in the classroom schedule of the Faculty. A second weekly session in small work group (or more sessions in function of students' demand) for the monitoring and supporting in the development of the different continuous activities of the subject. This dynamic allows to make a normalized and adjusted monitoring to students' learning needs in order to develop the work of the subject. 4. Modifications in the evaluation There will be no change *Evaluation observations: Lecturers will provide students the norms for the development of the continuous activities. The student is considered within the general ongoing assessment if he/she presents over 20% of total practice. Therefore, if this student does not get 5 points, he/she will fail in the notes of the subject. In order to pass the course, it is necessary to obtain a minimum of 5 points over 10 (as the total grade) In the second opportunity, the students, who did not pass the subject, will have to deliver and to present an enhanced version of the supervised project 60% (the grades of the rest of continuous activities will be maintained). In the case of virtual teaching, students will have to create a video with the oral presentation and to deliver its link, as well as the work content, to his/her lecturer, at least seven days before the official exam day. In this scenario of virtual teaching, the official exam day, student will have to respond to different questions related to the enhanced supervised project and/or theoretical questions, raised by his/her lecturer, by means of Teams (by recording this session). Both part time and full time students are subject to the same evaluation system. Of course, accusing the continuous activities exercises with devices that allow communication with the outside or that stock information is not allowed. If a student is surprised by developing the continuous activities exercises by means of any fraudulent procedure, the grade of such a continuous activity will be zero both in the first opportunity and in July. 5. Modifications to the bibliography or webgraphy There will be no change. Students will have, in Moodle, audios and/or videos, as well as files with the necessary teaching
-------------------------	--



material to attend the subject



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 professional criteria-based on technical instruments- to the analysis of problems	A4 A7 A10	B2	C6
Assume the importance of lifelong learning as professional and citizen and to promote the values of effort, work, continuous training, and private initiative.		B3 B4	C4 C7 C8
To be able to make the presentation of a project based on economic-organizational analysis applied to a company, both orally and in a written form	A5 A6 A11 A12 A13	B5 B6	C1 C5
To be able to express themselves correctly in any of the official languages of Galicia, both orally and in a written form.		B6 B8	C1
Promote the development of active, educated, critical, committed, democratic and responsible citizens			C4
Understand both transaction and agency costs in the organizational limits as well as the variables related to the organizational analysis.	A1 A2 A3 A8 A9	B1 B7 B9	

Contents	
Topic	Sub-topic
Unit 1. Analysis of transactions costs	1.1. Concept of transaction costs. 1.2. Combination of human and environmental factors in the transaction costs. 1.3. Effect of transaction costs in the choice of market and organization.
Unit 2. Contractual process: an agency approach	2.1. The organization as a nexus of contracts. 2.2. Information and contractual problems. 2.3. Contractual solutions.
Unit 3. Organizational analysis	3.1. Introduction 3.2. Organizational design parameters 3.3. Contingency factors 3.4. Organizational archetypes

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Seminar	A9 C1 C4 C5	4	4	8
Guest lecture / keynote speech	A1 A3 A8 B2 B3 B4 B7 B9	17	0	17
Supervised projects	A5 A6 A10 A11 A13 B5 B8 C6 C7	10	43	53
Document analysis	A3 A7 A12	10	24	34
Case study	A2 A3 A4 B1 B6 C8	10	24	34
Personalized attention		4	0	4

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

Methodologies	
Methodologies	Description
Seminar	4 hours in small groups to supervise essays and on going work during the course



Guest lecture / keynote speech	Presentation in the classroom of basic conceptual items/definitions
Supervised projects	Group essay applying the theoretical concepts explained
Document analysis	Find and analyze relevant information using ICT's
Case study	Applied case studies or development of service-learning project

Personalized attention	
Methodologies	Description
Supervised projects Guest lecture / keynote speech Seminar Case study	The methodologies must be adapted to the circumstances of the group

Assessment			
Methodologies	Competencies	Description	Qualification
Supervised projects	A5 A6 A10 A11 A13 B5 B8 C6 C7	Project or final essay in group	60
Case study	A2 A3 A4 B1 B6 C8	Analysis of cases presented in the classroom or development of service-learning project	20
Document analysis	A3 A7 A12	Use of adequate information resources. Each group must present to the rest of the class a given theoretical concept	20

Assessment comments
1. Non-presented grading: when the student participated in less than 20% of the continuous assessment activities, regardless the obtained grade. 2. Second and advanced opportunity : In the second opportunity, the students, who did not pass the subject, will have to deliver and to present an enhanced version of the supervised project 60% (the grades of the rest of continuous activities will be maintained). In the advanced opportunity, the evaluation criterion of the first opportunity is maintained. 3. Part time students: Both part time and full time students are subject to the same evaluation system. 4. Conditions of final evaluation: Accusing the continuous activities exercises with devices that allow communication with the outside or that stock information is not allowed. If a student is surprised by developing the continuous activities exercises by means of any fraudulent procedure, the grade of such a continuous activity will be zero both in the first opportunity and in July. 5. Student identification : Student has to accredit his/her identity in accordance with the current regulation. Other evaluation observations: The current situation requires the adaptation of the teaching guides to three possible scenarios: face-to-face, blended learning and online teaching. The present subject proposes a system of continuous assessment that will be the same in the three possible scenarios described previously. For it, wherever possible, the proposed classrooms by the Faculty of Economy and Business of the University of A Coruña, and/or the computer platforms that the UDC make available to students and teachers. The lecturers will make available the norms for the development of the proposed works in this teaching guide to students In order to pass the course, it is necessary to obtain a minimum of 5 points over 10 (as the total grade).

Sources of information	
Basic	- Cuervo García, Álvaro (2004). Introducción a la administración de empresas. Madrid: Civitas - Mintberg, Henry (Varios). La estructuración de las organizaciones. Ariel Cuervo García, A. (2004). Introducción a la administración de empresas. Madrid: Civitas. Mintzberg, H. (varios años). La estructuración de las organizaciones. Ariel.
Complementary	

Recommendations
Subjects that it is recommended to have taken before



Business Economics: Management and Organisation/611G01008

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.