



Teaching Guide

| Teaching Guide | | | | |
|---------------------|---|--------|---|-----------|
| Identifying Data | | | | 2021/22 |
| Subject (*) | Economic Analysis of Organisations | | Code | 611G02023 |
| Study programme | Grao en Administración e Dirección de Empresas | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 1st four-month period | Third | Obligatory | 6 |
| Language | Spanish | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Empresa | | | |
| Coordinador | Lopez Rodriguez, Jose | E-mail | jose.lopez.rodriguez@udc.es | |
| Lecturers | Lopez Rodriguez, Jose Rodriguez Fernandez, Maria Jose Teijeiro Álvarez, Mercedes | E-mail | jose.lopez.rodriguez@udc.es maria.jose.rfernandez@udc.es mercedes.teijeiro@udc.es | |
| Web | | | | |
| General description | Economic analysis of organizations, specifically the firm, using the transaction cost economics and agency theory. The analysis is articulated around two aspects: the governance of transactions and incentives. The course will provide students with a series of competencies for the management of organizations, whose application extends, fundamentally, to the field of internal organization (design of incentives, corporate governance, organizational architecture) but also to the field of strategy (vertical integration, outsourcing, collaboration agreements, etc.) | | | |
| Contingency plan | <p>1. Modifications in the contents.</p> <p>No changes are made to the contents.</p> <p>2. Methodologies</p> <p>No changes are made to the methodologies.</p> <p>3. Mechanisms for personalized attention to students.</p> <p>Email: daily. For inquiries, requests for virtual meetings or to resolve doubts.</p> <p>Moodle: daily. According to the needs of the students. They have "thematic forums associated with the modules" of the subject, to formulate the necessary queries.</p> <p>Teams: sessions on demand according to the needs of the students to reinforce the understanding of the subject.</p> <p>4. Modifications in the evaluation.</p> <p>No changes are made to the assessment.</p> <p>* Evaluation observations:</p> <p>1. "Not presented" qualification: if the student does not participate in continuous assessment activities, or in the final proof, or both.</p> <p>2. Second opportunity and opportunity ahead: the evaluation criteria for the second opportunity and the so-called opportunity ahead are those described in the guide.</p> <p>3. Students with recognition of part-time dedication and academic exemption from the attendance: Except for the dates approved by the Faculty Board for the final objective proof, for the remaining proofs a specific calendar of dates will be agreed at the beginning of the course compatible with your dedication.</p> <p>They will be evaluated with the same criteria as full-time students.</p> <p>4. About the evaluation conditions: if the exams are carried out in paper format, it is forbidden to access the exam with any device that allows communication with the outside and / or the storage of information.</p> <p>5. Identification of the student: the student must prove his identity in accordance with current regulations.</p> <p>5. Modifications to the bibliography or webography.</p> <p>No changes are made to the bibliography or webgraphy.</p> | | | |



| Study programme competences | |
|-----------------------------|---|
| Code | Study programme competences |
| A1 | Manage an enterprise or small organization, understanding their competitive and institutional position and identifying their strengths and weaknesses |
| A2 | Integrate in any functional area of micro-firms or SMEs and perform fluently any management task commissioned |
| A3 | Evaluate and foreseeing, from relevant data, the development of a company. |
| A4 | Elaborate advisory reports on specific situations of companies and markets |
| A5 | Write projects about specific functional areas (e.g. management, marketing, financial) of the company |
| A6 | Identify the relevant sources of economic information and to interpret the content. |
| A7 | Understand economic institutions as a result and application of theoretical or formal representations which explain the evolution of the economy. |
| A8 | Derive, based on from basic information, relevant data unrecognizable by non-professionals. |
| A9 | Use frequently the information and communication technology (ICT) throughout their professional activity. |
| A10 | Read and communicate in a professional environment at a basic level in more than one language, particularly in English |
| A11 | To analyze the problems of the firm based on management technical tools and professional criteria |
| B1 | CB1-The students must demonstrate knowledge and understanding in a field of study that part of the basis of general secondary education, although it is supported by advanced textbooks, and also includes some aspects that imply knowledge of the forefront of their field of study |
| B2 | CB2 - The students can apply their knowledge to their work or vocation in a professional way and have competences typically demonstrated by means of the elaboration and defense of arguments and solving problems within their area of work |
| B3 | CB3- The students have the ability to gather and interpret relevant data (usually within their field of study) to issue evaluations that include reflection on relevant social, scientific or ethical |
| B4 | CB4-Communicate information, ideas, problems and solutions to an audience both skilled and unskilled |
| B5 | CB5-Develop skills needed to undertake further studies learning with a high degree of autonomy |
| B6 | CG1-Perform duties of management, advice and evaluation in business organizations |
| B7 | CG2-Know how to use the concepts and techniques used in the various functional areas of the company and understand the relationships between them and with the overall objectives of the organization |
| B8 | CG3- Know how to make decisions, and, in general, assume leadership roles. |
| B9 | CG4-Learn to identify and anticipate opportunities, allocate resources, organize information, select and motivate people, make decisions under conditions of - uncertainty, achieve the proposed objectives and evaluate results |
| B10 | CG5-Respect the fundamental and equal rights for men and women, promoting respect of human rights and the principles of equal opportunities, non-discrimination and universal accessibility for people with disabilities. |
| C1 | Express correctly, both orally and in writing, in the official languages of the autonomous region |
| C4 | To be trained for the exercise of citizenship open, educated, critical, committed, democratic, capable of analyzing reality and diagnose problems, formulate and implement knowledge-based solutions oriented to the common good |
| C5 | Understand the importance of entrepreneurial culture and know the means and resources available to entrepreneurs |
| C6 | Assess critically the knowledge, technology and information available to solve the problems and take valuable decisions |
| C7 | Assume as professionals and citizens the importance of learning throughout life. |
| C8 | Assess the importance of research, innovation and technological development in the economic and cultural progress of society. |

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



| | | | |
|---|-----|-----|----|
| To address the organizational problem as a problem of an economic nature. | A1 | B1 | C1 |
| To identifying the most relevant dimensions in the study of organizational problems. | A2 | B2 | C4 |
| To understand the company and, in a general way, the organizations as governance structures that function as an alternative way of organizing the economic activity through markets. | A3 | B3 | C5 |
| To understand the functioning of the most relevant economic theories for the study and analysis of organizations, in particular, the transaction cost analysis and the agency theory. | A4 | B4 | C6 |
| To detect, analyze, solve and communicate organizational problems, managing the concepts and theories of organizational economics. | A5 | B5 | C7 |
| To realize that continuous education and knowledge are key to the best development of our lives and society. | A6 | B6 | C8 |
| To instill ethical values as a guiding principle in behaviors as professionals and, above all, as citizens. | A7 | B7 | |
| To know how to work as a team. | A8 | B8 | |
| To encourage the use of ICT in personal communication tasks. | A9 | B9 | |
| | A10 | B10 | |
| | A11 | | |

| Contents | |
|------------------------|--|
| Topic | Sub-topic |
| MODULE I. INTRODUCTION | II.1. Introduction to organizational economics II.2. Contracts and efficiency The specific contents of each module will be adapted to the singularities of each degree. |
| MODULE II. GOVERNANCE | II.1. Theoretical fundamentals: transaction cost economics II.2. Applications: vertical integration The specific contents of each module will be adapted to the singularities of each degree. |
| MODULE III. INCENTIVES | III.1. Theoretical fundamentals: agency theory III.2. Applications: pay for performance and corporate governance The specific contents of each module will be adapted to the singularities of each degree. |

| Planning | | | | |
|--------------------------------|--|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student's personal work hours | Total hours |
| Document analysis | A5 A7 A10 A11 B3 B5 B8 | 2 | 10 | 12 |
| Workbook | A11 | 0 | 8 | 8 |
| Multiple-choice questions | A11 A8 B1 B2 | 3 | 75 | 78 |
| Problem solving | A1 A2 A3 A4 A6 A8 A9 B4 B6 B7 C1 C5 C6 | 6 | 0 | 6 |
| Oral presentation | A7 A8 A9 A10 A11 B4 B5 B9 B10 C4 C7 C8 | 1 | 17 | 18 |
| Guest lecture / keynote speech | C4 C5 C7 C8 | 17 | 0 | 17 |
| Personalized attention | | 11 | 0 | 11 |

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

| Methodologies | |
|---------------|-------------|
| Methodologies | Description |



| | |
|--------------------------------|--|
| Document analysis | Research skills development involving use of audiovisual and/or bibliographical documents (documentary or film extracts, news items, advertising images, photographs, articles, legal texts, etc.) relating to specific topic of study, with targeted analysis activities. Used as introduction to topic, as focus for case study, to explain abstract processes and present complex situations, or as strategy for synthesising content (theoretical and practical). |
| Workbook | Compilation of printed texts and written documents, collected and edited as tool to consolidate knowledge of course content. |
| Multiple-choice questions | Objective test in which student is required to select one option from list of possible answers to direct question or incomplete statement provided. |
| Problem solving | Applied learning method in which student is required to use knowledge gained from study to propose a solution to a specific problem, where more than one solution may be possible. |
| Oral presentation | Core component of teaching-learning process involving coordinated oral interaction between student and teacher, including proposition, explanation and dynamic exposition of facts, topics, tasks, ideas and principles. |
| Guest lecture / keynote speech | Oral presentation (using audiovisual material and student interaction) designed to transmit knowledge and encourage learning. Presentations of this type are variously referred to as ?expository method?, ?guest lectures? or ?keynote speeches?. (The term ?keynote? refers only to a type of speech delivered on special occasions, for which the lecture sets the tone or establishes the underlying theme; it is characterised by its distinctive content, structure and purpose, and relies almost exclusively on the spoken word to communicate its ideas.) |

Personalized attention

| Methodologies | Description |
|---|--|
| Guest lecture / keynote speech Oral presentation | In the tutoring hours the student will be attended to clarify those doubts that arise for the preparation of the subject, as well as regarding the preparation of the supervised work. Without mentioning the person who made the consultation during tutoring hours, it can be published in Moodle, along with their response, so that other students can take advantage of it. All this if the teacher considers it appropriate and of general interest to the exposed consultation. |

Assessment

| Methodologies | Competencies | Description | Qualification |
|---------------------------|--|---|---------------|
| Multiple-choice questions | A11 A8 B1 B2 | Multiple-choice questions with penalties for incorrect answers. | 60 |
| Oral presentation | A7 A8 A9 A10 A11 B4 B5 B9 B10 C4 C7 C8 | Oral presentation of two works complemented with the use of slides. 1st work related to transaction cost theory or an application of transaction cost theory (for example, vertical integration, hybrid forms of organization, organizational structure, etc.) 2nd work related to agency theory or an application of agency theory (eg incentives, corporate governance, etc.) The work will be done in groups. | 40 |

Assessment comments



A) EVALUATION REGULATIONS:

1. Evaluation conditions: It is forbidden to access the exam room with any device that allows communication with the outside and/or storage of information.
2. Identification of the student: The student must bring and show his/her ID card or passport the day of the exam in accordance with current regulations.

B) TYPES OF GRADINGS:

1. "No presentado" grading: Corresponds to the student, when she only participates in evaluation activities weighted less than 20% on the final qualification, regardless of the achieved qualification.
2. Students with recognition of part-time dedication and academic exemption of waiver attendance: the evaluation will be done with the same contents and criteria as full-time students. At the beginning of the course, these students will address to the teachers of the subject to agree on a schedule of actions in order to enable the realization of the evaluation activities.

C) GRADING OPPORTUNITIES:

1. First opportunity: The evaluation of the first opportunity will be completely continuous based on a multiple choice test (60%) and the oral presentation (40%). In the case of multiple-choice test, the date of realization will be the official day settled for the first opportunity. The oral presentation projects will be during the lecturing period, according to the dates settled by the teachers of the subject. To pass the course it will be necessary to get a minimum of 5 points out of 10 in the overall calculation of the assessment, however it is a sine qua non condition to get 5 points out of 10 in the multiple-choice test. If this minimum is not reached in the test, the subject cannot be passed and the grade will be that of the exam.
2. Second opportunity: As for the second opportunity, the grades of the supervised project will be kept into account. In addition, whenever possible, the oral presentations may be recovered, if some students would not have done it. In that case, the student will address the teacher well in advance to indicate the desire to recover the work, which must be delivered and submitted before the date of the official examination of the second opportunity; if this is not possible due to issues of dates, or commitments of the teacher, the evaluation will consist only of a multiple-choice test, maintaining the weighting of 60%. To pass the subject, it will be necessary to obtain a minimum of 5 points out of 10 in the overall calculus, however it is a sine qua non condition to obtain 5 points out of 10 in the multiple-choice test. If this minimum is not reached in the test, the subject cannot be passed and the grade will be that of the exam.
3. Advance call: Students who take the exam in the advance call, the evaluation will consist in the realization of a test exam and to pass the subject the students must reach a minimum of 5 points out of 10.

D) OTHER EVALUATION OBSERVATIONS:

Sources of information

| | |
|----------------------|---|
| Basic | <ul style="list-style-type: none">- Duma, S. y Schreuder, H. (1991). Economic approaches to organizations. Prentice Hall- Milgrom, P. y Roberts, J. (1992). Economics, Organizations and Management. Prentice Hall- Williamson, O.E. (1985). The Economic Institutions of Capitalism, New York:Free Press.. Macmillan |
| Complementary | <p>Dranove, M. Shanley y S. Schaefer (2003), Economics of Strategy. Third Edition. John Wiley & Sons, Inc.</p> <p>Brickley, J.A., Smith, C.W., Zimmerman, J.L. (2005), Economía Empresarial y Arquitectura de la organización. Ed. McGraw HillSalas (1996), Economía de la empresa. Decisiones y organización. Ariel Economía. 2ª Edición.</p> <p>Williamson, O.E. (1975), Markets and Hierarchies: Analysis and Antitrust implications. Free Press, New York, NY. Traducido como Williamson, O.E. (1991): Mercados y Jerarquías: Su Análisis y sus Implicaciones Antitrust, México: Fondo de Cultura Económica</p> |

Recommendations

Subjects that it is recommended to have taken before

Principles of Microeconomics/611G02001

Business Economics: Management and Organisation/611G02008

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus



Other comments

1.

The delivery of the documentary works carried out in this subject:a) It will be requested in virtual format (email, etc) and /or any kind of computer compatible devise b).

It will be done through Moodle, in digital format without the need to print them 2.

The importance of ethical principles related to sustainability values ??in personal and professional behavior must be taken into account. 3.

Work will be done to identify and modify sexist prejudices and attitudes and the environment will be influenced to modify them and promote values of respect and equality. 4. The

full integration of students who, for physical, sensory, psychological or sociocultural reasons, experience difficulties to an adequate, equal and profitable access to university life will be facilitated

(*)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.