



Teaching Guide				
Identifying Data				2023/24
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	
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Web				
General description	The fundamental objective of this course is to learn a series of concepts and theoretical tools for the analysis and economic understanding of organizations, especially managed ones.			

Study programme competences / results	
Code	Study programme competences / results
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 / results		
To acquire basic knowledge about economic organization, contracts and efficiency	A8	B1	C1
	A9	B5	C4
	A10	B6	C5
	A11	B8	C6
		B9	C7
		B10	C8
Transaction cost economics	A1	B1	C1
	A2	B2	C4
	A3	B3	C6
	A4	B4	C7
	A5	B5	C8
	A6	B6	
	A7	B7	
	A8	B8	
	A9	B9	
	A10	B10	
	A11		
Agency theory	A1	B1	C1
	A2	B2	C4
	A3	B3	C6
	A4	B4	C7
	A5	B5	C8
	A6	B6	
	A7	B7	
	A8	B8	
	A9	B9	
	A10	B10	
	A11		

Contents	
Topic	Sub-topic



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

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Document analysis	A5 A7 A10 A11 B3 B5 B8	5	5	10
Workbook	A8 A11 C8	7	0	7
Multiple-choice questions	A8 A11 B1 B2	1	64	65
Aprendizaxe servizo	A9 B1 B3 B4 B7 B9 B10 C1 C4 C5 C6 C7 C8	8	12	20
Supervised projects	A1 A2 A3 A4 A6 A9 B1 B2 B3 B4 B5 B6 B7 C1 C5 C6 C7 C8	8	12	20
Guest lecture / keynote speech	A7 A9 A11 B4 C6 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.
Aprendizaxe servizo	Methodology that combines service to the community with learning in a single project, in which students are trained by working on the real needs of their environment in order to improve it.
Supervised projects	Supervised learning process aimed at helping students to work independently in a range of contexts (academic and professional). Focused primarily on learning how to do things? and on encouraging students to become responsible for their own learning.



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).
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## Personalized attention

Methodologies	Description
Guest lecture / keynote speech	Resolution of the doubts and problems that students have in relation to the development of each of the methodologies. The form and time in which the personalized attention will be developed will be indicated in relation to each methodology throughout the course according to the work plan of the subject. The TGR can be carried out "face to face" or online and will consist of 2 sessions of 2 hours which will be scheduled during the course.
Supervised projects	
Workbook	
Document analysis	
Aprendizaxe servizo	

## Assessment

Methodologies	Competencies / Results	Description	Qualification
Multiple-choice questions	A8 A11 B1 B2	Multiple-choice questions with penalties for incorrect answers.	60
Supervised projects	A1 A2 A3 A4 A6 A9 B1 B2 B3 B4 B5 B6 B7 C1 C5 C6 C7 C8	Activity to be carried out in a group. In the presentation of the subject, the teaching staff will explain the activities to be carried out. The qualification of this activity will be 20% and in the event that the service-learning activity could not be carried out, its weighting will be 40%.	20
Aprendizaxe servizo	A9 B1 B3 B4 B7 B9 B10 C1 C4 C5 C6 C7 C8	Activity to be carried out in a group. Students enrolled in the subject will be offered the possibility of participating in a service-learning activity with a partner entity.	20

## Assessment comments



## A) GRADINGS OF "NOT PRESENTED" AND "SUSPENSE" DUE TO DISCIPLINARY SANCTIONS

1. "Not presented" 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. "Suspense" grading in the call in which the offense is committed and regarding the matter in which it was committed (article 11, section 4 b), of the UDC Student Disciplinary Regulations): the student will be graded with "suspense"(numerical note 0) in the corresponding call for the academic year, whether the offense is committed in the first opportunity or in the second. To do this, her rating will be modified in the first opportunity report, if necessary.

## B) GRADING OPPORTUNITIES:

1. First opportunity: The evaluation of the first opportunity will be 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 conditions of the evaluation are the same as for the 1st opportunity taking into account the following: 1) those students who failed in the 1st opportunity, the grades obtained in the oral presentation work will be taken into account; 2) students who did not attend the 1st opportunity and did not do the oral presentation, will be able to do it. In that case, the student will contact the teacher well in advance to indicate his/her desire to do the work, which must be delivered and presented before the date of the official date for the 2nd opportunity. To pass the subject, as in the 1st opportunity, it will be necessary to obtain a minimum of 5 points out of 10 in the global computation, but it is also a sine qua non condition to obtain a minimum of 5 points out of 10 in the multiple choice test. If this minimum is not reached in the multiple choice test, the subject will be failed, and the grade will be the one obtained in the test.
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.

## C) OTHER EVALUATION OBSERVATIONS

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.
3. 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.

### Sources of information

<b>Basic</b>	- 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
<b>Complementary</b>	Dranove, M. Shanley y S. Schaefer (2003), Economics of Strategy. Third Edition. John Wiley & Sons, Inc. 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. 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

### 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 device 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. As stated in the various regulations for university teaching, the gender perspective must be incorporated in this subject (non-sexist language will be used, bibliography by authors of both sexes will be used, students will be encouraged to participate in class... ). Work will be done to identify and modify prejudices and sexist attitudes and influence the environment to modify them and promote values of respect and equality. Situations of discrimination based on gender should be detected and actions and measures will be proposed to correct them. 4. The full integration of students who, for physical, sensory, psychological or socio-cultural reasons, experience difficulties in having a suitable, 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.