

1. BASIC DATA

Module	Capstone Project
Degree program	Máster Universitario en Dirección de Empresas MBA
School	Facultad de Ciencias Económicas, Empresariales y de la Comunicación
ECTS	6
Credit type	Mandatory
Language	English & Spanish
Delivery mode	Campus bases & online (only in Spanish)
Semester	Second semester
Academic course	2024/2025
Module Coordinator	José Lominchar
Teachers	Pablo Esteban, Cristina Carrasco, Francisco Javier Rivas, Lisardo de Pedro, Alejandro de Pablo

2. PRESENTATION

The Capstone Project module is a central module within the Master's Degree in Business Management, with a value of 6 ECTS credits.

This module aims to evaluate in a comprehensive and global way the use of the contents and competencies of the program. By completing this module, the student will be able to implement a business plan.

The objective of the master's thesis is to:

- To enable students to prepare a project, develop each of its parts and present or defend it in public. In addition, through each subject, students will develop the necessary resources and skills to select and use the computer programs that allow an adequate analysis of the data, as well as the presentation and exposition of results and conclusions obtained in their work.
- The realization of an original project that contemplates the topics developed during the program.

- The student will present in public session and individually, the work to be evaluated by a tribunal formed by the professors of the master, once the tutor approves it.

3. LEARNING RESULTS

Knowledges:

- KNO05. Recognize factors that affect a company's ethical and sustainable practices, including risks related to environmental and social impact, and efforts to minimize them.

Skills:

- SK02. Communicate the results of a business project clearly, effectively, and persuasively, both in speech and writing.

Competencies:

- CP01. Analyze problems and propose solutions to achieve business goals.
- CP02. Identify, evaluate, and select tools for assessing the impact of decisions on profits, the market, people, and society, considering a comprehensive ethical approach.
- CP03. Spot, analyze, and assess opportunities and risks for businesses in a global and sectoral context across major geographic areas (Europe, USA, and Latin America).
- CP04. Perform a sector analysis, setting medium and long-term strategies for a specific sector.
- CP05. Keep up with new trends and practices in corporate social responsibility policies and define a custom CSR policy for each business.
- CP06. Show business leadership skills in scenarios focused on strategic planning, conflict resolution, motivation, talent attraction, and professional ethics.
- CP07. Understand and use strategic concepts and tools for business structuring and select the best strategic alternative for each market and company.
- CP08. Analyze and apply advanced operational business management tools aligned with strategic goals.
- CP09. Design plans for different areas (marketing, communication and sales, finance, production, human resources), using coordination criteria among them and aligned with the company's overall strategy.
- CP10. Master the key concepts for sizing new organizational structures and implement plans involving changes and adaptations with resource optimization and knowledge management criteria.
- CP11. Practically and integratively apply the knowledge, skills, and competencies acquired in professional environments related to business management and direction.

4. CONTENTS

The Capstone project must respect a format, which can be scientific (introduction, hypothesis/objectives, material and method, discussion and conclusions) or professional (specific for the content and thematic of the project) according to the itinerary chosen.

The Capstone project is unfolded in the following activities:

1. The objective of the first activity is to train the students so that they can develop a project, develop each one of their parts and expose it or defend it in public. In addition, each subject will develop in the students the resources and skills necessary to select and use the software that allow an adequate analysis of the data, as well as the presentation and exposure of results and Conclusions obtained in his work.
2. The second activity is the realization of an original project that will contemplate the topics developed during the program.

The student will present in public session this project to be evaluated by a court of teachers of the master once the tutor approves it. After exposure and public defense, the Court qualifies the pupil by giving him his final qualification.

5. TEACHING-LEARNING METHODOLOGIES

The following are the types of teaching-learning methodologies to be applied:

- Project-based learning.

6. TRAINING ACTIVITIES

The types of training activities to be carried out and the student's dedication in hours to each of them are identified below:

Presential & online modality (only in Spanish):

Training activity	Number of hours
Oral presentations of work	2
Tutoring	10
Autonomous work	38
Preparation of the Master's Thesis	100
TOTAL	150

7. EVALUATION

The following is a list of the evaluation systems, as well as their weight in the total grade of the course:

Presential & online modality (only in Spanish):

Evaluation system	Weight
Oral defence of the final thesis	25%
Written capstone project	75%

In the virtual campus, when you access the course, you will be able to consult in detail the evaluation activities to be performed, as well as the due dates and evaluation procedures for each of them.

7.1. Ordinary call

In order to pass the course in the ordinary exam, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, the tutor's APTO is required to carry out the defense.

7.2. Extraordinary call

In order to pass the course in the ordinary exam, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, the tutor's APTO is required to carry out the defense.

8. CHRONOGRAM

The chronogram with dates of delivery of evaluable activities of the course is available in each edition and group in the virtual campus.

Activity	Week
Choose theme	Semana 1
Written capstone project	Semana 2 -16
Oral defence of the final thesis	Semana 16

This schedule may be subject to modifications due to logistical reasons. Any modification will be notified to the student in due time and form.

9. BIBLIOGRAPHY

The following is a bibliography related to the topics to be covered in the units:

- ACCID3 (2017). Cómo investigar: Trabajo fin de grado, tesis de máster, tesis doctoral y otros proyectos de investigación. Editorial: Profit.

- Caicedo Celis, Claudia y Pastor Pérez, Xavier (2017). ¿Cómo elaborar un trabajo final de máster? Editorial: UOC.
- Cámara de Comercio de España (2018). Creación de empresas. Recuperado de: <https://www.camara.es/creacion-de-empresas> (Consultado: 3 de noviembre de 2018).
- Castro, M.; López, L. (2010). Técnicas para hablar en público: guía para una comunicación eficaz. Oviedo: Protocolo.
- Da Cunha, Irida (2016). Trabajo de fin de grado y de máster: redacción, defensa y publicación. Editorial: UOC.
- Edmondson, A. (2017). Amy Edmondson: Cómo convertir a un grupo de extraños en un equipo [Archivo de video]. Recuperado de: https://www.ted.com/talks/amy_edmondson_how_to_turn_a_group_of_strangers_into_a_team?language=es
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- García Carbonell, Roberto (2017). Todos pueden hablar bien en público. Editorial: EDAF.
- Lunenburg, F.C. (2011). Decision Making in Organizations. Sam Houston State University. International Journal of Management, Business and Administration. Volume 15, Number 1, 2011.
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- Powell, Mark (2011). Dynamic presentations. Cambridge University Press.
- Priede, T., López-Cózar, C. y Benito, S. (2010). Creación y desarrollo de empresas. Madrid, Ediciones Pirámide, 2010.
- Reynolds, Garr (2010). Presentación zen: ideas sencillas para el diseño de presentaciones. Madrid. Pearson Prentice Hall.
- Sainz de Vicuña Ancín, José María (2017). El plan estratégico en la práctica (5ª Edición). Editorial: ESIC.
- Sallid-Times, Carole (2016). The Five-Minute Business Plan. Times Business Group, LLC.
- Samso, Raimon (2017). El Coach Iluminado: Manual de iluminación Low cost. Editorial: Instituto Expertos S.L.
- Schramm, Carl J. (2018). Burn the Business Plan: What Great Entrepreneurs Really Do. Editorial: Simon and Schuster.

- Sigman, M. y Ariely, D. Palmer, A. (2017). Mariano Sigman y Dan Ariely: Cómo los grupos pueden tomar buenas decisiones. [Archivo de video]. Recuperado de: https://www.ted.com/talks/mariano_sigman_and_dan_ariely_how_can_groups_make_good_decisions#t-1852
- The Staff of Entrepreneur Media (2015). Write Your Business Plan: Get Your Plan in Place and Your Business off the Ground. Editorial: Entrepreneur Press.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility in the different campuses of the university and equal opportunities.

This unit offers students

1. Accompaniment and monitoring by mean of counselling and personalised plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, in terms of methodology and assessment, for those students with specific educational support needs, thereby pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop different competences that will enrich their personal and professional development.
4. Vocational guidance through the provision of tools and counselling for students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students who need educational support can write to us at: Students with specific educational support needs:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters! Universidad Europea encourages you to participate in satisfaction surveys to detect strengths and areas for improvement about the faculty, the degree program and the teaching-learning process. Surveys will be available in the survey area of your virtual campus or through your e-mail. Your assessment is necessary to improve the quality of the degree.

Thank you very much for your participation.