

1. BASIC INFORMATION

Course	Business Management
Degree program	Degree in Marketing
School	Economic, Business and Communication Sciences
Year	First
ECTS	6 ECTS
Credit type	Basic (Business)
Language(s)	Spanish and English
Delivery mode	Campus-based mode and online
Semester	First
Academic year	2025-2026
Coordinating professor	Ana María Villagrasa

2. PRESENTATION

Business Management is a basic subject within the Degree in Marketing, worth 6 ECTS credits. The general objective is for the student to know, understand and apply the basic functioning of the company, from the perspective of planning, organization, management and control and its administration in practice, as well as fundamental functional areas.

The roles of the businessman and the entrepreneur will be studied, as well as modern trends such as CSR and ethics in business. This subject lays the foundations and essential knowledge to carry out business management work. Likewise, knowledge concerning the business structure, internal organization and functional areas is introduced in this subject.

The course will also be aimed at promoting the entrepreneurial spirit by learning basic notions on how to detect business opportunities, how to create a business plan, a canvas model and other methods and techniques of business management.

3. COMPETENCIES AND LEARNING OUTCOMES

Knowledge

CON01 Explain the concepts related to company and business management and administration in general, as well as marketing and commercial Communication in particular.

Skills

HAB03 Analyse the production costs of marketing actions with the expected benefit, anticipating results and optimising the return on investment

HAB06 Use information and communication technologies for data search and analysis, research, communication and learning.

Competencies

CP02 Analyze, assesses and synthesize the results of market research and reports and use them as a basis for marketing decisions.

CP07 Calculate and evaluate the production costs of marketing actions with the expected profit, anticipating results and optimizing the return on investment

CP09 Show ethical behaviour and social commitment in the performance of the activities of a profession, as well as sensitivity to inequality and diversity.

4. CONTENT

- Fundamentals of business administration
- The company and its environment
- Models of strategic analysis and types of strategies
- Company administration planning, organisation and management
- Business decision making
- Strategic and management control

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

Campus-based mode

- Master classes
- Case Method
- Cooperative learning
- Project-based learning
- Flipped learning

Online mode

- Master classes
- Case Method
- Cooperative learning
- Project-based learning
- Flipped learning

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Master lessons	10 h
Practical application seminars	20 h
Case analysis	16 h

Preparation of reports and writings	14 h
Research and projects	20 h
Autonomous work	60 h
Debates and colloquia	8 h
In-person assessment tests	2 h
TOTAL	150 h

Online mode:

Learning activity	Number of hours
Master lessons	10 h
Synchronous virtual classes	20 h
Case analysis	16 h
Preparation of reports and writings	14 h
Research and projects	20 h
Study of complementary contents and documentation (independent work)	60 h
Virtual forum	8 h
Virtual assessment tests	2 h
TOTAL	150 h

The percentage of 50% in-person attendance indicated in the training activity “self-assessment questionnaires and in-person knowledge tests” refers to the mandatory presence of the knowledge test. The self-assessment questionnaires will be carried out online.

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
In-person assessment tests	50%
Reports and writings	20%
Case/problem	10%
Research/projects	20%

Online mode:

Assessment system	Weight
Virtual assessment tests	50%
Reports and writings	20%
Case/problem	10%
Research/projects	20%

When you access the course on the Campus Virtual, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the subject in the ordinary session you must obtain a grade greater than or equal to 5.0 out of 10.0 in the final grade (weighted average) of the subject.

In any case, it will be necessary for you to obtain an average grade in the knowledge tests greater than or equal to 5.0, so that it can be averaged with the rest of the activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline/weeks
Activity 1.	1-3
Activity 2.	3-6
Activity 3.	7-9
First knowledge test	9
Activity 4.	10-13
Second knowledge test	14

End of course project (real company project)	15-16
Presentations (TF) (group)	17

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. READING LIST

The main reference work for this subject is:

- Díez, I. (2012). *Introduction to Business Administration*, Cívitas, Pamplona.
- Bateman, T. S. & Scott S. A. (2010). *Management, leading and collaborating in a competitive world*, McGraw-Hill.
- Ferrel, O. C. (2011). *Business: a changing world*, McGraw-Hill.
- Robbins, S.P., Coulter, M. (2005). *Management*, Prentice Hall.
- Stoner, J., Freeman, R.E. & Gilbert, D.R. (2007). *Management*, Pearson.
- Templar, R. (2011). *The Rules of Management*, Pearson
- Worthington, I. & Britton, C. (2006). *The Business Environment*, Prentice Hall

Bibliography in spanish

- Bueno, E. (2011). *Curso Básico de Economía de la Empresa*, Pirámide, Madrid.
- Durbán, S. (2008). *Dirección Financiera*. McGraw-Hill, México.
- Fernández, E. (2006). *Estrategia de producción*. Editorial McGraw-Hill, Madrid
- González, F.J. (2006): *Creación de empresas. Guía del emprendedor*. Pirámide. Madrid.
- Kotler, P. (2015). *Fundamentos de Marketing*. Editorial Addison-Wesley, Madrid.
- Moro, M. y Rodés, A. (2014). *Marketing digital*. Editorial Paraninfo, Madrid.
- Navas, J. y Guerras, L. (2016). *Fundamentos de dirección estratégica*. Thomson Reuters. Cívitas, Pamplona.
- Pérez Gorostegui, E. (2017). *Curso de economía de la empresa. Introducción*. Editorial CERA, Madrid.
- Priede, T.; López-Cózar, C y Benito, S. (2010). *Creación y desarrollo de empresas*. Pirámide, Madrid.
- Sainz de Vicuña, J.M. (2015). *Plan de marketing en la práctica*. Editorial ESIC, Madrid.

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

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

This Unit offers students:

1. Accompaniment and monitoring by providing personalized advice and plans to students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made, that is, at the level of methodology and evaluation, in those students with specific educational support needs, thereby pursuing equity of opportunities for all students.

3. We offer students different extracurricular training resources to develop various skills that will enrich their personal and professional development.
4. Vocational guidance by providing tools and advice to students with vocational doubts or who believe they have made a mistake in choosing a degree

Students who need educational support can write to us at: orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.