

## 1. BASIC INFORMATION

<b>Course</b>	Organization and Management of Aerospace Companies
<b>Degree program</b>	Degree in Aerospace Engineering of aircrafts
<b>School</b>	Escuela de Arquitectura, Ingeniería y Diseño
<b>Year</b>	1sr course
<b>ECTS</b>	6
<b>Credit type</b>	Basic
<b>Language(s)</b>	English
<b>Delivery mode</b>	Face-to-face
<b>Semester</b>	2 <sup>nd</sup>
<b>Academic year</b>	2025-26
<b>Coordinating professor</b>	Violeta Doval Omar Martínez Lucci

## 2. PRESENTATION

This course belongs to the “Business” module: Organization and Management of Aerospace Companies: 6 ECTS (first year).

The course focuses to study the aerospace market and companies, the business management concepts, lean manufacturing, Airline operations, MRO (Maintenance Repair Overhaul), Air traffic, among other concepts related with the management of Aerospace companies in nowadays’ world.

## 3. LEARNING OUTCOMES

### Knowledge

CON04 FB06. Adequate knowledge of the concept of business, institutional and legal framework of the company, and organization and management of companies.

KN01. Describe and conceptualize an organizational and management environment

KN02. Define a basic analysis of a balance sheet and income statement.

KN03. Define a basic marketing plan.

KN04. Define basic innovation plans.

KN05. Define a basic production plan.

### Competences

CP12. Generate new ideas and concepts from known ideas and concepts, reaching conclusions or solving problems, challenges, and situations in an original way in the academic and professional environment.

CP13. Convey messages (ideas, concepts, feelings, arguments), both orally and in writing, strategically aligning the interests of the various parties involved in communication in the academic and professional environment in the field of aerospace engineering.

CP14. Employ information and communication technologies for data search and analysis, research, communication, and learning in the field of aerospace engineering.

CP15. Influence others to guide and lead them towards specific objectives and goals, taking into consideration their viewpoints, especially in professional situations arising from the volatile, uncertain, complex, and ambiguous (VUCA) environments of the current world.

CP16. Collaborate with others in achieving a shared academic or professional objective, actively participating, demonstrating empathy, and practicing active listening and respect for all team members.

CP17. Integrate analysis with critical thinking in an evaluation process of different ideas or professional possibilities and their potential for error, relying on evidence and objective data that lead to effective and valid decision-making.

CP18. Adapt to adverse, unexpected situations that cause stress, whether personal or professional, overcoming them and even turning them into opportunities for positive change.

CP19. Demonstrate ethical behavior and social commitment in the performance of professional activities, as well as sensitivity to inequality and diversity.

## 4. CONTENT

- The concept of company.
- Institutional and legal framework of the company.
- Organization and management of companies. The income statement. The balance. The financing of the company.
- The value chain.
- The marketing plan (strategic and tactical) as the foundation of the business strategy and the new products.
- Learning to undertake as a key to innovation.
- Marketing of the international aerospace market.
- Innovation management in the aerospace sector.
- Organization of production.
- Microeconomics of a company in the aerospace sector.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Survey of objectives and interests
- Lecture-based class
- Research by groups or problem solving by groups
- Case studies

## 6. LEARNING ACTIVITIES

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

Learning activity	Number of hours	Use of AI
Mentoring, academic monitoring and assessment	20	Allowed (please read the specifications in the Appendix of this document)
Integrative work in group	60	Allowed (please read the specifications in the Appendix)
Expositions and presentations by the teacher (Master classes)	20	Allowed (Please read the specifications in the Appendix)
Autonomous study	50	Allowed (please read the specifications in the Appendix)
<b>TOTAL</b>	<b>150</b>	

## 7. ASSESSMENT

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

Assessment system	Weight
Exams (2)	35%
Teamwork to develop a Startup Business Plan	30%
Individual assignments based on master classes	15%
Field experiences, conferences and visits	10%
Others	10%

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

In any case, you will need to obtain a grade of at 4.0 in the final exam for it to count towards the final grade along with all the grades corresponding to the other 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 4.0 in the final exam 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
Delivery I	17th February
Delivery II	10th March
Delivery III	21th April
Delivery IV	28th April
Delivery V	12th May

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. BIBLIOGRAPHY

The main reference work for this subject is:

- BATEMAN, T. S. & SCOTT S. A. (2010): Management, leading and collaborating in a competitive world, McGraw-Hill.

The recommended Bibliography is:

- FERRELL, O. C., HIRT G. A., FERRELL, L. (2009): Business: a changing world, McGraw-Hill.
- KOOTNZ, H., WEILRICH, H. (2020): Management, a global perspective, McGraw-Hill.
- ROBBINS, S.P., COULTER, M. (2016): Management, Prentice Hall, New Jersey.
- STONER, J., FREEMAN, R.E. y GILBERT, D.R. (2022): Management, Pearson.

## 10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

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

Students in need of educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto: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.