

## 1. BASIC INFORMATION

<b>Course</b>	Business Fundamentals
<b>Degree program</b>	Business Administration
<b>School</b>	Economics, Business, and Communication Sciences
<b>Year</b>	1º
<b>ECTS</b>	6 ECTS
<b>Credit type</b>	Basic
<b>Language(s)</b>	Spanish and English
<b>Delivery mode</b>	Face to face and Online
<b>Semester</b>	1º
<b>Academic year</b>	2025-26
<b>Coordinating professor</b>	Máximo Cortés Navajas
<b>Professor</b>	

## 2. PRESENTATION

It is a basic subject within the Degree in Business Administration, with a value of 6 ECTS credits. The course is constituted as an introductory subject whose general objective is for the student to know, understand and apply the basic operation of the company, from the perspective of planning, organization, management and control and its administration in practice, as well as the characteristics of the functional areas.

The roles of the businessman and the entrepreneur will be studied, as well as modern trends such as CSR and business ethics. This subject lays the foundations and essential knowledge to carry out the work of business management. Likewise, knowledge relating to the business structure, internal organization, functional areas, among others, which will be the support for the rest of the subjects of the first year of the degree, as well as subsequent courses, are introduced in this matter.

## 3. LEARNING OUTCOMES

### Knowledge

CON1. Define the fundamental concepts about the company, the entrepreneur, and its environment, as well as the main functional areas and problems of the company as an organization in a market economy. Identify the basic concepts about the firm and its environment, as well as the main functional areas of the firm as an organization.

### Skills

HAB2. Solve problems and practical cases using mathematical and data analysis techniques and tools for solving economic problems and using the basic methods of calculus, algebra and programming that allow a better understanding of the operational functioning of the company and its environment.

Analyze cases and cooperative activities that allow students to demonstrate that they have acquired the concepts described in the previous section.

**Competences**

COMP03. Identify and understand the areas of accounting, human resources, marketing, sales and production in the company, applying the different tools available for its management.

## 4. CONTENT

**Companies and their surroundings**

- Defining companies
- The company environment
- Legal formats
- Business strategies and business growth

**Management function**

- The entrepreneur
- The management functions
- Business in the 21st century and corporate social responsibility
- Entrepreneur and the business plan

**Marketing function**

- Introduction to marketing
- The marketing plan structure
- The marketing mix model
- Implementing and controlling the marketing plan

**Financial function**

- Introduction to finance
- Financial structure of the firm
- Investment evaluation

**Operations function and human resources management**

- Production organization
- Productive efficiency, production costs and quality control
- Stock management
- Introduction to human resources management

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Master classes / Virtual seminars.
- Case method.

- Cooperative learning.
- Problem-based 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 classes	40 h
Individual work	30 h
Oral presentations	10 h
Case Studys / Problem solving	20 h
Group activities	25 h
Knowledge test	5 h
Tutorials	15 h
Visit / external stays	5 h
<b>TOTAL</b>	<b>150 h</b>

## 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
Knowledge test	45%
Case Studys / Problem solving	15%
Written reports	15%
Oral presentations	25%

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 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.

### 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)
LU1 - Problem solving, practices and case study (business environment, demographics)	1-3
LU2 - Problem solving, practices and case study (entrepreneurship, management functions)	3-6
LU3 - Problem solving, practices and case study (marketing, strategy)	9-11
LU4 - Problem solving and case study (finance)	12-13
LU5 - Problem solving and case study (operations, human resources)	13-14
End of course project (real company project)	15-17
Knowledge test	18

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. BIBLIOGRAFÍA

The recommended Bibliography 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.

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- 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.
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- 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 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.