UAB
Universitat Autònoma de Barcelona

2022/2023

Business Management

Code: 104006
ECTS Credits: 6

Degree	Type	Year	Semester
2502501 Prevention and Integral Safety and Security	OB	2	1

Contact

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Use of Languages

Principal working language: spanish (spa)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: Yes

Teachers

Daniel Blabia Girau

Prerequisites

This course does not have any pre-requirements

Objectives and Contextualisation

Organizational systems are not an end in itself, but a "medium" that has to effectively help the achievement of the company's objectives. This statement puts us online to understand the reasons why such radical changes are taking place in the organizational design of companies. We still have in our head and in our schemes, although it is difficult to recognize, the premises of the "traditional organization", based on three paradigmatic ones: the cult of the hierarchical structure, the domination of the bureaucracy and the rigidity of the job, all of them adorned by the "paternalistic" concept

How Mr. Raymond Carr says very well "The old industrial model of large organizational groups of people performing specialized tasks with a centralized coordination, made sense in the economy of most of this century. But today it has less and less meaning. It is too expensive and unwieldy »

It is necessary to discover new and daring approaches that meet the needs of the business and the aspirations of people. Where to find the key, the axis of these new approaches? The key is offered to us, as it happens whenever we think with simplicity and common sense, "the person" and the deep ethic in the management. The versatile person, with due training, within their natural field of knowledge and experience, integrated into a work team and with an overall vision, is the only one that can offer flexibility to the organization and speed of response. The concrete formulas that propitiate this new conception are many and varied, but without losing sight of the fact that tools, however new and appropriate they may be, are "dependent" variables, that is, they have to be put at the service of the underlying scheme, of ideas, which are, in short, those that give meaning to all actions and those that really solve problems.

Consistently, there is a need to promote ethical coherence in and from business management, an indispensable condition to face the current social demand. That is why such ethical coherence hasto be a long-term strategic priority and must be planned and measured as such, not forgetting the existence of important obstacles for its promotion, the main thing being the split in the company between its ethical dimension and the economic dimension.

The subject will review -as it can not be otherwise- the functional departments at the time which proposes alternatives for a less "Taylorist" management, incrusting issues related to people and the ethical dimension, both within the situations analyzed and in a specific way.

The training objectives of the subject are:
1. Put the foundations of a general or strategic direction of the modern business activity, respectful with the environment and ethically sustainable.
2. To give an in-depth vision of all the functional areas of the business organization: financial, commercial, operations, general management and human resources management, influencing decision-making in the current context of extreme environmental variability.
3. Achieve sufficient knowledge to be able to exercise management and management functions of both public and private institutions or to start an entrepreneurial activity.
4. Development of practical cases in the environment of these concepts

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Be able to adapt to unexpected situations.
- Carry out analyses of preventative measures in the area of security.
- Contribute to decisions on investment in prevention and security.
- Efficiently manage technology in security operations.
- Evaluate the technical, social and legal impact of new scientific discoveries and new technological developments.
- Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
- Maintain a positive attitude with respect to professional and personal growth.
- Make changes to methods and processes in the area of knowledge in order to provide innovative responses to society's needs and demands.
- Respond to problems applying knowledge to practice.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.

Learning Outcomes

1. Analyse the sex- or gender-based inequalities and the gender biases present in one's own area of knowledge.
2. Apply the basic of economics and finance necessary for evaluating the management processes of systems present in the prevention and security sector.
3. Be able to adapt to unexpected situations.
4. Critically analyse the principles, values and procedures that govern professional practice.
5. Diagnose the situation of integral security in companies and organisations.
6. Evaluate how gender stereotypes and roles affect professional practice.

7. Evaluate the technical, social and legal impact of new scientific discoveries and new technological developments.
8. Formulate strategies of company management.
9. Generate innovative and competitive proposals in research and in professional activity developing curiosity and creativity.
10. Identify the social, economic and environmental implications of the academic and professional activities in the field of self-knowledge.
11. Maintain a positive attitude with respect to professional and personal growth.
12. Propose new ways to measure success or failure when implementing ground-breaking proposals or ideas.
13. Propose projects and actions in accordance with the principles of ethical responsibility and respect for fundamental rights and responsiblities, diversity and values democráticos.
14. Respond to problems applying knowledge to practice.
15. Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
16. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
17. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
18. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
19. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

Content

The sections into which the course is divided are:

1. The company and its environment

2. Commercial management

3. Operations management

4. Human Resources Management

5. Financial Management

6. General Management and Leadership

Methodology

The complete syllabus of the subject available on the Moodle platform will be available and, for each topic, a series of questions will be opened in order to carry out the online tutoring where the student will be encouraged to participate remotely.

The course involves the use of a simulator that allows students in small groups to manage a company under competitive conditions.

The autonomous activities correspond inaddition to business simulation to both the personal study and the resolution of the exercises, jobs and business cases raised by the teacher. Each student will have to look for documentation of topics related to the subject matter of the study and add personal consolidation works on the subject syllabus.

The use of legal sources of knowledge acquisition is strongly recommended and the abuse of "Cutting and pasting" is strongly discouraged. There are computer tools that reveal these habits and that may occur in the

non-correction of it.
Tutorials with the faculty will be arranged by email.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	4	0.16	3, 4, 1, 2, 5, 14, 8, 9, 10, 11, 12, 13, 19, 15, 16, 6, 7
Video Online lecturers with students active participation	12	0.48	3, 4, 1, 2, 5, 14, 8, 9, 10, 11, 13, 19, 18, 17, 15, 16, 6, 7
Type: Supervised			
Tutorials to support the realization of practical and theoretical work	24	0.96	3, 11, 19, 18, 17, 15, 16
Type: Autonomous			
Personal study, reading articles and preparing class work	110	4.4	3, 2, 5, 14, 8, 9, 10, 11, 12, 13, 19, 18, 17, 15, 16, 7

Assessment

The overall grade of the course will be calculated based on the following weighting: 70% theoretical part (exams + case studies theoretical part), 30% practical part (simulator).

In the theoretical part of the course there will be 4 continuous evaluation activities, according to the calendar, with a total value of 50% of the final grade of this part. The exam of the theoretical part will have a weight of 50% in the final grade of the theoretical part.

The practical part (30% of the evaluation of the subject) will be based on the result obtained in the simulation and the associated work in it, in addition to the student's dedication.
In order for all the marks for the continuing education activities to be added together, the mark for the final continuous assessment test must be at least 3.5.
Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, irregularities committed by a student that may lead to a variation of the grade will be scored with a zero (0).
For the activities it is recommended the use of legal sources of knowledge acquisition and the plagiarism or the abuse of the "Cutting and pasting" is strongly discouraged There are computer tools that reveal this habit and that can happen in the non-correction of the work, exercise or practical case.
In case of not passing the subject according to the aforementioned criteria (continuous evaluation), a recovery test may be done on the date scheduled in the schedule, and it will cover the entire contents of the program.
To participate in the recovery the students must have been previously evaluated in a set of activities, the weight of which equals a minimum of two thirds of the total grade of the subject. However, the qualification that will consist of the student's file is a maximum of 5-Approved.
Students who need to change an evaluation date must submit the request by filling in the document that you will find in the moodle space of Tutorial EPSI.
The tests / exams may be writtenand / or oral at the discretion of the teaching staff.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Continuous Assessment Final Test	50%	0	0	3, 4, 1, 2, 5, 14, 8, 9, 10, 11, 12, 13, 19, 18, 17, 15, 16, 6, 7
PEC 1 - PEC 2	25%	0	0	3, 4, 1, 5, 14, 8, 9, 11, 12, 13, 19, 18, 17, 15, 16, 6, 7
PEC 3 - PEC 4	25%	0	0	3, 4, 1, 2, 5, 14, 8, 9, 10, 11, 12, 13, 19, 18, 17, 15, 16, 7

Bibliography

Basic bibliography:

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Supplementary bibliography

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Covey, Stephen (2011) "Los 7 hábitos de la gente altamente efectiva" Paidós Ibérica ed.

Hastings, Reed (2020) "Aquí no hay reglas. Netflix y la cultura de la reinvención" (1ª ed.) Conecta ed.
Clear, James (2020) "Hábitos atómicos" (1ª ed.) DIANA ed.
Sinek, Simon (2009) "Start with why", (1st Ed) Penguin Books.

Camerinelli, E. (2009) "*Measuring the Value of the Supply Chain*",(1st Ed).Monza: Gower ed.

Smith, A. (1776) "*An Inquiry into the Nature and Causes of the Wealth of Nations*", Vol II, Book 1, Pag 183. Bosch Casa Editorial (1983)

Murphy, A. & and Sabov, Z. "*An Empirical Investigation of Business Financial Structures in a Regulated Economy*" , Soviet Studies, Vol. 44, No. 2 (1992), pp. 333-341: Taylor & Francis, Ltd. Ed.

Alvarez de Mon, Cardona, Chinchilla, Pérez López y Pin, (2001) "*Paradigmas del Liderazgo*" McGraw Hill-IESE

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Software

This course will use the basic software of the Office 365 package