

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

Contact

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

This subject does not have any pre-requirerments

Objectives and Contextualisation

Organizational systems are not an end in themselves, but a "medium" that must help effectively achieve the company's goals. This statement puts us on line 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 hard to recognize us, the premises of the "traditional organization", based on three paradigmatic axes: the cult of the hierarchical structure, the domination of bureaucracy and the rigidity of the workplace, all of them adorned with the "paternalistic"

As Mr. says very well Raymond Carr "The old industrial model of large organizational groups of people performing specialized tasks with centralized coordination made sense in the economy for most of this century. But today every time it has less and less sense. It's too expensive and unmanageable »

It is necessary to discover new and daring approaches that meet the business needs and the aspirations of people. Where to find the key, the axis of these new approaches? The key offers us, as always when we think with simplicity and common sense, "the person" and ethics preaches in management.

The versatile person, with the proper training, within their natural field of knowledge and experience, integrated in a team of work and with a vision as a whole, is the only one that can offer flexibility to the organization and speed of response. The specific formulas that propitiate this new conception are many and varied, but without losing sight that the tools, however new and appropriate, are "dependent" variables, that is to say, they must be put at the service of the " background schema, of ideas, which are, in short, those that give meaning to all actions and those who really solve the problems.

In a coherent way, the need arises to promote the ethical coherence in and from the business management, an indispensable condition to face the current social demand. For this reason, this ethical coherence must be a

long-term strategic priority and be planned and measured as such, without forgetting the existence of important brakes for its promotion, the main being the split in the company between its ethical and economic dimension. This environment makes it necessary for a new definition of business success and, therefore, a new company conception worried about how it generates wealth.

The combination of respect for people and ethical management is essential for the forging of the corporate mission and the assumption of the responsibility of companies as the main agents of change in contemporary societies.

The subject will review - as it can not be otherwise - the functional departments while proposing alternatives for a less "Taylorista" management, incrusting themselves with a continuing solution to issues related to people and the ethical dimension both in the situations analyzed and in a specific way.

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 responsibilities, 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 course has a theoretical part (master classes) and a practical part that will be carried out through classes and a business simulator.

The sections into which the theoretical part of 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

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	4	0.16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Theoretical classes with the active participation of students	40	1.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Type: Supervised			

Tutorials to support the realization of practical and theoretical work	12	0.48	3, 11, 15, 16, 17, 18, 19
Type: Autonomous			
Personal study, reading articles and preparing class work	94	3.76	2, 3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

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 will be taught in Spanish.

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 in addition 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.

The course has a theoretical part (master classes) and a practical part that will be carried out through classes and a business simulator.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Partial and Final Exam - Theoretical Part	50%	0	0	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
SIMULATOR PRACTICES	30%	0	0	2, 3, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19
Tests and practical exercises - Theoretical Part	20%	0	0	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19

CONTINUOUS ASSESSMENT

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

There will be two groupal PECs corresponding to the topics studied in the course. Each PEC has a weight of 10% of the final grade of the course. The final and partial test of the theoretical part, will have a global weight of 50% on the final grade.

The practical part/simulator program (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.

The exam averages with the continuous evaluation obtaining at least 3.5 grade.

The total weighted average must be 5 points or higher in order to pass.

SINGLE EVALUATION

Students who opt for the single evaluation will take a final synthesis test of all the content of the course (50%) and will hand in a document containing the solutions to the two PECs of the course (10% each). In addition, they will take the tests and exams corresponding to the business simulator part, which will have a weighting of 30% of the final grade of the course.

The date for this test and the delivery of the work of the subject will be the same scheduled in the timetable for the last continuous evaluation exam.

The same recovery system will be applied as for the continuous evaluation.

EVALUATION OF THE STUDENTS IN SECOND OR MORE SUMMONS

Students who repeat the course will have to take the scheduled tests and exams and hand in the course work on the dates indicated in the Moodle classroom.

SECOND CHANCE EXAMINATION

The student who does not pass the course, who does not reach 5 (total) out of 10, according to the criteria established in the two previous sections may take a final exam provided that the student has been evaluated in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total grade of the course. If the student has not been evaluated of these two thirds because he/she has not taken the tests, he/she will obtain a grade of Not Presented, without the possibility of taking the final exam.

In this exam the whole of the contents of the subject that have not been passed in the continuous evaluation will be re-evaluated.

In the case of passing the final exam, the course will be approved with a maximum of 5, regardless of the grade obtained in the exam.

CHANGE OF DATE OF A TEST OR EXAMINATION

Students who need to change an evaluation date must submit the request by filling out the document that can be found in the EPSI Tutoring Moodle space.

Once the document has been filled in, it must be sent to the professor of the subject and to the coordination of the Degree.

REVIEW

At the time of each evaluation activity, the faculty will inform the students of the grade review mechanisms.

For single evaluation students, the review process will be the same.

OTHER CONSIDERATIONS

Without prejudice to other disciplinary measures deemed appropriate, and in accordance with current academic regulations, "in the event that the student performs any irregularity that may lead to a significant

variation in the grade of an act of evaluation, this act of evaluation will be graded with a 0, regardless of the disciplinary process that may be instigated. In the event that several irregularities occur in the acts of evaluation of the same subject, the final grade of this subject will be 0 ".

If during the correction there are indications that an activity or work has been done with answers assisted by artificial intelligence, the teacher may supplement the activity with a personal interview to corroborate the authorship of the text.

If there are unforeseen circumstances that prevent the normal development of the course, the teacher may modify both the methodology and the evaluation of the course.

Bibliography

Basic bibliography:

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Supplementary bibliography

Grant, Adam (2014) "Give and Take: Why Helping Others Drives Our Success". W&N ed.

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Hastings, Reed (2020) "Aquí no hay reglas. Netflix y la cultura de la reinención" (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. & 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

Revista trimestral "IESE INSIGHT" IESE BUSINESS SCHOOL ed.

Software

This subject will use the basic software of the Office 365 package.

The simulation part is carried out with licenses from the Global Challenge simulator of the CESIM company.

Language list

Name	Group	Language	Semester	Turn
(TE) Theory	1	Spanish	first semester	afternoon
(TE) Theory	2	Spanish	first semester	afternoon

PROVISIONAL