UAB
Universitat Autònoma de Barcelona

Business Management

Code: 104006
ECTS Credits: 6

2025/2026

Degree	Type	Year
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 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

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indispensable condition to face the current social demand. That is why such ethical coherence has to 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

Activities and Methodology

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

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 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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final Exam - THEORETICAL PART	35%	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 - PEC 3 THEORETICAL PART	35%	0	0	3, 4, 1, 5, 14, 8, 9, 11, 12, 13, 19, 18, 17, 15, 16, 6, 7
SIMULATOR (Practices, activities & exam)	30%	0	0	3, 4, 1, 2, 5, 14, 8, 9, 10, 11, 12, 13, 19, 18, 17, 15, 16, 7

CONTINUOUS 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 thoerical paet, there will be three individual PECs corresponding to the topics studied in the course.This 3 activities have a weight of 35% of the final grade of the course. The exam of the theoretical part will have a weight of 35% in the final grade of the course.

The practical part of the business simulator (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 with 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 (35%) and will hand in a document containing the solutions to the 3 PECs of the course (35% in total). In addition, the will carry out the examen and activites of the business simulator, corresponding to a 30% of 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 thetwo 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.

USE OF AI

In this course, the use of Artificial Intelligence (AI) technologies is not permitted at any stage. Any work that includes AI-generated content will be considered a breach of academic integrity and may result in a partial or total penalty in the activity's grade, or more severe sanctions in serious cases.

Bibliography

Basic bibliography:

Economic & Business newspaper EXPANSIÓN (ed. Catalunya)

Küppers, Víctor (2017) "Vender como cracks", (3ª Ed.) Plataforma editorial

Martinez Abascal, E. (2005), "*Finanzas para Directivos*", (2nd Ed). Barcelona:McGraw Hill-IESE

Supplementary bibliography

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

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

Revista trimestral "IESE INSIGHT" IESE BUSINESS SCHOOL ed.

Software

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

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

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