



The company and  
its environment  
Master in Business  
Administration (MBA)  
2021/2022



UNIVERSIDAD  
NEBRIJA

## TEACHING GUIDE

**Subject:** The company and its environment

**Title:** Master in Business Administration (MBA)

**Academic Course:** 2021-2022

**Character:** Formative complement

**Language:** Spanish/English

**Modality:** Face-to-face/Blended/Distance

**Credits:** 6 ECTS

**Semester:** 1º

**Teachers/Teaching Team:** Prof. Mr. Jose Antonio de la Lastra Fernández PhD / Prof. Mr. Antonio Díaz-Barceló Caffarena PhD / Profª. Mrs. María Teresa González Mac Dowell

### 1. COMPETENCES AND LEARNING OUTCOMES

#### 1.1. Competences

**CF1.** Be able to identify and plan the structure of a company.

**CF5.** Learn the basic techniques of strategic analysis of the company in its competitive environment.

**CF6.** Manage and administer a small company or organization, understanding its competitive and institutional location and identifying its strengths and weaknesses.

#### 1.2. Learning Outcomes

- Know and understand the basic elements that make up the macro and micro environment of a company through the most common tools.

### 2. CONTENTS

#### 2.1. Previous requirements

None.

#### 2.2. Description of the contents

- Analysis of the general environment of the company in its economic, political, social and technological aspects. Special emphasis on the economic environment, studying the nature and objectives of the company, the different types of company, their different forms of development and their interrelations with other economic agents. Introduction to the different functional areas of the company, seeking to provide an overview of all its activities.
- The subject is presented as a global vision of the company, both from an external perspective, its relationship with the environment, and from an internal perspective, fundamentals of business management and introduction to the different functional areas of the company.

### 2.3. Teaching methodologies

During the course, activities, practices, reports or projects may be developed in which students show examples of application of the methods and techniques developed in the formative complement.

### 2.4. Formation Activity:

#### Formation Activity

##### Modality Face-to-face:

CAF1. Theoretical classes: These are face-to-face sessions in which the methodology of the lecture is used with the support, where appropriate, of the appropriate computer tools for the explanation of the theoretical concepts and the techniques applicable to the creation of companies.

CAF2. Tutorials: Personalized monitoring of the student through the individual resolution of doubts and problems of the subject, as well as the monitoring of their active participation in teamwork.

CAF3. Student's personal work (individual study and exercises): Reading and reviews of articles and research works of interest and current affairs. Reading and resolution of practical cases. Organization of individual and team work.

CAF4. Teamwork: The students, organized into work teams, will select a business idea and present practical and original work in each of the entrepreneurship subjects.

##### Modality Blended:

CAF5. Theoretical distance classes: The didactic contents of the subject are positioned in the Advanced Virtual Campus, in the section of "Training itineraries". These contents are illustrated with videos and graphics that make it more enjoyable for students to read and study. In the "Documentation" section, the same texts are integrated but without animations, so that the students can print them, if they wish. This is completed with tutorials with the teacher and by videoconference, at the established times and dates.

CAF6. Distance tutorials: Personalized monitoring of the student taking advantage of the technological resources of the Virtual Campus.

CAF3. Student's personal work (individual study and exercises): Reading and reviews of articles and research works of interest and current affairs. Reading and resolution of practical cases. Organization of individual and team work.

CAF4. Group work: The students, organized into work teams, will select a business idea and present practical and original work in each of the entrepreneurship subjects.

##### Modality Distance:

CAF5. Theoretical distance classes: The didactic contents of the subject are positioned in the Advanced Virtual Campus, in the section of "Training itineraries". These contents are illustrated with videos and graphics that make it more enjoyable for students to read and study. In the "Documentation" section, the same texts are integrated but without animations, so that the students can print them, if they wish. This is completed with tutorials with the teacher and by videoconference, at the established times and dates.

CAF6. Distance tutorials: Personalized monitoring of the student taking advantage of the technological resources of the Virtual Campus.

CAF3. Student's personal work (individual study and exercises): Reading and reviews of articles and research works of interest and current affairs. Reading and resolution of practical cases. Organization of individual and team work.

CAF4. Group work: The students, organized into work teams, will select a business idea and present practical and original work in each of the entrepreneurship subjects.

Modality Face-to-face:

Formation Activity	Hours	Percentage of presence AF
CAF1	42,9	100%
CAF2	12,9	100%
CAF3	77,2	25%
CAF4	17,2	0%

Modality Blended:

Formation Activity	Hours	Percentage of presence AF
CAF5	42,85	0%
CAF6	12,85	0%
CAF3	79,3	25%
CAF4	15	0%

Modality Distance:

Formation Activity	Hours	Percentage of presence AF
CAF5	42,9	0%
CAF6	12,9	0%
CAF3	81,5	0%
CAF4	12,9	0%

**Teaching methodologies:**

**Modality Face-to-face:** MD1; MD2; MD3; MD4

**Modality Blended:** MD1; MD2; MD3; MD4

**Modality Distance:** MD1; MD2; MD3; MD4

**TEACHING METHODOLOGIES OF THE PROPOSED TITLE**

MD1	Case Method	Case Method Methodology centered on the student's research on a real and specific problem that helps the student to acquire the basis for an inductive study (Boehrer, & Linsky, 1990). Part of the definition of a specific case so that the student is able to understand, know and analyze the entire context and the variables that intervene in the case.
MD2	Cooperative Learning	Cooperative Learning Methodology based on student teamwork. Includes techniques in which students work together to achieve certain common goals for which all team members are responsible.
MD3	Problem Based Learning (PBL)	Problem-Based Learning (PBL) Methodology focused on learning, on research and reflection that students follow to reach a solution or possible solutions, when faced with a problem.
MD4	Master class	Master class Teaching methodology focused on the transmission of knowledge by the teacher. Presentation of content before students, who have the opportunity to ask.

--

### 3. EVALUATION SYSTEM

#### 3.1. Grading system

The final grading system will be expressed numerically as follows:

0 - 4.9 Fail (SS)

5.0 - 6.9 Pass (AP)

7.0 - 8.9 Notable (NT)

9.0 - 10 Excellent (SB)

The mention of "academic honors" may be awarded to students who have obtained a grade equal to or greater than 9.0.

#### 3.2. Evaluation criteria

Code	Evaluation System	Description
SE1	Development in individual work	Student performance in individual work in solving exercises or cases
SE2	Development in group work	Student performance in group work in solving exercises or cases
SE3	Final face-to-face test/exam	Face-to-face final test/exam

Modality Face-to-face:

To successfully pass any subject, the student must pass the final exam in person. That is, in the final exam, a grade equal to or greater than 5 on a scale of 0-10 must be achieved, with 0 being the minimum grade and 10 the maximum.

Ordinary Call

Evaluation System	Minimum weight %	Maximum weight máxima %
SE1	25	25
SE2	25	25
SE3	50	50

Extraordinary Call

Evaluation System	Minimum weight %	Maximum weight máxima %
SE1	50	50
SE2	0	0
SE3	50	50

Modality Blended:

Ordinary Call

Evaluation System	Minimum weight %	Maximum weight máxima %
SE1	35	35
SE2	15	15
SE3	50	50

Extraordinary Call

Evaluation System	Minimum weight %	Maximum weight máxima %
SE1	50	50
SE2	0	0
SE3	50	50

Modality Distance:

Ordinary Call

Evaluation System	Minimum weight %	Maximum weight máxima %
SE1	40	40
SE2	10	10
SE3	50	50

Extraordinary Call

Evaluation System	Minimum weight %	Maximum weight máxima %
SE1	50	50
SE2	0	0
SE3	50	50

In any case, passing any subject, without exception, for the three modalities is subject to passing the corresponding final face-to-face test/exams.

**3.3. Restrictions**

Minimum qualification

To successfully pass any subject, the student must pass the final exam in person. That is, in the final exam/test, a grade equal to or greater than 5 on a scale of 0-10 must be achieved, with 0 being the minimum grade and 10 the maximum.

Assistance

The student who, unjustifiably, fails to attend more than 25% of the face-to-face classes may be deprived of the right to take the exam in the ordinary call.

Writing rules

Special attention will be paid in the written assignments, practices and projects, as well as in the exams/test both the presentation and the content, taking care of the grammatical and spelling aspects. Failure to comply with the acceptable minimums may result in points being deducted in said work.

**3.4. Plagiarism warning**

The Antonio de Nebrija University does not tolerate plagiarism or copying under any circumstances. Plagiarism is considered the reproduction of paragraphs from texts of authorship different from that of the student (Internet, books, articles, work of colleagues ...), when the original source from which they come is not cited. The use of quotes cannot be indiscriminate. Plagiarism is a crime.

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction provided for in the Student Regulations may be applied.

**4. BIBLIOGRAFY**

Basic Bibliografy

- Beas Ferrero, A.M. de (1993). Organización y administración de empresas. Madrid: Ed. McGraw Hill.
- Bueno, E. (2002). Curso básico de economía de la empresa. Madrid: Ed. Pirámide.
- Cuervo, A. y otros. (1996). Lecturas de introducción a la economía de la empresa. Madrid: Ed. Civitas.
- Curbelo, J.L & López Domínguez, I. (2007). El arte de emprender. Madrid: Universidad

Antonio de Nebrija.

- Porter, M.E. (2013). Ser competitivo. Barcelona: Ediciones Deusto.
- Suárez, A.S. (1996). Curso de economía de la empresa. Madrid: Ed. Pirámide.

#### Recommended Bibliografy

- Barroso Castro. (1996). Casos y cuestiones de Economía de la Empresa. Madrid: Ed. Pirámide.
- Díez de Castro, E. y otros. (2002). Introducción a la economía de la empresa (Vols. I y II). Madrid: Ed. Pirámide.
- Díez de Castro, J. (2002). Administración de Empresas, dirigir en la sociedad del conocimiento. Madrid: Ed. Pirámide.
- Garcí del Junco, et al. (1998). Casos Prácticos de Economía de la Empresa. Madrid: Ed. Pirámide.
- Gates, B. (1996). Camino al futuro. Madrid: Ed. McGraw Hill. (2ª edición).
- Huete, L.M. (1997). Servicios y beneficios. Ed. Deusto.
- Kishtainy, N. (2011). El libro de la economía. Ed. Akal DK.
- Kotter. (1998). El liderazgo de Matsushita. Lecciones del empresario más destacado del siglo XX. Ed. Granica.
- Semler, R. y López de Arriortúa, J.I. (1997). Tú puedes. Ed. LID 2 010.