

## 30122 - Business economics

### Información del Plan Docente

<b>Academic Year</b>	2016/17
<b>Academic center</b>	175 - Escuela Universitaria Politécnica de La Almunia 179 - Centro Universitario de la Defensa - Zaragoza
<b>Degree</b>	425 - Bachelor's Degree in Industrial Organisational Engineering 457 - Bachelor's Degree in Industrial Organisational Engineering
<b>ECTS</b>	6.0
<b>Course</b>	
<b>Period</b>	Half-yearly
<b>Subject Type</b>	Compulsory
<b>Module</b>	---

### **1.Basic info**

#### **1.1.Recommendations to take this course**

#### **1.2.Activities and key dates for the course**

### **2.Initiation**

#### **2.1.Learning outcomes that define the subject**

#### **2.2.Introduction**

### **3.Context and competences**

#### **3.1.Goals**

#### **3.2.Context and meaning of the subject in the degree**

#### **3.3.Competences**

#### **3.4.Importance of learning outcomes**

### **4.Evaluation**

### **5.Activities and resources**

#### **5.1.General methodological presentation**

### **SPECIALIZATION IN BUSINESS**

The learning process designed for this subject is based on the following:

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Strong interaction between the teacher/student. This interaction is brought into being through a division of work and responsibilities between the students and the teacher. Nevertheless, it must be taken into account that, to a certain degree, students can set their learning pace based on their own needs and availability, following the guidelines set by the teacher.

The current subject ECONOMIC MANAGEMENT AND ENTERPRISE is conceived as a combination of contents, yet organized into two fundamental and complementary forms, which are: the theoretical concepts of each teaching unit and the solving of problems or resolution of questions at the same time supported by other activities .

The organization of teaching will be carried out using the following steps:

&mdash; **Theory Classes** : Theoretical activities carried out mainly through exposition by the teacher, where the theoretical supports of the subject are displayed, highlighting the fundamental, structuring them in topics and or sections, interrelating them.

&mdash; **Practical Classes** : The teacher resolves practical problems or cases for demonstrative purposes. This type of teaching complements the theory shown in the lectures with practical aspects.

&mdash; **Individual Tutorials** : Those carried out giving individual, personalized attention with a teacher from the department. Said tutorials may be in person or online.

### DEFENCE

Training activities focus on lectures, which will be supported by using remote platforms (such as Moodle) where they will be provided with support materials, exercises, self-tests, etc.

The classes will be the combination of: explanation and development of theoretical content, resolution of problem sets, and discussion of study cases and readings.

The teaching methodology is organized according to the following structure:

- Attended class
- Problem-based learning
- Practical classes
- Tutoring
- Evaluation
- Laboratory
- Study Case

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### 5.2.Learning activities

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Throughout the semester they will be established:

##### **Face-to-face generic activities :**

1. **Theory Classes** : the theoretical concepts of the subject will be explained and practical examples will be developed by the teacher.

2. Practice tutored, problems and cases for discussion: Students will develop examples and conduct problems or case studies concerning the theoretical concepts studied.

##### **Generic non-class activities**

1. Tutored autonomous activities: These activities will be guided by the teacher of the subject. They will focus both papers, either individually or in small groups, as the study methodology necessary or convenient for the assimilation of each of the aspects developed in each subject.

2. Reinforcement activities: Through the virtual learning portal Moodle various activities that reinforce the basic contents of the subject will be published. The implementation of these activities will be personalized and controlled.

3. Individual tutorials: They may be actual or virtual.

4. Independent learning activities: Students must carry out the for:

\* The study and assimilation of the theory presented in lectures.

\* Understanding and assimilation of solved problems and practical cases.

\* The preparation of seminars, solving proposed problems, etc.

\* The preparation of the written tests Continuous Assessment and Global Assessment.

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See sub-section 1.2 above.

### 5.3.Program

#### SPECIALIZATION IN BUSINESS

Contents of the essential subject for obtaining learning outcomes.

The guidelines followed to develop the contents were as follows:

• Develop a job using realistic values representing feasible situations.

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• Show students how the results of a solution are used to find additional information about the behavior of the company as an organization.

• The resolution of most problems will require the type of analysis to be performed by an engineer to solve real-world problems.

### THEORETICAL CONTENTS.

The choice of the content of the various teaching units was made seeking clarification express purpose terminal so that the union of incidents knowledge, the student obtains a structured, easily assimilable for Engineers / Industrial Organization as knowledge.

The theoretical contents are articulated based on teaching units, indivisible treatment, given the configuration of the subject that program. These topics collect the contents needed for the acquisition of predetermined learning outcomes.

UNIT 01: THE SPREADSHEET. ADVANCED FEATURES FOR DATA ANALYSIS

UNIT 02: STARTING BALANCE SHEET

UNIT 03: SETTING SALES FORECASTS

UNIT 04: PLANNING recourses WITH DEMAND TO ATTEND

UNIT 05: TABLE OF STAFF COSTS

UNIT 06: TABLE OF AMORTIZATION OF INVESTMENTS

UNIT 07: TABLE OF AMORTIZATION OF LOANS

UNIT 08: SOCIAL SECURITY EXPENDITURE BY NATURE TABLE

UNIT 09: PICTURES OF RELATIONS WITH GOVERNMENT

UNIT 10: STATE TREASURY

UNIT 11: INCOME STATEMENT

**UNIT 12: BALANCE SHEET**

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### DEFENCE

This subject analyses the different market conditions in which firms operate, their aims, functioning and strategic commitments. To do this, the module studies the economic behavior of consumers and entrepreneurs, and its implications for the analysis of the firm, including its horizontal and vertical limits. The concepts of perfect competition, monopolistic competition, monopoly and oligopoly are studied, along with their repercussions within a competitive business framework. The module finishes with the analysis of strategic behavior with product differentiation and competition on prices and quality.

Syllabus:

- 1.- Economic Behavior and Consumer Demand
- 2.- Basic Elements of Supply: Profit and Cost Functions
- 3.- The Boundaries of the Firm: Horizontal and Vertical
4. Game Theory
- 5.- Market Structure: Perfect Competition, Monopolistic Competition, Monopoly and Oligopoly
- 6.- Competition in Markets with Product Differentiation

### 5.4.Planning and scheduling

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The subject has 6 ECTS credits, which represents 150 hours of student work in the subject during the trimester, in other words, 10 hours per week for 15 weeks of class.

The summary of the timing of the course activities, would be the following:

- \* Lectures: 35 hours
- \* Practical classes: 14 hours
- \* Assessment tests: 6 hours
- \* Tutored practices: 5 hours

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\* Tutored Independent learning activities: 32 hours

\* Independent learning activities: 58 hours

In the lecture, the theoretical exposition is combined with problem solving. The practical classes are directed to the realization of problems, presentation and discussion of cases. The above activities are distributed weekly in four hours of lecture.

The dates of the final exams will be published officially in <http://www.eupla.unizar.es>

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The schedule of learning activities and dates of the exams will be published in <http://tud.unizar.es/calendarios> . They will also be announced through Moodle ( <https://moodle2.unizar.es/add/> ).

## 5.5.Bibliography and recommended resources

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For the best pursuit of the subject, the teacher has prepared its own manual, which will be available to students in reprography. In the virtual platform Moodle, students will find references to various manuals and websites, as well as adequate bibliography to the subject treated.

- ÁLVAREZ LÓPEZ, J: Análisis de balances, Editorial Donostiarra, 1981
- RIBERO TORRE, P: Análisis de balances y estados complementarios. Ed, Pirámide 1991.
- ÁLVAREZ LÓPEZ, J: Análisis de balances, Editorial Donostiarra, 1981
- PÉREZ GOROSTEGUI, E: Introducción a la administración de empresas. Centro de Estudios Ramón Areces.
- Real Decreto 1514/2007, de 16 de noviembre, por el que se aprueba el Plan General de Contabilidad.

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### DEFENCE

#### Required textbooks:

- Besanko, D., Dranove, D., Shanley, M., and S. Schaefer (2007). "Economics of Strategy", Fourth edition. John Wiley & Sons. New Jersey.
- Besanko, D., Braeutigam, R., (2011) "Microeconomics", 4th Edition, John Wiley & Sons. New Jersey.

#### Strongly recommended textbooks:

- Brickley, J., Smith, C., and J. Zimmerman (2005). "Economía empresarial y arquitectura de la organización". 3ª Edición. McGraw Hill/Interamericana de España S.A.U.
- Varian, H. (2008). "Microeconomía Intermedia." 8ª Edición. Antoni Bosch.

Additional materials (handouts, problem sets, news articles, academic papers, and study cases) will be provided through Moodle (<https://moodle2.unizar.es/add/>).