

**COURSE DATA****Data Subject**

Code	33552
Name	Introduction to business workings
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1309 - Degree in Labour Relations and Human Resources	Faculty of Social Sciences	1	Second term

Subject-matter

Degree	Subject-matter	Character
1309 - Degree in Labour Relations and Human Resources	3 - Business	Basic Training

Coordination

Name	Department
REVUELTO TABOADA, LORENZO	105 - Business Administration 'Juan José Renau Piqueras'

SUMMARY

The subject *Introduction to Business Operation* is a Basic Formation (BF) subject and takes place in the second quarter of the first academic year of the Labour Relations and Human Resources degree. It is worth 6 ECTS credits (each ECTS credit is equivalent to 25-30 hours of class, therefore the total volume of work for this subject is approximately 150 hours). The contents and division of the subject by hours is mentioned in this prospectus.

Introduction to Business Operation is an introductory subject to the basic concepts of business administration and it enables students to understand the structure and operation of businesses and organisations.



This subject is essential for the successful completion of basic and mandatory subjects related to the field of business administration and the Human Resource specialisation itinerary (itinerary B).

Introduction to Business Operation enables students to approach the administrative sub-system in depth, since it is an object of study within the subject *Business Management*, which takes place in the first semester of the second academic year of the degree in Labour Relations and Human Resources. The main aspects of organisational design, which are included in the subject *Organizational Structure and Workplace Design*, which takes place in the second semester of the second academic year, will also be looked into. In any case, if the itinerary choice (fourth year) is not aimed at business administration; students are guaranteed basic knowledge on the structure and operation of business.

The following table shows the subjects of the business administration area and their sequencing in the degree.

Subject	Year and semester	Type
<i>Introduction to Business Operation</i>	1st year (2nd semester)	Basic
<i>Business Administration</i>	2nd year (1st semester)	Basic
<i>Organizational Structure and Workplace Design</i>	2nd year (2nd semester)	Compulsory
<i>The role of Human Resources</i>	3rd year (1st semester)	Compulsory
<i>Strategic Business Administration</i>	3rd year (2nd semester)	Compulsory
<i>Auditing of the Human Resources Function</i>	4th year	Optional



<i>Quality Management and Human Resources</i>	4th year	Optional
<i>Policies, Strategies and Human Resources Management</i>	4th year	Optional
<i>Corporate Social Responsibility in the field of Human Resources</i>	4th year	Optional

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

Aunque no se precisan conocimientos previos, al tratarse de una asignatura de primer curso, se recomienda haber cursado el bachillerato de Ciencias Sociales.

OUTCOMES

1309 - Degree in Labour Relations and Human Resources

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.



- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Be able to learn independently and develop initiative and entrepreneurship.
- Be able to organise and plan.
- Be able to manage information and to write and formalise reports and documents.
- Be able to analyse, synthesise and reason critically.
- Be able to solve problems, apply knowledge to practice and develop motivation for quality.
- Be able to communicate orally and in writing.
- Be able to use new information and communication technologies.
- Be able to work in a team.
- Respect and promote the principles of fundamental rights, gender equality, equal opportunities and non-discrimination, democratic values and sustainability.
- Know and apply the principles of the professional code of ethics.
- Understand the fundamentals of business organisation.
- Know and understand the social processes that structure work and production relations.
- Be able to interrelate the knowledge from the different academic disciplines that analyse the work environment.
- Analyse and evaluate the factors that determine inequalities in the world of work.
- Be able to select and manage social and labour information and documentation.
- Be able to participate in the creation and design of organisational strategies, and to develop the human resources strategy of the organisation.
- Know and apply the general principles of taxation and accounting to the business field.
- Know and apply the basic regulatory framework of private contracting and company law to the business field.

LEARNING OUTCOMES

After the successful completion of the subject " Introduction to Business Operation " the 'student will be able to:

- Read economic press to thus identify the impact of the environment on the operation of the company.
- Propose creative solutions to certain business problems.
- Identify the different functions/functional areas of the company, exemplifying how they relate to each other.



- List the usual tasks that each functional area includes.
- Identify the main accounting and financial tools for company planning.
- Identify and define the main strategic production decisions.
- Interpret the composition of the accounting accounts and balance sheet of the company.
- Identify some methods of investment planning and evaluation.
- Classify the main growth options that organizations have.
- Define the content of the main marketing functions and tools.
- Use relevant sources of information for a meaningful search of information.
- Analyze information using efficiency, efficacy, critical analysis and synthesis criteria.
- Prepare organized and coherent reports.
- Publicly present the results of a report.

DESCRIPTION OF CONTENTS

1.

2.

3.

4.

5.

6.

**7. The commercialization sub-system****8.****WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	7,00	0
Development of group work	5,00	0
Study and independent work	30,00	0
Preparation of evaluation activities	12,00	0
Preparing lectures	18,00	0
Preparation of practical classes and problem	12,00	0
Resolution of online questionnaires	6,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Different teaching methods will be used in the teaching-learning process of Introduction to business operation. The participatory master class will be used to present to the student the most complex concepts and give him an overview of the subject. In any case, teaching methods will be used to seek the involvement of the student in his/her teaching-learning process. The choice of these methods are justified because they favor teacher-student interaction and student-student interaction and more importantly, they enable the development of the social skills and skills that have been collected in the previous heading.

With all this, the set of teaching methods, distinguishing between theoretical and practical classes, is as follows:

- **Theoretical Classes:** the master lesson will be used, in essence, to present the contents of the subject specified in the following section of this guide. To this end, each session will be initiated with an outline of the contents to be addressed, and will be finalized by highlighting the most relevant aspects contemplated. This will facilitate the development of the class and make the student clear about the most relevant aspects to consider. The schemes, in power-point, will be available well in advance on the Virtual Classroom platform. With the aim of overcoming the possible deficiencies of this traditional method-master lesson-, we propose that in the development of the classes students participate in a more active way, so we will make use of the participatory master lesson, since it allows to carry out a critical dialogue, modifying the rhythm of the class and dynamiting it. In particular this teaching method – participatory master lesson – we will point out that for each session students will have to do a previous work that will materialize in answering a series of questions related to the subject matter to be addressed. This previous work, carried out by the student will allow to start each of the theoretical-practical sessions with an issue to be resolved



that will encourage the participation of the students and then present the basic concepts that will be addressed in each of the topics. The topic will be ending with a brief summary highlighting the objectives to be met after the study of this topic. The topic will be ending with a brief summary highlighting the objectives to be met after the study of this topic. Considering that the student of this group will have a more active role in his teaching-learning process and that we must facilitate autonomy in such a process, for each subject the student will be provided with a guide scheme that will allow him, through the consultation of the bibliography, the construction of his own study materials. In addition to the face-to-face sessions, asynchronous sessions can be scheduled using online training applications that will allow students to prepare certain contents in a pleasant and flexible way and to present, later, in the face-to-face sessions their doubts and conclusions.

- **Practical classes:** the main purpose of these is to be able to apply, to a real or fictional case, the concepts that are addressed in the theoretical classes; and on the other hand, to highlight the ability to work as a group and interpersonal communication skills. For the development of practical classes, group work will be used for the resolution of practices. The SABI, Alimarket and Factiva databases that have already been worked on in the subject of Instruments i tècniques d'informació, organització de l'estudi i documentació (1st course, 1st quarter) will be used in a special way. In addition to the case work, readings will also be analyzed and discussed in class. Video will also be used for the presentation of some specific practices.

EVALUATION

Subject evaluation system

The evaluation and learning control will be carried out on all the contents included in the subject. The evaluation must fulfill a summative function - accreditation of the level of education obtained - and a formative function - feedback mechanism that improves the teaching-learning process. The summative function will be fulfilled with the final evaluation that allows assigning a note in minutes; On the other hand, the training function will be carried out through continuous evaluation - as we will explain

In this way, the evaluation of the subject "*Introduction to the firm*" will be carried out by combining different instruments for collecting information that aim to obtain information on student learning. The breakdown of the student's evaluation is detailed below.

- **PART A:** 70% of the final grade will be derived from the completion of a written test that will be carried out at the end of the first semester. The written test will be consistent with the active methodology put into practice throughout the course. The written test will include both test and essay questions, which may refer to a business case.
- **PART B (CONTINUOUS ASSESSMENT):** 30% of the final grade is derived from continuous assessment. This evaluation is based on:
 - a) The active attendance and class participation, in debates, problem solving and other contributions.
 - b) The delivery of works; at least one individual and one in team.
 - c) The quality and clarity of the oral presentations of some of the work carried out..
 - d) Carrying out exercises and intermediate controls (in class or on-line) related to the content of the subject, whose correction or revision will be developed for the whole class.
 - e) The different activities carried out in the theoretical sessions and the active participation in the organized seminars are also considered in the evaluation.



This part of the continuous evaluation (**30%**) is, in nature, formative, since it allows a feedback process for both the teacher and the student.

The **final grade is obtained from the weighted sum of the grades for each part of the evaluation** (part A and par B), **as long as, the official exam**, (convened on an official date by the Faculty of Social Sciences) **has been passed**. In a schematic way, the evaluation of learning is collected in the following table.

Continuous assessment	30%
Assistance and active participation	10%
Individual and group work and exercises and intermediate controls (ex. test)	20%
Written exam: It will be necessary to overcome it to take into account continuous evaluation.	70%
Total	100%

This structure will be maintained on first and second call. Given that some of the continuous assessment activities, related to debates, oral presentations and exercises that require face-to-face interaction using participatory methodologies, cannot be assessed by means of an objective punctual test, in the second exams only 50% of continuous evaluation can be recovered.

REFERENCES

Basic

- Iborra, M.; Dasí, A.; Dolz, C. y Ferrer, C. (2014): Fundamentos de Dirección de empresas. Conceptos y habilidades directivas. Thomson. 2ªedición
- Robbins, S.P. y Coulter, M. (2010): Administración. (10ª edicion). Pearson Educación. Mexico. También se pueden consultar ediciones anteriores.
- Martín de Castro, G., Díez-Vial, I., Montoro-Sánchez, M. Á. (2016). Fundamentos de administración de empresas. Madrid: Cívitas, 3ª edición. Prologado por Álvaro Cuervo-García. (Recurs electrònic accessible mediante VPN)



- Lloria, M. B. y Mohedano, M.A (2017): Introducción a la dirección de empresas: Casos prácticos. Madrid : Pearson Educación, (Recurs electrònic accessible mediante VPN)

Additional

- Claver Cortés, E., Llopis Taverner, J., Lloret Llinares, M. y Molina Manchón, H. (1996): Manual de Administración de Empresas. Editorial Civitas. Madrid (3ª Edición).
- Fernández-Guerrero, R.(Coord.); Balbastre-Benavent, F.; Canet-Giner, M. T.; Redondo-Cano, A. Y Revuelto-Taboada, L. (1998). Organización y Métodos de Trabajo: Dirección de la Producción y Recursos Humanos. Madrid: Cívitas, ISBN: 84-470-1160-7, 456 p.
- Hernández, M.J (coord.) (2012): Adminstración de empresas. Editorial Pirámide.
- Miranda y otros (2006): Manual de Dirección de Operaciones. Thomson.
- Moyano, J. Bruque, S. Maqueira, J.M, Fidalgo, F. y Martínez, P.J (2011): Adminstración de empresas. Un enfoque teórico-práctico. Editorial Pearson.
- Stoner, J.A..F.; Freeman, R.E. y Gilbert, D.R. (1996): Administración. Prentice Hall Hispanoamericana, S.A. México. (sexta edición).
- Triado, X. Aparicio, P., Jaría, N. Y Elasri, A. (2011): Administracion de la empresa. Teoría y practica. Editorial McGrawHill.
- Artículos varios, memorias y noticias de prensa econòmica.
Base de datos FACTIVA (base de datos de la universidad)
Base de datos SABI (bases de datos de la Universitat de València)
Base de datos Alimarket
Otras bases de datos públicas como las del Instituto Nacional de Estadística, listados como el de la CNAE, etc.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. CONTENTS

The initially programmed contents are maintained. Where necessary, the way in which they are delivered will be adapted to the different types of sessions to be scheduled according to the restrictions established by the situation of health emergency (in-person, synchronous videoconferencing and by asynchronous videoconference or through voice over presentations).



2. VOLUME OF WORK AND TEMPORARY PLANNING OF TEACHING

The activities and workload of the original teaching guide are maintained. Session planning will be specified at the beginning of the course. Sessions are held on scheduled days and times.

3. TEACHING METHODOLOGY

FOR VULNERABLE OR AFFECTED STUDENTS The methodology will be adapted to their particular needs through the use of the following types of non-face-to-face activities: - Classes by synchronous videoconference, asynchronous and/or voice over presentations - Individual works- Videoconferencing tutoring - Development of an individual project.

In the event that the health situation should impose that part or all of the teaching will be carried out online, face-to-face sessions will be replaced by synchronous and asynchronous videoconferences and/or voice over presentations, complemented by the use of materials uploaded to Virtual Classroom. In the case of practical activities, interaction with students will be ensured by videoconferencing and/or forum or chat in virtual classroom.

4. EVALUATION

The criteria of the teaching guide regarding the weighting of the evaluation of each type of activity are maintained. In the case of vulnerable or affected students, the grade ratio of evaluable group activities will be transferred to individual activities, provided that they are not able to work as a team virtually. If the health situation should require that part or all of the teaching was developed online for all students, the measures in place for vulnerable and affected students would be extended to the student-as a whole.

In the event that the health situation imposes that the final test is carried out online, an evaluation will be proposed by the following modality:

- Individual written exam by synchronous task by means of a questionnaire combined with development questions and/or case study using virtual classroom.

5. BIBLIOGRAPHY



The bibliography included in the teaching guide initially proposed and posted in the virtual classroom is maintained. If the health situation requires the closure of libraries, complementary support material will be provided through the virtual classroom.

