



Universidad  
de Alcalá

# STUDENT GUIDE

## COURSE

# Business Trends: A Practical Approach

**Business Administration Degree**

**Finance Degree**

**Economics Degree**

**Economic and International Business Degree**

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**Academic Course 2024/2025**

## STUDENT GUIDE

|                     |  |
|---------------------|--|
| Course Name:        | <b>Business Trends: A Practical Approach</b>   |
| Code:               | <b>340084</b>  |
| Degree              |  |
| Area and Department | <b>Department: Economics and Business Management</b><br><b>Area: Business Organization</b>                 |
| Type                | <b>Elective</b>  |
| ECTS:               | <b>6</b>   |
| Year and term       |  |
| Teacher             | <b>Monica Giménez Baldazo</b><br><b>(<a href="mailto:monica.gimenez@uah.es">monica.gimenez@uah.es</a>)</b> |
| Tuition hoursd      | <b>Please write to: <a href="mailto:monica.gimenez@uah.es">monica.gimenez@uah.es</a></b>                   |
| Lenguaje            | <b>English</b>   |

### 1. MODULE DESCRIPTION

Business Trends: A practical approach is an elective course taught in the 3<sup>rd</sup> or 4<sup>th</sup> year, during first term.

In this course the teacher will help the student to lead his/her own knowledge path, so the student can identify those interesting situations that are going on in the business world and along with the rest of the students and teacher help they will deepen their knowledge and use technical and appropriate vocabulary to explain the situation from an economic point of view.

This guide is a tool to understand how the course will be developed, what student has to do to pass the course, how he/she will be evaluated, where to find materials... It is first approach to what will happen in and outside the classroom.

### 2. COMPETENCES

- **Basic and General competences**

- CG1.- Capability to solve problems in the business environment
- CG2.- Capability to analyse and synthesize economic and business topics
- CG3.- Capability to business organization and planning
- CG4.- Ability to analyse and find information from several business sources
- CG5.- Capability to take business decisions
- CG6.- Ethical compromise at work

CG7.- Capability to work in teams  
CG8.- Work under pressure  
CG9.- Quality motivation in business field  
CG10.- Capability to adapt to new situations  
CG11.- Compromise with Human Rights development, democratic principles, gender equality, solidarity, environmental protection and peace culture promotion  
CG12.- Capability to use English to find information and other resources in that language, and creating and presenting academic activities

CG1.- Capability to solve problems related to financial or information systems, or the control of them  
CG2.- Capability to analyze and interpret data from economic and business issues  
CG3.- Capability to analyze the plurality of data and reports in the financial and accounting area  
CG4.- Capability to implement already made decisions, organize work and coordinate with other organizational levels  
CG5.- Skills to understand the implications of their job in other fields, especially when talking about control activities  
CG6.- Capability to work and manage teams  
CG7.- capability to focus their activity from the ethical and social values  
CG8.- Capability to use analytic and conceptual tools that can be applied to situations of the business environment  
CG9.- Social and environmental compromise in the business and economic area  
CG10.- Capability to adapt to changing environments and new hierarchical structures  
CG11.- Capability to autonomous lifelong learning  
CG12.- Capability to keep and protect the confidentiality of the information developed or known because of the job  
CG13.- Capability to use English to find information and other resources in that language, and creating and presenting academic activities

CG1.- Capability to solve problems in the economic environment  
CG2.- Capability to analyse and synthesize economic topics  
CG3.- Capability to economic organization and planning  
CG4.- Ability to analyse and find information from several economic sources  
CG5.- Capability to take economic decisions  
CG6.- Ethical compromise at work  
CG7.- Capability to work in teams  
CG8.- Criticism and Self-criticism capability  
CG9.- Capability to understand economic reality  
CG10.- Capability to adapt to new situations  
CG11.- Autonomous learning capability  
CG12.- Capability to use English to find information and other resources in that language, and creating and presenting academic activities

CG1.- Capability to use negotiation techniques used in international organizations and businesses  
CG2.- Capability to analyze data and reports from specific international sources (businesses, international institutions such as IMF, WTO or the Bank of International Settlements)  
CG3.- Interest for update permanent requirements of organization and planning techniques of business and public international activities  
CG4.- Capability to value the multiplicity of social, political, technical... factors that come together in the international business and institution decisions.  
CG5.- Acquire the current ethical criteria susceptible to permanent update expressed in the different countries through anti-corruption codes, international economic rights charters...

CG6.- Capacity to integrate in interdisciplinary teams formed by people from different countries and backgrounds

CG7.- Scientific and professional curiosity for the continuous use of analytic and conceptual tools used in the economic international relations

CG8.- Motivation by the search of quality in the professional development

CG9.- Curiosity attitude for learning new techniques and tools that continuously appear in the international environment

CG10.- Oral and written capabilities that can be used in different environments

CG11.- Capability to use English to find information and other resources in that language, and creating and presenting academic activities

CB1 – That students have shown have and understand knowledge in a study field that begins in the secondary general education, and later on is at a level that, supported by text book advanced, includes several aspects that imply knowledges arising from the state of the art of the field

CB2 – That students are able to apply their knowledge to their job or vocation in a professional way and they have the competences that can be shown when elaborating and defending arguments and the solutions of problems in their field

CB3 – That students have the capability to collect and interpretate relevant data (usually within their field) to issue judgements that include a reflection about relevant social, scientific and ethical topics

CB4 – That students are able to transfer information, ideas, problems and solutions to both an specialized and non-specialized audience

CB5 – That students have developed those learning skills that are required to launch further studies with a high autonomy level

- **Transversal competences**

CT1.- Acquire tecnic and skills related to the professional development, including applying deontological regulation

CT2.- Know about the available resources to get information and use it efficiently

CT3.- Get the communicative skills both oral and written in modern lenguajes, in professional environment and in other contexts

CT4.- Understand ideas and arguments that are expressed in a foreign language, both written and oral, in everyday situations as well as in professional and specialized contexts

CT5.- Advanced use of the most frequently used office tools (text processor, databases, and spreadsheets) and advanced use of electronic communication, browse and data mining (email and Internet)

CT6.- Design presentations using IT tools and structure the information properly, and transfer it clearly and efficiently, with a basic knowledge of data transfer nets

CT7.- Know about main management techniques, conflict resolution, eye selection and human resources motivation in a job environment using efficient strategies and time management

CT8.- Plan and development a research in a particular field, fitting the corresponding academic and scientific requirements

CT9.- Know about the history of the University of Alcalá, the roll of the European institutions and the historic, social, economic, and cultural reality of European and Ibero-American countries.

- **Specific competences**

CE1.- Acquire the skills to defend economic-business perspective, using minimum tools to express verbally and written, from a scientific perspective, economic data from an institution.

CE2.- Interpretate business information considering all the business areas.

CE8.- Reinforcing and acquiring basic mathematical skills for the business management and analysis.

CE9.- Use and apply language and mathematical models in business areas.

CE16.- Get basic knowledge from accounting. Know regulation that defines and configures our country.

CE17.- Get Cost Accounting fundamentals that allow systematize of cost assignation to any cost objective (product, service, customer, market or department)

CE4.- Acquire the silks to understand Mathematical Analysis for the economy.

CE9.- Acquire the skills to defend economic-business perspective, using minimum tools to express verbally and written, from a scientific perspective, economic data from an institution.

CE12.- Get basic knowledge from accounting. Know regulation that defines and configures our country.

CE5.- Acquire the search, collection, selection and use of statistical and documentary sources referred to international economy.

CE6.- Use the tools from quantitative methods applied to national and international economic study, to understand and know the different dimensions, applying, when necessary, the corresponding theoretical models

CE7.- Acquire the skills to defend economic-business perspective, using minimum tools to express verbally and written, from a scientific perspective, economic data from an institution.

CE8.- Get the skills to succeed in all kinds of international negotiations with people from different cultures and interests.

### 3. CONTENTS

| <b>Blocks of Curricular Contents</b>                              |          |
|---|----------|
| Cultural differences and integration                              | 0.5 ECTS |
| Flexible working patterns   | 0.5 ECTS |
| Sustainability  | 0.5 ECTS |
| Social Responsibility   | 0.5 ECTS |
| Social network  | 0.5 ECTS |
| Climate Change and SDGs   | 0.5 ECTS |
| Artificial Intelligence   | 0.5 ECTS |
| Ethics in Business  | 0.5 ECTS |
| Contents proposed by students or that may arise during the course | 2 ECTS   |

### 4. LEARNING METHODOLOGIES

#### 4.1. Credit distribution (in hours)

|                           |  |
|---------------------------|--|
| On-site assistance hours: | • 45 hours (including exam)            |
| Student work hours:       | • Self work: 100<br>• Tuition hours: 5 |
| Total hours               | 150                                    |

#### 4.2. Methodology strategies, materials and didactic resources

|                                  |  |
|----------------------------------|--|
| <b>On-site assisting classes</b> | <ul style="list-style-type: none"> <li>• Theory classes.</li> <li>• Conferences</li> <li>• Visits to business</li> <li>• Briefing and Project presentation.</li> <li>• Debates</li> <li>• Role plays</li> <li>• Videos</li> <li>• Group work</li> <li>• Teaching methodology is based in flipped classroom, integrating several ITC so the class is as proactive as possible. In them students will present the projects prepared along the course.</li> </ul>   |
| <b>Tuition</b>                   | <ul style="list-style-type: none"> <li>• Tuition guarantees that students get a closer relationship with the teacher. So tuition will be individual and from time to time in groups.</li> </ul>  |
| <b>Self work</b>                 | <ul style="list-style-type: none"> <li>• Preparation of theory and practical cases (flipped classroom)</li> <li>• Case analysis: along the term there will be several cases, projects, article review, in which student will get practical skills and competences so theoretical knowledge sits.</li> <li>• Projects: students will be leaders, under teacher supervision, to find relevant information, prepare minutes, elaborate presentations...</li> <li>• According to teacher's experience, this course requires at least:             <ul style="list-style-type: none"> <li>○ Weekly study: 2h/week on average</li> <li>○ Projects: 15h on average</li> </ul> </li> </ul> |
|                                  | <i>We will collaborate with the CRAI-Library professionals so that the students carry out an activity that develops the informational competences in the use and management of the information</i>   |

#### 5. EVALUATION: Procedures, criteria and grading scale

Evaluation process is inspired in continuous evaluation. Those students who wish to abandon continuous evaluation have to indicate Dean of the Faculty during first 2 weeks their reasons to do so.

In case the student does not apply for the final evaluation, he or she will be evaluated in the continuous system. No changes are allowed during the course.

If student does not participate as this guide establishes, he/she will be considered as not presented in ordinary exam.

##### Continuous evaluation

Student will be evaluated by his/her work, knowledge and skills. None of the parts will be over 40%. Methods to evaluate will be:

- a) Classes and seminars active participation 20%
- b) Cases solving, individually or in group: 20%
- c) Public presentation of lectures and project results: 30%
- d) Final exam: 30%

To pass the course student will have to pass successfully all the test and demonstrations, understanding that all them in group show skills developed and learnt.

Evaluation system will be adapted to teaching resources and number of students per group. It will be indicated at the beginning of the course.

### **Final Evaluation**

Students who opt for final exam will have to take a test that will be 100% of their result. It will have 2-3 questions, including cases, in which they will have to show they have acquired specific and basic skills of the course. One of the cases will require an oral defense in English to ensure course competences have been acquired.

### **Extraordinary exam**

- a) Students that failed continuous evaluation because they passed all test except final one: will be able to repeat only final exam in June-July and rest of qualifications will be kept until then
- b) Rest of students: will have to take a final exam that will be 100% of their qualification

### **Honesty rules for evaluation test**

- A. During evaluation tests the student:
- a. Will have an ID over the table
  - b. Will not be allowed to have telephones, electronic or informatic devices independently if they are switch on or off (mobile phones, tablets, clocks, audio or video transmitter, etc.)
  - c. Will not be allowed to take materials or objects (syllabus, books, class notes, any other notes, etc.)

This prohibition does not allow any excuse that, previous to the beginning of the exam, has to be notified to the teacher and he/she authorises it according to the circumstances.

Any infringement of this general rule allows the teacher to grade the test with fail (o)

B. In each particular case, depending on the infraction and the characteristics of the evaluation test, the teacher will consider if there has been a trust lost towards the student related to the written assessment, so in the future, the student will have to take an oral exam in front of a tribunal.

C. In no case, the grade will be "Not presented" for those students that, in any of the continuous assessment, have acted without academic honesty.

### **Grading scale:**

*According to R.D 1125/2003 grading scale should be as follows:*

|           |   |
|-----------|---|
| 0,0 - 4,9 | SUSPENSO (SS) - FAIL                      |
| 5,0 - 6,9 | APROBADO (AP) - PASS                      |
| 7,0- 8,9  | NOTABLE (NT) - REMARKABLE                 |
| 9,0 - 10  | SOBRESALIENTE (SB) - OUTSTANDING          |
| 9,0 – 10  | MATRÍCULA DE HONOR limitada ó 5% - HONORS |

During the evaluation activities students must follow the guidelines established in the regulation governing harmonious relations at University of Alcalá (*Reglamento por el que se establecen las Normas de Convivencia de la Universidad de Alcalá*) as well as the implications of irregularities committed during those activities, including the consequences of academic fraud according to the academic disciplinary regulation of the University of Alcalá (*Reglamento de Régimen Disciplinario del Estudiantado de la Universidad de Alcalá*)

## 6. BIBLIOGRAPHY

Material and recommended lectures will be given by the lectures during the course