

Syllabus

Business Environment and Negotiation
Academic Year 2024/2025

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1. General organization

1.1. Subject information

Subject data	Topic	Business Environment and Negotiation
	Topic Code	11_2GrADE_FT-EN_104
	Program name	Bachelor's Degree in Business Administration and Management Official Program of Universidad Internacional de la Empresa
	Credits	6 ECTS
	Type	Compulsory
	Year	First
	Period	First
	Language	English
	Teaching Modality	Face
	Recommended study dedication per 1 ECTS	25 hours

1.2. Faculty

Teacher's name	González González, Emilio José PhD in Economics
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1.3. Subject Presentation

In the subject of Business Environment and Negotiation, the factors of the environment that affect organizations at both macro and microeconomic levels are analyzed, as well as the most appropriate strategies to follow in response to these changes. Students will also learn how negotiations take place within organizations and between organizations and their stakeholders.

1.4. Competencies and/or Learning Results

ASSIGNED DEGREE LEARNING OUTCOMES

CP1: Design the business plan of a new organization
CP7: Develop business proposals at a strategic level

LEARNING OUTCOMES OF THE SUBJECT

Upon completion of this subject, the student is expected to be able to:

R.A.1: Understand negotiation techniques with stakeholders in a company.
R.A.2: Assess the situation and evolution of a company and make informed decisions.
R.A.3: Prepare advisory reports on specific situations in markets, sectors, and organizations.

2. Contents

Topic 1. Factors of the general environment
Topic 2. Macro environment
Topic 3. Microenvironment
Topic 4. Strategies and responses to changes in the environment
Topic 5. Negotiation in organizations and with stakeholders

3. Teaching and Learning Methodologies

The teaching methodologies that will be followed in this subject include:

- **Expository Methods:** Focused on the acquisition of new information, including lectures and seminars.
- **Application Methods:** Emphasize active processes used by students to perform procedural or principled tasks and acquire new knowledge. This includes hands-on demonstrations, problem-solving exercises, case studies, project design, simulations, guided research, and project work.
- **Collaborative Methods:** Emphasize the social dimension of learning and motivate students to share knowledge through collaborative tasks. This includes guided discussions (forums), collaborative work, and mentoring.
- **Globalizing Methods:** Emphasize the integration of knowledge and an interdisciplinary approach to professional reality.

4. Activities

Activity	Number of hours	Face-to-face (%)
Participatory Master Class	28	100%
Practical Classes: Problem Solving	30	100%
Oral and Written Presentations	4	50%
Evaluation	4	100%
Tutorials	10	25%
Freelance Work	74	0%
TOTAL	150	

5. Evaluation

5.1. Assessment methods

The Student Assessment Model at University follows the principles of the European Higher Education Area (EHEA).

Assessment System	Weighting
Continuous Assessment Activities *	50%
<p><i>Problem solving:</i> 10%</p> <p>The exercises and problems that the teacher asks the students to perform will be evaluated</p> <p><i>Case Study/Project Design:</i> 30%</p> <p>Individual and/or group work will be carried out related to real situations of the economy and/or companies that are requested by the professor.</p> <p><i>Other continuous assessment activities</i> 10%</p>	
Assessment System	Weighting
Exams*	50%

*It is essential to obtain a minimum average of 5 out of 10 in each section (portfolio evaluation and objective tests) to pass the subject. The final grade will be calculated using the weighting described above, except in cases where one of the two sections is not passed. In such cases, the final grade will be the lower of the two grades between continuous assessment activities and objective tests.

For sanctions associated with academic dishonesty, the General Regulations of Evaluation and Qualification of the University and the Regulations of Coexistence and Disciplinary Regulations of Students will be applied. Specifically, the use of content authored by others must be appropriately cited in submitted work. If there is a coincidence of more than 15%—reproducing information from sources without proper citation—the sanction will be a fail (0) for the activity in which it is detected. Repeated behavior will result in a fail (0) for the subject, loss of the call in which the offense occurred, and potential additional disciplinary action by the committee for serious offenses. The use of fraudulent means during assessment tests will also result in a fail (0) and may lead to disciplinary proceedings.

In order to be evaluated in the ordinary call, students may not exceed 25% absences.

In the extraordinary call, the same competencies/learning outcomes will be assessed using the same evaluation system as in the ordinary call. The student must repeat only the evaluation activities that were not passed in the ordinary call. Only students who have obtained a final grade of "Fail" or "Not presented" may apply for the extraordinary call.

5.2. Grading System

The grade of the subject will be established on a numerical scale from 0 to 10, with the following associated qualitative grade:

Level of Proficiency	Official Rating	Qualitative Rating
Very competent	9.0 - 10	Outstanding
Competent	7.0 - 8.9	Notable
Acceptable	5.0 -6.9	Approved
Not yet competent	0.0 -4.9	Suspended

The mention of "Honors" may be awarded at the discretion of the teaching professor to students who have obtained a grade equal to or greater than 9.0. An honours degree may be awarded for every 20 students when the teaching staff considers that the performance of the subject has been exceptional. In the event that the number of students is less than 20, only one Distinction may be awarded.

In each of the activities carried out , **the achievement of the learning outcomes will be measured**, with impartiality and objectivity.

6. Bibliography

Basic

Munuera Alemán, J. L., & Rodríguez Escudero, A. I. (2020). *Marketing strategies. A management process-based approach*. Editorial ESIC.

Porter, M. E. (2015). *Competitive strategy: techniques for the analysis of industrial sectors and competition*. Grupo Editorial Patria.

Complementary

Clark, T., Osterwalder, A., Pigneur, Y., & Lacey, M. (2012). *Your business model*. Barcelona: Editorial Deusto.

Michaux, S., & Cadiat, A. C. (2016). *Porter's Five Forces: How to Distance Yourself from the Competition Successfully*. Editorial 50 .

Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. Editorial John Wiley & Sons.

Van der Pijl, P.; & Lokitz, J.; & Kay Solomon, L. (2018). *Redesign your business: New tools for innovation and strategy definition*. Editorial Deusto.

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